

DATA REPORTING GUIDELINES FOR PART B OF THE IDEA 2011-2012 School Year E-School Plus/IEP +



December 1, 2011 Child Count

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Data collection instructions and deadlines for all districts and charter schools are outlined in the sections to follow. Inquiries regarding IDEA Part B data reporting procedures should be addressed to Michele Rush at the Department of Education, Exceptional Children Group (302) 735-4225 or by email: mrush@doe.k12.de.us.

Child Count

District Child Count data should be complete and accurate for extraction from E-School Plus on **December 1st of the current school year**. When your district's Child Count data and resulting report are complete and accurate, please send an email to mrush@doe.k12.de.us and your district's data will be extracted from E-School Plus to be included in the final submission to OSEP.

NOTE: You cannot make any **date changes** to IEP Meet Dates, IEP Init Dates, IEP End Dates or Last Evaluation Dates on the E-School Plus special education screen after December 1st of the current school year until your final Child Count data are extracted from E-School Plus by DOE. Date changes prior to final submission may result in discrepancies in your final Child Count.

Placement Report

These data will be generated and compiled by DOE and reported to OSEP based on final December 1 Child Count District submissions.

Parentally Placed Private School Students Eligible for Services

These data should be complete and accurate for extraction from E-School Plus on **December 1st of the current school year**. When your district's data and resulting report are complete and accurate, please send an email to mrush@doe.k12.de.us and your district's data will be extracted from E-School Plus to be used in determining the proportionate share and obligation to parentally placed private school students. These students will not be included in the December 1 Child Count.

INSTRUCTIONS FOR DECEMBER 1 CHILD COUNT AND PLACEMENT REPORTS

Authorization for December 1 Child Count and Placement Reports

States are required under 20 U.S.C. 1411(d)(2) and 1418(a)(1)(A)(i) to report to the Office of Special Education Services (OSEP) an unduplicated count of all children with disabilities receiving special education and related services according to an individualized education program.

In Delaware, the count is to be taken as of December 1. Children ages 3 - 21 will be reported by the Department of Education (DOE) to OSEP according to their disability category, placement, race, ethnicity, limited English proficiency status, gender and discrete age year as of December 1. Once data are received and compiled, districts and charter schools will receive a count verification sheet accompanied by a list of student names from DOE. This information will reflect the final submission including any corrections made resulting from duplicates or discrepancies in the original data. Districts and charter schools shall confirm their count by returning the signed verification sheet to Michele Rush, Exceptional Children and Early Childhood Group at the Department of Education. Upon receipt of all verification sheets, DOE will submit an official Child Count to OSEP on or before February 1 each year.

Student Eligibility

Students counted on the Child Count must meet the following criteria:

- ✦ A student must have a current IEP as of December 1 of the current school year.
- ✦ The disability must be stated on the IEP.
- ✦ The student must have a current evaluation as of December 1 of the current school year.
- ✦ The IEP must have goals/objectives that are student based. Objectives must indicate that progress is measurable against stated present levels of student performance.
- ✦ The child must be receiving services as found in the IEP.
- ✦ A statement of the number of hours in special education must be indicated on the IEP
- ✦ Required signatures must be present on the IEP.
- ✦ Student must be between the ages of 3 and 21 as of December 1 of the current school year.

Data Collection

E-School Plus, the state’s pupil accounting system, **must** be used for data entry and reporting by all districts and charter schools including DSCYF. eSchool pulls data directly from the IEP+ system.

E-School Plus Reports

Three reports will be posted to Cognos to extract data from E-School Plus for the December 1 Child Count.

1. IDEA B Child Count Report - This report will list all students that will be counted in the December 1 Child Count. The following are the criteria for the Child Count report for December 1, 2010:

<ul style="list-style-type: none"> • Student ID is not missing • Student entry date is before 12/01/2011 and withdrawal date is blank or after 12/01/2011. • Sex, ethnic code, birth date or primary exception code are not blank • Age as of 12/01/2011 is between 3 and 21 • IEP_END_DATE is after 12/01/2011 • IEP_INIT_DATE is between 12/02/2010 and 12/01/2011 • LAST_EVAL_DATE is between 12/01/2008 and 12/01/2011 • SPED_EXIT_DATE is after 12/01/2011 • If Age on DEC 1 is between 3 and 5 then Placement 3-5 cannot be blank • If Age on DEC 1 is between 6 and 21 then Placement 6-21 cannot be blank

2. IDEA B Child Count Find Errors - This report will help you find some of the errors in E-School Plus for students that are not showing up on the Child Count Report.

Field	Parameter	Color
IEPMeetDate	should be between 12/2 of previous school year and 12/1 of current school year	blue
IEPInitDate	must be between 12/2 of previous school year and 12/1 of current school year	yellow
IEPEndDate	must be after 12/1 of current school year	yellow
LastEvalDate	must be within 3 years of 12/1 of current year	yellow
3-5 Placement	3-5 year olds must have a placement code in 3-5 Placement	yellow
6-21 Placement	6-21 year olds must have a placement code in 6-21 Placement	yellow

Blue - IEP Meet Dates highlighted in blue may be an error. Please look at the data carefully

Yellow - Items highlighted in yellow are errors that must be corrected or the student will not show up on the December 1 Child Count report. If the student should not be included in the December 1 Child Count report, then a Special Education Exit and Special Education Exit Reason should be entered on the Special Education screen in E-school Plus.

3. PPS Students Eligible for Services - This report will list parentally placed private school students eligible for services but not receiving services. Students must have disability code, a non-public school code, a last evaluation date within three years of 12/1 of the current school year and the Eligible - Not Receiving Service check box must be checked. The information is used in calculating the district's estimated obligation to parentally placed private school students.

Building for Z Calendar Students

Z calendar students are students that need to be tracked for special education but are not in attendance within a regular school building. These students should be enrolled as active in building 888 (Special Education Z Calendar) and the calendar should be set to Z. **IMPORTANT: The students should first be withdrawn from their current building and then entered into building 888.**

The use of building 888 is optional. Districts may continue to enter Z calendar students in the building they would normally attend and set the calendar to Z. The special education screen must still be completed for all Z calendar students in accordance with the guidelines. In addition, a new field has been added at the bottom of the special education screen to indicate the type of program that the Z calendar student is attending. Examples of programs for Z calendar students are:

- ✳ Parentally placed private school students (PPPS students)
- ✳ Interagency Collaborative Team (ICT)
- ✳ DSCYF out-of-state residential placements
- ✳ Alternative Programs
- ✳ Early Childhood
- ✳ Home

DOE Special Education Screen

Special Education Pre-Referral - Optional

The field indicates whether or not the student has been referred for a special education evaluation.

Value	Definition
Blank	No
Checked	Yes

Evaluated - No Disability - Required for PPS students

The field indicates whether or not the student has been evaluated for a special education but was not found to have a disability. The field is required for PPS students and may also be used for early childhood programs.

Value	Definition
Blank	No
Checked	Yes

Eligible - Not Receiving Services - Required for PPS students

The field indicates whether or not the student has been evaluated for a special education, was found eligible but is not receiving services. The field is required for PPS students and may also be used for early childhood programs.

Value	Definition
Blank	No
Checked	Yes

Primary Exceptionality Code - Required

NOTE - The titles of some of these codes have changed, but the changes have not yet been made in eSchool and IEP+ so the list below contains the old titles.

The field defines the primary reason the student is receiving special education and/or related services. Click the drop down button to view and select from the code table.

Value	Definition
0100	Educable Mental Disability
0200	Emotionally Disturbance
0300	Learning Disability
0400	Trainable Mental Disability
0500	Severely Mental Disability
0601	Other Health Impairment
0602	Orthopedic Impairment
0700	Hearing Impairment
0800	Blind
0900	Partially Sighted
1000	Autism
1100	Deaf-Blind
1200	Speech
1300	Traumatic Brain Injury
1400	Developmental Delay
1600	Pre-school Speech delay (3 and 4 year olds only) (1500 - Speech For 4 Year Olds will not long be used. Use 1600 instead.)

Secondary Exceptionality Code - Optional

The field defines the secondary reason the student is receiving special education and/or related services. Click the drop down button to view and select from the code table. The table selections are the same as the Primary Exceptionality code.

Non-Public Facility Code - Required

This is a **required** field for reporting students with disabilities receiving special education and/or related services in a non-public facility. Click the drop down button to view and select from the code list. The defined table selections are lengthy and therefore not shown in this document; however, examples are listed below.

Examples - Non-Public Facility

1. Interagency Collaborative Team (ICT) students in non-public facilities should be counted on the Child Count by their home district. These students are located in a non-public facility; therefore, **Non-Public Facility Code** on the Special Education screen is **required**. Click the drop down button to view the code table and choose from the drop down menu **Certified Special Education School (990994)**.

On the **entry/withdrawal** screen, these students should be enrolled as active students in building 888 (or the school they would normally attend); however, the **calendar** field should be entered as **“Z”**.

The screenshot shows the 'Entry/Withdrawal (Regular Year)' form. A red arrow points from the text 'Change Calendar to “Z”' to the 'Calendar' field, which currently contains 'R'. The form includes fields for School Year, Building, Track, Calendar, Grade, Entry Code, Entry Date, Withdrawal Code, and Withdrawal Date. The 'Schedule' section has radio buttons for 'Drop Schedule', 'Preserve Schedule for Re-Entry', and 'Keep Schedule Active'. The 'Keep Schedule Active' option is selected. The form also has 'Save', 'Search', 'Return', 'New', and 'Delete' buttons at the top and bottom.

2. Students who are placed out-of-state in a residential placement by the divisions within DSCYF should be counted on the Child Count and monitored by their home district. The home district should enroll these students on the **Entry/Withdrawal** screen as active students in building 888 (or the school they would normally attend); however, the **calendar** field should be entered as **“Z”**. These students are located in a non-public facility; therefore, **Non-public Facility Code** on Special Education screen is **required**. Click the drop down

box to view the code table and choose from the drop down menu **Out-of-State Placement (990998)**.

NOTE: DSCYF will also count these students who are placed out-of-state in residential placement by the divisions within DSCYF under its assigned district code 97 and school code 998. For the actual submission of an unduplicated Child Count to OSEP, these students will only show up on their home district's count. However, funding for these students will be split (50-50) between the home district and DSCYF.

3. Parentally placed private school students

ENTRY/WITHDRAWAL SCREEN:

All parentally placed private school students evaluated for special education will be enrolled in the Entry/Withdrawal screen in the district where the private school is located. Enroll these students in school "888" (or the school they would normally attend). The calendar field should be entered as "Z" so the student will not be included in attendance.

SPECIAL EDUCATION SCREEN:

Parentally placed private school students found **not eligible for special education** services: Check the box for Evaluated - Not Eligible and enter the Last Evaluation Date. These students are located in a non-public facility; therefore, **Non-Public Facility Code** on the Special Education screen is **required**. Click the drop down button to view and select from the code table the **private school the student actually attends**. These students **will not** be included in the district's Child Count, they will only be included in the annual count of parentally placed private school students evaluated during the school year in which they were evaluated.

Parentally placed private school students **found eligible for special education services**: Check the box for Eligible - Not Receiving Service, enter the Last Evaluation Date and enter the Disability Code. These students are located in a non-public facility; therefore, **Non-Public Facility Code** on the Special Education screen is **required**. Click the drop down button to view and select from the code table the **private school the student actually attends**. These students **will not** be included in the district's Child Count. They will be included in the districts total number of eligible students which is the basis for determining the district's proportionate share and obligation to parentally placed private school students. They will also be included in the annual count of parentally placed private school students evaluated during the school year in which they were evaluated.

Parentally placed private school students **found eligible for special education services with an active ISP and receiving services on**

December 1: Enter **ALL** data requested on the Special Education screen for each student. These students **will** be included in the district's Child Count. These students are located in a non-public facility; therefore, **Non-Public Facility Code** on the Special Education screen is **required**. Click the drop down button to view and select from the code table the **private school the student actually attends**. They will also be included in the annual count of parentally placed private school students evaluated during the year in which they were evaluated.

4. Students who are placed in alternative programs should be counted on the Child Count by the sending district. The sending district should enroll these students on the **Entry/Withdrawal** screen as active students in building 888 (or the school they would normally attend); however, the **calendar field** should be entered as "Z". These students may be located in a non-public facility; therefore, **Non-Public Facility Code** on the Special Education screen is **required**. Click the drop down button to view and select from the code. Choose from the drop down menu to select the **alternative program the student actually attends**. Alternative program codes begin with a 12 in the non-public facility list (12#####).

IEP Meeting Date - Required

Date on which a student's IEP team met is recorded in this field. Students counted on the Child Count must have a current IEP as of December 1 of the current school year.

IEP Initiation Date - Required

Date on which a student's IEP is initiated is recorded in this field. Students counted on the Child Count must have a current IEP as of December 1 of the current school year.

IEP Ending Date - Required

Date on which a student's IEP expires is recorded in this field. The IEP End Date must be after December 1 of the current school year

Last Evaluation Date - Required

The date on which a student's IEP team last met to determine the student's eligibility to receive special education and related services is recorded in this field. Students counted on the Child Count **must** have a **last evaluation date within three years of December 1 of the current school year**.

Consent to Evaluate Date - Required

Required beginning July 1, 2006. Enter for INITIAL consents for evaluation only - the date that the parent consented to the initial evaluation.

Initial Evaluation Date - Required

Required beginning July 1, 2006. Enter for INITIAL evaluations only - the date of the initial evaluation. This field along with the "Consent to Evaluate Date" field can be used to monitor whether initial evaluations are being completed within the required timelines.

Special Education Exit Date - Required when student leaves Special Education

The date a student left special education or the district providing their special education and related services is recorded in this field.

Special Education Exit Reason - Required when student leaves Special Education

The reason a student has left special education or the district providing their special education and related services is recorded in this field. Click the drop down button to view and select from the code table.

Value	Definition
A	Transferred to Regular Education -- Students served in special education during the previous reporting period year but at sometime during the 12-month period, returned to regular education as a result of having met the objectives of their IEP. These are students who no longer have an IEP and are receiving all their educational services from a general education program.
B	Graduated with a regular high school diploma -- The student received a high school diploma identical to that for which students without disabilities are eligible. These are students who met the same standards for graduation as those for students without disabilities.
C	Received a certificate -- The student received a certificate of completion, modified diploma, or some similar document.
D	Reached maximum age (Age 21) -- The student reached maximum age for receipt of special education services, including students with disabilities who reached maximum age and did not receive a diploma.
E	Died-- The student's name has been removed from school membership rolls because of his or her death.
F	Moved, known to be continuing -- The student moved out of the catchment area or otherwise transferred to another district and is KNOWN to be continuing in an educational program. There need not be evidence that the student is continuing in special education, only that the student is continuing in an education program. Includes students in residential drug/alcohol rehabilitation centers, correctional facilities, or charter schools if those facilities operate as separate districts, excluding normal matriculation.
G	Moved, not known to be continuing -- THIS CODE WILL NO LONGER BE USED. CODE TO H - DROPPED OUT
H	Dropped Out -- Students enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any other bases described in selections A through G. Includes dropouts, runaways, expulsions, status unknown and other exiters. For states where students may obtain a GED without dropping out of school, students who are jointly enrolled in secondary education and a GED program, those students may be reported as graduating with a diploma, selection B.

Special Education Placement for 3 - 5 year olds - Required

This field tracks the educational placement of students with disabilities from age 3 to age 5. When entering or updating these data, click drop down button to view and select from the code table.

Value	Definition
A1	Attending a regular EC program at least 10 hrs per week, and receiving majority of Special Ed and Related Services in the regular EC program.
A2	Attending a regular EC program at least 10 hrs per week, and receiving majority of Special Ed and Related Services in some other location.
B1	Attending a regular EC program less than 10 hrs per week, and receiving majority of Special Ed and Related Services in the regular early childhood program.
B2	Attending a regular EC program less than 10 hrs per week, and receiving majority of Special Ed and Related Services in some other location.
C1	Attending a Special Ed program (not in any Regular Ed program), specifically a separate Special Education class.
C2	Attending a Special Ed program (not in any Regular Ed program), specifically a separate school.
C3	Attending a Special Ed program (not in any Regular Ed program), specifically a residential facility.
D1	Children not attending either a Regular or Special Ed program and receiving the majority of their Special Ed services at HOME.
D2	Children not attending either a Regular or Special Ed program and receiving the majority of their Special Ed services at a Service Provider Location

Special Education Placement for 6 - 21 year olds - Required

This field tracks the educational placement of students with disabilities from age 6 to age 21. When entering or updating these data, click the drop down button and select from the code table.

Value	Definition
A	Inside the Regular Class >= 80% of day-- Children with disabilities receiving special education and related services outside the regular classroom less than 21 percent of day. May include children with disabilities placed in: regular class with special education/related service provided within regular classes; regular class with special education/related services provided outside regular classes; or regular class with special education services provided in resource rooms.
B	Inside Regular Class <= 79% of day and >= than 40% of the day -- Children with disabilities receiving special education and related services outside the regular classroom for at least 21 percent of day and no more than 60 percent of day. May include children placed in: resource rooms with special education/related service provided within the resource room; or resource rooms with part-time instruction in a regular class.
C	Inside Regular Class < 40% of Day -- Children with disabilities receiving special education and related services outside the regular classroom for more than 60 percent of day. May include children placed in: self-contained special classrooms with part-time instruction in a regular class; or self-contained special classrooms with full-time education instruction on a regular school campus.
D2	Separate school -- Receives education programs in public or private separate day school facilities. Includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of school day in public or private separate schools. May include children placed in: public and private day schools for children with disabilities; public and private day schools for children with disabilities for a portion of the day (greater than 50 percent) and in regular schools buildings for the remainder of the day; or public and private residential facilities if the students does not live at the facility.
E2	Residential Facility -- Receives education programs in public or private residential facilities during the school week. Includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of school day in public or private residential facilities. May include children placed in: public and private residential schools for children with disabilities; or public and private residential schools for children with disabilities for a portion of the day (greater than 50 percent) and in separate day schools or regular schools buildings for the remainder of the day if the students.
F2	Homebound/Hospital -- Receives education programs in homebound/hospital placement. Includes children with disabilities placed in and receiving special education and related services in: hospital programs, or homebound programs.

Value	Definition
G2	Correctional Facilities -- Children receiving special education in: short-term detention facilities (community-based or residential); or correctional facilities
H2	Parentally Placed Private Schools - Children 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 the local education agency or intermediate unit under a service plan.

Funding Needs Category - Required

Funding needs category for September 30th Unit Count.

Percentage Outside the Regular Class Ages 6 - 21 - Optional

This field tracks the percentage of the day a special education student spends outside the regular classroom.

1, 2, 3, 4, 5, 6, 7 - Related Services - Optional

Please make every effort to provide these data. These fields track a student's special education related services, if necessary. When entering or updating these data, click the drop down button and select from the code table. Defined table selections for these fields are listed as follows:

Value	Definition
CS/PS	Coun/Psychological Services
INT	Interpreter
OT	Occupational Therapy
OTHER	Other
PSYTH	Physical Therapy
SLT	Speech Language Therapy
TRANS	Transportation

Last Specialist Eval Date - Optional

Date of last specialist evaluation.

Z Calendar Programs - Required for Z Calendar Students

Program in which the Z calendar student is participating.

Value	Definition
1	Parentally Placed Private School
2	ICT - Interagency Collaborative Team
3	Out-of-state DSCYF

Value	Definition
4	Alternative School
5	Early Childhood Program
6	Home

Do Not Count for December 1 - Required

Required for students that you must track for Special Ed reasons but that another LEA will be counting for December 1 Child Count.

Example: A student at a DSCYF facility in Delaware.

Additional E-School Plus Data Entry and/or Reporting Questions

Early Childhood Students with Disabilities

These students should be counted on the Child Count by their home district. The district should enroll these students on the **Entry/Withdrawal** screen as active students in building 888 (or the school they would normally attend); however, the **calendar field** should be entered as “Z”. Special education data for these students should be entered on the Special Education Screen.

Students with Disabilities Placed in a DSCYF Facility

These students should be counted on the Child Count by the Department of Services for Children Youth & Their Families (DSCYF).

If a student is in attendance and receiving services **one-half of the day** in a **district** and **one-half of the day** in a **DSCYF facility**, for the purposes of the Child Count, the district would count the student. However, funding for that student would be split (50-50) between the district and DSCYF. The district should enroll these students in E-School Plus as active students in their school of attendance. Special education data for these students should be entered on the Special Education Screen.

Students who are placed out-of-state in a residential placement by the divisions within DSCYF should be counted on the Child Count and monitored by their home district. The home district should enroll these students on the **Entry/Withdrawal** screen as active students in the building 888 (or the school they would normally attend); however, the **calendar field** should be entered as “Z”. These students are located in a non-public facility; therefore, **Non-public Facility Code** on Special Education screen is **required**. Click the drop down box to view the code table and choose from the drop down menu **Out-of-State Placement (990998)**.

NOTE: DSCYF will also count these students who are placed out-of-state in residential placement by the divisions within DSCYF under its assigned district code 97 and school code 998. For the actual submission of an unduplicated Child Count to

OSEP, these students will only show up on their home district's count. However, funding for these students will be split (50-50) between the home district and DSCYF.

Students with Disabilities Attending Tuition-Generating Programs (ILC/Special Schools)

If a student attends a tuition-generating program within their home district, the home district would count the student on the Child Count.

If a student attends a tuition-generating program outside their home district, the district of attendance would count the student on the Child Count.

The appropriate district should enroll these students in E-School Plus as active students. Special education data for these students should be entered on the Special Education screen.

Students with Visual Impairments

All students whose primary classification is blind or partially sighted will be **counted** on the Child Count by their **district of attendance**. The district should enroll these students in E-School Plus as active students. Special education data for these students should be entered on the Special Education screen.

Students with Disabilities Being Monitored Only

The **district of attendance** may count monitored students on the Child Count if a current, valid IEP is in place. The district should enroll these students in E-School Plus as active students. Special education data for these students should be entered on the Special Education screen.

SPECIAL EDUCATION DATA REPORTING - QUICK REFERENCE

Please see full details and examples for data reporting in the [DATA REPORTING GUIDELINES](#) document.

E-School Plus DOE Special Education Field/Description	Optional/ Required	Available Codes
Special Education Pre-Referral - Indicates whether the student has been referred for special education evaluation	Optional	Check - Yes Blank - No
Evaluated - No Disability	Required for PPPS students	Check - Yes Blank - No
Eligible - Not Receiving Service	Required for PPPS students	Check - Yes Blank - No
<p>Primary Exceptionality Code - Defines the primary reason the student is receiving special education and/or related services.</p> <p>Secondary Exceptionality Code - Defines the secondary reason the student is receiving special education and/or related services.</p>	<p>Required</p> <p>Optional</p>	<p>100 - Educable Mental Disability</p> <p>200 - Emotional Disturbance</p> <p>300 - Learning Disability</p> <p>400 - Trainable Mental Disability</p> <p>500 - Severe Mental Disability</p> <p>601 - Other Health Impairment</p> <p>602 - Orthopedic Impairment</p> <p>700 - Hearing Impairment</p> <p>800 - Blind</p> <p>900 - Partially Sighted</p> <p>1000 - Autism</p> <p>1100 - Deaf-Blind</p> <p>1200 - Speech and/or Language Impairment</p> <p>1300 - Traumatic Brain Injury</p> <p>1400 - Developmental Delay</p> <p>1600 - Pre-school Speech Delay (3 and 4 year olds only)</p>
Non-Public Facility - Required field for students with disabilities receiving special education and/or related services and are located in a non-public facility.	Required for students in non-public facilities	Too many to list. Go to field in Special Education screen and click on drop down to view list.
Special Education DSTP Accommodation?	Optional	Check - Yes Blank - No
Special Education Case Manager - Indicates the name of the Case Manager assigned to a special education student.	Optional	
IEP Meeting Date - Date student's IEP team met.	Required	
IEP Initiation Date - Date student's IEP is initiated.	Required	
IEP Ending Date - Date student's IEP expires.	Required	
Last Evaluation Date - Date student's IEP team last met to determine the student's eligibility to receive special education and related services.	Required	
Consent to Evaluate Date - Date parent consented to the initial evaluation	Optional	
Initial Evaluation Date - Date student's IEP team met to determine the student's initial eligibility to receive special education and related services	Optional	
Special Education Exit Date - The date a student left special education or the district providing special education and related services.	Required	

E-School Plus DOE Special Education Field/Description	Optional/ Required	Available Codes
Special Education Exit Reason - The reason the student left special education or the district providing their special education and related services.	Required when student leaves special education	A - Transferred to Regular Education B - Graduated with reg. high school diploma C - Received a certificate D - Reached maximum age (Age 21) E - Died F - Moved, known to be continuing H - Dropped Out
Regular Education Time - Number of hours per week that a student with disabilities in served in a regular classroom.	Optional	
Special Education Time - Number of hours per week that a student with disabilities is served in a classroom by a Certified Special Education Teacher.	Required	
Special Education Service Status - Care, education and/or services provide to a student takes place during full-day or part-day sessions.	Required	F - Full Time P - Part Time
Education placement of students with disabilities from age 3 to age 5	Required	A1 - Attending a regular EC program at least 10 hrs per week, and receiving majority of Special Ed and Related Services in the regular EC program. A2 - Attending a regular EC program at least 10 hrs per week, and receiving majority of Special Ed and Related Services in some other location. B1 - Attending a regular EC program less than 10 hrs per week, and receiving majority of Special Ed and Related Services in the regular early childhood program. B2 - Attending a regular EC program less than 10 hrs per week, and receiving majority of Special Ed and Related Services in some other location. C1 - Attending a Special Ed program (not in any Regular Ed program), specifically a separate Special Education class. C2 - Attending a Special Ed program (not in any Regular Ed program), specifically a separate school. C3 - Attending a Special Ed program (not in any Regular Ed program), specifically a residential facility. D1 - Children not attending either a Regular or Special Ed program and receiving the majority of their Special Ed services at HOME. D2 - Children not attending either a Regular or Special Ed program and receiving the majority of their Special Ed services at a Service Provider Location
Educational placement of students with disabilities from age 6 to age 21	Required	A - Inside Regular Class \geq 80% of the Day B - Inside Regular Class \leq 79% and \geq 40% C - Inside Regular Class $<$ 40% of the Day D2 - Separate School E2 - Residential Facility F2 - Homebound/Hospital G2 - Correctional Facilities H2 - Parentally Placed Private Schools
Funding Needs Category	Required	PreK K-3 Speech Only (4-12) Basic Intense Complex
% Outside the regular class - ages 6-21	Optional	

E-School Plus DOE Special Education Field/Description	Optional/Required	Available Codes
Special Education DSTP Accommodation - Indicates if there is information in the Delaware Student Information System (DELSIS) regarding accommodations provided for DSTP testing.	Optional	Checked - Yes Blank - No
Related Services 1-7 Please make every effort to provide this data. This data tracks a student's special education and related services.	Optional	CS/PS - Counseling/Psychological Services INT - Interpreter OT - Occupational Therapy OTHER - Other PSYTH - Physical Therapy SLT - Speech Language Therapy TRANS -Transportation
Last Specialist Eval Date	Optional	
Z Calendar Programs	Required for Z calendar students	1 - Parentally Placed Private School 2 - ICT - Interagency Collaborative Team 3 - Out-of-state DSCYF 4 - Alternative School 5 - Early Childhood Program 6 - Home
Do Not Count for December 1	Required	Checked - Yes Blank - No