APSCN School Age Data Entry Questions

Referral Tracking

Q. Are Temp students added to the referral module?
A. Yes. Even though they may have a temporary IEP, the student would have been referred and entered in referral tracking. The field in the School Age Module indicates if student is being temporarily placed in the Special Education program until the student is determined eligible or the evaluation is completed.

Q. In the Reason Evaluation Exceeded 60-day Timeline field, should the code PR (parent refused initial consent) be used when parents did not consent to evaluations?
A. No, this field is only used if you exceeded the 60 day evaluation timeline (60 days or less between the parent consent to evaluate date and the evaluation date). If the parents never consented to evaluate, this timeline would not apply and you would therefore leave the field blank.

Q. I am not able to update Referral Data in the system during Cycle 7 review
A. Update Referral data only in MySped Resource Application. Referrals in either the Legacy System or in eSchool cannot be updated for last year.

Q. During Cycle 7 review, how do I add students not added in the Referral Tracking module last year?
A. Add students in MySped Resource application. eSchool or the Legacy system would not accept an entry for last year's referrals.

Q. Student is homeschooled and evaluated for Speech services only. How do we enter the student in Referral since he's not on the school's student list?
A. Mark PRIV SCHOOL field as 'Y' in APSCN Referral Tracking module.

Q. In the Reason Evaluation Exceeded 60-day Timeline field, Should the code PR (parent refused initial consent) be used when parents did not consent to evaluations? If so, is this the only time the PR code should be used?
A. Yes. The code PR is used when parents refuse consent for evaluation. The referral date is entered in the appropriate field, then tab down to the "EVAL REASON EXCEEDED" field and choose PR, Parent refused Initial Consent. You may then tab to "SPED PLACE", and choose "N" for (no). Tab to "RFC REASON" and choose "RS", Parent refused services. Indicate that the referral is complete. The PR code is used when the parents refuse the referral as well as when the parents refuse consent for evaluation.

Q. If a referral comes from a parent, do we still complete the entire referral due process?
A. Yes – you should initiate and complete the entire referral due process for every referral you receive regardless of the source of the referral.

Q. The Evaluation Date in Referral Tracking is described as, "The date the evaluations were completed." What date should a district actually use?
A. Use the day the last evaluation was *completed* in order to meet the timeline requirement. Please call us if you are unsure of what to do in a specific situation.

Q. What date should a district use for the Eligibility Determination Date?
A. This is usually the date of the evaluation conference, which is also often the same date of placement in special education. Please call us if you are unsure of what to do in a specific situation.

Q. If you have a completed referral and then the committee has a referral again in a few days, do we delete the original record or how do we handle it?
A. Please call the IDEA for help with this scenario. As long as the previous referral is closed (the referral is marked as y – referral complete), eSchool years may enter a new referral.

Q. At Referral Conference, if decision was not to test, do you enter the referral as complete?
A. Correct. Enter Y for Referral complete, and the reason the referral is complete would be entered as NT = IEP Team Determined No Testing Needed. The only dated field to be completed is the referral date.

Q. Is it correct that we do not put into Referral Tracking those students who are transitioning from pre-school to Kindergarten?
A. Correct. Pre-K students who have been receiving services in a 3-5 year program are considered transfers, not new referrals. You are re-evaluating the student for school age services under Part B of IDEA. Remember, a school district must re-evaluate to find the child not eligible for services.

Q. Should "Kidsfirst" transitioning preschoolers be entered into referral tracking?
A. Kidsfirst opted out of providing IDEA services at the beginning of the 2009-10 school year. Therefore, unless Kidsfirst contacted the Co-op or the school district to provide EC special education services and you are able to verify their placement, these children will be a new referral.

Q. What are Part C Transition and Part C and B Concurrent fields in the Referral Tracking module of APSCN?
A. These fields are for Early Childhood only and refer to the 0-2 program (Part C) transitioning to the 3-5 year program (Part B). Those fields should be bypassed for School Age.

Q. On the Referral Tracking Screen in the Early Intervening Service field do we post Y if the student is already in Early Intervening at the time of Referral?
A. No, we are trying to capture whether the referral led to placement into CEIS and the student was already in CEIS. In this case, you would enter N for CEIS.

Q. If a student was referred for special education services on June 10, 2013 and placed in special education on July 2013, is it considered a 2013 or 2014 referral?
A. The referral date dictates in which school year referral are counted. Therefore, all referrals received before July 1, 2013 would be considered 2013 referrals.

Q. What building in eSchool do we assign to homeschooled/private students during the referral process? What building do we assign to the student to if they are placed?
A. During the referral process the student should be assigned to building 80000 (referral holding building). If the student is placed, you must change the building to a valid building listed in the state directory. This is the actual building the student would have attended if they were not homeschooled. (when is it 88000 – just for placed EC students or for SPED employees)

Q: A self-contained student tested at 5th grade is in a 4th grade building. The student is not repeating the grade level. Should this be coded as non-graded? How will it affect the scheduling in APSCN?
A: Yes the grade should be non-graded elementary (EE) and the assigned grade should be 5th grade. It will not affect scheduling.

School Age Module

Q. If a student is at a correctional facility (county jail) that is refusing to provide services, do you exit the student?
A. A county jail does not provide services; they have no educational program. The district would have to make arrangements with the county jail to send a teacher to provide services. If the jail is not willing to work with the district, then the district would exit the student as DO (dropout).

Q. The training guide says you only complete the Name of Provider field for placement codes of DI, RI, DB, and HH. The School Age module screen says that you have to enter a Name of Provider for DI, RI, DB, HH, RB, CF, and PP. Which one is correct?
A. The School Age screen is correct. You should enter a Name of Provider for all placements outside the district: DI – Private Day School, RI – Private Residential, DB – Public Day School, HH – Hospital Homebound, RB – Public Residential, CF – Correctional Facility, and PP – Parentally Placed in Private School.

Q. For the Resident LEA field, the training guide says this field should only be completed if the student has an educational environment of PP (parentally placed in private school). Will it cause any harm if we enter in the Resident LEA for all students?
A. The Resident LEA field should only be completed if the student's educational environment is PP (parentally placed in private school). It will not cause any harm if you enter it in for all students, but don't waste your time. We only look at look at this field for students with a code of PP.

Q. Is the Lead Teacher SSN field for internal district use or is it required? Does it need to be updated each year as a student's lead teacher changes each year?
A. The Lead Teacher SSN field refers to the teacher who holds the Due Process file. It is a required field and should be updated each year as that teacher changes.

Q. Does student demographic information transfer from district to district?
A. No. The demographic data is entered by Student Management, from information the parents provide when registering the student in each district.

Q. In the resident LEA field, that is the charter schools LEA number, correct?
A. No, the resident LEA is the public school district in which the student resides.

Q. How do we code a SA student who did not come back and we have no information on the student?
A. Code them as Dropout

Q. MySped is not accepting exit information on a 7th grader who is age 14.
A. Was the student 14 on Dec 1? The age is not calculated using exit date but Dec 1. Only 14-21 are in SA Exits.

Q. I cannot see a number of students in the SA Exit section of MySped who were exited in APSCN.
A. Was the student age 14 or above on Dec 1? The age is not calculated using exit date but Dec 1? Only 14-21 are in SA Exits.

Q. Are students that do not graduate by 18 counted as drop outs?
A. If an 18 year old is staying in school, they will not be counted as a dropout. Under IDEA they may receive educational services until age 21. To insure that that child does not get included in the dropout calculation, make sure that the student's grade is changed to not graded (code=SS). This is done by student management (In Demographics). You will also need to change the A-grade (assigned grade) in the School Age special education module to reflect to the assigned grade level for standardized testing. They will not be counted as drop outs but they do count against the four year graduation rate since they did not graduate in 4 years from their initial 9th grade entry.

Q. When is student data pulled for testing purposes? (For benchmark exam labels and such)?
A. Testing labels are generated from the December 1 count. We have to turn the information over in mid-January. Any changes made after that will not be reflected. (JF July, 2011)

Q. Do we collect 'Last year Ed Placement' field for data analysis/federal reporting?
A. It is not collected for federal reporting but is used for additional analysis.

Q. Is the deadline for Cycle 7 data reporting June 15th or July 15th?
A. June 15th is the due date for co-ops and school districts. July 15th is for DDS centers because they operate year round.

Q. Alt Portfolio: Do you select yes for students that are receiving End of Course assessments? Or do we only say yes for the students that are receiving a full-blown Alternate Portfolio Assessment?
A. Select Yes for High School students for all students with an Alternate Portfolio, which includes those students enrolled in 9th grade Resource Math or 10th grade Resource Biology.

Q. In which scenarios would the codes RR, RG, and SC be used to indicate a student's educational placement?
A. Review the School Age data Dictionary under Educational Placement for the definitions of these codes.. The codes of RG, RR, and SC give the % of time the student is with their non-disabled peers. This is indicated in the IEP LRE Continuum of Services page above the numbers that SEAS uses. Note: Do not confuse total minutes served in the IEP with LRE in the calculation of time spent with non-disabled peers.

Q. If a child is referred prior to December 1 and an evaluation programming conference is not held until after Dec. 1, will they be counted on our Dec. 1 child count?
A. No. Child count is all students who are enrolled and receiving special education services. If the child is not placed in special education on or before December 1, they are not considered a part of the December 1 child count.

Q. If you have a child on 45 day alternate placement for drugs do you count him as HH?
A. Educational Placement/Environment is based on the setting the student is receiving instruction. If the student's ALE is home, code HH. If the setting for the student is in another building of the district, calculate the % of time they are with their non-disabled peers.

Q. Who are non-graded students? When do you use EE, SM, or SS?
A. This category should only be used in extreme situations in which the student's grade cannot be appropriately determined. Where possible, use the grade that will be used for purposes of assessment. An A-Grade (Assigned Grade level) will need to be entered.

Q. Do we leave A-Grade blank if the student is receiving a high school credit for graduation? Should A-Grade be filled in if the student is graduating on his IEP?
A. A-Grade should not be left blank and should be the same as the Grade level the student should be in. It is used to identify the student for testing purposes only, not in relation to receiving credits. If you have a student past the 11th grade and Grade level in Student Registration is coded as SS, leave the Assigned grade as 12.

Q. Should charter school put a Y or N in the school choice field? Are students enrolled in a charter school considered to be enrolled under "school choice general"?
A. No. We don't apply it to the charters for general, but if the parent selected a charter due to school choice improvement then yes.

Q. What is the final date you must report as Drop Out ('DO') if you were able to recover a potential drop out? (i.e. If we are able to recover a drop out and they come back the following year?)
A. You have the ability to include the student as being served by deleting them in the Exit section during cycle 7 review in MySped Resources - last date would be September 30 - at the close of cycle 7 review. Remember to enter a new Entry date in eSchool.

Q. Would we use the graduation date as an exit date for the graduating seniors or the last day of school?
A. Technically the last day they received services.

Q. If a child is coming back as a 5th year senior, do we keep them as 12th grader and NOT put a graduation date or do put a graduation date?
A. Do not put in a graduation date, since they will not be exiting the program. Change their grade level to SS in demographics by student management and the assigned grade would remain '12'. Email Jody and let her know the child is coming back so she can also change their grade to SS for Dec 1 Child count - so they do not show up as a non-graduating 12th grader.

Q. How are students that are incarcerated coded for exiting?
A. MK, moved known

Q. What is the Entry date in the Entry/Withdrawal screen?
A. The entry date is the date the student began special education services

Q. Do we code the resident LEA as us (our district)?
A. The Miscellaneous Screen in the School Age module asks for the resident LEA only *if the student is a private school student (Educational Placement field = PP).*

Q. Is APSCN going to pull the State ID automatically?
A. Yes.

Q. When a student is sent out of state for placement by the judicial system and our district still sends educational materials do we take this student out of the program?
A. While we commend you for cooperating with an out of state facility to ensure a students educational needs are met, there is no provision for keeping them in the system. All students placed out of state should be withdrawn from the district as moving out of state in SMS and MK in the special education school age module. The only exception is special education students placed in an approved out of state facilty such as Lakeland in MO. In that case the home district keeps the student enrolled with a residency code of "X" and sped placement code of "RI"

Q. We have a residential care facility in our district. Do we put in the district LEA# the student came from? Are they coded RI?

A. Correct. Code RI if the facility is Private Residential and RB if the facility is Public Residential.

Q. Are 9th and 10th Grade assessments considered an Alternate Portfolio?
A. Mark "Yes" if they are for the following two courses.

    973900   9th Grade Math Portfolio   Mathematics/Career Focus (9-12)

    973910   10th Grade Science Portfolio Science/Career Focus (9-12)

Note: There is no alternate portfolio assessment for students enrolled in the general curriculum core courses of 9th grade algebra, 10th grade geometry, or 10th grade biology. These students take the regular end of course assessments.

Q. When a student has a temporary IEP and it is determined not to put him in Special Ed., do we withdraw the student, or delete them?
A. Do not delete the student. Use the Entry/Withdrawal screen and exit the child with the Exit Status on "NP" (Not Placed).

Q. The 'Lead Teacher SSN': Is this the same teacher as the Special Ed Teacher as indicated in another field of the School Age Miscellaneous Screen? What's the difference?
A. Yes. The Lead Teacher is referring to the Special Education Teacher – the teacher who holds the folder of the student.

Q. In the resident LEA field, that is the charter school's LEA number, correct?
A. Yes.

Q. We hold our annual review in May. Is it okay to update the educational placement field for next year then?
A. No, you should wait until the new school year to change the educational placement (July 1). If you make a change prior to July 1, you are actually changing the educational placement for the current school year.

Q. Are all residential facilities grouped as just residential, or are they recognized as individual facilities?
A. The School Age Module Data Dictionary and the School Age Module User Guide, it is indicated that residential facilities are divided into two groups: public and private. When indicating that a student is in a residential facility, it is indicating a child's placement, and impacts the Least Restrictive Environment (LRE), which is included in federal reporting.

Q. How do we code a SA student who did not come back and we have no information on the student?
A. Code them as Dropout

Q. MySped is not accepting exit information on a 7th grader who is age 14.

A. Was the student 14 on Dec 1? The age is not calculated using exit date but Dec 1.

Q. I cannot see a number of students in the SA Exit section of MySped who were exited in APSCN.
A. Was the student age 14 or above on Dec 1? The age is not calculated using exit date but Dec 1? Only 14-21 are in SA Exits.
All seniors (Grade 12) in the Dec 1 Child Count must have exit information for Cycle 7. If the LEA failed to exit the seniors prior to the Cycle 7 submission (June 15, 20__), the students' exit information must be entered in MySped Resource and the student must be withdrawn from the APSCN/eSchool Special Education module by September 30, 20__. Failure to correct in BOTH places will result in a flag for non-compliance under Indicator 20 of the Annual Performance Report (APR).
Students that did not return to school should be coded as a Dropout.

Q. In the School Age Module, if you are placing a kindergarten student who was at home or in a regular pre-school the previous year, which code should go in the "Educational Placement – Previous Year" field?
A. If a kindergarten student did not receive special education services in preschool the code is "RN". If they received special education services in a regular preschool the code would be "RG". If they received special education services at home the code would be "HH".

Q. In the School Age Module, does the "School Choice" field apply to charter schools?
A. No, school choice does not apply to charter schools. Charter schools should mark N in this field.

Employees

Q. Do we enter sped supervisors into the Employee module? If so, what do we put for their caseload number?
A. Yes, you should enter sped supervisors into the module (code 01). The system shouldn't require a caseload number. If it does, you may use zero (0).

Q. How should I code indirect instruction for FTE?
A. Full Time Equivalency (FTE) indicates the proportional amount of time a teacher is employed under a particular job code. To calculate FTE for indirect instruction (code 58), consider the proportion of time a teacher spends providing indirect services. For example, a full caseload of indirect students is 40 and would result in a full-time FTE of 1. However, if a teacher provided indirect services only a portion of the work day, the FTE will be less than one. For example, a caseload of 20 indirect students may have a FTE of .5.

Q. If a teacher visits multiple buildings do I need to enter the teacher into the module for each building? Instead, in eSchool, under the District Defined Tab, may I put a building code of 88000 (district wide) and enter the teacher once?
A. You may enter the teacher once, provided they have the same title code at each building. If a teacher provides services under more than one of the 59 title codes (located in the personnel data dictionary), then the teacher will need to be entered into the module for each applicable title code. In the Legacy System, use the code 000 to indicate an employee serves in multiple buildings within the district.

Q. When therapist – speech, OT, and PT are contracted or purchased services, are they added to the Employee screen individually or through the company's name?
A. Contracted therapists are entered to the Employee Module individually. Since personal information such as social security number, license number, and certification, each individual is entered in the Employee Module.

Q. How are caseload maximums determined?
A. Districts should use the Arkansas Regulations on Special Education to determine caseload maximums (Section 17 – Program Standards). Any questions about specific situations should be addressed to the district's special education area supervisor.

Q. If a speech pathologist is also providing indirect services, do we enter her twice in APSCN?
A. Yes. Use codes 20 and 58.

Q. When is a paraprofessional considered fully certified?
A. If they have an associate degree (60 college hours) or have passed the Praxis Pro or CDA

Q. Do you include paraprofessionals that are assisting in medical needs only?
A. No, only include paraprofessionals assisting in instruction.

Q. If a teacher visits multiple buildings do I need to enter the teacher into the module for each building? Instead may I put a building code of 000 (district wide) and enter the teacher once?
A. A teacher is entered by job code. As long as the teacher is role within the same job code, you do not need to enter them for each building. But if a teacher's role changes to another one of the 59 job codes (located in the personnel data dictionary), then the teacher needs to be entered for each time they change job codes.

Q. How should I code indirect instruction for FTE?
A. The caseload for a teacher or speech pathologist who is full-time is 40. Teachers working half-time or part-time must have an adjusted caseload accordingly. FTE means

"full time equivelancy" and is different from caseload. FTE is determined by job code, and indicates how much time a teacher is employed under that particular job code.

Q. Do we enter sped supervisors into the APSCN Employee module?
A. Yes, you should enter sped supervisors into the module (code 01).

Q. Do we enter school based mental health personnel that service both non-disabled and disabled students?
A. Enter all services that are included in the students' IEPs and the portion of time (FTE) that the service is being provided for Special Education.

Q. If we have a certified (Reg. Ed.) teacher that is a long-term sub. In a SPED classroom, how do we list this staff member considering an ALP is not required for a long-term sub.?
A. You would still include her in December 1. Certification Status would be A. Leave the license/endorsement field blank and talk to your Area Supervisor about the situation.

Q. Can the IDEA office build an Excel program with formulas for caseload maximum based on service provided so an error message would show up if the caseload exceeded state regulations?
A. This is not feasible since the maximum caseload may vary depending on the number of classroom periods, job assignments, buildings served, waiver request and so forth. While we understand how this could be helpful, it is not feasible with so many unique scenarios to take into account.

Q. If I have resource students that go into a self-contained class for services and then leave, do you code the teacher twice as doing two jobs?
A. Under Arkansas standards, a Self-contained teacher with a caseload of 15 is allowed resource students with some restrictions that apply.

Q. What do I use for license number/endorsement code for OTs and PTs? They don't have a 3-digit number like teachers.
A. Use the actual license number, regardless of the number of digits.

Q. Do we include contracted services also?
A. Yes, any direct services for the child, (OT, PT, Speech, etc.) in addition to the administrator and/or supervisor for the program.

Q. What is the difference between consultant teacher and indirect teacher?
A. There is no difference.

Q. What about students that are not always HH or that go in and out of HH. Do you still mark the teacher as HH? That teacher may not always have a homebound student? Our homebound teachers go out during the regular school hours do they get listed separately?
A. Enter the employee for HH and put the appropriate FTE the employee provides that service if the service was on or around December 1. Also enter the employee as teacher

with the appropriate FTE that the employee provides that service. Both FTE's should equal 1.0 in this case. If the teacher is full-time at school *and* provides additional Hospital/Homebound enter .99 FTE at school and .01 for Hospital/Homebound).

Q. Are Counselors in Guidance classes (has Gen Ed and sped students) entered in the SpEd Employee module?
A. No. Guidance counselors are hired for all students

Q. Are Counselors that are in the student's behavior plan?
A. If the IEP calls for a student to receive counseling then yes the Counselor who is providing services should be in the sped employee module

Q. We are at a charter school where individuals are both supervisors and teachers. How do we allocate for both roles of Supervisors that are also certified teachers?
A. They must be with the appropriate FTE as a supervisor and as a teacher. Be prepared to produce course load information to confirm their teaching status. Contact your State area supervisor if you have questions as to caseload for the teacher role.

Q. We have special ed students that attend an ALE off campus. Do I include the teachers that service those students in the employee module? They are full time teachers at the ALE facility. The ALE facility is not in our district.
A. This depends. Some districts have created cooperative ALE in one district and each district pays for teachers to be in the ALE and the students are the responsibility of the home district. If the district is paying for teachers to be at the ALE then they should be on the appropriate districts sped employee. If the home district has a tuition agreement with another district, the home district does not report the teachers/service providers in its employee module; however, the home district retains the student and is responsible for ensuring FAPE.

Q. If you contract with a Co-op for Early Childhood program, would you add them to the employee program?
A. No, Co-ops enter their employees

Q. If the teacher providing homebound is a retired SpEd certified and teaching homebound only, do we have to report them?
A. Yes. Include the appropriate FTE the employee provides that service.

Q. Do we enter OT and PT if they work with non-special ed. Kids also?
A. Yes, enter the services with the appropriate FTE related to special ed services only.

Q. What if we have an aide that takes care of students with no teacher present?
A. The aide, depending on F = full-time or P = part-time should be reported under the particular teacher that has primary responsibility for the child(ren) the aide is caring for. Thus, the teacher's field 'Classroom Aide' would have F or P. The aide's screen would have NA.

Q. What would the 'Total Hours' be for a full time teacher?

A. Provide the number of hours for the particular service (Title Code) the employee spends in that service. The data dictionary explains Total Hours – The number of hours the staff member is engaged in special education each day including up to one allowable planning period.

For example: A teacher engaged for six hour per day would be 6.

A physical therapist that is engaged for 16 hours a week averages 3.2 hours per day (16hrs/5days).

A psychological examiner who is engaged for 16 hours every 9 weeks averages (16hrs/45 days) .36 hours per day.

Q. Some state area supervisors told districts not to send any transcripts or licensure plans to their state area supervisor. Is that still true?

A. You should be prepared to supply your area supervisor with ALP and related service providers licensure information. You may contact your SEA for further clarification.

Q) Full-time SC teacher has resource kids in the classroom. Do we enter the employee twice? How do we split the FTE?

A) Enter the teacher only once as full-time SC. Full-time SC (1:15) can have maximum of 15 children which may be any combination of SC and resource with maximum of 5 resource. A teacher can either be full-time SC or full-time Resource but not both. (Jody)

Examples:
• All 15 are self-contained students.
• Out of 15 possible children, 8 are self-contained with up to 5 being resource, making the Caseload 13.
• Out of 15 children, 12 are self-contained with up to 3 being resource, making the Caseload 15.

CEIS

Q. Do districts need to end CEIS services at the end of each school year? If so, should students also be withdrawn at the end of each school year?

A. No, if the district is going to continue services to the student the next year the record can stay open. However, if the districts CEIS services are grade level based then students who will no longer be served in the program due to changing grades should be exited.

Q. In follow up to the question above and pertaining to the students that are being withdrawn from CEIS because they were receiving grade level services. Should those students be withdrawn before or after they switch grades? For example should all the 6th graders that received services in 6th grade be withdrawn prior to June 15?

A. Yes, the students should be withdrawn if they are not going to receive service the next school year.

Q. When should a district mark 'yes' to the Coordinated Early Intervening Services field in the referral tracking module?
A. A district should only mark 'yes' when the referral lead to placement in CEIS and the services are paid for by VI-B monies -either voluntarily or by requirement (15% set-aside due to triggering on disproportionality). Please find additional related questions below.

Q. If a district elects to provide Coordinated Early Intervening Service to a child without going through the referral process, then later determines a referral for Special Ed is needed and initiates the referral process, does the district then mark 'Coordinated Early Intervening' as 'Yes' or 'No' in the Referral Tracking module?
A. In this case, where the child is still active in Coordinated Early Intervening, the district would mark 'No.' The referral did not determine Early Intervening.

Q. If a former CEIS student that is not currently receiving CEIS and inactive in the CEIS module receives a referral and the outcome of that referral is placement in CEIS should a district mark 'Yes' or 'No' in the Coordinated Early Intervening field?
A. In this case, assuming the district's funding is linked to CEIS, the district should mark 'Yes.'

Q. If a district's budget is not linked to CEIS, do they still enter CEIS students into the CEIS module?
A. No, districts should only enter students into the CEIS module when those services are paid for by VI-B monies (15% set-aside due to triggering on disproportionality) for early intervening services. Districts that do set aside VI-B monies for CEIS should enter students into the CEIS module regardless of if money set aside is voluntary or by requirement.

Q. If my budget is not linked to EIS, do I record when students are placed in EIS as a result of a referral in the referral tracking module?
A. No, if your district does not set-aside money for EIS, you will never put 'yes' in the Early Intervening Services field in the referral tracking module.

Q. Is 504 considered CEIS? Why is it on the descriptor screen option?
A. You would not enter students just because they have a 504 plan. A student with a 504 plan can be eligible for CEIS. CEIS funds cannot be used meet the 504 plan, but they can be used to supplement services. Remember supplement not supplant. By selecting 504 as the service type, you are informing us that this is a 504 student who is getting additional supports through CEIS.

Q. If you used some ARRA for CEIS do we enter students in the CEIS module of APSCN?
A. Yes, any IDEA funds, whether they are regular or ARRA, budgeted for CEIS either voluntary or mandatory must account for the students in the CEIS module.

Q. On the Referral Tracking Screen in the Early Intervening Service field do we post Y if the student is already in Early Intervening at the time of Referral?
A. No, we are trying to capture whether the referral led to placement into CEIS and the student was already in CEIS. In this case, you would enter N for CEIS.

Discipline

Q. Is there a name for the greater than 10 day in-school and out-of –school suspension SIS report?
A. Report 715 'Special Education – School Age State Discipline by Disability'.

Q. If a student is receiving services during In School Suspension – is this counted in the 10 day rule?
A. The state regulatory 10 day rule applies to out-of-school suspensions, not in-school suspension. (Federal reporting reflects all days for in-school suspension and out-of-school suspension days, whether receiving services or not.)

Q. How do we print labels from Special Education data base?
A. In eSchool, an Advance Search can generate various lists of labels that can then be printed out. You cannot print them from the Special Ed data base in the Legacy System. You can, however, print labels from APSCN Plus on the student side if you have marked the student as Special Ed in screen 102.