

Federal Child Count Informational Bulletin

IDEA Child Count (Ages 3-21)

Count Date: Friday, Oct. 25, 2024

Due Date: Friday, Nov. 15, 2024 at 10:00 AM

Overview

Note: The count date for Individuals with Disabilities Education Act (IDEA), Part B is the last Friday of October herein referred to as the "Count date". For the 2024-25 school year the date is Friday, Oct. 25, 2024.

This bulletin is written for a variety of audiences who will deal with various aspects of child find/child count related to IDEA and the child count requirement it contains. Much of this bulletin reiterates the contents of the Code of Federal Regulations that govern the implementation of IDEA. This is written for administrative and certified staff involved with the identification, evaluation, placement and certification of the eligibility to be included in the federal child count. The second portion lays out the terminology and criteria used in the Iowa IDEA system that would lead to the inclusion or exclusion in the federal child count. This section, while providing the administrative and certified personnel with information, is geared more toward assisting proper entry of child information.

There are actually three child counts that occur on the Count date. The Weighted Enrollment count that is addressed in the State Child Count bulletin generates funding through the State Foundation Aid Formula. The second and third counts are Federal Child Counts. The Federal Report is a count of children (ages 3-21) on IEPs as well as children (ages birth through 2) on IFSPs as of the count date. The Federal Counts are addressed in this document. The Federal Count is used to partially fulfill reporting requirements within Section 618 of the Individuals with Disabilities Education Act (IDEA).

Depending on the circumstances, a child may meet the criteria for inclusion in only one of the counts, two counts, or none of the counts. If a child has been identified, evaluated, an Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP) meeting has been conducted, and an IEP or IFSP has been written determining the child is special education eligible on the count date, he or she is federally reportable. Additionally, if the child's recommended program is a weighted model, he or she would be counted for both State and Federal counts. There are rare instances where the State count eligibility requirements (recommended for a weighted model) are met; however, the starting date of services happens to fall after the federal reporting date. In this rare scenario the child is properly identified using criteria for State count but is not served on the Count date and is not federally eligible. Later in this document are some examples that will illustrate and provide guidance related to the Iowa IDEA coding.

Count Criteria

The count, which must be an unduplicated one, will include only those children and youth:

- A. **having a disability as determined by a full comprehensive evaluation;** (The only children exempt from the full comprehensive evaluation requirements are those children with speech language impairment.)
- B. **having a current Individualized Education Plan (IEP) in effect or an Individualized Family Service Plan (IFSP) for Part C children under 3 years of age;**
- C. **receiving special education and related services or for Part C early intervention services, in programs which meet state standards,** and is provided at no cost to the parents, in accordance with an Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP);

- D. who are, **as of the count date, ages three through twenty-one; (not yet reached their twenty second birthday), and for Part C ages birth through two (not yet three).**

Definitions

“Special Education”

CFR 34 - 300.39 (a) (1), (2), and (3)
(Authority: 20 U.S.C. 1401 (16))

As used in this part, the term "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a disability, including:

- Instruction conducted in the classroom
- In the home
- In hospitals and institutions; and
- In other settings; and
- Instruction in physical education.

Special education includes each of the following, if the services otherwise meet the requirements of paragraph (a)(1) of this section:

- Speech-language pathology services, or any other related service, if the service is considered special education rather than a related service under State standards
- Travel training; and
- Vocational education.

Note (1). The definition of special education is a particularly important one under these regulations, since a child does not have a disability unless he or she needs special education. (See the definition of children with disabilities in 300.8.) The definition of related services (300.34) also depends on this definition, since a related service must be necessary for a child to benefit from special education. Therefore, if a child does not need special education, there can be no related services, and the child is not a child with a disability and is not therefore covered under the Act.

“At no cost”

All specially designed instruction is provided without charge, but does not preclude incidental fees which are normally charged to non-disabled students or their parents as a part of the regular education programs.

“Physical education”

The term means the development of:

- Physical and motor fitness;
- Fundamental motor skills and patterns; and
- Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).

Includes special physical education, adapted physical education, movement education, and motor development. (Authority: 20 U.S.C. 1401 (29))

“Specially-designed instruction”

Adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of the instruction -

- To address the unique needs of the child that result from the child's disability; and
- To ensure success of the child to the general curriculum, so that he or she can meet the educational standards within the public agency that apply to all children

“Travel training”

Providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to -

- Develop an awareness of the environment in which they live; and
- Learn the skills necessary to move effectively and safely from place to place within that environment (e.g. in school, in the home, at work, and in the community).

“Vocational education”

Organized educational programs that are directly related to the preparation, of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. ((Authority: 20 U.S.C. 140 (29)))

Note (2). The above definition of vocational education is taken from the Vocational Education Act of 1963, as amended by Pub. L. 94-482. Under that act, "vocational education" includes industrial arts and consumer and homemaking education programs. **The above definition was taken directly from the Code of Federal Regulations, Chapter 34. Education Part 300 (July 1, 1999). This is the definition utilized to set the federal child count criteria stipulated under 300.750-754 of CFR 34, and summarized in Part I "(A)" Count Criteria.**

“Evaluations and Reevaluations”

300.301 (a) General. Each public agency must conduct a full and individual initial evaluation, in accordance with 300.305 and 300.306, before initial provision of special education and related services to a child with a disability under this part

The full requirements in Evaluations and Reevaluations are found in the Code of Federal Regulation, Chapter 34, Part 300.301-311

Iowa's Child Count System

Inclusion or exclusion of a child requiring special education and related services in the federal child count is dependent upon the present services circumstance for each child. In order to be included in the federal count a child requiring special education must be afforded full due process, identification, evaluation, IEP conference and placement procedures and served (or scheduled for service as in the case of children with a speech language impairment) in Special Education.

Children and youth requiring and receiving special education who are residents of an Iowa school district, in a State Operated Program or are State of Iowa Children in Foster Care or are District Court Placed may be counted for federal fund generation. Such special education could be provided directly by the resident district, under contract with another district, in a State Operated Program or in an approved out-of-state placement.

Current Recommended Service Models

Weighted Models

- 1.72 Models
 - L1 Level One Service
 - R1 Supplemental Assistance
- 2.21 Models
 - L2 Level Two Service
 - R2 Supplemental Assistance
- 3.74 Models
 - L3 Level Three Service
 - R3 Supplemental Assistance

Non-Weighted Models

RS Regular Class with Support Service. Special Education Program (usually for Speech Language Impaired)

Special Circumstances, Considerations and Explanation

The following is intended to assist in understanding some special circumstances related to those children and youth who are properly identified and served as it relates to their inclusion or exclusion in the federal count on the Count date. The typical youngster is living in his or her resident district and would be served there or in a neighboring district. There are other children and youth who do not fit this pattern and careful attention to the entries of information is critical. **Children and youth who are in a State Operated Program (listed on final page of this bulletin) will be counted for federal purposes by the institution listed and not by the resident AEA.**

1. Clinical Speech:
This count may include only those pupils who have been identified as having a speech and language impairment, who have an IEP and who are assigned to a speech and language clinician's caseload as of the Count date. Services may include scheduled direct speech therapy and/or consultation with the pupils' teachers or parents. Children staffed out of the program by the Count date (services later in the year or during the next school year are not anticipated) **are not eligible** to be counted.
2. Children in Foster Care Facilities or District Court Placed (Resident District State of Iowa #9889 or #9888)
 - a. **Children living in Foster Care Facilities (282.19).**
Children requiring Special Education who have been separated from their parents, are in the care and custody of the Department of Human Services, and the parents cannot be located. The Resident district is the STATE OF IOWA and the student would be assigned a recommended program and weighted factor in accord with his or her recommended service. This will in effect not weight the child in any local district. The child should have the district number of the district of DOMICILE (where the child sleeps) entered and the attending district is the one providing the program. For federal count purposes the student would be included in the DOMICILE district and AEA count.
 - b. **Children placed by the District Court Terminated Parental Rights (282.29).**
Children requiring Special Education who have had parental rights terminated by a district court. As of the date of the final court action they have no resident district to generate funding. The **RESIDENT district is the STATE OF IOWA (#9888)**. The student would be assigned a recommended weighted factor in accord with the recommended program. Children in this

circumstance who are served by a local district in Iowa would use the local district "where the child sleeps" as the District of Domicile. For federal purposes the child would be included in the district of Domicile's count.

c. **Children requiring special education and are placed out of State who have been identified as either "District Court (Terminated Rights)" or "Foster".**

For purposes of these two programs (281.19 & 281.29) a district shall be established as a "fiscal agent" to fund the educational program during the school year. At the conclusion of the school year a claim would be submitted by that district (fiscal agent) under 281.19 or 281.29. When establishing a local district as a "fiscal agent" (Host), the district in which the child was last enrolled would be used. If that cannot be determined, the district in which the court action occurred shall be designated the "district of residence" for fiscal purposes and the child would be assigned a recommended service and weighting factor as appropriate in that district. Entries for RESIDENT & DOMICILE districts would be the same as those served in state. The entry in the DOMICILE district would be the established "fiscal agent" district. **Note:** These students would be included in the "Host" district for federal count purposes. If a child is adopted the date of final approval of adoption becomes the date that concludes the status as District Court Placed or Child living in Foster Care and the new Resident District is responsible for costs from that date.

3. Children who are residents of another state.

These are children served in an Iowa local district but who are residents of another state. The financial responsibility for that child for the program provided by Iowa lies with another state or local district within that state. These children would not be counted nor generate funding in Iowa. They would have a district of Domicile with the appropriate Iowa district number and the Resident would be the appropriate code for the other state. The DOMICILE would be the Iowa district where the child sleeps and allows that DOMICILE to keep record of the child. Refer to the Iowa IDEA district and building lookup table in the application for the appropriate district and building codes.

4. Children associated with State Operated Programs.

Children and youth requiring special education who are served in an approved cooperative multi agency program (Lewis Central - ISD) or in a State Operated Program, (See listing on the last page of this bulletin), **will be counted under that facility for this count. They are not counted under the AEA count.**

Children in the ISD-Lewis Central Integration Program are eligible for inclusion in the federal count but would be assigned to ISD. State and local funding would be in the resident district. These children would be domiciled at ISD. Children and youth in the Training School or an Adult Correctional facility are also counted for federal purposes under each of those facility's counts and would not be counted under an AEA count for federal purposes. They may be weighted in their resident district. Again, these children would be domiciled in the facility where they are housed. Refer to the Iowa IDEA documentation for appropriate district, building and other codes. Shown below are the codes for the Domicile and Roster information when appropriate. The Recommended Program and Factor should be assigned accordingly if the child is to be weighted. **If a child is not to be weighted, he/she should have a recommended program and weight "RP" and 0.0.**

Served Status Codes and Explanation

Code	Definition
B	Eligible for Both State and Federal
F	Eligible for Federal Count Only
S	Eligible for State Count Only
N	Neither State or Federal Count Eligible

The timing, recommended program and location of children all play a part in the determination of the appropriate served status code for the Count date. In addition to the B for Both and F for Federal there are two other codes: **S** for State eligible only and **N** for Neither meaning the student is not eligible to be counted under either count. As indicated in the section below on “Special Considerations”, some children can be both federal and state eligible but the agency allowed to include them in counts are different (e.g. Children served in State Operated Programs such as Cherokee, Eldora)

Served Status = **B** (Both State and Federal Count eligible): This group would include children who as of the special education count date **are being served in either a weighted or non-weighted model and who are recommended for a weighted model**. This group would be the largest of the four since most children are not only served on the special education count date, but are also recommended for a weighted model.

Served Status = **F** (Federal Count Eligible only): This group would include children who as of the count date are being served in a **non-weighted model and whose recommended program is also not a weighted model**. These non-weighted models would include the Home Intervention (HV), Support Service (RS) and Itinerant Teacher (RI).

Served Status = **S** (State Count eligible only): This group would include children who as of the count date **are not yet being served in a program but have been determined to be a child requiring special education and are recommended for a weighted model**. Their start date for services is after the count date. This should be a very small population.

Served Status = **N** (Neither State nor Federal Count eligible): Youngsters should be assigned this status if they are not to be counted in either count. This group would include youngsters who are "home schooled". **It is neither necessary nor should anyone enter an “N” in the served status when exiting a student. The entry in the exit date will preclude the student record from inclusion in either the state or federal count.**

State Operated Programs

Department of Health and Human Services

Program	AEA	County	District	School	Class
Cherokee MHI	12	18	1152	9611	43000
Independence MHI	07	10	3105	9611	43000
Juvenile Home (Toledo)	Closed	Closed	Closed	Closed	Closed
Training School (Eldora)	07	42	2007	9601	40000
Glenwood SHS **	Closed	Closed	Closed	Closed	Closed
Woodward SHS **	Closed	Closed	Closed	Closed	Closed

Board of Regents

Program	AEA	County	District	School	Class
School for the Deaf (non ISD-Lewis Central)	13	78	1476	9610	47000 (preschool) 47100 (Elementary) 47200 (Jr. High) 47300 (High School)
Braille & Sight Saving School	Closed	Closed	Closed	Closed	Closed
Child Psychiatry** Circle School University of Iowa	10	52	3141	9603	40001
Center for Disabilities and Development (Hospital School)**	No longer has a program	No longer has a program	No longer has a program	No longer has a program	No longer has a program

Department of Corrections

Program	AEA	County	District	School
Anamosa	10	53	0234	9601
Oakdale (Iowa City)**	10	52	3141	9602
Rockwell City	08	13	5625	9601
Ft. Madison	15	56	2322	9601/9602
Newton (Riverview)	11	50	4725	9601
Newton Release Center	11	50	4725	9602
Clarinda	13	73	1197	9612
Mitchellville	11	77	6101	9601
Mt. Pleasant	15	44	4536	9612

Notes:

- There are two state operated program numbers associated with Iowa City.
- Do not confuse the ISD and Clarinda site numbers for other programs located and operated on those grounds or in those districts. Clarinda Academy is located in its respective district but is NOT a State Operated Program with a building number in the 9600 series. **Even though the School for the Deaf is a part of the Department, we will continue to use attending identifiers shown above for 2024-25.**
- Consult the AEA office where it is located for the appropriate numbers assigned to the programs located on the grounds of that facility or within those districts.