# **Specifications for Completing the December 1 Child Count Collection**

**2023-2024**

***Revised September 2023***

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**Office of Special Education Data**

**Department of Special Populations**

**Division of School Quality, Instruction and Performance**

## General Information

The December 1 Special Education Child Count Collection collects information required to meet federal reporting requirements under the *Individuals with Disabilities Education Act* (IDEA) and information required for certain elements of the Standards of Quality (SOQ) state funding calculation. The December 1 Special Education Child Count Collection is a “snapshot” of students receiving special education services on December 1 each year. A student **must meet all three of the criteria** listed below to be included in the count:

1. Have a current evaluation or reevaluation;
2. Have a valid Individualized Education Program (IEP) or Individual Services Plan (ISP) on December 1; and
3. Be receiving special education and related services on December 1.

Individual Student Records must be submitted for the following:

* Full-time and part-time students served in the division for each student with an active IEP on December 1 of the current school year
* Students placed in other divisions
* Students placed in private schools (day or residential)
* Students placed in regional centers
* Students receiving special education services in local or regional jails
* Preschool-aged students served in community-based programs

The State School for the Deaf and Blind, the Department of Juvenile Justice (DJJ), the Department of Corrections, and State Operated Programs (SOPs) each submit individual student records for students in these facilities.

## Data Submission Information

### Records to be Submitted

* The division must submit data for all students for whom they are legally responsible.
* The division must submit data for all students served by the division, even if the division is not legally responsible for those students. This submitting requirement is consistent with the [Student Record Collection (SRC) submitting requirements](https://www.doe.virginia.gov/data-policy-funding/data-reports/data-collection/student-record-collection/student-records-code-values).

### Maintain Data

* Maintain the data within the division.
* Use the File Layout to assemble a tab-delimited file with individual student data.

### Submit Data

* Log in to the [Single Sign-On for Web Systems (SSWS)](https://p1pe.doe.virginia.gov/ssws/login_page.do) portal.
* Upload the tab-delimited file of student records for the December 1 Child Count Collection.

### Check SSWS for Pass/Fail Notifications

* The status of the submitted student records file can be found on the Status Tracking page of the SSWS portal.
	+ Once the December 1 Child Count data are processed, a color-coded notification table on the Submit Data page will indicate whether the uploaded file passed or failed the validation checkpoints.
* Any FAILED validation requires correction and resubmission.
* Each WARNING must be reviewed and checked for accuracy. Warnings determined to be incorrect require correction and resubmission.

### View or Download the Data Edits from SSWS

* After the uploaded file of Student Record data passes the five validation checkpoints, the data elements for each record will be validated.
* Two types of errors could be generated.
	+ Fatal errors consist of erroneous data for the required elements
	+ Warnings consist of questionable data for optional elements.
* Unless a Successful Upload Status is received in the Status Tracking table, all fatal errors must be corrected and the data resubmitted.

### Unsuccessful Submission

* If the submission is failed/unsuccessful, the division will be able to see two types of fatal errors in the Status Tracking table:
	1. Individual student records with the error for that record
	2. Total number by fatal error type
* All fatal errors must be corrected and the file must be resubmitted.

### Successful Submission

* After a successful submission, the division must carefully review the following two Certification Reports from SSWS:
1. Child Count Certification Report
2. Child Count Financial Verification
* If inaccurate, the tab-delimited file of student record data must be corrected and resubmitted.

After reviewing and determining the data reported are accurate, the Parentally-placed information, which includes parentally-placed home-schooled students, must be completed and sent to the division superintendent/designee who must electronically approve the certification report through the Superintendent Data Collection Approvals (SDCA) Application through the SSWS portal.

### Resubmission of Child Count Data

If the school division needs to resubmit data on or after the posted date, the division’s superintendent must send an email addressed to Dr. Samantha Hollins, Assistant Superintendent, Department of Special Populations at Samantha.Hollins@doe.virginia.gov and copied to spedprogramdata@doe.virginia.gov. Include the following information:

* Subject: Request for resubmission of child count data
* Reason(s) for the resubmission request
* Statement of the detailed changes to be made including specific data elements
* The school division’s plan to ensure accurate future submissions

The office will contact the division’s special education director to schedule the resubmission. Only the specifically requested changes can be made; any additional changes will require a new resubmission request and subsequent approval from our office. Prior to a resubmission, **the school division making the request must notify any impacted division(s)** as this might require a resubmission on their part. If an impacted division needs to resubmit as a result, that division must follow the same resubmission procedures outlined in this memo. In addition, any resubmitting divisions must review the revised child count and financial reports then submit a new certification report, electronically approved by the division’s superintendent within two days after the successful resubmission. Submissions made after the child count window officially closes for the collection year may impact the division’s local determination rubric for timely and accurate data submission.

## Data Elements and Descriptions

### State Testing Identifier (2)

Format: Numeric

Maximum Length: 10

The State Testing Identifier (STI) is a ten-digit numeric field and cannot begin with zero or contain repetitive sequences such as 111, or 222, etc. The STI will be the unique number provided by STI Management to uniquely identify the student within the state.

Edit Checks for Valid State Testing Identifier

* One record per student per school.
* The STI must be a valid STI-assigned number.

### Unique Local Student Identifier (3)

Format: Alphanumeric

Maximum Length: 12

The Unique Local Student Identifier is locally assigned to uniquely identify the student within the division. The code must consist of numbers 0-9 and alpha characters A-Z and should not include any special characters (e.g., dashes, slashes).

### Responsible Division Number (4)

Format: Numeric

Maximum Length: 3

The Responsible Division Number is a three-digit, state-assigned number where the student resides, or where the student attends a school through open enrollment, or where the student attends due to tuition being waived, or any student with a disability for whom the division is legally responsible for providing a Free Appropriate Public Education (FAPE).

**Codes for Responsible Division Number**

Refer to the list of [Division/School Codes](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.virginia.gov%2Fhome%2Fshowpublisheddocument%2F2366%2F637992733330870000&wdOrigin=BROWSELINK).

**Edit checks for valid Responsible Division Number**

* Valid three-digit, state-assigned division number.
* Division number must be less than or equal to 218, or equal to 917 or 888.

**Notes:**

* In general, the Serving Division **reports** all the students served in their schools.
* Only divisions whose number is less than or equal to 218, or equal to 917, will submit a report to VDOE.
* If the Serving Division number is greater than 218, or not equal to 917, the Responsible Division must report the records of those students.
* When a student is reported in the Student Intensive Support Needs Application (SISNA), the Responsible Division reports the student.

### Responsible School Number (5)

Format: Numeric

Maximum Length: 4

The Responsible School number is a four-digit, state-assigned number for the school where the student resides, or where the student attends through open enrollment, or where the student’s tuition is being waived.

The record(s) of the student who is enrolled for part of a day at a Governor’s School; local alternative education centers; regional special education centers; regional career and technical education centers; STEM (science, technology, engineering, and mathematics) academies; or other type of regional centers/schools should have the school, or center, where the student spends the majority of the day listed as the Serving Division and Serving School/Center.

**Codes for Responsible School Number**

Refer to the list of [Division/School Codes](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.virginia.gov%2Fhome%2Fshowpublisheddocument%2F2366%2F637992733330870000&wdOrigin=BROWSELINK).

**Edit checks for Responsible School Number**

* Must be a valid school code within the Responsible Division.
* Valid four-digit, state-assigned school number.

**Notes:**

* The Responsible School should be the zoned school based on the student’s address for any students served in a community prekindergarten (PK) school.
* If a student is served outside of his/her Responsible School, the Serving Division and School must reflect appropriate center.
* A Tuition Code is necessary if Serving Division is not in your local educational
agency (LEA).
* If the Serving Division is an LEA, the Serving Division reports the student; otherwise, the Responsible Division reports the student.

### Serving Division Number (6)

Format: Numeric

Maximum Length: 4

The Serving Division Number is a three- or four-digit, state-assigned number used to identify the division, agency, or regional program that provides services to the student.

**Codes for Serving Division Number**

Refer to the list of [Division/School Codes](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.virginia.gov%2Fhome%2Fshowpublisheddocument%2F2366%2F637992733330870000&wdOrigin=BROWSELINK).

Edit checks for valid Serving Division Code

* Valid three- or four-digit, state-assigned division number
* Must be numeric.

Notes:

* In general, the Serving Division **reports** all the students served in their schools.
* Only divisions whose number is less than or equal to 218, or equal to 917, will submit a report to VDOE.
* If the Serving Division number is greater than 218 or not equal to 917, the Responsible Division must report the records of those students.

### Serving School/Center Number (7)

Format: Numeric

Maximum Length: 4

The Serving School/Center Number is a four-digit, state-assigned number used to identify the school, center, program, or placement that provides services to the student. The record(s) of the student who is enrolled for part of a day at a Governor’s School; local alternative education centers; regional special education centers; regional career and technical education centers; STEM (science, technology, engineering, and mathematics) academies; or other type of regional center or school should have the school, or center, where the student spends the majority of the day listed as the Serving Division and Serving School/Center.

**Codes for Serving School/Center:**

Refer to the list of [Division/School Codes](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.virginia.gov%2Fhome%2Fshowpublisheddocument%2F2366%2F637992733330870000&wdOrigin=BROWSELINK).

Additional Serving School/Center codes for non-school settings include:

| **Code** | **Description** |
| --- | --- |
| 9990 | Community PK school (for PK students in community Head Start programs as well as for students in the Virginia Preschool Initiative (VPI) program but not served in the division’s schools) |
| 9991 | Home Educational Services (instruction provided at the discretion of the LEA in the home setting as a result of a disciplinary action or other administrative decision unrelated to an IEP; does not include “Homebound instruction” as defined in 8VAC20-131-5 or “Homebased instruction” as defined in 8VAC20-81-10) |
| 9997 | Incarceration in a local or regional jail |
| 9998 | Homebound services is academic instruction provided to students who are confined at home, or in a health care facility, for periods of time that prevent normal school attendance based upon certification of need by a licensed physician or a licensed clinical psychologist |
| 9999 | Homebased services that are delivered in the home setting (or other agreed upon setting) in accordance with the child’s IEP |

**Edit checks for valid Serving School/Center Code**

* Must be numeric.
* Must be a valid institution within the Serving Division, region, or private schools.

**Notes:**

* If a student is served outside of his/her Responsible School, the Serving Division and School must reflect the appropriate center.
* A Tuition Code is necessary if Serving Division is not in your LEA.
* If the Serving Division is an LEA, the Serving Division reports the student; otherwise, the Responsible Division reports the student.

### Active Status Code (8) (Refer to [SRC Data Elements](https://www.doe.virginia.gov/data-policy-funding/data-reports/data-collection/student-record-collection) for more information)

**Format:** Alpha

**Maximum Length:** 1

The Active Status Code is used to indicate the status of the student as of the snapshot date (December 1). Every student reported in the December 1 Child Count Collection must have an active status of A, N, or V.

Codes for Active Status

| **Code** | **Description** |
| --- | --- |
| A | Active - for students receiving special education services (other than in a full-time virtual program) on December 1 |
| N | Not Enrolled - used if tuition for a summer regional program is being claimed but the student is not receiving special education services on December 1 and does not have any other days of membership during the current school year |
| V | Virtual - for students who are actively enrolled in full-time virtual programs |

Edit checks for valid Active Status

* A, N, or V is required for December 1 collection.
* Blanks are not permitted for December 1 collection.
* If the Active Status is N, then the Intensive Support Services Code cannot be null.

### Entry Code (9)

Format: Alphanumeric

Maximum Length: 4

The Entry Code identifiesthe process by which the student first entered the school during a given school year. For each school year, the original entries are those students entering any public school for the first time during that year. (Refer to all codes for required E0xx, E1xx, or E2xx.) Re-entries are, for each school year, those students received from another classroom in the same school, or from another public school in the state. In every case, these students have already been coded as Original Entries for each school year in some public school in the state.

Codes for Entry Code

For questions specific to state-approved Entry Codes, please refer to the [Student Record Collection (SRC)](https://www.doe.virginia.gov/data-policy-funding/data-reports/data-collection/student-record-collection) guidance document. Listed below are the state-approved [Entry Codes](https://www.doe.virginia.gov/data-policy-funding/data-reports/data-collection/student-record-collection/student-records-code-values).

| Code | Description |
| --- | --- |
| E099 | Entry into an Individualized Student Alternative Education Program |
| E104 | Transfer from a private, non-religiously-affiliated school in the same local educational agency (LEA) |
| E105 | Transfer from a private, non-religiously-affiliated school in a different LEA in the same state |
| E106 | Transfer from a private, non-religiously-affiliated school in a different state |
| E107 | Transfer from a private, religiously-affiliated school in the same LEA |
| E108 | Transfer from a private, religiously-affiliated school in a different LEA in the same state |
| E109 | Transfer from a private, religiously-affiliated school in a different state |
| E111 | Transfer from a state-operated institution |
| E112 | Original entry of a DJJ student into a juvenile detention facility. (***For State Operated Programs use only)*** |
| E113 | Transfer from home schooling |
| E119 | Original entry into a United States school |
| E120 | Original entry into a United States school from a foreign country with no interruption in schooling |
| E121 | Original entry into a United States school from a foreign country with an interruption in schooling |
| E203 | Transfer from a public school in a different state |
| E204 | Student was enrolled in a public school in another state before October 1 and then reenrolled in a Virginia public school after October 1 |
| R099 | Entry into an Individualized Student Alternative Education Program |
| R111 | Re-entry from a state-operated institution |
| R112 | Re-entry of a DJJ student into a juvenile detention facility. (***For State Operated Programs use only)*** |
| R115 | Re-entry from the same school with no interruption of schooling |
| R201 | Transfer from a public school in the same LEA |
| R212 | Transfer from a charter school in the same LEA |
| R214 | Matriculation from another school within the same LEA |
| R216 | Re-entry from Homebound instruction |
| R217 | Re-entry into Homebound education within the same LEA |
| R218 | Re-entry into a school from home-based education |
| R219 | Re-entry into home-based education within the same LEA |
| R298 | Re-entry into a school from an Individualized Student Alternative Education Program |
| R302 | Transfer from a public school in a different LEA in the same state |
| R312 | Transfer from a charter school in a different LEA in the same state |
| R402 | Reserved for local use. Do not report on the Student Record Collection |
| R403 | Reserved for local use. Do not report on the Student Record Collection |
| R415 | Re-entry into original school after transferring out of Virginia public education |
| R416 | Re-entry into a different school after transferring out of Virginia public education |
| R417 | Re-entry after a voluntary withdraw |
| R418 | Re-entry after an involuntary withdraw |

Edit checks for a valid Entry Code

* A valid, state-assigned code reflecting the student’s FIRST entrance into the Serving School/Center is required.
* If the Active Status Code is N, the Entry Code may be blank.

### Entry Date (10)

Format: Date

Maximum Length: 10

The Entry Date will be the actual date associated with the Entry Code that represents the student’s first day of enrollment in the Reporting School for the school year. (The Reporting School is the school within the division that is submitting the record.)

For questions specific to Entry Date and state-approved Entry Codes, please refer to the [Student Record Collection (SRC)](https://www.doe.virginia.gov/data-policy-funding/data-reports/data-collection/student-record-collection/student-records-code-values) guidance document.

### Gender Code (14)

Format: Alpha

Maximum Length: 1

The Gender Code identifiesthe student’s gender.

**Codes for Gender**

| **Code** | **Description** |
| --- | --- |
| F | Female |
| M | Male |
| A | Other |

Edit checks for Gender Code

* Valid Gender Code

**Notes**:

* Non-Binary is retired as of June 3, 2023
* Other (A) is effective as of July 1, 2023

### Birth Date (15)

Format: Date

Maximum Length: 10

The Birth Date is the month, day, and year on which the student was born.

Edit checks for valid Birth Date

* MM/DD/YYYY (including slashes).
* Birth date is before current date and cannot be a future date.
* Birth date must be within the range of 0-22+ years.

### Grade Level Code (16)

Format: Alphanumeric

Maximum Length: 2

The Grade Level Code identifies the grade level at which the student receives services in a school, or an educational institution, during a given academic session. For questions specific to Grade Level Codes, please refer to the [Student Record Collection (SRC)](https://www.doe.virginia.gov/data-policy-funding/data-reports/data-collection/student-record-collection/student-records-code-values) guidance document.

**Codes for Grade Level**

| **Code** | **Description** |
| --- | --- |
| PK | Prekindergarten |
| JK | Junior Kindergarten |
| KA | Half-Day Kindergarten – AM |
| KP | Half-Day Kindergarten – PM |
| KG | Kindergarten |
| T1 | Transitional First Grade |
| 01 | Grade 1 |
| 02 | Grade 2 |
| 03 | Grade 3 |
| 04 | Grade 4 |
| 05 | Grade 5 |
| 06 | Grade 6 |
| 07 | Grade 7 |
| 08 | Grade 8 |
| 09 | Grade 9 |
| 10 | Grade 10 |
| 11 | Grade 11 |
| 12 | Grade 12 |

Edit checks for valid Grade Level Code

* + Valid Grade Level Code within the low/high grade range of the Responsible School/Center and the Serving School/Center.

### Primary Disability Code (18)

Format: Alphanumeric

Maximum Length: 3

The Primary Disability Code identifies the primary disability type for the student who is eligible for services under the *Individuals with Disabilities Education Act* (IDEA) and who has an Individualized Education Program (IEP).

Codes for Primary Disability:

The state-approved Disability Codes are listed below. The *numeric code* must be used for this element.

| **Code** | **Description** |
| --- | --- |
| 3 | MD – Multiple Disabilities |
| 4 | OI – Orthopedic Impairment |
| 5 | VI – Visual Impairment |
| 6 | HI – Hearing Impairment |
| 7 | SLD – Specific Learning Disability |
| 8 | ED – Emotional Disturbance |
| 9 | SLI – Speech Language Impairment |
| 10 | OHI – Other Health Impairment |
| 12 | DB – Deaf-Blindness |
| 13 | AUT – Autism |
| 14 | TBI – Traumatic Brain Injury |
| 16 | DD – Developmental Delay |
| 19 | ID – Intellectual Disabilities |

Edit checks for valid Primary Disability Codes

* A valid numeric Disability Code.
* Cannot be blank for December 1 Child Count.
* Required if Serving Division Code is 600 (Special Education Private School).
* If Primary Disability Code is 16 (Developmental Delay), then the student must be less than seven years of age as of December 1.

### Disadvantaged Status Flag (20)

**Format:** Alpha

**Maximum Length:** 1

Identifies a student as economically disadvantaged if the student (1) is eligible for free/reduced meals, (2) receives Temporary Assistance for Needy Families (TANF), or (3) is eligible for Medicaid.

**Codes for Disadvantaged Status Flag**

| **Code** | **Description** |
| --- | --- |
| Y | Student is identified as Disadvantaged |
| N | Student is not identified as Disadvantaged |

**Edit checks for valid Disadvantaged Status Flag**

* Y or N required

**Notes:**

* SRC edit for Initial Nighttime Residency Code does not apply for the December 1 Child Count.

### Tuition Paid Code (48)

Format: Numeric

Maximum Length: 2

The Tuition Paid Code identifies that tuition is paid/received for the student, which is equivalent to the full net local-per-pupil cost.

**Codes for Tuition Paid Code**

| Code | Description |
| --- | --- |
| 2 | Paid tuition to a State-Supported Institution |
| 3 | Paid tuition to a Private Institution (**does not** include students funded with the *Children’s Services Act* (CSA) funds) |
| 4 | Regional Center (full-day or half-day programs: governors, career and technical education, special education, or alternative) |
| 5 | Received tuition in excess of the Serving Division’s local share from another school division in Virginia (LEA) |
| 7 | State’s share of tuition **was paid** by the CSA |
| 9 | Tuition received from an Inter-State Compact Placement agreement |
| 10 | Contiguous Out-of-State Students: with same attendance privileges |
| 11 | Contiguous Out-of-State Students: without same attendance privileges |
| 12 | Non-Contiguous State or Territory outside of the United States |
| 13 | Tuition in Excess of the Local Share Received from Contiguous Out-of-State Students: same attendance privileges |
| 15 | Tuition paid to a school outside of Virginia |
| 16 | Tuition waived; student served through Public School Choice agreement |
| 17 | Tuition waived; applicable only to Fairfax/Falls Church DJJ and Community SVCS BD students |
| 18 | Virtual program (full-day or part-day programs, Virtual Virginia (full-day), or Approved Multi-division Online Provider Program (full-day or part-day)) |
| 19 | Local Center within a Public School Division (full day or half-day programs: CTE, STEM, health, special education, or alternative) |

Edit checks for Tuition Paid Code

* Blank or a valid Tuition Paid Code.
* If not blank, the Responsible Division cannot equal Serving Division(a Tuition Paid Code is required when the Serving Division is different from the Responsible Division).
* When the Tuition Paid Code is 19, the Serving Division must be <= 207.
* When the Tuition Paid Code is 19, the Serving School must be a local center (non-membership school) unless Intensive Support Services Code is not null.

Notes:

* If an LEA pays another LEA tuition that exceeded the amount of the local share, then the serving LEA should use Tuition Paid Code 5.
* Only Tuition Paid Codes 5, 9, 10, 11, 12, or 18 can be used when the Active Status Code is V (Virtual Program).

### Foster Care Flag (72)

Format: Alpha

Maximum Length: 1

Foster care is defined as 24-hour substitute care for children placed away from their parents and for whom the agency under Title IV-E of the *Social Security Act* has placement and care responsibility. Foster care settings include, but not limited to, family foster homes, relative foster homes, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.

**Flags for Foster Care**

| **Code** | **Description** |
| --- | --- |
| N | No, the student is not in a foster care setting. |
| Y | Yes, the student is in a foster care setting. |

Edit checks for Foster Care Flag

* Must be Y or N.
* This element cannot be blank.

### Ethnic Flag (73)

Format: Alpha

Maximum Length: 1

The Ethnic Flag is used to identify if the student is Hispanic or Latino.

Codes for Ethnic Flag

| **Code** | **Description** |
| --- | --- |
| Y | Yes, student is Hispanic/Latino. |
| N | No, student is not Hispanic/Latino. |

Edit checks for Ethnic Flag

* Must be Y or N.
* This element cannot be blank.

**Notes:**

* For questions specific to Ethnic Flag, please refer to the [Student Record Collection (SRC)](https://www.doe.virginia.gov/data-policy-funding/data-reports/data-collection/student-record-collection/student-records-code-values) guidance document.

### Race Code (74)

Format: Numeric

Maximum Length: 2

The Race Code is used to identify the one or more races the student identifies with. This element cannot be blank.

Edit checks for Race Code

* Must be a valid state assigned Race Code.

**Notes:**

* For questions specific to Race Codes, please refer to the [Student Record Collection (SRC)](https://www.doe.virginia.gov/data-policy-funding/data-reports/data-collection/student-record-collection/student-records-code-values) guidance document.

### EL Services Code (76)

Format: Numeric

Maximum Length: 1

The EL Services Code is used to identify the English Learner (EL) student’s current level of participation in an EL program.

Codes for Receiving EL Services Code

| **Code** | **Description** |
| --- | --- |
| 1 | Identified as EL and receives EL Services |
| 2 | Identified as EL but has refused EL Services |
| 4 | Identified as formerly EL for each of the four years after exiting EL Services |
| 5 | Temporarily identified as EL (Presumptive EL until formally screened in person) |

Edit checks for EL Services Code

* Must be a blank or a valid state assigned code

### Special Education Student Placement Code (80)

Format: Numeric

Maximum Length: 2

The Placement Code identifies the physical location where a student receives special education and/or related services. Placement categories are mandated by federal reporting requirements and are determined by age, not grade or classroom designation. For students with more than one placement, the Placement Code reflects where the student spends the majority of the day.

Placement Reporting Categories for School-Aged Children with Disabilities (This includes children who are age five and in kindergarten.)

| **Code** | **Description** |
| --- | --- |
| 1 | **Regular Education Setting** - The student is served in the regular school building, either in a special education class or in a regular class. This is also referred to as public day school/setting.* For federal placement reporting purposes, age-appropriate community-based settings that include individuals with and without disabilities are considered regular school buildings (e.g., libraries, vocational settings, job sites, community colleges).
* Use this code for students placed by parents in private schools for educational reasons but who receive special education and/or related services through an Individual Services Plan (ISP).
* Also use this code for students placed by parents in residential facilities for non-educational reasons but for whom the school division is still responsible for providing special education and/or related services.
* Placement Code 1 includes five-year-olds enrolled in kindergarten with a KA (half-day AM), KP (half-day PM), or KG (kindergarten) grade level code on December 1.
 |
| 2 | **Public Separate School -** The student is served in a building that only serves students with disabilities. |
| 3 | **Private Day School -** The student is served in a private day program.* Use for students placed by the school division in an approved private school program (private schools for children with disabilities licensed through the Virginia Department of Education.
* Do not use this code for unilateral parent placements into private schools.
* Private day school placements are funded through the *Children’s Services Act* (CSA).
 |
| 4 | **Public Residential School -** The student is served in a state-operated program (SOP); these include mental health facilities, training centers, and local and regional detention homes, but not the hospital programs. This also includes Virginia School for the Deaf and Blind.* School divisions do not use this placement code.
* Students in SOPs are reported by the state-operated program.
 |
| 5 | **Private Residential School -** The student is served in a private residential program.* Use for students placed by the school division in a private residential school/program or students placed by a local Family Assessment and Planning Team (FAPT) through the CSA for non-educational reasons into a residential program (school divisions are still responsible for developing an IEP for these students).
* Private residential schools are funded through the CSA.
* Do not use this code for students placed by parents into residential programs for non-educational reasons.
 |
| 6 | **Home Placement -** The student receives special education services at home.* This includes Homebased and Homebound students.
 |
| 7 | **Hospital Program -** The student receives services in one of the state operated programs (SOP) hospital programs.* School divisions do not use this code.
* Students who are placed in and receiving special education and related services in hospital programs are reported by the SOP hospital programs.
 |
| 8 | **Correctional Education Program -** The student receives services in a program run by the Department of Juvenile Justice, the Department of Corrections, or in a local or regional jail.* School divisions use this code for students served in local or regional jails.
 |

Placement Reporting Categories for Non-School-Aged Children with Disabilities,
Ages 0-5 (NOT in kindergarten)

| **Code** | **Description** |
| --- | --- |
| 17 | **Regular Early Childhood Program -** A program that includes a majority *(equals 50 percent or greater)* of nondisabled children (i.e., children without an IEP). * This category may include but is not limited to:
* Head Start;
* preschool classes offered to an eligible prekindergarten population by the public school system;
* private preschools; and
* group child development center or childcare.
* Use this code for every child attending a regular early childhood program, even if the child receives special education services in other environments. A student who spends a small amount of time with nondisabled peers (e.g., snack, lunch, or recess) does not meet the definition for placement code 17.

**Note:** Additional information is required when Placement Code 17 is reported:* Time in Regular Early Childhood Setting:
* Report Yes (Y) or No (N) to identify whether the student spends ten or more hours a week in the Regular Early Childhood Setting, or less than ten hours a week in the Regular Early Childhood Setting.
* Special Education in Regular Early Childhood Setting:
* Report Y or N to identify whether the student receives the majority of their special education and related services in the Regular Early Childhood Setting.
 |
| 18 | **Special Education Classroom -** A program that includes at least 50 percent of children with disabilities. Special education classrooms include, but are not limited to:* regular school buildings;
* trailers or portables outside regular school buildings;
* childcare facilities;
* hospital facilities on an outpatient basis; and
* other community-based settings.
 |
| 19 | **Separate Special Education School -** This is a program where students receive special education services in public or private day schools designed specifically for children with disabilities.* Students who are placed by school divisions in approved private day schools are funded through the CSA.
 |
| 20 | **Special Education Residential Facilities -** A program where students receive special education in publicly or privately operated residential schools, or residential medical facilities on an inpatient basis. This also includes the Virginia School for the Deaf and the Blind.* School divisions use this code for students placed by the division in private residential programs. State operated programs use this code for students served in SOPs.
* Students who are placed by school divisions in private residential programs are funded by the CSA.
 |
| 21 | **Home Placement -** A category for students who receive themajority of their special education and related services in the principal residence of the child’s family or caregivers.* Include the children who receive special education and related services both at home and in some other location if they are receiving the majority of their services in the home. The term *caregiver* includes babysitters.
* This includes Homebased and Homebound students.
 |
| 22 | **Service Provider Location -** This category is for students who receive the majority of their special education and related services in a service provider location or some other location that is not in any other category, e.g., speech instruction provided in private clinicians’ offices, clinicians’ offices located in school buildings, or hospital facilities on an outpatient basis.* Do not use this code for students who also receive special education at home.
* Children who receive services both in a service provider location and at home are reported using placement code 21 (Home Placement).
 |

Edit checks for Special Education Student Placement Codes

* If Placement Code is 17, the Time in Regular Early Childhood Setting cannot
be blank.
* If Placement Code is 17, the Special Education in Regular Early Childhood Setting cannot be blank.
* If Placement Code is 3, 5, 19, or 20, then the Tuition Paid Code must be 3 or 7.

**Notes:**

* Placement Codes 1-8 are used for students who are ages 6-21+ and 5-year-old kindergarten (KA, KP, or KG) students.
* Placement Codes 17-22 are used for students who are ages 0-5 and not enrolled in a school-aged instructional program.
* For students who have more than one placement, the placement code reflects where the student spends the majority of the day.
* For Placement Codes 18-22, the Regular Class Percent should be zero (0).

### Regular Class Percent (81)

Format: Numeric

Maximum Length: 3

The regular class percent reflects the amount of time the student spends with nondisabled peers. The calculation of regular class percent is only computed for school-aged students, grades kindergarten through 12.

The regular class percent is calculated by the total amount of time spent in the regular class divided by the length of the entire school day (“Bell to Bell”) then multiplied by one hundred which equals the percent of time spent in the regular class.



Edit checks for Regular Class Percent

* Required if primary disability is not blank.
* If Placement Code is not 1 or 17, then Regular Class Percent should equal zero (0).
* Cannot exceed 100 percent.
* Number between 0 and 100, inclusive.

**Note:**

* This calculation is determined only by location. This calculation does not take into account any instructional service (regular or special). “Length of the entire school day” reflects the length of a **full school day**, regardless of the student’s schedule. It is specific for the school that the child attends and can vary for different schools.
* The percent should be zero (0) for all Placement Codes other than 1 and 17.
* Regular class percent for students ages zero to five and not in kindergarten should be zero (0).
* Only for students enrolled in school-aged instructional programs (K-12)
* Length of school day is equal to “Bell to Bell.” It **does** include lunch, recess, class changes, etc.
* Any time outside a self-contained class is considered to be regular class time.
* Regular class **does** include educational time spent in age-appropriate community-based settings that include individuals with and without disabilities such as college campuses, job sites, libraries, or vocational sites.
* Regular class time **does** include time spent outside the regular classroom receiving services unrelated to the youth’s disability (e.g., EL services).
* Regular class time **does** include the time a student receives special education services when those services are provided in a regular education classroom.
* If a student is totally self-contained (i.e., does not change classes, does not go to the cafeteria for lunch), it is acceptable to identify time in regular class simply by identifying the time the student participates in activities within the regular education environment.

### Special Education Student Primary Disability Service Percent of Day (82)

Format: Numeric

Maximum Length: 3

The primary special education service percent of day reflects the percent of instructional time the student receives special education services for this particular disability. The calculation is required for all students ages 0-21+. The percentage for primary disability special education received is calculated as follows:

Identify the special education service specified in the IEP for the primary disability for a student. Determine how much time is required to provide this special education service and divide this amount by the length of the standard instructional day (for the school); multiply by 100 to calculate the percentage of special education provided.



Edit checks for Special Education Student Primary Disability Service Percent of Day

* Required if Primary Disability is not blank.
* The percent must be greater than 0 but cannot exceed 100 percent.
* Total of primary, secondary, and third percent cannot exceed 100 percent.
* *Warning* results if secondary percent is greater than primary, or if third percent is greater than secondary or primary.

**Note:**

* Length of the standard instructional day reflects the length of instructional time for the school where the child attends (or should attend) and will likely be different for elementary, middle, and secondary schools within a division.
* Length of the standard instructional day is equal to time devoted to educational activities and **does not** include lunch, class changes, recess.
* For preschool and school-aged students, the standard instructional day is the full instructional day of the elementary school. **Do not** use a half day for this calculation.
* Special education services are reported based on the student’s disability as determined by the eligibility committee, not by the endorsement of the teacher or type of class attached to the service.
* Only those related services that are considered stand-alone disabilities are reported (speech, vision, and hearing) as a secondary or tertiary disability code when there is a primary disability code. Other related services such as physical therapy, occupational therapy, and counseling are **not** reported as special education services.
* When determining the amount of special education services in an inclusive setting, the amount of service is based on the IEP.
	+ The fact that the special education teacher is in the classroom does not mean that the student is receiving special education.
	+ The calculation is **not** related to where services are delivered; include all special education services regardless of where the services are provided.
* The calculation is made for all primary disabilities and any secondary or tertiary disabilities that are reported. The reporting of three possible disabilities is strictly for SOQ funding calculations.
* Percent of special education is not a required component of the IEP.
* In instances where the service percent is above 0.01 percent but *less than 1 percent*, round up to 1 percent. When the service percent is 1 or greater, standard rounding rules apply.

**Note:**

* Any student that is seven years old as of December 1 of the current school year and has a Primary Disability Code of Developmental Delay, cannot be reported on the December 1 Child Count.

### Special Education Student Secondary Disability Code (83)

Format: Numeric

Maximum Length: 2

This is required if the student is receiving special education services for a
secondary disability.

The Secondary Disability Code identifies the secondary disability type for the student who is eligible for services under the *Individuals with Disabilities Education Act* (IDEA) and who has an Individualized Education Program (IEP). Refer to the Disability Codes listed under Primary Disability Code.

**Edit checks Special Education Student Secondary Disability Code**

* Must be a valid Disability Code.
* Cannot be the same as the Primary or Third Disability Code.

### Special Education Student Secondary Disability Service Percent of Day (84)

Format: Numeric

Maximum Length: 3

This is required if a secondary disability code is entered for this student. Refer to the method of calculation for primary service percent of day.

Edit checks Special Education Student Secondary Disability Service Percent of Day

* Required if Special Education Student Secondary Disability Code is not blank.
* Total of primary, secondary, and third percent of day cannot exceed 100.
* A *warning* results if a secondary percent is greater than the primary percent of day.

### Special Education Student Secondary Disability Serving Division (85)

Format: Numeric

Maximum Length: 3

This is required if a Secondary Disability Code is entered. Follow same instructions as for Primary Serving Division.

### Special Education Student Secondary Disability Serving School (86)

Format: Numeric

Maximum Length: 4

This is required if Special Education Student Secondary Disability Code is not blank. Follow the same instructions as for Primary Serving School.

### Special Education Student Third Disability Code (87)

Format: Numeric

Maximum Length: 2

This is required if the student is receiving services for a third disability. The Third Disability Code identifies the third disability type for the student who is eligible for services under the *Individuals with Disabilities Education Act* (IDEA) and who has an Individualized Education Program (IEP). This must be a valid Disability Code and not the same as the primary or secondary disability.

### Special Education Student Third Disability Service Percent of Day (88)

Format: Numeric

Maximum Length: 3

This is required if a Third Disability Code is entered. Refer to the calculation under primary service percent of day.

Edit checks Special Education Student Third Disability Service Percent of Day

* Cannot be blank or zero if Special Education Third Disability Code is not blank.
* Total of primary, secondary, and third percent of day cannot exceed 100.
* A **warning** will result if *tertiary* percent of day is greater than the *primary* or *secondary* percent of day.

### Special Education Student Third Disability Serving Division (89)

Format: Numeric

Maximum Length: 3

This is required if a Third Disability Code is entered. Follow the same instructions as for Primary Serving Division.

### Special Education Student Third Disability Serving School (90)

Format: Numeric

Maximum Length: 4

This is required if a Third Disability Code is entered. Follow same instructions as for Primary Serving School.

### Special Education Regional Tuition Reimbursement Disability Code (93)

Format: Numeric

Maximum Length: 2

The Special Education Regional Tuition Reimbursement Disability Code identifies the reimbursable disability types for students who are included in the Students with Intensive Supports Needs (SISNA) application.

Edit checks for Special Education Regional Tuition Reimbursement Disability Code

* Must be one of the following reimbursable disabilities:

| **Code** | **Description** |
| --- | --- |
| 3 | MD – Multiple Disabilities |
| 6 | HI – Hearing Impairment |
| 8 | ED – Emotional Disturbance |
| 12 | DB – Deaf-Blindness |
| 13 | AUT – Autism |
| 14 | TBI – Traumatic Brain Injury |

* Required if the Summer Semester Regional Tuition Reimbursement is not null.
* Required if the Intensive Support Services (ISS) Code is not null.

**Note:**

* This is also referred to as the ISS Disability Code.
* If the division is not submitting a Summer School Regional Tuition Reimbursement claim, do not report:
	+ - a dollar amount in the Summer Semester Special Education Regional Tuition Reimbursement field.
		- a Tuition Paid Code of 4.

### Time in Regular Early Childhood Setting Flag (94)

Format: Numeric

Maximum Length: 1

This is a flag to identify if the student spends ten or more hours a week in the Regular Early Childhood setting.

Codes for Time in Regular Early Childhood Setting Flag

| **Code** | **Description** |
| --- | --- |
| Y | Yes, the student spends ten or more hours a week in the Regular Early Childhood Setting. |
| N | No, the student does not spend ten or more hours a week in the Regular Early Childhood Setting. |

Edit checks for Time in Regular Early Childhood Setting Flag

* If time in Regular Early Childhood Setting is not blank, then the Placement Code must be 17.

### Special Education in Regular Early Childhood Setting Flag (95)

Format: Numeric

Maximum Length: 1

This is a flag to identify if the student receives the majority (at least 50 percent) of their special education and related services in the Regular Early Childhood Setting.

Codes for Regular Early Childhood Setting Flag

| **Code** | **Description** |
| --- | --- |
| Y | Yes, the student does receive the majority of their special education and related services in the Regular Early Childhood Setting. |
| N | No, the student does not receive the majority of their special education and related services in the Regular Early Childhood Setting. |

Edit checks for Special Education in Regular Early Childhood Setting Flag

* If Special Education in Regular Early Childhood Setting is not blank, then the Placement Code must be 17.

### Parentally-placed Students Flag (96)

Format: Alpha

Maximum Length: 1

A flag to identify if the student was parentally-placed.

Codes for Parentally-placed Students Flag

| **Code** | **Description** |
| --- | --- |
| Y | Yes, the student was parentally-placed. |
| N | No, the student was not parentally-placed. |

Edit checks for Parentally Placed Students Flag

* The field *must* be Y or N.
* If Y, the Serving Division cannot be 600.
* If Y, the Placement Code must be 1 or 6 for school-aged students.
* If Y, the Tuition Paid Code must be null.
* If Y, the Special Education Regular Class Percent must equal zero.

**Note:**

* The parent withdraws the student from the public school division.
* The parent, not the school division, places the student in a private school and requests special education services from the public school division.
* The public school division develops an ISP based on the proportionate set-aside amount calculated for the division.
* This includes students who are home schooled.
* Report the disability for the special education service actually provided.
* A school division is responsible for providing services to any student in a private school within the division’s jurisdiction.
* Responsible Division and Serving Division are the divisions that provide the special education services.
* Regular class percent should be zero.
* Use Placement Code 1 when the special education services specified in the ISP are provided in a public school or in the private school.
* Use Placement Code 6 when the special education services specified in the ISP are provided in the home.
* Do not report a Tuition Paid Code.
* Parentally-Placed Flag does not apply to students placed in residential facilities by the parent for non-educational reasons.

### MOP Flag (97)

A flag to identify students participating full-time in virtual schools/programs where the curriculum and instruction is provided by an approved Muli-division Online Provider.

Edit Checks for MOP Flag

* Must be Y or N
* If Y, Division must contract with Stride (formerly Virginia Virtual K-12 Academy) or Edgenuity where the curriculum and instruction is provided
* If Y, the Active Status Code cannot be “A”

### Summer Semester Students with Intensive Support Needs Reimbursement (101)

Format: Numeric

Maximum Length: 9

The Summer Semester Student with Intensive Support Needs Reimbursement is the amount requested to be paid for special education services provided to students with intensive support needs during the summer semester (starting with the day after the designated date for the end of the regular school year (i.e., close of school) through the day before the designated date for the beginning of the regular school year (i.e., opening of school).

Edit checks for Summer Semester Students with Intensive Support Needs Reimbursement

* + Must report in dollars and cents if requesting summer reimbursement.
	+ Must be a valid number or null if requesting summer reimbursement.
	+ Leave blank if not requesting a summer reimbursement.
	+ Required if the Special Education Regional Tuition Reimbursement Disability Code (93) is not null.
	+ If the Summer Semester Students with Intensive Support Needs Reimbursement is not null, then the Special Education Student Placement Code (80) must be 1 or 2.

**Note:**

* If reimbursement is not being requested, leave this field blank but include the Intensive Support Services Code (data element 125) if the student was previously enrolled in a regional program.

### Reporting School (103)

Format: Numeric

Maximum Length: 4

This is a four-digit, state-assigned school number that identifies the school for which membership, funding, graduation status, and high school completion status are attributed. The use of this field is restricted to specific situations where nonresidential students attend a regional program instead of a local school.

Edit checks for Reporting School

* Must be a valid school within the Reporting Division.
* Must be a valid school from the Virginia school numbers by division.
* Must be numeric.
* The Serving Division must be a regional-based program or Center within the Reporting Division.
* The Reporting School must belong to the Reporting Division.
* If Reporting Division and Responsible Division are different **AND** the Serving School is a center, then a Reporting School is required.

Intensive Support Services (ISS) Code (125)

**Format:** Numeric

**Maximum Length:** 2

The ISS Code is a state-assigned code which designates students with intensive support needs who receive special education services which allows the student to be claimed for intensive support services reimbursement funds. (*Formerly known as the Special Education Regional Tuition Reimbursement program.*)

Refer to the state-approved [ISS Code Value List](https://www.doe.virginia.gov/home/showpublisheddocument/19712/638042924424870000) on the SRC webpage.

Edit checks for Intensive Support Services Code

* Blank or valid code.
* Required if First/Second/Summer Semester Tuition Reimbursement is not null.

**Note:**

* The ISS Code is needed to designate students with intensive support needs that will be claimed for reimbursement at any time during the current school year and will not be included in the Average Daily Membership (ADM) and SOQ funded teaching position counts.
* *Only* students that are reported in the Responsible Division’s SISNA application are to be reported with an Intensive Support Services Code. This code should be used for those students whether or not *Summer Semester Students with Intensive Support Needs Reimbursement* is being requested.

### Student’s First Name (131)

**Format:** Alpha

**Maximum Length:** 15

Edit checks for Student’s First Name

* Student’s First Name cannot be blank.

### Student’s Middle Name (132)

Format: Alpha

Maximum Length: 15

Edit checks for Student’s Middle Name

* Student’s Middle Name may be blank if not applicable.

### Student’s Last Name (133)

Format: Alpha

Maximum Length: 25

Edit checks for Student’s Last Name

* Student’s Last Name cannot be blank.