

Reporting Special Education Data in ISEE

- Special Education Students File
- Disciplinary Actions File



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Table of Contents

Non-Discrimination Clause	2
Purpose	4
ISEE Special Education Student File Template	5
Table 1: Special Education Students File Template Items	5
Special Education Students File and Option Sets	7
Exceptionality	7
Educational Environments.....	10
Education Environment School Age	10
Educational Environments Students Age 3-5 Years Not Kindergarten Age-Eligible	13
Reporting Early Childhood Transition Data in ISEE	16
Reporting Child Find (60 Day Timeline) Data in ISEE	17
60 Day Timeline Data Collection Items.....	17
Special Education Eligibility and Status.....	20
Reporting Special Education Program Exit.....	21
Table 2: Exit Code Alignment 2022-2023	23
Reporting Disciplinary Action Data in ISEE.....	24
Table 3: Disciplinary Action Status Items	24
Disciplinary Definitions and Option Sets	26
Appendix: IDEA Law and Regulations for Data Collection	30
20 U.S.C. § 1418: US Code - Section 1418: Program information	30
§300.640 Annual report of children served--report requirement.	30
§300.641 Annual report of children served--information required in the report.....	30
§300.642 Data reporting.	30
§300.643 Annual report of children served--certification.....	31
§300.644 Annual report of children served--criteria for counting children.....	31
§300.645 Annual report of children served--other responsibilities of the SEA.	31

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, data elements required for 618 and 616 reporting are collected through 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 the 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	Data Type
idStuld	Required: The student's assigned unique Idaho identification number (EDUID)	999999999
resSchoolId	Required: This is the four-digit school code for the school where the student lives, the school responsible for the student's education according to IDEA	9999
servSchoolId	Required: This is the four-digit school code for the school where the student receives their special education services, i.e. where they are served.	9999
exceptionality1	Conditional: The primary IDEA disability category of the student	Option set
environment	Conditional: The least restrictive environment (LRE) in which the student receives their education.	Option set
minPerWeek	Conditional: The number of minutes per week that the PK student is under district supervision. Districts should include all the time they are in charge of the student. Example: <ul style="list-style-type: none"> • Direct services • Bus time • Recess time • Consultation 	0000
ECReferredDhw	Conditional: Was the child referred by Department of Health and Welfare, Infant Toddler Program?	Y/N (Yes/No)
ECDecTim	Conditional: For students referred by DHW Infant Toddler Program, was the initial eligibility determination made prior to the child's third birthday? If determined eligible, the individual education program (IEP) must also be developed prior to the child's third birthday to qualify as Yes.	Y/N (Yes/No)
ECDecLate	Conditional: If the initial eligibility determination and/or IEP developed after the child's third birthday, report number of days late.	9999
ECLateRea	Conditional: If the initial eligibility determination and/or IEP developed after the child's third birthday, report reason for delay.	Option set
ECLROther	Conditional: If the initial eligibility determination for special education and related services and/or the IEP was developed after the child's third birthday and reason was other, explain.	Text field
IDSpedDate	Conditional: The date of the student's first eligibility determination for special education services and related services whether eligible or not. This is the Initial Determination date of eligibility	Date field
SEEntryDate	Conditional: The date the student first received special education services during the current school year within the enrolled LEA.	Date field
IEPDate	Conditional: The current IEP or <u>service plan</u> meeting date. The date that a fully constituted IEP team met and came to consensus on the current IEP or service plan.	Date field
consentDate	Conditional: The date the LEA received the parent's written (signed) consent for initial assessment. This starts the clock for the 60-day timeline. Required if IDSpedDate is after the last day of the prior school year or if 60DTline is reported.	Date field

Field Name	Basic Description	Data Type
60DTline	Conditional: A flag indicating if the initial eligibility determination for special education eligibility was completed within 60 calendar days of receipt of parental consent for initial assessment. Required if IDSpedDate is after the last day of the prior School Year or if consentDate is reported.	Y/N (Yes/No)
DaysLate	Conditional: If eligibility determination was not completed within the required 60 calendar day timeline, indicate the number of days late. Report ONLY when 60DTline = No.	9999
LDRea	Conditional: The reason the initial eligibility determination exceeded 60 calendar days from receipt of signed parental consent for initial eligibility. Report ONLY when 60DTline = No	Option set
ExRule	Conditional: Explanation for choosing state exception rule (SE) as the reason the initial eligibility determination exceeded 60 calendar days. Report ONLY when LDRea = SE	Option set
SpedEligible	Required: A flag indicating if the child was found eligible for special education services either based on the most recent evaluation decision or based on reasons that may have affected their eligibility (i.e. Graduated, Reached Maximum Age, etc.)	Option set
UndetRea	Conditional: The Reason for selecting <i>U-undetermined</i> for eligibility of special education services.	Option set
SEStatus	Conditional: The status of the student relative to special education (active, inactive, tested-ineligible). Tested-ineligible (initial eligibility determination only)	Option set
SEExitDate	Conditional: The date the student left special education services in the current school year.	Date field
SEExitReason	Conditional: If the student left special education services, the reason that they exited.	Option set
caseManager	Required: 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.	999999999
notes	Optional: Any comments or explanatory notes for the data in this record.	Text field

Note: It is important to address *Warnings* that are issued in ISEE uploads. Warnings are designed to help teams identify potential reporting issues some of which may result in the identification of noncompliance.

Students with misalignment between student age on the Child Count date and exceptionality categories (Specific Learning Disability and Developmental Delay) will be removed from Child Count reporting.

Special Education Students File and Option Sets

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.

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.

01 Specific Learning Disability (SLD):

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 the 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.

02 Intellectual Disability:

Intellectual Disability is defined as significantly sub-average intellectual functioning that exists concurrently with deficits in adaptive behavior. These deficits are manifested during the student's developmental period, and adversely affect the student's educational performance.

04 Speech Impairment:

The term speech impairment includes articulation/phonology disorders, voice disorders, or fluency disorders that adversely impact a child's educational performance.

05 Language Impairment:

A language impairment exists when there is a disorder or delay in the development of comprehension and/or the uses of spoken or written language and/or other symbol systems.

06 Emotional Behavioral Disorder:

A student with an emotional behavioral disorder exhibits one or more of the following characteristics over a long period of time, and to a marked degree, that adversely affects his or her educational performance

- (a) An inability to learn that is not primarily the result of intellectual disability; hearing, vision, or motor impairment, or other health impairment;
- (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; or
- (f) Schizophrenia.

07 Other Health Impairment (OHI):

A student classified as having Other Health Impairment exhibits limited strength, vitality, or alertness, including heightened alertness, including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems. These health problems may include, but are not limited to, asthma, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), cancer, diabetes, epilepsy, Fetal Alcohol Syndrome, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette syndrome, and stroke to such a degree that it adversely affects the student's educational performance.

08 Orthopedic Impairment:

Orthopedic impairment means a severe physical limitation that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (clubfoot, or absence of an appendage), an impairment caused by disease (poliomyelitis, bone tuberculosis, etc.), or an impairment from other causes (cerebral palsy, amputations, and fractures or burns that cause contracture).

10 Deaf or Hard of Hearing (Shown as Hearing Impairment in Student Resource Manager (SRM)):

Deaf or Hard of Hearing means a student with a hearing loss, whether permanent or fluctuating, that impairs the access, comprehension, and/or use of linguistic information through hearing, with or without amplification, and that adversely affects a child's educational performance.

11 Visual Impairment:

Visual impairment refers to an impairment in vision that, even with correction, adversely affects a student's education performance. The term includes both partial sight and blindness. Partial sight refers to the ability to use vision as one channel of learning if educational materials are adapted. Blindness refers to the prohibition of vision as a channel of learning, regardless of the adaptation of materials.

12 Deaf/Blindness:

A student with deaf/blindness demonstrates both hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that the student cannot be appropriately educated with special education services designed solely for students with deafness or blindness.

13 Multiple Disabilities:

Multiple disabilities are two or more co-existing severe impairments, one of which usually includes an intellectual disability, such as intellectual disability/blindness, intellectual disability/orthopedic, etc. Students with multiple disabilities exhibit impairments that are likely to be life long, significantly interfere with independent functioning, and may necessitate environmental modifications to enable the student to participate in school and society. The term does not include deaf/blindness or a combination of only speech and language impairments.

14 Developmental Delay (ages 3-9 only):

The term developmental delay may be used only for students **ages three (3) until their tenth (10th) birthday** who are experiencing developmental delays as measured by appropriate diagnostic instruments and procedures in one or more of the following areas.

- (a) cognitive development -- includes skills involving perceptual discrimination, memory, reasoning, academic skills, and conceptual development;
- (b) physical development -- includes skills involving coordination of both the large and small muscles of the body (i.e., gross, fine, and perceptual motor skills);
- (c) communication development -- includes skills involving expressive and receptive communication abilities, both verbal and nonverbal;
- (d) social or emotional development -- includes skills involving meaningful social interactions with adults and other children including self-expression and coping skills; or
- (e) adaptive development -- includes daily living skills (e.g., eating, dressing, and toileting) as well as skills involving attention and personal responsibility.

The category of developmental delay should not be used when the student clearly meets the eligibility criteria for another specific disability category. A student cannot qualify for special education services under developmental delay beyond his or her tenth (10th) birthday unless he or she has been determined to be eligible as having a disability other than developmental delay (Idaho Special Education Manual, Chapter 4, Section 7, B.5)

15 Autism Spectrum Disorder:

Autism Spectrum Disorder is a developmental disability, generally evident in the early developmental period, significantly affecting verbal or nonverbal communication and social interaction, and adversely affecting educational performance.

16 Traumatic Brain Injury:

Traumatic brain injury refers to an acquired injury to the brain caused by an external physical force resulting in a total or partial functional disability or psychosocial impairment, or both, that adversely affects 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 congenital or degenerative brain injuries or to brain injuries induced by birth trauma.

The basic disability category descriptions contained in this document are not inclusive of all criteria and should not be used for determining a student's disability category. For additional information on eligibility categories see the Idaho Special Education Manual, Chapter 4: Evaluation and Eligibility.

Educational Environments

Education Environment School Age

Educational Environments for students Kindergarten age eligible through age 21 years [environment]

Use the following codes if a student is **Kindergarten age eligible through 21 years of age during the school year being reported.**

Please note, if a child is **age five years old on or before the first day of September** and does not meet first-grade enrollment criteria, then the LEA should enroll the child in the kindergarten grade level School Age (I.C. 33-201) (See SDE Attendance and Enrollment Manual (pages 6-7 and 21-22)). For students receiving special education and related services, the Individualized Education Program (IEP) team will determine the appropriate least restrictive environment (LRE) based on the student's individual needs (34 C.F.R. §§ 300.114 through 300.118).

Therefore, if determined appropriate by the IEP team, a kindergarten-age eligible student may receive special education and related services in a preschool setting. In such cases, the student would be reported as enrolled in the **kindergarten** grade level. Per federal requirements, students who are **age 5** in the **kindergarten** grade level must use **school age environment codes**.

For additional information specific to students receiving special education and related services, refer to the current Idaho Special Education Manual. (SDE Attendance and Enrollment Manual pp. 21-22).

*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:** GRADE K–21 YEAR OLDS – Student is inside the general education classroom 80% or more of the day. For example, in a 6-hour school day, the student is inside the regular class at least 4 hours and 48 minutes. This may include students placed in:
 - Regular class with special education/related services provided within regular classes
 - Regular class with special education/related services outside regular classes
 - Regular class with special education services provided in resource rooms
- 02 General ed class > 40% < 80%:** GRADE K–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. This may include students placed in:
 - Resource rooms with special education/related services provided within the resource room
 - Resource rooms with part-time instruction in a regular class
- 03 General ed class less than 40%:** GRADE K–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. This may include students placed in:

- Self-contained special classrooms with part-time instruction in a regular class
- Self-contained special classrooms with full-time special education instruction on a regular school campus

- 11 Public separate day school:** GRADE K–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. This may include students placed in:
- public day schools for students with disabilities
 - public day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day
 - public residential facilities if the student does not live at the facility
- 12 Private separate day school:** GRADE K–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. This may include students placed in:
- private day schools for students with disabilities
 - private day schools for students with disabilities for a portion of the school day (**more than 50%**) and in regular school buildings for the remainder of the school day
 - private residential facilities if the student does not live at the facility
- 13 Public residential facility:** GRADE K–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. Do **not** include students who received education programs at the facility, but do not live there. This may include students placed in:
- public residential schools for students with disabilities
 - public residential schools for students with disabilities for a portion of the school day (**more than 50%**) and in separate day schools or regular school buildings for the remainder of the school day
- 14 Private residential facility:** GRADE K–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. Do **not** include students who received education programs at the facility, but do not live there. This may include students placed in:
- private residential schools for students with disabilities
 - private residential schools for students with disabilities for a portion of the school day (**more than 50%**) and in separate day schools or regular school buildings for the remainder of the school day
- 15 Hospital or homebound setting:** GRADE K–21 YEAR OLDS: Student receives special education services in a hospital or homebound setting.
- Do not include virtual charter school students.
 - Students who are **home-schooled are not** considered **Homebound/Hospital**. See the Idaho Special Education Manual and [Dual Enrollment Q&A](#).
 - Students that are in a hospital or homebound setting should be assigned a grade level. The NG – No Grade code does not apply.

- 16 Correctional facility:** GRADE K–21 YEAR OLDS: Student receives special education services in a detention center or correctional facility. This includes students receiving special education in:
- Short-term detention facilities (community-based or residential)
 - Correctional facilities
- 21 Parentally placed in private school:** GRADE K–21 YEAR OLDS: These are students who are voluntarily 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 an LEA under a service plan. The only services provided at public expense are special education and related services.
- Do not include students enrolled in a public virtual charter school.
 - Do not include children who are placed in private schools **by the LEA**.
 - Students who are home-schooled are not considered enrolled private by parents. See the Idaho Special Education Manual and [Dual Enrollment Q&A](#) for additional information.

Educational Environments Students Age 3-5 Years Not Kindergarten Age-Eligible

Early Childhood environment codes for students ages 3-5 who are not yet kindergarten age eligible should be determined using the *Decision Tree for Determining Early Childhood Environments*, see **Figure 1**.

Please note, if a child is **age five years old on or before the first day of September** and does not meet first-grade enrollment criteria, then the LEA should enroll the child in the **kindergarten** grade level. Kindergarten age-eligible students should be promoted to the kindergarten grade level to ensure access to a free appropriate public education (FAPE) with age appropriate curriculum and typically developing peers.

The IEP team will determine the appropriate least restrictive environment (LRE) based on the student's individual needs. Therefore, if determined appropriate by the IEP team, a kindergarten-age eligible student may receive special education and related services in a preschool setting. In such cases, the student would be reported as enrolled in the **kindergarten** grade level. Per federal requirements, students who are **age 5** in the **kindergarten** grade level must use **school age environment codes**.

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;
- Preschool class offered to an eligible pre-kindergarten population by the public-school system;
- Private preschool;
- Group child care center.

Educational Environments Option Set for 3-5 YEAR OLDS Not Kindergarten (KG) age-eligible [environment] Use the following codes for students age 3-5 in grade level PK or NG (if receiving special education services through a service plan).

3-5 YEAR OLDS NOT KG AGE ELIGIBLE: 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.

Example:

*A student has daycare at a group child care site for 7 hours each day, 3 days a week. 50% or more of the children at the group child care site are individuals **without** disabilities. The student then*

attends the LEAs developmental preschool 2 times per week where the student receives their special education and related services.

Coding:

*The student attends a regular early childhood program at least 10 hours a week and receives their special education and related services somewhere besides the regular early childhood program. The team would list the students LRE under code **50**.*

3-5 YEAR OLDS NOT KG AGE ELIGIBLE: 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.

*Children attending regular early childhood programs even if they receive special education services in other environments should be reported under codes **49-50** as appropriate.*

Example:

*A student attends the LEAs developmental preschool 3 times per week where the student receives their special education and related services. On the days the student is not at the in-district program, the student attends half day private preschool. 50% or more of the children preschool are individuals **without** disabilities.*

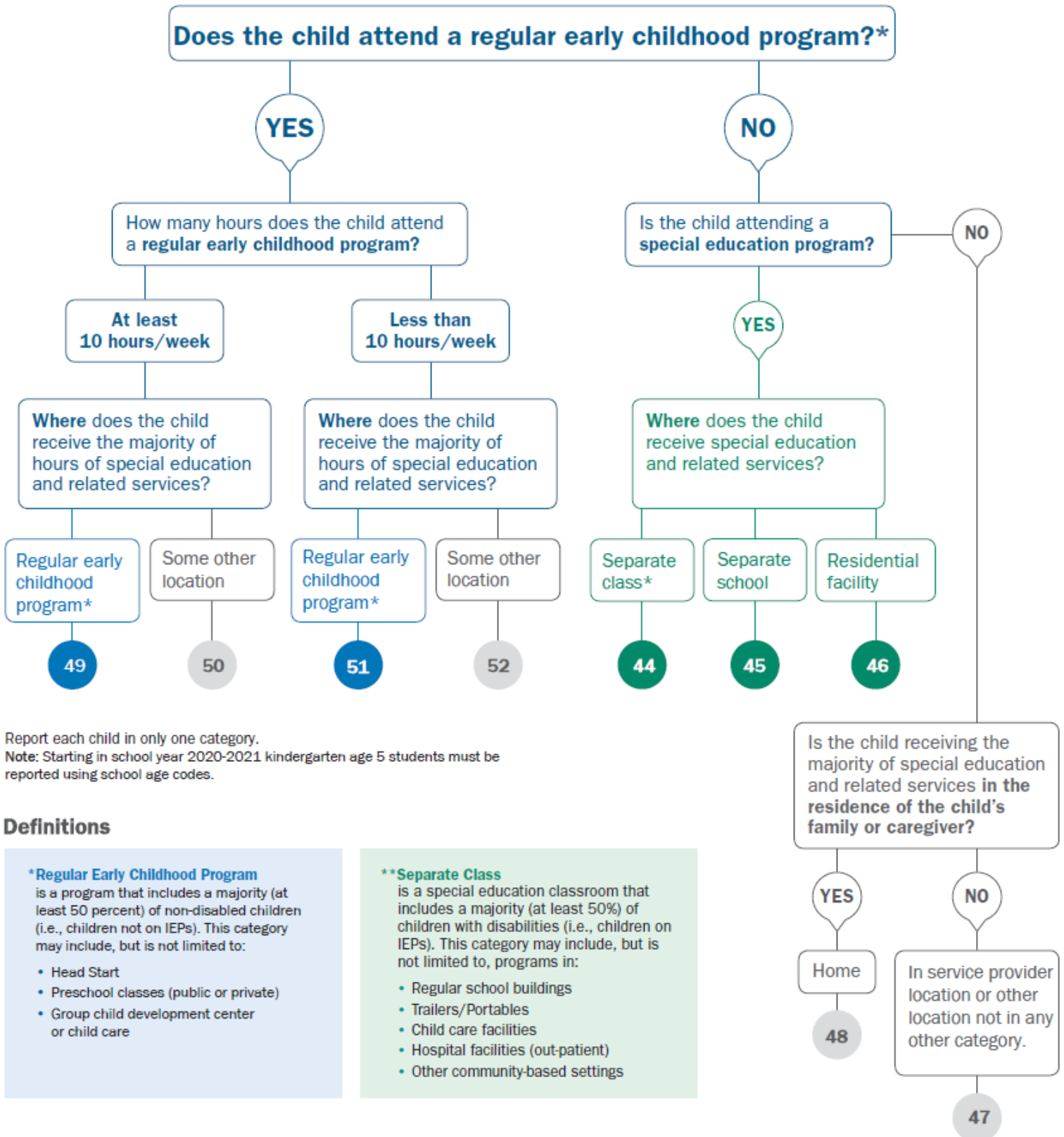
Coding:

*A majority of their time is spent at the developmental preschool, but the student does attend a regular early childhood program less than 10 hours a week. Following the decision tree for reporting early childhood environments, participation in a regular early childhood program takes precedence. The team would then consider where the student is receiving their special education and related services which is somewhere besides the regular early childhood program. The team would list the students LRE under code **52**.*

3-5 YEAR OLDS NOT KG AGE ELIGIBLE: 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 Not Kindergarten Age Eligible



Report each child in only one category.
 Note: Starting in school year 2020-2021 kindergarten age 5 students must be reported using school age codes.

Definitions

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

- Head Start
- 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

Reporting Early Childhood Transition Data in ISEE

The ISEE Special Education Student template includes the items shown below which collect necessary reporting information for early childhood transition. This section of the template is used only for reporting those students who are referred to the LEA from the Department of Health and Welfare, Infant Toddler Program (ITP). Students are referred between the ages of two years three months and two years nine months. These referrals are reported in this section regardless of whether the child is determined to be eligible or ineligible for special education and related services.

Children referred as potentially eligible by Part C, ITP, for whom parental consent for initial assessment has been received must have eligibility determined for Part B. If the child is found eligible, they must have an IEP developed and implemented by their third birthday. Early Childhood Transition (ECT) is meant to ensure that students have a smooth transition between Part C and Part B services.

ECReferredDhw Flag indicating if the student was referred by the Department of Health and Welfare, Infant Toddler Program.

Conditional: Required only if GradeLevel = PK and IDSpedDate is after the last day of the prior school calendar year.

ECDecTim Flag indicating if the eligibility determination was made prior to the child's third birthday? If determined eligible, the individual education program (IEP) must also be developed prior to the child's third birthday to qualify as Yes.

Conditional: Required only if ECReferredDhw = Y – Yes.

ECDecLate If eligibility determination and/or IEP occurred after the child's third birthday, report number of days late.

Conditional: Required only if ECDecTim = N – No.

ECLateRea If eligibility determination and/or IEP are late, report reason for delay.

ECLateRea Option Set:

- M – Medical
- MV – Moved
- O – Other
- P – Parental

Conditional: Required only if ECDecTim = N – No.

ECLROther If eligibility determination for special education and related services was late, and reason was other, explain

Conditional: Required only if ECLateRea = O – Other.

Please note, **the State Exception rule does not apply** to the Early Childhood Transition timeline. Students referred from ITP going through early childhood transition must meet both the Early Childhood Transition timeline and 60-day timeline.

Reporting Child Find (60 Day Timeline) Data in ISEE

The ISEE Special Education Student template includes the items shown below which collect necessary reporting information for Child Find (60-day timeline). 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 student's initial determination date was after the end of the prior school year calendar or in the current fiscal school year.

Child find obligations have not changed.

Evaluation teams must complete initial evaluations within 60 **calendar days** of receiving signed parental consent for initial assessment, excluding periods when school is not in regular session for **five or more consecutive school days**. By mutual written Parent/District agreement, this timeline can be extended.

All decisions must be individualized, based on each student's needs and in consideration of each student's unique circumstances.

Documentation of Child Find activities is recorded as part of the ISEE Special Education Students File.

To document Child Find instances where the total timeline between the receipt of parental consent for initial evaluation and initial eligibility determination exceed 60 calendar days because regular school is not in session for five (5) or more consecutive school days or all parties have agreed to a written extension, see steps below.

See 'regular school' definition on pages 7 and 20 of the [Special Education Guidance for Back to School](#) document.

60 Day Timeline Data Collection Items

IDSpedDate The date of the student's first eligibility determination for special education services and related services whether eligible or not. This is the Initial Determination date of eligibility. Do not update based on re-evaluation date. IDSpedDate may vary from date of eligibility meeting.

Conditional: Required unless SpedEligible = U

SEEntryDate The date the student first received special education services during the current school year within the enrolled LEA.

Conditional: Not required if SEStatus=T or SpedEligible = U

IEPDate The current IEP meeting date. The date that a fully constituted IEP team met and came to consensus on the current IEP.

Conditional: Not required if SEStatus=T or SpedEligible = U

consentDate The date the LEA received the parent's written (signed) consent for initial assessment.

This starts the clock for the 60-day timeline.

Conditional: Required if IDSpedDate is after the last day of the prior school year or if 60DTline is reported.

60DTline A flag indicating if the initial eligibility determination for special

education was completed within 60 calendar days of receipt of parental consent for assessment. **Conditional:** Required if IDSpedDate is after the last day of the prior School Year or if consentDate is reported.

DaysLate If initial eligibility determination was not completed within 60 calendar days from the date of receipt of parental consent for assessment, indicate the number of days late. Report ONLY when 60DTline = No
Conditional: Required if 60DTline=N

LDRea The reason the date of the initial eligibility determination exceeded 60 calendar days from the date of receipt of parental consent for assessment. Report ONLY when 60DTline = No
Conditional: Required if 60DTline=N

LDRea Option Set

AA - Additional Assessment needed: The parent or adult student has requested additional internal or external assessments as part of the eligibility determination. Note, the request for additional assessments **does not extend the 60-day timeline.**

EM - Extended Medical Issues: Student has significant medical issues preventing all processes to be completed on time

RE - Reasonable Efforts: The parent repeatedly fails or refuses to produce the student for an evaluation after the district has made reasonable efforts to schedule an evaluation.

SD - Scheduling Difficulties: Inability to coordinate with all concerned (external) stakeholders. Include additional information in Notes field

ST - Staffing Issues: Inability to coordinate due to staffing resources.

SM - Student Moved: Student moved into district with written extension request

SE - State Exception rule: School closure of **five or more consecutive school days**- MUST PROVIDE THE ACTUAL STATE EXCEPTION RULE REASON IF CHOOSING "SE" Idaho Code 08.02.03.109.03. For clear definition of *regular school* please see the [Special Education Guidance for Back to School](#).

WE - Written Extension: In unusual circumstances, all parties may agree in writing to an extension of the sixty (60) day period for the purpose of initial assessment.

ExRule: Explanation for choosing state exception rule (SE) as the reason determination exceeded 60 calendar days from the date of receipt of parental consent for assessment. Report ONLY when LDRea = SE – State Exception Rule

Conditional: Required if LDRea=SE – State Exception Rule

ExRule Option Set

- **AN - Acts of Nature** - School closure as a result of an act of nature such as fire, flood, snow or other inclement weather, or widespread communicable illness.
Note: School closures as a result of COVID-19 should be noted using AN-Acts of Nature. LEA will then add **COVID-19** and specific closure dates into the **Notes** field.
- **HB - Holiday Break** - Thanksgiving, Winter Break
- **OB - Other School Break** – Planned school break such as harvest break,

hunting, etc.

- **SB - Spring Break** - Spring Break period
- **SM - Summer Break** - Summer Break period

Notes: Include any brief comments or explanatory notes for the data in this record. For records where data are impacted by unexpected closures of 5 or more consecutive school days teams are encouraged to add details including closure dates. **It is strongly encouraged that the LEA includes date ranges for all instances where SE-State Exception Rule is applicable.**

Students referred by ITP for whom parents have provided signed consent for assessment to determine initial eligibility are required to comply with both Child Find and Early Childhood Transition timelines.

Special Education Eligibility and Status

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

SpedEligible A flag indicating if the child was found eligible for special education services based on the most recent evaluation decision or based on reasons that may have affected their eligibility (i.e. Graduated, Reached Maximum Age, etc.)
Required for all students reported in Special Education Student file.

SpedEligible Option Set

- **E** – Eligible – The student was determined eligible for special education IDEA
- **N** – Not-Eligible – The student was determined **not** to be eligible for special education and related services through IDEA
- **U** – Undetermined – The student’s eligibility was not able to be determined (see UndetRea)

UndetRea The Reason for selecting undetermined for eligibility of special education services Conditional: Required if SpedEligible = U

UndetRea Option Set

- **MO** - Moved out of district;
- **SD** - Student is deceased
- **WD** – Withdrawn by Parent

SEStatus The status of the student relative to special education (active, inactive, tested-ineligible) Required for all students reported in Special Education Student file.

SEStatus Option Set

- **A** – Active
- **I** – Inactive
- **T** – Tested-Ineligible (For use on **initial eligibility determination only.**)

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 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** or **10 – Extended School Year (ESY)** does not constitute removal from special education and related services. The **12 – Summer Break** code indicates that the student has a temporary interruption of services because of a regularly scheduled school break for all students. Code **10 – Extended School Year (ESY)** differentiates that the student is receiving ESY services and the students *seStatus* should remain **A – active**.

Special Education Exit Reason SEExitReason Option Set:

- 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
 - Do not use this code if a student is expected to return for special education and related services during the next school year. Instead list code 12 Summer Break.
 - Students with this exit code are NOT counted as graduates in cohort grad rate calculations
- 04 Reached Maximum 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) or Completed – Adapted Requirements.

- 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:
- Confirmed dropouts
 - Runaways
 - Students whose status is unknown
 - Students leaving school to pursue and receive a GED
- 06 Transfer to Another Education Environment:** 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:
- Juvenile detention centers
 - Correctional facilities
 - Private schools
 - Job Corps
 - Virtual Charter Schools
 - 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/Returned to General Education:** Students who are determined no longer eligible to participate in the program as determined through the most recent evaluation for eligibility.
- 08 Deceased:** Students who have passed away during the school year or who have passed away during the summer.
- 09 Revoked Consent:** Students for whom parent/adult student revokes consent for special education and related services.
- 10 Extended School Year:** Extended School Year (ESY) is a program to provide special education and related services to an eligible student with a disability beyond the conventional number of instructional days in a school year and at no cost to the parents. An ESY program must be based on an IEP team decision and meet Idaho standards. Students marked with ESY coding should remain **A** – active for seStatus.
- 12 Summer Break:** Summer break from program services; expected to resume the following school year. Students with an 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 2022-2023

SPED Program Exit Reason Code	District Exit Reason Code
01 - Graduated – Met State Standards	4A – Graduated – Met State Standards 4G – Early Graduate 1 Year 4H – Early Graduate 2 Year 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 3D – Transfer to Adult Education 3E – Unknown
If student continues to receive special education adjust environment code, if needed. Do not list program exit reason or program exit date (Mid-School-Year).	1B – Within District to Different Public School
06 - Transfer to Another Education Environment	2A - Within Idaho To Different Public-School District 2B - Within Idaho To Private School or Federal/State Setting 2C – Transfer Out of Idaho to US Public or Non-Public Setting 2D – Transfer Out of Country 2E – Within Idaho to Homeschool
07 - No Longer Eligible for Program / Returned to General Education	No District Exit Required – Cannot be coded as follows: 3B – Maximum Age 4A – Graduate 4C – Completed - Adapted Requirements 4G – Early Graduate 1 Year 4H – Early Graduate 2 Year 4I – Early Graduate 3 Year 6A – Deceased
08 - Deceased	6A – Deceased
09 – Revoked Consent	No District Exit Required (see 07 coding restrictions)
10 – Extended School Year (Only allowable after May 1)	1A – Within District to Same School 1B – Within District to Different Public School
12 - Summer Break (Only allowable after May 1)	1A – Within District to Same School 1B – Within District to Different Public School

Reporting Disciplinary Action Data in ISEE

The ISEE Disciplinary Action template includes the items shown in the table below. The template is used only for reporting those students who receive disciplinary action including suspension or expulsion of **one-half of the school day or longer**. As data included are for all students receiving disciplinary action teams must coordinate across programs to ensure data quality and accuracy. Information in this collection are used for aggregated federal disciplinary action reporting as well as calculation for Indicator 4 – Significant Discrepancy and significant disproportionality (34 CFR § 300.647(b)(4), 20 U.S.C. 1416(a)(3)(A); 1412(a) (22)).

Table 3: Disciplinary Action Status Items

Field Name	Basic Description	Data Type
idStuld	Required: The student’s assigned unique Idaho identification number.	999999999
incidentId	Required: 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.	9999
actionDate	Required: Date the Disciplinary Action was imposed	Date Field
actionId	Required: A locally assigned unique identifier (within the school or the district) to identify each specific disciplinary for this student.	9999
primaryAction	Required: The type of disciplinary action taken. Only the actions ISS, OSS, URI, RHO, EXP, or PLT with a duration of ½ day or more are required to be reported, unless the juvenile justice or law enforcement was involved. Other actions can be reported by the district if desired (this means the district does not have to filter actions for reporting). Only the actions listed above will be included in statewide statistics.	Option set
origDuration	Required: The original length in school days, rounded to the nearest half day of the disciplinary action. Only actions of at least a half day are required to be reported, unless juvenile justice was involved.	9999
reportingDistrictID	Required: 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.	999
responsibleDistrictID	Conditional: For students with an IEP, the SDE assigned district number for the district responsible for the IEP.	999
schoolID	Required: The SDE assigned school number for the school providing educational services to the student.	9999
IEP	Required: Does the student have an active IEP under IDEA at the time of the disciplinary action	Y/N (Yes/No)
interimReason	Conditional: The reason children with disabilities were unilaterally removed to an interim alternative education setting. Required when primary action is URI or RHO.	Option Set
weapon	Required: A flag indicating if an incident triggering this disciplinary action involved a weapon.	Y/N (Yes/No)

weaponType	Conditional: If a weapon was involved, the code for the type of weapon. Required if weapon = Y (Yes)	Option Set
justiceSystem	Required: 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.	Y/N (Yes/No)
modDuration	Conditional: If the originally imposed duration was modified, list the final modified duration imposed. Required if changing the origDuration, round to the nearest half day.	9999
modDurationReason	Conditional: If the originally imposed duration was modified, the reason the duration was modified. Required if modDuration is used.	Option Set
zeroTolerance	Required: An indication of whether or not the action taken was imposed as a consequence of state or local zero tolerance policies	Y/N (Yes/No)
services	Required: A flag indicating if educational services were provided while the student was removed from his/her regular setting for disciplinary reasons	Y/N (Yes/No)
notes	Optional: Any comments or explanatory notes for the data in this record.	Text Field

Disciplinary Definitions and Option Sets

primaryAction: The type of disciplinary action taken. Only the actions ISS, OSS, URI, RHO, EXP, or PLT with a duration of ½ day or more 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**

primaryAction Option Set:

EXP – Expulsion: An action taken by the LEA removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun-Free Schools Act that are modified to less than 365 days. Students are typically considered no longer enrolled for attendance purposes, but are eligible to return at the end of the expulsion period.

ISS – In School Suspension: Temporary removal of a child from his/her regular classroom(s) for disciplinary purposes but where the student remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as the students under their supervision.

OSS – Out of School Suspension: Temporary removal of a child from his/her regular classroom(s) for disciplinary purposes to another setting (e.g. home, behavior center). Includes both removals in which no services are provided -- for Special ed students, less than 10 days, and those in which student receives some services according to an IEP. Students are considered to still be enrolled.

PLT – Change of Placement (long-term): For students with disabilities on an active IEP, instances in which the IEP team determine a change in placement of the student from his/her current educational placement to a new educational placement is the least restrictive environment. Do not use this code unless the student received disciplinary action immediately prior to change of placement.

*PLT is not a disciplinary action, but may follow a disciplinary action. A change of placement is made by the IEP team based on the individualized educational service and programming needs of the student. If the IEP team determines that the student's current placement is not the least restrictive environment immediately following a disciplinary action this should be documented using the same **incidentId** for both the disciplinary action and PLT.*

RHO – Removal by Hearing Officer: For students with disabilities on an active IEP, instances in which an **impartial hearing officer** orders the removal of the student from his/her current educational placement to an appropriate interim alternative educational setting for not more than 45 school days based on the hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the student or others. The IEP team is responsible for determining the interim alternative educational setting.

URI – Unilateral Removal: For students with disabilities on an active IEP, instances in which school personnel, **not the IEP team**, order the removal of the child from his/her current

educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative educational setting.

- Unilateral removals do not include decision by the child's IEP team to change a student's placement.

interimReason: The reason a student with disabilities was unilaterally removed to an interim alternative education setting. Conditional: Required when primary action is URI or RHO.

interimReason Option Set:

DRG – Drugs: The use, possession, sale, or solicitation of drugs as identified in 21 U.S.C. Section 812(c).

- These offenses do not include the use, possession, sale, or solicitation of alcohol or tobacco.

SBI – Serious Bodily Injury: A serious bodily injury involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty. (18 USC Section 1365(h)(3))

WPN – Weapons Possession: Possession of a weapon, device, instrument, material, or substance, animate or inanimate, that is readily capable of causing death or serious bodily injury; such a term does not include a pocket knife with a blade of less than 2 ½ inches in length. (18 USC Section 930(g)(2))

WPU – Weapons Use: Use of a weapon, device, instrument, material, or substance, animate or inanimate, that is readily capable of causing death or serious bodily injury; such a term does not include a pocket knife with a blade of less than 2 ½ inches in length. (18 USC Section 930(g)(2))

weaponType: If a weapon was involved, the code for the type of weapon. Required if weapon = Y (Yes).

weaponType Option Set:

HG – Handgun: The term “handgun” means— (A) a firearm which has a short stock and is designed to be held and fired by the use of a single hand; and (B) any combination of parts from which a firearm described in subparagraph (A) can be assembled. (18 USC § 921(a) (29))

RI – Shotgun/Rifle: Shotgun, short-barreled shotgun, rifle, or short-barreled rifle.

The term “**shotgun**” means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of balls shot or a single projectile for each single pull of the trigger. 18 USC § 921(a)(5)

The term “**short-barreled shotgun**” means a shotgun having one or more barrels less than eighteen inches in length and any weapon made from a shotgun (whether by alteration, modification or otherwise) if such a weapon as modified has an overall length of less than twenty- six inches.

The term “**rifle**” means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade

to use the energy of an explosive to fire only a single projectile through a rifled bore for each single pull of the trigger. 18 USC § 921(a)(7)

The term “**short-barreled rifle**” means a rifle having one or more barrels less than sixteen inches in length and any weapon made from a rifle (whether by alteration, modification, or otherwise) if such weapon, as modified, has an overall length of less than twenty-six inches.

MF – Multiple Firearms: Use of more than one of handguns, rifles/shotguns, or other type of firearms.

ED – Explosive Device: Explosive device or destructive device. The term “destructive device” used in part (D) of the definition of “firearm” means:

- A. any explosive, incendiary, or poison gas—
 - i. bomb,
 - ii. grenade,
 - iii. rocket having a propellant charge of more than four ounces,
 - iv. missile having an explosive or incendiary charge of more than one-quarter ounce,
 - v. mine, or
 - vi. device similar to any of the devices described in the preceding clauses;
- B. any type of weapon (other than a shotgun or a shotgun shell which the Attorney General finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and any combination of parts either designed or intended for use in converting any device into any destructive device described in subparagraph (A) or (B) and from which a destructive device may be readily assembled.

The term “destructive device” shall not include any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device; surplus ordnance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684 (2), 4685, or 4686 of title 10; or any other device which the Attorney General finds is not likely to be used as a weapon, is an antique, or is a rifle which the owner intends to use solely for sporting, recreational or cultural purposes.

OF – Other Type of Firearm: Any firearm that is not defined or categorized as a handgun, a rifle, or a shotgun, or explosive device. This also excludes Air Guns. A firearm is defined in Title 18 USC §921 as follows:

- A. any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- B. the frame or receiver of any such weapon;
- C. firearm muffler or firearm silencer; or
- D. any destructive device. Such term does not include an antique firearm.

KS – Knife: (blade less than 2.5 inches)

KN – Knife: (blade longer than 2.5 inches)

SO – Other Sharp Object

SW – Substance Used as a Weapon

OO – Other Object: Air guns (air soft pellet, bb, etc.) with a bore of one-half inch or less in diameter

UN – Unknown Weapon

NO – None

OT – Other

modDurationReason: Conditional: If the originally imposed duration was modified, the reason the duration was modified. Required if modDuration is used.

modDurationReason Option Set:

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 Assignment

11 – Term Modified by Placement Program Due to Student Behavior While in the Placement

12 – Other

Appendix: 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 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))