



Maintaining Special Education Data in WVEIS

Entering, Collecting, and Reporting High-Quality Data

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West Virginia Department of Education

Federal Programs & Support, Special Education

Data Management & Information Systems, WV Education Information System

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

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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 B” on p.16

→ 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, 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.

→ 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)

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

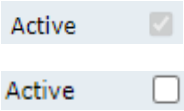
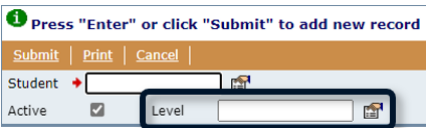

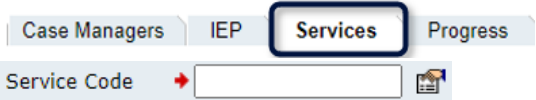
- › Service Code(s)
- › End Date(s) (for exited services)





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

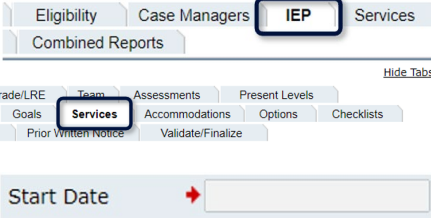
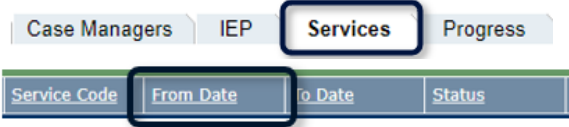
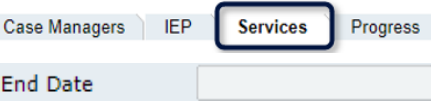
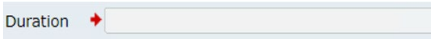

→ Case Managers Tab


- › Case Manager(s)

Special Education Fields, Codes, and Guidance

Field	Codes	Guidance
<p>DISTRICT</p>	<p>District assignments are made by default based on the instance (i.e., the location or “work area”) where the system is accessed.</p> <p>Students with disabilities (SWD) parentally placed in private schools are to be enrolled in the “R school.”</p> <p>For a list of districts/LEAs and associated IDs, see <i>Appendix A</i>.</p>	<ul style="list-style-type: none"> › Guidance for enrolling children in WVEIS may be found at https://wweis.k12.wv.us/wweis/support › From the WVEIS support page, click <i>Student Data Guidance Documents</i>, and then <i>Student Enrollment</i> for enrollment rules, FTE calculations by programmatic level, and enrollment codes with descriptions.
<p>ACTIVE</p> <p><i>Used In:</i> SPED.100/101 › <i>Student Tab</i></p>		<ul style="list-style-type: none"> › “Active” should be marked for any student who has been referred for initial evaluation or is currently receiving special education services.
<p>LEVEL</p> <p><i>Refer to Policy 2419 Chapter 6, Section 4.B (effective March 13, 2023) for more information.</i></p>	 <p>1 = Level 1 2 = Level 2 3 = Level 3</p>	<ul style="list-style-type: none"> › Select 1, 2, or 3. This field is required. › Policy 2419 Chapter 6, Section 4.B provides considerations to the special education administrator or designee in determining the level of student needs.
<p>EXCEPTIONALITY CODES</p> <p><i>Used In:</i> SPED.100/101 › <i>Eligibility Tab</i> › <i>Exceptionalities subtab</i> › <i>Services Tab</i></p> <p><i>Refer to Policy 2419 Chapter 4 (effective March 13, 2023) for exceptionality definitions, eligibility criteria, and eligibility determination.</i></p>	<p>Exceptionality </p> <p>AU = Autism CD = Speech or Language Impairment DB = Deafblindness DD = Developmental Delay <i>*(replaces PS)*</i> DF = Deafness ED = Emotional Disturbance <i>*(replaces BD)*</i> EG = Exceptional Gifted (grades 9-12) GF = Gifted (grades 1-8) HH = Hard of Hearing <i>*(replaces HI)*</i> LD = Specific Learning Disability ID = Intellectual Disability <i>*(replaces MM, MD, MS)*</i> OI = Orthopedic Impairment <i>*(replaces PH)*</i> OH = Other Health Impairment VI = Blindness and Low Vision TB = Traumatic Brain Injury</p>	<p>IMPORTANT!</p> <ul style="list-style-type: none"> › 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. › If a student's primary exceptionality is “Speech or Language Impairment,” use the CD exceptionality code — not the RL service code. › CD cannot be on an IEP with another primary service code. › 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>) › Students receiving special education services must have a corresponding service code entered in WVEIS. This is found within the <i>Services</i> tab. 

Field	Codes	Guidance
<p>RELATED SERVICE CODES</p> <p><i>Used in:</i> SPED.100/101 › Services Tab</p>	<p>Service Code  <input data-bbox="618 279 820 310" type="text"/> </p> <p>AD = Assistive Technology Device AS = Assistive Technology Service BP = Behavior Intervention Plan BS = Braille Support HP = Health Care Plan PC = Personal Care Services RA = Audiology RB = Rehabilitation Counseling RC = Clean Intermittent Catheterization (CIC) RE = Early Identification and Evaluation RG = Parent Training RH = School Health Services RI = Interpreting Services RL = Speech and Language Pathology Services RM = Medical Services (Diagnostic/Evaluation Only) RN = Counseling Services RO = Occupational Therapy RP = Psychological Services RR = Recreation RS = Social Work Services RT = Transportation RU = Therapeutic Recreation RV = Orientation and Mobility Services RY = Physical Therapy RZ = Other SS = Sign Support TS = Transition Services</p>	<p>› Related services refer to the supportive services required to assist an eligible student to benefit from special education as described in the IEP.</p> <p>› Students receiving related services must have a corresponding related service code entered in WVEIS.</p> <p>IMPORTANT!</p> <p>›› If a student receives related speech and language pathology services, select the RL service code — not the CD exceptionality code.</p>
<p>PRIORITY CODE</p> <p><i>Used In:</i> SPED.100/101 › Eligibility Tab › Exceptionalities subtab</p>	<p>Priority Code  <input data-bbox="618 1369 820 1400" type="text"/> </p> <p>1 = Primary Exceptionality (required) 2 = Secondary Exceptionality (optional) 3 = Other Exceptionality (optional)</p>	<p>› This is found within the <i>Eligibility</i> tab under the <i>Exceptionalities</i> subtab.</p> <p>› While Priority Codes 2 and 3 may be used if needed, Priority Code 1 is the only one that is required.</p> <p>› Only one exceptionality may have a Priority Code 1, and at least one IEP service must match this exceptionality.</p> <p>IMPORTANT!</p> <p>›› A student must have a primary exceptionality (i.e., an exceptionality with a Priority Code of 1) before being provided special education and related services.</p>

Field	Codes	Guidance
<p>START DATE</p> <p><i>Also referred to as “from date”</i></p> <p>Used in: SPED.100/101 app <ul style="list-style-type: none"> > IEP Tab > Services subtab </p>	 <p>The date of <i>initiation</i> of services. Every service requires a <i>Start Date</i>.</p>	<ul style="list-style-type: none"> > The <i>Start Date</i> is the date services will be initiated in consideration of Prior Written Notice (PWN) requirements. > Services are initially entered through the <i>IEP</i> tab and the <i>Services</i> subtab during the development of an IEP. > 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. > 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. > 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. <p>TIP:</p> <ul style="list-style-type: none"> » The <i>Start Date</i> appears as “From Date” in the <i>Services</i> tab. 
<p>END DATE</p> <p><i>Also referred to as “to date”</i></p> <p>Used in: SPED.100/101 app <ul style="list-style-type: none"> > IEP Tab > Services subtab </p>	 <p>The date a student <i>exits</i> a special education service.</p> <p>TIP:</p> <ul style="list-style-type: none"> » 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. 	<ul style="list-style-type: none"> > If the student is exiting a special education service, the appropriate status/exit code should also be entered. <p>IMPORTANT!</p> <ul style="list-style-type: none"> » 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. <p>TIP:</p> <ul style="list-style-type: none"> » The <i>End Date</i> appears as “To Date” in the <i>Services</i> tab. 

Field	Codes	Guidance
<p>EXTENDED SCHOOL YEAR (ESY) SERVICES</p> <p><i>Used in:</i> SPED.100/101 app › IEP Tab › ESY and Services subtabs › Validate/Finalize</p>	<p>Does the student need extended school year services?</p> <div data-bbox="435 317 859 445" style="border: 1px solid #ccc; padding: 5px;"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Defer until: </div> <p>Yes = The IEP team has determined the student is eligible for ESY.</p> <p>No = The student is ineligible for ESY as determined by the IEP.</p> <p>Defer until = Defer until a date agreed upon by the parents (include the date)</p>	<ul style="list-style-type: none"> › The IEP Team shall annually determine and document a student’s need for ESY services. › Reports for students’ ESY status can be found at Column V & W in the SE.ACTWIEP app.
<p>PERSON ID</p> <p><i>Used in:</i> SPED.100/101 app › Services Tab › Staff subtab › Case Manager Tab › IEP Tab › Team subtab › Discipline Tab › People subtab</p>	<div data-bbox="435 890 873 930" style="border: 1px solid #ccc; padding: 5px;"> Person ID → <input type="text"/>  </div>	<ul style="list-style-type: none"> › This is found under the <i>Services</i> tab in the <i>Staff</i> subtab. › Enter the teacher’s person ID for each applicable service or use the drop-down menu to search for the employee by last name.

Educational Environment (LRE) Codes, Ages 3 through 5 in Pre-K¹

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

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 kindergartens² or preschools; and
- › group child development center or childcare.

WVEIS LRE Code	Definition
W	The child attends an RECP at least 10 hours per week AND is receiving the majority of hours* of special education and related services in the RECP .
X	The child attends an RECP at least 10 hours per week AND is receiving the majority of hours* of special education and related services in some other location .
Y	The child attends an RECP less than 10 hours per week AND is receiving the majority of hours* of special education and related services in the RECP .
Z	The child attends an RECP less than 10 hours per week AND is receiving the majority of hours* of special education and related services in some other location .

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

Special Education Programs

WVEIS LRE Code	Definition
M	Special education classroom. 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. <i>Do not include children who also attended a regular early childhood program.</i>
N	Separate school. The child receives education services in public or private day schools designed specifically for children with disabilities. <i>Do not include children who also attended a regular early childhood program.</i>
P	Residential facility. The child receives education services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. <i>Do not include children who also attended a regular early childhood program.</i>

¹ Pre-K students who are 6 years old must have a numeric LRE code used for students ages 5 in K through 21.

² 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

WVEIS LRE Code	Definition
R	<p>Home. 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

WVEIS LRE Code	Definition
S	<p>Service provider location. The child receives all special education and related services from a service provider 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">› private clinicians’ offices,› clinicians’ offices located in school buildings,› hospital facilities on an outpatient basis, and› libraries and other public locations. <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 Home category.</i></p>

Educational Environment (LRE) Codes Ages 5 in K 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 age 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.

[†]Includes pre-k students who are 6 years old.

WVEIS LRE Code	Definition
0	<p>General Education: Full-Time (80% or More) The student's specially designed instruction and related services are delivered inside the general education classes or integrated community settings for <u>80 percent or more of the school day</u>. (<i>“General Education: Full-Time” in Policy 2419</i>)</p>
1	<p>General Education: Part-Time (40% to 79%) The student's specially designed instruction and related services are delivered inside the 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>. (<i>“General Education: Part-Time” in Policy 2419</i>)</p>
2	<p>Special Education: Separate Class (General Education Less than 40%) The student's specially designed instruction and related services are delivered inside the general education classes or integrated community settings for <u>less than 40 percent of the school day</u>. (<i>“Special Education: Separate Class” in Policy 2419</i>)</p>
3	<p>Special Education: Special School (public or private) The student's specially designed instruction and related services are delivered in public or private separate day school facilities. This includes students receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate schools. (<i>“Special Education: Special School” in Policy 2419</i>)</p> <p>NOTE: This code applies to facilities that only serve 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>Special Education: Out-of-School Environment (OSE) The student's specially designed instruction and related services are temporarily delivered in: 1) a non-school environment, such as a public library, group home, or mental health center; 2) a medical treatment facility/hospital; or 3) the home. (<i>Special Education: Out-of-School Environment” in Policy 2419</i>)</p>

WVEIS LRE Code	Definition
6	<p>Special Education: Residential Facility (public or private) Provides 24-hour care and supervision, specially designed instruction, and related services; may also provide services to students with disabilities in 1) public and private residential schools during the school week; or 2) public and private residential schools for a portion of the school day (greater than 50 percent) and in separate day schools or regular school buildings for the remainder of the day. (<i>“Special Education: Residential Facility” in Policy 2419</i>)</p> <p><i>This does not include students who receive programming at the facility, but do not live there.</i></p> <p>NOTE: This code applies to facilities that only serve 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>
8	<p>Parentally-Placed in Private School (service plan only) The student who is enrolled by the student’s parent in regular parochial or other private schools, whose basic education is paid through private resources, and whose specially designed instruction and related services, at public expense, are provided by the LEA under a service plan. (<i>“Special Education: Parentally-Placed in Private School” in Policy 2419</i>)</p> <p><i>This does not include students who are placed in private schools by the LEA.</i></p>
9	<p>Correctional Facility The student's specially designed instruction and related services are delivered in correctional facilities. This includes all students receiving special education in 1) short-term detention facilities (community-based or residential); or 2) correctional facilities. (<i>“Special Education: Correctional Facilities” in Policy 2419</i>)</p>

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 (in program), a "to date" (i.e., end date) must also be entered.

SE Status Code	Definition
30	<p>Active – Receiving Services (currently receiving special education services) – Includes students placed by state agencies in out-of-state facilities in which they receive special education services.</p>
35	<p>Returned to Regular Education (no longer receives special education) – 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 due to completing IEP objectives and no longer meeting eligibility requirements for special education.</p> <p>Also includes students whose parents removed them from services (e.g., removed to home schooling or private school with no special education services), and students withdrawing to Mountaineer Challenge Academy or Job Corps with no option for special education services.</p> <p>This code should be used to exit students who returned to school after receiving an alternate diploma, even if the student reaches the maximum age during the school year.</p> <p>NOTE: Use this code only when a student is truly exiting services.</p>
40	<p>Graduated with Regular Diploma – 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 district in WVEIS.</p> <p>IMPORTANT! Students exited with a code 40 must have an enrollment code of GR01, GR02, or GR03</p>
55	<p>Graduated with Alternate Diploma – 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>NOTE: If a student exits with a status code of 55 after meeting requirements for an alternate diploma, but the student returns to school within the timeframe that the student is eligible to receive FAPE, a status code of 35 must be used to subsequently exit the student from special education. A student may not be exited with a status code of 55 or 70 more than once.</p> <p>IMPORTANT! Students exited with a code 55 must have an enrollment code of GR04, GR05, or GR06</p>
60	<p>IEP Cycle / Eligibility Change – Service Continuing – Used by districts that 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>

SE Status Code	Definition
70	<p>Reached Maximum Age – Rights under these regulations cease to apply at the end of the school year in which the student turns twenty-one years of age (i.e., the year in which the student is twenty-one years of age prior to July 1).</p> <p>NOTE:</p> <ul style="list-style-type: none"> › This code should only be used for students who reach maximum age and have never previously exited with a code 40, 55, or 70. › This code should not be used for exiting students from Gifted (GF) services. Status Code 35 should be used for this purpose.
75	Died
80	<p>Moved – Known to be Continuing – Moved out of the catchment area (transferred out-of-state) 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>
90	<p>Dropout – Was enrolled at some point in the reporting year and was not enrolled at the end of the reporting year and did not exit through any of the other options described (i.e., 35, 40, 50, 70, 75, 80).</p> <p>NOTE: This code should not be used for exiting students who withdraw. Status Code 35 should be used for this purpose.</p>
99	<p>Exiting Related / Supplementary / ESY Services – Used for exiting a student from a related service (RELATED), supplementary service (SUPPLEMENT), or Extended School Year (ESY) service.</p> <p>NOTE: This code should never be used for exiting students from Special Education Services (SPED).</p>

See *Appendix C* for a special education status code and enrollment code crosswalk.

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 some examples of possible referrals/initial evaluation and reevaluation scenarios.

<div style="border: 1px solid black; padding: 2px; display: inline-block;"> ➔ Referral For Evaluation ▼ </div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> ➔ Reevaluation ▼ </div>
<ul style="list-style-type: none"> › A student received an evaluation in kindergarten to determine eligibility for special education, but data did not support eligibility. The student was referred for evaluation again toward the end of his first-grade year due to continued struggles with academics. <ul style="list-style-type: none"> › Even though the same student was referred twice, both referrals are initial evaluations because the student has never received special education services. › A student transfers from Maryland to West Virginia and has an active IEP. The LEA must initiate a referral, even if only conducting a review of records, to determine the transfer student's eligibility under Policy 2419. <ul style="list-style-type: none"> › This is considered an initial evaluation and must be conducted within the 80-day timeline (See Policy 2419 Chapter 5, Section 4.B) › An eligible student who receives services through an IEP withdraws to homeschool, which revokes the right to special education services. The student returns to public school the following year, and the parent writes a letter to the school principal requesting an IEP for her child. <ul style="list-style-type: none"> › This is considered an initial evaluation and must be conducted within the 80-day timeline; however, a review of existing evaluation data less than three years old should expedite the evaluation process (See Policy 2419 Chapter 3, Section 2.A) › A child served by WV Birth to Three is evaluated by the LEA prior to the child's third birthday to determine eligibility for special education services under IDEA Part B (ages 3 through 21). <ul style="list-style-type: none"> › This is considered an initial evaluation as the child is being evaluated for an Individualized Education Program (IEP) for the first time (See Policy 2419 Chapter 5, Section 5). 	<ul style="list-style-type: none"> › A student receives special education services under <i>developmental delay</i> but is being evaluated to determine eligibility under another exceptionality because the student will soon reach the maximum age of developmental delay eligibility. <p style="text-align: center; margin: 10px 0;">OR</p> › A student receives special education services under <i>speech or language impairment</i> but is being evaluated to determine eligibility under another exceptionality due to persistent difficulties with reading despite receiving intervention. <ul style="list-style-type: none"> › Both of these examples are reevaluations because the student already receives special education services through an IEP (See Policy 2419, Chapter 3, Section 2.B). › A student receives special education services under <i>gifted (or exceptional gifted)</i> but the IEP Team suspects the student may have a specific learning disability. <ul style="list-style-type: none"> › Even though the team suspects the student's primary eligibility could change from <i>gifted</i> (non-IDEA category) to <i>specific learning disability</i> (IDEA category), it is still a reevaluation. › Note that if an EC or IEP Team determines that a comprehensive evaluation is required to determine whether a student meets the criteria for a different exceptionality, the LEA must conduct the evaluation within 80 days of the documented date of receipt of parental consent. › A student with an IEP is evaluated nearly three years after the student's initial eligibility determination. The purpose of this evaluation is to determine whether the student continues to be eligible for special education and related services and to determine the student's educational needs. <ul style="list-style-type: none"> › This would be entered as a reevaluation (See Policy 2419 Chapter 3, Section 2.B)

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 By	OTHER	Other
Referral Date	2025-03-05 (YYYY-MM-DD)	Consent Code	GRANTED	Consent Granted
Consent Date	2025-03-05 (YYYY-MM-DD)			
Consent By	Mother			
Determination Due	2025-05-24	Past Due Reason		
Eligibility Determination Date				
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.

Special Case	Enroll, Evaluate, and Determine Eligibility within 80 Calendar Days (and before 3rd birthday for children transitioning from Part C to Part B)	After Initial Evaluation and Eligibility Determination	
		Eligible and enrolls in public school	Not Eligible OR Eligible but does not Enroll in Public School and/or Consent to Services
<i>Child Served through WVBTT being Evaluated for Part B Eligibility</i>	Enroll with code EN88 in the school they would otherwise attend if enrolled in public school.	Assign an enrollment code that best reflects the type of enrollment. Example: › EN01 Part-Time Enrollment › EN12 Other Enrollment Reasons	Change enrollment code to WD10 (PK Withdrawal)
<i>3- or 4-Year-Old Suspected of having a Disability</i>		Assign an enrollment code that best reflects the type of enrollment. Example: › EN01 Part-time Enrollment › EN08 Enroll from Homeschool	Change enrollment code to WD09 (Withdraw to Homeschooling)
<i>Homeschooled Child</i>		Assign an enrollment code that best reflects the type of enrollment. Example: › EN01 Part-time Enrollment › EN06 Enroll from Non-Public School	Change enrollment code to WD07 (Withdraw to Non-Public Education)

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

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

* Initial and reevaluation

WVEIS Reason Code	Definition
1	Extenuating circumstances, disaster, or inclement weather resulting in school closure when there is not remote learning required by the district superintendent, and summer break. <i>See Appendix C – School Closure and Remote Learning Flowchart.</i> <i>*Summer break does not apply to transition from WVBTT; must be completed by 3rd birthdate.</i>
2	Excessive student absences
3	Student medical condition delayed evaluation
4	Parent failed to produce the student during the evaluation process <i>Does not apply to parent not responding to Eligibility Committee meeting invite</i>
5	Eligibility committee meeting exceeded timelines due to documented parent request for rescheduling
6	Eligibility committee reconvened at parent request to consider additional evaluations ⁰
7	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>)
8	Student withdrew from WV Public School LEAs or transferred out-of-state during the evaluation process.
9	WVBTT failed to provide notification 90 days or more before third birthday
10	WVBTT 90-day face-to-face meeting exceeded timeline or did not occur
11	90-day face-to-face meeting exceeded timeline due to documented parent request to reschedule
12	IEP meeting exceeded timeline due to documented parent request to reschedule
13	District error (use when none of the above codes apply)

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

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

TRANSPORTATION *(Medicaid Tab)*

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

REFERRAL BY *(Eligibility Tab)*

- | | |
|-------------------|-----------------------|
| BTT | Birth to Three |
| LEGALREP | Legal Representative |
| PROFESSION | Medical Professional |
| OTHER | Other |
| PARENT | Parent |
| ADMIN | School Administration |
| TEACHER | Teacher |
| TRANSFER | Transfer |

ELIGIBILITY STATUS *(Eligibility Tab)*

- 1** — Eligible
- 2** — Not Eligible

PARENTAL CONSENT *(Eligibility Tab)*

- | | |
|----------------|-----------------|
| DENIED | Consent Denied |
| GRANTED | Consent Granted |

Request Method (optional)

EMAIL	E-mail
DELIVERY	Hand Delivery
PERSON	In-Person Notice

MAIL	Mail
PHONE	Phone Call

Important Links and Resources

Office of Accountability and 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/assessment/participation-guidelines/>

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>

Office of Special Education

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

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

Online IEP Help Desk

- › <https://wvde.us/special-education/individualized-education-program/online-help-desk/>

Appendix A – District/LEA Identification Number List

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

Appendix B – Observer Identification Resources

National Center for Education Statistics — 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 a **last resort** to identify the race and ethnicity of a student and this practice is allowable.

IMPORTANT!

If observer identification is used, the “Not Reported” checkbox should be selected in addition to the checkbox associated with the observed race or ethnicity.

Race / Ethnicity			
Race	<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
Ethnicity	<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

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

- › https://nces.ed.gov/pubs2008/rediguide/exhibit4_2.asp

Appendix C – Special Education Exit Status Code / Enrollment Code Crosswalk

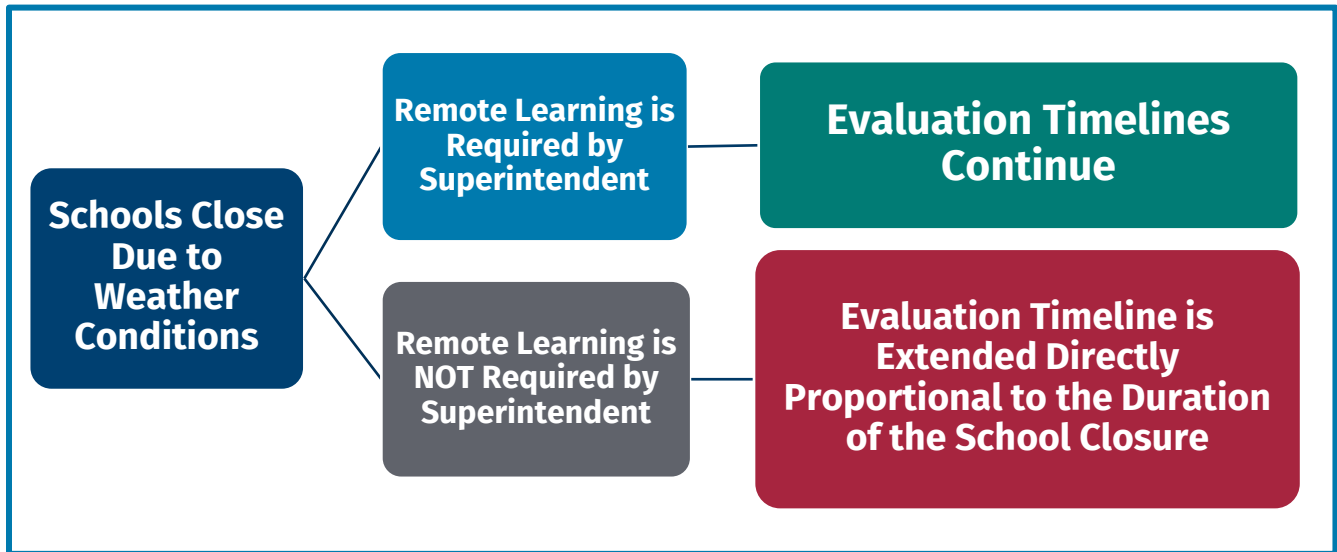
Special Education Exit Status & Description	Enrollment Status & Description
35 – Returned to Regular Education*	<i>If exiting special education is due to change in enrollment:</i> WD08 – Withdraw to microschool/learning pod WD09 – Withdraw to homeschooling WD10 – PK Withdrawal WD15 – Withdraw to Job Corps WD11 – Withdraw Maximum Age**
40 – Graduated, Regular Diploma	GR01 – EOY Regular Graduate GR02 – Early Regular Graduate GR03 – Summer School Regular Graduate
55 – Graduated, Alternate Diploma	GR04 – EOY Alternate Graduate GR05 – Early Alternate Graduate GR06 – Summer School Alternate Graduate
70 – Reached Maximum Age	WD11 – Withdraw Maximum Age
75 – Died	WD05 – Deceased
80 – Moved – Known to be Continuing	WD03 – Transfer, Out-of-state WD04 – Transfer, Out-of-country
90 - Dropout	DR01 – Dropout DR04 – 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 Special Education Status Code 35 if a student who graduated with an alternate diploma returns for services and then withdraws, or must exit special education services due to reaching the maximum age.

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

Appendix D – School Closure and Remote Learning Flowchart





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