

Child Count Training

Fall 2013

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Agenda

- Child Count Overview
- Child Count Changes for 2013-2014
- Potential Changes for Next Year
- Child Count Collection Process
- Child Count Application
- Child Count Reporting Topics
- Information Sources & Contacts



Child Count Overview



What is Child Count?

- Child Count is an annual count of all students ages 3 through 21 who are eligible for or receiving special education services on December 1.
- There are two data collections during the school year:
 - December 1, 2013 Child Count Collection (Due December 16, 2013) – Includes all students who are eligible for or who are receiving special education services on December 1 AND also includes students who exited special education between July 1 and December 1.
 - June 30, 2014 Exiting Collection (Due July 15, 2014) – Only includes students who were reported in December 1 Child Count who exited special education between December 2 and June 30.



Why Do We Collect this Information?

- 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 (VTAOE) reports IDEA Part B data for ages 3 through 21 to the U.S. Department of Education.



What is Child Count Data Used For?

- Federal Reporting
- Public Reporting
- Proportionate Share Grants
- State Performance Plan (SPP)/Annual Performance Report (APR)
 - Indicators 5 and 6 directly
 - All other indicators indirectly
- Local APR Reporting
- Focused and Compliance Monitoring
- Verification or determination of special education status for State Placed Students, Medicaid, Assessment, Student Census, Average Daily Membership (ADM)
- High/Low Spending Analysis (Act 82)
- Education Data Warehouse (EDW)
- Legislative, Executive, SU/SD (supervisory unions/supervisory districts), and LEA (local educational agency) inquiries
- Other interested parties



Special Education Data on VTAOE Website

- Location:
http://education.vermont.gov/new/html/pgm_sped/data_reports_pubs.html

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 are 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).

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



Child Count Changes for 2013-2014



Changes for 2013-2014

- Disabilities
 - New disability category: Hearing Loss.
 - Deaf and the Hard of Hearing disability categories will be discontinued after 2013-2014.
 - Learning Impairment is now Intellectual Disability.
- 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 Report: Initials are now required on pages without a signature.



Potential Changes for Next Year



Potential Changes for Next Year

- I will request input from the field in the spring:
 - Is the pre-loaded student table (the "me_stu" table) data useful to you?
 - Which reports (if any) do you use in the Child Count Access Application?
 - IEP Due Date Report
 - Last Most Recent Evaluation Report
 - Students by Primary Disability
 - Students by Case Manager
 - Students by School
 - Summary Reports
 - Active Students by Case Manager
 - Active Students by School
 - All Exited Students
 - Active Students by Primary Disability
 - Total Student Counts by Primary Disability
 - Assurance Form (This report lists the information contained in the Final Verification Report I will send out.)
 - Child Count Funding Categories
 - Are the out of compliance Child Count funding categories useful to you?
 - IEP Paperwork Out of Compliance or Maximum Age (code 6)
 - ISP Paperwork Out of Compliance or Maximum Age (code 7)
- We may add a new data field when Tutorial Services – Any Setting is selected for the School/Facility Location to collect information on whether the tutorial is administered by the SU/SD. (This year, please enter the Alternative Facility Information when Tutorial Services – Any Setting is selected.)



Child Count Collection Process



FileZilla/SFTP Process

- The Child Count Application will again be provided to SUs using the free software FileZilla using an SFTP (secure file transfer protocol) process.
- SFTP allows for secure transfer of files back and forth between the VTAOE and the SU.
- Individualized usernames and passwords are provided by the Data Management and Analysis Team (DMAT), and I'm told they will be the same as last year.
- Error Reports and Final Verification Reports will also be distributed using FileZilla.



Child Count Collection Steps

- October 15 – December 1:
 - SU/SDs research and update all special education student information in their data system.
- November 1 – November 15:
 - VTAOE provides Child Count Access Application to each SU/SD using FileZilla (SFTP).
- December 1:
 - SU/SDs export data reflecting December 1 status of special education students from data source system. Data is then imported into the 2013-2014 Child Count Access Application.
 - Since December 1, 2013 is a Sunday, SU/SDs can choose to import existing data into the Child Count Access Application at the end of day on Friday, November 29 or at the beginning of the day on Monday, December 2.

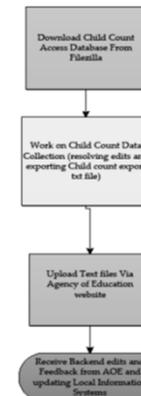


Child Count Collection Steps (cont.)

- December 2 – 16:
 - SU/SDs run the Child Count Application error checks and resolve all critical and non-critical errors.
 - Child Count data is submitted to VTAOE no later than Monday, December 16, 2013 using the Child Count Uploader website provided by VTAOE's Data Management and Analysis Team (DMAT).



2014 Child Count Data Collection and Submission process



Data Cleaning and Reporting

- Federal reporting date is now in early April instead of early February.
- Data Cleaning Steps:
 - Submitted Child Count data is loaded into a “back-end” database.
 - Multiple edit checks are made.
 - Error reports are sent to SU/SDs for verification and/or corrections.
 - Additional changes are made as requested by SU/SDs.
 - Duplicate student issues are investigated.
 - Unusual year-to-year changes in educational environments, disabilities, or facilities are examined.
 - Child Count data is submitted to USED by April 2, 2014 to meet federal reporting requirements.



Final Verification Reports

- Final Verification Reports (March/April):
 - After the data has been cleaned, a Final Verification Report reflecting the final Child Count data will be provided to SU/SDs using FileZilla.
 - VTAE reports reflecting student counts <11 also cannot be emailed.
 - This entire form must be initialed and signed by the special education director and the original must be mailed back to VTAE since we must have the original copy on file for audit purposes.
 - This Final Verification Report is used to verify student numbers for Federal Reporting and Proportionate Share Grants.



Student ID Correction Reports

- DMAT should run Child Count Student ID Correction Reports and provide them to SU/SDs around March 2014.
- These reports list students that were reported with incorrect or missing Student ID numbers. Please update your data system with the new numbers.



Exiting Collection (Due July 15, 2014)

- Exiting Collection:
 - The Exiting Collection is a continuation of the December 1 Child Count collection and only includes exited students who were reported in the December 1 Child Count and who also exited between December 2 and June 30. Do not report new students in this collection.
 - NOTE: The Exiting Collection only collects students who exit special education. If students exiting EEE are still receiving special education services, they are not reported as exited from Child Count unless they meet another exiting criteria such as moving out of your supervisory union/district.
 - The Exiting Collection data should be submitted to VTAE no later than Tuesday, July 15, 2014.
 - Error Reports and Final Verification Reports are not used for the Exiting submission.
 - VTAE will contact the Child Count Coordinator if there are any questions about the data.



Child Count Application



General Information

- VTAOE annually provides a personalized Access database to each SU/SD for the collection of Child Count data.
 - This Child Count application **must** be used for submitting Child Count data for the both the December 1 Child Count (due December 15) and June 30 Exiting (due July 15) collections.
 - If other data systems are used, data **must** be run through the Child Count Application error checks before the data is sent to VTAOE.
 - Password is required.



Child Count Application School Year 2012-2013 - Lamoille North S.U. SU025

Lamoille North S.U. SU025

Vermont Dept. of Education

Work with Student Data

- Add/Edit Student Records
- Import Data**
- Import Child Count Previous Year's Data (Access)
- Import Excel Spreadsheet File
- Import SpEdDoc Records
- Import Exited SpEdDoc Records
- Data Submission**
- Export 12/1/2012 Records - Due 12/14/2012
- Export 6/30/2013 Exited Records - Due 7/15/2013
- Contact Information
- Data Questions? Call 828-1499**

Create Reports

- IEP Due Date Report
- Last Most Recent Eval Date Report
- Students by Primary Disability
- Students by Case Manager
- Students by School
- Summary Reports
- Assurance Form
- Application**
- Exit Child Count Application
- Software Questions? Call 828-3777**

DOE School Year 2012-2013 Special Education Child Count Application

11/8/2012 Created by VT Dept of Education IT/DIMAT Updated: 6-31-12 2013, Version 2.7



Child Count 2013 Data Entry Form

Add/Edit Student Records

Supervisory Union Lamoille North

STUDENT ID	LAST NAME	FIRST NAME	MIDDLE NAME	GENERATION	BIRTHDATE	GENDER
1168913	FRATI	Mik		N	10/13/1996	M

GRADE	PRIMARY LANGUAGE	ETHNICITY	TOWN
10th Grade - H.S. Sophomore	ENGLISH	Not Hispanic or Latino	Johnson

Race (choose at least one)

American Indian	African American	White	Native Hawaiian Pacific Islander	Asian
N	N	Y	N	N

Special Ed Info School Info Primary Contact Info

INITIAL EVALUATION DATE	MOST RECENT EVALUATION / AGREEMENT TO CONTINUE DATE	IEP MEETING DATE
	02/10/2012	04/12/2012

PRIMARY DISABILITY	SECONDARY DISABILITY	AUTISM SPECTRUM	ADD/ADHD	D.O. QUALIFICATION
Autism Spectrum Disorder		Asperger Syndrome	N	Not applicable (not Development)

CASE MANAGER	PLACEMENT	MULTI YEAR PLAN?	COORD SERV PLAN?
	Inside Regular Classroom at least 80% of time	N	N

CHILD COUNT CAT	CUSTODY STATUS
IDEA B age 3-21	Parent(s)

Exit Status	Part C	NOTES
EXIT DATE	REFERRED FROM PART C	
10/11/2012	N	
EXIT CODE		
Moved, known to L		

Records: 1 of 10 Search



Child Count 2013 Data Entry Form

Add/Edit Student Records Supervisory Union Lamoille North

STUDENT ID: 113691 LAST NAME: FORTIN FIRST NAME: SALLY MIDDLE NAME: GENERATION: 06/16/1998 GENDER: F

GRADE: 8th Grade PRIMARY LANGUAGE: ENGLISH ETHNICITY: Not Hispanic or Latino TOWN: Hyde Park

Race (choose at least one)
 American Indian: N African American: N White: Y Native Hawaiian Pacific Islander: N Asian: N

Special Ed Info: **School Info** Primary Contact Info

SCHOOL LOCATION: VERMONT ALTERNATIVE PROGRAM

Alternative Facility Information
 Facility Name: WILDER SCHOOL Facility Address: PO BOX 760
 Facility Town: WILDER Facility State: VT Facility Zip: 05088

Record: 4 of 3

Child Count 2013 Data Entry Form

Add/Edit Student Records Supervisory Union Lamoille North

STUDENT ID: 0 LAST NAME: CASE FIRST NAME: JUSTIN MIDDLE NAME: GENERATION: 06/26/1999 GENDER: M

GRADE: 7th Grade PRIMARY LANGUAGE: ENGLISH ETHNICITY: Hispanic or Latino TOWN: Johnson

Race (choose at least one)
 American Indian: N African American: N White: N Native Hawaiian Pacific Islander: N Asian: Y

Special Ed Info: School Info **Primary Contact Info**

PRIMARY CONTACT NAME: N/A PRIMARY CONTACT ADDRESS (Enter Homeless if unknown): ADDRESS:
 PRIMARY CONTACT PHONE (enter 999-999-9999 if unknown): (999) 999-9999 CONTACT RIGHTS: Y CONTACT ROLE: Parent

PR CONTACT CITY: CONTACT STATE: VT CONTACT ZIP: ZIP CODE

Record: 4 of 4

Child Count 2013 Data Entry Form

Add/Edit Student Records Supervisory Union Rutland Southwest

STUDENT ID: 124567 LAST NAME: BARKHAM FIRST NAME: BRIGID MIDDLE NAME: GENERATION: 10/25/2008 GENDER: F

GRADE: Early Education PRIMARY LANGUAGE: ENGLISH ETHNICITY: Not Hispanic or Latino TOWN: Hyde Park

Race (choose at least one)
 American Indian: N African American: N White: Y Native Hawaiian Pacific Islander: N Asian: N

Special Ed Info: School Info Primary Contact Info: **EEE**

This section must be completed for EEE students with IEPs dated 9/1/2012 and later. EEE exiting information must be provided only when a EEE student with an IEP dated 9/1/2012 or later exits EEE. See the Child Count Reporting Instructions for more information.

Progress Monitoring Method: Other

Entry Date: 11/30/2011 Exit Date:

Outcome A Entry Score: 3 Outcome A Exit Score: Outcome A Progress at Exit:
 Outcome B Entry Score: 2 Outcome B Exit Score: Outcome B Progress at Exit:
 Outcome C Entry Score: 2 Outcome C Exit Score: Outcome C Progress at Exit:

Record: 4 of 10

Child Count Application School Year 2012-2013 - Lamoille North S.U. SU025

Lamoille North S.U. SU025

Vermont Dept. of Education

Work with Student Data: Add/Edit Student Records (circled)
 Create Reports: IEP Due Date Report, Last Most Recent Eval Date Report, Students by Primary Disability, Students by Case Manager, Students by School, Summary Reports, Assurance Form

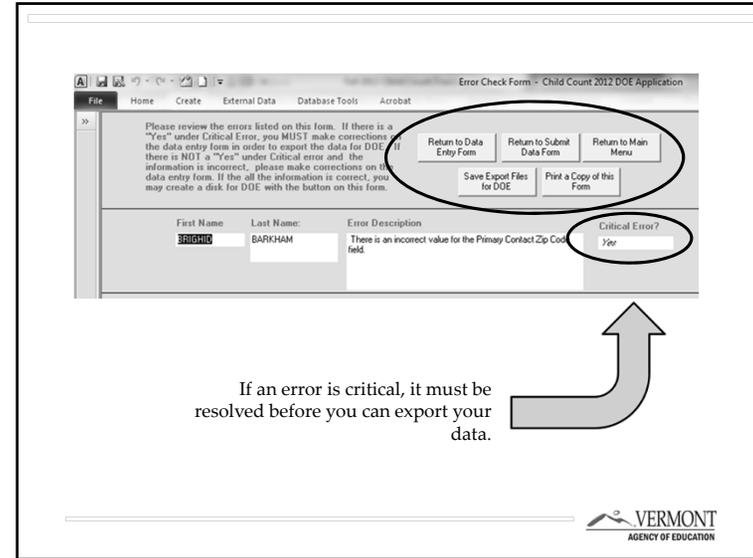
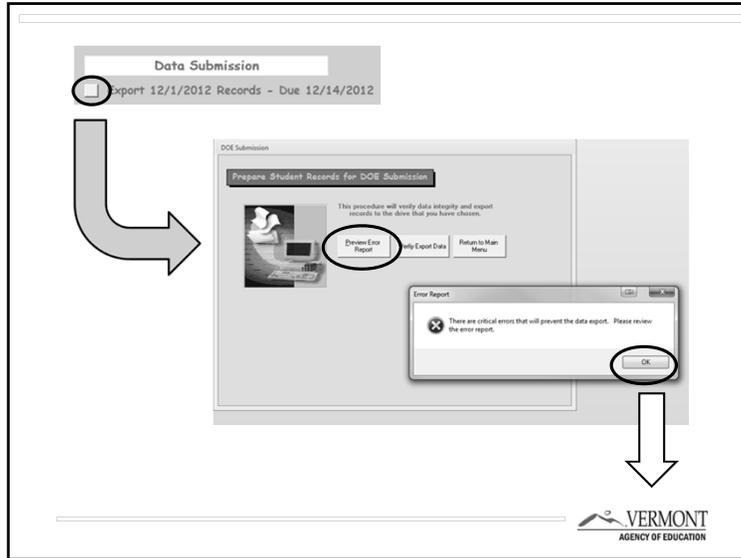
Import Data: Import Child Count Previous Year's Data (Access), Import Excel Spreadsheet File, Import SpEdDoc Records, Import Exited SpEdDoc Records

Data Submission: Report 12/1/2012 Records - Due 12/14/2012, Report 5/30/2013 Exited Records - Due 7/15/2013 (circled)

Contact Information: Data Questions? Call 828-1499, Software Questions? Call 828-3777

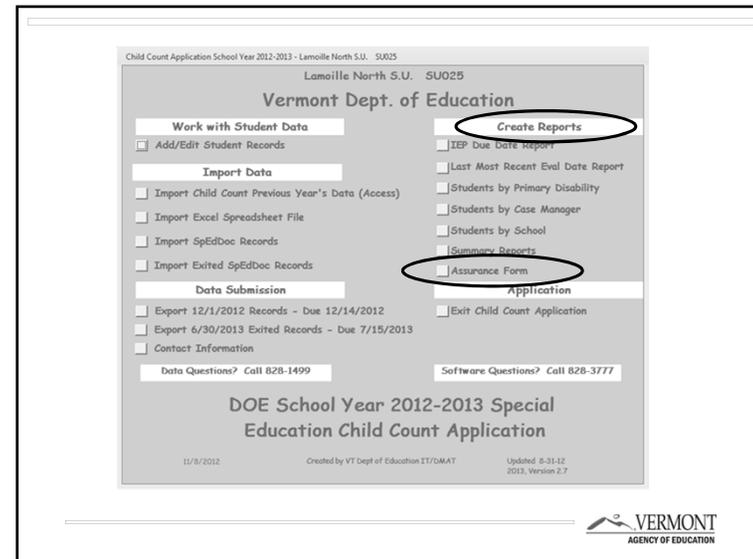
DOE School Year 2012-2013 Special Education Child Count Application

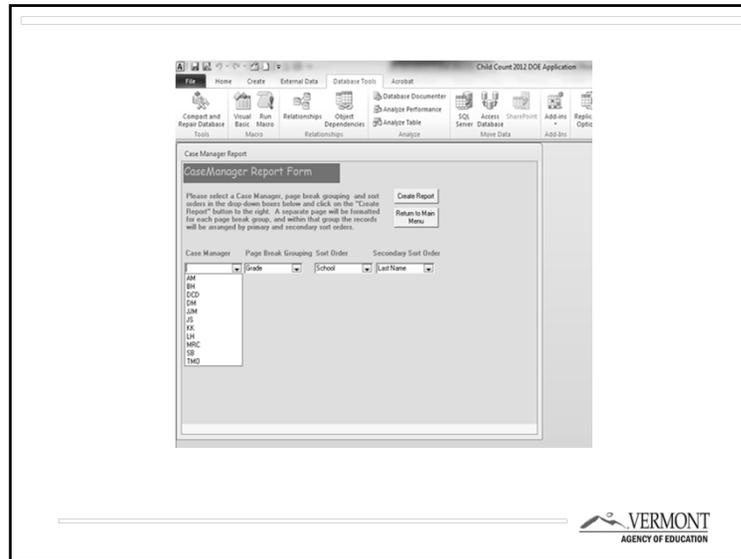
11/5/2012 Created by VT Dept of Education IT/DAMAT Updated: 6-31-12 2013, Version 2.7



Examples of Data Errors

- Examples of Critical Errors:
 - Most Recent Evaluation is older than 3 years and Child Count Category not Out of Compliance.
 - Placement is not valid for student age.
 - If Primary or Secondary Disability is Developmental Delay then DD Qualification must be completed.
 - Most Recent Evaluation/IEP Meeting Date cannot be after 12/1/2013.
 - Exiting Collection error: Exit Date must be between 12/2/2013 and 6/30/2014.
- The Most Common Non-Critical Error:
 - Grade and birth date out of range.





Child Count Reporting Topics

Who Is Included in Child Count?

- In order for an active or eligible 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 (Individualized Education Program) or an ISP (IDEA Services Plan) has been completed.
 - Services have been initiated. For a new student, services have started; having services planned or scheduled is not sufficient.
- Also include unilaterally placed students who used to receive services if the evaluation is current. (See Unilateral Placement slide.)

Grade

- The grade should be the grade listed on the IEP.

Educationally Responsible LEA

- Students should be reported by the educationally responsible LEA. The LEA paying for the student's special education services is generally the educationally responsible LEA.
 - Usually this is the LEA where the town of residence is located unless the student is parentally placed.
 - School choice and tuitioned students should be reported by the paying LEA.
- Parentally placed students are reported by the SU/SD where the school is located.
- Potential Data Issues:
 - GoalView and SpEdDoc – double check that students placed outside of your SU/SD are exported.



Reported Town

- Report the town that is educationally responsible for the student; usually the student's town of residence is the responsible town unless the student is parentally placed.
- If the student is parentally placed, select the town where the school is located.



Parentally Placed Students

- Parentally Placed Student: 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 receiving services should be on an IDEA Services Plan (ISP).
 - Parentally placed students who are **not** receiving services are considered to be unilaterally placed.



Parentally Placed Students (cont.)

- Parentally placed students are reported by the SU/SD where the private or independent school is located.
- SU/SDs are responsible for finding and reporting eligible students who attend private or independent schools within the SU/SD.
- SU/SDs should establish contacts with those schools to assist in the process of finding eligible students.



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 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. 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.



Child Count Funding Categories

- Each student in Child Count must be assigned a Child Count Funding Category.
 - IEP (Individualized Education Program) Students:
 - 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 annual review date must be less than one year old (on or after 12/1/2012).
 - IEP Paperwork Out of Compliance – The most recent evaluation for an IEP 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).



Child Count Funding Categories (cont.)

- Parentally Placed Students:
 - IDEA Services Plan (ISP) – Parentally placed students receiving services under an IDEA Services Plan (ISP). 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).
 - ISP Paperwork Out of Compliance – The most recent evaluation for an ISP student is more than three years old (before 12/1/2010) and/or the latest IDEA Services Plan annual review date is more than one year old (before 12/1/2012).
 - 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).



Evaluation and IEP Dates

- The Initial Evaluation Date is optional. Please include this date if you have it.
- Most Recent Evaluation Date: 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.
- IEP/ISP Date: The date of the meeting at which the most recent IEP OR the most recent ISP was completed. Use the ANNUAL MEETING DATE for the IEP or ISP. Do not use a revision date or the date the next IEP/ISP is due.



Disabilities

Code	Disability (Primary or Secondary)
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



Disabilities, cont.

- A primary disability is required.
- A secondary disability is optional.
- 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 either the Developmental Delay or Deaf-Blindness disability category, use the Multiple Disabilities disability category.



Educational Environments

- An educational environment represents the setting in which a child with disabilities has been placed for educational services by the IEP or ISP.
- May also be referred to as “placements.”
- Educational environments are age-based. The educational environment **MUST** match the age of the student at the time of Child Count (December 1).
 - Ages 3 to 5
 - Ages 6 to 21
- Full definitions for educational environments are located in the Child Count Reporting Instructions.



Educational Environments (cont.)

- Additional Information for Ages 3 to 5 Educational Environments:
 - Early Childhood educational environments apply to every 3-5 year old, not just EEE students. E.g., a five-year-old student in kindergarten must have an Ages 3 to 5 educational environment.
 - The majority of Ages 3 to 5 students attend a 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 Ages 3 to 5 regular early childhood program educational environments are:
 - Ages 3 to 5: Attends Reg EC Prog >10 hrs/wk and receives majority of service hrs in Reg EC Prog
 - Ages 3 to 5: Attends Reg EC Prog >10 hrs/wk and receives majority of service hrs in other location
 - Ages 3 to 5: Attends Reg EC Prog <10 hrs/wk and receives majority of service hrs in Reg EC Prog
 - Ages 3 to 5: Attends Reg EC Prog <10 hrs/wk and receives majority of service hrs in other location



Educational Environments (cont.)

- Additional Information for Ages 6 to 21 Educational Environments:
 - A six-year-old student needs to be reported with an Ages 6 to 21 category, not an Ages 3 to 5 category.
 - For Ages 6 to 21, many educational environments are determined by calculating the percentage of time a student spends in the regular classroom based on the total number of hours in the school day. A school day includes lunch, recess, and study periods. If a student does not attend 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 youth's disability (e.g., time receiving LEP services) should be considered time inside the regular classroom.
 - Community-based activities (including paid work study) are considered to be a regular education environment if they are part of the school day.



Educational Environments (cont.)

- Common Issues with Educational Environments:
 - A six-year-old kindergarten student needs to be reported with an Ages 6 to 21 category, not an Ages 3 to 5 category.
 - Community-based activities (including paid work study) are considered to be a regular education environment if they are part of the school day.
 - For home-schooled students: The educational environment (the home) is a result of parental choice, not the disability of the child, and the home is considered to be a regular classroom educational environment.
 - The Residential Facility educational environments should not be used with a public school.
 - According to federal definitions, a Separate School educational environment is a special education program in a public or private/independent day school designed specifically for children with disabilities.



EEE and K Recap

- EEE students must be on a EEE IEP.
- EEE students will have an Ages 3 to 5 Educational Environment.
- EEE students entering kindergarten will transition to a school age IEP.
 - The VTAOE's Essential Early Education IEP Options memo contains guidance on transitioning from EEE to School Age IEPs and educational environments. See Information Sources at the end of the presentation.
- Educational Environment is age based and is independent of the student's grade.
 - If a kindergarten student is five years old on December 1, the student must have an Ages 3 to 5 Educational Environment.
 - If a kindergarten student is six years old on December 1, the student must have an Ages 6 to 21 Educational Environment.



Early Childhood Outcomes Information

- Beginning with the December 1, 2012 Child Count collection, Early Childhood Outcomes (ECO) information must now be reported in Child Count.
 - For EEE IEPs dated 9/1/2012 and later, this information is required:
 - EEE Entry date.
 - Progress monitoring method (GOLD or Other).
 - Outcome A, Outcome B, and Outcome C entry scores.
 - EEE exiting information must be provided only when a EEE student with an IEP dated 9/1/2012 or later exits EEE:
 - EEE Exit date (not the same as the Child Count exit date).
 - Outcome A, Outcome B, and Outcome C exit scores.
 - Outcome A, Outcome B, and Outcome C progress at exit.



Facility/School Locations

- The reported Facility/School Location is the facility, school, program, or center that the student is attending, not the entity responsible for the student. Usually the Facility/School Location is where the student is registered, but not always – report where the student is receiving the majority of educational services.
- If the school is included in the Facility/School Locations list in the VTAOE Child Count Access Application, it should be selected even if you have a student attending an out-of-district school.
 - Facility/School Codes included in Child Count:
 - All Vermont public schools
 - All supervisory unions/districts
 - Approved/recognized independent schools, tutorials, and other facilities



Facility/School Locations (cont.)

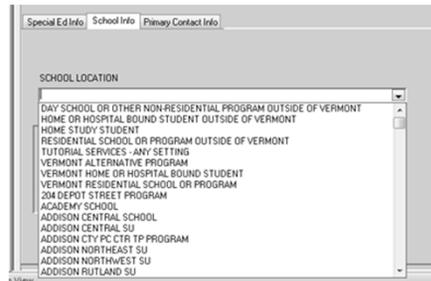
- If the school, program, or center the student is attending is not in the Facility/Schools Location list, you will select one of these “Other” categories:
 - Vermont Residential School or Program*
 - Residential School or Program Outside of Vermont*
 - Day School or Other Non-Residential Program Outside 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.
 - Tutorial Services-Any Setting**
 - Home Study Student
 - Vermont Home or Hospital Bound Student: 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.
 - Home or Hospital Bound Student Outside of Vermont: Do not include students with disabilities whose parents have opted to home-school them.
 - Vermont Alternative Program: Use this category for alternative programs that aren’t listed in the Facility/Schools Location list OR if the program/facility does not fit any of the above categories.

*Facility name and address are required in the Child Count Application.

**Facility name and address are usually optional in the Child Count Collections, but please include this information for Tutorial Services-Any Setting in this year’s Child Count Collections.



Facility/School Locations (cont.)



Facility/School Locations (cont.)

- If you are the educationally responsible SU/SD for any students who attend an out-of-state school/facility, you should use one of the following school/facility designations:
 - Day School or Other Non-Residential Program Outside Of Vermont,
 - Home or Hospital Bound Student Outside of Vermont,
 - Residential School or Program Outside of Vermont, or
 - Tutorial Services-Any Setting.

Do not use the SU/SD as the school for these students.
- For EEE students: If services are received at a school, use the school as the Facility/School Location. If services are provided in a community-based setting (e.g., a daycare provider) or at home, use the SU/SD as the Facility/School Location.



Exiting Students

- “Exiting” refers to exiting special education services. Definitions for exiting reasons are listed in the Reporting Instructions. If you don’t know which exit reason to use, contact me.
 - Exiting definitions are primarily federally defined.
 - The Dropped Out exit reason is used as a “catch all” category if none of the other reasons fit the situation.
- Students who exit between July 1 and December 1 are reported in the December 1 Child Count.
- Students who are included in the December 1 Child Count Collection and exit between December 2 and June 30 are reported in the June 30 Exiting Collection.
- Don’t include exits that have been reported in a previous collection. Take whatever action your software requires to prevent exit data from being exported/reported again (archive, status change, etc.).



Exiting Students, cont.

- If a student moves within your SU/SD and your SU/SD is still educationally responsible for the student, do not exit the student from Child Count.
- If a student leaves your SU/SD, comes back and leaves your SU/SD again during the same data collection period, only report the last exit.
- If students exiting EEE are still receiving special education services, they are not reported as exited from Child Count unless they meet another exiting criteria such as moving out of your supervisory union/district.
- Please remind case managers to properly document exits at end of school year prior to leaving for summer. Late exiting data may not be accepted.
- If you realize that a student was exited but not reported, contact me immediately – don’t wait to include the student in the next collection.



Data Accuracy

- Case managers should be encouraged to keep their records up-to-date, especially close to data collection deadlines.
- Contact me if you have any questions about how a student should be reported.
- If a student was accidentally omitted from or incorrectly reported in the December or July submission, contact me immediately. Do not wait until the next Child Count submission.



Student Confidentiality

- According to VTAOE policy, student names CANNOT be transmitted via email to or from the Agency, so we cannot send or accept emails that include student names.
- Student initials, birthdates, and VTAOE-assigned ID numbers can be used in emails.
- VTAOE reports reflecting student counts <11 also cannot be emailed.
- Student names and sensitive data can be included in faxes, mailed documents, and approved uploading processes (e.g., the Child Count Uploader submission process, FileZilla SFTP).



Student ID Numbers

- The Student ID number (also referred to as the Child Count ID number or the “permnumber”) is the student’s VTAOE-assigned ID number. This unique identifier is used for the student in all student data collections that the student is reported in. The student’s ID number is typically assigned when a student is first reported by the field in one of the student data collections, such as the Fall Census.
- A Student ID number is not required when reporting Child Count data, although we request that the student ID number be included if it is known by your SU/SD.
- Student ID numbers in your source data system will be exported from your system.
- A Student ID cannot be added in the Child Count Application using the Student ID field in the Add/Edit Student Records form. If you need to add a student record, you can leave the Student ID as “0” or you can call the VTAOE Help Desk at 802-828-3777 for assistance in adding a Student ID number using the student table of the database.



Student ID Numbers, cont.

- Student ID numbers can be requested through DMAT using the Student ID Number Request Form located at the bottom of this webpage: http://education.vermont.gov/new/html/pgm_IT/data_collection.html.
- Occasionally Student ID numbers do change. Some reasons include:
 - The ID number was matched incorrectly, which can happen with students who have similar names and birthdates.
 - The same student has been reported with different birthdates in different data collections.
 - Students whose names change or whose names have multiple variations can also cause matching problems.
- DMAT assigns and maintains the Student ID number list and periodically cleans it based on data received in student data collections. DMAT creates a Child Count Student ID Correction Report for each SU/SD in the spring. This report lists students that were reported with incorrect or missing Student ID numbers. Please update your source data system with the new numbers.

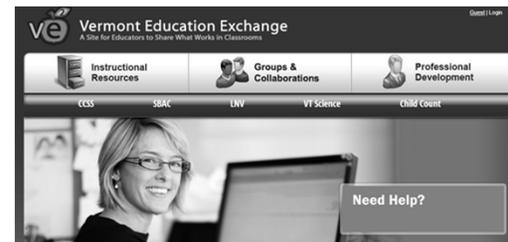


Information Sources & Contacts



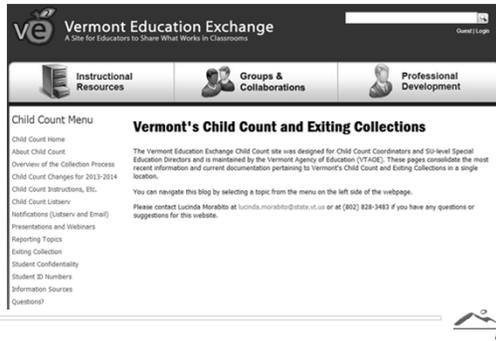
Information Sources

- Child Count page on Vermont Education Exchange (go to <http://ve2.vermont.gov/> and click on Child Count on the menu).



Information Sources

- Direct link to the Child Count page:
https://ve2.vermont.gov/child_count.



Information Sources, cont.

- Child Count Listserv
- Child Count Collection Instructions will be at http://education.vermont.gov/new/html/pgm_IT/data_collection.html (under Child Count)
 - Software Instructions
 - Reporting Instructions
 - FileZilla (SFTP) Instructions
 - Uploader Instructions
- Child Count Reference Codes
- 2013-2014 Facilities/School List
- Child Count Training Webinar
 - PowerPoint presentation (PDF)



Information Sources, cont.

- Essential Early Education:
 - http://education.vermont.gov/new/html/pgm_earlyed/essential_early.html
 - EEE IEP and Early Childhood Outcomes information
 - Essential Early Education IEP Options Memo (listed as School Age IEP Guidance in the New IEP Form for Essential Early Education section) contains guidance on transitioning from EEE to School Age IEPs and educational environments.
- Student ID Number Request Form (located at the bottom of this webpage):
 - http://education.vermont.gov/new/html/pgm_IT/data_collection.html
- VTAOE Special Education Data Reports and Publications
 - http://education.vermont.gov/new/html/pgm_sped/data_reports_publications.html



Contacts

- VTAOE IT Help Desk for Technical Assistance
 - Example questions: Why won't my Child Count Access Application open? Why doesn't this report work? How do I submit my data? How do I get FileZilla?
 - Phone: (802) 828-3777
- Reporting Questions
 - Example questions: What educational environment/placement should this student be reported with? Should this student be included? What exit reason should I use? How do I fix this error on my error report?
 - Also please notify me about staffing changes.
 - Email: lucinda.morabito@state.vt.us
 - Phone: (802) 828-3483 (direct line) or (802) 828-1499 (Child Count Help Line)

