



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 2015-2016 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 2, 2014, districts must include all children with Individualized Education Programs (IEPs) served by the district on Wednesday, October 1, 2014. (Note: The October 1, 2014, child count will be used for both State Aid and federal reporting purposes.) To update this information:**

- Go to <[www.ok.gov/sde](http://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) 2015 should automatically appear. If not, type 2015 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 **Friday, October 10, 2014**.

**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 as recorded on the Multidisciplinary Evaluation and Eligibility Meeting (MEEGS) form:

- 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 if only primary disability is Developmental Delay (DD) until the 10<sup>th</sup> 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 recorded on the MEEGS form.

### 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.

### **Discipline**

- Enter discipline information that includes frequency in number of times and number of days for students:
  - Unilaterally removed to an interim alternative educational setting by school personnel for drugs;

- Unilaterally removed to an interim alternative educational setting by school personnel for weapons;
- Unilaterally 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 out-of-school (Total);
- Suspended in-school (Total);
- Number of days expelled (when expelled for the remainder of the school year).
- Were services received when expelled; and
- Total removed from educational placement for disciplinary action.

### **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.
  - E1 - Reg. EC Program  $\geq$  10 hrs/wk (majority sped/related svcs in reg. EC)
  - E2 - Reg. EC Program  $\geq$  10 hrs/wk (majority sped/related svcs in other loc)
  - E3 - Reg. EC Program  $<$  10 hrs/wk (majority sped/related svcs in reg. EC program)
  - E4 - Reg. EC Program  $<$  10 hrs/wk (majority sped/related svcs in other location)
  - B1 - 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 - 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 - 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 - 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 - 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.

### Early Childhood Outcomes

- Enter early childhood outcome preschool *entry* data for each preschool child that has been served on an IEP by the district for 6 months or more. Use the "Child Outcomes Summary Form" to provide ratings for each area:
  - Positive Social-Emotional Skills (including social relationships).
    - To what extent does the child show age-appropriate functioning, across a variety of settings and situations (1) relating with adults, (2) relating with other children, and (3) following rules related to groups or interacting with others?
  - Acquiring and Using Knowledge and Skills.
    - To what extent does the child show age-appropriate functioning, across a variety of settings and situations (1) thinking, reasoning, remembering and problem solving, (2) understanding symbols, and (3) understanding the physical and social worlds?
  - Taking Appropriate Action to Meet Needs.
    - To what extent does the child show age-appropriate functioning, across a variety of settings and situations (1) taking care of basic needs (showing hunger, dressing, feeding, toileting, etc.), (2) contributing to own health and safety (follows rules, assists with hand washing, avoids inedible objects, etc.), (3) getting from place to place (mobility) and using tools (forks, strings attached to objects)?

- 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 special education (e.g., returned to regular education or moved to another LEA), or (2) aged-out of preschool services (i.e., had 6<sup>th</sup> birthday). Use the “Child Outcomes Summary Form” to provide ratings for each area.
- For **each** child that information is provided, be sure to indicate if new skills or behaviors were demonstrated by answering the following questions:
  - Has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary?
  - Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary?
  - Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary?
- Note: Only the summary ratings on a scale of 1 (not yet) to 7 (completely) are reported through the Special Education Child Count System. However, each district is responsible for maintaining the supporting evidence for the ratings at the district.

### **Secondary Transition**

- Enter postsecondary information, by selecting Yes, No, or N/A (if applicable) for each student who is 16 years of age or in the 9<sup>th</sup> grade using the Indicator 13 Checklist as follows:
  1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and , as needed, independent living?
  2. Is (are) the postsecondary goal(s) addressed/updated in conjunction with the development of the current IEP?
  3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment(s)?
  4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?
  5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?
  6. Is (are) there annual IEP goal(s) related to the student’s transition services needs?
  7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
  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?

### **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 Wednesday, October 1, 2014. The deadline to submit and certify child count via the Web-based Special Education Child Count System is Friday, October 10, 2014. All LEAs must verify that data submitted truly reflects the actual count on October 1, 2014.

- 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 Friday, October 10, 2014, you will be able to make your own changes in your Child Count and recertify by Friday, October 10, 2014. After allowable changes have been made, you must recertify your count. After Friday, October 10, 2014, 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 10, 2014, to assist the district with changes. The LEA will still be responsible for recertifying the Child Count.
- After October 10, 2014, there will be a “Clean Up” window that will extend through Friday, October 31, 2014. 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 31, 2014, 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 no later than Monday, December 1, 2014. The OSDE-SES will prepare the Federal Child Count form for submission in December 2015.
- The OSDE-SES will maintain the State Special Education Register.