Special Education Child Count Training October 1, 2012

oklahoma state department of education

special education services

"changing times in special education"

October 1, 2012 Child Count Report

OPENS

Tuesday, October 2, 2012

CLOSES

Friday, October 12, 2012
At Noon

Changes for October 1, 2012 Child Count Report

- IEP information on Child Form
- STN (Student Testing Number) MUST be entered on SEAS and Child Count
- New exit code for Lindsey Nicole Henry Scholarship

Responsibility for completing report

To ensure accuracy, this report must be completed by persons having access to a variety of special education information. This may include:

- superintendent,
- special services director,
- special education teacher(s), and
- superintendent's secretary, etc.

Varies by the type of school in which the child is enrolled, the type of enrollment in the school, and the type of district reporting the child.

Student	District Responsible for Data Reporting
Students enrolled in public schools	The legal district of residence
Students enrolled in private schools by their parents/parentally placed in private schools	The district providing services
Students placed by an IEP team decision in a private school or residential facility	The district responsible for making the decision
Students enrolled by an emergency transfer in a district that is not their legal district of residence	The district of residence
Students enrolled by an open transfer under the Open Transfer Act in a district that is not their legal district of residence	The district in which the children are enrolled
IEP Service Agreement	The district of residence
Students residing in an elementary school district and attending a high school in an independent school district	The independent district
Students who are residential students at Oklahoma School for the Deaf (OSD) or Oklahoma School for the Blind (OSB)	OSD or OSB
Students who receive services at OSD or OSB but are not residential students (i.e., they are day students only)	The district of legal residence

Suggestion for responsibility for counting/reporting children

Have a "**District Special Ed Data Manager**" identified at each district and send their contact info (title, phone number, and email) to Special Education.

- Ease in communication
- District staff become familiar
- Other advantages:

Student Data Needed

Before entering any data, make sure you have all the data you need:

- STN (Student Testing Number)
- Demographic information
- ECO if under six
- IEP information for referrals
- Parent/contact information
- Assessment type
- Exit information
- And any other data on the Child tab

Two Steps to Complete Report

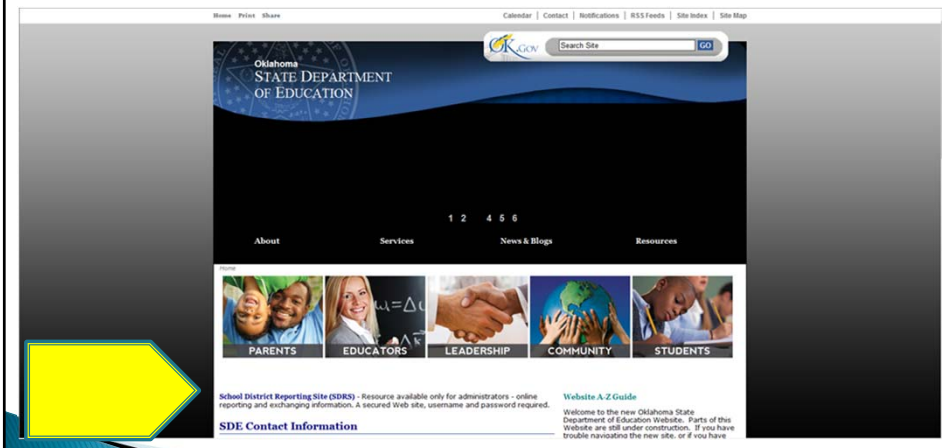
1. Update the Child Count data

   These edits and additions may be hand entered or uploaded from SEAS.

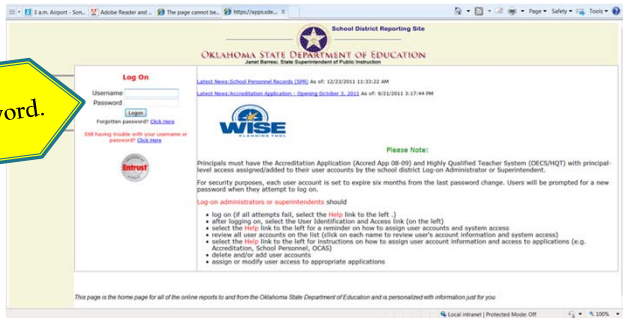
2. Certify the report

Procedures for updating online

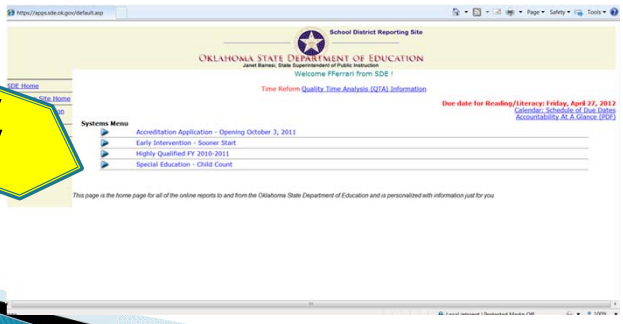
Go to http://www.ok.gov/sde/
Click on "School District Reporting Site"

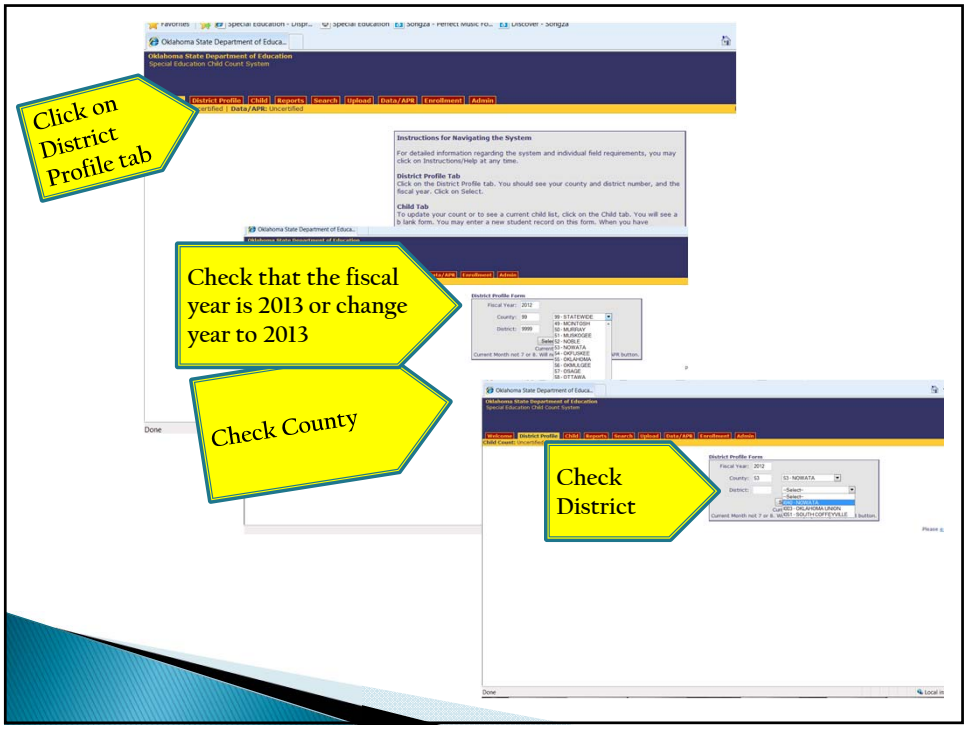


Enter logon/password.

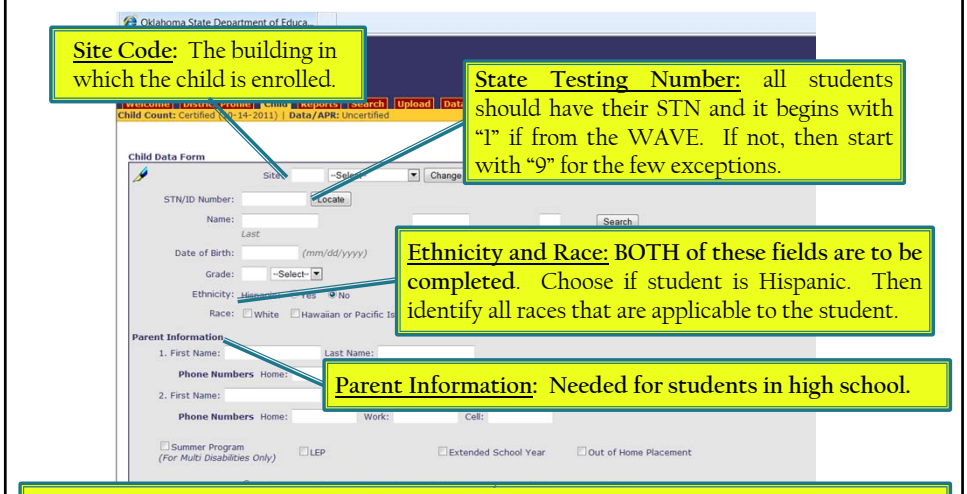


Click on "Special Education – Child Count"



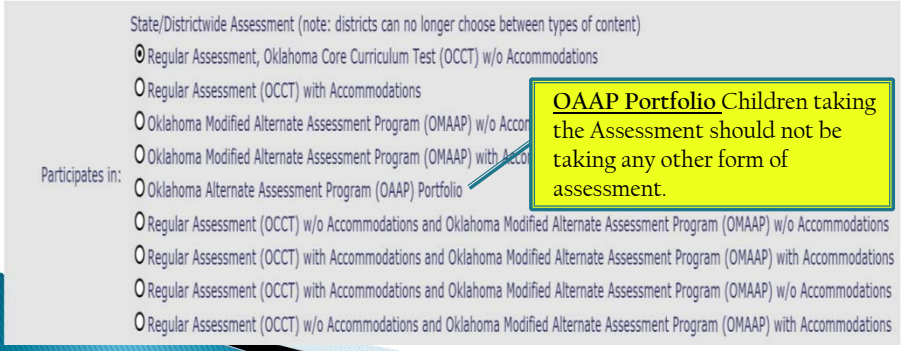

Click on District Profile tab
Check that the fiscal year is 2013 or change year to 2013
Check County
Check District

Child Tab


Site Code: The building in which the child is enrolled.
State Testing Number: all students should have their STN and it begins with "1" if from the WAVE. If not, then start with "9" for the few exceptions.
Ethnicity and Race: BOTH of these fields are to be completed. Choose if student is Hispanic. Then identify all races that are applicable to the student.
Parent Information: Needed for students in high school.
Must Complete: Summer Program, LEP, Extended School Year (ESY), and Out of Home Placement if applies to the student.

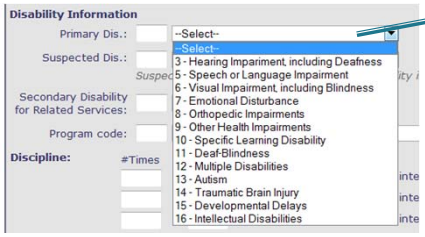
Child Tab: Assessment

Indicate the assessments in which each child will participate. For children where assessments are not administered, indicate which assessments the child would participate in if administration was required.

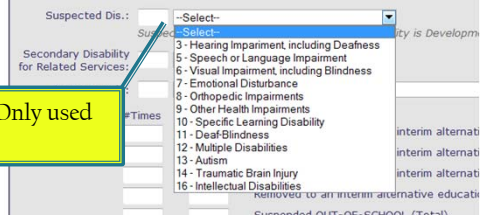


OAAP Portfolio Children taking the Assessment should not be taking any other form of assessment.

Child Tab: Disability Information

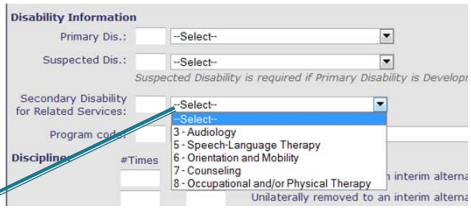


Primary Disability Note: Only us Developmental Delays for children aged three to nine where the district has selected to use as part of LEA agreement

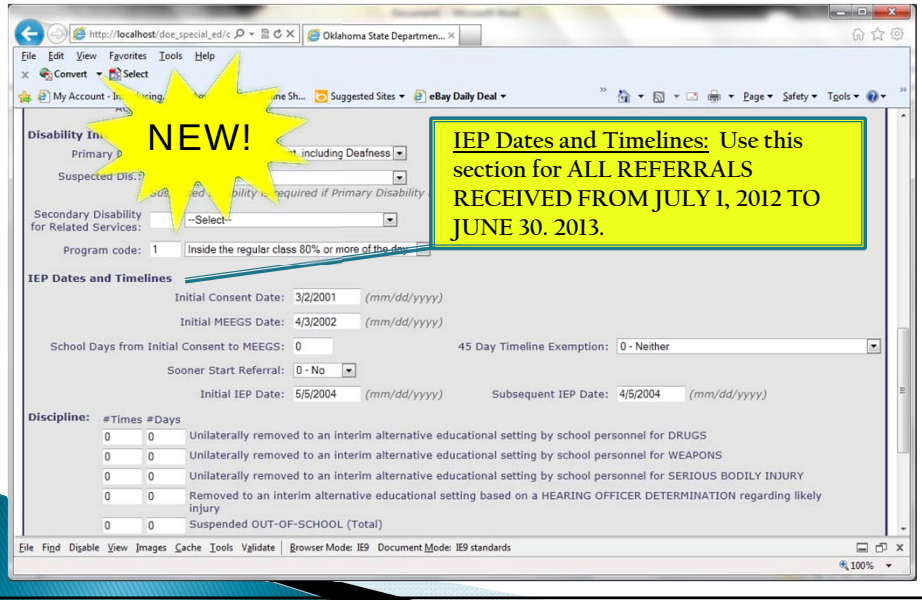


Suspected Disability Note: Only used for Developmental Delays.

Secondary Disability for Related Services Note: These services must be documented on the child's IEP. Districts will report related services provided for a secondary disability by indicating the related service that is most closely related to the suspected secondary disability.

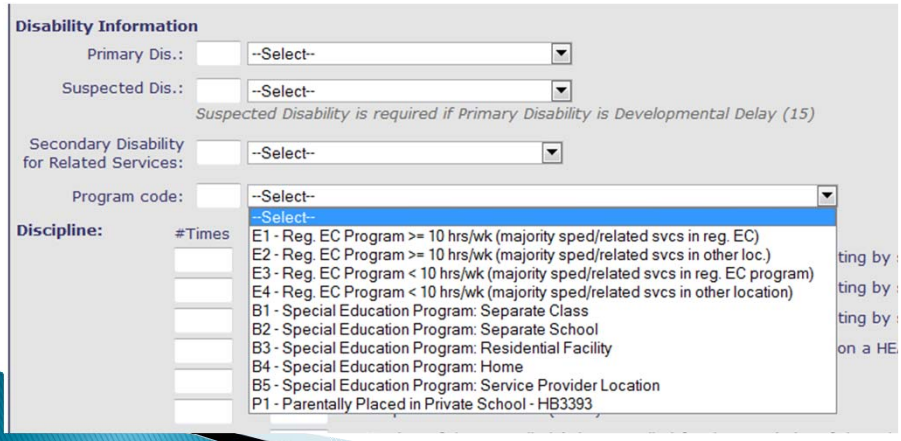


Child Tab: IEP Dates and Timelines



Program Codes for Early Childhood Early Childhood LRE (aged 3 - 5)

Indicate the location or program identifier for the students three to five years old.



Program Codes for Early Childhood

- Child is attending a Regular Early Childhood Program (E1-4).
- 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).
- Attendance in an early childhood program may or may not be funded by IDEA, Part B funds (placement does not have to be an IEP team placement). Placement in a regular childhood program may be a parentally placed.

Program Codes for Early Childhood

This category may include, but is not limited to:

- Head Start;
- Preschool classes offered to an eligible pre-kindergarten population by the public school system (3 and 4 year old programs);
- Public School kindergarten (5 year old);
- Private kindergartens or preschools; and
- Group child development center or child care.
- Mother's/Parent's Day Out (faith-based and private).

Program Codes for Early Childhood

- Child is attending a special education program (B1-5).
- A Special Education Program includes less than 50 percent nondisabled children (i.e., children not on IEP's).

Program Codes for Early Childhood

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; and
- residential facilities.

Program Codes for Early Childhood

Early Childhood Program E1, E2, E3, and E4

- If a child attends an early childhood program, the district must specify the amount of time the child receives special education and related services in the early childhood program.

Program Codes for Early Childhood E1 – Regular Early Childhood Program

E1 – Regular Early Childhood Program
>/= 10 hours/week

- The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program <u>at least 10 hours per week</u>).
- Services are **integrated** in the regular early childhood setting.

Program Codes for Early Childhood
E2 - Regular Early Childhood Program

E2 – Regular Early Childhood Program >/= 10 hours/week

- The child is receiving the majority of hours of special education and related services in some other location (and the child attends a regular early childhood program at least 10 hours per week).
- "**Pull-out**" for services by the special education teacher, paraprofessional, and/or related service provider.

Program Codes for Early Childhood
E3 - Regular Early Childhood Program

E3 – Regular Early Childhood Program
</= 10 hours/week

- The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program less than 10 hours per week).
- Services are **integrated** in the regular early childhood program.

Program Codes for Early Childhood
E4 - Regular Early Childhood Program

E4 – Regular Early Childhood Program
</= 10 hours/week

- The child is receiving the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program less than 10 hours per week).
- "**Pull-out**" for services by the special education teacher, paraprofessional, and/or related service provider.

Program Codes for Early Childhood

If you report that a child attends a Special Education Program, you must also select the category that best represents the specific type of special education program that the child attends. These programs include:

Program Codes for Early Childhood

Special Education Program B1, B2, and B3

The child attends a program that includes less than 50% nondisabled children. If a child attends a special education program, the district must identify the type of program. (Do not include children who also attended a regular early childhood program.)

Program Codes for Early Childhood B1 – Special Education Program: Separate Class

B1 Separate Class

- Special education and related services are provided in special education classrooms in regular school buildings or trailers or portables outside regular school buildings.
- Ex. Developmentally-delayed classroom

Program Codes for Early Childhood B2 – Special Education Program: Separate School

B2 Separate school.

- Special education and related services are provided in a separate school (public or private day schools designed specifically for children with disabilities).
- Ex. OSB, OSD (day programs), Good Shepard School (autism program at Mercy Hospital.

Program Codes for Early Childhood B3 – Special Education Program: Residential Facility

B3 Residential facility.

- Special education and related services are provided in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.
- Ex. Children's Center, Heartspring, Shadow Mountain.

Program Codes for Early Childhood B4 – Special Education Program: Home Instruction

B4 Home

Special education service and related services are provided in the primary residence of the child's family or caregivers and does not attend a regular early childhood program or a special education childhood program. The term "caregiver" includes babysitters.

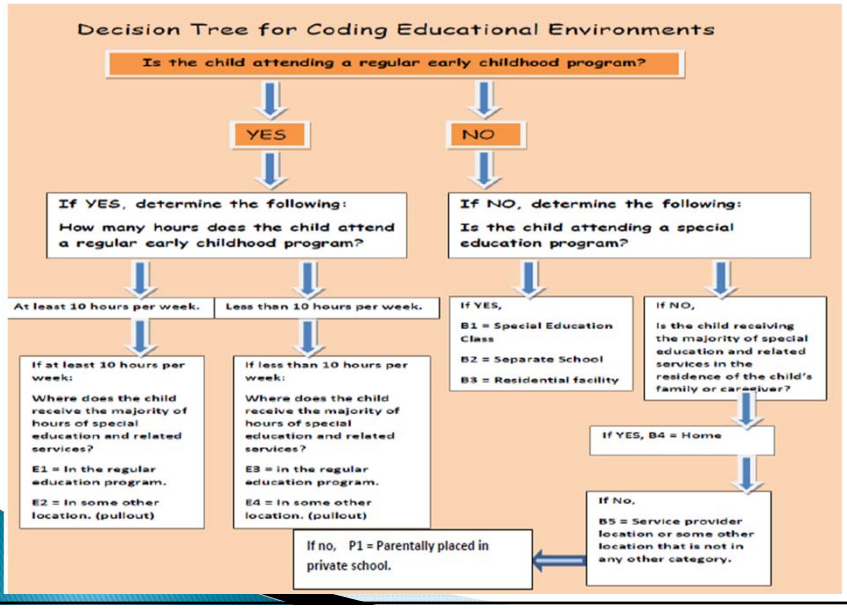
Program Codes for Early Childhood B5 – Special Education Program: Service Provider Location

B5 Service provider location (or some other location that is not in any other category).

- Special education and related services are provided from a service provider at a location that is not in any other category, and who do not attend a Regular Early Childhood Program nor 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, and
  - hospital facilities on an outpatient basis.

Program Codes for Early Childhood
P1 - Parentally Placed Private School

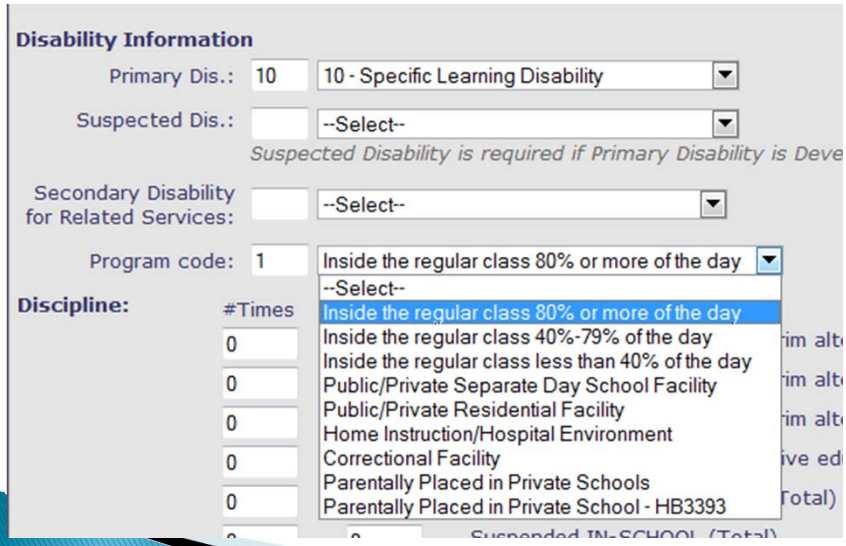
Program Codes for Early Childhood



Program Codes for Early Childhood

Location	Where Receiving Special Education Services	Code
child attends a regular early childhood program at least 10 hours per week, …	…and receiving the majority of hours of special education and related services in the regular early childhood program	E1
	…and receiving the majority of hours of special education and related services in some other location	E2
child attends a regular early childhood program less than 10 hours per week, …	…and receiving the majority of hours of special education and related services in the regular early childhood program	E3
	…and receiving the majority of hours of special education and related services in some other location	E4
child attends a regular early childhood program at least 10 hours per week, …	…specifically, a separate special education class	B1
	…specifically, a separate school	B2
	…specifically, a residential facility	B3
child attends neither a regular early childhood program nor a special education program (none of the above)	…and receiving the majority of hours of special education and related services at home	B4
	…and receiving the majority of hours of special education and related services at the service provider location or some other location not in any other category	B5

Program Codes for School Age



Program Codes for School Age

Program Code (School Age)

- 1 – Inside the regular classroom 80% or more of the day
- 2 – Inside the regular classroom 40%–79% of the day
- 3 – Inside the regular classroom less than 40% of the day
- 4 – Public/Private Separate Day School Facility
- 6 – Public/Private Residential Facility
- 8 – Home Instruction/Hospital Environment
- 9 – Correctional Facility
- 10–Parentally Placed in Private Schools

1 – Inside the regular classroom 80% or more of the day

Students inside the regular classroom for 80 percent or more of the school day. (These are children who received special education and related services outside the regular classroom for less than 21 percent of the school day.) This may include children with disabilities placed in regular class with:

- special education/related services provided within regular classes;
- special education/related services provided outside regular classes; or
- special education services provided in resource rooms.

2 – Inside the regular classroom 40%-79% of the day

Students inside the regular classroom between 40 and 79% of the day. (These are children who received special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent 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:

- resource rooms with special education/related services provided within the resource room; or
- resource rooms with part-time instruction in a regular class.

3 – Inside the regular classroom less than 40% of the day

Students inside the regular classroom less than 40 percent of the day. These are children who received special education and related services outside the regular classroom for more than 60 percent 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 regular class; or
- self-contained special classrooms with full-time special education instruction on a regular school campus.

4 – Public/Private Separate Day School Facility

Students received education programs in public or private separate day school facilities. 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 regular school buildings for the remainder of the school day; or
- public and private residential facilities if the student does not live at the facility.

6 – Public/Private Residential Facility

Students received education programs and lived in public or private residential facilities 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 regular 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.

8 – Home Instruction/Hospital Environment

Students who received education programs in homebound/hospital environment includes children with disabilities placed in and receiving special education and related services in:

- hospital programs, or
- homebound programs.

Do not include children with disabilities whose parents have opted to home-school them and who receive special education at the public expense.

9 – Correctional Facility

Students received special education in correctional facilities. These data are intended to be a count of all children receiving special education in:

- short-term detention facilities (community-based or residential), or
- correctional facilities.

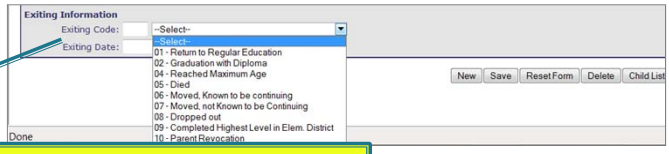
10–Parentally Placed in Private Schools

Students who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan. Include children whose parents chose to home-school them, but who receive special education and related services at the public expense.

Do not include children who are placed in private schools by the LEA.

11–Parentally Placed in Private Schools through Lindsey Nicole Henry

Exiting Information



Exiting Code/Exiting Date: Enter an Exit Code and Exit Date (mm/dd/yyyy) for all students with IEPs no longer served in special education by the district. Complete both fields!

Return to regular education: Student was served in special education in school year, but at some point, returned to regular education. These are students who no longer have an IEP and are receiving all of their educational services from a regular education program.

Exiting Information

Graduation with regular diploma: Student exited an through the receipt of high school diploma. These are students who met the same standards for graduation as those students without disabilities. Does not include students who completed the highest grade in an elementary district.

Reached maximum age: Student exited special education because of reaching the maximum age for receipt of special education services, including students with disabilities who reached the maximum age and did not receive a diploma.

Died: Student died

Exiting Information

Moved, known to be continuing: Student moved out of catchment area or otherwise transferred to another district and is *KNOWN* to be continuing in an education program. Does not need to be evidence that the student is continuing in special education, only that he/she is continuing in an education program. This includes students in residential drug/alcohol rehabilitation centers and correctional facilities.

Moved, not known to be continuing: rarely used.

Exiting Information

Dropped out: Student is no longer enrolled and did not exit special education through any of the other codes described. This includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters from special education.

Completed highest level in elementary district: Student has completed special education program in an elementary school district and known to be continuing their education at an independent school district.

Parent Revocation: Parent has revoked consent for all special education services and child is no longer being served with an IEP.

Exited to LNH Scholarship: Use if child leaves district for private school my receiving LNH Scholarship.

Early Childhood Outcomes

You must complete the "Child Outcomes Summary" to provide ratings for children:

- **entering special education**, aged 3 to 6 (6th birthday); and
- **exiting special education** via moving out of district, dismissal from services, or turning 6 years old.

Early Childhood Outcomes

Preschool Entry **

5/20/2008 Preschool Entry Date (MM/DD/YYYY)

4 Positive Social-Emotional Skills (including social relationships) (1—7)

5 Acquiring and Using Knowledge (1—7)

4 Taking Appropriate Action to Meet Needs (1—7)

Preschool Exit ***

Preschool Exit Date (MM/DD/YYYY)

Positive Social-Emotional Skills (including social relationships) (1—7)

○ Yes ⊙ No Has the child shown any new skills or behaviors related to positive socialemotional skills (including positive social relationships) since the last outcomes summary?

Acquiring and Using Knowledge (1—7)

○ Yes ⊙ No Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary?

Taking Appropriate Action to Meet Needs (1—7)

○ Yes ⊙ No Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary?

Early Childhood Outcomes

By completing the "Child Outcomes Summary Form," you will get the ratings for children:

- **entering special education**, aged 3 to 6 (6th birthday); and
- **exiting special education** via moving out of district, dismissal from services, or turning 6 years old.

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? *(Circle one number)*

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

Supporting evidence for answer to Question 1a

Source of information	Date	Summary of Relevant Results

Early Childhood Outcomes: Review

Use the "Child Outcomes Summary Form" to provide ratings for each area:

Positive Social-Emotional Skills (including social relationships)

To what extent does the child show age-appropriate functioning, across a variety of settings and situations:

(1) relating with adults,
(2) relating with other children, and
(3) following rules related to groups or interacting with others?

Early Childhood Outcomes: Review

Use the "Child Outcomes Summary Form" to provide ratings for each area:

Acquiring and Using Knowledge and Skills

To what extent does the child show age-appropriate functioning, across a variety of settings and situations:

(1) thinking, reasoning, remembering, and problem solving,
(2) understanding symbols, and
(3) understanding the physical and social worlds?

Early Childhood Outcomes: Review

Use the "Child Outcomes Summary Form" to provide ratings for each area:

Taking Appropriate Action to Meet Needs

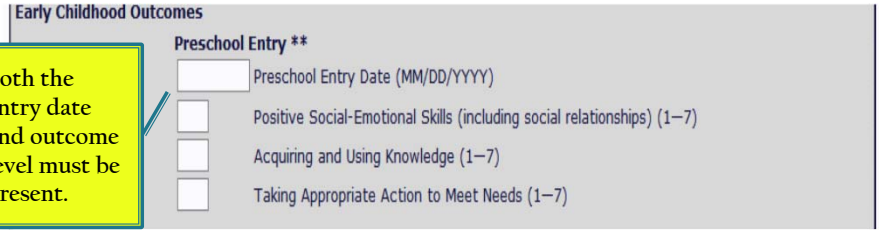
To what extent does the child show age-appropriate functioning, across a variety of settings and situations

(1) taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.),
(2) contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects),
(3) getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects).

Early Childhood Outcomes: Entry

Enter early childhood outcome entry data for each child aged three through six who entered the district after July 1, 2011.

Both the entry date and outcome level must be present.



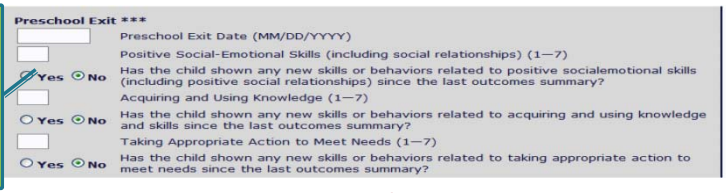
Note: only the summary ratings on a scale of 1 (not yet) to 7 (completely) are reported through the Special Education Child Count System. However, each district is responsible for maintaining the supporting evidence for the ratings at the district.

Early Childhood Outcomes: Exit

Enter early childhood outcome exit data for each child who has received special education and related services and has either:

1) exited your special education program (e.g., returned to regular education or moved to another district), or
2) aged-out of preschool services (i.e., had 6th birthday).

Both the exit date and outcome level must be present.



Note: only the summary ratings on a scale of 1 (not yet) to 7 (completely) are reported through the Special Education Child Count System. However, each district is responsible for maintaining the supporting evidence for the ratings at the district.

Reminder

Be sure to click "save" for changes on each child.

Uploading Child Count from SEAS

Prepare all additions and edits in SEAS before entering the District Reporting Site.

COMPUTER AUTOMATION SYSTEMS INC.™

PO Box 590 ● Mountain Home, AR 72654 ● Toll Free: (877) 221-7327 ● Fax: (870) 425-6988 ● e-mail: seas@computerautomation.com ● www.computerautomation.com

Oklahoma Special Education Child Count Guidance

According to OSDE, you may begin uploading child count and working on your data report as of **June 14, 2012.** The deadline to certify your data report is July 15, 2012.

In order for SEAS to include the correct data in your export file, it is VERY important that you have a Fiscal Year start and end date in the Owner Setup screen, and that you have set up Non-instructional Days. The Non-instructional Day set up is critical for the calculation of the initial evaluation 45 school day timeline. Please see the attached instructions for Non-instructional Day setup.

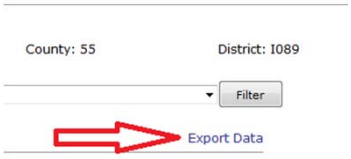
1. In the Owner Setup tab on the main menu, verify that you have entered your county and district number. The county number should be two digits (e.g., 01), and the district number should be one letter (either C or I) and three digits (e.g., I001). **Verify that you have entered the start and end dates for the fiscal year on the Owner Setup screen (7/1/2011 through 6/30/2012).**

Uploading Child Count from SEAS

On the child count report screen, enter the current fiscal year, and click Save.

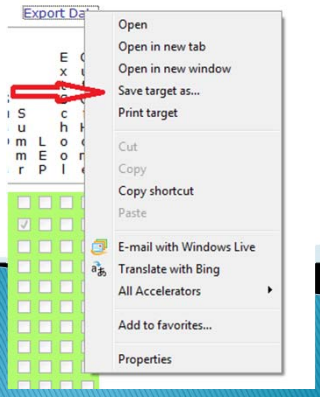
Uploading Child Count from SEAS

To download your child count file to your computer, right click the "Export Data" link.



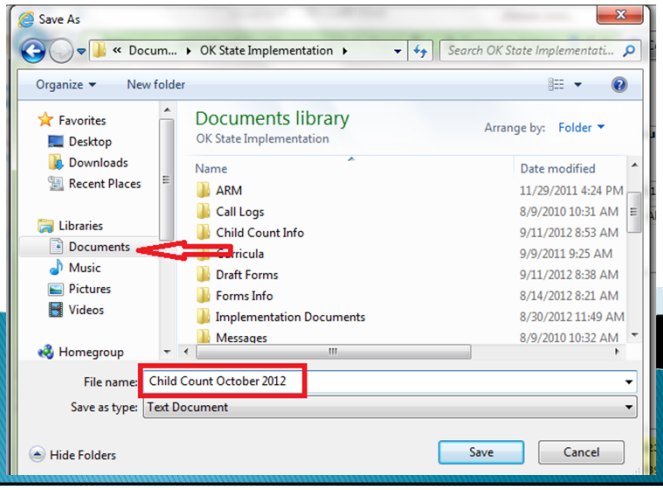
Uploading Child Count from SEAS

Select "Save target as…"



Uploading Child Count from SEAS

Select the folder
Rename the file
Click Save

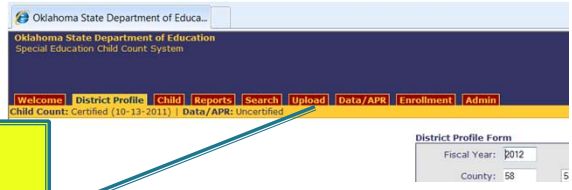


Uploading Child Count from SEAS

ANOTHER NOTE:

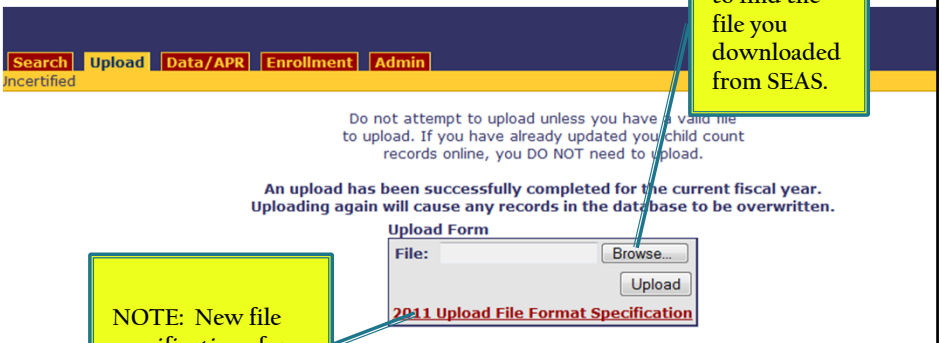
Uploading Child Count from SEAS

1. Follow instructions from SEAS to download the file to your computer.
2. Log into the Child Count System, select 2013.



Choose "Upload" tab

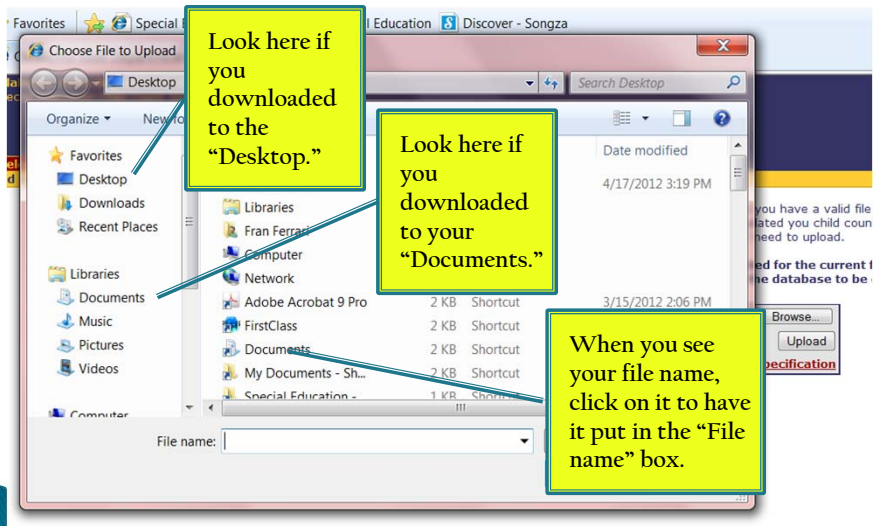
Uploading Child Count from SEAS



Use "Browse" to find the file you downloaded from SEAS.

NOTE: New file specifications for 2013 will be posted.

Uploading Child Count from SEAS

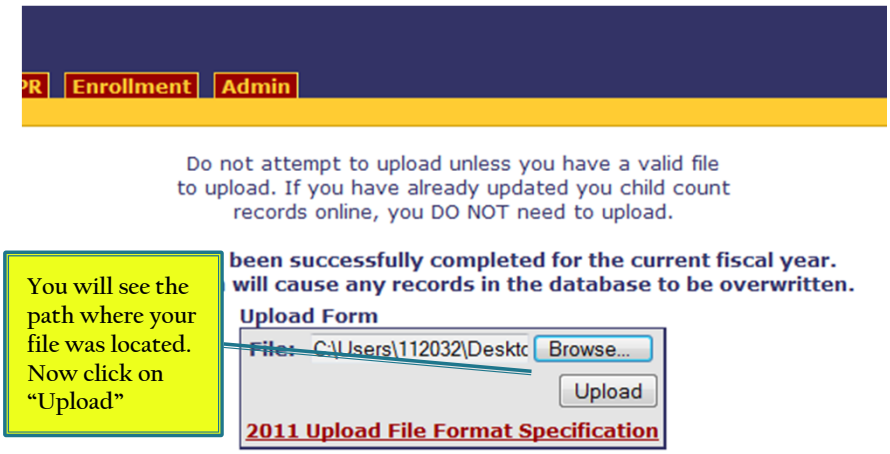


Look here if you downloaded to the "Desktop."

Look here if you downloaded to your "Documents."

When you see your file name, click on it to have it put in the "File name" box.

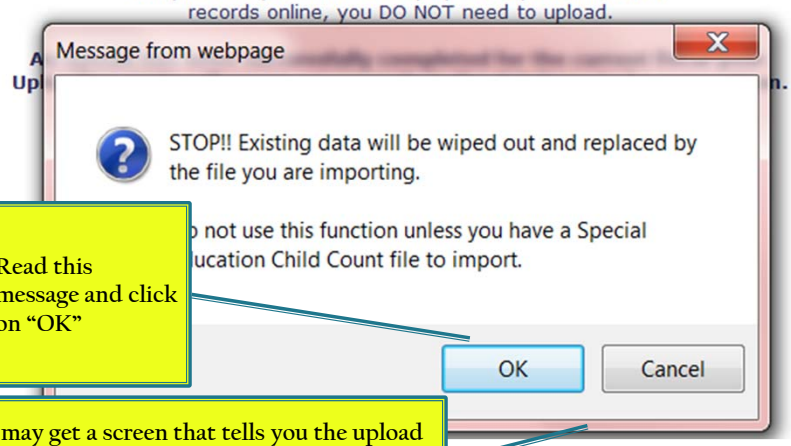
Uploading Child Count from SEAS



You will see the path where your file was located. Now click on "Upload"

Uploading Child Count from SEAS

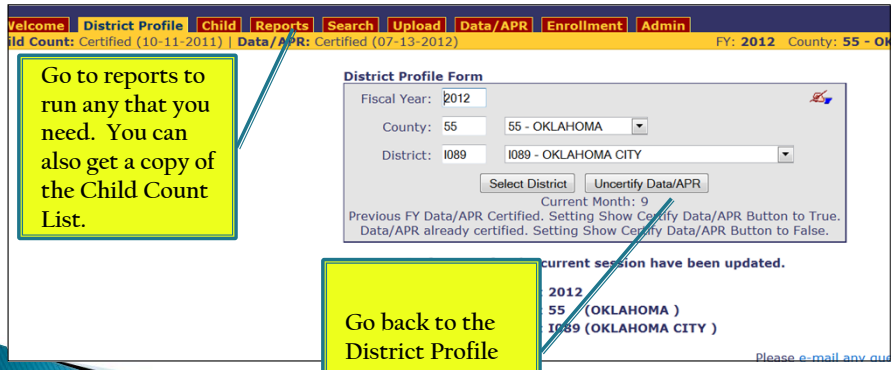
Do not attempt to upload unless you have a valid file to upload. If you have already updated you child count records online, you DO NOT need to upload.



Read this message and click on "OK"

You may get a screen that tells you the upload did not go through and that you have errors. Fix the errors in SEAS then upload again.

When finished with online or uploading from SEAS, you can now have the district superintendent certify the data.



Go to reports to run any that you need. You can also get a copy of the Child Count List.

Go back to the District Profile tab to "Certify"

TEST

OPENS: _____, October _, 201_

CLOSES: _____, October _, 201_

Where is the "certify" button?

Who can certify the report?

Additional Information

Oklahoma State Department of Education
http://www.ok.gov/sde/

Special Education Services
http://www.ok.gov/sde/special-education

Special Education Automation Software
http://www.okseas.com

oklahoma state department of education
special education services
"changing times in special education"

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SEAS Toll Free Number: 1-877-221-7327

Attendance

https://www.surveymonkey.com/s/2012childcountlong

oklahoma state department of education
special education services
"changing times in special education"