

Child Count Training Fall 2014

12/1/14 Child Count Collection Due December 15, 2014

6/30/15 Exiting Collection Due July 15, 2015

Lucinda Morabito, Data and Reporting Coordinator
Vermont Agency of Education



Agenda

Child Count Overview

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Child Count Collection Process

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Child Count Overview



What is Child Count?

- Child Count is an annual, unduplicated count of all students ages 3 through 21 who are eligible for or who are receiving special education services on December 1 of the collection year. Exiting information and Early Childhood Outcomes (ECO) data is also collected as noted below.
 - There are two data collections during the school year:
 - December 1, 2014 Child Count Collection (Due December 15, 2014)
 - All students who are eligible for or who are receiving special education services on December 1.
 - Early Childhood Outcomes (ECO) data is included for EEE students.
 - Students who exited special education between July 1 and December 1.
 - June 30, 2015 Exiting Collection (Due July 15, 2015)
 - Students who exited special education between December 2 and June 30 who were reported in the December 1 Child Count Collection.
 - NEW – All active EEE students.
 - NEW – All students with a EEE exit date if EEE exiting information has not been previously reported.



Who Reports Child Count Data?

- Students should be reported by the educationally responsible LEA (local education agency), i.e., the supervisory union/district, where the educationally responsible town is located. (See Educationally Responsible LEA slide.)



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 (AOE) 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



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 (IEPs) and evaluations completed on time).

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 (IEPs) and evaluations completed on time).

- [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.



Child Count Collection Process



Child Count Collection Steps

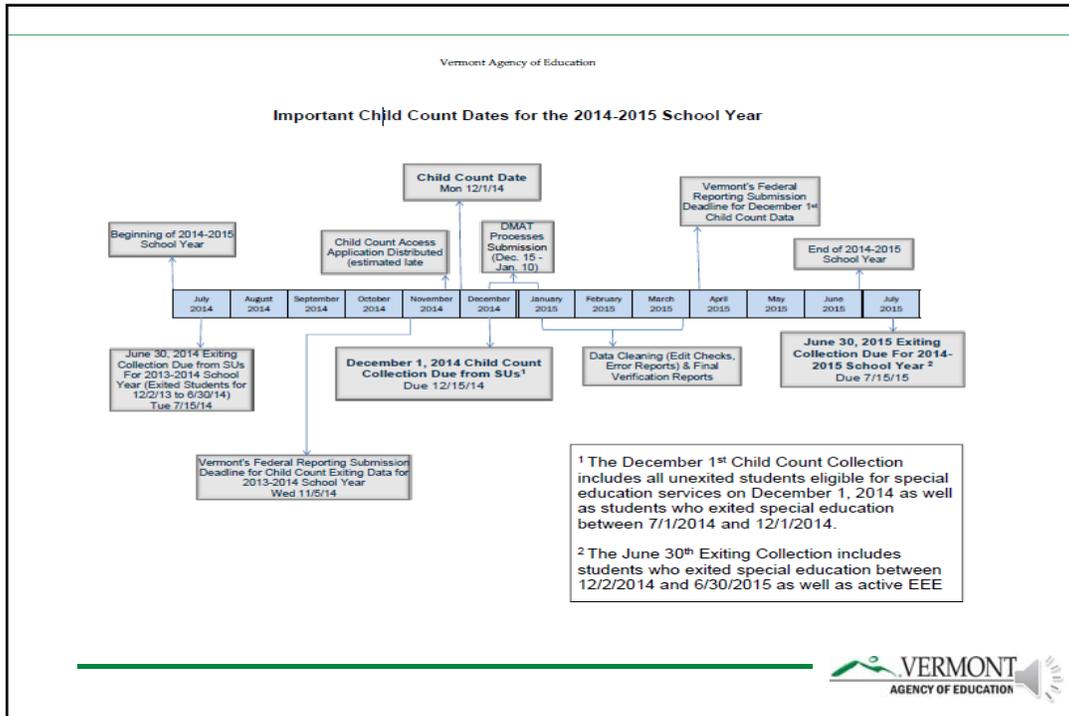
- **October 15 – December 1:**
 - SU/SDs research and update all special education student information in their data system.
- **November 1 – November 15:**
 - AOE provides Child Count Access Application to each SU/SD using approved file sharing process.
- **December 1:**
 - SU/SDs export data reflecting December 1 status of special education students from data source system.
 - December 1 data is then imported into the 2014-2015 Child Count Access Application.



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 AOE no later than Monday, December 15, 2014 using the online file sharing process provided by AOE's Data Management and Analysis Team (DMAT).





Data Cleaning and Reporting

- **Data Cleaning Steps:**
 - Submitted Child Count data is loaded into a “back-end” database.
 - Multiple edit checks are made.
 - Duplicate student issues are investigated.
 - Error reports are sent to SU/SDs for verification and/or corrections.
 - Additional changes are made as requested by SU/SDs.
 - Unusual year-to-year changes in educational environments, disabilities, or facilities are examined.
 - Child Count data is submitted to USED by April 1, 2015 to meet federal reporting requirements.

Final Verification Reports

- Final Verification Reports (March):
 - After the data has been cleaned, a Final Verification Report reflecting the final Child Count data will be provided to SU/SDs using approved file sharing process.
 - » AOE reports reflecting student counts <11 also cannot be emailed.
 - This entire form must be initialed and signed by the special education director.
 - NEW: Faxed or scanned signatures are allowable.
 - Return all pages by U.S. mail, fax, or approved file sharing process. Final Verification Reports cannot be emailed to or from the AOE.
 - 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 in February.
- These reports list students that were reported with incorrect or missing Student ID numbers. Please update your data system with the new numbers.
- Occasionally Student ID numbers do change. Some reasons include:
 - A student was reported by more than one LEA or school.
 - 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.



Exiting Collection (Due July 15, 2015)

- The Exiting Collection is a continuation of the December 1 Child Count collection. It includes:
 - Students who exited special education between December 2, 2014 and June 30, 2015 who were reported in the December 1, 2014 Child Count Collection (including EEE students who exited special education).
 - All active EEE students.
 - Students with a EEE exit date if not previously reported.
- The Exiting Collection data should be submitted to AOE no later than Wednesday, July 15, 2015.
- Error Reports and Final Verification Reports are not used for the Exiting submission.
- AOE will contact the Child Count Coordinator if there are any questions about the data.
- AOE will post state-level Child Count Exiting Collection data on its website in order to comply with Section 618 public reporting requirements. The AOE has publicly reported December 1st Child Count data for the last several years.



Child Count Application

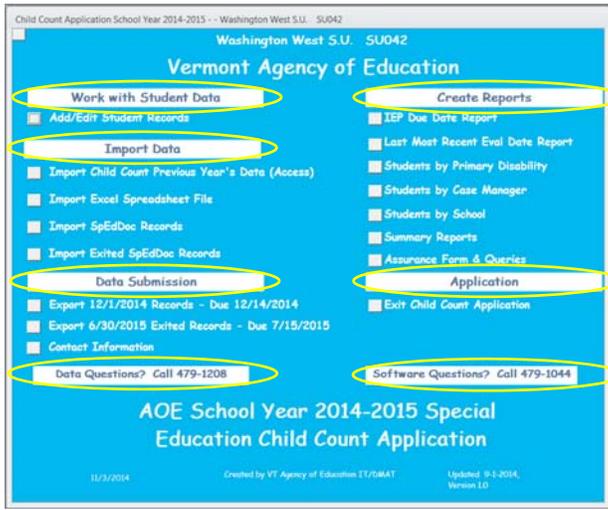


General Information

- AOE 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 AOE.
 - Password is required.



2014-2015 Child Count Application





Child Count 2014 Data Entry Form

Add/Edit Student Records Supervisory Union Washington West S.U.

STUDENT ID: 1172475 LAST NAME: TESTA FIRST NAME: TESTA MIDDLE NAME: GENERATION: BIRTHDATE: 07/24/1998 GENDER: M

GRADE: 10th Grade - H.S. Sophomore PRIMARY LANGUAGE: ENGLISH ETHNICITY: Not Hispanic or Latino EDUCATIONALLY RESPONSIBLE TOWN: Waterbury

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

INITIAL EVALUATION DATE (optional): 05/10/2004 MOST RECENT EVALUATION / AGREEMENT TO CONTINUE DATE: 04/03/2014 IEP/ISP MEETING DATE: 04/03/2014

PRIMARY DISABILITY: Specific Learning Disability SECONDARY DISABILITY: AUTISM SPECTRUM: None ADD/ADHD: N D.D. QUALIFICATION: Not applicable (not Development)

CASE MANAGER: LP EDUCATIONAL ENVIRONMENT/PLACEMENT: Ages 6 to 21: Inside Regular Classroom at least 80% of time MULTI-YEAR PLAN?: N COOR SERV PLAN?: N

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

Exit Status **Part C** NOTES

EXIT DATE: EXIT REASON: REFERRED FROM PART C: N

Record: 1 of 2 No Filter Search

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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/EDUCATIONAL LOCATION: VERMONT ALTERNATIVE PROGRAM

Alternative Facility Information

Facility Name: WILDER SCHOOL Facility Address: PO BOX 780

Facility Town: WILDER Facility State: VT Facility Zip: 05088

Record: 1 of 2 No Filter Search

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Child Count 2014 Data Entry Form

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STUDENT ID: 1172475 LAST NAME: TESTA FIRST NAME: TESTA MIDDLE NAME: GENERATION: BIRTHDATE: 07/24/1998 GENDER: M

GRADE: 10th Grade - H.S. Sophomore PRIMARY LANGUAGE: ENGLISH ETHNICITY: Not Hispanic or Latino EDUCATIONALLY RESPONSIBLE TOWN: Waterbury

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**

PRIMARY CONTACT NAME: PARENTS PRIMARY CONTACT ADDRESS (Enter Homeless if unknown): SOMETHING ST

PRIMARY CONTACT PHONE (enter 999-999-9999 if unknown): (802) 555-9999 CONTACT RIGHTS: Y CONTACT ROLE: Parent

PR CONTACT CITY: SOMETOWN CONTACT STATE: VT CONTACT ZIP: 05005

Record: 1 of 2 No Filter Search

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Add/Edit Student Records Supervisory Union Washington West S.U.

STUDENT ID: 1263902 LAST NAME: TESTB FIRST NAME: TESTB MIDDLE NAME: GENERATION: BIRTHDATE: 10/09/2010 GENDER: M

GRADE: **Early Education** PRIMARY LANGUAGE: ENGLISH ETHNICITY: Not Hispanic or Latino EDUCATIONALLY RESPONSIBLE TOWN: Waterbury

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 9/1/2013 and later. EEE exiting information must be provided only when a EEE student with an IEP dated 9/1/2013 or later exits EEE. See the Child Count Reporting Instructions for more information.

Progress Monitoring Method: GOLD

Entry Date: 11/22/2013 Exit Date: Outcome A Progress at Exit: Outcome B Progress at Exit: Outcome C Progress at Exit:

Outcome A Entry Score: 4 Outcome A Exit Score: Outcome B Entry Score: 5 Outcome B Exit Score: Outcome C Entry Score: 3 Outcome C Exit Score: Outcome A Progress at Exit: Outcome B Progress at Exit: Outcome C Progress at Exit:

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Child Count Application School Year 2014-2015 - - Washington West S.U. SU042

Washington West S.U. SU042

Vermont Agency 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 12/1/2014 Records - Due 12/14/2014
- Export 6/30/2015 Exited Records - Due 7/15/2015
- Contact Information

Data Questions? Call 479-1208

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 & Queries

Application

- Exit Child Count Application

Software Questions? Call 479-1044

AOE School Year 2014-2015 Special Education Child Count Application

11/3/2014 Created by VT Agency of Education IT/DMAT Updated 9-1-2014, Version 1.0



Data Submission

- Export 12/1/2014 Records - Due 12/14/2014

DOE Submission

Prepare Student Records for DOE Submission

This procedure will verify data integrity and export records to the drive that you have chosen.

Review Error Report
Verify Export Data
Return to Main Menu

Error Report

There are critical errors that will prevent the data export. Please review the error report.

OK



Please review the errors listed on this form. If there is a "Yes" under Critical Error, you MUST make corrections on the data entry form in order to export the data for DOE. If there is NOT a "Yes" under Critical error and the information is incorrect, please make corrections on the data entry form. If the all information is correct, you may create a disk for DOE with the button on this form.

First Name	Last Name	Error Description	Critical Error?
TESTG	TESTG	Most Recent Evaluation older than 3 years and Child Count Category not Out of Compliance	Yes

If an error is critical, it must be resolved before you can export your data.

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 (i.e., Educational Environment) 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 12/1/2014.
 - Exiting Collection error: Exit Date must be between 12/2/2014 and 6/30/2015
- **The Most Common Non-Critical Error:**
 - Grade and birth date out of range.

Child Count Application School Year 2014-2015 - - Washington West S.U. SU042

Washington West S.U. SU042

Vermont Agency of Education

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AOE School Year 2014-2015 Special Education Child Count Application

11/3/2014 Created by VT Agency of Education IT/DMAIT Updated: 9-1-2014, Version 1.0

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Child Count 2015 AOE Application

File Home Create External Data Database Tools Acrobat

Case Manager Report

CaseManager Report Form

Please select a Case Manager, page break grouping and sort orders in the drop-down boxes below and click on the "Create Report" button to the right. A separate page will be formatted for each page break group, and within that group the records will be arranged by primary and secondary sort orders.

Create Report

Return to Main Menu

Case Manager Page Break Grouping Sort Order Secondary Sort Order

AJ Grade School Last Name

AKY

AL

BM

BV

CK

CM

DE

DPK

EM

GH

IK

JC

JE

JM

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Navigation Pane

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Child Count 2015 AOE App

File Home Create External Data Database Tools Acrobat

Summary Report Form

Assurance Form & Queries

Return to Main Menu

Assurance Form

Verification Detail Queries

- Disability
- Exit
- Funding Category
- Gender
- Grade
- Placement
- Town

Iname	fname	PERMNUMBER	dis1no	Primary Disability	Count
TESTA	TESTA	1172475	9	Specific Learning Disability	1
TESTB	TESTB	1263902	12	Developmental Delay	1
TESTC	TESTC	0	12	Developmental Delay	1
TESTD	TESTD	1280677	8	Other Health Impairment	1
TESTF	TESTF	1280685	1	Learning Impairment	1
TESTG	TESTG	1202502	1	Learning Impairment	1

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Child Count Reporting Topics

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Reporting Topics Index

- Who Is Included in Child Count?
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- Early Childhood Outcomes (ECO) Information
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- Alternative Facility Information
- Exiting Students
- Common Issues with Exiting
- Primary Contact Information
- Data Accuracy
- Student Confidentiality
- Student ID Numbers
- Records Retention



Who Is Included in Child Count?

December 1, 2014 Child Count Collection

Include all active or eligible special education students. 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, 2014:

- 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.)



Who Is Included in Child Count? (cont.)

June 30, 2015 Exiting Collection

The Exiting Collection is a continuation of the December 1, 2014 Child Count Collection. In this collection, include:

- Students who exited special education between December 2, 2014 and June 30, 2015 who were reported in the December 1, 2014 Child Count Collection (including EEE students who exited special education).
- All active EEE students.
- Students with a EEE exit date if not previously reported.



Grade

- Use the student's actual grade.
- There are two options for kindergarten – KF and KP.
 - If a kindergarten is designed as a full-time program, use KF as the grade even if the student attends school part-time.
- Grade 12 is for students who are in a regular 12th grade curriculum.
- The Adult without Diploma (grade AW) option is generally used with 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.
- We use a cohort system to determine graduation requirements, and there are no penalties based on the reported grade.



Race & Ethnicity

- Child Count Fields has five Race Fields:
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or Other Pacific Islander
 - White
- Child Count Fields has one Ethnicity Field:
 - Hispanic or Latino
- There are seven Race and Ethnicity Categories for Federal Reporting:
 - American Indian or Alaskan Native
 - Asian
 - Black or African American
 - Hispanic/Latino
 - Native Hawaiian or Other Pacific Islander
 - White
 - Two or More Races

Records with an ethnicity of Hispanic or Latino are reported with the Hispanic/Latino category regardless of race.

Records with more than one race category designated as "Y" in Child Count will be reported with the Two or More Races category if the selected ethnicity is Not Hispanic or Latino.



Educationally Responsible LEA

- Students should be reported by the educationally responsible LEA. 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 SU/SD.
 - Students who attend a school in another SU/SD 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 SU/SD where the students live.
 - IEP students attending an independent or private school should be reported by the sending SU/SD even if the School/Educational Location is outside of the SU/SD boundaries.
 - ISP students (i.e., parentally placed students receiving services) should be reported by the SU/SD where the School/Educational Location is located.
 - Unilaterally placed students receiving no services should be reported by the SU/SD 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.
- Potential Data Issues for GoalView and SpEdDoc: Make sure that students you are responsible for who are placed outside of your SU/SD are exported.



Reported Town

- Report the town that is educationally responsible for the student.
- If the student is parentally placed, select the town where the school, program, facility, or center 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. A parentally placed student's basic education is paid through private resources instead of at public expense.
 - Parentally placed students receiving services should be on an IDEA Services Plan (ISP).
 - Parentally placed students who at one time received special education and related services but who do not currently receive special education and related services at public expense are considered to be unilaterally placed if the evaluation is less than three years old. (See Unilateral Placement/ Unilaterally Placed slide.)



Parentally Placed Students (cont.)

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



Unilaterally Placed Students

- Refers to a situation where a school age (includes ages 6-21 in 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 SU/SD has chosen not to provide special education services or because the parent refuses services.
- To be included in Child Count, a unilaterally placed 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.
- When reporting a unilaterally placed student, be sure to update the Child Count Funding Category to "Unilateral Placement no services." Also, if possible, please report the student's current grade and School/Educational Location. Other reported data can reflect the information used in the student's last IEP/ISP and evaluation.



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 12/1/2011), and the latest IEP annual review date must be less than one year old (on or after 12/1/2013).
 - IEP Paperwork Out of Compliance – The most recent evaluation for an IEP student is more than three years old (before 12/1/2011) and/or the latest IEP annual review date is more than one year old (before 12/1/2013).



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 12/1/2011), and the latest services plan annual review date must be less than one year old (on or after 12/1/2013).
 - ISP Paperwork Out of Compliance – The most recent evaluation for an ISP student is more than three years old (before 12/1/2011) and/or the latest IDEA Services Plan annual review date is more than one year old (before 12/1/2013).
 - Unilateral Placement no services – Parentally placed school age (ages 6-21 in 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.
 - Can use date Form 8 or Form 9 was signed if applicable.
- 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

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).

Code	Disability
1	Intellectual Disability
2	Hard of Hearing (for IEPs/ISPs before 7/1/2013)
3	Deaf (for IEPs/ISPs before 7/1/2013)
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 (for IEPs/ISPs 7/1/2013 and later)



More Than One Primary Disability

- For any student with more than one primary disability:
 - If the 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 the 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.



Educational Environments General Information

- An educational environment represents the setting in which a child with disabilities has been placed for educational services by the IEP or ISP.
- The educational environment determination is made at the time the IEP/ISP is written.
- May also be referred to as “placements.”
- Educational environments are age-based not grade-based. The educational environment **MUST** match the age of the student at the time of Child Count (December 1). For example:
 - **A kindergarten student who is 5-years-old on December 1, 2014 must be reported with an Ages 3 to 5 Educational Environment.**
 - **A kindergarten student who is 6-years-old on December 1, 2014 must be reported with an Ages 6 to 21 Educational Environment.**
- Full definitions for educational environments are located in the Child Count Reporting Instructions.



Educational Environments Ages 3 to 5

- 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.
- **Ages 3 to 5 Regular Early Childhood Program:** 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) and may include, but is not limited to, the following:
 - Kindergarten (public or private/independent);
 - Preschools and preschool classes (public or private/independent);
 - Head Start; and
 - Group child development centers or group child care.
- There are four possible educational environments for a regular early childhood program:
 - 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 Ages 3 to 5 (cont.)

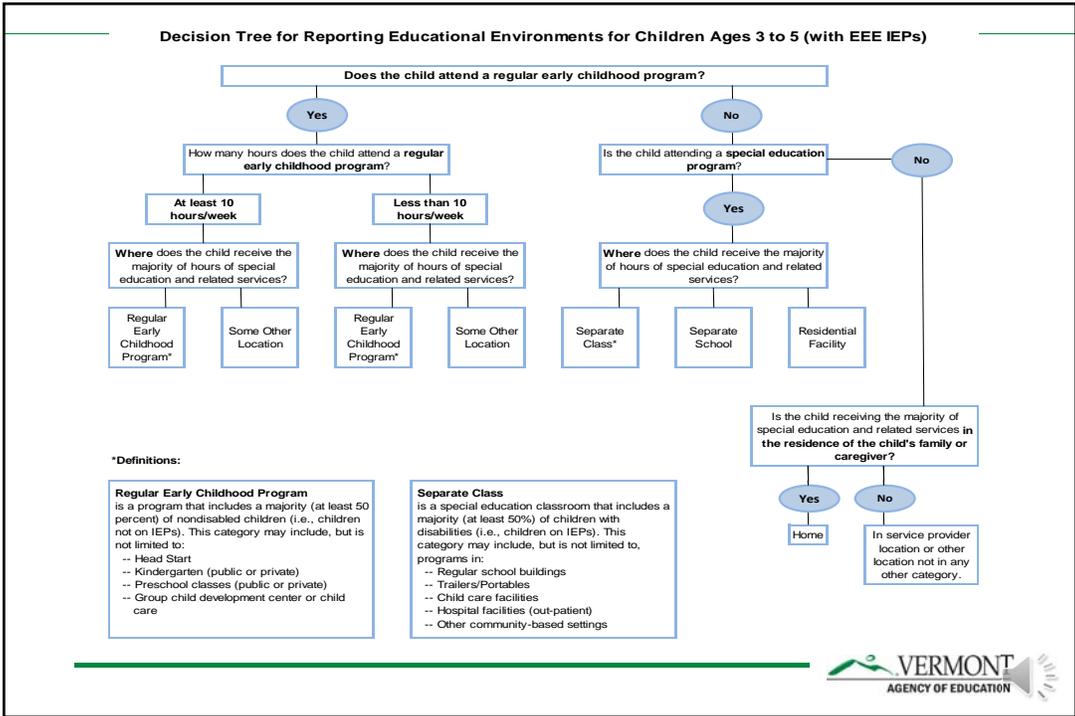
- **Ages 3 to 5 Special Education Program:** A special education program is a program that includes less than 50 percent non-disabled children (i.e., children not on IEPs). Educational environments for children in special education programs include:
- There are three possible educational environments for an early childhood special education program:
 - **Ages 3 to 5: In Special Ed. Program—Separate Class:** Attends a special education classroom with less than 50 percent non-disabled children (i.e., children not on IEPs). Separate classes may include, but are not limited to, classes in:
 - » Regular school buildings;
 - » Trailers or portables outside regular school buildings;
 - » Child care facilities;
 - » Hospital facilities on an outpatient basis; and
 - » Other community-based settings.
 - **Ages 3 to 5: In Special Ed. Program—Residential Facility:** Attends a special education program in a public or private/independent residential school or in a medical facility on an inpatient basis. Do not include students who also attend a regular early childhood program.
 - **Ages 3 to 5: In Special Ed. Program—Separate School:** 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.



Educational Environments Ages 3 to 5 (cont.)

- The remaining options for reporting educational environments for Ages 3 to 5 are:
 - **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.
 - **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:
 - » Private clinicians’ offices;
 - » Clinicians’ offices located in school buildings;
 - » Hospital facilities on an outpatient basis; or
 - » Libraries and other public locations.
 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.





Educational Environments Ages 6 to 21

- **Ages 6 to 21. Regular Classroom Settings:**

- **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. This may include students with disabilities placed in:
 - » 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.
- **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. Do not include students who are reported as receiving education programs in public or private/independent separate day schools or residential facilities. This may include students placed in:
 - » Resource rooms with special education/related services provided within the resource room; or
 - » Resource rooms with part-time instruction in a regular class.
- **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. Do not include students who are reported as receiving education programs in public or private/independent separate day schools or residential facilities. This category may include students placed in:
 - » 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.



Educational Environments Ages 6 to 21 (Cont.)

- 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.



Educational Environments Ages 6 to 21 (Cont.)

- Situations that are also considered to be regular classroom settings include:
 - **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).



Educational Environments Ages 6 to 21 (Cont.)

- **Ages 6 to 21 Separate School – Public or Private:**
 - 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 that is **ONLY** for students with disabilities.
 - 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 /independent 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.



Educational Environments Ages 6 to 21 (Cont.)

- The remaining options for reporting educational environments for Ages 6 to 21 are:
 - **Ages 6 to 21: Residential Facility–Public or Private:** Placement for students who receive education programs and who live in public or private/independent 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 public or private/independent residential facilities. This may include students placed in:
 - » 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.
 - » Do not include students who receive education programs at the facility but do not live there.
 - **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 public expense.
 - **Ages 6 to 21: Correctional Facilities–Unduplicated:** Placement for students with disabilities receiving special education and related services in a correctional facility or a short-term detention facility (community-based or residential) such as Woodside Juvenile Rehabilitation Center.



Educational Environments Ages 6 to 21 (Cont.)

- Additional considerations and guidance for determining educational environment:
 - 504 students are considered regular education students, not special education students. So, a school that includes 504 students and IEP students would be a regular classroom environment.
 - In determining whether or not to use an Ages 6 to 21 Separate School educational environment, if one student in the school is not receiving special education services at the time an IEP is written, then use one of the Regular Classroom educational environments.
 - Sometimes an Ages 6 to 21 Separate School educational environment is appropriate for a student reported with a Tutoring Services-Any Setting educational location.
 - » E.g., a student who receives 4 hours of tutorial services per day, attends no other educational programs, and has no interaction with regular education students during the student's school day.
 - A program exclusively for students receiving special education services within a high school where students have lunch, recess, study periods, etc. with the regular education population is considered to be a Regular Classroom setting, not a Separate School.
 - Report students in the School/Educational Location where they spend 50% or more of their school day. If a student attends two Schools/Educational Locations, 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.



Educational Environments Ages 6 to 21 (Cont.)

Reminder:

- There are separate educational environment definitions for Ages 3 to 5, including for Ages 3 to 5 separate school environments.
 - There are currently no changes to the Ages 3 to 5 Educational Environment definitions.
 - **Ages 3 to 5 Special Education Program:** A special education program is a program that includes less than 50 percent non-disabled children (i.e., children not on IEPs).
 - **Ages 3 to 5: In Special Ed. Program–Separate School Educational Environment:** 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.



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.



EEE and Kindergarten Issues

- 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.
- EEE students must be on a EEE IEP.
- EEE students will have an Ages 3 to 5 Educational Environment.
- By the time a child turns 6 years old, his or her School Age IEP must be in place, and the educational environment listed on the School Age IEP must reflect an Ages 6-21 Educational Environment.
 - The 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.



Early Childhood Outcomes (ECO) Information

- Beginning with the December 1, 2012 Child Count collection, Early Childhood Outcomes (ECO) information is now reported in Child Count for students with EEE IEPs dated 9/1/2012 and later.
- Clarifications have been added to some of the ECO-related definitions in the Data Fields Definitions section in the Child Count Reporting Instructions:
 - 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 IEP.
 - Additionally, database error checks have been modified to allow for:
 - » Blank Progress Monitoring Method and 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 EEE Progress at Exit fields when the EEE exit date is less than six months after the EEE entry date.



School/Educational Locations

- The School/Educational 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.
- Usually the School/Educational Location is where the student is registered, but not always:
 - Report students in the School/Educational Location where they spend 50% or more of their school day.
 - If a student attends two Schools/Educational Locations, 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.
- School/Educational Location codes that are available in Child Count include:
 - All Vermont public schools
 - All supervisory unions/districts
 - Approved/recognized independent schools, tutorials, and other facilities
 - Eight "Other" categories.
- If the School/Educational Location is included in the options listed in the drop-down School/ Educational 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/Educational Locations in the AOE Child Count Application. If needed, ask your vendor how to add the school to your system.



School/Educational Locations (cont.)

- If the School/Educational Location the student is attending is not included in the School/Educational 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 program/facility in the Alternative Facility Information section.
 - **Residential School or Program Outside of Vermont:** Enter the name and address of the program/facility in the Alternative Facility Information section.
 - **Vermont Residential School or Program:** Enter the name and address of the program/facility in the Alternative Facility Information section.
 - **Tutorial Services–Any Setting:** – If a student attends an approved tutorial program such as Beckley Day Program, Mountainside House, or Valley Vista, then select the tutorial program from the available options in the School/Educational Location field. For other tutoring services, select Tutorial Services–Any Setting and enter the name and address of the program/facility in the Alternative Facility Information section.

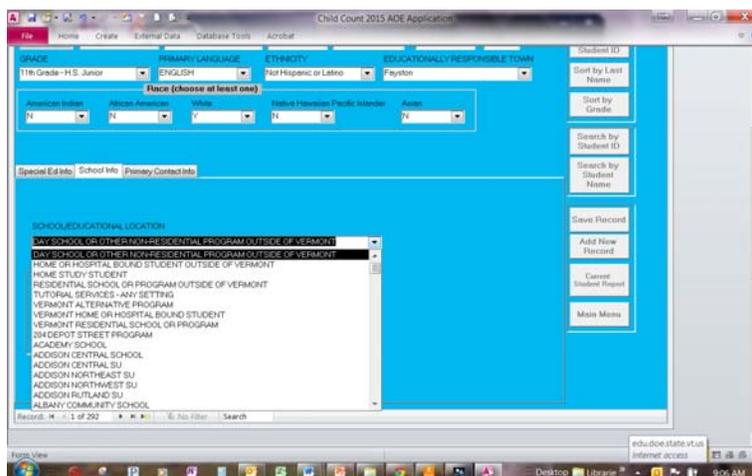


School/Educational Locations (cont.)

- **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 for home study students. See Educational Environment Codes and Definitions for Ages 6 to 21 on page 19 for further discussion of home schooled students. Alternative Facility Information is not required.
- **Home or Hospital Bound Student Outside of Vermont:** This category is for students who are placed in and receiving special education and related services in homebound programs or hospital programs outside of Vermont. 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:** This category is for students who are placed in and receiving special education and related services in homebound programs or hospital programs in Vermont. 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/Educational 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.



School/Educational Locations (cont.)



School/Educational Locations (cont.)

- If you are the educationally responsible SU/SD for any students who attend an out-of-state School/Educational Location, you should use one of the following 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 School/Educational Location.
 - If services are provided in a community-based setting (e.g., a daycare provider) or at home, use the educationally responsible SU/SD as the School/Educational Location.



Alternative Facility Information

- Report Alternative Facility Information, or name and address, for these School/Educational Locations:
 - Day School or Other Non-Residential Program Outside of Vermont,
 - Residential School or Program Outside of Vermont,
 - Vermont Residential School or Program,
 - Vermont Alternative Program, and
 - Tutorial Services-Any Setting.



Exiting Students

- The Exit Date and Exit Reason need to be reported when a student exits special education.
- Students who exit special education between July 1, 2014 and December 1, 2014 are reported in the December 1, 2014 Child Count.
- Students who exit special education between December 2, 2015 and June 30, 2015 are reported in the June 30, 2015 Exiting Collection.
- Don't include exits that have been reported in a previous collection. (You may need to archive or change the status of exited records so they aren't exported again.)



Exiting Students (cont.)

- There are eight Exit Reasons that can be used when a student either exits special education or when a student leaves your supervisory union or district, and these definitions are primarily based on federal reporting requirements.
 - **Graduated with 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.
 - **Received Certificate:** Students who exited an educational program through the receipt of a certificate of completion, modified diploma, or some similar document.
 - **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.
 - **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.



Exiting Students (cont.)

- **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. These are students who no longer have an IEP and are receiving all of their educational services from a regular education program.
- **Died:** A student who is no longer attending because he or she died.
- **Moved, known to be continuing:** Students who moved out of the district or otherwise transferred to another 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.
- **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.



Common Issues with Exiting

- Again, 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 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.
- 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.



Primary Contact Information

- 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.
- For high school students, use the student's cell phone number whenever possible.
- If the telephone number is unknown, use 999-999-9999.



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 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.
- Student initials, birthdates, and AOE-assigned ID numbers can be used in emails.
- AOE reports reflecting student counts <11 also cannot be emailed.
- Student names *can* be included in faxes, mailed documents, voicemail, upload processes approved by the AOE's Data Management and Analysis Team (DMAT), and approved file sharing methods.



Student ID Numbers

- The Student ID number (also referred to as the Child Count ID number or the “permnumber”) is the student’s AOE-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 IT Helpdesk at 802-479-1044 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.

This form should be faxed to DMAT at 802-479-4319.



Records Retention

- General guidance about Child Count-related records retention:
 - IEPs and evaluations should be maintained for 5 years.
 - SUs should always keep Form 6 (initial consent for services), the initial evaluation, and the last IEP for each student.
 - It's really up to the SU to set a record keeping policy for Child Count data. I recommend keeping Child Count records for at least a year in case we have data questions raised by the feds or AOE data users, but it's not a bad idea to maintain basic data counts from each year for historical purposes.



Information Sources & Contacts



Information Sources

VE² Child Count Webpage: The Child Count webpage on Vermont Education Exchange (VE²) includes additional documentation for Vermont Child Count and Child Count Exiting collections (such as current lists of School/Educational Locations and database codes, presentations, notifications, etc.): ve2.vermont.gov/child_count.



Information Sources (cont.)

- AOE Special Education Data Reports and Publications:
 - Public reporting of Section 618 data, including Child Count data, Child Count Exiting data, and other AOE special education data, is available at: education.vermont.gov/special-education/publications.
- Additional special education information:
 - <http://education.vermont.gov/special-education>.
- Child Count Listserv
 - Contact Lucinda Morabito to be added.



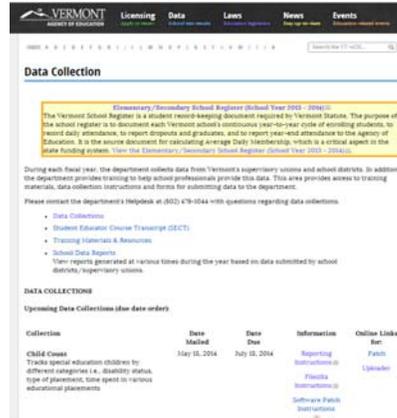
Information Sources (cont.)

- Essential Early Education:
 - More information about Essential Early Education (EEE) and Early Childhood Outcomes (ECO) can be found at <http://education.vermont.gov/early-education/essential-early-education> and at <http://education.vermont.gov/early-education/essential-early-education/resources>.
 - The Essential Early Education IEP Options Memo contains guidance on transitioning from an Ages 3-5 (EEE) IEP to an Ages 6-21 (School Age) IEP and using the appropriate Educational Environment. It can be found at <http://education.vermont.gov/early-education/essential-early-education/resources>. The guidance memo can be accessed by clicking School Age IEP Guidance in the New IEP Form for Essential Early Education section.



Information Sources (cont.)

- DMAT’s Data Collection Webpage – Child Count Collection:
 - Software Instructions.
 - Additional technical or submission information if needed.
 - Student ID Number Request Form (located at the bottom of this webpage).



Contacts

- AOE’s IT Helpdesk for Technical Assistance
 - Example issues: Problems importing/exporting data or submitting your data, password information, using the AOE Child Count Access Application, using reports in the AOE Child Count Access Application.
 - Phone: (802) 479-1044
- Lucinda Morabito for Program/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.
 - E-mail: lucinda.morabito@state.vt.us
 - Phone: (802) 479-1208

