Division of Special Education and Student Services

Specifications for Completing

The December 1 Child Count Collection

General Information

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

The December 1 Special Education Child Count Collection is a "snapshot" of students receiving special education services on 12/1 each year. A student must meet all three of the criteria listed below to be included in the count:

- Have a current evaluation or re-evaluation that is less than three years old as of December 1,

- Have a valid Individualized Education Program (IEP) that is less than one year old as of December 1, and

- Be receiving special education and related services on December 1.

Individual Student Records must be submitted for the following:

- Full-time and part-time students served in the division for each student with an active IEP on December 1 of the current school year

- Students placed in other divisions

- Students placed in private schools (day or residential)

- Students placed in regional centers

- Students receiving special education services in local or regional jails

- Preschool age students served in community based programs

The State School for the Deaf and Blind, the Department of Juvenile Justice, the Department of Corrections, and State Operated Programs each submit individual student records for students in these facilities.

Data Submission Information

▲ Records to be Submitted

- The division must submit data for all students for whom they are legally responsible. The division must submit data for all students served by the division, even if the division is not legally responsible for those students. This submitting requirement is consistent with the Student Record Collection (SRC) submitting requirements.

▲ Maintain Data

- Maintain the data within the division.
- Use the File Layout to assemble a tab-delimited file with individual student data.

▲ Submit Data

- Log in to the Single Sign-On for Web Systems (SSWS).
- Upload the tab-delimited file of student records for the December 1 Child Count Collection.

▲ Check SSWS for Pass/Fail notifications

- The status of the submitted student records file can be found on the Status Tracking page of the SSWS.
- Once the December 1 Child Count data is processed, a color-coded notification table on the Submit Data page will indicate whether the uploaded file passed or failed the validation checkpoints.
- Any FAILED validation requires correction and resubmission.
- Each WARNING must be reviewed and checked for accuracy. Warnings determined to be incorrect require correction and resubmission.

▲ Unsuccessful Submission

- If the submission is failed/unsuccessful, the division will be able to see two types of fatal errors in the Status Tracking table.
- These are the two types of fatal errors: Individual Student Records with the error for that record or total number by fatal error type.
- All fatal errors must be corrected and the file must be resubmitted.

▲ View or Download the data edits from SSWS

- After the uploaded file of Student Record data passes the five validation checkpoints, the data elements for each record will be validated.
- Two types of errors could be generated. Fatal errors consist of erroneous data for the required elements and Warnings consist of questionable data for optional elements.
- Unless a Successful Upload Status is received in the Status Tracking table, all fatal errors must be corrected and resubmitted. (Return to Collect Data)

▲ Successful Submission

- After a successful submission, the division must download the following two Certification Reports from SSWS:
    1) Child Count Certification Report
    2) Child Count Financial Verification

- These reports should be reviewed very carefully. If inaccurate, the tab-delimited file of student record data must be corrected and resubmitted.
- After reviewing documents and determining the data reported are accurate, the signature page of the child count certification document must be signed and returned to Virginia Department of Education's Division of Special Education and Student Services. spedprogramdata@doe.virginia.gov

Data Elements and Descriptions

▲ State Testing Identifier

Format: numeric   **Maximum Length:** 10

The State Testing Identifier is a 10 digit numeric field and cannot begin with 0 or contain repetitive sequences such as 111, or 222, etc. It is unique for each student. The State Testing Identifier will be the unique number provided by Educational Information Management Systems (EIMS) to uniquely identify the student within the State.

Edit checks for valid State Testing Identifier

- One record per student per school
- The State Testing Identifier must be a valid EIMS assigned number

▲ Unique Local Student Identifier

Format: alpha numeric   **Maximum Length:** 12

The Unique Local Student Identifier is locally assigned to uniquely identify the student within the division. The code must consist of numbers 0-9 and alpha characters A-Z and should not include any special characters, i.e. dashes, slashes, etc.

▲ Responsible Division Number

Format: numeric   **Maximum Length:** 3

The Responsible Division Number is a three-digit, state-assigned number where: A) the student resides, B) the student attends a school through open enrollment, C) tuition is waived, or D) the school division is legally responsible for the provision of a Free Appropriate Public Education.

▲ Responsible School Number

Format: numeric   **Maximum Length:** 4

The Responsible School number is a four-digit, state-assigned number where: A) the student resides, B) the student attends a school through open enrollment, C) tuition is waived, and/or D) the division is legally responsible for providing a Free Appropriate Public Education.

The record(s) of the student who is enrolled for part of a day at a Governor's School, local Alternative Education Centers, Regional Special Education Centers, Regional Career and Technical Education Centers, STEM (Science, Technology, Engineering and Mathematics) Academies or other type of regional center or school should have the school or center where the student spends the majority of the day listed as the Serving Division and Serving School/Center.

▲ Serving Division Number

Format: numeric   **Maximum Length:** 3

The Serving Division Number is a three-digit, state-assigned number used to identify the division or entity that provides services to the student.

▲ Serving School/Center Number

Format: numeric   **Maximum Length:** 4

The Serving School/Center Number is a four-digit, state-assigned number used to identify the school, center, program, or placement that provides services to the student. The record(s) of the student who is enrolled for part of a day at a Governor's School, local Alternative Education Centers, Regional Special Education Centers, Regional Career and Technical Education Centers, STEM (Science, Technology, Engineering and Mathematics) Academies or other type of regional center or school should have the school or center where the student spends the majority of the day listed as the Serving Division and Serving School/Center.

▲ Active Status Code

Format: alpha   **Maximum Length:** 1

The Active Status Code is used to indicate the status of the student as of the snapshot date (12/1). Every student reported in the December 1 Child Count Collection must have an active status of A, N or V.

A = Active
N = Not Enrolled
V = Virtual Program

Edit checks for valid Active Status

- "A" is required
- Blanks are not permitted

▲ Student's First Name

Format: alpha   **Maximum Length:** 15

Edit checks for Student's First Name

- Student's First Name cannot be blank

▲ Entry Code

Format: alpha numeric   **Maximum Length:** 4

The Entry Code identifies the process by which the student first entered the school during a given school year. Original entries are, for each school year, those pupils entering any public school for the first time during that year. (See all codes for required E0xx, E1xx, or E2xx entry codes.) Re-entries are, for each school year, those pupils received from another classroom in the same school or from another public school in the State. In every case these pupils have already been coded as Original entries for each school year in some public school in the State.

> For questions specific to state-approved Entry Codes, please refer to the Student Record Collection (SRC) guidance document.

▲ Entry Date

Format: Date   **Maximum Length:** 10

The Entry Date will be the actual date associated with the entry code that represents the student's first day of enrollment in the reporting school for the school year. (The reporting school is the school within the division that is submitting the record.)

> For questions specific to Entry Date, please refer to the Student Record Collection (SRC) guidance document.

▲ Gender Code

Format: alpha   **Maximum Length:** 1

The Gender Code identifies the student's gender.

Codes for Gender
M = Male
F = Female

Edit checks for Gender Code

- Valid Gender Code

▲ **Birth Date**

Format: Date   **Maximum Length:** 10

The Birth Date is the month, day, and year on which the student was born.

Edit checks for valid Birth Date

- mm/dd/yyyy (including slashes)
- Birth date is before current date and cannot be a future date

▲ **Grade Level Code**

Format: alpha numeric   **Maximum Length:** 2

The Grade Level Code identifies the grade level at which the student receives services in a school or an educational institution during a given academic session.

> For questions specific to Grade Level Codes, please refer to the Student Record Collection (SRC) guidance document.

Codes for Grade Level

PK	=	PreKindergarten
JK	=	Junior Kindergarten
KA	=	Half-Day Kindergarten – AM
KP	=	Half-Day Kindergarten – PM
KG	=	Kindergarten
T1	=	Transitional First Grade
01	=	Grade 1
02	=	Grade 2
03	=	Grade 3
04	=	Grade 4
05	=	Grade 5
06	=	Grade 6
07	=	Grade 7
08	=	Grade 8
09	=	Grade 9
10	=	Grade 10
11	=	Grade 11
12	=	Grade 12

Edit checks for valid Grade Level Code

- Valid Grade Level Code within the low/high grade range of the Responsible School/Center and the Serving School/Center
- Cannot be grade level code Test Takers (TT) or Post Graduate (PG)

▲ Primary Disability Code

Format: alpha numeric   **Maximum Length:** 3

The Primary Disability Code identifies the primary disability type for the student who is eligible for services under the Individuals with Disabilities Education Act (IDEA) and who has an Individualized Education Program (IEP).

Codes for Primary Disability
Listed below are the state-approved Disability Codes. The numeric code must be used for this element.

Listed below are the state-approved Disability Codes:

~~2   = SD -   Severe disability - RETIRED~~
3   = MD   Multiple disabilities
4   = OI   Orthopedic impairment
5   = VI   Visual impairment
6   = HI   Hearing impairment
7   = SLD Specific learning disability
8   = ED   Emotional disturbance
9   = SLI   Speech or language
10 = OHI   Other health impairment
12 = DB   Deaf-blindness
13 = AUT Autism
14 = TBI   Traumatic brain injury
16 = DD   Developmental delay
19 = ID   Intellectual Disabilities

Edit checks for valid Primary Disability Codes

- A valid numeric Disability code
- Cannot be blank for December 1 Child Count
- If primary disability code = 16 (Developmental Delay) then the student must be less than 7 years of age as of December 1st.

▲ Disadvantaged Status Flag

Format: alpha   **Maximum Length:** 1

The Disadvantaged Status Flag identifies the student as economically disadvantaged if the student: 1) is eligible for Free/Reduced Meals, or 2) receives TANF, or 3) is eligible for Medicaid or 4) identified as experiencing homelessness.

The student's Disadvantaged Status is 'as of any point in the school year' and for the duration of that school year. If the student is identified as experiencing homelessness at any point during the school year, the student is automatically identified as Disadvantaged and is also eligible for the Free and Reduced Meals Program. Although it is well within the scope of the division to

store the homeless status in their Student Information Systems, it is only the division's homeless education liaison that should coordinate the benefits for the student.

Codes for Disadvantaged Status Flag

Y = Student is identified as Disadvantaged
N = Student is not identified as Disadvantaged

Edit checks for Disadvantaged Status Flag

- Y or N required

▲ Tuition Paid Code

Format: numeric   **Maximum Length:** 2

The Tuition Paid Code identifies that tuition is paid/received for the student, which is equivalent to the full net local per pupil cost.

Codes for Tuition Paid

02 = Paid Tuition to State Supported Institution
03 = Paid tuition to a Private Institution *(does not include students funded with CSA funds)*
04 = Paid Tuition to Regional Center
05 = Received tuition from another school division in Virginia (LEA)
07 = State's share of tuition paid through the Comprehensive Services Act (CSA) for private day or residential placements
09 = Inter-State Compact Placement
10 = Out of State Students: Contiguous State Offering Same Privileges to VA Students per 22.1-5
11 = Out of State Students: Contiguous State NOT Offering Same Privileges to VA Students per 22.1-5
12 = Tuition Received from a Non-Contiguous State or US Territory
15 = Paid Tuition to a School Division Outside the Commonwealth of Virginia
16 = Tuition waived; student served through Public School Choice agreement
17 = Tuition waived; applicable only to Fairfax/Falls Church DJJ and Community SVCS BD students
18 = Tuition waived for full time virtual program
19 = Local Center within a Public School Division (full day or half-day programs: CTE, STEM, Health, special education or alternative)

Edit checks for Tuition Paid Code

- If Tuition Paid Code is not blank, then the Responsible Division cannot equal Serving Division
- If the tuition paid code is 3 or 7, then the placement code must be 3, 5, 19, or 20 and the serving division must be 600.

- If the tuition paid code is 4, then the serving division must equal the three digit code for one of the special education regional program or Career and Technical Education Center (CTE).

Notes:

- If an LEA pays another LEA tuition that exceeded the amount of the local share, then the serving LEA should use tuition code of 5.
- Only tuition codes 5, 9, 11, 12, or 18 can be used when the active status code is V.

▲ Ethnic Flag

Format: alpha   **Maximum Length:** 1

The Ethnic Flag is used to identify if the student is Hispanic or Latino.

For questions specific to the Ethnic Flag, please refer to the Student Record Collection (SRC) guidance document.

Edit checks for Ethnic Flag

- Must be Y or N
- This element cannot be blank.

▲ Race Code

Format: numeric   **Maximum Length:** 2

The Race Code is used to identify the one or more races the student identifies with. This element cannot be blank.

For questions specific to the Race Code, please refer to the Student Record Collection (SRC) guidance document.

Edit checks for Race Code

- Must be a valid state assigned race code

▲ Receiving ESL Services Code

Format: alpha   **Maximum Length:** 1

The Receiving ESL Services Code is used to identify the LEP student's current level of participation in an ESL program.

For questions specific to the Receiving ESL Services Code, please refer to the Student Record Collection (SRC) guidance document.

Codes for Receiving ESL Services Code

1 = Identified as LEP and receives ESL Services
2 = Identified as LEP but does not receive or has refused ESL Services
3 = Identified as formerly LEP for each of the two years after exiting ESL Services

Edit checks for Receiving ESL Services Code

- Blank or a valid state assigned code

▲ **Special Education Student Placement Code**

Format: numeric   **Maximum Length:** 2

The placement code identifies the physical location where a student receives special education and/or related services. Placement categories are mandated by federal reporting requirements and are determined by age, not grade or classroom designation.

- Placement codes 1 – 8 are used for the placement categories for students ages 6 – 21^{+}
- Placement codes 17 – 22 are used for students' ages 0 – 5.
- Codes 9 – 16 are retired.

For students who have more than one placement, the placement code reflects where the student spends the majority of the day.

Placement Reporting Categories for Children with Disabilities Ages 6 - 21+

Placement Code 1: Regular Education Setting: The student is served in the regular school building, either in a special education class or in a regular class.

- For federal placement reporting purposes, age-appropriate community-based settings that include individuals with and without disabilities are considered regular school buildings, e.g., libraries, vocational settings, job sites and community colleges.

- Use this code for students placed by parents in private schools but who receive special education and/or related services through a services plan.

- Also, use this code for students placed by parents in residential facilities for non-educational reasons but for whom the school division is still responsible for providing special education and/or related services.

Placement Code 2: Public Separate School: The student is served in a building that only serves students with disabilities.

Placement Code 3: Private Day School: The student is served in a private day program.

- Use for students placed by the school division in approved private school programs, e.g., licensed as private special education schools through the Virginia Department of Education.
- Do not use this code for unilateral parent placements into private schools.
- Private day school placements are funded through the Comprehensive Services Act.

Placement Code 4: Public Residential School: The student is served in a state operated program (SOP); these include mental health facilities, training centers, and local and regional detention homes, but not the hospital programs.

- School divisions do not use this placement code.
- Students in SOPs are reported by the state operated program.

Placement Code 5: Private Residential School: The student is served in a private residential program.

- Use for students placed by the school division in a private residential school/program or students placed by a local Family Assessment and Planning Team (FAPT) through the Comprehensive Services Act (CSA) for non-educational reasons into a residential program (school divisions are still responsible for developing an IEP for these students).
- Private residential schools are funded through the CSA.
- Do not use this code for students placed by parents into residential programs for non-educational reasons.

Placement Code 6: Homebound Placement: The student receives special education services at home.

- Use for students when special education services are provided in the home.

Placement Code 7: Hospital Program: The student receives services in one of the SOP hospital programs.

- School divisions do not use this code.
- Students who are placed in and receiving special education and related services in hospital programs are reported by the SOP hospital programs.

Placement Code 8: Correctional Education Program: The student receives services in a program run by the Department of Juvenile Justice, the Department of Corrections or in a local or regional jail.

- School divisions use this code for students served in local or regional jails.

Placement Reporting Categories for Children with Disabilities Ages 0 – 5

Placement Code 17:   Regular Early Childhood Program: A Regular Early Childhood Program is a program that includes a majority *(at least 50 percent)* of nondisabled children (i.e., children without an IEP). This category may include, but is not limited to:

Head Start;

Kindergartens;

Preschool classes offered to an eligible pre-kindergarten population by the public school system;

Private kindergartens or preschools; and

Group child development center or child care.

- Use this code for every child attending a regular early childhood program, even if the child receives special education services in other environments.

- A student who spends a small amount of time with non-disabled peers, e.g., snack, lunch, or recess does not meet the definition for placement code 17.

NOTE: Additional information is required when Placement Code 17 is reported:

1. Time in Regular Early Childhood Setting: report Y or N to identify whether the student spends 10 or more hours a week in the Regular Early Childhood Setting or less than 10 hours a week in the Regular Early Childhood Setting.

2. Special Education in Regular Early Childhood Setting: report Y or N to identify whether the student receives the majority of their special education and related services in the Regular Early Childhood Setting.

Placement Code 18:   Special Education Classroom. This is a program that includes at least 50 percent children with disabilities. Special education classrooms include, but are not limited to:

- regular school buildings;

- trailers or portables outside regular school buildings;

- child care facilities;

- hospital facilities on an outpatient basis;

- other community-based settings.

Placement Code 19:   Separate Special Education School. This is a program where students receive special education services in public or private day schools designed specifically for children with disabilities.

- Students who are placed by school divisions in approved private day schools are funded through the Comprehensive Services Act (CSA).

Placement Code 20:   Special Education Residential Facilities. This is a program where students receive special education in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.

- School divisions use this code for students placed by the division in private residential programs. State operated programs use this code for students served in SOPs.
- Students who are placed by school divisions in private residential programs are funded by the Comprehensive Services Act (CSA).

Placement Code 21: Home. This category is for students who receive the majority of their special education and related services in the principal residence of the child's family or caregivers.

- Include the children who receive special education and related services both at home and in some other location, if they are receiving the majority of their services in the home. The term caregiver includes babysitters.

Placement Code 22: Service Provider Location. This category is for students who receive the majority of their special education and related services in a service provider location or some other location that is not in any other category. For example, speech instruction provided in:

> private clinicians' offices,
>
> clinicians' offices located in school buildings,
>
> hospital facilities on an outpatient basis.

- Do not use this code for students who also receive special education at home.

- Children who receive services both in a service provider location and at home are reported using code 21 – Home.

   Edit Checks for Special Education Student Placement Code

   - If Placement Code = 17, the Time in Regular Early Childhood Setting cannot be blank.

   - If Placement Code = 17, the Special Education in Regular Early Childhood Setting cannot be blank.

- If Placement Code equals/is 3, 5, 19, or 20, then the tuition paid code must be 3 or 7.

- If Placement Code equals/is 3 or 5, then the serving division must be 600.

▲ Regular Class Percent

Format: numeric   **Maximum Length:** 3

The regular class percent reflects the amount of time the student spends with non-disabled peers. The calculation of regular class percent is only computed for school-aged students (ages 6-21).

The regular class percent is calculated as follows:

$$\frac{\text{Total amount of time spent in the regular class}}{\text{Length of the entire school day (“Bell to Bell”)}} \quad X \quad 100 \quad = \quad \text{Percent of time spent in the regular class}$$

Notes:

- Only for students ages 6 – 21[+]
- Length of school day = "bell to bell."
    - ❖ It **DOES** include lunch, recess, class changes, etc.
- Any time outside a self-contained class is considered to be regular class time.
- Regular class **DOES** include educational time spent in age-appropriate community-based settings that include individuals with and without disabilities such as college campuses, job sites, libraries or vocational sites.
- Regular class time **DOES** include time spent outside the regular classroom receiving services unrelated to the youth's disability, e.g., LEP services.
- Regular class time **DOES** include the time a student receives special education services when those services are provided in a regular education classroom.
- If a student is totally self-contained (e.g., does not change classes, does not go to the cafeteria for lunch, etc.) it is acceptable to identify time in regular class simply by identifying the time the student participates in activities within the regular education environment.

    Report:
- Reported percent should be zero (0) for all placement codes other than 1.
- Regular class percent for students ages 0 – 5 should be zero (0) or null.

This calculation is determined only by location. This calculation does not take into account any instructional service (regular or special).

Edit Checks for Regular Class Percent

- Cannot exceed 100%
- Number between 0 and 100, inclusive

▲ Special Education Student Primary Disability Service Percent of Day

Format: numeric   **Maximum Length:** 3

The primary special education service percent of day reflects the percent of instructional time the student receives special education services for this particular disability. The calculation is required for all students ages 0-21[+]. The percentage for primary disability special education received is calculated as follows:

Identify the special education service specified in the IEP for the primary disability for a student. Determine how much time is required to provide this special education service and divide this amount by the length of the standard instructional day. Multiply by 100 to calculate the percentage of special education provided.

$$\frac{\text{Total amount of special education}}{\text{Length of the instructional day}} \quad X \quad 100 \quad = \quad \text{Percent of special education received}$$

Notes:

- Only for students ages 0– 21[+]
- Length of the standard instructional day will likely be different for elementary, middle and secondary schools.
- Length of the standard instructional day = time devoted to educational activities.
    - ❖ It **does not** include lunch, class changes, recess, etc.
- For preschool students, the standard instructional day is the full instructional day of the elementary school.
    - ❖ **Do not** use a half day for this calculation.
- Special education services are reported based on the student's disability as determined by the eligibility committee – not by the endorsement of the teacher or type of class attached to the service.
- Only those related services that are considered stand-alone disabilities are reported (speech, vision, and hearing).
    - ❖ Other related services such as physical therapy, occupational therapy, and counseling are NOT reported as special education services.
- When determining the amount of special education service in an inclusive setting, the amount of service is based on the student's IEP.
    - ❖ The fact that the special education teacher is in the classroom does not mean that the student is receiving special education.
- The calculation is **NOT** related to where services are delivered.
    - ❖ Include all special education services regardless of where the services are provided.
- The calculation is made for all primary disabilities and any secondary or tertiary disabilities that are reported.
    - ❖ The reporting of three possible disabilities is strictly for SOQ funding calculations.
    - ❖ Percent of special education is not a required component of the IEP.

Edit checks for Special Education Student Primary Disability Service Percent of Day

- Cannot exceed 100%
- Number between 0 and 100, inclusive
- Total of primary, secondary, and third percent cannot exceed 100
- Warning if secondary percent is greater than primary or if third percent is greater than secondary or primary
- Cannot be 0

▲ Special Education Student Secondary Disability Code

Format: numeric   **Maximum Length:** 2

Required if the student is receiving special education services for a secondary disability. The Secondary Disability Code identifies the secondary disability type for the student who is eligible for services under the Individuals with Disabilities Education Act (IDEA) and who has an Individualized Education Program (IEP). See the disability codes listed under Primary Disability Code.

▲ Special Education Student Secondary Disability Service Percent of Day

Format: numeric   **Maximum Length:** 3

Required if a secondary disability code is entered for this student. See the method of calculation for primary service percent of day.

Edit Checks Special Education Student Secondary Service Percent of Day

- Cannot be blank or 0 if Special Ed Student Secondary Disability Code is not blank
- Total of primary, secondary, and third percent of day cannot exceed 100
- Warning: if secondary percent of day is greater than primary percent of day

▲ Special Education Student Secondary Disability Serving Division

Format: numeric   **Maximum Length:** 3

Required if a secondary disability code is entered. Follow same instructions as for Primary Serving Division.

▲ Special Education Student Secondary Disability Serving School

Format: numeric   **Maximum Length:** 4

Required if a secondary disability code is entered. Follow same instructions as for Primary Serving School.

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▲ Special Education Student Third Disability Code

Format: numeric   **Maximum Length:** 2

Required if the student is receiving services for a third disability. The Third Disability Code identifies the third disability type for the student who is eligible for services under the Individuals with Disabilities Education Act (IDEA) and who has an Individualized Education Program (IEP). See the disability codes listed under Primary Disability Code.

▲ Special Education Student Third Disability Service Percent of Day

Format: numeric   **Maximum Length:** 3

Required if a third disability code is entered. See calculation under primary service percent of day.

Edit Checks Special Education Student Third Service Percent of Day

- Cannot be blank or 0 if Special Education Third Disability Code is not blank
- Total of primary, secondary, and third percent of day cannot exceed 100
- Warning if third percent of day is greater than primary or secondary percent of day

▲ Special Education Student Third Disability Serving Division

Format: alpha   **Maximum Length:** 3

Required if a third disability code is entered. Follow same instructions as for Primary Serving Division.

▲ Special Education Student Third Disability Serving School

Format: numeric   **Maximum Length:** 4

Required if a third disability code is entered. Follow same instructions as for Primary Serving School.

▲ Special Education Regional Tuition Reimbursement Disability Code

Format: numeric   **Maximum Length:** 2

The disability code for which regional tuition reimbursement is being claimed.

Edit checks for Special Education Regional Tuition Reimbursement Disability Code

- Must be one of the following disability codes:

3 = MD (Multiple Disabilities)
　　　　　　　　6 = HI　(Hearing Impairment)
　　　　　　　　8 = ED　(Emotionally Disturbance)
　　　　　　　12 = DB　(Deaf-blindness)
　　　　　　　13 = AUT (Autism)
　　　　　　　14 = TBI　(Traumatic Brain Injury)

- If the division is not submitting a summer school regional tuition reimbursement claim, **do not report**:
  - a dollar ($) amount in the Summer Semester Special Education Regional Tuition Reimbursement field
  - a Special Education Regional Tuition Reimbursement disability code
  - a tuition paid code of 4

▲ Time in Regular Early Childhood Setting

Format: numeric　　　**Maximum Length:** 1

A flag to identify if the student spends 10 or more hours a week in the Regular Early Childhood setting.

Edit Checks for Time in Regular Early Childhood Setting

- If the flag is Y/ N', the Placement Code must be 17
- The field can be blank if the Placement Code does not equal (<>) 17

▲ Special Education in Regular Early Childhood Setting

Format: numeric　　　**Maximum Length:** 1

A flag to identify if the student receives the majority of their special education and related services in the Regular Early Childhood setting.

Edit Checks for Special Education in Regular Early Childhood Setting

- If the flag is Y/N, the Placement Code must be 17
- The field can be blank if the Placement Code does not equal (<>) 17

▲ Parentally Placed Students

Format: alpha　　　**Maximum Length:** 1

For these students, the parent withdraws the student from the public school, the parent places the student in a private school, the parent requests special education services from the public school, the school division develops a services plan based on the proportionate set-aside dollar amount calculated for the division. This includes students who are home schooled.

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Notes:

- The parent withdraws student from the public school.
- Parent places student in the private school (NOT the school division).
- Parent requests special education services from the public school.
- The LEA develops a services plan based on the proportionate set-aside amount calculated for the division.
- This includes students who are home schooled.
- This includes students placed by parents in residential facilities for non-educational reasons.
- Report the disability for the special education service actually provided.
- A school division is responsible for providing services to any student in a private school within the division's jurisdiction.
- Responsible division and serving division are the division that provides the special education services.
- Regular class percent should be 0.
- Use placement code 1 when the special education services specified in the services plan are provided in a public school or in the private school.
- Use placement code 6 when the special education services specified in the services plan are provided in the home.
- Responsible school and Serving school = report the school the student used to attend.
- Do not report a tuition paid code.

Edit Checks for Parentally Placed Students

- The field can be blank, Y or N
- If flag is 'Y', the Placement Code must be 1 or 6
- If flag is 'Y' the serving division cannot be (<>) 600
- If flag is 'Y' the tuition paid code must be null
- If flag is 'Y' the Special Education Regular Class Percent must be '0'

▲ **Summer Semester Special Education Regional Tuition Reimbursement**

Format: numeric   Maximum Length: 9

The Special Education Regional Tuition Reimbursement amount requested to be paid for special education services provided through a regional program during the summer semester (July 1 through August 31 of a reporting year).

Edit Checks for Summer Semester Special Education Regional Tuition Reimbursement

- Must report dollars and cents
- Must be a positive number with two place decimal
- Must report an amount if the Special Education Regional Tuition Reimbursement Disability Code is not null

▲ Reporting School

Format: numeric   **Maximum Length:** 4

Four-digit state-assigned School number that identifies the school for which membership, funding, graduation status and high school completion status are attributed. The use of this field is restricted to specific situations where non-residential students attend a regional program instead of a local school.

Edit Checks for Reporting School

- Must be a valid school within the reporting division
- Must be a valid school code from list of Virginia school numbers by division
- Must be numeric
- The Responsible Division must be 888
- The Serving Division must be a regional based program
- The Reporting School must belong to the reporting division

▲ Virtual Schools

Format: numeric   **Maximum Length:** 1

For students enrolled in virtual schools, report:

- Responsible Division
- Responsible School
- Serving Division
- Serving School

This is consistent with the SRC reporting requirements.

In addition, for Virtual Schools, report the following:

- Placement Code = code 1
- Regular Class % = report zero
- Special Education % = use the full instructional day in the calculation.

▲ Student's First Name

Format: alpha   **Maximum Length:** 15

Edit checks for Student's First Name

- Student's First Name cannot be blank

▲ **Student's Middle Name**

Format: alpha   **Maximum Length:** 15

Edit checks for Student's Middle Name

- Student's Middle Name may be blank if not applicable

▲ **Student's Last Name**

Format: alpha   **Maximum Length:** 25

Edit checks for Student's Last Name

- Student's Last Name cannot be blank