

SECTION III – STUDENTS WITH DISABILITIES DECEMBER CHILD COUNT

REQUIREMENTS FOR SPECIAL EDUCATION REPORTING AND CHILD COUNT SUBMISSION

Starting in December 2014, DOE implemented a new process for the collection of Child Count data. Districts now upload a data file – extracted from their district edition of Infinite Campus – to a DOE database.

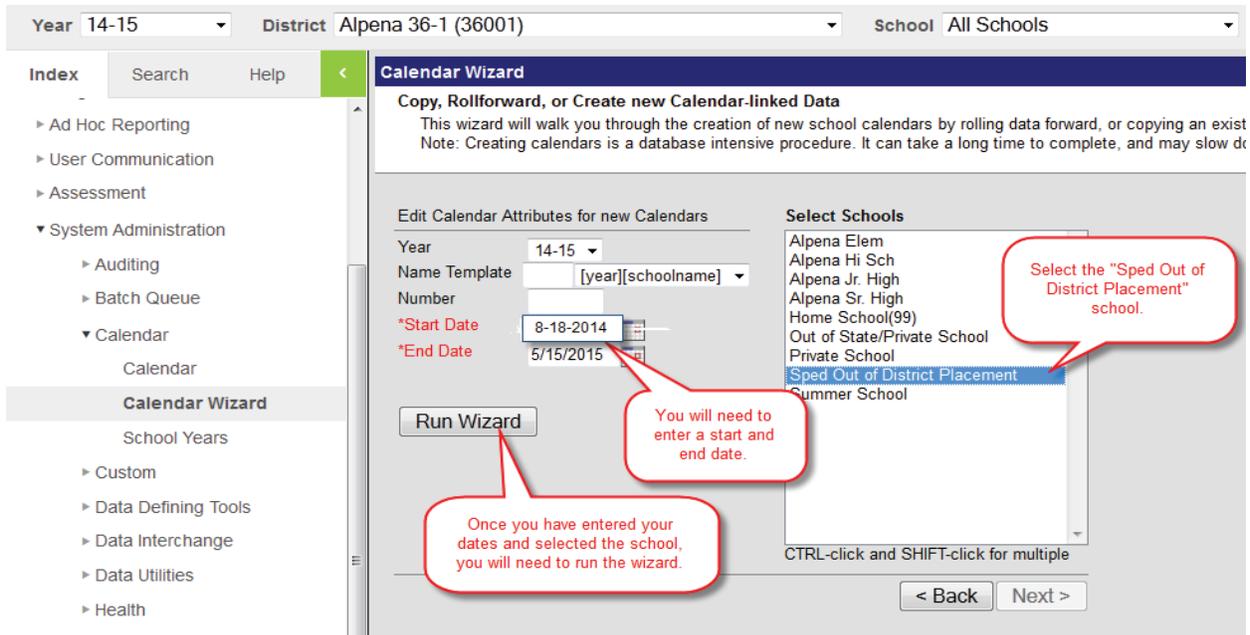
For more information on how to extract, upload and submit a Child Count data file to DOE, see the below website or you may contact Susan Woodmansey at (605) 773-4748 or susan.woodmansey@state.sd.us

<http://www.doe.sd.gov/ofm/data-childcount.aspx>

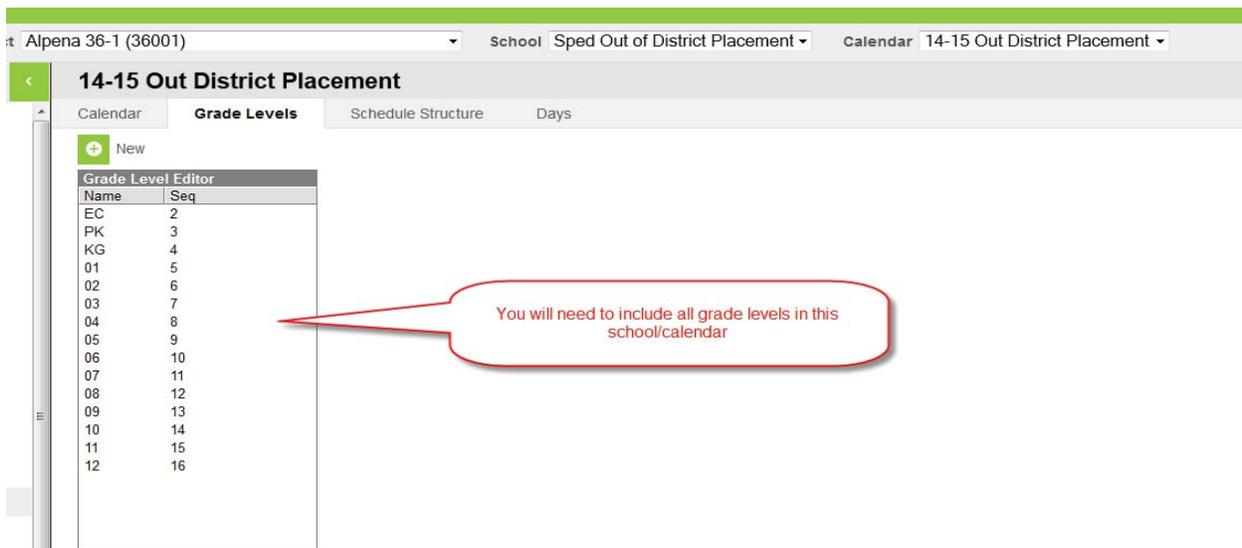
One important new change to the process was the addition of a new school #97 in each public school district. This new school, #97 Sped Out of District, was created to provide a way for each district to report their out of district special education students. Previously the information was required to be reported by the serving school and frequently districts were unable to sign off and finalize their data because they needed to wait for this serving district to correctly enter their special education data on behalf of their students. Now each public school district has the responsibility to report the special education data for ALL their students – both those served in the district and those placed out of district.

CREATING YOUR NEW CALENDAR

The screenshot shows a web application interface for the 'Calendar Wizard'. On the left is a navigation menu with the following items: Index, Search, Help, Ad Hoc Reporting, User Communication, Assessment, System Administration (with sub-items: Auditing, Batch Queue, Calendar, and Calendar Wizard), and School Years. The 'Calendar Wizard' item is highlighted. The main content area has a dark blue header with the text 'Calendar Wizard'. Below the header, the text reads: 'Copy, Rollforward, or Create new Calendar-linked Data'. A note follows: 'This wizard will walk you through the creation of new school calendars by rolling data forward, or copying an existing calendar. Note: Creating calendars is a database intensive procedure. It can take a long time to complete, and may slow down the system.' Below this is a section titled 'Select Wizard Mode' with three radio button options: 'Create new blank Calendars' (which is selected), 'Create new Calendars by rolling forward selected data (last-years data will be added to a newly created calendar)', and 'Copy data into Existing Calendars'. At the bottom right of the main content area are two buttons: '< Back' and 'Next >'.



Once the wizard is done running, go to Calendar tab. Verify that your dates are correct. The next step is to enter grade levels. You will need to enter EC-12.



All students enrolled in this new school, must be identified as a special education students and be placed out of district. If the public school district is responsible to ensure the student is provided FAPE (Free and Appropriate Education) and they are assigned out of district, the student should be reported in this new school. The student will be enrolled in the Sped Out of District Placement school as follows:

KEY DATA REPORTING FIELDS FOR STUDENTS IN SCHOOL #97

Key Data Fields for this school are as follows:

- Percent Enrolled = 1% (a student must have at least an enrollment of 1% to be included in Child Count),

- Service Type of “N”, Serving (attending) District = identify the school in which the student is placed and,
- Enrollment Status = “P – tuition paid by district”

The Out of District Placement facility will continue to enter a general enrollment record as they have previously and the student will be reported as enrolled 100%. This will cause an overlap, but DOE will allow when created based on students also reported in the Sped Out of District school.

The screenshot shows the enrollment record for Marilyn K Kennedy. Key fields and callouts include:

- School:** Sped Out of District Placement
- Service Type:** N: Special Ed Services
- Resident District:** Alpena 36-1: 36001
- Serving (Attending) District:** Childrens Home Society: 49320
- Enrollment Status:** P: Tuition Paid by District
- Percent Enrolled:** 1

IMPORTANT NOTE: Students served at either; the School for the Blind & Visually Handicapped (06302) or SD Human Services Center (63304) should also be reported by the resident district in School #97 – Sped Out of District and the enrollment status should be reported as “P-tuition paid by the district”. This does not obligate the resident district to pay any tuition but does allow the student to be included in the child count. The district does have some financial responsibility on behalf of these placements for transportation and to monitor the IEP – therefore it is appropriate for this record to reflect an enrollment status of P.

The special education information should also be completed to report and reflect ALL the services that are on the IEP for accurate reporting for child count.

Summary	Enrollments	Flags	Assessment	Behavior	Graduation	Records Transfer	Accountability	
<input type="checkbox"/> Title 1 Reading <input type="checkbox"/> Title 1 Supporting Guidance <input type="checkbox"/> Title 1 Social Science <input type="checkbox"/> Title 1 <input type="checkbox"/> Title 1 Vocational <input type="checkbox"/> Title 1 Health/Dental/Eye Care <input type="checkbox"/> Title 1 Math								
Special Ed Fields								
Effective Date	Special Ed Program	Special Ed Category						
08/21/2014	F: Residential Program	0355: Residential Facility						
	Primary Disability	Multiple Disability 1						
	525: Specific Learning Disability							
	Multiple Disability 2	Multiple Disability 3						
	Multiple Disability 4	Multiple Disability 5						
End Date	Exit Code							

Data fields that need to be filled out are, Program, Category, & the Disability. If these fields are not populated, the student will not show up on your SD child Count.

HOW TO MAKE A CHANGE IN THE SPECIAL ED FIELDS WITHIN THE ENROLLMENT RECORD

- When a student has a change in their IEP< the correct way to make the change on the enrollment record is, by ending the Special Ed Fields with an exit date and an exit coded : 11: change in IEP
- You will then create a new Special Ed record within the enrollment record with the new information.
- When ending and starting a record, please do not use the same end/start date.

A District can run the SD Child Count Report at any time during the year and we encourage you to run this report monthly to verify that all students have been correctly identified.

You must have the rights to run the report. If you do not, please see your Campus Administrator. The path to this report is: SD State Reporting>SD December Child Count Report

SD December Child Count Report

SD December Child Count is an unduplicated count of all children with disabilities ages 3-21 receiving special education and related services according to an individualized education program (IEP) on Dec. 1 each year when Effective Date is null. If an Effective Date is entered, child count data will represent data as of effective date. Data will be pulled for the Year selected in the main toolbar

Extract Format: CSV

Effective Date:

Select Calendars

Which calendar(s) would you like to include in the report?

list by school

Carthage Elementary

13-14 Carthage Elementary

Carthage High School

13-14 Carthage High School

Carthage Middle School

13-14 Carthage Middle School

Home School

Out of District Placement

Enter the effective date that you want to run this report on. If a date is not entered, it will default to December 1st.

You can run this report for all schools in your district by highlighting each school. Another way to run the report is by each individual school.

Select SD December Child Count Report

Child Count is an unduplicated count of all children with disabilities ages 3 – 21 receiving special education and related services according to an individualized education program (IEP) on December 1st of each year.

TIMELINE

In accordance with 24:17:03:02 – Students with Disabilities Child Count student data must be reported in the Statewide Information Management System according to the below timeline:

December Child Count Data: 10 business days following December 1st.

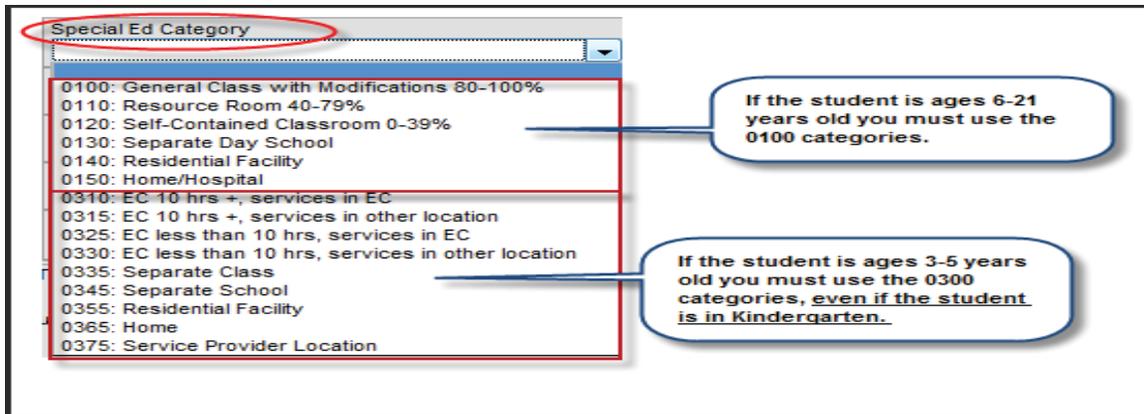
ENROLLMENTS FOR STUDENTS WITH DISABILITIES

In addition to the previous data elements listed above in Section I, there are additional data elements which must be reported for Students with Disabilities in order for the Department of Education to accurately and timely compute your district’s Special Education State Aid allocation and to complete other required state and federal reporting.

On the following screen shots, you will find the Special Ed Fields area of the Enrollment Tab with the fields that must be completed.

EFFECTIVE DATE - Used to document:

- Date student first becomes eligible to receive special education services
- Date a transfer student begins receiving special education services
- Date a change in category or disability takes effect
- First day of school for a continuing student upon creating a new calendar year



SPECIAL ED. PROGRAM/INSTRUCTIONAL PROGRAM TYPE

This data field will be used to correlate a type of instructional program identified for each special education student to expenditures reported on the annual financial report. The instructional program type should not be assigned by a student's primary disability. For example, costs associated with an instructional financial report. Below are examples and guiding principles to determine instructional type; however it is up to each district to allocate their costs and identify a student's special education instructional program in a way that best suits their district's programs and staffing patterns.

- Programs for Mild to Moderate Disabilities (A) – typically this will include students who spend the majority of the day in the general class settings and/or provided special education services for less than 50% of the regular day (for example, a district operating a 6 hour school day, a student provided special education services for less than 15 hours a week). Generally, these students will fall into the category of 100: General Class or 110: Resource Room.
- Programs for Severe Disabilities (B) – student receiving special education for more than 50% of the day. This should not include students placed in day or residential programs. Generally these students will fall into the category of 120: Self Contained or 110: Resource Room.
- Speech Only (C) - Primary disability of 550: Speech, only receiving speech/language.
- Early Childhood (ages 3-5) (D) – special education programs for preschool children ages 3-5.
- Day Program (E) - programs for students assigned to day programs offered by the district or assigned out of district. This may include students placed in community based service centers, cooperative day programs, etc.
- Residential Program (F) – programs for students served in a 24 hour residential school, such as Children's Care Hospital.
- Homebound Program (G) – special education services provided in the student's home, i.e., programs for severely ill students unable to attend school for a period time.

SPECIAL EDUCATION CATEGORY

Ages 6-12 - The categories are as follows:

- **General Classroom with Modifications (0100):** Inside the general class 80% or more of the day. (These are children who received special education and related services outside the general classroom for less than 21% of the school day). This may include children with disabilities placed in:
 - General class with special education/related services provided within regular classes;
 - General class with special education/related services provided outside regular classes;

- General class with special education services provided in resource rooms
- Educational 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.
- **Resources Room (0110):** Inside general class no more than 79% of the day and no less than 40% percent of the day. (These are children who received special education and related services outside the general classroom for at least 21% but no more than 60% of the school day). Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This may include children placed in:
 - General rooms with special education/related services provided within the general room;
 - General rooms with part-time instruction in a regular class
 - Educational 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 general classroom.
- **Self-contained Classroom (0120):** Inside the general class less than 40% of the day. (These are children who received special education and related services outside the general classroom for more than 60% of the school day). Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This category may include children placed in:
 - Self-contained special classrooms with part-time instruction in a general class; or
 - Self-contained special classrooms with full-time special education instruction on a general school campus
 - Educational 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.
- **Separate Day School (0130):** Includes students who received education programs in public or private separate day school facilities made up solely of students with disabilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate schools. This may include children placed in:
 - Public and private day schools for students with disabilities;
 - Public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in general school buildings for the remainder of the school day; or
 - Public and private residential facilities if the student does not live at the facility.
- **Residential Facility (0140):** Includes students who received education programs and lived in public or private residential facilities made up solely of students with disabilities during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:
 - Public and private residential schools for students with disabilities; or
 - Public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or general school buildings for the remainder of the school day.

- Do not include students who received education programs at the facility, but do not live there.
- **Home/Hospital Program (0150):** A student is in this category if he/she is homebound/hospitalized and is receiving special education/related services as specified on an IEP.
- **Ages 3 through 5** – (Until a student turns 6, they must use the 3 through 5 year old codes, even if they are enrolled in Kindergarten. Upon turning 6 the appropriate age 6-21 code needs to be used). Use the following decision rules to determine the appropriate educational environment category for reporting each 3 through 5 year olds. Please note that the order of the categories as listed does not reflect a continuum from least to most restrictive.
- **Regular Early Childhood Program:** A Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEP's). This category may include, but is not limited to:
 - Head Start;
 - Kindergartens;
 - Preschool classes offered to an eligible pre-kindergarten population by the public school systems;
 - Private kindergartens or preschools; and
 - Group child development center or child care.

If the child is attending a Regular Early Childhood Program, he/she is to be reported within codes 310, 315, 325, or 330 as directed below. If the child does not attend a Regular Early Childhood Program at all, skip to the next section.

- **EC 10 Hours+, services in EC (0310):** Children attending a regular early childhood program 10 hours or more per week and receiving the majority of hours of special education and related services in the regular early childhood program.
- **EC 10 hours+, services in other location (0315):** Children attending a regular early childhood program 10 hours or more per week and receiving the majority of hours of special education and related services in some other location.
- **EC less than 10 hours, services in EC (0325):** Children attending a regular early childhood program less than 10 hours and receiving the majority of hours of special education and related services in the regular early childhood program.
- **EC less than 10 hours, services in other location (0330):** Children attending a regular early childhood program less than 10 hours and receiving the majority of hours of special education and related services in some other location.

If the child is NOT attending a Regular Early Childhood Program as defined above, the child is to be reported within codes 335, 345, 355, 365, or 375. Such children would be either 'Attending a Special Education Program' OR 'Attending neither a Regular Early Childhood Education Program or a Special Education Program' of any kind.

If the child attends a Special Education Program, as defined below, report the child in category 335, 345, or 355.

- **Special Education Program:** A Special Education Program includes less than 50 percent nondisabled children (i.e., children not on IEP's). Special education programs include, but are not

limited to:

- Special Education Classrooms in
 - Regular school buildings
 - Trailers or portables outside regular school buildings
 - Child care facilities
 - Hospital facilities on an outpatient basis
 - Other community-based settings
- Separate schools
- Residential facilities

STATE SPECIAL ED AID FUNDING

Level for disability funding calculation	Disability
Level 1	Specific Learning Disabled, Speech/Language Impairment, Other Health Impaired, and Developmentally Delayed
Level 2	Emotional Disturbance, and Cognitive Disability
Level 3	Deaf/Blind, Hearing Impairments, Orthopedic Impairments, Visually Impaired, Deafness, and Traumatic Brain Injury
Level 4	Autism
Level 5	Multiple Disabilities (must include 2 or more level 2, 3 or 4 disabilities, not including Deaf/Blind)

http://legis.sd.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=13-37-35.1

Note: Residential (140) and Day School (130) Special Ed Categories can only be used if the facility only serves students with disabilities. The Special Ed Program can be Residential or Day School to reflect the funding expended.

Note: Multiple Disabilities - This should be coded if a student is identified by the IEP team as having Multiple Disabilities during the eligibility determination meeting. Do not include speech if it is only a related service.

SPECIAL EDUCATION SERVICES: THERAPY HOURS

The cells in this portion of the special education enrollment field are static fields and not tied to the effective date and end date for the category and disability codes. If changes in these fields are made, the special education enrollment does not need to be ended, simply correct the information and save.

If the student's IEP includes therapy services, report the number of hours per week for each service. (If

services are provided on a monthly basis, it is necessary for Campus reporting purposes only, divide by 4 to calculate hours per week.) Assistive Technology and Transportation do not require the number of hours, but are simply check boxes. (There may be more than one.) You should always code speech hours regardless of whether Speech is primary disability or related service.

STUDENTS TAKING AN ALTERNATIVE ASSESSMENT

Physical Therapy Hours	Recreational Therapy Hours	Audiological Services Hours
Occupational Therapy Hours	Speech/Language Therapy Hours	School Health Services Hours
Psychological Therapy Hours	Orientation/Mobility Hours	Counseling Services Hours
Social Work Service Hours	Other Service Hours	<input type="checkbox"/> Participates in Alt. Assessment
Transportation	Assistive Technology	

The District should check this box if the student is taking an Alt. Assessment.

IEP PROGRAM EXIT REASON

- **1** - Not receiving SE Services: Use this code when the IEP team determines that the student no longer is eligible to receive Special Education services.
- **2**- Graduated (high school diploma): Students with disabilities who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as those students without disabilities. Participation in graduation ceremonies to receive a certificate does not qualify the student as a graduate.
- **03**-Graduated: The IEP Team modified the Diploma.
- **4** - Reached maximum age: Students are eligible to receive services to the end of the fiscal year (July 1 to June 30) in which they turn 21.
- **5** - Died
- **6** - Moved known to be continuing: Students with disabilities that moved out of the catchment area 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/she is continuing in an education program. This definition includes students with disabilities in residential drug/alcohol rehabilitation centers, correctional facilities, or charter schools if those facilities operate as separate districts, excluding normal matriculation.
- **7** - Moved not known to be continuing: This is used when the student says they are transferring but it is not known if they will be attending a new education program/school.
- **8** - Dropped out: This includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

- **9** - Refused services
- **10** - Completed IFSP prior to reaching maximum age (3) for Part C
- **11** – Change in IEP: When a student has a change in their IEP, the correct way to make the change on the enrollment record is, by ending the Special Ed Fields with an exit date and an exit coded : **11: change in IEP**. You will then create a new Special Ed record within the enrollment record with the new information. When ending and starting a record, please do not use the same end/start date. A change in category or disability requires an enrollment record to be ended and a new record created. Changes in services do not require a new record.
- **12** – Student continues: Do not use this code on records at the end of the year, the Special Ed roll over wizard will only roll forward records that do not have an end date and exit reason.

General Enrollments to SPED Enrollment Crosswalk of Exit Codes	
General Enrollment Field	Special Education Field
01 Expelled	District is obligated to provide FAPE, no exit code is needed.
02 Discontinued education - dropout	Code 8 - Dropped out <i>or</i> Code 7 - Moved not known to be continuing (counts as a dropout for graduation and dropout rates)
03 In-state school transfer	Code 6 - Moved known to be continuing
04 Student graduated, must receive a regular high school diploma (<i>Not a GED or certificate of completion</i>)	Code 2 - Graduated, must receive a regular high school diploma (<i>Not a GED or certificate of completion</i>) Code 03 – Graduated, but IEP team modified course requirements
05 Student died	Code 5 - Died
06 Committed to Institution	Code 6 - Moved known to be continuing
07 Reached maximum age for special education (21)	Code 4 - Reached maximum age

08 Out-of-state school transfer	Code 6 - Moved known to be continuing
09 Colony student completed > grade 8 – religious exemption	9 - Refused services
10 Student retained	Do not end the special ed record or it will not roll forward.
11 Student continues	12 – Student continues (<i>do not use this code on all records at the end of the year, the Special Ed roll over wizard will only roll forward records that do not have an end date and exit reason</i>)
12 Persistently Dangerous Transfer	6 - Moved known to be continuing <i>or</i> 11 - Change to IEP (if the transfer was due to an IEP team decision)
13 School Improvement Transfer	Code 6 - moved known to be continuing
14 Home School Transfer	9 - Refused services <i>or</i> 12 - Student continues (if the school will still be providing special education services)
15 Suspended	District is obligated to provide FAPE, no exit code is needed.
16 Home school completer	9 - refused services <i>or</i> 12 - Student continues (if the school will still be providing special education services)

17 Discontinued Education – completed GED	Code 8- Dropped out
18 Discontinued Education – exceeds compulsory age	Code 8- Dropped out
Does not necessarily require exit code on Enrollment field	1 - Not receiving SE Services
Does not necessarily require exit code on Enrollment field	9 - Refused services. Use this code if parent or student (if own guardian) refused services, but student is still eligible for special education.
Does not necessarily require exit code on Enrollment field	11 – Change in IEP. Use this code if category or disability have changed, such as program type or related service hours.

For more information on the December Child Count, see the link to the Campus Community: <https://community.infinitecampus.com/kb/pages/viewpage.action?pageId=5341195>