

Special Education Child Count and Educational Environments

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Welcome to this webinar on the Special Education child count and educational environments.

Special Education Child Count

Count of all students with Individualized Education Programs (IEPs) or Services Plans receiving special education or related services on December 1

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The special education child count is a long-standing data collection. Simply put, it is the number of students with an Individualized Education Program or services plan who were receiving special education or related services on December 1. It is a snapshot count of a single day, so should not include students who exited special education services prior to December 1 or students who did not yet have an IEP or Services Plan in place on December 1.

December Special Education Child Count

- MOSIS December Student Core File
- Due December 15
- Populates Core Data Screen 11
- Requires signed verification from LEA

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The Special Education child count is reported through the MOSIS December Student Core file which is due on December 15. When the MOSIS file has passed all edit checks, and has been certified by the LEA, the data is loaded into Core Data Screen 11, the special education placement counts by age. The final step in the child count submission process is verifying that the data are complete and correct using the Child Count Verification Report.

December Special Education Child Count

- Count of all students with IEPs or Services Plans receiving services on December 1 (or last school day in November)
- Don't forget...
 - Speech-only students
 - Parentally-placed private school students with Services Plans
 - Students in private agencies
 - ECSE students, including itinerant services
 - Recent transfers-in receiving comparable services

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Again, the special education child count must include all students with an IEP or services plan who were receiving special education or related services on December 1. If December 1 falls on a weekend, you can use November 29 or 30 as the count date. You want to make sure that you include students who have IEPs for speech only services. You also need to include parentally-placed private school students who receive special education services, as well as students with disabilities that are placed in private agencies. All Early Childhood Special Education students need to be reported, including those that are receiving itinerant services like speech. And you also want to make sure to include students who have recently transferred into your district and are receiving comparable services based on their prior IEP.

December Special Education Child Count

- Key MOSIS fields
 - IEP Disability (Exhibit 18)
 - Codes 01-18
 - Special Education Placement (Exhibit 19)
 - 00A4-00B5 for ECSE
 - 1100-2100 for school-age
 - Enrolled on Count Date
 - Yes indicates IEP or Services Plan in place on December 1

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The MOSIS December Student Core file contains student level information. We use the three fields shown here to count the students with disabilities. The IEP Disability Category codes and definitions can be found in the Core Data Manual Exhibit 18 and should reflect the student's primary disability category. For child count purposes, the student must have a disability category of 01 through 18 to be considered a student with a disability.

Special Education Placement codes can be found in Core Data Manual Exhibit 19. Please note that the field name is Placement, but it really should be Educational Environment. We'll talk more about that in a minute, but for the December Student Core file, if you report a disability category for a student, you must also report an educational environment. The environment codes for early childhood special education start with 00, while the school-age codes range from 1100 to 2100.

The last MOSIS field we use to count the students with disabilities is Enrolled on Count Date. For the December Student Core file, a Y or Yes in Enrolled on Count Date indicates that the student had an IEP or services plan in place on December 1. We only include those students with Y or Yes in Enrolled on Count Date in the official child count total for the LEA.

December Special Education Child Count

- Students should be reported by only one district or LEA
- Students at state operated programs (MSB, MSD, MSSD) are reported by the state operated programs only
- Do NOT include students in referral or evaluation process if the IEP is not in place on December 1
- Resources: <https://dese.mo.gov/special-education/special-education-data/data-collections>

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Students should only be reported by one district or Local Education Agency. We'll talk a little bit about students who are attending a district that is not their resident district, but in all cases the students with disabilities should only be reported by one district or LEA.

Students that are attending Missouri School for the Blind, Missouri School for the Deaf, or Missouri Schools for the Severely Disabled are reported by those state operated programs and should not be reported by the resident district.

The special education child count should not include any students who were still in referral or evaluation process on December 1. Even if the IEP was finalized on December 2, the student can not be counted for the December 1 child count.

The link shown on the page provides resources and tools that can be used in determining how to report and who to report.

Resident I, II or Non-Resident?

- Resident II Public (NR):
 - The resident district pays full tuition to the attending district. The attending district reports the student as a **Non-Resident (NR)** and does all of the reporting (Student Core, Student Enrollment & Attendance, etc.). DESE moves the membership counts and attendance hours back to the resident district for funding purposes. The resident district does not report the student at all.

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I'm going to talk just a little bit about the different residency status codes. The main options are resident one, resident two, or nonresident. First, I'm going to talk about nonresident reporting. This would be for students who are attending a district that is not their resident district. In this case the attending district does the reporting and reports the student as a nonresident. All of the data stays with the reporting, or the attending district. However, when June cycle comes along, the attendance hours reported for nonresident students flow back to the resident district for state aid purposes.

Resident I, II or Non-Resident?

- Resident II Private:
 - The resident district reports the student as a **Resident II (R2)** student. These students are placed by the IEP team in an **approved private agency**, and the LEA is paying full tuition to the agency.
 - **Exhibit 5** in the Core Data Manual has attendance center codes for private agencies (Attending District Code)

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The next residency status is the Resident II status code, or R2. These are students who are attending an approved private agency based on a decision by the resident district's IEP team. Since private agencies don't report data to us, the resident district needs to report those students, and they report them with a residency status of R2.

Exhibit 5 in the Core Data Manual lists out the attendance center codes for all of the approved private agencies. These codes are reported in the attending district field in MOSIS.

Resident I, II or Non-Resident?

- Resident I Cooperative/Alternative School model:
 - The resident district reports the student as a **Resident I (R1)** student. All data for funding and accountability stays with the resident district. The attending district needs to send information to the resident district. The attending district will include the students in their Educator/Student Assignment files, but would not report the student in Student Core or Student Enrollment & Attendance files.

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And finally, the most commonly used residency status is R1, for the Resident 1 students. These are the students that live in your district, attend school in your district, and are reported by your district. This is the most common residency status used. The R1 code is sometimes used for students who through a cooperative arrangement between districts, are actually receiving services in another district, but the decision made between those districts is that the resident district would report the students.

Residency Status

Scenarios	Residency Status	Reporting District	Attending District	Resident District
Students attending resident district (A)	R1	A	A	A
Students attending non-resident district (B)	NR	B	B	A
Students placed in private agency	R2	A	Private Agency	A

This table outlines the three residency statuses. First scenario here is the student attending the resident district A. And in that case, the residency status is R1. The reporting attending and resident district codes are all district A.

The second example shows students who are attending a non-resident district B. In that case, district B is the reporting and attending districts for the student and the residency status is NR for nonresident. The resident district of A is also reported.

The third line shows students placed in a private agency. In this case the reporting district is A, the resident district. They indicate that the residency status is R2, and the attending district code is the Private Agency's Code, which is available to you in Exhibit 5 in the Core Data Manual.

School-Age Child Count

- School-age Placement vs. Educational Environment
 - Generally the same except for:
 - Correctional facilities (1801)
 - Parentally-placed private school students (2100)
 - These are educational environments for reporting purposes, but are not IEP placement options

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The next thing I want to talk about is the educational environment codes. When IEP teams develop the IEP, they have to make a placement decision for the student. The placement decision is documented on the IEP, but an educational environment code also needs to be determined for each student. The educational environment is reported in the MOSIS Student Core file. For school-aged children, the placements and the educational environments are generally the same. One of the more common ones is Inside Regular Class More Than 79%, which is both a placement decision based on the services needed and also the educational environment for reporting purposes.

There are two exceptions where the placement and the educational environment different for school-aged students. One is correctional facilities. IEP teams can not place students with disabilities in a correctional facility so it is not a placement option. However, if a student with a disability is in a correctional facility on December 1, you need to report correctional facility as the educational environment. The other exception is for parentally-placed private school students who have a services plan instead of an IEP. The services plan does not include a placement decision, so you need to report the educational environment as 2100 parentally-placed private school.

Early Childhood Special Education (ECSE)

- ECSE placement vs. educational environment
 - **NOT the same and need to capture both**
 - Placement is used for the IEP and looks at where special ed services are provided
 - Educational environment is used for MOSIS reporting and looks at where the child is spending time
 - Use the decision tree for determining the educational environment
 - Is child attending a regular early childhood program?
 - If not, is child attending a special education program?
 - If not, where are special education services provided?

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For early childhood special education, on the other hand, the placement and the educational environment are two very different concepts. You need to determine the ECSE placement for the IEP, but you also need to determine the educational environment of the student for reporting purposes. The placement decision is based on where special education services will be provided. The educational environment takes a much more global look at where the child is spending time during the week.

We have several resources available to you to help with the educational environments. One resource is a decision tree for determining the educational environment for Early Childhood Special Education. Basically, that decision tree walks you through three primary questions. The first question asks whether the child is attending a regular early childhood program, which is defined as a program that has at least 50% non-disabled peers. If the child is attending a regular early childhood program, then there are additional questions that you work through regarding the number of hours the child is attending the program, and where the majority of the Special Ed services are provided.

If the child is not attending a regular program, the next question in the decision tree is asking whether or not the child attends a special education program. If the child is, it asks what kind of program that child is attending. The most common answer there would be an early childhood special education classroom.

And then, if the child is not attending a regular early childhood program or a special education early childhood program, the third question in the decision tree asks if the special education services are provided in the child's home or in a service provider location.

ECSE

- District providing the services generally reports the children
- Non-resident children should be reported with residency code of NR and district code of the resident district
- Educational Environment Webinar:
https://desemo.adobeconnect.com/_a754202577/p3wf600e7i4/?launcher=false&fcsContent=true&pbMode=normal
- Educational Environment Decision Tree:
<https://dese.mo.gov/sites/default/files/data-ecsesettingsdecisiontree.pdf>

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There are a couple of other notes on Early Childhood Special Education. Generally, the district providing the special education services to the child should report that child for the December Student Core reporting. There are a few exceptions to that, and you can contact us if you have specific questions. But generally, you want the child to be reported by the district providing the services, because then there is consistency between the child count reporting and the Early Childhood Special Education Final Expenditure Report.

If the district is serving non-resident children they should report them with a residency code of NR for nonresident and provide the code for the resident district.

This slide provides a link to a separate webinar that goes into much more detail on ECSE educational environments. There is also a link to the decision tree that I mentioned earlier.

Special Education Verification Report

- Federal requirement that districts sign off on the special education child count
- Signature of superintendent or special education director
- Return as soon as possible, but no later than mid-January

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So once you have submitted your December student core file with all of the children in there, with the appropriate codes, there's a verification report that you need to sign and return back to us. It is a federal requirement that LEAs sign off on the special education child count. That signature can be the superintendent or the special education director for that LEA. We do ask that you return the verification sheet as soon as you can. We'll remind you if we have not received one from you at some point after you have certified your MOSIS data.

Special Education Verification Report

- MCDS Portal under Reports and Resources - Special Education – Special Education Data Summaries
- Access: Special Education District Profile
- Data refreshed nightly
- Instructions:
<https://dese.mo.gov/special-education/special-education-data/data-collections>

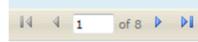
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The Verification Report is available on the MCDS portal. In order to access the report, you have to have special education district profile access. If you need that access, and you don't have it, you can talk to the district user manager who can grant that access. The data are refreshed nightly. That means if you submit your student core file today, you'll be able to access the verification report tomorrow. Instructions for accessing the verification report are available on the web page shown here.

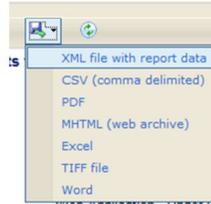
Special Education Verification Report

- Select School Year and View Report

- Eight pages of reports



- Export for reviewing/saving:



- Sign and return first page when data verified

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Basically, you log into the portal, and locate the report under Reports and Resources. Select the school year and click the view report button. We give you eight pages worth of reports. There are summaries by disability category, by school age versus early childhood Special Education, and there are summaries by educational environment. You can page through the report using the arrow button shown here, or you can export the report using the icon that has a little arrow on it. The easiest way to look at this information is by exporting the report. We would ask that you review that summary information and when you have verified that it is correct, then you would just sign and return the first page of that verification report to us.

Contact Us

Special Education Questions:
Phone: 573-751-7848
Email: speddata@dese.mo.gov



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You are welcome to contact us with questions at any time. You can contact us by using the e-mail address or the phone number listed here.