

## 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](mailto:susan.woodmansey@state.sd.us)

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

Public school districts are responsible to report special education data for ALL students – both those served in the district and those placed out of district. In order to report students placed out of district, each district should have a school #97 – Sped Out of District as the school in which to document enrollment.

### CREATING YOUR NEW CALENDAR

The screenshot shows a web application interface for creating a calendar. On the left is a navigation menu with the following items: Index, Search, Help, Ad Hoc Reporting, User Communication, Assessment, System Administration (expanded), Auditing, Batch Queue, Calendar (expanded), Calendar Wizard (highlighted), and School Years. The main content area is titled "Calendar Wizard" and contains the following text: "Copy, Rollforward, or Create new Calendar-linked Data", "This wizard will walk you through the creation of new school calendars by rolling data forward, or copying an existing calendar.", and "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 "Select Wizard Mode" section with three radio button options: "Create new blank Calendars" (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 >".

Year 14-15 District Alpena 36-1 (36001) School All Schools

**Calendar Wizard**

Copy, Rollforward, or Create new Calendar-linked Data  
 This wizard will walk you through the creation of new school calendars by rolling data forward, or copying an exist  
 Note: Creating calendars is a database intensive procedure. It can take a long time to complete, and may slow dc

Edit Calendar Attributes for new Calendars

Year 14-15  
 Name Template [year][schoolname]  
 Number  
 \*Start Date 8-18-2014  
 \*End Date 5/15/2015

Select Schools

- Alpena Elem
- Alpena Hi Sch
- Alpena Jr. High
- Alpena Sr. High
- Home School(99)
- Out of State/Private School
- Private School
- Sped Out of District Placement**
- Summer School

Run Wizard

Once you have entered your dates and selected the school, you will need to run the wizard.

You will need to enter a start and end date.

Select the "Sped Out of District Placement" school.

CTRL-click and SHIFT-click for multiple

< Back 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.

Alpena 36-1 (36001) School Sped Out of District Placement Calendar 14-15 Out District Placement

**14-15 Out District Placement**

Calendar Grade Levels Schedule Structure Days

New

Grade Level Editor	
Name	Seq
EC	2
PK	3
KG	4
01	5
02	6
03	7
04	8
05	9
06	10
07	11
08	12
09	13
10	14
11	15
12	16

You will need to include all grade levels in this school/calendar

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 displays 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
- Callouts:**
  - "Where the student is being served" points to the Serving District.
  - "If the district is paying the tuition" points to the Enrollment Status.
  - "Percent enrolled will be 1%" points to the Percent Enrolled field.

**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

Save Delete Print Enrollment History New

Title 1 Reading
  Title 1 Supporting Guidance
  Title 1 Social Science
  Title 1

Title 1 Vocational
  Title 1 Health/Dental/Eye Care
  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

Index Search Help **SD December Child Count Report**

Override Type  
School  
▼ Reports  
Staff Report  
 ▶ School Choice  
 ▶ Special Ed  
 ▶ Student  
 ▶ Student Portfolio  
 ▶ Surveys  
 ▶ Transportation  
 ▶ User Security  
 ▶ Course Codes  
 ▶ Accountability.  
 ▶ FRAM  
 ▶ Surveys  
 ▼ SD State Reporting  
 CRT Dakota Step  
 CRT Dakota Step-A  
 Health Extract  
 NCLB Student Data  
**SD December Child Count Report**  
 SD Extract  
 Upload Wizard

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:

Generate Extr

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.

Select SD December Child Count Report

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.

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.

The screenshot shows the 'Special Ed Fields' form with the following fields and values:

Effective Date	8/20/2014	Special Ed Program	F: Residential Program	Special Ed Category	0140: Residential Facility
Primary Disability	530: Multiple Disabilities	Multiple Disability 1	510: Cognitive Disability	Multiple Disability 2	
Multiple Disability 2	535: Orthopedic Impairment	Multiple Disability 3		Multiple Disability 4	
Multiple Disability 4		Multiple Disability 5			
End Date		Exit Code			

Annotations on the form:

- Red box: "Special Ed Program, Special Ed Category & Primary Disability must be filled in" (points to Special Ed Program, Special Ed Category, and Primary Disability).
- Red box: "The effective date must be prior to December 1 & the end date must be blank or after December 1" (points to Effective Date and End Date).
- Red box: "If the Primary Disability is 530, you must also complete the Multiple Disabilities 1 & 2." (points to Multiple Disability 1 and Multiple Disability 2).

Below the form are sections for Physical Therapy Hours, Occupational Therapy Hours, Psychological Therapy Hours, Social Work Service Hours, Transportation, Speech/Language Therapy Hours, Orientation Mobility Hours, Other Service Hours, Assistive Technology, Audiological Services Hours, School Health Services Hours, and Counseling Services Hours. There is also a checkbox for "Participates in Alt. Assessment".

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 Infinite 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 simple check boxes (there may be more than one.) You should always code speech hours regardless of whether Speech is [primary disability or related service](#).

## Autism Disability

Special Ed Fields

Modified By: Turner, Linda - 08/05/2019 09:30:00 -0500

<b>Effective Date</b> 08/19/2019	<b>Special Ed Program</b> B: Severe Disabilities	<b>Special Ed Category</b> 0120: Self-Contained Classroom 0-39%
	<b>Primary Disability</b> 530: Multiple Disabilities	<b>Multiple Disability 1</b> 560: Autism Spectrum Disorder
	<b>Multiple Disability 2</b> 505: Emotional Disturbance	<b>Multiple Disability 3</b>
	<b>Multiple Disability 4</b>	
<b>End Date</b>	<b>Exit Code</b>	

If a student's disability is Autism, you must enter the severity level.

**ASD Severity Behaviors Level**

2: Requiring substantial support

1: Requiring support

2: Requiring substantial support

3: Requiring very substantial support

Psychological Therapy Hours

**ASD Severity Communication Level**

1: Requiring support

1: Requiring support

2: Requiring substantial support

3: Requiring very substantial support

Orientation Mobility Hours

**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 Category**

0100: General Class with Modifications 80-100%

0110: Resource Room 40-79%

0120: Self-Contained Classroom 0-39%

0130: Separate Day School

0140: Residential Facility

0150: Home/Hospital

0310: EC 10 hrs +, services in EC

0315: EC 10 hrs +, services in other location

0325: EC less than 10 hrs, services in EC

0330: EC less than 10 hrs, services in other location

0335: Separate Class

0345: Separate School

0355: Residential Facility

0365: Home

0375: Service Provider Location

If the student is ages 6-21 years old you must use the 0100 categories.

If the student is ages 3-5 years old you must use the 0300 categories, even if the student is in Kindergarten.

## 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.