

# Child Count Changes for 2014-2015

# What's Not Changing

- SUs:
  - The Deaf and the Hard of Hearing disabilities will remain in Child Count for another year or two, so continue to use Deaf, Hard of Hearing disability categories for IEPs dated before 7/1/2013.
  - Use Hearing Loss disability for IEPs dated 7/1/2013 or later.
- The AOE:
  - Will continue to pre-load active student Child Count data from the previous year into the new Child Count Access Application,
  - Keep all of the existing reports that are available in the Child Count Access Application, and
  - Keep all of the existing Child Count Funding Categories.

# Ages 6 to 21 Separate School Educational Environment

- Pursuant to federal guidance and clarification from the IDEA Data Center, we are modifying our definition of the Ages 6 to 21: Separate School–Public or Private educational environment to specify that, for Ages 6 to 21, a separate school refers to a day school where 100% of the student population receives special education and related services..
- This is the updated definition of Ages 6 to 21: Separate School–Public or Private educational:  
Ages 6 to 21: Separate School–Public or Private: Placement for students who receive education programs in public or private/ independent day school facilities where 100% of the student population receives special education services. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in public or private separate schools. This may include students placed in:
  - Day schools for students with disabilities;
  - Day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day; or
  - Residential facilities if the student does not live at the facility.
- In the next IEP, please update the educational environment, if necessary, for each student who currently has an Ages 6 to 21: Separate School–Public or Private educational environment.
- Note: There are separate educational environment definitions for Ages 3 to 5, and there are currently no changes to the Ages 3 to 5 Educational Environment definitions. Refer to the Child Count Reporting Instructions for definitions of Special Education Program and Separate Class used with Ages 3 to 5.

# Essential Early Education (EEE) and Early Childhood Outcomes (ECO)

- Clarifications have been added to some of the ECO-related definitions in the Data Fields Definitions section:
  - The EEE Progress Monitoring Method and EEE Outcome Entry Scores A, B, and C are required for a student within 30 days of the initial EEE IEP or within 30 days of entering a EEE program.
  - EEE Outcome Exit Scores A, B, and C and EEE Progress at Exit for Outcomes A, B, and C are required when a student exits a EEE program and has been in the EEE program for at least six months, even if the exit is unexpected. Also, exit scores should be completed by the time a student transitions to an Ages 6-21 (School Age) IEP.
- Error checks have been modified in the Child Count Access Application to allow:
  - Blank Progress Monitoring Method and blank EEE Outcome Entry fields when the EEE Entry Date is less than 30 days before the data collection date.
  - Blank EEE Outcomes at Exit and blank EEE Progress at Exit fields when the EEE exit date is less than six months after the EEE entry date.

# Essential Early Education (EEE) and Early Childhood Outcomes (ECO) (cont.)

- In order to meet the requirements for Early Childhood Outcomes (ECO) reporting, the scope of the June 30 Exiting Collection has been expanded to include all active EEE students as well as all students with a EEE exit date. Continue to report all students who were reported in the December 1 Child Count Collection who exited special education between December 1 and June 30 of the collection year in the June 30 Exiting Collection.

# Special Education Public Data

- <http://education.vermont.gov/special-education/publications>:

## Reports & Publications

### Annual Performance Reports (APR)

Each state is required to report annually on the progress of the state on each indicator contained in the State Performance Plan (SPP). These Annual Performance Reports (APRs) contain progress data as measured against the SPP targets.

### Special Education Child Count Data Reports

The Child Count data collection reflects the status of children with disabilities eligible for services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) on December 1 of each year. The data is collected at the supervisory union level, according to state and federal statute and regulations. The collection includes demographic information, as well as information regarding placement (educational environment), educational location (facility) and compliance indicators (Individual Education Plans (IEP's) and evaluations completed on time).

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- [Special Education Child Count Data Report for 2013](#)
- [Special Education Child Count Data Report for 2012](#)
- [Special Education Child Count Data Report for 2011](#)
- [Special Education Child Count Data Report for 2010](#)
- [Special Education Child Count Data Report for 2009](#)

# Educationally Responsible Town

- More detail has been added to the guidelines for determining the Educationally Responsible Town in the Data Fields Definition section of the Child Count Reporting Instructions.
- The supervisory union/district of the Educationally Responsible Town should report the student in the Child Count Collection(s), and the local educational agency (LEA) representative listed on the IEP should be from the responsible supervisory union/district.
- The educationally responsible town is usually the student's town of residence unless the student is parentally placed. Here are some additional guidelines for determining the Educationally Responsible Town:
  - School choice or tuitioned students should be reported by the paying/sending supervisory union/district.
  - Students who attend a school in another supervisory union/district through an agreement between school districts where no payment is required are reported by the supervisory union/district where the students live.
  - Home study students are reported by the supervisory union/district where the students live.
  - IEP students attending an independent or private school should be reported by the sending supervisory union/district even if the School/Educational Location is outside of the supervisory union/district boundaries.
  - ISP students (i.e., parentally placed students receiving services) should be reported by the supervisory union/district where the School/Educational Location is located.
  - Unilaterally placed students receiving no services should be reported by the supervisory union/district where the School/Educational Location is located.
  - Special education students in the custody of the Vermont Department of Corrections who attend the Community High School of Vermont are reported by the Department of Corrections.

# Final Verification Reports

- Faxed and scanned signatures and initials are now allowable. Final Verification Reports still cannot be shared via email, but they can be shared by mail, fax, and AOE-approved file sharing methods.
- Information from the Assurance Form Report is now accessible at the student level. See the December 1, 2014 Special Education Child Count Software Instructions for more information. (Note that the Assurance Form reports are for your information only and do not need to be returned with your submitted data.)

# File Sharing

- A new secure file transfer process has been adopted. The SFTP method using FileZilla and the Child Count Uploader processes will no longer be used.
- AOE will use this process to share the Child Count Access Application, Error Reports, Final Verification Reports, etc.
- SUs will use this process to submit Child Count data and share reports and student data.
- The AOE's Data Management and Analysis Team (DMAT) will issue user names and passwords for the new process and provide instructions in the December 1, 2014 Child Count Software Instructions.

# Exiting Data Will Be Publicly Reported

- Section 618 public reporting requirements require that Child Count Exiting Collection data be publicly reported on Vermont's AOE website. The AOE has publicly reported December 1st Child Count data for the last several years.