

**SPECIAL EDUCATION**

SPECIAL EDUCATION SCHOOL AGE DATA DICTIONARY: School Year 2011/12

The purpose of this handbook is to provide guidance to school district special education staff on coding and entering special education student data into APSCN for the purpose of federal reporting. The special education school age data are collected through APSCN and are a component of the special education module. In the guide we attempt to be as inclusive as possible as it relates to Federal reporting requirements; however, not all situations will be covered here. If there are questions about how to code a student after consulting this data dictionary, please contact the Arkansas IDEA Data & Research Office at 501-683-7219.

DATA FIELDS REQUIRED FOR FEDERAL REPORTING

General Information Screen (with Federal reporting cycles)

NOTE: The STUDENT NAME, SSN, BIRTH DATE, BUILDING, SEX, RACE CODE, GRADE, STATUS, and ELL fields will be displayed from APSCN Plus Student Registration.

FIELD: Social Security (Reporting Cycles 4, 7)

The nine-digit Social Security number of the student. If a student's SSN cannot be obtained, then use the ADE assigned number as required by Arkansas Code Ann. 6-18-208. This number should remain the same throughout the student's school career.

FIELD: First Name (Reporting Cycles 4, 7)

The student's legal first name, as printed on the student's birth certificate, social security card, or other legally binding document.

FIELD: Middle Name (Reporting Cycles 4, 7)

The student's legal middle name, as printed on the student's birth certificate, social security card, or other legally binding document.

FIELD: Last Name (Reporting Cycles 4, 7)

The student's legal last name, as printed on the student's birth certificate, social security card, or other legally binding document.

FIELD: Race Code (Reporting Cycles 4, 7)

1 = H Hispanic or Latino

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

2 = N American Indian or Alaskan Native

A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.

3 = A Asian

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, including, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

4 = B Black or African American

A person having origins in any of the black racial groups of Africa.

5 = W White

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

6 = P Native Hawaiian/Pacific Islander

A person having origins in any of the original people of Hawaii, Guam, Samoa or other Pacific Islands.

7 = T Two or More**FIELD: Sex (Reporting Cycles 4, 7)****M Male****F Female****FIELD: Birth date (Reporting Cycles 4, 7)**

The student's date of birth.

* Please make sure that the student's birth date is accurate. Some common errors include using the current year as the student's year of birth and entering years such as '2093' or '0993' instead of '1993.'

FIELD: Grade (4, 7)**K Kindergarten****01 1st Grade****02 2nd Grade****03 3rd Grade****04 4th Grade****05 5th Grade****06 6th Grade****07 7th Grade****08 8th Grade****09 9th Grade****10 10th Grade****11 11th Grade****12 12th Grade****EE Non-Graded Elementary**

This category should only be used in extreme situations in which the student's grade cannot be appropriately determined. Where possible, use the grade that will be used for purposes of assessment. An A-Grade (Assigned Grade level) will need to be entered. See ahead for details.

SM Non-Graded Middle/Jr.

This category should only be used in extreme situations in which the student's grade cannot be appropriately determined. Where possible, use the grade that will be used for purposes of assessment. An A-Grade (Assigned Grade level) will need to be entered. See ahead for details.

SS Non-Graded Secondary

This category should only be used in extreme situations in which the student's grade cannot be appropriately determined. Where possible, use the grade that will be used for purposes of assessment. An A-Grade (Assigned Grade level) will need to be entered. See ahead for details.

FIELD: A-GRADE Assigned Grade level (Reporting Cycle 4)

Any non-graded student (EE, SM, SS) must be assigned a grade level for standardized testing purposes. If the grade level to be assigned is unclear then take the child's age as of September 15th and subtract 5. For example: a non-graded student who was 10 years old on September 15th would be in grade 5 for testing purposes.

FIELD: Alt_Port (Reporting Cycle 4)

Y Yes – if student has been assessed with an Alternate portfolio as outlined in the IEP.

N No

FIELD: Secondary Transition Date (Reporting Cycle 7)

Date the initial secondary transition plan section of the IEP was finalized in your district. For transfer students with a secondary transition plan already in place, this is the date the secondary transition plan was implemented in your district.

FIELD: Building Code (Reporting Cycles 4, 7)

The building code, which the student is assigned.

FIELD: English Language Learner (Reporting Cycles 4, 7)

Y Yes – if the student has limited English proficiency, or English is not the student's first language or the language spoken at home.

N No

FIELD: Temporary Student (Reporting Cycle 4)

Y Yes – Indicates if student is being temporarily placed in the Special Education program until the student is determined eligible or the evaluation is completed.

N No

Miscellaneous Screen (with Federal reporting cycles)**FIELD: Charter School (Reporting Cycles 4, 7)**

Y Yes – if student is receiving special education services in a charter school
N No

FIELD: School Choice General (Reporting Cycle 4)

Y Yes – if the student resides in another district, but is enrolled in your district under school choice general. Application is made specifically for school choice.
N No

FIELD: School Choice Improvement Outside the District (Reporting Cycle 4)

Y Yes – if the student resides in another district, but is enrolled in your district under school choice school improvement from outside the district.
N No

FIELD: School Choice Resident LEA (Reporting Cycle 4)

Indicate the resident LEA of the student who is enrolled in your district under school choice general or school improvement outside the district. Add 3 zero's '000' after the four digit district number.

FIELD: Primary Disability (Reporting Cycles 4, 7)**AU Autism**

“ . . . a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (b)(4) of this section.” [taken from 34 Code of Federal Regulations §300.7(c)(1)(i)]

DB Deaf-Blindness

“ . . . concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.” [taken from 34 Code of Federal Regulations §300.7(c)(2)]

ED Emotional Disturbance

“(i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance:

(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.

(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

(C) Inappropriate types of behavior or feelings under normal circumstances.

(D) A general pervasive mood of unhappiness or depression.

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.” [taken from 34 Code of Federal Regulations §300.7(c)(4)]

HI Deaf/Hearing Impairment

Deafness: “. . . a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child’s educational performance.” [34 Code of Federal Regulations §300.7(c)(3)]

Hearing Impairment: “. . . an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but that is not included under the definition of deafness in this section.” [taken from 34 Code of Federal Regulations §300.7(c)(5)]

MD Multiple Disabilities

“. . . concomitant impairments (such as mental retardation-blindness, mental retardation, orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.” [taken from 34 Code of Federal Regulations §300.7(c)(7)]

MR Intellectual Disability

“. . . significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s educational performance.” [taken from 34 Code of Federal Regulations §300.7(c)(6)]

OHI Other Health Impairments

“(9) Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that--

(i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart

condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and (ii) Adversely affects a child's educational performance." [taken from 34 Code of Federal Regulations §300.7(c)(9)]

OI Orthopedic Impairments

"... a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures)." [taken from 34 Code of Federal Regulations §300.7(c)(8)]

SI Speech/Language Impairments

"... a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance." [taken from 34 Code of Federal Regulations §300.7(c)(11)]

SLD Specific Learning Disabilities

"... a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia...The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, mental retardation, emotional disturbance, or environmental, cultural, or economic disadvantage." [34 Code of Federal Regulations §300.7(c)(10)]

TBI Traumatic Brain Injury

"... an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma." [34 Code of Federal Regulations §300.7(c)(12)]

VI Visual Impairments

"... an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness." [34 Code of Federal Regulations §300.7(c)(13)]

FIELD: Educational Placement (Reporting Cycles 4, 7)

The primary educational placement as defined under federal guidelines for ages 6-21.

DB Public Day School

If a student receives special education and related services for greater than 50 percent of the school day in a publicly funded facility that does not house programs for students without disabilities. This includes students attending the Arkansas School for the Deaf or School for the Blind that do NOT reside at the school during the school week.

DI Private Day School

If a student receives special education and related services for greater than 50 percent of the school day in a privately funded facility that does not house programs for students without disabilities

HH Hospital/Homebound

If a student receives special education in medical treatment facilities on an in-patient basis or at home

RB Public Residential

If a student receives special education and related services for greater than 50 percent of the school day in a public residential facility This includes students attending the Arkansas School for the Deaf or School for the Blind that RESIDE at the school during the school week.

RG Regular Class with Special Education (80% or more of the school day)

If a student is in the regular classroom 80% or more of the day OR if a student receives special education and related services outside the regular classroom for less than 21 percent of the school day. This may include children and youth with disabilities placed in: regular class with special education/related services provided within regular class, regular class with instruction within the regular class and with special education/related services provided outside regular class, or regular class with special education services provided in a resource room.

RI Private Residential

If a student receives special education and related services for greater than 50 percent of the school day in a private residential facility

RR Resource Room (between 40% to 79% of the school day in the regular classroom)

If a student is in the regular classroom between 40% to 79% of the school day OR if a student receives special education and related services outside the regular classroom for 60 percent or less of the school day and at least 21 percent but no more than 60 percent of the school day. This may include children and youth

placed in: resource rooms with special education/related services provided within the resource room or resource room with part-time instruction in a regular class.

SC Self-contained (40% or less of the school day in the regular classroom)

If a student is in the regular classroom less than 40% of the school day OR If a student receives special education and related service outside the regular classroom for more than 60 percent of the school day. This includes only children and youth with disabilities educated on the regular school campus. This does not include pupils who received education programs in public or private separate day or residential facilities. This may include children and youth placed in: self-contained special classrooms with part-time instruction in a regular class, or self-contained special classrooms full-time on a regular school campus.

CF Correctional Facility

Students who received special education in correctional facilities. This data is intended to be a count of all students receiving special education in short-term detention facilities (community-based or residential), or correctional facilities.

PP Parentally Placed in Private Schools

Students who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan. Include students whose parents chose to home-school them, but who receive special education and related services at the public expense. Do not include children who are placed in private schools by the LEA.

FIELD: Name of Provider (Reporting Cycle 4)

The name of the provider for the educational placement codes of DI, DB, RI, RB, and HH. In the case of DI, DB, RI, and RB this FIELD should contain the *name of the facility* where the student is served. For students in HH placement, this FIELD should contain the *name of the person* who provides the student's educational services.

FIELD: Provider LEA (Reporting Cycle 4)

Enter the private provider LEA number of the sending district from which the student came.

FIELD: Residence LEA (Reporting Cycle 4)

The 4-digit LEA number of the district in which the private school student resides. This FIELD is to be used for private school students who receive special education services through the reporting district.

For example, if a student lives in Benton and is enrolled in a private school in Little Rock and receives speech services through the Little Rock School District, you would enter the four-digit LEA number of the Benton School District (6302).

Entry/Withdrawal Screen (with Federal reporting cycles)**FIELD: Entry Date (Reporting Cycle 4)**

The date the student entered your Special Education program.

FIELD: Exit Date (Reporting Cycle 7)

Enter the date in which the student withdrew or exited the special education program.

FIELD: Exit Status (Reporting Cycle 7)

Indicate if the student age 14-21 left the special education program during the current school year. The exiting categories are as follows:

- DI** Deceased
- DO** Dropped out (must meet the state definition of drop out including students who are obtaining a GED). This is the student enrolled at the start of the reporting period, was not enrolled at the end of the reporting period, and did not exit special education through any of the other bases described. This includes dropouts, runaways, GED recipients (in cases where students are required to drop out of the secondary educational program in order to pursue the GED certificate), and other exiters from special education.
- GC** Graduated with a certificate (did not meet the requirements for a regular diploma). This is the student who exited an educational program and received a certificate of completion, modified diploma, or some similar document. This includes students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities. This category also includes students receiving any alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a general educational development credential (GED), so long as the State remained continuously enrolled in the secondary educational program.
- GD** Graduated with a regular high school diploma. The student exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. The student met the same standards for graduation as those for students without disabilities. The term does not include an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a general educational development credential (GED).
- MA** Student reached maximum age. This is a student who exited special education because of reaching the maximum age for receipt of special education services, including students with disabilities who reached the

maximum age and did not receive a diploma.

MK Student moved but is known to be continuing in school

RC Student returned to the regular classroom. These are students who no longer have an IEP and are receiving all their educational services from a regular education program.

NP Referred, Evaluated, and Not Placed. This code is not used in reporting.

HS Home Schooled is reported as MK, Move Known

FIELD: Educational Placement-Previous Year (Reporting Cycle 7)

Indicate the student's educational placement under federal guidelines for the previous school year.

DB Public Day School

DI Private Day School

HH Hospital/Homebound

RB Public Residential

RG Regular Class with Special Education (80% or more of the school day)

RI Private Residential

RN Regular Classroom with no Special Education

RR Resource Room (between 40% to 79% of the school day in the regular classroom)

SC Self-contained (40% or less of the school day in the regular classroom)

PP Parentally placed in private school

CF Correctional facilities