



# **2022-23 End of Year Special Education Reporting Reference Guide**

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# 2022-23 End of Year Special Education Reference Guide

- The purpose of this guide is to assist with year-end verification and certification of 2022-23 New York State Special Education reporting requirements
- Data that populates these reports come directly from what is reported in SIRS, specifically the End of Year Snapshot and Special Ed. Events which are extracted from your special education system (Frontline IEP or ClearTrack)
- Student must have an Enrollment record with enrollment beginning date on or before snapshot date and no ending date or an ending date after the snapshot date
- Although Special Education Verification Reports (VR) for year-end data have certification dates in August and September, **demographic, enrollment, and program service data for all students must be submitted by August 3, 2023 for VRs 13, 15, & 16 and August 17, 2023 for VRs 11, 12, & 14**
- Verification and certification of year-end special education data is done through the PD System

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## PD System

- PD System is part of the NYSED Business Portal:  
<http://portal.nysed.gov/portal/page/portal/PortalApp>
- In order to access the PD system, users must have a State Education Department Delegated Account System (SEDDAS) username and password
- **Data in the PD System now refreshed twice weekly on Mondays and Wednesdays**
- Superintendents and Charter School Leaders need to set up Delegated/Entitlement Administrator (DA/EA) accounts for Special Education Directors and staff in order for these staff members to access the PD system and submit data
- For the PD Data System, the entitlement is “PD System” and there are up to two specific level of access:
  - **PD Contact**: This delegation allows the user full access within the PD Data System. This user can see all data, drill down to student level data, enter data and certify reports within the system
  - **CIO**: This delegation allows read only access to all forms within the PD Data System. This user can view all data and drill down for student level data. They cannot enter data or certify reports

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***To view/certify the Special Education Verification Reports you must:***

- Click on 2022–23 school year on the menu bar or use the dashboard to navigate to a specific report
- Select “End of the Year Verification Reports” or click on the individual report through the dashboard
- Review each report and read the heading instructions on the link in the top of each report that describes the criteria for students to be included in the report
- Review the list of included students and the list of excluded students for the corresponding verification report to determine if all eligible students are included and the information submitted for included and excluded students is complete and accurate
- If changes are needed, revise your student management systems and /or Special Education system. Reload corrected data into Level 0
- The certification buttons are on the top right of each verification report. The accurate certification button option is available from the date of the first refresh for districts to be able to certify their data as complete and accurate early.

## Certification and Due Dates At-A-Glance for the 2022-2023 School Year

| These forms are entered directly into the PD Data System <sup>[1]</sup>   | Due By   |
|---|--|
| PD6: Personnel Form   | February 1, 2023   |
| PD8: Suspension Data  | August 21, 2023  |
| This form is sent directly to your Local Education Agency <sup>[1]</sup>  | Due By   |
| SEDCAR 1: Request for §4410(b) Vendor Funding   | November 25, 2022<br>or subsequent date<br>established by the district |
| These data are populated from SIRS and are certified in the PD Data System <sup>[1]</sup>   | Date Data Must Be<br>Certified By                                      |
| VR1: Preschool Child Count Report by Race/Ethnicity   | January 16, 2023   |
| VR2: School Age Child Count by Age and Disability   | January 16, 2023   |
| VR3: School Age Students by Disability and Race/Ethnicity   | January 16, 2023   |
| VR4: Preschool LRE Setting Report   | January 16, 2023   |
| VR5: School Age LRE Setting Report  | January 16, 2023   |
| VR6: District Report of Preschool Students by Primary Service Provider  | January 16, 2023   |
| VR7: Provider Report of Preschool Students <sup>[2]</sup>   | **   |
| VR8: District Report of School Age Students by Building Where Enrolled  | January 16, 2023   |
| VR9: Provider Report of School Age Students <sup>[2]</sup>  | **   |
| VR10: Report of Students With Disabilities Exiting Special Education <sup>[2]</sup>   | **   |
| VR11: Notification to School District of Compliance Rate on SPP #11 <sup>[3]</sup>  | <b>September 18, 2023<sup>[4]</sup></b>                                |
| VR12: Notification to School District of Compliance Rate on SPP #12 <sup>[3]</sup>  | <b>September 18, 2023<sup>[4]</sup></b>                                |
| VR13: Preschool Children Provided Programs and Services during the 2022-23<br>School Year   | August 7, 2023   |
| VR14: District Report of Parentally Placed Students in Religious and<br>Independent ( <i>Nonpublic</i> ) Schools Who Were Evaluated   | <b>September 18, 2023<sup>[4]</sup></b>                                |
| VR15: Preschool Outcomes Report <sup>[3]</sup>  | August 7, 2023   |
| VR16: Students Receiving Coordinated Early Intervening Services   | August 7, 2023   |
| These forms notify districts regarding significant discrepancy,<br>disproportionality, and significant disproportionality   | Available in PD<br>On or Before  |
| NR4A, NR4B, NR SD-Suspension  | November 18, 2022  |
| NR9, NR10, NR SD-Identification, NR SD-Disability Category, NR SD-Placement   | March 24, 2023   |
| <b>The SR checklists (SR4, SRS, SR9, SR10 and SR13) have been changed from a self-review to a SEQA review. SEQA will work directly with districts to verify compliance.</b> |  |

<sup>1</sup> For further information on any of the forms or data in the above table, please visit IRS Special Education's data collection requirements page located at: <http://www.p12.nysed.gov/sedcar/data.htm>

<sup>2</sup> The VR7 and VR9 are provider reports that do not require certification. The VR10 is informational and does not require certification. Districts should use the VR10 to understand how graduation and dropout rates are calculated for the Special Education Data posted at <https://data.nysed.gov/lists.php?type=district>

<sup>3</sup> See the schedule of submission to find the school year in which your district is required to submit data for these indicators: <http://www.p12.nysed.gov/sedcar/spps/schedule2017-2025.html>

<sup>4</sup> **Please note for all due dates in red:** Enrollment, demographic, assessment (including COSF), Special Education Snapshot (EOY) and disability program service records for those students who are potential submission records for the VR 11-16 reports must be migrated to the Level 2 Student Data Repository no later than **August 18, 2023**. Data is to be reviewed in the PD data system using the 'List of Potential Student Records' to determine that all students eligible to be included in these reports are included with accurate information. The L2 data repository **will be frozen after August 18, 2023**. No new data or changes to data will be allowed for enrollment, demographic, assessment, special education snapshot and disability program service records after this date.

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*The following end of year VR Reports need to be certified in the PD System:*

## Deadline to Certify – August 7, 2023

- **[VR13](#)**: Preschool Children Provided Programs and Services during 2022-23 School Year – **All Districts** – **Requires submission of Year End Snapshot Extract**
- **[VR15](#)**: Preschool Outcomes Report (SPP Indicator #7) – **Only those districts that are required to report Federal Indicator 7 in 2022-23** – **Requires submission of Assessment Fact Extract**
- **[VR16](#)**: Students Receiving Coordinated Early Intervening Services (CEIS) or Comprehensive Coordinated Early Intervening Services (CCEIS) - **A list of districts required to certify VR 16 will be released soon**

## Deadline to certify – September 18, 2023

### Deadline to load Special Ed. Events to Level 0 – Thursday, September 14, 2023

### Deadline to load Demographic, Enrollment, and Program Data to Level 0 – Thursday, August 17, 2023

- **[VR11](#)**: Notification to School District of Compliance Rate on SPP Indicator #11 - **Only those districts that are required to report Federal Indicator 11 in 2022-23** – **Requires submission of Special Ed Events Extract**
- **[VR12](#)**: Notification to School District of Compliance Rate on SPP Indicator #12 - **Only those districts that are required to report Federal Indicator 12 in 2022-23** – **Requires submission of Special Ed Events Extract**
- **[VR14](#)**: District Report of Parentally Placed Students in Nonpublic School Who Were Evaluated – **All Districts** - **Requires submission of Special Ed Events Extract**

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*VR 13: PD Certification Deadline – Aug. 7<sup>th</sup>*



## Verification Report 13 Report of Preschool Special Education Programs and Services Provided any Time During the 2021-22 School Year (July 1, 2021 - June 30, 2022)

### Description of Report

This is a report of preschool children with disabilities for whom the school district has Committee on Preschool Special Education (CPSE) responsibility and who were provided preschool special education services for any length of time during the 2021-22 school year. This includes children who received preschool special education services in July and August of 2021 prior to becoming school age students in September 2021. Students with the following records are **included** in this report:

- Enrollment record with reason for beginning enrollment code 0011 or 5905; **and**
- Building of Enrollment code is a valid code in SEDREF; **and**
- Age as of October 6, 2021 is 2 or 3 or 4 or 5; **and**
- A disability Programs Fact record with code 5786 (preschool student with a disability) with a beginning and ending date that overlaps with an enrollment date; **and**
- A Special Education Snapshot record with all of the following data elements:
  - Primary Service Code (see [Primary Service codes and descriptions](#))
  - Primary Service Provider
  - Snapshot Date of July 1, 2021

This report includes a listing of students who are **included** in the report, which are those students that meet the above criteria and a listing of students who are **excluded** from the report, which are those students that meet some of the above criteria but not all (including students with some missing records). School districts should use these lists to verify the accuracy of data submitted for each student. The reports with aggregate numbers provide the results the State will use in all Statewide and district level aggregations for reporting and analysis.

To go to the VR13 template click one of the following links: [html](#) | [pdf](#)  | [word](#) 

To view the VR13 please log into the [PD Data System](#) and select VR13 under the school year, then End of Year Reports.

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**VR 13: PD Certification Deadline – Aug. 7<sup>th</sup>**

To view the description of the report including SIRS codes please [click here](#).

| Line Number | Program/Services   | A                         | B     | E     | D     | E   | G   |
|-------------|--|---------------------------|-------|-------|-------|---|---|
|             |  | Age as of October 7, 2020 |       |       |       | Total<br>Ages 2-5<br>2019-20<br>School Year | Total<br>Ages 2-5<br>2020-21<br>School Year |
|             |  | Age 2                     | Age 3 | Age 4 | Age 5 |   |   |
| 01          | Related Services Only  |                           |       |       |       |   |   |
| 02          | Special Education Itinerant Teacher (SEIT) Services Only   |                           |       |       |       |   |   |
| 03          | Related Services and SEIT Services   |                           |       |       |       |   |   |
| 04          | Half-Day (2.5 hours or less) Special Class Program in Integrated Setting <sup>1</sup>                  |                           |       |       |       |   |   |
| 05          | Half-Day (2.5 hours or less) Special Class Program in Segregated Setting <sup>2</sup>                  |                           |       |       |       |   |   |
| 06          | Full-Day (more than 2.5 hours, up to 3 hours) Special Class Program in Integrated Setting <sup>1</sup> |                           |       |       |       |   |   |
| 07          | Full-Day (more than 2.5, up to 3 hours) Special Class Program in Segregated Setting <sup>2</sup>       |                           |       |       |       |   |   |
| 08          | Full-Day (more than 3 hours, up to 4 hours) Special Class Program in Integrated Setting <sup>1</sup>   |                           |       |       |       |   |   |
| 09          | Full-Day (more than 3 hours, up to 4 hours) Special Class Program in Segregated Setting <sup>2</sup>   |                           |       |       |       |   |   |
| 10          | Full-Day (more than 4 hours) Special Class Program in Integrated Setting <sup>1</sup>                  |                           |       |       |       |   |   |
| 11          | Full-Day (more than 4 hours) Special Class Program in Segregated Setting <sup>2</sup>                  |                           |       |       |       |   |   |
| 12          | Residential Program  |                           |       |       |       |   |   |
| 13          | <b>Total</b>   |                           |       |       |       |   |   |

<sup>1</sup>Integrated Setting - The *classroom*, in which services are provided, includes both students with disabilities and children who do not have disabilities.

<sup>2</sup>Segregated Setting - The *classroom*, in which services are provided, includes students with disabilities only.



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*VR 15: PD Certification Deadline – Aug. 7<sup>th</sup>*

## Verification Report 15 Preschool Outcomes Report for 2021-22 School Year

**(Children who received preschool special education services for at least six months, and left preschool special education sometime during the 2021-22 school year)**

This report displays your school district's data on the functional level of preschool children on the Early Childhood Outcomes Summary Form (COSF) in the three early childhood outcome areas upon initial evaluation for preschool special education services and upon exit from preschool special education. Children's functional level is reported for children who received at least six months of preschool special education before leaving preschool special education sometime during the 2021-22 school year (July 1, 2021 to June 30, 2022). The early childhood outcome areas are: positive social emotional skills; acquisition of knowledge and skills; and use of appropriate behaviors to meet their needs. The data elements that are displayed in this report were submitted to the repository using the State Assessment Fact template. The COSF was defined as a test group and the three early childhood outcome areas were defined as subjects. Each child received a rating from Level 1 to 7 on the COSF in each early childhood outcome area at entry into preschool special education and at exit from preschool special education. Also, at exit, the answer to the question, did the child learn at least one new skill since entering preschool special education was answered and a yes or no was recorded for each early childhood outcome area. In Tables 1-3, the numbers of children are displayed in the cells according to their functional level upon entering preschool and their functional level upon exit from preschool. The answer to the question determines in which cell a child is reported if the child's level remained at Level 1 or declined to a lower level upon exit compared to entry. In Table 4, preschool children are summarized according to the amount of progress they make between entry in and exit from preschool special education. Also, below Table 4, two summary statements are provided for your information. These summary statements will be used to set State targets and to determine school districts performance against State targets. In addition to the Assessment Fact template, the following templates (or tables) are also used: Student\_Lite (Student Demographics); and School\_Enroll (Enrollment). Students with the following records are **included** in this report:

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## Enrollment Records:



- Enrollment record between July 1, 2021 and June 30, 2022 with reason for beginning enrollment code 0011 or 5905; **and**
- Building of Enrollment code is a valid code in SEDREF; **and**

## Assessment Scores on the following Assessment Measure Standard Descriptions:

- COSF: Entry Level Social Emotional; **and**
- COSF: Exit Level Social Emotional ; **and**
- COSF: Progress Social Emotional\*; **and**
- COSF: Entry Level Knowledge and Skills; **and**
- COSF: Exit Level Knowledge and Skills; **and**
- COSF: Progress Knowledge and Skills\*; **and**
- COSF: Entry Level Behaviors; **and**
- COSF: Exit Level Behaviors; **and**
- COSF: Progress Behaviors\*

\*COSF Progress in any subject area is reported only if Assessment Score at entry and exit is 1 or if Assessment Score at Exit is lower than at Entry (for Assessment Scores less than 6 at exit).

This report includes a listing of students who are **included** in the report, which are those students that meet the above criteria and a listing of students who are **excluded** from the report, which are those students that meet some of the above criteria but not all (including students with some missing records). School districts should use these lists to verify the accuracy of data submitted for each student. The reports with aggregate numbers provide the results the State will use in all Statewide and district level aggregations for reporting and analysis.

To go to the VR15 template click one of the following links: [html](#) | [pdf](#)  | [word](#) 

To view the VR15 please log into the [PD Data System](#) and select VR15 under the school year, then End of Year Reports.

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**VR 15: PD Certification Deadline – Aug. 7<sup>th</sup>**

In Tables 1-3 below, the cell that represents the intersection of child's Assessment Score (Performance on Rating Scale) at entry and exit on the Child Outcomes Summary Form contains a letter indicating the progress category (A-E) in which the student is reported in Table 4 below. The no and yes next to the letters in Tables 1-3 indicate the response to the question, did the child learn at least one new skill between entry and exit from preschool special education? For example, if a child has an Assessment Score (Performance on Rating Scale) of level 3 at entry and a level 2 at exit, but the answer to the question, did the child learn at least one new skill is a yes, the child is reported in progress category B in Table 4 below. These tables were constructed based on a calculator posted at the National Early Childhood Technical Assistance Center website at:

<http://www.fpg.unc.edu/~eco/pages/outcomes.cfm#CalculatingProgress>.

**Table 1: Positive Social Emotional Skills**

|  | Performance on Rating Scale | What was the Child's Functional Rating on Child Outcomes Summary Form at Exit from Preschool Special Education? |         |         |         |         |   |   |
|--|-----------------------------|---|---------|---------|---------|---------|---|---|
|  |                             | 1   | 2       | 3       | 4       | 5       | 6 | 7 |
|  |                             | A (no)<br>B (yes)   | C       | C       | C       | C       | D | D |
| What was the Child's Functional Rating on Child Outcomes Summary Form at Entry into Preschool Special Education? | 1                           | A (no)  | C       | C       | C       | C       | D | D |
|  |                             | B (yes)   |         |         |         |         |   |   |
|  | 2                           | A (no)  | B       | C       | C       | C       | D | D |
|  |                             | B (yes)   |         |         |         |         |   |   |
|  | 3                           | A (no)  | A (no)  | B       | C       | C       | D | D |
|  |                             | B (yes)   | B (yes) |         |         |         |   |   |
|  | 4                           | A (no)  | A (no)  | A (no)  | B       | C       | D | D |
|  |                             | B (yes)   | B (yes) | B (yes) |         |         |   |   |
|  | 5                           | A (no)  | A (no)  | A (no)  | A (no)  | B       | D | D |
|  |                             | B (yes)   | B (yes) | B (yes) | B (yes) |         |   |   |
|  | 6                           | A (no)  | A (no)  | A (no)  | A (no)  | A (no)  | E | E |
|  |                             | B (yes)   | B (yes) | B (yes) | B (yes) | B (yes) |   |   |
|  | 7                           | A (no)  | A (no)  | A (no)  | A (no)  | A (no)  | E | E |
|  |                             | B (yes)   | B (yes) | B (yes) | B (yes) | B (yes) |   |   |

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| Table 2: Acquisition of Knowledge and Skills   |                             |   |         |         |         |         |   |   |
|--|-----------------------------|---|---------|---------|---------|---------|---|---|
|  | Performance on Rating Scale | What was the Child's Functional Rating on Child Outcomes Summary Form at Exit from Preschool Special Education? |         |         |         |         |   |   |
|  |                             | 1   | 2       | 3       | 4       | 5       | 6 | 7 |
| What was the Child's Functional Rating on Child Outcomes Summary Form at Entry into Preschool Special Education? | 1                           | A (no)  | C       | C       | C       | C       | D | D |
|  |                             | B (yes)   |         |         |         |         |   |   |
|  | 2                           | A (no)  | B       | C       | C       | C       | D | D |
|  |                             | B (yes)   |         |         |         |         |   |   |
|  | 3                           | A (no)  | A (no)  | B       | C       | C       | D | D |
|  |                             | B (yes)   | B (yes) |         |         |         |   |   |
|  | 4                           | A (no)  | A (no)  | A (no)  | B       | C       | D | D |
|  |                             | B (yes)   | B (yes) | B (yes) |         |         |   |   |
|  | 5                           | A (no)  | A (no)  | A (no)  | A (no)  | B       | D | D |
|  |                             | B (yes)   | B (yes) | B (yes) | B (yes) |         |   |   |
|  | 6                           | A (no)  | A (no)  | A (no)  | A (no)  | A (no)  | E | E |
|  |                             | B (yes)   | B (yes) | B (yes) | B (yes) | B (yes) |   |   |
|  | 7                           | A (no)  | A (no)  | A (no)  | A (no)  | A (no)  | E | E |
|  |                             | B (yes)   | B (yes) | B (yes) | B (yes) | B (yes) |   |   |

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**Table 3: Use of Appropriate Behaviors to Meet Their Needs**

|   | Performance<br>on Rating<br>Scale | What was the Child's Functional Rating on Child Outcomes Summary<br>Form at Exit from Preschool Special Education? |         |         |         |         |   |   |
|---|-----------------------------------|--|---------|---------|---------|---------|---|---|
|   |                                   | 1  | 2       | 3       | 4       | 5       | 6 | 7 |
|   |                                   | A (no)<br>B (yes)  | C       | C       | C       | C       | D | D |
| What was the Child's Functional Rating on Child Outcomes<br>Summary Form at Entry into Preschool Special Education? | 1                                 | A (no)   | C       | C       | C       | C       | D | D |
|   |                                   | B (yes)  |         |         |         |         |   |   |
|   | 2                                 | A (no)   | B       | C       | C       | C       | D | D |
|   |                                   | B (yes)  |         |         |         |         |   |   |
|   | 3                                 | A (no)   | A (no)  | B       | C       | C       | D | D |
|   |                                   | B (yes)  | B (yes) |         |         |         |   |   |
|   | 4                                 | A (no)   | A (no)  | A (no)  | B       | C       | D | D |
|   |                                   | B (yes)  | B (yes) | B (yes) |         |         |   |   |
|   | 5                                 | A (no)   | A (no)  | A (no)  | A (no)  | B       | D | D |
|   |                                   | B (yes)  | B (yes) | B (yes) | B (yes) |         |   |   |
|   | 6                                 | A (no)   | A (no)  | A (no)  | A (no)  | A (no)  | E | E |
|   |                                   | B (yes)  | B (yes) | B (yes) | B (yes) | B (yes) |   |   |
|   | 7                                 | A (no)   | A (no)  | A (no)  | A (no)  | A (no)  | E | E |
|   |                                   | B (yes)  | B (yes) | B (yes) | B (yes) | B (yes) |   |   |

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**Table 4: Number of Preschool Children by the Amount of Progress in Each Early Childhood Outcome Area**

In the above three tables, the cell that represents the intersection of child's entry and exit score on the rating scale of the Child Outcomes Summary Form contains a letter indicating the progress category (A-E) in which the student is reported in the table below. The no and yes next to the letters in the above tables indicate the response to the question, did the child learn at least one new skill between entry and exit from preschool special education? For example, if a child has a rating of level 3 at entry and a level 2 at exit, but the answer to the question, did the child learn at least one new skill is a yes, the child is reported in progress category B in the table below. These tables were constructed based on using a calculator posted at the National Early Childhood Technical Assistance Center website at:

<http://www.fpg.unc.edu/~eco/pages/outcomes.cfm#CalculatingProgress>

| Table 4: Number of Preschool Children by the Amount of Progress in Each Early Childhood Outcome Area |   |   |  |   |   |                                    |
|--|---|---|--|---|---|------------------------------------|
| Preschool Outcome Area   | Progress Reporting Category                             |   |  |   |   |                                    |
|  | A   | B   | C  | D   | E   | F                                  |
|  | The number of children who did not improve functioning. | The number of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers. | The number of children who improved functioning to a level nearer to same-aged peers but did not reach it. | The number of children who improved functioning to reach a level comparable to same-aged peers. | The number of children who maintained functioning at a level comparable to same-aged peers. | Total Number of Preschool Children |
| 1. Positive social emotional skills  |   |   |  |   |   |                                    |
| 2. Acquisition of knowledge and skills   |   |   |  |   |   |                                    |
| 3. Use of appropriate behaviors to meet their needs  |   |   |  |   |   |                                    |

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**Table 5: Summary Statements of Progress of Preschool Children with Disabilities**

The table below provides data in a summary format according to how the State will report early childhood outcomes data in the [Annual Performance Reports](#) and in the [Special Education School District Data Profiles](#).

| Table 5: Summary Statements of Progress of Preschool Children with Disabilities |   |         |         |   |           |         |
|---|---|---------|---------|---|-----------|---------|
| Preschool Outcome Area  | Summary Statements  |         |         |   |           |         |
|   | <b>Summary Statement #1:</b> Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they exited the program.<br><b>Formula using letters from Table 4:</b><br>$(C+D)/(A+B+C+D)*100$ |         |         | <b>Summary Statement #2:</b> The percent of preschool children who were functioning within age expectations by the time they exited the program.<br><b>Formula using letters from Table 4:</b><br>$(D+E)/(A+B+C+D+E)*100$ |           |         |
|   | C+D   | A+B+C+D | Percent | D+E   | A+B+C+D+E | Percent |
| 1. Positive social emotional skills   |   |         |         |   |           |         |
| 2. Acquisition of knowledge and skills  |   |         |         |   |           |         |
| 3. Use of appropriate behaviors to meet their needs                             |   |         |         |   |           |         |



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***VR 16: PD Certification Deadline – Aug. 7<sup>th</sup>***

## **Verification Report 16 Students Receiving Coordinated Early Intervening Services (CEIS) or Comprehensive Coordinated Early Intervening Services (CCEIS)**

This is your school district's report of students who received Coordinated Early Intervening Services (CEIS) or Comprehensive Coordinated Early Intervening Services (CCEIS) for the current school year as well as the prior two school years.

CEIS is voluntary and is funded by a district redirecting up to 15 percent of their federal IDEA allocation. CEIS is provided to students without disabilities only.

CCEIS is mandatory for districts identified as having significant disproportionality and is funded by a district redirecting exactly 15% of their federal IDEA allotment. CCEIS is provided to students with and without disabilities.

- 2019-20
- 2020-21
- 2021-22

### **Program Service Records:**

- Student has a Program Service record with Code 5753 (Coordinated Early Intervening Services) or Code 5754 (Comprehensive Coordinated Early Intervening Services) in any one or more school years 2018-19 , 2019-20 or 2021-22. ***Please note the 5754 CCEIS code was established in the 2020-21 school year and was not available during the 2019-20 school year.***
- If the same student also has a Disability Program Service record, the "5753" service record must be before the beginning date of the disability record or after the ending date of the disability record. The Disability Program Service codes are 0352, 0363, 0385, 0396, 0407, 0418, 0429, 0440, 0451, 0462, 0473, 0484, or 0495. Code "5754" is allowed to have overlapping dates



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*VR-16: PD Certification Deadline – Aug. 7<sup>th</sup>*

**Building of Enrollment** code is a valid code in SEDREF.

This report includes a listing of students who are included in the report, which are those students that meet the above criteria and a listing of students who are excluded from the report, which are those students that meet some of the above criteria but not all. School districts should use these lists to verify the accuracy of data submitted for each student. The table with aggregate numbers provides the results the State will use in all Statewide and district level aggregations for reporting and analysis.

## Notes:

- A student may have a "5753" or a "5754" code assigned by a different district than the district in which the student is currently enrolled. If school districts see one or more students with disabilities in the second row, under the third column, but do not see the same students in the first row in any one of the three columns, it may mean that the students received CEIS/CCEIS while enrolled in other school districts.
- A student may have a "5753" code assigned sometime during the year and later have a disability program service code assigned in the same year.
- A student may have a "5753" code assigned sometime during the year, after a disability service has ended.
- If a student has a "5753" code assigned with the same beginning and ending dates as a disability program service code, **the student will not be "included" in this report**. Instead, the student will appear in the "excluded students report". School districts will need to review the excluded students report and correct any data that are inaccurate.
- If a student has multiple "5753" or "5754" records in the same school year, the student will be displayed in the VR16 school

To go to the VR16 template click one of the following links: [html](#) | [pdf](#)  | [word](#) 

To view the VR16 please log into the [PD Data System](#) and select VR16 under the school year, then End of Year Reports.

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# 2022-23 End of Year Special Education Reference Guide

*Level 0 Load Deadline for Demographics, Enrollment, and Programs Fact–Aug. 17<sup>th</sup>*  
*VR-11 Special Ed. Events Level 0 Load Deadline–Sept. 14<sup>th</sup> / PD Certification Deadline–Sept. 18<sup>th</sup>*

## District Compliance Report

### Indicator #11 - Percent of children with parental consent to evaluate, who were evaluated within State established timelines

(Based on Consent to Evaluate the Child Received Between July 1, 2020 and June 30, 2021, and Status of the Eligibility Determination Process as of August 31, 2021.)

Items that are highlighted are displayed as examples. The VR11 in the PD System will have data in the highlighted fields.

Your district was assigned to report data for the 2020-21 school year on State Performance Plan Indicator 11, which required a report of the percent of children (preschool and school age) with parental consent to evaluate, who were evaluated within State established timelines. You submitted data for this indicator through the Special Education Events template in two chains that begin with Event Type Codes CPSE01 (initial referral to CPSE) and CSE01 (initial referral to CSE). This indicator required that you report on all preschool children, including children referred from Early Intervention included in the CPSE01 chain. Also, all school age students for whom your district has CSE responsibility should have been included regardless of where students were enrolled at the time of referral (e.g., Charter school, parentally placed in a nonpublic school, home-schooled, etc.).

Your district's report indicates that **XX.X** percent of preschool children and **XX.X** percent of school-age students received their evaluations within the State's required timelines. Data used to compute these rates are provided below. The State requires that 100 percent of students referred for an initial evaluation for whom parental consent for evaluation has been obtained be evaluated for initial determination of eligibility for special education within the required State timelines.

School districts are required to correct any noncompliance as soon as possible. The reasons reported by your district for delays in completing the evaluations on time may assist you in addressing issues leading to noncompliance.

Your district must take the actions identified in the section indicated by an X:

**X** None. Your school district has a 100 percent compliance rate for **both** preschool and school-age students for this indicator or 0 preschool and school-age students were referred during the 2020-21 school year for special education eligibility determination. Thank you for your efforts in ensuring timely evaluations of children referred for special education services.

**X** Your school district's compliance rate is below 100 percent for **either** preschool and/or school-age students. This is notification that your school district is not in compliance with one or both of the following regulatory citations:

**For school age students:** 8NYCRR § 200.4(b)(7) - The initial evaluation to determine if a student is a student with a disability must be completed within 60 calendar days of receiving parental consent for the evaluation.

**For preschool children:** 8 NYCRR § 200.16(e)(1) - The committee on preschool special education shall provide a recommendation to the board of education within 60 calendar days of the date of the receipt of consent.

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***Level 0 Load Deadline for Demographics, Enrollment, and Programs Fact – Aug. 17<sup>th</sup>***

***VR-11 Special Ed. Events Level 0 Load Deadline – Sept. 14<sup>th</sup> / PD Certification Deadline – Sept. 18<sup>th</sup>***

Your district must take the following actions:

1. Conduct a review of identified students who did not receive their individual evaluations within State required timelines to assure that each of these students have subsequently had their evaluations completed. You must complete the student specific chart found at the end of the VR11 report for each identified student, if any, and maintain this documentation, which must be available for review upon request by the New York State Education Department (NYSED).



**AND**

2. Conduct a review of all students suspected of having a disability (preschool and school age) referred for an initial evaluation over a three consecutive month period and document that all of these students received their initial evaluations within the timelines required by the State. You must complete the chart found at the end of the VR11 report and maintain this documentation, which must be available for review upon request by NYSED.

When the required documentation is complete and available for review by NYSED, you are ready to report the correction of noncompliance. You report this correction of noncompliance by submitting up to **TWO** online assurances.

1. In the first assurance (**Part 1**), the district will assure that for each identified student, if any, whose initial evaluation was not completed in compliance with State time lines, and for whom data was not already available in SIRS, has since had his or her initial evaluation completed and if not, there is a reason that is in compliance with State requirements.
2. In the second assurance (**Part 2**), the district will assure that it has addressed the reasons why the students did not receive their initial evaluations on time and provide data to verify that students for whom parent consent to evaluate was received during a three-month period determined by the district have received their initial individual evaluations within the State required timelines.

These assurances are provided by logging onto the PD data system at <http://pd.nysed.gov>. The Statements of Assurances are available for your use under the 2020-21 school year heading, under "End-of-Year Verification Reports," at the bottom of the VR11 Notification.

To go to the VR11 template click one of the following links: [html](#) | [pdf](#)  | [word](#) 

To view the VR11 please log into the [PD Data System](#) and select VR11 under the school year, then End of Year Reports.

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*Level 0 Load Deadline for Demographics, Enrollment, and Programs Fact–Aug. 17<sup>th</sup>*

*VR-11 Special Ed. Events Level 0 Load Deadline–Sept. 14<sup>th</sup> / PD Certification Deadline–Sept. 18<sup>th</sup>*

**VR-11 Notification to School District of Compliance Rate on State Performance Plan (SPP) Indicator #11 - Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within State established timelines**

**(Based on Consent to Evaluate the Child Received Between July 1, 2020 and June 30, 2021, and Status of the Eligibility Determination Process as of August 31, 2021)**

Date of Notification: **Month, Day, Year when data are certified**

Your district was assigned to report data for the 2020-21 school year on State Performance Plan Indicator #11, which required a report of the percent of children (preschool and school age) with parental consent to evaluate, who were evaluated within State established timelines. You submitted data for this indicator through the Special Education Events template in two chains that begin with Event Type Codes CPSE01 (initial referral to CPSE) and CSE01 (initial referral to CSE). This indicator required that you report on all preschool children, including children referred from Early Intervention. Also, all school age students for whom your district has CSE responsibility should have been included regardless of where students were enrolled at the time of referral (e.g., Charter school, parentally placed in a nonpublic school, home-schooled, etc.).

Your district's report indicates that **xx.x** percent of preschool children and **xx.x** percent of school age students received their evaluations and eligibility determinations within the State's required timelines. Data used to compute these rates are provided below. The State requires that 100 percent of students referred for an initial evaluation for whom parental consent for evaluation has been obtained be evaluated for initial determination of eligibility for special education within the required State timelines.

School districts are required to correct any noncompliance as soon as possible. The reasons reported by your district for delays in completing the evaluations on time may assist you in addressing issues leading to noncompliance.

**Your district must take the actions identified in the section indicated by an "X":**

**X** None. Your school district has a 100 percent compliance rate for **both** preschool and school-age students for this indicator **or** 0 preschool and school-age students were referred during the 2020-21 school year for special education eligibility determination. Thank you for your efforts in ensuring timely evaluations of children referred for special education services.

**X** Your school district's compliance rate is below 100 percent for **either** preschool and/or school-age students. This is notification that your school district is not in compliance with one or both of the following regulatory citations:

**For school age students:** 8NYCRR § 200.4(b)(7) - The initial evaluation to determine if a student is a student with a disability must be completed within 60 calendar days of receiving parental consent for the evaluation.

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**For preschool children:** 8 NYCRR § 200.16(e)(1) - The committee on preschool special education shall provide a recommendation to the board of education within 60 school days of the date of the receipt of consent.

Your district must take the following actions:

1. Conduct a review of identified students who did not receive their individual evaluations within State required timelines to assure that each of these students have subsequently had their evaluations completed. You must complete the student specific chart found at the end of the VR11 report for each identified student, if any, and maintain this documentation, which must be available for review upon request by the New York State Education Department (NYSED).

**AND**

2. Conduct a review of all students suspected of having a disability (preschool and school age) referred for an initial evaluation over a three consecutive month period and document that all of these students received their initial evaluations within the timelines required by the State. You must complete the chart found at the end of the VR11 report and maintain this documentation, which must be available for review upon request by NYSED.

When the required documentation is complete and available for review by NYSED, you are ready to report the correction of noncompliance. You report this correction of noncompliance by submitting up to **TWO** online assurances

1. In the first assurance (**Part 1**), the district will assure that for each identified student, if any, whose initial evaluation was not completed in compliance with State time lines, and for whom data was not already available in SIRS, has since had his or her initial evaluation completed and if not, there is a reason that is in compliance with State requirements.
2. In the second assurance (**Part 2**), the district will assure that it has addressed the reasons why the students did not receive their initial evaluations on time and provide data to verify that students for whom parent consent to evaluate was received during a three-month period determined by the district have received their initial individual evaluations within the State required timelines.

These assurances are provided by logging onto the PD data system at <http://pd.nysed.gov>. The Statements of Assurances are available for your use under the 2020-21 school year heading, under "End-of-Year Verification Reports," at the bottom of the VR11 Notification.

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## Data for Indicator #11:

|  | Preschool Children | School-Age Students |
|--|--------------------|---------------------|
| 1. Number of students for whom parental consent to evaluate was received (July 1, 2020 to June 30, 2021).  |                    |                     |
| 2. Number of students whose evaluations were completed within State established timeline (sum of a and b below)  |                    |                     |
| a) CSE meeting held within established timeline  |                    |                     |
| b) CSE meeting not held within established timeline but evaluations completed within established timeline  |                    |                     |
| 3. Number of children whose evaluations were not completed within State established time lines, but for reasons that are considered to be in compliance with State requirements.     |                    |                     |
| 4. Number of children whose evaluations were not completed within State established time lines, but for reasons that are considered to be NOT in compliance with State requirements. |                    |                     |
| 5. Compliance Rate [(Line 2 plus Line 3) divided by Line 1] * 100  |                    |                     |

## Reasons for Exceeding the Timeline Provided by the School District

| Reasons in Compliance with State Requirements     | Number of Preschool Children | Number of School-Age Students |
|---|------------------------------|-------------------------------|
|   |                              |                               |
|   |                              |                               |
| Reasons NOT in Compliance with State Requirements |                              |                               |
|   |                              |                               |
|   |                              |                               |

Please contact your Special Education Quality Assurance Office (SEQA) (<http://www.p12.nysed.gov/specialed/quality/regassoc.htm>) for assistance in addressing issues of noncompliance.

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## District Assurance of Correction of Noncompliance

### Indicator #11 - Percent of children with parental consent to evaluate, who were evaluated within State established timelines

#### Part 1: Documentation of Correction of Noncompliance for Individual Students:

The date of the Committee on Preschool Special Education (CPSE) or Committee on Special Education (CSE) meeting to discuss evaluation results was not available in the Special Education Events data submitted through the Student Information Repository System (SIRS) for students listed in the chart below. These students were reported to the New York State Education Department (NYSED) as NOT evaluated within the State's established timelines and, for each student, the reason for the delay that was identified was determined to NOT be in compliance with State requirements. The district is required to complete the following chart with data in the last two columns to indicate that these students' individual evaluations have since been completed and if not, identify the reasons only if such reasons are consistent with State regulations allowing for an extension of the time period to complete the initial evaluation. The district is required to maintain these data and make them available upon request by NYSED. Once this chart is completed, please read and submit **Part 1** of the assurance to the NYSED.

| Student's<br>Local ID | Preschool<br>or School-<br>age | Date of<br>Referral to<br>CPSE or<br>CSE | Date of<br>Receipt of<br>Parent<br>Consent to<br>Evaluate | Date of first CPSE or<br>CSE Meeting to Discuss<br>Completed Evaluation<br>(this date indicates that<br>the evaluation was<br>completed) | If the<br>Evaluation<br>was not<br>Completed,<br>the Reasons<br>why. |
|-----------------------|--------------------------------|--|---|--|--|
| 760474645             | Preschool                      | mm-dd-yyyy                               | mm-dd-yyyy  |  |  |
| 897467934             | Preschool                      | mm-dd-yyyy                               | mm-dd-yyyy  |  |  |
| 790264600             | School-<br>age                 | mm-dd-yyyy                               | mm-dd-yyyy  |  |  |
| 743764973             | School-<br>age                 | mm-dd-yyyy                               | mm-dd-yyyy  |  |  |

**Part 2: Documentation of Correction of Noncompliance for All Students:** The school district is required to complete a chart for preschool children if the district's compliance rate for preschool children is below 100% **and/or** the district is required to complete a chart for school-age students if the district's compliance rate for school-age students is below 100%. The school district is required to maintain documentation in the chart(s) below for a period of three consecutive months and record that period in the first row. The data chart must document that all students' initial evaluations to determine eligibility for special education services were completed within the State established timelines and if not, the delays were caused by reasons that are consistent with State regulations allowing an extension to that timeline. The period of three consecutive months must be within one year from the date of notification and between the months of September and June. Also, school districts must include data for **all** preschool and school-age students (not a sample) for whom parent consent to the initial evaluation was received within the three month period. The district is required to maintain these data and make them available upon request by NYSED. Once the chart(s) are complete, please read and submit the assurance for Part 2 below the chart(s) to the NYSED.

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**VR-11 Special Ed. Events Level 0 Load Deadline–Sept. 14<sup>th</sup> / PD Certification Deadline–Sept. 18<sup>th</sup>**

Blank copies of this form may also be printed from [http://www.p12.nysed.gov/sedcar/files/word/vr11\\_part2assurance\\_pre\\_blank.doc](http://www.p12.nysed.gov/sedcar/files/word/vr11_part2assurance_pre_blank.doc) of correction of noncompliance for Indicator 11.



# 2022-23 End of Year Special Education Reference Guide

**Level 0 Load Deadline for Demographics, Enrollment, and Programs Fact–Aug. 17<sup>th</sup>**  
**VR-12 Special Ed. Events Level 0 Load Deadline–Sept. 14<sup>th</sup> / PD Certification Deadline–Sept. 18<sup>th</sup>**

## Indicator #12 - Percent of Children Referred by Part C Prior to Age 3, who are Found Eligible for Part B, and who have an IEP Developed and Implemented by Their Third Birthday

(Based on 2020-21 School Year Data)

Items that are highlighted are displayed as examples. The VR12 in the PD System will have data in the highlighted fields.

Your district was assigned to report data for the 2020-21 school year on State Performance Plan (SPP) Indicator 12, which is the percent of children referred by Part C (Early Intervention (EI)) prior to age 3, who are found eligible for Part B (preschool special education services), and who have an IEP developed and implemented by their third birthdays or in compliance with timelines established in State law. You have submitted data for this indicator through the Special Education Events template in the chain that begins with an Event Type Code EI01 (initial referral from Early Intervention to the CPSE).

Your district's report indicates that **XX.X** percent of children referred by the Part C, EI Program prior to age 3, who were found to be eligible for Part B, preschool special education programs and services had their IEPs developed and implemented prior to their third birthdays or in compliance with timelines established in State law. Data used to compute your compliance rate are provided below. The State target for this indicator is that 100% of children referred by Part C prior to age 3, who are found eligible for Part B will have their IEPs developed and implemented by their third birthdays or in compliance with timelines established in State law.

School districts are required to correct any noncompliance as soon as possible. The reasons reported by your district for delays in providing special education services to children transition from EI to preschool special education may assist you in addressing issues leading to noncompliance.

**Your district must take the actions identified in the section indicated by an X:**

**X** None. Your school district has a 100% compliance rate for this indicator or your school district did not have any students referred from EI or your school district did not have any eligible children that required their IEPs to be implemented by their third birthdays or all reasons for delay in implementing the IEP by the student's third birthday were in compliance with State requirements. Thank you for your efforts in ensuring timely implementation of IEPs of children referred by Part C for preschool special education programs and services.

**X** Your school district's compliance rate is less than 100%. This is notification that your school district is not in compliance with the following regulatory citation:

34 CFR §300.124 – Transition of children from the Part C program to preschool programs. By the third birthday of a child participating in early intervention programs, an IEP has been developed and is being implemented for the child.

Your district must take the following actions:

- Conduct a review of each identified student who did not receive their preschool special education services by his/her third birthday or within the timeline required by State regulations; and document that the student has since had his or her IEP developed and implemented or if not, there is a reason that is in compliance with State requirements. You must complete the student specific chart found at the end of the VR12 report for each identified student, if any, and maintain this documentation, and make it available upon request by the New York State Education Department (NYSED).

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*Level 0 Load Deadline for Demographics, Enrollment, and Programs Fact–Aug. 17<sup>th</sup>*



*VR-12 Special Ed. Events Level 0 Load Deadline–Sept. 14<sup>th</sup>/ PD Certification Deadline–Sept. 18<sup>th</sup>*

- Conduct a review over a three consecutive month period to determine if all children who transition from Part C program to preschool special education have had their eligibility for preschool special education determined and if found eligible, had their IEPs developed and implemented by their third birthdays (except when the parent has agreed to keep their child in the EI program in accordance with State regulations). You must complete the student specific chart found at the end of the VR12 report and maintain this documentation, which must be made available for review upon request by NYSED. This will assure that the district has addressed the reasons why children transitioning from EI to preschool special education were not receiving timely special education services.

When the required documentation is complete and available for review by NYSED, you are ready to report the correction of noncompliance. You report this correction of noncompliance by submitting up to **TWO** online assurances.

1. In the first assurance (Part 1), the district will assure that for each identified student, if any, who did not receive their preschool special education services by their third birthday or within the timeline required by State regulations, and for whom data was not already available in SIRS, the student has since had his or her IEP developed and implemented or if not, there is a reason that is in compliance with State requirements.
2. In the second assurance (Part 2), the district will assure that it has addressed the reasons why the children did not have their eligibility for preschool special education determined and, if found eligible, have their IEPs developed and implemented by the third birthday or within the timeline required by State regulations.

These assurances are to be provided by logging onto the PD data system at <http://pd.nysed.gov>. The Statements of Assurances will be available for your use under the 2020-21 school year heading, under "End-of-Year Verification Reports," at the bottom of the VR12 Notification.

To go to the VR12 template click one of the following links: [html](#) | [pdf](#)  | [word](#) 

To view the VR12 please log into the [PD Data System](#) and select VR12 under the school year, then End of Year Reports.

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*Level 0 Load Deadline for Demographics, Enrollment, and Programs Fact–Aug. 17<sup>th</sup>*

*VR-12 Special Ed. Events Level 0 Load Deadline–Sept. 14<sup>th</sup> / PD Certification Deadline–Sept. 18<sup>th</sup>*

## **VR-12: Notification to School District of Compliance Rate on State Performance Plan (SPP) Indicator #12 - Percent of Children Referred by Part C Prior to Age 3, who are Found Eligible for Part B, and who Have an IEP Developed and Implemented by Their Third Birthday.**

**Name:** XXXXXXXXXX

**SED Code:** XXXXXXXXXX

**Date of Notification:** Month, Day, Year when data are certified

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Your district was assigned to report data for the 2020-21 school year on State Performance Plan (SPP) Indicator #12, which is the percent of children referred by Part C (Early Intervention (EI)) prior to age 3, who are found eligible for Part B (preschool special education services), and who have an IEP developed and implemented by their third birthdays or in compliance with timelines established in State law. You have submitted data for this indicator through the Special Education Events template in the chain that begins with an Event Type Code EI01 (initial referral from Early Intervention to the CPSE).

Your district's report indicates that **xx.x** percent of children referred by the Part C, Early Intervention Program prior to age 3, who were found to be eligible for Part B, preschool special education programs and services had their IEPs developed and implemented prior to their third birthday or in compliance with timelines established in State law. Data used to compute your compliance rate are provided below. The State target for this indicator is that 100% of children referred by Part C prior to age 3, who are found eligible for Part B will have their IEPs developed and implemented by their third birthdays or in compliance with timelines established in State law.

School districts are required to correct any noncompliance as soon as possible. The reasons reported by your district for delays in implementing IEPs on time may assist you in addressing issues leading to noncompliance.

**Your district must take the actions identified in the section indicated by an X:**

☒ **None.** Your school district has a 100% compliance rate for this indicator or your school district did not have any students referred from EI or your school district did not have any eligible children that required their IEPs to be implemented by their third birthdays or all reasons for delay in implementing the IEP by the student's third birthday were in compliance with State requirements. Thank you for your efforts in ensuring timely implementation of IEPs of children referred by Part C for preschool special education programs and services.

☐ **Your school district's compliance rate is less than 100 percent.** This is notification that your school district is not in compliance with the following regulatory citation:

34 CFR §300.124 - Transition of children from the Part C program to preschool programs. By the third birthday of a child participating in early intervention programs, an individualized education program (IEP) has been developed and is being implemented for the child.

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VR-12 Special Ed. Events Level 0 Load Deadline–Sept. 14<sup>th</sup> / PD Certification Deadline–Sept. 18<sup>th</sup>*

Your district must take the following actions:

- Conduct a review of each identified student who did not receive their preschool special education services by his/her third birthday or within the timeline required by State regulations; and document that the student has since had his or her IEP developed and implemented or if not, there is a reason that is in compliance with State requirements. You must complete the student specific chart found at the end of the VR-12 report for each identified student, if any, and maintain this documentation, and make it available upon request by the New York State Education Department (NYSED).

## **AND**

- Conduct a review over a three consecutive month period to determine if all children who transition from Part C program to preschool special education have had their eligibility for preschool special education determined and if found eligible, had their IEPs developed and implemented by their third birthdays (except when the parent has agreed to keep their child in the EI program in accordance with State regulations). You must complete the student specific chart found at the end of the VR12 report and maintain this documentation, which must be made available for review upon request by NYSED. This will assure that the district has addressed the reasons why children transitioning from EI to preschool special education were not receiving timely special education services.

When the required documentation is complete and available for review by NYSED, you are ready to report the correction of noncompliance. You report this correction of noncompliance by submitting up to TWO online assurances.

1. In the first assurance (**Part 1**) , the district will assure that for each identified student, if any, who did not receive their preschool special education services by their third birthday or within the timeline required by State regulations, and for whom data was not already available in SIRS, the student has since had his or her IEP developed and implemented or if not, there is a reason that is in compliance with State requirements.
2. In the second assurance (**Part 2**) , the district will assure that it has addressed the reasons why the children did not have their eligibility for preschool special education determined and, if found eligible, have their IEPs developed and implemented by the third birthday or within the timeline required by State regulations.

These assurances are to be provided by logging onto the PD data system at <http://pd.nysed.gov>. The Statements of Assurances will be available for your use under the 2020-21 school year heading, under "End-of-Year Verification Reports," at the bottom of the VR12 Notification.

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## Data for Indicator #12

|   | Number of Children |
|---|--------------------|
| 1. Number of children who were served in Part C and referred to Part B for eligibility determination.   |                    |
| 2. Number of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthday.  |                    |
| 3. Number of those found eligible who had an IEP developed and implemented by their third birthday.   |                    |
| 4. Number of children for whom delays in determination of eligibility or delays in implementing the IEP were caused by reasons that are in compliance with State requirements.  |                    |
| a) Of students listed in 4, Number of Children for whom IEP developed and parents chose to continue their child in Early Intervention Program (EIP) and transition to preschool special education after the child became three years of age   |                    |
| b) Of students listed in 4, Number of Children for whom the Board of Education of school district arranged for the full implementation of the child's IEP, within 30 school days of the CPSE recommendation, however the program's starting date and/or days of operation were after the child's 3rd birthday |                    |
| c) Of students listed in 4, Number of Children not included in 4a or 4b (Line 4 minus line 4a minus Line 4b)  |                    |
| 5. Number of children for whom delays in determination of eligibility or delays in implementing the IEP were caused by reasons that are NOT in compliance with State requirements.  |                    |
| 6. Number of children for whom there are missing data or inaccurate data.   |                    |
| 7. Compliance Rate [(Line 3 plus Line 4a plus Line 4b) divided by (Line 1 minus Line 2 minus Line 4c) *100]   |                    |

Please contact your Special Education Quality Assurance Office (SEQA) (<http://www.p12.nysed.gov/specialed/quality>) for assistance in addressing any issues of noncompliance.

# 2022-23 End of Year Special Education Reference Guide

*Level 0 Load Deadline for Demographics, Enrollment, and Programs Fact–Aug. 17<sup>th</sup>  
VR-12 Special Ed. Events Level 0 Load Deadline–Sept. 14<sup>th</sup>/ PD Certification Deadline–Sept. 18<sup>th</sup>*

## District Assurance of Correction of Noncompliance

### Indicator #12 - Percent of Children Referred by Part C Prior to Age 3, who are Found Eligible for Part B, and who Have an IEP Developed and Implemented by Their Third Birthday

#### Part 1: Documentation of Correction of Noncompliance for Individual Students:

The child's third birthday was before August 31, 2021, but the date the IEP was implemented was not available in the Special Education Events data submitted through the Student Information Repository System (SIRS) for students listed in the chart below. The reason for the delay in implementing the IEP for each student was determined to not be in compliance with State requirements. The district is required to complete the following chart with data in all columns to indicate that these students' IEPs have since been implemented and if not, there are reasons that are in compliance with State requirements. This information is subject to verification by the New York State Education Department (NYSED). The district is required to maintain these data and make them available upon request by NYSED. Once this chart is completed, please read and submit **Part 1** of the assurance to NYSED.

| Student's Local ID | Student's Date of Birth | Date of Referral to CPSE | The State will provide data for these columns if available. |   |  |   | Date IEP was Implemented. If not implemented, the reasons why. |
|--------------------|-------------------------|--------------------------|---|---|--|---|--|
|                    |                         |                          | Date of Receipt of Parent Consent to Evaluate               | Date of CPSE Meeting to Determine Eligibility | If determination was not made, the reasons why | If student determined eligible, the reasons why IEP not Implemented |  |
| 760474645          | mm-dd-yyyy              | mm-dd-yyyy               |   |   |  |   |  |
| 897467934          | mm-dd-yyyy              | mm-dd-yyyy               |   |   |  |   |  |
| 790264600          | mm-dd-yyyy              | mm-dd-yyyy               |   |   |  |   |  |
| 743764973          | mm-dd-yyyy              | mm-dd-yyyy               |   |   |  |   |  |



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**Part 2: Documentation of Correction of Noncompliance for All Students:** A school district with a compliance rate that is less than 100% is required to maintain documentation in the chart below for a three consecutive month period of time, and record that period in the first row. The data chart must document that all students' who were referred from Part C (Early Intervention) to Part B (preschool special education) for determination of eligibility had their eligibility determined and if found eligible, had their IEPs implemented by their third birthdays and if not, the delays were caused by reasons that are in compliance with State requirements. The consecutive three month time period must be within one year from the date of notification and between the months of September and June. Also, school districts must include data for **all** children (not a sample) who are referred from Part C within the three month period. The district is required to maintain these data and make them available upon request by NYSED. Once the chart is complete, please read and submit the assurance for Part 2 below the chart to NYSED.

This district's compliance rate for Indicator 12 was less than 100% and is maintaining data in this chart to document correction of noncompliance. The children listed in this chart were referred from Part C (Early Intervention) prior to their 3<sup>rd</sup> birthday for determination of eligibility for Part B (preschool special education) and if found eligible, had their IEP developed and implementation of their 3<sup>rd</sup> birthday and if not, there are reasons that are in compliance with State requirements.

**The three-month time period is: --/--/---- to --/--/----**

| Student's Local ID | Student's Date of Birth | Date of Referral to CPSE | Date of Receipt of Parent Consent to Evaluate | Date of CPSE Meeting to Determine Eligibility | Outcome of Evaluation (indicate "student determined eligible" or "student determined not eligible") or if determination was not made, the reasons why. | Date IEP was Implemented. If not implemented, the reasons why. |
|--------------------|-------------------------|--------------------------|---|---|--|--|
|                    |                         |                          |   |   |  |  |
|                    |                         |                          |   |   |  |  |
|                    |                         |                          |   |   |  |  |
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|                    |                         |                          |   |   |  |  |
|                    |                         |                          |   |   |  |  |
|                    |                         |                          |   |   |  |  |
|                    |                         |                          |   |   |  |  |
|                    |                         |                          |   |   |  |  |

Blank copies of this form may also be printed from [http://www.p12.nysed.gov/sedcar/files/word/vr12\\_part2assurance\\_blank.doc](http://www.p12.nysed.gov/sedcar/files/word/vr12_part2assurance_blank.doc) of correction of noncompliance for Indicator 12.

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## Verification Report 14 Parentally Placed Students with Disabilities in Nonpublic Schools Located in the School District Who Were Evaluated During the 2020-21 School Year for Initial Determination of Special Education Eligibility and Services for those Found to be Eligible

(Based on Referrals Received Between July 1, 2020 and June 30, 2021, and Status of the IEP Implementation as of August 31, 2021)

This report is your school district's report of the numbers of parentally placed students in nonpublic schools located in your school district who received initial evaluations for special education eligibility determinations and the numbers who were found to be eligible and whose IEPs were implemented. The data elements that are displayed in this report are from the Special Education Events template for one chain that begins with event type code CSENP01 (receipt of initial referral to the CSE of a parentally placed student in a nonpublic school). The following templates (or tables) are also used: Student\_Lite (Student Demographics); and School\_Enroll (Enrollment). Students with the following records are **included** in this report:

### Enrollment Records:

- Enrollment record between July 1, 2020 and June 30, 2021 with reason for beginning enrollment code 5905; **and**
- Building of Enrollment code is a valid code in SEDREF; **and**

### Any of the following special education event records are submitted:

- CSENP01 - receipt of initial referral of a parentally placed school-age student in a nonpublic school
- CSENP02 - receipt of written parent consent to evaluate the student
- CSENP03 - CSE meeting to discuss evaluation results
- CSENP04 - IEP or IESP or SP implementation

This report includes a listing of students who are **included** in the report, which are those students that meet the above criteria and a listing of students who are **excluded** from the report, which are those students that meet some of the above criteria but not all (including students with some missing records). School districts should use these lists to verify the accuracy of data submitted for each student. The reports with aggregate numbers provide the results the State will use in all Statewide and district level aggregations for reporting and analysis.

Below is a description of the criteria for including student records in each cell of the four rows of data in this report.

| Line Number | Program/Services   | A  |
|-------------|--|--|
|             |  | Number of Students   |
| 01          | The number of parentally placed students in nonpublic schools located in the district who were referred for eligibility determination for special education services during the 2020-21 school year. | The number of CSENP01 records  |
| 02          | Of the students reported in Line 01, the number of students for whom parents provided consent to evaluate.   | The number of CSENP02 records  |
| 03          | Of the students reported in Line 02, the number of students who were determined to be eligible for special education services.   | The number of CSENP02 records <b>and</b> the Event Outcome Code = Y                                  |
| 04          | Of the students reported in Line 03, the number of students whose IEP or IESP or SP was implemented  | The number of CSENP02 records <b>and</b> the Event Outcome = Y <b>and</b> there is a CSENP04 record. |

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## **VR 14 - Parentally Placed Students with Disabilities in Nonpublic Schools Located in the School District Who Were Evaluated During the 2020-21 School Year for Initial Determination of Special Education Eligibility and Services for those Found to be Eligible**

(Based on Referrals Received Between July 1, 2020 and June 30, 2021, and Status of the IEP Implementation as of August 31, 2021)

**To view the description of the report including SIRS codes please [click here](#).**

Below is a description of the criteria for including student records in each cell of the four rows of data in this report.

| <b>Line Number</b> | <b>Program/Services</b>  | <b>A<br/>Number of Students</b>  |
|--------------------|--|--|
| <b>01</b>          | The number of parentally placed students in nonpublic schools located in the district who were referred for eligibility determination for special education services during the 2020-21 school year. | The number of CSENP01 records  |
| <b>02</b>          | Of the students reported in Line 01, the number of students for whom parents provided consent to evaluate.   | The number of CSENP02 records  |
| <b>03</b>          | Of the students reported in Line 02, the number of students who were determined to be eligible for special education services.   | The number of CSENP02 records <b>and</b> the Event Outcome Code = Y                                  |
| <b>04</b>          | Of the students reported in Line 03, the number of students whose IEP or IESP or SP was implemented  | The number of CSENP02 records <b>and</b> the Event Outcome = Y <b>and</b> there is a CSENP04 record. |

## **VR 14 - Parentally Placed Students with Disabilities in Nonpublic Schools Located in the School District Who Were Evaluated During the 2020-21 School Year for Initial Determination of Special Education Eligibility and Services for those Found to be Eligible**

| <b>Line Number</b> | <b>Program/Services</b>  | <b>A<br/>Number of Students</b> |
|--------------------|--|---------------------------------|
| <b>01</b>          | The number of parentally placed students in nonpublic schools located in the district who were referred for eligibility determination for special education services during the 2020-21 school year. |                                 |
| <b>02</b>          | Of the students reported in Line 01, the number of students for whom parents provided consent to evaluate.   |                                 |
| <b>03</b>          | Of the students reported in Line 02, the number of students who were determined to be eligible for special education services.   |                                 |
| <b>04</b>          | Of the students reported in Line 03, the number of students whose IEP or IESP or SP was implemented  |                                 |

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***All Special Education reporting requirements  
and more detailed descriptions can be found at***

**<http://www.p12.nysed.gov/sedcar/data.htm>**

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