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## 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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# Federal Regulations

## Non-Discrimination Clause

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or disability in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to Ms. Sheri Ybarra, State Superintendent of Public Instruction, P.O. Box 83720, Boise, Idaho 83720-0027, (208) 332-6800, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.

# Federal Regulations

## Idaho State Department of Education

### Reporting Special Education Data in ISEE

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# Federal Regulations

## *Child Count – IDEA Law and Regulations*

### **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.

### **Reports--Program Information**

#### **§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))

# Federal Regulations

## **§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 reports 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))

## ISEE Special Education Student File Template

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

idStuld	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
ECTransDate	Optional	<del>If the student received early childhood services, the date the student transitioned to these school-age services-Removed</del>
ECReferredDhw	Conditional	Was child referred by Department of Health and Welfare, Infant Toddler Program?
ECDecTim	Conditional	Was the eligibility decision made prior to the child's third birthday?
ECDecLate	Conditional	If the Eligibility of IEP occurred after the child's third birthday, how many days late.
ECLateRea	Conditional	If Eligibility of IEP was late, reason for delay
ECLROther	Conditional	If Eligibility of IEP determination was late, and reason was other, explain
IDSpedDate	Conditional	This is the Initial Determination date of eligibility; date of the first eligibility meeting, whether eligible or not.
SEEntryDate	Conditional	The date the student first received special education services during the current school year within the enrolled District.
IEPDate	Conditional	The date the student's current IEP became active
consentDate	Conditional	The date the LEA received the parents 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 determination for special education was completed in 60 days. Only required if IDSpedDate is within the current fiscal School Year.
DaysLate	Conditional	If determination was not completed within the required 60 day timeline, indicate the number of days late
LDRea	Conditional	The reason the determination was late.
ExRule	Conditional	Explanation for choosing "SE" as the reason determination was late
SpedEligible	<b>Required</b>	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 undetermined for eligibility of special education services.
SEStatus	<b>Conditional</b>	The student's status relative to special education (active, inactive, tested-ineligible)
SEExitDate	Conditional	The date the student left special education services for the current school year.
SEExitReason	Conditional	If the student left special education services, the reason that they exited.
caseManager	Required	The Case Manager's unique Idaho Staff Identification Number. (i.e..

## ISEE Special Education Student File Template

		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.

# ISEE Special Education Student File Template

## Codes and Descriptions

All of the data elements for the Special Education Child Count and Exiting Data Collection are listed below. Data elements from the ISEE Special Education Students Template include the item name highlighted yellow in brackets. If the item is required, optional, or conditional, it is indicated in the curly brackets.

**Student EDUID** [**IDStuld**] {Required}

**School #** [**resSchoolId**] {Required}

**School #** [**servSchoolId**] {Required}

**Student Name:** Reported in the Student Demographics file.

**Birth Date:** Reported in the Student Demographics file.

**Gender:** Reported in the Student Demographics file.

**Ethnicity:** Reported in the Student Demographics file

**LEP Status:** Reported in the Student Demographics file.

**Grade:** Reported in the Student Demographics file.

**Exceptionality** [**exceptionality1**] {Required} [**exceptionality2-5**] {Optional} *Only one exceptionality is collected for Child Count and is the only one that should be reported.*

This field is now {Conditional} and is not required if **SEStatus=T** and **SpedEligible=N or U**

**Educational Environment** [**environment**] {Required}

This field is now {Conditional} and is not required if **SEStatus=T** and **SpedEligible=N or U**

**Minutes of Special Education and Related Services per week** [**minPerWeek**] {Required for PK used to calculate ADA for PK students}

This field is now {Conditional} and is not required if **SEStatus=T** and **SpedEligible=N or U**

**Early Childhood Referred by DHW** [**ECReferredDhw**] {Conditional - Required if student is P}

**Special Education Entry Date** [**SEEntryDate**] {Required}

This field is now {Conditional} and is not required if **SEStatus=T** and **SpedEligible=N or U**

**Special Education Status** [**SEStatus**] {Required}

**Inactive Date** [**SEExitDate**] {Conditional}

**Inactive Reason** [**SEExitReason**] {Conditional}

**Case Manager EDUID** [**caseManager**] {Required}



# ISEE Special Education Student File Template

## Codes and Descriptions

### *Educational Environments for 6-21Year Olds*

Educational Environments for 6 through 21 year olds [environment] Use the following codes.

*\*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** 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** 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** 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** 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** 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** 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** 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** Student receives special education services in a **hospital or homebound setting** (do not include home-schooled students or virtual charter school students.)
- 16** Student receives special education services in a **detention center or correctional facility**.
- 21** Student is **voluntarily enrolled in a private school** by parents. The only services provided at public expense are special education/related services. Include children whose parents have chosen to **home-school** them. Do not include students enrolled in a public virtual charter school.

# ISEE Special Education Student File Template

## Codes and Descriptions

### *Educational Environments for 3-5 Year Olds*

Educational Environments for 3-5 YEAR OLDS [environment] Use the following codes.

**The student attends a public or private Regular Early Childhood Program 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 Starts, Kindergartens, Preschool classes offered to an eligible pre-kindergarten population by the public school system, Private Kindergartens or Preschools, Group child care centers.**

- 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.

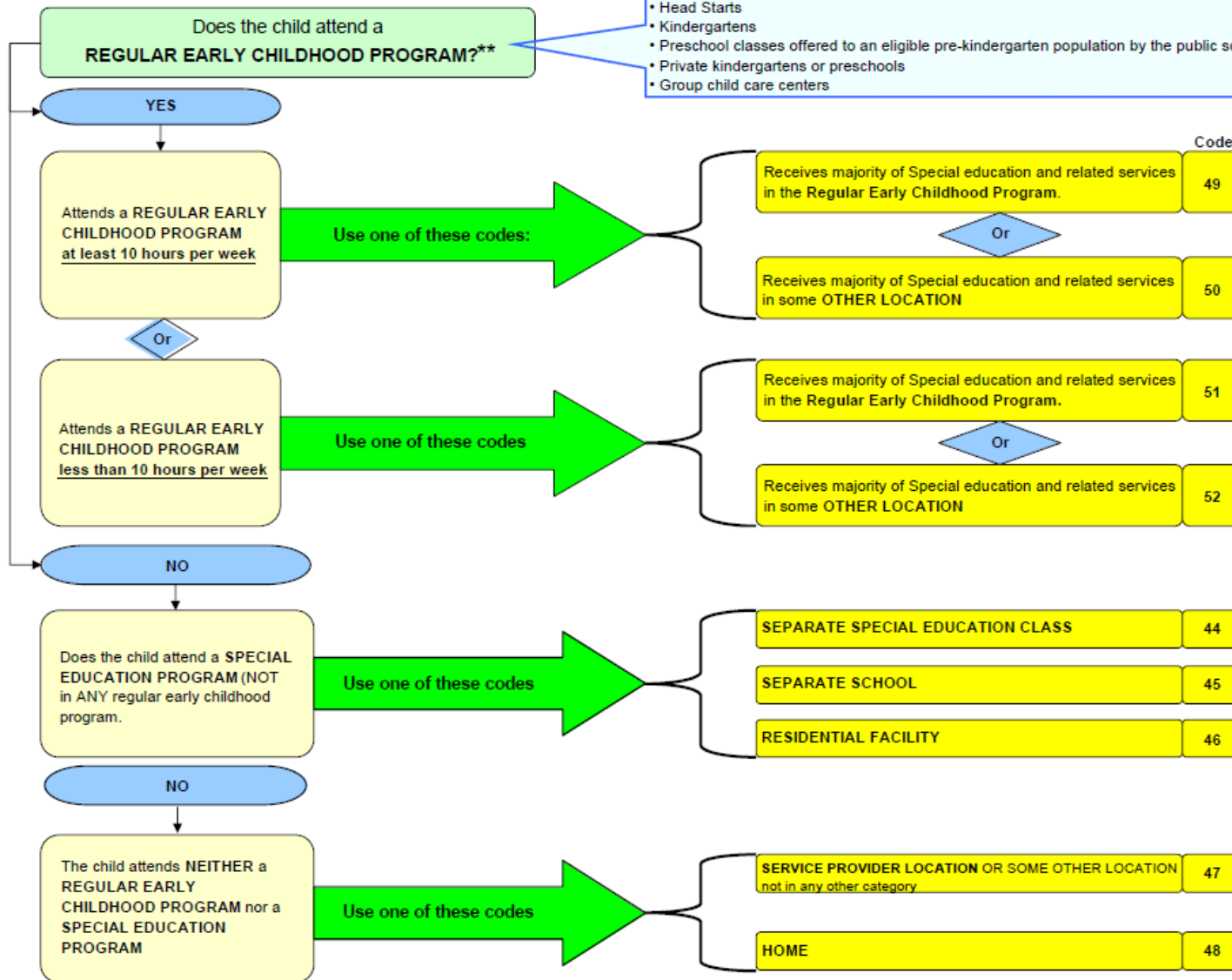
**The student DOES NOT attend a Regular Early Childhood Program and DOES NOT attend a Special Education Program.**

- 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.

Determining Education Environments for Students with Disabilities ages 3-5

**\*\* A REGULAR EARLY CHILDHOOD PROGRAM** is a program that includes a majority (at least 50%) of non-disabled children (i.e., children not on IEPs).  
 Regular Early Childhood Programs may include but are not limited to:

- Head Starts
- Kindergartens
- Preschool classes offered to an eligible pre-kindergarten population by the public school system
- Private kindergartens or preschools
- Group child care centers



Based on federal reporting categories effective starting FFY 2010, revised 8/2017.

# ISEE Special Education Student File Template

## Codes and Descriptions

### *Exceptionality*

**Exceptionality [exceptionality1]** Report **one** of the following as the student's primary disability. Additional exceptionalities in **[exceptionality2-4]** are optional.

*Only one exceptionality is collected for Child Count and is the only one that should be reported.*

- 01 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

# ISEE Special Education Student File Template

## Codes and Descriptions

### *Students Exiting Special Education*

**Special Education Exit Date [SEExitDate]** If the Special Education Status is Inactive, the date the student became inactive must be entered. The Special Education Exit Date must be after the Special Education Entry Date.

**Inactive Reason Code [SEExitReason]** Any student who was reported as Active in special education who has now exited special education must be reported as Inactive using one of the following Inactive Reason Codes.

**01 Graduated with diploma – met regular requirements:** Student exited by meeting comparable academic requirements that are equally as rigorous as regular academic requirements established by the district and received an identical diploma.

**02 Graduated with diploma – met IEP requirements:** Student received a diploma by completing graduation requirements that modified the coursework, exempted the student from the course, or identified alternate methods of demonstrating competence as identified by the IEP team.

**03 Certificate of Completion:** Student completed graduation requirements that were modified or determined by an IEP team and received a certificate of completion or other document that is not a regular diploma. Students who receive a GED are not included.

This code cannot be used unless this certificate or document is available to all other students and is awarded to typical peers without disabilities in the same graduating class.

**04 Reached Maximum Age:** Student completed the semester in which he or she turned 21 without receiving a diploma or certificate.

**05 Dropped out:** Student was on last year's child count, is not currently enrolled, and does not meet the definition for any other inactive reason. Include:

- Dropouts
- Runaways
- Expelled students (not receiving district services)
- Students whose status is unknown
- Students who left school and then received a GED.

# ISEE Special Education Student File Template

## Codes and Descriptions

### *Students Exiting Special Education (continued)*

**06 Transfer to Another Education Environment:** Student moved out of the district's catchment area or otherwise transferred to another district or LEA and is known to be continuing in a general or special education program. Include students receiving education in:

- Residential treatment centers
- Juvenile detention centers
- Correctional facilities
- Private schools
- Job Corps
- Virtual Charter Schools.

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:** Student no longer has an IEP and receives all educational services from a regular education program. Include:

- Students placed in a private school who are receiving general but not special education
- Students known to be receiving general but not special education in a home school setting
- Students no longer receiving special education due to parental revocation of consent.

**08 Deceased:** Student died since the last count.

**12 Summer Break:** Student has active IEP, exiting program for Summer break, expected to return in fall - to advance grade level or program.

# ISEE Special Education Student File Template Codes and Descriptions

## *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.

<b>Early Child Transition Data collection items</b>				
ISEE Spedfile item	ISEE item description	Item Requirement		Options
<b>ECReferredDhw</b>	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
<b>ECDecTim</b>	Was the eligibility decision made prior to the child's third birthday?	Conditional	Required if <b>ECTransDate</b> is reported and <b>ECRefAgency=DHW</b>	Y=Yes; N=No
<b>ECDecLate</b>	If the Eligibility determination occurred after the child's third birthday, how many days late.	Conditional	Required if <b>ECDecTim=N</b>	Number of days
<b>ECLateRea</b>	If Eligibility determination was late, reason for delay	Conditional	Required if <b>ECDecTim=N</b>	<b>LS</b> =Late Referral; <b>M</b> =Medical; <b>MV</b> =Moved; <b>O</b> =Other; <b>P</b> =Parental; <b>SI</b> =Scheduling Issues
<b>ECLROther</b>	If Eligibility IEP determination was late, and reason was other, explain	Conditional	Required if <b>ECLateRea=O</b>	<b>Reason</b>

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.

# ISEE Special Education Student File Template

## Codes and Descriptions

### 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 only used when first identifying a student as eligible for special education or not. It is only necessary to report these data one time.

Once a student has been determined eligible and the Special Education Student file has included 60 Day Timeline data, subsequent reports of that student’s special education data would not need to include these items. 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 again).

<b>60 Day Timeline Data collection items</b>				
ISEE Spedfile item	ISEE item description	Item Requirement		Options
<b>IDSpedDate</b>	The date the student was first identified for determination of special education services; date of the first eligibility meeting, whether eligible or not. This is the Initial Determination date of eligibility	Conditional	Required if <b>ECEligDec=E</b> <b>OR SEStatus=A</b> or <b>I</b> <b>AND SpedEligible=Y</b>	Date
<b>SEEntryDate</b>	The date the student first received special education services during the current school year within the enrolled District	Conditional	Not required if <b>SEStatus=T</b> and <b>SpedEligible = N</b> or <b>U</b>	Date
<b>IEPDate</b>	The date the student's current IEP became active	Conditional	Not required if <b>SEStatus=T</b> and <b>SpedEligible = N</b> or <b>U</b> or <b>ECEligDec=N</b> Or <b>U</b>	Date
<b>consentDate</b>	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 <b>IDsedDate</b> is in the current fiscal year.	Date
<b>60DTline</b>	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.	<b>Y=Yes; N=No</b>
<b>DaysLate</b>	If determination was not completed within the required 60 day timeline, indicate the number of days late	Conditional	Required if <b>60DTline=N</b>	<b>Number of days</b>



## ISEE Special Education Student File Template Codes and Descriptions

<b>LDRea</b>	The reason the determination was late	Conditional	Required if <b>60DTline=N</b>	<b>AA</b> =Additional Assessment needed; <b>EM</b> =Extended Medical Issues; <b>SD</b> =Scheduling Difficulties; <b>ST</b> =Staffing Issues; <b>SM</b> =Student Moved into district with written extension request; <b>SE</b> =State Exception rule
<b>ExRule</b>	Explanation for choosing "SE" as the reason determination was late	Conditional	Required if <b>LDRea=SE</b>	<b>Reason</b>

# ISEE Special Education Student File Template

## Codes and Descriptions

### Special Education Eligibility and Status Items

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

<b>Eligibility and Special Education Status items</b>				
<b>ISEE Spedfile item</b>	<b>ISEE item description</b>	<b>Item Requirement</b>		<b>Options</b>
<b>SpedEligible</b>	A flag indicating if the student was found eligible for special education services	Required	Required for all students reported in Special Education Student file.	<b>Y</b> =Yes; <b>N</b> =No; <b>U</b> =Undetermined
<b>UndetRea</b>	The Reason for selecting undetermined for eligibility of special education services	Conditional	Required if <b>SpedEligible=U</b>	<b>MO</b> =Moved out of district; <b>SD</b> =Student is deceased
<b>SEStatus</b>	The status of the student relative to special education	Required	Required for all students reported in Special Education Student file.	<b>A</b> =Active; <b>I</b> =Inactive; <b>T</b> =Tested-Ineligible
<b>SEExitDate</b>	If the student is inactive, the date they left special education.	Conditional	Required if SpedEligible=N	<b>Date</b>
<b>SEExitReason</b>	If the student is Inactive, the reason that they are now inactive.	Conditional	Required if SEStatus=I	<b>01</b> -Graduate-Met Regular Requirements; <b>02</b> -Graduate-Met Reduced Requirements; <b>03</b> -Certificate of Completion/Attendance; <b>04</b> -Reached Maximum Age; <b>05</b> -Dropped Out; <b>06</b> -Transfer to Another Education Environment; <b>07</b> -No Longer Eligible for Program; <b>08</b> -Deceased; <b>12</b> -Summer Break;
<b>caseManager</b>	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	Required for all students reported in Special Education Student File.	
<b>notes</b>	Any comments or explanatory notes for the data in this record.	Optional		

# ISEE Special Education Student File Template

## Codes and Descriptions

### Reporting Discipline 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 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.

Disciplinary Action Status items				
ISEE Spedfile item	ISEE item description	Item Requirement		Options
<b>idStuid</b>	The student's assigned unique Idaho identification number.	Required	Required for all students reported in Special Education Discipline file.	N/A
<b>incidentId</b>	A unique school or district assigned number for this particular incident. NOTE: If multiple students are involved in a signal 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	Required for all students reported in Special Education Discipline file.	N/A
<b>actionDate</b>	Date the Disciplinary Action was imposed	Required	Required for all students reported in Special Education Discipline file.	Date
<b>actionId</b>	A locally assigned unique identifier (within the school or the district) to identify each specific disciplinary for this student.	Required	Required for all students reported in Special Education Discipline file.	N/A
<b>primaryAction</b>	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	Required for all students reported in Special Education Discipline file.	<b>AMS</b> – Conflict Resolution/Anger Management Services Mandated; <b>APO</b> – Letter of Apology; <b>BGR</b> – Unsatisfactory Behavior Grade; <b>BUS</b> – Bus Suspension; <b>CHP</b> – Change of Placement (temporary); <b>CMS</b> – Community Service; <b>CON</b> – Confiscation of Contraband; <b>COU</b> – Counseling

## ISEE Special Education Student File Template Codes and Descriptions

				<p>Mandated;  <b>CWP</b> – Conference with and Warning to Student and Parent/Guardian;  <b>CWS</b> – Conference with and Warning to Student;  <b>DEM</b> – Demerit;  <b>DET</b> – Detention;  <b>EXM</b> – Modified Expulsion;  <b>EXP</b> – Expulsion;  <b>ISS</b> – In School Suspension;  <b>JJR</b> – Juvenile Justice Referral;  <b>LAW</b> – Law Enforcement Referral;  <b>NON</b> – No Action;  <b>OSS</b> – Out of School Suspension;  <b>OTH</b> – Other;  <b>PEH</b> – Change of Placement (reassignment) Pending Expulsion Hearing;  <b>PHY</b> – Physical Activity;  <b>PLT</b> – Change of Placement (long-term);  <b>PRE</b> – Change of Placement (reassignment) Resulting from Expulsion Hearing;  <b>PRI</b> – Loss of Privileges;  <b>PRO</b> – School Probation;  <b>REP</b> – Reprimand;  <b>RES</b> – Restitution;  <b>RHO</b> – Removal by Hearing Officer;  <b>SAC</b> – Substance Abuse Counseling Mandated;  <b>SAT</b> – Saturday School;  <b>TRE</b> – Substance Abuse Treatment Mandated;  <b>UNK</b> – Unknown;  <b>URI</b> – Unilateral Removal;  <b>WOR</b> – Work Detail;</p>
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## ISEE Special Education Student File Template Codes and Descriptions

<b>secondAction</b>	An optional secondary 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.	Optional	Available for tracking additional actions.	Option set listed under primaryAction
<b>thirdAction</b>	An optional third 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.	Optional	Available for tracking additional actions.	Option set listed under primaryAction
<b>origDuration</b>	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
<b>reportingDistrictID</b>	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	Required for all students reported in Special Education Discipline file.	See District ID Option Set
<b>responsibleDistrictID</b>	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
<b>schoolID</b>	The SDE assigned school number for the school providing educational services	Required	Required for all students reported in Special Education Discipline file.	See schoolID option set

## ISEE Special Education Student File Template Codes and Descriptions

	to the student.			
<b>IEP</b>	Does the student have an active IEP under IDEA at the time of the disciplinary action	Required	Required for all students reported in Special Education Discipline file.	<b>Y</b> =Yes; <b>N</b> =No
<b>interimReason</b>	The reason children with disabilities were unilaterally removed to an interim alternative education setting.	Conditional	Required when action is URI or RHO.	<b>ALC</b> – Alcohol; <b>DRG</b> – Drugs; <b>OTH</b> – Other; <b>SBI</b> – Serious Bodily Injury; <b>WPN</b> – Weapons Possession; <b>WPU</b> – Weapons Use
<b>violenceWInjury</b>	A flag indicating if an incident triggering this disciplinary action involved violence with injury	Required	Required for all students reported in Special Education Discipline file.	<b>Y</b> =Yes; <b>N</b> =No
<b>violenceWoInjury</b>	A flag indicating if an incident triggering this disciplinary action involved violence but without injury.	Required	Required for all students reported in Special Education Discipline file.	<b>Y</b> =Yes; <b>N</b> =No
<b>weapon</b>	A flag indicating if an incident triggering this disciplinary action involved a weapon.	Required	Required for all students reported in Special Education Discipline file.	<b>Y</b> =Yes; <b>N</b> =No
<b>weaponType</b>	If a weapon was involved, the code for the type of weapon.	Conditional	Required if weapon=Y	<b>ED</b> – Explosive Device; <b>HG</b> – Handgun; <b>KN</b> – Knife (blade longer than 2.5 inches) <b>KS</b> – Knife (blade less than 2.5 inches) <b>MF</b> – Multiple Firearm <b>OO</b> – Other Object <b>OT</b> – Other <b>RI</b> – Shotgun/Rifle <b>SO</b> – Other Sharp Object <b>SW</b> – Substance Used as a Weapon <b>UN</b> – Unknown Weapon
<b>drugs</b>	A flag indicating if an incident triggering this disciplinary action involved illicit drugs	Required	Required for all students reported in Special Education Discipline file.	<b>Y</b> =Yes; <b>N</b> =No
<b>alcohol</b>	A flag indicating if an incident triggering this disciplinary action involved alcohol.	Required	Required for all students reported in Special Education Discipline file.	<b>Y</b> =Yes; <b>N</b> =No
<b>justiceSystem</b>	A flag indicating if juvenile justice or law enforcement was involved. Does not include referral to a school resource officer, if the referral	Required	Required for all students reported in Special Education Discipline file.	<b>Y</b> =Yes; <b>N</b> =No

## ISEE Special Education Student File Template Codes and Descriptions

	goes no further.			
<b>modDuration</b>	If the originally imposed duration was modified, the final modified duration imposed.	Conditional	If changing origDuration, rounded to the nearest half day.	<b>Number of days</b>
<b>modDurationReason</b>	If the originally imposed duration was modified, the reason the duration was modified.	Conditional	Required if modDuration is used	<b>1</b> – No Difference; <b>2</b> – Term Modified by District; <b>3</b> – Term Modified by Court Order; <b>4</b> – Term Modified by Mutual Agreement; <b>5</b> – Student Completed Term Requirements Sooner Than Expected; <b>6</b> – Student Incarcerated; <b>7</b> – Term Decreased due to Extenuating Health Related Circumstances; <b>8</b> – Student Withdrew from School; <b>9</b> – School Year Ended; <b>10</b> – Continuation of Previous Year’s Disciplinary Action; <b>11</b> – Term Modified by Placement Program Due to Student; <b>12</b> - Other
<b>zeroTolerance</b>	An indication of whether or not the action taken was imposed as a consequence of state or local zero tolerance policies	Required	Required for all students reported in Special Education Discipline file.	<b>Y</b> =Yes; <b>N</b> =No
<b>services</b>	A flag indicating if educational services were provided while the student was removed from his/her regular setting for disciplinary reasons	Required	Required for all students reported in Special Education Discipline file.	<b>Y</b> =Yes; <b>N</b> =No
<b>notes</b>	Any comments or explanatory notes for the data in this record.	Optional		