

## **Special Education NSSRS Data Element Definitions**

### **Settings Age Birth – 3 (44)**

- Home - early intervention services are provided primarily in the principal residence of the child's family or caregivers.
- Community-based Setting - early intervention services are provided primarily in a setting where children without disabilities typically are found. These settings include but are not limited to:
  - child care centers (including family day care),
  - preschools,
  - regular nursery schools,
  - early childhood center,
  - libraries,
  - grocery stores,
  - parks,
  - restaurants,
  - and community centers (e.g., YMCA, Boys and Girls Clubs).
- Other Setting - early intervention services are provided primarily in a setting that is not home or community-based. These settings include, but are not limited to, services provided in a hospital, residential facility, clinic, and EI center/class for children with disabilities.

### **Settings Age 3-5 (44)**

- Regular Early Childhood Program. A 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. This category may include, but is not limited to:
  - Head Start;
  - kindergartens;
  - preschool classes offered to an eligible pre-kindergarten population by the public school system;
  - private kindergartens<sup>1</sup> or preschools; and
  - group child development center or child care.

*Include children with disabilities enrolled by their parents in a private elementary school and receiving special education and related services in accordance with a services plan. The private elementary school must be a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law*

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- Separate class - attend a Special Education Program in a class intended primarily for children with disabilities. (Does not include children who also attended a Regular Early Childhood Program.)
- Separate school - receive Special Education in day schools designed specifically for children with disabilities. (Does not include children who also attended a Regular Early Childhood Program.)
- Residential facility - receive Special Education in residential schools or residential medical facilities on an inpatient basis. (Does not include children who also attended a Regular Early Childhood Program.)
- Home - receive special education and related services in the principal residence of the child's family or caregivers, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility. Include children who received special education and related services **both** at home and in a service provider location or some other location that is not in any other category. The term caregiver includes babysitters.
- Service Provider Location - receive all of their special education and related services in the service provider location or some other location that is not in any other category, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility; and did not receive special education and related services in the home. For example, speech therapy provided in:
  - private clinicians' offices;
  - clinicians' offices located in school buildings; and
  - Hospital facilities on an outpatient basis.

### **Settings Age 6-21 (44)**

All counts should represent the setting in which children with disabilities have been placed **for educational services**.

- Separate school - receive education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate schools. This may include children placed in:
  - public and private day schools for students with disabilities;
  - public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day; or
  - public and private residential facilities if the student does not live at the facility.
- Residential facility - receive education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special

education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:

- public and private residential schools for students with disabilities; or
- public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or regular school buildings for the remainder of the school day.

Do not include students who received education programs at the facility, but do not live there.

- Homebound/Hospital - receive education programs in homebound/hospital environment includes children with disabilities placed in and receiving special education and related services in:
  - hospital programs, or
  - homebound programs.

**Do not** include children with disabilities whose parents have opted to home-school them and who receive special education at the public expense.

- Correctional facilities - receive special education in correctional facilities. These data are intended to be a count of all children receiving special education in:
  - short-term detention facilities (community-based or residential), or
  - correctional facilities.
- Parentally Placed in Private Schools - are 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 a local educational agency or intermediate educational unit under a service plan. **Include** children whose parents chose to home-school them, but who receive special education and related services at the public expense. Do not include children who are placed in private schools by the LEA.

### **Special Education Percentage (50)**

To calculate the percentage of time outside the regular classroom, divide the number of hours the youth receives special education services outside the regular early childhood program or regular classroom by the *total number of hours in the school day* (including lunch, recess and study periods). The result is multiplied by 100.

- Time spent outside the regular classroom receiving services unrelated to the youth's disability (e.g., time receiving LEP services) should be considered time inside the regular classroom.
- Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

### **Exit Reason Age Birth to 3 (52)**

- Completion of the IFSP prior to age three - exited Part C before age three because they are longer eligible under IDEA, Part C.
- Exit to other program, reached age 3 years old, re-evaluated and found no longer eligible for Special Education Services - *reached age three*, were evaluated and determined not eligible for Part B, and were referred to other programs, which may include preschool learning centers, Head Start (but not receiving Part B services), and child care centers, and/or were referred for other services, which may include health and nutrition services, such as WIC.
- Exit with no referral, reached age 3 years old re-evaluated and found no longer eligible for Special Education Services - *reached age three*, were evaluated and determined not eligible for Part B, but were not referred to other programs.
- Deceased. Include all children who died before their third birthday, even if their death occurred at the age of exit. Include only children who died during the reporting period.
- Moved out of State. Include all children who moved out of state before their third birthday. Include only children who moved during the reporting period. Do not report a child who moved within State (i.e., from one program to another) if services are known to be continuing.
- Withdrawal by parent (or guardian). Include all children under the age of three, whose parents declined all services (including service coordination services) after an IFSP was in place, or declined to consent to Part C services on the IFSP and provided written or verbal indication of withdrawal from Part C services.
- Attempts to contact the parent and/or child were unsuccessful. Include all children, under the age of three, who had an active IFSP, and for whom Part C personnel have been unable to provide early intervention services either due to lack of response from the parent or family, or inability to contact or locate the family or child after repeated, documented attempts. Include in this category any child who was no longer receiving services under Part C before reaching age three, and who has not been reported in categories 7-9 above.
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### **Exit Reason Age 3-21 (52)**

- Returned to full time regular education - served in special education at the start of the reporting period, but at some point during that 12-month period, returned to regular education. These are students who no longer have an IEP and are receiving all of their educational services from a regular education program. If the parent of a child with a disability revokes consent for special education and related services under 34 CFR §300.300(b)(4), the child would be reported in this category.
- Graduated with regular high school diploma - exited an educational program through receipt of 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. In accordance with 92 NAC 51-004.03A, Children with disabilities who have graduated from high school with a regular high school diploma are not eligible to receive a FAPE.
- Graduated with a certificate - exited an educational program and received a certificate of completion, modified diploma, or some similar document. This includes students who received a

high school diploma, but did not meet the same standards for graduation as those for students without disabilities.

- Reached maximum age - exited special education because of reaching the maximum age for receipt of special education services, including students with disabilities who reached the maximum age and did not receive a diploma.
- Deceased - children who died during the school year.
- Moved, known to be continuing - moved out of the catchment area or otherwise transferred to another district and are *KNOWN* to be continuing in an educational program. There need not be evidence that the student is continuing in special education, only that he/she is continuing in an education program.
- Dropped out - enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any of the other bases described. This row includes dropouts, runaways, GED recipients (in cases where students are required to drop out of the secondary educational program in order to pursue the GED certificate), status unknown, students who moved and are not known to be continuing in another educational program, and other exiters from special education.