

Special Education Child Count

December 1, 2017

Reporting Instructions

DUE

12/1/2017 Child Count Collection
Due No Later Than December 15, 2017

6/30/2018 Exiting Collection
Due No Later Than July 14, 2018
Data Administration and Reporting

(802) 479-1165



Table of Contents

About Child Count.....	3
Child Count Reporting for the 2017-2018 School Year.....	3
December 1, 2017 Child Count Collection (Due December 15, 2017).....	3
June 30, 2018 Exiting Collection (Due July 16, 2018).....	3
Child Count Changes for the 2017-2018 School Year	4
Educational Environment Reporting Changes.....	4
Data Field Definitions	4
Essential Early Education (EEE) and Early Childhood Outcomes (ECO).....	4
Educationally Responsible Town	4
Essential Early Education (EEE) and the June 30 Exiting Collection	4
Final Verification Reports	5
Child Count Reports.....	5
Acronym Definitions.....	5
Important Things to Remember.....	5
Error Reports	5
Final Verification Reports	5
Student Confidentiality	5
Primary Contact Information: Address and Telephone Number	6
Contact Information for Child Count Questions.....	6
Additional Resources.....	6
Online Resources.....	6
Child Count Listserv	6
Additional AOE Contacts	6
Data Field Definitions.....	7
Additional Information for Data Fields	13
Autism Spectrum Codes and Definitions.....	13
Child Count Funding Category Codes and Definitions.....	13
Developmental Delay Qualifying Domain Codes and Definitions	14
Disability Codes and Definitions	14
Early Childhood Outcomes (ECO) Codes and Definitions	15
Educational Environment Codes and Definitions: Ages 3 to 5	16
Decision Tree for Reporting Educational Environments for Children Ages 3 to 5 with EEE IEPs (Chart)	19
Ages 3 to 5 Educational Environment Examples.....	20
Educational Environment Codes and Definitions: Ages 6 to 21	21
Ages 6 to 21 Educational Environment Examples	24
Exit Reason Codes and Definitions.....	25
Grade Codes and Definitions	26
Race and Ethnicity: Definitions for Child Count Fields	26
Race and Ethnicity: Federal Reporting	27
Appendix.....	28
Acronyms	28
Supplemental Definitions.....	28
IEP (Individualized Education Plan).....	28
ISP (IDEA Services Plan).....	28
Parentally Placed.....	28
Unilateral Placement/Unilaterally Placed	29

About Child Count

Section 618 of the federal Individuals with Disabilities Education Act (IDEA) specifies the data that states must collect and report to measure results for children and families served through Part B and Part C programs. Using data gathered from the Child Count Collection and the Exiting Collection, the Vermont Agency of Education (AOE) reports IDEA Part B data for ages 3 through 21 to the U.S. Department of Education. Child Count data is also used for a number of other purposes such as public reporting, special education funding calculations, and Annual Performance Reports.

Child Count Reporting for the 2017-2018 School Year

The 2017-2018 Child Count Access Application¹ is an Access database that incorporates a number of edit checks and is used to prepare your data submissions for two annual collections.

December 1, 2017 Child Count Collection (Due December 15, 2017)

The December 1, 2017 Child Count Collection collects information about students who are eligible for or who are receiving special education services on the date of December 1, 2017. Students should be reported by the supervisory union/district where the educationally responsible town is located. Refer to Educationally Responsible Town in the Data Field Definitions for more information.

In order for a student to be reported in the December 1, 2017 Child Count Collection, the following three requirements must have been met on or before December 1, 2017:

- An evaluation has been completed.
- An IEP (or an ISP for a parentally placed student receiving special education services) has been completed.²
- Services have been initiated. For a new student, services have started; having services planned or scheduled is not sufficient.

Also report the following in the December 1, 2017 Child Count Collection:

- Students who exited special education between July 1, 2017 and December 1, 2017.
- Unilaterally placed² students who used to receive services if the evaluation is current.

June 30, 2018 Exiting Collection (Due July 16, 2018)

(Also see the Essential Early Education (EEE) and the June 30 Exiting Collection information listed in the Child Count Changes for the 2017-2018 School Year section.)

The Exiting Collection is a continuation of the December 1, 2017 Child Count Collection. In this collection, include:

- Students who exited special education between December 2, 2017 and June 30, 2018 who were reported in the December 1, 2017 Child Count Collection (including EEE students who exited special education).

¹ A personalized Child Count Access Application for the 2017-2018 school year will be distributed to each supervisory union/district by the Vermont Agency of Education's Data Management and Analysis Team (DMAT) in late fall. More information about the Child Count Access Application, including instructions for importing and exporting your student data, is in the December 1, 2017 Special Education Child Count Software Instructions.

² See the Supplemental Definitions in the Appendix for definitions of IEP, ISP, Parentally Placed, and Unilaterally Placed.

- All active EEE students.
- Students with a EEE Exit Date if not previously reported.

Note: If a student moves within your supervisory union/district and your supervisory union/ district is still educationally responsible for the student, do not exit the student from Child Count.

Child Count Changes for the 2017-2018 School Year

Educational Environment Reporting Changes

We have learned that our new Statewide Longitudinal Data System will not allow entities which do not enroll students to be reported as a school. This means that SU codes will no longer be used. One segment of the population impacted by this is Early Childhood Special Education (ECSE), formerly known as Essential Early Education (EEE). To get around this, we have established a new “bucket code”, ECSE, for use with 3 to 5 year old children who are receiving Early Childhood Special Education in locations other than Public Schools. ECSE will work like most of the other “bucket codes”, requiring the entry of the name and address of the program where the child is receiving services.

Data Field Definitions

Essential Early Education (EEE) and Early Childhood Outcomes (ECO)

Clarifications have been added to some of the ECO-related definitions in the Data Fields Definitions section:

- The EEE Progress Monitoring Method and EEE Outcome Entry Scores A, B, and C are required for a student within 30 days of the initial EEE IEP or within 30 days of entering a EEE program.
- EEE Outcome Exit Scores A, B, and C and EEE Progress at Exit for Outcomes A, B, and C are required when a student exits a EEE program and has been in the EEE program for at least six months, even if the exit is unexpected. Also, exit scores should be completed by the time a student transitions to an Ages 6 to 21 (School Age) IEP.

Error checks have been modified in the Child Count Access Application to allow:

- Blank Progress Monitoring Method and EEE Outcome Entry fields when the EEE Entry Date is less than 30 days before the data collection date.
- Blank EEE Outcomes at Exit and blank EEE Progress at Exit fields when the EEE Exit Date is less than six months after the EEE Entry Date.

Educationally Responsible Town

More detail has been added to the guidelines for determining the Educationally Responsible Town in the Data Fields Definition section.

Essential Early Education (EEE) and the June 30 Exiting Collection

In order to meet the requirements for Early Childhood Outcomes (ECO) reporting, the scope of the June 30 Exiting Collection has been expanded to include all active EEE students as well as all students with a EEE Exit Date. Continue to report all students who exited special education between December 2, 2017 and June 30, 2018 who were reported in the December 1, 2017 Child Count Collection.

Final Verification Reports

Faxed and scanned signatures and initials are now allowable. Final Verification Reports still cannot be shared via email, but they can be shared by mail, fax, and AOE-approved file sharing methods.

Child Count Reports

Information from the Assurance Form reports is now accessible at the student level. See the December 1, 2018 Special Education Child Count Software Instructions for more information. (Note that the Assurance Form reports are for your information only and do not need to be returned with your submitted data.)

Acronym Definitions

An Acronyms section has been added to the Appendix.

Important Things to Remember

Error Reports

The Vermont Agency of Education will provide each supervisory union/district with a list of potential and/or critical errors for review for the December 1, 2017 Child Count Collection. Responses must be promptly returned to the AOE.

The June 30, 2018 Exiting Collection does not utilize formal Error Reports, but AOE personnel will contact the Child Count Coordinator if there are any questions about the reported data.

Final Verification Reports

Once all December 1, 2017 Child Count data has been cleaned, a Final Verification Report will be distributed (probably in March 2018) to each Special Education Director. The Final Verification Report is used to verify student numbers for federal reporting and for Proportionate Share Grant calculations. The Special Education Director must initial and sign the Final Verification report as indicated. Faxed and scanned signatures and initials are now allowable. Final Verification Reports still cannot be shared via email, but they can be shared by mail, fax, and AOE-approved file sharing methods. The AOE keeps the returned Final Verification Reports on file for auditing purposes.

Final Verification Reports are not required for the Exiting Collection.

The Assurance Form report and the accompanying detail queries in your Child Count Access Application creates a similar set of data to the Final Verification Report you will receive. This Assurance Form report is for your information only, and you do not need to return it when you submit your data. It is recommended that you make a backup of your Child Count Access Application with your submitted data for comparison purposes when you receive your Final Verification Report from the AOE.

Student Confidentiality

According to AOE policy, student names CANNOT be transmitted via unencrypted email to or from the AOE, so we cannot send or accept emails that include student names. However, student initials, birthdates, and Student ID numbers can be used in unencrypted emails.

Student names *can* be included in faxes, mailed documents, voicemail, and AOE-approved file sharing processes.

Primary Contact Information: Address and Telephone Number

We use the home address and telephone numbers supplied in Child Count to contact families and/or students to gather data for our Annual Performance Report (APR) to the U.S. Department of Education's Office of Special Education Programs (OSEP). Specifically, parents of all eligible students are mailed a survey every year to gauge their involvement with the special education process. We also call a subset of exited students to perform the Post-Secondary Outcomes Survey. Your continued attention to providing us with accurate contact information is appreciated.

Contact Information for Child Count Questions

For program and reporting questions, contact:

[Sam Steiner](#), Business Analyst / Part B Data Manager
(802) 479-1165

For questions concerning the submission process, the importing and exporting of Child Count data, and the Child Count Access Application, please contact the Data Management and Analysis Team (DMAT) in the AOE's Information Technology Division:

IT Helpdesk
(802) 479-1044

Additional Resources

Online Resources

DMAT's [Data Collection webpage](#) includes software and submission instructions.

More information about [Essential Early Education and Early Childhood Outcomes](#) please visit our website.

Public reporting of Section 618 data, including Child Count data, Child Count Exiting data, and other [AOE special education data](#).

Additional [AOE special education resources](#).

Child Count Listserv

General information about the Child Count collections is disseminated using the Child Count listserv. Contact [Sam Steiner](#) if you would like to be added to the listserv.

Additional AOE Contacts

If you need to verify that a student is in the custody of DCF (Vermont Department for Children and Families), contact Cathy Scott, Research and Information Specialist, at (802) 479-1249.

If you have any questions about EEE (Early Childhood Education), EEE IEPs, ECO (Early Childhood Outcomes), or transitioning to a School Age IEP that aren't addressed in Child Count documentation, contact Kate Rogers, EEE Consultant, at (802) 479-1454.

Data Field Definitions

Data field definitions are listed in alphabetical order.

ADD/ADHD: Select Y (yes) or N (no) to indicate whether or not the student has a diagnosis of ADD (Attention Deficit Disorder) or ADHD (Attention Deficit Hyperactivity Disorder).

Alternative Facility Information: The program/facility name and address is required for these School/Educational Locations: Day School or Other Non-Residential Program Outside of Vermont, Early Childhood Special Education Program, Residential School or Program Outside of Vermont, Vermont Residential School or Program, and Vermont Alternative Program. Also see the School/Educational Locations definition on page 11.

Autism Spectrum: The diagnosis for students who have a diagnosis on the autism spectrum. Autism Spectrum Codes and Definitions are listed on page 13. Select "None" if a student does not have a diagnosis on the autism spectrum.

Birthdate: The student's date of birth in mm/dd/yyyy format.

Case Manager: The initials of the special educator who has been designated on the IEP/ISP as the IEP/ISP manager. Acceptable values include A through Z with a maximum length of 3 characters. Please use upper case only.

Child Count Category: The appropriate funding category for the student as certified on the Final Verification Report. Select from the list of values given. Child Count Funding Category Codes and Definitions are listed on page 13.

Coordinated Service Plan (CSP): A Coordinated Services Plan (CSP) is a plan that identifies supports and services for students whose needs extend beyond the resources of the family and/or one single agency, including but not limited to students who meet the Act 264 definition of Severe Emotional Disturbance. Select Y (yes) or N (no) to indicate whether the student has a Coordinated Service Plan.

Custody Status: Select the custody status of the student: Parent(s), Legal Guardian, Self (over 18), DCF (Vermont Department for Children and Families), or Another State. If you need to verify that a student is in the custody of DCF, you may contact Cathy Scott, Research and Information Specialist, at the Vermont Agency of Education at (802) 479-1249.

Developmental Delay (DD) Qualification: If developmental delay was identified as a disability in the evaluation report, select the appropriate Developmental Delay Qualifying Domain. If developmental delay was not identified as a disability in the evaluation report, select "Not applicable." Developmental Delay Qualifying Domain Codes and Definitions are listed on page 14.

Disability: See Primary Disability and Secondary Disability.

Educational Environment (Placement): Select the educational environment (i.e., placement category) that best indicates the setting in which the student has been placed by his or her IEP/ISP for educational services. Educational environments are defined for two age groups: Ages 3 to 5 and Ages 6 to 21. Please remember that all educational environments must be aligned with the child's age as of December 1, 2018. The educational environment is determined at the time each student's IEP/ISP is written. Educational Environment Codes and Definitions for Ages 3 to 5 begin on page 16, and Educational Environment Codes and Definitions for Ages 6 to 21 begin on page 21.

Educationally Responsible Town: The name of the town that is educationally responsible for the student. The supervisory union/district of the Educationally Responsible Town should report the student in the Child Count Collection(s), and the local educational agency (LEA) representative listed on the IEP should be from the responsible supervisory union/district. Select from the list of available values.

The educationally responsible town is usually the student's town of residence unless the student is parentally placed. Here are some additional guidelines for determining the Educationally Responsible Town:

- School choice or tuitioned students should be reported by the paying/sending supervisory union/district.
- Students who attend a school in another supervisory union/district through an agreement between school districts where no payment is required are reported by the supervisory union/district where the students live.
- Home study students are reported by the supervisory union/district where the students live.
- IEP students attending an independent or private school should be reported by the sending supervisory union/district even if the School/Educational Location is outside of the supervisory union/district boundaries.
- ISP students (i.e., parentally placed students receiving services) should be reported by the supervisory union/district where the School/Educational Location is located.
- Unilaterally placed students receiving no services should be reported by the supervisory union/district where the School/Educational Location is located.
- Special education students in the custody of the Vermont Department of Corrections who attend the Community High School of Vermont are reported by the Department of Corrections.

EEE Entry Date: The date the student entered your EEE program. (For students with EEE IEPs dated 9/1/2012 and later.)

EEE Exit Date: The last day a student receives special education services in your EEE program. The EEE Exit Date is not the same as the Child Count/special education Exit Date (see Exit Date definition below). Format mm/dd/yyyy. (For students with EEE IEPs dated 9/1/2012 and later.)

EEE Outcome A, Outcome B, and Outcome C Entry Scores: Outcome A, Outcome B, and Outcome C Entry Scores are required for a student within 30 days of the initial EEE IEP or within 30 days of entering a EEE program. Definitions of EEE Outcomes are listed on page 15. (For students with EEE IEPs dated 9/1/2012 and later.)

EEE Outcome A, Outcome B, and Outcome C Exit Scores: Outcome A, Outcome B, and Outcome C Exit Scores are required when a student exits a EEE program and has been in that EEE program for at least six months, even if the exit is unexpected. Also, Exit Scores should be completed by the time a student transitions to an Ages 6 to 21 (School Age) IEP. Definitions of EEE Outcomes are listed on page 15. (For students with EEE IEPs dated 9/1/2012 and later.)

EEE Outcome A, Outcome B, and Outcome C Progress at Exit: Select Y (yes) or N (no) to indicate whether the student exiting EEE has made progress. Outcome A, Outcome B, and Outcome C Progress at Exit data are required when a student exits a EEE program and has been in that EEE program for at least six months, even if the exit is unexpected. Also, Progress at Exit data should be completed by the time a student transitions to an Ages 6 to 21 (School Age) IEP. (For students with EEE IEPs dated 9/1/2012 and later.)

EEE Progress Monitoring Method: Select GOLD or Other as the progress monitoring method. A EEE Progress Monitoring Method is required for a student within 30 days of the initial EEE IEP or within 30 days of entering a EEE program. (For students with EEE IEPs dated 9/1/2012 and later.)

Ethnicity: Select whether the student is or is not of Hispanic or Latino origin. See page 26 for complete definitions of Race and Ethnicity as standardized for federal statistics and reporting by the federal Office of Management and Budget (OMB).

Exit Date (If Applicable): The date that the student exited from special education and stopped receiving special education services. Only dates between 7/1/2017 and 12/1/2017 will be accepted in the December submission, and only dates between 12/2/2017 and 6/30/2018 will be accepted in the July submission. Format mm/dd/yyyy.

Exit Reason (If Applicable): The most appropriate reason that the student is no longer receiving special education services. Select from the list of values given. Exit Reason Codes and Definitions are listed on page 25.

Facility Location: See School/Educational Location, Alternative Facility Information.

First Name: The student's first name up to a maximum of 20 characters. Acceptable values include characters A through Z and hyphens ("-"). No apostrophes. Upper case only.

Gender: The student's gender. Acceptable values include M (male) or F (female).

Generation (If Applicable): The student's generation or name suffix, e.g., JR or III, to a maximum of 3 characters. Acceptable values include A through Z. Upper case only.

Grade: The student's current grade placement. Select from the list of values given. Grade Codes and Definitions are listed on page 26.

IEP/ISP Meeting Date: The date of the meeting at which the most recent IEP (Individualized Education Program) OR the most recent ISP (IDEA Services Plan) was completed. Use the ANNUAL MEETING DATE for the IEP or ISP. Do not use a revision date. Format mm/dd/yyyy.

Initial Evaluation Date (Optional): If available, enter the date of the meeting at which the initial eligibility was decided. Format mm/dd/yyyy.

Last Name: The student's last name up to a maximum of 36 characters. Acceptable values include characters A through Z and hyphens ("-"). No apostrophes. Upper case only.

Middle Name (If Applicable): The student's middle name up to a maximum of 20 characters. Acceptable values include characters A through Z and hyphens ("-"). No apostrophes. Upper case only.

Most Recent Evaluation/Agreement to Continue: The date of completion of the last evaluation OR the date of the meeting that all parties agreed (by signed agreement) to continue without a new comprehensive evaluation. Do not enter the date that the next evaluation is due. Format mm/dd/yyyy.

Multi-year Plan: A Multi-year Plan is an individual plan for students 14 years of age and older explaining any exception to graduation requirements and/or alternative requirements for graduation. When approved, completion of the Multi-year Plan shall be stated as one of the goals in the student's IEP. Select Y (yes) or N (no) to indicate whether or not the student has a multi-year plan.

Notes: Include any information which might be useful to the Vermont Agency of Education.

Part C: See Referred from Part C.

Placement: See Educational Environment (Placement).

Primary Contact Information – Name, Address, City, State, and Zip: The name and mailing address for the student's primary contact.

Primary Contact Rights: Select Y (yes) or N (no) to indicate whether or not the primary contact for mailing actually has parental or educational rights.

Primary Contact Role: The relationship of the primary contact with the student. Select Parent, Adult Student, DCF (Vermont Department for Children and Families), Education Surrogate Parent, Foster Parent, or Guardian.

Primary Contact Telephone Number: The telephone number for the student's primary contact. (Enter 999-999-9999 if the phone number is unknown.)

Primary Disability: The primary disability category that was identified in the evaluation report. Disability Codes and Definitions are listed on page 14.

Primary Language: The primary language of the parent, legal guardian, or adult student. This indicates what language the Parental Rights should be in when presented to the parent, etc. Select from the list of values given.

Race: Select Y (yes) or N (no) for each of the five race categories (American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White) regardless of whether or not the student is of Hispanic origin. Note that more than one race category may be selected as Y (yes). See page 26 for a complete list of definitions for Race and Ethnicity as standardized for federal statistics and reporting by the federal Office of Management and Budget (OMB).

Referred from Part C: IDEA Part C provides early intervention services to children from birth to age three. Select Y (yes) or N (no) to indicate whether or not the student was referred from a Part C program.

School/Educational Location: The School/Educational Location (usually referred to as "school") is the school, facility, program, or center that the student is attending, not the entity responsible for the student.

Report students in the School/Educational Location where they spend 50 percent or more of their school day. If a student attends two Schools/Educational Locations, each for exactly 50 percent of the student's school day, then count the student at the school in which the student receives general education rather than at the school where the student receives special education and related services.

For EEE students: If services are received at a school, use the school as the School/Educational Location. If services are provided in a community-based setting (e.g., a daycare provider) or at home, use Early Childhood Special Education Program and provide name and address of the program.

If the School/Educational Location is included in the options listed in the drop-down School/Educational Location field in the Child Count Access Application, it should be selected even if you have a student attending an out-of-district school. Note: If you use a software system other than the Child Count Access Application to maintain your Child Count records and a student's school is not listed in your system software, please check to see if the school is included in the School/Educational Locations in the Child Count Access Application. If needed, ask your vendor how to add the school to your system.

For a list of current Schools/Educational Locations, contact [Sam Steiner](#) by email or at (802) 479-1165.

If the School/Educational Location the student is attending is not in the Child Count Access Application School/Educational Location list, you will select one of these Other categories:

Day School or Other Non-Residential Program Outside of Vermont

A day school is a public or private/independent non-residential school. The school may or may not be designed specifically for students with disabilities. Enter the name and address of the program/facility in the Alternative Facility Information section.

Early Childhood Special Education Program

Enter the name and address of the program in the Alternative Facility Information section.

Residential School or Program Outside of Vermont

Enter the name and address of the program/facility in the Alternative Facility Information section.

Vermont Residential School or Program

Enter the name and address of the program/facility in the Alternative Facility Information section.

Tutorial Services—Any Setting

If a student attends an approved tutorial program such as Beckley Day Program, Mountainside House, or Valley Vista, then select the tutorial program from the available options in the School/Educational Location field. For other tutoring services, select Tutorial Services—Any Setting.

Home Study Student

This category is for those students who are at home for their education as the result of parental choice, not because of the student's disability. The home is considered to be a regular classroom educational environment for home study students. See Educational Environment Codes and Definitions for Ages 6 to 21 on page 21 for further discussion of home schooled students. Alternative Facility Information is not required.

Home or Hospital Bound Student Outside of Vermont

This category is for students who are placed in and receiving special education and related services in homebound programs or hospital programs outside of Vermont. Do not include students with disabilities whose parents have opted to home-school them. Alternative Facility Information is optional.

Vermont Home or Hospital Bound Student

This category is for students who are placed in and receiving special education and related services in homebound programs or hospital programs in Vermont. Do not include students with disabilities whose parents have opted to home-school them. Alternative Facility Information is optional.

Vermont Alternative Program

Use this category for alternative programs that aren't listed in the School/Educational Location list OR if the program/facility does not fit any of the above categories. Enter the name and address of the program/facility in the Alternative Facility Information section.

Secondary Disability (If Applicable): A secondary disability category that was identified in the evaluation report. Disability Codes are listed on page 14.

Student ID #: A unique 7-digit number assigned to each Vermont student by the Data Management and Analysis Team (DMAT) at the Vermont Agency of Education. Student IDs may also be referred to as PermNumbers or Child Count Numbers. Supervisory unions/districts cannot enter information into

this field from the Add/Edit Student Records form. Student IDs are not required to submit your data, but please include known Student IDs when you import your student data.

To request student ID numbers, complete the [Student ID Number Request Form](#) from our website, and fax the form to DMAT at (802) 479-4319.

Town: See Educationally Responsible Town.

Additional Information for Data Fields

Autism Spectrum Codes and Definitions

Code	Autism Spectrum
0	None
1	Autism
2	Asperger Syndrome
3	Pervasive Developmental Disorder (PDD-NOS)
4	Rett Syndrome
5	Childhood Disintegrative Disorder

Child Count Funding Category Codes and Definitions

Code	Child Count Funding Category	Applies To
2	IDEA Services Plan	Parentally placed students receiving services under an ISP (IDEA Services Plan). The most recent evaluation must be less than three years old (on or after 12/1/2014) and the latest services plan annual review date must be less than one year old (on or after 12/1/2016) as of the December 1, 2017 Child Count date.
3	Unilateral Placement no services	Parentally placed, school age (includes ages 6-21 in grades K-12) students currently receiving no services, although students at one time had valid IEPs/ISPs and received services. The most recent evaluation should be less than three years old (on or after 12/1/2014) as of the December 1, 2017 Child Count date.
4	IDEA B age 3–21	The most recent evaluation must be less than three years old (on or after 12/1/2014) and the latest IEP (Individualized Education Program) annual review date must be less than one year old (on or after 12/1/2016) as of the December 1, 2017 Child Count date.
6	IEP Paperwork Out of Compliance or Maximum Age	The most recent evaluation for an IEP (Individualized Education Program) student is more than three years old (before 12/1/2014) and/or the latest IEP annual review date is more than one year old (before 12/1/2016) as of the December 1, 2017 Child Count date.

Code	Child Count Funding Category	Applies To
7	ISP Paperwork Out of Compliance or Maximum Age	The most recent evaluation for an ISP (IDEA Services Plan) student is more than three years old (before 12/1/2014) and/or the latest ISP annual review date is more than one year old (before 12/1/2016) as of the December 1, 2017 Child Count date.

Developmental Delay Qualifying Domain Codes and Definitions

Code	DD Qualifying Domain
0	Not applicable (not Developmental Delay)
1	Receptive and/or Expressive Communication
2	Adaptive Development
3	Social and/or Emotional Development
4	Physical Development
5	Cognitive Skills
6	Any combination of two or more of the above
7	Other qualifying reasons

Disability Codes and Definitions

These codes are used for both the primary disability and the secondary disability (if applicable) and refer to disabilities referenced in Sections 2361 and 2362 of the Vermont State Board of Education Manual of Rules and Practices. (The [Vermont State Board of Education Manual of Rules and Practices](#) is available online.

For any student with more than one primary disability:

- If the student has only two primary disabilities and those disabilities are deafness and blindness, and the student is not reported with the Developmental Delay disability category, use the Deaf-Blindness disability category.
- If the student has more than one primary disability and is not reported with the Developmental Delay or the Deaf-Blindness disability category, use the Multiple Disabilities disability category.

Code	Disability
1	Intellectual Disability
4	Speech or Language Impairment
5	Visual Impairment
6	Emotional Disturbance
7	Orthopedic Impairment
8	Other Health Impairment
9	Specific Learning Disability
10	Deaf-Blindness
11	Multiple Disabilities

Code	Disability
12	Developmental Delay
13	Traumatic Brain Injury
14	Autism Spectrum Disorder
15	Hearing Loss (for IEPs/ISPs 7/1/2013 and later)

Early Childhood Outcomes (ECO) Codes and Definitions

These codes are used for both entry and exit scores and apply to students with EEE IEPs dated 9/1/2012 and later.

Code	Early Childhood Outcomes (ECO) Outcomes
7	Demonstrates age expected skills with no concerns.
6	Demonstrates age expected skills however we have some minor concerns.
5	Demonstrates many age expected skills, but does not have all age expected skills. Might be described like that of a slightly younger child.
4	Demonstrates occasional use of some age expected skills, but more of the skills are not age appropriate. Might be described like that of a younger child.
3	Is not demonstrating age expected skills for this age but uses immediate foundational skills that are necessary to build upon to achieve age appropriate skills.
2	Is not demonstrating age expected skills but has a greater mix of earlier skills. Just beginning to show immediate foundational skills.
1	Demonstrates very early skills like that of a much younger child. No immediate foundational skills.

The following related definitions are in the Data Field Definitions section:

- EEE Progress Monitoring Method
- EEE Entry Date
- EEE Outcome A, Outcome B, and Outcome C Entry Scores
- EEE Exit Date
- EEE Outcome A, Outcome B, and Outcome C Exit Scores
- EEE Outcome A, Outcome B, and Outcome C Progress at Exit

More information about Essential Early Education (EEE) and Early Childhood Outcomes (ECO), including guidance on transitioning from an Ages 3 to 5 (EEE) IEP to an Ages 6 to 21 (School Age) IEP, can be found on the [AOE website](#).

If you have any questions about EEE (Early Childhood Education), EEE IEPs, ECO (Early Childhood Outcomes), or transitioning to a School Age IEP that aren't addressed in Child Count documentation. For more information, contact Kate Rogers, Early Childhood Special Education Director, at (802) 479-1454.

Educational Environment Codes and Definitions: Ages 3 to 5

(Note: Educational environments are not listed in a continuum from least to most restrictive.)

An educational environment represents the setting in which a child with disabilities has been placed for educational services by his or her IEP/ISP. The determination of whether a program may be considered a regular early childhood program must be made at the time each child's IEP/ISP is written.

Educational Environments are age-based not grade-based. For example:

- A kindergarten student who is 5-years-old on December 1, 2016 must be reported with an Ages 3 to 5 Educational Environment.
- A kindergarten student who is 6-years-old on December 1, 2016 must be reported with an Ages 6 to 21 Educational Environment.

More information about transitioning from an Ages 3 to 5 (ECSE) IEP to an Ages 6 to 21 (School Age) IEP can be found on the AOE website under [School Age IEP Guidance](#).

Ages 3 to 5 Regular Early Childhood Program: A regular early childhood program is a program that includes a majority (at least 50 percent) of non-disabled children (i.e., children not on IEPs). A regular early childhood program may include, but is not limited to, the following:

- Kindergarten (public or private/independent);
- Preschools and preschool classes (public or private/independent);
- Head Start; and
- Group child development centers or group child care.

There are four possible educational environments for a regular early childhood program:

Code	Educational Environment: Ages 3 to 5
29	Ages 3 to 5: Attends Reg EC Prog >10 hrs/wk and receives majority of service hrs in Reg EC Prog Attends a regular early childhood program at least 10 hours per week, and the majority of special education and related services is received in the regular early childhood program.
30	Ages 3 to 5: Attends Reg EC Prog >10 hrs/wk and receives majority of service hrs in other location Attends a regular early childhood program at least 10 hours per week, and the majority of special education and related services is received in some other location.
31	Ages 3 to 5: Attends Reg EC Prog <10 hrs/wk and receives majority of service hrs in Reg EC Prog Attends a regular early childhood program less than 10 hours per week, and the majority of special education and related services is received in the regular early childhood program.

Code	Educational Environment: Ages 3 to 5
32	<p>Ages 3 to 5: Attends Reg EC Prog <10 hrs/wk and receives majority of service hrs in other location</p> <p>Attends a regular early childhood program less than 10 hours per week, and the majority of special education and related services is received in some other location.</p>

Ages 3 to 5 Special Education Program: A special education program is a program that includes less than 50 percent non-disabled children (i.e., children not on IEPs). Educational environments for children in special education programs include:

Code	Educational Environment: Ages 3 to 5, cont.
26	<p>Ages 3 to 5: In Special Ed. Program—Separate Class</p> <p>Attends a special education classroom with less than 50 percent non-disabled children (i.e., children not on IEPs). Separate classes may include, but are not limited to, classes in:</p> <ul style="list-style-type: none"> • Regular school buildings; • Trailers or portables outside regular school buildings; • Child care facilities; • Hospital facilities on an outpatient basis; and • Other community-based settings. <p>Do not include students who also attend a regular early childhood program.</p>
27	<p>Ages 3 to 5: In Special Ed. Program—Residential Facility</p> <p>Attends a special education program in a public or private/independent residential school or in a medical facility on an inpatient basis. Do not include students who also attend a regular early childhood program.</p>
28	<p>Ages 3 to 5: In Special Ed. Program—Separate School</p> <p>Attends a special education program in a public or private/independent day school designed specifically for children with disabilities. Do not include students who also attend a regular early childhood program.</p>

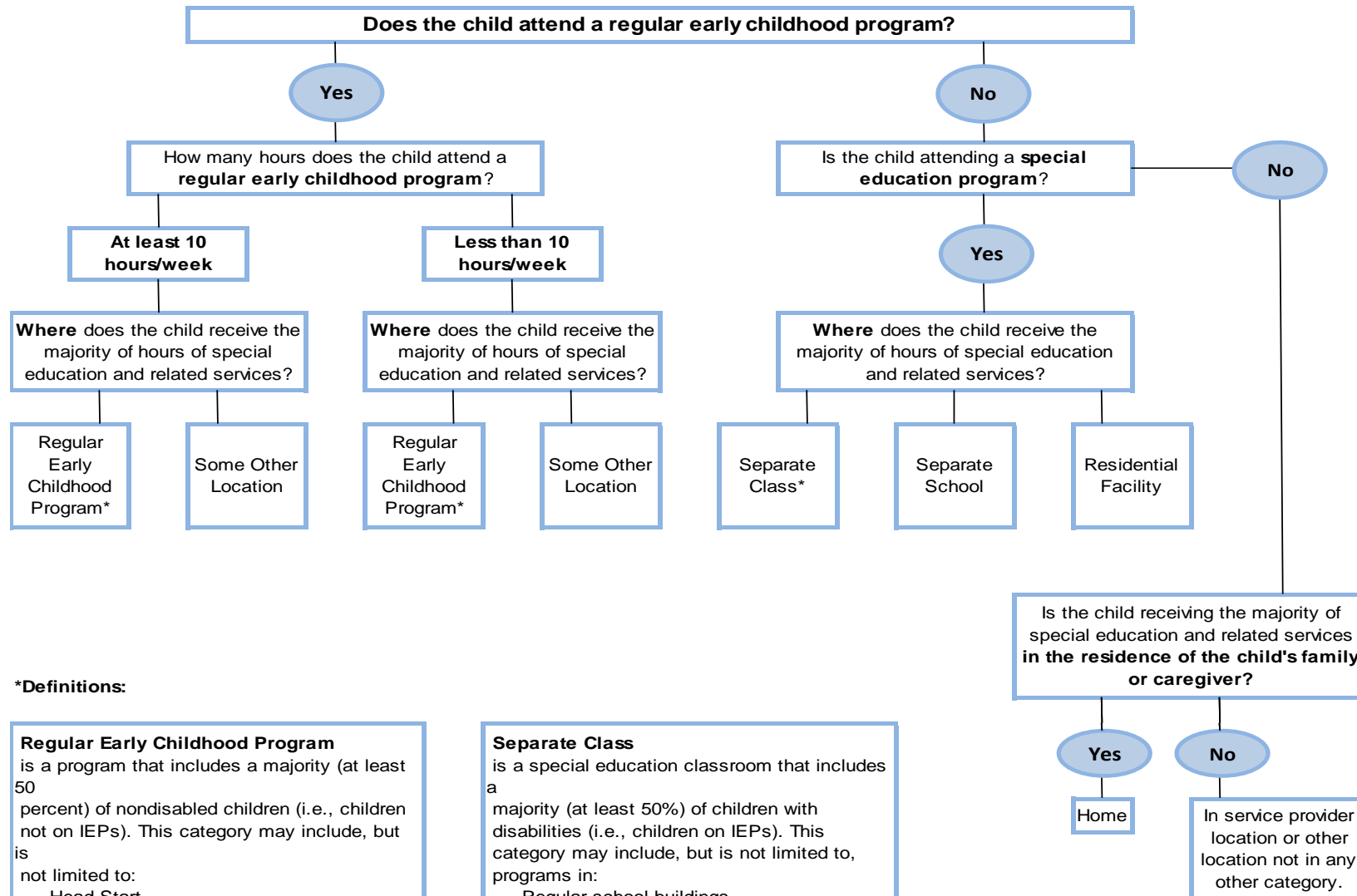
The remaining options for reporting educational environments for Ages 3 to 5 are:

Code	Educational Environment: Ages 3 to 5, cont.
24	<p>Ages 3 to 5: Not Attending Special Ed. Program—Services at Home</p> <p>Placement for students receiving all of their special education and related services in the principal residence of the child’s family or caregivers. Children who received special education services both at home and in a service provider location should be reported in the "Ages 3 to 5: Not Attending Special Ed. Program—Services at Home" category.</p>

25	<p>Ages 3 to 5: Not Attending Special Ed. Program–Services at Service Provider or Other Location</p> <p>Placement for students receiving all of their special education and related services from a service provider and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in:</p> <ul style="list-style-type: none"> • Private clinicians' offices; • Clinicians' offices located in school buildings; • Hospital facilities on an outpatient basis; or • Libraries and other public locations. <p>Do not include children who also received special education services at home. Children who received special education services both at home and in a service provider location should be reported in the "Ages 3 to 5: Not Attending Special Ed. Program–Services at Home" category.</p>
----	---

The Decision Tree for Reporting Educational Environments for Children Ages 3 to 5 with EEE IEPs on the next page may help to determine Ages 3 to 5 educational environments.

Decision Tree for Reporting Educational Environments for Children Ages 3 to 5 with EEE IEPs (Chart)
Decision Tree for Reporting Educational Environments for Children Ages 3 to 5 (with EEE IEPs)



***Definitions:**

Regular Early Childhood Program
 is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs). This category may include, but is not limited to:
 -- Head Start
 -- Kindergarten (public or private)
 -- Preschool classes (public or private)
 -- Group child development center or child care

Separate Class
 is a special education classroom that includes a majority (at least 50%) of children with disabilities (i.e., children on IEPs). This category may include, but is not limited to, programs in:
 -- Regular school buildings
 -- Trailers/Portables
 -- Child care facilities
 -- Hospital facilities (out-patient)
 -- Other community-based settings

Ages 3 to 5 Educational Environment Examples

1. Julie is 4 years old and attends a community-based, regular early childhood setting for 34 hours each week. She also participates in the school-based early education classroom where she receives special education services for 6 hours each week; 12 of the 15 children in this classroom are on IEPs.

Given this scenario, Julie:

- Is in a regular early childhood program for more than 10 hours per week;
- Receives all services outside the regular early childhood program; and
- Should be reported as "Ages 3 to 5: Attends Reg EC Prog >10 hrs/wk and receives majority of service hrs in other location."

2. Ethan is 3 years old and stays home with his mother and younger sister. He attends a Pre-K/Head Start collaborative classroom in his local elementary school. Ethan receives 8 hours of special education services that are embedded across the curriculum and routines of the day. More than half of the children in his classroom are not on IEPs.

Given this scenario, Ethan:

- Is in a regular early childhood program for less than 10 hours per week and receives all services there; and
- Should be reported as "Ages 3 to 5: Attends Reg EC Prog <10 hrs/wk and receives majority of service hrs in Reg EC Prog."

3. Amanda is 4.5 years old and stays at home with her mother. Her mother takes her to the local elementary school twice a week in order for her to receive speech therapy directly from the Speech Language Pathologist.

Given this scenario, Amanda:

- Does not attend a regular early childhood program at all; and
- Should be reported as "Ages 3 to 5: Not Attending Special Ed. Program—Services at Service Provider Location."

4. Justin is 5.5 years old and attends a full-day inclusive kindergarten program 7 hours a day, 5 days a week. He is pulled out for speech services with a Speech Language Pathologist for 1 hour, 3 times each week.

Given this scenario, Justin:

- Is in a regular early childhood program for greater than 10 hours per week; and
- Should be reported as "Ages 3 to 5: Attends Reg EC Prog >10 hrs/wk and receives majority of service hrs in Reg EC Prog."

Educational Environment Codes and Definitions: Ages 6 to 21

(Note: Educational environments are not listed in a continuum from least to most restrictive.)

An educational environment represents the setting in which a student with disabilities has been placed for educational services by his or her IEP/ISP. The educational environment is determined at the time each student's IEP/ISP is written.

Educational Environments are age-based not grade-based. For example:

- A kindergarten student who is 5-years-old on December 1, 2016 must be reported with an Ages 3 to 5 Educational Environment.
- A kindergarten student who is 6-years-old on December 1, 2016 must be reported with an Ages 6 to 21 Educational Environment.

More information about transitioning from an Ages 3 to 5 (EEE) IEP to an Ages 6 to 21 (School Age) IEP can be found on the AOE website under [School Age IEP Guidance](#).

Ages 6 to 21 Regular Classroom Setting: To calculate the percentage of time inside the regular classroom, divide the number of hours the student receives special education and related services inside the regular classroom by the total number of hours in the school day (including lunch, recess, and study periods) then multiply the result by 100. If a student does not attend school for a full school day, the calculation should only include the number of hours that the student attends school. Time spent outside the regular classroom receiving services unrelated to the student's disability (e.g., time receiving LEP services) should be considered time inside the regular classroom.

Situations that are also considered to be regular classroom settings include:

Community-based settings: Education time spent in age-appropriate, community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

Home-schooled students: The educational environment (the home) for home-schooled students is a result of parental choice, not the disability of the student. Therefore, the home is considered a regular class placement. For these students who receive special education and related services provided by the local educational agency (LEA), the number of hours outside the regular classroom is the number of hours the student spends in separate special education environments (e.g., resource rooms, self-contained special education classrooms, and separate schools).

There are three possible regular classroom educational environments for Ages 6 to 21:

Code	Educational Environment: Ages 6 to 21
7	Ages 6 to 21: Inside Regular Classroom < 40% of time

Code	Educational Environment: Ages 6 to 21
	<p>Placement for students with disabilities receiving special education and related services inside the regular classroom less than 40 percent of the day. (These are students who received special education and related services outside the regular classroom for more than 60 percent of the school day.) Do not include students who are reported as receiving education programs in public or private/independent separate day schools or residential facilities. This category may include students placed in:</p> <ul style="list-style-type: none"> • Self-contained special classrooms with part-time instruction in a regular class; or • Self-contained special classrooms with full-time special education instruction on a regular school campus.
8	<p>Ages 6 to 21: Inside Regular Classroom at least 80% of time</p> <p>Placement for students with disabilities receiving special education and related services inside the regular classroom for 80 percent or more of the school day. (These are students who received special education and related services outside the regular classroom for less than 21 percent of the school day.) This may include students with disabilities placed in:</p> <ul style="list-style-type: none"> • Regular class with special education/related services provided within regular classes; • Regular class with special education/related services provided outside regular classes; or • Regular class with special education services provided in resource rooms.
10	<p>Ages 6 to 21: Inside Regular Classroom 40% to 79% of time</p> <p>Placement for students with disabilities receiving special education and related services inside the regular classroom no more than 79 percent of day and no less than 40 percent of the day. (These are students who received special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day.) Do <u>not</u> include students who are reported as receiving education programs in public or private/independent separate day schools or residential facilities. This may include students placed in:</p> <ul style="list-style-type: none"> • Resource rooms with special education/related services provided within the resource room; or • Resource rooms with part-time instruction in a regular class.

An Ages 6 to 21 Separate School educational environment is used only for day schools or programs where 100 percent of the student population receives special education services. The Separate School educational environment is determined at the time each student's IEP/ISP is written.

Code	Educational Environment: Ages 6 to 21, cont.
20	<p>Ages 6 to 21: Separate School–Public or Private Placement for students who receive education programs in public or private/independent day school facilities where 100 percent of the student population receives special education services. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private/independent separate schools. This may include students placed in:</p> <ul style="list-style-type: none"> • Day schools for students with disabilities; • Day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day; or • Residential facilities if the student does <u>not</u> live at the facility.

The remaining options for reporting educational environments for Ages 6 to 21 are:

Code	Educational Environment: Ages 6 to 21, cont.
19	<p>Ages 6 to 21: Residential Facility–Public or Private Placement for students who receive education programs and who live in public or private/independent residential facilities during the school week. This includes students with disabilities who receive special education and related services, at public expense, for greater than 50 percent of the school day in public or private/independent residential facilities. This may include students placed in:</p> <ul style="list-style-type: none"> • Residential schools for students with disabilities; or • Residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or regular school buildings for the remainder of the school day. <p>Do <u>not</u> include students who receive education programs at the facility but do not live there.</p>
1	<p>Ages 6 to 21: Homebound/Hospital Placement for students placed in and receiving special education and related services in homebound programs or hospital programs. Do not include students with disabilities whose parents have <u>opted</u> to home-school them and who receive special education and/or related services at public expense.</p>
3	<p>Ages 6 to 21: Correctional Facilities–Unduplicated Placement for students with disabilities receiving special education and related services in a correctional facility or a short-term detention facility (community-based or residential) such as Woodside Juvenile Rehabilitation Center.</p>

Ages 6 to 21 Educational Environment Examples

1. John is in 4th grade and attends a school which has a 6.5-hour day. He is in the regular classroom all day, except for 1 hour, 3 days each week, when he goes to a Speech Language Pathologist. The school week is 32.5 hours (6.5×5), and John is inside the regular classroom 29.5 hours ($32.5 - 3$). To calculate percentage: $29.5 \div 32.5 = .907 \times 100 = 90.7\%$. John should be reported as "Ages 6 to 21: Inside Regular Classroom at least 80% of time."
2. Mary is in 10th grade and attends a school which has a 6-hour day. She sees a School Psychologist for 1 hour twice each week and attends a program for ED students 1 day each week. The school week is 30 hours (6×5), and Mary is inside the regular classroom 22 hours [$30 - (6+2)$]. To calculate percentage: $22 \div 30 = .733 \times 100 = 73.3\%$. Mary should be reported as "Ages 6 to 21: Inside Regular Classroom 40% to 79% of time."
3. Tom is in 3rd grade at a school which has a 5.5-hour day. He receives instructional services outside the regular classroom for 4 hours each day. The school week is 27.5 (5.5×5), and Tom is inside the regular classroom 7.5 hours [$27.5 - (5 \times 4)$]. To calculate percentage, $7.5 \div 27.5 = .273 \times 100 = 27.3\%$. Tom should be reported as "Ages 6 to 21: Inside Regular Classroom < 40% of time."
4. Connie is in 12th grade and takes 3, 90-minute classes each day, all in the regular classroom, and spends 45 minutes with a tutor in the resource room 3 days each week. In addition, she works in a supported position at a local grocery store for 4 hours, 2 days per week, and spends a total of 90 minutes each week receiving one-on-one services from a social worker, a Vocational Rehabilitation counselor, and a psychologist. On the days she doesn't work, Connie has a 30-minute lunch period at school and a 20-minute homeroom. Connie's school week is 36.75 hours (22.5 in class, 2.25 in resource room, 8 at work, 1.5 receiving services, and 2.5 in lunch and home room), of which 3.75 hours are outside the regular education environment. To calculate percentage: $(36.75 - 3.75) \div 36.75 = .898 \times 100 = 89.8\%$. Connie should be reported as "Ages 6 to 21: Inside Regular Classroom at least 80% of time."

Exit Reason Codes and Definitions

Code	Exit Reason
1	Graduated with Regular High School Diploma: Students who exited an educational program through the receipt of a high school diploma identical to that for which students without disabilities are eligible. These are students who met the same standards for graduation as those for students without disabilities.
2	Received Certificate: Students who exited an educational program through the receipt of a certificate of completion, modified diploma, or some similar document.
3	Reached Maximum Age: Students who exited special education because of reaching the maximum age for receipt of special education services (age 22), including students with disabilities who reached the maximum age and did not receive a diploma.
4	Dropped Out: Students who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any of the other exit reasons. This includes dropouts, runaways, expulsions, status unknown, and students who moved and are not known to be continuing in another educational program. Include students with 10 consecutive days of unexcused absences.
5	Transferred to Regular Education: Students who were receiving special education at the start of the reporting period but at some point during that year returned to regular education as determined by their IEP/ISP. These are students who no longer have an IEP/ISP and are receiving all of their educational services from a regular education program.
6	Died: A student who is no longer attending because he or she died.
7	Moved, known to be continuing: Students who moved out of the supervisory union/district or otherwise transferred to another supervisory union/district and are known to be continuing in an educational program. There need not be evidence that the student is continuing in special education, only that he or she is continuing in an educational program. This includes transfers and students in residential drug/alcohol rehabilitation centers or correctional facilities.
9	Revocation of Consent: Students who cease to receive special education and related services due to revocation of consent, either by a parent if the student is under 18 years of age, or by the student if the student is 18 years of age or older.

Grade Codes and Definitions

Report the student's current grade placement.

Code	Grade
EE	Essential Early Education (EEE): All eligible children (Ages 3–5) with significant development delays or handicapping conditions enrolled in EEE.
KP	Kindergarten Part-time: An educational program of one year operating less than five full days a week that is adapted to the needs of pupils who will attend first grade the following year (Ages 4–8).
KF	Kindergarten Full-time: An educational program of one year operating a full five days a week that is adapted to the needs of pupils who will attend first grade the following year (Ages 4–8).
01	First Grade: Ages 5–9.
02	Second Grade: Ages 6–10.
03	Third Grade: Ages 7–11.
04	Fourth Grade: Ages 8–12.
05	Fifth Grade: Ages 9–13.
06	Sixth Grade: Ages 10–14.
07	Seventh Grade: Ages 11–15.
08	Eighth Grade: Ages 12–16.
09	Ninth Grade: Ages 13–17.
10	Tenth Grade: Ages 14–18.
11	Eleventh Grade: Ages 15–19.
12	Twelfth Grade: Ages 17–21.
AW	Adult without Diploma: Students who are 19 years of age or older and who have not received a regular high school diploma. These students are usually in a regularly prescribed program of study and are working toward a high school diploma. May also include students who have enrolled in Technical Centers specifically to upgrade their abilities in the area of employment.

Race and Ethnicity: Definitions for Child Count Fields

In November 1997, the Office of Management and Budget (OMB) announced its decision concerning the revision of Race and Ethnic Standards for Federal Statistics and Administrative Reporting. In that announcement, OMB reported that there would be five racial categories— American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White—and one ethnic category—Hispanic or Latino. The definition for each category, as provided by OMB, is listed below.

Race: For each student record in the Child Count Access Application, select Y (yes) for each applicable race category. Records with more than one race category designated as "Y" in Child Count will be reported with the Two or More Races category in federal reporting if the selected ethnicity is Not Hispanic or Latino.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

- Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, 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 or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Ethnicity: For each student record in the Child Count Access Application, choose the Hispanic or Latino ethnicity category if applicable. Records designated as Hispanic or Latino are reported with the Hispanic or Latino category in federal reporting regardless of race.

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

Race and Ethnicity: Federal Reporting

There are seven Race and Ethnicity categories used in federal reporting:

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- White
- Two or More Races

Records with an ethnicity of Hispanic or Latino are reported with the Hispanic/Latino category regardless of race.

Records with more than one race category designated as "Y" in Child Count will be reported with the Two or More Races category if the selected ethnicity is Not Hispanic or Latino.

Appendix

Acronyms

Acronym	Definition
AOE	Vermont Agency of Education
DCF	Vermont Department for Children and Families
DMAT	Data Management and Analysis Team at the Vermont Agency of Education
ECSE	Early Childhood Special Education
ECO	Early Childhood Outcomes
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
ISP	IDEA Services Plan
LEA	Local Education Agency
OSEP	Office of Special Education Programs at the U.S. Department of Education
SFTP	Secure File Transfer Protocol

Supplemental Definitions

IEP (Individualized Education Plan)

An IEP (Individualized Education Program) refers to a written statement for a child with a disability that includes:

- A description of all special education services, related services, and supplementary aids and services that the child will need to be able to derive benefit from his or her educational program;
- A description of the special education program; and
- Accommodations and/or modifications necessary for the child to progress in the general education curriculum.

ISP (IDEA Services Plan)

An ISP (IDEA Services Plan) refers to a written statement that describes the special education and related services the local educational agency (LEA) will provide at public expense to a parentally placed student with a disability enrolled in a private/independent school or in a registered home study program.

Parentally Placed

A parentally placed student is a student with a disability who is eligible for special education services and who has been placed in an educational program (such as a private/independent school or a registered home study program) other than the one recommended by the IEP team. A parentally placed student's basic education is paid through private resources instead of at public expense. Parentally Placed students must be reported by the Supervisory Union / District where the student is attending school.

Parentally placed students will have an IDEA Services Plan (ISP) or will be unilaterally placed:

- Parentally placed students who receive special education and related services at public expense will have an IDEA Services Plan (ISP). (See ISP above.)
- Parentally placed students who at one time received special education and related services but who do not currently receive special education and related services at public expense are considered to be unilaterally placed. (See Unilateral Placement/Unilaterally Placed definition below.)

Unilateral Placement/Unilaterally Placed

Unilateral placement refers to a situation where a school age (includes ages 6-21 in grades K-12) student who is eligible for special education services is not currently receiving special education services, either because the student is parentally placed and the supervisory union/district has chosen not to provide special education services or because the parent refuses services.

Unilaterally Placed students must be reported by the Supervisory Union / District where the student attends school.

To be included in Child Count, a unilaterally placed student should have a current evaluation and, at one time, must have had a valid IEP/ISP and received special education services.

Unless a parent revokes consent for special education services in writing, unilaterally placed students should be reported in Child Count until the evaluation is three years old with the "Unilateral Placement no services" Child Count Funding Category. At that time, if the parent declines a re-evaluation or if the student is re-evaluated and is no longer eligible, the unilaterally placed student should be exited with the Transferred to Regular Education exit reason. If the student is re-evaluated and is still eligible, continue to report the student in Child Count.

When reporting a unilaterally placed student, be sure to update the Child Count Funding Category to "Unilateral Placement no services." Also, if possible, please report the student's current grade and School/Educational Location. Other reported data can reflect the information used in the student's last IEP/ISP and evaluation.