

CHILD COUNT



HELP DOCUMENT



Provided by the
Alabama State Department of Education
Special Education Services

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OVERVIEW

Child Count is an unduplicated number of children with disabilities, according to the *Individuals with Disabilities Education Act* (IDEA) who are receiving services and who are preschool age (ages 3 through 5, not in kindergarten) and school age (ages 5 in kindergarten through 21).

This Help Document is provided to local education agencies (LEAs) to assist with ensuring the accuracy of student records submitted for Child Count and to meet federal reporting requirements according to EdFacts file specifications 002 and 089.

AUTHORITY

The Alabama State Department of Education (ALSDE) is required by the United States Department of Education (USED), Office of Special Education Programs (OSEP), to have specific procedures to count children for federal special education funds. All students counted by the public agency must have been identified and received services according to regulations as outlined in the *Alabama Administrative Code*.

CAPTURE DATE (CHILD COUNT SNAPSHOT)

For this reporting year, the 2022 Child Count date for the Snapshot has been extended. Instead of taking the Snapshot on October 1, 2022, the Snapshot must be taken on **November 1, 2022**.



Note: Changes to the snapshot can only be made during the designated data submission window.

DATA SUBMISSION WINDOW

The 2022 Child Count data submission window has been extended for this reporting year. **The open date is Tuesday, November 1, 2022, and the close date is Tuesday, November 15, 2022.**

GENERAL GUIDANCE

Who to Include?

Public agencies submit only data regarding students who began receiving special education services in the public agency on or before November 1 for this collection year. Each student counted (ages 3-21) must have a documented eligibility determination, a current Individualized Education Program (IEP), and documentation that special education services (enrollment/attendance information) were being provided on November 1. Students not having this documentation will not be accepted. Students, including preschool children, should have a “Referred” status until eligibility is determined and IEP implemented. All students who have a valid IEP on November 1 with an “Active” status will be included in the Child Count submission.

If a school system pays a private provider or another education agency to furnish special education services to students, the education agency that pays should include those students on the Child Count.

If a student is being provided special education services by more than one education agency, the participating agencies must determine which education agency will claim the student prior to submitting the student information for Child Count.

The OSEP requires states to report race/ethnicity of all students on Child Count using only the categories listed in the State Child Count Data Elements section (see p. 4 of this document). Please refer to the State Child Count Data Elements section to find further information and to ensure accurate reporting.

The LEAs must ensure, where appropriate, that the status of English learner students (formerly known as limited English proficient, LEP, status) is entered.

DO NOT report students who exited your school system in a previous school year.

What, When, and Where to Submit

A snapshot of the Child Count data file must be taken on November 1 for this collection year. Prior to taking the Snapshot, the Child Count Snapshot date should be changed to 11/01/2022.

The 2022 Child Count data submission window has been extended for this reporting year. **The open date is Tuesday, November 1, 2022, and the close date is Tuesday, November 15, 2022.** Before the close of the data submission window, review and correct student data by reviewing the errors and warning reports, by selecting the student profile link, and by correcting the source data.



Note: Demographic data must be corrected in PowerSchool SIS. Special Education and Gifted data must be corrected in the student *Special Education Profile* and/or *Gifted Profile* in PowerSchool Special Programs (PSSP).

The *Child Count Validations* report contains a complete list of student records that need corrections due to errors and/or warnings. Students with errors will not be included in the *Child Count Student Listing* and *Child Count Snapshot* reports. Students with warnings will be included in the reports. There is a notification if the data requires review or correction.



Note: Refer to your LEA's PSSP *Child Count Validations - Errors* and *Child Count Validations - Warnings* to obtain your notifications. For additional information regarding PSSP Child Count processes, please refer to the help guides located in PSSP:

- Login to your PSSP
- Click State Help link under help icon
- Click Child Count link



How to Approve Child Count

The Child Count Approval process is completed after all data for the *Child Count Snapshot* has been reviewed and the data is ready to send to the ALSDE. When the data report is approved the PowerSchool SIS export report S_AL_STU_STATE_ChildCount_X is created. Students with a Student IntegrationIDT and an Approval Date will be added to this report. This is how the state will receive the approved report.



Note: To Approve the *Child Count Snapshot* report, you must have the appropriate security permissions and be logged in as an administrator. If you are not able to follow these steps or do not have access to the report, security permissions can be adjusted by the Special Programs administrator in your LEA.

Steps to Approve the Child Count report and send to the export report.

- a) Before you can Approve the Child Count report, the snapshot must already have been taken and reviewed.
- b) Go to **Reporting > Standard Reports > State Reports Snapshot > Child Count Snapshot**.
- c) Click on *Approve Reporting Snapshot*.

Although the submission process is completed electronically, the original *Child Count Certification Form* (Attachment 1) with the LEA Superintendent's/Agency Director's original signature must be mailed in time to be received at the ALSDE no later than December 1, 2022. To obtain the Reported and Certified Child Count Number found on the Certification Form, please refer to the FAQs, Question 8. **Failure to submit the *Child Count Certification Form* may negatively impact the determination status of your agency.**

The signed *Child Count Certification Form* (Attachment 1) must be mailed to:

Alabama State Department of Education
Special Education Services Section
Child Count Certification
Post Office Box 302101
Montgomery, AL 36130-2101

CHILD COUNT DATA ELEMENTS

The following Child Count data elements for each student should be reviewed for accuracy prior to submitting the Child Count file.

- **Child Count Date**
- **Student State Number** (StateID; character limit = 10)
- **Student Name** (First Name, Middle Name, Last Name, Generation)
- **DOB** (BirthDate)
- **Grade** (Kindergarten, First grade, Second grade, etc.)
 - Select the following grades for those who are preschool age
 - Grade -3 for students who are Preschool Age 2 (-3)
 - Grade -2 for students who are Preschool Age 3 (PK3)
 - Grade -1 for students who are Preschool Age 4 (PK4)
- **Gender** (Male, Female)
- **Race/Ethnicity**
 - Hispanic or Latino
 - American Indian or Alaskan Native
 - Asian
 - Black or African American
 - Native Hawaiian or Pacific Islander
 - White
 - Two or More Races



Note: Ethnicity pulls a logical value if the student is Hispanic/Latino. Special Education reporting will report as Race = Hispanic if the Ethnicity field is selected in PowerSchool SIS.

- **Exceptionality** – Indicate one of the following areas for the primary exceptionality. A secondary exceptionality may be selected for Gifted only.

Autism
Multiple Disabilities
Deaf-Blindness
Orthopedic Impairment
Developmental Delay
Other Health Impairment
Emotional Disability

Specific Learning Disability
Gifted
Speech or Language Impairment
Hearing Impairment
Traumatic Brain Injury
Intellectual Disability
Visual Impairment

- **Least Restrictive Environment (LRE)** – Students receiving special education services must be identified and reported on Child Count using the least restrictive environment (LRE) code in effect on the Child Count capture date. The LRE code chosen for the IEP does not automatically populate to the LRE field in the *Student Profile*; therefore, public agencies must manually enter the appropriate code for Child Count reporting purposes. Ensure each student record has been consistently and appropriately updated prior to taking the Child Count Snapshot.

- For children who are age 5 (in kindergarten) as of November 1, use the School Age LRE Codes, which includes students with disabilities who are ages 5 (in kindergarten) through 21 (5K-21).



Note: On the *IEP Signature Page* in PSSP, the School Age LRE Codes show 6-21 Years of Age. Use a School Age LRE Code to report students with disabilities who are age 5 (in kindergarten) for this reporting period (July 1, 2022 - June 30, 2023).

- For children who are age 5 and **not** in kindergarten as of November 1, use the Preschool Age LRE Codes, which include students with disabilities who are ages 3 through 5 and not in kindergarten (3-5NotK).



Note: On the *IEP Signature Page* in PSSP, the Preschool Age LRE Codes show 3-5 Years of Age. Use a Preschool Age LRE Code to report students with disabilities who are age 5 and **not** in kindergarten for this reporting period (July 1, 2022 - June 30, 2023).

- **DO NOT** use the LRE Code 05 for preschool-age students receiving a free and appropriate public education (FAPE). The LRE codes may be found on the next page; detailed explanations of the LRE codes are provided in Attachment 3. Contact the Special Education Services Section if there are questions regarding the LRE codes.

CHILD COUNT
LEAST RESTRICTIVE EDUCATIONAL ENVIRONMENT (LRE) CODES

School Age (5K – 21) LRE

(LRE Codes for students w/ disabilities, who are ages 5 [in kindergarten] through 21)

<u>CODE</u>	<u>MEANING</u>
01	100% to 80% of the Day Inside the Regular Education Environment
03	79% to 40% of the Day Inside the Regular Education Environment
04	Less Than 40% of the Day Inside the Regular Education Environment
05	Private School (Parentally Placed)
06	Separate School - Public Day School Greater Than 50% of the Day
07	Separate School - Private Day School Greater Than 50% of the Day
08	Homebound
09	Hospital
10	Public Residential School Greater Than 50% of the Day
11	Private Residential School Greater Than 50% of the Day
40	Short Term Detention (Community or Residential) or Correctional Facilities

Preschool Age (3 – 5NotK) LRE

(LRE Codes for students w/ disabilities, who are ages 3 through 5 and not in kindergarten)

<u>CODE</u>	<u>MEANING</u>
20	Regular Early Childhood Program At Least 10 Hrs. Per Week – Receiving Majority of Special Education Services in the Regular Early Childhood Environment
21	Regular Early Childhood Program At Least 10 Hrs. Per Week – Receiving Majority of Special Education Services in Other Location
22	Regular Early Childhood Program Less Than 10 Hrs. Per Week - Receiving Majority of Special Education Services in the Regular Early Childhood Environment
23	Regular Early Childhood Program Less Than 10 Hrs. Per Week - Receiving Majority of Special Education Services in Other Location
18	Separate Class: Attending a Special Education Program--Not Attending a Regular Early Childhood Program
17	Separate School: Attending a Special Education Program--Not Attending a Regular Early Childhood Program
16	Residential Facility: Attending a Special Education Program--Not Attending a Regular Early Childhood Program
19	Service Provider Location: Not Attending a Special Education Program or a Regular Early Childhood Program
14	Home: Not Attending a Special Education Program or a Regular Early Childhood Program

OTHER DATA ELEMENTS

- **LEA Code** – A student must be assigned only to a valid ALSDE issued LEA code.
- **School Code** – A student must be assigned only to a valid ALSDE issued school code. Students receiving special education services must be reported for Child Count at the school they attend regardless of age consideration.

Preschool: Preschool children should be enrolled in the school where they are zoned. If a preschool child is receiving services outside of his/her zoned school, enroll the child in a school where he/she is receiving services. School Code 0000 should **not** be used to enroll any preschool children. Preschool children receiving a FAPE should **not** be assigned to the School Code 4999.

Note: A Non-Traditional School Type must be selected for all preschool children. Preschool Non-Traditional Type options are as follows:

- Homeschooled
- Head Start
- Local Pre-K
- Office of School Readiness (OSR)/First Class
- Pre-K Special Ed Services

Private School: Only private school students, including those students with disabilities who have been parentally placed in a private school that meets the definition of an elementary school in Alabama receiving equitable services, should be enrolled in School Code 4999. Use of School Code 4999 includes school systems providing equitable special education and related services for students located in another school system (public or private - including home-schooled students if the system has determined through its LEA Plan to provide services to these students).

Note: The Non-Traditional School Type field on the student record must be set to Private School Services for all private school students.

Expelled: Students who are expelled/receiving services should be assigned to the school in which they are zoned.

- **English Learner Status** (formerly limited English proficient, LEP, status) – Indicate the appropriate selection based on identified English learner status as of the Child Count capture date. English learner: A child who meets the definition of an English learner under the *Elementary and Secondary Education Act*, Section 8101(20).

CHILD COUNT VALIDATIONS - ERRORS AND WARNINGS

All errors should be routinely reviewed and must be corrected prior to submission. Any student record containing errors will not be included in the *Child Count Snapshot* or replicated as part of the complete *Child Count Student Listing*. All warnings should be checked to determine if appropriate changes need to be made prior to taking the *Child Count Snapshot*.

Child Count Validations - Errors

- Blank Exceptionality
- Gender Code Invalid
- Invalid Race Code
- Blank LRE
- LRE age 6-21 Invalid Code*
- LRE age 3-5 Invalid Code**
- Date Enrolled Blank or > Oct. 1
- Invalid Exceptionality DD age > 8
- Data of Birth > Date of Enrollment
- Not Enrolled in Current Acad. Year
- Invalid or Missing State ID
- Active Student Status with W/D Entry
- Invalid or Missing LEA Number
- Invalid or Missing School Number
- Invalid or Missing Grade
- Invalid Student Age (CC for students age 3-21)
- Student Missing Birthdate
- Missing IntegrationIDT

**For students who are age 5 (in kindergarten), use the school age LRE for 6-21 years of age.*

***For students who are age 5 (not in kindergarten), use the preschool age LRE for 3-5 years of age.*

Child Count Validations - Warnings

- Possible Duplicate
- Next Eligibility Meeting Due date less than Child Count Date
- Next IEP Due date less than Child Count Date

Note: For the validation warnings Next Eligibility Due date less than Child Count Date and Next IEP Date less than Child Count Date, a warning notification (W) will be displayed for any student lacking either a current *Notice and Eligibility Decision Regarding Special Education Services* (or if a reevaluation has been done, a *Notice of IEP Team's Decision Regarding Reevaluation* indicating continued eligibility) or a current IEP. These particular warnings should be reviewed and promptly corrected.

CHILD COUNT VERIFICATION

Note: No changes or corrections to a public agency Child Count data file will be made after the Child Count Verification Process has been completed. The last file submitted to Data Collection during Child Count Verification will be considered the public agency's official and final Child Count file that will be forwarded to the Office of Special Education Programs (OSEP).

Duplicate and Inaccurate Student Records

Beginning immediately after the submission window closes, all submitted data files will be reviewed for students with duplicate records within an LEA or between education agencies and for inaccuracies or missing data.

In the case of duplicates between agencies, the date of enrollment, as determined by appropriate documentation provided to the ALSDE, will be used to determine which education agency will be permitted to claim the student on its Child Count data file. The agency demonstrating an enrollment date closest to the Child Count Snapshot date will automatically be awarded the student on the agency's Child Count. Each agency will be notified of the decision. Documentation of student enrollment may also be requested for verification purposes.

In the case of any identified inaccuracies or missing data, the public agency will be notified and must promptly complete all needed corrections in the Snapshot. The ALSDE will unlock the Child Count data file for immediate resubmission.

Failure to submit timely and complete (i.e., valid, accurate and reliable; not placeholder) data may impact your agency's determination status and, thus, its ability to apply for certain funds and qualify for a maintenance of effort (MOE) adjustment.

Child Count Verification Procedure

Verification of Child Count will begin within the November/December timeframe. Special education coordinators from selected public agencies will be informed of their participation in the verification process via an e-mail. A random sample list of 1% of the students from the current Child Count file will be used by the ALSDE for verification. This procedure will be completed through an online verification and confirmed as necessary through selected hard copy documentation in the following manner:

For each student, the ALSDE will use the following items:

1. Eligibility report dated on or prior to the November 1 of the current Child Count year. The page(s) showing disability area, signatures, and dates will be reviewed. The report must be current. For a student that has been reevaluated within three (3) years of the Child Count capture date and, as part of the process, no additional assessment was required and the student remained eligible in the same disability area, the *Notice of IEP Team's Decision Regarding Reevaluation* will be used for verification purposes and eligibility documentation should be provided.

2. Individualized Education Program (IEP) that must be in effect on November 1 of the current Child Count year. The IEP initiation/duration dates on the *Student Profile (Cover Page)* and date of IEP meeting on the *IEP Signature Page* will be reviewed and IEP documentation should be provided.
3. Documentation that special education services were provided on November 1 of the current Child Count year. The student enrollment information as part of the *Student Demographics* section will be reviewed and attendance documentation should be provided.

Report cards and progress reports on goals and benchmarks will not be accepted.

Note: If the public agency is notified that hard copy submissions are required for eligibility, IEP, and/or enrollment, then documentation must be provided and no more than two (2) pages for each item should be provided.

EXCEPTION: The ALSDE approval is required for any non-electronic submissions of required documentation for Child Count Verification. In the case of those few agencies approved to submit verification documentation through non-electronic means, the provided information must include the following:

1. Eligibility report dated on or prior to November 1 of the current Child Count year. Copy the page(s) showing the disability area, signatures, and dates. The report must be current. For a student that has been reevaluated within three (3) years of the Child Count capture date and as part of the process no additional assessment was required and the student remained eligible in the same disability area, the *Notice of IEP Team's Decision Regarding Reevaluation* will be used for verification purposes.
2. Individualized Education Program (IEP) that must be in effect on November 1 of the current Child Count year. The "IEP initiation/duration dates" on the *Student Profile (Cover Page)* and date of IEP meeting on the *IEP Signature Page* must include and be on or before November 1 of the current Child Count year. Be certain the student's name is on each page.
3. Documentation that special education services were provided on November 1 of the current Child Count year. Manually recorded information must be submitted by agency special education personnel. One of the following forms of documentation should be provided.
 - a. SPECIAL EDUCATION TEACHERS' (WHO TEACH THE STUDENT)/CASE MANAGERS' manually recorded attendance records/roll books/cards or signed certification will be accepted for documentation that special education services were provided. This option is preferable if the student was enrolled in a class taught by a special education teacher. All students, regardless of the least restrictive environment (LRE), must be listed in the responsible special education teacher's/case manager's grade/attendance/record/roll book with documentation that special education services are provided. Copy only the portion showing delivery of services during the time of, and including, November 1 of the current Child Count year. Additionally, the special

education teacher/case manager must sign a certification statement on the report to document service delivery (i.e., “As the special education teacher/case manager assigned to this student, I certify that all special education services were delivered in the special education classroom.”). To reduce paperwork, this information should be a maximum of two (2) pages per student.

- b. REGULAR EDUCATION TEACHERS’ manually recorded attendance records or grade books are acceptable if the student receives all special education services in a regular education environment. Additionally, the special education teacher/case manager must sign a certification statement on the report to document service delivery in the regular education environment (i.e., “As the special education teacher/case manager assigned to this student, I certify that all special education services were delivered in the regular education environment.”). To reduce paperwork, this information should be a maximum of two (2) pages per student.
- c. ATTENDANCE REPORTS printed from the student information management system in the school office or central office covering the period of November 1 of the current Child Count year are acceptable if the student receives all special education services in the regular education environment. When this option is used, a signed certification from a special education teacher or case manager must be included (i.e., “As the special education teacher/case manager assigned to this student, I certify that all special education services were delivered in the regular education environment.”). To reduce paperwork, this information should be a maximum of one page per student.

Report cards and progress reports on goals and benchmarks will not be accepted.

Once you are ready to submit your verification documentation, check off each item for that student on the provided random sample list. Maintain the required items for each student together as a packet. Ensure that the student’s name is included on the submitted documentation.

Based on the previous paragraphs, the maximum number of pages submitted per student is seven (six pages of documentation and possibly a cover sheet containing the student’s name).

Email a copy of the random sample list and appropriate documentation for each student on the list to Melissa Card (mcard@alsde.edu) to be received no later than the due date provided with the random sample list. If you have questions concerning the process or require approval for non-electronic submission, contact the any member of the SES Data Team at (334) 694-4782.

ASSISTANCE

If a public agency needs technical assistance with the completion of the Child Count that relates to PowerSchool Special Programs, contact the technology coordinator for the public agency or the software vendor (PowerSchool Support) at 1-866-512-1899 (AL Direct Support Line). You may also access knowledge base articles, PowerSchool special releases, and submit support case reports at PowerSchool Community <https://help.powerschool.com/>; you must create an account.

If a public agency needs assistance regarding the Child Count data elements, the submission process, or the verification procedure, contact Special Education Services at (334) 694-4782.

FREQUENTLY ASKED QUESTIONS: CHILD COUNT

1. Question: May we count a student who is an out-of-state transfer even though we have not completed the initial evaluation process?

Answer: Yes, a student who has transferred to your education agency from out of state may be counted on Child Count even though the initial evaluation has not been completed. In order to do so, the following information or forms must be completed:

- *Notice and Consent for Initial Evaluation* – Evaluations must be completed within 60 calendar days from the date the local education agency (LEA) received the signed copy.
 - For Child Count purposes only and once the student is enrolled, data must be entered under the *Student Demographics* information for the fields “Exceptionality” and “LRE”
2. Question: How do you document when a student transfers from out-of-state or transfers from another school system within the state who do not have a current IEP?

Answer: Follow the steps below.

For students who transfer from out-of-state.

1. In the student profile, scroll down to the *Transfer Information* section and manually select yes for “Out-of-State Transfer”.
2. Create New Document by selecting File-based Document for the student and upload previous state’s IEP.
3. Create New Document and complete *Notice of Proposal or Refusal to Take Action* from Forms for Multiple Processes to document that an out-of-state IEP is being implemented until such time eligibility is determined in Alabama and an IEP is developed and ready to implement.
4. Open the student profile, select the *Special Education* link, and scroll down to the *IEP Information* section and manually enter the date the school accepted the out-of-state IEP into the “IEP From Date” field.
5. Until a student is found eligible for services and a new IEP is written (maximum of 120 days after signed consent for initial evaluation), manually enter that date into the “IEP To Date” field. This date entered will qualify as a current IEP and allow the student to be scheduled.
6. Continue the initial evaluation process to determine if the student meets Alabama eligibility requirements. If the student is eligible, the IEP Team should complete a new IEP.
7. After Eligibility is determined and the new IEP is created it will populate the new dates in the “IEP From Date” field and “IEP To Date” field in the student folder.
8. Complete a *New Event* under the Events link if the student is an out-of-state transfer student. Be sure to complete the “Event Description” field and select any relevant documents to the event through the “Link Event to Document” field (if appropriate).

For students who transfer within state when he/she does not have a current IEP.

(This includes students who may have dropped out, were incarcerated, or were in a Specialized Treatment Center but have returned to public school).

1. The LEAs should contact the sending LEA or agency and determine whether a current IEP exists that was not entered.
 - a. If one exists, the IEP should be entered to allow the student to be scheduled in special education classes.
 - b. If no IEP exists for the current school year, an IEP must be developed before the student can be enrolled in courses.

3. Question: During the initial evaluation process on an out-of-state transfer student, if the LEA receives only a current individualized education program (IEP) and no other records are available, or the received records indicate an exceptionality category not available in Alabama, what exceptionality category should be indicated in the Student Folder?

Answer: If the LEA has unsuccessfully attempted to acquire all records from the previous school system, or the received records indicate an exceptionality category not used in Alabama, for Child Count purposes, the agency may select an exceptionality category indicative of the current initial evaluation process. For instance, if the Eligibility Committee/IEP Team suspects the student might be a child with a specific learning disability, and has selected assessments accordingly, then this same category may be temporarily selected pending the final outcome of the initial evaluation process.

4. Question: In cases where a student enrolls in a school on November 1, who (what education agency) gets to claim the student on Child Count?

Answer: For the purpose of CHILD COUNT ONLY, the education agency who has the student the majority of the day (i.e., prior to 12:00 noon in the respective time zone of the school on November 1) will get to claim the student on Child Count.

5. Question: How does an education agency create the Snapshot for Child Count?

Answer: The Snapshot (also known as the capture date) must be taken on November 1.

Steps for Creating the Child Count Snapshot (on November 1).

- a) Verify the Federal Count Date is entered for the correct reporting year.
 - 1) Go to **Administration > Configuration > Profile Types > Globals > Calendar Options area > Federal Count Date.**
 - 2) Edit to enter the correct reporting date for the year the snapshot will be taken.
 - 3) Save.
- b) Next, go to **Reporting > Standard Reports > State Reports Snapshots > Child Count Snapshot**
 - 1) When you go to this report for the first time, no students will display.
 - 2) Click Populate Reporting Snapshot to take snapshot. At this step, you have taken a snapshot of your data of all students.
 - 3) DO NOT take another snapshot. (You will be able to edit the student's data in your snapshot in steps outlined in Question 6.)
- c) Review the list of students in your Child Count Snapshot.

6. Question: How does an education agency edit the Snapshot for Child Count?

Answer: Those with the proper security permissions (e.g., Administrators) for Special Programs management will be able to edit the student data in the *Child Count Snapshot*.

Steps to Edit the Child Count Snapshot Data Report.

- 1) In the Snapshot report, click on the pencil icon next to the student you want to edit the data.
 - a. This will display the *Child Count Snapshot* profile for the student and allow you to make edits to the student data.
 - b. Keep in mind that changing the status will not remove the student from the snapshot in this step. How to add or remove a student will be explained in Question 7.
7. Question: How does an education agency add or remove a student from the Snapshot?

Answer: If a student was not included at the time the Snapshot was taken, the student can be added to the snapshot without taking another snapshot.

Steps to ADD a Student to the Snapshot report.

- 1) First search and select the student you want to add to the snapshot.
- 2) Go to *Profile - Child Count Snapshot* (if you do not see this profile, check your security permissions).
- 3) Select **Add New Child Count Snapshot**.
- 4) Add any missing data on this screen.
- 5) Click on Accept Changes.
- 6) To view the added student on *Child Count Snapshot* report, go to the report and select **Refresh**.

Steps to REMOVE a Student to the Snapshot report.

- 1) Search and select the student you want to remove the snapshot.
 - 2) Go to *Profile - Child Count Snapshot* (if you do not see this profile, check your security permissions with your Special Programs Administrator).
 - 3) Click on the X next to student record.
 - 4) Click on Delete Child Count Snapshot Permanently.
 - 5) To view the removal of the student, go to the *Child Count Snapshot* report and select **Refresh**.
8. Question: How does an education agency obtain the Reported and Certified Child Count Number to be documented on the *Child Count Certification Form (Attachment 1)*?

Answer: The Reported and Certified Child Count Number must contain an unduplicated count of the total number of students with disabilities, excluding students who are Gifted/Talented (GT). To obtain this number, refer to the Disability Count on the *State Report - Child Count > Child Count Total* links.

Alabama State Department of Education
Special Education Services Section
Post Office Box 302101
Montgomery, Alabama 36130-2101

CHILD COUNT CERTIFICATION FORM

Agency Name: _____

Child Count Contact Person: _____

Telephone: _____

I certify that these data represent an accurate and unduplicated count of students with disabilities receiving special education services according to an Individualized Education Program (IEP) on November 1, 20__.

REPORTED AND CERTIFIED CHILD COUNT NUMBER (only provide counts for students with disabilities receiving special education services according to an IEP and exclude counts for Gifted/Talented students): _____

Superintendent/Agency Director: _____

Signature: _____

Subscribed to and sworn before me this the

_____ Day of _____, _____

Notary Public

LOCAL EDUCATION AGENCIES (LEAs)

Agency #	Education Agency Name
001	Autauga County
002	Baldwin County
003	Barbour County
004	Bibb County
005	Blount County
006	Bullock County
007	Butler County
008	Calhoun County
009	Chambers County
010	Cherokee County
011	Chilton County
012	Choctaw County
013	Clarke County
014	Clay County
015	Cleburne County
016	Coffee County
017	Colbert County
018	Conecuh County
019	Coosa County
020	Covington County
021	Crenshaw County
022	Cullman County
023	Dale County
024	Dallas County
025	DeKalb County
026	Elmore County
027	Escambia County
028	Etowah County
029	Fayette County
030	Franklin County
031	Geneva County
032	Greene County
033	Hale County
034	Henry County
035	Houston County
036	Jackson County
037	Jefferson County
038	Lamar County
039	Lauderdale County
040	Lawrence County
041	Lee County
042	Limestone County
043	Lowndes County
044	Macon County
045	Madison County
046	Marengo County
047	Marion County
048	Marshall County
049	Mobile County

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050	Monroe County
051	Montgomery County
052	Morgan County
053	Perry County
054	Pickens County
055	Pike County
056	Randolph County
057	Russell County
058	St. Clair County
059	Shelby County
060	Sumter County
061	Talladega County
062	Tallapoosa County
063	Tuscaloosa County
064	Walker County
065	Washington County
066	Wilcox County
067	Winston County
101	Albertville City
102	Alexander City
103	Alabaster City
104	Andalusia City
105	Anniston City
106	Arab City
107	Athens City
109	Attalla City
110	Auburn City
113	Bessemer City
114	Birmingham City
115	Boaz City
116	Brewton City
121	Chickasaw City
125	Cullman City
126	Daleville City
127	Decatur City
128	Demopolis City
130	Dothan City
131	Elba City
132	Enterprise City
133	Eufaula City
137	Fairfield City
141	Florence City
143	Fort Payne City
144	Gadsden City
146	Geneva City
152	Gulf Shores City
154	Guntersville City
155	Haleyville City
156	Hartselle City
157	Homewood City
158	Hoover City
159	Huntsville City
162	Jacksonville City

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163	Jasper City
165	Lanett City
167	Leeds City
168	Linden City
169	Madison City
171	Midfield City
174	Orange Beach City
175	Mountain Brook City
176	Muscle Shoals City
177	Pelham City
178	Oneonta City
179	Opelika City
180	Opp City
181	Oxford City
182	Ozark City
183	Pell City
184	Phenix City
185	Piedmont City
186	Pike Road City
187	Saraland City
188	Roanoke City
189	Russellville City
190	Scottsboro City
191	Selma City
192	Sheffield City
193	Sylacauga City
194	Talladega City
195	Tallassee City
196	Satsuma City
197	Tarrant City
198	Thomasville City
199	Troy City
200	Tuscaloosa City
201	Tuscumbia City
202	Vestavia Hills City
204	Winfield City
205	Trussville City
210	Alabama Department of Youth Services
600	Alabama Institute for Deaf & Blind
800	Acceleration Day & Evening School (Accel Academy; Mobile, AL; Mobile County)
801	University Charter School (Livingston, AL; Sumter County)
802	LEAD Academy (Montgomery, AL; Montgomery County)
803	Legacy Prep (Birmingham, AL; Jefferson County)
805	i3 Academy (Birmingham, AL; Jefferson County)
807	Life Academy
808	Breakthrough Charter School
809	Ivy Classical Academy
810	Magic City Acceptance Academy
811	Empower Community School
812	Alabama Aerospace and Aviation

LEAST RESTRICTIVE EDUCATIONAL ENVIRONMENTS (LREs)

The information below is provided to assist in the selection of the least restrictive environment (LRE) code and was taken from information received from the United States Department of Education, Office of Special Education Programs (OSEP). The LRE code can be entered manually.

Least Restrictive Environments (LRE), Preschool Age (3 – 5NotK):

Report an unduplicated count of all children with disabilities who are ages 3 through 5 and not in kindergarten served under IDEA, Part B, by discrete age year, and educational environment. LEAs and STCs must use the same date for reporting educational environments data that is used in reporting the Child Count. Data should represent the setting in which children with disabilities have been placed for educational services.

The reporting categories below distinguish between children participating in regular early childhood programs, in special education programs, or in neither a regular early childhood program nor a special education program. In addition, the reporting categories distinguish where children receive the majority of their special education and related services.

Selection of the appropriate reporting category involves a multi-stage procedure – Based on the services outlined in the student's IEP, the type of program the student will attend must be identified. Use the following decision rules to determine the appropriate educational environment category for reporting each who are ages 3 through 5 and not in kindergarten.

1. Consider if the student is attending a Regular Early Childhood Program as defined below.

Regular Early Childhood Program: A program that includes a majority (at least 50%) non-disabled students. Early childhood programs include, but are not limited to, the following: Head Start, private preschools, preschool classes offered to an eligible pre-kindergarten population by the public school system, group child development or childcare.

- If yes, refer to the instructions below to determine which of the LRE areas is appropriate.
- If no, skip to number 2.

Determining the Regular Early Childhood Program LRE Code:

First - Determine the number of hours per week the student is in attendance in the Regular Early Childhood Program:

- At least 10 hours, or
- Less than 10 hours

Second – Determine if the student is receiving the majority of special education services in the regular early childhood environment as outlined in the IEP or in another location.

Regular Early Childhood Program Least Restrictive Environments:

- [20] Regular Early Childhood Program At Least 10 Hrs. Per Week – Receiving Majority of Special Education Services in the Regular Early Childhood Environment
 - [21] Regular Early Childhood Program At Least 10 Hrs. Per Week – Receiving Majority of Special Education Services in Other Location
 - [22] Regular Early Childhood Program Less Than 10 Hrs. Per Week - Receiving Majority of Special Education Services in the Regular Early Childhood Environment
 - [23] Regular Early Childhood Program Less Than 10 Hrs. Per Week - Receiving Majority of Special Education Services in Other Location
2. If the student does not attend a Regular Early Childhood Program, the next factor to consider is whether the student attends a Special Education Program as defined below.

Special Education Program: A program that includes less than 50% non-disabled students. Special Education Programs include, but are not limited to, special education and related services provided in the following: special education classrooms in regular school buildings, trailers or portables outside regular school buildings; childcare facilities; hospital facilities on an outpatient basis; and other community-based settings, separate schools, and residential facilities.

- If yes, refer to the LRE categories below to determine which one is appropriate to reflect the location of the Special Education Program. Report the student in one of these environments even if the student also receives special education services at home or in a service provider location.
- If no, skip to number 3.

Special Education Program Least Restrictive Environments:

- [18] Separate Class: Attending a Special Education Program – Not Attending a Regular Early Childhood Program. Report students who attended a Special Education Program in a class with less than 50% non-disabled students. DO NOT include students who also attended a Regular Early Childhood Program.
- [17] Separate school: Attending a Special Education Program – Not Attending a Regular Early Childhood Program. Report students who received education programs in public or private day schools designed specifically for students with disabilities. DO NOT include students who also attended a Regular Early Childhood Program.
- [16] Residential Facility: Attending a Special Education Program – Not Attending a Regular Early Childhood Program. Report students who received education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. DO NOT include students who also attended a Regular Early Childhood Program.

3. If the student does not attend a Regular Early Childhood Program or a Special Education Program as defined above, the next factor to consider is whether the child receives special education and related services at Home or in a Service Provider Location. If the child receives any of his/her special education services in the home, report the child in the Home category.

No Regular Early Childhood Program or Special Education Program Least Restrictive Environments:

- [14] Home: Report students who received special education and related services in the home, and who did not attend a Regular Early Childhood Program or a Special Education Program. Report a student in this category even if the student also received special education and related services in a Service Provider Location or some other location that is not in any other category.
- [19] Service Provider Location or some other location not in any other category: Report students who do not attend a Regular Early Childhood Program or a Special Education Program and do not receive any special education and related services in the Home. For example, speech instruction provided in private clinicians' offices, clinicians' offices located in school buildings, and hospital facilities on an outpatient basis. DO NOT include students who also received special education services at Home. Students who received special education services both in a Service Provider Location and at Home should be reported in the Home category.

Least Restrictive Environments (LRE), School Age (5K – 21):

Report an unduplicated count of all students with disabilities who are ages 5 (in kindergarten) through 21, served under IDEA, Part B, by age/year category, race/ethnicity, and educational environment.

Calculating Time in the Regular Education Environment:

To calculate the percentage of time inside the regular education environment, divide the number of hours the student spends inside a regular education environment by the total number of hours in the school day (including lunch, hall passing time, recess, and study periods). The result is multiplied by 100. Time spent outside a regular education environment receiving services unrelated to the student's disability (e.g., time receiving LEP services) should be considered time inside the regular education environment.

Educational 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 education environment.

Least Restrictive Environments for Students Ages 5 (in kindergarten) through 21:

- [01] 100% to 80% of the Day Inside the Regular Education Environment: Report students who were inside the Regular Education Environment 80% or more of the school day. The student receives special education and related services outside the Regular Education Environment for less than 21% of the school day. This may include a student with disabilities placed in: a regular education class with special education and related services provided within the regular education class; a regular education class with special education and related services provided outside the regular education class; or a regular education class with special education and related services provided in resource rooms.

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- [03] 79% to 40% of the Day Inside the Regular Education Environment: Report students who were inside the Regular Education Environment no less than 40% and no more than 79% of the school day. These are students who received special education and related services outside the Regular Education Environment for at least 21% but no more than 60% of the school day. This may include students placed in resource rooms with special education and related services provided within resource rooms, or resource rooms with part-time instruction in a regular education class. DO NOT include students who are reported as receiving education programs in Public or Private Separate Schools or Residential Facilities.
- [04] Less Than 40% of the Day Inside the Regular Education Environment: Report students who were inside the Regular Education Environment less than 40% of the school day. These are students who received special education and related services outside the Regular Education Environment for more than 60% of the school day. This category may include students placed in self-contained special classrooms with part-time instruction in a regular education class, or self-contained special classrooms with full-time special education instruction on a regular school campus. DO NOT include students who are reported as receiving education programs in Public or Private Separate Schools or Residential Facilities.
- [05] Private School (Parentally Placed): Report students with disabilities who have been enrolled by their parents or guardians in regular parochial or other private schools, and whose basic education is paid through private resources, and who receive special education and related services at public expense from a LEA. Include students whose parents chose to home-school them, but who receive special education and related services at public expense. DO NOT include students who are placed in a private school by the LEA.
- [06] Separate School – Public Day School: Report students who received education programs in public separate day school facilities. This includes students with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in a public Separate School. This category may include students placed in public day schools for students with disabilities, public day schools for children with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day, or a Public Residential School if the student does not live at the facility.
- [07] Separate School – Private Day School: Report students who received education programs in private separate day school facilities. This includes students with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in a private Separate School. This category may include students placed in private day schools for students with disabilities, private day schools for children with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day, or a Private Residential School if the student does not live at the facility.
- [08] Homebound: Report students who received education programs and were placed in and receiving special education and related services in Homebound environments. DO NOT include students with disabilities whose parents have opted to home-school them and who receive special education at public expense.

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- [09] Hospital: Report students with disabilities who received education programs and were placed in and receiving special education and related services in Hospital environments. DO NOT include students with disabilities whose parents have opted to home-school them and who receive special education at public expense.
- [10] Public Residential School: Report students who received education programs and lived in public residential facilities during the school week. This includes students with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in a Public Residential School. This category may include students placed in public residential facilities for students with disabilities, or public residential facilities for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day. DO NOT include students who received education programs at the facility but do not live there.
- [11] Private Residential School: Report students who received education programs and lived in private residential facilities during the school week. This includes students with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in private residential facilities. This category may include students placed in private residential facilities for students with disabilities, or private residential facilities for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day. DO NOT include students who received education programs at the facility but do not live there.
- [40] Short Term Detention (Community or Residential) or Correctional Facilities: Report students who received special education in correctional facilities. These data are intended to be a count of all children receiving special education in short-term detention facilities (community-based or residential) or correctional facilities.