

2016 December 1 Child Count Web Cast for Special Education Directors Transcript

Slide 1 (Tara):

Welcome to our 2016 December 1 child count Web cast for special education directors. I am Tara McDaniel, special education data manager with the Office of Special Education Program Improvement, division of Special Education and Student Services. I would also like to introduce Diane Lucas, who is our December 1 child count special education specialist.

Slide 2 (Diane):

Thank you, Tara. Upcoming important submission dates are listed here. The pre-submission window is available through the SSWS application during October through November and we encourage you to take advantage of this to help ensure your final successful submission. The December 1 data submission window is open from Thursday, December 1 - Friday, December 16. The resubmission window opens Monday, January 9 and remains open through Thursday, January 12. This is about a week later than last year and will give you more time after winter break to determine and make any data corrections. The certification report can be submitted by email or fax January 23 - January 31; this is the only time that certification reports can be submitted. Remember: your superintendent or designee has to verify the data and sign the certification report.

Slide 3 (Tara):

Overview of December 1 Child Count

Slide 4 (Tara):

The December 1 child count is a “snapshot” of all students with an Individualized Education Program (IEP) being implemented on December 1. The student’s status is determined by the most recent IEP dated on or before December 1; NOT by the eligibility date.

Slide 5 (Tara):

The division must submit data for all students for which they are legally responsible, not just those enrolled. This includes: full-time and part-time students served in the division with an active IEP being implemented on December 1 of the current school year, students placed in other divisions, students placed in regional centers, home-schooled students, students placed in private schools (day or residential), students placed by parents in private schools (these are students with services plans), preschool age students who are being served in community based

programs, and students receiving special education services in local or regional jails.

Slide 6 (Tara):

The Local Education Agency (LEA) does not report students enrolled in State Operated Programs (SOPs), Department of Juvenile Justice programs, Department of Corrections programs, or the State School for the Deaf and Blind. Each of these entities reports their own data.

Slide 7 (Tara):

The Serving Division reports all the students served in their school. Remember that the responsible division is the school division that is legally responsible for the provision of Free Appropriate Public Education; the serving division is the division that is providing the special education services to the student. The December 1 child count collection follows the Student Record Collection reporting requirements.

Slide 8 (Diane):

(Placement Codes)

Slide 9 (Diane):

Identify the physical location where a student receives special education and related services. If a student has more than one placement, the code reflects where the student spends the majority of the day. This is mandated by federal reporting requirements and is determined by age, not grade or classroom designation. Codes 1 through 8 are used for students who are 6 - 21plus and codes 17 through 22 are for those students zero-five years of age. Placement equals the location of services; it does not mean the amount of services or percent of special education services. The Least Restrictive Environment calculation is based on the placement options for services.

Slide 10 (Diane):

Here are the placement categories for students who are ages 6 - 21plus.

Slide 11 (Diane):

The following are placement categories for ages zero - five. It is important that each of these options is reviewed and carefully selected for zero - five year-olds.

Slide 12 (Diane):

Reminders: you need to refer to the December 1 specifications document for descriptions and examples of each placement category. Also, placement code one is the only placement code to report a regular class percentage.

Slide 13 (Tara):

Early childhood (ages zero - five)

Slide 14 (Tara):

For preschool students, the LEA will report ALL children ages zero - five with IEPs or ISPs in the December 1 child count. Remember the count is based on age, not grade and the child's placement is determined by where they are receiving the majority of their services and the student's age on December 1.

Slide 15 (Tara):

Indicator 6 data are extracted from the December 1 child count. Important: although indicator 6 assesses specific data for students ages three - five with IEPs, for federal reporting on the December 1 child count, the LEA must report data on all students receiving special education services.

Slide 16 (Tara):

New Guidance for placement code 17 regular early childhood education program: a regular early childhood program includes fifty percent or more children who do not have disabilities (for example, children who do not have IEPs).

The child is considered to be attending if he or she is a member of the program if there is intentional teaching (either direct or embedded instruction) and promotion of the child's interaction with children without disabilities, this time may be counted as time attending a regular early childhood program.

Slide 17 (Tara):

Consider the hours provided by the family as well as the hours provided by the LEA. When considering whether or not the child attends a regular early childhood program, you must also count the time the child spends in selected settings outside of his or her school day such as public or private preschool classes, public or private kindergarten, licensed child care centers, licensed family and group child care homes, Head Start, and before and after programs.

Slide 18 (Tara):

There are new resources available to help you with the reporting of the early childhood students. These include an updated Indicator 6 Decision Tree,

instructions for determining educational environments, questions and answers for educational environments, as well as the Web cast

Slide 19 (Tara):

Reminders: Developmentally Delayed (DD) is for ages two - six and reporting ages over six for DD will generate a fatal error; federal reporting no longer requires reporting the percent of time in the regular class for students under the age of six so you will report zero or null for this.

Slide 20 (Diane):

Tuition Paid Codes

Slide 21 (Diane):

The tuition paid code identifies that tuition is paid or received for a student. If the tuition paid code is three or seven, then the placement code must be three, five, nineteen, or twenty and the serving division must be six-hundred. If the responsible division is NOT the same as the serving division, a tuition paid code is needed.

Slide 22 (Diane):

This chart shows tuition paid codes for specific placement codes.

Slide 23 (Tara):

Reporting percentages

Slide 24 (Tara):

When calculating the percent of time spent in the regular class, the service location is used. You will report students ages 6 – 21plus, use the length of the entire school day (the bell to bell schedule) including lunch, class change, recess; not instructional service. This percentage includes the total amount of time spent in the regular classroom, with or without special education support.

Slide 25 (Tara):

Federal placement reporting does not require the percent of time in the regular class for students under age six; you will report zero or null for these students; also, the regular class percent will be reported as zero for these homebound/home-based students. There is a calculation tool available for your use at the below Web link.

http://doe.virginia.gov/special_ed/iep_instruct_svcs/iep/calculation_tool/index.shtml

Slide 26 (Tara):

Calculating percentage of special education services

The special education service percent of day reflects the percent of instructional time a student receives special education services for the disability. You will report a percentage for all disabilities including primary, secondary and tertiary for students ages zero through 21 using the length of the standard instructional day. This calculation does not include lunch, class changes, recess. Remember that related services are not the same as a secondary or tertiary disability which are stand-alone disabilities and related services are not reported. Remember that the percent of special education is not a required component of the IEP.

Slide 27 (Tara):

The reporting of three possible disabilities (primary, secondary, and tertiary) is strictly for SOQ funding calculations. Report the disability category for which the student was found eligible; not the teacher endorsement or type of classroom. For inclusion models, the amount of service is based on the IEP. This calculation is done for all primary, secondary, and tertiary disabilities that are reported. The percent of instructional time which the student receives special education services is reflected in this calculation. Location is not a factor.

Slide 28 (Tara):

Remember, the percent of special education services reported is different from the percent of time spent in the regular class. Do not add the two together in an attempt to equal 100 percent; the primary disability percent should be the highest reported percentage (higher than secondary or tertiary).

Slide 29 (Diane):

Regional programs

Slide 30 (Diane):

Tuition Reimbursement for Regional Programs: divisions can request reimbursement for students receiving summer services at a regional program. Summer Semester claims for services provided July 1 - August 31, 2016, are submitted with this December 1 child count. First semester claims can be submitted with the March 31 SRC and second semester claims can be submitted with the end of year SRC.

Slide 31 (Diane):

You can claim tuition reimbursement for the following disability codes: autism, deaf-blindness, emotional disability, hearing impaired, multiple disabilities, & traumatic brain injury. Report the disability claim in the regional tuition disability field. A smaller claim is likely if the regional tuition disability is the secondary or tertiary disability. For non-reimbursable disability codes, enter zero for the dollar amount.

Slide 32 (Tara):

For students reported as receiving services through a special education regional summer program, you will need to report the three digit regional program code for the serving division, the four digit school code for the regional program, and a tuition paid code four. An N record is used to claim summer reimbursement for a student who is no longer enrolled in that division on December 1 but for whom you need to claim a summer reimbursement; for instance, a student who was enrolled in the summer but transfers out before December 1.

Slide 33 (Tara):

Parental Placement

Slide 34 (Tara)

The Parentally Placed Private School Data Collection questionnaire will be due January 31, 2017. This due date is earlier than in previous years. Question three is taken directly from your December 1 child count (the parental placement flag). For 2017-2018, parentally placed private school data collection will be electronically submitted through SSWS.

Slide 35 (Tara):

The parent, NOT the LEA, places the student in a private school, home school, or residential facility for non-educational reasons and the parent requests special education services from the LEA. The LEA develops a services plan based on the proportionate set-aside dollars calculated for the LEA. A school division is responsible for providing special education services to any student within the division's jurisdiction. LEAs report all students parentally placed in private schools on the December 1 Child Count; preschool students ages zero through five use placement codes seventeen and twenty-one and school age students ages 6 through 21 use placement codes one and six).

Slide 36 (Tara):

To report students who are parentally placed in private schools, report the disability for the service actually provided. The responsible division and the

serving division is the division that provides the special education services. The responsible school and serving school is the school the student would attend if he or she was in the division which would be age (and/or) grade appropriate). Students placed in residential setting for non-education reasons report Y for the parentally placed flag and use placement code 1 or 6. The regular class percent should be zero.

Slide 37 (Tara):

Virginia's regulations require LEAs to provide FAPE to students placed by parents in a residential facility for non-educational reasons. A school division is responsible for providing special education services to any student within the division's jurisdiction. The IEP team determines the services to be provided at the residential facility. The LEA does not have to use the facility's education program. Report these students using a placement code of one and a parental placement flag Y; do not report a tuition paid code; the serving division equals the responsible division and the serving school equals the school the student would attend if he or she was in the division (which would be age and grade appropriate).

Slide 38 (Diane):

Final Reminders

Slide 39 (Diane):

For virtual schools, the division hosting the virtual school is both the responsible and serving division. You will report the placement code as one; status code as "V" record; regular class percent as zero; and the special education percent will use the full instructional day in the calculation.

Slide 40 (Diane):

In this example, a student resides in Prince William County but is enrolled in a virtual school program in Patrick County. Therefore, Patrick County is both the responsible and serving division and will report the student on the December 1 Child Count.

Slide 41 (Diane):

Local and Regional Jails

Students receiving special education services in a local or regional jail are reported in the December 1 Child Count of the division in which the jail is located. That division is both the responsible division and the serving division. The student is identified as being incarcerated in a local or regional jail by placement code 8 and school code nine-nine-nine-seven. For example: a student was a resident of

Nottoway County prior to incarceration, but has been in Prince Edward jail since September 10, 2016. Prince Edward County is responsible for the educational program in the jail. Prince Edward submits the student. Reminder: placement code 8 is reported and the regular class percent is zero.

Slide 42 (Tara):

Last year, the most common December 1 collection data resubmission requests were related to parental placements and the summer semester regional tuition reimbursement.

Slide 43 (Tara):

Examine the following for accuracy: the out of district placements, the parental placements, regional programs, and transfer students.

Slide 44 (Tara):

The following are December 1 resources. The December 1 e-learning modules which can be found at this Web link

(http://doe.virginia.gov/special_ed/tech_asst_prof_dev/e-learning/index.shtml)

And other December 1 resources found at this Web link:

(http://doe.virginia.gov/info_management/data_collection/special_education/index.shtml).

Slide 45 (Tara):

Please direct your Dec. 1 child count questions to myself, Tara McDaniel or Diane Lucas at the following contact information.

(Phone: (804) 225-3252, Fax: (804) 371-8796;

spedprogramdata@doe.virginia.gov;

http://www.doe.virginia.gov/info_management/data_collection/special_education/index.shtml;

direct your SRC Questions to: (804) 225-2099 or ResultsHelp@doe.virginia.gov)

(Tara): Thank you so much for joining us today on our Web cast.

(Diane): We look forward to working with you.