

## SFY2023 Child Count Data Verification



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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. In order 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 is provided as the avenue for districts to submit their special education information to the OPI. The application opens mid-September so districts can begin reviewing their list of special education students; however, lists cannot be finalized and submitted until Child Count day. The application closes the first Friday in November.

### **Important Dates**

- Child Count day- Child Count day is the first Monday in October. This year the first Monday falls on October 3, 2022.
- Data Submission Deadline- The deadline for submitting the Child Count list is November 4, 2022. The four weeks between Child Count day and the data submission deadline allow time for data "clean-up" to ensure a correct Child Count list is submitted.

### **Student Age Range**

Students ages 3-21 are included on Child Count.

### **Who Must Report Count Data**

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

### **Who to Contact with Questions**

For questions, contact:

- Anne Rainey (406-444-4430 or [arainey@mt.gov](mailto:arainey@mt.gov))

### **Criteria for Students to be Included on Child Count**

To be included on Child Count students must:

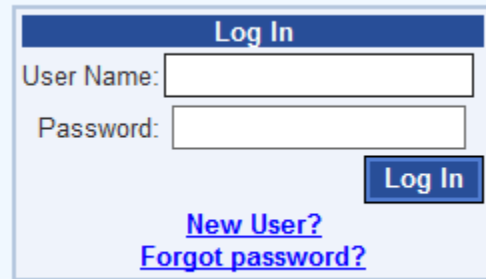
- be enrolled on Child Count day
- be ages 3-21
- have a completed IEP in AIM that is dated prior to Child Count day
- have a completed ER in AIM that is dated prior to Child Count day
- have a Setting of Service in AIM
- be in receipt of special education services

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

## Reporting Special Education Students in the Child Count Data Verification Application

### Logging In

Click on the link below or on the link in the e-mail you received and the Log In box will appear.

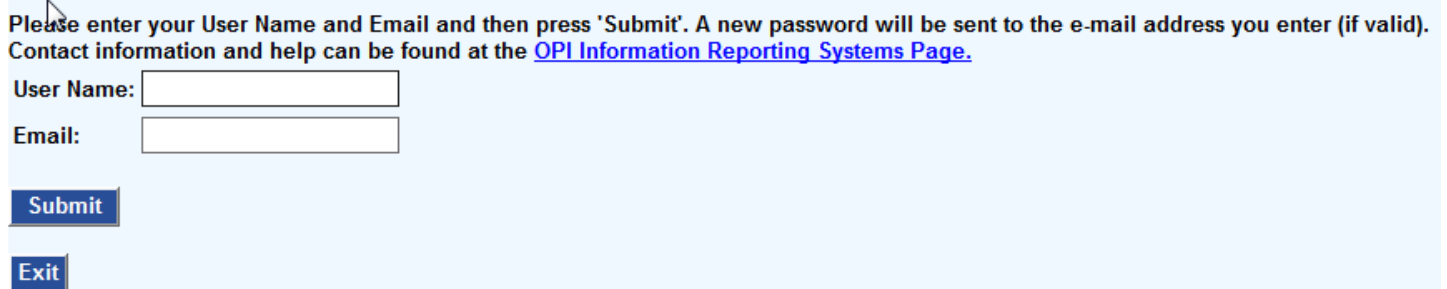
A screenshot of a web application's login interface. At the top, there is a blue header bar with the text "Log In" in white. Below the header, there are two input fields: "User Name:" followed by a white text box, and "Password:" followed by a white text box. To the right of the password field is a blue button with the text "Log In" in white. Below the password field, there are two blue hyperlinks: "New User?" and "Forgot password?".

<https://apps.opi.mt.gov/SPEDApplicationsPortal/frmLogin.aspx>

### User Name and Password

Your user name is generally the first letter of your first name and your entire last name. If you were an assigned user for Child Count last year, your user name will be the same. If you don't remember your password, click "Forgot password?" If this is your first time to log in click "New User?"

After you click either "Forgot password?" or "New User?" the box below will open.

A screenshot of a web application's password reset form. At the top, there is a blue header bar with the text "Log In" in white. Below the header, there is a blue box containing the following text: "Please enter your User Name and Email and then press 'Submit'. A new password will be sent to the e-mail address you enter (if valid). Contact information and help can be found at the [OPI Information Reporting Systems Page.](#)" Below this text are two input fields: "User Name:" followed by a white text box, and "Email:" followed by a white text box. Below the email field is a blue button with the text "Submit" in white. Below the "Submit" button is another blue button with the text "Exit" in white.

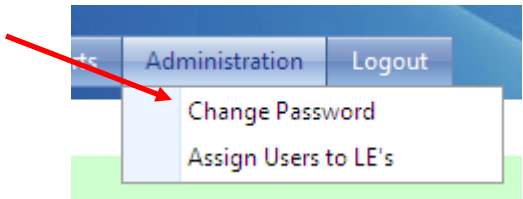
Enter your User Name (generally the first letter of your first name and your entire last name) and Email and click "Submit." Next click "Exit" and the Log In box will reappear. Locate the password the system e-mailed and **copy and paste** it into the password area.

### Changing Your Password

After receiving your password, you have three options:

- Change your password to something you will remember
- Keep the e-mail with the password
- Click on the "Forgot your password?" link every time you log in

Once you have logged in you may change your password by selecting "Change Password" in the drop-down under Administration on the navigation bar. Enter into Old Password the password that was e-mailed to you and then enter a new password two times. Finally, click the "Change Password" button.

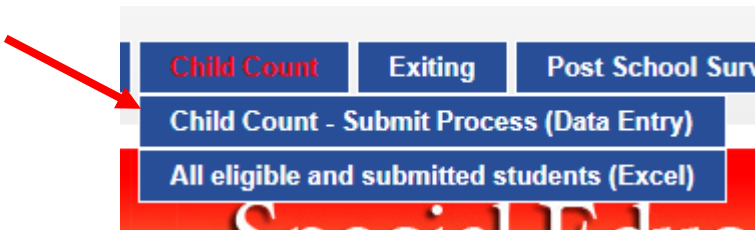
A screenshot of a 'Change Your Password' form. It has three input fields: 'Old Password:', 'New Password:', and 'Confirm New Password:'. Below the fields is a blue button labeled 'Change Password'. A red arrow points from the top right towards the 'Old Password' field. Below the button, there is a note: 'The new password must have a minimum of 8 characters using a combination of uppercase and lowercase letters, and numbers'.

### Home Page

When you log in, the Home Page will appear. To read a general overview of the Child Count Data Verification click on the Child Count tab.

A screenshot of the Home Page. At the top, there are four tabs: 'General', 'Child Count', 'Exiting', and 'Post School Survey'. The 'Child Count' tab is selected. Below the tabs, there is a paragraph of text: 'The Special Education Child Count Data Verification is a count of students who are receiving special education services and who have proper documentation in AIM, including an ER with an eligible disability, a Setting of Service and an IEP active on the first Monday of October.' Below that is another paragraph: 'This application allows you to verify and validate the information that is imported from AIM. If corrections need to be made, please do this in a way that updates both your source student information system (e.g., PowerSchool and SchoolMaster, etc.) and AIM and then reimport your data.'

### Verifying and Submitting Data



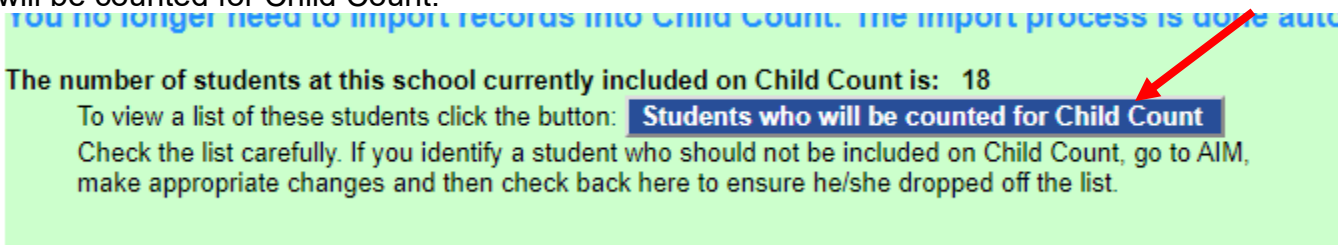
On the blue navigation bar near the top of the page find the Child Count tab and select “Child Count – Submit Process (Data Entry).”

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

A screenshot of a data entry form. It has two dropdown menus: 'Select the District:' and 'Select the School:'. The 'Select the District:' dropdown is set to 'Absarokee Elem - 0861' and has a red arrow pointing to it. The 'Select the School:' dropdown is set to 'Absarokee 6-8 - 1775'. To the right of the first dropdown is a blue button labeled 'Show school progress'. To the right of the second dropdown is a blue button labeled 'Submit School'.

## Verifying the Child Count List

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



A spreadsheet will open. This is your Child Count list. On the list are the students who have the proper information in AIM to be included on Child Count. See below.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
LE	SC	State ID	Name	Birthdate	Age	Gender	Race	Lep	SpEd Setting	AU	DE	DD	ED	OI	TB	LD	CD	DB	HI	OH
0861	1775	xxxxxxxx	XXXX XXXXXXXX	x/x/xxxx	13	M	WH7		01							X				
0861	1775	xxxxxxxx	XXXX XXXXXXXX	x/x/xxxx	13	F	WH7		02							X				
0861	1775	xxxxxxxx	XXXX XXXXXXXX	x/x/xxxx	12	M	WH7		02							X				
0861	1775	xxxxxxxx	XXXX XXXXXXXX	x/x/xxxx	13	M	WH7		01							X				
0861	1775	xxxxxxxx	XXXX XXXXXXXX	x/x/xxxx	13	M	HI7		01							X				
0861	1775	xxxxxxxx	XXXX XXXXXXXX	x/x/xxxx	13	M	WH7		02				X							
0861	1775	xxxxxxxx	XXXX XXXXXXXX	x/x/xxxx	14	F	WH7		03							X				
0861	1775	xxxxxxxx	XXXX XXXXXXXX	x/x/xxxx	13	M	WH7		02							X				
0861	1775	xxxxxxxx	XXXX XXXXXXXX	x/x/xxxx	14	M	HI7		02							X				
0861	1775	xxxxxxxx	XXXX XXXXXXXX	x/x/xxxx	13	M	AM7		02	X										

### Review the list carefully.

- Identify students who are on the list but should not be. For instance, a student may have exited special education prior to Child Count day but is appearing on the list because an Exit Date and Exit Reason were not entered on the Enrollment tab in AIM.
- Identify students who are not on the list but should be. If a student’s AIM information is not complete or correct the student will not appear on the list. For instance, a student’s IEP in AIM may be unlocked.
- Review Setting of Service. Detailed information about correct Setting of Service may be found in Appendices 3 and 4.
- 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 AIM. After the changes are made, they will appear in the Child Count application within about 30 minutes. To review the list again, repeat the steps above. Please note: Make changes both in AIM and in your district student information system (e.g., Power School or Schoolmaster) if you are using a different system than Infinite Campus (AIM).

## Verifying Students with Incomplete Data

Click the button “Students with Incomplete Data.”

The number of students with incomplete data who may need to be included on Child Count is: 10  
These are students who may need to be included on Child Count, but inadequate information in AIM is preventing them from appearing on the Child Count list. To view a list of these students click the button: **Students with Incomplete Data**  
PLEASE NOTE: These students may not meet Child Count criteria and, therefore, do not have to be included on the Child Count list. However, if you determine a student on the list meets Child Count criteria, go to AIM, make appropriate changes and then click "Import Students" again. The student will appear on the Child Count list. If the student does not meet the criteria for Child Count, he/she will remain on this list.

Review the list carefully. The spreadsheet that opens contains a list of students who *may* meet criteria for Child Count and, therefore, should be on the Child Count list. These students may need AIM information corrected or completed (see Required AIM Information on page 11) in order to appear on the list. 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. **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.**

If you determine a student on this list should be on Child Count, make changes in AIM and refresh the data by clicking “Import Students.” Next, again click “Students currently included on Child Count” and ensure the student appears on the list.

### IMPORTANT NOTES:

- The students on the “Students with Incomplete Data” list **do not** have to be included on the Child Count list.
- If there are no students enrolled for school year 2020-2021 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.

## Submitting Child Count

The Submit buttons are disabled until October 4. The official Child Count date is October 4 so data may not be submitted prior to that date. By clicking “Submit” you are verifying the list is correct. At this point the list is “frozen” and becomes the official Child Count list. No other changes can be made unless the OPI is contacted.

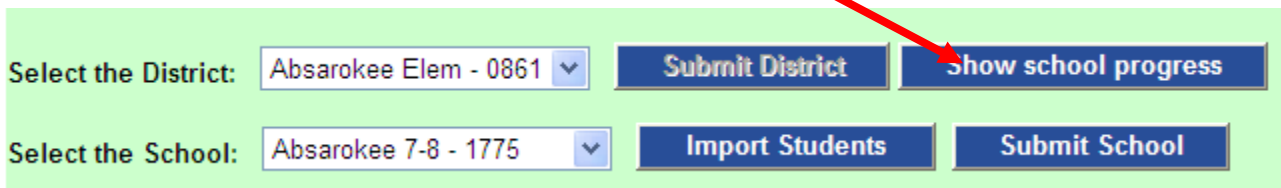
## Submitting School

Once you are confident the Child Count list is correct for this school, click “Submit School.”

Select the District: Absarokee Elem - 0861 **Submit District** **Show school progress**  
Select the School: Absarokee 7-8 - 1775 **Import Students** **Submit School**  
The number of students who will be counted at this school is: 1  
The number of students who have issues on AIM records preventing them from being counted: 6

### Checking Submission Status

To see whether schools in a district have submitted, click “Show School Progress.”

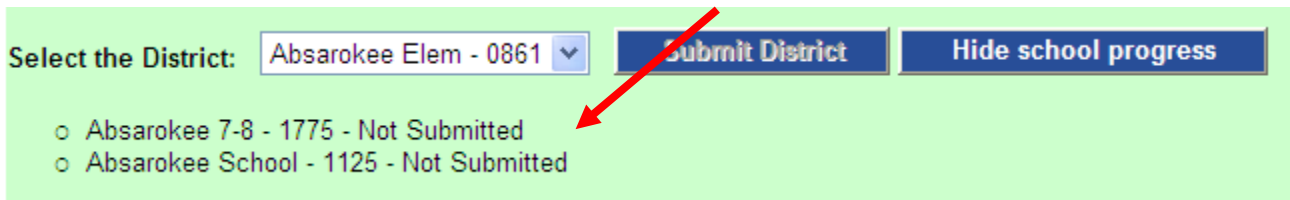


Select the District: Absarokee Elem - 0861

Select the School: Absarokee 7-8 - 1775

A red arrow points to the "Show school progress" button.

A complete list of schools in the district appears along with their status--whether Submitted or Not Submitted. See below.



Select the District: Absarokee Elem - 0861

- Absarokee 7-8 - 1775 - Not Submitted
- Absarokee School - 1125 - Not Submitted

A red arrow points to the first school entry in the list.

### Submitting District

When you are certain all schools have submitted correct information, click “Submit District.” At this point no further changes can be made unless you contact the OPI.



## **Making Corrections to a Student's Data in 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 AIM Specialist in your district.

### ***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 tab 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. Click on the State Reported Data Tab.
3. Click 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. Click "save" at the top of the page.

### ***AIM and the District Student Information System***

Make changes in AIM and in your district student information system (e.g., Power School or Schoolmaster) if you are using a different system than AIM.

## **Administration, Help and Logout**



The drop-down box under the Administration tab allows you to change your password. When you click the Logout tab, you will immediately be logged out and then given the opportunity to log back in.

## Appendices

### ***Appendix 1- Required AIM Information***

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

1. Setting of Service- Setting of Service is found on the State Reported Data tab in the Special Education module of AIM. Setting of 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 dated prior to 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 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 dated prior to Child Count day. If there is no IEP in 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**

<b>AM7</b>	<b>American Indian or Alaskan Native</b>	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.
<b>AS7</b>	<b>Asian</b>	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.
<b>BL7</b>	<b>Black or African American</b>	A person having origins in any of the Black racial groups of Africa.
<b>HI7</b>	<b>Hispanic/Latino</b>	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.
<b>PI7</b>	<b>Native Hawaiian or Other Pacific Islander</b>	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
<b>WH7</b>	<b>White</b>	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

**Appendix 3- Disability Categories**

<b>AU</b>	Autism	<b>LD</b>	Learning Disability
<b>CD</b>	Cognitive Delay	<b>OH</b>	Other Health Impairment
<b>DB</b>	Deaf-Blindness	<b>OI</b>	Orthopedic Impairment
<b>DD</b>	Developmental Delay	<b>SL</b>	Speech/Language Impairment
<b>DE</b>	Deafness	<b>TB</b>	Traumatic Brain Injury
<b>ED</b>	Emotional Disturbance	<b>VI</b>	Visual Impairment
<b>HI</b>	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 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	<b>Regular Class</b>	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). <b>Examples:</b> 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	<b>Part-time Special Education</b>	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). <b>Examples:</b> resource room with special education/related services provided within the resource room; or resource room with part-time instruction in a regular class. <u>Do not include students who are reported as receiving education programs in public or private separate day schools or residential facilities.</u>

3	<b>Full-time Special Education</b>	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). <b>Examples:</b> 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. <u>Do not include students who are reported as receiving education programs in public or private separate day schools or residential facilities.</u>
21	<b>Separate Day School (public/ private)</b>	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	<b>Residential Facility (public/ private)</b>	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. <b>Examples:</b> 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	<b>Homebound/Hospitals</b>	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	<b>Correctional Facilities</b>	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	<b>Private Schools (parentally placed)</b>	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?

YES

NO

If YES, determine the following:  
How many hours does the child attend a regular early childhood program?

If NO, determine the following:  
Is the child attending a special education program?

At least 10 hours per week

Less than 10 hours per week

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

If NO,  
Is the child receiving the majority of special education and related services in the residence of the child's family or caregiver?

If at least 10 hours per week:  
Where does the child receive the majority of hours of special education and related services?  
23 = In the regular education program  
24 = In some other location.

If less than 10 hours per week:  
Where does the child receive the majority of hours of special education and related services?  
25 = In the regular education program  
28 = In some other location

**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

If YES,  
13 = Home

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

**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

