



SUPERINTENDENT OF PUBLIC INSTRUCTION

Chris Reykdal Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

October 8, 2018

(X) Action Required

Due date: See schedule below

() Informational

BULLETIN NO. 096-18 SPECIAL EDUCATION

TO: Educational Service District Superintendents
School District Superintendents
School District Business Managers
Educational Service District Special Education Offices
School District Special Education Directors

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: Federal Data Reporting Requirements for Students with Individualized
Education Programs (IEPs)

CONTACT: Sandy Grummick, Special Education Data
360-725-6075, specialedata@k12.wa.us

PURPOSE/BACKGROUND

The Office of Superintendent of Public Instruction (OSPI) collects special education data which must be submitted annually to the Office of Special Education Programs (OSEP), U.S. Department of Education.

This bulletin informs local education agencies (LEAs) of all the federally required data that will be collected during the 2018–19 school year. Each collection has a separate set of instructions, data collection forms, and due dates.

This is the only bulletin that will be sent to LEAs regarding this topic. Approximately one month before each data collection due date, reminders will be included in the OSPI Special Education Monthly updates. All reminders will include links to the appropriate forms and instructions. [Data collection resources are located on the OSPI website.](#)

Please review the data submission instructions included with this bulletin for direction. The *Special Education November Federal Child Certification Page* is the only form required to be submitted in hard copy since it requires a signature from the LEA administrator responsible for this data submission. Print, sign, and mail this form per Attachment A instructions.

2018–19 Collection Name	Date Due
Federal Special Education Child Count and Least Restrictive Environment (LRE) must be verified and locked through the Special Education November Federal Child Count Application located in the Education Data System (EDS)	Application in EDS on or before 12/17/18
Personnel Employed or Contracted to work with Students with IEPs	On or before 12/17/18
Timeline for Initial Evaluation of Special Education and Transition from Part C to Part B by Child's 3rd Birthday (two forms incorporated into one template with multiple pages)	On or before 07/15/19
Early Child Outcomes - submit district-wide entry and exit data	On or before 07/15/19
Disciplinary Incidents of Students with IEPs	Status of CEDARS data on August 1, 2019

INFORMATION AND ASSISTANCE

For questions regarding this bulletin, please contact Sandy Grummick or Amber O'Donnell, Special Education, at 360-725-6075 or email specialeddata@k12.wa.us. The OSPI, Special Education TTY number is 360-586-0126.

This bulletin is also available on the [Bulletins and Memoranda](#) page of the OSPI website.

Michaela W. Miller, Ed.D., NBCT
Deputy Superintendent

Glenna Gallo, M.S., M.B.A
Assistant Superintendent
Special Education

Tania May, M.Ed.
Director
Special Education

CR:sg

Attachment A: Special Education Child Count/Least Restrictive Environment Instructions

*Attachment B: Personnel Employed or Contracted to Work with Students with IEPs
Instructions*

Attachment C: Timeline for Initial Evaluation Instructions

Attachment D: Transition from Part C to Part B Instructions

Attachment E: Child Outcomes Summary Form Instructions

Attachment F: Disciplinary Incidents of Students with IEPs

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FEDERAL CHILD COUNT AND LEAST RESTRICTIVE ENVIRONMENT (LRE) REPORT PURPOSE AND INSTRUCTIONS

CEDARS Special Education Federal Count Verification due on or before **12/17/18**

Purpose

Federal and state special education regulations require that LEAs provide information regarding the numbers and types of students with IEPs by placement option within the district's continuum of alternative placements, as well as the student's disability category, ethnicity, gender, and English Learners (EL) status. The intent of the Least Restrictive Environment (LRE) data is to show the extent to which students with IEPs participate in regular education programs. **The LRE report is based where a student spends their time during the regular school day, not the total minutes of specially designed instruction on the student's IEP. This is not a change in LRE directions or definitions; this has always been the submission process for this data collection.**

LEAs count students who are eligible on the federal count date of November 1. Student's age, LRE, and disability codes are calculated as of the count date. Students must have a valid state student identifier (SSID) to be included in this report.

Child count reports must be completed for all students with IEPs aged 3 to 21 to be counted for the Individuals with Disabilities Education Act (IDEA), Part B. Students below 3 years of age are not included on this report.

Each LEA's child count and LRE data must be submitted using the **Comprehensive Education Data and Research System (CEDARS)**. For information regarding **CEDARS**, please contact customer support at 800-725-4311 or 360-725-6371 or by email at Customersupport@k12.wa.us. The data submitted by the district in CEDARS will be used to populate the November Federal Child Count EDS application.

The federal special education data must be validated and locked in the Special Education November Federal Child Count EDS application no later than December 17. If an LEA discover data errors after the deadline, please notify the special education division at OSPI as soon as possible at specialeddata@k12.wa.us. LEAs may begin to review their data as soon as they have successfully submitted 2018–19 CEDARS files.

For an in-depth description of the process and CEDARS submission requirements, refer to the [CEDARS Data Manual](#) or [Webinar located on the OSPI website](#).

Federal Special Education Report Instructions

LEAs must use the Special Education November Federal Child Count EDS application to validate and lock their data. Access to this application is granted by each LEA's Data Security Manager (DDSM) by assigning individuals the role of Special Ed Report User at the district organization level or the CEDARS District Administrator role at the district

organization level. [A list of LEA Data Security Managers is available in EDS](#). The application will not be available until November 1, however, user roles can be assigned prior to the application opening.

The Special Education November Federal Child Count application generates reports from current CEDARS data. Students are included in these reports if they are enrolled in the district on or before November 1, have a valid disability code reported and are reported with a valid Special Education record that began on or before November 1, in CEDARS. The only way to add a student from the Special Education November Federal Child Count application report is to correct CEDARS data. Once the Special Education November Federal Child Count application opens in EDS, a User Guide specifically designed to assist school district personnel with using this application will be posted to the [Special Education Federal Data Collection Forms website](#).

The process to complete the Special Education November Federal Child Count will remain the same as in previous years. LEAs will review data in the application, make changes in their Student Information Systems, which will update CEDARS. Once data is correct in CEDARS, changes will be reflected in the Special Education November Federal Child Count application. Once the LEA reviews, certifies, and locks the data in the application, they will need to print the Special Education Certification page. **Please make sure the printed copy includes the child count data viewed on the screen.** The LEA designee must sign the certification statement and mail to the name and address on the form. OSPI will verify this form against the data received through the submission process. Please mail this form to OSPI Special Education, Attn: Anya Boettcher, PO Box 47200, Olympia, WA 98504-7200. LEAs will **not** receive an email confirming receipt of the Certification page.

LEAs must lock and submit the Special Education November Federal Child Count application for the 2018–19 school year on or before 5 p.m. on December 17. LEAs are highly encouraged to begin verifying their data as soon as November 1, and not wait until the deadline.

For questions regarding child count or LRE, please contact Sandy Grummick or Amber O'Donnell at 360-725-6075 or by email at specialddata@k12.wa.us. For information regarding CEDARS, please contact Customer Support at 800-725-4311 or 360-725-6371 or by email at Customersupport@k12.wa.us.

Data submitted after the due date will be counted as late and will impact your LEA's determination level for the following school year. Inaccurate data will be returned for correction. If corrections are made after the reporting deadline, then it will be treated the same as late data submissions.

Reminders

- Age is the student's actual age on the **count date**. LRE codes must be reflective of the **student's age on the count date** (see definitions of LRE codes below).
- Each LEA must maintain a list of students counted by age/disability and ethnicity/disability for verification or audit purposes.
- These reports include only eligible students with IEPs ages 3 to 21 (students ages birth through 2 are NOT included on this report).
- LEAs are also encouraged to review the previous year's submission to look for any discrepancies in the current submission.

Section A: Educational Placements of Students with IEPs Aged 6 to 21

Section A is an unduplicated count of all students with IEPs ages 6 to 21 by age, disability category, educational setting, race/ethnicity, gender, and English-learner (EL) status. This count is intended to include all students receiving special education services as reported on the Federal IDEA, Part B Child Count.

CEDARS Element K06	Definitions/Examples
CEDARS Value 1: Report the number of students with IEPs (ages 6 to 21) who spend 80 to 100 percent of the school day in the regular classroom	These are students receiving special education and related services outside the regular classroom for less than 21 percent of the school day. This may include students with IEPs placed in: <ul style="list-style-type: none"> • Regular class with special education/related services provided within regular classes. • Regular class with special education/related services provided outside regular classes. • Regular class with special education services provided in resource rooms.
CEDARS Value 2: Report the number of students with IEPs (ages 6 to 21) who spend 40 to 79 percent of the school day in the regular classroom	These are students receiving special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day. Do not include students who are reported as receiving education programs in a public or private separate school or residential facilities. This may include students placed in: <ul style="list-style-type: none"> • Resource rooms with special education/related services provided within the resource room. • Resource rooms with part-time instruction in a regular class.
CEDARS Value 3: Report the number of students with IEPs (ages 6 to 21) who spend 0 to 39	These are students receiving special education and related services outside the regular classroom for more than 60 percent of the school day. Do not include students who are reported as receiving education programs in a public or private separate

CEDARS Element K06	Definitions/Examples
percent of the school day in the regular classroom	<p>school or residential facilities. This category may include students placed in:</p> <ul style="list-style-type: none"> • Self-contained special classrooms with part-time instruction in a regular class. • Self-contained special classrooms with full-time special education instruction on a regular school campus.
CEDARS Value 28: Report the number of students (ages 6 to 21) receiving special education and related services in a public or private separate day school facilities	<p>This includes students with IEPs 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 students placed in:</p> <ul style="list-style-type: none"> • 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. • Public and private residential facilities, if the student does not live at the facility.
CEDARS Value 29: Report the number of students (ages 6 to 21) receiving special education and related services and lived in public or private residential facilities during the school week	<p>This includes students with IEPs 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 students placed in:</p> <ul style="list-style-type: none"> • Public and private residential schools for students with disabilities. • 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. <p>Do not include students who received education programs at the facility, but do not live there.</p>
CEDARS Value 30: Report the number of students (ages 6 to 21) receiving special education and related services in correctional facilities	<p>This includes students with IEPs receiving special education in:</p> <ul style="list-style-type: none"> • Short-term detention facilities (community-based or residential). • Correctional facilities.

CEDARS Element K06	Definitions/Examples
CEDARS Value 31: Report the number of students (ages 6 to 21) receiving special education and related services who have been enrolled by their parents or guardians in a private school	<p>This includes students with IEPs who have been enrolled by their parents or guardians in a regular parochial or other private school, for whom basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency.</p> <p>Include students whose parents chose to home-school them, but who receive special education and related services at public expense.</p> <p>Do not include students who are placed in private schools by the LEA.</p>
CEDARS Value 8: Report the number of students (ages 6 to 21) receiving special education and related services in homebound/hospital placements	<p>This may include students with IEPs placed in and receiving special education and related services in:</p> <ul style="list-style-type: none"> • Hospital programs. • Homebound programs—do not include home-schooled students. See LRE Code 31 above. <p>Do not include students with IEPs whose parents have opted to home-school them and who receive special education at public expense.</p>

Additional clarification points for students with IEPs aged 6 to 21:

- Time receiving English language (EL) 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 with non-disabled peers.
- If the environment is not specifically for special education students, then consider it time in the regular classroom.

SECTION B: EDUCATIONAL PLACEMENTS OF STUDENTS WITH IEPS AGED 3 THROUGH 5

The reporting categories below distinguish between students participating in regular early childhood programs, in special education programs, or in neither a regular early childhood program nor a special education program. In addition, the reporting categories distinguish where students receive the majority of their special education and related services.

What are regular early childhood programs?

A regular early childhood program is a program that includes a majority (at least 50 percent) of nondisabled students (i.e., students not on IEPs). This may include, but is not limited to the following:

- Head Start
- Kindergarten
- Preschool classes offered to an eligible pre-kindergarten population by the public school system
- Private kindergartens or preschools
- Group child development center or child care

How should students receiving the majority of special education and related services in a location other than the student's classroom but within the same building be reported?

Special education and related services delivered to the student in the course of daily activities and routines in which all students in the classroom participate (e.g., circle time, learning centers) would be considered as being received in the Regular Early Childhood Program. However, services delivered in a location that removes the student from the opportunity to interact with nondisabled students would not be considered as being received in the Regular Early Childhood Program. These include, but are not limited to, services delivered in a 1:1 therapeutic setting, or in a small group comprised solely of students with IEPs whether or not they are provided in another location within the building where the regular early childhood program is located.

When considering if a student is attending a regular early childhood program, does the student need to be enrolled in the program, vs. attending as a 'visitor' for a portion of time?

States should report these data based on students with IEPs being enrolled in these types of programs. Students with IEPs being enrolled in a regular early childhood program most closely aligns with the intent of the least restrictive environment provisions of the IDEA.

What are special education programs?

A special education program is a program that includes less than 50 percent nondisabled students (i.e., students not on IEPs). This may include, but is not limited to the following:

- Special education classes in
 - Regular school buildings
 - Trailers or portables outside regular school buildings
 - Child care facilities
 - Hospital facilities on an outpatient basis

- Other community-based settings
- Separate schools
- Residential facilities

Should child care and other programs that families have chosen for their student be considered when reporting these data?

Yes, states should take into consideration child care and other programs that families have chosen for their student when determining the appropriate educational environment report category.

Use the following decision rules to determine the appropriate educational environment category for reporting each 3 through 5 year old. Please note that the order of the categories as listed on the table for reporting students with IEPs ages 3–5 does *not* reflect a continuum from least to most restrictive.

Selection of the appropriate reporting category involves a multi-stage procedure – identifying the type of program the student attends and the number of hours per week, if any, then further identifying where the student receives the majority of special education and related services.

1. The first factor to consider is whether the student is attending a Regular Early Childhood Program, as defined [above](#).

If the student is attending a Regular Early Childhood Program, they are to be reported within either 10 or more hours per week (LRE Code 14 or 17) or less than 10 hours per week (LRE Code 18 or 19), as directed below. If the student does not attend a Regular Early Childhood Program at all, skip to instruction 2, below.

Students attending Regular Early Childhood Programs are then classified into one of two subcategories:

10 or More Hours:

If the student attends a Regular Early Childhood Program 10 or more hours per week, refer to the criteria listed under instruction 3, titled ‘Reporting Special Education and Related Services Environment,’ on the next page, to identify which LRE Code of 14 or 17 best represents the environment in which the student receives the majority of hours of special education and related services.

Less than 10 Hours:

If the student attends a Regular Early Childhood Program less than 10 hours per week, refer to the criteria listed in instruction 3, titled ‘Reporting Special Education and Related Services Environment,’ on the next page, to identify which

LRE Code of 18 or 19 best represents the environment in which the student receives the majority of hours of special education and related services.

- 2. If the student is NOT attending a Regular Early Childhood Program at all, as defined [above](#), the student would be either 'Attending a Special Education Program, as defined [above](#) (LRE Code 35, 16, 15); OR 'Attending Neither a Regular Early Childhood Education Program Nor a Special Education Program,' of any kind, in which case the student would be receiving special education and related services either at **Home (LRE Code 13) or in a Service Provider Location or some Other Location (LRE Code 36).****

Report the student in one of the three environments listed above (LRE Code 35, 16, or 15), even if the student also receives special education services in the home (LRE code 13) or in the service provider location or some other location (LRE Code 36).

If the student attends neither a Regular Early Childhood Program nor a Special Education Program, the student is to be reported in either LRE Code 13 or 36, dependent upon whether the child receives special education and related services at home (LRE Code 13) or in the service provider location or some other location (LRE Code 36), as respectively described below:

- (LRE Code 13) Home. If the student attends **neither** a Regular Early Childhood Program **nor** a Special Education Program, the next factor to consider is whether the student receives some or all of his/her special education **and related** services in the home. **Report the student in this category (13), even if the student also receives special education and related services in a service provider location or some other location that is not in any other category (36).**
- (LRE Code 36) Service Provider location or **some other location not in any other category. If the student attends neither a Regular Early Childhood Program nor a Special Education Program** and does not receive any special education **and related** services in the home, report the student in LRE Code 36.

3. Reporting Special Education and Related Services Environment.

If you report that a student attends a Regular Early Childhood Program, you must also select the category that best represents the environment in which the student receives the majority of hours of special education and related services and the number of hours that the student spends in the Regular Early Childhood Program each week.

CEDARS Element K06	Definitions/Examples
CEDARS Value 14: Regular Early Childhood Program 10 or more hours per week and receiving the majority of special education in the Regular Early Childhood Program	<p>Regular Early Childhood Program at least 10 hours per week and receives the majority of hours of special education and related services in the Regular Early Childhood Program (aged 3–5).</p> <p>The student is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the student attends a Regular Early Childhood Program at least 10 hours per week). Refer to definition of Regular Early Childhood Program above.</p>
CEDARS Value 17: Regular Early Childhood Program 10 or more hours per week and receiving the majority of special education elsewhere	<p>Regular Early Childhood Program at least 10 hours per week and receives the majority of hours of special education and related services in some other location (aged 3–5).</p> <p>The student is receiving the majority of hours of special education and related services in some other location (and the student attends a Regular Early Childhood Program at least 10 hours per week). Refer to definition of Regular Early Childhood Program above.</p>
CEDARS Value 18: Regular Early Childhood Program less than 10 hours per week and receiving the majority of special education in the Regular Early Childhood Program	<p>Regular Early Childhood Program less than 10 hours per week and receives the majority of hours of special education and related services in the Regular Early Childhood Program (aged 3–5).</p> <p>The student is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the student attends a Regular Early Childhood Program less than 10 hours per week). Refer to definition of Regular Early Childhood Program above.</p>
CEDARS Value 19: Regular Early Childhood Program less than 10 hours per week and receiving the majority of special education elsewhere	<p>Regular Early Childhood Program less than 10 hours per week and receives the majority of hours of special education and related services in some other location (aged 3–5).</p> <p>The student is receiving the majority of hours of special education and related services in some other location (and the student attends a Regular Early Childhood Program less than 10 hours per week). Refer to definition of Regular Early Childhood Program above.</p>

CEDARS Element K06	Definitions/Examples
CEDARS Value 35: Separate Class	Report those students with IEPs (aged 3–5) who attended a special education program in a class with less than 50 percent nondisabled students (do not include students who also attended a regular early childhood program). Separate class examples include, but are not limited to: regular school buildings, trailers or portables outside regular school buildings; child care facilities; hospital facilities on an outpatient basis; other community based settings. Report the student in this category even if the student <u>also</u> receives special education services in the home or in the service provider location or some other location.
CEDARS Value 16: Early Childhood Separate School	Report those students with IEPs (aged 3–5) who received education programs in public or private day schools designed specifically for students with disabilities (do not include students who also attended a regular early childhood program). Report the student in this category even if the student <u>also</u> receives special education services in the home or in the service provider location or some other location.
CEDARS Value 15: Early Childhood Residential Facility	Report those students with IEPs (aged 3–5) who received education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis (do not include students who also attended a regular early childhood program). Report the student in this category even if the student <u>also</u> receives special education services in the home or in the service provider location or some other location.
CEDARS Value 13: Home	Report those students with IEPs (aged 3–5) who received the majority of special education and related services in the principal residence of the student’s family or caregivers, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. Include students who receive special education both at home and in a service provider location if they are receiving the majority of their services in the home . The term caregiver includes babysitters.
CEDARS Value 36: Service Provider Location	Report those students with IEPs (aged 3–5) who received the majority of their special education and related services from a service provider, and who did not attend an early childhood program or a special education program provided in a separate

CEDARS Element K06	Definitions/Examples
	<p>class, separate school, or residential facility. For example, speech instruction provided in:</p> <ul style="list-style-type: none"> • Private clinicians' offices. • Clinicians' offices located in school buildings. • Hospital facilities on an outpatient basis. • Libraries and other public locations. <p>Do not include students who also received special education at home. Students who received special education both in a service provider location and at home should be reported in the home category.</p>

**Educational Placements of Students with IEPs Aged 3 Through 5 and 6 to 21—
Race/Ethnicity, Gender, and State Transitional Bilingual Instruction Program
(English learners [EL]):**

Only valid Ethnicity Codes from Appendix Y and Race Codes from Appendix Z of the CEDARS Manual may be submitted.

Students Gender and EL Status:

Report an unduplicated count of all students with IEPs by educational environment, gender and State Transitional Bilingual Instruction Program. Refer to [WAC 392-160-005](#) for the definition of student's eligible for the State Transitional Bilingual Instruction program.

**PERSONNEL EMPLOYED OR CONTRACTED TO WORK WITH STUDENTS WITH IEPs
REPORT PURPOSE AND INSTRUCTIONS**

Template due to OSPI on or before 12/17/18

Report the number of special education personnel employed or contracted to provide special education and related services to eligible students with IEPs aged 3 to 21 years of age as of the federal special education count date. All personnel employed to work with students with IEPs aged 3 to 21 years regardless of funding source (i.e., Part B of IDEA, state, or local) should be included. Special education teachers in separate schools and facilities should be reported. This report is not intended to be a comprehensive count of all types of personnel providing services to students with IEPs. **Report only those personnel specified on the template.**

Template download instructions:

[Download the template from the Special Education Federal Data Collection Forms web page](#). The template is named Special Education Personnel Employed (Including Contracted). Click the link once and save the template to a folder on your computer. Do not start entering data until the template is saved to your computer and opened with Excel, otherwise, the data entered will not be saved. After the data is completely entered and saved, then attach that excel template to an email and send to specialeddata@k12.wa.us. Data cannot be submitted through the OSPI website, only by an email attachment. An email will be sent to LEAs confirming receipt of files. Keep a copy of the email for your files. If a confirmation email is not received within three business days of submission, please contact Sandy Grummick or Amber O'Donnell at 360-725-6075. This data is due on or before December 17.

Numbers should be reported in full-time equivalency (FTE) of assignment. That is, a part-time teacher working four hours per day in a six-hour day would be reported as .67 FTE. The FTE calculation for each classification varies. Please use the formula that your school district uses to determine FTE.

Do not report teachers and other instructional personnel who work with students with disabilities aged 0 through 2 years unless they also serve students with IEPs ages 3 through 21.

Specific Column Instructions, Sections A and B:

Column 1: Report the number of FTE teachers and paraprofessionals employed or contracted to provide special education and related services on or about November 1, who meet the state standard for fully certified or licensed for the capacity in which they serve.

Column 2: Report the number of FTE teachers employed or contracted to provide special education and related services on or about November 1, who do NOT meet the state standard for fully certified or licensed for the position held.

Special Education teachers include teachers employed to provide special education to students with IEPs, including preschool teachers, itinerant/consulting teachers, and home/hospital teachers. This count should include teachers of students with IEPs in separate schools and facilities.

For reporting Special Education teachers whose service time is divided between students with IEPs and students in the general population, base the reported FTE on only the percentage of time the Special Education teacher works specifically with students receiving special education and related services.

Paraprofessionals are employees who provide instructional support, including those who:

- 1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher,
- 2) assist with classroom management, such as organizing instructional and other materials,
- 3) provide instructional assistance in a computer laboratory,
- 4) conduct parental involvement activities,
- 5) provide support in a library or media center,
- 6) act as a translator, or
- 7) provide instructional support services under the direct supervision of a teacher [definition adapted from 20 USC Section 6319(g)(2)].

For reporting paraprofessionals whose service time is divided between students with IEPs and students in the general population, base the reported FTE on only the percentage of time the paraprofessional works specifically with students receiving special education and related services.

Section C Specific Column Instructions:

Column 1: Report the number of FTE of personnel employed or contracted to provide related services on or about November 1, who are considered fully certified or licensed for the position. This category includes (1) personnel who hold appropriate state certification or licensure for the position held and (2) personnel who hold positions for which no state requirements exist (i.e., no certification or licensure requirements).

Column 2: Report the number of NOT fully certified or licensed FTE of personnel employed or contracted to provide related services on or about November 1, who were employed on an emergency, provisional, or other basis, if they did not hold standard

state certification or licensure for the position to which they were assigned, or if they did not meet other existing state requirements for the position. This includes long-term substitutes.

Section C Specific Row Instructions:

For each related services personnel category (rows 1–11), report the total number of FTE personnel employed or contracted to provide related services to students with IEPs ages 3–21, according to whether or not they are fully certified or licensed for the position held. Do not include teachers already accounted for in Sections A and B.

All definitions included in section C are based on current regulations at CFR 300.24 unless otherwise noted.

Row 1: Report an unduplicated count of the number of FTE physical education teachers and recreation and therapeutic recreation specialists.

Include physical education teachers who provide special physical education, adaptive physical education, movement education, or motor development to students with IEPs.

Include recreation and therapeutic recreation specialists who provide the following:

- Assessment of leisure function.
- Therapeutic recreation services.
- Recreation programs in schools and community agencies.
- Leisure education.

Row 2: Report an unduplicated count of the number of FTE audiologists who provide the following services to students with IEPs:

- Identification of students with hearing loss.
- Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing.
- Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation.
- Creation and administration of programs for prevention of hearing loss.
- Counseling and guidance of students, parents, and teachers regarding hearing loss.
- Determination of the student's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

Row 3: Report an unduplicated count of the number of FTE personnel providing medical/nursing services. Include medical services for diagnostic and evaluation purposes provided to determine whether a student has a disability and the nature and

extent of the special education and related services that the student needs. Also include personnel who provide nursing services designed to enable a student with a disability to receive FAPE as described in the student's IEP, with the exception of services related to medical devices that are surgically implanted (e.g., cochlear implants).

Row 4: Report an unduplicated count of the number of FTE occupational therapists who provide the following services to special education students:

- Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation.
- Improving ability to perform tasks for independent functioning if functions are impaired or lost.
- Preventing, through early intervention, initial or further impairment or loss of function.

Row 5: Report an unduplicated count of the number of FTE personnel providing orientation and mobility services including:

- Services provided to blind or visually impaired students to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and
- Teaching students the following, as appropriate:
 - (A) Spatial and environmental concepts and use of information received by the senses (such as sound, temperature, and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street).
 - (B) To use the long cane to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision.
 - (C) To understand and use remaining vision and distance low vision aids.
 - (D) Other concepts, techniques, and tools.

Row 6: Report an unduplicated count of the number of FTE physical therapists who provide the following services to students with IEPs:

- Screening, evaluation, and assessment of students to identify movement dysfunction.
- Obtaining, interpreting, and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems.
- Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.

Row 7: Report an unduplicated count of the number of FTE counselors and rehabilitation counselors.

Counselors are “professionals who guide individuals, families, groups, and communities by assisting them in problem solving, decision making, discovering meaning, and articulating goals related to personal, educational and career development.” Do not include counselors employed to work with all students, with and without disabilities. Include only counselors who are employed specifically to work with students with IEPs. Include rehabilitation counselors who provide services in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with IEPs by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.

Row 8: Report an unduplicated count of the number of FTE psychologists who provide the following services to students with IEPs:

- Administering psychological and educational tests, and other assessment procedures.
- Interpreting assessment results.
- Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning.
- Consulting with other staff members in planning school programs to meet the special needs of students as indicated by psychological tests, interviews, and behavioral evaluations.
- Planning and managing a program of psychological services, including psychological counseling for students and parents.

Do NOT include psychologists employed to work with all students, with and without disabilities. Include only those psychologists employed specifically to work with students with IEPs.

Row 9: Report an unduplicated count of the number of FTE school social workers who provide the following services to students with IEPs:

- Preparing a social or developmental history on a student with a disability.
- Group and individual counseling with the student and family.
- Working in partnership with parents and others on those problems in a student’s living situation (home, school, and community) that affect the student’s adjustment in school.
- Mobilizing school and community resources to enable the student to learn as effectively as possible in his or her educational program.
- Assisting in developing positive behavioral intervention strategies.

Do NOT include school social workers employed to work with all students, with and without disabilities. Include only those school social workers employed specifically to work with students with IEPs.

Row 10: Report an unduplicated count of the number of FTE interpreters who:

- 1) Provide translation between spoken and manual (sign language) communication.
- 2) Translate spoken material into sign language for hearing impaired students.
- 3) Interpret sign language of hearing impaired students into oral language for hearing individuals or others not conversant in sign language.

Row 11: Report an unduplicated count of the number of FTE speech pathologists providing the following services to students with IEPs:

- Identification of students with speech or language impairments.
- Diagnosis and appraisal of specific speech or language impairments.
- Referral for medical or other professional attention necessary for the habilitation of speech or language impairments.
- Provision of speech and language services for the habilitation or prevention of communicative impairments.
- Counseling and guidance of parents, students, and teachers regarding speech and language impairments.

Do not include speech teachers reported in section B.

**TIMELINE FOR INITIAL EVALUATION
REPORT PURPOSE AND INSTRUCTIONS
Template due to OSPI on or before 07/15/19**

General Instructions:

This table captures data required by the Office of Special Education Programs (OSEP) to be collected under the State Performance Plan, Indicator 11, children with parental consent to evaluate, who were evaluated and eligibility determined within 35 school days. **Please note, this data is applicable to initial evaluations only, not three-year reevaluations for all children being evaluated for IDEA, Part B.** The reporting cycle for this data collection is July 1, 2018 through June 30, 2019. Any templates received with highlighted cells will be returned immediately for you to fix and resubmit. Data are not considered submitted until the templates are received without those highlights.

If an LEA has no students to report for this data collection, a drop-box has been provided at the top of the template. Click in the yellow highlighted area and select "No Students to Report." It is not necessary to provide zeros in the remaining fields of the template if "No Students to Report" is selected.

Section A

In section A, report the total number of students for whom the LEA received parental consent to evaluate. In subsection A.1, note the number of students for whom consent was obtained, but who did not complete an eligibility process. Include those students for whom this process will exceed the timelines of this data reporting period (July 1 through June 30). For subsection A.2, note the number of students for whom consent was obtained, and who did complete an eligibility process. In subsection A.2.a, record the number of students who were determined eligible. In subsection A.2.b, record the number of students who were determined NOT eligible.

Section B records data specific to students who were determined eligible.

In subsection B.1, report the number of students for whom consent was received and were determined eligible within 35 school days of the receipt of consent for initial evaluation.

In subsection B.2, report the number of students for whom consent was received and were determined eligible beyond 35 school days of the receipt of consent for initial evaluation. This section is broken out by the number of school days beyond the 35 school day timeline and reason for the delay. Report only one reason per student.

If data is reported in the "Other" category, a reason for each student reported in that category must be specified. If no information is specified in the "Other" reason category, the report will be considered incomplete and returned.

Subsection C records data specific to students who were determined not eligible.

In subsection C.1, report the number of students for whom consent was received and were determined not eligible within 35 school days of the receipt of consent for initial evaluation.

In subsection C.2, report the number of students for whom consent was received and were determined not eligible beyond 35 school days of the receipt of consent for initial evaluation. This section is broken out by the number of school days beyond the 35 school day timeline and reason for the delay. Report only one reason per student.

If data is reported in the "Other" category, a reason for each student reported in that category must be specified. If no information is specified in the "Other" reason category, the report will be considered incomplete and returned.

Submission Instructions:

Please carefully read the following basic guidelines before completing this data collection.

Do not start entering data until the template is saved to your computer and opened with Excel, otherwise the data entered will not be saved. After the data are completely entered and saved, then attach the excel template to an email and send to specialeddata@k12.wa.us on or before July 15, 2019. Data cannot be submitted through the OSPI website, only by an email attachment. An email will be sent to LEAs confirming receipt of files. If a confirmation email is not received within three business days of submission, please contact Sandy Grummick or Amber O'Donnell at 360-725-6075. Keep a copy of the email for your files. **Use the supplied OSPI templates without modifications.**

1. To change the size and appearance of the text on the spreadsheet, select the VIEW menu from the toolbar, select ZOOM, and then select the percentage increase or decrease.
2. Enter the appropriate data into each page of the form. Please be sure to read section heading descriptions so data are entered in the correct section. Also, be sure to enter the LEA name and 5-digit county-district number on the data collection page.
3. Save the completed forms. Please be sure that the LEA name appears in the file name.
4. Please return electronic copies of completed forms to specialeddata@k12.wa.us on or July 15, 2019.

If you have any questions or comments regarding this data collection, please contact Jennifer Story (jennifer.story@k12.wa.us), or Sandy Grummick (sandy.grummick@k12.wa.us) in the OSPI Special Education Division at 360-725-6075.

**TRANSITION FROM PART C TO PART B—INITIAL IEP BY THIRD BIRTHDAY
REPORT PURPOSE AND INSTRUCTIONS
Template due to OSPI on or before 07/15/19**

General Instructions:

This table captures data required by the Office of Special Education Programs (OSEP) to be collected under the State Performance Plan, Indicator 12, Effective Transitions: Transition from Part C to Part B—Initial IEP by Third Birthday. The reporting cycle for this data collection is July 1, 2018, through June 30, 2019. Any templates received with highlighted cells will be returned immediately for you to fix and resubmit. Data are not considered submitted until the templates are received without those highlights. These students should also be included in the Timeline for Initial Evaluation form, which is also included in this template.

If an LEA has no students to report for this data collection, a drop-box has been provided at the top of the template. Click in the yellow highlighted area and selected “No Students to Report.” It is not necessary to provide zeros in the remaining fields of the template if “No Students to Report” is selected.

Section A:

Report the total number of children **served in Part C and referred to Part B** for evaluation and eligibility determination. All children referred from Part C must be included on this report.

In Section A, report the total number children served in a Part C program and referred to Part B for eligibility determination.

In subsection A.1, report the number of children referred from Part C for Part B eligibility determination who did not complete the eligibility process. Include those students for whom this process will exceed the timelines of this data reporting period.

In subsection A.2, report the number of children completing the process within the reporting cycle. If a child completed the process in this section within the reporting cycle (July 1 through June 30) that child should also be included on the Timeline for Initial Evaluation (Indicator 11) data report.

Section B:

Provide the number of children referred from Part C to Part B for eligibility determination who completed the evaluation process (eligible and not eligible) prior to their third birthday.

Section C:

Provide the number of children referred from Part C to Part B for eligibility determination who completed the evaluation process (eligible and not eligible) beyond their third birthday. Report the number of days beyond their third birthday and the reason for the delay. Choose only one reason per student. If data is reported in the "Other" category, a reason for each student reported in that category must be specified.

Keep in mind, services do not need to begin by the child's third birthday, but the IEP needs to be developed and ready to implement by the third birthday. If the child was determined not eligible, this must be completed prior to the child's third birthday to be considered on time.

Submission Instructions:

Please carefully read the following basic guidelines before completing this data collection.

Do not start entering data until the template is saved to your computer and opened with Excel, otherwise the data entered will not be saved. After the data are completely entered and saved, then attach the excel template to an email and send to specialeddata@k12.wa.us on or before July 15, 2019. Data cannot be submitted through the OSPI website, only by an email attachment. An email will be sent to LEAs confirming receipt of files. If a confirmation email is not received within three business days of submission, please contact Sandy Grummick or Amber O'Donnell at 360-725-6075. Keep a copy of the email for your files. **Use the supplied OSPI templates without modifications.**

1. To change the size and appearance of the text on the spreadsheet, select the VIEW menu from the toolbar, select ZOOM, and then select the percentage increase or decrease.
2. Enter the appropriate data into each page of the form. Please be sure to read section heading descriptions so data are entered in the correct section. Also, be sure to enter the LEA name and 5-digit county-district number on the data collection page.
3. Save the completed forms. Please be sure that the LEA name appears in the file name.
4. Please return electronic copies of completed forms to specialeddata@k12.wa.us on or July 15, 2019.

If you have any questions or comments regarding this data collection, please contact Jennifer Story (jennifer.story@k12.wa.us), Valerie Arnold (valerie.arnold@k12.wa.us), or Sandy Grummick (sandy.grummick@k12.wa.us) in the OSPI Special Education Division at 360-725-6075.

**EARLY CHILDHOOD OUTCOMES
REPORT PURPOSE AND INSTRUCTIONS
Template due to OSPI on or before 07/15/19**

Purpose:

This data collection captures data required by the Office of Special Education Programs (OSEP) to be collected under the State Performance Plan, Indicator 7, percent of preschool students with IEPs who demonstrate improved: a) positive social-emotional skills (including social relationships); b) acquisition and use of knowledge and skills (including early language/communication and early literacy); and c) use of appropriate behaviors to meet their needs. Reporting period for this data collection is July 1, 2018 through June 30, 2019. **All LEAs are required to submit these data reports.** If your district has no students eligible for this report, please send an email to specialedata@k12.wa.us stating "<LEA name> has no students to report for the child outcomes summary report."

On or before July 16, 2019, LEAs must report all entry and exit data. Entry data will be collected on all students with IEPs who are entering preschool special education programs during the 2018–19 school year.

Entry data should be recorded **in all three areas**, between 3 (minimum) to 6 weeks (maximum) after the development of the IEP and the student's participation in the preschool special education program, regardless of disability category. This timeframe will allow the preschool staff an opportunity to get acquainted with the child and to provide special education services.

When reporting entry data on the child outcomes summary template, use the date the student began receiving services in the preschool program. For students with previously reported entry data who did not return to the district during the 2018–19 school year, report in the exit date cell "transferred," "withdrawn," "exited without exit data," or any other appropriate information.

Exit data should be taken when a student leaves a preschool special education program. For data reporting purposes, exit data is collected only on the students who have entry data and have attended the preschool special education program for 6 months or more.

LEAs are to submit one template per LEA on or before July 16, 2019, and include any entry and exit data they have collected during the 2018–19 school year. LEAs may continue adding data to the templates they are currently using or submit from a new template. If a student exited prior to the 2018–19 school year and exit data was already reported to OSPI, please do not re-submit that data, remove from the spreadsheet prior

to submission. Submit these forms electronically to specialeddata@k12.wa.us on or before July 16, 2019. Blank templates are located on the [Special Education Federal Data Collection Forms web page](#).

For questions specific to program requirements of this data collection please contact Valerie Arnold, Special Education Early Childhood Coordinator, Sandy Grummick or Amber O'Donnell at the OSPI Special Education Division at 360-725-6075 or email specialeddata@k12.wa.us.

Additional resources are located on [the Special Education Early Childhood Outcomes – Indicator 7 web page](#).

**DISCIPLINARY INCIDENTS OF STUDENTS WITH IEPs
REPORT PURPOSE AND INSTRUCTIONS**

**Application via the Education Data System (EDS) – Status of CEDARS Data on
August 1, 2019**

Purpose:

Federal and state special education regulations require that LEAs provide information regarding the numbers and types of disciplinary incidents students with IEPs who were involved in during the school year. **All LEAs are required to submit these data reports.**

This collection covers the entire school year and include students with IEPs aged 3 to 21. For reporting purposes, a student's age is determined as of their age on the November Federal Child Count date.

The data is collected via an application in the Educational Data System (EDS). The data in the application is pre-populated from CEDARS. All updates to this data must be made through a re-submission of data to CEDARS. CEDARS will refresh the data in the report nightly.

CEDARS refreshes the data in the report nightly until the system closes on July 31.

This data must be reviewed for accuracy no later than July 31, 2019. OSPI will save the data as of August 1, 2019.

A user guide, located in EDS, will provide instruction and guidance on reviewing, updating, and submitting the report.

For questions regarding the content of this bulletin, please contact Sandy Grummick or Amber O'Donnell at specialeddata@k12.wa.us; 360-725-6075. The Special Education TTY is 360-586-0126. If you require assistance accessing or using EDS, please contact OSPI Customer Support at Customersupport@k12.wa.us or by calling 360-725-6371.