



**JANET BARRESI**  
**STATE SUPERINTENDENT OF PUBLIC INSTRUCTION**  
**STATE OF OKLAHOMA**

**MEMORANDUM**

**TO:** Superintendents and Special Education Coordinators/Directors

**FROM:** Special Education Services

**DATE:** September 26, 2011

**SUBJECT:** FY2012 State Aid and Federal Reporting CHILD COUNT PROCEDURES

Attached are the instructions for submitting your special education Child Count. Child Count information is to be based upon children and youth with disabilities aged 3 through 21 who are receiving special education and related services on **Monday, October 3, 2011**. Due to the flexibility granted by 34 CFR §300.641(a), the Oklahoma State Department of Education (OSDE), Special Education Services (SES), will combine the State Aid (October 3) and federal reporting (December 1) child count reports. Therefore, the district count of children receiving special education and related services as of **Monday, October 3, 2011**, will be used for both purposes.

Your district's Child Count report is submitted via the OSDE Special Education Child Count System. Instructions for navigating the system are attached. Additional instructions are located on the Welcome screen. Your district's most current reported data will be available online for you to update based on your Friday, October 1, 2010, count. You may also upload a file that meets the file layout specifications outlined on the "Upload" tab or from SEAS. The specifications only apply if you are uploading a data file, not if you are updating your data directly online.

Please review these instructions carefully and contact Ms. Amy Daugherty, Associate State Director, at (405) 521-4881, or by e-mail at [Amy\\_Daugherty@sde.state.ok.us](mailto:Amy_Daugherty@sde.state.ok.us), or Mr. John Smith, Coordinator, at (405) 522-1463, or by e-mail at [John\\_Smith@sde.state.ok.us](mailto:John_Smith@sde.state.ok.us), or Ms. Fran Ferrari, Data Analysis Specialist, at (405-521-2198) or by e-mail at [Fran\\_Ferrari@sde.state.ok.us](mailto:Fran_Ferrari@sde.state.ok.us), should you have any questions.

As part of the requirements of IDEA 2004, we are required to report to the United States Department of Education, Office of Special Education Programs, the timeliness and accuracy of the data we submit to them as well as our steps for ensuring that districts meet the timelines given for data submission. With this in mind, it is our intention to report the timeliness and accuracy of data submitted by each local educational agency (LEA) to the public as part of the new Special Education District Data Profiles. Thank you for your timely submission of the **Monday, October 3, 2011**, Child Count. **The deadline for submission of your Monday, October 3, 2011, Child Count via the web-based Special Education Child Count System is Friday, October 14, 2011.**

AD/js

Attachment

cc: State Superintendent Janet Barresi  
IDEA – B Advisory Panel  
Regional Accreditation Officers (RAOs)

Janet Barresi  
State Superintendent of Public Instruction  
Oklahoma State Department of Education  
Special Education Services

## **SPECIAL EDUCATION CHILD COUNT REPORT INSTRUCTIONS**

The information collected through the Special Education Child Count Report is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), through Sections 611 and 618 of the Individuals with Disabilities Education Act (IDEA), as well as the Oklahoma State Department of Education (OSDE), Office of Financial Accounting. To ensure accuracy, this report must be completed by persons having access to a variety of special education information. This may include the superintendent, special services director, special education teacher(s), board treasurer, or accountant. The OSDE, Special Education Services (SES), may withhold school year 2011-2012 IDEA funds until the district's Special Education Child Count Report has been submitted by the district and has been verified as complete and accurate by the OSDE-SES.

**To complete the Special Education Child Count Report, districts must include all children with Individualized Education Programs (IEPs) served by the district on *Monday, October 3, 2011*. (Note: *The October 3, 2011, child count will be used for both State Aid and federal reporting purposes.*) To update this information:**

- Go to <[www.sde.state.ok.us](http://www.sde.state.ok.us)>;
- Click on "Special Education Services";
- Choose the "Data and Reporting" tab;
- Click on "Child Count" (for the School District Reporting Site);
- Enter logon/password;
- Click on "Special Education Services – Child Count";
- Click on "District Profile" tab;
- Fiscal Year (FY) 2012 should automatically appear;
- Click on "Select District";
- Click on "Child";
- Update all child count information; and
- Certify the Special Education Child Count (Note: Certification is only available under the district superintendent's logon) on or before Friday, October 14, 2011.

**SPECIAL EDUCATION CHILD COUNT**

**Responsibility for counting and reporting children on Child Count 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.**

- a. For children enrolled in public schools, the legal district of residence will be responsible for reporting the children on its Child Count.
- b. For children enrolled by their parents in private schools, the district in which the private schools are located will be responsible for reporting the children. Each local educational agency (LEA) shall consult with representatives of private school children in deciding how to conduct the annual count of the number of private school children with disabilities. This child count must be used to determine the amount that the LEA must spend on providing special education and related services to private school children with disabilities in the subsequent fiscal year (34 CFR § 300.453). Of parentally placed private school children, only those receiving services via a service agreement with the LEA should be reported on the LEA's child count that is submitted to the OSDE-SES.
- c. For children placed by an IEP team decision in a private school or residential facility, the district responsible for making the decision will be responsible for reporting the children.
- d. For children enrolled by an emergency transfer in a district that is not their legal district of residence, the district of residence will be responsible for reporting the children.
- e. For children 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 will be responsible for reporting the children.
- f. For children residing in an elementary school district attending a high school in an independent school district, the independent district will be responsible for reporting the children.
- g. For children who are residential children at the Oklahoma School for the Deaf (OSD) or the Oklahoma School for the Blind (OSB), the OSD or the OSB (as appropriate) will be responsible for reporting the children.
- h. For children who receive services at the OSD or the OSB but are not residential children (i.e., They are day children only,) the district of legal residence will be responsible for reporting the children.
- i. For infants and toddlers with disabilities (**aged 0 through 2**), districts will be responsible for reporting them to the Part C State Early Intervention Program (i.e., SoonerStart).

Oklahoma State Department of Education  
Special Education Child Count System

SDE Reporting Logout Instructions/Help

Welcome District Profile Child Reports Search Upload Data/APR Enrollment Admin

Child Count: Uncertified | Data/APR: Uncertified FY: 2012 County: 99 - STATEWIDE District: 9999 - SDE

Save Clear Form Child List

Child Data Form

Site:  --Select--

STN/ID Number:

Name:      
*Last First MI:*

Date of Birth:  (mm/dd/yyyy)

Grade:  --Select-- Sex:

Ethnicity: Hispanic:  Yes  No

Race:  White  Hawaiian or Pacific Islander  Black/African American  Asian  American Indian

**Parent Information**

1. First Name:  Last Name:   
**Phone Numbers** Home:  Work:  Cell:

2. First Name:  Last Name:   
**Phone Numbers** Home:  Work:  Cell:

Summer Program (For Multi Disabilities Only)  LEP  Extended School Year  Out of Home Placement

Participates in:

- Regular Assessment, Oklahoma Core Curriculum Test (OCCT) without Accommodations
- Regular Assessment (OCCT) with Accommodations
- Oklahoma Modified Alternate Assessment Program (OMAAP) without Accommodations
- Oklahoma Modified Alternate Assessment Program (OMAAP) with Accommodations
- Oklahoma Alternate Assessment Program (OAAP) Portfolio
- Regular Assessment (OCCT) without Accommodations and Oklahoma Modified Alternate Assessment Program (OMAAP) without Accommodations
- Regular Assessment (OCCT) with Accommodations and Oklahoma Modified Alternate Assessment Program (OMAAP) with Accommodations
- Regular Assessment (OCCT) with Accommodations and Oklahoma Modified Alternate Assessment Program (OMAAP) without Accommodations
- Regular Assessment (OCCT) without Accommodations and Oklahoma Modified Alternate Assessment Program (OMAAP) with Accommodations

**Disability Information**

Primary Dis.:  --Select--

Suspected Dis.:

*Suspected Disability is required if Primary Disability is Developmental Delay (15)*

Secondary Disability for Related Services:

Program code:

**Discipline:** #Times #Days

<input type="checkbox"/>	<input type="checkbox"/>	Unilaterally removed to an interim alternative educational setting by school personnel for DRUGS
<input type="checkbox"/>	<input type="checkbox"/>	Unilaterally removed to an interim alternative educational setting by school personnel for WEAPONS
<input type="checkbox"/>	<input type="checkbox"/>	Unilaterally removed to an interim alternative educational setting by school personnel for SERIOUS BODILY INJURY
<input type="checkbox"/>	<input type="checkbox"/>	Removed to an interim alternative educational setting based on a HEARING OFFICER DETERMINATION regarding likely injury
<input type="checkbox"/>	<input type="checkbox"/>	Suspended OUT-OF-SCHOOL (Total)
<input type="checkbox"/>	<input type="checkbox"/>	Suspended IN-SCHOOL (Total)
<input type="checkbox"/>	<input type="checkbox"/>	Number of days expelled (when expelled for the remainder of the school year).

Yes Were services received when expelled?

No

Total removed from educational placement for disciplinary action

**Early Childhood Outcomes**

**Preschool Entry \*\***

Preschool Entry Date (MM/DD/YYYY)

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

Acquiring and Using Knowledge (1–7)

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?

**Site Code**

- The site in which the child is enrolled.

**ID Number**

- Districts are now required to use the students State Testing Number.

**Name**

- Child’s last name, first name, and middle initial.

**Date of Birth**

- Child's date of birth (mm/dd/yyyy).

**Grade**

- Use Early Childhood (EC) for children aged 3 to 6 years old.
- Do not use Nongraded (NG) (Children previously coded as NG should now be coded as Grade 12.) Any child continuing in Grade 12 for more than one year should continue to be coded as Grade 12.

**Sex**

- Male or Female

**Race**

- You will first make a selection from the follow choices:
  - **Hispanic or Latino**...A person of Cuban, Mexican, Puerto Rican, South or Central American, or Spanish culture regardless of race.
  - **Not Hispanic**
- Next you will choice from one or more of the following race(s).
  - **American Indian/Alaskan Native** . . . A person having origins in any of the original people of North or South America and who maintain tribal affiliation or community attachment.
  - **Asian**... A person having origins in any of the original people of the Far East, Southeast Asia or the Indian subcontinent including Cambodia, China, India, Japan Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.
  - **Black or African American** . . . A person having origins in any of the black racial groups of Africa.
  - **Native Hawaiian/Pacific Islander** . . . A person having origins in any of the original people of Hawaii, Guam, Samoa or other Pacific Islands.
  - **White** . . . A person having origins in any of the original people of Europe, the Middle East or North Africa.

**Summer Program**

- Is the child's primary disability "Multiple Disabilities"?
  - If so, will the child receive summer program services during this fiscal year?
  - If yes, indicate so here. You will also need to indicate this in the Extended School Year (ESY) section.

**Extended School Year**

- Will the child receive ESY services at any time during the current fiscal year?

**LEP**

- Does the child have limited English proficiency (LEP) as defined under the Elementary and Secondary Education Act, 20 U.S.C. Section 7801(A)(25)?

**State/Districtwide Assessment** (note: districts can no longer choose between types of content

that should be reported in the child's IEP.)

- Regular Assessment, Oklahoma Core Curriculum Test (OCCT), without Accommodations
- Regular Assessment (OCCT) with Accommodations
- Oklahoma Modified Alternate Assessment Program (OMAAP) without Accommodations
- Oklahoma Modified Alternate Assessment Program (OMAAP) with Accommodations
- Oklahoma Alternate Assessment Program (OAAP) Portfolio
- Regular Assessment (OCCT) and Oklahoma Modified Alternate Assessment Program (OMAAP) without Accommodations
- Regular Assessment (OCCT) and Oklahoma Modified Alternate Assessment Program (OMAAP) with Accommodations
- Regular Assessment (OCCT) with Accommodations and Oklahoma Modified Alternate Assessment Program (OMAAP) without Accommodations
- Regular Assessment (OCCT) without Accommodations and OMAAP with Accommodations

State/Districtwide Assessment (note: districts can no longer choose between types of content)

Participates in:

- Regular Assessment, Oklahoma Core Curriculum Test (OCCT) w/o Accommodations
- Regular Assessment (OCCT) with Accommodations
- Oklahoma Modified Alternate Assessment Program (OMAAP) w/o Accommodations
- Oklahoma Modified Alternate Assessment Program (OMAAP) with Accommodations
- Oklahoma Alternate Assessment Program (OAAP) Portfolio
- Regular Assessment (OCCT) w/o Accommodations and Oklahoma Modified Alternate Assessment Program (OMAAP) w/o Accommodations
- Regular Assessment (OCCT) with Accommodations and Oklahoma Modified Alternate Assessment Program (OMAAP) with Accommodations
- Regular Assessment (OCCT) with Accommodations and Oklahoma Modified Alternate Assessment Program (OMAAP) w/o Accommodations
- Regular Assessment (OCCT) w/o Accommodations and Oklahoma Modified Alternate Assessment Program (OMAAP) with Accommodations

### Primary Disability Category

- Hearing Impairment (including Deafness)
- Speech or Language Impairment
- Visual Impairment (including Blindness)
- Emotional Disturbance
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Deaf-Blindness (for children eligible in this category, both impairments must exist)
- Multiple Disabilities
- Autism
- Traumatic Brain Injury
- Developmental Delays
- Intellectually Disabled

### Suspected Disability

- Required if primary disability is Developmental Delay (DD) (until the 9<sup>th</sup> birthday if the district utilizes the DD category).

### **Secondary Disability for Related Services**

**(Note: These services must be documented on the child's IEP.)**

- The provision of a related service may be provided in addition to services typically provided for the child's primary disability category. 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 (e.g., A child with the primary disability of serious emotional disturbance might have a secondary disability of orthopedic impairment and need the related service of physical therapy).

The following combinations would not apply.

- Audiology services (closely related to a hearing impairment) (A student who has the primary disability of "Hearing Impairment" could not have audiology services as a related service for a secondary disability).
- Speech-language therapy (closely related to a speech or language impairment) (A student who has the primary disability of "Speech or Language Impairment" could not have speech-language therapy as a related service for a secondary disability).
- Orientation and mobility (closely related to a visual impairment) (A student who has the primary disability of "Visual Impairment" could not have orientation and mobility as a related service for a secondary disability).
- Counseling (closely related to an emotional disturbance) (A student who has the primary disability of "Emotional Disturbance" could not have counseling as a related service for a secondary disability).
- Occupational therapy and/or physical therapy (closely related to an orthopedic impairment). (A student who has the primary disability of "Orthopedic Impairment" could not have OT and/or PT as a related service for a secondary disability).

The above areas can be provided to any student the IEP team determines has the need of related services. They cannot, however, in these instances, be counted toward Child Count. The services would be documented on the student's IEP.

### **School Age Program Codes (aged 6 through 21)**

- (1) Inside the regular class 80% or more of the day
  - The child receives special education and related services outside the regular education classroom for less than 21% of the school day, and can include children with disabilities placed in (1) regular class with special education and related services provided within regular classes, (2) regular class with special education and related services provided outside regular classes, or (3) regular class with special education services provided in a resource room.
- (2) Inside the regular class 40% to 79% of the day
  - The child receives special education and related services outside the regular classroom for at least 21% but no more than 60% of the school day, and can include children with disabilities placed in (1) resource rooms with special education and related services provided within the resource rooms, or (2) resource rooms with part-time instruction in a regular class.

- (3) Inside the regular class less than 40% of the day
  - The child receives special education and related services outside the regular classroom for more than 60% of the school day, and can include (1) self-contained special classrooms with part-time instruction in a regular class, or (2) self-contained special classrooms with full-time special education instruction on a regular school campus.
- (4) Public/Private Separate Day School Facility
  - The child receives education in public or private separate day school facilities (including children with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in public or private separate schools), and can include (1) public and private day schools for children with disabilities, (2) public and private day schools for children with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day, or (3) public and private residential facilities *if the child does not live in the facility*.
- (5) Public/Private Residential Facility
  - The child receives education in a public or private residential facility during the school week (including children with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in public or private residential facilities), and can include (1) public and private residential schools for children with disabilities, or (2) public and private residential schools for children with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day. Do not include children who received education programs at the facility, but do not live there.
- (6) Home Instruction/Hospital Environment
  - The child receives education (1) through home instruction, or (2) in a hospital program. Do not include children with disabilities whose parents have chosen to homeschool them and who receive special education at the public expense.
- (7) Correctional Facility
  - The child receives education in (1) a short-term detention facility (community-based or residential), or (2) correctional facilities.
- (8) Parentally Placed in Private Schools
  - The child is enrolled by his/her parent or guardian in regular parochial or other private school and his/her basic education is paid through private resources, although he/she receives special education and related services at public expense from a local educational agency under a service plan. Include children whose parents chose to homeschool, 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.
- (9) Parentally Placed in Private School funded by Lindsey Nicole Henry Scholarship.
  - The child is enrolled by his/her parent or guardian in regular parochial or other private school and his/her basic education is paid through the Lindsey Nicole Henry Scholarship.

**Program Code (Early Childhood)**

- E1 - Regular Early Childhood Program  $\geq$  10 hrs/wk (majority of Special Education

and related services in Regular Early Childhood Program.

- E2 - Regular Early Childhood Program  $\geq$  10 hrs/wk (majority of Special Education and related services in other location).
- E3 - Regular Early Childhood Program  $\leq$  10 hrs/wk (majority of Special Education and related services in Regular Early Childhood Program).
- E4 - Regular Early Childhood Program  $\leq$  10 hrs/wk (majority of Special Education and related services in other location)
- B1 – Special Education Program: Separate Class
- B2 – Special Education Program: Separate School
- B3 – Special Education Program: Residential Facility
- B4 – Special Education Program: Home Instruction/Hospital
- B5 – Special Education Program: Service Provider Location
- P1 - Parentally Placed Private School HB1744

#### 1. Early Childhood LRE (aged 3 through 5)

- Early Childhood Program
  - The child attends a program that includes at least 50% nondisabled children. Early childhood programs include, but are not limited to (1) Head Start, (2) Kindergarten, (3) reverse mainstream classrooms, (4) early childhood classes offered to an eligible Pre-Kindergarten population by the public school system, and (5) group child care. Attendance at an early childhood program need not be funded by IDEA, Part B funds. 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.
    - In the regular early childhood program at least 10 hours per week
    - In the regular early childhood program less than 10 hours per week

#### Special Education Program

- 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.
  - 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.
  - Separate School
    - Special education and related services are provided in a separate school (public or private day schools designed specifically for children with disabilities).
  - Residential Facilities
    - Special education and related services are provided in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.

- Home
  - The child receives some or all of his/her special education services 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 (note: this includes children who receive special education both at home and in a service provider location). The term "caregiver" also includes babysitters.
- Service provider location
  - The child does not receive any special education services in the home and does not attend an early childhood program or a special education childhood program. This includes speech instruction provided in private clinicians' offices, clinicians' offices located in school buildings, hospital facilities on an outpatient basis, libraries, and other public locations.
- Parentally placed in Private School-HB1744
- If the child is attending a Regular Early Childhood Program, she/he is to be reported within either E1, E2, E3, or E4, as directed below. If the child does not attend a Regular Early Childhood Program at all, skip to instruction #2, below.
  - Children attending Regular Early Childhood Programs are then classified into one of two subcategories.
  - E1 and E2 are for reporting children attending a Regular Early Childhood Program at least 10 hours per week.

If the child attends a Regular Early Childhood Program at least 10 hours per week, refer to the criteria listed under instruction # case the child would be receiving special education and related services either at Home (B4) or in a Service Provider Location or some Other Location (B5).

If the child attends a Special Education Program, as defined below, report the child in B1, B2, or B3.

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; and
- residential facilities.

Report the child in one of the three bulleted environments listed just above, even if the child also receives special education services in the home (B4) or in the service provider location or some other location (B5).

- (B4) Home. If the child attends neither a Regular Early Childhood Program nor a Special Education Program, the next factor to consider is whether the child receives some or all of his/her special education and related services in the home. Report the child in this category (B4), even if the child also receives special education and related services in a service provider location or some other location that is not in any other category (B5).
  - (B5) Service Provider location or some other location not in any other category. If the child attends neither a Regular Early Childhood Program nor a Special Education Program and does not receive any special education and related services in the home, report the child in B5.
  - P1 Parentally Placed in Private School – HB1744
    - For students placed in private schools receiving the Lindsay Nicole Henry Scholarship.
1. If the child attends a Regular Early Childhood Program less than 10 hours per week, refer to the criteria listed in instruction #3, titled Reporting Special Education and Related Services Environment, on the next page, to identify which of categories E3 or E4 best represents the environment in which the child receives the majority of hours of special education and related services.
  2. If the child is NOT at all attending a Regular Early Childhood Program as defined above, the child is to be reported within Set B. Such children would be either Attending a Special Education Program (B1, B2, or B3), OR Attending Neither a Regular Early Childhood Education Program Nor a Special Education Program of any kind, in which

### 3. Reporting Special Education and Related Services Environment

If you report that a child attends a Regular Early Childhood Program, you must also select the category that best represents the environment in which the child receives the majority of hours of special education and related services and the number of hours that the child spends in the Regular Early Childhood Program each week.

The educational environment categories are as follows:

- E1. 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 at least 10 hours per week).
- E2. 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).
- E3. 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).
- E4. 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).

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:

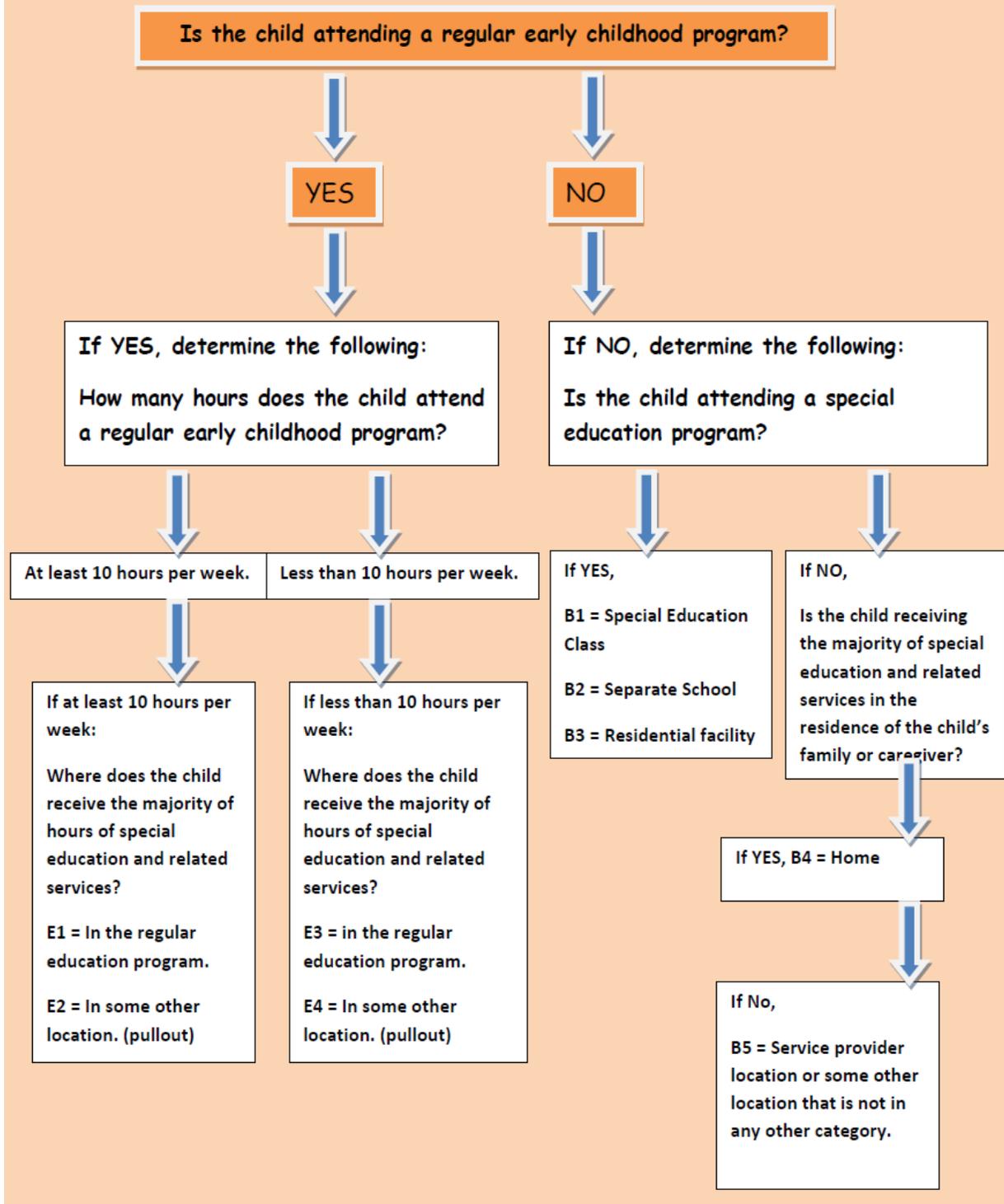
- B1. Separate class. Total who attended a special education program in a class with less than 50% nondisabled children. (Do not include children who also attended a regular early childhood program. These children should be reported in columns B1, B2, or B3.)
- B2. Separate school. Total who received education programs in public or private day schools designed specifically for children with disabilities. (Do not include children who also attended a regular early childhood program. These children should be reported in columns B1, B2, or B3.)
- B3. Residential facility. Total who received education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. (Do not include children who also attended a regular early childhood program. These children should be reported in columns B1, B2, or B3.)

If you report that a child attends neither a Regular Early Childhood Program nor a Special Education Program, you must select the category that best represents the specific environment in which the child receives the majority of hours of special education and related services. These environments include:

- B4. Home. Total who received special education and related services in the principal residence of the child's family or caregivers, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location or some other location that is not in any other category. The term caregiver also includes babysitters.

- B5. Service provider location or Some Other location that is not in any other category. Total who received all of their special education and related services from a service provider or some other location that is not in any other category, and who attended neither 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.
- P1. Parentally Placed in Private School – HB1744
- For students placed in private schools receiving the Lindsay Nicole Henry Scholarship.

## Decision Tree for Coding Educational Environments



**Discipline**

**LEAs will not be required to report on Discipline during the October 1 child count. Discipline will only be addressed during the Data/Annual Performance Report.**

Exiting Code:	<input type="text" value="--Select--"/>
Exiting Date:	<input type="text" value="(mm/dd/yyyy)"/>

**Exiting Code/Exiting Date**

- Enter an exit code and exit date (mm/dd/yyyy) for all children with IEPs no longer served by the district. Children with an exit code must have an exit date.
  - Return to regular education.
    - Child was served in special education, but at some point, returned to regular education. These are children who no longer have an IEP and are receiving all of their educational services from a regular education program. This includes children who were withdrawn by their parents and are being homeschooled.
  - Graduation with regular diploma.
    - Child exited an education program through the receipt of a high school diploma. These are children who met the same standards for graduation as those children without disabilities. These are not children who merely completed the highest grade in an elementary district (e.g., you would not count a child who completed eighth grade and is going to attend ninth grade in an independent district).
  - Reached maximum age.
    - Child exited special education because of reaching the maximum age for receipt of special education services, including children with disabilities who reached the maximum age (child has to be 22 by the end of the fiscal year to utilize this option) and did not receive a diploma.
  - Died.
    - Child died.
  - Moved, known to be continuing.
    - Child moved out of the catchment area or otherwise transferred to another district and is *KNOWN* to be continuing in an education program. There does not need to be evidence that the child is continuing in special education, only that he/she is continuing in an education program. This includes children in residential drug/alcohol rehabilitation centers and correctional facilities.
  - Moved, not known to be continuing.
    - NOTE: for aggregation purposes, this category is combined with “dropped out” in the Special Education Data/Annual Performance Report.
  - Dropped out.
    - Child is no longer enrolled and did not exit special education through any of the other bases described. This includes dropouts, runaways, GED recipients, expulsions, and status unknown.
  - Completed highest level in elementary district.

- Child has completed education in the elementary district and is continuing education in an independent district.
- Parent Revocation.
  - Parent has revoked consent for all special education services and child is no longer being served with an IEP.

Preschool Entry **	
3/4/2009	Preschool Entry Date (MM/DD/YYYY)
6	Positive Social-Emotional Skills (including social relationships) (1–7)
6	Acquiring and Using Knowledge (1–7)
5	Taking Appropriate Action to Meet Needs (1–7)

### ***Early Childhood Outcomes***

- Enter early childhood outcome *entry* data for each child (3 to 6 years). 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?
  - 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?
  - 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 (showing hunger, dressing, feeding, toileting, etc.), (2) contributing to own health and safety (follows rules, assists with hand washing, avoids inedible objects, etc.), (3) getting from place to place (mobility) and using tools (forks, strings attached to objects)?

**Preschool Exit \*\*\***

<input type="text"/>	Preschool Exit Date (MM/DD/YYYY)
<input type="text"/>	Positive Social-Emotional Skills (including social relationships) (1–7)
<input type="radio"/> Yes <input checked="" type="radio"/> No	Has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary?
<input type="text"/>	Acquiring and Using Knowledge (1–7)
<input type="radio"/> Yes <input checked="" type="radio"/> No	Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary?
<input type="text"/>	Taking Appropriate Action to Meet Needs (1–7)
<input type="radio"/> Yes <input checked="" type="radio"/> No	Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary?

- Enter early childhood outcome *exit* data for each 3 to 6 year old child who has received special education and related services for at least 6 months and has either (1) exited special education (e.g., returned to regular education or moved to another LEA), or (2) aged-out of early childhood services (i.e., had 6<sup>th</sup> birthday). Use the “Child Outcomes Summary Form” to provide ratings for each area.
- For each child that information is provided, be sure to indicate if new skills or behaviors were demonstrated by answering the following questions.
  - Has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary?
  - Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary?
  - Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary?
- 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.

**Secondary Transition**

**LEAs will not be required to report on Secondary Transition during the October 3 child count. Secondary Transition services will only be addressed during the Data/Annual Performance Report.**

**ADDITIONAL INFORMATION**

- Each LEA will complete a child count for all children receiving special education services on Monday, October 3, 2011. The deadline to submit and certify child count via the Web-based Special Education Child Count System is Friday, October 14, 2011.. The child count may be open prior to the October 1 date; however, all LEAs must verify that data submitted truly reflects the actual count on Monday October 3, 2011. The Superintendent of the LEA is responsible for the certification of the count.

- Once the child count has been either updated on the Web site or uploaded, the district superintendent must certify the count. To do this, click on the District Profile tab. Once there, click on the Certify Count button to certify the count for your district. Please note that clicking on this button indicates that the count is accurate and unduplicated. You will notice the lock for Child Count will state certified once you have certified your count. Once you are finished, go to the Child tab, and click on Child List. Print a copy of the “current” list for your records. You will not be able to print a copy of the count (i.e., October 1 Child Count) from the Reports tab until your child count has been reviewed and approved from the OSDE-SES. **You will not receive a copy of the district certification form in the mail. You must print a copy of that form for your records.**
- Once your count has been certified, you will not be able to make any changes. If it is necessary to make changes, you must contact the OSDE-SES for your district’s data to be unlocked. If the unlock date is prior to Friday, October 14, 2011., you will be able to make your own changes in your Child Count and recertify by the Friday, October 14, 2011. deadline. After allowable changes have been made, you must recertify your count. After Friday, October 14, 2011., if changes to your child count are necessary, you must contact the OSDE-SES and fax your changes to the OSDE-SES. The OSDE-SES will contact you after Friday, October 14, 2011. to assist the district with changes. The LEA will still be responsible for recertifying the child count. Please note, changes made after Friday, October 14, 2011., will result in a designation of inaccurate data in your District Data Profile if changes constitute 5% or more of your child count.
- Each LEA must retain a copy of the child count master list and maintain it as its special education register. Forms must be maintained on file for five (5) years to meet compliance regulations 70 O.S. §§ 5-122 and 22-108 (see also the *Policies and Procedures for Special Education in Oklahoma, 2007*).
- The OSDE-SES will prepare the State Certification form for submission to the OSDE-State Aid no later than Thursday, December 1, 2011. The OSDE-SES will prepare the Federal Child Count form for submission to the OSEP no later than Wednesday, February 1, 2012.
- The OSDE-SES will maintain the State Special Education Register.