

SPECIAL EDUCATION DATA REPORTING

End of Year Collection

ERIK FRIEND

Erik.Friend@sde.ok.gov

GINGER ELLIOTT-TEAGUE

Ginger.Elliott-Teague@sde.ok.gov



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

This document can be found at <http://sde.ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21> so that reference links can be accessed easily.

DISCIPLINE

The Oklahoma State Department of Education: Special Education Services requires districts to report all disciplinary removals (i.e. in-school and out of school suspensions) at the student level as part of the data collected for End of Year Reporting and reported to the Office of Special Education Programs (OSEP). All the following guidance can also be found in EdFacts File Specifications [C005 - Children with Disabilities \(IDEA\) Removal to Interim Alternative Education Setting](#), [C006 - Children with Disabilities \(IDEA\) Suspensions/Expulsions](#), [C007 - Children with Disabilities \(IDEA\) Reasons for Unilateral Removal](#), [C088 - Children with Disabilities \(IDEA\) Disciplinary Removals](#), [C143 - Children with Disabilities \(IDEA\) Total Disciplinary Removals](#), [C144 - Educational Services during Expulsion](#). The student level data will need to be entered in OK EdPlan under the student's file "discipline" tab on or prior to June 30.

Which students should be reported?

Students with special education eligibility between the ages of 3-21 (as of Oct 1, 2016) and were subject to a disciplinary removal. *Exclude students who have cumulatively been suspended for less than half a school day. Exclude parentally-placed private school students.*

DEFINITIONS

Dangerous weapon

A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury; such a term does not include a pocket knife with a blade of less than 2 ½ inches in length. See [18 U.S.C. Section 930\(g\)\(2\)](#).

Direct supervision

School personnel are physically in the same location as students under their supervision.

Disciplinary removal

Any instance in which a child with a disability is removed from his/her educational placement for disciplinary purposes, including in-school suspension, out-of-school suspension, expulsion, removal by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removal by hearing officer for likely injury to the child or others.

Drug offenses

The use, possession, sale, or solicitation of drugs as identified in [21 U.S.C. Section 812\(c\)](#). These offenses do not include the use, possession, sale, or solicitation of alcohol or tobacco.

Expulsion

An action taken by the LEA removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun-Free Schools Act that are modified to less than 365 days.

In-school suspensions (ISS)

Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel.

Interim alternative educational setting (IAES)

An appropriate setting determined by the child's IEP team in which the child is placed for no more than 45 school days. This setting enables the child to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur.

Number of days

Number of school days elapsed between the start of the specific type of discipline and the end of the specific type of discipline for each discipline event.

Out-of-school suspensions (OSS)

Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IEP.

Removal by a hearing officer

Those instances in which an impartial hearing officer orders the removal of children with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting.

Serious bodily injury

A bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or faculty. See [18 U.S.C. Section 1365\(h\)\(3\)](#).

Unilateral removals

Instances in which school personnel (not the IEP team) order the removal of the children with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do not include decisions by the child's IEP team to change a student's placement.

INSTRUCTIONS TO DETERMINE CORRECT DISCIPLINE REPORTING

1. Did a violation of the code of student conduct occur?
 1. If yes, continue to 2.
 2. If no, then a disciplinary removal shall not take place.
2. Was the student removed from his/her regular classroom(s) for greater than or equal to one-half of one day?
 1. If yes, continue to 3.
 2. If no, then a disciplinary removal shall not take place.

3. Was the removal the result of a hearing officer determination? See [34 C.F.R. 300.532\(b\)](#).
 1. If yes, continue to 25.
 2. If no, continue to 4.
4. Did the student a) possess a weapon at or carry one to school; 2) knowingly possess or use illegal drugs, or sell or solicit the sale of a controlled substance; and/or 3) inflict serious bodily injury upon another person while on school premises or at a school function (under the jurisdiction of a State or local education agency)?
 1. If yes, continue to 17.
 2. If no, continue to 5.

In-School Suspensions

5. Did the student remain under the direct supervision of school personnel during the removal from his/her regular classroom(s)?
 1. If yes, continue to 6.
 2. If no, continue to 12.
6. While removed from his/her regular classroom(s) and **due to the disciplinary removal**, did the student's "placement" change?
 1. If yes, continue to 7.
 2. If no, each half-day or more removed from the regular classroom(s) **must be counted as ISS**.
 - i. Since there was no change of placement, these days **do not need** to be taken into account towards the manifestation determination timeline. See [Section 615\(k\)\(1\)\(E\)](#).
7. Was the sum of all days of prior and current removal(s), where the placement of the student has been changed, less than 10?
 1. If yes, each half-day or more removed from the regular classroom(s) **must be counted as ISS**.
 - i. Since there was a decision to change the placement of the student, then you **must also** take each of these days into account towards the manifestation determination timeline.
 2. If no, then continue to 8.
8. Was there a manifestation determination meeting held?
 1. If yes, continue to 9.
 2. If no, then you are not in compliance with IDEA. See [Section 615\(k\)\(1\)\(E\)](#).
9. Was it determined that the disciplinary incident was a manifestation of the student's disability?
 1. If yes, continue to 10.
 2. If no, continue to 11.

10. Was the student returned to the original placement or was the IEP-placement changed during the manifestation determination meeting? See [Section 615\(k\)\(1\)\(F\)](#).
1. If yes, each half-day or more that the student was removed from their regular classroom(s), prior to the student's return to the original placement or changed IEP-placement, **must be counted as ISS**.
 2. If no, you are not in compliance with IDEA.
11. Was the student's IEP placement changed during the manifestation determination meeting?
1. If yes, each half-day or more that the student was removed from their regular classroom(s), prior to the student's new IEP-placement, **must be counted as ISS**.
 2. If no, see [Section 615\(k\)\(1\)\(C\)](#). **Any days removed from regular classroom(s) must be counted as ISS**.

Out-of-School Suspensions

12. Was there a manifestation determination meeting held?
1. If yes, continue to 13.
 2. If no, continue to 16.
13. Was it determined that the disciplinary incident was a manifestation of the student's disability?
1. If yes, continue to 14.
 2. If no, continue to 15.
14. Was the student returned to the original placement or was the IEP-placement changed during the manifestation determination meeting? See [Section 615\(k\)\(1\)\(F\)](#).
1. If yes, each half-day or more that the student was removed from their regular school, prior to the student's return to the original placement or changed IEP-placement, **must be counted as OSS**.
 2. If no, you are not in compliance with IDEA.
15. Was the student's IEP placement changed during the manifestation determination meeting?
1. If yes, each half-day or more that the student was removed from their regular school, prior to the student's new IEP-placement, **must be counted as OSS**.
 2. If no, see [Section 615\(k\)\(1\)\(C\)](#). **Any days removed from regular school must be counted as OSS**.
16. Was the sum of all days of prior and current removal, where the placement of the student has been changed, less than or equal to 10?
1. If yes, then each one-half day or more of the current removal **must be counted as OSS**.
 2. If no, then you are not in compliance with IDEA. See [Section 615\(k\)\(1\)\(E\)](#).

Unilateral Removals to IAES

17. Was the removal for less than 10 days?
1. If yes, continue to 18.
 2. If no, continue to 19.

18. Did the student remain under the direct supervision of school personnel during the removal from his/her regular classroom(s)?
1. If yes, continue to 6.
 2. If no, continue to 12.
19. Was a unilateral removal ordered by school personnel under the special circumstances described in [Section 615\(k\)\(1\)\(G\)](#)?
1. If yes, then continue to 20.
 2. If no, then continue to 12.
20. Was there a manifestation determination meeting held?
1. If yes, continue to 21.
 2. If no, then you are not in compliance with IDEA. See [Section 615\(k\)\(1\)\(E\)](#).
21. Was it determined that the disciplinary incident was a manifestation of the student's disability?
1. If yes, student cannot be placed in IAES for more than 45 days.
 2. If no, student may be placed in IAES for the same duration as that of a disciplinary action applied to students without disabilities, so long as the student continues to receive services consistent with [Section 615\(k\)\(1\)\(D\)](#) and [34 C.F.R. 300.530\(d\)](#). See also [Section 615\(k\)\(1\)\(C\)](#).
22. On the same day of the incident, did the IEP team determine the appropriate setting in which the student was to be placed?
1. If yes, then continue to 23.
 2. If no, then continue to 24.
23. Did the student continue to receive services to participate in the general education curriculum and to progress toward meeting the goals of the child's IEP, as discussed in [Section 615\(k\)\(1\)\(D\)](#)?
1. If yes, each day removed from their IEP-placement **must be counted as a Unilateral Removal to an IAES.**
 2. If no, then you are not in compliance with IDEA.
24. Did the student remain under the direct supervision of school personnel during the removal until such time the IEP team could determine the appropriate setting in which the student was to be placed?
1. If yes, each half-day or more removed from their regular classroom(s) until the IAES was determined and the student was placed **must be counted as ISS and then count each half-day or more after placement as a Unilateral Removal to an IAES.** (Count these as 2 separate events.)
 2. If no, each half-day or more removed from their regular school until the IAES was determined and the student was placed **must be counted as OSS and then count each half-day or more after placement as a Unilateral Removal to an IAES.** (Count these as 2 separate events.)

Hearing Officer Determinations

25. Did the student continue to receive services to participate in the general education curriculum and to progress toward meeting the goals of the student's IEP, as discussed in [Section 615\(k\)\(1\)\(D\)](#)?
1. If yes, each day removed from their IEP-placement **must be counted as a Unilateral Removal by Hearing Officer to an IAES.**
 2. If no, then you are not in compliance with IDEA.
26. Did the student remain under the direct supervision of school personnel during the removal until such time the IEP team could determine the appropriate setting in which the student was to be placed?
1. If yes, each half-day or more removed from their regular classroom(s) until the IAES was determined and the student was placed **must be counted as ISS and then count each half-day or more after placement as a Unilateral Removal by Hearing Officer to an IAES.** (Count these as 2 separate events.)
 2. If no, each half-day or more removed from their regular school until the IAES was determined and the student was placed **must be counted as OSS and then count each half-day or more after placement as a Unilateral Removal by Hearing Officer to an IAES.** (Count these as 2 separate events.)

ADDITIONAL NOTES

1. Unilateral Removal to an Interim Alternative Education Setting (School Personnel or Hearing Officer):
 - a. The student must receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications to address the student's behavior so that the behavior does not reoccur.
 - b. This is considered a disciplinary removal and will be counted in the Total Removal category but will not be counted as a suspension.
2. In the "Add Discipline Information" section in EdPlan for each student:
 - a. Determine and enter the type of removal for each incident (ISS, OSS, Expulsion (Use this for Unilateral Removal until revised), HOR).
 - b. Determine and select the type of offense for each incident: Drugs, Weapons, Serious Bodily Injury, or Other (all other types).
 - c. Determine and enter number of days for each incident.
 - d. Determine and enter person taking action (by title or name) for each incident.
 - e. Determine and enter Date Discipline Begins and Date Discipline Ends.

OTHER RESOURCES

[IDEA Part B Discipline Data Collection Questions and Answers](#)
[Frequently Asked Discipline Reporting Questions](#)

PARAPROFESSIONALS

The Oklahoma State Department of Education: Special Education Services requires districts to report all Special Education paraprofessionals at the staff FTE level as part of the data collected for End of Year Reporting. It is reported to the Office of Special Education Programs (OSEP) annually. All the following guidance can be found in the EdFacts File Specification C112 - Special Education Paraprofessional. The paraprofessional FTE data must be entered in OK EdPlan on the “District Summary Data” page on or prior to June 30 each year.

Which paraprofessionals should be reported?

Include the calculated FTE of all paraprofessionals employed or contracted as of October 1, 2016, to provide special education and related services to children with disabilities (IDEA) ages 3 through 21 regardless of funding source (*i.e.*, Part B, State, and local), including personnel employed by private agencies.

What paraprofessionals should not be reported?

Exclude the FTE of special education paraprofessionals who provide special education and related services exclusively to children with disabilities (IDEA) from birth through age 2.

How are FTE of paraprofessional reported by qualification status?

FTE is reported as either qualified or not qualified. Qualification status depends on whether paraprofessionals are included in the state’s definition of qualified based on the criteria identified in 20 U.S.C. 1412(14) (B).

- If paraprofessionals are included, then paraprofessionals must meet the State standard for qualified based on the definition.
- If paraprofessionals are not included in the definition, then paraprofessionals are considered qualified for the FTE if they either:
 - Hold the appropriate State certification or licensure for the position held, or
 - Hold a position for which no State requirements exist (*i.e.* certification or licensure requirements).
- Paraprofessionals who do not meet the standards listed above for qualified are reported as not qualified.

What if paraprofessionals serve both children with disabilities (IDEA) and students without disabilities under IDEA?

If paraprofessionals work part of their time with children with disabilities (IDEA) and part of their time with children without disabilities under IDEA, report only the proportion of their FTE the paraprofessional works specifically with children with disabilities (IDEA) receiving special education and related services.

DEFINITIONS

Who are paraprofessionals?

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

- a. provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher
- b. assist with classroom management, such as organizing instructional and other materials
- c. provide instructional assistance in a computer laboratory
- d. conduct parental involvement activities

- e. provide support in a library or media center
- f. act as a translator
- g. provide instructional support services under the direct supervision of a teacher^[1]

INSTRUCTIONS

Step 1: Calculate FTE for each paraprofessional.

For Employed personnel: Divide the average hours worked per week (rounded to the nearest whole number) by the total number of hours your district requires an employee to work to be considered “full-time.” Do this for each type of paraprofessional employed in your district on October 1, 2016.

EXAMPLES:

1. A paraprofessional who works 15 hours per week of a 30-hour school week is counted as 0.50 FTE.
2. A paraprofessional who works 20 hours/week of a 30-hour school week is counted as 0.67 FTE.
3. If an LEA has two paraprofessionals who each work 20 hours per week of a 30-hour school week, the LEA would report 1.33 FTE (rounding the 1.334 to the nearest hundredth decimal place).

For Contracted personnel: Divide the total number of contract hours per fiscal year by your district’s actual service hours or the state average of 1050 service hours. Do this for each age group of paraprofessional on contract in your district as of October 1, 2016.

EXAMPLE:

1. A contracted paraprofessional who is contracted to work for 90 hours per year, specifically with children with disabilities. LEAs may use their actual service hours per year or the state average of 1050 service hours per school year as full-time for paraprofessional. Using the state average service hours per year, the paraprofessional is counted as .09 FTE (90/1050).

Step 2: Add up all FTE values for each paraprofessional age group (qualified and not qualified separately) and report these values on the District Summary Data page.

OTHER RESOURCES

[Frequently Asked Personnel Reporting Questions](#)

1 Definition adapted from [20 U.S.C § 6319\(g\)\(2\)](#)

RELATED SERVICES PERSONNEL

The Oklahoma State Department of Education: Special Education Services requires districts to report all Special Education related services and paraprofessional personnel at the staff FTE level as part of the data collected for End of Year Reporting. It is reported to the Office of Special Education Programs (OSEP) annually. All the following guidance can be found in the EdFacts File Specifications [C099 - Special Education Related Services Personnel](#). The related services and paraprofessional FTE data must be entered in OK EdPlan on the “District Summary Data” page on or prior to June 30.

Which staff should be reported?

Report the related services personnel types listed in the [definitions](#) section below that were employed or on contract as of October 1st, 2016. For the types listed, include the FTE of all personnel employed or contracted to provide related services to children with disabilities (IDEA) ages 3 through 21 regardless of funding source (i.e., Part B of IDEA, State, or local), including personnel employed by private agencies.

Which staff should *not* be reported?

Do not include the FTE of related services personnel who:

- Provide services exclusively to children with disabilities (IDEA) from birth through age 2;
- Work exclusively with children without disabilities.

How are related services personnel who work with both children with disabilities (IDEA) and their non-disabled peers reported?

If related services personnel work part of their time with children without disabilities, and other times with children with disabilities (IDEA), report only the proportion of FTE that the related services personnel work specifically with children with disabilities (IDEA) receiving special education and related services.

How are staff reported by certification status?

Include the FTE of personnel as ‘fully certified’ if they:

- Hold appropriate State certification or licensure for the position held; or
- Hold positions for which *no* State requirements exist (i.e., no certification or licensure requirements). Adapted from [34 C.F.R. Part 300.156\(b\)](#).

Include the FTE of personnel as ‘not fully certified’ if they:

- Did not hold standard State certification or licensure for the position to which they were assigned, or
- Did not meet other existing State requirements for the position.

INSTRUCTIONS

Step 1: Calculate FTE for each related service personnel.

For Employed personnel: Divide the average hours worked per week (rounded to the nearest whole number) by the total number of hours your district requires an employee to work to be considered “full-time.” Do this for each type of related service personnel employed in your district on October 1, 2016.

EXAMPLES:

1. A speech and language pathologist who works 15 hours per week of a 30-hour school week is counted as 0.50 FTE.
2. An orientation and mobility specialist who works 20 hours/week of a 30-hour school week is counted as 0.67 FTE.
3. If an LEA has two audiologists who each work 20 hours per week of a 30-hour school week, the LEA would report 1.33 FTE (rounding the 1.334 to the nearest hundredth decimal place).

For Contracted personnel: Divide the total number of contract hours per fiscal year by your district's actual service hours or the state average of 1050 service hours. Do this for each type of related service personnel on contract in your district as of October 1, 2016.

EXAMPLE:

1. A contracted speech and language pathologist who is contracted to work for 90 hours per year, specifically with children with disabilities. LEAs may use their actual service hours per year or the state average of 1050 service hours per school year as full-time for related services personnel. Using the state average service hours per year, the speech and language pathologist is counted as .09 FTE (90/1050).

Step 2: Add up all FTE values for each related service personnel type (fully certified and not fully certified separately) and report these values on the District Summary Data page.

DEFINITIONS

The following are types of related services personnel categories that are permitted values in the data submission. If a service category is not listed here, districts do not need to report it.

Audiologists provide the following services to children with disabilities:

- a. Identification of children with hearing loss;
- b. Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
- c. Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
- d. Creation and administration of programs for prevention of hearing loss;
- e. Counseling and guidance of children, parents, and teachers regarding hearing loss; and
- f. Determination of the children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.
- g. Click [here for license verification](#) for Audiologists.

Speech-Language Pathologists provide the following services to children with disabilities:

- a. Identification of children with speech or language impairments;
- b. Diagnosis and appraisal of specific speech or language impairments;
- c. Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;

- d. Provision of speech and language services for the habilitation or prevention of communicative impairments; and
- e. Counseling and guidance of parents, children, and teachers regarding speech and language impairments.
- f. Click [here for license verification](#) for Speech-Language Pathologists or Speech-Language Pathology Assistants.
- g. Note – This does not include speech teachers who are reported in C070 Special Education Teachers or C112 Special Education Paraprofessionals.

Interpreters provide services to children who are deaf or hard of hearing, including:

- a. Oral transliteration services;
- b. Cued language transliteration services; and
- c. Sign language interpreting services.
- d. Certifications requirements: Bachelor’s degree, or work a minimum of 3 years in an area related to deaf education; and maintain certification at a minimum level of [QAST III](#), [EIPA 3.5](#), [ESSE 3.5](#), [RID](#), [NIC](#), or [NAD](#).

Psychologists provide the following services to children with disabilities or in evaluations for special education eligibility:

- a. Administering psychological and educational tests, and other assessment procedures;
- b. Interpreting assessment results;
- c. Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
- d. Consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, direct observations, and behavioral evaluations;
- e. Planning and managing a program of psychological services, including psychological counseling for children and parents; and
- f. Assisting in developing positive behavioral intervention strategies.
- g. Note – For reporting psychologists whose service time is divided between children with disabilities (IDEA) and children in the general population, base the reported FTE on only the percentage of time the psychologist works specifically with children receiving (or being evaluated for) special education and related services.
- h. Click [here for OSDE verification](#) or [here for NSPCS verification](#).

Occupational Therapists provide the following services to children with disabilities:

- a. Improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;
- b. Improving ability to perform tasks for independent functioning if functions are impaired or lost; and
- c. Preventing, through early intervention, initial or further impairment or loss of function.
- d. Click [here for license verification](#) for Occupational Therapists or Occupational Therapist Assistants.

Physical Therapists provide the following services to children with disabilities:

- a. Screening, evaluation, and assessment of children to identify movement dysfunction;
- b. Obtaining, interpreting, and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems; and
- c. Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.
- d. Click [here for license verification](#) for Physical Therapists, Physical Therapist Assistants, or Physicians.

Physical Education Teachers and Recreation and Therapeutic Recreation Specialists provide the following services to children with disabilities:

- a. Special physical education, adaptive physical education, movement education, or motor development to children and youth with disabilities; and/or
- b. Assessment of leisure function;
- c. Therapeutic recreation services;
- d. Recreation programs in schools and community agencies; and
- e. Leisure education.

Social Workers provide the following services to children with disabilities:

- a. Preparing a social or developmental history on a child with a disability;
- b. Group and individual counseling with the child and family;
- c. Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
- d. Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
- e. Assisting in developing positive behavioral intervention strategies.
- f. Click [here for license verification](#) for Social Workers.

Medical/Nursing Service Staff personnel who provide medical and nursing services including:

- a. Medical services² for diagnostic and evaluation purposes provided to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.
- b. Nursing services designed to enable a child with a disability to receive FAPE as described in the child's IEP, with the exception of services related to medical devices that are surgically implanted (e.g., cochlear implants).
- c. Click [here for license verification](#) for Registered Nurses, Licensed Practical Nurses and Advanced Registered Nurse Practitioner (ARNP must be verified through official copy of transcript).

2 Adapted from [20 U.S.C. § 1401\(26\)](#) and [34 C.F.R. Part 300.34\(5\)](#)

Counselors and Rehabilitation Counselors provide the following services to children with disabilities:

- a. 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.
- b. 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.
- c. Vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.
- d. Click [here for license verification of Rehabilitation Counselors, LPC, LMFT, or LBP](#), and [here for OSDE School Counselors verification](#).

Orientation and Mobility Specialists personnel who provide orientation and mobility services including:

- a. Services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and
- b. Teaching students the following, as appropriate:
- c. 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);
- d. To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
- e. To understand and use remaining vision and distance low vision aids; and
- f. Other concepts, techniques, and tools.
- g. Click [here for ACVREP certification](#) for Orientation and Mobility Specialists.

EXITING

The Oklahoma State Department of Education: Special Education Services requires districts to report all Special Education Exits at the student level as part of the data collected for End of Year Reporting. It is reported to the Office of Special Education Programs (OSEP) annually. All the following guidance can be found in the EdFacts File Specification [C009 - Special Education Exiting](#).

Which students should be reported?

Report children with disabilities (IDEA) who were in special education at the start of the reporting period and who exited special education during the reporting period.

How are student counts reported by Disability Category (IDEA) for Exiting?

Report students by one of the disability categories under IDEA. The disability category “developmental delay” should not be used because this report only includes students ages 14 through 21.

How is this file used?

OSDE-SES uses this file to compute Indicator 2 (Dropout Rate) for each district by removing the exit reasons of “Moved, Known to be Continuing” and “Transferred to Regular Education.” It is assumed that all exit reasons reported are true and accurate upon certification.

EDPLAN TO EDFACTS TERMS CROSSWALK

EdPlan Reason for Exiting	EdFacts Reporting Exiting Term
Transferred to Another School System	Moved, Known to be Continuing
Graduated with Diploma	Graduated with Regular High School Diploma
Exceeded Maximum Age	Reached Maximum Age
Dropped Out of School	Dropped Out
Unknown	Dropped Out
Home Schooled	Dropped Out
Deceased	Died
Previous IEP and Elig and Current Non-Elig Event*	Transferred to Regular Education

* Not a “Reason for Exiting” - These students are still active.

DEFINITIONS

Reporting Period:

Program Year (IDEA – Exit) - The 12-month period beginning July 1 and ending June 30 as defined for reporting the exiting from special education by students with disabilities (IDEA).

Dropped out:

These students were enrolled at the start of the reporting period but were not enrolled at the end of the reporting period and did not exit special education through any of the other means. This 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), expulsions, status unknown, students who moved but are not known to be continuing in another educational program, and other exiters from special education.

Graduated with regular high school diploma:

These students exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as those for students without disabilities. As defined in [34 C.F.R. 300.102\(a\)\(3\)\(iv\)](#), “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 GED.”

Moved, known to be continuing:

These students moved out of the catchment area or otherwise transferred to another district and are KNOWN to be continuing in an educational program. There does not need to be evidence that the students are continuing in special education, only that the students are continuing in an educational program. This includes students who are in residential drug/alcohol rehabilitation centers, correctional facilities, or charter schools if those facilities operated as separate districts, excluding normal matriculation.

Reached maximum age:

These students exited special education because of reaching the maximum age for receipt of special education services. This includes students who reached the maximum age and did not receive a diploma.

Transferred to regular education:

These students were served in special education at the start of the reporting period, but at some point during that 12-month period, returned to general (regular) education. These students no longer have an IEP and are receiving all of their educational services from a general (regular) education program. If the parent of a student with a disability revokes consent for special education and related services, the student would be reported in this category. See [34 C.F.R. §300.300\(b\)\(4\)](#).

OTHER RESOURCES

[Frequently Asked Exiting Reporting Questions](#)

EARLY CHILDHOOD OUTCOMES (ECOS)

The Oklahoma State Department of Education: Special Education Services requires districts to report all Early Childhood Outcomes at the student level as part of the data collected for End of Year Reporting. It is reported to the Office of Special Education Programs (OSEP) annually.

Which students should be reported?

Report preschool children with disabilities (IDEA) aged 3-5 who were in special education throughout the fiscal year (July 1-June 30).

How is this file used?

OSDE-SES uses data from the District Summary Data page to compute Indicator 7 (Early Childhood Outcomes) for each district by calculating the progress of children aged 3-5 with IEPs towards early childhood goals. It is assumed that all entry and exit ratings and dates reported are true and accurate upon certification.

What are the early childhood outcomes?

Outcomes:

- 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.

How is progress measured for these categories?

Progress is measured by the following parameters:

- a. If a child's exit score is greater than or equal to their entry score, improvement in this childhood outcome is assumed.
- b. If a child's exit score is 7 and their entry score is 6, improvement in this childhood outcome is assumed.
- c. If a child's entry and exit score are both 1, no improvement in this childhood outcome is assumed.
- d. In all other situations, no improvement in the childhood outcome is assumed.

INSTRUCTIONS FOR DATA REPORTING

For questions regarding reporting of data, please refer to AR Guidebook.

OTHER RESOURCES

[Frequently Asked ECO Questions](#)

CHILD FIND

The Oklahoma State Department of Education: Special Education Services requires districts to report the number of children who were evaluated within 45 school days of receiving parental consent for **initial** evaluation as part of the data collected for End of Year Reporting. It is reported to the Office of Special Education Programs (OSEP) annually.

Which students should be reported?

Report all children with disabilities (IDEA) aged 3-21 that received parental consent for an initial evaluation throughout the fiscal year (July 1-June 30), including students that an initial parental consent for evaluation was obtained and the student moved before or after the eligibility determination.

How is this file used?

OSDE-SES uses data from the District Summary Data page to compute Indicator 11 (Child Find) for each district by determining the number of students that did not have an evaluation within 45 school days of receiving parental consent. It is assumed that all reported dates are true and accurate upon certification.

How is this data calculated?

The data for Child Find is measured as follows:

- a. # of children for whom parental consent to evaluate was received.
- b. # of children whose evaluations were completed within 45 school days

Account for children included in (a), but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

INSTRUCTIONS FOR DATA CALCULATION AND SUBMISSION

The timeframe set for initial evaluation does not apply to districts if: (1) The parent of a child repeatedly fails or refuses to produce the child for the evaluation; or (2) A child enrolls in a school of another public agency after the timeframe for initial evaluations has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability. Districts should identify students that fall into these two categories on an individual basis through EdPlan.

ADDITIONAL RESOURCES

[Frequently Asked Child Find Reporting Questions](#)

EARLY CHILDHOOD TRANSITION

The Oklahoma State Department of Education: Special Education Services requires districts to report the number of children referred by Part C prior to age 3 who are found eligible for Part B, received parent's consent, and who have an IEP developed and implemented by their third birthdays for initial evaluation as part of the data collected for End of Year Reporting. It is reported to the Office of Special Education Programs (OSEP) annually.

Which students should be reported?

Report all children with disabilities (IDEA) that are referred from SoonerStart throughout the fiscal year (July 1-June 30).

How is this file used?

OSDE-SES uses data from the District Data Summary page to compute Indicator 12 (Early Childhood Transition) for each district by calculating the percentage of children referred by SoonerStart prior to age 3 who are found eligible for Part B with parental consent that have been placed on an IEP by their third birthday. It is assumed that all reported dates are true and accurate upon certification.

How is this data calculated?

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.

Account for children included in (a), but not included in b, c, d, or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e)] times 100.

ADDITIONAL RESOURCES

[Frequently Asked Early Childhood Transition Reporting Questions](#)

SECONDARY TRANSITION

The Oklahoma State Department of Education: Special Education Services requires districts to report the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs as part of the data collected for End of Year Reporting. It is reported to the Office of Special Education Programs (OSEP) annually. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Which students should be reported?

Report all with IEPs aged 16 and older **or** in 9th grade and above with an IEP.

How is this file used?

OSDE-SES uses this file to compute Indicator 13 (Secondary Transition) for each district by calculating the percentage of youth with IEPs aged 16 and above **or** 9th grade and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. It is assumed that all monitored dates and transition goals are true and accurate upon certification.

How is this data calculated?

Percent = [(# of youth with IEPs aged 16 or in 9th grade with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

ADDITIONAL RESOURCES

[Frequently Asked Secondary Transition Reporting Questions](#)

FREQUENTLY ASKED REPORTING QUESTIONS

This section contains a list of frequently asked questions that arise from district superintendents and special education directors regarding End of Year Reporting. The purpose of this section is to provide detailed answers to these specific questions.

FREQUENTLY ASKED DISCIPLINE REPORTING QUESTIONS

The following questions pertain to how and when students should be exited in EdPlan in specific situations.

How do I report services and discipline on children receiving In School Suspension/Out of School Suspension?

- If services are NOT provided during the time of suspension, dates that services are provided are reported in the following format: 1/1/1900. If there are multiple dates that services are not provided, a semicolon (;) will be placed in between each of those dates. An example of that would look as follows: 1/1/1900; 1/2/1900; 1/3/1900. A picture of how these dates would be reported can be viewed below:

Were services provided during all student disciplinary incidents listed here. IF NO, please list all dates services were not provided in the text field below

Yes

No

List dates of all incidents where services were not provided:

1/1/1900; 1/2/1900; 1/3/1900

Is ALL discipline reported or only events that are of 10 days or more?

- All disciplinary actions that accumulate to .5 days of disciplinary action throughout the course of the school year per an individual student must be reported.

Can only specific discipline reasons/behaviors be reported? If Other is chosen for the discipline reason, should specific offense be mentioned in the notes?

- Only in school suspension, out of school suspension, due process hearing officer determination, or interim alternative education placement events should be reported (e.g., not detentions, verbal reprimands, etc.). If Other is chosen for the discipline reason, notes can be used to write whatever details are necessary about the discipline event. This should only be used if there is no listed option from the drop down menu of choices in EdPlan that accurately describes the student action resulting in a discipline event.

Are discipline data in the WAVE and EdPlan interconnected?

- No.

FREQUENTLY ASKED PERSONNEL REPORTING QUESTIONS

The following questions pertain to how to define specific personnel, and how to enter their hours for services rendered over the course of a school year.

What is FTE, and how should it be calculated?

- FTE stands for full-time equivalent, and is the number of hours worked regularly by an employee on a full-time basis. Information regarding FTE and how it is calculated can be found in the Paraprofessional section of this guidebook.

How exactly are paraprofessionals defined, and in what situation(s) should their hours be reported?

- Information regarding which staff qualify as paraprofessionals and how their hours are reported can be found in the Paraprofessional section of this guidebook.

How are contracted professionals that perform services reported, and how many of their hours are reported?

- The district that pays the contracted personnel directly is the district that is responsible for reporting that contracted personnel's hours.

FREQUENTLY ASKED EXITING REPORTING QUESTIONS

The following questions pertain to how and when students should be exited in EdPlan in specific situations.

How are the percentages for Indicator 1 (Graduation Rate) calculated, and which students are included?

- The Indicator 1 data measures the graduation rate of children on an IEP in a district from the specified Cohort Year that is slated to graduate during the year that year-sensitive determinations are to be made. The formula that calculates this percentage is as follows:

INDICATOR 1 (GRADUATION) DATA CALCULATION FORMULA

Graduated with Diploma

Graduated with Diploma + Dropped Out of School + Exceeded Maximum Age + Dropped to Home School + Deceased

- This formula excludes students that have transferred to another school district that year, or that have transferred into regular education within the same district. If a student begins the year in one district, then transfers and graduates in another district, the event will be recorded as a graduation for the district in which the student was last attending school.

How are the percentages for Indicator 2 (Dropout Rate) calculated, and which students are included?

- The Indicator 2 data measures the dropout rate of children aged 14-21 on an IEP. The formula that calculates this percentage is as follows:

INDICATOR 2 (DROPOUT RATE) DATA CALCULATION FORMULA

Dropped Out of School + Dropped to Home School + Unknown

Graduated with Diploma + Dropped Out of School + Exceeded Maximum Age + Dropped to Home School + Deceased

- This formula excludes students that have transferred to another school district before they dropped out. If a student begins the year in one district, then transfers and drops out of school, drops to home school, or leaves for an unknown reason in another district, the event will be recorded as a dropout for the district in which the student was last attending school.

Do you exit students as Graduated with Diploma at the completion of their 8th grade year?

- No. Only students that are graduating from the 12th grade with a diploma should be exited as Graduated with Diploma. Students that will be entering the 9th grade should not be exited from their current school until they are enrolled in a high school, at which time the records of that student will be requested from the previous school. Students should be exited from the 8th grade school at this time.
 - **Note:** Students leaving a dependent district after completing last the possible grade level should only be exited upon receiving a receipt of request for records from another school, or ten school days into the following school year.

What are all of the exit reasons, what do they mean, and in what situations should they be used?

- Please refer to the Exiting section in this guidebook for detailed explanation of Exiting reasons, and in what situations they should be used.

When are graduating students to be exited in EdPlan?

- Students should be exited as graduates from EdPlan as soon as the graduation date has passed, and it has been confirmed that the Summary of Performance to graduate with a high school diploma has been met. Students that have met these requirements for graduation **MUST** be exited as of the date of meeting graduation requirements and prior to June 30 of that school year (prior to the end of the fiscal year).

When students are exited due to an Unknown and the reason is revealed later, should the reason for exiting should be changed in EdPlan to reflect the updated information?

- Yes. The Unknown exit reason is meant to only be temporary. As soon as a more precise reason is identified, this should be updated in EdPlan.

How are underclassmen in EdPlan that are set to graduate due to being in an alternative school be handled?

- Alternative students' graduating status is to be viewed in terms of their academic credits, not their chronological/actual age. For example, if there is a 17 year old junior that meets the academic standards for graduation, they should be exited as Graduated with Diploma. In the case of a 19 year old Senior that does not meet the academic standards for graduation, they should not be exited as Graduated with Diploma.

What ages qualify for dropout status and how does it affect Indicator 2 data?

- Indicator 2 data is only calculated using students on an IEP ages 14-21.

FREQUENTLY ASKED 45-SCHOOL DAY TIMELINE, EARLY CHILDHOOD TRANSITION, AND ECO REPORTING QUESTIONS

The following questions cover various aspects of how to handle specific instances when working with the 45-school day Timeline, Early Childhood Transitions, and how to enter Childhood Outcome data.

Does a transfer of parent consent impact the 45-school day timeline?

- Yes. The original 45-school day timeline does not apply to the district in which the child transfers to, with the expectation mandated by IDEA that the LEA will make sufficient progress to ensure a prompt completion of the evaluation and the parent and LEA must agree to a specific time when the evaluation will be completed.
- Yes. The original 45-Day timeline no longer applies, due to the expectation of timely services to be rendered to the child and family.

If a student moves before the initial MEEGS meeting is held, which district is impacted by the move in regards to the 45-school day Timeline?

- The district that obtains initial parent consent is held responsible for any violation in regards to the 45-school day timeline. However, if the deadline had not been met at that point, original 45-school day Timeline no longer applies to the district in which the child transfers to, with the expectation mandated by IDEA that the child will be evaluated within a 'timely manner'. OSDE-SES recommends that these children are evaluated within ten days of receiving the proper information.

Where in EdPlan can 45-school day Timeline data be found?

- This information can be found in each individual student's record. There is not an AR report yet that contains this information.

What data regarding evaluations and re-evaluations needs to be entered into EdPlan?

- On the District Summary Data Page, Indicator 11 Child Find data should only be reported for **INITIAL** consent to find eligibility.

How do we work with the timeline of students with summer birthdays?

- In regards to Early Childhood Outcome data:
 - If the child turns 6 **before** 6/30 of that year, enter the relevant information *before 6/30 of that year*.
 - If the child turns 6 **after** 6/30 of that year, enter the relevant information *at the start of the following school year*.

FREQUENTLY ASKED SECONDARY TRANSITION REPORTING QUESTIONS

The following section covers details about Secondary Transition, how it's calculated, and how to access information about in EdPlan.

How is Secondary Transition indicator data (Indicator 13) formulated, and how do I access my Secondary Transition data?

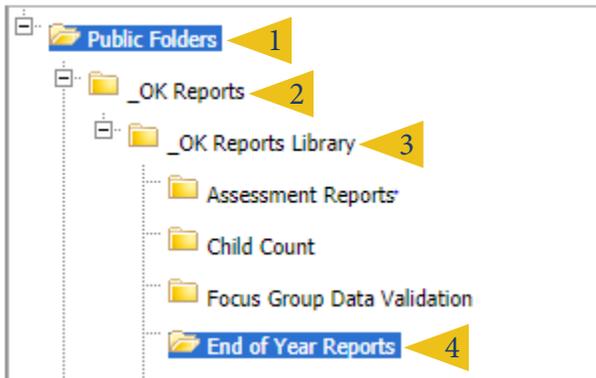
- Secondary Transition data is fed by the Secondary Transition report in the Advanced Reporting section of EdPlan (to access this report, follow the instructions below). This indicator measures district compliance with Secondary Transitions of students that are in 9th grade or above, **or** are 16 years or older. Pictures of how to access this information can be seen below.
- First, log in to your EdPlan account. After that, click the Reports button at the top of your screen in your EdPlan account as it is pictured below.



- After that, click the Start Advanced Reporting System button in your browser at the top of your screen as it is pictured below.



- Once you are in the Advanced Reporting (AR) System, click the folders on the left side of AR in the following order: 1) Public Folders, 2) _OK Reports, 3) _OK Reports Library, 4) End of Year Reports, 5) Secondary Transition (not pictured, but the report will appear on the right side of your screen).



- Two tabs are at the bottom of this report: Secondary Transition and Secondary Transition OOC (Out of Compliance). Each of the tabs reveals different information regarding a district's (or site's) standing in regard to Indicator 13. A picture of how the tabs appear can be seen below. These tabs allow users to access the following information:



- **Secondary Transition:** Allows users to view all students in their district (or site) that should have all Secondary Transition criteria met.
 - **Secondary Transition OOC:** Allows users to view all students in their district (or site) that are currently out of compliance in regards to Secondary Transition.
- This report is comprised of active students that are either in 9th grade **or** 16 years old or above that have a currently valid IEP and eligibility determination.
 - (Note: If a student has a non-eligibility determination that took place after the most recent eligibility determination, then they are not included in this report, and are not used to calculate Secondary Transition indicator data.)
- The Secondary Transition indicator formula to calculate the data is as follows:

$$\frac{\text{Total number of compliant students in 9}^{\text{th}} \text{ grade or above/16 years old or older}}{\text{Total number of compliant AND non-compliant students in 9}^{\text{th}} \text{ grade or above/16 years old or older}}$$

MISCELLANEOUS FREQUENTLY ASKED REPORTING QUESTIONS

The following questions cover a range of topics that are related to data reporting, and various aspects of EdPlan.

How is a student with no STN entered into the system?

- If a student does not yet have an assigned STN, do not begin recording events in EdPlan for that student until they have an assigned STN.

Do students that are new to EdPlan have their information transferred from SIS?

- Normally, yes. Certain circumstances may arise that cause delays in the transfer of information between systems (e.g., inconsistent or missing student information). If the student in question is not in EdPlan, check with your SIS personnel to ensure that there are not issues with a particular student's information that is causing a delay in the transfer of information into EdPlan.

What information is entered into the District Summary Data page manually, and what information will be transferred from EdPlan?

- All data will be entered into District Summary Data page manually.

If June 30 falls on a weekend, when will EOY data be collected?

- The data will be collected on the soonest possible following business day.

Is there any report that can be run in EdPlan by districts to ensure data is current and correct?

- Please view the Understanding and Utilizing Advanced Reports Manual for further information about how to view and understand data.

Is it possible for 2 year old students to have information in EdPlan?

- Yes. While it is possible for 2 year old students to have information in EdPlan, their information is not counted for anything until age 3.