Reporting Special Education Data in ISEE

Child Count
Early Childhood Transition
60 Day Timeline
Discipline

Idaho State Department of Education
Division of Federal Programs
Special Education
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IDAHO STATE DEPARTMENT OF EDUCATION
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Purpose

Section 618, 616, and 20 U.S.C. § 1418, §300.640, §300.641 of the Individuals with Disabilities Education Act (IDEA) requires that each state submit data about students with disabilities, ages 3 through 21, who receive special education and related services under Part B of IDEA. In Idaho, required data elements are collected in local educational agency uploads to the Idaho System for Educational Excellence (ISEE).
The purpose of the *Reporting Special Education Data in ISEE* document is to provide local educational agency (LEA) staff with guidance necessary to report high quality educational data to Idaho State Department of Education (SDE) and improve the educational and functional outcomes of students receiving special education and related services in Idaho.

ISEE Special Education Student File Template

The layout of the Special Education Student file template is shown below, along with a summary of the item requirements. The item details are discussed in the following sections of this document.

Table 1: Special Education Students File Template Items

Field Name	Basic Description
idStuId	Required: The student's assigned unique Idaho identification number.
resSchoolId	Required: This is the school code for the school where the student lives, the school responsible for the student's education according to IDEA
servSchoolId	Required: This is the school code for the school where the student receives their education, i.e. where they are served.
exceptionality1	Conditional: The primary exceptionality of the student
environment	Conditional: The environment within which the student receives their education
minPerWeek	Conditional: The number of minutes per week the PK student receives direct special education services or that service providers consult on this PK student
ECReferredDhw	Conditional: Was child referred by Department of Health and Welfare, Infant Toddler Program?
ECDecTim	Conditional: Was the eligibility decision made the student's individualized educational program (IEP) developed by the child's third birthday?
ECDecLate	Conditional: If the eligibility determination and or IEP were developed after the child's third birthday, how many days late.
ECLateRea	Conditional: If eligibility determination and or IEP were developed after the student's third birthdate, the reason for delay.
ECLROther	Conditional: If ECLateRea was other, explain.
IDSpedDate	Conditional: This is the initial determination date of eligibility; date of the first eligibility meeting, regardless if the student was determined eligible or not.
SEEntryDate	Conditional: The date the student first received special education services during the current school year within the enrolled LEA.
IEPDate	Conditional: The date the student's current IEP became active.
consentDate	Conditional: The date the LEA received the parent's written (signed) consent for initial assessment and eligibility determination. This starts the clock for the 60-day timeline.
60DTline	Conditional: A flag indicating if the initial determination for special education was completed in 60 days of receipt of parental consent to assess. Only required if IDSpedDate was after the last day of the prior school year calendar or within the current fiscal school year.
DaysLate	Conditional: If determination was not completed within 60 calendar days after receipt of parental consent to assess, indicate the number of days late.
LDRea	Conditional: The reason the initial determination was late.
ExRule	Conditional: Explanation for choosing *SE-State Exception Rule* as the reason the initial determination was late.
SpedEligible	Required: A flag indicating if the child was found eligible for special education services based on the most recent evaluation decision.
UndetRea	Conditional: The Reason for selecting *U-undetermined* for eligibility of special education services.
SEStatus	Conditional: The student's status relative to special education
SEExitDate	Conditional: The date the student left special education services in the current school year.

SEExitReason	Conditional: If the student left special education services, the reason that they exited.
caseManager	Conditional: The Case Manager's unique Idaho Staff Identification Number. (i.e.. Sped Director, Special Education Teacher, etc.) Report the Sped Director in the case where staff is contracted.
notes	Optional: Any comments or explanatory notes for the data in this record.

Special Education Students

The following fields are necessary for documenting information regarding special education and related services.
Once a student is determined eligible, additional information can be included in the students record.

Educational Environments

Students ages 6-21 years

Educational Environments for 6 through 21 year olds [environment] Use the following codes if a student is age 6 through 21 as of the date of Child Count, first Friday in November. Please note, Educational Environment codes are dependent on age and not the grade level attained.

*DEFINITION: The **General Education Classroom** is defined as an environment that includes 50% or more non-disabled children who are representative of the general school population. For students with disabilities who receive their education in a public virtual school setting, the general education classroom is defined as the same environment as that in which students without disabilities receive instruction, i.e. the home environment.*

01 **General ed class 80% or more:** 6-21 YEAR OLDS – Student is inside the general education classroom 80% or more of the day. In a 6 hour school day, the student is inside the regular class at least 4 hours and 48 minutes.

02 **General ed class > 40% < 80%**: 6-21 YEAR OLDS: Student is inside the general education classroom at least 40% but not more than 79% of the school day. In a 6 hour school day, the student is inside the regular class at least 2 hours, 25 minutes, but not more than 4 hours, 47 minutes.

03 **General ed class less than 40%**: 6-21 YEAR OLDS: Student is inside the general education classroom less than 40% of the school day. In a 6 hour school day, the student is inside the regular class 2 hours, 24 minutes or less.

11 **Public separate day school**: 6-21 YEAR OLDS: Student is in a district self-contained classroom in a separate special education school for more than 50% of the school day – more than 3 hours in a 6 hour day.

12 **Private separate day school**: 6-21 YEAR OLDS: Student is placed in a private special education day school / facility at public expense for more than 50% of the school day – more than 3 hours in a 6 hour school day.

13 **Public residential facility**: 6-21 YEAR OLDS: Student receives education services in public residential facility for more than 50% of the school day and resides in that facility during the school week.

14 **Private residential facility**: 6-21 YEAR OLDS: Student receives education services in a private residential facility at public expense for more than 50% of the school day and resides in that facility during the school week.

15 **Hospital or homebound setting**: 6-21 YEAR OLDS: Student receives special education services in a hospital or homebound setting. Do not include virtual charter school students.

16 **Correctional facility**: 6-21 YEAR OLDS: Student receives special education services in a detention center or correctional facility.

21 **Parentally placed in private school**: 6-21 YEAR OLDS: Student is voluntarily enrolled in a private school by parents. The only services provided at public expense are special education/related services. Do not include students enrolled in a public virtual charter school.

Educational Environments ages 3-5 years

Early Childhood environment codes should be determined using the Decision Tree for Determining Early Childhood Environments, see Figure 1.

Definition: The ***Regular Early Childhood Program*** is defined as an environment that includes at least 50% non-disabled children (i.e., children not on IEPs). Regular Early Childhood Programs may include but are not limited to:

- Head Start
- Kindergarten
- Preschool class offered to an eligible pre-kindergarten population by the public school system
- Private kindergarten or preschool
- Group child care center

Please note, if a student is age five at the beginning of the school year and turns age six later in the year information regarding the change in educational environment must be included in the student's IEP as a note or second least restrictive environment (LRE) page.

Example statement: For coding purposes the student, as of age five will use (specify early childhood environment code) and upon turning age six coding will shift to (specify school age environment code). This change in coding is for documentation purposes only and has no impact on the students' LRE placement or service location.

Educational Environments for 3-5 YEAR OLDS [environment] Use the following codes for students age 3-5 as of the date of Child Count, first Friday in November regardless of grade level attained.

The student attends a Regular Early Childhood Program.

49 Attends a regular early childhood program at least 10 hours per week and receives the majority of Special Education and related services in the Regular Early Childhood program.

50 Attends a regular early childhood program at least 10 hours per week and receives the majority of Special education and related services in some other location.

51 Attends a regular early childhood program less than 10 hours per week and receives the majority of Special Education and related services in the regular early childhood program.

52 Attends a regular early childhood program less than 10 hours per week and receives the majority of special education and related services in some other location.

Children attending regular early childhood programs should be reported in one of the environments above even if they receive special education services in other environments.

The student **does not** attend a Regular Early Childhood Program but **does** attend a public or private special education program.

44 **Separate Special Education Class:** Student attends a special education program that is not a regular early childhood program.

45 **Separate School:** Student receives Special Education in a public or private day school designed specifically for children with disabilities.

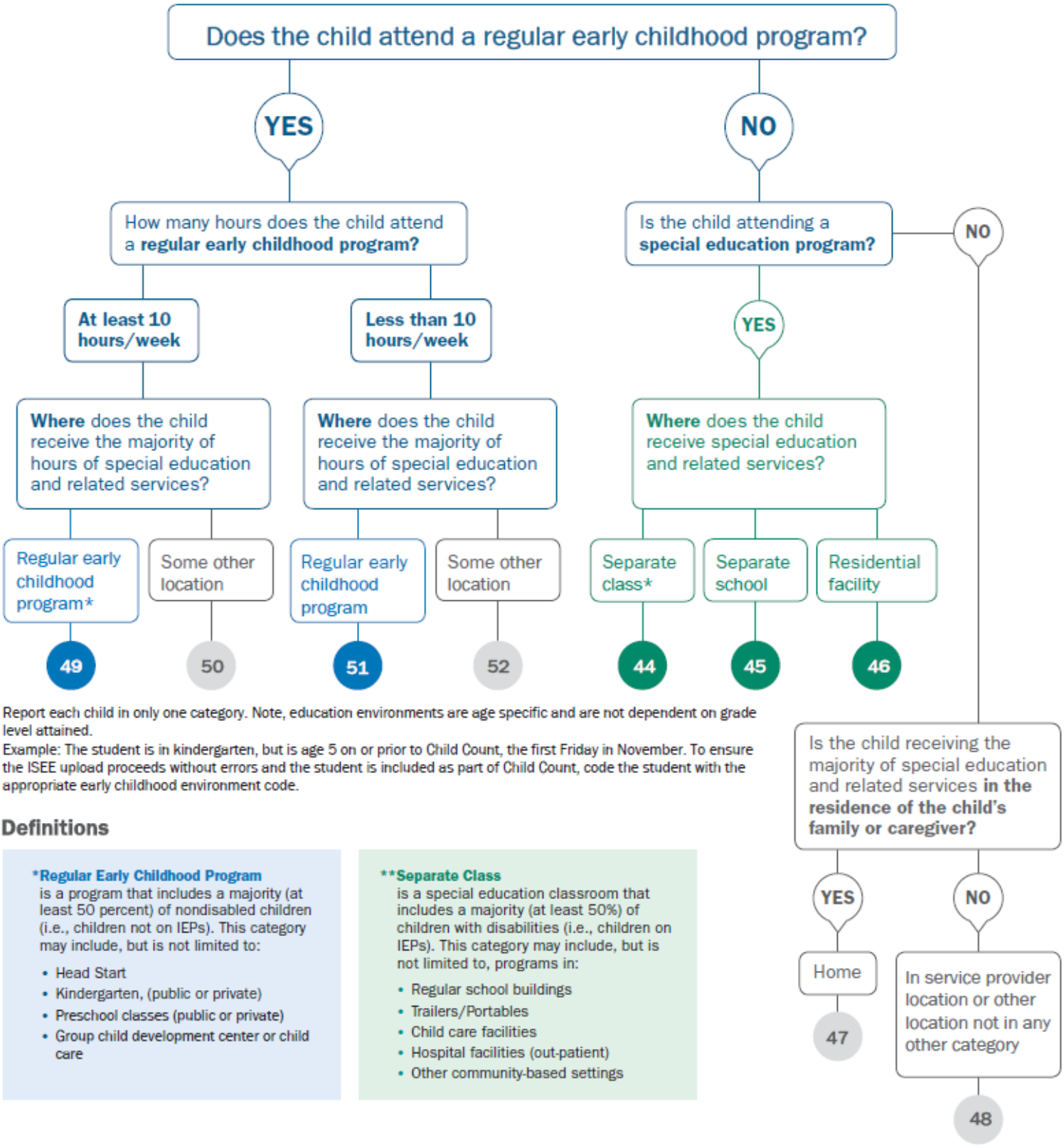
46 **Residential Facility:** Student receives all special education and related services in a public or private residential facility.

The student **does not** attend a Regular Early Childhood Program and **does not** attend a special education program.

47 **Service Provider Location or some other location not in any other category:** Student receives all special education and related services from a service provider and does not attend a special education program in any regular early childhood program.

48 **Home:** Student receives special education and related services in the principal residence of the child's family or caregiver and does not attend a regular early childhood program or a special education program**.**

Figure 1: Decision Tree for Reporting Educational Environments Ages 3-5



Report each child in only one category. Note, education environments are age specific and are not dependent on grade level attained.
Example: The student is in kindergarten, but is age 5 on or prior to Child Count, the first Friday in November. To ensure the ISEE upload proceeds without errors and the student is included as part of Child Count, code the student with the appropriate early childhood environment code.

Definitions

***Regular Early Childhood Program**
is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs). This category may include, but is not limited to:

- Head Start
- Kindergarten, (public or private)
- Preschool classes (public or private)
- Group child development center or child care

****Separate Class**
is a special education classroom that includes a majority (at least 50%) of children with disabilities (i.e., children on IEPs). This category may include, but is not limited to, programs in:

- Regular school buildings
- Trailers/Portables
- Child care facilities
- Hospital facilities (out-patient)
- Other community-based settings

Exceptionality

Exceptionality [exceptionality1] Report **one** of the following as the student's primary disability.
Only one exceptionality is collected for purpose of state reporting and Child Count.
Note: It is important to address *Warnings* that are issued in ISEE uploads. Students with misalignment between student age on the Child Count date and exceptionality categories (Specific Learning Disability and Developmental Delay) will be removed from the Child Count reporting.

01 Specific Learning Disability (ages 5-21 only)
02 Cognitive Impairment
04 Speech Impairment
05 Language Impairment
06 Emotional Disturbance
07 Health Impairment
08 Orthopedic Impairment
09 Deaf
10 Hearing Impairment
11 Visual Impairment
12 Deaf/Blindness
13 Multiple Disabilities
14 Developmental Delay (ages 3-9 only)
15 Autism Spectrum Disorder
16 Traumatic Brain Injury

For additional information on eligibility categories see the Idaho Special Education Manual, Chapter 4: Evaluation and Eligibility.

Reporting Special Education Program Exit

Special Education Program Exit is a required data collection for 618 federal EDFacts reporting which documents how students exit special education and related services. To improve data quality the SDE has aligned special education program exit and school exit reasons fields, as appropriate.

Special Education Status [SEStatus] The status of the student relative to special education and related services (A - active, I - inactive or T - tested-ineligible).

**Note: *T – Tested-ineligible* is only used for initial eligibility. If a student is determined no-longer eligible after reevaluation the student should be marked as *I – inactive*.

Special Education Exit Date [SEExitDate] If the special education status *SEStatus* is *I-inactive*, the date the student became inactive must be entered. The Special Education Exit Date must be after the Special Education Entry Date.

Special Education Exit Reason [SEExitReason] A student who received special education and related services during the current school year and exits special education must be reported with *SEStatus* of *I-inactive* and list one of the following exit reasons.

Note: Listing the Special Education Exit Reason of **12 Summer Break** does not constitute removal from special education and related services. The code indicates that the student has a temporary interruption of services because of a regularly scheduled school break for all students.

01 Graduated – Met State Standards:

Graduated by completing all necessary high school credit/content graduation requirements, with or without accommodations, and have met any additional graduation requirements. 08.02.03.105

- Students who have graduated with a regular high school diploma that is fully aligned with Idaho State High School Graduation Requirements. 08.02.03.10

02 Completed - Adapted Requirements:

Program of study addressed adapted (modified or differentiated) coursework as outlined in an IEP (refer to Special Education Manual), but did NOT meet Idaho State High School Graduation Requirements per 08.02.03.105.

- Students with disabilities who have satisfied an IEP but NOT regular Idaho State High School Graduation Requirements; these students may have been awarded a high school diploma for completing adapted requirements that are NOT comparable to regular graduation requirements which align to Idaho State High School Graduation Requirements.
- Student who qualify for special education are entitled to FAPE - IDAPA 08.02.03.109.07
- Students with this exit code are NOT counted as graduates in cohort grad rate calculations

04 Reached Maximum Age:

Reached Maximum Age - 21 years of age.

- Students who have completed the semester in which they turned 21, without receiving a regular high school diploma which is fully aligned with Idaho State High School Graduation Requirements (08.02.03.105, Idaho Code 33-201).

05 Dropped Out:

Dropped out

- Student exits current enrollment, and does not meet the definition for any other inactive reason.
  Code the following situations as dropout:
  1) confirmed dropouts
  2) runaways
  3) students whose status is unknown
  4) students leaving school to pursue and receive a GED

06 Transfer to Another Education Environment:
Option Definition: Transferred to Another Educational setting

- Student transferred to another local educational agency (LEA) or agency providing educational services toward completing high school graduation requirements and is known to be continuing in a general or special education program.

  Include students who transferred and are receiving education in any of the following:

  1) Juvenile detention centers
  2) Correctional facilities
  3) Private schools
  4) Job Corps
  5) Virtual Charter Schools
  6) Home School

To use this code, there must be verification that the student is continuing in some education program in the form of a request for records or a statement from the parents. Hearsay is not adequate verification that the student is known to continue.

07 No Longer Eligible for Program:
Option Definition: No Longer Eligible/Returned to General Education

- Students who are determined no longer eligible to participate in the program through eligibility determination or parent refusal of consent.
- Students who no longer have an active IEP and are no longer receiving special education services and are now receiving all educational services from a regular education program.

08 Deceased:
Option Definition: Student passed away.

- Students who have passed away during the school year or who have passed away during the summer.

12 Summer Break:
Option Definition: Summer break from program services; expected to resume the following school year.

- Students with active IEP, who have a temporarily break in special education and related services as a result of the regularly scheduled summer break for all students, student is expected to resume services in the following school year.

Table 2: Exit Code Alignment 2018-2019

SPED Program Exit Reason Code	School/District Exit Reason Code
01 - Graduated – Met State Standards	4A – Graduated – Met State Standards
01 - Graduated – Met State Standards	4G - Early Graduate 1 Year
01 - Graduated – Met State Standards	4H - Early Graduate 2 Year
01 - Graduated – Met State Standards	4I - Early Graduate 3 Year
02 - Completed - Adapted Requirements	4C - Completed - Adapted Requirements
04 - Reached Maximum Age	3B - Reached Maximum Age
05 - Dropped Out	3A - Confirmed Drop Out
05 - Dropped Out	3D - Transfer to Adult Education
05 - Dropped Out	3E - Unknown
06 - Transfer to Another Education Environment	2A - Within Idaho To Different Public School District
06 - Transfer to Another Education Environment	2B - Within Idaho To Private School or Federal/State Setting
06 - Transfer to Another Education Environment	2C - Transfer Out of Idaho to US Public or Non-Public Setting
06 - Transfer to Another Education Environment	2D - Transfer Out of Country
06 - Transfer to Another Education Environment	2E – Within Idaho to Homeschool
07 - No Longer Eligible for Program	No District Exit Required – **Cannot be coded as:** 3B – Maximum Age 4A – Graduate 4G - Early Graduate 1 Year 4H - Early Graduate 2 Year 4I - Early Graduate 3 Year 6A – Deceased
08 - Deceased	6A - Deceased
12 - Summer Break	1A - Within District To Same School
12 - Summer Break	1B - Within District To Different Public School

Reporting Child Find (60 Day Timeline) Data in ISEE

The ISEE Special Education Student template includes the items shown in the table below.
These fields are used to capture information about a student's initial eligibility for special education and related services.
Fields collecting information regarding initial eligibility and the 60-day timeline are only required if the students initial determination date was after the end of the prior school year calendar or in the current fiscal school year. If the student were determined **ineligible**, he or she would not be included again in the Special Education Student file (unless subsequently referred for evaluation).

Table 3: 60 Day Timeline Data Collection Items

ISEE Special Education Students file items	ISEE item description	Item Requirement	Options
IDSpedDate	The initial determination date of eligibility; date of the first eligibility meeting, whether eligible or not. This is a static date. Do not update based on re-evaluation date.	Conditional: Required if **ECEligDec=E OR SEStatus=A** or **I AND SpedEligible=Y**	**Date**
SEEntryDate	The date the student first received special education services during the current school year within the enrolled District	Conditional: Not required if **SEStatus=T** and **SpedEligible = N or U**	**Date**
IEPDate	The date the student's current IEP became active	Conditional: Not required if **SEStatus=T** and **SpedEligible = N or U** or **ECEligDec=N 0r U**	**Date**
consentDate	The date the LEA received the parent's written (signed) consent for initial assessment and eligibility determination. This starts the clock for the 60 day timeline.	Conditional: Required only if the IDSedDate is in the current fiscal year.	**Date**
60DTline	A flag indicating if the determination for special education was completed in 60 days	Conditional: Only used when first identifying a student as sped eligible or not.	**Y**=Yes; **N**=No
DaysLate	If determination was not completed within the required 60 day timeline, indicate the number of days late	Conditional: Required if **60DTline=N**	**Number** of days

LDRea	The reason the determination was late	Conditional: Required if **60DTline=N**	**AA**=Additional Assessment needed; **EM**=Extended Medical Issues; **SD**=Scheduling Difficulties; **ST**=Staffing Issues; **SM**=Student Moved into district with written extension request; **SE=**State Exception rule
ExRule	Explanation for choosing "SE" as the reason determination was late	Conditional: Required if **LDRea=SE**	**Reason** **AN -** Acts of Nature **HB -** Holiday Break **OB -** Other School Break **SB -** Spring Break **SM -** Summer Break

Special Education Eligibility and Status

These codes are used for reporting the determination of special education eligibility and current special education Status.

Table 4: Eligibility and Special Education Status Items

ISEE Spedfile item	ISEE item description	Item Requirement	Options
SpedEligible	A flag indicating if the student was found eligible for special education services	Required for all students reported in Special Education Student file.	**Y**=Yes; **N**=No; **U**=Undetermined
UndetRea	The Reason for selecting undetermined for eligibility of special education services	Conditional: Required if **SpedEligible=U**	**MO=**Moved out of district; **SD**=Student is deceased
SEStatus	The status of the student relative to special education	Required for all students reported in Special Education Student file.	**A**=Active; **I**=Inactive; **T**=Tested-Ineligible
SEExitDate	If the student is inactive, the date they left special education.	Conditional: Required if SpedEligible = N	**Date**
SEExitReason	If the student is Inactive, the reason that they are now inactive.	Conditional: Required if SEStatus = I	**01** - Graduated – Met State Standards **02** - Completed - Adapted Requirements **04** - Reached Maximum Age **05** - Dropped Out **06** - Transfer to Another Education Environment **07** - No Longer Eligible for Program **08** - Deceased **12** - Summer Break
caseManager	The Case Manager's unique Idaho Staff Identification Number. (i.e.. Sped Director, Special Education Teacher, etc.) Report the Sped Director in the case where staff is contracted.	Required for all students reported in Special Education Student File.	**Unique Case Manager EDUID**
notes	Any comments or explanatory notes for the data in this record.	Optional	**Text**

Reporting Early Childhood Transition Data in ISEE

The ISEE Special Education Student template includes the items shown in the table below.
This section of the template is used only for reporting those students who are 2 ½ and 3 years of age who are referred to the LEA from the Infant Toddler program of the Department of Health and Welfare. These referrals are reported in this section regardless of whether the child is subsequently determined to be eligible for special education or ineligible for special education.

Table 5: Early Childhood Transition Items

ISEE Spedfile item	ISEE item description	Item Requirement	Options
ECReferredDhw	Was the child referred by Department of Health and Welfare, Infant Toddler Program?	Conditional: Use only for reporting those students who are 2½ and 3 years of age.	**Y**=Yes; **N**=No
ECDecTim	Was the eligibility decision made prior to the child's third birthday?	Conditional: Required if **ECTransDate** is reported and **ECRefAgency=DHW**	**Y**=Yes; **N**=No
ECDecLate	If the Elibility determination occurred after the child's third birthday, how many days late.	Conditional: Required if **ECDecTim**=N	Number of days
ECLateRea	If Eligibility determination was late, reason for delay	Conditional: Required if **ECDecTim=N**	**LS**=Late Referral; **M**=Medical; **MV**=Moved; **O**=Other; **P**=Parental; **SI**=Scheduling Issues
ECLROther	If Eligibility IEP determination was late, and reason was other, explain	Conditional: Required if **ECLateRea=O**	**Reason**

Please note, **the State Exception rule does not apply** to students going through Early Childhood Transition from the Department of Health and Welfare, Infant Toddler Program to an LEA.

Reporting Discipline Data in ISEE

The ISEE Disciplinary Action template includes the items shown in the table below.
This template is used only for reporting those students who are suspended or expelled for one-half of the day or longer.
This information is used for suspension and expelled reporting as well as disproportionality reporting.

Table 6: Disciplinary Action Status Items

ISEE Spedfile item	ISEE item description		Options
idStuid	The student's assigned unique Idaho identification number.	Required for all students reported in Disciplinary Action file.	**N/A**
incidentId	A unique school or district assigned number for this particular incident. NOTE: If multiple students are involved in a single incident that results in discipline for more than one student, the incident ID would be the same for all students involved in the incident while the actionID would be different for each student.	Required for all students reported in Disciplinary Action file.	**N/A**
actionDate	Date the Disciplinary Action was imposed	Required for all students reported in Disciplinary Action file.	**Date**
actionId	A locally assigned unique identifier (within the school or the district) to identify each specific disciplinary for this student.	Required for all students reported in Disciplinary Action file.	**N/A**
primaryAction	The type of disciplinary action taken. Only the actions ISS, URI, RHO, EXP, or EXM with a duration of more than ½ day are required to be reported, unless the juvenile justice or law enforcement was involved. Other actions can be reported by the district if desired (means the district does not have to filter actions for reporting). Only the actions listed above will be included in statewide statistics.	Required for all students reported in Disciplinary Action file.	**EXM** – Modified Expulsion; **EXP** – Expulsion; **ISS** – In School Suspension; **OSS** – Out of School Suspension; **PLT** – Change of Placement (long-term); **RHO** – Removal by Hearing Officer; **URI** – Unilateral Removal;
secondAction	An optional secondary type of disciplinary action taken. See primary action for additional details on reporting.	Optional: Available for tracking additional actions.	Option set listed under primaryAction

thirdAction	An optional third type of disciplinary action taken. See primary action for additional details on reporting.	Optional: Available for tracking additional actions.	Option set listed under primaryAction
origDuration	The original length in school days, rounded to the nearest half day of the disciplinary action. Only actions greater than a half day are required to be reported, unless juvenile justice was involved.	Required: Length of in school days rounded to the nearest half day.	Number of days
reportingDistrictID	The SDE assigned district number in the Idaho Education Directory for the district that provides the educational services to the student and that is imposing the disciplinary action.	Required for all students reported in Disciplinary Action file.	See District ID Option Set
responsibleDistrictID	For students with an IEP, the SDE assigned district number for the district responsible for the IEP	Conditional: If reportingDistrictID=(number)	See District ID Option Set
schoolID	The SDE assigned school number for the school providing educational services to the student.	Required for all students reported in Disciplinary Action file.	See schoolID option set
IEP	Does the student have an active IEP under IDEA at the time of the disciplinary action	Required for all students reported in Disciplinary Action file.	**Y**=Yes; **N**=No
interimReason	The reason children with disabilities were unilaterally removed to an interim alternative education setting.	Conditional: Required when action is URI or RHO.	**DRG** – Drugs; **OTH** – Other; **SBI** – Serious Bodily Injury; **WPN** – Weapons Possession; **WPU** – Weapons Use
weapon	A flag indicating if an incident triggering this disciplinary action involved a weapon.	Required for all students reported in Disciplinary Action file.	**Y**=Yes; **N**=No
weaponType	If a weapon was involved, the code for the type of weapon.	Conditional: Required if weapon=Y	**ED** – Explosive Device; **HG** – Handgun; **KN** – Knife (blade longer than 2.5 inches) **KS** – Knife (blade less than 2.5 inches) **MF** – Multiple Firearm **OO** – Other Object **OT** – Other **RI** – Shotgun/Rifle **SO** – Other Sharp Object

			SW – Substance Used as a Weapon **UN** – Unknown Weapon
justiceSystem	A flag indicating if juvenile justice or law enforcement was involved. Does not include referral to a school resource officer, if the referral goes no further.	Required for all students reported in Disciplinary Action file.	**Y**=Yes; **N**=No
modDuration	If the originally imposed duration was modified, the final modified duration imposed.	Conditional: Required if changing origDuration, rounded to the nearest half day.	**Number of days**
modDurationReason	If the originally imposed duration was modified, the reason the duration was modified.	Conditional: Required if modDuration is used	**1** – No Difference; 2 – Term Modified by District; 3 – Term Modified by Court Order; 4 – Term Modified by Mutual Agreement; 5 – Student Completed Term Requirements Sooner Than Expected; 6 – Student Incarcerated; 7 – Term Decreased due to Extenuating Health Related Circumstances; 8 – Student Withdrew from School; 9 – School Year Ended; 10 – Continuation of Previous Year's Disciplinary Action; 11 – Term Modified by Placement Program Due to Student Behavior While in the Placement; 12 - Other
zeroTolerance	An indication of whether or not the action taken was imposed as a consequence of state or local zero tolerance policies	Required for all students reported in Disciplinary Action file.	**Y**=Yes; **N**=No
services	A flag indicating if educational services were provided while the student was removed from his/her regular setting for disciplinary	Required for all students reported in Disciplinary Action file.	**Y**=Yes; **N**=No

	reasons		
notes	Any comments or explanatory notes for the data in this record.	Optional	**Text field**

Appendix A: IDEA Law and Regulations for Data Collection

20 U.S.C. § 1418: US Code - Section 1418: Program information

(a) In general each State that receives assistance under this subchapter, and the Secretary of the Interior, shall provide data each year to the Secretary of Education and the public on the following:
(1)(A) The number and percentage of children with disabilities, by race, ethnicity, limited English proficiency status, gender, and disability category, who are in each of the following separate categories:

(i) Receiving a free appropriate public education.
(ii) Participating in regular education.
(iii) In separate classes, separate schools or facilities, or public or private residential facilities.
(iv) For each year of age from age 14 through 21, stopped receiving special education and related services because of program completion (including graduation with a regular secondary school diploma), or other reasons, and the reasons why those children stopped receiving special education and related services.

§300.640 Annual report of children served--report requirement.

(a) The SEA must annually report to the Secretary on the information required by section 618 of the Act at the times specified by the Secretary.
(b) The SEA must submit the report on forms provided by the Secretary. (Authority: 20 U.S.C. 1418(a))

§300.641 Annual report of children served--information required in the report.

(a) For purposes of the annual report required by section 618 of the Act, the State and the Secretary of the Interior must count and report the number of children with disabilities receiving special education and related services on any date between October 1 and December 1 of each year.
(b) For the purpose of this reporting provision, a child's age is the child's actual age on the date of the child count.
(c) The SEA may not report a child under more than one disability category.
(d) If a child with a disability has more than one disability, the SEA must report that child in accordance with the following procedure:

(1) If a child has only two disabilities and those disabilities are deafness and blindness, and the child is not reported as having a developmental delay, that child must be reported under the category "deaf-blindness."
(2) A child who has more than one disability and is not reported as having deaf-blindness or as having a developmental delay must be reported under the category "multiple disabilities." (Authority: 20 U.S.C. 1418(a), (b))

§300.642 Data reporting.

(a) Protection of identifiable data. The data described in section 618(a) of the Act and in §300.641 must be publicly reported by each State in a manner that does not result in disclosure of data identifiable to individual children.
(b) Sampling. The Secretary may permit States and the Secretary of the Interior to obtain data in section 618(a) of the Act through sampling. (Authority: 20 U.S.C. 1418(b))

§300.643 Annual report of children served--certification.

The SEA must include in its report a certification signed by an authorized official of the agency that the information provided under §300.640 is an accurate and unduplicated count of children with disabilities receiving special education and related services on the dates in question.
(Authority: 20 U.S.C. 1418(a)(3))

§300.644 Annual report of children served--criteria for counting children.

The SEA may include in its report children with disabilities who are enrolled in a school or program that is operated or supported by a public agency, and that--

(a) Provides them with both special education and related services that meet State standards;

(b) Provides them only with special education, if a related service is not required, that meets State standards; or

(c) In the case of children with disabilities enrolled by their parents in private schools, counts those children who are eligible under the Act and receive special education or related services that meet State standards under §§300.132 through 300.144.
(Authority: 20 U.S.C. 1418(a))

§300.645 Annual report of children served--other responsibilities of the SEA.

In addition to meeting the other requirements of §§300.640 through 300.644, the SEA must--

(a) Establish procedures to be used by LEAs and other educational institutions in counting the number of children with disabilities receiving special education and related services;

(b) Set dates by which those agencies and institutions must report to the SEA to ensure that the State complies with §300.640(a);

(c) Obtain certification from each agency and institution that an unduplicated and accurate count has been made;

(d) Aggregate the data from the count obtained from each agency and institution, and prepare the report~~s~~ required under §§300.640 through 300.644; and

(e) Ensure that documentation is maintained that enables the State and the Secretary to audit the accuracy of the count.
(Authority: 20 U.S.C. 1418(a))