

Special Education NSSRS Data Element Definitions

These definitions are compiled to supplement the Special Education Snapshot instructions in the NSSRS Student Template available on the NSSRS Instructions webpage. For full instructions on how to submit the NSSRS Special Education Snapshot template in Data Manager, please refer to the instructions posted at this site. <http://www.education.ne.gov/nssrs/Resources.html> Yellow highlights indicates clarifications for the 2015-2016 school year and green highlights indicates clarifications for the 2016-2017 school year.

<p>VERIFIED DISABILITY (11)</p>		<p>Emotional Disturbance (01) Deaf-Blindness (02) Hearing Impaired (03) Multiple Impairments (07) Orthopedic Impairment (08) Other Health Impairment (09) Specific Learning Disability (10) Speech Language Impairment (11) Visual Impairment (12) Autism (13) Traumatic Brain Injury (14) Developmental Delay (15) – this category may be considered for children from birth through the school year in which the child reaches age eight. This category may not be used for students age 9 and older. Intellectual Disability (16)</p>
<p>ALTERNATE ASSESSMENT FLAG (23)</p>		<p>Yes (1) - the student’s IEP specifies that the student is to take the alternate assessment in at least one subject. No (2) - the student’s IEP does not specify that the student is to take the alternate assessment in any subject. Report ‘no’ for all students below grade 3 as an alternate assessment is not an option.</p>
<p>PLACEMENT TYPE (32) for nonpublic school</p>	<p>If Placement Type is “2”, “3” or “4”: then the Setting Code for students age 6 to 21, must equal “5”, “7” or “14”. For children ages 3 to 5 all Setting Codes can apply except “8” (home).</p>	<p>Not Applicable (0) – the student does not attend a nonpublic school. Nonpublic Placement – Other than Parental Placement (2) – the student attends a nonpublic school but placement was determined by other than their parent/guardian (such as the IEP team or the state). Nonpublic Placement – Parental Placement, Special Education Services from the Resident District, Student on an IEP (3) – the student attends a nonpublic school and was placed in</p>

		<p>that school by their parent/guardian. The resident district is providing FAPE special education services to the student under an IEP.</p> <p>Nonpublic Placement – Parental Placement, Special Education Services, Student on an Equitable Services Plan (4) – the student attends a nonpublic school and was placed in that school by their parent/guardian. The student is receiving Equitable Services from the public school district located in the community of the nonpublic school.</p>
<p>SETTING CODE (44)</p>	<p><u>Ages Birth to Three (Part C)</u> Primary setting is the service setting in which the child receives the largest number of hours of Part C early intervention services. Determination of primary setting should be based on the information included on the IFSP.</p> <p><u>Ages Three through Five (Part B)</u> The reporting categories are used to distinguish where children receive the majority of their special education and related services. <i>The first factor to consider is whether the child is attending a Regular Early Childhood Program.</i></p> <p><u>Regular Early Childhood Program (16-19)</u> – a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs). This category may include but is not limited to: Head Start, kindergarten, preschool classes offered to an eligible pre-kindergarten population by the public school system, private</p>	<p>Home (1) – early intervention services are provided primarily in the principal residence of the child’s family or caregivers. If they are receiving the majority of their services in the home, include children who receive special education and related services both at home and in some other location. The term caregiver includes babysitters.</p> <p>Community Based (2) – 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).</p> <p>Other (3) – 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 early intervention center/class for children with disabilities.</p> <p><u>See Attachment: Decision Tree for Coding Educational Environments</u></p> <p>(16) – majority of special education and related services are provided in the <u>Regular Early Childhood Program</u> and the child is in attendance at the Regular Early Childhood Program <u>at least 10 hours per week</u>.</p> <p>(17) - majority of special education and related services are provided in <u>some other location</u> and the child is in attendance at the Regular Early Childhood Program <u>at least 10 hours per week</u>.</p> <p>(18) - majority of special education and related services are provided in the <u>Regular Early Childhood Program</u> and the child is in attendance at the Regular Early Childhood Program <u>less than 10 hours per week</u>.</p> <p>(19) - majority of special education and related services are provided in <u>some other location</u></p>

	<p><i>kindergartens or preschools, and group child development centers or child care.</i></p>	<p>and the child is in attendance at the Regular Early Childhood Program <u>less than 10 hours per week</u>.</p>
	<p>Special Education Program (5-7) – a program that includes fewer than 50 percent nondisabled children (i.e., children not on IEPs). If the child does not attend a Regular Early Childhood Program, consider this section.</p>	<p>Separate School (5) – majority of special education and related services are provided in a day school designed specifically for children with disabilities. (Do not include children that also attend a Regular Early Childhood Program). Separate Class (6) – majority of special education and related services are provided in a class intended primarily for children with disabilities. (Do not include children that also attend a Regular Early Childhood Program). Residential Facility (7) – majority of special education and related services are provided in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.</p>
	<p>Other (8-9) – If the child attends neither a Regular Early Childhood Program nor a Special Education Program, consider this section.</p>	<p>Home (8) - majority of special education and related services are provided in the principal residence of the child’s family or caregiver. The term caregiver includes babysitters. Service Provider Location (9) - majority of special education and related services are provided in a service provider location or some other location that is not in any other category. (Example: speech instruction provided in a private clinicians’ office, clinicians’ offices located in school buildings, and hospital facilities on an outpatient basis.)</p>
	<p><u>Ages 6-21 (Part B)</u> The reporting categories are used to distinguish the setting in which children with disabilities have been placed for educational services.</p>	<p>Separate School (5) – receives 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.</p> <ul style="list-style-type: none"> • 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 <u>does not live</u> at the facility. <p>Residential Facility (7) – receives education programs and lives 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.</p> <ul style="list-style-type: none"> • This may include children placed in: public and private residential schools for students with disabilities; or

		<ul style="list-style-type: none"> • 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 building for the remainder of the school day. • Do not include students who receive education programs at the facility but do not live there. <p>Public School (10) – receives education programs inside the regular classroom.</p> <ul style="list-style-type: none"> • This may include children with disabilities placed in: the regular class with special education/related services provided within the regular class; • regular class with special education services provided in resource rooms; • resource rooms with special education/related services provided within the resource room; • resource rooms with part-time instruction in a regular class; • self-contained special classrooms with part-time instruction in a regular class; or • self-contained special classrooms with full-time special education instruction on a regular school campus. <p>Homebound/Hospital (13) – receives education programs in a homebound/hospital environment. This includes children with disabilities placed in and receiving special education and related services in: hospital programs; or homebound programs.</p> <ul style="list-style-type: none"> • <u>Do not include</u> children with disabilities whose parents have opted to home-school them and who receive special education services at the public expense. <p>Private School (14) – have been enrolled by their parents or guardian in a regular parochial or other private school and who’s basic education is paid through private resources and who receives special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan.</p> <ul style="list-style-type: none"> • Include children whose parents chose to home-school them, but who receive special education and related services at the public expense. • <u>Do not include</u> children who are placed in private schools by the LEA. <p>Correction/Detention Facility (15) – receives education programs in a correctional facility. These data are intended to be a count of all children receiving special education in: a short-term detention facility (community-based or residential); or a correctional facility.</p>
<p>SCHOOL AGED INDICATOR (47)</p>	<p><i>Is the child/student receiving services under IDEA Part C (N) or IDEA Part B (Y)?</i></p>	<p>No (N) – the child is receiving Part C services with an IFSP; is age 2 or less or turned 3 after August 31 of the current school year and continues to receive Part C services.</p> <p>Yes (Y) – the student is receiving Part B services with an IEP; is age 3 and has transitioned to Part B services, is ages 4 through 21 or is on an Equitable Services Plan.</p>
<p>SPECIAL EDUCATION</p>		<p>To calculate the percentage of time outside the regular classroom, divide the number of hours the student receives special education services outside the regular early childhood</p>

<p>PERCENTAGE (50)</p>		<p>program or regular classroom (separate from general education peers) by the total number of hours in the school day (including lunch, recess and study periods). The result is multiplied by 100 and reported as an integer.</p> <ul style="list-style-type: none"> Time spent outside the regular classroom receiving services unrelated to the youth's disability should be considered time inside the regular classroom. For example, time receiving LEP services and 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.
<p>EXIT REASON (52)</p>	<p><u>Ages Birth to Three (Part C):</u> <u>Use if answered 'No' on School Aged Indicator (47)</u></p>	<p>Transferred to Another School District (1) – the child has moved to another school district in Nebraska and continues with Early Intervention services. Deceased (6) – the child passed away during the reporting period. Withdrawn by Parent (9) – the child's parents declined all services (including services 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. Completion of the IFSP Prior to the Age of Three Years Old (12) – the child exited Part C before age three because they are no longer eligible under IDEA, Part C. Exit to Other Program, Reached Age Three, Re-evaluated and Found No longer Eligible for Special Education Services (13) – the child <i>reached age three</i>, was evaluated and determined not eligible for Part B, and was 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 nutrition services, such as WIC. Exit With No Referral, Reached Age Three, Re-evaluated and Found No Longer Eligible for Special Education Services (14) - the child <i>reached age three</i>, was evaluated and determined not eligible for Part B, but was not referred to other programs. Moved Out of State (16) – the child moved out of state during the reporting period. Do not report a child who moved within the State if services are known to be continuing. Attempts to Contact Parents Unsuccessful (17) – 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 any child who was no longer receiving services under Part C before reaching the age of three, and who has not been reported as deceased, moved out of state, or withdrawn by parent.</p>
	<p><u>Ages Three to Twenty-One (Part B)</u> <u>Use if answered 'Yes' on School Aged Indicator (47)</u></p>	<p>Returned to Full-Time Regular Education Program (2) – the student was served in special education at the start of the reporting period, but at some point during the 12-month period, returned to regular education. These are students who no longer have an IEP and</p>

are receiving all of their educational services from a regular education program. *Include students with a disability whose parent revokes consent for special education and related services.*

Graduated with a Regular High School Diploma (3) [Enrollment Code 210] – the student is exiting an education 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. This does not include students whose IEP prescribed a different course of instruction for meeting the district graduation requirement.* The term *regular high school diploma* does not include an alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or a general education development credential (GED).

Received a Diploma Based on a Different Course of Instruction or a Certificate of Completion (4) [Enrollment codes 211 and 212] – the student exited an educational program and received a *diploma*, 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 in the district. This includes students who received a high school diploma based on a different course of instruction that was prescribed in the student’s IEP.* This category also includes students receiving any alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or a general educational development credential (GED), so long as the student remained continuously enrolled in the secondary educational program.

Reached Maximum Age (5) [Enrollment code 208] – the student exited special education because of reaching the maximum age of 21 for receipt of special education services and did not receive a diploma.

Deceased (6) [Enrollment Code 206]– the student died during the school year.

Dropped Out (7) [Enrollment codes 202, 205 and 209] – the student was enrolled at the start of the reporting period, was not enrolled at the end of the reporting period, and did not exit special education through any of the other exit reasons described. This includes dropouts, runaways, GED recipients (in cases where students are required to drop out of secondary education program in order to pursue the GED certificate), expulsions, status unknown, students who moved and are not known to be continuing in another educational program, and other exiters from special education.

Transferred to Another School District (Moved, Known to be Continuing) (11) [Enrollment code 201]– 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 he/she is continuing in an educational program. This includes students in residential drug/alcohol

		rehabilitation centers, correctional facilities, or charter schools if those facilities operate as separate districts, excluding normal matriculation.
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School Enrollment/Graduation Reporting

The enrollment code is reported in the School Enrollment Template. The enrollment code indicates the type of enrollment record. This applies to both enrollment and withdrawal information. This is a key field; a value must be supplied for each record or the data loading process will reject the record. The codes below are some that might be used for SPED students. There are more Enrollment Codes in the Student Template Instruction Manual, page 30. The enrollment codes highlighted in green below are new for 2016-2017. These new enrollment codes cannot be cross-walked to the old enrollment codes for completers. Review the definition carefully before selecting an appropriate enrollment code for the Special Education completers.

Enrollment Code	Description	Definition
202	Dropout	<ul style="list-style-type: none"> • A student who withdrew for personal or academic reasons and does not have a signed Withdrawal from Mandatory Attendance form pursuant to Nebraska Revised Statute 79-202 on file with the district. • A student removed from the education system for other than health reasons, and whose return is not anticipated. • A student enrolled in adult education or some type of program whose education services do not lead to a diploma or other credential recognized by the state. • A student who has not graduated or completed an approved program and is not enrolled and whose status is unknown; this includes a student withdrawn from the rolls for excessive absence. • A student who moved out of the district, out of state, or out of U.S. and is not known to be in school (includes any student whose education status cannot be confirmed either through a parent or other responsible adult or through some formal notification of transfer.) • A student in an institution that is not primarily educational (Army, or vocational program) and not considered a special school district/system. • A student who is disenrolled by a parent and does not enroll in another district/system. • A student who was suspended or expelled and the disciplinary period has expired and student has not returned. • A student who was expelled and chose not to participate in a district approved alternative education program.

208	Maximum Age	<ul style="list-style-type: none"> • A student who passed the age for which the state guarantees a free, appropriate public education and subsequently exited school. • Students reported as 208 Maximum Age will be treated the same as 202 Dropout for Graduation Cohort and Dropout purposes.
209	Withdrawal from Mandatory Attendance	<ul style="list-style-type: none"> • A student who has withdrawn from attendance pursuant to Nebraska Revised Statute 79-202. A signed withdrawal form must be on file at the district before this code is used. • Students reported as 209 Withdrawal from Mandatory Attendance will be treated the same as 202 Dropout for Graduation Cohort and Dropout purposes.
210	Completer: Graduated with a regular or advanced Diploma	<ul style="list-style-type: none"> • A student who completed the district requirements for a regular or advanced high school diploma (see definition of regular high school diploma below). 34 C.F.R. §200.19(b)(1)(iv) <p>A “regular high school diploma” means the standard high school diploma awarded to students in a District that is fully aligned with the State’s academic content standards and district diploma requirements. Does not include a GED credential, certificate of attendance, or any alternative award. The term “regular high school diploma” also includes a “higher diploma” that is awarded to students who complete requirements above and beyond what is required for a regular diploma. A student with disabilities may be included in this category through receipt of a high school diploma based on regular diploma requirements identical to that for which students without disabilities are eligible.</p> <p>DOES NOT INCLUDE: Students that completed their IEP but did not meet regular diploma requirements (use code 211). As defined in 34 CFR 300.102(a)(3)(iv), “the term <i>regular high school diploma</i> does not include an alternative degree that is not fully aligned with the state’s academic standards, such as a certificate or GED.”</p>

211	Completer with an Alternative/Modified Diploma	<ul style="list-style-type: none"> • A student that received a high school diploma based on alternative graduation requirements that are not fully aligned with a State’s academic content standards or district requirements. This may include students that complete their IEP but do not meet the district’s regular diploma requirements (see definition of regular high school diploma in code 210). • GED recipients are not counted as high school completers UNLESS the school board formally recognizes GED recipients (i.e. a school district/system awards a local high school diploma based on a student’s successful completion of the GED tests).
212	Noncompleter	<ul style="list-style-type: none"> • A student who did not complete an approved program of study for high school completion and did not meet district/system requirements for a diploma. Students identified as noncompleters, may have received a certificate of attendance, certificate of achievement or some alternative certificate. • DOES NOT INCLUDE persons receiving a diploma or high school equivalency from the state (a student must be officially withdrawn from membership in order to take the GED tests). • See Enrollment Code 208 (Maximum Age) if the student passed the age for which the state guarantees a free, appropriate public education and subsequently exited school.

REPORTING RESPONSIBILITY FOR PRESCHOOL SPECIAL EDUCATION SERVICES

To provide context, the following general points are made regarding provision of preschool services in Nebraska:

- ✓ A family with a preschool child can enroll the child in any district preschool program, if otherwise eligible for the program. “Option” enrollment does not apply to preschoolers.
- ✓ When a child is verified for special education and has an IEP, the district of residence must provide or contract for the provision of special education services.
- If preschool special education services are provided by the **district of membership**, NSSRS and SRS data is reported by the district of membership (district in which the child is attending preschool). The district of residence must be provided access to SRS by the district of membership.
- If preschool special education services provided at the district of membership are **contracted with an ESU or other outside contractor**, the district of membership is responsible for reporting all child data to NDE. The district of residence must be provided access to SRS by the district of membership.

- If preschool special education services are **contracted between the resident district and district of membership, and the child attends preschool programs in both districts**, both districts must report the child as **dually-enrolled** in NSSRS. No matter where the child attends preschool, the resident district is always identified in the NSSRS Student Template.
- If the child attends **a qualified EC program in the district of membership** and receives special education services there, AND the resident district is providing some in-home services in addition to the EC program, the child is dually-enrolled and each district reports the FTE portion of hours provided by their district. For state aid, only the hours provided by the qualified EC program will be used in the calculation if the child turned four by July 31.
- In rare exceptions, an IEP team may determine appropriate placement for a 5-year-old child receiving special education services to be the **preschool setting**.
- NDE reports **GOLD preschool assessment data by district of residence**, as required, to the federal Office of Special Education Programs (OSEP) by matching the NDE Student ID reported in GOLD with the NDE Student ID reported in NSSRS.

Note: NDE reports ALL special education data to OSEP by district of residence. District of residence is reported on the Student Template, so no matter which district the child attends, NDE can report to OSEP by district of residence. Other reports provided by NDE may have different business rules depending on the requirements of the report. Having both the district of enrollment and the district of residence gives NDE the flexibility to report as needed.