

Special Education Census Manual

Rhode Island Department of Education

Office of Student, Community and Academic Supports



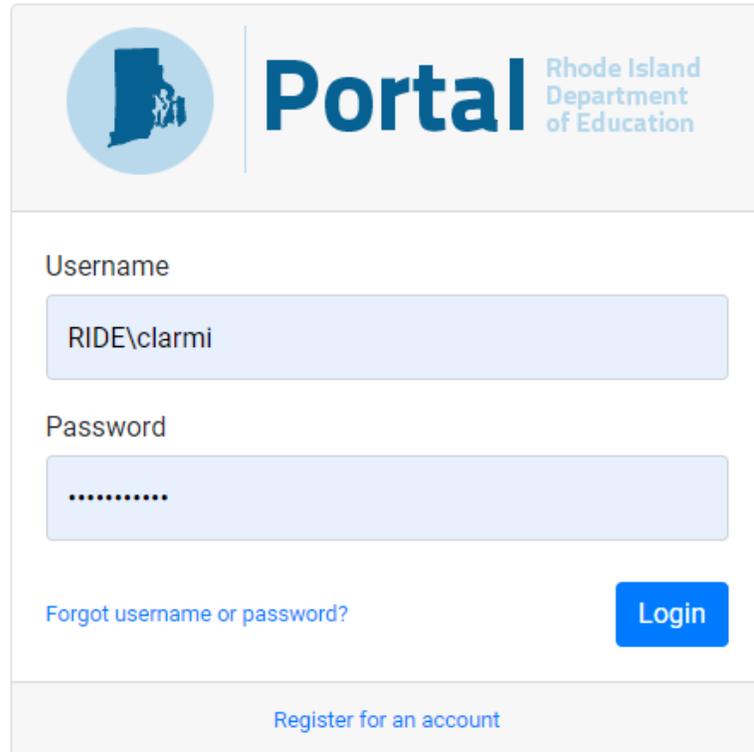
Last Updated: September 2024

Table of Contents

Logging Into eRide.....	3
Adding Students.....	5
Demographics Page.....	6
Service Lines.....	8
IEP Attendance.....	11
Medicaid.....	12
Evaluations.....	12
Student Contact Information.....	13
Secondary Transition.....	14
Early Childhood Data.....	15
Exiting a Student.....	17
Census Maintenance Reports.....	19
Special Education Evaluation Module.....	23
Special Education Census Reporting.....	27
Appendix.....	32

Logging In

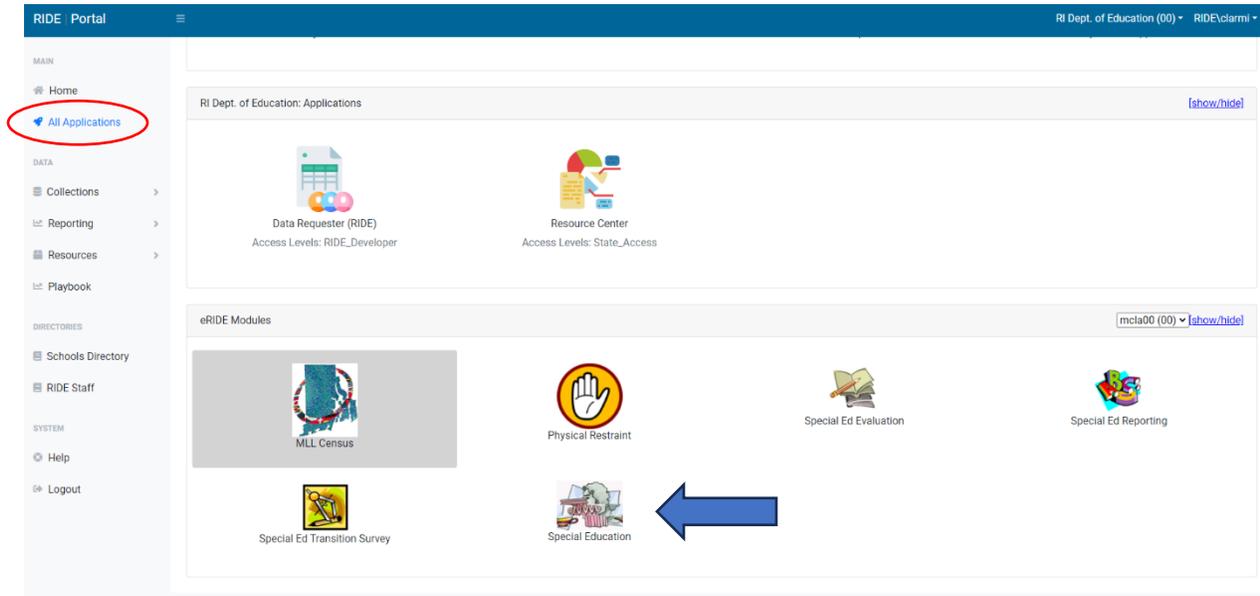
Portal



The screenshot shows the login interface for the RIDE Portal. At the top left is a circular logo with a blue silhouette of Rhode Island. To its right, the word "Portal" is written in a large, bold, blue font, followed by "Rhode Island Department of Education" in a smaller, blue font. Below the header, there are two input fields: "Username" with the text "RIDE\clarmi" and "Password" with a masked password of ten dots. A blue "Login" button is positioned to the right of the password field. Below the input fields, there is a link "Forgot username or password?". At the bottom of the form, there is a link "Register for an account".

To login using the portal, go to <https://portal.ride.ri.gov>. All eRIDE access is behind RIDE's single sign on (SSO) Portal, located at this address.

Opening the Special Education Census



While logged into the RIDE SSO portal, access the special education census by clicking on “**All Applications**” on the left hand side. This will bring up a section titled “eRIDE Modules”, with all eRIDE modules associated with your eRIDE account. The module titled “Special Education” is the SpEd Census.

Note: If you do not see the icon for any application, please reach out to your district’s data manager to request access – they will be able to provide your account with the icon.

Adding a New Student

Special Education Census has been advanced to 2023-24 school year.

Student Education Census

[Early Childhood Special Education Data Collection Changes](#)

[Download](#) | [Maintenance Reports](#) | [Student Reports](#) | [Case Manager Table](#) | [Teacher Table](#)

[Add Student](#) | [Find Student](#) | [List All Students](#)

Find Student ✕

First Name: Last Name: SASID:

Search For Student To Add ✕

First Name
Last Name
SASID

Results for search parameters {First Name: Last Name: SASID: 1000189177}

SASID	Last Name	First Name	MI	DOB	Sex	Grade	District	
1000189177	Doe	Jane	V	03/30/1987	F	13	DCYF	Add Student

To add new students to the census, from your home page click on “**Add Student**” in the list of options near the top of the page. You will be able to search all students by first and last name, and SASID. Enter your desired search information and click search, and matching students will populate the rows below the search bar. Click add on the row of the student you want to add.

If you do not see a student when you search, be sure to check they have previously been registered in the state and exist in RIDE’s system. If the student is new and has not been put into RIDE’s student database system, you will need to request a SASID be created for that student. You can work with your district data manager for help with this process.

Student Demographics Page

Every student must have a demographics page filled out. When you add a new student, you will automatically be taken to the tab of their student profile.



eRIDE > Special Education Census

LogOff

Student Census Data

Jane Doe (SASID: 1000189177)

SASID	Last Name (AAA Aaa)	First Name (AAA Aaa)	MI	DOB	Sex
1000189177	Doe	Jane	V	03/30/1987	F

Race (OLD)	Hispanic	White	Black	Asian	Native	Pacific
White						

Student SASID Master Data Cannot Be Modified Through The Census.
If you have a discrepancy with any data item above, please let us know by completing the [Student Master Discrepancy form](#).

Student Demographics

Student Demographic Section Must Be Completed Before Moving Forward

Status	Active ▼	Over the Summer Exit	No Summer Exit ▼
Comm District	Coventry ▼	Tuition Paid to this District	Coventry ▼
Municipality	Town of Coventry ▼		
School of Attendance	<input type="text"/> Find School		
Primary Disability	Select ▼	Grade	Select ▼
IEP/SP Team Meeting Date	<input type="text"/> MM/DD/YYYY	IEP/SP Team Meeting Due Date	<input type="text"/> MM/DD/YYYY
Next Evaluation Date	<input type="text"/> MM/DD/YYYY		
Assessment	▼	Transportation	No ▼
Beneficiary	No ▼		
Private School Enrollee	No ▼	Case Manager	Select Case Manager ▼
Current Age	36	LASID	<input type="text"/>

SAVE

The demographic page's fields are defined and explained in the accompanying Demographic Fields Definitions document. Most, but not all, fields are mandatory. The case manager and LASID fields are for district use only, and as such are not required to be completed.

The fields on top of the page, under the name but above the “Student Demographics” box, are associated with the RIDE master directory entry for the student and are auto filled by the system, and not editable through the census. These include SASID, name, date of birth, sex, and race. If you see a discrepancy in these fields that doesn’t match the student’s true information, you can submit a request for change by clicking on the link that says “Master Discrepancy Form”, and RIDE will update the student’s information accordingly.

The below picture is what a completed demographics page will look like:

Rhode Island Department of Elementary and Secondary Education
Information Services
 Michael Clarke

eRIDE > Special Education Census LogOff

Student Census Data

Jane Doe (SASID: 1000189177)

SASID	Last Name (AAA Aaa)	First Name (AAA Aaa)	MI	DOB	Sex
1000189177	Doe	Jane	V	03/30/1987	F

Race (OLD)	Hispanic	White	Black	Asian	Native	Pacific
White						

Student SASID Master Data Cannot Be Modified Through The Census.
 If you have a discrepancy with any data item above, please let us know by completing the [Student Master Discrepancy form](#).

Student Demographics

Student Demographic Section Must Be Completed Before Moving Forward

Status	Active	Over the Summer Exit	No Summer Exit
Comm District	Coventry	Tuition Paid to this District	Coventry
Municipality	Town of Coventry		
School of Attendance	06119 Find School		
Primary Disability	E: Learning Disabled	Grade	12
IEP/SP Team Meeting Date	10/1/2022 MM/DD/YYYY	IEP/SP Team Meeting Due Date	10/1/2023 MM/DD/YYYY
Next Evaluation Date	11/1/2023 MM/DD/YYYY		
Assessment	1: No Accomodations	Transportation	No
Beneficiary	No		
Private School Enrollee	No	Case Manager	Baker, Allison
Current Age	36	LASID	

SAVE

Upon exiting special ed, public education, or your district, a student’s status should be set to Inactive. If they left between school years (“Over the Summer”), put the reason in the Summer Exit field.

Service Line Entry

All students in the SpEd census are required to have at least 1 service actively being provided to them, and should have that service (or services) recorded on their service page within the census.



Michael Clarke

Information Services

eRIDE > Special Education Census LogOff

Student Census Data

Jane Doe (SASID: 1000189177)

SASID	Last Name (AAA Aaa)	First Name (AAA Aaa)	MI	DOB	Sex
1000189177	Doe	Jane	V	03/30/1987	F

Race (OLD)	Race/Ethnicity	Hispanic or Latino ethnicity	White	Black or African American	Asian	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander
White							

Student SASID Master Data Cannot Be Modified Through The Census.
If you have a discrepancy with any data item above, please let us know by completing the [Student Master Discrepancy form](#).

Student Demographics Services | IEP Attendance | Medicaid | Evaluations | Contact Information | Transition

Services

Total Hours Per Week in Special Ed = 0 Hours

New IEP

IEP

SP

The above example is what a student's service page will look like when you first import them into your census, with no data. To add service lines, click add, and fill out the following form:

Student Census Data

Jane Doe (SASID: 1000189177)

SASID	Last Name (AAA Aaa)	First Name (AAA Aaa)	MI	DOB	Sex
1000189177	Doe	Jane	V	03/30/1987	F

Race (OLD)	Race/Ethnicity	Hispanic or Latino ethnicity	White	Black or African American	Asian	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander
White							

Student SASID Master Data Cannot Be Modified Through The Census.
If you have a discrepancy with any data item above, please let us know by completing the [Student Master Discrepancy form](#).

Services

Service Type	
Special Education ▼	
Program Continuum	
▼	
Cost Center	
▼	
Service Provider	
▼	
Service Location	Service Plan District
Find Service Location	▼
Hours/Day	Days/Week
Weeks/Month	Start Date
	MM/DD/YYYY
Reg/Natural Setting	
Yes ▼	
End Date	Termination Reason
MM/DD/YYYY	▼
Tuition	Account
Teacher	Subject
▼	

As with the demographic page, the majority of fields within the service line are required fields. Tuition, Account, Teacher, and Subject are for district use only and are optional. The service plan district field is only for students on service plans, and should be left blank for non-SP students. End date and termination reason are required **ONLY WHEN** a service has ended. This does **NOT** include a school year ending – all services that are active at the end of the school year will

automatically roll over to the following year when the census migrates from one school year to the next.

For services, each student must have at least 1 service that, under “Service Type”, is listed as a “Special Education” service. Otherwise, students can have any number of service lines listed, with a combination of Special Education and Related Service services.

The Program Continuum and Cost Center fields are required to be filled out based on the services the student is receiving. Information on each option for these fields is contained in the accompanying “Program Continuum and Cost Center Guide” document. Consult this document if you need assistance in determining the correct choice for these fields.

The following is what a completed service line entry will look like:

Rhode Island Department of Elementary and Secondary Education
Michael Clarke **Information Services**

eRIDE > Special Education Census LogOff

Student Census Data

Jane Doe (SASID: 1000189177)

SASID	Last Name (AAA Aaa)	First Name (AAA Aaa)	MI	DOB	Sex
1000189177	Doe	Jane	V	03/30/1987	F

Race (OLD)	Race/Ethnicity	Hispanic or Latino ethnicity	White	Black or African American	Asian	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander
White							

Student SASID Master Data Cannot Be Modified Through The Census.
If you have a discrepancy with any data item above, please let us know by completing the [Student Master Discrepancy form](#).

Student Demographics **Services** IEP Attendance Medicaid Evaluations Contact Information Transition

Services

Total Hours Per Week in Special Ed = 6 Hours

New IEP
IEP
SP

Record 1 of 1 [Update](#) | [Delete](#)

Service Type	Program Continuum	Cost Center	Service Provider	Service Location	Service Plan District
Special Education	1: General Education with Supports and Services	32202	W: Special Educator (Teacher)	06119: Coventry High School	
Hours/Day	Days/Week	Weeks/Month	Start Date	Reg/Natural Setting	
2	3	4	08/31/2023	Y	
End Date	Termination Reason	Tuition	Account	Teacher	Subject

When a service ends, fill in the end date and termination reason. Services can end mid-year and be replaced by other services.

When a student leaves your district, all services must be exited by adding an end date and termination reason, otherwise their new district will not be able to add them to their census.

IEP Attendance



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Information Services

eRIDE > Special Education Census
LogOff

Student Census Data

Jane Doe (SASID: 1000189177)

SASID	Last Name (AAA Aaa)	First Name (AAA Aaa)	MI	DOB	Sex
1000189177	Doe	Jane	V	03/30/1987	F

Race (OLD)	Race/Ethnicity	Hispanic or Latino ethnicity	White	Black or African American	Asian	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander
White							

Student SASID Master Data Cannot Be Modified Through The Census.
If you have a discrepancy with any data item above, please let us know by completing the [Student Master Discrepancy form](#).

Student Demographics
Services
IEP Attendance
Medicaid
Evaluations
Contact Information
Transition

IEP Attendance

IEP Team Meeting Date (MM/DD/YYYY)	10/01/2022
Student	<input type="button" value="No"/> ▼
Parent	<input type="button" value="No"/> ▼
Regular Education Teacher	<input type="button" value="No"/> ▼
Special Education Teacher	<input type="button" value="No"/> ▼
Local Education Agency Rep	<input type="button" value="No"/> ▼
Transition Service	<input type="button" value="No"/> ▼
Related Service Provider	<input type="button" value="No"/> ▼
Educational Advocate	<input type="button" value="No"/> ▼
Other	<input type="button" value="No"/> ▼

IEP Team Meeting Dates:

The IEP attendance tab will generate the above form automatically for every IEP meeting date recorded in the Demographics tab. This is a required element, and must be filled out to match the actual IEP meeting attendance at the time of meeting.

Medicaid

Not all students are eligible for Medicaid/will have Medicaid information. The Medicaid tab is therefore only required for those students that do have Medicaid information and are paid for in part through Medicaid. The below fields are the required information for Medicaid-eligible students:



Information Services

eRIDE > Special Education Census
LogOff

Student Census Data

Jane Doe (SASID: 1000189177)

SASID	Last Name (AAA Aaa)	First Name (AAA Aaa)	MI	DOB	Sex
1000189177	Doe	Jane	V	03/30/1987	F

Race (OLD)	Race/Ethnicity	Hispanic or Latino ethnicity	White	Black or African American	Asian	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander
White							

Student SASID Master Data Cannot Be Modified Through The Census.
If you have a discrepancy with any data item above, please let us know by completing the [Student Master Discrepancy form](#).

Student Demographics
Services
IEP Attendance
Medicaid
Evaluations
Contact Information
Transition

Medicaid

Medicaid Eligible	<input type="button" value="No"/>	Social Security Number	<input type="text" value="111-11-1111"/>
Parental Consent For Billing With SSN	<input type="button" value="No"/>	Case Worker	<input type="button" value=""/>

Evaluations

All students with IEPs will have had at least one evaluation, and may have had a number of re-evaluations since the original. Each evaluation must be recorded in this tab for each student.

The fields below are all required for every evaluation for every student:



Student Census Data

Jane Doe (SASID: 1000189177)

SASID	Last Name (AAA Aaa)	First Name (AAA Aaa)	MI	DOB	Sex
1000189177	Doe	Jane	V	03/30/1987	F

Race (OLD)	Race/Ethnicity	Hispanic or Latino ethnicity	White	Black or African American	Asian	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander
White							

Student SASID Master Data Cannot Be Modified Through The Census.
If you have a discrepancy with any data item above, please let us know by completing the [Student Master Discrepancy form](#).

Evaluations

Evaluation Area:	<input type="text" value="R: 3 yr Re-Eval"/>
Evaluation Disposition:	<input type="text" value="3: Services Needed"/>
Evaluation Date:	<input type="text" value="04/28/2023"/> MM/DD/YYYY

Please note that, in addition to these 3 fields within the Special Ed census, a student’s **initial evaluation** (their first evaluation that originally found them eligible for services) **MUST** be recorded with the Special Ed Evaluations module within eRIDE, covered later in this manual, as well as the accompanying PowerPoint.

Contact Information

Contact information for each student in your census is optional and will only be used by the student’s district. However, it is highly recommended that you add this information for your own benefit. The fields are shown below.

Contact Information			
			Update
Student			
Address:		City:	
State:		Zip:	
Home Phone:		Cell Phone:	
Work Phone:		Home Native Language:	
Email:			
Parent/Guardian			
First Name:		Last Name:	
Address:		City:	
State:		Zip:	
Home Phone:		Cell Phone:	
Work Phone:		Home Native Language:	
Email:			
Parent/Guardian			
First Name:		Last Name:	
Address:		City:	
State:		Zip:	
Home Phone:		Cell Phone:	
Work Phone:		Home Native Language:	
Email:			
Educational Surrogate			
First Name:		Last Name:	
Address:		City:	
State:		Zip:	
Work Phone:			

Transition Page

The transition information tab is only shown for students that are eligible for transition goals and services in their IEP – this is all students who are age 14 or older on the date of their most recent IEP meeting. For these students, the transition page is required information that must be filled out. The tab contains the following fields, all of which are necessary:

Transition		Update
Last IEP Meeting Date 03/26/2024		
The following questions are based on the Secondary Transition IEP:		
Transition Assessments (Page 3)	IEP includes one or more assessments:	Yes ▾
My Measureable Post-School Goals (Page 3)	IEP includes one or more goals:	Yes ▾
Transition Services I Need to Help Me Reach My Post-School Goals (Page 5)	IEP includes one or more services:	Yes ▾
Program of Study (Page 6)	IEP includes Program of study to reach post-school goals:	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	
1. Does this student have a Career Development Plan? If the answer to question 1 is 'Yes', then please answer questions 1a and 2. If the answer to question 1 is 'No', then stop here and do not answer questions 1a, 2 or 3.		Yes ▾
1a. What is the date of the Career Development Plan?		03/26/2024
2. Does the CDP indicate that the student participates in any Career/Technical Education (CTE) experiences? This can include full CTE classes, career exploration, Discovery, etc.		No ▾
3. Does the student have individualized community connections listed on the CDP?		No ▾

The top 5 fields are transition service questions that are required under state law for all students ages 14 and up. These are compliance goals, and districts that do not have them in a secondary student’s IEP are liable to be found in non-compliance with both state and federal regulations.

The next 4 questions are related to students with Career Development Plans, which will not be all students. Please note that students with the primary disability category of “Intellectually Disabled” are required to have a CDP.

As of the 2024-25 school year, the questions collected are “Does the student have a CDP” and, if so, what is the date of it. The third and fourth questions are “2. Does the CDP indicate that the student participates in any Career/Technical Education (CTE) experiences? This can include full CTE classes, career exploration, Discovery, etc.” and 3. Does the student have individualized community connections listed on the CDP?. If the answer to the first question, “Does the student have a CDP?” is Yes, then all subsequent questions are required. If the answer is no, then do not answer the following questions.

Early Childhood Fields

As with the transition tab, the early childhood fields will only show for specific students, in this case those who are in Pre-K. All early childhood fields are required for students to whom the tab applies.

The early childhood environments fields, in green, are used to determine the primary environment the student is in for school and services. Starting at the top, go down the list until you come to the corresponding choice, and enter that. If you are unsure, consult your Special Education Director.

Early Childhood

[Update](#)

Section 38 Form - Effective July 1 2017

Please ensure that you are recording the Early Childhood Environment for the CURRENT school year.

EARLY CHILDHOOD ENVIRONMENTS: (Section 38 form - effective July 1, 2017)

Complete this section at every IEP meeting for all 3-5 year old students, not yet in kindergarten, including those transitioning to preschool from EI prior to their 3rd birthday.

The environment should reflect both parent and LEA placements. Start at category A and report child only in the first applicable environment.

ONLY CHECK ONE BOX 1-19.

CATEGORY A- THE CHILD ATTENDS BOTH A GENERAL EARLY CHILDHOOD PROGRAM and AN INTEGRATED PRESCHOOL SPECIAL EDUCATION PROGRAM

Name of General Early Childhood Program: _____

- 1) A total of at least 10 hours per week and receives the majority of Sp Ed and related services in the general early childhood program
- 2) A total of at least 10 hours per week and receives the majority of Sp Ed and related services in the integrated preschool Sp Ed program
- 3) A total of at least 10 hours per week and receives the majority of Sp Ed and related services in some other location
- 4) A total of less than 10 hours per week and receives the majority of Sp Ed and related services in the general early childhood program
- 5) A total of less than 10 hours per week and receives the majority of Sp Ed and related services in the integrated preschool Sp Ed program
- 6) A total of less than 10 hours per week and receives the majority of Sp Ed and related services in some other location

CATEGORY B- THE CHILD ATTENDS a GENERAL EARLY CHILDHOOD PROGRAM (preschool or kindergarten) BUT DOES NOT ATTEND AN INTEGRATED PRESCHOOL SPECIAL EDUCATION PROGRAM

Name of General Early Childhood Program: _____

- 7) At least 10 hours per week and receives the majority of Sp Ed and related services in the general early childhood program
- 8) At least 10 hours per week and receives the majority of Sp Ed and related services in some other location
- 9) Less than 10 hours per week and receives the majority of Sp Ed and related services in the general early childhood program
- 10) Less than 10 hours per week and receives the majority of Sp Ed and related services in some other location

CATEGORY C- THE CHILD ATTENDS AN INTEGRATED PRESCHOOL SPECIAL EDUCATION PROGRAM BUT DOES NOT ATTEND A GENERAL EARLY CHILDHOOD PROGRAM

Name of Integrated Preschool Special Education Program: Graniteville School _____

- 11) At least 10 hours per week and receives the majority of Sp Ed and related services in the integrated preschool Sp Ed program
- 12) At least 10 hours per week and receives the majority of Sp Ed and related services in some other location
- 13) Less than 10 hours per week and receives the majority of Sp Ed and related services in the integrated preschool Sp Ed program

The following fields, the blue Child Outcomes fields, are required as well.

RI CHILD OUTCOMES SUMMARY FORMS-COS Section C

Entry Meeting
 This section is required for all students in grades PK or PF.
 Date: 04/26/2021 (MM/DD/YYYY format)

Number	Outcome	Numerical Rating
1	Positive Social Emotional Skills (Including Social Relationships)	3 ▾
2	Acquiring and Using Knowledge and Skills	3 ▾
3	Taking Action to Meet Needs	4 ▾

Exit Meeting
 This section is required towards the end of the current school year for all students who will turn 5 before the upcoming school year.
 Date: 05/15/2023 (MM/DD/YYYY) OR No exit due to: ▾

Number	Outcome	Numerical Rating	Has this child made progress in this outcome?
1	Positive Social Emotional Skills (Including Social Relationships)	4 ▾	Yes ▾
2	Acquiring and Using Knowledge and Skills	4 ▾	Yes ▾
3	Taking Action to Meet Needs	5 ▾	Yes ▾

Key for Numerical Rating
 7: Relative to same age peers, this child has all the skills we would expect for a child his/her age.
 6: Relative to same age peers, this child has the skills we would expect for a child his/her age, however there are concerns that he/she may be on the border of not keeping up with same age peers.
 5: Relative to same age peers, this child shows many age expected skills, but also shows some functioning that might be described like that of a slightly younger child.
 4: Relative to same age peers, this child shows occasional use of some age expected skills, but more of his/her skills are not yet age expected.
 3: Relative to same age peers, this child is not yet using skills expected of his/her age but does use many important and immediate foundational skills upon which to build.
 2: Relative to same age peers, this child is showing some emerging or immediate foundational skills upon which to build.
 1: Relative to same age peers, this child's functioning might be described as that of a much younger child. He/she shows some early skills but not yet any immediate foundational or age expected skills.

The entry meeting data, the top of the fields, are required to be entered upon student entry. However, the exit fields are only available when the student is finishing their Pre-K program and will be entering kindergarten in the next school year. As such, these fields may remain empty for almost 2 years for students who are entered into the system in their first of 2 years in Pre-K. This field **IS** required to be filled out before a student exits Pre-K and enters K, however.

Exiting Students

When a student leaves special education services for any reason, they must be exited off of your census with the appropriate, matching data. Students must be exited in **TWO** spots, both their demographics and service pages.

To exit a student on the demographics page, do the following:

Student Demographics Services IEP Attendance Medicaid Evaluations Contact Information Transition

Student Demographics

Status	Active ▾ Active	Over the Summer Exit	No Summer Exit ▾
Comm District	Inactive ▾	Tuition Paid to this District	Coventry ▾
Municipality	Town of Coventry ▾		

All students, regardless of exit reason and exit date, must be set to Inactive under status on the demographics tab.

If the student left between school years, i.e., a “summer exit”, then a summer exit must be selected as well.

Student Demographics Services IEP Attendance Medicaid Evaluations Contact Information Transition

Student Demographics

Status	Active	Over the Summer Exit	No Summer Exit
Comm District	Coventry	Tuition Paid to this District	No Summer Exit
Municipality	Town of Coventry		Graduated w/ GED
School of Attendance	Find School		Moved
Primary Disability	M: Autism	Grade	All Objectives Met
IEP/SP Team Meeting Date	MM/DD/YYYY	IEP/SP Team Meeting Due Date	At Parents request
Next Evaluation Date	MM/DD/YYYY		Deceased
			Dropped-out
			Graduated
			Reached Age 22
			Other
			Graduated w/ Cert.
			Transferred to GED
			State Terminated

If a student left over the summer, delete all their service lines on the next page. If the student left in the middle of the year, exit each service line accordingly.

Service Provider	Special Educator (Teacher)	
Service Location	Find Service Location	
Hours/Day	0.75	
Weeks/Month	4	
Reg/Natural Setting	Yes	
End Date	MM/DD/YYYY	
		<ul style="list-style-type: none"> A: Moved B: All Objectives Met C: At Parents request D: Deceased E: Reassessment F: Dropped-out G: Graduated H: Reached Age 22 I: Other J: Clerical Error L: Graduated w/ Cert. M: Graduated w/ GED N: Transferred to GED S: State Terminated

In the above fields, select the appropriate “Exit Reason”, and put the end date of the service in the End Date field.

Additionally, when a student changes services from one service to another, this same procedure should be followed, with an end date and end reason for the current service line, and adding a new service line to indicate the new service(s).

Maintenance Reports

The special education census has several automated reports that are generated by the system to flag data entry issues, including missing data, conflicting data, and more.

You should check these reports on a regular basis, and attempt to resolve any issues found within as soon as possible.

The maintenance reports are found here:

The screenshot shows the top navigation bar of the Rhode Island Department of Elementary and Secondary Education Information Services. The user is logged in as Michael Clarke. The main navigation area includes links for 'eRIDE > Special Education Census (Coventry)', 'File Downloads For Special Education Census Reporting', and a red notification: 'Special Education Census has been advanced to 2023-24 school year.' Below this, there are links for 'Student Education Census', 'Early Childhood Special Education Data Collection Changes', 'Return To District Listing', and a 'Download' menu. The 'Maintenance Reports' option in the 'Download' menu is circled in red. Other options in the menu include 'Student Reports', 'Case Manager Table', and 'Teacher Table'. At the bottom of the navigation area are links for 'Add Student', 'Find Student', and 'List All Students'. Below the navigation is a 'Find Student' search form with fields for 'First Name', 'Last Name', and 'SASID', and a 'SEARCH' button.

When you click on this button, you will see the following list of maintenance reports to check:



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
Report #14			Six Year Olds in Pre-K Programs
Report #23			Alphabetic List of Students in Davies, RISD, and Met Please use the 'Charter Schools and State-Operated Schools Student Listing' report which is available on the 'Student Reports' page in the General Reports section.
Report #10			Students w/Incorrect Cost Center: Public
Report #11			Students w/Incorrect Cost Center: Non-Public and Pre-K
Report #20			List of Students where SchType=1 and Program = 3
Report #21			List of Students where SchType=3 and Program = 2
Report #24			Check if Program Continuum and Cost Center are Correct
Report #28			List of Students Incorrectly placed in Grade PK
Report #37			Students Active in more than one district
Report #55			Incorrect Program Continuum, Beneficiary and Cost Center Combination
Report #59			Active Students with an OLD IEP

Reports Not Based On As Of Date:

Report #4			Students w/ no Services or Summer Exit Reason
Report #5			Summer Termination with Programs too
Report #6			Students w/Incomplete Term. Date and Reason
Report #9			Student Age <3 and >21
Report #13			Developmentally Delayed - Age 9
Report #15			3 or 4 Yr Olds not in Pre-K Programs
Report #16			Students in Pre-K Program and not in Grade PK
Report #29			List of Dropouts under the age of 16
Report #30			List of Graduates under the age of 17 and not in Grade 12
Report #31			Students with a Missing Regular Natural Setting
Report #32			Students with Incorrect Ending Dates
Report #33			Students with Incorrect Start Date
Report #34			Students with "UNKNOWN" Disability Code
Report #36			Students with Missing IEP Attendance Record
Report #39			Students In PK/PF With Missing or Incomplete Early Childhood Data
Report #40			Students Missing Municipality Data
Report #41			Students 14 and Older With Missing or Incomplete Transition Data
Report #42			Students Not in the Previous June Census and Currently in Census without an Evaluation Record
Report #43			Students With Invalid School Codes
Report #44			Students With Private School Enrollee = Y At A Public School
Report #45			Students With Private School Enrollee = N At A Catholic or Independent School
Report #46			Students Reported In Your District At A State-Operated or Charter School
Report #47			Students With Private School Enrollee = Y At A School for Children with Disabilities
Report #48			Students With Grades Not Taught In School
Report #49			Students in Grades PK/PF and not Pre-K Program
Report #50			Students Reported At Career and Technical Schools
Report #51			Students Reported At A Public School With Incorrect Servicing District
Report #52			Students Reported At A Collaborative With Incorrect Servicing District
Report #53			Students Reported At A Non-Public School With Incorrect Servicing District
Report #54			Service Plan Students Missing Service Plan District
Report #56			Students With NEW IEP Missing a Special Education Service

Report #57			Services with Start Date EQUAL TO End Date
Report #58			Students Reported With OLD IEP Who Have NEW IEP Services
Report #61			Students Missing New Race/Ethnicity Data
Report #62			Students Missing Early Childhood Transition Data
Report #63			Indicator 13 - Secondary Trans/Post School Goals
Report #64			Private School Students With Generic School Code
Report #65			Students Where IEP Team Meeting Date Is 18 Months or Older
Report #66			Students Who Are Active With Services Terminated with Reasons: Deceased, Dropped-Out, Graduated, Reached Age 22, Graduated with Certificate, Graduated with GED or Transferred to GED
Report #68			Students Who You Reported Last June Who Are Not On Your Census
Report #69			Students Who Are 14 years or older, identified with a primary disability of Intellectual Disabilities who do not have a Career Development Plan recorded on Sped Census.
Report #70			Students who are 5 or younger as of December 1st who are not in PK, PF, KG, KF Grades
Report #71			Students Who Are 14 years or older, identified with a primary disability of Intellectual Disabilities and Career Development Plan Date is older than 1 year.
Report #72			Students who have a Career Development Plan due within the next 3 months.
Report #73			Students who have Yes for Career Development Plan but are missing date of the Career Development Plan, Transition Assessments, School Based Preparatory Experiences or Integrated Trial Work Experiences.
Report #74			Students that have a discrepancy between the school code in the special ed census and the enrollment census.
Report #76			Students in grades PK/PF that are missing Child Outcome Summary Form entry data.
Report #77			Students in grades PK/PF and will turn 5 by September 1 of the next school year who are missing Child Outcome Summary exit data.
Report #78			Students currently active who were reported last year as graduates in the student enrollment census.

Many of these reports will remain empty for the majority of your time overseeing the SpEd census, and only flag significant errors.

The top section, the reports under the “As Of Date” option, check the data based on the selected date entered into the bar. The rest of the reports will perform their checks based on the current data as of the moment the report is downloaded, and can change from minute to minute if you make changes to your census data to reflect them.

Please note that, while these maintenance reports are very helpful for preparing your census for submission in December and June, that not every error in the submission process is covered in the reports, and that not all reports have corresponding errors in the submission process. For example, Report #65, “Students Where IEP Team Meeting Date is 18 Months or Older”, does not prevent you from submitting your census and is only a warning. In contrast, Report #9, “Student Age <3 and >21” will flag students that are not within the range of eligibly age for SpEd services under IDEA, and will prevent you from submitting your census during the submission period in December and June.

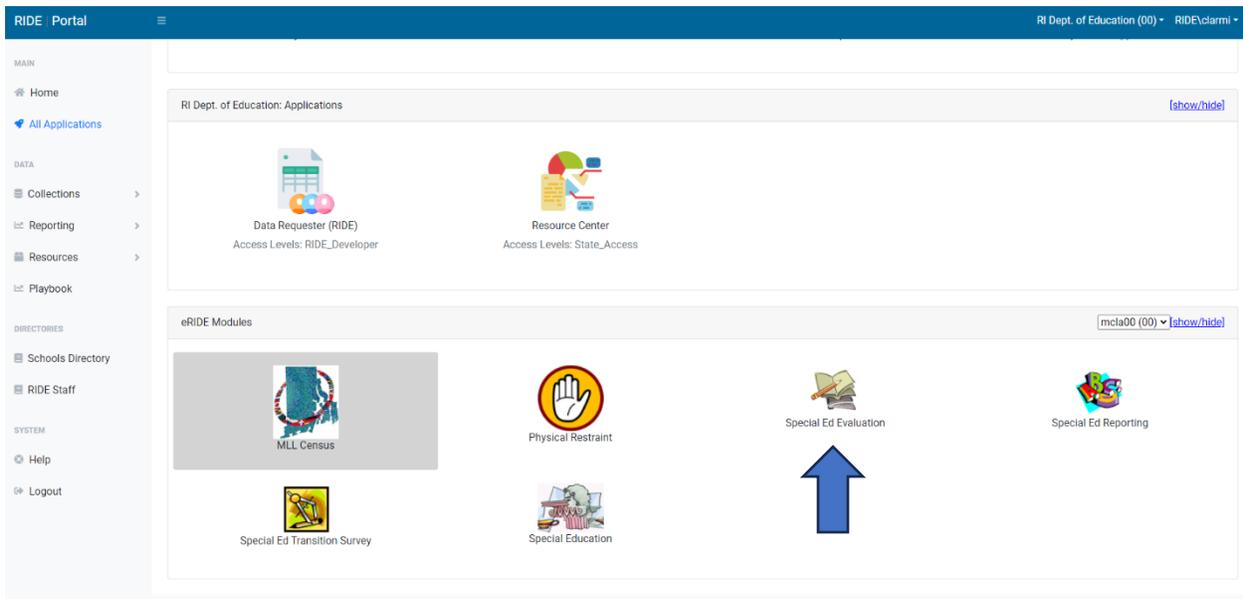
For a complete list of validations during the submission process, please see the

“Rhode Island Department of Education Data Collection Specifications – Special Education Census Reporting” document made available by RIDE.

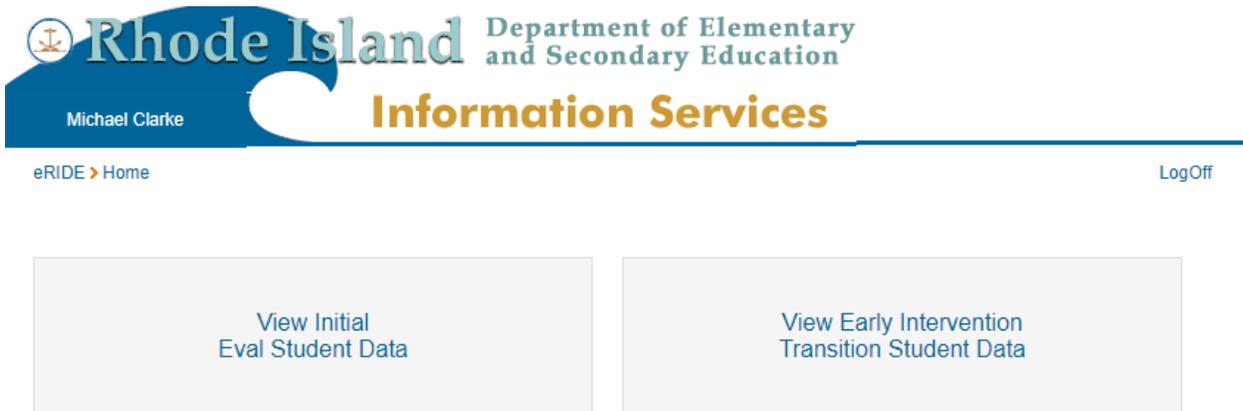
Special Education Evaluation Module

In addition to entering students into the census, every student with a new IEP must be recorded in the evaluation module, with information relating to the student’s initial evaluation and the timeline of the decision on their eligibility for special education services.

To access the module, log onto eRIDE or the Portal the same as you would for the census, and look for the following icon:



This module will take you to the following home page:



The two options are for Initial Eval students, those ages 3 to 21 who have had an IEP meeting and are, for the first time, receiving services, and for the Early Intervention Transition students, those who received early intervention before turning 3 and now have an IEP in place by the time of their 3rd birthday. These students will only be 3 years old, or going on 3 years old. To add a student, select the appropriate half of the collection.

Whichever collection you pick next, you will be taken to a screen that looks like this:

Rhode Island Department of Elementary and Secondary Education
 Information Services
 Michael Clarke

eRIDE > Home > Initial Eval LogOff

Student Initial Evaluations

Documentation | Quarterly Status Reports | Counts By Initial Evals Completed Length | Indicator 11

Student Exceptions | Deleted Students

To avoid noncompliance, all required data must be entered by the close of the initial evaluation collection.
 Report 1: Students Missing Data

Current Students With Initial Evaluation Record Add Student | Submit Exception

SASID	First Name	Last Name	DOB	Consent Date	Receipt of Consent	Evals Completed Date	View	Delete
				06/05/2023	06/05/2023	06/05/2023	View	Delete
				04/27/2023	04/27/2023	05/19/2023	View	Delete
				05/15/2023	05/15/2023	05/15/2023	View	Delete
							View	Delete
				05/16/2023	05/16/2023	06/06/2023	View	Delete
							View	Delete
				04/20/2023	04/20/2023	05/08/2023	View	Delete
				03/20/2023	03/20/2023	05/12/2023	View	Delete
							View	Delete
							View	Delete
							View	Delete
				03/23/2023	03/23/2023	05/02/2023	View	Delete
				03/24/2023	03/24/2023	05/12/2023	View	Delete
				03/14/2023	03/14/2023	05/03/2023	View	Delete
				04/20/2023	04/20/2023	05/11/2023	View	Delete
				04/21/2023	04/21/2023	05/12/2023	View	Delete
							View	Delete
				04/06/2023	04/06/2023	05/03/2023	View	Delete
				05/11/2023	05/11/2023	05/28/2023	View	Delete
				04/20/2023	04/21/2023	05/04/2023	View	Delete
							View	Delete
							View	Delete
							View	Delete
							View	Delete
				03/02/2023	03/06/2023	05/01/2023	View	Delete
							View	Delete

(Note: the black bar is to censor student information, as the screenshot is of live student data. You will not see a similar bar but rather the information in the name of the columns above the bar.)

This list will contain the list of students who are, for the current year, in need of an initial evaluation data collection entry. Note that each student will only need to be entered one time, in the year that they are first found eligible. To add the student's data, click on View next to their row, and you will see one of the following screens, based on if you are in the Initial Eval collection or Early Intervention collection.

Rhode Island Department of Elementary and Secondary Education
Michael Clarke **Information Services**

eRIDE > Home > Initial Eval LogOff

Student Evaluation Record

Record for Student: Jane Doe (SASID: 1000189177)

Evaluation Exception: For all students that your local school district completed a comprehensive, individual evaluation for Special Education Services, select **No Exception** and complete required fields below. (Review of private evaluations and/or early intervention evaluations would still require a district to obtain consent for evaluation from a parent to evaluate the existing evaluations when determining eligibility for Special Education under IDEA Part B). For students who received an initial evaluation for IDEA Part B Special Education Services which was established in another district or state, select **Student's Initial Evaluation for IDEA Part B was Established in Another State or District**.

No Exception
 Student's Initial Evaluation for IDEA Part B was Established in Another State or District

Parental Consent for Evaluation Date:

Receipt of Parental Consent for Evaluation Date:

Date Last Assessment Was Completed:

[Number of Days From Receipt of Parental Consent for Evaluation Date to Date Last Assessment Was Completed:](#)

Student Evaluation Record

Record for Student: ~~XXXXXXXXXXXX~~ SA SID: ~~XXXXXXXXXXXX~~

Three(3) Year Old Early Intervention to Early Childhood Special Education (ECSE) Transition Students ONLY

Complete this section for each child currently transitioning from Early Intervention.

Eligible: Leave "Eligible" field blank if an eligibility meeting did not take place.

Date of Eligibility:

Date of Original IEP:

Date of First Service:

Early Intervention (EI) to Early Childhood Special Education (ECSE) Transition Form

Complete this form once for each child currently transitioning from Early Intervention.

SECTION A- Was there an Evaluation Team (ET) meeting to determine eligibility?

SECTION B- Was there an IEP meeting?

The upper screenshot is for Initial Eval students, and the lower screenshot (the red background) is for Early Intervention students. Fill out the required data to match, and click save.

To view students missing data for Initial Eval, there is a single maintenance report on the home page, titled "Report 1: Students Missing Data". Clear this report to ensure that your district is in compliance with reporting requirements.

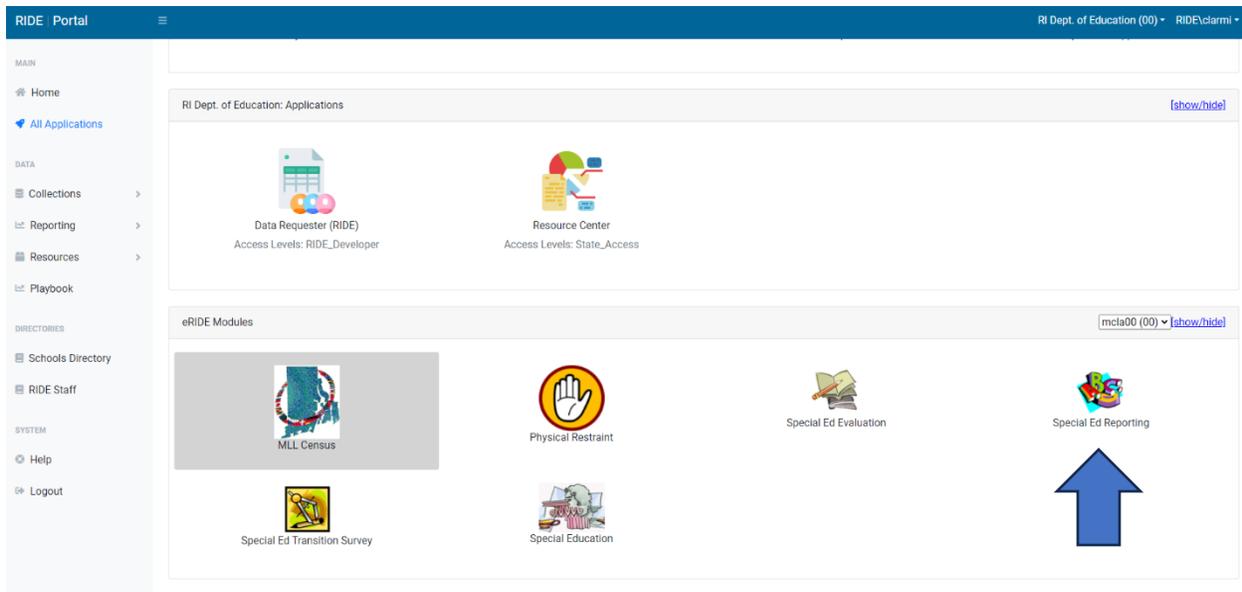
For the Early Intervention collection, there are 3 reports. To ensure compliance with reporting requirements, be sure to clear the first two, which are "Report 1: 3-Yr-Olds Transitioning From EI Missing Data", and "Report 2: 3-Yr-Olds Transitioning from EI with Incomplete Data."

Special Ed Census Reporting

Twice yearly, the Special Education census is collected using the reporting module located in eRIDE, separate from the census module. This module allows you to transfer the data in your census and send it to RIDE as a finalized collection. These collections occur on December 1st and June 30th of every school year.

(Note: 12/1 and 6/30 are “As Of” dates, the actual collection date for submitting the data will vary. The 12/1 submission is usually due by the end of the first week of December, and the 6/30 collection period is usually the first 2 weeks of June.)

To access the module, go to the same eRIDE or Portal login for the census and evaluation modules and select the reporting icon.



This icon will take you to this page:



Timelines for Reporting the End of Year 2023 Special Education Census

- Friday, June 2:** Special Education Census should be completed and all maintenance reports should be run to ensure all corrections are completed **BEFORE** the end of today.
- Monday, June 5:** The Special Ed Reporting module opens today for Data Managers to submit census. Please do not continue to add or update your census – unless it is to correct an error. Correct all errors and re-submit your census to the Special Ed Reporting module until all of your errors are eliminated, then your census should be 'Certified' by your Data Manager.
- Wednesday, June 14:** All errors must be resolved and your district must have a 'Certified', error-free submission today so that the duplication process can start tomorrow.
- Thursday, June 15:** The Duplication error resolution starts today. **All duplicates must be Resolved by Friday, June 16.**
- Friday, June 16 @ 12:00 pm** All Duplicates must be resolved before 12 noon today as the eRIDE Special Education Census will be closed and taken offline. This will conclude the End of Year data collection process.

Special Education Census Reporting

[Download Latest File Specifications](#)

December 2023 Special Education Data Collection ▾ [Return To District Listing](#)

Current Submissions

Data collection period is closed for the December 2023 Special Education Data Collection.

This page is the home for all submissions, and contains the upcoming submission as well as any previous submissions from your district. The dates across the top of the screen will be edited to reflect the next submission’s timeline, approximately 2 months prior to the collection period.

When a submission is active, you will be asked to “Import” your census to the collection module with a button prompting said action. When that is done, you will be able to view the census submission further through clicking the “View” button shown below.



Timelines for Reporting the End of Year 2023 Special Education Census

- Friday, June 2: Special Education Census should be completed and all maintenance reports should be run to ensure all corrections are completed **BEFORE** the end of today.
- Monday, June 5: The Special Ed Reporting module opens today for Data Managers to submit census. Please do not continue to add or update your census – unless it is to correct an error. Correct all errors and re-submit your census to the Special Ed Reporting module until all of your errors are eliminated, then your census should be 'Certified' by your Data Manager.
- Wednesday, June 14: All errors must be resolved and your district must have a 'Certified', error-free submission today so that the duplication process can start tomorrow.
- Thursday, June 15: The Duplication error resolution starts today. **All duplicates must be Resolved by Friday, June 16.**
- Friday, June 16 @ 12:00 pm: All Duplicates must be resolved before 12 noon today as the eRIDE Special Education Census will be closed and taken offline. This will include the End of Year data collection process.

Special Education Census Reporting

[Download Latest File Specifications](#)

June 2023 Special Education Data Collection

Current Submissions			
Data collection period is closed for the June 2023 Special Education Data Collection.			
Submission Name	Submission Date	Certified	View
Submission - 6/13/2023	6/13/2023 8:23:35 AM	True	View

View will bring you to the following screen:



June 2023 Special Education Data Collection

Submission - 6/13/2023 [Rename Submission](#)

Your submission was last processed on 6/13/2023 8:24:00 AM and contained:
 0 errors
 57 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](#)

WARNING R3021	10 Records	Student's grade may not match the student's age.
WARNING R3034	47 Records	IEP Team Meeting Date Is 18 Months or Older

When you view your submission, the above screen will display the status of your reporting. The primary point to check is the errors and warnings. To submit your census, all **errors** must be fixed. While you can submit with warnings, you should be sure to check each of your warning messages to ensure that the information you are reporting is accurate.

These warnings and errors are the final validations that are done before the submission of your census. The “Errors and Warnings For This Submission” box will list, by count, each error or warning that has been found. Clicking on “Show All Errors and Warnings” will list each one individually, with the spot it can be found, allowing you a quick way to find where to go to fix the error.

After the collection period, there is a brief window for “Duplicate Resolution”, in which any student appearing as active in 2 districts at the same time will be flagged for these 2 districts, and they will have to work out the appropriate data changes to accurately report the child. The duplicate resolution window will range from 1 to 2 days long.

Rhode Island Department of Elementary and Secondary Education
Michael Clarke **Information Services**

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

Certification Complete [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 [06/16/2023](#).
Thank you very much for working through your Special Education census data to eliminate all data errors.

Student Duplicates (On [06/30/2023](#))

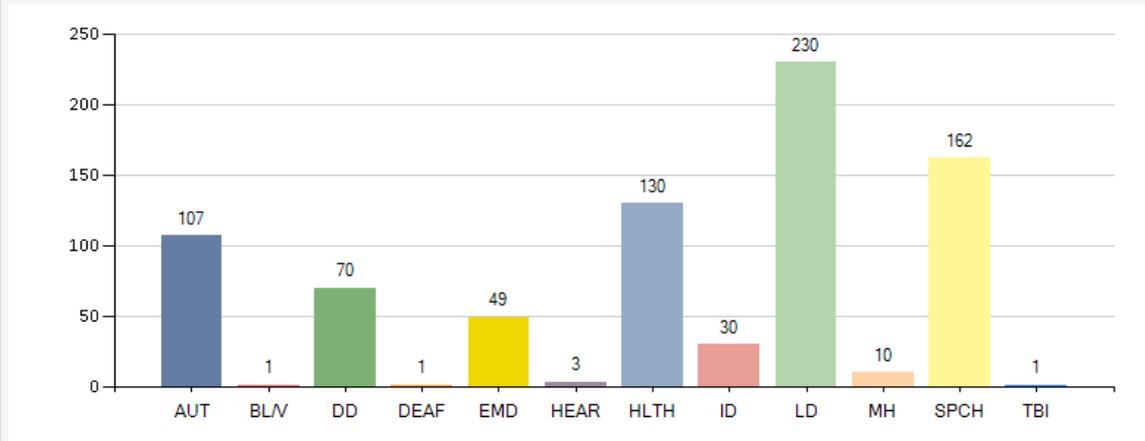
Congratulations! You do not have any duplicates which need to be resolved. Please complete your submission by clicking on the 'Fax Report to RIDE' button, sign and fax the report to RIDE at 401-222-6030.
[Sign-Off Report](#)

The above shows the submission after the census has been submitted and duplicate resolution has been completed. At this point, the last step is to sign off on your district’s census submission. To do so, click on “[Sign-Off Report](#)”, and you will be taken to the following page:

Counts By Disability

Data Source: June 2023 Special Education Data Collection
Reporting District: Coventry
As of Date: 06/30/2023

Disability Name	AUT	BL/V	DD	DEAF	EMD	HEAR	HLTH	ID	LD	MH	SPCH	TBI	Total Students
Number of Students	107	1	70	1	49	3	130	30	230	10	162	1	794



Signed off. Download a signed off copy of report [here](#).

Signature: (Fred Schockaert, Special Education Director)
Date: 6/20/2023 11:13:16 AM (fsch06)

By electronically signing this report, you are validating that the Special Education census data that has been reported to RIDE is accurate and the counts reported above are correct.

Enter the signature of whoever is authorized to sign-off on your census (it will likely, but not always, be your data manager or SpEd director) and click submit, and you are done submitting!

After submission, you can download various files of your submission to keep as CSV files on your local network if you choose.

Appendix

Demographic Page Fields and Definitions

SASID

State Assigned Student Identifier. This ID is unique at the State Level. New students without a SASID will need to have one created by RIDE.

Last Name, First Name, MI, DOB, Sex, Race

These fields will populate based on RIDE data collected through enrollment, associated with the student's SASID. If any of this information is incorrect, or changes, you should submit a request to change through the Student Master Discrepancy form.

Municipality

This field is the student's home municipality. The home municipality of a student determines who is responsible for their special education services, EXCEPT in cases when the student goes to a state-operated school, a charter school, or is at the Department of Corrections. In these cases, those entities are treated as equivalent to being their home municipality.

Grade

This is the student's grade.

District

This field will automatically be set to your district.

School of Attendance

Select the school where the student is receiving core instruction and their services. If the student is outplaced, even to another district, use that school code. If the student is attending a charter or state-operated school, they should be reported by that entity in their census, and you should set the student to inactive in your district's census.

Status

When a student leaves your district for any reason, set them to Inactive. Otherwise, they should be Active if they are receiving any services from your district. If this student was mistakenly added to your census (is not eligible/does not have an IEP, has never been in your district, etc.), do not set them to inactive. Instead, contact RIDE to have the student removed from your census.

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. **Note: Alt-ACCESS** qualifies a student to have 3 in this field.

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/SP Team Meeting Date

This date is the date of the most recent IEP meeting that has occurred for the student, and must be in the past. Future IEP meeting dates are recorded in the Due Date field.

IEP/SP Team Meeting 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.

Next Evaluation Date

This field is used for LEAs to be able to track what students need a re-evaluation at a given time. Student reports can be generated using this field.

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:

- No Summer Exit
- Graduated with GED
- Moved
- All Objectives Met
- At Parent’s Request
- Deceased
- Dropped Out
- Graduated
- Reached Age 22
- Other
- Graduated with Certificate
- Transfer to GED
- 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.

Additionally, you may never use many of these reasons.

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, and Dept of Corrections

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.

Current Age

This field is automatically generated based on the student's birth date. If the birth date is wrong, submit a request to RIDE through the Student Master Discrepancy form.

Case Manager

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

Service Line Fields and Definitions

Service Type

The 2 service type options are Special Ed, and Related Service. Every student must have at least 1 Special Ed service on their service page.

Program Continuum

See the **Program Continuum & Cost Center** document for detailed descriptions of the correct response to these fields.

Cost Center

See the **Program Continuum & Cost Center** document for detailed descriptions of the correct response to these fields.

Service Provider

The professional who provides the indicated service. Choices will differ based on whether the service is Special Ed or a Related Service.

Service Location

Where the student is receiving the service. This can be different for each individual service, and does not have to be the student's school of attendance, though often it will be.

Service Plan District

If the student is a private school student on a service plan, put the district that is providing the service plan and services in this field. This will be the district where the student's school of attendance is located.

Hours/Day

How many hours per day the student receives this particular service, collected in increments of 1/10th. Provide the closest decimal to match the student's hours of service received. This field ranges from .1 hours to 6 hours.

Days/Week

The number of days per week the child receives this particular service, ranging from 1 to 5 days.

Weeks/Month

The number of weeks per month the student receives this particular service, from 1 to 4 weeks.

Start Date

The date the student started receiving this service, for **this school year only**, in MM/DD/YYYY format. Often, this date is the first day of school for a given year (8/30, 8/31, etc), though it may vary by service and student. Valid options are July 1 to June 30, of the current school year only.

Reg/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.

End Date

The date the service was terminated/stopped. This may occur for a number of reasons, including a change in service, the student exiting your district, and more. This field also requires that the **Termination Reason** field be filled out. **DO NOT** terminate a student's service at the end of the school year, as it will automatically roll over to the next school year and **does not count** as a service exit.

Tuition Cost

This is not a required field and is for district use only.

Account Number

This is not a required field and is for district use only.

Teacher

This is not a required field and is for district use only. To generate teacher class lists using the census, this field must be used.

Subject

This is not a required field and is for district use only.

Program Continuum and Cost Center Guide

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. 14

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. 15

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. For 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.