



Wyoming Department of Education

Hathaway Building, 2nd Floor • 2300 Capitol Avenue • Cheyenne, WY 82002 • <http://www.k12.wy.us/>

WDE425: WISE Special Education Fall Snapshot

Data Collection Guidebook

Collection Window:
11/01/2008 - 11/14/2008

WDE425 Collection Steward

Stephanie Weaver
Assistant Director
Special Programs Unit
307-777-2560
sweave@educ.state.wy.us



WISE Project Manager

Shadd Schutte, MPA, CAPM
WISE Project Manager
307-777-3656
sschut@educ.state.wy.us

WISE Data Contact

Leslie Zimmerschied
Data Analyst
307-777-8751
lzimme@educ.state.wy.us

Revised on September 23, 2008

Table of Contents

Introduction	3
Instructions	4
Collection Schedule	6
Frequently Asked Questions	7
Appendix 1: Disability Definitions	9
Appendix 2: Related Service Definitions.....	11

Introduction

Abstract

This abstract provides a general description of the data being collected. This serves only as a basic overview of the data contained within this collection.

The WDE425 collects statistics on the students identified and receiving services under Individuals with Disabilities Education Act (IDEA). This collection gathers individual student-level special education demographic, disability, and service data. The data elements in this collection are 1) District ID, 2) WISER ID (state assigned student record identifier), 3) student's last name, 4) student's first name, 5) student's middle name, 6) student's name suffix, 7) student's date of birth, 8) student's gender, 9) student's ethnicity, 10) student's ELL status, 12) student's gifted and talented status, 13) student's grade level, 14) resident School ID, 15) service School ID, 16) student's primary disability, 17) related service 1, 18) related service 2, 19) related service 3, 21) related service 4, 20) related service 5, 21) student's eligibility for Extended School Year (ESY) services, 22) student's environment, and 23) student's assessment.

Authority

School districts are required to submit a variety of data collections to the WDE each year. The data collected by the Wyoming Department of Education (WDE) is critical and essential to the continual growth of Wyoming's education system. Data are utilized in an array of fashions, which include (but are not limited to) funding models, Adequate Yearly Progress (AYP), and Special Education programs. This section describes the rules and regulations, specific to this collection, that permit WDE to require the school districts to submit these data.

WDE425 Authority

There are numerous authorities that allow the WDE to collect data for the WDE425 collection. The different authorities have been listed below.

- Individuals with Disabilities Education Improvement Act of 2004, Public Law 108-446, Section 618
- 34 Code of Federal Regulations Parts 300.750 - 300.755
- WY Rules and Regulations - Section 43 20 USC 1411(d)(2)
- WY Rules and Regulations - Section 43 20 USC 1418(a)(1)(A)(iii)
- WY Rules and Regulations - Section 43 20 USC 1418(a)(1)(A)(iv)
- WY Rules and Regulations - Section 43 20 USC 1418(a)(2) [IDEA Part B]

Instructions

Each collection will have a set of instructions specific to the data being submitted. It should be noted that the instructions listed below are specifically for the WDE425 collection. These instructions are not intended to give the reader technical guidance on the State Report Manager (SRM). The SRM User's Guide can be found online at http://www.k12.wy.us/WISE/document/WYOMING_SRM_062807_v3.pdf.

New Elements

There are 4 new elements on the Fall WDE425.

They are:

StudentSpecialEducation1
StudentSpecialEducation2
StudentSpecialEducation3
StudentSpecialEducation4

Special Education is defined as specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability. The possible values are:

IN - Instruction
PE - Physical Education
SS - Speech
TT - Travel Training
VE - Vocational Education

Full definitions can be found: <http://soswy.state.wy.us/Rules/RULES/6641.pdf>.

Data Submission Process

For the Fall 2008 collection, all school districts will be required to submit student-level data for the WDE684 data collection. The student-level data elements and business rules for this collection can be found online at <http://www.k12.wy.us/wise/>. Archival information may also be available within the WISE library: <http://www.k12.wy.us/WISE/library/Default.aspx>.

Login

Once your data are compiled, the next step is to login to the SRM. Each district has one SRM contact person. In most cases, this is the district WISE Coordinator. This person has the district's URL, username, and password.

Upload Files

After logging into the SRM, the next step is to upload the data. The user will click on the orange "New Trial" button. In the next screen, the user will click the "Browse" button and search for the CSV file. Then the user will click the "Import" button. While the file is being uploaded, the program will check the data for errors.

Sending Data

Once the data have been uploaded, the user must evaluate all errors and warnings reported. Submission of data through the State Report Manager (SRM) ultimately reduces the number of critical errors. Business rules within the SRM will identify any potential data entry issues, invalid values, and/or missing data. Any errors must first be corrected before the SRM will allow the user to send data to the WDE. The user must make corrections offline and upload a corrected file.

Once all errors have been corrected and all warnings have been examined, the user is ready to submit the data to the WDE. The "Send to WDE" button will turn blue. Once each district has sent in the data, its content will be verified against other data collections. If any errors or questions persist in the data, the Data Collection Steward will contact each district for clarification.

Revision Process

All data will be reviewed after the collection window closes. WDE will perform final error checks and contact district personnel if any errors persist. The student-level data will be posted on the WDE Fusion website in Mid-December 2008. District personnel responsible for the WDE684 will be able to review data through a secure log-on to the Fusion website. It is recommended that districts verify their data as soon as possible so that WDE may make any necessary corrections to the collection.

Download Finalized Data

The user has the option to download the submitted data file out of the SRM. One copy of should be saved in a secure location for auditing purposes. This file may also prove useful to reconcile any questions that may arise.

Collection Schedule

WDE425 Collection Schedule

School District personnel may submit their data on any day of the WDE425 collection window. For this collection, the due date is **November 14, 2008**.

For this collection, the district should perform their first upload of data no later than November 12, 2008. This will ensure errors can be corrected before the due date.

Snapshot
11/1/08

Collection Window
11/1/08 - 11/14/08

Frequently Asked Questions

Introduction

The WDE has collected a list of questions that are asked about this collection. If a question is not answered on this list, the data steward should be contacted for clarification. For this collection, there are two Frequently Asked Questions (FAQ) tables: one for content questions and the other for submission questions. Both FAQ tables will be updated periodically as more questions arise.

Content Questions and Answers

#	Question	Answer
1	Who do I contact regarding content questions?	Stephanie Weaver at 307-777-2560
2	I need clarification on a disability definition. Where can I obtain the definition?	The definitions for the disabilities are listed in Appendix 1 of this document. The disabilities are also available online at: http://soswy.state.wy.us/Rules/RULES/6641.pdf .
3	I need clarification on a related service definition. Where can I obtain the definition?	The definitions for the related services are listed in Appendix 1 of this document. The disabilities are also available online at: http://soswy.state.wy.us/Rules/RULES/6641.pdf .
4	The IDEA status changes throughout the year for many students. How will I know when to report students on this collection?	Any student identified and receiving services under the Individuals with Disabilities Education Act (IDEA) on November 1st should be reported on the WDE425 report.
5	What is the difference between resident school and service school?	Resident school is the school where the child's parents reside; service school is the school that provides the services listed on the child's IEP.
6	What service school ID should I use for a home school child	The service school for a home school student would be either where the child comes to receive special education services or the school where the child would receive services if enrolled in the district.
7	Can a child be on a 504 plan and have an IEP?	Yes, but the school will be asked to verify this information.
8	What are the instances when a student can be on a 504 plan and have an IEP can occur?	A student may need a 504 plan due to a medical emergency that does not affect their educational plan. If you have questions, please contact Stephanie Weaver at 307-777-2560.
9	What grade should I mark a student in?	For this Fall's WDE425 collection, grade level assigned to a student should match the grade assigned within your district's Student Information System.
10	In the past, we have been required to submit the student's secondary disability. Where do we report that this year?	You are not required to report the secondary disability to the WDE. You are welcome to continue reporting secondary disabilities for your own internal tracking. If you have questions, please contact Stephanie Weaver at 307-777-2560.

Submission Questions and Answers

#	Question	Answer
1	Who do I contact regarding submission questions?	Leslie Zimmerschied at 307-777-8751.
2	Who do I contact regarding username and passwords for the State Report Manager?	Your district's WISE Coordinator.
3	Who do I contact regarding the WISE project as a whole?	Shadd Schutte at 307-777-3656
4	Who do I contact if I need a WISERID (WISE student identification number)?	Your district's WISE Coordinator.
5	Where can I find more information on the elements within this collection?	http://www.k12.wy.us/wise/
6	How will I know when I can send the data to WDE?	You can send your data to WDE after you have corrected all of your errors and looked over all of your warnings. The "Send to WDE" button will turn blue after all errors have been corrected.
7	I received an internal error after I uploaded my data. What do I do now?	Contact Leslie Zimmerschied at 307-777-8751.
8	I received an error on my headers. What does that mean?	The first row of your Comma Separated Value (.CSV) file should contain the column headers for each data element. The headers must be in the correct order and spelled correctly in order for the SRM to upload your data correctly. Compare your headers with the latest version of the data element document (see Question #5) and make any necessary corrections. Once corrections have been made, upload your data again. If you continue to get this error, contact Leslie Zimmerschied at 307-777-8751 .
9	What elements are optional in the WDE425?	The following elements are optional within the WDE425: <ul style="list-style-type: none"> ◆ StudentMiddleName ◆ StudentNameSuffix ◆ StudentRelatedService1 ◆ StudentRelatedService2 ◆ StudentRelatedService3 ◆ StudentRelatedService4 ◆ StudentRelatedService5
10	What is a snapshot date?	The snapshot date identifies the date on which to pull the data. See <u>Content</u> Question #4 for more information.

Appendix 1: Disability Definitions

The table below contains a list of the valid values for the student’s primary disability (StudentPrimaryDisability). The definition for each disability has been taken from the Chapter 7 Rules and Regulations on Services for Children with Disabilities. These definitions are available at: <http://soswy.state.wy.us/Rules/RULES/6641.pdf>.

Code	Disability	Definition
AT	Autism	Developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three (3) that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.
BI	Traumatic Brain Injury	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child’s educational performance. TBI applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. TBI does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.
CD	Cognitive Disability	Significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child’s educational performance.
DB	Deaf-Blindness	Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.
DD	Developmental Delay	A child with a disability ages three (3) through nine (9) who is determined, through appropriate diagnostic instruments and procedures, to be experiencing delays in the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development and who, by reason thereof, needs special education and related services.
ED	Emotional Disability	A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance.
HI	Hearing Impairment (including Deafness)	An impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but that is not included under the definition of deafness in this subsection. “Deafness” means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child’s educational performance.

Code	Disability	Definition
HL	Other Health Impairment	A condition exhibiting limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and adversely affects a child's educational performance.
LD	Specific Learning Disability	A disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. SLD does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of cognitive disabilities; of emotional disability; or of environmental, cultural or economic disadvantage.
MU	Multiple Disabilities	Concomitant impairments (such as cognitive disability-blindness, cognitive disability-orthopedic impairment, and cognitive disability-deafness, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments, except the term does not include deaf-blindness.
OI	Orthopedic Impairment	A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).
SL	Speech/Language Impairment	A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.
VI	Visual Impairment (including Blindness)	Impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes partial sight and blindness.

Appendix 2: Related Service Definitions

The table below contains a list of the valid values for the student's related service (StudentRelatedService1). These definitions were taken from the Chapter 7 Rules and Regulations on Services for Children with Disabilities. These definitions are available at <http://soswy.state.wy.us/Rules/RULES/6641.pdf>.

Code	Related Service	Definition
AT	Assistive Technology	Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. Exception. The term does not include a medical device that is surgically implanted or the replacement of such a device.
AU	Audiological Services	Identification of children with hearing loss; Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the rehabilitation of hearing; Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation; Creation and administration of programs for prevention of hearing loss; Counseling and guidance of children, parents, and teachers regarding hearing loss; and Determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.
CS	Counseling (for students)	Services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.
EI	Educational Interpreting	The following when used with respect to children who are deaf or hearing impaired: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as Communication Access Real-Time Translation (CART), C-Print, and Type Well; and special interpreting services for children who are deaf-blind.
LS	Speech/Language Services	Identification of children with speech or language impairments; Diagnosis and appraisal of specific speech or language impairments; Referral for medical or other professional attention necessary for the habilitation of speech or language impairments; Provision of speech and language services for the habilitation or prevention of communicative impairments; and counseling and guidance of parents, children, and teachers regarding speech and language impairments.
MS	Medical Services (for diagnosis and evaluation)	Services provided by a licensed physician to determine a child's medically-related disability that results in the child's need for special education and related services.

Code	Related Service	Definition
OM	Orientation and Mobility	Services provided to blind or visually impaired children by qualified personnel to enable those children to attain systematic orientation to and safe movement within their environments in school, home, and community; and includes teaching children the following, as appropriate: Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street); To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision; To understand and use remaining vision and distance low-vision aids; and other concepts, techniques and tools.
OT	Occupational Therapy	Services provided by a qualified occupational therapist that include: Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; Improving the ability to perform tasks for independent functioning if functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.
OY	Other	Related service other than those specifically listed.
PS	Psychological Services	Administering psychological and educational tests and other assessment procedures; Interpreting assessment results; obtaining, integrating, and interpreting information about the child's behavior and conditions related to learning; Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observations, and behavioral evaluations; Planning and managing a program of psychological services, including psychological counseling for children and parents; and Assisting in developing positive behavioral intervention strategies.
PT	Physical Therapy	Services provided by a qualified physical therapist.
RC	Rehabilitation Counseling	Services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, the achievement of independence, and the integration into the workplace and community of a child with a disability. The term also includes vocational rehabilitation services provided to a child with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.
RE	Recreation (including Therapeutic Recreation)	Assessment of leisure function; Therapeutic recreation services; Recreation programs in schools and community agencies; and Leisure education.
SH	School Health Services	Health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School health services are services that may be provided by either a qualified school nurse or other qualified person.
SN	School Nurse	Health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse.

Code	Related Service	Definition
SW	Social Work Services	Services that prepare a social or developmental history on a child with a disability; group and individual counseling with the child and family; working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and assisting in developing positive behavioral intervention strategies.
TR	Special Transportation	Travel to and from school and between schools; Travel in and around school buildings; and Specialized equipment (such as special or adapted buses, lifts, and ramps), if required, to provide special transportation for a child with a disability.