

Child Count Reporting Topics (Part 1 of 3)

- Who Is Included in Child Count?
- Grade
- Race & Ethnicity
- Educationally Responsible LEA
- Reported Town
- Parentally Placed Students
- Unilaterally Placed Students
- Child Count Funding Categories
- Evaluation and IEP Dates
- Disabilities
- More Than One Primary Disability

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/Education 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.