



# Special Education Child Count

## December 1, 2024

### Reporting Instructions

**Due dates:** 12/1/24 Child Count  
Due no later than December 16, 2024

6/30/25 Child Count  
Due no later than July 15, 2025

**Contact:** [AOE Child Count team](#)  
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## 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 other purposes such as public reporting, special education funding calculations, and Annual Performance Reports.

## Child Count Reporting for the 2024-2025 School Year

The 2024-2025 Child Count Access Application<sup>1</sup> is an Access database that incorporates many edit checks and is used to prepare your data submissions for two annual collections.

### December 1, 2024, Child Count Collection (Due December 16, 2024)

The December 1, 2024, Child Count Collection gathers information about students who are receiving special education services or remain eligible on the date of December 1, 2024. 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 section for more information.

*For a student to be reported in the December 1, 2024, Child Count Collection, the following three requirements must have been met on or before December 1, 2024:*

- An evaluation has been completed and eligibility has been determined.
- An IEP (or an ISP for a parentally placed student receiving special education services) has been developed and implemented.<sup>2</sup>
- 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, 2024, Child Count Collection:

- Students who exited special education between July 1, 2024, and December 1, 2024.
- Unilaterally placed<sup>2</sup> students who formerly received services if the evaluation is current.

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<sup>1</sup> A personalized Child Count Access Application for the 2024-2025 school year will be distributed to each supervisory union/district by the Vermont Agency of Education's Federal Reporting Group (FRG) 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, 2024, Special Education Child Count Software Instructions.

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

## June 30, 2025 Exiting Collection (Due July 15, 2025)

The Exiting Collection is a continuation of the December 1, 2024, Child Count Collection. In this collection, include:

- Students who exited special education between December 2, 2024, and June 30, 2025 who were reported in the December 1, 2024, Child Count Collection (including ECSE students who exited special education).
- All active ECSE students (needed for reporting ECO Entry date and score).
- Students with an ECSE Exit Date (see Data Field Definitions) 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.

## Important Things to Remember

### Early Childhood Special Education (ECSE) and Early Childhood Outcomes (ECO) Reporting

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

- The ECSE Progress Monitoring Method and [ECSE Outcome Entry Scores](#) A, B, and C are required for a student within 30 days of the initial ECSE IEP. The date of the initial IEP meeting is the date that triggers the 30-day ECO entry rating deadline.
- ECO Outcome Exit Scores A, B, and C and ECO Progress at Exit for Outcomes A, B, and C are required when a student exits ECSE services (e.g. transfers to a different SU/SD, moves out of state, will transition to kindergarten for the following academic year, the IEP team determines services are no longer needed, or the student's family revokes services) and has been receiving ECSE services for at least six months, even if the exit is unexpected. [ECO Exit scores](#) should be completed during the last IEP meeting/transition meeting before the end of the school year, prior to their entrance into kindergarten.

### Early Childhood Special Education (ECSE) 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 ECSE students (for Entry Dates) as well as all students with an ECO Exit Date.

Continue to report all students who have been determined no longer eligible to receive early childhood special education services between December 2, 2024 and June 30, 2025 who were reported in the December 1, 2024 Child Count Collection.

## Data Quality Reports

The Vermont Agency of Education will provide each supervisory union/district with a list of data quality concerns and errors for review for the December 1, 2024 and June 30, 2025 Child Count Collections. Responses must be promptly returned to the AOE; late submissions or responses could be considered on the LEA Special Ed Determinations.

## Final Verification Reports

Once all December 1, 2024 Child Count data has been cleaned, a Final Verification Report will be distributed in early 2025 to each Special Education Director. The Final Verification Report is used to verify student numbers for federal reporting and for Proportionate Share Grant calculations. Please confer with other relevant administrators, such as Early Education Directors/Coordinators and/or early childhood special educator, in your SU/SD as appropriate. The Special Education Administrator must e-sign the Final Verification report as indicated. Upon signing, a copy of the Final Verification Report will be available to the Special Education Administrator for download. Please retain a copy for your SU/SD's records. AOE also keeps signed copies of the Final Verification Reports on file for auditing purposes.

## Final Verification Reports

AOE will distribute Final Verification Reports for e-signature via DocuSign. Announcements will be made via the Special Education Directors listserv and applicable AOE newsletters. If you need assistance with the e-signature process, please contact [the AOE Child Count team](#).

Note: Final Verification Reports are not distributed for the June 30, 2025 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 strongly recommended that you save a backup of your Child Count Access Application with final submitted data for comparison purposes when you receive your Final Verification Report from the AOE.

## Student Confidentiality

According to AOE policy, student identifiable information such as names, birthdates, and unique ID numbers cannot be transmitted via unencrypted email to or from the AOE. To discuss questions requiring the identification of a student, place the identifying information on the same AOE secure file share used for reporting data and returning Final Verification Reports. Please follow up with an email devoid of identifying details to alert [the AOE Child Count team](#) of the pending question.

## 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. Please ensure the addresses and telephone numbers you provide are current and accurate.

## Contact Information for Child Count Questions

For all questions, contact [the AOE Child Count team](#): Cassidy Canzani, Federal and Special Education Data Director; Brandon Dall, Education Data Analyst, and Andrew McAvoy, Education Research and Information Specialist.

## Additional Resources

### Online Resources

- AOE's [Special Education Reports webpage](#) includes software and submission instructions.
- For more information about [Early Childhood Special 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. Please sign up at the [Child Count Listserv site](#).

### 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](#).

If you have any questions about ECSE (Early Childhood Special Education), ECSE IEPs, ECO (Early Childhood Outcomes), or transitioning to a School Age (5 in Kindergarten through 21) IEP that aren't addressed in Child Count documentation, contact [Katie McCarthy](#), 619 Coordinator.

If you have questions about whether a student is enrolled in Home Study, contact [Alicia Hanrahan](#).

## 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 documented diagnosis of ADD (Attention Deficit Disorder) or ADHD (Attention Deficit Hyperactivity Disorder).

**Alternative Facility Information:** The program/facility name and address are 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 12.

**Autism Spectrum:** For students who have a diagnosis on the autism spectrum, select appropriate description. Autism Spectrum Codes and Definitions are listed on page 14. 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 letters 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 15.

**Coordinated Service Plan (CSP):** A [Coordinated Services Plan](#) 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](#).

**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 16.

**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 team for educational services. Educational environments are defined for two age groups: Ages 3 through 5 in Early Childhood Special Education

and Ages 5 in kindergarten through 21. Please remember that all educational environments must be aligned with the child's age and grade as of December 1, 2024. The educational environment is determined at the time each student's IEP/ISP is written. Educational Environment Codes and Definitions for Ages 3 through 5 in Early Childhood Special Education begin on page 19, and Educational Environment Codes and Definitions for Ages 5 in kindergarten through 21 begin on page 24.

**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.

**ECSE Entry Date:** The initial date student began ECSE services in your SU/SD. (For students with ECSE IEPs dated 9/1/2012 and later.)

**ECSE Early Childhood Outcome (ECO) Exit Date:** Reported for children who received ECSE services for at least 6 months and are transitioning to Kindergarten or moved out of district. **PLEASE NOTE:** The ECSE ECO Exit Date is **NOT** the same as the Child Count/special education Exit Date (see Exit Date definition below) and does **NOT** mean that special education services will be discontinued for the child. Format mm/dd/yyyy. (For students with ECSE IEPs dated 09/01/2012 and later.)

**ECSE Early Childhood Outcome (ECO) Entry Ratings for Outcome A, B, and C:** Entry Ratings are required for all 3 outcomes for a student within 30 days of the initial



ECSE IEP meeting. Definitions of ECSE ECO Outcomes are listed on page 18. (For students with ECSE IEPs dated 09/01/2012 and later.)

**ECSE Early Childhood Outcome (ECO) Exit Ratings for Outcome A, B, and C:** Exit Ratings are required for all 3 outcomes if a student has received ECSE services for at least 6 months, and

- transfers to a different SU/SD, or
- moves out of state, or
- is transitioning to kindergarten for the following academic year, or
- the IEP team determines services are no longer needed, or
- if a family revokes consent for services.

For students receiving ECSE services for less than six months, no ECO Exit Rating is required. Definitions of ECSE ECO Outcomes are listed on page 18. (For students with ECSE IEPs dated 09/01/2012 and later.)

**ECSE Early Childhood Outcome (ECO) Progress Rating for Outcome A, B, and C at Exit:** Select Y (yes) or N (no) to indicate whether the student made progress for each ECO area. Progress Rating at Exit data are required for all 3 outcomes if a student has received ECSE services for at least 6 months, and

- transfers to a different SU/SD, or
- moves out of state, or
- is transitioning to kindergarten for the following academic year, or
- the IEP team determines services are no longer needed, or
- if a family revokes consent for services.

For students receiving ECSE services for less than six months, no Progress Rating is required. Definitions of ECSE ECO Outcomes are listed on page 18. (For students with ECSE IEPs dated 09/01/2012 and later.)

**ECSE Progress Monitoring Method:** Select GOLD or Other as the progress monitoring method.

**Ethnicity:** Select whether the student is or is not of Hispanic or Latino origin. See page 31 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 from Special Education in your SU/SD (If Applicable):** The date that the student exited from special education and stopped receiving special education services. Only dates between 07/01/2024 and 12/01/2024 will be accepted in the December submission, and only dates between 12/02/2024 and 06/30/2025 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 29.

**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 currently 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 letters 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 30.

**IDEA Services Plan (ISP):** 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.

**Individualized Education Program (IEP):** 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.

**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 (Mandatory):** The date of the meeting at which the initial eligibility was decided in Vermont. Format mm/dd/yyyy. If student exits and returns as eligible after 3 years or any time the previous evaluation lapses, then the new evaluation date becomes the new initial evaluation date. In this case, the LEA should make note of historical dates for LEA purposes only.

**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.

**Proficiency-Based Graduation Requirements (PBGR) Access Plan (Formerly Multi-Year Plan):** Per Vermont's Education Quality Standards (EQS), adopted in 2014, all students graduating in 2025 must meet requirements for graduation by demonstrating evidence of proficiency, aligned to state standards, in the curriculum. The PBGR Access Plan template has been developed to assist schools, districts and supervisory unions in ensuring that their locally-developed PBGRs can be met by each and every student and replaces the Multi Year Plan template. Completion of the PBGR Access 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 PBGR Access 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 the primary contact for mailing 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 17.

**Primary Language:** The primary language of the parent, legal guardian, or adult student. This indicates what language the Notice of Procedural Safeguards (formerly 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 the student is of Hispanic origin. Note that more than one race category may be selected as Y (yes). See page 31 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 the student was referred from a Part C program.

**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 not on IEPs). This may include, but is not limited to, the following:

- Head Start
- Kindergarten
- Preschool classes offered to an eligible pre-kindergarten population by the public school system
- Private kindergartens or preschools

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

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 ECSE students: If Early Childhood Special Education 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, select Early Childhood Program and provide name and address of the program in the Alternative Facility Information section.

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 [the AOE Child Count team](#).

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 Program**

Select if early childhood special education services are provided in a community-based early childhood educational environment (e.g., a daycare provider) or at home. 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 a regular classroom educational environment for home study students. See Educational Environment Codes and Definitions for Ages 5-in-K through 21 on page 24 for further discussion of home-schooled students. Note that students learning virtually through a public school are still considered to be enrolled in their public school, not home-schooled. 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 17.

**Student ID #:** A unique 7-digit number assigned to each Vermont student by the Data Management and Administration 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 unless the permnumber appears as “0”. Please include known Student IDs when you import your student data.

To request student ID numbers, either have your data manager submit a student match upload or request a secure email from [andrew.mcavoy@vermont.gov](mailto:andrew.mcavoy@vermont.gov).

**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 <b>receiving services under an ISP (IDEA Services Plan)</b> . The most recent evaluation must be less than three years old (on or after 12/02/2021) and the latest services plan annual review date must be less than one year old (on or after 12/02/2023) as of the December 1, 2023 Child Count date.
3	Unilateral Placement No Services	Parentally placed, school age (includes ages 6-21 in grades K-12) students <b>currently receiving no services</b> , 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 12/02/2021) as of the December 1, 2024 Child Count date.
4	IDEA B age 3–21	The most recent evaluation must be less than three years old (on or after 12/02/2021) and the latest IEP (Individualized Education Program) annual review date must be less than one year old (on or after 12/02/2023) as of the December 1, 2024 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 12/02/2021) and/or the latest IEP annual review date is more than one year old (before 12/02/2023) as of the December 1, 2024 Child Count date.
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 12/02/2021) and/or the latest ISP annual review date is more than one year old (before 12/02/2023) as of the December 1, 2024 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
12	Developmental Delay
13	Traumatic Brain Injury
14	Autism Spectrum Disorder
15	Hearing Loss

## Early Childhood Outcomes (ECO) Codes and Definitions

These codes are used for both entry and exit scores and apply to students with ECSE IEPs dated 09/01/2012 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:

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

More information about Early Childhood Special Education (ECSE) and Early Childhood Outcomes (ECO), including guidance on transitioning from an Ages 3 through 5 (Not-in-K) (ECSE) IEP to an Ages 5-in-K through 21 (School Age) IEP, can be found on the [AOE website](#).

If you have any questions about ECSE (Early Childhood Special Education), ECSE IEPs, ECO (Early Childhood Outcomes), or transitioning to a School Age IEP that aren't addressed in Child Count documentation, contact [Katie McCarthy](#), 619 Coordinator.

## Educational Environment Codes and Definitions: Ages 3 through 5 (Not in Kindergarten)

(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 team. The determination of whether a program may be considered a regular early childhood program must be made at the time each child's IEP is written.

**Educational Environments are age- and grade-based.** Ages 3 and 4 should always be reported in an early childhood environment, regardless of grade level. However, 5-year-olds should only be reported in an early childhood educational environment if they receive their ECSE services in an early childhood educational environment.

5-year-olds in Kindergarten should be reported in a school-aged environment, even if they continue to receive ECSE services as stated on their ECSE IEP [Guidance is available on the AOE website.](#)

**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:

- Public or private prequalified Prekindergarten Education Programs;
- Head Start; or
- Community based center or childcare home programs.

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

Code	Regular Early Childhood Educational Environment: Ages 3 through 5
29	<p><b>Ages 3 through 5: Attends Reg EC Prog ≥10 hrs/wk and receives majority of service hrs in Reg EC Prog</b></p> <p>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.</p>
30	<p><b>Ages 3 through 5: Attends Reg EC Prog ≥10 hrs/wk and receives majority of service hrs in other location</b></p> <p>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.</p>

<b>Code</b>	<b>Regular Early Childhood Educational Environment: Ages 3 through 5</b>
31	<p><b>Ages 3 through 5: Attends Reg EC Prog &lt;10 hrs/wk and receives majority of service hrs in Reg EC Prog</b></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 the regular early childhood program.</p>
32	<p><b>Ages 3 through 5: Attends Reg EC Prog &lt;10 hrs/wk and receives majority of service hrs in other location</b></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 through 5 NOT attending Regular Early Childhood Program:** Child receives ECSE and/or related services in one of the following environments.

<b>Code</b>	<b>Educational Environment: Ages 3 through 5 cont.</b>
26	<p><b>Ages 3 through 5: Separate Class</b></p> <p>Considered a non-inclusive classroom meaning that the classroom has less than 50 percent non-disabled children (i.e., children not on IEPs).</p>
27	<p><b>Ages 3 through 5: Residential Facility (this should be 0)</b></p> <p>Student receives ECSE in a residential facility or in a medical facility on an inpatient basis.</p>
28	<p><b>Ages 3 through 5: Separate School</b></p> <p>Attends a public or private/independent* day school designed specifically for children with disabilities.</p> <p>* Private Prekindergarten Education Programs are considered regular early childhood environments and should not be confused with 'private/independent school'.</p>

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

<b>Code</b>	<b>Educational Environment: Ages 3 through 5 cont.</b>
24	<p><b>Ages 3 through 5: ECSE Services received Home</b></p> <p>Placement for students receiving all their special education and related services in the principal residence of the child's family or caregivers. Children who receive special education services both at home and in a service provider location should be reported in this category.</p>

Code	Educational Environment: Ages 3 through 5 cont.
25	<p data-bbox="345 249 1338 285"><b>Ages 3 through 5: Services at Service Provider or Other Location</b></p> <p data-bbox="345 302 1398 491">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 data-bbox="396 514 1078 663" style="list-style-type: none"> <li>• Private clinicians' offices;</li> <li>• Clinicians' offices located in school buildings;</li> <li>• Hospital facilities on an outpatient basis; or</li> <li>• Libraries and other public locations.</li> </ul> <p data-bbox="345 690 1398 842">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 through 5: Services at Home" category.</p>

## **Ages 3 through 5 (Not in Kindergarten) Educational Environment Examples**

1. Julie is 4 years old and attends a community-based, regular early childhood setting for 20 hours each week. She also participates in the school-based early education classroom where she receives special education services for 5 hours each week; 12 of the 15 children in this classroom are on IEPs.

Given this scenario, Julie:

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

2. Ethan is 3 years old and attends a PreK/ Head Start collaborative classroom in his local elementary school for 8 hours each week. Ethan receives 5 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 classroom for less than 10 hours per week;
- Receives all services inside the regular early childhood program; and
- Should be reported as "Ages 3 through 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 classroom at all;
- Receives all services in another location; and
- Should be reported as "Ages 3 through 5: Services at Service Provider Location."

4. Justin is 5 years old and attends a Universal PreK program at a public school 3 hours a day, 5 days a week. He receives direct speech services from the Speech Language Pathologist outside of the classroom 30 minutes a week and the remainder of hours (3 hours) are delivered within the inclusive classroom with his peers.

Given this scenario, Justin:

- Is in a regular early childhood program for greater than 10 hours per week;
- Receives the majority of services inside the regular early childhood program; and

- Should be reported as "Ages 3 through 5: Attends Reg EC Prog >10 hrs/wk and receives majority of service hrs. in Reg. Ec. Prog.

Visit [IDC Reporting Tools](#) for more information.

## Educational Environment Codes and Definitions: Ages 5-in-K through 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- and grade-based.** For example:

- A kindergarten student who is 5 years old on December 1, 2024 must be reported with a school-aged (Ages 5-in-K through 21) Educational Environment.
- A kindergarten student who is 6 years old on December 1, 2024 must be reported with an Ages 5-in-K through 21 Educational Environment.
- A student who is 6 years old or older on December 1, 2024, regardless of grade level, must be reported with an Ages 5-in-K through 21 Educational Environment.

**Ages 5-in-K through 21 Regular Classroom Setting:** To calculate the percentage of time inside the regular classroom, divide the number of hours the student spends inside the regular classroom with nondisabled peers 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. [Guidance is available on the AOE website.](#)

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 5-in-K through 21:

Code	Educational Environment: Ages 5-in-K through 21
7	<p><b>Ages 5-in-K through 21: Inside Regular Classroom &lt; 40% of time</b></p> <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 60 percent or more 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"> <li>• Self-contained special classrooms with part-time instruction in a regular class; or</li> <li>• Self-contained special classrooms with full-time special education instruction on a regular school campus.</li> </ul>
8	<p><b>Ages 5-in-K through 21: Inside Regular Classroom at least 80% of time</b></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"> <li>• Regular class with special education/related services provided within regular classes;</li> <li>• Regular class with special education/related services provided outside regular classes; or</li> <li>• Regular class with special education services provided in resource rooms.</li> </ul>
10	<p><b>Ages 5-in-K through 21: Inside Regular Classroom 40% to 79% of time</b></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"> <li>• Resource rooms with special education/related services provided within the resource room; or</li> <li>• Resource rooms with part-time instruction in a regular class.</li> </ul>

An Ages 5-in-K through 21 Separate School educational environment is used for programs or day schools 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 5-in-K through 21, cont.
20	<p><b>Ages 5-in-K through 21: Separate School–Public or Private</b></p> <p>Placement for students who receive education programs in public or private/independent day school facilities <b>where 100 percent of the student population receives special education services</b>. 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"> <li>• Day schools for students with disabilities;</li> <li>• 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</li> <li>• Residential facilities if the student does <u>not</u> live at the facility.</li> </ul>

The remaining options for reporting educational environments for Ages 5-in-K through 21 are:

Code	Educational Environment: Ages 5-in-K through 21, cont.
19	<p><b>Ages 5-in-K through 21: Residential Facility–Public or Private</b></p> <p>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"> <li>• Residential schools for students with disabilities; or</li> <li>• 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.</li> </ul> <p>Do <u>not</u> include students who receive education programs at the facility but do not live there.</p>
1	<p><b>Ages 5-in-K through 21: Homebound/Hospital</b></p> <p>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>

Code	Educational Environment: Ages 5-in-K through 21, cont.
3	<b>Ages 5-in-K through 21: Correctional Facilities–Unduplicated</b> 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).

## Ages 5-in-K through 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 ( $6.5 \times 5$ ), 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 5-in-K through 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 ( $6 \times 5$ ), 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 5-in-K through 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 ( $5.5 \times 5$ ), 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 5-in-K through 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 5-in-K through 21: Inside Regular Classroom at least 80% of time.**
5. Pierre is 5 years old and attends a full-day inclusive kindergarten classroom 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. Pierre's school week is 35 hours ( $7 \times 5$ ), and Pierre is inside the regular classroom 32 hours [ $35 - (3 \times 1)$ ]. To calculate percentage,  $32 \div 35 = .914 \times 100 = 91.4\%$  Pierre should be reported as **Ages 5-in-K through 21: Inside Regular Classroom at least 80% of time.**

## Exit Reason Codes and Definitions

Code	Exit Reason
1	<b>Graduated with Regular High School Diploma:</b> 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	<b>*Received Certificate:</b> Students who exited an educational program through the receipt of a certificate of completion, modified diploma, or some similar document. <b>*Vermont does not issue certificates, only high school diplomas.</b>
3	<b>Reached Maximum Age:</b> 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	<b>Dropped Out:</b> 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	<b>Transferred to Regular Education:</b> Students who were receiving special education at the start of the reporting period but during that period, 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	<b>Died:</b> A student who is no longer attending because he or she is deceased.
7	<b>Moved, known to be continuing:</b> 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	<b>Revocation of Consent:</b> 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	<b>Early Childhood Special Education (ECSE):</b> All eligible children (Ages 3 through 5) with significant developmental delays or disability enrolled in ECSE.
KP	<b>Kindergarten Part-time:</b> 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 through 8).
KF	<b>Kindergarten Full-time:</b> 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 through 8).
01	<b>First Grade:</b> Ages 5 through 9.
02	<b>Second Grade:</b> Ages 6 through 10.
03	<b>Third Grade:</b> Ages 7 through 11.
04	<b>Fourth Grade:</b> Ages 8 through 12.
05	<b>Fifth Grade:</b> Ages 9 through 13.
06	<b>Sixth Grade:</b> Ages 10 through 14.
07	<b>Seventh Grade:</b> Ages 11 through 15.
08	<b>Eighth Grade:</b> Ages 12 through 16.
09	<b>Ninth Grade:</b> Ages 13 through 17.
10	<b>Tenth Grade:</b> Ages 14 through 18.
11	<b>Eleventh Grade:</b> Ages 15 through 19.
12	<b>Twelfth Grade:</b> Ages 17 through 21.
AW	<b>Adult without Diploma:</b> 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

The Office of Management and Budget's (OMB) Race and Ethnic Standards for Federal Statistics and Administrative Reporting include 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:** Additionally, 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 Administration Team at the Vermont Agency of Education
ECSE	Early Childhood Special Education
ECO	Early Childhood Outcomes
FRG	Federal Reporting Group at the Vermont Agency of Education
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
ISP	IDEA Services Plan
LEA	Local Education Agency
LRE	Least Restrictive Environment
OSEP	Office of Special Education Programs at the U.S. Department of Education
SFTP	Secure File Transfer Protocol
SU/SD	Supervisory Union/School District

### Supplemental Definitions

#### IEP (Individualized Education Program)

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 (Grades K-12) 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 either:

- Receive special education and related services at public expense through an IDEA Services Plan (ISP) (see definition above); or
- At one time received special education and related services but do not currently receive special education and related services at public expense. These students are considered unilaterally placed (see definition below).

### **Unilateral Placement/Unilaterally Placed**

Unilateral placement refers to a situation where a school age (includes ages 5-21 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 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.