

Special Education Child Count December 1, 2013

Reporting Instructions

12/1/2013 Child Count Collection
Due No Later Than December 16, 2013

6/30/2014 Exiting Collection
Due No Later Than July 15, 2014

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About Child Count

Section 618 of the federal Individuals with Disabilities Education Act (IDEA) specifies the data that states must collect and report to measure results for children and families served through Part B and Part C programs. Using data gathered from the Child Count Collection and the Exiting Collection, the Vermont Agency of Education (AOE) reports IDEA Part B data for ages 3 through 21 to the U.S. Department of Education. Child Count data is also used for a number of other purposes, such as public reporting, special education funding calculations, and Annual Performance Reports.

Child Count Reporting for the 2013-2014 School Year

The 2013-2014 Child Count Application¹ is an Access database that incorporates a number of edit checks and is used to prepare your data submissions for two annual collections:

December 1, 2013 Child Count Collection (Due December 16, 2013)

The December 1, 2013 Child Count Collection collects information about students who are eligible for or who are receiving special education services on the date of December 1, 2013. Only the educationally responsible supervisory union/district reports student data.

In order for a student to be reported in Child Count, the following three requirements must have been met on or before December 1, 2013:

- An evaluation has been completed.
- An IEP/ISP has been completed.
- Services have been initiated. For a new student, services have started; having services planned or scheduled is not sufficient.

Include unilaterally placed students who used to receive services if the evaluation is current. (For more information about unilateral placement, see Unilateral Placement/Unilaterally Placed under Supplemental Definitions in the Appendix).

Students who exited special education between July 1, 2013 and December 1, 2013 are also reported in this collection.

June 30, 2014 Exiting Collection (Due July 15, 2014)

The Exiting Collection is a continuation of the December 1, 2013 Child Count Collection. In this collection, only report exiting information for students who were included in the December 1, 2013 Child Count AND who exited special education between December 2, 2013 and June 30, 2014. Do not report new students in this collection.

Note: If a student moves within your supervisory union/district and your supervisory union/district is still educationally responsible for the student, do not exit the student from Child Count.

¹A personalized Child Count Application for the 2013-2014 school year will be distributed to each Supervisory Union/District by the Vermont Agency of Education's Data Management and Analysis Team (DMAT) in late fall. More information about the Child Count Application, including instructions for importing and exporting your student data, is in the December 1, 2013 Special Education Child Count Software Instructions.

Child Count Changes for the 2013-2014 School Year

Disability Changes

Hearing Loss

The Deaf and the Hard of Hearing disability categories are being discontinued in the Child Count collection after the 2013-2014 school year. Instead, the new disability category Hearing Loss should be used for all IEPs dated on or after July 1, 2013.

Intellectual Disability

Learning Impairment has been renamed to Intellectual Disability.

Exiting Reasons

The Dropped Out exit reason has been revised to specify that students with 10 consecutive days of unexcused absences should be exited from Child Count using this exit reason category.

Final Verification Reports

All pages other than the signature page will now require the initials of the Special Education Director.

Important Things to Remember

Final Verification Reports

Once all December 1, 2013 Child Count data has been cleaned, a Final Verification Report will be distributed (probably in March 2014) to each Special Education Director. The Final Verification Report is used to verify student numbers for federal reporting and for Proportionate Share Grant calculations. The Special Education Director initials and signs the Final Verification report as indicated, and the original is mailed to the AOE where it is kept on file for auditing purposes.

Final Verification Reports are not required for the Exiting Collection.

You do not need to return the assurance form report included in your Child Count Application when you submit your data. This assurance form report is for your information only.

Student Confidentiality

According to AOE policy, student names CANNOT be transmitted via email to or from the Agency, so we cannot send or accept emails that include student names. However, student initials, birthdates, and Student ID numbers can be used in emails.

Student names *can* be included in faxes, mailed documents, voicemail, upload processes approved by the AOE's Data Management and Analysis Team (DMAT), and SFTP (Secure File Transfer Protocol) file sharing using FileZilla.

Primary Contact Information: Address and Telephone Number

We use the home address and telephone numbers supplied in Child Count to contact families and/or students to gather data for our Annual Performance Report (APR) to the U.S. Department of Education's Office of Special Education Programs (OSEP). Specifically, parents of all eligible students are mailed a survey every year to gauge their involvement with the special education process. We also call a subset of exited students to perform the Post Secondary Outcomes Survey. Your continued attention to providing us with accurate contact information is appreciated.

Contact Information

For program and reporting questions, contact:

Lucinda Morabito, Data and Reporting Coordinator
(802) 828-3483

lucinda.morabito@state.vt.us

or

Vermont Child Count Help Line
(802) 828-1499

For questions concerning the submission process, the importing and exporting of Child Count data, and the Child Count Access Application, please contact:

IT Helpdesk
(802) 828-3777

Data Field Definitions

(Data field definitions are listed in alphabetical order.)

ADD/ADHD: Select Y (yes) or N (no) to indicate whether or not the student has a diagnosis of ADD or ADHD.

Alternative Facility Information: The facility name and address is required for these School/Facility Locations: Day School or Other Non-Residential Program Outside of Vermont, Residential School or Program Outside of Vermont, Vermont Residential School or Program, and Vermont Alternative Program. Also see the School/Facility Location definition on page 7.

Autism Spectrum: The diagnosis for students who have a diagnosis on the autism spectrum. Autism Spectrum Codes are listed on page 9. Select "None" if a student does not have a diagnosis on the autism spectrum.

Birthdate: The student's date of birth in mm/dd/yyyy format.

Case Manager: The initials of the special educator who has been designated on the IEP/ISP as the IEP/ISP manager. Acceptable values include A through Z with a maximum length of 3 characters. Upper case only.

Child Count Category: The appropriate funding category for the student as certified on the Final Verification Report. Select from the list of values given. Child Count Funding Category Codes are listed on page 9.

Coordinated Service Plan (CSP): A Coordinated Services Plan (CSP) is a plan that identifies supports and services for students whose needs extend beyond the resources of the family and/or one single agency, including but not limited to students who meet the Act 264 definition of Severe Emotional Disturbance. Select Y (yes) or N (no) to indicate whether the student has a Coordinated Service Plan.

Custody Status: Select the custody status of the student: Parent(s), Legal Guardian, Self (over 18), DCF, or Another State. If you need to verify that a student is in the custody of DCF, you may contact Cathy Scott, Research and Information Specialist, at the Vermont Agency of Education at (802) 828-3484.

Developmental Delay (DD) Qualification: If developmental delay was identified as a disability in the evaluation report, select the appropriate Developmental Delay Qualifying Domain. If developmental delay was not identified as a disability in the evaluation report, select "Not applicable." Developmental Delay Qualifying Domain Codes are listed on page 10.

Disability: See Primary Disability and Secondary Disability.

Educational Environment (Placement): Select the educational environment (i.e., placement category) that best indicates the setting in which the student has been placed by his or her IEP/ISP for educational services. Educational environments are defined for two age groups: Ages 3 to 5 and Ages 6 to 21. Please remember that all educational environments must be

aligned with the child's age as of December 1, 2013. Educational Environment Definitions for Ages 3 to 5 begin on page 12, and Educational Environment Definitions for Ages 6 to 21 begin on page 15.

Educationally Responsible Town: The name of the town that is educationally responsible for the student. The educationally responsible town is usually the student's town of residence unless the student is parentally placed. Select from the list of values given.

EEE Entry Date: The date the student entered EEE (for students with EEE IEPs dated 9/1/2012 and later).

EEE Exit Date: The date the student exited EEE (for students with EEE IEPs dated 9/1/2012 and later).

EEE Outcome A, Outcome B, and Outcome C Entry Scores: Outcome A, Outcome B, and Outcome C entry scores when the student entered EEE (for students with EEE IEPs dated 9/1/2012 and later). EEE Outcomes Codes are listed on page 11.

EEE Outcome A, Outcome B, and Outcome C Exit Scores: Outcome A, Outcome B, and Outcome C exit scores when the student exited EEE (for students with EEE IEPs dated 9/1/2012 and later). EEE Outcomes Codes are listed on page 11.

EEE Outcome A, Outcome B, and Outcome C Progress at Exit: Select Y (yes) or N (no) to indicate whether the student exiting EEE has made progress (for students with EEE IEPs dated 9/1/2012 and later).

EEE Progress Monitoring Method: Select GOLD or Other as the progress monitoring method (for students with EEE IEPs dated 9/1/2012 and later).

Ethnicity: Select whether the student is or is not of Hispanic or Latino origin. See page 20 for complete definitions of Race and Ethnicity as standardized for federal statistics and reporting by the Office of Management and Budget (OMB).

Exit Date (If Applicable): The date that the student exited from special education and stopped receiving special education services. Only dates between 07/1/2013 and 12/1/2013 will be accepted in the December submission, and only dates between 12/2/2013 and 6/30/2014 will be accepted in the July submission. Format mm/dd/yyyy.

Exit Reason (If Applicable): The most appropriate reason that the student is no longer receiving special education services. Select from the list of values given. Exit Reason Codes are listed on page 18.

Facility Location: See School/Facility Location.

First Name: The student's first name up to a maximum of 20 characters. Acceptable values include characters A through Z and hyphens ("-"). No apostrophes. Upper case only.

Gender: The student's gender. Acceptable values include M (male) or F (female).

Generation (If Applicable): The student's generation, e.g., II or JR, to a maximum of 3 characters. Acceptable values include A through Z. Upper case only.

Grade: The student's appropriate grade placement as listed on the IEP/ISP. Select from the list of values given. Grade Definitions are listed on page 19.

IEP/ISP Meeting Date: The date of the meeting at which the most recent IEP (Individualized Education Program) OR the most recent ISP (IDEA Services Plan) was completed. Use the ANNUAL MEETING DATE for the IEP or ISP. Do not use a revision date. Format mm/dd/yyyy.

Initial Evaluation Date (Optional): If available, enter the date of the meeting at which the initial eligibility was decided. Format mm/dd/yyyy.

Last Name: The student's last name up to a maximum of 36 characters. Acceptable values include characters A through Z and hyphens ("-"). No apostrophes. Upper case only.

Middle Name (If Applicable): The student's middle name up to a maximum of 20 characters. Acceptable values include characters A through Z and hyphens ("-"). No apostrophes. Upper case only.

Most Recent Evaluation/Agreement to Continue: The date of completion of the last evaluation OR the date of the meeting that all parties agreed (by signed agreement) to continue without a new comprehensive evaluation. Do not enter the date that the next evaluation is due. Format mm/dd/yyyy.

Multi-year Plan: A Multi-year Plan is an individual plan for students 14 years of age and older explaining any exception to graduation requirements and/or alternative requirements for graduation. When approved, completion of the Multi-year Plan shall be stated as one of the goals in the student's IEP. Select Y (yes) or N (no) to indicate whether or not the student has a multi-year plan.

Notes: Include any information which might be useful to the Vermont Agency of Education.

Part C: See Referred from Part C.

Placement: See Educational Environment/Placement.

Primary Address, City, State, and Zip: The mailing address information for the student's primary contact.

Primary Contact Name: The name of the primary contact for the student.

Primary Contact Rights: Select Y (yes) or N (no) to indicate whether or not the primary contact for mailing actually has parental or educational rights.

Primary Contact Role: The relationship of the primary contact with the student. Select Parent, Adult Student, DCF, Education Surrogate Parent, Foster Parent, or Guardian.

Primary Contact Telephone Number: The telephone number for the student's primary contact.
(Enter 999-999-9999 if the phone number is unknown.)

Primary Disability: The primary disability category that was identified in the evaluation report.
Disability Codes are listed on page 10.

Primary Language: The primary language of the parent, legal guardian, or adult student. This indicates what language the Parental Rights should be in when presented to the parent, etc.
Select from the list of values given.

Race: Select Y (yes) or N (no) for each of the five race categories, regardless of whether or not the student is of Hispanic origin. Note that more than one race category may be selected as Y (yes), regardless of ethnicity. See page 20 for a complete list of definitions for Race and Ethnicity as standardized for federal statistics and reporting by the Office of Management and Budget (OMB).

Referred from Part C: IDEA Part C provides early intervention services to children from birth to age three. Select Y (yes) or N (no) to indicate whether or not the student was referred from a Part C program.

School/Facility Location: The School/Facility Location (usually referred to as "school") is the school, facility, program, or center that the student is attending, not the entity responsible for the student.

Report students in the school/facility where they spend 50% or more of their school day. If a student attends two schools/facilities, each for exactly 50% of the student's school day, then count the student at the school in which the student receives general education, rather than at the school where the student receives special education and related services.

For EEE students: If services are received at a school, use the school as the School/Facility Location. If services are provided in a community-based setting (e.g., a daycare provider) or at home, use the educationally responsible supervisory union/district as the School/Facility Location.

If the school/facility is included in the options listed in the drop-down School/Facility Location field in the AOE Child Count Application, it should be selected even if you have a student attending an out-of-district school. Note: If you use a software system other than the AOE Child Count Application to maintain your Child Count records and a student's school is not listed in your system software, please check to see if the school is included in the School/Facility Locations in the AOE Child Count Application. If needed, ask your vendor how to add the school to your system.

For a list of current schools/facilities, contact Lucinda Morabito at (802) 828-3483 or at lucinda.morabito@state.vt.us.

If the school/facility the student is attending is not in the School/Facility Location list, you will select one of these Other categories:

Day School or Other Non-Residential Program Outside of Vermont

A day school is a public or private/independent non-residential school. The school may or may not be designed specifically for students with disabilities. Enter the name and address of the facility in the Alternative Facility Information section.

Residential School or Program Outside of Vermont

Enter the name and address of the facility in the Alternative Facility Information section.

Vermont Residential School or Program

Enter the name and address of the facility in the Alternative Facility Information section.

Tutorial Services–Any Setting

Although, alternative facility information is optional for Tutorial Services–Any Setting, please include this information.

Home Study Student

This category is for those students who are at home for their education as the result of parental choice, not because of the student's disability. The home is considered to be a regular classroom educational environment. See Educational Environment Definitions for Ages 6 to 21 on page 15 for further discussion of home schooled students.

Home or Hospital Bound Student Outside of Vermont

The student's disability requires him or her to be home or hospital bound. Do not include students with disabilities whose parents have opted to home-school them. Alternative facility information is optional.

Vermont Home or Hospital Bound Student

Do not include students with disabilities whose parents have opted to home-school them. Alternative facility information is optional.

Vermont Alternative Program

Use this category for alternative programs that aren't listed in the School/Facility Location list OR if the program/facility does not fit any of the above categories. Enter the name and address of the program/facility in the Alternative Facility Information section.

Secondary Disability (If Applicable): A secondary disability category that was identified in the evaluation report. Disability Codes are listed on page 10.

Student ID #: A unique 7-digit number assigned to each Vermont student by the Vermont Agency of Education. Student IDs may also be referred to as PermNumbers or Child Count Numbers. Supervisory unions/districts cannot enter information into this field from the Add/Edit Student Records form. Student IDs are not required to submit your data, but please include known Student IDs when you import your student data.

Town: See Educationally Responsible Town.

Additional Information for Data Fields

Autism Spectrum Codes

Code	Autism Spectrum
0	None
1	Autism
2	Asperger Syndrome
3	Pervasive Developmental Disorder (PDD-NOS)
4	Rett Syndrome
5	Childhood Disintegrative Disorder

Child Count Funding Category Codes

Code	Child Count Funding Category	Applies To
2	IDEA Services Plan	Parentally placed students receiving services under an ISP (IDEA Services Plan). The most recent evaluation must be less than three years old (on or after 12/1/2010), and the latest services plan annual review date must be less than one year old (on or after 12/1/2012).
3	Unilateral Placement no services	Parentally placed school age (grades K-12) students receiving no services. The most recent evaluation should be less than three years old (on or after 12/1/2010).
4	IDEA B age 3–21	The most recent evaluation must be less than three years old (on or after 12/1/2010), and the latest IEP (Individualized Education Program) annual review date must be less than one year old (on or after 12/1/2012).
6	IEP Paperwork Out of Compliance or Maximum Age	The most recent evaluation for an IEP (Individualized Education Program) student is more than three years old (before 12/1/2010) and/or the latest IEP annual review date is more than one year old (before 12/1/2012).
7	ISP Paperwork Out of Compliance or Maximum Age	The most recent evaluation for an ISP (IDEA Services Plan) student is more than three years old (before 12/1/2010) and/or the latest ISP annual review date is more than one year old (before 12/1/2012).

Developmental Delay Qualifying Domain Codes

Code	DD Qualifying Domain
0	Not applicable (not Developmental Delay)
1	Receptive and/or Expressive Communication
2	Adaptive Development
3	Social and/or Emotional Development
4	Physical Development
5	Cognitive Skills
6	Any combination of two or more of the above
7	Other qualifying reasons

Disability Codes

These codes are used for both the primary disability and the secondary disability (if applicable) and refer to disabilities referenced in Sections 2361 and 2362 of the Vermont State Board of Education Manual of Rules and Practices. (The Vermont State Board of Education Manual of Rules and Practices is available online at education.vermont.gov/new/html/board/rules.html).

For students with more than one primary disability:

- If a student has only two primary disabilities and those disabilities are deafness and blindness, and the student is not reported with the Developmental Delay disability category, use the Deaf-Blindness disability category.
- If a student has more than one primary disability and is not reported with the Developmental Delay or the Deaf-Blindness disability category, use the Multiple Disabilities disability category.

Code	Disability
1	Intellectual Disability
2	Hard of Hearing
3	Deaf
4	Speech or Language Impairment
5	Visual Impairment
6	Emotional Disturbance
7	Orthopedic Impairment
8	Other Health Impairment
9	Specific Learning Disability
10	Deaf-Blindness
11	Multiple Disabilities
12	Developmental Delay
13	Traumatic Brain Injury
14	Autism Spectrum Disorder
15	Hearing Loss

Essential Early Education (EEE) Outcome Codes

These codes are used for both entry and exit scores (for students with EEE IEPs dated 9/1/2012 and later).

Code	Essential Early Education (EEE) Outcome
7	Demonstrates age expected skills with no concerns.
6	Demonstrates age expected skills however we have some minor concerns.
5	Demonstrates many age expected skills, but does not have all age expected skills. Might be described like that of a slightly younger child.
4	Demonstrates occasional use of some age expected skills, but more of the skills are not age appropriate. Might be described like that of a younger child.
3	Is not demonstrating age expected skills for this age but uses immediate foundational skills that are necessary to build upon to achieve age appropriate skills.
2	Is not demonstrating age expected skills but has a greater mix of earlier skills. Just beginning to show immediate foundational skills.
1	Demonstrates very early skills like that of a much younger child. No immediate foundational skills.

Educational Environment Definitions: Ages 3 to 5

(Note: Educational environments are not listed in a continuum from least to most restrictive.)

An educational environment represents the setting in which a child with disabilities has been placed for educational services by his or her IEP/ISP.

Ages 3 to 5 Regular Early Childhood Program: A regular early childhood program is a program that includes a majority (at least 50 percent) of non-disabled children (i.e., children not on IEPs). The determination of whether a program may be considered a regular early childhood program must be made at the time each child’s IEP/ISP is written. A regular early childhood program may include, but is not limited to, the following:

- Public or private regular kindergarten classes (e.g., a five-year-old enrolled in kindergarten);
- Public or private preschools;
- Head Start centers;
- Group child development centers or group child care; and
- Preschool classes offered to an eligible pre-kindergarten population by the public school system.

There are four possible educational environments for a regular early childhood program:

Code	Educational Environment Definitions: Ages 3 to 5
29	Ages 3 to 5: Attends Reg EC Prog >10 hrs/wk and receives majority of service hrs in Reg EC Prog: Attends a regular early childhood program at least 10 hours per week, and the majority of special education and related services is received in the regular early childhood program.
30	Ages 3 to 5: Attends Reg EC Prog >10 hrs/wk and receives majority of service hrs in other location: Attends a regular early childhood program at least 10 hours per week, and the majority of special education and related services is received in some other location.
31	Ages 3 to 5: Attends Reg EC Prog <10 hrs/wk and receives majority of service hrs in Reg EC Prog: Attends a regular early childhood program less than 10 hours per week, and the majority of special education and related services is received in the regular early childhood program.
32	Ages 3 to 5: Attends Reg EC Prog <10 hrs/wk and receives majority of service hrs in other location: Attends a regular early childhood program less than 10 hours per week, and the majority of special education and related services is received in some other location.

The remaining options for reporting educational environments for Ages 3 to 5 are:

Code	Educational Environment Definitions: Ages 3 to 5, cont.
26	Ages 3 to 5: In Special Ed. Program–Separate Class: Child who attends a special education program in a class with less than 50 percent non-disabled children (i.e., children not on IEPs). Separate classes may include, but are not limited to, classes

	<p>in:</p> <ul style="list-style-type: none"> • Regular school buildings; • Trailers or portables outside regular school buildings; • Child care facilities; • Hospital facilities on an outpatient basis; and • Other community-based settings. <p>Do not include students who also attend a regular early childhood program.</p>
27	<p>Ages 3 to 5: In Special Ed. Program–Residential Facility: Child who attends a special education program in a publicly or privately operated residential school or in a medical facility on an inpatient basis. Do not include students who also attend a regular early childhood program.</p>
28	<p>Ages 3 to 5: In Special Ed. Program–Separate School: Child who attends a special education program in a public or private/independent day school designed specifically for children with disabilities. Do not include students who also attend a regular early childhood program.</p>
24	<p>Ages 3 to 5: Not Attending Special Ed. Program–Services at Home: Placement for students receiving all of their special education and related services in the principal residence of the child’s family or caregivers. Children who received special education services both at home and in a service provider location should be reported in the "Ages 3 to 5: Not Attending Special Ed. Program–Services at Home" category.</p>
25	<p>Ages 3 to 5: Not Attending Special Ed. Program–Services at Service Provider or Other Location: Placement for students receiving 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:</p> <ul style="list-style-type: none"> • Private clinicians’ offices; • Clinicians' offices located in school buildings; • Hospital facilities on an outpatient basis; or • Libraries and other public locations. <p>Do not include children who also received special education services at home. Children who received special education services both at home and in a service provider location should be reported in the "Ages 3 to 5: Not Attending Special Ed. Program–Services at Home" category.</p>

Ages 3 to 5 Educational Environment Examples

1. Julie is 4 years old and attends a community-based, regular early childhood setting for 34 hours each week. She also participates in the school-based early education classroom where she receives special education services for 6 hours each week; 12 of the 15 children in this classroom are on IEPs.

Given this scenario, Julie:

Is in a regular early childhood program for more than 10 hours per week;

Receives all services outside the regular early childhood program; and

Should be reported as "Ages 3 to 5: Attends Reg EC Prog >10 hrs/wk and receives majority of service hrs in other location."

2. Ethan is 3 years old and stays home with his mother and younger sister. He attends a Pre-K/Head Start collaborative classroom in his local elementary school. Ethan receives 8 hours of special education services that are embedded across the curriculum and routines of the day. More than half of the children in his classroom are not on IEPs.

Given this scenario, Ethan:

Is in a regular early childhood program for less than 10 hours per week and receives all services there; and

Should be reported as "Ages 3 to 5: Attends Reg EC Prog <10 hrs/wk and receives majority of service hrs in Reg EC Prog."

3. Amanda is 4.5 years old and stays at home with her mother. Her mother takes her to the local elementary school twice a week in order for her to receive speech therapy directly from the Speech Language Pathologist.

Given this scenario, Amanda:

Does not attend a regular early childhood program at all; and

Should be reported as "Ages 3 to 5: Not Attending Special Ed. Program–Services at Service Provider Location."

4. Justin is 5.5 years old and attends a full-day inclusive kindergarten program 7 hours a day, 5 days a week. He is pulled out for speech services with a Speech Language Pathologist for 1 hour, 3 times each week.

Given this scenario, Justin:

Is in a regular early childhood program for greater than 10 hours per week; and

Should be reported as "Ages 3 to 5: Attends Reg EC Prog >10 hrs/wk and receives majority of service hrs in Reg EC Prog."

Educational Environment Definitions: Ages 6 to 21

(Note: Educational environments are not listed in a continuum from least to most restrictive.)

An educational environment represents the setting in which a student with disabilities has been placed for educational services by his or her IEP/ISP.

Regular classroom setting: To calculate the percentage of time inside the regular classroom, divide the number of hours the student receives special education and related services inside the regular classroom by the total number of hours in the school day (including lunch, recess, and study periods) then multiply the result by 100. If a student does not attend school for a full school day, the calculation should only include the number of hours that the student attends school. Time spent outside the regular classroom receiving services unrelated to the student’s disability (e.g., time receiving LEP services) should be considered time inside the regular classroom.

Community-based settings: Education time spent in age-appropriate, community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

Home-schooled students: The educational environment (the home) for home-schooled students is a result of parental choice, not the disability of the student. Therefore, the home is considered a regular class placement. For these students who receive special education and related services provided by the local educational agency (LEA), the number of hours outside the regular classroom is the number of hours the student spends in separate special education environments (e.g., resource rooms, self-contained special education classrooms, and separate schools).

Code	Educational Environment Definitions: Ages 6 to 21
1	<p>Ages 6 to 21: Homebound/Hospital: Placement for students placed in and receiving special education and related services in homebound programs or hospital programs. Do not include students with disabilities whose parents have opted to home-school them and who receive special education and/or related services at the public expense.</p>
19	<p>Ages 6 to 21: Residential Facility–Public or Private: Placement for students who receive IEP-determined education programs and who live in residential facilities during the school week. This includes students with disabilities who receive special education and related services, at public expense, for greater than 50 percent of the school day in private/independent residential facilities. This may include students placed in:</p> <ul style="list-style-type: none"> • Residential schools for students with disabilities; or • Residential schools for students with disabilities 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 school day. <p>Do not include students who receive education programs at the facility but do not live there.</p>
20	<p>Ages 6 to 21: Separate School–Public or Private: Placement for students who receive special education and related services for greater than 50 percent of the school day in separate schools (either public or private/independent). This may</p>

	<p>include students placed in:</p> <ul style="list-style-type: none"> • 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.
7	<p>Ages 6 to 21: Inside Regular Classroom < 40% of time: Placement for students with disabilities receiving special education and related services inside the regular classroom less than 40 percent of the day. (These are students who received special education and related services outside the regular classroom for more than 60 percent of the school day.) Do not include students who are reported in public or private/independent separate day schools or residential facilities. This category may include students placed in:</p> <ul style="list-style-type: none"> • Self-contained special classrooms with part-time instruction in a regular class; or • Self-contained special classrooms with full-time special education instruction on a regular school campus.
8	<p>Ages 6 to 21: Inside Regular Classroom at least 80% of time: Placement for students with disabilities receiving special education and related services inside the regular classroom for 80 percent or more of the school day. (These are students who received special education and related services outside the regular classroom for less than 21 percent of the school day.) This may include students with disabilities placed in:</p> <ul style="list-style-type: none"> • Regular class with special education/related services provided within regular classes; • Regular class with special education/related services provided outside regular classes; or • Regular class with special education services provided in resource rooms.
10	<p>Ages 6 to 21: Inside Regular Classroom 40% to 79% of time: Placement for students with disabilities receiving special education and related services inside the regular classroom no more than 79 percent of day and no less than 40 percent of the day. (These are students who received special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day.) Do not include students who are reported in public or private/independent separate day schools or residential facilities. This may include students placed in:</p> <ul style="list-style-type: none"> • Resource rooms with special education/related services provided within the resource room; or • Resource rooms with part-time instruction in a regular class.
3	<p>Ages 6 to 21: Correctional Facilities–Unduplicated: Placement for students with disabilities receiving special education and related services in a Correctional Facility such as Woodside Juvenile Rehabilitation Center.</p>

Ages 6 to 21 Educational Environment Examples

1. John is in 4th grade and attends a school which has a 6.5-hour day. He is in the regular classroom all day, except for 1 hour, 3 days each week, when he goes to a Speech Language Pathologist. The school week is 32.5 hours (6.5×5), and John is inside the regular classroom 29.5 hours ($32.5 - 3$). To calculate percentage: $29.5 \div 32.5 = .907 \times 100 = 90.7\%$. John should be reported as "Ages 6 to 21: Inside Regular Classroom at least 80% of time."
2. Mary is in 10th grade and attends a school which has a 6-hour day. She sees a School Psychologist for 1 hour twice each week and attends a program for ED students 1 day each week. The school week is 30 hours (6×5), and Mary is inside the regular classroom 22 hours [$30 - (6+2)$]. To calculate percentage: $22 \div 30 = .733 \times 100 = 73.3\%$. Mary should be reported as "Ages 6 to 21: Inside Regular Classroom 40% to 79% of time."
3. Tom is in 3rd grade at a school which has a 5.5-hour day. He receives instructional services outside the regular classroom for 4 hours each day. The school week is 27.5 (5.5×5), and Tom is inside the regular classroom 7.5 hours [$27.5 - (5 \times 4)$]. To calculate percentage, $7.5 \div 27.5 = .273 \times 100 = 27.3\%$. Tom should be reported as "Ages 6 to 21: Inside Regular Classroom < 40% of time."
4. Connie is in 12th grade and takes 3, 90-minute classes each day, all in the regular classroom, and spends 45 minutes with a tutor in the resource room 3 days each week. In addition, she works in a supported position at a local grocery store for 4 hours, 2 days per week, and spends a total of 90 minutes each week receiving one-on-one services from a social worker, a Vocational Rehabilitation counselor, and a psychologist. On the days she doesn't work, Connie has a 30-minute lunch period at school and a 20-minute homeroom. Connie's school week is 36.75 hours (22.5 in class, 2.25 in resource room, 8 at work, 1.5 receiving services, and 2.5 in lunch and home room), of which 3.75 hours are outside the regular education environment. To calculate percentage: $(36.75 - 3.75) \div 36.75 = .898 \times 100 = 89.8\%$. Connie should be reported as "Ages 6 to 21: Inside Regular Classroom at least 80% of time."

Exit Reason Codes

Code	Exit Reason
1	Graduated with Regular High School Diploma: Students who exited an educational program through the receipt of a high school diploma identical to that for which students without disabilities are eligible. These are students who met the same standards for graduation as those for students without disabilities.
2	Received Certificate: Students who exited an educational program through the receipt of a certificate of completion, modified diploma, or some similar document.
3	Reached Maximum Age: Students who exited special education because of reaching the maximum age for receipt of special education services (age 22), including students with disabilities who reached the maximum age and did not receive a diploma.
4	Dropped Out: Students who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any of the other exit reasons. This includes dropouts, runaways, expulsions, status unknown, and students who moved and are not known to be continuing in another educational program. Include students with 10 consecutive days of unexcused absences.
5	Transferred to Regular Education: Students who were receiving special education at the start of the reporting period but at some point during that year returned to regular education as determined by their IEP/ISP. These are students who no longer have an IEP/ISP and are receiving all of their educational services from a regular education program.
6	Died: A student who is no longer attending because he or she died.
7	Moved, known to be continuing: Students who moved out of the supervisory union/district or otherwise transferred to another supervisory union/district 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 he or she is continuing in an educational program. This includes transfers and students in residential drug/alcohol rehabilitation centers or correctional facilities.
9	Revocation of Consent: Students who cease to receive special education and related services due to revocation of consent, either by a parent if the student is under 18 years of age, or by the student if the student is 18 years of age or older.

Grade Definitions and Codes

Report the student's grade placement as listed on the IEP/ISP.

Code	Grade Definitions
EE	Essential Early Education (EEE): All eligible children (Ages 3–5) with significant development delays or handicapping conditions enrolled in EEE.
KP	Kindergarten Part-time: An educational program of one year operating less than five full days a week that is adapted to the needs of pupils who will attend first grade the following year (Ages 4–8).
KF	Kindergarten Full-time: An educational program of one year operating a full five days a week that is adapted to the needs of pupils who will attend first grade the following year (Ages 4–8).
01	First Grade: Ages 5–9.
02	Second Grade: Ages 6–10.
03	Third Grade: Ages 7–11.
04	Fourth Grade: Ages 8–12.
05	Fifth Grade: Ages 9–13.
06	Sixth Grade: Ages 10–14.
07	Seventh Grade: Ages 11–15.
08	Eighth Grade: Ages 12–16.
09	Ninth Grade: Ages 13–17.
10	Tenth Grade: Ages 14–18.
11	Eleventh Grade: Ages 15–19.
12	Twelfth Grade: Ages 17–21.
AW	Adult without Diploma: Students who are 19 years of age or older and who have not received a regular high school diploma. These students are usually in a regularly prescribed program of study and are working toward a high school diploma. May also include students who have enrolled in Technical Centers specifically to upgrade their abilities in the area of employment.

Race and Ethnicity Definitions

In November 1997, the Office of Management and Budget (OMB) announced its decision concerning the revision of Race and Ethnic Standards for Federal Statistics and Administrative Reporting. In that announcement, OMB reported that there would be five racial categories—American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White—and one ethnic category—Hispanic or Latino. The definition for each category, as provided by OMB, is listed below.

Race

For each student record in the Child Count application, select Y (yes) for each race category that is applicable. Records with more than one race category designated as "Y" in Child Count will be reported with the Two or More Races category in federal reporting if the selected ethnicity is Not Hispanic or Latino.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Ethnicity

For each student record in the Child Count application, choose the Hispanic or Latino ethnicity category if applicable. Records designated as Hispanic or Latino are reported with the Hispanic/Latino category in federal reporting regardless of race.

- **Hispanic or Latino:** A person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

APPENDIX

Supplemental Definitions

IEP (Individualizing Education Plan)

An IEP (Individualized Education Program) refers to a written statement for a child with a disability that includes:

- (a) A description of all special education services, related services, and supplementary aids and services that the child will need to be able to derive benefit from his or her educational program;
- (b) A description of the special education program; and
- (c) Accommodations and/or modifications necessary for the child to progress in the general education curriculum.

ISP (IDEA Services Plan)

An ISP (IDEA Services Plan) refers to a written statement that describes the special education and related services the local educational agency (LEA) will provide to a parentally placed student with a disability enrolled in a private/independent school or in a registered home study program.

Parentally Placed

A parentally placed student is a student with a disability who is eligible for special education services and who has been placed in an educational program (such as a private/independent school or a registered home study program) other than the one recommended by the IEP team. Parentally placed students will have an IDEA Services Plan (ISP) or will be unilaterally placed.

Unilateral Placement/Unilaterally Placed

Unilateral placement refers to a situation where a school age (grades K-12) student who is eligible for special education services is not currently receiving special education services, either because the student is parentally placed and the supervisory union/district has chosen not to provide special education services or because the parent refuses services.

In order to be considered unilaterally placed, a student should have a current evaluation and, at one time, must have had a valid IEP/ISP and received special education services.

Unless a parent revokes consent for special education services in writing, unilaterally placed students should be reported in Child Count until the evaluation is three years old with the "Unilateral Placement no services" Child Count Funding Category. At that time, if the parent declines a re-evaluation or if the student is re-evaluated and is no longer eligible, the unilaterally placed student should be exited with the Transferred to Regular Education exit reason. If the student is re-evaluated and is still eligible, continue to report the student in Child Count.