



New Special Education Directors

December 1 Child Count

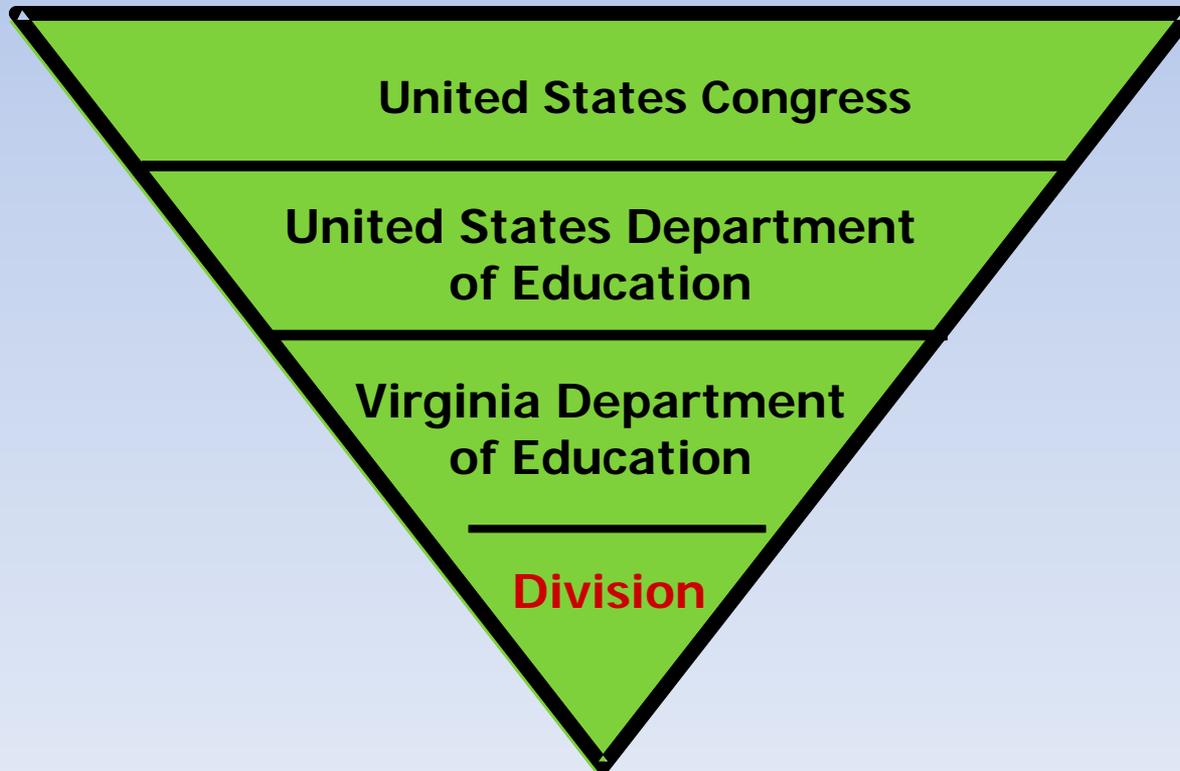
**Office of Special Education Program Improvement
Division of Special Education and Student Services**

Welcome

Welcome to the 2016
December 1 Child Count Web Cast for
New Special Education Directors!

Introductions
Agenda

Data Collection and Reporting



Educational Information Management (EIMS)

- The Office of Educational Information Management (EIMS)
 - develops and maintains the Department's computer applications
 - administers the Department's database, reports educational information collected by the Department
 - calculates and reports state and federal accountability results

Educational Information Management (EIMS)

- Most data collections are related to specific requirements of state and federal law.
- School divisions report data to the Department through secure Web-based systems

Virginia's State Performance Plan/Annual Performance Report

Virginia's SPP/APR

- Virginia's Special Education State Performance Plan/Annual Performance Reports (SPP/APR) – Part B
- Federal law requires states to submit a performance plan which includes baseline data, targets and improvement activities for indicators developed by the United States Department of Education.

Data Collection and Reporting

- Virginia's State Performance Plan
- Annual Performance Report
- Local Determination Rubric
- Federal Reporting
- December 1 Child Count

Indicators

1. Graduation
2. Dropout
3. Statewide Assessment
4. Suspension/Expulsion
5. LRE Placement
6. Early Childhood Settings
7. Preschool Skills
8. Parent Involvement
9. Disproportionate Representation in Special Education

Indicators

10. Disproportionate Representation in Specific Disability Categories
11. Child Find
12. Part C to B Transition
13. Secondary Transition with IEP Goals
14. Secondary Transition
15. Hearing Requests Resolved
16. Mediation Agreements
17. State Systemic Improvement Plan

December 1 Child Count

December 1 Child Count

- The December 1 Special Education Child Count Collection collects
 - Information required to meet federal reporting requirements under the *Individuals with Disabilities Education Act* (IDEA 2004); and
 - Information required for certain elements of the Standards of Quality (SOQ) state funding calculation.

- The December 1 Child Count is a “snapshot” of all students with IEPs 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.

LEAs are Required to Report

- 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 student
- Students placed in private schools (*day or residential*)
- Students placed by parents in private schools (*services plans*)
- Preschool age students served in community based programs
- Students receiving special education services in local or regional jails

LEAs Do Not Report

- State Operated Programs (SOPs)
- Department of Juvenile Justice programs
- Department of Corrections programs
- The State School for the Deaf and Blind (VSDB)

These entities report their own data.

Federal Reporting

- IDEA Section 618 Data collections
 - Child Count
 - Personnel
 - Placement
 - Exit
 - Discipline
 - Assessment
 - Dispute Resolution
 - Maintenance of Effort and CEIS

What you need to know as a Special Education Director

- Communication policies and expectations
- Student information processes and procedures
- Points of contact, roles, and responsibilities
- Technology considerations

Communication

- Between division level and school level personnel
 - School administration
 - Teachers
- Within the division
 - Technology Department
 - Special Education Department

Get to know your Technology Department!



Student Information Processes and Procedures

- What procedures are already in place related to student data entry within your division?
- Who is responsible for entering student data?
 - Registration, enrollment, and demographic information
 - Special education eligibility and IEP information
- What monitoring processes and checks and balances are in place to ensure the accuracy and integrity of the data?

Individuals responsible for student data entry

- Student Information System –
 - registrar
 - guidance counselor
 - assistant principal
 - administrative assistant

- IEP System-
 - special education chair person
 - coordinator
 - lead teacher,
 - school psychologist

Technology Considerations

- Student Information System
- IEP System
- Data roll over
 - automatic or manual
 - frequency of roll over and updates
- December 1 child count specifications
- File format requirements

Questions to ask

- Where does the single data point begin?
- How is the student information entered?
- How is the student information maintained?
- How is the student information extracted?

Where does the data originate?

- The December 1 child count reports data on all students with an ACTIVE IEP on December 1
- IEP data comes from
 - special education referral data
 - child study data
 - eligibility data
- Trace the data to the beginning

Data Entry

- Data entry begins when a student is referred for a child study or full evaluation, or transfers in with an existing IEP.
- What procedures are already in place with regards to special education student information?
 - Who is responsible for entering the data into the IEP system?
 - What monitoring procedures are in place for checking the accuracy of the data?

Data Maintenance

- What are the processes for ensuring that IEP information is current and accurate?
 - frequency of updates (i.e., weekly, monthly)
- How is this data reported from the school level to the division level?
- Identify individuals responsible for reporting school level data to the division.

Data Extraction

- Who at the division level is responsible for extraction and submission?
- Provide resources and training to ensure December 1 file specifications and special education requirements are met.
- Make sure that the technology department and special education department communicate frequently regarding reporting requirements for a timely and accurate data submission.

Key Points

- Identify current procedures, processes, and individuals responsible for special education data.
- Modify and implement new procedures if necessary.
- Meet with staff frequently and communicate expectations, roles, and responsibilities.
- Create a monitoring system with timelines. Know your technology systems and December 1 requirements.
- Train others who have data entry responsibilities.
- Check and recheck you data!!

Single Sign-On for Web System's Portal (SSWS)

[Logout](#)

SSWS Application Selection

- Welcome Tara McDaniel.

Please select one of the Applications listed below

APPLICATIONS

[Discipline, Crime and Violence \(DCV\)](#) - Data collection and reporting of Student Discipline, Crime and Violence data

[Instructional Personnel \(IPAL\)](#) - As per NCLB reporting requirement, Instructional Personnel System provides paperless process to collect the Oct. 1 snap-shot of teacher/educator information from the school division via the web.

[Safe Schools Information Resource \(SSIR\)](#) - The SSIR system, Virginia Safe Schools Information Resource, makes available to schools and communities important data on school crime and safety. Information reported here is based on school discipline, crime, and violence (DCV) data submitted to the Virginia Department of Education by all school divisions. SSIR is part of the Prevention Through Information (PTI) initiative designed to improve the collection and use of school discipline, crime and safety data.

[Special Ed December 1 Membership \(12/1 Count\)](#) - Special Education 12/1 Membership Data Collection tracks, records, and submits student-level membership and demographic information for all students identified in any special education program.

[Student Record Collection-FALL \(SRC-FALL\)](#) - Student Record Collection (FALL) collects student demographic information as of October 1.

[Start of Page](#)

[SSWS Instructions](#)

[Change Password](#)

[Change E-mail](#)

[Change Security Questions](#)

[Educational Directory](#)

[Division Contact List](#)

[Maintain Division Contacts](#)

[DOE Application Contacts](#)

[Dropbox](#)

[EIM Service Request](#)

[Oracle Financial Reports](#)

PRODUCTION

User Information

Tara McDaniel
tara.mcdaniel1
Dept. of Education Staff

VDOE Application Contact (SpecialED)

Tara McDaniel
(804) 225-2715



Common Warnings and Errors

Common Warnings

Field	Incorrect Data	Additional Comments	Severity
Summer Semester Special Ed Regional Tuition Reimbursement	null	Alert: Student ID/State Testing ID(XXX) The Summer Semester Special Ed Regional Tuition Reimbursement dollar amount is required when the Serving Division is between 280 and 299, except Division 283.	WARNING
Parentally Placed Students	Y	Alert: Student ID/State Testing ID(XXX) If the Parentally Placed Students field is Y, then the Regular Class Percent must equal 0.	WARNING
Special Ed Primary Service Percent of Day/Special Ed Secondary Service Percent of Day	1/3	Alert: Student ID/State Testing ID(XXX) Special Ed Secondary Service Percent of Day is greater than Special Ed Primary Service Percent of Day.	WARNING
Special Ed Student Regular Class Percent	98.	Alert: Student XXX) If the Special Ed Placement Code is not 1 or 17, then the Regular Class Percent should equal 0.	WARNING

Common Fatal Errors

Special Ed Student Placement Code	The student must be 6 years of age or older to use Special Ed Student Placement Code 1 - 8.	FATAL
Special Ed Student Placement Code	The Tuition Paid Code must be 7 or 3 if the Special Ed Placement Code is 3 or 5.	FATAL
Special Ed Student Placement Code	Special Ed Student Placement Code 3 or 5 may only be used with Serving Division 600.	FATAL
Primary Disability Code/Secondary Disability Code/Special Ed Third Disability Code	The Third Disability Code must be different than the Primary and Secondary Disability Codes	FATAL
Special Ed Student Placement Code	The student must be 6 years of age or older to use Special Ed Student Placement Code 1 - 8.	FATAL
Special Ed Primary Service Percent of Day + Second Service Percent of Day + Third Service Percent of Day	The combined primary, secondary and third service percents may not exceed 100%.	FATAL

Most Common Resubmission Requests 2015-2016

- Parental Placement
- Summer Semester Special Education
Regional Tuition Reimbursement

Pay close attention to...

- Out of District Placements
- Parental Placement
- Regional Programs
- Transfer Students

Out of District Placements

- Community Services Act (CSA) / Family Assessment and Planning Team (FAPT) Placements
 - Private Day Schools
 - Private Residential Schools
- Private Parental Placements for Non-Educational Reasons

Parental Placements

- Students receiving services through a services plan
- Homeschool students
- Private school students
- Parental placement flag

Regional Programs

- Summer semester special education regional tuition reimbursement field
- Special education regional tuition reimbursement disability code
- A tuition paid code of 4

Summer Semester Special Ed Regional Tuition Reimbursement

Active Code	N	If the Active Status Code is "N", then the Summer Semester Special Ed Regional Tuition Reimbursement dollar amount cannot be null.	FATAL
Summer Semester Special Ed Regional Tuition Reimbursement	null	The Summer Semester Special Ed Regional Tuition Reimbursement is required if the Special Ed Regional Tuition Disability Code is not null.	FATAL
Summer Semester Special Ed Regional Tuition Reimbursement	0.00	The Summer Semester Special Ed Regional Tuition Reimbursement amount must be a valid positive number with a two place decimal; report dollars and cents.	FATAL

Check and Recheck!

- Placement Codes
- Tuition Paid Codes
- Race and Ethnicity Codes
- Calculating Percent of Time
 - General Education
 - Special Education

Prior to Submission

- Identify and create processes for entering special education student information
- Monitor data entry at the student and school level
- Communicate frequently with data entry staff
- Take advantage of the pre-submission window

During Submission

- Utilize the Status Tracking page within the Single Sign-on Web Systems Portal
- Correct as many warnings and errors as possible prior to window opening
- Work closely with the technology department for accuracy checks

After Submission

- Check the certification report and review carefully
- Collect the Parental Placement Data for questions one and two and confirm the accuracy of question three
- Submit the Certification report and Parental placement data collection by due date

December 1 Child Count Collection

Live Q & A Web casts

- New Special Education Director's, Wednesday, August 17, 2016
- All Special Education Director's, Wednesday, September 14, 2016

Submission dates 2016-2017

- Pre-submission window
 - October – November 2016
- Submission window
 - Thursday, December 1, 2016 – Friday, December 16, 2016
- Resubmission window
 - Monday, January 9, 2017 - Thursday, January 12, 2017
- Certification report
 - Monday, January 23, 2017 - Tuesday, January 31, 2017
- Parentally Placed Private School data collection
 - Tuesday, January 31, 2017

SEPI Data Staff

- Angela Phenicie, Data Coordinator
- Tara McDaniel, Data Manager
- Craig Roberson, Data Analyst
- Bernie Chamberlain, Data Assistant
- Diane Lucas, Data Specialist
- Karen Puckett, Data Assistant

Web Resources

December 1 Child Count

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

Public Data Calendar

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

Performance Reports

http://www.doe.virginia.gov/special_ed/reports_plans_stats/special_ed_performance/division/2014-2015/index.shtml

VDOE Contact Information

Tara McDaniel, Tara.McDaniel@doe.virginia.gov

Diane Lucas, Diane.Lucas@doe.virginia.gov

spedprogramdata@doe.virginia.gov