SECTION III - STUDENTS WITH DISABILITIES DECEMBER CHILD COUNT

REQUIREMENTS FOR SPECIAL EDUCATION REPORTING AND CHILD COUNT SUBMISSION

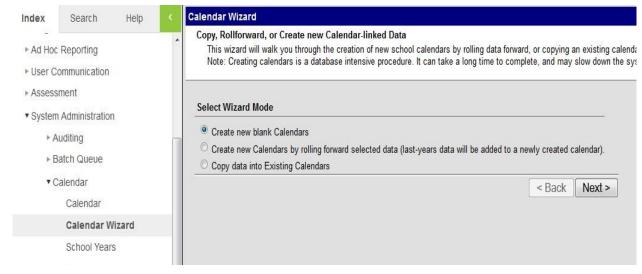
Starting in December 2014, DOE implemented a new process for the collection of Child Count data. Districts now upload a data file – extracted from their district edition of Infinite Campus – to a DOE database.

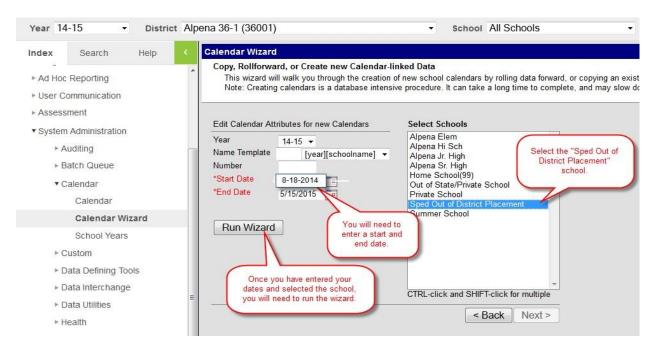
For more information on how to extract, upload and submit a Child Count data file to DOE, see the below website or you may contact Susan Woodmansey at (605) 773-4748 or susan.woodmansey@state.sd.us

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

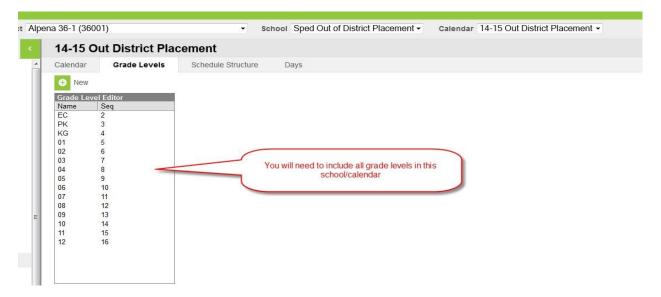
Public school districts are responsible to report special education data for ALL students – both those served in the district and those placed out of district. In order to report students placed out of district, each district should have a school #97 – Sped Out of District as the school in which to document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

CREATING YOUR NEW CALENDAR





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:

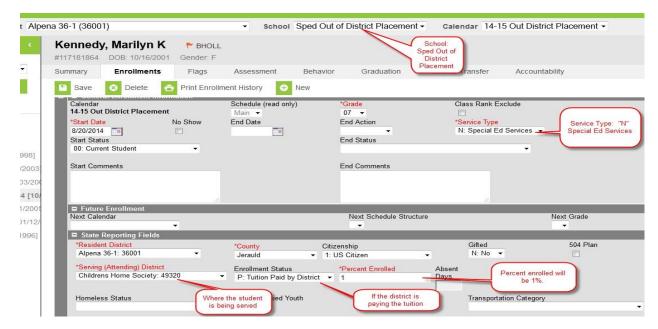
KEY DATA REPORTING FIELDS FOR STUDENTS IN SCHOOL #97 Key

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,

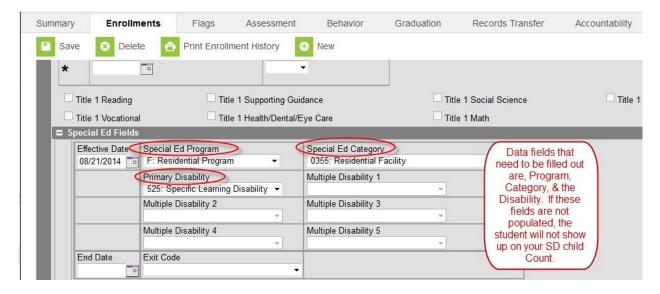
• Enrollment Status = "P – tuition paid by district"

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.



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.

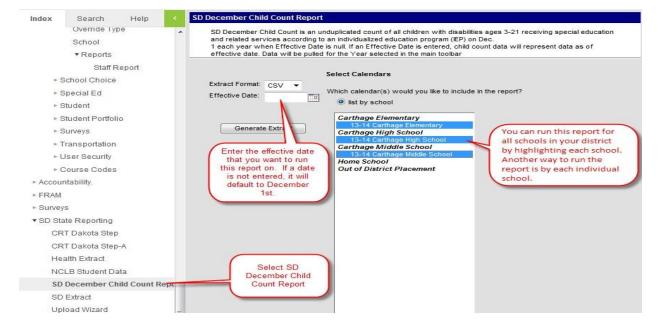


HOW TO MAKE A CHANGE IN THE SPECIAL ED FIELDS WITHIN THE ENROLLMENT RECORD

- 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



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

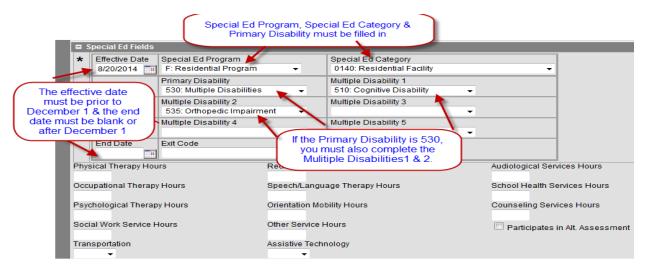
In accordance with 24:17:03:02 – Students with Disabilities Child Count student data must be reported in the Statewide Information Management System according to the below timeline:

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

ENROLLMENTS FOR STUDENTS WITH DISABILITIES

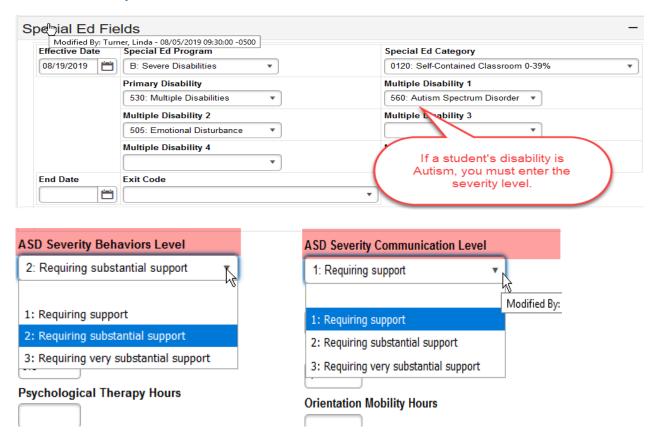
In addition to the previous data elements listed above in Section I, there are additional data elements which must be reported for Students with Disabilities in order for the Department of Education to accurately and timely compute your district's Special Education State Aid allocation and to complete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



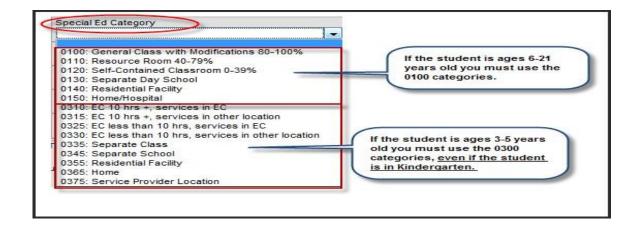
If the student's IEP includes therapy services, report the number of hours per week for each service. (If services are provided on a monthly basis, it is necessary for Infinite Campus reporting purposes only, divide by 4 to calculate hours per week.) Assistive Technology and Transportation do not require 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



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.