

Special Education Data Standards

Special Education State and Federal Reporting

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Nevada Department of Education Contact (Data Steward)

Nick Easter

Description

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

Data Standard

(Reg sites, data use, etc.)

NAC & NRS for Special Educational Programs

- [387.400-387.400](#)
- [388.001-388.655](#)
- [Ch. 395](#)
- [AB 280-56](#)
- [NRS CH 427A \(AB316\)](#)

How is data used

Data is use to meets Federal Reporting Requirements under Sec. 618 of the IDEA

- IDEA Child Count
- IDEA Exit Report
- IDEA Behavior Report
- IAES End of Year Reporting

Noted Changes for Current Year

Blank

Available ad-Hoc & Reports

Blank

Available Training

[Preschool Educational Environments](#)

- Presentation how to calculate EC Educational Environments.

[IEP Guidelines](#)

- TA document designed to assist IEP teams in developing IEPs.

[IEP Modifications, Accommodations, and Supports](#)

- TA document on Modifications, Accommodations, and Supports.

[IEP and 504 Accommodations 14-15](#)

- IEP and 504 Accommodations Form.

[Extended School Year and Special Education](#)

- TA document on Extended School Year and Special Education. [2014-2015 NAA Administration Manual \(pdf\)](#)
- Contains NAA Participation Guidelines

SpEd 7

Special Ed Count Day Report

Campus Path: NV State Reporting > Special Ed Count Day Report

Special Ed Count Day Reports allow users to generate and submit required student disability, census and IEP information to the state. Users are provided the following reporting options: School Summary, District Summary, and Detail.

The screenshot shows the 'Special Ed Count Day Report' web application. At the top, there is a title bar and a detailed instruction block. Below this, the interface is divided into two main sections: 'Report Options' and 'Select Calendar'. The 'Report Options' section includes a 'Count Date' field, a 'Report Type' dropdown menu set to 'School Summary', an 'Ad Hoc Filter' dropdown, and a 'Format' dropdown set to 'State Format (PDF)'. There are two buttons: 'Generate Report' and 'Submit to Batch'. The 'Select Calendar' section has three radio buttons: 'active year' (selected), 'list by school', and 'list by year'. Below the radio buttons is a scrollable list of school names for the '15-16' school year, including '15-16 Founders Academy K-6', '15-16 100 Academy ES', '15-16 100 Academy MS', '15-16 Academy For Career Ed', '15-16 ACADEMY OF ARTS CAREERS', '15-16 Adams, Kirk ES', '15-16 Adcock, O K ES', '15-16 Adv. Tech HS', '15-16 Agassi ES', '15-16 Agassi HS', '15-16 Agassi MS', '15-16 AGNES RISLEY ELEMENTARY', '15-16 Alamo, Tony ES', '15-16 ALICE MAXWELL ELEMENTARY', '15-16 ALICE SMITH ELEMENTARY', '15-16 Allen, Dean LaMar ES', '15-16 ALYCE TAYLOR ELEMENTARY', '15-16 ANDERSON ELEMENTARY', and '15-16 Antonello, Lee ES'. A note at the bottom of the list says 'CTRL-click or SHIFT-click to select multiple'.

The Special Ed Count Day School Summary Report

Report Logic

- Students are calculated per disability category by age group. The student age is calculated as of October 1 of the reporting year.
- Gifted and Talented totals not included in the Subtotal but are included in the Total for each age group. Only a student's most recent active primary enrollment record is reported. Concurrent enrollments are excluded.
- Students must have an active NV Data Entry IEP in the reporting year in order to be included in the report. The IEP must be locked.

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- Students must have data entered in the IEP Meeting Date, Start Date, End Date fields on the NV SPED Data Entry Plan.
- Students must also have data entered in the Primary Disability, Special Ed Status and Special Ed Setting fields on the enrollment record being reported.
- Gifted and Talented students must have a Program = 2: Gifted and Talented on the Programs tab in order to report.

Generating the Report

- Enter the **Count Date** in *mmdyyy* format or by clicking the calendar button and selecting a date. A snapshot of student disability and active IEP information is taken for this day.
- Select the District or School Summary **Report Type**. The District Summary reports district-wide results. The School Summary reports results per school, one school per page.
- Select an **Ad Hoc** filter to further narrow results. (*optional*)
- Select which calendar(s) to include within the report.
- Select the **Format**. For submission to the state, use the State Format (PDF).
- Select one of the following options:
 - **Generate Report**. The report will appear in a separate window in the
 - designated format. **Submit to Batch**. This process allows larger reports to generate in the background, without disrupting the use of Campus. For more information about submitting a report to the batch queue, see the [Batch Queue](#) article

The Special Ed Count Day Detail Report

The Special Ed Count Day Detail Report displays student disability, census and IEP information for each qualifying student within the reporting calendar(s) as of the Count Date entered on the report editor.

Report Logic

- Students report when the Service Type on their Enrollment is P or N.
- Only a student's most recent active primary enrollment record is reported. Concurrent enrollments are excluded.
- Students must have an active IEP on the Count Date selected on the extract editor.

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- Students must have an active Data Entry IEP in the reporting year in order to be included in the report. The IEP must be locked.
- Students must have data entered in the IEP Meeting Date, Start Date and End Date fields on the NV SPED Data Entry Plan.
- Students must also have data entered in the Primary Disability, Special Ed Status and Special Ed Setting fields on the enrollment record being reported.
- Students must have a Gifted and Talented date prior to or on the Count Date selected on the extract editor.

Generating the Report

- Enter the **Count Date** in *mmdyyy* format or by clicking the calendar button and selecting a date. A snapshot of student disability and active IEP information is taken for this day.
- Select the Detail **Report Type**.
- Select which calendar(s) to include within the report.
- Select an **Ad Hoc** filter to further narrow results. (*optional*)
- Select the **Format**. To review data prior to submission to the state, use the HTML format. For submission to the state, use the State Format (CSV).
- Select one of the following options:
 - **Generate Report**. The report will appear in a separate window in the designated format.
 - **Submit to Batch**. This process allows larger reports to generate in the background, without disrupting the use of Campus. For more information about submitting a report to the batch queue, see the [Batch Queue](#) article

The Special Ed Count Day Detail Report Layout

Element	Description	Type, Format and Length	Campus Database	Campus Application
District Number	The District Number on the student's primary enrollment.	Numeric, 9 digits	District.number	System Administration >Resources > District Information >

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Element	Description	Type, Format and Length	Campus Database	Campus Application
				Number
District Name	The District Name on the student's primary enrollment.	Alphanumeric, 40 characters	District.name	System Administration >Resources > District Information > Name
State School Number	The school number on the student's primary enrollment.	Numeric, 7 digits	School.number	System Administration >Resources > School > Number
School Name	The school name of the student's primary enrollment.	Alphanumeric, 60 characters	school.name	System Administration >Resources > School > School Detail > Name
SSID	State Assigned student ID.	Numeric, 10 digits	Person.stateID	Census > People > Demographics > Student State ID
StudentID	District-assigned student identification number.	Numeric	Person.studentNumber	Census > People > Demographics > Person Identifiers > Student Number
Last Name	Student's legal last name.	Alphanumeric, 30 characters	Identity.lastName	Census > People > Demographics

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Element	Description	Type, Format and Length	Campus Database	Campus Application
				>Person Information > Last Name
First Name	Student's legal first name.	Alphanumeric, 30 characters	Identity.firstName	Census > People > Demographics >Person Information > First Name
Birth Date	The student's date of birth.	Alphanumeric, 10 characters MM/DD/CCYY	Identity.birthDate	Census > People > Demographics >Person Information > Birth Date
Primary Disability	The student's primary disability.The Standard Code from the following Primary Disability Codes table reports.	Alphanumeric, 2 characters	planState.disability1	Student Information > Special Ed > Documents > IEP > Primary Disability
Special Ed Setting	The student's Special Ed Setting. The Standard Code from the following Special Ed Setting Codes table reports.	Alphanumeric, 3 characters	planState.specialEdSetting	Student Information > Special Ed > Documents > Plan Outline > Enrollment Status
IEP Begin Date	The start date of the IEP.	Date, 10 characters MMDDYYYY	Plan.startDate	Student Information > SPED > Documents >

Nevada Department of Education

Element	Description	Type, Format and Length	Campus Database	Campus Application
				IEP > Enrollment Status > IEP Services will Begin
IEP End Date	The end date of the IEP.	Date, 10 characters MMDDYYYY	Plan.endDate	Student Information > SPED > Documents > IEP > Enrollment Status > Anticipated Duration of Services
Reevaluation Date	The student's reevaluation date.	Date, 10 characters MMDDYYYY	SEPlan.threeEval Date	Student Information > SPED > Documents > IEP > Enrollment Status > Anticipated 3-Yr Reevaluation date
Grade	The student's grade level as of 10/01 of the reporting year.	Alphanumeric, 2 characters	Enrollment.grade	Student Information > General > Enrollments > Grade; System Administration > Calendar > Calendar > Grade Levels > Grade Level Editor > Grade Level Detail

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Element	Description	Type, Format and Length	Campus Database	Campus Application
				> State Grade Level
Age	The student's age as of the Count Date selected on the extract editor.	Numeric, 2 characters	Identity.birthDate	Census > People > Demographics > Person Information > Birth Date
School Name	The school name of the student's primary enrollment.	Alphanumeric, 60 characters	school.name	System Administration > Resources > School > School Detail > Name
School Code	The school code of the student's most current primary enrollment.	Numeric, 6 characters	school.number	System Administration > Resources > School > School Detail > State School Number
Race Ethnicity	The student's race/ethnicity. Report values are based on selections made in the Federal Race/Ethnicity	Alphanumeric, 1 character	Identity.raceEthnicity	Census > People > Demographics > Person Information > State Primary Race

Nevada Department of Education

Element	Description	Type, Format and Length	Campus Database	Campus Application
	<p>wizard. The Standard Code from the following Race Ethnicity Codes table reports.</p>			
Gender	<p>The student's gender.</p> <p>Valid reporting options include:</p> <p style="padding-left: 40px;">M: Male</p> <p style="padding-left: 40px;">F: Female</p>	Alphanumeric, 1 character	Identity.gender	Census > People > Demographics > Person Information > Gender
Element	Description	Type, Format and Length	Campus Database	Campus Application
District Number	The District Number on the student's primary enrollment.	Numeric, 9 digits	District.number	System Administration > Resources > District Information > Number

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Element	Description	Type, Format and Length	Campus Database	Campus Application
District Name	The District Name on the student's primary enrollment.	Alphanumeric ,40 characters	District.name	System Administration >Resources > District Information > Name
State School Number	The school number on the student's primary enrollment.	Numeric, 7 digits	School.number	System Administration >Resources > School > Number
School Name	The school name of the student's primary enrollment.	Alphanumeric, 60 characters	school.name	System Administration >Resources > School > School Detail > Name
SSID	State Assigned student ID.	Numeric, 10 digits	Person.stateID	Census > People > Demographics > Student State ID
StudentID	District-assigned student identification number.	Numeric	Person.studentNumber	Census > People > Demographics > Person Identifiers > Student Number
Last Name	Student's legal last name.	Alphanumeric, 30 characters	Identity.lastName	Census > People > Demographics > Person Information > Last Name

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Element	Description	Type, Format and Length	Campus Database	Campus Application
First Name	Student's legal first name.	Alphanumeric, 30 characters	Identity.firstName	Census > People > Demographics > Person Information > First Name
Birth Date	The student's date of birth.	Alphanumeric, 10 characters MM/DD/CCYY	Identity.birthDate	Census > People > Demographics > Person Information > Birth Date
Primary Disability	The student's primary disability. The Standard Code from the following Primary Disability Codes table reports.	Alphanumeric, 2 characters	planState.disability1	Student Information > Special Ed > Documents > IEP > Primary Disability
Special Ed Setting	The student's Special Ed Setting. The Standard Code from the following SpecialEd Setting Codes table reports.	Alphanumeric, 3 characters	planState.specialEdSetting	Student Information > Special Ed > Documents > Plan Outline > Enrollment Status
IEP Begin Date	The start date of the IEP.	Date, 10 characters MMDDYYYY	Plan.startDate	Student Information > SPED > Documents > IEP > Enrollment Status > IEP

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Element	Description	Type, Format and Length	Campus Database	Campus Application
				Services will Begin
IEP End Date	The end date of the IEP.	Date, 10 characters MMDDYYYY	Plan.endDate	Student Information > SPED > Documents > IEP > Enrollment Status > Anticipated Duration of Services
Reevaluation Date	The student's reevaluation date.	Date, 10 characters MMDDYYYY	SEPlan.threeEval Date	Student Information > SPED > Documents > IEP > Enrollment Status > Anticipated 3-Yr Reevaluation date
Grade	The student's grade level as of 10/01 of the reporting year.	Alphanumeric, 2 characters	Enrollment.grade	Student Information > General > Enrollments > Grade; System Administration > Calendar > Calendar > Grade Levels > Grade Level Editor > Grade Level Detail

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Element	Description	Type, Format and Length	Campus Database	Campus Application
				> State Grade Level
Age	The student's age as of the Count Date selected on the extract editor.	Numeric, 2 characters	Identity.birthDate	Census > People > Demographics > Person Information > Birth Date
School Name	The school name of the student's primary enrollment.	Alphanumeric, 60 characters	school.name	System Administration > Resources > School > School Detail > Name
School Code	The school code of the student's most current primary enrollment.	Numeric, 6 characters	school.number	System Administration > Resources > School > School Detail > State School Number
Race Ethnicity	The student's race/ethnicity. Report values are based on selections made in the Federal Race/Ethnicity	Alphanumeric, 1 character	Identity.raceEthnicity	Census > People > Demographics > Person Information > State Primary Race

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Element	Description	Type, Format and Length	Campus Database	Campus Application
	<p>wizard. The Standard Code from the following Race Ethnicity Codes table reports.</p>			
Gender	<p>The student's gender.</p> <p>Valid reporting options include:</p> <p style="padding-left: 40px;">M: Male</p> <p style="padding-left: 40px;">F: Female</p>	Alphanumeric, 1 character	Identity.gender	Census > People > Demographics > Person Information > Gender >

*NOTE the report generates the Standard Code

Race Ethnicity Codes

Code	Name	Standard Code
A	Asian or Pacific Islander	AS7
B	Black	BL7
C	Caucasian	WH7
H	Hispanic	HI7
I	Native American	AM7
M	Multiracial	MU7
P	Native Hawaiian or Other Pacific Islander	PI7

Special Ed Setting Codes

Code	Name	Standard Code
E1	Reg EC Prog >= 10 hrs wk/srvcs in Reg EC	REC09YOTHLOC
E2	Reg EC Prog >= 10 hrs wk/srvcs in Other Loc	REC10YOTHLOC
E3	Reg EC Prog <= 10 hrs wk/srvcs in Reg EC	REC09YSVCS
E4	Reg EC Prog <= 10 hrs wk/srvcs in Other Loc	REC10YSVCS
E5	SPED in Separate Class	SC
E6	SPED in Separate School	SS

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Code	Name	Standard Code
E7	SPED in Residential Facility	RF
E8	Home	H
E9	Service Provider Location	SPL
B9	Regular class 80-100%	RC80
B10	Regular class 40-79%	RC79TO40
B11	Regular class 0-39%	RC39
B12	Separate school	SS
B13	Residential Facility	RF
B14	Homebound/Hospital	HH
B15	Correctional facilities	CF
B16	Parentally placed in a private school	PPPS

Primary Disability Codes

Code	Name	Standard Code
ME	Intellectual Disability	MR
AH	Hearing Impairment/Deaf	HI
SL	Speech/Language Impairment	SLI
VH	Visual Impairment/Blind	VI
EH	Emotional Disturbance	EMN
OI	Orthopedic Impairment	OI
HI	Health Impairment	OHI

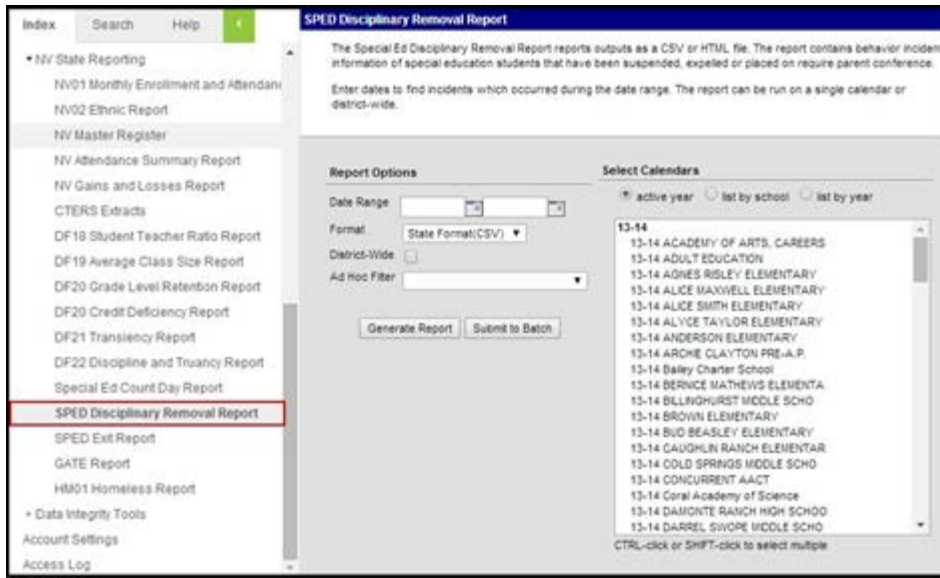
Code	Name	Standard Code
LD	Specific Learning Disability	SLD
DB	Deaf/Blind	DB
MU	Multiple Impairments	MD
AU	Autism Spectrum Disorder	AUT
TB	Traumatic Brain Injury	TBI
DD	Developmental Delay	DD

SpEd 8

Special Ed Disciplinary Removal Report

Campus Path: NV State Reporting > SPED Disciplinary Removal Report

The Special Ed Disciplinary Removal Report is a list of all disciplinary incidents involving Special Ed students that have been placed on in-school suspension, out-of-school suspension or have been expelled. This report and its associated elements are reported as designated by business requirements pertaining to the Individuals with Disabilities Education Act (IDEA). Specifically, the data elements in this report are used in relation to a District’s Educating Students with Disabilities: Local Plan.



Report Logic

Reports student/offender-centric data entered in the [Behavior Management](#) tool.

Reports all disciplinary incidents involving Special Ed students that have been placed on in-school suspension, out-of-school suspension or have been expelled.

Produces a list of students from a single calendar or from multiple calendars if data is required in a district-wide format.

If a Behavior Incident has more than one state resolution, the most severe resolution that corresponds to the incident reports.

If behavior incident data exists without a current student offender, the incident is not included on the report.

An expulsion and suspension tied to a single event are only reported once. Multiple student offenders can be reported from the same incident.

The report will sort by School Number, then Last Name, First Name and Middle Name. The report data can be filtered using an Ad Hoc filter.

Report Layout

Element	Description	Type, Format and Length	Campus Database	Campus Location
District Number	The District Number on the student's primary enrollment.	Numeric, 9 digits	District.number	System Administration > Resources > District Information > Number
District Name	The District Name on the student's primary enrollment.	Alphanumeric, 40 characters	District.name	System Administration > Resources > District Information > Name
State School Number	The school number on the student's primary enrollment.	Numeric, 7 digits	School.number	System Administration > Resources > School > Number
State School Name	The name of the school reporting the incident.	Alphanumeric, 40 characters	School.name	System Administration > Resources School > Name
SSID	State Assigned student ID.	Numeric, 10 digits	Person.stateID	Census > People > Demographics > Student State ID
Student ID Number	District-assigned student identification	Numeric	Person .studentNumber	Census > People > Demographics > Student Number

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Element	Description	Type, Format and Length	Campus Database	Campus Location
Student Last Name	The student's last name.	Alphanumeric	Identity.lastName	Census > People > Demographics > Last Name
Student First Name	The student's first name.	Alphanumeric	Identity.firstName	Census > People > Demographics > First Name
Student Middle Name	The student's middle name.	Alphanumeric	Identity.middleName	Census > People > Demographics > Middle Name
Student Date of Birth	The student's date of birth.	Date, 10 characters MM/DD/YYYY	Identity.birthdate	Census > People > Demographics > Birth Date
Disability	The primary disability of the student. The Standard Code for the Disability	Alphanumeric	Enrollment .disability1	Student Information > General > Enrollments > State Reporting > Primary
Ethnicity Code	The student's ethnicity.	Alphanumeric	Identity .raceEthnicity	Census > People > Demographics > Race Ethnicity
Gender	The student's gender.	Alphanumeric	Identity.gender	Census > People > Demographics > Gender

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Element	Description	Type, Format and Length	Campus Database	Campus Location
LEP Indicator	Indicates whether the student was assigned LEP	Alphanumeric, 1 character	LEP .programStatus LEP identifiedDate	Student Information > Program Participation > LEP
Type of Removal	<p>The type of removal.</p> <p>If the State Event Code is 11, 12, or 13 and the student was removed by Service Personnel (SP), this field reports REMDW.</p> <p>If the State Event Code is 11, 12, or 13</p>	Alphanumeric	BehaviorType .stateEventCode BehaviorResType e .stateResCode CustomBehavior Event.value	Behavior Management > Behavior Event > State Event Code Behavior Management > Behavior Resolution > Resolution Type
	<p>and the student was removed by a Hearing Official (HO), this field reports REMHO.</p> <p>All other scenarios report according to the State</p>			

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Element	Description	Type, Format and Length	Campus Database	Campus Location
Removal Start Date	The resolution start date.	Date, 10 characters MM/DD/YYYY	Behavior Resolution.Disc AssignDate	Behavior Management > Behavior Resolution > Start Date
Removal End Date	The resolution end date.	Date, 10 characters MM/DD/YYYY	BehaviorResolution.endDate	Behavior Management > Behavior Resolution > End Date
Duration	The number of days the student was removed. If the Duration	Numeric	BehaviorResolution.schoolDaysDuration	Behavior Management > Behavior Resolution > Duration in

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Element	Description	Type, Format and Length	Campus Database	Campus Location
	<p>instructional start time and last instructional end time instead.</p> <p>Days must be marked as Instructional to be included in the count.</p>			
Removal Start Time	The resolution start time.	Numeric	BehaviorResponse.timestamp	Behavior Management > Behavior Resolution > Start Time
Removal End Time	The resolution end time.	Numeric	BehaviorResponse.endTimeStamp	Behavior Management > Behavior Resolution > End Time
IAES-SP Removal Drugs	Indicates whether the student was removed due to drugs.	Alphanumeric, 1 character	BehaviorEvent.drugCode	Behavior Management > Behavior Event > Removal By,

Element	Description	Type, Format and Length	Campus Database	Campus Location
<p>IAES-SP Removal</p>	<p>Indicates whether a</p>	<p>Alphanumeric,</p>	<p>Behavior.weapon</p>	<p>Behavior</p>
<p>Weapons</p> <ul style="list-style-type: none"> Weapons <p>IAES-SP Removal SeriousBodilyInjury</p>	<p>weapon was present during the incident or involved in the incident leading to the removal. If the State Event Code is 11, 12, or 13, and Removal By = SP and the Weapon field is populated, this field reports W. All other scenarios report blank.</p> <p>Indicates whether a serious physical injury occurred to participants involved in the incident.</p> <p>If the State Event Code is 11, 12, or 13,</p>	<p>1 character,1 character,Alphanumeric,1 character</p>	<p>Behavior.weapon BehaviorDetail.Injury</p>	<p>Management</p> <p>> Behavior Event > Removal By, Weapon Weapon</p> <p>Behavior Management</p> <p>> Behavior Event >Removal By, Injury</p>

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Element	Description	Type, Format and Length	Campus Database	Campus Location
	<p>and Removal By = SP and the Injury field is 4- Serious Bodily Injury, this field reports SBI. All other scenarios report blank.</p>			

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Element	Description	Type, Format and Length	Campus Database	Campus Location
Expulsion	Indicates whether the resolution was an expulsion. If the State Resolution Code = E, SERVPROV re p or ts. If St	Alphanumeric, 1 character	BehaviorResType e .stateResCode	Behavior Management > Behavior Resolution > AIA Services
Restraint Conclusion	The response type tied to the incident.			Behavior Management > Behavior Response > Type

State Event Codes

Code	Description
1	Violence to Other Students
2	Violence to School Staff

Code	Description
3	Possession of Weapons
4	Sales/Distribution of Controlled Substances
5	Possession or Use of Controlled Substances
6	Possession or Use of Alcoholic Beverage
8	Habitual Truancy Referral to Law Enforcement
9	Habitual Truancy Referral to Attendance Board
10	Removal from/Reassignment to Different Classroom
11	SPED Student Removed to IAES for Weapons
12	SPED Student Removed to IAES for Likely to Injure
13	SPED Student Removed to IAES for Drugs
14	Habitual Disciplinary Problem
15	Bullying
16	Cyber-Bullying

State Resolution Codes

Code	Description
E	Expulsion W/ Services
EWO	Expulsion W/Out Services
IS	In-School Suspension
OS	Out-of-School Suspension

SpEd 9

Special Ed Exit Report

Campus Path: NV State Reporting > SPED Exit Report

The Special Ed Exit Report is a list of students that were in special education at the beginning of the reporting period but not in special education at the end of the reporting period.

Report Logic

- The report can be run against a district’s active year as well as any prior year.
- The report can be run in District Edition or State Edition.
- All instances of students that have exited special education based on their Special Ed Exit Date and Special Ed Exit Reason report.
 - Report pulls enrollments with Service Type = P or N.
 - Student must have a Special Ed Exit Date within the Date Range of the extract editor. Student must be at least 14 years of age as of the Special Ed Exit Date.
 - Student must be enrolled on or prior to the first instructional day of the calendar.
- The report will sort by School Number, then by Last Name, First Name, and Middle Name.
- When the District-Wide checkbox is marked, the report includes dates from July 1st to June 30th of the selected School Year.

Report Layout

Element	Description	Type, Format and Length	Campus Database	Campus Location
District Number	The District Number on the student's primary enrollment.	Numeric, 9 digits	District.number	System Administration > Resources > District Information > Number
District Name	The District Name on the student's primary enrollment.	Alphanumeric, 40 characters	District.name	System Administration > Resources > District Information > Name

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Element	Description	Type, Format and Length	Campus Database	Campus Locatio
School Number	The school number on the student's primary enrollment.	Numeric, 7 digits	School.number	System Administration > Resources > School > Number
School Name	The school name of the student's primary	Alphanumeric, 60 characters	School.name	System Administration > Resources > School > School Detail
SSID	State Assigned student ID.	Numeric, 10 digits	Person.statelD	Census > People > Demographics > Student
StudentIDNumber	District-assigned student identification number.	Numeric, 7 digits	Person .studentNumber	Census > People > Demographics > Student
Last Name	The student's last name.	Alphanumeric	Identity.lastName	Census > People > Demographics > Last
First Name	The student's first name.	Alphanumeric	Identity.firstName	Census > People > Demographics
Middle Name	The student's middle name.	Alphanumeric	Identity.middleName	Census > People > Demographics

Nevada Department of Education

Element	Description	Type, Format and Length	Campus Database	Campus Locatio
Disability	The student's primary disability.	Alphanumeric, 2 characters	Enrollment.disability1	Student Information > General > Enrollments > Special Ed > Primary
Age	The student's age as of the Count Date on the editor.	Numeric, 2 digits	N/A	Census > People > Demographics > Birth Date Student Information > General >
DOB	The student's date of birth.	Date, 10 characters MM/DD/YYYY	Identity.birthdate	Census > People > Demographics > Birth Date
BasisofExit	The student's Special Ed exit reason. The Standard	Alphanumeric, 1 character	Enrollment.spedExitReason	Student Information > General > Enrollments > Special Ed > Exit Reason
Special Ed Exit Date	The date the student exited Special Ed services.	Date, 10 characters MM/DD/YYYY	Enrollment.spedExitDate	Student Information > General > Enrollments > Special Ed > Special Ed Exit Date

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Element	Description	Type, Format and Length	Campus Database	Campus Locatio
Enrollme nt End Status	The end status of the student's enrollment.	Alphanumeric	Enrollm ent. endStat us	Student Information > General > Enrollments > End Status
Enrollmen t End Date	The end date of the student's enrollment.	Alphanumeric	Enroll ment. endD ate	Student Information > General > Enrollments > End Date
Gender	The student's gender.	Alphanumeric, 1 character	Identit y.gen der	Census > People > Demographi cs > Gender
LEPIndicator	Indicates whether the student was assigned	Alphanumeric, 4 characters	LEP. programStatus LEP. identifiedDate	Student Information > Program Participation > LEP

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Element	Description	Type, Format and Length	Campus Database	Campus Locatio
EthnicityCode	The student's ethnicity. The Standard Code from the following Race Ethnicity Codes table reports.	Alphanumeric, 3 characters	Identity.raceEthnicity	Census > People > Demographics > Race Ethnicity
StateSchoolNumber	Unique identifier assigned to the reporting school.	Alphanumeric ,5 characters	School.number	System Administration > Resources > School

Special Ed Exit Reasons

Code	Definition	Standard Code	SPED Exit Code Mapping	Mapped Definition
B18	Standard Diploma	GHS	B	GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA
B19	Advanced Diploma	GHS	B	GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA
B21	Adjusted Diploma	RC	C	RECEIVED A CERTIFICATE
B23	Advanced Honors Diploma	GHS	B	GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA
B52	Dropped Out	DROPOUT	G	DROPPED OUT
D24	Transferred to Regular Education	TRAN	A	TRANSFERR ED TO REGULAR EDUCATION
D40	Moved known to be continuing	MKC	F	MOVED, KNOWN TO BE CONTINUING
D41	Moved not known to be continuing	DROPOUT	G	DROPP ED OUT
D43	Reached Max Age	RMA	D	REACHED MAXIMUM AGE

Code	Definition	Standard Code	SPED Exit Code Mapping	Mapped Definition
EB1	Died	D	E	DIED
D25	Parent Refused Services	TRAN	A	TRANSFERRED TO REGULAR EDUCATION

Primary Disability Codes

Code	Name	Standard Code
ME	Intellectual Disability	MR
AH	Hearing Impairment/Deaf	HI
SL	Speech/Language Impairment	SLI
VH	Visual Impairment/Blind	VI
EH	Emotional Disturbance	EMN
OI	Orthopedic Impairment	OI
HI	Health Impairment	OHI
LD	Specific Learning Disability	SLD
DB	Deaf/Blind	DB
MU	Multiple Impairments	MD
AU	Autism Spectrum Disorder	AUT
TB	Traumatic Brain Injury	TBI
DD	Developmental Delay	DD

Race Ethnicity Codes

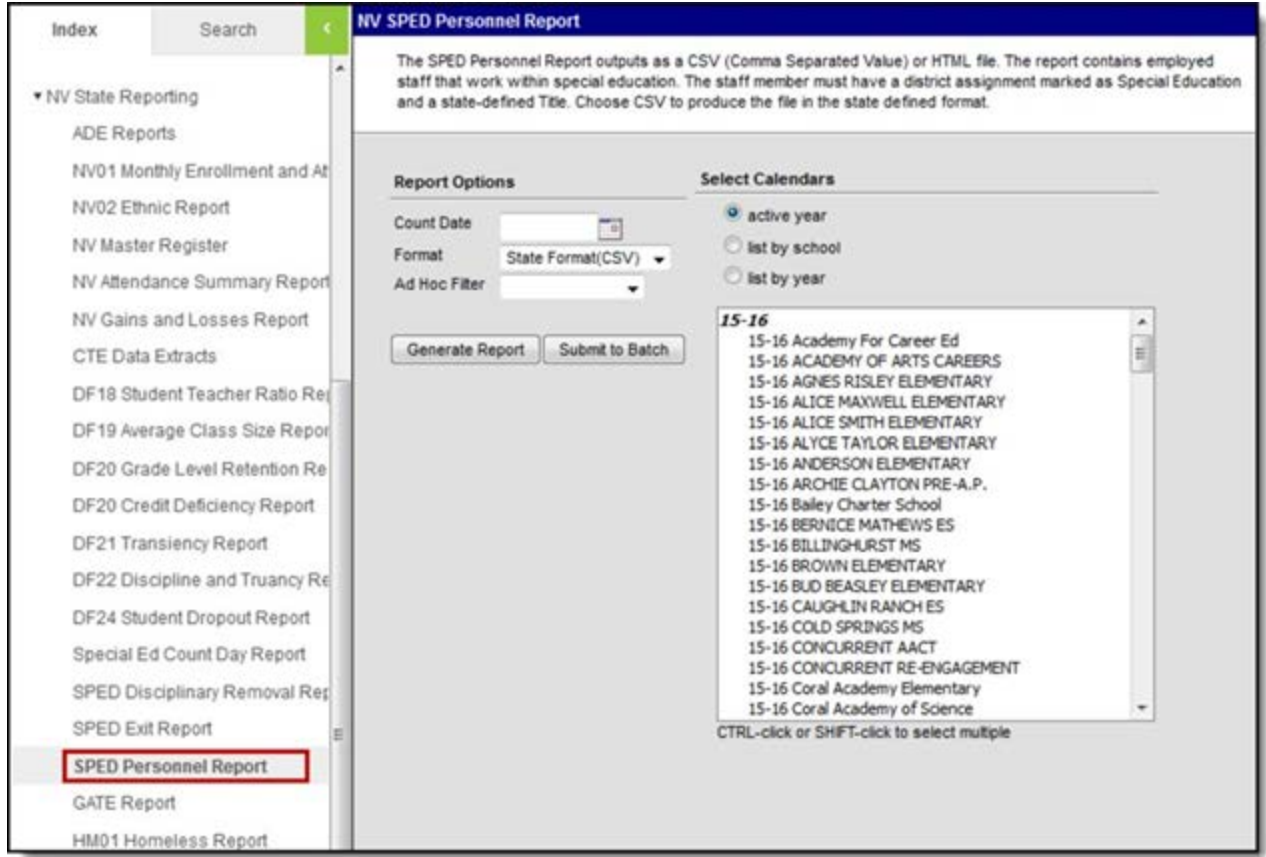
Code	Name	Standard Code
A	Asian or Pacific Islander	AS7
B	Black	BL7
C	Caucasian	WH7
H	Hispanic	HI7
I	Native American	AM7
M	Multiracial	MU7
P	Native Hawaiian or Other Pacific Islander	PI7

SpEd 10

Special Ed Personnel Report

Campus Path: NV State Reporting > SPED Personnel Report

The SPED Personnel Report provides the number of full-time equivalent (FTE) special education teachers, Paraprofessionals and related services personnel employed or contracted to work with children with disabilities (IDEA) who are ages 3 through 21.



Report Logic

Reports staff members with a District Assignment (Census > People > District Assignment) that meets the following requirements. The District Assignment must

- be active on the Count Date,
- have the Special Ed checkbox selected, and
- have one of the following Titles: PARAPROFESSIONAL, TEACHER, PSYCH, SOCIALWORK, OCCTHERAP, AUDIO, PEANDREC, PHYSTHERAP, SPEECHPATH, INTERPRET, COUNSELOR, ORIENTMOBIL, or MEDNURSE.

***NOTE:** these codes need to be added to the Standard Code in the Attribute Dictionary

>EmploymentAssignment >Title

Report Layout

Element	Logic	Campus Database	Campus Location
Number	The District number.	District.number	System Administrati > Resource > District Information Number
Name	The District name.	District.name	System Administrati > Resource > District Information Name
Person ID	The unique identifier assigned to the person.	Person.personID	Census > People > Demographi > Person ID
Last Name	The staff member's last name.	Identity.lastName	Census > People > Demographi > Person Information Last Name
First Name	The staff member's first name.	Identity.firstName	Census > People > Demographi > Person Information First Name
License Number	The staff member's license number.	Employment. licenseNumber	Census > People > District Employment LicenseNumber

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Element	Logic	Campus Database	Campus Location
Start Date	The Start Date of the staff member's District Assignment.	EmploymentAssignment.startDate	Census > People > District Assignment Start Date
End Date	The End Date of the staff member's District Assignment.	EmploymentAssignment.endDate	Census > People > District Assignment End Date
Sped Age Group	The SPED Age Group associated with the staff member's district assignment. Valid Values	EmploymentAssignment.spedAgeGroup	Census > People > District Assignment SPED Age Group
Title	The Title of the staff member's District Assignment. Valid Values T E A C H E R P A R A P R	EmploymentAssignment.title	Census > People > District Assignment Title

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Element	Logic	Campus Database	Campus Location
HighlyQualified	Indicates whether a staff member is Highly Qualified or Highly Certified. See Appendix 1 Qualification Codes	EmploymentAssignment.highlyQualified	Census > People > District Assignment HighlyQualified, Ti
FTE	Indicates the FTE for the staff member's District Assignment	EmploymentAssignment.fte	Census > People > District Assignment FTE
Gender	The staff members gender. Male = M Female = F	Identity.gender	Census > People > Demographi > Gender
Race Ethnicity	Indicates the staff member's Race Ethnicity. If the Race/Ethnicity field is null, this field reports blank.	Identity.stateRace	Census > People > Race/Ethnic

Appendix 1 Qualification Codes

HQ Code	Title	Reports
HQ	PARAPROFESSIONAL	Q
NQ or NULL	PARAPROFESSIONAL	NQ
HQ	TEACHER	HQ
NQ or NULL	TEACHER	NQ
HQ	PSYCH, SOCIALWORK, OCCTHERAP, AUDIO, PEANDREC, PHYSTHERAP, SPEECHPATH, INTERPRET, COUNSELOR, ORIENTMOBIL, MEDNURSE	FC
NQ or NULL	PSYCH, SOCIALWORK, OCCTHERAP, AUDIO, PEANDREC, PHYSTHERAP, SPEECHPATH, INTERPRET, COUNSELOR, ORIENTMOBIL, MEDNURSE	NFC

Guidance

This section contains guidance for submitting this file in the format of questions and answers.

How are data reported by FTE?

Report the FTE on only the percentage of time the special education teachers work specifically with children with disabilities (IDEA) receiving special education and related services. When reporting the SEA or LEA data, the data are rounded to the hundredth decimal place. For example, a special education teacher who works specifically with children with disabilities for 3 hours per day of a 6-hour school day is counted as 0.50 FTE. A special education teacher who works 4 hours per day of a 6-hour school day is counted as 0.67 FTE. As another example, if an LEA has two special education teachers who each work with children with disabilities for 4 hours per day of a 6-hour school day, the LEA would report 1.33 FTE (rounding 1.334 to the nearest hundredth decimal place).

How are teacher FTE reported by qualification status (teacher)?

FTE is reported as either highly qualified or not highly qualified. Report teachers as highly qualified based on whether they meet state standards for the position.

Each state has a standard based on the definition of highly qualified in 20 U.S.C. §1401 (10).

A state may have separate criteria for classifying special education teachers as highly qualified when the teachers do not have responsibility for teaching core academic subjects.

If teachers who work with children ages 3 through 5 are not included in the state's definition of highly qualified, then report them as highly qualified if they either:

- Hold appropriate state certification or licensure for the position held.
- Hold positions for which no state requirements exist (i.e., no certification or licensure requirements).

Report teachers who do not meet the standards for highly qualified (as listed above) for the position in which they are employed as not highly qualified.

What if teachers serve both children?

(With disabilities (IDEA) and students without disabilities under IDEA)

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

Which paraprofessionals should be reported in this file?

Include the FTE of all paraprofessionals employed or contracted 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 in this file?

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 data reported by FTE?

Report the FTE on only the percentage of time the special education paraprofessionals work specifically with children with disabilities (IDEA) receiving special education and related services. When reporting the SEA or LEA data, the data are rounded to

the hundredth decimal place. For example, a paraprofessional who works 3 hours per day of a 6-hour school day is counted as 0.50 FTE. A paraprofessional works 4 hours per day of a 6-hour school day, is counted as 0.67 FTE. As another example, if an LEA has two paraprofessionals who each work 4 hours per day of a 6-hour school day, the LEA would report 1.33 FTE (rounding the 1.334 to the nearest hundredth decimal place).

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

Which staff should be reported in this file?

Report the related services personnel types listed in section 2.1. 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 in this file?

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.

Does this file include all special education staff?

The data are not a comprehensive count of all types of personnel who provide services to children with disabilities (IDEA). Report only those related services personnel types listed in section 2.1.

How are data reported by FTE?

Report the FTE on only the percentage of time the related services personnel work specifically with children with disabilities (IDEA) receiving special education and related services. When reporting the SEA or LEA data, the data are rounded to the hundredth decimal place. For example, a speech and language pathologist who works 3 hours per day of a 6-hour school day is counted as 0.50 FTE. An orientation and mobility specialist works 4 hours per day of a 6-hour school day, is counted as 0.67 FTE. As another example, if an LEA has two audiologists who each work 4 hours per day of a 6-hour school day, the LEA would report 1.33 FTE (rounding the 1.334 to the nearest hundredth decimal place).

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 their FTE that the related services personnel works 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).¹

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.

These "not fully certified" individuals may be personnel employed on an emergency, provisional, or other basis (e.g. long term substitutes) if they do 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.

1.2 Definitions

What is a special education teacher?

Special education teachers are teachers contracted or employed to provide special education to children with disabilities (IDEA).

Who are paraprofessionals?

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
- (7) provide instructional support services under the direct supervision of a teacher.²

Types of Related Services

The following are types of related services personnel categories that are the permitted values for “

1. Audiologists (AUDIO) - provide the following services to children with disabilities:
 - Identification of children 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 children, parents, and teachers regarding hearing loss; and
 - Determination of the children’s needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.
2. Speech-language pathologists (SPEECHPATH) - provide the following services to children with disabilities:
 - Identification of children 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;

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- Provision of speech and language services for the habilitation or prevention of communicative impairments; and
- Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

Note – This does not include speech teachers who are reported in C070 Special Education Teachers or C112 Special Education Paraprofessionals.

3. Interpreters (INTERPRET) - provide services to children who are deaf or hard of hearing, including:

- Oral transliteration services;
- Cued language transliteration services; and
- Sign language interpreting services.

4. Psychologists (PSYCH) - provide the following services to children with disabilities or in evaluations for special education eligibility:

- 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 children as indicated by psychological tests, interviews, direct observations, and behavioral evaluations;
- Planning and managing a program of psychological services, including psychological counseling for children and parents; and
- Assisting in developing positive behavioral intervention strategies.

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.

5. Occupational therapists (OCCTHERAP) - provide the following services to children with disabilities:

- 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; and
- Preventing, through early intervention, initial or further impairment or loss of function.

6. Physical therapists (PHYSTHERAP) - provide the following services to children with disabilities:

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- Screening, evaluation, and assessment of children 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; and
 - Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.
7. Physical education teachers and recreation and therapeutic recreation specialists (PEANDREC) – provide the following services to children with disabilities:
- Special physical education, adaptive physical education, movement education, or motor development to children and youth with disabilities; and/or
 - Assessment of leisure function;
 - Therapeutic recreation services;
 - Recreation programs in schools and community agencies; and
 - Leisure education.
8. Social workers (SOCIALWORK) - provide the following services to children with disabilities:
- Preparing a social or developmental history on a child with a disability;
 - Group and individual counseling with the child and family;
 - 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;
 - Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
 - Assisting in developing positive behavioral intervention strategies.
9. Medical/Nursing service staff (MEDNURSE) – personnel who provide medical and nursing services including:
- Medical services³ 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.
 - 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).
10. Counselors and rehabilitation counselors (COUNSELOR) – provide the following services to children with disabilities:
- 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.

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- 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.
- Vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended. •

11. Orientation and mobility specialists (ORIENTMOBIL) – personnel who provide orientation and mobility services including:

- 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
- Teaching students the following, as appropriate:
- 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);
- 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;
- To understand and use remaining vision and distance low vision aids; and
- Other concepts, techniques, and tools.

Also see the ED Facts Workbook (<http://www2.ed.gov/about/inits/ed/edfacts/index.html>) for the standard definitions.