# State Reporting (New Jersey)

Last Modified on 11/14/2024 1:39 pm CST

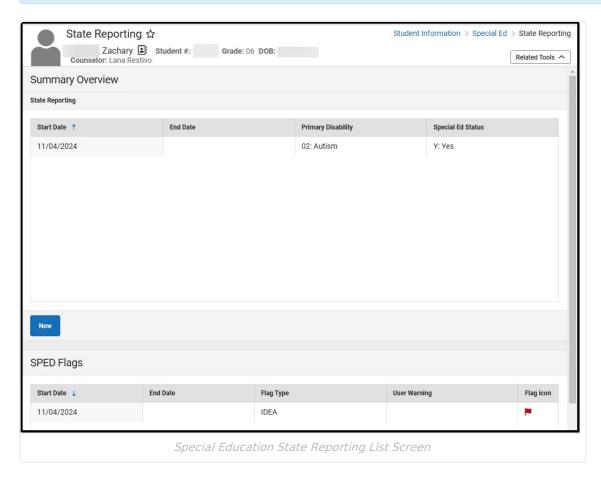State Reporting Detail Fields | Codes and Descriptions

Tool Search: State Reporting

The Special Education State Reporting tool allows users to store and manage student Special Education state reporting data. Information recorded on this tool removes the legal burden of having a Special Ed team meeting to amend the setting for age-based changes, such as an early childhood student aging out.

Any time a student enters a new Special Education Setting, a State Reporting record must be created. State Reporting records cannot overlap.

This tool consists of two sections: State Reporting and SPED Flags.

> See the core SPED State Reporting article for information on necessary tool rights and guidance on adding SPED State Reporting or Setting records.
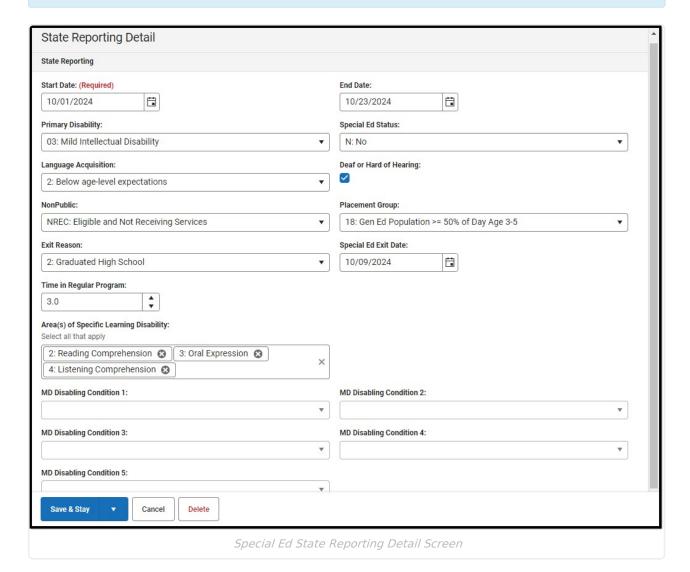


*Special Education State Reporting List Screen*

Select an existing record or click **New** to view the detail screen.

![Infinite Campus logo]

# State Reporting Detail Fields

Information entered on this tool reports on the SMART SID Management and SMART Special Ed Submission Extracts.



*Special Ed State Reporting Detail Screen*

| Field | Description | Additional Information |
|---|---|---|
| **Start Date** *Required* | The start date of the Special Ed State Reporting record. | **Database Location:** SpecialEDState.startDate<br><br>**Ad hoc Inquiries:** Student > Special Ed State > specialEdState.startDate |
| **End Date** | The end date of the Special Ed State Reporting record. | **Database Location:** SpecialEDState.endDate<br><br>**Ad hoc Inquiries:** Student > Special Ed State > specialEdState.endDate |

| Field | Description | Additional Information |
|---|---|---|
| **Primary Disability** | The student's main disability. Options include:<br>• 0: Determined Ineligible<br>• 1: Auditory Impairment<br>• 2: Autism<br>• 3: Mild Intellectual Disability<br>• 4: Moderate Intellectual Disability<br>• 5: Severe Intellectual Disability<br>• 6: Communication Impairment<br>• 7: Emotional Regulation Impairment<br>• 8: Multiple Disabilities<br>• 9: Deaf-Blindness<br>• 10: Orthopedic Impairment<br>• 11: Other Health Impairment<br>• 12: Preschool Child with a Disability<br>• 14: Specific Learning Disability<br>• 15: Traumatic Brain Injury<br>• 16: Visual Impairment<br>• 17: Eligible for Speech-Language Services<br>• 18: Grade K w Preschool Disability SPED Classification<br>• 99: Declassified | **Database Location**:<br>SpecialEdState.primaryDisability<br><br>**Ad hoc Inquiries:** Student > Special Ed State > specialEdState.primaryDisability |
| **Special Ed Status** | The student's special ed status. Options are Yes or No. | **Database Location**:<br>SpecialEdState.specialEdStatus<br><br>**Ad hoc Inquiries:** Student > Special Ed State > specialEdState.specialEdStatus |

| Field | Description | Additional Information |
|---|---|---|
| **Language Acquisition** | The language acquisition rating of a preschool child who is Deaf or Hard of Hearing.<br><br>See the Language Acquisition Codes sections for options available in this dropdown.<br><br>This determination is completed in consultation with all members of the team working with the child, including parents, and based on multiple sources of information - observations, interviews, assessments, etc.<br><br>For English Language Learners (ELLs), assessing whether the child is acquiring English commensurate with their ELL peers across all settings should also be considered when reporting on language development. | **Database Location:** SpecialEDState.languageAcquisition<br><br>**Ad hoc Inquiries:** Student > Special Ed State > specialEdState.languageAcquisition |
| **Deaf or Hard of Hearing** | An indication of whether a preschool student is Deaf or hard of hearing.<br><br>This field is mandatory for all preschool students (students in grade levels 3H, 3F, 4H, 4F, 5H, and 5F) AFTER the Fall SID Snapshot. | **Database Location:** SpecialEDState.deafHardOfHearing<br><br>**Ad hoc Inquiries:** Student > Special Ed State > specialEdState.deafHardOfHearing |
| **NonPublic** | Indicates the student's parent/guardian has placed them in a private school and the student receives services under an individualized services plan. Options are:<br>• NREC: Eligible and Not Receiving Services<br>• REC: Eligible and Receiving Services | **Database Location:** SpecialEDState.nonPublic<br><br>**Ad hoc Inquiries:** Student > Special Ed State > specialEdState.nonPublic |

| Field | Description | Additional Information |
|---|---|---|
| **Placement Group** | The placement group in which the student with the disability is currently receiving special education and related services. See the Placement Group Codes section for options available in this dropdown. | **Database Location:** SpecialEDState.specialEdSetting<br><br>**Ad hoc Inquiries:** Student > Special Ed State > specialEdState.speicalEdSetting |
| **Exit Reason** | The student's reason for exiting the special education program. Options include:<br>• 1: Return General Education<br>• 2: Graduated High School<br>• 3: Reached Maximum Age<br>• 4: Deceased<br>• 5: Moved - Continuing SPED<br>• 6: Moved - Continuing Unknown<br>• 7: Dropped Out | **Database Location:** SpecialEDState.spedExitReason<br><br>**Ad hoc Inquiries:** Student > Special Ed State > specialEdState.spedExitReason |
| **Special Ed Exit Date** | The day the student was no longer a special education student. | **Database Location:** SpecialEDState.exitDate<br><br>**Ad hoc Inquiries:** Student > Special Ed State > specialEdState.exitDate |
| **Time in Regular Program** | The number of hours that the student attends regular Early Childhood. This is in hours. | **Database Location:** SpecialEDState.spedProgramTime<br><br>**Ad hoc Inquiries:** Student > Special Ed State > specialEdState.spedProgramTime |

| Field | Description | Additional Information |
|---|---|---|
| **Area(s) of Specific Learning Disability** | The area(s) impacted by the student's specific learning disability. Multiple disabilities can be selected. Options include:<br>• 1: Basic Reading Skills<br>• 2: Reading Comprehension<br>• 3: Oral Expression<br>• 4: Listening Comprehension<br>• 5: Written Expression<br>• 6: Reading Fluency<br>• 7: Math Calculations<br>• 8: Math Problem Solving | **Database Location:** SpecialEDState.areasOfSLD<br><br>**Ad hoc Inquiries:** Student > Special Ed State > specialEdState.areasOfSLD |
| **MD Disability Condition 1**<br>*Required* | The student's first disability. Options include:<br>• AI: Auditory Impairment<br>• AU: Autism<br>• CI: Communication Impairment<br>• DB: Deaf/Blindness<br>• ER: Emotional Regulation Impairment<br>• MI: Mild Intellectual Disability<br>• MO: Moderate Intellectual Disability<br>• OHI: Other Health Impairment<br>• OI: Orthopedic Impairment<br>• SV: Severe Intellectual Disability<br>• TBI: Traumatic Brain Injury<br>• VI: Visual Impairment | *This field is available and required when 08: Multiple Disabilities is selected as the Primary Disability.<br><br>**Database Location:** SpecialEDState.disability1<br><br>**Ad hoc Inquiries:** Student > Special Ed State > specialEdState.disability1 |

| Field | Description | Additional Information |
|---|---|---|
| **MD Disability Condition 2** <br> *Required* | The student's second disability. The options available in this dropdown are the same as those in the MD Disability Condition 1 dropdown. | *This field is available and required when 08: Multiple Disabilities is selected as the Primary Disability.<br><br>**Database Location:** SpecialEDState.disability2<br><br>**Ad hoc Inquiries:** Student > Special Ed State > specialEdState.disability2 |
| **MD Disability Condition 3** | The student's third disability. The options available in this dropdown are the same as those in the MD Disability Condition 1 dropdown. | This field is available when 08: Multiple Disabilities is selected as the Primary Disability.<br><br>**Database Location:** SpecialEDState.disability3<br><br>**Ad hoc Inquiries:** Student > Special Ed State > specialEdState.disability3 |
| **MD Disability Condition 4** | The student's fourth disability. The options available in this dropdown are the same as those in the MD Disability Condition 1 dropdown. | This field is available when 08: Multiple Disabilities is selected as the Primary Disability.<br><br>**Database Location:** SpecialEDState.disability4<br><br>**Ad hoc Inquiries:** Student > Special Ed State > specialEdState.disability4 |
| **MD Disability Condition 5** | The student's fifth disability. The options available in this dropdown are the same as those in the MD Disability Condition 1 dropdown. | This field is available when 08: Multiple Disabilities is selected as the Primary Disability.<br><br>**Database Location:** SpecialEDState.disability5<br><br>**Ad hoc Inquiries:** Student > Special Ed State > specialEdState.disability5 |

# Codes and Descriptions

Language Acquisition Codes | Placement Group Codes

## Language Acquisition Codes

Click this Language Acquisition link to return to the field description.

| Code | Description | Explanation |
|---|---|---|
| 1 | Significantly below age-level expectations | **Team members have noted significant concerns.**<br><br>The child's receptive and expressive language, in English (or home language) and/or ASL, is significantly less developed than same-age peers across all settings to include social, functional, and academic communication. |
| 2 | Below age-level expectations | **Team members have noted concerns**.<br><br>The child's receptive and expressive language, in English (or home language) and/or ASL, is less developed than that of same-age peers across all settings, including social, functional, and academic communication. |
| 3 | Approaching age-appropriate | **Some concerns have been noted by any team member; however, the language gap between the child and peer is closing.**<br><br>The child's receptive and expressive language in English (or home language) and/or ASL may be unevenly developed but is generally within the range of peers across all settings, including social, functional, and academic communication. |
| 4 | Age-appropriate or above | **No concerns are currently noted by any team members. Careful monitoring should continue.**<br><br>The child demonstrates age-appropriate receptive and expressive language development in English (or home language) and/or American Sign Language (ASL) across all settings including social, functional, and academic communication. |

# Placement Group Codes

Click this Placement Group link to return to the field description.

| Code | Description | Explanation |
|---|---|---|
| **For Ages 3-5** | | |

| Code | Description | Explanation |
|------|-------------|-------------|
| 04 | Separate Class age 3-5 | Separate class (students who attend a special education program in a class with less than 50% non-disabled children. Does not include children who also attend a regular early childhood program) |
| 05 | Separate School age 3-5 | Separate school (students receiving special education and related services for greater than 50% of the school day in public or private separate schools) |
| 06 | Residential Facitility age 3-5 | Residential facility (students who receive education programs and live in public or private residential facilities during the school week. Includes children receiving special education and related services for greater than 50% of the school day in public or private residential facilities) |
| 07 | Home Instruction age 3-5 | Home (students who receive special education and related services in the principal residence of the child's family or caregivers/babysitters, and who DID NOT attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. Includes children who receive special education both at home and in a service provider location) |
| 08 | Service Provider Location age 3-5 | Service Provider Location (students who receive all of their special education and related services from a service provider and who DID NOT attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in: a private clinician's office, in clinicians; offices located in school buildings, hospital facilities on an outpatient basis, or libraries or other public locations. Do not include children who also receive special education at home. Children who receive special education both in a service provider location and at home should be reported in the home category) |
| 18 | Gen Ed Population >= 50 % of Day Age 3-5 | Gen Ed Population >= 50 % of Day |
| 19 | Gen Ed Population < 50% of Day Age 3-5 | Gen Ed Population < 50% of Day |
| **For ages 6-21** | | |
| 09 | Gen Ed Population >= 80% of Day age 6-21 | 80% or more of the school day in the presence of regular education students (students included in the regular education setting at least 80% of the school day) |

| Code | Description | Explanation |
|------|-------------|-------------|
| 10 | Gen Ed Population 40-79% of Day age 6-21 | Between 40-79% of the school day in the presence of regular education students (students included in the regular education setting from 40% to 79% percent of the school day) |
| 11 | Gen Ed Population <40% of Day age 6-21 | Less than 40% of the school day in the presence of regular education students (students who are included in the regular education setting up to 39% of the school day. This includes students who are in out-of-district placements, including public and approved private school programs that are operated in public school buildings with regular education grades) |
| 12 | Public Separate School age 6-21 | Public Separate School (students who receive special education and related services for more than 50% of the school day in a public school building without regular education students. These settings may include the following receiving schools: educational services commission, regional day school, special services school district, jointure commission, public college operated program) |
| 13 | Private Day School age 6-21 | Private Day School (students who receive special education and related services at public expense for more than 50% of the school day in a separate private school for the disabled. In addition to reporting students who attend a separate private day program, districts should report students in residential programs for whom the district pays only the educational costs and not the residential costs) |
| 14 | Private Residential age 6-21 | Private Residential (students who receive special education and related services in a private residential facility for greater than 50% of the school day and lived in the facility during the school week. The district of residence reports the student in this placement group when the district pays both the educational and residential costs. Districts should not report students in residential programs whose residential costs are paid by the Department of Children and Families as these students are reported by the Department of Children and Families.) |
| 15 | Public Residential/DHS/Deaf age 6-21 | Public Residential (students in this placement group that are attending Katzenbach School for the Deaf are reported by the district of residence. Students that are placed by the Department of Children and Families in a state facility are reported by the Department of Children and Families.) |
| 16 | Home Instruction age 6-21 | Home Instruction (students receiving special education and related services in the home, hospital, or other setting) |

| Code | Description | Explanation |
|------|-------------|-------------|
| 17 | Correctional Facility age 6-21 | Correctional Facility (students receiving special education and related services in short term detention facilities (community-based or residential) or longer term correctional facilities. Students receiving special education and related services in county detention facilities are reported in this category by the district of residence. Students receiving special education and related services in state facilities operated or contracted by the Juvenile Justice Commission or by the Department of Corrections are reported in this category by those state agencies, respectively.) |