

# Data Standard Special Education - Preschool

Rev. 9/10/2018

## Overview

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Office of Teaching and Learning

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- Update with accessibility for 2018-19 school year.

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## **Data Standard Special Education - Preschool**

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### **Description**

The purpose of the Special Education Data Standards document is to give Kentucky schools and districts a set of guidelines for entering data into the student information system. This document provides a series of screen shots and an explanation of the data elements required for state and federal reporting needs. Data standardization is important to ensure consistency in the data across schools in districts and across districts throughout the state

### **Regulation citation(s)**

- [The Kentucky Administrative Regulations](#)

### **Data use**

Data are used to meet Federal Reporting Requirements under Sec. 618 of the IDEA:

- December 1 Child Count
- Special Education Behavior/Safe Schools Report
- Consolidated Coordinated Early Intervening Services (CCEIS)
- Annual Determinations
- State Performance Plan/Annual Performance Report (SPP/APR)

### **Related ad-hoc filters and reports**

- KY State Reporting
  - IDEA Dec 1 Count Extract
  - Special Ed Exit Report
  - SpEd\_Evaluation\_Detail
- KY State Reporting / KDE Reports
  - Alternate Assessment Tracking Report
- Student Information / Reports
  - Caseload Summary Report

### **Training**

Additional resources can be found on the [Special Education Resources for Using Infinite Campus \(IC\) webpage](#).

## Section A – Referral Process from First Steps

First Steps is Kentucky’s early intervention program that provides services to families with children ages birth to 3 who have developmental disabilities. This program receives federal funds under the Infants and Toddlers section in Part C of the Individuals with Disabilities Education Act (IDEA). The IDEA also funds programs for preschool and school age children ages 3 to 21 with disabilities under Part B of the Act.

Enroll the student at the school they will or would attend if they qualify for services:

1. From the Index, click **Student Information > Student Locator**.
2. Enter the appropriate search criteria: at minimum first name, last name and gender.
3. Click **Search**.

**Student Locator**

**Student Search**

Search for a student already tracked in Campus using the fields provided. A minimum amount of data must be entered i enter the State ID, the SSN, or the full legal lastName, firstName and gender. Select a student from the list or click on Cr SSN-only search, the user must still do a name based search before they are allowed to create a new person.

Last Name	doe	Name	State ID	Gender	Birth Date	%
First Name	jane	DOE, JANE		F		100
Gender	F	DOE, JOHN		F	08/28/1964	67
Birth Date						
Middle Name						
SSN #						
State ID						

**Search-->**

**Create New Student >**

4. The student will most likely not show up in the locator; if not click **Create New Student**.  
**\*NOTE:** If possible matches are found, hover the mouse cursor over each student to view additional details.
5. This process will create a new State ID for the student.

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**Identity Info**

\*Last Name  \*First Name  Middle Name  Suffix

\*Gender  \*Birth Date  Soc Sec Number

**Race/Ethnicity**

\*Is the individual Hispanic/Latino?

\*Is the individual from one or more of these races?  
(check all that apply)

American Indian or Alaska Native  
 Asian  
 Black or African American  
 Native Hawaiian or Other Pacific Islander  
 White

\*State Race/Ethnicity

Race/Ethnicity Determination

Enter the required data elements

- Last Name
- First Name
- Gender
- Birth Date
- Race/Ethnicity

**General Enrollment Information**

Calendar 14-15 CENTRAL ELEMENTARY SCHOOL Schedule (read only) Main  \*Grade 02  Class Rank Exclude

\*Start Date 08/12/2015  No Show  End Date  End Action  \*Service Type N: Special Ed Services

\*Start Status E01: First enrollment of the year  End Status


- **Calendar:** This will default to the current school calendar.
- **Schedule:** If the school only has one schedule, assign the student to the schedule named “Main”. If the school has multiple schedules, the student must be assigned to a schedule designated for preschool students.
- **Grade:** 97-2 year old; 98-3 year old; 99-4 year old  
**\*NOTE:** This should correspond to the student’s age as of August 1st.  
**\*\*NOTE:** The following grade codes should NOT be used: 95 – infant; 96 – 1 year old. If these students are enrolled in the program, you will **not** receive any funding for them.
- **Start Date:** Enter the date the student will be evaluated; this date may change later as to the date services begin.
- **Start Status:** Select “E01: First enrollment of the year”.
- **Service Type:** Select “N: Special Ed Services Only” if the student is receiving intervention at home or through itinerant basis. If the student is enrolled and receiving intervention in the classroom, select “P: Primary”.
- Click **Save**.

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### Student Information > General > Enrollment Tab > State Reporting Fields

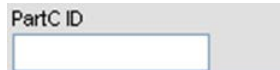
**\*NOTE:** Do not select the **State Exclude** check box; uncheck if checked.



A screenshot of a software interface showing a section titled "State Reporting Fields". Below the title is a checkbox labeled "State Exclude", which is currently unchecked.

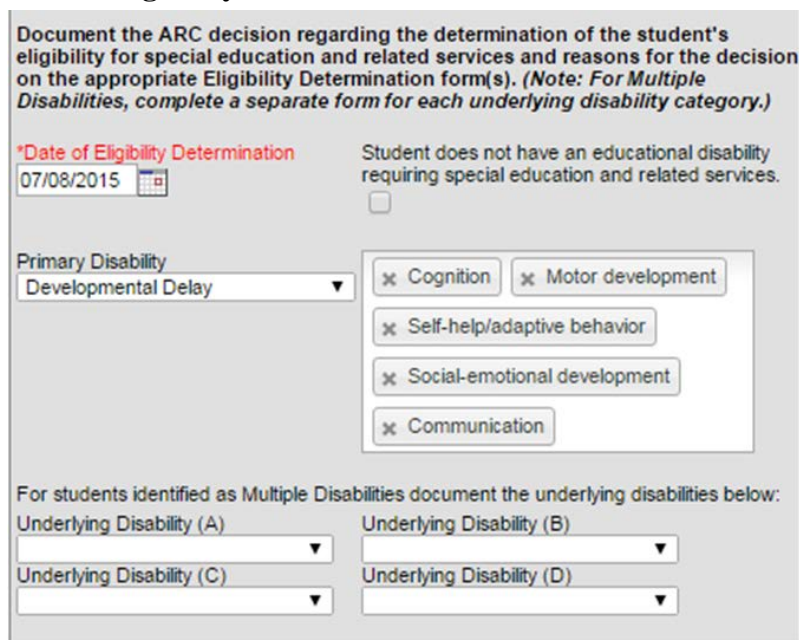
### Student Information > General > Enrollment Tab > Special Education Section

Enter student's **Part C ID** – this will be the student's TOTS number.



A screenshot of a software interface showing a text input field labeled "PartC ID". The field is currently empty.

- Create a new [KY Evaluation/Eligibility Determination](#) document and complete the **Eligibility Determination** editor.



A screenshot of the "KY Evaluation/Eligibility Determination" editor. The form contains the following fields and options:

- Date of Eligibility Determination:** A date picker set to 07/08/2015.
- Student does not have an educational disability requiring special education and related services:** An unchecked checkbox.
- Primary Disability:** A dropdown menu set to "Developmental Delay".
- Disability Categories:** Five checkboxes, all checked: "Cognition", "Motor development", "Self-help/adaptive behavior", "Social-emotional development", and "Communication".
- For students identified as Multiple Disabilities document the underlying disabilities below:** Four dropdown menus labeled "Underlying Disability (A)", "Underlying Disability (B)", "Underlying Disability (C)", and "Underlying Disability (D)".

- If the student has an enrollment **Service Type** of "*P: Primary*", there is **no longer** a need to change the **Enrollment Start Date** to reflect the date the student begins receiving services, i.e., the start date of the KY IEP.
- If the student was receiving interventions at home or through an itinerant basis and is found eligible for special education services, end date the enrollment record with a **Service Type** of "*N: Special Ed Services*" and create a new enrollment record with a **Service Type** of "*P: Primary*". The enrollment End Status code would be "*W01: Transferred to another enrollment in same school*". The new enrollment Start Status would be "*R01: Transferred from another enrollment in same school*".

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- If parents refuse special education services, select “*ER: Eligible – Parents Refused*”. If student is determined ineligible, select “*N: Not Eligible*”. In both cases, end date the enrollment as of the evaluation date and select an **End Status** of “*C01: Close of Year*”. This should also be documented in the Conference Summary.
- If parents refuse services, the IEP does not need to be implemented by the student’s third birthday.
- If the parent later decides to pursue special education in the future, this should be conducted as an initial referral.

## **Clarification of Placement Codes for Ages 3-5**

- 1) By **March 1**, annually, a district will determine if its preschool program for the following school year is a *Regular Early Childhood Program* or a *Special Education Early Childhood Program*. This determination is based on the answer of these two questions:
  - a. Is the early childhood program designed for typically developing same aged peers?
  - b. Are the majority of the children ages 3 through 5 currently enrolled in the preschool program students without IEPs? (*This count includes all children ages 3 through 5 including any kindergarten child who was 5 years old as of August 1 of the current school year.*)
- 2) If the district can answer yes to **both** of these questions, its preschool program is defined as a Regular Early Childhood Program until March 1 of the following school year, otherwise the program is defined as a *Special Education Early Childhood Program*.
- 3) The district reports this Program Determination on the annual Preschool Performance Report on June 30.
- 4) LRE Settings should be based on the Program Determination described above in effect on the date of the ARC.
  - a. For Districts that have determined their Preschool Program is a *Regular Early Childhood Program*, the LRE Settings for children ages 3 through 5 will typically be either **3A1, 3A2, 3B1, or 3B2**.
  - b. For districts that have determined their Preschool Program is a *Special Education Early Childhood Program*, the LRE Settings for children ages 3 through 5 will typically be either **3S - Separate Class, 3U - Separate School or 3F - Residential Facility**.

### **Exceptions:**

If a district has determined its program is a *Regular Early Childhood Program* **but** a child is placed in a classroom for the majority of their day where **75% or more** of the children in that classroom are children **with** an IEP, the LRE Setting for this child shall be reported as a **3S - Separate Class**. When a district has determined its program is a *Special Education Early Childhood Program* **but** a child is placed in a classroom for the majority of their day where **75% or more** of the children in that classroom are children **without** an IEP, the LRE Setting for this child may be reported as either **3A1, 3A2, 3B1, or 3B2** based on the amount of time the child attends the program per week and where the majority of special education services are provided as described above in item 4.

**\*NOTE:** LRE Settings do not change once an IEP is created, locked and saved regardless of Program Determination.



## **General Instructions for Determining the Appropriate Placement**

With the December 1, 2010 Child Count, the Individuals with Disabilities Education Act has changed the settings designated for children and youth with disabilities ages 3-5. Below is a listing of the placement options.

1. The first factor to consider is whether the child is attending a Regular Early Childhood Program as defined below:

***Regular Early Childhood Program*** is a program that is designed for typically developing children ages 3-5 and is not specifically or primarily designed for children with disabilities and includes (at the time of the placement decision) a majority of at least 50% of nondisabled children (i.e., children without an IEP). This may include Head Start, kindergarten, preschool classes, private kindergartens or preschools, and group child development centers or child care.

If a child is attending a Regular Early Childhood Program, he/she is to be reported in one of the boxes labeled **3A1**, **3A2**, **3B1**, or **3B2**.

Children attending a Regular Early Childhood Program are classified into two sub-categories.

- **3A**: Those attending a Regular Early Childhood Program at least 10 hours per week and
- **3B**: Those attending a Regular Early Childhood Program less than 10 hours per week.

If the child attends a Regular Early Childhood Program at least 10 hours per week, the child must be reported as to whether he/she is receiving the majority of their special education and related services in the Regular Early Childhood Program (**3A1**) or in some other location (**3A2**).

If the child attends a Regular Early Child Program for less than 10 hours per week, the child must be reported as to whether he/she is receiving the majority of their special education and related services in the Regular Early Childhood Program (**3B1**) or in some other location (**3B2**).

**\*Note:**

**Q:** How should states report children receiving the majority of special education and related services in a location other than the child's classroom but within the same building?

**Students Considered as Receiving Services in the Regular Early Childhood Program**

**A:** Special education and related services delivered to the child in the course of daily activities and routines in which all children in the classroom participate (e.g., "circle time," "learning centers") would be considered as being received in the Regular Early Childhood Program.

(See **EDFacts, FS089.**)

**Students Not Considered as Receiving Services in the Regular Early Childhood Program**

**A:** Services delivered in a location that removes the child from the opportunity to interact with nondisabled children. These include, but are not limited to:

- services delivered in a 1:1 therapeutic setting;
- services in a small group comprised solely of children with disabilities whether or not they are provided in another location within the building where the regular early childhood program is located

(See **EDFacts, FS089.**)

2. If the child is NOT attending a Regular Early Childhood Program, then it must be determined if the child is attending a Special Education Program or receives services through some alternative option. A Special Education Program is a program designed specifically or primarily for children with disabilities ages 3-5 and includes less than 50% nondisabled children. Special Education Programs include separate special education classrooms in regular schools, child care facilities, hospital facilities on an out-patient basis, and other community based settings. Other Early Childhood Special Education Programs include Separate Schools and Residential Facilities that are designed specifically or primarily for children with disabilities ages 3-5.

If a child attends a Special Education Program in a class intended primarily for children with disabilities and does not also attend a Regular Early Childhood Program, report this child as a Special Education Program – Separate Class **(3S)** placement.

If a child attends a Special Education Program in a day school designed specifically for children with disabilities and does not also attend a Regular Early Childhood Program, report this child as a Special Education Program – Separate School **(3U)** placement.

If a child attends a Special Education Program in a residential school or residential medical facility on an inpatient basis and does not also attend a Regular Early

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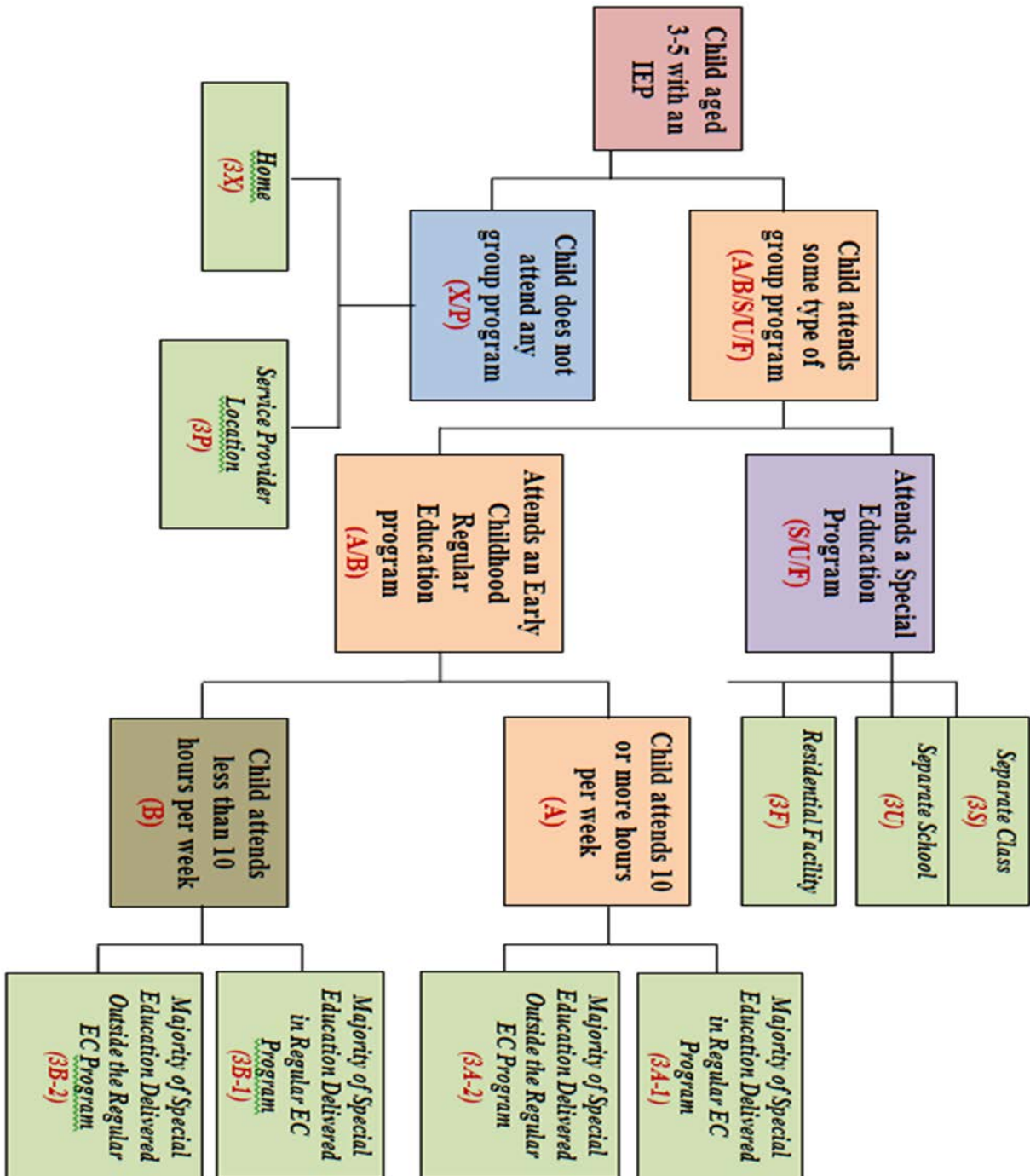
Childhood Program, report this child as a Special Education Program – Residential Facility **(3F)** placement.

3. If a child is not attending either a Regular Early Childhood Program or a Special Education Program, select the category of program that best represents the specific environment in which the child receives the majority of their special education and related services. These Other Environments **(3X/3P)** include either the Home **(3X)** or a Service Provider Location (3P).

If a child receives their special education and related services in the principle residence of the child's family or caregivers, and does not also attend either a Regular Early Childhood Program or a Special Education Program provided in a separate class, separate school, or residential facility, report this child as a Home **(3X)** placement.

If a child receives all of their special education and related services in a Service Provider Location or some other location that is not in any other category, and does not also attend either a Regular Early Childhood Program or a Special Education Program and also did not receive special education and related services in the home, report this child as a Service Provider Location **(3P)** placement. A Service Provider Location includes services provided in a private clinician's offices, clinician's offices located in school buildings and hospital facilities on an outpatient basis. This includes students who come to the school for speech services only and do not meet the criteria for attending either a Regular Early Childhood Program or a Special Education Program.

## LRE Flowchart for Children Ages 3 – 5



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**Setting:** From the drop list, select the appropriate LRE description. LRE settings are based upon student's age as of December 1st.

Code		
<b>3A1</b>	10 hours or more in a regular early childhood program per week	Majority of special education and related services provided <b>within</b> the early childhood program
<b>3A2</b>	10 hours or more in a regular early childhood program per week	Majority of special education and related services provided <b>in another location</b>
<b>3B1</b>	Less than 10 hours in a regular early childhood program per week	Majority of special education and related services provided <b>within</b> the early childhood program
<b>3B2</b>	Less than 10 hours in a regular early childhood program per week	Majority of special education and related services provided <b>in another location</b>
<b>3F</b>	Special Education Program	Residential Facility
<b>3P</b>	Special Education Program	Service Provider Location
<b>3S</b>	Special Education Program	Separate Class
<b>3U</b>	Separate School	
<b>3X</b>	Home	

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Code descriptions are located below.

**Special Ed Status:** From the drop list, select the option that defines the student's status within the special education process at a specific school location and assists in the determination as to whether this student will be included in the school's December 1<sup>st</sup> Child Count.

<b>Code</b>	<b>Title</b>	<b>Description</b>
A	Active	Student is actively enrolled in special education
AR	Active/Referred	Student is already enrolled in special education and is being referred for another reason (e.g., student currently identified as Speech or Language Impaired and in the reevaluation process for another categorical disability area).
ER	Eligible – Parent Refused	Student eligible for special education services; however, parent refused services.
I	Inactive	Student no longer receives special education services (e.g., withdrawal, graduation, dropped out, exiting from Special Education services).
N	Not Eligible	Student was tested and determined not eligible to receive services
PR	Pre-Referral	Optional status designation to be used when school desires to track non-special education student in the intervention process
Z	Referred	Non-special education student is being referred for testing.