



OKLAHOMA STATE
DEPARTMENT OF EDUCATION

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. The OSDE, Special Education Services (SES), may withhold school year 2016-2017 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 through certification by the district superintendent.

To complete the Special Education Child Count Report that opens on October 5, 2015, districts must include all children with Individualized Education Programs (IEPs) served by the district on Thursday, October 1, 2015. (Note: The October 1, 2015, child count will be used for both State Aid and federal reporting purposes.) To update this information:

- Go to <www.ok.gov/sde>;
- Click on the "Single Sign On" icon to access your account;
- Log in with your district Username and Password;
- Select "Special Education – Child Count" from the Home / Applications Menu.
- Choose the "District Profile" tab;
- Fiscal Year (FY) 2016 should automatically appear. If not, type 2016 in the appropriate field;
- Click the "Select District" button;
- Click the "Child" tab next to the District Profile tab at the top of the screen;
- 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 **Tuesday, October 20, 2015**.

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 students enrolled in public schools, the legal district of residence will be responsible for reporting the students on its Child Count.
- b. For students enrolled by their parents in private schools, the district providing IEP services will be responsible for reporting the students. 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), the “Proportionate Share”. 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 receiving district 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 (**ages 0 through 2**), districts will be responsible for reporting them to the Part C State Early Intervention Program (i.e., SoonerStart).

I. Enter Demographic Information for each Student**II. Enter assessment Information**

- Check all that apply –
 - Summer Program (For Multiple Disabilities Only)
 - Limited English Proficiency (LEP)
 - Extended School Year
 - Out-of-Home Placement
- Participates In:
 - Regular Assessment, Oklahoma Core Curriculum Test (OCCT)
 - Regular Assessment (OCCT) with Accommodations
 - Oklahoma Alternate Assessment Program (OAAP) Portfolio

III. Primary Disability Category

Enter the primary disability category:

- 3 - Hearing Impairment (including Deafness)
- 5 - Speech or Language Impairment
- 6 - Visual Impairment (including Blindness)
- 7 - Emotional Disturbance
- 8 - Orthopedic Impairment
- 9 - Other Health Impairment
- 10 - Specific Learning Disability
- 11 - Deaf-Blindness (for children eligible in this category, both impairments must exist)
- 12 - Multiple Disabilities
- 13 - Autism
- 14 - Traumatic Brain Injury
- 15 - Developmental Delays
- 16 - Intellectually Disabled

IV. Suspected Disability

Required only if primary disability is Developmental Delay (DD) until the 10th birthday if the district utilizes the DD category).

V. Secondary Disability

Enter a secondary disability category from the list on number III, **if applicable**. The secondary disability must be documented.

VI. Secondary Disability for Related Services (Note: These services must be documented on the child's IEP.)

A related service may be provided **in addition** to services typically delivered to support the child's primary disability category. Districts may report related services provided for a secondary disability by indicating the related service that is most closely associated 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 –HB3393.
 - The parent has enrolled the student in an approved private school and is receiving a Lindsey Nicole Henry (LNH) Scholarship. The student must not receive any special education services through any public school program, including the proportionate share of the Individuals with Disabilities Act (IDEA) funding.

Early Childhood LRE (aged 3 through 5)

- Regular 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. Districts will enter the code in bold for Child Count in Single Sign On.
 - **E1/A1** – Regular Early Childhood (EC) Program \geq 10 hrs/wk (majority sped/related services in regular EC)
 - **E2/A2** - Regular EC Program \geq 10 hrs/wk (majority sped/related services in other location)
 - **E3/B1** - Regular EC Program $<$ 10 hrs/wk (majority sped/related services in regular EC program)
 - **E4/B2** - Regular EC Program $<$ 10 hrs/wk (majority sped/related services in other location)
 - **B1/C1** - Special Education 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.
 - **B2/C2** - Special Education Program: Separate School
 - Special education and related services are provided in a separate school (public or private day schools designed specifically for children with disabilities).
 - **B3/C3** - Special Education Program: Residential Facilities
 - Special education and related services are provided in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.
 - **B4/D1** - Special Education Program: 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” includes babysitters.
 - **B5/D2** - Special Education Program: 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.

- **P1** - Parentally Placed in Private school Through LNH Scholarship
 - The parent has enrolled the student in an approved private school and is receiving a Lindsey Nicole Henry (LNH) Scholarship. The student must not receive any special education services through any public school program, including the proportionate share of the Individuals with Disabilities Act (IDEA) funding.

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. Students with an exit code must have an exit date.
 - 01 - Return to regular education.
 - Student 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 students who were withdrawn by their parents and are being homeschooled.
 - 02 - Graduation with regular diploma.
 - Student exited an education program through the receipt of a high school diploma. These are students who met the same standards for graduation as those children without disabilities. These are not students who merely completed the highest grade in an elementary district (e.g., you would not count a student who completed eighth grade and is going to attend ninth grade in an independent district).
 - 04 - 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 (ends the semester that the child turned 22 years of age) and did not receive a diploma.
 - 05 - Died.
 - Student died.
 - 06 - 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.
 - 07 - 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.
 - 08 - 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, and status unknown.
- 09 - Completed highest level in elementary district.
 - Student has completed education in the elementary district and is continuing education in an independent district.
- 10 - Parent Revocation.
 - Parent has revoked consent for all special education services and student is no longer being served with an IEP.

ADDITIONAL INFORMATION

- Each LEA will complete a child count for all children receiving special education services on Thursday, October 1, 2015. The deadline to submit and certify child count via the Web-based Special Education Child Count System is Tuesday, October 20, 2015. All LEAs must verify that data submitted truly reflects the actual count on October 1, 2015.
- 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, select the District Profile tab. Next, click 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. After completion, 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 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. 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 Tuesday, October 20, 2015, you will be able to make your own changes in your Child Count and recertify by Friday, October 20, 2015. After allowable changes have been made, you must recertify your count. After Friday, October 20, 2015, if changes to your child count are necessary, you must contact the OSDE-SES and fax your changes to them. The OSDE-SES will contact you after Friday, October 20, 2015, to assist the district with changes. The LEA will still be responsible for recertifying the Child Count.
- After October 20, 2015, there will be a “Clean Up” window that will extend through Friday, October 30, 2015. The OSDE-SES Compliance, Data, Finance (CDF) team will work with your district during this time to help ensure that your data is accurate. Please note that changes made after Friday, October 30, 2015, will result in a report of inaccurate or untimely submission of data on your District Data Profile.
- 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.

- The OSDE-SES will prepare the State Certification form for submission to the OSDE-State Aid The OSDE-SES will prepare the Federal Child Count form for submission in December 2016.
- The OSDE-SES will maintain the State Special Education Register.