

Special Education Web Census Training



August 2014

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e-RIDE Login Page

Information Services - Microsoft Internet Explorer

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Google Search Web AutoFill Options

Rhode Island Department of Elementary and Secondary Education
Information Services

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- > State Reporting
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Thank you for using eRIDE!

You need a valid user Username and Password to access the secured components of the system.

If this is the first time you use this new e-RIDE system, you will be asked to update your personal Profile.

User Login:

Password:

[Login/Password Lookup](#)

We recommend that you exit out and close your Web browser when you have finished your online session. The user login and password information will remain in your browser's memory until you click the Logout link and close your Web browser.

Internet

<http://www.eride.ri.gov>

e-RIDE Login Page (cont.)



Note:

Edit My Profile - Please be sure your profile information is up to date. Especially your email address because it plays a very important role on e-RIDE.

Change Password - Your password may be updated at anytime.

To access your special education census, simply click on the **Application Icon**.

Special Ed Reporting

Special Education Census

Special Ed Students - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Rhode Island Department of Elementary and Secondary Education

Neda (Local) Information Services

Barrington - eRIDE Reports Download Logout

Find Student

First Name: Last Name: Find Add Student From Roster || List all students || Check Demographics

SASID	Last Name	First Name	MI	DOB	Sex	Grade	Race	LEA	School	Medicaid
No records found matching " " as part of student's name.										

Done Internet

Notes:

To access Student Reports or Maintenance Reports, simply select from the **Reports** dropdown menu. It is highly recommended that you run your Maintenance Reports periodically.

To download Special Education Census, simply select from the **Download** dropdown menu.

Do not use download from here for the submitting the census to RIDE. The State Reporting Module enables you to submit your census for each data collection process.

Add Student From Roster, allows you to add a student to your census. If the student is Active in another district, you will need to contact the special education census clerk via email or phone and ask that they Inactivate and terminate the student. Otherwise you will not have access to the student record.

Check Demographics, allows you to compare the special education demographics with the student master table. If you notice any discrepancies please check with your school or your technology office and be sure to correct the student's record in both our system and yours. The eRIDE Special Education census system has *Student Master Discrepancy form* option which you can Click to report any demographic data discrepancy (Name, DOB, Sex, Race) that you find are maybe inaccurate. Please also be sure to notify your district's Data Manager to ensure the information is corrected in your local school database.

Please be sure to **Logout** when you have finished working on your Special Education Census. **If you have not been active on the system for approximately 20 minutes the system will automatically log you off.**

Student Demographic Record - Required

Special Ed Students - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Rhode Island Department of Elementary and Secondary Education
Neda (Local) **Information Services**

Barrington> [Back](#)

Student Demographic		Services	IEP Attendance	Medicaid	Evaluations	Parent				
SASID	Last Name	First Name	MI	DOB	Sex	Grd	Race	Dist.	Sch.	Status
1000189177	Doe	Jane	V	3/30/1990	F	12	White (Not Hispanic)	01	01106	Active

English Ability:	English	Assessment:	No Accommodations
Primary Disability:	Learning Disabled	IEP Due Date	4/5/2005
IEP Team Meeting Date:	4/5/2004	Over the Summer Exit:	
Transportation:	No	Beneficiary:	No
Private School Enrollee:	No	Local Student ID:	
Tuition Paid to this District:	01	Case Manager:	
UPDATE			

To Update a Student's demographic record: click on the **Update** at the bottom of the screen. This will open up all of the fields to allow you to update or to change the information.

The following districts/schools will see a field called **Community District** on the screen (just above English Ability): Bristol Warren, Foster/Glocester, Exeter West Greenwich and Chariho, Davies, Rhode Island School for the Deaf, Compass Charter, Paul Cuffee, Kingston Hill, International Charter, Blackstone Academy, Beacon Charter, and the Learning Center. In this field, please record the community in which the student resides.

Tuition Paid to this District: This will automatically default to the district that you came in as. Example: If you were coming into the system as Foster/Glocester-99, it would default to Foster/Glocester-99. Utilize this field, whenever you are paying another school district to provide the special education services for your school district. This particular field will not appear on your screen if you are one of the charter schools or a state school.

Notes:

Student Demographic Record – Required (cont.)

Update Student Demographics Record

Barrington > [Lookup School Code](#) | [Update Case Manager Table](#) | [Cancel](#)

SASID	Last Name	First Name	MI	DOB	Sex	Grd	Race
1000189177	Doe	Jane	V	3/30/1990	Female	12th Grade	White (Not Hispanic)

District	School	Status
01-Barr.	01106 Barrington High School	Active

English Ability	1 - English	Assessment:	1 - No Accommodations
Primary Disability:	E - Learning Disabled	IEP Due Date:	4/5/2005
IEP Team Meeting Date:	4/5/2004	Transportation:	No
Beneficiary:	No	Private School Enrollee:	No
Over the Summer Exit:	Select Summer Exit	Case Manager:	Select Case Manager
Local Student Identifier:			

FOR TUITION STUDENTS ONLY (Please enter the district code where Tuition is paid for the student): 01-Barr.

[Update](#)

Last Updated: 5/18/2005 By nash01

Notes:

After you updated the student's record, please be sure to click the **Update** button. Otherwise your changes will not be saved.

Student Demographics Data Field Definitions

SASID

State Assigned Student Identifier. This ID is unique at the State Level.

Last Name, First Name, MI, DOB, Sex, Grade, Race, District, School, Status

These fields are self-explanatory.

English Ability

The English Ability categories are 1 – English Speaking, 2 – English Language Learner, or 3 – Non-Verbal. Select one of these choices.

Assessment

The Assessment categories are 1 – No Accommodations, 2- With Accommodations, 3 – Alternate Accommodations.

On the student's IEP, is State/District Wide Assessment Accommodations page – If Yes is checked off for "Student will participate in RI Alternate Assessment-record student with 3-Alternate Accommodations? If anything is written in the Assessment Accommodation boxes (Reading, Writing, Math, Science Or Other, which concerning stating accommodations in this area, select 2-With Accommodations, Otherwise, record student with 1-No Accommodations.

Primary Disability

Primary Disability refers to the student's handicapping classification as determined by the multi-disciplinary team.

- A - Emotionally Disordered
- B – Intellectually Challenged (formerly known as 'Mentally Retarded')
- C - Orthopedically Impaired
- D - Other Health Impaired
- E – Learning Disabled
- F - Deaf/Blind
- G - Hearing Impaired-Deaf
- H - Hearing Impaired-HH
- I - Speech/Language Impaired
- J - Blind/Visually Impaired
- K - Multi-Handicapped
- L -Developmentally Delayed (Ages 3 through 8 years old)
- M - Autism
- N - Traumatic Brain Injury

IEP Due Date

The IEP Due Date enables the LEA to track when the next IEP for this student must be scheduled or completed. The date in this field should be a year, from the latest IEP Date. Example: IEP written on 01/01/2012, then the date that you would input for this field would be 01/01/2013.

Over the Summer Exit

Those students who were 'active' at the close of previous school year are carried over to create your Special Education Census for the New School Year. A Summer Termination on your Special Education Census denotes that a student never received any services for this current school year.

Never summer exit a student if the student received special education services or special education related services from your school district at any point during the current school year; since when a student is summer exited the system deletes all of the student's service lines.

For the students who are graduating this coming June, those students should remain on your census with their services 'active' for this data collection.

-All students who receive services right up to the last day of school should be 'active' on your census. Do not record a service termination date or termination reason on these students

Summer Terminations Reasons Are:

- A - Moved, but continuing School
- B - All Objectives Met. Student is returning to Regular Education and is no longer receiving Special Education Services.
- C - At Parents' Request. This service was terminated at the request of the parents.
- D - Deceased
- F - Dropped Out of School. This should not be used if the student decided to discontinue Special Education Services.
- G - Graduated With Diploma (and met all requirements to receive a high school diploma).
- H - Reached Age 21
- I - Other/Transferred. Use this for students who go to The RI Training School or who left your census because they are now under DCYF care.
- J - Clerical Error. Use for an Ops! He/She should have never gone onto the census.
- L - Graduated With a Certificate.
- M - Graduated with a GED.
- S - State Terminated.

Please note: Sometimes it does happen that a student returns to your Special Education Census after you have Summer Terminated him/her. In such cases, remove the Summer Termination Reason by setting your summer Termination Reason to '**Select Summer Term Reason**' and **clicking on Update**.

Transportation

Children who receive special transportation, which has been specified as a related service on the IEP, will require **Yes** in this area. All others will receive a **No**. More often than not, your students in grades PK and PF receive special education transportation. Look for this information on the student's service page of the IEP (Transportation is recorded as a related service on the IEP only, not on the census. On the census, it is a Yes or No in the demographic section.

Beneficiary

Children with Beneficiary status are those for whom costs are paid for by the state or other agency. These students must have **Yes** selected in this area.

This includes students in Davies, Rhode Island School for the Deaf, Dept of Corrections and anytime that DCFY is picking up all or part of the cost.

Private School Enrollee

Select **Yes** for all students whose parents are paying tuition for the student to attend this private or parochial school. This does not apply to those students who attend schools like Meeting Street, as the parents do not pay tuition; the school district incurs the cost.

Preschool children who attend private nursery schools are not considered Private School Enrollee unless they attend a parochial school. This is because mandatory education begins in kindergarten.

Local Student ID (LASID)

Local Assigned Student ID. This ID is unique at the District Level only. It is not mandatory, but your school district may find it helpful

Tuition Paid to this District

A student is receiving special education services in another district and tuition is paid to that district. By default this field is set to the student's resident district code. But if the student is a Tuition student, then this field must be set to the district code where the student is receiving his/her services.

Example of a Tuition Student:

Jane is a student in Barrington. She is receiving special education services at Mt. Hope High School in Bristol Warren. If Barrington is paying tuition to Bristol Warren for Jane then Jane would be considered a Tuition student and this field would be set to 96 for Bristol Warren.

Case Manager

A Case Manager can be someone who oversees a student's IEP insuring that the IEP process is being followed. He/She may also be one of the student's service providers. This is not a required field and is for the districts use only.

Student Services Record - Required

Special Ed Students - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Barrington > Back | Lookup School | Update Teacher Table

Student Demographic				Services		IEP Attendance		Medicaid		Evaluations		Parent	
SASID	Last Name	First Name	MI	DOB	Sex	Grd	Race	Dist.	Sch.	Status			
1000189177	Doe	Jane	V	3/30/1990	F	12	White (Not Hispanic)	01	01106	Active			
Program	C-Center			Tuition	Account	Service Prov.		Start Date	Reg. Nat. Setting				
Select Pcon	Select C-Center					Select SProv			Select				
Serv. Location	Hrs	Days	Weeks	Teacher			End Date	Reason					
				Select Teacher				Select Reason					
Subject Area													
<div>Add</div>													
Total Hours Per Week in Special Ed = 2 hours													
Record 1 - 1													
Program	C-Center	Tuition	Account	Service Prov.		Start Date	Reg. Nat. Set.						
RES	32202			SP CLASS		9/1/2004	Y						
Serv. Location	Hrs/Day	Days/Wk	Wks/Mnth	Teacher		End Date	Term. Reason						
01106	1	2	4										
													UPDATE

Done Internet

Notes:

To **ADD** a new service record, simply fill out the form and press the add button.

To **UPDATE** an existing record, simply click on the update button.

Student Service Record – Required (cont.)

Special Ed Students - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Update Student Service Record

Barrington > [Lookup School Code](#) | [Delete](#) | [Cancel](#)

SASID	Last Name	First Name	MI	DOB	Sex	Grd	Race	Dist.	Sch.	Status
1000189177	Doe	Jane	V	3/30/1990	F	12	White (Not Hispanic)	01	01106	Active

Program Continuum:	B - RES	Cost Center:	32202 - B-Resource
Tuition Cost:		Account Number:	
Service Provider:	A - SP CLASS	Start Date: (i.e. 2/12/03)	9/1/2004
Regular/Natural Setting:	Yes	Servicing Location:	01106
Hours Per Day: (0.1-5.5)	1	Days Per Week: (1-5)	2
Weeks Per Month: (1-4)	4	Teacher:	Select Teacher
Ending Date: (i.e. 5/23/03)		Reason:	Select Reason
Subject Area:			

UPDATE

Last Updated: 5/18/2005 By nash01

Done Internet

Notes:

After you updated the student's service record, please be sure to click the **UPDATE** button. Otherwise your changes will not be saved.

Student Service Data Field Definitions

Tuition Cost

This is not a required field and is for the districts use only.

Account Number

This is not a required field and is for the districts use only.

These two should be used for the new IEP format that went into effect starting on July 1, 2008.

Special Education (on the new IEP format) = Specifically designed instruction that meets the unique needs of student with a disability.

Related Services = are developmental, corrective and supportive services to assist a student with a disability to benefit from special education.

Service Type

For **Special Education Service** (these are on the top half of the IEP service page) the following options are available:

Adaptive Physical Education Teacher
Special Education (Teacher)
Speech Language Pathologist
Teacher of the Deaf and Hard of Hearing
Teacher of the Blind and Visually Impaired

For **Related Services Service Type** (these are on the bottom half of the IEP service page) the following options are available:

Audiologist
Certified Occupational Therapy Assistant
Guidance Counselor
Interpreter
Early Identification & Assessment of Disability
Licensed Physician
Occupational Therapy
Orientation and Mobility Specialist
Other Medical Nursing Personnel
Other Related Service Provider
Parent Counseling and Training
Physical Therapist
Physical Therapist Assistant
Psychologist
Recreation and Therapeutic Recreation Specialist
Rehabilitation Counselor
School Nurse Teacher
Social Worker
Speech and Language Pathologist

Transportation (This service should not appear on the special education census as a service, it should be reported in the Demographic section of the student's record under Transportation Yes or No).

Program Continuum and Cost Centers

Program Continuum:

- 1 General Education with Supports and Services in a Public School – 180 Day School Year.**
General Education with special education or part-time services in a special class in a public school.
- **32202 – a)** General Education with special education or part-time services in a special class in a public school.
b) For all students who receive services and supports in the local public school district in which the student resides.
c) 180 Day School Year.
 - **32221 – a)** General Education with special education or part-time services in a special class in a public school.
b) For all students for whom tuitions are paid to another public school district. This includes students for whom a school district pays tuition to one of the Collaboratives. (Collaboratives include: East Bay, West Bay, Northern Rhode Island, Southern Rhode Island and Urban Collaborative) or Davies Career and Technical School.
c) 180 Day School Year.
- 1 General Education with Supports and Services in a Public School – Extended School Year.**
General Education with special education or part-time services in a special class in a public school.
- **32222 – a)** General Education with special education or part-time services in a special class in a public school.
b) For all students who receive services and supports in the local public school district in which the student resides.
c) Extended School Year.
 - **32223 – a)** General Education with special education or part-time services in a special class in a public school.
b) For all students for whom tuition is paid to another local public school district. This includes students for whom a school district pays tuition to one of the Collaboratives. (Collaboratives include: East Bay, West Bay, Northern Rhode Island, Southern Rhode Island and Urban Collaborative).
c) Extended School Year.
- 2 Special Class Integrated in a public school building – 180 Day School Year.**
- **32203 – a)** Special Class integrated in a public school building.
b) For all students who attend a public school within the school district in which the student resides.
c) 180 Day School Year.
 - **32205 – a)** Special Class Integrated in a public school building
b) For all students who attend a public school and for whom tuition is paid to another local public school district within Rhode Island.
c) 180 Day School Year.
 - **32218 – a)** Special Class Integrated in a public school building.
b) For all students who attend a public school and for whom a tuition is paid to another district outside of Rhode Island.
c) 180 Day School Year.

2 Special Class Integrated in a public school building – Extended School Year.

- **32204** – a) Special Class Integrated in a public school building.
b) For all students who attend a public school within the school district in which the student resides.
c) Extended School year.
- **32206** – a) Special Class Integrated in a public school building.
b) For all students who attend a public school and for whom tuition is paid to another public school district within Rhode Island.
c) Extended School Year.
- **32219** – a) Special Class Integrated in a public school building.
b) For all students who attend a public school and for whom a tuition is paid to another district outside of Rhode Island.
c) Extended School Year.

3 Non-Public Special Education Day, Non-Beneficiary – Extended School Year.

- **32209** – a) Non-public Day Special Education Day Facility who special education program has been approved by the Rhode Island commissioner of Elementary and Secondary Education.
b) For students with non-beneficiary status for whom the costs are paid by the school district in which the student resides.
c) Extended School Year.

3 Non-Public Special Education Day, Non-Beneficiary- 180 Day School Year.

- **32208** – a) Non-Public Day Special Education Day Facility whose special education program has been approved by the Rhode Island Commissioner of Elementary and Secondary Education.
b) For students with non-beneficiary status for whom the costs are paid by the school district in which the student resides.
c) 180 Day School Year.

3 Non-Public Day Special Education Facility, Beneficiary – 180 Day School Year.

- **32210** – a) Non-Public Day Special Education Day Facility (beneficiary) whose special education program has been approved by the Rhode Island Commissioner of Elementary and Secondary Education.
b) For students with beneficiary status for whom the costs are paid by the state or other agency.
c) 180 Day School Year.

3 Non-Public Day Special Education Facility, Beneficiary – Extended School Year.

- **32217** – a) Non-Public Day Special Education Facility (beneficiary) whose special education program has been approved by the Rhode Island Commissioner of Elementary and Secondary Education.
b) For students with beneficiary status for whom the costs are paid by the state or other agency.
c) Extended School Year.

4 Homebound/Hospitalized

- **32207** – a) Homebound or hospital instruction provided by special education teachers, general education classroom teacher or regular education, subject matter teachers, together with other appropriately certified specialists providing related services, as needed; to any child with a disability whose health status warrants home or hospital instruction. This applies to everyone except for preschoolers. *Students who are attending Caritas House, Phoenix House, Corkery House (or any alcohol or drug treatment centers for youth) should be recorded on the census as Homebound/Hospitalized.* LEAs should follow FAPE requirements. The IEP does not have to be reconvened; the district must follow FAPE requirements.

5 Pre-school, Part-time. 180 Day School Year.

- **32213** – a) Preschool public or non-public school/facility.
b) Only for students ages three through five years old as of the census initial date who are served in a public or non-public pre-kindergarten program for one-half day (approximately 2.5 hours).
c) 180 Day School Year.

5 Pre-school Full Time. 180 Day School Year or Extended School Year.

- 32214 – a) Preschool public or non-public school/facility. Full-time 180 Day School Year and/or Extended school year.
b) Only for students ages three through five years old as of the service initiation date, and who are served in a public or non-public pre-kindergarten program for the entire school day (approximately 5.0 hours) and/or are served in an extended school year program.
c) Full time 180 day and/or Full time Extended School Year.

6 Residential Schools – Beneficiary.

- 32211 - a) For students with beneficiary status for whom the costs are paid for by the state or other agency.

6 Residential Schools – Non-Beneficiary.

- 32212 – a) For students with non-beneficiary status for whom the costs are paid for by the school district in which the student resides.

7 IEP Service for Non-Public Students.

- 32215 – a) Individual Education Program (IEP) Services for non-public students (private or parochial school students whose parents pay tuition for the student to attend the private school) and whose (IEP) services are paid for by the district in which the student resides.

0 Service Plans for Non-Public Students.

- 90000 – a) Service Plans are for non-public students (private or parochial school students whose parents pay tuition for the student to attend the private school) and whose Service Plan services are provided by the district in which the school is located.

All services of a given student should be reported under only one program continuum and one cost center for a given timeframe. The only exception would be a student who attends a private or parochial school (where parents pay tuition) can have some services listed under Program continuum 7 with cost center 32215 and have some services under a Service Plan with Program Continuum 0 with cost center 90000.

A student with a Service Plan, should be reported on the special education census by the school district in which the student resides.

SPECIAL INSTANCES:

Davies Vocational-Technical School: Students who attend Davies should be reported under either Program Continuum 1, Center 32221 and should have Beneficiary status = Y or Program Continuum 2, Cost Center 32205 and should have Beneficiary status = Y. **Davies maintains their own Special Education census, so no school district should report these students on their census.**

East Bay, Northern Rhode Island, Southern Rhode Island (SORICO), Urban Collaborative and the West Bay Collaboratives are considered public schools. Students who attend one these schools should be reported under Program Continuum – 1 cost center 32221, Program Continuum 2 with cost center 32205, Program Continuum 5 Cost Center – 32213 or Program Continuum 5 cost center 32214.

RI School for the Deaf: Students who attend the RI School for the Deaf all need a Beneficiary status = Y; Program Continuum – 3, Cost Center 32210. Exception: if the student is 3 to 5 years and in grade PK then report the student in either Program Continuum 5, with cost center 32213, if they attend only a half day program, or Program Continuum 5 with cost center 32214, if they are PF and attend RISD for the full day. **RI School for the Deaf maintains their own Special Education census, so no school district should report these students on their census.**

RI School for the Deaf/Community Preparatory School Inc.: Students who attend the School for the Deaf (28702) half-day and Community Prep (28315) half-day should be reported under Beneficiary Status – Y; Program Continuum – 3; Cost Center '32210'. Their service time should be divided between 28702 and 28315.

Bradley Hospital: Students placed at Bradley Hospital who receive tutoring under the Homebound/Hospitalized Program Continuum, should have a Program Continuum – 4; Cost Center – 32207; School of Attendance and Servicing Location – 10302.

Caritas House and Phoenix House are drug and alcohol treatment facilities. Students who are receiving their special education services while at these facilities should be recorded under program continuum 4-Homebound/Hospitalized with cost center 32207. Record the school of attendance in the demographic section of the student's special ed census record as follows: Caritas school code is **26902** and Phoenix House in Burrillville is **03903**.

All Preschoolers (grades PK or PF) and who are ages 3 through 5 years old as of December 1st of the current school year, should be reported in Program Continuum 5 and either cost center 32213 or 32214.

Preschoolers who receive services at home or come into school just to receive a special education service: If the child truly attends no school, the School of Attendance should be that of the local administration (XX190); the Servicing Location should reflect where the child receives the special education service, at home (XX999) or any specific school code. These children fall under Program Continuum – 5 Cost Center – 32213.

Preschoolers who attend regular pre-schools for half a day or less: These children and cost associated with their placement must now be reported under Continuum –5, Cost Center – 32213. For any tuition portion, show the "Service Provider" as 'U' for preschool regular classroom.

Preschoolers who attend school for the full day and/or attend school for and extended school year:
These children and cost should be Program Continuum 5, Cost Center 32214.

FAPE (Free Appropriate Public Education) is ensured in Rhode Island from ages 3 through 20 years old. A child cannot start services on the census until he is actually 3 years old. If a student turns 21 years old during the last semester of the school year, he/she can finish the balance of the school year. However, LEAs are able to terminate services as soon as a student turns 21 years of age.

How to Record Students Whose Program Continuum and/or Services Change During the School Year: All services for a student should be reported under one program continuum and cost center. Except when a student's services and/or placement change during the school year. If the program continuum changes, please be sure to terminate all service lines with a service termination date and service termination reason for the program continuum that he just concluded. Then start all 'active' services under the new program continuum and cost center. Record the start date for when this new program continuum and services started.

If a student's service has changed during the school year - do not simply type over the current service record to record the change. Instead, terminate the current service line with a termination date and termination reason, and then add the service with the new information. You may lose critical information if the student's current service line is simply typed over with the newest information.

Example of a student whose service time changed during the current school year:
On March 30th, Penny Petunia's speech service line looks like the census:

Service	start date	school	hours	days	weeks	termination date	termination reason
C (Speech)	09/01/2014	01110	1.0	5	4		

The IEP team met on March 30th, and wrote a new IEP. All of Penny's services on this IEP are the same as they were on her prior IEP, except for speech.

Step 1a) Terminate Penny's speech as it appears today on the census with a termination date and termination reason.

Service	start date	school	hours	days	weeks	termination date	termination reason
C (Speech)	09/01/2014	01110	1.0	5	4	03/30/2015	E (Reassessed)

Terminate her speech service line, like it appears above here.

Step 1b) ADD a new speech record to record the speech as it appears on Penny's new IEP.

Service	start date	school	hours	days	weeks	termination date	termination reason
C (Speech)	03/31/2015	01110	0.5	5	4		

Never summer exit a student if the student received special education services or special education related services from your school district at any point during the current school year; since once a student is summer exited, the system deletes all of the student's service lines.

For the students who are graduating this coming June, those students should remain on your census with their services 'active' for this data collection.

-All students who receive services right up to the last day of school should be 'active' on your census. Do not record a service termination date or termination reason on these students.

Service Provider- The individual who will be providing the service.

Audiologist
Guidance Counselor
Interpreter
Nurse- (School)- Teacher
Occupational Therapist
Occupational Therapist Assistant (certified)
Other Medical Nursing Personnel
Other-Related Service Provider
Orientation and Mobility Specialist
Physical Therapist
Physical Therapist Assistant
Physician (licensed)
Psychologist
Recreation and Therapeutic Specialist
Rehabilitation Counselor
Social Worker
Speech Language Pathologist

Servicing Location

The servicing location is the school code for the facility at which the student receives his/her special education services. In most cases, the servicing location code will be the same as the School of Attendance recorded in the Demographic section. Under certain circumstances, the service location may differ from the School for Attendance. Exceptions are: preschoolers served at home, students who receive home tutoring, students who receive related services from an outside service provider, or preschoolers who go to school just for a special service. These school codes are in your school Code Manual.

Service Plan District

The Service Plan District is the district in which the private school is located. It is also the district providing the services in the Service Plan. Service Plans only apply to students whose parents pay tuition for the student to attend the private school. Not every student who attends a private school necessarily has to have a service plan. A service plan does not apply to public, charter or state schools. Leave this field blank, if this service record is not a service plan.

Hours Per Day

This feature collects the number of Hours, to the tenth of an hour, that the student is receiving the service. The range of time accepted here is from a minimum of five minutes (0.1) to a maximum of 6 hours.

The following are samples to help reinforce this concept:

Hours/Day	Amount of Time
0.1	5 minutes
0.2	10 minutes
0.3	15-20 minutes
0.4	25 minutes
0.5	30 minutes
0.6	35 minutes
0.7	40 minutes
0.8	45 minutes
0.9	50-55 minutes
1.0	1 hour
2.0	2 hours
3.0	3 hours
4.0	4 hours
5.0	5 hours
6.0	6 hours

Days Per Week

This is the number of Days per Week that the child receives a service. The acceptable range is from one (1) to five (5).

Weeks per Month

The number of Weeks per Month that the student receives the service is recorded here. The range for this item is from one (1) to four (4).

Start Date- mm/dd/yyyy

This start date must reflect the date on which the pupil first receives this special education service from the specified Service Provider. The date must be within this current academic year. *The academic school year goes from July 1st to June 30th, though most students will start their services in the fall (late August or early September).*

Example: 7/01/2014 to 6/30/2015 is the entire school year. Most students start sometime around 8/28/2014.

Regular/Natural Setting

The Regular/Natural Setting refers to the setting in which the student is receiving their special education service. The options are **Yes**, meaning this service is provided in a general education classroom. **No**, meaning this service is provided in a separate classroom other than a general education classroom.

An X is in Reg Ed box= Yes.

An X is in Other box= No.

If both boxes checked or X then consult with your Director or Case Manager as this is incorrect.

Service Termination Date

This date must be filled in if the student stops receiving a service before the normal end of the school year or if any of the following fields change within the current school year (service provider and type, service location, hours, days, weeks). This date must be filled in if the student's service changed during the school year. This Date must fall within the current school year and be used in conjunction with a service Termination Reason. ***If a student is receiving a service for the entire school year (and nothing in the service line changed during that time) leave the termination date and termination reason blank. You do not want to terminate a service just because the school year ended in June.***

Service Termination Reason

This field records the Reason why you are terminating a service within the school year. The accepted Reasons for why a service is being terminated are:

- A - Moved, but continuing School. Do not use this if a student moved from one school in your district to another.
- B - All Objectives Met. Use this when a student is returning to Regular Education and is no longer receiving Special Education Services.
- C - At Parents' Request. (Use this if the parents request that the student no longer receive a service or services.)
- D - Deceased
- E - Reassessment. Use this reason to terminate a service because any of the following fields changed during the school year. (the amount of time, or the number of days or the number of weeks changed during the school year).
- F - Dropped Out of School. This should not be used if the student decided to discontinue Special Education Services.
- G - Graduated With Diploma (use this only when a student has met all requirements to receive a high school diploma).
- H - Reached Age 21
- I - Other/Transferred. Use this for students who go to The RI Training School or who left your census because they are now under DCYF care.
- J - Clerical Error. Use for an Ops! He/She should have never gone onto the census. No one looks at these.
- L - Graduated With a Certificate (Use this for any student who completes a program, but does not meet all high school graduation requirements...
- S - State Terminated

Teacher – (optional)

Though this information is not mandatory for reporting to RIDE, the Teacher Code is necessary if you want to generate class lists.

Subject Area (optional)

This is not a required field and is for the districts use only.

*****Students Who Receive Services Over The Summer**

Students who have an IEP and who are truly receiving special education services over the summer should be reported on your census. Report them under the same Program Continuum that they are normally reported under for the rest of the school year. Only difference is that you should add that service line service that they are receiving over the summer, terminate that service with a service termination date and service termination reason. (You may have to adjust the dates. School Year starts July 1st. Some students start receiving their services over the summer in June. Your census will not allow you to start their services in June because that is the end of the last school year. Count the number of days that a student is receiving that service over the summer, start their summer service on July 1st and terminate the service with a date in August which accounts for that number of days that you determined the service to run. (Example: July 1, 2014 (Start Date) August 28, 2014 (Termination Date). Use 'E' – Reassessment Indicated for the termination reason on this service.

IEP Attendance Record - Required

Special Ed Students - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Rhode Island Department of Elementary and Secondary Education
Neda (Local) **Information Services**

Barrington > [Back](#)

Student Demographic			Services			IEP Attendance			Medicaid		Evaluations		Parent	
SASID	Last Name	First Name	MI	DOB	Sex	Grd	Race	Dist.	Sch.	Status				
1000189177	Doe	Jane	V	3/30/1990	F	12	White (Not Hispanic)	01						
IEP Team Meeting Date														
4/5/2004											View/Update IEP Attendance			

Done Internet

Notes:

Every student in your Special Education Census should have at least one IEP Attendance record. Someone attended the IEP meeting.

To **VIEW** or **UPDATE** an IEP attendance record, simply click on View/Update IEP Attendance. _____

IEP Attendance Record – Required (cont.)

Special Ed Students - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Update IEP Team Meeting Record

Barrington > [Cancel](#) || [Delete](#)

SASID	Last Name	First Name	MI	DOB	Sex	Grade	Race	School	Status
4044	Doe	Jane	V	3/30/1990	F	12	White (Not Hispanic)	01106	Active

IEP TEAM Meeting Date: 4/5/2004

Parent(s):	<input checked="" type="checkbox"/>	Student:	<input type="checkbox"/>
Regular Teacher:	<input checked="" type="checkbox"/>	Transition Service:	<input type="checkbox"/>
Sped Teacher:	<input type="checkbox"/>	Related Service Provider:	<input checked="" type="checkbox"/>
District Rep:	<input type="checkbox"/>	Other:	<input type="checkbox"/>

[UPDATE](#)

Last Updated: 5/18/2005 By nash01

Done Internet


Click on each person who attended the IEP meeting.

Notes:

Medicaid Record - Optional

Special Ed Students - Microsoft Internet Explorer

File Edit View Favorites Tools Help

 **Rhode Island** Department of Elementary and Secondary Education

Neda (Local) **Information Services**

Barrington > [Back](#)

Student Demographic			Services		IEP Attendance		Medicaid		Evaluations		Parent	
SASID	Last Name	First Name	MI	DOB	Sex	Grd	Race	Dist.	Sch.	Status		
1000189177	Doe	Jane	V	3/30/1990	F	12	White (Not Hispanic)	01	01106	Active		
Medicaid Eligible			Social Security Number				Case Worker					
Y			555-55-5555							UPDATE		

Done Internet


Medicaid information is optional. This information can be utilized by the school district for Medicaid billing purposes. The field '**Parental Consent for Billing With SS Number**' has been added to this screen (even though it does not appear here). The options for this field are **Yes**- the parents signed a consent form to allow your school district to bill Medicaid with the student's social security number. **No**- the parents did not sign a consent form to allow billing.

Notes:

Evaluation Record - Optional

Special Ed Students - Microsoft Internet Explorer

File Edit View Favorites Tools Help

 **Rhode Island** Department of Elementary and Secondary Education
Neda (Local) **Information Services**

Barrington > [Back](#)

Student Demographic		Services		IEP Attendance		Medicaid		Evaluations		Parent	
SASID	Last Name	First Name	MI	DOB	Sex	Grd	Race	Dist.	Sch.	Status	
1000189177	Doe	Jane	V	3/30/1990	F	12	White (Not Hispanic)	01	01106	Active	

Eval. Area	Eval. Date (i.e. 2/2/03)	Eval. Disposition	
Select Area		Select Area	Add

Record 1 - 1

Eval. Area	Eval. Date	Eval. Disposition	
ADD Screening	5/1/2005	Parents Request	UPDATE

Done Internet

Notes:

Evaluation Area:

This describes the developmental areas in which the student has been evaluated.

Evaluation Date:

This item follows the Area code and records the Date on which the most recent evaluation in any given area was completed. It should, of course, be within the past three years.


Evaluation Disposition:

The Disposition refers to the results of the screening in each of the Areas in which the student was evaluated.

Parent Record And Student Address Information

Special Ed Students - Microsoft Internet Explorer

File Edit View Favorites Tools Help

 **Information Services**

Neda (Local)

Barrington > [Back](#)

Student Demographic	Services	IEP Attendance	Medicaid	Evaluations	Parent					
SASID	Last Name	First Name	MI	DOB	Sex	Grd	Race	Dist.	Sch.	Status
1000189177	Doe	Jane	V	3/30/1990	F	12	White (Not Hispanic)	01	01106	Active
Parent Last Name:		Doe		Parent First Name:		Jennifer				
Address 1:		1 Elm Avenue				Address 2:				
City:		Barrington				State:		RI		
Zip:		5555								
Home Phone:		401-555-5555				Work Phone:				
Mother's Phone:						Father's Phone:				
Emergency Phone:										
UPDATE										

Done Internet

Now this screen also records the student's information. **This is important, especially when the student is a high school student. A year after the student finishes school (graduates or drops out), their Case Manager will be contacting the (per federal requirement) student. So please include the student's cell phone number, if available.**

Notes:

Teacher Table

The screenshot shows a web browser window titled "Sped Reports - Microsoft Internet Explorer". The address bar is empty. The page header features the Rhode Island Department of Elementary and Secondary Education logo and the text "Information Services". Below the header, the page is titled "Teacher Table". A link "> Back" is visible. A note states: "Note: If a teacher is no longer in your district, please set their Teacher Status field to Inactive." Below the note is a form with four columns: "Teacher Code", "Teacher Name", "Status", and an empty column. The "Status" column has a dropdown menu with "Select Status" and an "ADD" button. Below the form is a table with three rows of teacher data.

Teacher Code	Teacher Name	Status	
JDOE	John Doe	I	Update
JSMITH	John Smith	A	Update
MSMITH	Mary Smith	A	Update

Notes:

The Teacher Code is necessary when generating class lists. And due to the tracking of historical data, Teacher Codes cannot be deleted. But, if a teacher has exited your district, you may decide to Inactivate them. By Inactivating the Teacher, their name will not appear in the Teacher dropdown list.

If a teacher's name changes you have two options:

1. Update the Teacher Name and keep the same Teacher Code.

Or

2. Inactivate the Teacher and add a new record with the Teacher's new name and code.

The best time of the year to make changes to the Teacher Code table to accommodate name changes is at the beginning of the school year, before you have added or updated any of your students' services. Otherwise, you will have to update every student's record with the new teacher code and if you have a large special education census, that can be a good deal of work.

Special Ed Students - Windows Internet Explorer

http://ride16/eride/sped1/spedProgUpdate.asp?censusID=47058

McAfee SiteAdvisor

Special Ed Students

Rhode Island Department of Elementary and Secondary Education

Elizabeth Landry

Information Services

Johnston > Back | Lookup School | Update Teacher Table

Student Demographic Services IEP Attendance Medicaid Evaluations Transition Parent

SASID	Last Name	First Name	MI	DOB	Sex	Grd	Race	Status
1000000000	AAAA	AAAA		1/01/1999	M	01	White (Not Hispanic)	Active

Program Cost Center Tuition Account Service Prov. Start Date Reg. Nat. Setting

Select Pcon Select C-Center Select SProv Select

Serv. Location Hrs Days Weeks Teacher End Date Reason

Select Teacher Select Reason

Subject Area Services Plan District Code

Select Services Plan District

Add

Total Hours Per Week in Special Ed = 0.38 hours

IEP SP

Record 1 - 1 UPDATE

Program	Cost Center	Tuition	Account	Service Prov.	Start Date	Reg. Nat. Set.	Service Location
SP	90000		SPCH	8/30/2006	N	St. Rocco	

Hrs/Day	Days/Week	Wks/Month	Teacher	End Date	Term. Reason	Service Plan District	Subject
0.5	1	3	S.Q.			Johnston	

Done Local intranet 100%

Services Plan: a student whose parents are paying a tuition for the student to attend a private school (example: parochial school) can have: 1) a Services Plan, 2) an IEP or 3) a Services Plan and an IEP. A student who attends a public, state or charter school would never have a Services Plan. Services Plans apply only to private schools for which the parents pay tuition.

Example: Penny Pudding resides in Cranston but she attends St Rocco School in Johnston. Penny has an IEP and she has a Service Plan.

Cranston is responsible for Penny's IEP. (Cranston is responsible for IEP because that is where the student resides.) Johnston is responsible for Penny's Service Plan. (Johnston is responsible for Service Plan because Johnston is the district in which the private school is located).

Cranston reports Penny on their special education census with an IEP and with a Service Plan. Johnston is recorded in the Service Plan District field when Cranston records the Service Plan on the census. (Cranston reports Penny because Cranston is where Penny resides). If Penny had only a Service Plan and no IEP, Cranston would still report Penny on the census with just a Service Plan.

** The District in which the student resides is responsible for the IEP and REPORTING the student on the Special Education census.

If the student does not have an IEP, but only a service plan, the district where the student resides is responsible for reporting the Service Plan on the census with the Service Plan District field on the service line being recorded with the district code of the district who is providing the Service Plan.

** The District where the private school is located is responsible for the Service Plan.

****Resident District (District where student lives)**

1. Is responsible for an IEP, if there is an IEP.
2. Reports the student on the Special Education census.

****Service Plan District (District where school is located)**

1. Is responsible for the Service Plan, if there is a Service Plan.

*** Disclaimer: This is meant for illustrative purposes only and is not meant for interpretation of the State or Federal Regulations. Please refer to the State Regulations for interpretation purposes.*

Locating a student on your special education census:

Information Services - Windows Internet Explorer

https://www.eride.ri.gov/sasid/getSASID.asp

File Edit View Favorites Tools Help

McAfee SiteAdvisor

Information Services

Rhode Island Department of Elementary and Secondary Education

Charlene Gilman (State)

Information Services

Go Back Get SASID - Barrington

List Students Pending for SASID || SASIDs issued in last 30 days || SASID Guide

Find student(s) by name (e.g., Bates, M): ☐ district-wide ☒ state-wide

SASID	lastname	firstname	mi	gender	race	dob	grade	district	date last enrolled	action
Total number of students: 0										

[Request for a SASID](#)

SASID Locator Instructions: Type the student's last name and/or part of first name, click on Find. Acceptable naming format for locating the SASID for 'Michael Bates': 'Bates', 'bates, m', 'bates, mic'. Unacceptable naming format: 'michael bates', 'bates,', 'bates,m', 'bates,mic'. Click on 'district-wide' if you want to narrow the search to district-wide rather than state-wide.

Contact: RI Department of Education, Office of Information Services, 255 Westminster Street, Providence, RI 02903-3400
Email: sasid@ride.ri.gov

start

2 Microsoft ... December 20... Special Educa... screenprint_s... Information S...

Internet 100%

11:20 AM Thursday 1/17/2008

If you are searching for a student within your school district and you do not find that student, go to this screen and search state wide. If you still do not find the student, Request a Sasid.

Once you have searched for a student's record and if the eRIDE system finds the student, but on the screen appears an email address and a school district is listed, you will have to email that email address and ask that person to please inactivate that particular student on their special education census. Please include the date that student started in your school district.

Information Services - Windows Internet Explorer

https://www.eride.ri.gov/sasid/studentInitiate.asp

File Edit View Favorites Tools Help McAfee SiteAdvisor

Information Services

Rhode Island Department of Elementary and Secondary Education

Information Services

Charlene Gilman (State)

Go Back Requesting SASID - Barrington

LASID	First Name	Last Name	M.I.	School Name
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	School Name ...
DOB	Race	Gender	Grade	Date Enrolled
<input type="text"/>	Race ...	Sex ...	Grade ...	<input type="text"/>

Submit

Important: All fields are required (except LASID). Date format: mm/dd/yy (e.g., 11/5/95).
Information will not be updated or recorded until the Submit button is clicked.

Contact: RI Department of Education, Office of Information Services, 255 Westminster Street, Providence, RI 02903-3400.
Email: sasid@ride.ri.gov

Done Internet 100%

start

December 2004 State... Microsoft Office ... Information Services ...

1:32 AM Thursday 1/17/2008

You will then come to this screen. Fill this screen out with the student's information and click on **Submit**. This will start the process. This student's request for a SASID will be sent to your Data Manager who will get a SASID number assigned to this student.

Transition Services- students who are 14 years or older, should have a Transition page included in their IEP.

This information must be completed for these students. If this information is not completed for a student 14 years and older, the student's record will be listed on a maintenance report and if the record is not corrected the student's record will be not accepted for the December or June data collection process. **This is a must have for all students 14 years and older.**

Transition

The following questions are based on the Secondary Transition IEP:

Transition Assessments (Page 3)	IEP includes one or more assessments: <input type="text" value="Yes"/>
My Measureable Post-School Goals (Page 3)	IEP includes one or more goals: <input type="text" value="Yes"/>
Transition Services I Need to Help Me Reach My Post-School Goals (Page 5)	IEP includes one or more services: <input type="text" value="Yes"/>
Program of Study (Page 6)	IEP includes Program of study to reach post-school goals <input type="text" value="Yes"/>
Assurance of Transition Services (Page 6)	I agree that my measureable post-school goals are based upon age appropriate transition assessments and will reasonably enable me to reach my goals after I complete my high school education. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

[SAVE](#) [CANCEL](#)

This is mandatory for all students ages 14 years and older.

Early Childhood – This is mandatory information for any child ages 3 through 5 years old in grades PK, PF, KG or KF and must be reported on your special education census. You will only see this tab appear on your screen for a child, if that child is reported in Grades PK, PF, KG or KF. This information is taken from Section 38 and is completed or updated at every IEP meeting by the IEP team. **You can only report a child in only one category, either 38a, 38b or 38c.** If the child is three years old, then the Early Childhood Transition portion at the bottom of the screen must be completed. If you don't do it now, it will appear on a maintenance report and need to be completed prior to the next data collection.

Early Childhood

EARLY CHILDHOOD ENVIRONMENTS:

A Regular Early Childhood Program is defined as a program that includes **51% or more non-disabled children**.

An Early Childhood Special Education Program is defined as a program that includes special education and related services provided in settings with **50% or less non-disabled children**.

Please report child in only 1 category, either 38a, 38b, or 38c.

38a) Does This Child Attend a Regular Early Childhood Setting?

Yes/No:

(If you select Yes, then you must fill in the 3 places):

Total Hours Per Week in Regular Early Childhood Program:

Please indicate where the child receives the **majority** of special education and related services:

☐ Regular Early Childhood Program ☐ Other Location

Please indicate the type of Regular Early Childhood Program

☐ Head Start ☐ Kindergarten ☐ Private Preschool ☐ Early Care and Education Center
☐ State Funded Preschool ☒ Integrated Preschool in District

38b) Does This Child Attend An Early Childhood Special Education Program?

Yes/No:

(If you select Yes, then you must also select a type:)

Please indicate the type of Early Childhood Special Education Program

☐ Separate Class ☐ Separate School ☐ Residential Facility

38c) This Child Does Not Attend Either a Regular Early Childhood Setting or an Early Childhood Special Education Program.

Please indicate *where* the child receives the **majority** of special education and related services:

☐ Home ☐ Service Provider Location ☐ Other Location

EARLY CHILDHOOD TRANSITION: (Complete at initial IEP only) (This portion must be completed for all 3 year olds.)

Did this child ever receive Early Intervention Services?

☐ No ☐ Yes, and is being transitioned from EI ☐ Yes, but exited prior to referral to Part B

Date the IEP Team met to write the original IEP:

Effective date of the child's original IEP (date first service began):

FOR EARLY INTERVENTION TRANSITION ONLY:

If the **effective date** of the child's original IEP (date first service began) was not on or before the child's 3rd birthday, why?

- ☐ Late referral/moved into district late (less than 90 days before 3rd birthday)
- ☐ Parent Choice
- ☐ Child turns 3 during a period of school closing such as summer or vacation (and child is not eligible for ESY during that period)
- ☐ Other (Must specify reason)

[SAVE](#) [CANCEL](#) [CLEAR](#)

Be sure to click on [SAVE](#) to save this information.

Etcetera:

The special education census is collected twice a year, once around December 1 and again around the end of May. Shortly after the census data is collected in May, the census is set up for the new school year. When the census is set up for the new school year, all students who were 'active' in the May data collection, are carried forward for the new school year. At this time (right after the census has been setup for the new school year), be sure to summer exit any student who 'graduated with a diploma' or 'graduated with a certificate' that June. Do not terminate these students by inactivating these students on the service lines and changing their status to 'inactivate'.

Some students may 'graduate with a diploma', 'graduate with a certificate' or 'drop-out of school' during the school year. These students should be 'inactivated' by changing their status to 'inactivate' and terminating all open service lines with a service termination date and termination reason. Please do not summer exit these students as you will lose their FTEs (service lines) and no service time will be calculated for these students.

School Districts should not report students who attend the following schools as these schools function like a school district in that they report their own special education census. You will see students reported on your census who attend one of these schools, if the student is a resident of your school district.

You will not be able to update or delete the student's record, as these schools report the students with IEPs on their own census.

Achievement First Providence
Beacon Charter,
Blackstone Academy-Charter
Blackstone Valley Prep-Charter
Compass Charter,
Davies Vocational School,
Democracy Charter,
Greene Charter
Highlander Charter,
International Charter,
Kingston Hill Academy-Charter,
Learning Center-Charter,
Metropolitan Career and Tech,
Paul Cuffee Charter,
Rhode Island School for the Deaf
Segue Charter.
Sheila Skip Nowell Leadership
Trinity Academy Charter
Village Green Vitural

Guidance on Collecting/Reporting Race and Ethnicity Data Under New Federal Standards

Department of Elementary and Secondary Education
Office of Network and Information Systems
January 16, 2009

Key New Requirements

States will be required to report aggregated data to ED using these new standards by the fall of 2010 for the 2010–11 school year. These are the seven categories for reporting:

Two Part Question Format

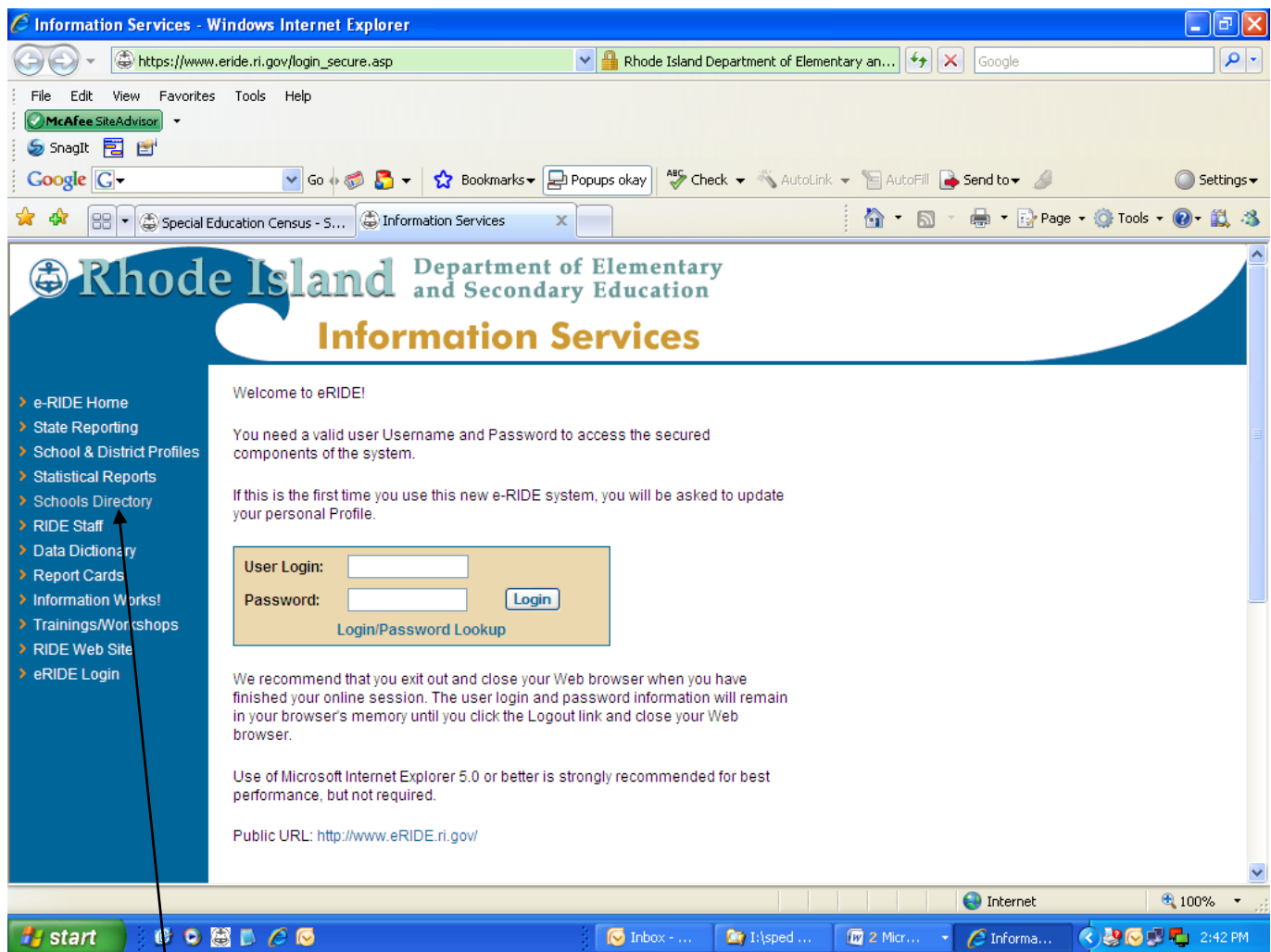
The *Final Guidance* requires the data using the two-question format.

1. Are you Hispanic or Latino? (**must choose only one**)

- ☐ Yes
- ☐ No

2. What is your race? (**must choose at least one, but could choose more than one.**)

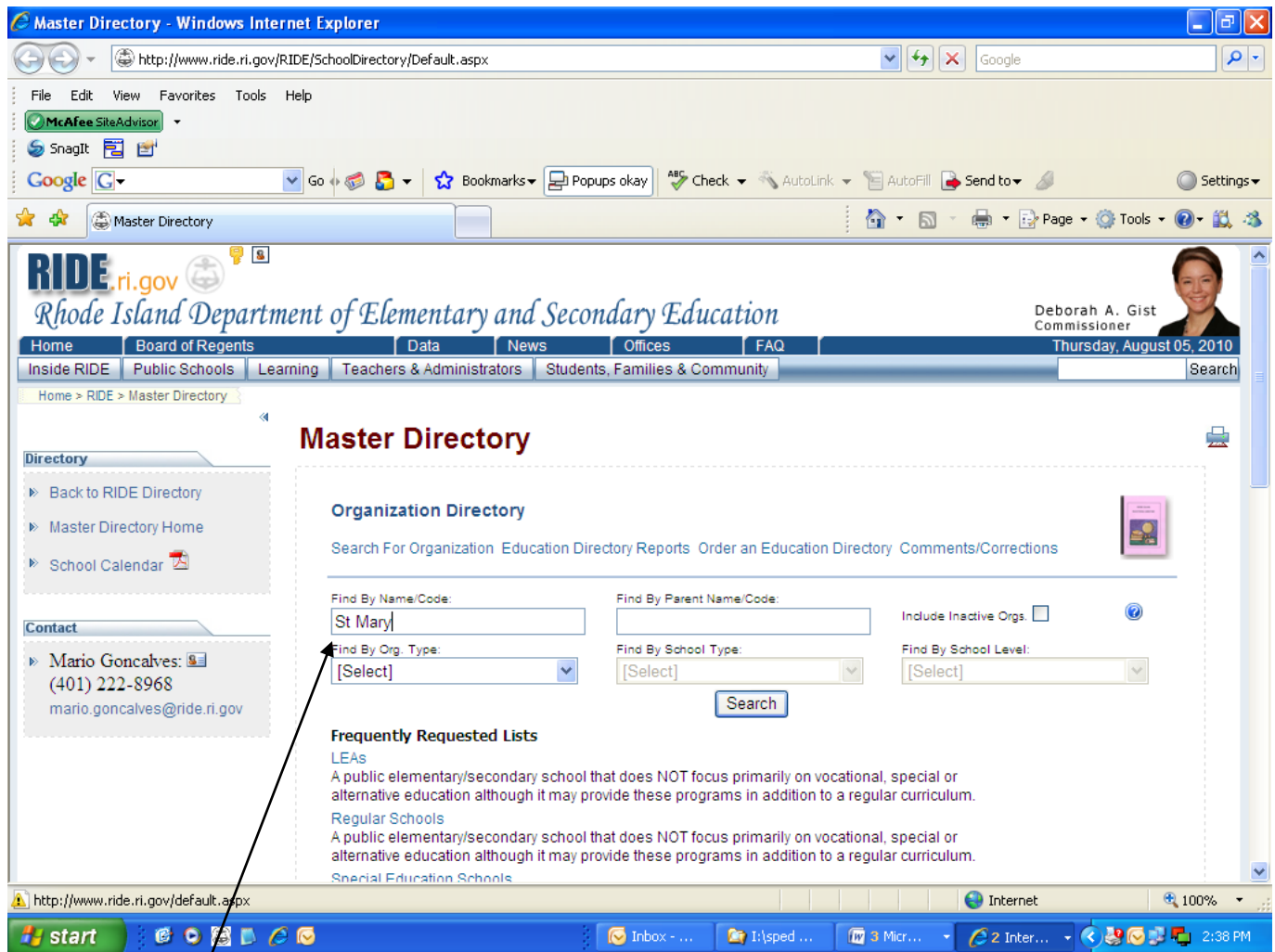
- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White



How to find a school code:

At this screen (this is the eRIDE screen, when you first log on):

Click on: **Schools Directory**



This screen will then appear.

Type in the School name. To find all schools listed under St Mary's, I typed in St Mary, without the apostrophe S. You will then see all St Mary's schools listed. If there is a school code on the census that you do not recognize, type in the school code number and the system will list the school's name.

Master Directory - Windows Internet Explorer

http://www.ride.ri.gov/RIDE/SchoolDirectory/Default.aspx

File Edit View Favorites Tools Help

McAfee SiteAdvisor

SnagIt

Google

Go

Bookmarks

Popups okay

Check

AutoLink

AutoFill

Send to

Settings

Master Directory

Search For Organization Education Directory Reports Order an Education Directory Comments/Corrections

Export to: Excel | PDF | PDF-Address Labels

Back to Organizat

6 Matching Organizations names containing St/Mary Were Found!

**NOTE: Click list header to sort by that column.

Organizations names containing St/Mary

Code	Organization Name	Parent Name	Org. Type	Address	City, State Zip	Phone	Email	Website
07203	St. Mary School	Catholic Schools	School	85 Chester Avenue	Cranston, RI 02920	(401) 944-4107	llepore@stmaryschoolri.com	www.stmaryschoolr
10208	St. Mary Academy-Bay View	Catholic Schools	School	3070 Pawtucket Avenue	East Providence, RI 02915	(401) 434-0113	emcauliffe@bayviewacademy.org	www.smabv.org
24305	St. Mary's Home for Children/George N. Hunt Campus School		School	440 Fruit Hill Avenue	North Providence, RI 02911	(401) 353-3900	lmaceroni@smhfc.org	www.smhfc.org
24805	St. Marys Home For Children	North Providence	Food-only	420 Fruit Hill Avenue	North Providence, RI 02911	(401) 353-3900	NA	
248A0	St. Mary's Home for Children	North Providence	Food-only	420 Fruit Hill Avenue	North Providence, RI 02911	(401) 353-3900	NA	
26904	Mary T. Dean Head Start		School	13 Legion Drive	Pawtucket, RI 02860			

Back to Top of Page

http://www.ride.ri.gov/Applications/MasterDirectory/Org_Summary.aspx?org_ID=451

Internet

100%

start

Inbox - ...

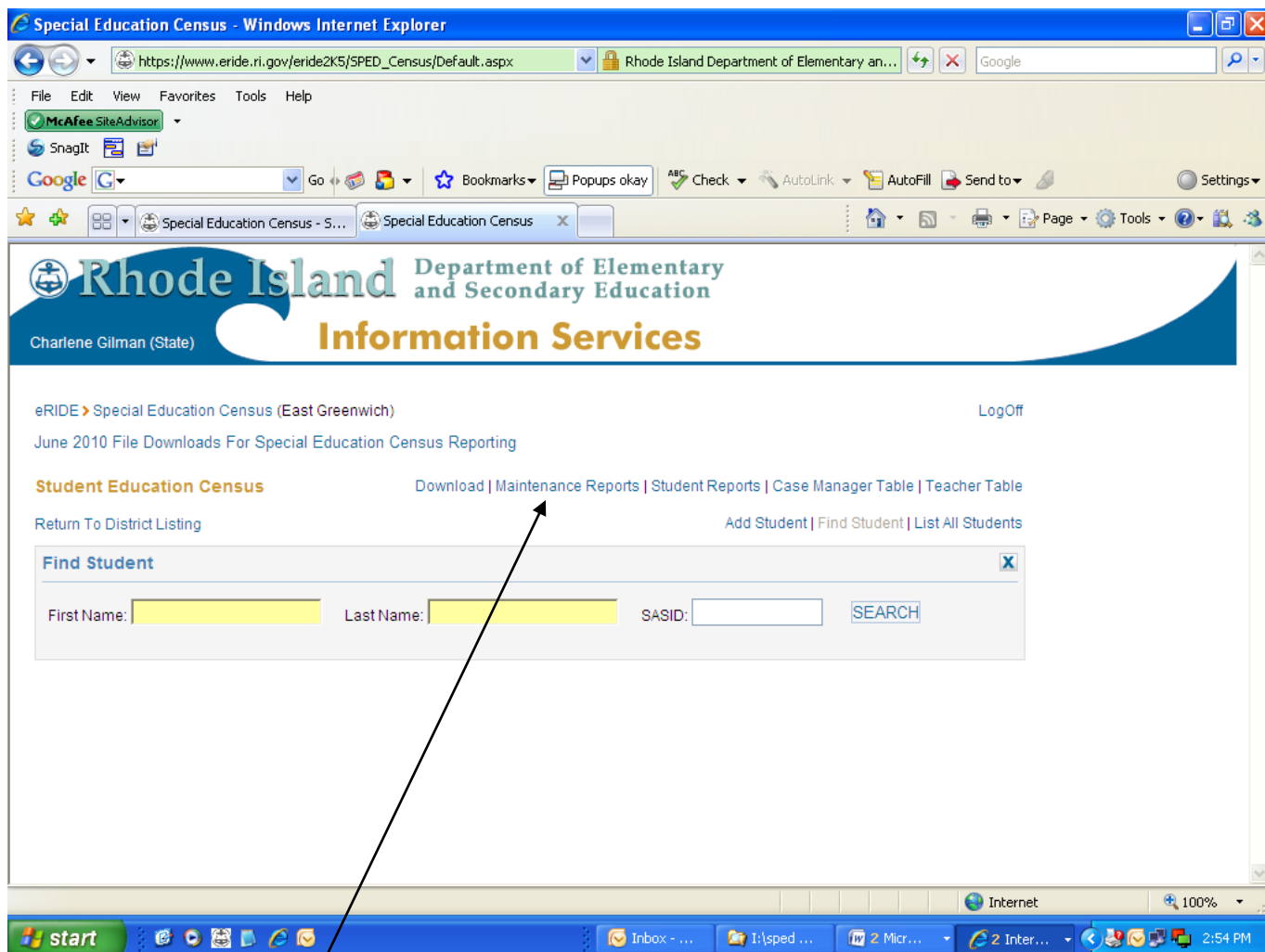
Ityped ...

3 Micr...

2 Inter...

2:39 PM

Please note, there are six St Mary schools, never select a school code on the special education census with an 8 in the middle, as you can see under the Org. Type, that of school is for 'food service only'. If you mistakenly chose this school code, this school code would appear on one of your maintenance reports.



How to run your maintenance reports.

Click on: Maintenance Reports

Below are all of the Maintenance Reports.... For the first set of reports below, note that the reports are Based on an 'As of Date'. Whenever you run these reports, you should either put 12/1/2012 or 6/30/2013. If the next data collection is December, put in 12/1/2013, if the next collection is June 30, 2014, put in 6/30/2014.

Keep the census as accurate as possible, run the maintenance reports periodically. Do not wait until the last minute when the census data is due.







[eRIDE](#) > [Special Education Census](#)

















[LogOff](#)

Student Education Census Reports Maintenance Reports





























As Of Date: (MM/DD/YYYY)















































Reports Based On As Of Date:

Report #3			Students in more than one Program (a student can be 'active' in only one program continuum-exception – student maybe program continuum 7-Non public parochial school and 0-Service Plan)
Report #14			Six Year Olds in Pre-K Programs (6 year olds should not be reported in program continuum 5-Preschool).
Report #23			Alphabetic List of Students in Davies, RISD, and Met Please us the 'charter schools and state-operated schools student listing report, available on the 'Student Reports' page in the General Reports section.

Report #10			Students w/Incorrect Cost Center: Public (check the program continuum and cost center)
Report #11			Students w/Incorrect Cost Center: Non-Public and Pre-K (check the program continuum and cost center)
Report #20			List of Students where SchType=1 and Program = G, H or 3 (Public school code with a non-public program continuum and cost center)
Report #21			List of Students where SchType=3 and Program = D, E or 2 (Non-Public school code with a public school program continuum)
Report #24			Check if Program Continuum and Cost Center are Correct (check program continuum and cost center)
Report #37			Students Active in more than one district (Check to see if the student moved out of your district, if so terminate them with a termination date and reason)
Report #55			Incorrect Program Continuum, Beneficiary and Cost Center Combination (check program continuum, beneficiary and the cost center- at least one of these is incorrect)
Report #59			Active Students with an OLD IEP (New IEP format went into effect July 1, 2008-so you should have no students on your census with an OLD IEP format)

Reports Not Based On As Of Date:

Report #4			Students w/ no Services or Summer Exit Reason (If the student is active-then he/she should have services; if the student is inactive- the student should have a summer exit reason)
Report #5			Summer Termination with Programs too (if the student is active, then you have to eliminate the summer exit reason – change to ‘No Summer Exit’)
Report #6			Students w/Incomplete Term. Date and Reason (student has a termination date and no term reason or vice versa.)
Report #9			Student Age <3 and >22 (students cannot be on the census who are under 3 years or 22 years of age)
Report #13			Developmentally Delayed - Age 9 (Once a student turns 9 yrs old, his primary disability cannot be listed as DD)
Report #15			3 or 4 Yr Olds not in Pre-K Programs (All 3 or 4 year olds should be reported in program continuum 5, unless they are in a residential placement)
Report #16			Students in Pre-K Program and not in Grade PK (these students are reported in program continuum 5-Preschool but they are not in grade PK)
Report #28			List of Students Incorrectly placed in Grade PK (check student’s grade and age)
Report #29			List of Dropouts under the age of 16 (Legally-no one can drop out before the age of 16. Reality-they can runaway. Please verify this list.)
Report #30			List of Graduates under the age of 17 and not in Grade 12 (No one should be listed as ‘graduated’ unless they are in the 12 grade. Verify any student who is 16 yrs or younger who graduated)
Report #31			Students with a Missing Regular Natural Setting (check all of this student’s service lines-regular natural setting is blank)
Report #32			Students with Incorrect Ending Dates (check all of the student’s service lines, especially look at the year, it is usually a typo – example: 2011 maybe should be 2010.)
Report #33			Students with Incorrect Start Date (check the student’s service lines, the earliest a student can start on the census is July 1st of the current school year.)
Report #34			Students with "UNKNOWN" Disability Code (Every student has to have a legitimate Disability code, unknown is not a legitimate code.)

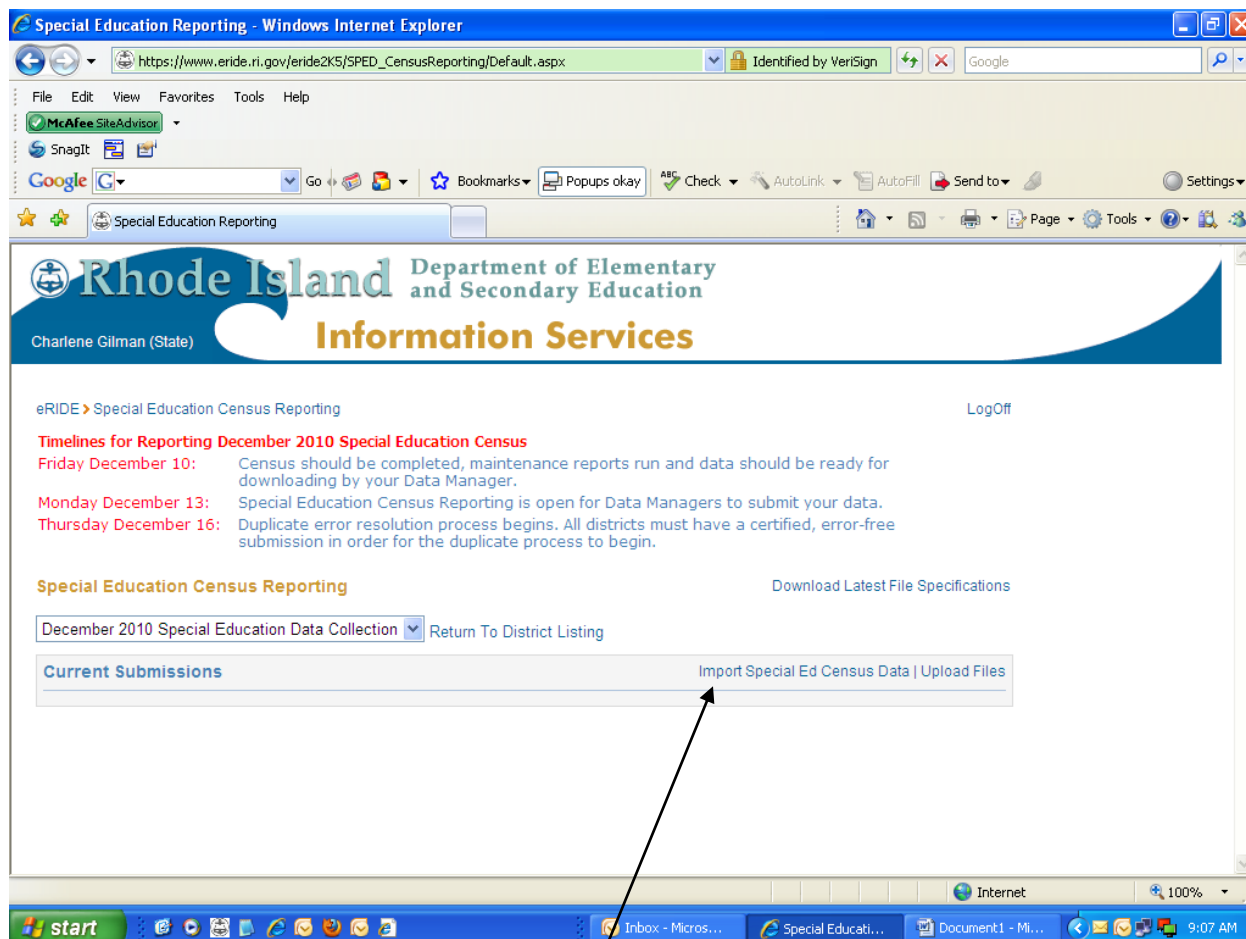
Report #36			Students with Missing IEP Attendance Record (click on the newest IEP meeting date to see if you checked off all of the people who attended the IEP meeting)
Report #39			Students In PK/PF or KG/KF Missing Early Childhood Data (these students are missing the Early childhood section 38 information)
Report #40			Students Missing Municipality Data (Dept of Corrections must report this as Cranston)
Report #41			Students 14 and Older Missing Transition Data (This is mandatory for these students)
Report #42			Students Not in the June 2010 Census and Currently in Census without an Evaluation Record (these students need to be recorded/accounted for on the Special Ed Evaluation system)
Report #43			Students With Invalid School Codes (the school code is either invalid or the school has closed-school code should not have an 8 in the middle-see page 35).
Report #44			Students With Private School Enrollee = Y At A Public School (these students attend a public school, but the Private field in demographics is set to Y/Yes=Private, change to N/No).
Report #45			Students With Private School Enrollee = N At A Catholic or Independent School (these students attend a non-public school where the parents likely pay a tuition. Change to Y/Yes).
Report #46			Students Reported In Your District At A State-Operated or Charter School (students on this list should not be reported by your district, the charter school or state school report these students on their special education census).
Report #47			Students With Private School Enrollee = Y At A School for Children with Disabilities (schools such as Meeting Street should not have the field Private set to Y/Yes).
Report #48			Students With Grades Not Taught In School (the grade you have reported for this student is not valid in this school)
Report #49			Students in Grades PK/PF and not Pre-K Program (this student is reported in grade PK or PF and should be reported in program continuum 5 with cost center 32213 or 32214)
Report #50			Students Reported At Career and Technical Schools (Do not record students on the census with the career and tech school code, use the correct public high school code)
Report #51			Students Reported At A Public School With Incorrect Servicing District (check the 'Tuition Paid to District' field)
Report #52			Students Reported At A Collaborative With Incorrect Servicing District (check the 'Tuition Paid to this District' field-it should be set to your district)
Report #53			Students Reported At A Non-Public School With Incorrect Servicing District (check 'Tuition Paid to this District' field)
Report #54			Service Plan Students Missing Service Plan District (On the service line-Service Plan district- record the district in which the school is located)
Report #56			Students With NEW IEP Missing a Special Education Service (All students must have at least one Special Education service. Related Services cannot stand alone on the sped census.)
Report #57			Services with Start Date EQUAL TO End Date (If the start date and the end date on a service line are exactly the same, you can delete that service record because it appears that student never received that service this school year.)
Report #58			Students Reported With OLD IEP Who Have NEW IEP Services(No one should be recorded with an OLD IEP)
Report #60			Students 9 or Older Receiving Speech as a Special Education Service (age is based upon IEP meeting date-at Age 9 Speech is considered a related service, not a Special ed service.)
Report #61			Students Missing New Race/Ethnicity Data (all students must be reported with the new federally mandated race/ethnicity categories-see page 32)
Report #62			Students Missing Early Childhood Transition Data (children ages 3-5 in grades PK, PF, KG and KF have to have Early Childhood Data completed)





Special Ed Reporting

Step 1) To start the Special Education data collection process, click on this icon on eRIDE.

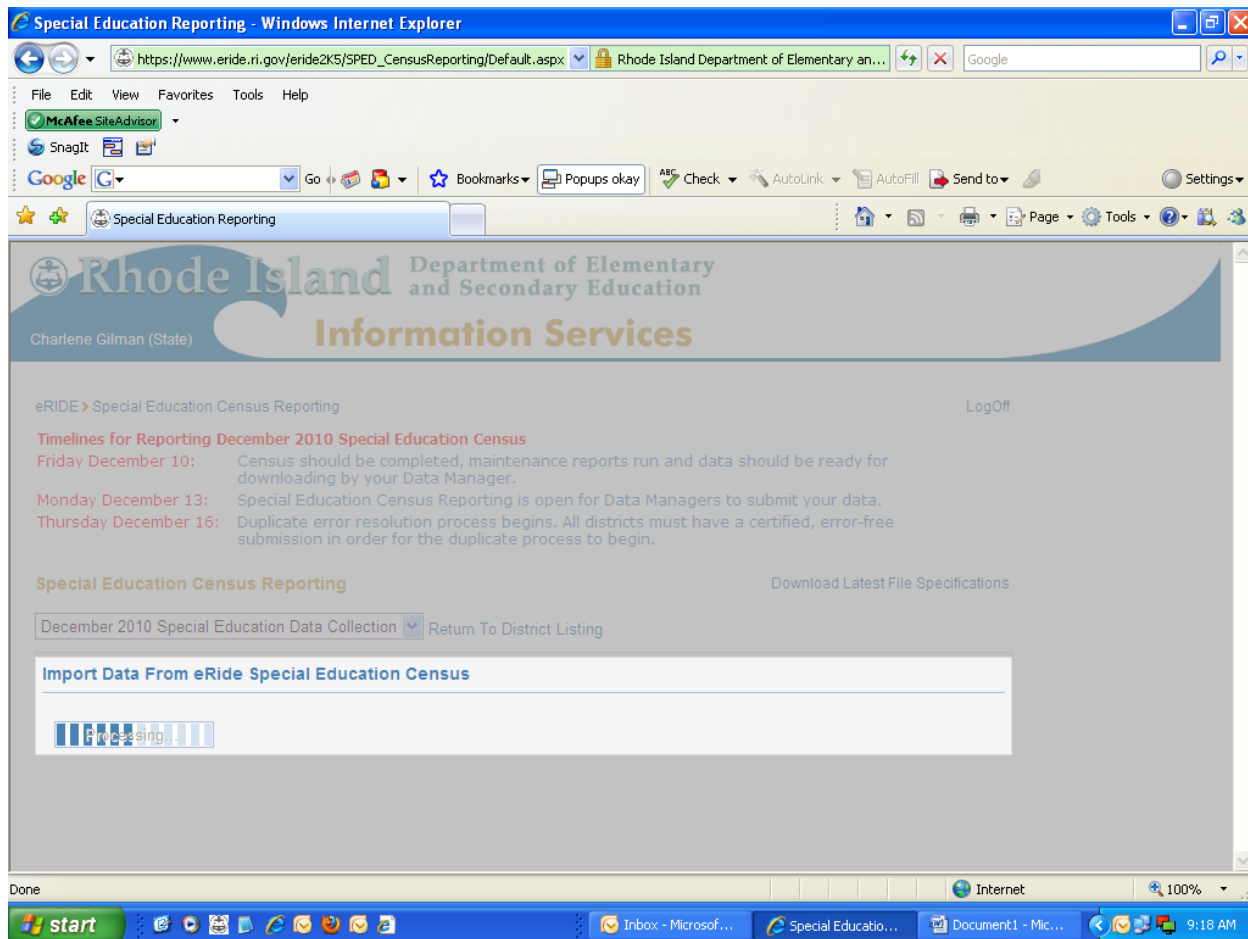


Step 2: The Special Education census should already be set to the current data collection cycle.
December Special Education Data Collection
OR
June Special Education Data Collection.

Step 3: Click on: **Import Special Ed Census Data**

(It is a good idea to delete the previous submission, if you are going through this process a second time.)

Step 4: Click on: **Import.**



Please wait until this screen has stopped processing the data.

Submission Info - Windows Internet Explorer

https://www.eride.ri.gov/eride2K5/SPED_CensusReporting/ViewSubmission.aspx

Identified by VeriSign

Google

File Edit View Favorites Tools Help

Mcafee SiteAdvisor

SnagIt

Google

Go

Bookmarks

Popups okay

Check

AutoLink

AutoFill

Send to

Settings

Submission Info

Information Services

Charlene Gilman (State)

eRIDE > Special Education Census Reporting

LogOff

December 2010 Special Education Data Collection

Submission - 12/13/2010

Rename Submission

Your submission was last processed on 12/13/2010 9:25:26 AM and contained:

1 errors

0 warnings

Demographic Differences

Delete This Submission

Submit Submission To RIDE

Submitted Files

Show Data

Attendance: Imported from Special Education Census

Evaluation: Imported from Special Education Census

Service: Imported from Special Education Census

Student: Imported from Special Education Census

Errors and Warnings For This Submission

Show All Errors and Warnings

ERROR	1 Records	When student is in PF, PK, KF, KG grades, and age is between 3 and 5 years old, the early childhood data is required.
R2037		

Internet

100%

start

Internet Explorer - Microsoft...

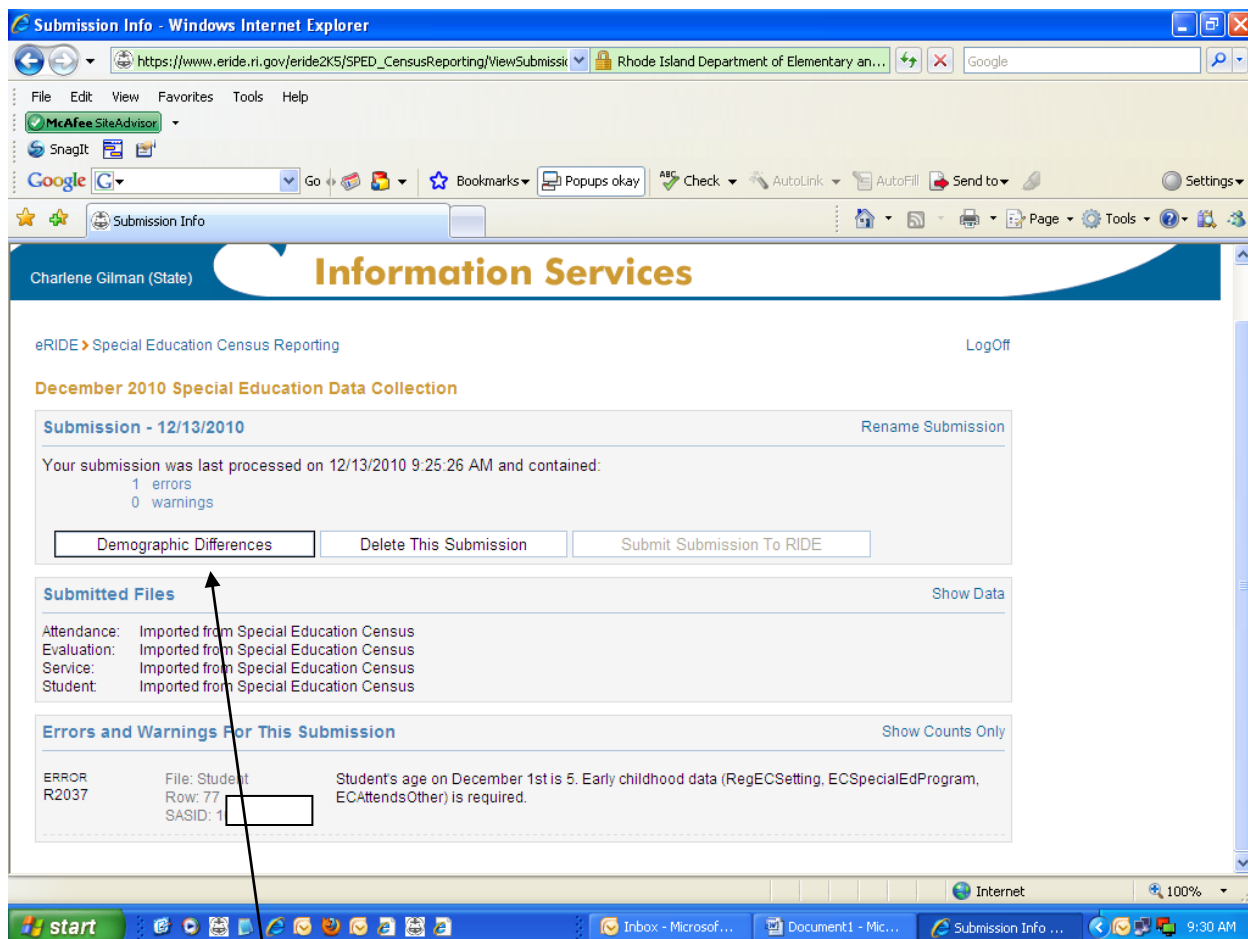
Document1 - Mic...

Submission Info ...

9:25 AM

Step 4: Check to see if there are any errors. The number of errors will be listed here.

Step 5: Any errors then, click on [Show All Errors And Warnings](#).



Step 6: To correct each error, copy the sasid number from this system, then go into your Special Education census and find the student and make the correction. Do this for each student on the error listing.

Helpful Hint: Leave this application open, but minimize. Open the eRIDE Special Education Census application and paste the student's sasid into your Special Education census (on the screen where you search for first name, last name and sasid number. Work back and forth between the two systems without closing either one out until you have completed the process of correcting all of the errors.

Step 7: After all of the errors have been fixed on your Special Education census,
Click on: Demographic Differences

Demographic Differences will list any discrepancies between the eRIDE Student Master file and your eRIDE Special Education census.

Differences such as names, race, sex, date of birth.

If you have any differences that need to be addressed, find out what the correct data should be and send to Charlene.Gilman@ride.ri.gov and RIDE will make the changes as per your request. Also, notify your Data Manager of any changes that should be made to your local enrollment system.

The Demographic differences is not mandatory, but it is good practice to review this differences and to address any discrepancy that is important.

To Check to see if your District/Charter School or State School has Duplicates:

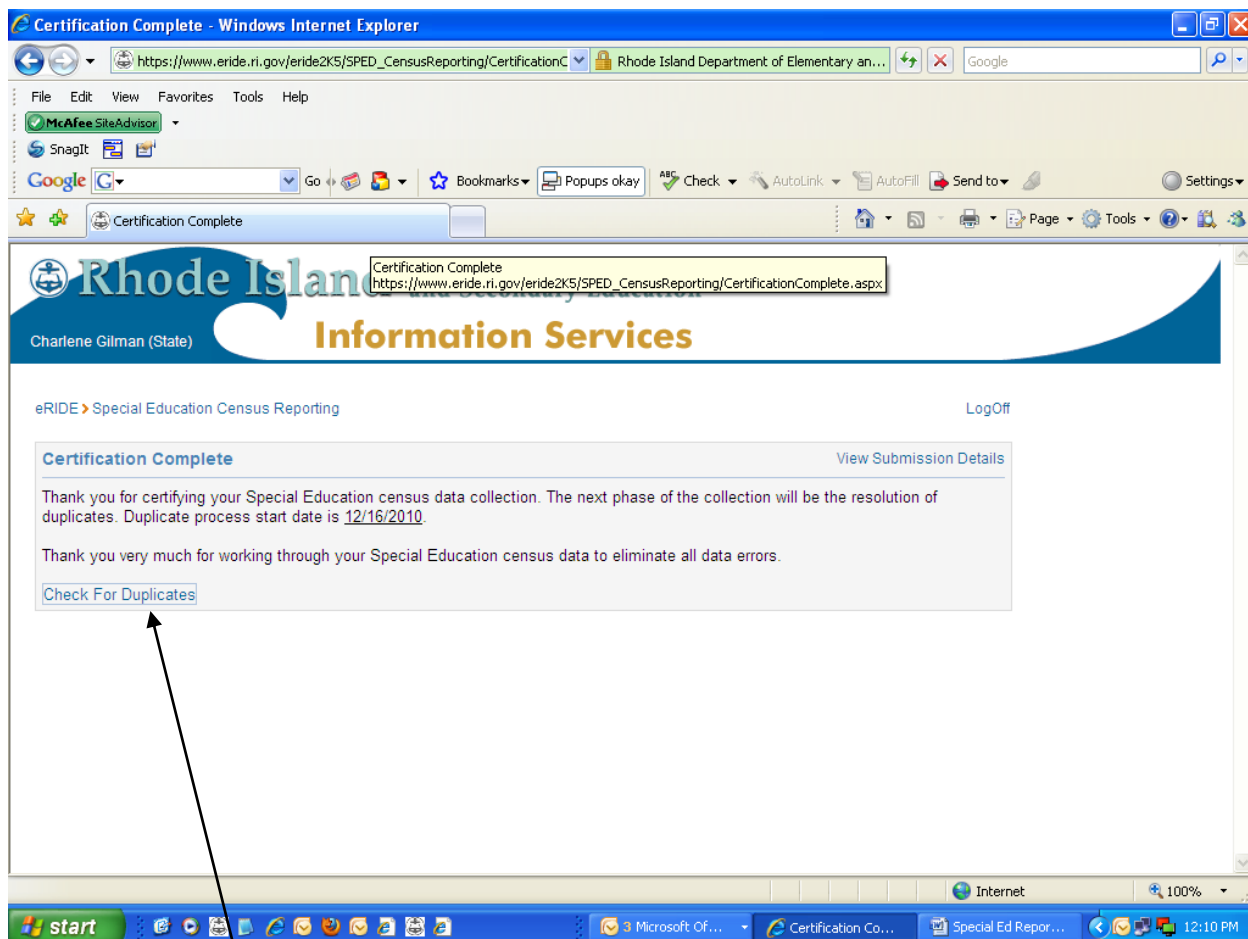


Special Ed Reporting

Click on this Icon on the eRIDE system.

A screenshot of a Windows Internet Explorer browser window displaying the 'Special Education Reporting' page. The browser's address bar shows the URL 'https://www.eride.ri.gov/eride2K5/SPED_CensusReporting/Default.aspx'. The page header includes the 'Rhode Island Department of Elementary and Secondary Education' logo and the text 'Information Services'. Below the header, there is a section for 'eRIDE > Special Education Census Reporting' with a 'LogOff' link. A 'Timelines for Reporting December 2010 Special Education Census' section lists key dates: Friday December 10, Monday December 13, and Thursday December 16, each with a brief description of the reporting process. A 'Special Education Census Reporting' section includes a dropdown menu for 'December 2010 Special Education Data Collection' and a 'Return To District Listing' link. Below this is a 'Current Submissions' table with columns for 'Submission Name', 'Submission Date', and 'Certified'. The table shows one submission: 'Submission - 12/10/2010' with a submission date of '12/10/2010 2:55:12 PM' and a 'Certified' status of 'True'. A 'View' link is present next to this submission. A black arrow points from the 'View' link to the 'Click on: View' text below the screenshot. The browser's taskbar at the bottom shows the 'start' button and several open applications, including 'Microsoft Of...', 'Special Educatio...', and 'Special Ed Repor...'. The system clock in the bottom right corner indicates '12:08 PM'.

Click on: **View**



Click on: **Check for Duplicates**

The system will then display your duplicates. Please contact the appropriate person listed on the screen to resolve the duplication process.

Another screen will appear. On that screen click on: **View More Details on the Student.**

The student's services will be displayed and you will be given options as how to resolve the duplication on the student(s). Please read the information below starting with 'A duplicated student can be resolved on your census in 1 of 4 ways:

Student Duplicate Information

[View All Duplicates](#)

A duplicated student can be resolved on your census in 1 of 4 ways:

- Wait for that conflicting district to eliminate the duplicate.
- The student did not receive services in your district for the current should year and should have a Summer Exit code.
- The services reported on your census have incorrect start and/or end dates which need to be updated.
- The student should not appear on your census at all and should be deleted

REMINDER: Any changes to made to your Special Education census to resolve the duplication process must be RESUBMITTED and Certified again, in order for your census to be finalized.

After all DUPLICATES have been resolved and the Special Education census submittal process has been completed, please click on the following steps:

Special Education Reporting - Windows Internet Explorer

https://www.eride.ri.gov/eride2K5/SPED_CensusReporting/Default.aspx

Rhode Island Department of Elementary and Secondary Education

Charlene Gilman (State)

Information Services

eRIDE > [Special Education Census Reporting](#) [Log Off](#)

Timelines for Reporting December 2010 Special Education Census

Friday December 10: Census should be completed, maintenance reports run and data should be ready for downloading by your Data Manager.

Monday December 13: Special Education Census Reporting is open for Data Managers to submit your data.

Thursday December 16: Duplicate error resolution process begins. All districts must have a certified, error-free submission in order for the duplicate process to begin.

Special Education Census Reporting [Download Latest File Specifications](#)

December 2010 Special Education Data Collection [Return To District Listing](#)

Current Submissions [Import Special Ed Census Data](#) | [Upload Files](#)

Duplicate resolution process in progress. Please correct your duplicates.

Submission Name	Submission Date	Certified	
Submission - 12/10/2010	12/10/2010 2:55:12 PM	True	View

1. Click [view](#)
2. The next screen will appear.
3. Click on [Fax Report To RIDE](#)
4. Notice at the bottom of your screen a box that says
"Do you want to open or save COUNTSBDDisability.pdf from eride.ri.gov?"
5. Click on [open](#). Print out June counts By Disability.
6. Have Sped Director sign this print out, date it and then fax to me at 222-6030.

Rhode Island Department of Elementary and Secondary Education

Charlene Gilman (State)

Information Services

[eRIDE > Special Education Census Reporting](#)

Certification Complete

[Log Off](#)

[View Submission Details](#)

Thank you for certifying your Special Education census data collection. The next phase of the collection will be the resolution of duplicates. Duplicate process start date is 05/21/2014.

Thank you very much for working through your Special Education census data to eliminate all data errors.

Student Duplicates (On 06/30/2014)

Congratulations! You do not have any duplicates which need to be resolved. Please complete your submission by clicking on the 'Fax Report to RIDE' button, sign and fax the report to RIDE at 401-222-6030.

[Fax Report To RIDE](#)

