

# **SpEdDoc 10 Child Count Guide**

## **For SpEdDoc 10.1**

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Use SpEdDoc 10.1 or newer to complete child count edits within SpEdDoc and export the data to a file to import into the 2011-2012 DOE child count application. Using this approach, SpEdDoc schools focus on maintaining a single source of complete and accurate data. This guide explains how the process works for SU's/SD's with a central server and those which run multiple SpEdDoc databases.

As always, feedback is appreciated regarding the utility of this guide and the child count features ([speddoc@myfairpoint.net](mailto:speddoc@myfairpoint.net)).

## Reporting June Exit Data

The June Exit process is similar to the December child count process described in this guide, but with the following distinctions:

- June Exit buttons look for records with an Exit date between December 2 and June 30 (or CC Status of Exit with a blank Exit date). Consequently, it is important to enter all the Exit dates on Main Data before proceeding with the buttons in order to avoid under-reporting Exits.
- Select *All - June* on Child Count Review before clicking the *CC Find* button to create a found set with just the June Exit records.
- Select June before clicking the Main Menu *Child Count Export* button to export a found set with just the June Exit records (any critical errors must be fixed prior to completing the export).

## Overview—Server

*This scenario assumes that all of your data is on a server running SpEdDoc 9.0 or newer. If so, read the following paragraph and then skip to Child Count Review starting on the next page.*

Upgrade to SpEdDoc 10.1 or newer to use the Child Count Review feature to verify and correct your data. Since the DOE Access program is released in the fall, earlier SpEdDoc versions have a draft implementation of the Child Count Review feature. SpEdDoc 10.1 incorporates edits based on the DOE's final child count specifications. SpEdDoc's Child Count Review feature makes it much easier for case managers and other staff to review child count data prior to December 1 and make corrections. Likewise, the central office can review data on the server in advance of December 1. While there may be some last minute IEP's and EPR's, the bulk of the child count data can be checked and corrected in advance. Then, on December 2, any dates from December 1 meetings can be entered and the child count file can be exported from SpEdDoc and imported into the DOE child count application to finalize the submission process. Make an archive (copy) of your server database so that the child count clerk can refer back when the DOE returns edits to the SU/SD.

## Overview—Stand-alone

*This scenario assumes that case managers are running SpEdDoc 9.0 or newer on stand-alone machines. A similar process can be used to consolidate data from building-level servers.*

Case managers can check the child count data on the Child Count Review screen for each student and make corrections. While there may be some last minute IEP's and EPR's, the bulk of the child count data can be checked in advance. On December 2, any dates from December 1 meetings can be entered and the case managers or other designated personnel can export all of their SpEdDoc data to send to the SU/SD central office. This process requires an opening Account Name, such as the *cm* or *manage* account, that permits exporting and importing. It also requires a current Transfer file located in the SpEdDoc Folder on the root level of the hard drive (the same folder that contains the SpEdDoc and SpEdDoc\_Data files). The current Transfer file is included in the SpEdDoc 10.1 download package. The consolidation database must be at least SpEdDoc 10.1. Refer to the *SpEdDoc 10 Administration* guide for details regarding importing all the data into one database.

## Child Count Review

Child Count Review includes all the CC fields. While not reported for child count, CC Status is also critical. Some edit messages will be inaccurate if the CC Status selection is inaccurate. Be sure Active or Exit is selected in CC Status for students who will be reported in the current child count census for your SU/SD. Use the other CC Status choices for students who are not part of the current child count. The CC Status choices are:

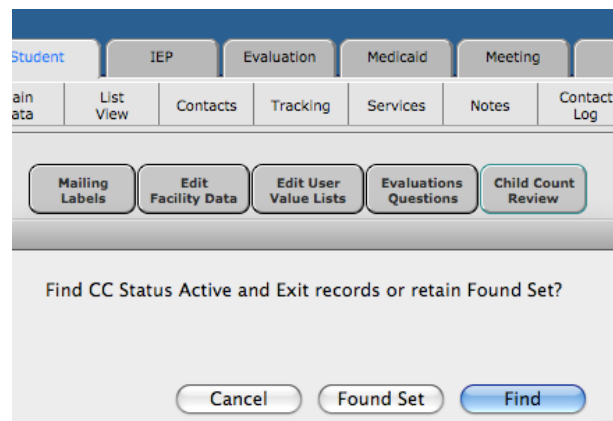
**Active:** Currently special education eligible and the responsibility of your SU/SD. This includes students unilaterally placed in a private school within your SU/SD.

**Exit:** Exited since the last CC report (after 6/30 for the December CC or after 12/1 for the June CC). In December, if you need to report students who were missed in the 6/30 CC collection (students exited 12/2-6/30), then be sure to check the "Exited previous period" button below the Exit Reason on Child Count Review.

**New:** Undergoing initial evaluation but not yet determined eligible.

**None:** None of the above CC Status choices apply (e.g., students exited in a previous CC reporting period or were never in special education).

**Tuition:** Special education students receiving services in your SD/SU, but reported for CC by another SD/SU (e.g., school choice students residing in another SD/SU).



The screenshot shows a software interface with a top navigation bar containing tabs for Student, IEP, Evaluation, Medicaid, and Meeting. Below this is a secondary navigation bar with buttons for Main Data, List View, Contacts, Tracking, Services, Notes, and Contact Log. A central panel contains several buttons: Mailing Labels, Edit Facility Data, Edit User Value Lists, Evaluations Questions, and Child Count Review. Below the buttons is a search prompt: "Find CC Status Active and Exit records or retain Found Set?". At the bottom of the search area are three buttons: Cancel, Found Set, and Find.

**Unilateral:** Special education eligible students residing in your SD/SU, but reported for CC by another SD/SU (e.g., students unilaterally placed in a private school outside your SD/SU).

Child Count Review displays records with a CC Status of Active or Exit. Consequently, *it is critical to verify that the correct CC Status is indicated for all the records in SpEdDoc.* Once the CC Status has been verified, select the Child Count Review button. Then select the desired set of records in the popup list to the right of the *CC Find* button on the bottom of the screen before clicking the button:

**All – Current:** Finds all the CC Status Active and Exit records and displays edit messages based on whether the records are in compliance as of the current date.

**All – December:** Finds all the CC Status Active and Exit records and shows edits based on December 1 of the current school year.

**All – June:** Finds all the CC Status Exit records that should be reported in June of the current calendar year (based on the Exit date).

**Alerts – Current:** Finds all the CC Status Active and Exit records with red or blue edit messages based on the current date (i.e., IEP and EPR compliance as of the current date).

**Alerts – December:** Finds all the CC Status Active and Exit records and shows edits based on December 1 of the current school year.

**Alerts – June:** Finds all the CC Status Exit records with red or blue edit messages if they should have been reported in June of the current calendar year (based on the Exit date).

Note that both the December and June buttons will also find records regardless of the CC Status if the Exit date falls in the child count period. If you enter Exit dates for any purpose other than child count, select Status CC “None” either Status “Exit from 504” or Status “Exit from Ed Support” so the record will be excluded from these child count finds. If not already on the Status popup list, go to Edit User Values - Current Area and add to the Status list precisely as “Exit from 504” or “Exit from Ed Support”.

## Child Count Review Edit Messages

- Placement in Student does not match Placement in IEP. For FY11, the Placement descriptions have been reworded to begin with the age category. This is a blue edit that does not need to be addressed if accurate. The edit message will go away when the Placement is updated in the IEP.
- Contact Phone must be 12 characters (###-###-####). If there is a phone number entered, the DOE requires that it be 10 digits with two dashes. Alternatively, it can be left blank for students who have not exited. If an exited student does not have a known phone number, enter 999-999-9999.
- One of the Track dates is wrong. Solution: Fix the date on the appropriate document cover page or on the Tracking layout. For example, if the message says, *IEP Meeting/Services Plan Date is more than a year old* (but a more recent IEP meeting has been held), go to the cover page of the most recent IEP and correct the IEP Meeting Date. If the current IEP is not in SpEdDoc, then enter the correct date in Student > Tracking.

- *IEP Meeting/Services Plan Date is more than a year old.* If there is a current Services Plan, go to the cover page of the most recent Services Plan and correct the Services Plan Meeting Date. If the current Services Plan is not in SpEdDoc, then go to the Tracking layout and enter the Services Plan date (below the IEP Meeting field).

The screenshot shows the 'Child Count Review' form for student SAMANTHA BeaWhich. Key fields include:
 

- Name: SAMANTHA BeaWhich
- DOB: 12/3/1992
- Grade: Grade 1
- Facility: VERMONT ALTERNATIVE
- Alt Org: Turning Points - Newport
- Home Lang: English
- Race: African American
- IEP Meeting: 3/7/06
- EXIT Reason: Exited previous period but not included in June Child Count

- *Placement must be less than three characters, or Category must be one character.* Solution: Reselect from the placement popup menu and the correct code will automatically fill in.
- Invalid exit date or must have an exit code (but the student has not exited). Solution: Select “clear” in the Exit Reason field.
- *Clear Alt Org if Facility not PROG, AOOS, RESO, RESV.* If student is not attending one of these four alternate settings, select “clear” from the top of the Alt Org pop up list.
- *Select an Alternate Organization.* Solution: Select an Alt Org from the popup. If it is not already on the list, then go to Scripts > Edit User Value Lists - current area and scroll down to add the Alt Org name and address to the list in the blue shaded area. Once you've added the facility to the list, return to the Main Data screen and select it for students attending the Alt Org. Here are the Alt Org categories (the first four categories require entry of the Alt Org):
  - RES SCHOOL OR PROGRAM INSIDE VERMONT (RESV)
  - RES SCHOOL OR PROGRAM OUTSIDE VERMONT (RESO)
  - DAY SCHOOL OR OTH NON-RES PROG OUTSIDE VT (AOOS)
  - VERMONT ALTERNATIVE PROGRAM (PROG)
  - HOME OR HOSPITAL BOUND STUDENT OUTSIDE VT
  - HOME STUDY STUDENT
  - HOME OR HOSPITAL BOUND STUDENT IN VERMONT
  - TUTORIAL SERVICES - ANY SETTING

Do not list a student as Alt Org if attending a school on Vermont’s Facility list (use the Add Facility button on Main Menu to view a complete list of Vermont Facilities and add as needed).

## Review as List

Select the Review as List button on the top of the Child Count Review screen. This screen provides a compact view of the child count fields and CC Status. This view is not designed for editing but may be used to print child count records three to a page.

## Child Count Report

Select the Child Count Report button on the top of the Child Count Review screen (or select the Child Count List button on Student: Main Menu). Although it doesn't include 100 percent of the child count fields (e.g., most of the Alt Org and Primary Contact fields are not included), it does provide the most compact view of your child count data along with an indication, in the two right hand columns, of which records need to be checked. This is the most compact layout for viewing and printing. In the print dialog, you may need to manually change the paper setting to Portrait Legal (if it is not preset) so that the child count edit columns will print on the right side of the paper. The process varies depending on your printer driver (you may need to click on Properties in the print dialog to see the Paper size selection option). The asterisks in the red edits (H) column must be addressed while the asterisks in the blue edits (S) column should be verified.

## Exporting Child Count Data

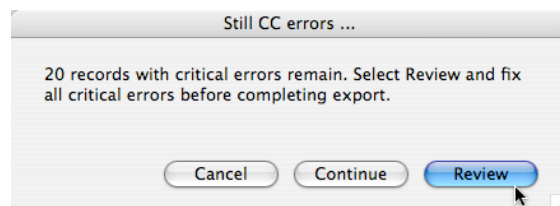
To export the data in the standard manner, you should be directly connected to the database with a FileMaker client (not a Terminal Services or Citrix client).

Double-check to be sure there are no remaining red edits and that blue edits have been reviewed. Check this by selecting Alerts - December and the CC Find button on the bottom of the Child Count Review screen. The Found records will be those that still contain edit messages. To print those messages, select the Print button on top of the screen and then select either (1) to print a compact list of all the edits or (2) to print the messages along with the child count fields.

**If there are IEP or Eval dates after the December 1 child count date in SpEdDoc, temporarily remove the newer dates and restore them after export. Likewise, if there are apostrophes in student names, temporarily remove those before exporting because the DOE child count application does not allow apostrophes.**

After completing all edits, export the data using the Child Count Export button on Student > Main Menu (be sure to first select December on the popup above the button or, for the June Export, June). You will see a message during the export process if critical errors remain. If the message indicates that critical errors remain, select the Review button to bring up the Child Count List Review. You may print the records with errors (they are sorted to the top, so select a print range depending on the number of error records). Or select the Review in Full View button to make corrections directly on the screen. When all of the critical errors have been addressed, going to Student > Main Menu and selecting the Child Count Export button (December) brings up a Message dialog (select OK). This brings you to the Export Records to File dialog where you:

- Name your export (e.g., NCSU CC Dec 2010)
- Change the type to "Comma-Separated Text"



- Select a location to save it (e.g., Desktop or My Documents)
- Select Save

*WARNING: Do not open and then save the exported data in Excel. Saving the file in Excel alters the data file so that it does not import properly into the DOE Application.*

## **Importing Data into the DOE Application**

While both Mac and PC users can complete edits in SpEdDoc and export the child count data, the DOE requires that the data be imported into the Windows-only Access application for a final data check and export to the DOE. Import the SpEdDoc child count data file into the DOE Access application as follows:

- Export your child count data from SpEdDoc as described in the last section.
- Launch the DOE Child Count Access application and, on the Main Menu, select *Import from SpEdDoc*.
- On the Import Data from Comma Delimited Text File (SpEdDoc) screen, click *Browse*.
- On the next dialog box (entitled “Open”), change Files of Type to: *Text Files (\*.csv)*, and then navigate to the file you exported from SpEdDoc and click *Open*.
- This returns you to the Import Data from Comma Delimited Text File (SpEdDoc) screen where the path to your SpEdDoc export file is now specified. Click *Import Data* to import the file.
- You will get a “Table import complete” message unless there is a critical error that the application cannot import. Select “Return to Main Menu” to view your records and complete the data verification process.

Once your data has been successfully imported into the DOE child count application, follow directions in the Special Education Child Count Software Instructions (from the DOE) to complete any remaining corrections and prepare an export disk to send to the DOE.

Save both your SpEdDoc and Access child count databases for reference as you address any issues with the DOE (you’ll also want to update your live SpEdDoc database with any corrections as you complete the child count process).

## Sample Message to Send to Case Managers

To prepare for the annual submission of child count data to the Vermont DOE, please log into SpEdDoc and do the following for each student on your caseload by Nov. 18:

Go to Student > Main Data for each record and verify that CC Status shows Active for your current special education students and Exit for those students exited from NCSU special education since July 1. Use the other CC Status choices for students who are **not** part of the current NCSU child count. The CC Status choices are:

**Active:** Currently special education eligible.

**Exit:** Exited since the last CC report (after 6/30/11).

**New:** Initial evaluation (may have qualified, but Consent for Initial Placement not received).

**None:** None of the above CC Status choices apply (e.g., students exited in a previous CC reporting period or were never in special education).

**Tuition:** Special education students receiving services in your SD/SU, but reported for CC by another SD/SU (e.g., school choice students residing in another SD/SU).

**Unilateral:** Special education eligible students residing in your SD/SU, but reported for CC by another SD/SU (e.g., students unilaterally placed in a private school outside your SD/SU).

After verifying the CC Status for each student, click on the *Child Count Review* button on the bottom of the Main Data screen and then the blue *Find* button to create a found set of Active and Exit records. On the bottom of the Child Count Review screen, select All - December and the *CC Find* button to address the following for each student (use the book icon on the upper left hand corner of the screen to advance from student to student):

- Review the red and blue messages (red items must be corrected while blue items may be left as is, if accurate).
- If you see a blue message that Placement in Student does not match Placement in IEP, change it in one location so they are both correct.
- Make sure Grade is current. Do not advance from Grade 11 to Grade 12 until the year of graduation (as indicated on top of IEP Transition Plan).
- For DD Domain, enter *Not applicable* except for disability of Developmental Delay, which should be one of the other selections.
- For Referred Part C, enter Y for students who transitioned from Early Intervention services to special education when they turned 3. These students typically have an initial evaluation date before age three.
- Coordinated Services Plan (CSP) must be Y or N. Enter Y if the school and agencies have an Act 264 Plan for the student as of December 1.
- Primary Contact Phone format must be ###-###-####. Leave the phone field completely blank if there is no phone or, since the field must be completed for Exit students, enter 999-999-9999 for exited students with no phone.
- Child Count ID #: Enter a 7-digit state assigned number or, if unknown, enter "0" as a temporary place holder.

**Do not delay Evaluation Report meetings** due to incomplete testing when you have sufficient information to determine eligibility. For instance, if a speech evaluation has not been completed within 60 days for initial evaluations or before the triennial date for re-evaluations, consider whether you have sufficient information to determine eligibility in any of the suspected disability areas in the Evaluation Plan. Determine eligibility within the prescribed timeframe and revisit the additional testing when it is available.

Schedule meetings in advance of due dates so **every student has a current IEP and Evaluation Report**. Make sure that child count information is entered promptly so the child count report is accurate.

Please refer below for Child Count definitions.

## **Early Childhood Ed. Environment**

### **Ages 3 to 5 Regular Early Childhood Program**

A Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs). The determination of whether a program may be considered a Regular Early Childhood Program must be made at the time each child's IEP is written. A Regular Early Childhood Program may include, but is not limited to:

- regular kindergarten classes (e.g., a five year old enrolled in kindergarten);
- public or private preschools;
- Head Start Centers;
- Group child development center or child care;
- Preschool classes offered to an eligible pre-kindergarten population by the public school system.

Once the determination is made as to whether the child's program can be a Regular Early Childhood Program, it must be noted whether the child will be attending the program for at least 10 hours per week, or less than 10 hours per week. The final determination to be made is where the child will receive the majority of hours of special education and related services. The choices are:

- Receiving majority of hours of special education and related services in the Regular Early Childhood Program or
- Receiving majority of hours of special education and related services in some other location.

This results in four possible educational environments:

**29 Ages 3 to 5: Attending Reg Early Ed Prog > 10 hours/week and receiving majority of hours (>50%) of services in regular EC program**

**30 Ages 3 to 5: Attending Reg Early Ed Prog > 10 hours/week and receiving majority of hours (>50%) of services in other location**

**31 Ages 3 to 5: Attending Reg Early Ed Prog < 10 hours/week and receiving majority of hours (>50%) of services in regular EC program**

**32 Ages 3 to 5: Attending Reg Early Ed Prog < 10 hours/week and receiving majority of hours (>50%) of services in other location**

## **Age 6 to 21 Ed. Environment**

The US Department of Education's Office of Special Education Programs (OSEP) provides this instruction on how to determine how to report placement:

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

“Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time inside the regular classroom.”

To make this calculation, you must know the length of the school day, including lunch, recess and study periods where the student is attending school. Vermont Statutes (16 VSA §1071 (b)) makes the school board responsible for determining the length of the school day, as long as the minimums set by the State Board are satisfied. Those minimums, contained in State Board of Education Manual of Rules and Practices, rule 2312, are:

- Kindergarten: 2 instructional hours
- Grades 1-2: 4 instructional hours, including recess and excluding lunch
- Grades 3-8: 5 ½ instructional hours, including recess and excluding lunch
- Grades 9-12: 5 ½ instructional hours, excluding recess and lunch.

### **Examples:**

John is in 4<sup>th</sup> grade, and attends a school which has a 6 ½ hour day. He is in the regular classroom all day, except for 1 hour 3 days each week, when he goes to a Speech Language Pathologist. The school week is 32.5 hours (6.5 x 5), and John is inside the regular classroom 29.5 hours (32.5 – 3). To calculate percentage:  $29.5 \div 32.5 = .907 \times 100 = 90.7\%$ .

Mary is in 10<sup>th</sup> grade, and attends a school which has a 6 hour day. She sees a School Psychologist for 1 hour twice each week, and attends a program for ED students one day each week. The school week is 30 hours (6 x 5), and Mary is inside the regular classroom 22 hours [30 – (6+2)]. To calculate percentage:  $22 \div 30 = .733 \times 100 = 73.3\%$ .

Tom is in 3<sup>rd</sup> grade at a school which has a 5 ½ hour day. He receives instructional services outside the regular classroom for 4 hours each day. The school week is 27.5 (5.5 x 5), and Tom is inside the regular classroom 7 ½ hours [27.5 – (5 x 4)]. To calculate percentage,  $7.5 \div 27.5 = .273 \times 100 = 27.3\%$ .

## Definitions – Data Fields

**Student ID #:** Unique 7 digit number assigned to each Vermont student by the Department of Education.

**Last Name:** The student's last name to a maximum of 36 characters. Acceptable values include characters A through Z, "-". No apostrophes.

**First Name:** The student's first name to a maximum of 20 characters. Acceptable values include characters A through Z, "-". No apostrophes.

**Middle Name:** The student's middle name to a maximum of 20 characters. Acceptable values include characters A through Z, "-". No apostrophes.

**Generation Code:** The student's generation (e.g. II or Jr.), to a maximum of 3 characters. Acceptable values include characters A through Z.

**Birthdate:** The student's date of birth in mm/dd/yyyy format.

**Gender:** The student's gender. Acceptable values include male (M) or female (F).

**Grade:** The student's appropriate grade placement.

**Primary Language:** The primary language of the parent, legal guardian, or adult student. This indicates what language the Parental Rights should be in when presented to the parent, etc.

**Case Manager:** The initials of the special educator who has been designated on the IEP as the IEP manager. Acceptable values include characters A through Z with a maximum length of 3 characters.

**Facility:** The name of the school, program, or center that the student attends. Please select from the list (schools can be added from the Add Facility button on Main Menu). Please note the following:

- If you select "Day School or Other Non-Residential Program Outside of Vermont," "Residential School or Program Outside of Vermont," "Vermont Residential School or Program," "Vermont Alternative Program" or "Tutorial Services - Any Setting," from the drop down menu, you will be asked to complete name and location information for the facility on the Alt Org line.
- The "Home School" Category is for those students who are at home for their education as the result of *parental choice*, not the disability of the child.
- If the child's *disability* requires him or her to be home or hospital bound then choose one of the following facility options: "Home or Hospital Bound Student Outside of Vermont," or "Vermont Home or Hospital Bound Student".

**Town:** The name of the town that is educationally responsible for the student. Select from the list of values given.

**Primary Disability:** The primary disability category (as defined in 2361 and 2362.1 of the Vermont Department of Education Special Education Regulations) that was identified in the evaluation report.

**Secondary Disability:** If applicable, a secondary disability category (as defined in 2361 and 2362.1 of the Vermont Department of Education Special Education Regulations) that was identified in the evaluation report.

**Autism Spectrum:** The diagnosis for students who have a diagnosis on the autism spectrum.

**ADD/ADHD:** The value “Yes” (Y) for students who are receiving special education and have a diagnosis as ADD or ADHD.

**IEP Meeting Date:** The date of the meeting at which the most recent IEP was completed. Format mm/dd/yyyy.

**Most Recent Evaluation/Agreement to Continue:** The date of completion of the last evaluation **OR** the date of the meeting that all parties agreed (by signed agreement) to continue without a new comprehensive evaluation. **Do not** enter the date that the next evaluation is due. Format mm/dd/yyyy.

**Initial Evaluation Date:** Enter the date of the meeting at which the initial eligibility was decided. Format mm/dd/yyyy.

**Child Count Category:** The appropriate funding category for this student, as certified on the Assurance Form.

**DD Domain:** If the disability is Developmental Delay, select the qualifying domain (1-6). If the disability is NOT Developmental Delay, select Not Applicable (0).

**Placement:** categories must be aligned with the child’s age as of December 1, 2010. The appropriate placement categories are defined for children ages 3 through 5, and for children 6 to 21.

Placements are to be considered in terms of placements due to the disability of the child and as directed by the IEP.

**Multi-year Plan:** Select Y (yes) or N (no) to indicate whether or not the student has a multi-year plan.

**Custody:** Select the custody status of the student. If you need to verify a student in State custody (DCF) you may contact Donna Trucksess at (802) 828-5931.

**Race:** Select at least one of the appropriate checkboxes for the race of the student, regardless of whether or not the student is of Hispanic or Latino origin. Note that more than one race may be selected, regardless of ethnicity.

**Ethnicity:** Select whether the student is or is not of Hispanic or Latino origin.

**Exit Date:** The date in mm/dd/yyyy format that the student exited from special education and stopped receiving special education services. Only dates between 07/01/2011 and 12/01/2011 will be accepted in December submission, and only dates between 12/2/2011 and 6/30/2012 in July.

**Exit Code (Reason):** The most appropriate reason why the student is no longer receiving special education services.

**Primary Contact Name:** The name of the primary contact for the student.

**Primary Address, City, State and Zip:** The mailing address information for the student’s primary contact.

**Primary Contact Telephone Number:** The telephone number for the student’s primary contact.

**Primary Contact Rights:** Does the primary contact for mailing actually have parental rights (indicate Yes or No)?

**Primary Contact Role:** The relationship of the primary contact with the student: Parent, Adult Student, DCF, Education Surrogate Parent, Foster Parent, or Guardian.

**Referred From Part C:** Select whether or not the student was referred from a Part C program.

**Coordinated Service Plan:** Select whether the student has a Coordinated Service Plan (if Yes, then also enter the date of the most recent CSP).

**Notes:** Use this area to enter brief information which might be useful to the Department of Education.