SY2025 Child Count Data Verification
(2024-2025 School Year)

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Overview of the Child Count Data Verification

Each year the U.S. Department of Education requires states to report a count of students who were in special education on a day that falls between October 1 and December 1. For the OPI to provide this information to the USDE, Montana school districts must report a list of students who were in special education on the first Monday in October (Montana's official Child Count day).

The Child Count Data Verification application portal is provided as the application for districts to submit their special education information to the OPI.

- Child Count will open in mid-September for districts to begin reviewing data.
- Data cannot be finalized and submitted until after the Child Count day.
- The application portal closes on the last day in October.

Important Dates

Child Count Date	Monday, 10/07/24
Child Count Data Submission Open Date	Tuesday, 10/08/24
Data Submission Deadline	Thursday, 10/31/24

Student Age Range

Students ages 3-21 are included in Child Count.

Who Must Report Count Data

Every school district must submit Child Count, including those with no eligible students.

- Public schools include state-operated agencies that provide education to students with disabilities (IDEA), including agencies that serve students with specific disabilities (IDEA) (such as hearing impaired or vision impaired) and agencies that provide education to adjudicated youth.

Criteria for Students to be Included on Child Count

To be included in Child Count students must meet the following:

- enrolled on Child Count day
- ages 3-21
- completed IEP in Infinite Campus/AIM that is dated on or before Child Count day
- completed ER in Infinite Campus/AIM that is dated on or before Child Count day
- State Reported Data Setting of Service record in Infinite Campus/AIM effective as of Child Count day
- receive special education services

Please note: For more detailed information on the above criteria see Appendix 1- Required Infinite Campus/AIM Information.

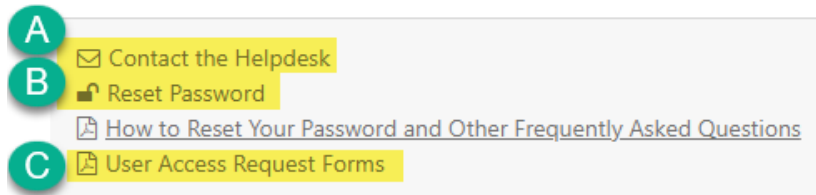## OPI Secure Portal – SPED Application Portal

Logging In

1. Child Count Data Verification is conducted within the Special Education application that can be found in the OPI Secure Portal. To access the OPI Secure Portal, select the link below or use the link in the e-mail you receive.

   **OPI Secure Portal login page:**
   https://apps.opi.mt.gov/osp/

2. From the login screen-

If you are already an assigned user for the Secure Portal, your username and password will be the same.

   A. Users unable to reset the password should select "Contact the Helpdesk".
   B. The "Reset Password" button is available to reset forgotten passwords.
   C. New users must request access through the "User Access Request Form.

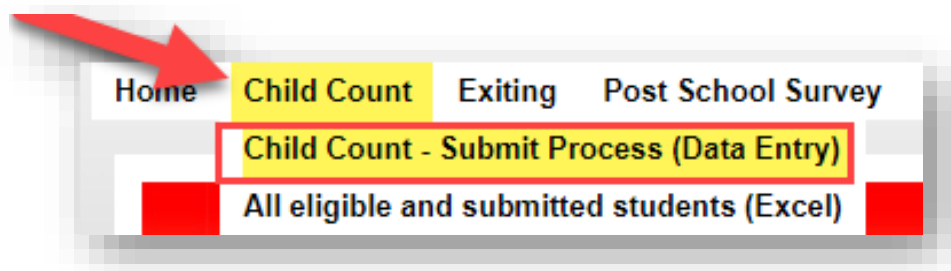3. Once you have successfully logged into the Secure Portal, select the Special Education Applications icon:
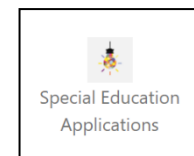
Verifying and Submitting Data

On the gray navigation bar near the top of the page find the Child Count tab and select "Child Count – Submit Process (Data Entry)."

1. Select a district and school from the drop-down lists (only necessary if you can access more than one school or district).

Verifying the Child Count List

If there are students for this school who meet the Child Count criteria, select the button "Students who will be counted for Child Count."

The Child Count list spreadsheet will open from the downloads. The students who have the proper information in Infinite Campus/AIM to be included will be on the spreadsheet.

Review the list:

- ✓ Identify students who are on the list but should not be.
    - ○ For instance, a student may have exited special education before Child Count day but is appearing on the list because the Infinite Campus/AIM Setting of Service record does not have an End Date or an Exit Date, and Exit Reason was not entered on the State Reported Data record.
- ✓ Identify students who are not on the list but should be.
    - ○ If a student's Infinite Campus/AIM information is incomplete or correct the student will not appear on the list. For instance, a student's IEP in Infinite Campus/AIM may be unlocked.
- ✓ Review the Setting of Service.
    - ○ Appendices 3 and 4 provide detailed information about the correct setting of service.
- ✓ Verify demographic information, such as disability and race.

To remove or add students from the list or to correct demographic or Setting of Service errors, make appropriate changes in Infinite Campus/AIM. To review the list again, repeat the steps above.

Making Corrections to a Student's Data in Infinite Campus/AIM

Changes to a Student's Summary Information

Any changes that need to be made to a student's summary information (e.g., name, gender, race, etc.) must be made by the Infinite Campus/AIM Specialist in your district. Changes must be made in Infinite Campus/AIM. If the district utilizes another SIS, such as Power School or Schoolmaster the student information will need to be corrected in both systems.

Changes to the Student's State Reported Data (Setting or Exit Data)

The Setting of Service and Exit information is now contained on the State Reported Data record within the Special Education Module. To make updates to the Setting of Service or Exit Reason/Date:

1. Navigate to your student's Special Education module.
2. Select the State Reported Data record
3. Select on New
4. Enter the information for the new Setting of Service (be sure to end date the old one if necessary!) or the exit reason/date
5. Select "save" at the top of the page.

Infinite Campus/AIM and the District Student Information System

Corrections must be completed in Infinite Campus/AIM and your district student information system (e.g., Power School or Schoolmaster) if you are using a different system than Infinite Campus/AIM. Note: After the changes are saved, they will appear in the Child Count application portal within approximately 30 minutes.

Verifying Students with Incomplete Data

1. Select the button "Students with Incomplete Data."

The number of students at this school currently included on Child Count is: 24
To view a list of these students click the button: Students who will be counted for Child Count
Check the list carefully. If you identify a student who should not be included on Child Count, go to AIM, make appropriate changes and then check back here to ensure he/she dropped off the list.

Review the list carefully.
- ✓ The spreadsheet that opens contains a list of students who *may* meet the criteria for Child Count and, therefore, should be on the Child Count list.
    - o These students may need Infinite Campus/AIM information corrected or completed to appear on the list.
    - o The far-right column of the spreadsheet is titled "Notes." The Notes column contains possible reasons the student is not appearing on the Child Count list. For example, a student's Setting of Service may be missing.
    - o If you determine a student on this list should be on Child Count, make changes in Infinite Campus/AIM and they should appear in the Child Count application within about 30 minutes. Then, select "Students currently included on Child Count" and ensure the student appears on the list.

Please note: The students on this list may *not* meet Child Count criteria and, therefore, should *not* be included on the Child Count list. In this case, they will stay on this list and not move to the Child Count list.

Submitting Child Count (10/8/24)

The official Child Count date is 10/7/24 and Child Count records cannot be submitted until after that date. The option to submit data will be available on 10/08/24. By selecting "Submit" you are certifying the list is correct and locking the data for the official Child Count list. No other changes can be made unless the OPI is contacted.

Submitting School

Once you are confident the Child Count list is correct for this school, select "Submit School."

A prompt will appear that requires you to select OK to certify that the information submitted is correct and complete. **If there are no students enrolled for the school year 2024-2025 or you have no students who meet the criteria, you will not have any students show in your Child Count. You still need to submit as a way of verifying the count is zero.**

Checking School Submission Status

To confirm a school in a district has submitted, select "Show School Progress."
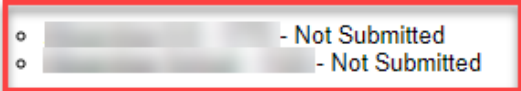
A complete list of schools in the district appears along with their status--whether Submitted or Not Submitted.

Submitting District

After all schools have submitted correctly, select "Submit District**."** At this point, no further changes can be made unless you contact the OPI.

Appendices

Appendix 1- Required Infinite Campus/AIM Information

Below is the information that must be in Infinite Campus/AIM for a student to appear on Child Count.

1. Setting of Service- Setting of Service is found on the State Reported Data record in the Special Education module of Infinite Campus/AIM. The setting of the Service must be age appropriate. See Appendix 4 for detailed information on age-appropriate Setting of Service.

2. Current enrollment- The students must have an active enrollment on Child Count day.

3. Summary information:

   - *Name*
   - *Birthdate*
   - *Gender*
   - *Race*
   - *LEP Status*

4. Special education module:

   - *ER* – A locked Evaluation Report effective as of Child Count day. The ER must contain an eligible disability (e.g., a nine-year-old may not have a DD disability). If there is no ER in Infinite Campus/AIM, but a hard copy exists in the student's file, please complete a "Mini ER" to get the information into the system.

   - *IEP* – A completed, locked IEP that is effective as of Child Count day. If there is no IEP in Infinite Campus/AIM, but a hard copy exists in the student's file, please complete a "Mini IEP" to get the information into the system.

Appendix 2- Race/Ethnicity

AM7	**American Indian or Alaskan Native**	A person having origins in any of the original peoples of North and South America, including Central America, and who maintains tribal affiliation or community recognition.
AS7	**Asian**	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, Vietnam, and Laos.
BL7	**Black or African American**	A person having origins in any of the Black racial groups of Africa.
HI7	**Hispanic/Latino**	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. Refers to Hispanic and/or Latino.
PI7	**Native Hawaiian or Other Pacific Islander**	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
WH7	**White**	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Appendix 3- Disability Categories

AU	Autism	**LD**	Learning Disability
CD	Cognitive Delay	**OH**	Other Health Impairment
DB	Deaf-Blindness	**OI**	Orthopedic Impairment
DD	Developmental Delay	**SL**	Speech/Language Impairment
DE	Deafness	**TB**	Traumatic Brain Injury
ED	Emotional Disturbance	**VI**	Visual Impairment
HI	Hearing Impairment		

Appendix 4- Setting of Service

Setting of Service Categories for Students, ages 5 and in K-through 21 (for ages 3-5 and in PK see the Decision Tree below)
To determine the Setting of Service, divide the number of hours per week the student spends inside the regular classroom by the total number of hours in the school day per week (including lunch, recess, and study periods). The result is multiplied by 100 to find the percentage. Time spent outside the regular classroom receiving services unrelated to the student's disability (e.g., LEP services) should be considered time inside the regular classroom.
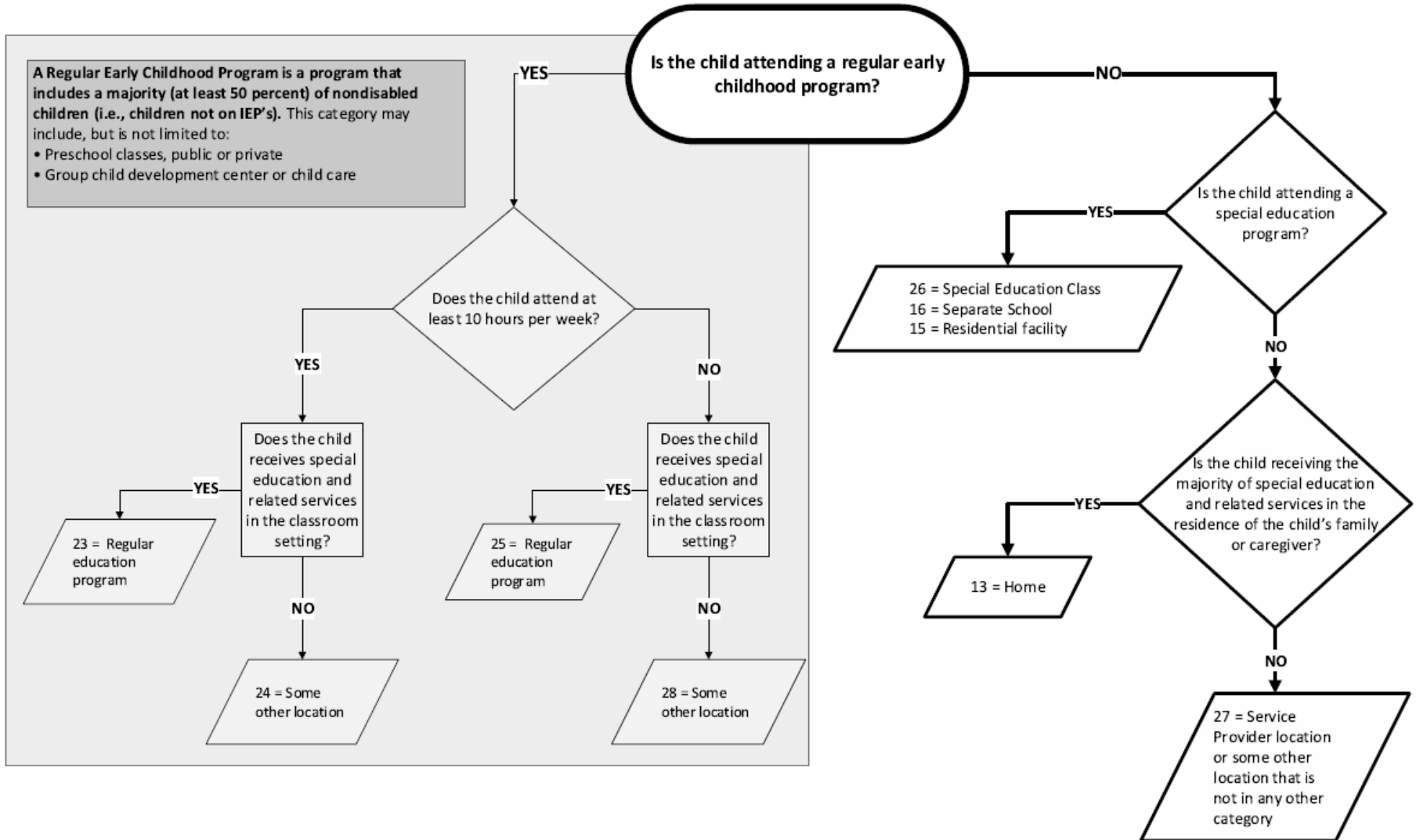
Code	Name	Short Description	Full Description
1	**Regular Class**	Inside the regular class 80% or more of the day	Students who spend 80% or more of the school day inside the regular classroom (outside the regular classroom less than 21% of the day). **Examples:** regular class with special education/related services provided within regular classes; regular class with special education/related services provided outside regular classes; or regular class with special education services provided in resource room.
2	**Part-time Special Education**	Inside the regular class between 40% and 79% of the day	Students who spend no more than 79% and no less than 40% of the school day inside the regular classroom (outside the regular classroom for at least 21% but no more than 60% of the day). **Examples:** resource room with special education/related services provided within the resource room; or resource room with part-time instruction in a regular class. Do not include students who are reported as receiving education programs in public or private separate day schools or residential facilities.
3	**Full-time Special Education**	Inside the regular class less than 40% of the day	Students who spend less than 40% of the school day inside the regular classroom (outside the regular classroom for more than 60% of the day). **Examples:** self-contained special classroom with part-time instruction in a regular class; or self-contained special classroom 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 day schools or residential facilities.
21	**Separate Day School (public/ private)**	Separate day school	Students who receive special education and related services at public expense for greater than 50% of the school day in a public or private day school that is not part of a Montana public school district.

22	**Residential Facility (public/ private)**	Residential Facility	Students who receive education programs and <u>live in</u> public or 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 public or private residential facilities. **Examples:** public and private residential schools for students with disabilities (Montana School for the Deaf and Blind); or public and private residential schools for students with disabilities for greater than 50% of the day and separate day schools or regular school buildings for the remainder of the school day. <u>Do not include students who do not live at the facility</u>.
8	**Homebound/Hospitals**	Homebound/Hospital	Students who receive education programs in homebound/hospital environments, including students with disabilities placed in and receiving special education and related services in hospital programs or homebound programs. <u>Do not include students with disabilities whose parents have opted to home-school them and who receive special education at public expense</u>.
9	**Correctional Facilities**	Correctional Facility	Students who receive special education in correctional facilities. This is intended to be a count of all students receiving special education in short-term detention facilities (community-based or residential), or correctional facilities.
10	**Private Schools (parentally placed)**	Parentally placed in private schools	Students 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 local educational agency or intermediate educational unit under a services plan. Include students whose parents chose to home-school them, but who receive special education and related services at the public expense. <u>Do not include students who are placed in private schools by a public school district</u>.

Decision Tree for Coding Educational Environments

Is the child attending a regular early childhood program?

A Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEP's). This category may include, but is not limited to:
• Preschool classes, public or private
• Group child development center or child care

— YES →

Does the child attend at least 10 hours per week?

YES — Does the child receives special education and related services in the classroom setting?

YES → 23 = Regular education program

NO → 24 = Some other location

NO — Does the child receives special education and related services in the classroom setting?

YES → 25 = Regular education program

NO → 28 = Some other location

— NO →

Is the child attending a special education program?

YES →
26 = Special Education Class
16 = Separate School
15 = Residential facility

NO →

Is the child receiving the majority of special education and related services in the residence of the child's family or caregiver?

YES → 13 = Home

NO → 27 = Service Provider location or some other location that is not in any other category

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A Special Education Classroom includes a majority (at least 50%) of children with disabilities (i.e., children on IEPs). This category may include, but is not limited to programs in:
• Regular school buildings
• Trailers, Portables
• Child care facilities
• Hospital facilities – out patient
• Other community based settings
Separate school designed for children with disabilities.
Residential school or medical facility, inpatient