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

SPECIAL EDUCATION DATA/ANNUAL PERFORMANCE REPORT

The information collected through the Special Education Data/Annual Performance 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). 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. School year 2010-2011 IDEA funds will not be released until the district's Special Education Data/Annual Performance Report has been submitted by the district, certified by the Superintendent, and has been verified as complete and accurate by the Oklahoma State Department of Education (OSDE), Special Education Services (SES).

To complete the Special Education Data/Annual Performance Report, districts must first update their Special Education Child Count information to include all students with Individualized Education Programs (IEPs) served by the district in school year 2010-2011.

To update this information:

- Go to <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
- Click on "Select District" – "Click on "Child"
- Update all child count information
- Click on the "Data/APR" tab
- Complete each table
- Certify the Special Education Data/Annual Performance Report (note: certification is only available under the district superintendent logon) on or before **Friday, August 19, 2011**

Oklahoma State Department of Education
 Special Education Child Count System

[SDE Reporting](#) [Logout](#) [Instructions/Help](#)

Welcome
District Profile
Child
Reports
Search
Upload
Enrollment
Admin

Child Count: Certified (10-20-2010) | Data/APR: FY: 2011 County: 24 - GARFIELD District: 1047 - GARBER
 Uncertified

SPECIAL EDUCATION CHILD COUNT UPDATE

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 students enrolled in public schools, the legal district of residence will be responsible for reporting the children on its Child Count.
- b. For students enrolled by their parents in private schools, the district in which the private schools are located will be responsible for reporting the children. Each district must 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 district must spend on providing special education and related services to private school children with disabilities in the subsequent fiscal year (34 CFR § 300.133). For children parentally placed in private schools, only those receiving services via a service agreement with the district should be reported on the district's child count that is submitted to the OSDE-SES.
- c. For students 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 students 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 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 will be responsible for reporting the children.
- f. For students residing in an elementary school district and attending a high school in an independent school district, the independent district will be responsible for reporting the children.
- g. For students who are residential students at Oklahoma School for the Deaf (OSD) or Oklahoma School for the Blind (OSB), OSD or OSB (as appropriate), will be responsible for reporting the children.
- h. For 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 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.

NOTE: you must update and verify your Special Education Child Count to include all children who received special education services in 2010-2011 before completing the Data/Annual Performance Report.

Child Data Form

Site:

STN/ID Number:

Name:
Last First MI:

Date of Birth: (mm/dd/yyyy)

Grade: 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 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.:

Suspected Dis.: 5 - Speech or Language Impairment

	<input type="text" value="5"/>	5 - Speech or Language Impairment	
<i>Suspected Disability is required if Primary Disability is Developmental Delay (15)</i>			
Secondary Disability for Related Services:	<input type="text" value="8"/>	8 - Occupational and/or Physical Therapy	
Program code:	<input type="text" value="9"/>	B5 - Special Education Program: Service Provider Location	
Discipline: #Times #Days			
	<input type="text" value="0"/>	<input type="text" value="0"/>	Unilaterally removed to an interim alternative educational setting by school personnel for DRUGS
	<input type="text" value="0"/>	<input type="text" value="0"/>	Unilaterally removed to an interim alternative educational setting by school personnel for WEAPONS
	<input type="text" value="0"/>	<input type="text" value="0"/>	Unilaterally removed to an interim alternative educational setting by school personnel for SERIOUS BODILY INJURY
	<input type="text" value="0"/>	<input type="text" value="0"/>	Removed to an interim alternative educational setting based on a HEARING OFFICER DETERMINATION regarding likely injury
	<input type="text" value="0"/>	<input type="text" value="0"/>	Suspended OUT-OF-SCHOOL (Total)
	<input type="text" value="0"/>	<input type="text" value="0"/>	Suspended IN-SCHOOL (Total)
		<input type="text" value="0"/>	Number of days expelled (when expelled for the remainder of the school year).
	<input type="radio"/> Yes	<input type="radio"/> No	Were services received when expelled?
	<input type="text" value="0"/>	<input type="text" value="0"/>	Total removed from educational placement for disciplinary action
Early Childhood Outcomes			
Preschool Entry **			
	<input type="text" value="5/13/2010"/>	Preschool Entry Date (MM/DD/YYYY)	
	<input type="text" value="4"/>	Positive Social-Emotional Skills (including social relationships) (1-7)	
	<input type="text" value="2"/>	Acquiring and Using Knowledge (1-7)	
	<input type="text" value="1"/>	Taking Appropriate Action to Meet Needs (1-7)	
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 type="radio"/> No	Has the child shown any new skills or behaviors related to positive socialemotional skills (including positive social relationships) since the last outcomes summary?
	<input type="text"/>	Acquiring and Using Knowledge (1-7)	
	<input type="radio"/> Yes	<input 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 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?
Exiting Information			
Exiting Code:	<input type="text"/>	--Select--	
Exiting Date:	<input type="text"/>	(mm/dd/yyyy)	

Site Code

- The building in which the child is enrolled (cannot use the code “000”)

ID Number

- This **must** be the student’s state testing number (STN).
- When a State Testing Number is not available from the WAVE for parentally placed students in Private Schools, the district will generate a unique identification number for the student. This number must contain 10 digits and begin with the digit “0”. You could begin with the number “1” and back fill to the left with “0”, as in “0000000001”. You could use any number as long as it meets the above criteria.
-

Name

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

Date of Birth

- Child’s date of birth (mm/dd/yyyy)

Grade

- Use EC for preschoolers
- Do not use NG (students previously coded as NG should now be coded as Grade 12)

Sex

- Male or Female

Race

You will first make a selection from the following choices:

- **Hispanic or Latino**...A person of Cuban, Mexican, Puerto Rican, South or Central American, or Spanish culture regardless of race.
- **Non Hispanic**

Next you will choose 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.
- **If a parent fails to indicate the race, the LEA will make the determination.**

Summer Program

- Is the child’s primary disability “Multiple Disabilities”?
- Did the child attend summer program services during this fiscal year?

Extended School Year (ESY)

- Did the child receive ESY services at any time during this fiscal year?

LEP

- Does the child have limited English proficiency?

Out-of-Home Placement

- Is the student in an out-of-home placement?

State/Districtwide Assessment

- 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 OMAAP without Accommodations
- Regular Assessment (OCCT) and OMAAP with Accommodations
- Regular Assessment (OCCT) with Accommodations and OMAAP without Accommodations
- Regular Assessment (OCCT) without Accommodations and 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
- Multiple Disabilities
- Autism
- Traumatic Brain Injury
- Developmental Delays
- Intellectual Disability

Program code:

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 towards Child Count. They would be documented on the students IEP.

Secondary Disability for Related Services:

3 - Audiology
5 - Speech and Language Therapy
6 - Orientation and Mobility
7 - Counseling
8 - Occupational Therapy and/or Physical Therapy

Program Code (Preschool)

- 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 HB3393

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) preschool 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-HB3393
- 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 – HB3393
 - For students placed in private schools receiving the Lindsay Nicole Henry Scholarship.
 - 3, titled Reporting Special Education and Related Services Environment, on the next page, to identify which of categories E1 or E2 best represents the environment in which the child receives the majority of hours of special education and related services.
 - E3 and E4 are for reporting children attending a Regular Early Childhood Program less than 10 hours per week.
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.)

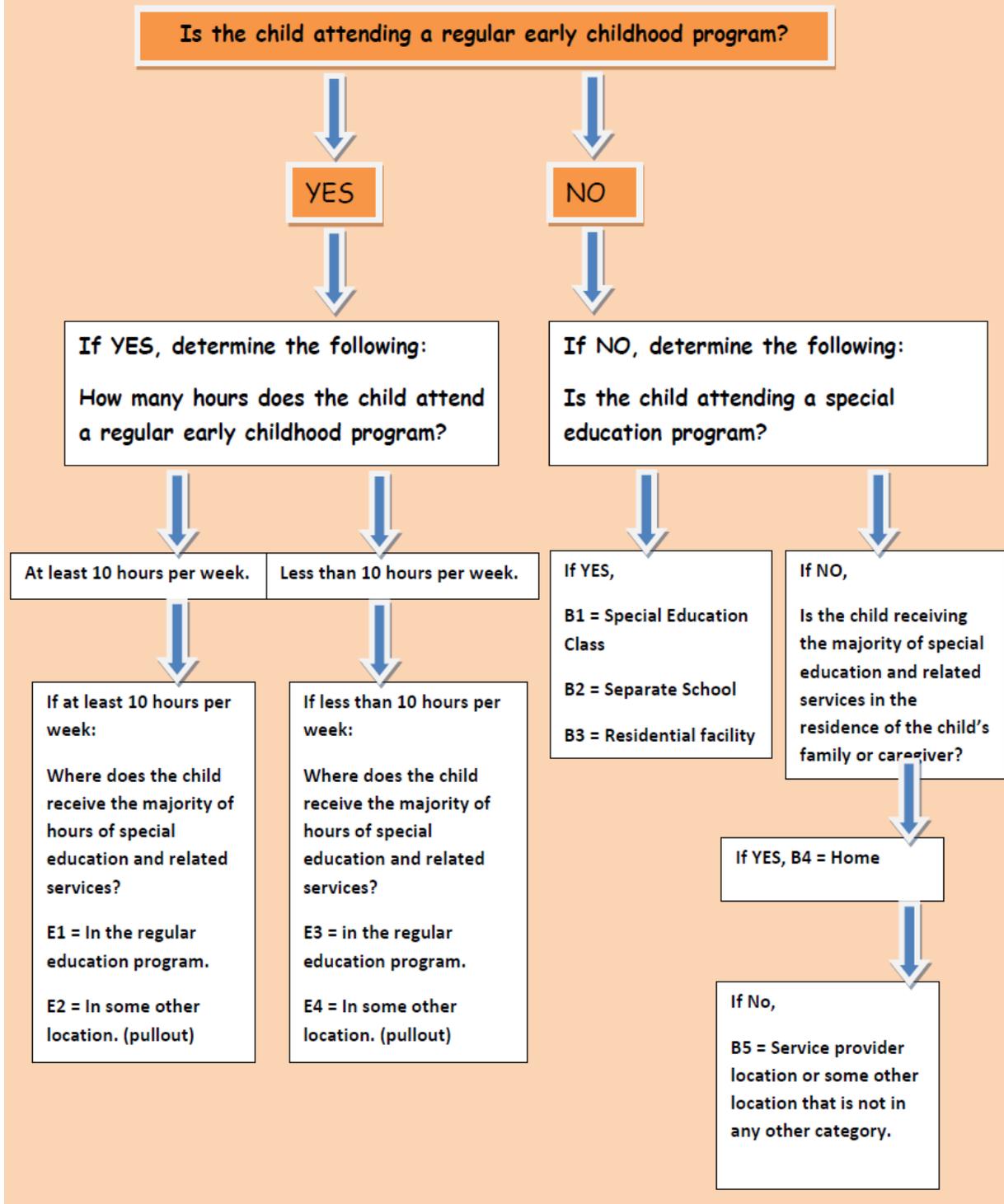
If you report that a child attends neither a Regular Early Childhood Program nor a Special Education Program, you must select the category that best represents the specific environment in which the child receives the majority of hours of special education and related services. These environments include:

- 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 – HB3393
- For students placed in private schools receiving the Lindsay Nicole Henry Scholarship.

Decision Tree for Coding Educational Environments



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
- 11–Lindsey Nicole Henry Scholarship - Private School Placement

Discipline

Discipline:	#Times	#Days	
	<input type="text" value="0"/>	<input type="text" value="0"/>	Unilaterally removed to an interim alternative educational setting by school personnel for DRUGS
	<input type="text" value="0"/>	<input type="text" value="0"/>	Unilaterally removed to an interim alternative educational setting by school personnel for WEAPONS
	<input type="text" value="0"/>	<input type="text" value="0"/>	Unilaterally removed to an interim alternative educational setting by school personnel for SERIOUS BODILY INJURY
	<input type="text" value="0"/>	<input type="text" value="0"/>	Removed to an interim alternative educational setting based on a HEARING OFFICER DETERMINATION regarding likely injury
	<input type="text" value="0"/>	<input type="text" value="0"/>	Suspended OUT-OF-SCHOOL (Total)
	<input type="text" value="0"/>	<input type="text" value="0"/>	Suspended IN-SCHOOL (Total)
		<input type="text"/>	Number of days expelled (when expelled for the remainder of the school year).
	<input type="radio"/> Yes <input type="radio"/> No		Were services received when expelled?
	<input type="text" value="0"/>	<input type="text" value="0"/>	Total removed from educational placement for disciplinary action

- Indicate the number of ***times and number of days***
 - Removed to an interim alternative educational setting by school personnel for DRUGS
 - Removed to an interim alternative educational setting by school personnel for WEAPONS
 - Removed to an interim alternative educational setting by school personnel for SERIOUS BODILY INJURY
 - Removed to an interim alternative educational setting based on a HEARING OFFICER DETERMINATION regarding likely injury
 - Suspended/expelled OUT-OF-SCHOOL (Total)
 - Suspended IN-SCHOOL (Total)
 - Indicate the days expelled (when expelled for the remainder of the school year)
 - Indicate if services were received while expelled
 - Indicate total removed from educational placement for disciplinary action
- ***Selected Definitions:***
 - ***Disciplinary Removal:*** Any instance in which a child is removed from his/her educational placement for disciplinary purposes, including in-school suspensions,

out-of-school suspensions, expulsion, removal, by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removal by hearing officer determination for likely injury to self or others.

- ***In-School Suspension:*** Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.
- ***Out-of-School Suspension:*** Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home or a behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IEP.
- ***Serious Bodily Injury:*** A bodily injury that involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or faculty.
- ***Weapons:*** Student carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency.
- ***Drugs:*** Student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.
- ***Unilateral Removal:*** Instances in which school personnel (not the IEP team) order the removal of children with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do NOT include decisions by the IEP team to change a student's placement.

Exiting Code:

Exiting Date: (mm/dd/yyyy)

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. You must have both fields filled in.
 - Return to regular education
 - Student was served in special education in school year 2010-2011, 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.
 - Graduation with regular diploma
 - Student exited an education program through the receipt of high school

diploma. These are students who met the same standards for graduation as those students without disabilities. This does not include students who completed the highest grade in an elementary district (e.g., students who complete eighth grade and are moving up to ninth grade in another 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.
- Moved, known to be continuing
 - Student 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 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
 - NOTE: for aggregation purposes, this category is combined with “dropped out” in the Special Education Data/Annual Performance Report.
- Dropped out
 - Student is no longer enrolled and did not exit special education through any of the other bases 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.

Early Childhood Outcomes

- Enter early childhood outcome preschool *entry* data for each preschool child aged three through six who entered the district after July 1, 2010. Include early childhood entry date. Both the entry date and outcome level must be present. 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 (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

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)

- Enter early childhood outcome preschool *exit* data for each preschool child who has received special education and related services for at least 6 months 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). Use the “Child Outcomes Summary Form” to provide ratings for each area. Include date student exited from Early Childhood Program.
- 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.

Both exit date and outcome levels must be present.

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?

Secondary Transition

- Enter secondary transition services information for each young adult aged 16 and above at the time of Child Count.

- For each young adult aged 16 and above on an IEP, respond to each item that pertains to secondary transition goals and services as outlined in the young adult’s IEP.
- For each item, indicate whether the young adult’s IEP has the necessary components for that item by selecting Yes, No, or N/A.
- When all items have been selected and you have saved the changes, the Child Count system will automatically determine whether or not that young adult’s IEP is in compliance with Indicator 13 of the State Performance Plan. Young adults who you have indicated a Yes or N/A for each item are considered in compliance with the indicator. If any young adult had a response of No to an item, that young adult’s IEP is not in compliance with the indicator. Information from the child screen will feed into the Data Report on Table 16. Each district will be able to view their district’s compliance with that indicator from Table 16.
- Keep in mind that the responses to each item will disappear when you roll over to the next school year. You must respond to each item on the child screen each year the young adult is enrolled in your district and receiving special education services. The items pertain to the components included in each annual IEP for that young adult.

Postsecondary Goals
Yes No N/A

1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?

- Can the goal(s) be counted?
- Will the goal(s) occur *after* the student graduates from school?
- Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student?

■ If yes to all three, then select Yes OR if a postsecondary goal(s) is(are) not stated, select No.

2. Is (are) the postsecondary goal(s) updated annually?

- Was(were) the postsecondary goal(s) addressed/updated in conjunction with the development of the current IEP?

■ If yes then select Yes OR if the postsecondary goal(s) was(were) not updated with the current IEP, select No.

3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?

- Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file?

■ If yes then select Yes OR if no then select No.

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?

- Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)?

■ If yes then select Yes OR if no then select No.

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?

- Do the transition services include courses of study that align with the student's postsecondary goal(s)?

■ If yes then select Yes OR if no then select No.

6. Is(are) there annual IEP goal(s) related to the student's transition services needs?
 • Is(are) an annual goal(s) included in the IEP that is(are) related to the student's transition services needs?
 ■ If yes then select Yes OR if no then select No.

7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
 • For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting?
 ■ If yes then select Yes OR if no then select No.

8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?
 • For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: *postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this postsecondary goal?*
 • Was consent obtained from the parent (or student, for a student the age of majority)?
 ■ If yes to both, then select Yes.
 ■ If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then select No.
 ■ If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, select N/A.
 ■ If parent or individual student consent (when appropriate) was not provided, select N/A

Compliance with Indicator 13 for secondary transition plans will be reflected on your Table 16 Data/APR report.
 Exiting Information

NOTE: Once your Special Education Child Count is updated and accurate, including all children who received special education services in 2010-2011, you are ready to begin the Special Education Data/Annual Performance Report.

SPECIAL EDUCATION DATA/ANNUAL PERFORMANCE REPORT

Superintendent’s Certify button is located on the District Profile tab.

Data and Annual Performance Report

Table: ▾

Special Education Paraprofessionals ?

District Instructional Minutes Per Week:

	(1) Qualified		(2) Not Qualified		Total
	Number of Personnel	Provider Service Min. Per Week	Number of Personnel	Provider Service Min. Per Week	
Special Education Paraprofessionals for Ages 3–5	0	<input type="text" value="0.0"/>	0	<input type="text" value="0.0"/>	0.0
Special Education Paraprofessionals for Ages 6–21	0	<input type="text" value="0.0"/>	0	<input type="text" value="0.0"/>	0.0
Total	0	0.0	0	0.0	0.0

Table – Special Education Paraprofessionals

- Enter the number of fully trained special education paraprofessionals employed, serving children aged 3 through 5 and children aged 6 through 21, by their qualification status.
- This must be calculated in full-time equivalents. To calculate the FTE of a fully trained special education paraprofessional use the following method.
 - **First, calculate the total number of instructional minutes in a 5 day school**

week. Count class period minutes, exclude passing periods and lunch. (Six, 45 minute periods in a day equals 270 minutes. 270 minutes times 5 school days in one week would equal 1,350 minutes.)

- Second, calculate how many minutes in that same time period your fully trained special education paraprofessional is serving children during those instruction time periods. (For example, a special education paraprofessional serves 4 students a total of 400 minutes per week. You would divide those 400 minutes by the total instructional minutes in the week [1,350] to arrive at the FTE for that service provider. In this example, the FTE would be 0.30 for that special education paraprofessional [400/1,350=0.30].)
- **The built in calculator will do this computation for you.**
- If the fields remain all zeros or have all whole numbers in them as you attempt to proceed to the next table, a warning will pop up to remind you to calculate in FTE. If the FTE calculations come out to whole numbers, disregard the warning and move on to the next table. This warning is in place to ensure those entering the data are using the calculation method and not entering the number of staff hired or on contract.

Table – Other Personnel

Calculator added to assist in determining FTE.

Data and Annual Performance Report

Table:

Number and type of other personnel employed, contracted, and wanted (in full-time equivalency) exclusively serving students with disabilities Aged 3-21

District Instructional Minutes Per Week:

Other Special Ed. and Related Services Personnel	(1) Fully Certified		+	(2) Not Fully Certified		=	(3) Total Personnel
	Number of Personnel	Provider Service Min. Per Week		Number of Personnel	Provider Service Min. Per Week		
1. Audiologists	0	<input type="text" value="0"/>		0	<input type="text" value="0"/>		0
2. Speech-Language Pathologists	0	<input type="text" value="0"/>		0	<input type="text" value="0"/>		0
3. Interpreters	0	<input type="text" value="0"/>		0	<input type="text" value="0"/>		0
4. Psychologists	0	<input type="text" value="0"/>		0	<input type="text" value="0"/>		0
5. Occupational Therapists	0	<input type="text" value="0"/>		0	<input type="text" value="0"/>		0
6. Physical Therapists	0	<input type="text" value="0"/>		0	<input type="text" value="0"/>		0
7. PE Teachers and Recreation and Therapeutic Recreation Specialists	0	<input type="text" value="0"/>		0	<input type="text" value="0"/>		0
8. Social Workers	0	<input type="text" value="0"/>		0	<input type="text" value="0"/>		0
9. Medical/Nursing Service Staff	0	<input type="text" value="0"/>		0	<input type="text" value="0"/>		0
10. Counselors and Rehabilitation Counselors	0	<input type="text" value="0"/>		0	<input type="text" value="0"/>		0
11. Orientation and Mobility Specialists	0	<input type="text" value="0"/>		0	<input type="text" value="0"/>		0

- Enter the number of service providers employed or contracted **servicing children with disabilities** by full-time equivalency (FTE).

- For professional staff (i.e., staff involved in specialized health services, such as nurses or psychiatrists, specialized food service, specialized pupil transportation) be sure to prorate time spent serving children with disabilities.
- For other staff, only include staff EXCLUSIVELY serving children with disabilities.
- Report the total FTE of nonprofessional personnel employed or contracted to provide special education and related services for children and youth with disabilities aged 3-21. Use the same calculation method as indicated in the above example.
- The area of Psychologist is one that is difficult to calculate. This is the person who most likely will have completed your district's evaluations and reevaluations. You would first want to determine how many evaluations and reevaluations were conducted. You would next want to determine how much time was required to complete each evaluation or reevaluation conducted. For an example let's consider a total of 16 evaluations during the fiscal year. We will also count 23 reevaluations requiring additional data during this same time period. Our psychologist tells us each evaluation took a total of 6 hour to complete including paper work and meeting time. (the time they are charging the district.) The calculation thus far would be $16 \times 6 = 96$ hours $\times 60$ min. = 5760 min. Now we will address reevaluations. If we have 23 reevaluations and again our psychologist informs us that each reevaluation took, on average, 4 hours our calculation would be $23 \times 4 = 92$ hours $\times 60$ min = 5520. We must now convert this yearly total into minutes per week. Since we have 4 nine week periods in a school year we will divide our yearly minutes by 36. Our calculation would be $5760 \text{ min. (evals) plus } 5520 \text{ min (reevals) = } 11280 \text{ min}$ divided by 36 weeks = 313 min per week. This is the number you would enter for Psychologist. If they performed services other than evaluations you would add those minutes to their total.
- **The built in calculator will do the final fte computation for you.**
- Occupational and Physical therapist assistants would be included under the OT and PT category.
- Physical education, nursing, recreational therapist, social workers, counselors, etc, would only be included/counted if they are providing IEP services to children with disabilities.
- If the fields remain all zeros or have all whole numbers in them as you attempt to proceed to the next table, a warning will pop up to remind you to calculate in FTE. If your FTE calculations come out to whole numbers, disregard the warning and move on to the next table. This warning is in place to ensure those entering the data are using the calculation method and not entering the number of staff hired or on contract.

Specific Instructions for Reporting Personnel

- **Enter average number of instructional minutes provided by the district to students in a week.**
- **Column (1):** Report the number of FTE personnel employed or contracted to provide special education and related services who had appropriate state certification or licensure for the position held. Enter number of personnel and the amount, in minutes they are providing exclusive services.
 - Use this column to report staff in personnel categories that do not require certification or licensure if the staff meets existing state standards or requirements for the position held.
 - Also, use this column if no state requirements exist for a particular position.
- **Column (2):** Report the FTE for those personnel not fully certified who are employed or contracted to provide special education and related services who were employed on an emergency, provisional, or other basis if they did not hold standard state certification or licensure for the position to which they were assigned or if they did not meet other existing state requirements for the position (this includes long-term substitutes). When calculating FTE, most will not come out to be a whole number, especially for smaller school districts. Ensure you are entering the correct amount of instructional minutes provided by the district per week and the correct number of service minutes provided by personnel in a week.
- **Column (3):** The system will add the numbers in columns (1) and (2) to obtain the total number of special education and related services personnel.

Table – Exits by Disability/Age

- This table (which will be populated through Child Count) will display the number of students aged 14 through 21 served by the district through an IEP as of Thursday, June 30, 2011, who have exited special education and related services in the district during the 2010-2011 school year.
- Data are provided by age, primary disability category, and exit code.
- **The age of the student should reflect his/her age on Friday, October 1, 2010 (not the age at the time of exit).**

Basis of Exit	Disability/Age										
	Intellectually Disabled										
	14	15	16	17	18	19	20	21	14-21 Total	22+	
A) Return to Regular Education	0	0	0	0	0	0	0	0	0	0	0
B) Graduation with Diploma	0	0	0	0	0	0	0	0	0	0	0
C) Reached Maximum Age	0	0	0	0	0	0	0	0	0	0	0
D) Died	0	0	0	0	0	0	0	0	0	0	0
E) Moved, Known to be continuing	0	0	0	0	0	0	0	0	0	0	0
F) Dropped out	0	0	0	0	0	0	0	0	0	0	0
G) Parent Revocation	0	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0	0	0	0

Table – Exits by Race/Ethnicity

- This table (which will be populated through Child Count) will display the number of students aged 14 through 21 served by the district through an IEP as of Thursday, June 30, 2011, who have exited special education and related services in the district during the 2010-2011 school year.

Data and Annual Performance Report
 Table: Children exiting (by race/ethnicity)

Children and youth with disabilities exiting special education by race/ethnicity

Note: A "*" indicates this data is populated from Child Count. If you believe the values are incorrect, changes must be made on the Child screen.

Basis of Exit:	Number of students ages 14-21 exiting special education by race/ethnicity						Total
	Race:	American Indian or Alaska Native	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White	
A) Return to Regular Education	0	0	0	0	0	0	0
B) Graduation with Diploma	0	0	0	0	0	0	0
C) Reached Maximum Age	0	0	0	0	0	0	0
D) Died	0	0	0	0	0	0	0
E) Moved, Known to be continuing	0	0	0	0	0	0	0
F) Dropped out	0	0	0	0	0	0	0
G) Parent Revocation	0	0	0	0	0	0	0

<< Prev. Next >> Preview All

- Data is provided by race/ethnicity and exit code for those children who exited special education during the 2010-2011 school year.

Table – Discipline

This table (which will be populated through Child Count) will display aggregated counts for students aged 3 through 21 served by the district through an IEP who received disciplinary removals at any time during the 2010-2011 school year (note: this count includes the entire school year and is not based on the Friday, October 1, 2010, child count). Data is provided by gender, LEP status, race/ethnicity, and primary disability category.

Data and Annual Performance Report
 Table: Students moved to alternate setting, suspended, expelled (by disability)

Report of children with disabilities unilaterally removed to an interim alternative educational setting or suspended or expelled

Note: A "*" indicates this data is populated from Child Count. If you believe the values are incorrect, changes must be made on the Child screen.

Children with disabilities aged 3-21	1. Number of children unilaterally removed to an interim alternative educational setting for drugs, weapons, and/or serious bodily injury (Administrative decision, not an IEP team decision)				2A Unduplicated count of children	3. Number of children suspended or expelled (not including unilateral removals to interim alternative educational settings)				4. Number of children removed from educational placement			
	1A Unduplicated count of children unilaterally removed to an interim setting	1B Number of unilateral removals for drugs	1C Number of unilateral removals for weapons	1D Number of unilateral removals for serious bodily injury		3A Number of children suspended or expelled out of school 10 days or less	3B Number of children suspended or expelled out of school more than 10 days	3C Number of children with in-school suspensions 10 days or less	3D Number of children with in-school suspensions more than 10 days	4A Number of children removed from ed. placement for disciplinary action	4B Number of children removed for 1 day	4C Number of children removed 2-10 days	4D Number of children removed > 10 days
By Gender	1A	1B	1C	1D	2A	3A	3B	3C	3D	4A	4B	4C	4D
1. Female	0	0	0	0	0	0	0	0	0	0	0	0	0
2. Male	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0

Table – Discipline

Accreditation (based on the October 1, 2010, report) and Child Count information (based on Thursday, June 30, 2011) will be populated through the system (includes children aged 3 through 21).

- Enter the number of children without disabilities with long-term suspensions or expulsions and click on "Update."

Data and Annual Performance Report
 Table: Number of children with long-term suspensions/expulsions (totalling > 10 days)

Number of children with long-term suspensions/expulsions (totalling >10 days)

Accreditaon Report, October 1 District Total Enrollment	26	Of this number, how many are classified as special education as reported on the October 1 Child Count?	(1a) 0	Number of children classified as special education with long-term suspensions	(2a) 0	(2)/(1) X 100: #DIV/0!
Accreditaon Report, October 1 District Total Enrollment	26	Of this number, how many are regular education students?	(1b) 26	Number of children classified as regular education with long-term suspensions	(2b) 0	(2)/(1) X 100: 0.00

Update << Prev. Next >> Preview All

- The percent of children with disabilities and children without disabilities with long-term suspensions or expulsions will be calculated through the program.

Table – Evaluation/Eligibility Timelines

- Enter the total number of new evaluations completed.
- Indicate the number of evaluations completed within 45 school days of parent consent to evaluate.
- Of those not completed within 45 school days, indicate the number not completed:
 - Because the child changed districts; or
 - Because the parent refused to produce the child.
- For all evaluations not completed within the 45 school days, indicate how many days beyond the timeline were needed to complete the tardiest evaluation.
- Indicate reasons why district feels timelines were not met for those being completed outside the 45 school day timeline. (if any)

Data and Annual Performance Report

Table: Evaluation/eligibility timeline

Evaluation/Eligibility Timelines ?

	Number of evaluations
Total Referrals	0
Evaluations completed within 45 school days	0
For evaluations not completed within 45 school days:	
Child changed districts prior to eligibility determination	0
Parent failed or refused to produce the child	0
All other late evaluations:	0
For all evaluations not completed within 45 school days, please indicate the MAXIMUM number of days BEYOND the 45th day needed to complete the most tardy evaluation.	0
Reasons why evaluations not completed within 45 days (select all that apply)	
LEAs' failure to follow appropriate procedures	<input type="checkbox"/>
Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) team decided additional data was necessary	<input type="checkbox"/>
Lack of appropriate resources	<input type="checkbox"/>
Breaks in school calendars and/or staff not on contract	<input type="checkbox"/>

- *Note:* Figure the timeline from the date of parent consent for initial evaluation to the date of eligibility determination (completion of Multidisciplinary Evaluation and Eligibility Group Summary [MEEGS]).

Table – Three-Year Reevaluation

- Enter the total number of three-year reevaluations due;
 - Of those, indicate how many completed DID NOT REQUIRE additional data;
 - Of those, indicate how many completed REQUIRED additional data; and
 - Of all reevaluations, indicate how many met the three-year timeline

- Sum of (1) and (2) must equal total number of three-year reevaluations completed.

Data and Annual Performance Report

Table: ▼

Three-Year Reevaluation ?

	(1)	(2)	(3)
Total number of three-year reevaluations completed during the 2009-2010 school year	Number of three-year reevaluations completed <i>NOT</i> requiring additional data	Number of three-year reevaluations completed <i>Requiring</i> additional data	Of those in (1) and (2), number that met the three-year timeline
<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

(1) Reevaluation completed without further evaluation through review of existing data and completion of an IEP Review.

(2) Reevaluation completed with further evaluation and completion of a MEEGS or IEP Review.

(3) Figure completion of three-year reevaluation from the date of the previous MEEGS or date of previous reevaluation.

Table – Early Childhood Transition

- Enter the number of children referred from Part C to Part B.
 - A referral is identified as information provided by SoonerStart to the district regarding potential eligibility of a child who has received services. A referral could either be an invitation to the transition planning conference or other information regarding potential eligibility. If the child is not identified by SoonerStart as potentially eligible for Part B services, do not count the child in this category.

- All children referred from Part C to Part B must have their eligibility determined and, if eligible, their IEP completed prior to the child’s third birthday.
 - Indicate the number of children determined not eligible.
 - Indicate the number of children determined eligible.
 - Indicate the number of children whose eligibility determination and IEP was completed on or before their third birthday.
 - Indicate the number of children whose eligibility determination and IEP was not completed on or before their third birthday.
 - Indicate the number of children whose parents declined services.
 - Declined services is identified as a parent who refused to provide consent for initial evaluation or for initial services.

- Indicate the number of children who were referred to Part C less than 90 days prior to their third birthday.
 - This exception is not based on the date of the eligibility determination, but on the date of the referral to part C.
 - This exception does not apply to districts who had referrals from Part C less than 90 days prior to the child’s third birthday.

- For all IEPs not implemented by the child’s third birthday, indicate how many days were needed to implement the most tardy IEP (for children determined eligible) beyond the third birthday. For example, if the tardiest IEP for your district took 35 days beyond the child’s third birthday, you would indicate 35 days.

- Indicate the reasons the district feels the IEP was not completed on or before the child’s third birthday.

Data and Annual Performance Report

Table: Transition from Part C to Part B

Children with Disabilities Referred from Part C to Part B ?

Type of Transition:	Number of Children
Total Referred (Eligibility & IEP must be completed before 3rd birthday)	<input type="text" value="0"/>
Determined not eligible; determination completed before 3rd birthday	<input type="text" value="0"/>
Total Number of Students Found Eligible for Part B	<input type="text" value="0"/>
IEP completed on or before 3rd birthday	<input type="text" value="0"/>
IEP not completed on 3rd birthday	<input type="text" value="0"/>
Parent refused consent or declined services	<input type="text" value="0"/>
Number of children who were referred to <u>Part C</u> less than 90 days before their third birthday.	<input type="text" value="0"/>
For all eligibility determinations & IEPs not completed by the 3rd birthday, indicate the maximum number of days beyond the 3rd birthday to implement the most tardy IEP.	<input type="text" value="0"/>
Reasons why eligibility determinations & IEPs not completed before the 3rd birthday (select all that apply)	
LEAs’ failure to follow appropriate procedures	<input type="checkbox"/>
Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) team decided additional data was necessary	<input type="checkbox"/>
Lack of appropriate resources	<input type="checkbox"/>
Breaks in school calendars and/or staff not on contract	<input type="checkbox"/>
Late referral from SoonerStart	<input type="checkbox"/>

Table – Extended School Year (ESY) by Type of Service

- Indicate the number of students receiving ESY services.
 - By primary disability category
 - By type of services
 - First column: number of students per disability

All other columns: types of services provided (total may exceed first column)

Data and Annual Performance Report

Table: 13 - Extended School Year (ESY) Services

Table 13
Extended School Year (ESY) Services

Note: A "+" indicates this data is populated from Child Count.
If you believe the values are incorrect, changes must be made on the [Child](#) screen.

Disability Category	Number of Students Provided ESY by Type of Service(s)						
	*Unduplicated count of children receiving ESY services	Extension of academic services	Extension of related services	Services provided in community settings and/or facilities	Home training	Summer camp	Other programs
Intellectually Disabled	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Hearing Impairments	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Speech or Language Impairments	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Visual Impairments	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Emotional Disturbance	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Orthopedic Impairments	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Other Health Impairments	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Specific Learning Disabilities	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Deaf-Blindness	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Multiple Disabilities	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Autism	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Traumatic Brain Injury	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Developmental Delay	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Click on "Update."

- Totals will be calculated through the program.
- If red bars appear after data is entered, that indicates an error in your data entry. Check your numbers and ensure they match. You will not be able to move forward in your data entry until the red bars no longer appear.

Table – Extended School Year (ESY) by Duration of Service

- Indicate the number of students receiving ESY services
 - By primary disability category
 - By duration of services
 - First column: number of students per disability
 - All other columns: duration of services provided (total MUST EQUAL first column)

Data and Annual Performance Report

Table: **Extended School Year (ESY) Services (by duration of services)**

Extended School Year (ESY) Services by duration of services

Note: rows highlighted in red indicate that the columns do not total the Unduplicated count of children receiving ESY services

Note: A '**' indicates this data is populated from Child Count. If you believe the values are incorrect, changes must be made on the [Child](#) screen.

Disability Category	Number of Students Provided ESY by duration of services					
	*Unduplicated count of children receiving ESY services	<2 Weeks	2 to 4 Weeks	4 to 6 Weeks	6 to 8 Weeks	8 Weeks or >
Intellectually Disabled	0	0	0	0	0	0
Hearing Impairments	0	0	0	0	0	0
Speech or Language Impairments	0	0	0	0	0	0
Visual Impairments	0	0	0	0	0	0
Emotional Disturbance	0	0	0	0	0	0
Orthopedic Impairments	0	0	0	0	0	0
Other Health Impairments	0	0	0	0	0	0
Specific Learning Disabilities	0	0	0	0	0	0
Deaf-Blindness	0	0	0	0	0	0
Multiple Disabilities	0	0	0	0	0	0
Autism	0	0	0	0	0	0
Traumatic Brain Injury	0	0	0	0	0	0
Developmental Delay	0	0	0	0	0	0
Total	0	0	0	0	0	0

Click on “Update.”

- Totals will be calculated through the program.
- If red bars appear after data is entered, that indicates an error in your data entry. Check your numbers and ensure they match. You will not be able to move forward in your data entry until the red bars no longer appear.

Table – Early Intervening Services

- Early Intervening Services [EIS] budgets.
 - Indicate the number of students without IEPs who received EIS in the 2010-2011 school year (i.e., number of general education students served with EIS funds).

Data and Annual Performance Report

Table: **Provision of Early Intervening Services**

Provision of Early Intervening Services

0	Number of regular education students <u>WITHOUT</u> Individualized Education Programs (IEPs) who received early intervening services (EIS) during the 2009-2010 school year. These are students who received interventions provided by EIS funds.
0	Number of regular education students who received early intervening services (EIS) anytime in the past two school years (2007-2008 and/or 2008-2009) <u>WITH</u> Individualized Education Programs (IEPs) that are now being served in special education with an IEP.

Update << Prev Next >> Preview All

- The number of general education students who received EIS services during the last school year must be calculated and reported in table. Those students who received the EIS services must be tracked for the following two years to determine if they eventually received special education services.

- Indicate the number of students with IEPs who received EIS anytime in the past two years.

Table – Secondary Transition

- Child Count information (i.e., number of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the young adult to meet the postsecondary goals) will be populated prior to use.
- Of those young adults aged 16 and above at the time of Child Count, the table will automatically incorporate your responses to the Indicator 13 Checklist items that appeared on each child screen.
- Nothing is required of you on this table. The table is merely to provide you a comprehensive look at the data you entered on the child screen regarding the number of young adults aged 16 and above with IEPs. The percent of youth aged 16 and above with these goals and services will be calculated through the program.

Data and Annual Performance Report

Table: Secondary Transition

Secondary Transition ?

Note: A '' indicates this data is populated from Child Count.
If you believe the values are incorrect, changes must be made on the [Child](#) screen.**

1	Number of youth aged 16 and above with an IEP
0	Number of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.*
0.00%	Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

- *Note:* This should be figured using the transition pages of the IEP (OSDE-SES Form 7)
- The percent of youth aged 16 and above with these goals and services will be calculated through the program. The result cannot be greater than 100.00%.

If your percentage is not 100% this is an indication that one or more of your 16 year old or above students does not have the 8 secondary transition questions answered in the affirmative or n/a as applicable. This may be due to the fact the question must be answered “no” due to information from the students IEP. It could how ever be due to the fact that the question was not answered at all or the button was not activated to indicate the correct response. To find those students and check the accuracy of the reported status follow these simple steps.

- Access the child list from the child tab or any table. The last column on the child list is for indicator 13. For those students who are 16 years of age or older there will be either a “Y” or a “N” to indicate yes or no as to compliance. You will find most of your secondary transition student on the child list. If your percentage is still below the desired 100% level you may find additional students on the “exited child list” report. The same column will apply. On both the exited child list and the child list you may access the student’s child page by clicking on the students name.

Child List

Current child list

Fiscal Year: 2011 County: 75 District: I011
 Report Date: 04/07/2011

Race Hispanic/Race(s)		Sex	Prog	Grade	PrimDis	SusDis	SecDis	Summr	ESY	Oct 1	LEP	Site	Ind. 13
Y	Wh	M	1	11	10			N	N	Y	N	705	N
N	Wh	M	1	03	15	5		N	N	Y	N	105	
N	Ai	M	1	12	10			N	N	Y	N	705	N
N	Aa	M	1	06	10			N	N	Y	N	105	
N	Wh	F	1	08	10			N	N	Y	N	105	
N	Wh	F	1	12	10			N	N	Y	N	705	N
N	Wh	M	1	07	10			N	N	Y	N	105	
N	Wh	F	1	06	10			N	N	Y	N	105	
N	Aa	F	1	07	10		5	N	N	Y	N	105	
N	Aa	M	1	09	10			N	N	Y	N	705	N
N	Aa	M	6	12	10			N	N	Y	N	705	N
N	Aa	M	6	11	10			N	N	Y	N	705	N

Superintendent’s certify button is located on the “Select District” tab.