



# Maintaining Special Education Data in WVEIS

*Entering, Collecting, and Reporting High-Quality Data*



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**2025-2026**

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# Maintaining Special Education Data in WVEIS

## *Entering, Collecting, and Reporting High-Quality Data*

### **West Virginia Department of Education**

Federal Programs & Support, *Special Education*

Data Management & Information Systems, *West Virginia Education Information System (WVEIS)*

**October 2023**

***Revised September 2025***

### ***A Note on Using This Guide***

This document is intended as a practical companion and reference guide for West Virginia schools and local educational agency (LEA) staff. It is designed to assist in the accurate and efficient entry, collection, and reporting of special education data within the West Virginia Education Information System (WVEIS).

Please note that this guide summarizes key coding procedures and data entry requirements. It is not a replacement for official state and federal policies, including but not limited to WVBE Policy 2419. Users should refer to the full text of these policies for complete legal and regulatory requirements. This document should be used in conjunction with, and not in place of, official policy documents.

This guidance document incorporates and replaces *Standard Codes for Maintaining Student Special Education Records* (2019) and *Maintaining Special Education Data in WVEIS* (2023) published by the West Virginia Department of Education (WVDE).

## Table of Contents

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|  |    |
|--|----|
| Summary of Revisions .....   | 1  |
| Essential Special Education Data Collections and Reporting.....                    | 3  |
| Required WVEIS Data Elements for Special Education Reporting .....                 | 4  |
| Special Education Fields, Codes, and Guidance .....                                | 4  |
| Educational Environment (LRE) Codes, Ages 3 through 5 in Pre-K.....                | 9  |
| Educational Environment (LRE) Codes Ages 5 in K and 6 through 21.....              | 11 |
| Special Education Status Codes.....  | 14 |
| Coding Alternate Diploma Graduates.....  | 16 |
| Referral and Reevaluation Data Entry Guidance.....                                 | 19 |
| Referral Source, Eligibility Status, and Parental Consent Codes.....               | 24 |
| Reasons for Exceeding Evaluation or Early Childhood Transition Timelines .....     | 25 |
| Coding Procedures for In- and Out-of-State Placements, WVSDT, and MCA.....         | 25 |
| Medicaid Data .....  | 28 |
| Important Links and Resources .....  | 31 |
| Appendix A: Coding Alternate Diploma Graduates – <i>Decision Tree</i> .....        | 32 |
| Appendix B: District/LEA Identification Number List.....                           | 34 |
| Appendix C: Observer Identification Resources .....                                | 35 |
| Appendix D: Special Education Status Code / Enrollment Code Crosswalk .....        | 36 |
| Appendix E: Job Corps Guidance .....   | 37 |
| Appendix F: Evaluation Timelines - <i>School Closure and Remote Learning</i> ..... | 38 |

# Summary of Revisions

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The “*Maintaining Special Education Data in WVEIS*” document has been significantly updated, replacing the October 2023 version with clearer guidance and new requirements for entering, collecting, and reporting high-quality data.

## General Updates and Document Structure

- » **New Section:** “*A Note on Using This Guide*”
  - › Clarifies that the guide serves as a practical companion and reference, explicitly stating it is not a replacement for official state and federal policies (e.g., WVBE Policy 2419)
- » **Revised Table of Contents:** The Table of Contents has been reorganized and expanded to reflect new and expanded sections and appendices

## New Additions and Major Sections

- » **New Addition:** “*Essential Special Education Data Collections and Reporting*” Section
  - › Details various federally and state-required data activities, their impact, and reporting periods
- » **New Addition:** Comprehensive “*Coding Alternate Diploma Graduates*” Section
  - › Provides detailed coding procedures for alternate diploma recipients
  - › New guidance is supported by a new appendix: *Appendix A: Coding Alternate Diploma Graduates – Decision Tree*
- » **New Addition:** “*Coding Procedures for In- and Out-of-State Placements, WVSDT, and MCA*” Section
  - › Provides detailed guidance and specific enrollment/withdrawal codes for complex placement scenarios, including a comprehensive summary table
- » **New Addition:** Dedicated “*Medicaid Data*” Section
  - › Outlines the importance and entry procedures for Medicaid-related data

## Special Education Status Codes & Definitions

- » **DEPRECATED:** Status Code 60 (*IEP Cycle / Eligibility Change – Service Continuing*): This legacy code should no longer be used, as its function is now replaced by the creation of new annual or reevaluation IEPs and appropriate service code assignments
- » **Clarified Status 30 (Active – Receiving Services):** Added a note that services remain active for students who transfer to another public LEA within West Virginia, including public charter schools
- » **Expanded Status 35 (Returned to Regular Education):** Now explicitly includes students of compulsory school age (16–17-year-olds) withdrawing to Job Corps, consistent with updated guidance from the Office of Data Analysis & Research
- » **Clarified Status 70 (Reached Maximum Age):** Added a note to use Status 55 if a student meets alternate diploma requirements in the same year they reach maximum age
- » **Clarified Status 80 (Moved – Known to be Continuing):** Added an important note not to use this code for students transferring to another public LEA within West Virginia, including public charter schools, as services should remain active (Status 30) for these students
- » **Expanded Status 90 (Dropout):** Now explicitly includes students no longer of compulsory school age (17–18-year-olds) withdrawing to Job Corps, consistent with updated guidance from the Office of Data Analysis & Research

## Educational Environment (LRE) Codes

- » **Updated LRE Guidance for 4-Year-Old Students in Kindergarten:** New guidance outlines assigning alpha LRE codes for December 1 Child Count, managing potential SE-DQR errors, and amending IEPs with numeric LRE codes once the student turns 5
- » **Enhanced Definitions for Numeric LRE Codes (Ages 5 in K and 6 through 21):** Definitions for LRE Codes 0, 1, 2, 3, 5, and 6 have been expanded with more detailed descriptions, examples of settings, and specific percentage-of-time criteria inside general education classes
- » **Updated LRE Code 8 (Parentally-Placed in Private School)**
  - › Now includes students whose basic education is funded through the Hope Scholarship
  - › Adds a note that services plans do NOT apply to students with a primary exceptionality of GF or EG

## Referral & Reevaluation Data Entry

- » **Reformatted Referral and Reevaluation Data Entry Guidance:** Scenarios are now presented in a clearer "Circumstance - Explanation - Example" table format
- » **Clarified "Change in Primary Eligibility" Timeline:** Clarification is added for a change in primary eligibility (including from non-IDEA to IDEA category), stating that a comprehensive evaluation in this context still requires adherence to the initial evaluation timeline of 80 days from documented parental consent
- » **Added New Referral Source Codes**
  - › BTT\_LT\_45 (Birth to Three Referral with consent received less than 45 days before the 3rd birthday)
  - › PKSCREEN (Referral based on enrollment screening in pre-k or kindergarten)
- » **Added Note for Eligibility Status:** Specifies entering GF or EG as the primary code if an initial evaluation was for Gifted/Exceptional Gifted only and the student did not qualify

## Reasons for Exceeding Evaluation Timelines

- » **Updated Late Reason Code 1:** The note for "Summer break" in relation to WVBTT transitions is updated to clarify that the evaluation must be completed by the 3rd birthday unless consent is received less than 45 days prior
- » **Added New Note on Compensatory Services (LRC 13):** If the Eligibility Committee meeting is held over 30 calendar days late and the student is eligible, the initial IEP Team must consider compensatory services

## Appendices & Resources

- » **Updated "Important Links and Resources":** Includes updated URLs for the *Office of Special Education* and the *Online IEP Help Desk* and adds new *Diagnosis Code Resources* (ICD-10 Lookup Tools)
- » **Appendix Renaming and Updates**
  - › *Appendix A (District/LEA Identification Number List)* is now *Appendix B*
    - Includes two new LEAs: *Clarksburg Classical Academy* and *Wisdom Academy*
  - › *Appendix B (Observer Identification Resources)* is now *Appendix C*
    - Clarified that the "Not Reported" checkbox must be selected if observer identification is used for race/ethnicity data
  - › *Appendix C (Special Education Exit Status Code / Enrollment Code Crosswalk)* is now *Appendix D*
    - Updated to include WDPOST (Withdrawal from Postgraduate Program) for alternate diploma graduates who return and then withdraw
  - › *Appendix D (School Closure and Remote Learning Flowchart)* is now *Appendix F*
    - The guidance now includes a clearer decision tree format in addition to the flowchart
- » **NEW APPENDIX: Appendix E: "Job Corps Guidance":** Provides specific withdrawal and exit guidance for students entering Job Corps, differentiating between students of compulsory school age (using Status 35) and those no longer of compulsory school age (using Status 90)

# Essential Special Education Data Collections and Reporting

To ensure compliance, secure appropriate funding, and support effective program planning for students with disabilities, various key data collections and reports are required throughout the year. This section details each of these vital data activities and their impact.

| <b>Title</b>   | <b>Description</b>  |
|--|---|
| <b>October Certified Collections</b>                         | This federally required data collection verifies student enrollment for calculating Indicators 9 and 10, significant disproportionality, and state aid/gifted program funding. It also informs LEA determinations for timely and accurate data submission.  |
| <b>December 1 Child Count</b>                                | A federally mandated count of students with disabilities (SWDs) enrolled and receiving special education services as of December 1. These data impact Indicators 4A/4B, 5, 6, 8, 9, and 10, and are critical for significant disproportionality determinations, LEA determinations timely and accurate data submission, and internal and external data requests. This collection does <i>not</i> include gifted students. |
| <b>Medicaid Eligibility Collection</b>                       | This collection uses December 1 Child Count data to determine the Medicaid Eligibility Ratio (IEP Ratio). This ratio identifies the portion of costs for direct medical services to Medicaid-eligible special education students, impacting LEA Medicaid reimbursement.   |
| <b>Initial Evaluation Progress Reports</b>                   | These reports track LEA progress with initial special education eligibility evaluations, ensuring timely and accurate student evaluations and allowing for review and correction of child find data. These occur in December, March, and June, and are used for identifying quarterly Indicator 11 noncompliance.   |
| <b>Initial Evaluation Previous FY Report</b>                 | This report summarizes the previous fiscal year's initial evaluation outcomes. It is used for Indicator 11 and informs LEA determinations for timely and accurate data submission.  |
| <b>Special Education Personnel Collection</b>                | This federally required collection details special education staff, qualifications, and roles. It is crucial for state and federal reporting, funding, program monitoring, and accountability, and informs LEA determinations for timely and accurate data submission.  |
| <b>End-of-Year (EOY) Certified Collections</b>               | This federally required collection at the end of the school year includes enrollment, special education exits, and discipline, among other collections. Exiting and discipline data are used for Indicators 1, 2, 4A/4B, and 14, LEA determinations for timely and accurate data submission, and significant disproportionality determinations related to discipline.   |
| <b>Special Education Data Quality Report (SE-DQR) Review</b> | Regular review of the SE-DQR ensures complete, accurate, and timely special education data within WVEIS. It is not a data submission. Accurate data is vital for compliance, funding, program monitoring, and accountability, ultimately enhancing educational outcomes for SWDs and impacting LEA and SEA determinations.  |



# Required WVEIS Data Elements for Special Education Reporting

Although most of these data elements must be manually entered, certain data elements are automatically generated (e.g., Student ID) or pulled from other menus or applications (e.g., EL status, economically disadvantaged status).

## Enrollment and Demographic Data

### SSTU.103 – Student School Info

#### Student Tab

- › Student ID
- › First Name, Last Name
- › Birthdate
- › Gender
- › Enrollment Status (code)
- › Enrollment Date
- › District/Local Educational Agency (LEA)
- › School
- › Grade
- › Race/Ethnicity (observer identification, if needed)

See [Appendix C](#)

#### Schedule Tab

- › Schedule

#### Demographics Tab

- › English Learner (EL) Status
- › Economically Disadvantaged Status
- › Immigrant Status
- › Homeless Status
- › Foster Care Status
- › Military Connected Status

## Discipline Data

### SITV.812 – Student Discipline Incidents

#### Incident Tab

- › Incident Description
- › Incident Date
- › Behavior Level (i.e., 1, 2, 3, or 4)
- › Behavior Code

#### Interventions Tab

- › Intervention Type
- › Intervention Date and To Date
- › Number of days (including partial days)

All fields in **Weapons**, **People**, and **Tags** tabs, as applicable.

## Eligibility and IEP Data

### SPED.100 or SPED.101 – Special Ed. Students

#### Student Tab

- › Active/Inactive Status
- › Level Code (1, 2, 3)

#### Eligibility Tab

- › Evaluation Type
- › Referral Date & Referral By
- › Consent Date\* & Consent Code\*
- › Consent By\*
- › Eligibility Determination Date\*
- › Past Due Reason (if applicable)
- › Past Due Explanation (if applicable)
- › Eligibility Status\*
- › Placement Consent Date & Placement Code

\* Initial and reevaluation

#### Exceptionalities Subtab

- › Exceptionality Code
- › Priority Code

#### IEP Tab

- › IEP Format
- › Meeting Date
- › Meeting Purpose
- › Starting School Year

#### Services Subtab

- › Start Date(s)
- › Status Code(s)
- › Environment Code(s)

#### Grade/LRE Subtab

- › LRE Code (*bell-to-bell minutes req. for numeric LRE*)
- › Standards Version (i.e., PK, GENERAL, or ALT)

#### Accommodations Subtab

- › Accommodations (*i.e., Presentation, Response, and/or Timing accommodations for testing*)

#### Services Tab

- › Status
- › End Date(s) (for exited services)
- › Service Code(s)

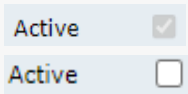
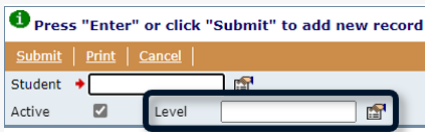

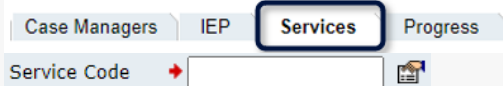
**NOTE:** Students with IEPs must have at least one special education service with a service code matching the Priority 1 exceptionality.



#### Case Managers Tab


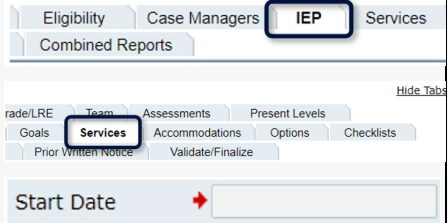
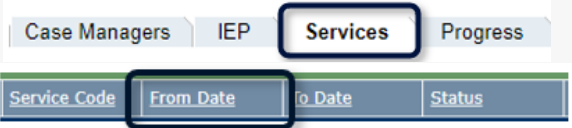
- › Case Manager(s)

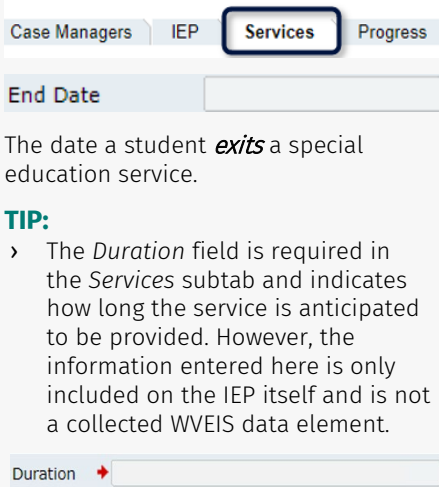




# Special Education Fields, Codes, and Guidance

| Field   | Codes  | Guidance  |
|---|--|---|
| <b>DISTRICT</b><br><br><b>Located in:</b><br>SPED.100/101<br>Student Tab  | District assignments are made by default based on the instance (i.e., the location or “work area”) where the system is accessed.<br><br>Students with disabilities (SWD) parentally placed in private schools are to be enrolled in the “R school.”<br><br>For a list of districts/LEAs and associated IDs, see <a href="#">Appendix B</a> .   | <ul style="list-style-type: none"> <li>Guidance for enrolling children in WVEIS may be found at <a href="https://wveis.k12.wv.us/wveis/support">https://wveis.k12.wv.us/wveis/support</a></li> <li>From the WVEIS support page, click <b>Student Data Guidance Documents</b>, and then <b>Student Enrollment</b> for enrollment rules, FTE calculations by programmatic level, and enrollment codes with descriptions.</li> </ul>   |
| <b>ACTIVE</b><br><br><b>Located in:</b><br>SPED.100/101<br>Student Tab  |   | <ul style="list-style-type: none"> <li>“Active” should be marked for any student who has been referred for initial evaluation or is currently receiving special education services.</li> </ul>  |
| <b>LEVEL</b><br><br><b>Located in:</b><br>SPED.100/101<br>Student Tab<br><br><i>Refer to Policy 2419 Chapter 6, Section 4.B for more information.</i>   |  <p>1 = Level 1<br/>2 = Level 2<br/>3 = Level 3</p>   | <ul style="list-style-type: none"> <li>Select 1, 2, or 3. <b><u>This field is required.</u></b></li> <li>Policy 2419 Chapter 6, Section 4.B provides considerations for determining the level of student needs.</li> </ul>  |
| <b>EXCEPTIONALITY CODES</b><br><br><b>Located in:</b><br>SPED.100/101<br>Eligibility Tab<br>Exceptionalities subtab<br>Services Tab<br><br><i>Refer to Policy 2419 Chapter 4 for exceptionality definitions, eligibility criteria, and eligibility determination.</i> |  <p><b>AU</b> = Autism<br/> <b>CD</b> = Speech or Language Impairment<br/> <b>DB</b> = Deafblindness<br/> <b>DD</b> = Developmental Delay<br/>       <i>*(replaces PS)*</i><br/> <b>DF</b> = Deafness<br/> <b>ED</b> = Emotional Disturbance<br/>       <i>*(replaces BD)*</i><br/> <b>EG</b> = Exceptional Gifted (grades 9-12)<br/> <b>GF</b> = Gifted (grades 1-8)<br/> <b>HH</b> = Hard of Hearing<br/>       <i>*(replaces HI)*</i><br/> <b>LD</b> = Specific Learning Disability<br/> <b>ID</b> = Intellectual Disability<br/>       <i>*(replaces MM, MD, MS)*</i><br/> <b>OI</b> = Orthopedic Impairment<br/>       <i>*(replaces PH)*</i><br/> <b>OH</b> = Other Health Impairment<br/> <b>VI</b> = Blindness and Low Vision<br/> <b>TB</b> = Traumatic Brain Injury</p> | <p><b>IMPORTANT!</b></p> <ul style="list-style-type: none"> <li>If a student with an exceptionality code of PS, BD, HI, MM, MD, MS, or PH is reevaluated and continues to be eligible for special education under the same category, use the updated code for both the exceptionality and the service code when updating the student’s record in WVEIS.</li> <li>If a student’s primary exceptionality is “Speech or Language Impairment,” use the CD exceptionality code, not the RL service code.</li> <li>CD cannot be on an IEP with another primary service code.</li> <li>If a student meets the criteria for both GF or EG and a disability, the disability must be the primary exceptionality (<i>Policy 2419, p. 57</i>)</li> <li>Students receiving special education services must have a corresponding service code entered in WVEIS. This is located within the <i>Services</i> tab.</li> </ul>  |

| Field  | Codes  | Guidance   |
|--|--|--|
| <b>RELATED SERVICE CODES</b><br><br><i>Located in:</i><br>SPED.100/101<br>Services Tab                       | <div>Service Code  <input type="text"/></div> <div> <b>AD</b> = Assistive Technology Device<br/> <b>AS</b> = Assistive Technology Service<br/> <b>BP</b> = Behavior Intervention Plan<br/> <b>BS</b> = Braille Support<br/> <b>HP</b> = Health Care Plan<br/> <b>PC</b> = Personal Care Services<br/> <b>RA</b> = Audiology<br/> <b>RB</b> = Rehabilitation Counseling<br/> <b>RC</b> = Clean Intermittent Catheterization (CIC)<br/> <b>RE</b> = Early Identification and Evaluation<br/> <b>RG</b> = Parent Training<br/> <b>RH</b> = School Health Services<br/> <b>RI</b> = Interpreting Services<br/> <b>RL</b> = Speech and Language Pathology Services<br/> <b>RM</b> = Medical Services (Diagnostic/Evaluation Only)<br/> <b>RN</b> = Counseling Services<br/> <b>RO</b> = Occupational Therapy<br/> <b>RP</b> = Psychological Services<br/> <b>RR</b> = Recreation<br/> <b>RS</b> = Social Work Services<br/> <b>RT</b> = Transportation<br/> <b>RU</b> = Therapeutic Recreation<br/> <b>RV</b> = Orientation and Mobility Services<br/> <b>RY</b> = Physical Therapy<br/> <b>RZ</b> = Other<br/> <b>SS</b> = Sign Support<br/> <b>TS</b> = Transition Services           </div> | <ul style="list-style-type: none"> <li>› Related services refer to the supportive services required to assist an eligible student to benefit from special education as described in the IEP.</li> <li>› Students receiving related services must have a corresponding related service code entered in WVEIS.</li> </ul> <p><b>IMPORTANT!</b></p> <ul style="list-style-type: none"> <li>› If a student receives related speech and language pathology services, select the RL service code, not the CD exceptionality code.</li> </ul>   |
| <b>PRIORITY CODE</b><br><br><i>Located in:</i><br>SPED.100/101<br>Eligibility Tab<br>Exceptionalities subtab | <div>Priority Code  <input type="text"/></div> <div> <b>1</b> = Primary Exceptionality (<b>required</b>)<br/> <b>2</b> = Secondary Exceptionality (<i>optional</i>)<br/> <b>3</b> = Other Exceptionality (<i>optional</i>)<br/><br/> <b>TIP:</b> <ul style="list-style-type: none"> <li>› The EC Report, Team Reports, and PWN can be used to document additional exceptionalities for which the student meets criteria, even if they are not considered the primary exceptionality. This documentation allows the initial IEP Team to address those areas within the IEP.</li> </ul> </div>  | <ul style="list-style-type: none"> <li>› Only one exceptionality may have a Priority Code 1, and at least one IEP service must match this exceptionality.</li> <li>› The primary exceptionality code must match the code on the Eligibility Committee Team Report.</li> </ul> <p><b>IMPORTANT!</b></p> <ul style="list-style-type: none"> <li>› A student must have a Priority 1 exceptionality before being provided with special education and related services.</li> <li>› While Priority Codes 2 and 3 may be used at the LEA's discretion if the student meets the criteria for more than one exceptionality, use of these codes in WVEIS is not required.</li> </ul> |

| Field   | Codes   | Guidance   |
|---|---|--|
| <b>STATUS</b><br><br><b>Located in:</b><br>SPED.100/101 app<br>IEP Tab<br>Services subtab<br>Services Tab<br>Services subtab                |  <p><b>30</b> = Active – Receiving Services</p> <p><b>35</b> = Returned to Regular Education / No Longer Receives Special Ed</p> <p><b>40</b> = Graduated – Regular Diploma</p> <p><b>55</b> = Graduated – Alternate Diploma</p> <p><b>70</b> = Reached Maximum Age</p> <p><b>75</b> = Died</p> <p><b>80</b> = Moved – Known to be Continuing</p> <p><b>90</b> = Dropped Out</p> <p><b>99</b> = Exiting Related, Supplementary, or ESY Services</p> <p><b>60</b> = IEP Cycle / Eligibility Change, Services Continuing</p> <p><b>IMPORTANT!</b></p> <ul style="list-style-type: none"> <li>› Status 60 is a legacy code that was used in the prior version of WVEIS.             <ul style="list-style-type: none"> <li>○ This code has been deprecated and should no longer be used.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>› Status codes are used to accurately document and track a student's current special education service status or exit, ensuring compliance with state and federal reporting requirements.</li> </ul> <p><b>IMPORTANT!</b></p> <ul style="list-style-type: none"> <li>› Accurate coding of special education students' special education service status is critical for the End-of-Year Special Education Exits Collection.</li> <li>› Additional detailed information regarding status code definitions may be found in the "<a href="#">Special Education Status Codes</a>" section of this document.</li> <li>› A crosswalk between SE Status Codes and Enrollment Status Codes can be found in <a href="#">Appendix D</a>.</li> </ul>  |
| <b>START DATE</b><br><br><b>Also referred to as "From Date"</b><br><br><b>Located in:</b><br>SPED.100/101 app<br>IEP Tab<br>Services subtab |  <p>The date of <i>initiation</i> of services.</p> <p>Every service requires a <i>Start Date</i>.</p>  | <ul style="list-style-type: none"> <li>› The <i>Start Date</i> is the date services will be initiated in consideration of Prior Written Notice (PWN) requirements.</li> <li>› Services are initially entered through the <i>IEP</i> tab and the <i>Services</i> subtab during the development of an IEP.</li> <li>› The <i>Start Date</i> for an initial placement is the date a service begins; it is not the date the student is determined eligible or the date of the actual IEP.</li> <li>› The <i>Start Date</i> for students transferring from out-of-state with an IEP in effect would be the date the student enrolls in the state.</li> <li>› PWN must be provided to the parent /adult student five days prior to implementing the proposed service unless the parent waives the five days' notice.</li> </ul> <p><b>TIP:</b></p> <ul style="list-style-type: none"> <li>› The <i>Start Date</i> appears as "From Date" in the <i>Services</i> tab.</li> </ul>  |

| Field  | Codes  | Guidance  |
|--|--|---|
| <b>END DATE</b><br><i>Also referred to as “To Date”</i><br><b>Located in:</b><br>SPED.100/101 app<br>IEP Tab<br><i>Services subtab</i>   |  <p>The date a student <i>exits</i> a special education service.</p> <p><b>TIP:</b></p> <ul style="list-style-type: none"> <li>› The <i>Duration</i> field is required in the <i>Services</i> subtab and indicates how long the service is anticipated to be provided. However, the information entered here is only included on the IEP itself and is not a collected WVEIS data element.</li> </ul> | <ul style="list-style-type: none"> <li>› If the student is exiting a special education service, the appropriate status/exit code should also be entered.</li> </ul> <p><b>IMPORTANT!</b></p> <ul style="list-style-type: none"> <li>› An <i>End Date</i> or “To Date” and Status Code 80 do not apply to a student transferring within the state as long as the student continues to have an IEP.</li> </ul> <p><b>TIP:</b></p> <ul style="list-style-type: none"> <li>› The <i>End Date</i> appears as “To Date” in the <i>Services</i> tab.</li> </ul>  |
| <b>EXTENDED SCHOOL YEAR (ESY) SERVICES</b><br><b>Located/Used in:</b><br>SPED.100/101 app<br>IEP Tab<br><i>ESY and Services subtabs</i><br><i>Validate/Finalize</i>                              | <p>Does the student need extended school year services?</p> <div> <input type="radio"/> Yes<br/> <input type="radio"/> No<br/> <input type="radio"/> Defer until:         </div> <p><b>Yes</b> = The IEP team has determined the student is eligible for ESY.</p> <p><b>No</b> = The student is ineligible for ESY as determined by the IEP.</p> <p><b>Defer until</b> = Defer until a date agreed upon by the parents (include the date)</p>  | <ul style="list-style-type: none"> <li>› The IEP Team shall annually determine and document a student’s need for ESY services.</li> <li>› Reports for students’ ESY status can be found in the <i>Special Education: Active with IEP</i> (SE.ACTWIEP) application.</li> </ul>   |
| <b>PERSON ID</b><br><b>Located in:</b><br>SPED.100/101 app<br>Services Tab<br><i>Staff subtab</i><br>Case Manager Tab<br>IEP Tab<br><i>Team subtab</i><br>Discipline Tab<br><i>People subtab</i> |   | <ul style="list-style-type: none"> <li>› This is located under the <i>Services</i> tab in the <i>Staff</i> subtab.</li> <li>› Enter the teacher’s person ID for each applicable service or use the drop-down menu to search for the employee by last name.</li> </ul>   |

## Educational Environment (LRE) Codes, Ages 3 through 5 in Pre-K

These codes are used within the SPED.100/101 app under the IEP Tab after clicking *Show Tabs*, then *Grade/LRE*.

**NOTE:** Pre-K students who are 6 years old must have a numeric LRE code used for ages 5 in K and 6 through 21.

### Regular Early Childhood Program (RECP)

A Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of children without IEPs. This category may include, but is not limited to Head Start, kindergartens, preschool classes offered to an eligible pre-kindergarten population by the public school system, private kindergartens<sup>1</sup> or preschools, and group child development center or childcare

| LRE Code | Definition   |
|----------|--|
| <b>W</b> | The child attends an RECP <b>at least 10 hours per week</b> AND receives the majority of hours* of special education and related services <b>in the RECP</b> .             |
| <b>X</b> | The child attends an RECP <b>at least 10 hours per week</b> AND receives the majority of hours* of special education and related services <b>in some other location</b> .  |
| <b>Y</b> | The child attends an RECP <b>less than 10 hours per week</b> AND receives the majority of hours* of special education and related services <b>in the RECP</b> .            |
| <b>Z</b> | The child attends an RECP <b>less than 10 hours per week</b> AND receives the majority of hours* of special education and related services <b>in some other location</b> . |

**NOTE:** \* the majority of hours means 50% or more

### Special Education Programs

A special education program is a program that includes less than 50 percent children without IEPs. This may include, but is not limited to, special education classes in regular school buildings, trailers or portables outside regular school buildings, childcare facilities, hospital facilities on an outpatient basis, and other community-based settings.

| LRE Code | Definition   |
|----------|--|
| <b>M</b> | <b>Special education classroom.</b> The child receives special education services in a class with less than 50 percent nondisabled children. Includes regular school buildings, childcare facilities, hospital facilities on an outpatient basis, and other community-based settings.<br><i>Do not include children who also attended a regular early childhood program.</i> |
| <b>N</b> | <b>Separate school.</b> The child receives education services in public/private day schools designed specifically for children with disabilities.<br><i>Do not include children who also attended a regular early childhood program.</i>   |
| <b>P</b> | <b>Residential facility.</b> The child receives education services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.<br><i>Do not include children who also attended a regular early childhood program.</i>   |

<sup>1</sup> Include children with disabilities enrolled by their parents in a private elementary school and receiving special education and related services in accordance with a services plan. The private elementary school must be a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law.

## Home

| LRE Code | Definition  |
|----------|---|
| <b>R</b> | <p><b>Home.</b> The child receives special education and related services in the principal residence of the child's family or caregivers, and did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility.</p> <p><i>Include children who receive special education both at home and in a service provider location. The term caregiver includes babysitters.</i></p> |

## Service Provider Location

| LRE Code | Definition   |
|----------|--|
| <b>S</b> | <p><b>Service provider location.</b> The child receives <b>all</b> special education and related services in a service provider location and did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility.</p> <p>For example, speech instruction provided in:</p> <ul style="list-style-type: none"><li>› private clinicians' offices,</li><li>› clinicians' offices located in school buildings,</li><li>› hospital facilities on an outpatient basis, and</li><li>› libraries and other public locations.</li></ul> <p><i>Do not include children who also received special education at home.</i></p> <p><i>Children who received special education both in a service provider location and at home should be reported in the <b>Home</b> category.</i></p> |

## 4-Year-Old Students in Kindergarten

Students with disabilities aged 4 and in kindergarten are not a common occurrence, but they must be included in the December 1 Child Count. These students fall outside typical early childhood special education reporting and require special handling.

- › Assign an **alpha LRE code** in the student's IEP that reflects early childhood settings. This ensures inclusion in the December 1 Child Count.
- › These students **may trigger errors** in the Special Education Data Quality Report (SE-DQR). Contact the WVDE to explain and request exclusion from the error list.
- › **Submit and certify** the December 1 Child Count with the alpha LRE codes in place.
- › Once the student turns 5, **amend the IEP with the appropriate numeric LRE code** through a targeted review or amendment.

## Educational Environment (LRE) Codes Ages 5 in K and 6 through 21

These codes are used within the SPED.100/101 app under the IEP Tab after clicking *Show Tabs*, then *Grade/LRE*.

For students who will be aged 6 or older on December 1 during the period covered by the IEP (or Service Plan for students parentally placed in private schools) **including students in pre-k**, the following placement options are used. The percentage of time is expressed in terms of time **inside** the general education classes (or integrated community settings) rather than the time **removed** to a special education class.

**NOTE:** Includes pre-k students who are 6 years old.

| LRE Code | Definition   |
|----------|--|
| 0        | <p><b>General Education: Full-Time (80% or More)</b></p> <ul style="list-style-type: none"> <li>» Inside general education classes or integrated community settings for <u>80 percent or more of the school day</u>.</li> <li>» Specially designed instruction and related services are delivered outside the general classroom for <i>less than 21% of the school day</i></li> </ul> <p><i>This may include:</i></p> <ul style="list-style-type: none"> <li>› Regular class with special education/related services provided within regular classes</li> <li>› Regular class with special education/related services outside regular classes</li> <li>› Regular class with special education services provided in resource rooms</li> </ul> |
| 1        | <p><b>General Education: Part-Time (40% to 79%)</b></p> <ul style="list-style-type: none"> <li>» Inside general education classes or integrated community settings for <u>no more than 79 percent of the school day and no less than 40 percent of the school day</u>.</li> <li>» Specially designed instruction and related services are delivered outside the general classroom for <i>at least 21% but no more than 60% of the school day</i></li> </ul> <p><i>This may include:</i></p> <ul style="list-style-type: none"> <li>› Resource rooms with special education/related services provided within the resource room</li> <li>› Resource rooms with part-time instruction in a regular class</li> </ul>                             |
| 2        | <p><b>Special Education: Separate Class (General Education Less than 40%)</b></p> <ul style="list-style-type: none"> <li>» Inside general education classes or integrated community settings for <u>less than 40 percent of the school day</u>.</li> <li>» Specially designed instruction and related services are delivered outside the general classroom for <i>more than 60% of the school day</i></li> </ul> <p><i>This may include:</i></p> <ul style="list-style-type: none"> <li>› Self-contained special classrooms with part-time instruction in a regular class</li> <li>› Self-contained special classrooms with full-time special education instruction on a regular school campus</li> </ul>                                    |



| LRE Code | Definition   |
|----------|--|
| 3        | <p><b>Special Education: Special School (public or private)</b></p> <ul style="list-style-type: none"> <li>» Specially designed instruction and related services are delivered in public or private separate day school facilities.</li> <li>» Includes students receiving special education and related services, at public expense, for <i>greater than 50 percent of the school day</i> in public or private separate schools.</li> </ul> <p><b>This may include students placed in:</b></p> <ul style="list-style-type: none"> <li>› Public/private day schools for students with disabilities</li> <li>› Public/private day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day</li> <li>› Public/private residential facilities if the student does not live at the facility</li> </ul> <p><b>NOTE:</b> This code applies to facilities that serve only students with disabilities. If general education students may also attend the facility, calculate the student's LRE based on the number of special education minutes divided by the total number of academic instructional minutes, and use an LRE Code of 0, 1, or 2 based on the percentage of time in general education.</p>  |
| 5        | <p><b>Special Education: Out-of-School Environment (OSE)</b></p> <ul style="list-style-type: none"> <li>» Specially designed instruction and related services are temporarily delivered in: <ul style="list-style-type: none"> <li>1) A non-school environment (e.g., public library, group home, or mental health center)</li> <li>2) A medical treatment facility/hospital</li> <li>3) The home</li> </ul> </li> </ul>   |
| 6        | <p><b>Special Education: Residential Facility (public or private)</b></p> <ul style="list-style-type: none"> <li>» Receives education programs and lived in public/private residential facilities during the school week.</li> <li>» Includes students receiving special education and related services, at public expense, for <i>greater than 50 percent of the school day</i> in public or private residential facilities.</li> </ul> <p><b>This may include students placed in:</b></p> <ul style="list-style-type: none"> <li>› Public/private residential facilities/schools for students with disabilities</li> <li>› Public/private residential facilities/schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day</li> </ul> <p><b>This does not include students who receive programming at the facility, but do not live there.</b></p> <p><b>NOTE:</b> This code applies to facilities that serve only students with disabilities. If general education students may also attend the facility, calculate the student's LRE based on the number of special education minutes divided by the total number of academic instructional minutes, and use an LRE Code of 0, 1, or 2 based on the percentage of time in general education.</p> |

| LRE Code | Definition   |
|----------|--|
| 8        | <p><b><i>Parentally-Placed in Private School (services plan only)</i></b></p> <ul style="list-style-type: none"> <li>» Enrolled by the student's parent in regular parochial or other private schools and whose basic education is paid through private resources, or through use of the Hope Scholarship.</li> <li>» Specially designed instruction and related services, at public expense, are provided by the LEA under a service plan.</li> <li>» Does <b>NOT</b> include students who are placed in private schools by the LEA.</li> </ul> <p><b>NOTE:</b> Services plans do <b>NOT</b> apply to students with a primary exceptionality of GF or EG.</p> |
| 9        | <p><b><i>Correctional Facility</i></b></p> <ul style="list-style-type: none"> <li>» Specially designed instruction and related services are delivered in correctional facilities.</li> <li>» Includes: <ul style="list-style-type: none"> <li>1) short-term detention facilities (community-based or residential)</li> <li>2) correctional facilities</li> </ul> </li> </ul>   |

# Special Education Status Codes

The following codes are entered while in the *Services* tab of the SPED.100/101 app.

Unless a student's status code is 30 (receiving services), a "To Date" (i.e., end date) must also be entered.

| SE Status Code | Definition  |
|----------------|---|
| <b>30</b>      | <p><b>Active – Receiving Services</b> (<i>currently receiving special education services</i>)</p> <p>Includes students placed by state agencies in out-of-state facilities in which they receive special education services.</p> <p><b>NOTE:</b> Services remain active for students who transfer to another public LEA within West Virginia</p>  |
| <b>35</b>      | <p><b>Returned to Regular Education</b> (<i>no longer receives special education</i>)</p> <p>Received special education but at some time during the twelve-month period between July 1 and June 30 were exited from the special education program. These students no longer have an IEP and receive all their educational services from a general education program.</p> <p>Also used for:</p> <ul style="list-style-type: none"> <li>› students whose parents removed them from services (e.g., withdrew to home schooling or private school with no special education services)</li> <li>› students of compulsory school age (i.e., 16-year-olds, or 17-year-olds in select LEAs with policies restricting the dropout age to 18 or older) withdrawing to Job Corps with no option for special education services. See <a href="#">Appendix E</a>.</li> </ul> <p><b>NOTE:</b> Use this code only when a student is truly exiting services.</p>              |
| <b>40</b>      | <p><b>Graduated with Regular Diploma</b></p> <p>Met graduation standards and credits and exited with a regular high school diploma. This includes both students who graduated with a regular diploma through the Option Pathway <u>while receiving special education services in accordance with an IEP</u>, (see Policy 2444.4, §126-32-7.1.a), and students with disabilities who were placed in out-of-state facilities by the State and received a regular diploma in the residential facility while enrolled in the West Virginia home LEA in WVEIS.</p>   |
| <b>55</b>      | <p><b>Graduated with Alternate Diploma</b></p> <p>Exited with an alternate diploma signifying completion of grade-level courses as per ESSA requirements which include 1) be standards based, 2) be aligned to state requirements for a regular diploma, and 3) be obtained during FAPE period (i.e., before the student reaches the maximum age). Completion of grade level courses takes into consideration a reduction of the depth, breadth, and complexity of general education coursework to meet the needs of students with a significant cognitive disability.</p> <p><b>NOTE:</b></p> <ul style="list-style-type: none"> <li>› Use Status 55 if a student meets requirements for an alternate diploma during the same year the student reaches maximum age.</li> <li>› A student may not be exited with a status code of 55 or 70 more than once.</li> <li>› See <a href="#">Coding Alternate Diploma Graduates</a> for more information.</li> </ul> |

| SE Status Code | Definition   |
|----------------|--|
| <b>60</b>      | <p><b>IEP Cycle / Eligibility Change – Service Continuing</b></p> <p>Historically used by LEAs to create a new primary service record each IEP cycle <u>OR</u> for a change of the primary exceptionality in which there is no gap in service.</p> <p><i>The creation of a new annual or reevaluation IEP and assigning appropriate services and service codes to the IEP effectively replaces the function that was served by Status 60.</i></p> <p><b><i>This code has been deprecated and should no longer be used.</i></b></p>   |
| <b>70</b>      | <p><b>Reached Maximum Age</b></p> <p>Rights under these regulations cease to apply at the end of the school year in which the student turns 21 years of age (i.e., the year in which the student is 21 years of age prior to July 1).</p> <p><b>NOTE:</b></p> <ul style="list-style-type: none"> <li>› Only use for students who reach maximum age and have never previously exited with a code 40, 55, or 70.</li> <li>› Do NOT use for exiting students from Gifted (GF) services—use Status 35.</li> <li>› Use Status 55 if a student meets requirements for an alternate diploma during the same year the student reaches maximum age.</li> </ul>                                    |
| <b>75</b>      | <b>Died</b>  |
| <b>80</b>      | <p><b>Moved – Known to be Continuing</b></p> <p>Moved out of the catchment area (<b>transferred out-of-state, or out-of-country</b>) and are known to be continuing in an educational program. There need not be evidence that the student is continuing in special education, only that the student is continuing in an educational program.</p> <p><b>NOTE:</b> Do NOT use for students who transfer to another public LEA within West Virginia, including public charter schools. Services should remain active (Status 30) for these students.</p>   |
| <b>90</b>      | <p><b>Dropout</b></p> <p>Was enrolled at some point in the reporting year <b>and</b> was not enrolled at the end of the reporting year <b>and</b> did not exit through any of the other options described (i.e., 35, 40, 50, 70, 75, 80).</p> <p>Also used for:</p> <ul style="list-style-type: none"> <li>› students no longer of compulsory school age (i.e., 18-year-olds; 17-year-olds in LEAs without policies restricting the dropout age to 18 or older) withdrawing to Job Corps with no option for special education services. See <a href="#">Appendix E</a>.</li> </ul> <p><b>NOTE:</b> Do NOT use for exiting students who withdraw from public education—use Status 35.</p> |
| <b>99</b>      | <p><b>Exiting Related / Supplementary / ESY Services</b></p> <p>Used for exiting a student from a related service (RELATED), supplementary service (SUPPLEMENT), or Extended School Year (ESY) service.</p> <p><b>NOTE:</b> Do NOT use for exiting students from Special Education Services (SPED).</p>  |

See [Appendix D](#) for a special education status code and enrollment code crosswalk.

## Coding Alternate Diploma Graduates

Under the Individuals with Disabilities Education Act (IDEA), a free appropriate public education (FAPE) must be made available to all students with disabilities (SWD) residing in the state between the ages of 3 and 21, inclusive (34 CFR § 300.101). However, there are exceptions to this requirement. FAPE does not apply to SWDs who have reached the maximum age for eligibility under state law or to those who have graduated from high school with a regular high school diploma (34 CFR § 300.102; W. Va. Code §18-20-1).

SWDs who have graduated from high school but have not been awarded a regular high school diploma remain entitled to FAPE until they reach the maximum age for eligibility or receive a regular high school diploma. 34 CFR § 300.102 (a) (3) (ii).

This section outlines the procedures for handling students with disabilities who graduate with an alternate diploma, including coding in WVEIS, determining their eligibility for continued special education services when needed, and addressing various scenarios such as whether the student intends to return to school. It provides guidelines for updating records, communication with parents, and ensuring compliance with state and federal regulations for students receiving special education services.

### ***Discussion at the IEP Meeting***

Before the annual IEP meeting held in the school year when the student is expected to graduate with an alternate diploma, confirm with appropriate school staff (e.g., school counselor) that the student is on track to meet all requirements for an alternate diploma by the end of the school year. During the IEP meeting, the IEP Team should discuss with the adult student and/or parent whether the student intends to return the following school year—provided the student will still be under age 21 as of July 1

If the student plans to return to school, update the IEP to address any academic, functional, and/or secondary transition goals related to the continued need for special education and related services the following school year.

### ***Coding in WVEIS***

#### **» Enrollment**

- › Code the student in the enrollment record as having received an alternate diploma consistent with the circumstance of the student's graduation:
  - **GR04:** Graduated with an alternate standards diploma **at end of year (EOY)**
  - **GR05:** Graduated with an alternate standards diploma **at mid-year**
  - **GR06:** Graduated with an alternate standards diploma **following summer school**

#### **» Special Education Services**

- › Code the student as having exited special education services due to graduating with an alternate diploma (Status 55) in the Services tab of the special education record.
  - The “**To Dates**” on the SPED services in the student's Services tab should match the date of graduation in the enrollment record.

Use the table on the following page to determine the proper procedures depending on whether the student intends to return the following school year.

| <b><i>If Student Intends to Return the Following School Year</i></b>   | <b><i>If Student Does Not Intend to Return the Following School Year</i></b>  |
|--|---|
| <ul style="list-style-type: none"> <li>» Do NOT provide <b>Prior Written Notice (PWN)</b> for exiting the student from special education.</li> <li>» When the student returns to school the following school year, the following must be completed: <ul style="list-style-type: none"> <li>› Ensure the student is reenrolled full-time in WVEIS by Oct 1 with enrollment code <b>EN12</b> as a 12th-grade student</li> <li>› Recode all the student's IEP services as <b>Status 30</b> (Active – Receiving Services) and remove the "To Dates" from the services</li> </ul> </li> </ul> <p><b><i>If the student who intended to return does not return as expected:</i></b></p> <ul style="list-style-type: none"> <li>› Contact the parent/adult student to determine whether the student is returning. <ul style="list-style-type: none"> <li>▪ If not, provide PWN for exiting special education.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>» Provide <b>Prior Written Notice (PWN)</b> for exiting special education prior to their leaving school.</li> </ul> <p><b><i>If the student who did not intend to return wishes to reenroll the following school year:</i></b></p> <ul style="list-style-type: none"> <li>» <b>Reenrollment:</b> Ensure the student is reenrolled full-time in WVEIS with enrollment code <b>EN12</b> as a 12th-grade student.</li> <li>» <b>Evaluation:</b> Since the parent/adult student received PWN for exiting special education, the LEA must request and obtain consent for evaluation from the parent or adult student and convene an Eligibility Committee (EC) meeting to redetermine eligibility for special education under the IDEA and WVBE Policy 2419. <ul style="list-style-type: none"> <li>› The eligibility determination may be completed using a review of records rather than a full battery of psychoeducational assessments.</li> </ul> </li> <li>» <b>IEP Meeting:</b> An IEP meeting should be held to address any academic, functional, or secondary transition goals related to the student's return to school after receiving their alternate diploma. <ul style="list-style-type: none"> <li>› For convenience, the EC and IEP meetings can be held on the same day. These meetings should ideally occur before the student's physical return to school.</li> <li>› Since the student was previously coded as a graduate, exited from special education in WVEIS, and received PWN to formally exit special education, informed consent is required to provide special education and related services as per the IEP.</li> </ul> </li> </ul> |

#### Certified Data

- » Any changes made to the enrollment or special education records in WVEIS for a prior school year **will not** be reflected in any state or federal reporting for accountability purposes, as data for prior school years will have already been certified.

#### State and Federal Funding

- » Ensure that the IEP is developed and finalized, and special education services are initiated on or before October 1 for state and federal funding, and on or before December 1 for IDEA reporting.
- » Students have a right to return even if they are not enrolled until after Oct 1 and/or Dec 1.

#### Exclusion from Indicator 14

- » Students who return to school after graduating with an alternate diploma will be removed from the Indicator 14: Post-School Outcomes list of eligible survey respondents, as this indicator specifies that these students must no longer be in secondary school.

## Returning Student Reaches Maximum Age or Wishes to Discontinue Services and Withdraw

### » Enrollment

|                   |               |             |
|-------------------|---------------|-------------|
| Enrollment Status | ➔ <b>WD11</b> | Maximum Age |
|-------------------|---------------|-------------|

- › If the student will be 21 years old by July 1 of the upcoming fiscal year, update the enrollment record with code **WD11** (Withdrawal Maximum Age).
  - This student would **not** be eligible to return to public school in subsequent years.
- › If the student will **NOT** be 21 years old by July 1 of the upcoming fiscal year, update the enrollment record with code **WDPOST** (Withdrawal from Postgraduate Program).
  - This student may be eligible to return to public school in subsequent years if the student is not 21 years old when or if reenrollment is sought.
  - If a student withdraws before reaching the maximum age and seeks to reenroll, follow the procedures in the previous table under the **If Student Does Not Intend to Return the Following School Year** column heading.

### » Special Education Services

| IEP Finalized | Type | Description | Service Code | From Date  | To Date   | Status | Environment |
|---------------|------|-------------|--------------|------------|-----------|--------|-------------|
| 10/10/2024    | SPED | Mathematics | ID           | 10/15/2024 | 5/23/2025 | 35     | SEE         |

- › Update the special education record with **Status 35** (Returned to Regular Education).
- › Update the special education record field “**To Date**” with the last date of school attendance.

### » Documentation

- › Ensure all relevant documentation is completed, including Summary of Performance, prior written notice (PWN) and informed consent for discontinuing services.

### » Communication

- › Communicate with the parent/student to explain the withdrawal process and any implications for future services or re-enrollment.

## Coding Restrictions

- » Students should **NOT** be coded in the enrollment record as having received an alternate diploma (GR04, GR05, or GR06) more than once.
- » Students should **NOT** be coded in the enrollment record as having received **both** a regular diploma (GR01, GR02, or GR03) and an alternate diploma (GR04, GR05, or GR06).
- » Students should **NOT** be coded in the special education record as having received an alternate diploma (**Status 55**) or reaching maximum age (**Status 70**) more than once.
- » Students should **NOT** be coded in the special education record as having received an alternate diploma (**Status 55**) one year and reaching maximum age (**Status 70**) in a subsequent year.

1. If a student is coded for a regular diploma (GR01, GR02, or GR03) and an alternate diploma (GR04, GR05, or GR06), the student should be coded for the alternate diploma (GR04, GR05, or GR06) in the enrollment record.

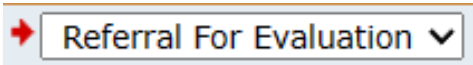


# Referral and Reevaluation Data Entry Guidance

An evaluation is considered a referral (i.e., initial evaluation) only if the student **does not** currently receive special education and related services through a West Virginia IEP.


Below are different circumstances for referral/initial evaluation and reevaluation data entry, explanations, and examples.


## Referral for Evaluation (Initial)



| Circumstance   | Explanation   | Example   |
|--|---|---|
| <b>Never received special education services</b>                               | <p>If a student has never received special education services through an Individualized Education Program (IEP), any referral for evaluation, regardless of prior evaluations that did not result in eligibility, is considered an initial evaluation.</p> <p>(See Policy 2419 Chapter 3, Section 2.A)</p>  | Liam was tested in kindergarten for reading difficulties, but didn't qualify. Now in second grade, still struggling, he's referred again.   |
| <b>Returning to public school after revoking services</b>                      | <p>Students who withdraw to attend private school or homeschool, or exit special education services after receiving an alternate diploma before reaching maximum age must be referred for evaluation to determine eligibility for special education services if they return to public school.</p> <p>(See Policy 2419 Chapter 3, Section 2.A)</p> | David, who had an IEP for Other Health Impairment, was homeschooled for a year. His parents re-enroll him in public school and request special education services. If recent evaluations are available, the eligibility process should be expediated. |
| <b>Transferring to a WV public school from out-of-state with an active IEP</b> | <p>When a student with an active IEP transfers from another state, the new LEA must initiate a referral, even if it's primarily a review of records, to determine eligibility under Policy 2419 policy.</p> <p>(See Policy 2419 Chapter 5, Section 4.B)</p>   | Sarah moves from Maryland with an active IEP for autism. The West Virginia school reviews her records and conducts a brief assessment to ensure she meets WV criteria. The LEA provides FAPE during the initial evaluation process.                   |
| <b>Transition from Part C (WV Birth to Three) to Part B (ages 3-21)</b>        | <p>When a child served by an early intervention program (like Birth to Three) is evaluated by the LEA before their third birthday to determine eligibility for an IEP under school-age special education, it is an initial evaluation.</p> <p>(See Policy 2419 Chapter 5, Section 5).</p>   | Mia, who receives early intervention services, turns three soon. The school district evaluates her to see if she qualifies for preschool special education.   |

## Reevaluation





| Circumstance   | Explanation  | Example  |
|--|--|--|
| <b>Already receiving special education services through a WV IEP</b>       | <p>If a student is currently receiving special education services through a WV IEP, any subsequent evaluation to determine continued eligibility is considered a reevaluation.</p> <p>(See Policy 2419, Chapter 3, Section 2.B)</p>  | <ul style="list-style-type: none"> <li>› A student receiving services for developmental delay being evaluated due to reaching age limits for developmental delay.</li> </ul>   |
| <b>Triennial Evaluations</b>   | <p>Evaluations conducted within three years of the date of the last determination of eligibility to evaluate continued eligibility and educational needs are reevaluations.</p> <p>(See Policy 2419, Chapter 3, Section 2.B)</p>   | <ul style="list-style-type: none"> <li>› Jacob had his initial evaluation for special education eligibility three years ago. The school conducts a reevaluation to confirm he still needs special education services and to update his goals.</li> </ul>   |
| <b>Change in primary eligibility (even from non-IDEA to IDEA category)</b> | <p>If a student is receiving special education services for one exceptionality (even a non-IDEA exceptionality like "gifted") and the team suspects a different, IDEA-eligible exceptionality, it is still a reevaluation.</p> <p><b>NOTE:</b> A comprehensive evaluation for a different exceptionality in this context still requires conducting the evaluation within the initial evaluation timeline of 80 days from the date of documented parental consent.</p> <p>(See Policy 2419, Chapter 3, Section 2.C)</p> | <ul style="list-style-type: none"> <li>› A gifted student, Alex, is struggling significantly with writing. The school suspects he might have a specific learning disability.</li> <li>› A student receiving services for a speech or language impairment being evaluated for a specific learning disability due to persistent reading difficulties is a reevaluation.</li> </ul> |

## Entering Additional Evaluation Requests into WVEIS

Requests for additional evaluation are on a 60-day timeline from the date the LEA receives signed parental consent. Until an *Additional Evaluation* option becomes available in WVEIS 2.0, please adhere to the following guidance.

### If the EC Determines a Primary Exceptionality of “None” at Initial EC

In situations where a student without an IEP is referred for initial evaluation, but the Eligibility Committee (EC) is unable to conclusively determine eligibility at the EC meeting based on the available evaluation data, the EC may request parental consent for additional evaluation.

- › After receiving consent to conduct the additional evaluation, create a new *Referral For Evaluation* record for the student to indicate the continuation of the initial referral.
- › In the *Past Due Explanation* field, enter a note that says:
  - “Additional Evaluation Request (60-Day Timeline) Due XX/XX/XXXX”
  - Enter the 60-day due date in the note (Consent Date + 60 Calendar Days)

|                                |  |                 |                         |
|--------------------------------|--|-----------------|-------------------------|
| Evaluation Type                | Referral For Evaluation                                      |                 |                         |
| Referral Date                  | 2025-03-05 (YYYY-MM-DD)                                      | Referral By     | OTHER Other             |
| Consent Date                   | 2025-03-05 (YYYY-MM-DD)                                      | Consent Code    | GRANTED Consent Granted |
| Consent By                     | Mother   |                 |                         |
| Determination Due              | 2025-05-24   |                 |                         |
| Eligibility Determination Date | (YYYY-MM-DD)   | Past Due Reason |                         |
| Past Due Explanation           | ADDITIONAL EVALUATION REQUEST (60-DAY TIMELINE) DUE 5/4/2025 |                 |                         |

### IMPORTANT!

- › The 60-day timelines must be tracked at the LEA level until this functionality is integrated into WVEIS.
- › Eighty-day initial evaluation and 60-day additional evaluation timelines for the same student are counted as two distinct evaluations for “Indicator 11 – Child Find” in the Annual Desk Audit and LEA Determinations because two separate timelines and eligibility committee meetings occur as a result.

## Special Case Referrals

The following are special cases of initial referrals for evaluation that are on an 80-calendar day timeline and require certain enrollment coding procedures:

- › Part C to Part B transitions (early childhood),
- › young children suspected of having a disability who were not served through WV Birth to Three (WVBTT),
- › homeschooled children, and
- › students enrolled in private schools.

### ***Part C to Part B Transitions & Young Children Suspected of Having a Disability***

Children served through West Virginia Birth to Three (WVBTT) who are referred for evaluation to determine eligibility under Part B of IDEA, and three- or four-year-old children suspected of having a disability should be enrolled with code **EN88** (Special Circumstance without Enrollment) in the school they would otherwise attend if enrolled in public school.

- ✓ If the student is found eligible for special education and related services and does enroll in the public school following the evaluation and eligibility determination, the student should be assigned an enrollment code that best reflects the type of enrollment (e.g., **EN01** Part-time Enrollment, **EN12** Other Enrollment Reasons).
- ✗ If the student is not found eligible or is found eligible but does not consent to special education placement and enroll in the public school following the eligibility determination, the student should be assigned an enrollment code of **WD10** (PK Withdrawal).

**NOTE:** The Child Notification form sent to the county board of education serves as the notification/referral of potentially eligible students from WV Birth to Three. The county board of education is responsible for following-up on all Child Notification forms received. Further, children transitioning from Part C to Part B must have their evaluation and eligibility determinations completed by their third birthdays or within 80 calendar days — **whichever occurs first**.

### ***Homeschooled Students***

Students referred for initial evaluation who are homeschooled should be enrolled with code **EN88** (Special Circumstance without Enrollment) in the school they would otherwise attend if enrolled in public school.

- ✓ If the student is found eligible for special education and related services and does enroll in the public school following the evaluation and eligibility determination, the student should be assigned an enrollment code that best reflects the type of enrollment (e.g., **EN01** Part-time Enrollment, **EN08** Enroll from Homeschool).
- ✗ If the student is not found eligible or is found eligible but does not consent to special education placement and enroll in the public school following the eligibility determination, the student should be assigned an enrollment code of **WD09** (Withdraw to Homeschooling).

### ***Private School Students***

Students referred for initial evaluation who attend a private school should be enrolled with code **EN88** (Special Circumstance without Enrollment) in the LEA's "R" school.

- ✓ If the student is found eligible for special education and related services and does enroll in the public school following the evaluation and eligibility determination, the student should be assigned an enrollment code to reflect the type of enrollment (e.g., **EN01** Part-time Enrollment, **EN06** Enroll from Non-Public School).
- ✗ If the student is not found eligible or is found eligible but does not consent to special education placement and enroll in the public school in any capacity following the eligibility determination the student should be assigned an enrollment code of **WD07** (Withdraw to Nonpublic Education).

The table below illustrates the processes described on the previous page.

|  |   | After Initial Evaluation and   | Eligibility Determination  |
|--|---|--|--|
| Special Case   | Enroll, Evaluate, and Determine Eligibility within 80 Calendar Days*                            | Eligible and Enrolls in Public School  | Not Eligible<br>OR<br>Eligible but Does Not Enroll in Public School and/or Consent to Services |
| <b>Child Served through WVBTT being Evaluated for Part B Eligibility</b> | Enroll with <b>EN88</b> in the school they would otherwise attend if enrolled in public school. | Assign an enrollment code that best reflects the type of enrollment.<br><b>Example:</b><br><ul style="list-style-type: none"> <li>› <b>EN01</b> Part-Time Enrollment</li> <li>› <b>EN12</b> Other Enrollment Reasons</li> </ul>      | Update enrollment to <b>WD10</b> (PK Withdrawal)   |
| <b>3- or 4-Year-Old Suspected of Having a Disability</b>                 | Enroll with <b>EN88</b> in the school they would otherwise attend if enrolled in public school. | Assign an enrollment code that best reflects the type of enrollment.<br><b>Example:</b><br><ul style="list-style-type: none"> <li>› <b>EN01</b> Part-Time Enrollment</li> <li>› <b>EN12</b> Other Enrollment Reasons</li> </ul>      | Update enrollment to <b>WD10</b> (PK Withdrawal)   |
| <b>Homeschooled Child</b>  | Enroll with <b>EN88</b> in the school they would otherwise attend if enrolled in public school. | Assign an enrollment code that best reflects the type of enrollment.<br><b>Example:</b><br><ul style="list-style-type: none"> <li>› <b>EN01</b> Part-time Enrollment</li> <li>› <b>EN08</b> Enroll from Homeschool</li> </ul>        | Update enrollment to <b>WD09</b> (Withdraw to Homeschooling)                                   |
| <b>Private School Student</b>  | Enroll with <b>EN88</b> in the LEA's "R school."  | Assign an enrollment code that best reflects the type of enrollment.<br><b>Example:</b><br><ul style="list-style-type: none"> <li>› <b>EN01</b> Part-time Enrollment</li> <li>› <b>EN06</b> Enroll from Non-Public School</li> </ul> | Update enrollment to <b>WD07</b> (Withdraw to Non-Public Education)                            |

**\* and before 3rd birthday for children transitioning from Part C to Part B (Indicator 12)**

Guidance for enrolling children in WVEIS may be found at <https://wveis.k12.wv.us/wveis/support>

## Referral Source, Eligibility Status, and Parental Consent Codes

### Referral By (Eligibility Tab)

The following codes are used with the “Referral for Evaluation” Evaluation Type.

|                   |  |
|-------------------|--|
| <b>BTT</b>        | Birth to Three<br><i>The due date will be the child’s 3<sup>rd</sup> birthday or 80 calendar days, whichever occurs first.</i>   |
| <b>BTT_LT_45</b>  | Birth to Three Referral (consent received less than 45 days before 3rd birthday)<br><i>The due date will be 80 calendar days from the date the LEA received consent.</i> |
| <b>LEGALREP</b>   | Legal Representative   |
| <b>PROFESSION</b> | Medical Professional   |
| <b>OTHER</b>      | Other  |
| <b>PARENT</b>     | Parent   |
| <b>PKSCREEN</b>   | Referral based on enrollment screening in pre-k or kindergarten  |
| <b>ADMIN</b>      | School Administration  |
| <b>TEACHER</b>    | Teacher  |
| <b>TRANSFER</b>   | Transfer   |

### Eligibility Status (Eligibility Tab)

|          |              |
|----------|--------------|
| <b>1</b> | Eligible     |
| <b>2</b> | Not Eligible |

**NOTE:** When an initial evaluation was completed for Gifted or Exceptional Gifted **only** and the student did not qualify, enter GF or EG as the primary code. This allows the Gifted-only evaluations to be identified and filtered out for federal Child Find reporting.

### Parental Consent (Eligibility Tab)

|                |                 |
|----------------|-----------------|
| <b>DENIED</b>  | Consent denied  |
| <b>GRANTED</b> | Consent granted |

## Reasons for Exceeding Evaluation or Early Childhood Transition Timelines

### 80-Day Initial Evaluation Timeline, and Part C to Part B Transition Timeline

The following information **must** be entered into the student's WVEIS special education record:

- › Evaluation Type, Referral Date, and Referral By
- › Eligibility Status
- › Consent Date and Consent Code
- › Placement Consent Date and Placement Code
- › Consent By
- › Past Due Reason (if applicable)
- › Eligibility Determination Date
- › Past Due Explanation (if applicable)
- › IEP Meeting Date (if applicable)

*\* Initial and reevaluation*

| Reason Code | Definition   |
|-------------|--|
| <b>1</b>    | Extenuating circumstances, disaster, or inclement weather resulting in school closure when there is not remote learning required by the district superintendent, and summer break.<br>See <a href="#">Appendix F: Evaluation Timelines - School Closure and Remote Learning</a> .<br><i>*Summer break <b>does not</b> apply to transition from WVBTT; <b>must be completed by 3rd birthdate unless consent is received less than 45 days prior to the 3<sup>d</sup> birthdate.</b></i> |
| <b>2</b>    | Excessive student absences   |
| <b>3</b>    | Student medical condition delayed evaluation   |
| <b>4</b>    | Parent failed to produce the student during the evaluation process<br><i>Does <b>not</b> apply to parent not responding to Eligibility Committee meeting invite</i>  |
| <b>5</b>    | Eligibility committee meeting exceeded timelines due to documented parent request for rescheduling   |
| <b>6</b>    | Eligibility committee reconvened at parent request to consider additional evaluations  |
| <b>7</b>    | Student transferred between WV Public School LEAs during the evaluation process ( <i>*Parent must agree to a reasonable due date to complete evaluations in the new district</i> )   |
| <b>8</b>    | Student withdrew from WV Public School LEAs or transferred out-of-state during the evaluation process  |
| <b>9</b>    | WVBTT failed to provide notification 90 days or more before third birthday   |
| <b>10</b>   | WVBTT 90-day face-to-face meeting exceeded timeline <b>or</b> did not occur  |
| <b>11</b>   | 90-day face-to-face meeting exceeded timeline due to documented parent request to reschedule   |
| <b>12</b>   | IEP meeting exceeded timeline due to documented parent request to reschedule   |
| <b>13</b>   | District error (use when none of the above codes apply)<br><b>NOTE:</b> If the EC is held over 30 calendar days late and the student is eligible, the initial IEP Team must consider compensatory services.  |

**NOTE:** Codes 9, 10, 11, and 12 apply **only** to three-year-olds transitioning from WVBTT.



## Coding Procedures for In- and Out-of-State Placements, WVSDT, and MCA

This section outlines the enrollment and withdrawal coding procedures for special education students placed in both in-state and out-of-state residential facilities, as well as those enrolled in the WV Schools of Diversion and Transition or Mountaineer Challenge Academy. It details the responsibilities of both the originating and enrolling LEAs (if applicable), including specific enrollment codes and the waiver process for accurately documenting student placements in WVEIS.

### Out-of-State Placement

When a special education student (excluding CD, GF, and EG) is enrolled in an out-of-state setting/environment, per the authority of the WVDoHS or another approved state agency, the LEA will use the enrollment code **EN15** (Enrolled, Out-of-State Placement). This code is used solely for special education students to signify the student is currently placed in an out-of-state facility with special education services.

**NOTE:** Schools no longer need to enter a transfer code when a special education student is placed in an out-of-state program.

### Out-of-State Placement (CD, GF, and EG)

When a special education student with a primary exceptionality of CD, GF, or EG is enrolled in an out-of-state setting/environment, per the authority of the WVDoHS or another approved state agency, the student is treated as general education student. The LEA will use the withdrawal code **WD14** (Withdraw for Out-of-State Placement).

### In-State Residential Placement

When a special education student is enrolled in an in-state residential facility, under the authority of the WVDoHS, another approved state agency, or a parent/guardian, the LEA where the facility is located will use the enrollment code **EN14** (Enrolled, In-State Placement) and document the name of the in-state facility within the Enroll History Comment box in WVEIS. The LEA of record prior to the placement will use the withdrawal code **WD13** (Withdraw for In-State Placement).

### Transition from In-State Placement to Out-of-State Placement

When a special education student (excluding CD, GF, and EG) enrolled in an in-state residential facility under enrollment code **EN14** is court-ordered to an out-of-state facility, the LEA where the in-state placement is located must first withdraw the student using withdrawal code **WD02** (Transfer Out-of-County to Another County System). This withdrawal should reflect the date the student physically leaves the facility. Following the withdrawal, responsibility for the student reverts to the last LEA (excluding WVSDT) where the student was enrolled for at least 45 consecutive school days. That LEA will then enroll the student using enrollment code **EN15**, effective on the date the student enters the out-of-state facility.

### Waiver Process

If the correct status code **EN14** is not recorded in WVEIS, the LEA in which the in-state residential facility is located must submit a waiver to the OSE with proper documentation showing the student's enrollment during the specified dates. However, if the LEA uses the correct status code **EN14** and documents the name of the in-state facility within the Enroll History Comment box in WVEIS, it does not need to submit a waiver and will not become the student's LEA of record.

### WV Schools of Diversion and Transition (WVSDT)

WVSDT is considered to be its own LEA, not an in-state placement. Therefore, when a student enrolls in WVSDT, the originating LEA will use the withdrawal code **WD02**.

**NOTE:** The WVSDT District ID within WVEIS is **034**.

## Transition from WVSDT to Out-of-State Placement

When a special education student (excluding CD, GF, and EG) enrolled in a WVSDT and is court-ordered to an out-of-state facility, the WVSDT must first withdraw the student using withdrawal code **WD18** (Exit 034 Program). Following the withdrawal, responsibility for the student reverts to the last LEA where the student was enrolled for at least 45 consecutive school days. That LEA will then enroll the student using enrollment code **EN15**, effective on the date the student enters the out-of-state facility.

## Mountaineer Challenge Academy (MCA)

When a special education student completes the acceptance process with MCA, the student's originating LEA updates WVEIS with the enrollment code of **EN13** (Mountaineer Challenge Academy Enrollment). The LEA must hold an IEP meeting to address the change in services and placement and continue to maintain all timelines (IEP, IEP progress reports, and eligibility determination) and update WVEIS accordingly.

The table below illustrates the enrollment and withdrawal coding procedures described above.

| Scenario  | Withdrawal Code   | Enrollment Code   | Notes  |
|---|---|---|--|
| <b>Out-of-State Placement</b><br>(special education only;<br>excludes CD, GF, EG)                             | No withdrawal<br>code needed  | <b>EN15</b><br>(by LEA of last 45-day<br>placement, excluding<br>WVSDT)     | Indicates court-ordered special education placement in an out-of-state facility.<br>No transfer code required.   |
| <b>Out-of-State Placement</b><br>(CD, GF, and EG only)  | <b>WD14</b><br>(by originating LEA)   | No enrollment<br>code needed  | Students with primary exceptionalities of CD, GF, or EG are treated as general education students when court-ordered to out-of-state placements. <i>No enrollment code required.</i>         |
| <b>In-State Residential Placement</b><br>(under DHHR/state<br>agency/guardian authority)                      | <b>WD13</b><br>(by originating LEA)   | <b>EN14</b><br>(by LEA in which the<br>residential placement<br>is located) | The LEA where the residential placement is located must document the name of the residential facility in the <i>Enroll History Comment</i> section in WVEIS.                                 |
| <b>Transition from In-State to Out-of-State Placement</b><br>(special education only;<br>excludes CD, GF, EG) | <b>WD02</b><br>(by LEA in which the<br>residential placement<br>is located) | <b>EN15</b><br>(by LEA of last 45-day<br>placement, excluding<br>WVSDT)     | Applies only when court-ordered out-of-state placement occurs.<br>The LEA in which the residential placement is located must notify receiving LEA of student's OOS placement.                |
| <b>Transfer to WV Schools of Diversion and Transition (WVSDT)</b>   | <b>WD02</b><br>(by originating LEA)   | <b>EN02</b><br>(by WVSDT)   | Not considered an in-state placement.<br>The WVSDT District ID within WVEIS is <b>034</b> .  |
| <b>Transition from WVSDT to Out-of-State Placement</b><br>(special education only;<br>excludes CD, GF, EG)    | <b>WD18</b><br>(by WVSDT)   | <b>EN15</b><br>(by LEA of last 45-day<br>placement, excluding<br>WVSDT)     | Applies only when court-ordered out-of-state placement occurs.<br>The WVSDT must notify receiving LEA of student's OOS placement.  |
| <b>Enrollment at Mountaineer Challenge Academy</b>  | No withdrawal<br>code needed  | <b>EN13</b><br>(by originating LEA)   | LEA must hold an IEP meeting to address change in services and placement, and maintain all timelines (IEP, IEP progress report, and eligibility determination) and update WVEIS accordingly. |

# Medicaid Data

This section outlines essential Medicaid-related information for eligible special education students within WVEIS. These data support compliance with federal regulations regarding accessing public benefits for IEP services, and WVEIS includes fields for the student's Medicaid number, consent for billing, relevant service designations (Targeted Case Management, Transportation, Personal Care Services), associated diagnosis codes, and other pertinent details.

The Medicaid Tab in a student's special education record contains two subtabs: Medicaid, and Diagnosis Codes.

## Medicaid Subtab

|                          |                                   |
|--------------------------|-----------------------------------|
| Medicaid Number          | <input type="text"/>              |
| Closing Date             | <input type="text"/> (YYYY-MM-DD) |
| Consent for Billing      | <input type="checkbox"/>          |
| Targeted Case Management | <input type="checkbox"/>          |
| Transportation Services  | <input type="text"/>              |
| Personal Care Services   | <input type="checkbox"/>          |

## Medicaid Number

|                 |                      |
|-----------------|----------------------|
| Medicaid Number | <input type="text"/> |
|-----------------|----------------------|

- › Enter the student's Medicaid number, if applicable, regardless of whether consent to bill for services is granted.
- › **IMPORTANT!** The Medicaid number is also essential for calculating the Medicaid IEP Ratio, a key component in the annual cost settlement process for school-based Medicaid services.
- › Medicaid numbers can be obtained through the following sources:
  - Parent or guardian
  - Medicaid Management Information System (MMIS) WVEIS Application

Medicaid Management Information System

Medicaid Management Information System

MMIS

- Accessible via *SIS Admin>School Navigation>Special Education>MMIS*
- Through eligibility verification on MMIS through the Health PAS Online portal, managed by Gainwell Technologies.

## Closing Date

|              |                      |  |
|--------------|----------------------|--|
| Closing Date | <input type="text"/> |  (YYYY-MM-DD) |
|--------------|----------------------|--|

- › The closing date field should be updated to reflect the last verified date of Medicaid eligibility.
- › If the student's Medicaid coverage is still active, the closing date field can be left blank.

## Consent for Billing

|                     |                          |
|---------------------|--------------------------|
| Consent for Billing | <input type="checkbox"/> |
|---------------------|--------------------------|


- › Check this box if the student's parent/guardian has provided consent to bill Medicaid for IEP services on the "Consent to Release Information, Bill Medicaid, and Targeted Case Management" form.

## Targeted Case Management

|                          |                          |
|--------------------------|--------------------------|
| Targeted Case Management | <input type="checkbox"/> |
|--------------------------|--------------------------|


- › Check this box if the student receives Targeted Case Management (TCM).
- › TCM should be designated for all Medicaid-eligible students who receive services that are appropriate for case management. These services may include:
  - Direct Services
  - Personal Care
  - Specialized Transportation
  - Development of a Behavior Intervention Plan (BIP)
- › TCM service delivery is captured as part of the December 1st Child Count and is included alongside other Medicaid IEP Ratio elements.
- › **IMPORTANT!** These data play a critical role in calculating the annual cost settlement for school-based Medicaid services.

## Transportation Services and Medicaid Cost Settlement Reporting

|                         |                      |   |
|-------------------------|----------------------|---|
| Transportation Services | <input type="text"/> |  |
|-------------------------|----------------------|---|

- › To ensure accurate data collection, it is essential to review the student's IEP and either check the corresponding box or complete the designated field for transportation services. Proper documentation supports compliance and optimizes cost settlement.
- › Transportation services are captured as part of the December 1st Child Count and are included alongside other Medicaid IEP Ratio elements.
- › **IMPORTANT!** These data play a critical role in calculating the annual cost settlement for school-based Medicaid services.

## Transportation Services Codes

Transportation Services  

|           |                                     |           |                                  |
|-----------|-------------------------------------|-----------|----------------------------------|
| <b>01</b> | Regular bus                         | <b>09</b> | Special bus with aide            |
| <b>02</b> | Regular bus with adaptive equipment | <b>10</b> | Special bus with nurse           |
| <b>03</b> | Regular bus with lift               | <b>11</b> | Public transportation            |
| <b>04</b> | Regular bus with aide               | <b>12</b> | Private transportation           |
| <b>05</b> | Regular bus with nurse              | <b>13</b> | Walks                            |
| <b>06</b> | Special bus                         | <b>14</b> | Ambulance                        |
| <b>07</b> | Special bus with adaptive equipment | <b>15</b> | Special bus with a lift and aide |
| <b>08</b> | Special bus with lift               |           |                                  |

## Personal Care

Personal Care Services ☐

- › Check this box if the student receives Personal Care. Personal care services should be designated for all Medicaid-eligible students whose Individualized Education Programs (IEPs) include personal care supports.
- › These services are captured as part of the December 1st Child Count and are included alongside other Medicaid IEP Ratio elements.
- › **IMPORTANT!** These data play a critical role in calculating the annual cost settlement for school-based Medicaid services.

## Diagnosis Codes Subtab

Diagnosis Code 

- › The Diagnosis Codes subtab allows for entry of the student's diagnosis codes, which can be imported directly into the Plan of Care.
- › To ensure accuracy and consistency, diagnosis codes can be verified by:
  - Using American Medical Association (AMA) ICD-10 Coding Manuals
  - Reviewing clinical documentation from physicians, psychologists, or other healthcare providers to ensure the diagnosis code matches the official diagnosis
  - Using the tools listed in the "[Important Links and Resources](#)" section of this document

# Important Links and Resources

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## **Office of Special Education**

Additional information on IEPs, policies, exceptionalities, special education data, and more may be found at:

- › <https://wvde.us/academics/special-education>

## **West Virginia Education Information System (WVEIS)**

Find useful guides and other supports at the links below:

- › <https://wveis.k12.wv.us/wveis/>
- › <https://wveis.k12.wv.us/wveis/support>

## **Online IEP Help Desk – Request Form**

- › <https://wvde.state.wv.us/teachiep/helpdesk.php>

## **Office of Assessment — State Assessment Participation Guidelines**

This document contains guidelines for supporting and accommodating students with disabilities on state-administered assessments with a guide to accommodations including WVEIS accommodation codes.

- › <https://wvde.us/academics/assessment/participation-guidelines>

## **Diagnosis Code Resources**

International Classification of Diseases (ICD) Lookup Tools

- › [icd10cmtool.cdc.gov](http://icd10cmtool.cdc.gov)
- › [www.findacode.com](http://www.findacode.com)

## Appendix A: Coding Alternate Diploma Graduates – Decision Tree

Students are coded as alternate diploma graduates in the enrollment and special education records during the year in which they exit for the End-of-Year Special Education Exits collection regardless of their intent to return. Follow the steps below to determine how to proceed depending on whether the student intends to return the following school year.

### Step 1: IEP Meeting – Student's Intent to Return

#### » Is the student planning to return to school the following year?

##### › YES

- Update academic, functional, and/or secondary transition goals in IEP as appropriate for the remainder of the school year. Span IEP into the next school year, if needed.
- Do **NOT** provide PWN for exiting special education.
- **Go to Step 2**

##### › NO

- Update academic, functional, and/or secondary transition goals in IEP as appropriate for the remainder of the school year, and
- Complete **Summary of Performance within established** timelines if the student is reaching maximum age.
- Provide **Prior Written Notice (PWN)** for exiting special education when the student leaves school.
- **PROCESS COMPLETE**
  - *If a student who did not intend to return seeks to reenroll the following school year and has not reached the maximum age, go to **Step 2.C***

### Step 2: Student Plans to Return to School

#### » Does the student return next year?

##### › YES → **Step 2.A**

##### › NO → **Step 2.B**

##### › If student did not intend to return but wishes to reenroll and is not 21 years old, go to **Step 2.C**.

#### » **Step 2.A: Student Returns as Expected**

- › **Coding in WVEIS:** When the student physically returns:
  - Reenroll the student as a **12th-grade student** in WVEIS (use **EN12**).
  - Update the student's services to **Status 30** (Active - Receiving Services).
  - Remove "To Dates" on services.
- › If the student wishes to withdraw or reaches the maximum age, go to **Step 3**.

#### » **Step 2.B: Student Does Not Return as Expected**

- › Contact the parent/adult student to determine whether the student is returning.
  - If **YES**, go to **Step 2.A** when student physically returns.
  - If **NO**, provide **PWN** for exiting special education
    - **PROCESS COMPLETE**



» **Step 2.C: Student Not Expected to Return Wishes to Reenroll, and is Not 21 Years Old**

› **Coding in WVEIS**

- Reenroll the student as a **12th-grade student** (use *EN12*).

› **Special Education Services**

- Request and obtain consent for a multidisciplinary evaluation from the parent/adult student and convene an **Eligibility Committee (EC)** meeting to redetermine eligibility for special education. The eligibility committee can use a review of records to determine eligibility.
- Hold an **IEP Team Meeting** to address academic, functional, or secondary transition goals related to the student's return to school.
- **PWN and informed consent** are required to provide special education and related services.
- Code student's services as *Status 30* (Active - Receiving Services).

- › If the student wishes to withdraw or reaches the maximum age, go to **Step 3**.

**Step 3: Returning Student Reaches Maximum Age or Wishes to Discontinue Services and Withdraw**

» **Enrollment**

- › If the student will be 21 by July 1, code *WD11* (Withdrawal Maximum Age).
  - This student is **NOT** eligible for enrollment in a subsequent school year.
- › If the student will **NOT** be 21 by July 1, code *WDPOST* (Withdrawal from Postgraduate Program).
  - The student may return if eligible.

» **Special Education Services**

- › If Student Reaches Max Age:
  - Complete **Summary of Performance within established** timelines.
- › Update the special education record with *Status 35* (Returned to Regular Education).
- › Complete PWN and informed consent for discontinuing services.
- › Inform the parent/student about the withdrawal process and reenrollment options.

## Appendix B: District/LEA Identification Number List

| District / LEA                          | ID# | District / LEA                        | ID# |
|---|-----|---------------------------------------|-----|
| Barbour County                          | 002 | Morgan County                         | 058 |
| Berkeley County                         | 004 | McDowell County                       | 060 |
| Boone County                            | 006 | Nicholas County                       | 062 |
| Braxton County                          | 008 | Ohio County                           | 064 |
| Brooke County                           | 010 | Pendleton County                      | 066 |
| Cabell County                           | 012 | Pleasants County                      | 067 |
| Calhoun County                          | 014 | Pocahontas County                     | 069 |
| Clay County                             | 016 | Preston County                        | 070 |
| Doddridge County                        | 018 | Putnam County                         | 072 |
| Fayette County                          | 020 | Raleigh County                        | 074 |
| Gilmer County                           | 022 | Randolph County                       | 075 |
| Grant County                            | 024 | Ritchie County                        | 077 |
| Greenbrier County                       | 026 | Roane County                          | 079 |
| Hampshire County                        | 028 | Summers County                        | 081 |
| Hancock County                          | 029 | Taylor County                         | 083 |
| Hardy County                            | 031 | Tucker County                         | 084 |
| Harrison County                         | 033 | Tyler County                          | 085 |
| WV Schools for Diversion and Transition | 034 | Upshur County                         | 087 |
| Jackson County                          | 035 | Wayne County                          | 089 |
| Jefferson County                        | 037 | Webster County                        | 091 |
| Kanawha County                          | 039 | Wetzel County                         | 092 |
| Lewis County                            | 041 | Wirt County                           | 094 |
| Lincoln County                          | 043 | Wood County                           | 096 |
| Logan County                            | 045 | WV Schools for the Deaf and the Blind | 097 |
| Marion County                           | 047 | Wyoming County                        | 098 |
| Marshall County                         | 048 | West Virginia Academy Ltd. (WVA)      | 101 |
| Mason County                            | 049 | Eastern Panhandle Prep Academy        | 102 |
| Mercer County                           | 051 | Virtual Preparatory Academy of WV     | 104 |
| Mineral County                          | 053 | West Virginia Virtual Academy         | 105 |
| Mingo County                            | 054 | WIN Academy at BVCTC                  | 106 |
| Monongalia County                       | 056 | Clarksburg Classical Academy          | 108 |
| Monroe County                           | 057 | Wisdom Academy                        | 109 |

## Appendix C: Observer Identification Resources

### **National Center for Education Statistics (NCES) — Observer Identification (Race/Ethnicity)**

According to the Final Guidance on Maintaining, Collecting, and Reporting Data on Race and Ethnicity to the U.S. Department of Education in the Federal Register (71 FR 44866), if a parent, student, or staff member declines to select the student's or staff's race and ethnicity, identification by observers should be used.

Observer identification is allowable but should be used as a **last resort** to identify the race and ethnicity of a student.

### **IMPORTANT!**

If observer identification is used to determine a student's race or ethnicity, the “Not Reported” checkbox must be selected to indicate that the information was not provided by the parent or guardian, but was instead recorded by an observer. This checkbox serves as a flag that the race/ethnicity data was not self-reported.

| Race / Ethnicity |   |                                |  |
|------------------|---|--------------------------------|--|
| <b>Race</b>      | <input type="checkbox"/> American Indian / Alaskan Native   | <input type="checkbox"/> Asian | <input type="checkbox"/> Black or African American |
|                  | <input type="checkbox"/> Pacific Islander / Native Hawaiian | <input type="checkbox"/> White | <input checked="" type="checkbox"/> Not Reported   |
| <b>Ethnicity</b> | <input type="checkbox"/> Hispanic                           |                                |  |

Further guidance regarding observer identification can be found at the links below.

### **Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education**

- › <https://www.federalregister.gov/documents/2007/10/19/E7-20613/final-guidance-on-maintaining-collecting-and-reporting-racial-and-ethnic-data-to-the-us-department>

### **Managing an Identity Crisis: Forum Guide to Implementing New Federal Race and Ethnicity Categories – List of Exhibits**

- › <https://nces.ed.gov/pubs2008/rediguide/exhibits.asp>

### **Exhibit 4.1 — Suggestions for Conducting Observer Identification**

- › [https://nces.ed.gov/pubs2008/rediguide/exhibit4\\_1.asp?referrer=report](https://nces.ed.gov/pubs2008/rediguide/exhibit4_1.asp?referrer=report)

### **Exhibit 4.2 — Questions and Answers about Re-Identification and Observation**

- › [https://nces.ed.gov/pubs2008/rediguide/exhibit4\\_2.asp](https://nces.ed.gov/pubs2008/rediguide/exhibit4_2.asp)

## Appendix D: Special Education Status Code / Enrollment Code Crosswalk

| Special Education Exit Status Code & Description | Enrollment Status Code & Description   |
|--|--|
| <b>35</b> — Returned to Regular Education*       | <b><i>If exiting special education is due to change in enrollment:</i></b><br><b>WD08</b> – Withdraw to microschool/learning pod<br><b>WD09</b> – Withdraw to homeschooling<br><b>WD10</b> – PK Withdrawal<br><b>WD11</b> – Withdraw Maximum Age**<br><b>WDPOST</b> – Withdrawal from Postgraduate Program** |
| <b>40</b> — Graduated, Regular Diploma           | <b>GR01</b> – EOY Regular Graduate<br><b>GR02</b> – Early Regular Graduate<br><b>GR03</b> – Summer School Regular Graduate   |
| <b>55</b> — Graduated, Alternate Diploma         | <b>GR04</b> – EOY Alternate Graduate<br><b>GR05</b> – Early Alternate Graduate<br><b>GR06</b> – Summer School Alternate Graduate   |
| <b>70</b> — Reached Maximum Age                  | <b>WD11</b> – Withdraw Maximum Age   |
| <b>75</b> — Died                                 | <b>WD05</b> – Deceased   |
| <b>80</b> — Moved – Known to be Continuing       | <b>WD03</b> – Transfer, Out-of-state<br><b>WD04</b> – Transfer, Out-of-country   |
| <b>90</b> — Dropout                              | <b>DR01</b> – Dropout<br><b>DR04</b> – Judicial order  |

\* **SE Status Code 35 – Returned to regular education** could be associated with several different enrollment status codes depending on the individual student circumstances and may not even require a change in enrollment if the student is exited from special education but remains enrolled. The list of enrollment codes provides examples and is not an exhaustive list.

\*\* This should only be used with SE Status Code 35 if a student who graduated with an alternate diploma returns for services and then withdraws (WDPOST) or must exit special education services again due to reaching the maximum age (WD11).

Visit <https://wveis.k12.wv.us/wveis/support> for enrollment codes and descriptions.

## Appendix E: Job Corps Guidance

Job Corps offers students opportunities to pursue career training in conjunction with a variety of educational service options. If students decide to pursue this route, please refer to the chart for guidance on properly coding them.

| Group   | Description   | Withdrawal Guidance<br>(Enrollment)   | Exit Guidance<br>(Special Education) |
|---|---|---|--------------------------------------|
| <b>Students of Compulsory School Age</b><br><br><i>(16-year-old students; 17-year-old students in select counties with policies restricting the dropout age to 18 or older)</i>       | Students participate in a job training program in conjunction with educational services offered through home education with the goal of completing a high school diploma. | <p>Students of compulsory school age who enroll in Job Corps programs must pursue a diploma through educational services considered home education (homeschooling).</p> <p>The school should withdraw the student using the WD code to indicate homeschooling; the student's information should also be entered in the Homeschool Students Application.</p>   | <b>Status 35</b>                     |
| <b>Students No Longer of Compulsory School Age</b><br><br><i>(18-year-old students; 17-year-old students in counties without policies restricting the dropout age to 18 or older)</i> | Students participate in a job training program in conjunction with adult educational services culminating in a high school equivalency diploma/GED.                       | <p>Students who are no longer of compulsory school age who wish to pursue career training through Job Corps must be coded as dropouts. School officials should coordinate with Job Corps to ensure that students are able to enroll in the appropriate services.</p> <p>Students who earn a high school equivalency diploma after dropping out can be removed from the list of dropouts during the dropout verification window each fall.</p> | <b>Status 90</b>                     |

### West Virginia Job Corps Responsibilities

#### *Reporting and Accountability:*

- » Contact the counties and/or high schools of 16- to 18-year-old West Virginia participants to inform them of the student's enrollment in Job Corps and their outcomes (e.g., successful completion, leaving the program prior to earning a high school diploma or GED) and statuses, as appropriate.

## Appendix F: Evaluation Timelines - School Closure and Remote Learning

### Decision Tree

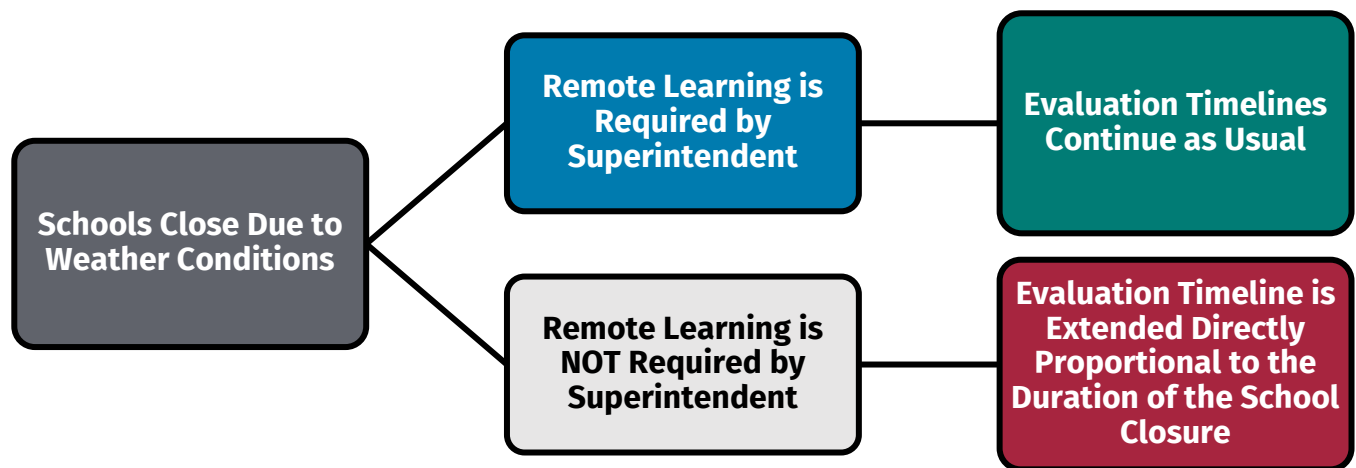
#### Q1—Have schools closed due to weather conditions?

- » **NO** → Initial evaluation timelines continue as usual.
- » **YES** → Proceed to Q2

#### Q2—Has the superintendent required remote learning during the closure?

- » **NO** → Initial evaluation timelines are extended in direct proportion to the duration of the school closure
- » **YES** → Initial evaluation timelines continue as usual.

### Flow Chart







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