

2022 Arkansas DeafBlind Child Count Instructions



National Center on Deaf-Blindness

October 2022

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Table of Contents

2022 Arkansas DeafBlind Child Count Instructions	1
Introduction	3
Key Points	3
Submission Details	4
Definition of Deaf-Blindness	4
Instructional Codebook	4
Demographic Information	5
Vision Information	10
Hearing Information	12
Other Disabilities	13
Educational Supports	15
Services	16

INTRODUCTION

Every year, the National Center on Deaf-Blindness (NCDB) and state and multi-state deaf-blind projects, funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), collect demographic and other relevant information on children and youth who are deaf-blind. This data is compiled by the National Center on Deaf-Blindness into an annual National Deaf-Blind Child Count (DBCC). Data from the DBCC is used to help understand the needs of this population and inform national and state technical assistance activities, research, and personnel preparation.

This document contains:

- Instructions on how to prepare data for submission to NCDB
- A Codebook with detailed information about data fields and codes

Key Points

There are a number of key points to keep in mind when preparing and submitting data:

- A state deaf-blind project's child count should include children and youth identified and eligible for state deaf-blind project services on December 1, 2022 of the current reporting period (December 2, 2021-December 1, 2022).
- The language and reporting elements in the DBCC are consistent with those found in Section 618 of the Individuals with Disabilities Education Act (IDEA) whenever possible.
- FERPA and confidentiality compliance is essential. Your entry into the SI2 database system will be through a one-time password protected approach with access to those students CAYSI has identified as being enrolled in your school district.

Submission Details

Due Date: No later than February 10, 2023.

How to Submit: Online Submission into CAYSI's SI2 Database

Data must be submitted via the online secure database system, SI2 portal. You will receive an attachment via email for submission instructions, visit the Google document for submission instructions, or contact Jennifer Walkup if you need to view it in a different format.

https://docs.google.com/document/d/1Xtr6KZ_gZL9XYgCIhiybjr-u5eZwi6aRNwFFN5ntt4Y/edit?usp=sharing

Have Questions or Need Assistance?

Contact:

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Definition of Deaf-Blindness

Although each state deaf-blind project has the discretion of establishing eligibility criteria for their project services, the following IDEA definition of deaf-blindness must be used for inclusion of early childhood (3-5) and school-age (6-21) special education students in the national DBCC.

Deaf-blindness means concomitant hearing and vision impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness

For infants and toddlers receiving Part C early intervention services, the DBCC uses the following definition:

Concomitant hearing and vision impairments or delays, the combination of which causes such severe communication and other developmental and intervention needs that specialized early intervention services are needed.

INSTRUCTIONAL CODEBOOK

Deaf-Blind Project Status

Deaf-Blind Project Status categories are defined as follows:

- **Eligible to receive services from the deaf-blind project** – Child is eligible for state deaf-blind project services, regardless of their Part C or Part B status.
- **No longer eligible to receive services from the deaf-blind project** – Child is no longer eligible to receive services from the state deaf-blind project, regardless of their Part C or Part B status.

Acceptable codes (enter only one):

CODE	LABEL
0	Eligible to receive services from the deaf-blind project
1	No longer eligible to receive services from the deaf-blind project

Demographic Information

Gender

Indicate the child's gender. "Other" is a category choice that may be added to collection materials. Category choices that your project collects in addition to Male and Female should be aggregated into Other.

Acceptable codes (enter only one):

CODE	LABEL
0	Male
1	Female
999	Missing

Date of birth - Date of birth must be provided for inclusion on the national DBCC. There are two reporting options. ***It does not have to be reported in both formats.***

Option 1: Reporting in one DOB date field.

DOB

Date field should use the "mm/dd/yyyy" format. The month "mm" and day "dd" are each two characters long, left-filled with a zero (0) as needed. The year "yyyy" is four characters long. No blanks or special characters should be used.

CODE	LABEL
MM/DD/YYYY	Date of Birth

Option 2: Reporting in three separate birth month, day, and year columns

Month of Birth

Enter the month of birth in two-digit numeric format.

CODE	LABEL
MM	Birth Month

Day of Birth

Enter the day of birth in two-digit numeric format.

CODE	LABEL
DD	Birth Day

Year of Birth

Enter the year of birth in four-digit numeric format.

CODE	LABEL
YYYY	Birth Year

Ethnicity and Race - Complete Part 1 (Ethnicity) and Part 2 (Race) for each child. See [Deaf-Blind Child Count: Guidance for Reporting Ethnicity and Race](#) for more information.

PART 1

Ethnicity

Is this student Hispanic/Latino?

- **Hispanic/Latino**: Includes all individuals who identify with one or more nationalities or ethnic groups originating in Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race. If a person is not of Hispanic, Latino, or Spanish origin, answer "No, not Hispanic, Latino."

Acceptable codes (enter only one):

CODE	LABEL
0	No, not Hispanic/Latino
1	Yes, Hispanic/Latino

PART 2

Race

Select the race category that most clearly reflects individuals' recognition of their community or the category with which they most identify. If more than one is indicated, select "Two or more."

Acceptable codes (enter only one):

CODE	LABEL
1	American Indian or Alaska Native
2	Asian
3	Black or African American
5	White
6	Native Hawaiian or Other Pacific Islander
7	Two or more
999	Unknown/Missing

Definitions for race categories are as follows. State deaf-blind projects may choose to collect more detailed information on race for their internal use, but data must be collapsed into the race categories provided for national DBCC reporting.

- **American Indian or Alaska Native** - Includes all individuals who identify with any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment. It includes people who identify as "American Indian" or "Alaska Native" and includes groups such as Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, and Nome Eskimo Community.
- **Asian** - Includes all individuals who identify with one or more nationalities or ethnic groups originating in the Far East, Southeast Asia, or the Indian subcontinent.
- **Black or African American** - Includes all individuals who identify with one or more nationalities or ethnic groups originating in any of the black racial groups of Africa.
- **White** - Includes all individuals who identify with one or more nationalities or ethnic groups originating in Europe, the Middle East, or North Africa.
- **Native Hawaiian or Other Pacific Islander** - Includes all individuals who identify with one or more nationalities or ethnic groups originating in Hawaii, Guam, Samoa, or other Pacific Islands.

Living

Indicate the living setting in which the child resides most of the year.

Acceptable codes (enter only one):

CODE	LABEL
1	Home: Parents
2	Home: Extended family
3	Home: Foster parents
4	State residential facility
5	Private residential facility
9	Pediatric nursing home
10	Community residence (Includes group home/supported apartment)
555	Other

Primary Language in the Home

Indicate the language used within the home.

Acceptable codes (enter only one):

CODE	LABEL
1	English
2	Spanish
3	ASL
9	Other (Specify _____)
999	Unknown/Missing

Etiology

Select the one numeric etiology code that best describes the primary cause of the child's deaf-blindness. Etiologies fall under one of four main sub-headings:

- Hereditary/chromosomal syndromes and disorders
- Pre-natal/congenital complications
- Post-natal/non-congenital complications
- Related to prematurity

Hereditary/Chromosomal Syndromes and Disorders

101 = Aicardi syndrome
102 = Alport syndrome
103 = Alstrom syndrome
104 = Apert syndrome/Acrocephalosyndactyly, Type 1
105 = Bardet-Biedl syndrome (Laurence Moon-Biedl)
106 = Batten disease
107 = CHARGE Syndrome
108 = Chromosome 18, Ring 18
109 = Cockayne syndrome
110 = Cogan Syndrome

111 = Cornelia de Lange
112 = Cri du chat syndrome (Chromosome 5p- synd)
113 = Crigler-Najjar syndrome
114 = Crouzon syndrome (Craniofacial Dysotosis)
115 = Dandy Walker syndrome
116 = Down syndrome (Trisomy 21 syndrome)
117 = Goldenhar syndrome
118 = Hand-Schuller-Christian (Histiocytosis X)
119 = Hallgren syndrome
120 = Herpes-Zoster (or Hunt)
121 = Hunter Syndrome (MPS II)
122 = Hurler syndrome (MPS I-H)
123 = Kearns-Sayre syndrome
124 = Klippel-Feil sequence
125 = Klippel-Trenaunay-Weber syndrome
126 = Kniest Dysplasia
127 = Leber congenital amaurosis
128 = Leigh Disease
129 = Marfan syndrome
130 = Marshall syndrome
131 = Maroteaux-Lamy syndrome (MPS VI)
132 = Moebius syndrome
133 = Monosomy 10p
134 = Morquio syndrome (MPS IV-B)
135 = NF1 - Neurofibromatosis (von Recklinghausen dis)
136 = NF2 - Bilateral Acoustic Neurofibromatosis
137 = Norrie disease
138 = Optico-Cochleo-Dentate Degeneration
139 = Pfeiffer syndrome
140 = Prader-Willi
141 = Pierre-Robin syndrome
142 = Refsum syndrome
143 = Scheie syndrome (MPS I-S)
144 = Smith-Lemli-Opitz (SLO) syndrome
145 = Stickler syndrome
146 = Sturge-Weber syndrome
147 = Treacher Collins syndrome
148 = Trisomy 13 (Trisomy 13-15, Patau syndrome)
149 = Trisomy 18 (Edwards syndrome)
150 = Turner syndrome
151 = Usher I syndrome
152 = Usher II syndrome
153 = Usher III syndrome

154 = Vogt-Koyanagi-Harada syndrome
155 = Waardenburg syndrome
156 = Wildervanck syndrome
157 = Wolf-Hirschhorn syndrome (Trisomy 4p)
199 = OTHER: Hereditary Syndromes/ Disorders

Pre-Natal/Congenital Complications

201 = Congenital Rubella
202 = Congenital Syphilis
203 = Congenital Toxoplasmosis
204 = Cytomegalovirus (CMV)
205 = Fetal Alcohol syndrome
206 = Hydrocephaly
207 = Maternal Drug Use
208 = Microcephaly
209 = Neonatal Herpes Simplex (HSV)
299 = OTHER: Pre-Natal/ Congenital Complications

Post-Natal/Non-Congenital Complications

301 = Asphyxia
302 = Direct Trauma to the eye and/or ear
303 = Encephalitis
304 = Infections
305 = Meningitis
306 = Severe Head Injury
307 = Stroke
308 = Tumors
309 = Chemically Induced
399 = OTHER: Post-Natal/ Non-Congenital

Related to Prematurity

401 = Complication of Prematurity

Undiagnosed

501 = No Determination of Etiology

Vision Information

Documented Vision Loss

Select the code that best describes the child's: a) documented degree of vision loss with correction, b) indicates that further testing is needed (testing must be completed prior to

the next child count submission date for continued inclusion in the count), or c) indicates that the child has a documented functional vision loss.

Vision loss information must be provided for inclusion on the national child count.

Acceptable codes (enter only one):

CODE	LABEL
1	Low Vision (visual acuity of 20/70 to 20/200 or greater)
2	Legally Blind (visual acuity of 20/200 or less or a field restriction of 20 degrees)
3	Light Perception Only
4	Totally Blind
6	Diagnosed Progressive Loss
7	Further Testing Needed (allowed one year only)
9	Documented Functional Vision Loss

A Functional Vision Assessment is defined as a non-clinical assessment, carried out by a trained vision specialist using commonly accepted assessment tools, checklists and measures for making educated judgments about the functional use of vision.

Cortical/Cerebral Visual Impairment (CVI)

Indicate whether the child has a documented visual impairment caused by an injury to the brain or neurological vision loss. [More information about Cortical/Cerebral Visual Impairment](#). Enter only one numeric code.

Acceptable codes (enter only one):

CODE	LABEL
0	No
1	Yes
2	Unknown

Corrective Lenses

Indicate whether the child wears glasses or contact lenses.

Acceptable Codes (enter only one):

CODE	LABEL
0	No
1	Yes
2	Unknown

Hearing Information

Documented Hearing Loss

Select the code that best describes the child's: a) documented degree of hearing loss with correction, b) indicates that further testing is needed (testing must be completed prior to the next child count submission date for continued inclusion in the count), or c) indicates that the student has a documented functional hearing loss

Hearing loss information must be provided for inclusion on the national child count.

Acceptable Codes (enter only one):

CODE	LABEL
1	Mild (26-40 dB loss)
2	Moderate (41-55 dB loss)
3	Moderately Severe (56-70 dB loss)
4	Severe (71-90 dB loss)
5	Profound (91+ dB loss)
6	Diagnosed Progressive Loss
7	Further Testing Needed (allowed one year only)
9	Documented Functional Hearing Loss

A Functional Hearing Assessment is defined as a non-clinical assessment carried out by a trained hearing specialist using commonly accepted assessment tools, checklists and measures for making educated judgments about the functional use of hearing.

Central Auditory Processing Disorder (CAPD)

Indicate whether the child has a central auditory processing disorder, a disorder in which the brain and ears do not communicate effectively, making it difficult for someone to interpret the sounds that make up speech.

Learn more about [CAPD](#).

Acceptable Codes (enter only one):

CODE	LABEL
0	No
1	Yes
2	Unknown

Auditory Neuropathy

Indicate whether the child has auditory neuropathy, a hearing disorder in which sound enters the inner ear normally but is impaired when signals move from the inner ear to the brain.

Learn more about [Auditory Neuropathy](#).

Acceptable Codes (enter only one):

CODE	LABEL
0	No
1	Yes
2	Unknown

Cochlear Implants

Indicate whether the child has a cochlear implant.

Acceptable Codes (enter only one):

CODE	LABEL
0	No
1	Yes
2	Unknown

Assistive Listening Devices

Indicate whether the child wears hearing aids and/or uses an FM system or other assistive listening device.

Acceptable Codes (enter only one):

CODE	LABEL
0	No
1	Yes
2	Unknown

Other Disabilities

Indicate all other documented impairments or disabilities that have a substantial impact on the child's developmental or educational progress. Sources for indicators of other disabilities or impairment may include, but are not limited to, aptitude and achievement tests, medical reports, behavior plans, teacher reports, social and cultural background, adaptive behavior assessments, and functional evaluations.

Orthopedic/Physical Impairments

A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Acceptable Codes (enter only one):

CODE	LABEL
0	No
1	Yes
2	Unknown

Intellectual/Cognitive Disabilities

Generally refers to significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

CODE	LABEL
0	No
1	Yes
2	Unknown

Emotional/Behavioral Disorders

Generally refers to a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects a child's educational performance: (1) an inability to learn, which cannot be explained by intellectual, sensory, or health factors; (2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (3) inappropriate behavior or feelings under normal circumstances; (4) a general pervasive mood of unhappiness or depression; or (5) a tendency to develop physical symptoms or fears associated with personal or school problems.

Acceptable Codes (enter only one):

CODE	LABEL
0	No
1	Yes
2	Unknown

Other Health Impaired/Complex Health Care Needs

Generally described as having limited strength, vitality, or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia or diabetes, which adversely affects a child's educational performance.

Includes Complex Health Care Needs as defined: Students who require ongoing health care and who are dependent on medical technology such as ventilators for breathing and tubes for feeding ([Lehr, 2020](#)).

Acceptable codes (enter only one):

CODE	LABEL
0	No
1	Yes
2	Unknown

Communication/Speech/Language Impairments

Generally refers to a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

Acceptable Codes (enter only one):

CODE	LABEL
0	No
1	Yes
2	Unknown

Other Impairments/Disabilities

Impairments/disabilities that do not fit in another category.

Acceptable Codes (enter only one):

CODE	LABEL
0	No
1	Yes
2	Unknown

Specify other impairment/disability _____

Educational Supports

Additional Assistive Technology

Indicate whether the child uses any additional assistive technology (other than corrective lenses or assistive listening devices). This includes any aid acquired to increase, maintain, or improve the functional capabilities of individuals with disabilities. It does not include devices that are surgically implanted.

Acceptable Codes (enter only one):

CODE	LABEL
0	No
1	Yes
2	Unknown

Intervener Services

Indicate whether the child receives intervener services. Intervener services may or may not be provided by someone with the title of intervener. See definition below.

Acceptable Codes (enter only one):

CODE	LABEL
0	No
1	Yes (from an individual with the title and function of an intervener OR from an individual with function of an intervener working under a different title)
2	Unknown
888	Not Applicable

[Intervener Services Definition \(from NCDB 2013; rev 2021\)](#): Intervener services provide access to information and communication and facilitate the development of social and emotional well-being for children who are deaf-blind. In educational environments, intervener services are provided by an individual, typically a paraeducator, who has received specialized training in deaf-blindness and the process of intervention. An intervener provides consistent one-to-one support to a student who is deaf-blind (age 3 through 21 or as mandated by state regulations) throughout the instructional day.

Working under the direction of a student's classroom teacher or other individual responsible for ensuring the implementation of a student's IEP, an intervener's primary roles are to:

- provide consistent access to instruction and environmental information usually gained by typical students through vision and hearing, but unavailable or incomplete to an individual who is deaf-blind;
- facilitate concept development.
- provide access to and/or assist in the development and use of receptive and expressive communication skills;
- facilitate the development and maintenance of trusting, interactive relationships that promote social and emotional well-being; and,
- provide support to form relationships with others and increase social connections and participation in activities.

Services

Data in the following sections will change as a child ages. It should be updated to reflect the current status of a child's services and/or educational environment based on their age category.

IDEA Services

Indicate if the child is receiving IDEA services.

Acceptable codes (enter only one):

CODE	LABEL
1	Part C
2	Part B
3	Not receiving IDEA Part B or C
4	504 Plan

Children Birth – Age 2

i State Project Note: Data notes are required if you are reporting children aged 3 or older in Part C data fields.

Part C Category Code (Birth through 2)

Enter the primary IDEA Part C category code under which the child was reported to the state's Part C Child Count lead agency. Only children aged birth through 2 should have a code for this field unless a note is provided in the data notes.

Acceptable codes (enter only one):

CODE	LABEL
1	At-Risk for Developmental Delays (as defined by the state's Part C Lead Agency)
2	Developmentally Delayed
888	N/A Not Reported under Part C of IDEA

Early Intervention Setting (Birth through 2)

For children served in Part C early intervention programs enter the early intervention (EI) setting code under which they were reported to the state's Part C Child Count lead agency.

Acceptable Codes (enter only one):

CODE	LABEL
1	Home
2	Community-based settings
3	Other settings
888	N/A Not Served under Part C of IDEA

Early intervention settings are federally defined as:

- **Home** - Early intervention services are provided primarily in the principal residence of the child's family or caregivers.
- **Community-based settings** - Early intervention services are provided primarily in a setting where children without disabilities typically are found. These settings

include but are not limited to child care centers (including family day care), preschools, regular nursery schools, early childhood center, libraries, grocery stores, parks, restaurants, and community centers (e.g., YMCA, Boys and Girls Clubs).

- **Other settings** - Early intervention services are provided primarily in a setting that is not home or community-based. These settings include, but are not limited to services provided in a hospital, residential facility, clinic, and EI center/class for children with disabilities.

Part C Exiting Status (Birth through 2)

For children served in Part C early intervention programs, indicate how the child exited Part C services during the 12-month reporting period.

Acceptable codes (enter only one):

CODE	LABEL
0	Not Exited - In a Part C early intervention program
1	Completion of IFSP prior to reaching maximum age for Part C
2	Eligible for IDEA, Part B
3	Not eligible for Part B, exit with referrals to other programs
4	Not eligible for Part B, exit with no referrals
5	Part B eligibility not determined
6	Deceased
7	Moved out of state
8	Withdrawal by parent (or guardian)
9	Attempts to contact the parent and/or child were unsuccessful
888	N/A Not served under Part C

Early intervention exiting status for infants and children, from birth through age 2, are defined as:

- **Not exited - In a Part C early intervention program** - Includes infants and toddlers (birth through age 2) with a current IFSP who are served by a state or local Part C early intervention program.
- **Completion of IFSP prior to reaching maximum age for Part C** - Children who have not reached maximum age for Part C, have completed their IFSP and no longer require services under IDEA, Part C.
- **Eligible for IDEA, Part B** - Children served in Part C who exited Part C and were determined to be eligible for Part B during the reporting period. This includes children who receive Part B services in conjunction with Head Start.
- **Not eligible for Part B, exit with referrals to other programs** - Children who reached maximum age for Part C, were determined not eligible for Part B, and were referred to other programs, which may include preschool learning centers, Head Start (but not receiving Part B services), and childcare centers, and/or were referred for other services, which may include health and nutrition services, such as WIC.

- **Not eligible for Part B, exit with no referrals** - Children who reached maximum age for Part C and were determined not eligible for Part B services, but were not referred to other programs.
- **Part B eligibility not determined** - Children for whom Part B eligibility has not been made. This category includes children who were referred for Part B evaluation, but for whom the eligibility determination has not yet been made or reported and children for whom parents did not consent to transition planning. This category includes any child *who reached maximum age* for Part C and who has not been counted in categories 2 through 4 above.
- **Deceased** - Children who died during the reporting period, even if their death occurred at the age of exit.
- **Moved out of state** - Children who moved out of state during the reporting period. Do not report a child who moved within state (i.e., from one program to another) if services are known to be continuing.
- **Withdrawal by parent (or guardian)** - Children whose parents declined all services after an IFSP was in place, as well as children whose parents declined to consent to IFSP services and provided written or verbal indication of withdrawal from services.
- **Attempts to contact the parent and/or child were unsuccessful** - Children who have not reached the maximum age of service under Part C, who had an active IFSP, and for whom Part C personnel have been unable to contact or locate the family or child after repeated, documented attempts. This category includes any child who did not complete an IFSP and exited Part C before reaching maximum age and who has not been counted in categories 6 through 8 above.
- **N/A Not served under Part C** - Children who aged out of Part C and now have a Part B Disability Code or are not receiving IDEA services should have a N/A code.

Children Ages 3 - 21

Part B Disability Code

Indicate the primary disability as identified in the Individualized Education Program (IEP), service plan, and/or as reported to the state lead agency for the Part B Child Count.

Acceptable codes (enter only one):

CODE	LABEL
1	Intellectual Disability
2	Hearing Impairment (includes deafness)
3	Speech or Language Impairment
4	Visual Impairment (includes blindness)

CODE	LABEL
5	Emotional Disturbance
6	Orthopedic Impairment
7	Other Health Impairment
8	Specific Learning Disability
9	Deaf-blindness
10	Multiple Disabilities
11	Autism
12	Traumatic Brain Injury
13	Developmentally Delayed - allowed only for ages 3 through 9 when defined by the state
14	Non-Categorical
888	Not Reported under Part B of IDEA

Educational Environment (ECSE and School-Aged)

Indicate the educational environment identified in the Individualized Education Program (IEP) or service plan. Note that educational environments and codes are different for children in early childhood special education programs (3-5) than for school-aged students (6-21).

Acceptable codes (enter only one from the appropriate age category):

AGES 3-5 – EARLY CHILDHOOD EDUCATION ENVIRONMENTS (ECSE)

CODE	LABEL
301	Services in Regular Early Childhood Program (10+ hours)
302	Other Location Regular Early Childhood Program (10+ hours)
303	Services in Regular Early Childhood Program (<10 hours)
304	Other Location Regular Early Childhood Program (<10 hours)
305	Separate Class
306	Separate School
307	Residential Facility
309	Home, at public expense
310	Home, NOT at public expense
888	N/A Not Served Under Part B

Definitions:

- **Services in Regular Early Childhood Program (at least 10 hours)** - Attended a regular early childhood (EC) program at least 10 hours per week and received

the majority of hours of special education and related services in the regular EC program.

- **Other Location Regular Early Childhood Program (at least 10 hours) -**
Attended a regular early childhood program at least 10 hours per week and received the majority of hours of special education and related services in some other location.
- **Services in Regular Early Childhood Program (less than 10 hours) -**
Attended a regular early childhood (EC) program less than 10 hours per week and received the majority of hours of special education and related services in the regular EC program.
- **Other Location Regular Early Childhood Program (less than 10 hours) -**
Attended a regular early childhood program less than 10 hours per week and received the majority of hours of special education and related services in some other location.
- **Separate Class** - Specifically, a separate special education class. NOT in any regular early childhood program.
- **Separate School** - Specifically, a separate special school. NOT in any regular early childhood program.
- **Residential Facility** - Specifically, a residential facility. NOT in any regular early childhood program.
- **Home, at Public Expense** – Include children receiving the majority of hours of special education and related services at home. These children are attending neither a regular early childhood program nor a special education program. They are receiving the majority of hours of special education and related services at home.
- **Home, Not at Public Expense** - Include children whose parents have chosen NOT to receive special education and related services at the public expense. These children are attending neither a regular early childhood program nor a special education program.
- **N/A Not Served Under Part B** - Children receiving early childhood educational services through 504 plan or otherwise not served under Part B
- **Unknown/Missing** – Not available at this time.

The following information is excerpted from [FS089 - Children with Disabilities \(IDEA\) Early Childhood File Specifications](#) – V16.1 (SY 2019-20), U.S. Department of Education, Washington, DC - EDFacts. Retrieved [07/01/2020] from the [EDFacts Initiative Home Page](#).

What are regular early childhood programs?

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
- Group child development center or child care

How should children receiving the majority of special education and related services in a location other than the child’s classroom but within the same building be reported?

Special education and related services delivered to the child in the course of daily activities and routines in which all children in the classroom participate (e.g., “circle time”, “learning centers”) would be considered as being received in the Regular Early Childhood Program. However, services delivered in a location that removes the child from the opportunity to interact with nondisabled children would not be considered as being received in the Regular Early Childhood Program. These include, but are not limited to, services delivered in a 1 -1 therapeutic setting, or in a small group comprised solely of children with disabilities whether or not they are provided in another location within the building where the regular early childhood program is located.

When considering if a child is attending a regular early childhood program, does the child need to be enrolled in the program, vs. attending as a ‘visitor’ for a portion of time?

States should report these data based on children with disabilities being enrolled in these types of programs. CWDs being enrolled in a regular early childhood program most closely aligns with the intent of the least restrictive environment provisions of the IDEA.

What are special education programs?

A special education program is a program that includes less than 50 percent nondisabled children (i.e., children not on IEPs). This may include, but is not limited to the following:

- Special education classes in
 - Regular school buildings
 - Trailers or portables outside regular school buildings
 - Child care facilities
 - Hospital facilities on an outpatient basis
 - Other community-based settings
 - Separate schools
 - Residential facilities
-

AGES 6-21 (SCHOOL-AGED) – EDUCATIONAL ENVIRONMENT

The settings in which school-aged children ages 6 through 21 receive special education and related services.

CODE	LABEL
610	Inside regular class 80% or more of the day
611	Inside regular class 40% through 79% of the day
612	Inside regular class less than 40% of the day
613	Separate School
614	Residential Facility
615	Homebound/Hospital
616	Correctional Facilities
617	Parentally placed in private school
620	Home School/Remote Learning, at public expense*
621	Home School/Remote Learning, NOT at public expense
888	N/A Not Served under Part B

*Hybrid or mixed learning environments may make it challenging to determine the best code for some students. In a hybrid scenario, indicate the educational environment in which the highest percent of time is spent.

The following guidance on calculating time is excerpted from *FS002 – Children with Disabilities (IDEA) School Age File Specifications – V16.0* (SY 2019-20), U.S. Department of Education, Washington, DC - *EDFacts*. Retrieved [07/01/20] from the [EDFacts Initiative Home Page](#).

How is percentage of time calculated?

- ☐ To calculate the percentage of time **inside** the regular classroom, divide the number of hours the child spends inside the regular classroom by the *total number of hours in the school day* (including lunch, recess and study periods). The result is multiplied by 100.
- Time spent outside the regular classroom receiving services unrelated to the child's disability (e.g., time receiving English learner services) should be considered time inside the regular classroom.

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 classroom.

Definitions:

- **Inside regular class 80% or more of day -** These are children who received special education and related services outside the regular classroom for less than 21% of the school day. This may include children placed in:
 - Regular class with special education/related services provided within regular classes
 - Regular class with special education/related services outside regular classes
 - Regular class with special education services provided in resource rooms
- **Inside regular class no more than 79% of day and no less than 40% of the day** These are children who received special education and related services outside the regular classroom for at least 21% but no more than 60% of the school day. Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This may include children placed in:
 - resource rooms with special education/related services provided within the resource room
 - resource rooms with part-time instruction in a regular class
- **Inside regular class less than 40% of the day –** These are children who received special education and related services outside the regular classroom for more than 60% of the school day. Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This may include children placed in:
 - self-contained special classrooms with part-time instruction in a regular class
 - self-contained special classrooms with full-time special education instruction on a regular school campus
- **Separate School –** These are children who received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in public or private separate schools. This may include children placed in:
 - public and private day schools for students with disabilities
 - public and private day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day
 - public and private residential facilities if the student does not live at the facility
- **Residential Facility –** These are children who received education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in public or private residential facilities. This may include children placed in:
 - public and private residential schools for students with disabilities

- public and private residential schools 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.
- **Homebound/Hospital** – These are children who received programs in homebound/hospital environments. This includes children receiving special education and related services in hospital programs or homebound programs. Do not include children whose parents have opted to home-school them and who receive special education at the public expense.
- **Correctional Facilities** – These are children who received special education in correctional facilities. These data are intended to be an unduplicated count of all children receiving special education in short-term detention facilities (community-based or residential) or correctional facilities.
- **Parentally-placed in Private Schools** – These are children who are enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who received special education and related services at public expense from a local educational agency or intermediate educational unit under a services plan. Children enrolled in private school by a parent, but who are still receiving special education services through the LEA, may have a services plan rather than an IEP. These children should be included.
 - Include children whose parents chose to **home-school** them, but who receive special education and related services at the public expense.
 - Do not include children who are placed in private schools by the LEA.
- **Home School/Remote Learning, at Public Expense** – Include children whose parents chose to **home-school** them, who receive special education and related services at the public expense. These are children who received special education and related services outside the regular classroom 100% of the school day, every day. Include those receiving remote/online learning in the home.
- **Home School/Remote Learning, NOT at Public Expense** – Include children whose parents chose to **home-school** them, but who DO NOT receive special education and related services at the public expense. These are children who received special education and related services outside the regular classroom 100% of the school day, every day. Include those receiving remote/online learning in the home.
- **N/A, Not Served Under Part B** – These children are not receiving Part B special education or related services at the public expense.

Participation in Statewide Assessments

Select the option that best describes the child's participation in their last statewide assessment activities.

Note: Some states may not be able to update assessment data due to COVID-19. A temporary code of 19 is available if needed.

Acceptable Codes (enter only one):

CODE	LABEL
1	Regular grade-level state assessment
2	Regular grade-level state assessment with accommodations
3	Alternate assessment
6	Not required at age or grade level
7	Parent Opt Out
19	Not required to be reported by state

Part B Exiting Status

Indicate the code that best describes the child's IDEA Part B Exiting status on December 1 for ages 14 - 21.

Acceptable codes (enter only one):

CODE	LABEL
0	Not Exited - In special education program
1	Exited Part B - Transferred to regular education
2	Exited Part B - Graduated with regular high school diploma
22	Exited Part B - Graduated with an alternate diploma
3	Exited Part B - Received a certificate
4	Exited Part B - Reached maximum age
5	Exited Part B - Died
6	Not Exited - Moved, known to be continuing
8	Exited Part B - Dropped out

Exiting status categories are defined as follows:

- **Not Exited - In special education program** – This includes students in an early childhood (ages 3 - 5) or school-aged (ages 6 - 21) special education program.
- **Transferred to regular education** – These students were served in special education at the start of the reporting period, but at some point during that 12-month period, returned to general (regular) education. These students no longer have an IEP and are receiving all of their educational services from a general (regular) education program. If the parent of a student with a disability revokes consent for special education and related services, the student would be reported in this category. (See 34 CFR §300.300(b)(4)) Children who left school to be home schooled and are no longer receiving special education should be reported under this category.
- **Graduated with regular high school diploma** – These students exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as those for students without disabilities. As defined in

34 CFR 300.102(a)(3)(iv), “the term *regular high school diploma* does not include an alternative degree that is not fully aligned with the state’s academic standards, such as a certificate or GED.”

- **Graduated with alternate diploma** – This is allowed in certain states. Only use this category if it is allowed in your state.
- **Received a certificate** – Students who exited an educational program and received a certificate of completion, modified diploma, or some similar document. This includes students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities.
- **Reached maximum age** – Students who exited special education because of reaching the maximum age for receipt of special education services, including those students with disabilities who reached the maximum age and did not receive a diploma. Maximum age for services varies by state.
- **Died** – Students who died during the reporting period.
- **Moved, known to be continuing** – Students who moved out of the catchment area or otherwise transferred to another district and are known to be continuing in another educational program. There need not be evidence that the student is continuing in special education, only that he or she is continuing in an education program. This includes students in residential drug/alcohol rehabilitation centers, correctional facilities, or charter schools if those facilities operate as separate districts, excluding normal matriculation.
- **Dropped out** – These students were enrolled at the start of the reporting period but were not enrolled at the end of the reporting period and did not exit special education through any of the other means. This includes dropouts, runaways, GED recipients (in cases where students are required to drop out of the secondary educational program in order to pursue the GED certificate), expulsions, status unknown, students who moved but are not known to be continuing in another educational program, and other exiters from special education.
- **GED** – In states where students may receive a GED without dropping out of school, these students may be reported as having received a certificate. These are students who were jointly enrolled in secondary education and a GED program. In all other cases, GED recipients should be reported as dropped out.