

Deaf-Blind National Child Count / Census: Definitions

“Ethnicity of Student” Categories. Please check definitions carefully.

Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data to the U.S. Department of Education in the Federal Register (Vol. 72, No. 202, available at <http://www.gpoaccess.gov/fr/search.html>, referred to in these instructions as the *Final Guidance*.)

1. American Indian or Alaska Native

A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment. (*Does not include persons of Hispanic/Latino ethnicity.*)

2. Asian

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. (*Does not include persons of Hispanic/Latino ethnicity.*)

3. Black or African American

A person having origins in any of the black racial groups of Africa. (*Does not include persons of Hispanic/Latino ethnicity.*)

4. Hispanic/Latino

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. Refers to Hispanic and/or Latino.

5. White

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. (*Does not include persons of Hispanic/Latino ethnicity.*)

6. Native Hawaiian or Other Pacific Islander

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. (*Does not include persons of Hispanic/Latino ethnicity.*)

7. Two or more races

A person having origins in two or more of the race categories listed above. (*Does not include persons of Hispanic/Latino ethnicity.*)

“Vision Documentation”

Documented Functional Vision Loss - This term applies when a student has a vision challenge that is impacting access to their education program. A Documented Functional Vision Loss applies when the ophthalmology/optometry report indicates a cortical visual impairment, the ophthalmology/optometry report does not indicate a measure of visual acuity, or the FVA does not indicate a visual impairment. A Functional

Vision Assessment (FVA) is defined as a non-clinical assessment, carried out by a trained vision specialist using commonly accepted assessment tools, checklists and measures for making educated judgments about the functional use of vision. Please indicate if the student has a Documented Functional Vision Loss.

“Hearing Documentation”

Documented Functional Hearing Loss - This term applies when a student has challenges with using his/her hearing to access their education program. A Functional Hearing Evaluation and an Audiogram together will determine the level of hearing strengths and challenges for the student. A Functional Hearing Evaluation is defined as a non-clinical assessment carried out by a trained hearing specialist using commonly accepted evaluation tools, checklists and measures for making educated judgments about the functional use of the students hearing. Please indicate if the student has a hearing impairment.

Definitions of “Educational Settings” by Age Group

Early Intervention Setting (Birth through 2)

1. **Home:** Early intervention services are provided primarily in the principal residence of the child’s family or caregivers.
2. **Community-based Settings:** Early intervention services are provided primarily in a setting where children without disabilities are typically found. These settings include but are not limited to child care centers (including family day care), preschools, regular nursery schools, early childhood centers, libraries, grocery stores, parks, restaurants, and community centers (e.g., YMCA, Boys and Girls Clubs).
3. **Other Settings:** Early intervention services are provided primarily in a setting that is not home or community-based. These settings include, but are not limited to, services provided in a hospital, residential facility, clinic, and Early Intervention (EI) center/class for children with disabilities.

Educational Setting (3-5 and 6-21)

Early childhood special education program settings (aged 3 through 5):

1. **Regular early childhood program at least 10 hours per week and receiving the majority of special education and related services in that setting.**
2. **Regular early childhood program 10 hours per week and receiving the majority of special education and related services in some other location.**
3. **Regular early childhood program less than 10 hours per week and receiving the majority of special education and related services in that setting.**

4. **Regular early childhood program less than 10 hours per week and receiving the majority of special education and related services in some other location.**
5. **Public/Private Separate school:** Children who received education programs in public or private day schools designed specifically for children with disabilities.
6. **Public/Private Residential facility:** Children who received education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. Do not include students who also attended a regular early childhood program.
7. **Home:** Children who received special education and related services in the principal residence of the child's family or caregivers, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. Include children who receive special education services both at home and in a service provider location.
8. **Service provider location:** Children who received all of their special education and related services from a service provider, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility.

For example, speech instruction provided in:

- private clinicians' offices
- clinicians' offices located in school buildings
- hospital facilities on an outpatient basis
- libraries and other public locations

Do not include children who also received special education services at home. Children who received special education services both in a service provider location and at home should be reported in the home category.

School-aged (aged 6 through 21) special education program settings:

9. **Inside the regular education setting 80% or more of the day:** Students who were inside the general education setting for 80% or more of the school day. This may include children with disabilities placed in:
 - regular class with special education/related services provided within the regular class;
 - regular class with special education/related services provided outside of the regular class; and
 - regular class with special education services provided in resource rooms.

- 10. Inside regular education setting between 40% and 79% of the time.** Students were inside the general education classroom between 40 and 79% of the day. Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This may include children placed in:
- resource rooms with special education/related services provided within the resource room; and
 - resource rooms with part-time instruction in a regular class.
- 11. Inside regular education setting less than 40% of the day:** Students who were inside the general education classroom less than 40% of the day. Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This category may include children placed in:
- self-contained special classrooms with part-time instruction in a regular class; and
 - self-contained special classrooms with full-time special education instruction on a regular school campus.
- 12. Public/Private Separate school:** Students who received special education and related services for greater than 50% of the school day in a separate day facility that does house programs for students without disabilities.
- 13. Public/Private Residential facility:** Students who received special education and related services for greater than 60% of the school day in a residential facility.
- 14. Homebound/Hospital:** Students who received special education instruction at home or in a medical treatment facility on an in-patient basis.
- Do not include children with disabilities whose parents have opted to home school them and who receive special education at the public expense.
- 15. Correctional facilities:** Students who received special education in correctional facilities. These data are intended to be a count of all children in:
- short-term detention facilities (community-based or residential); and
 - correctional facilities.
- 16. Parentally Placed in Private Schools:** Students who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan. Include children whose parents chose to home school them, but who receive special education and related services at public expense. Do not include children who are placed in private schools by the Local School System (LSS).

“Part C Exiting Status” (Birth through 2)

1. **In a Part C early intervention program:** This includes infants and toddlers (birth through age 2) with a current Individualized Family Service Plan (IFSP) and who are served by a state or local Part C early intervention program.
2. **Completion of IFSP prior to reaching maximum age for Part C:** Count of children who have *not reached maximum age* for Part C, have completed their IFSP, and no longer require services under IDEA, Part C.
3. **Eligible for IDEA, Part B:** Count of children served in Part C who exited Part C and were determined to be eligible for Part B during the reporting period. This includes children who receive Part B services in conjunction with Head Start.
4. **Not eligible for Part B, exit with referrals to other programs:** Count of children *who reached maximum age* for Part C, were determined not eligible for Part B, and were referred to other programs, which may include preschool learning centers, Head Start (but not receiving Part B services), and child care centers, and/or were referred for other services, which may include health and nutrition services, such as WIC.
5. **Not eligible for Part B, exit with no referrals:** Count of children *who reached maximum age* for Part C and were determined not eligible for Part B services, but were not referred to other programs.
6. **Part B eligibility not determined:** Count of children for whom Part B eligibility has not been made. This category includes children who were referred for Part B evaluation, but for whom the eligibility determination has not yet been made or reported and children for whom parents did not consent to transition planning. This category includes any child *who reached maximum age* for Part C, and who has not been counted in categories 2 through 4 above.
7. **Deceased:** Count of children who died during the reporting period, even if their death occurred at the age of exit.
8. **Moved out of State:** Count of children who moved out of State during the reporting period. Do not report a child who moved within State (i.e., from one program to another) if services are known to be continuing.
9. **Withdrawal by parent (or guardian):** Count of children whose parents declined all services after an IFSP was in place, as well as children whose parents declined to consent to IFSP services and provided written or verbal indication of withdrawal from services.
10. **Attempts to contact the parent and/or child were unsuccessful:** Count of children who have not reached the maximum age of service under Part C, who had an active IFSP, and for whom Part C personnel have been unable to contact or locate the family or child after repeated, documented attempts. This category includes any child who did not complete an IFSP and exited Part C before reaching maximum age and who has not been counted in categories 6 through 8 above.

10. **No longer receives early intervention, but still receiving state Deaf-Blind Project services:** These children no longer have an IFSP and are no longer receiving early intervention services; however, they are still receiving services from State deaf-blind projects.
11. **No longer meets the Deaf-Blind Project's criteria for services:** Children who have been determined to no longer meet the Project's criteria and are not receiving state deaf-blind services, and who are not moving.

"Part B Exiting" Status Categories

1. **In Early Childhood Special Education (ECSE) or school-aged special education program:** This includes students in a ECSE (ages 3 - 5) or school-aged special education (ages 6 - 21) program.
2. **Returned to general education:** (*Note: this category was previously labeled "No longer receives special education."*) Students who were served in special education at the start of the reporting period, but at some time in that 12-month period, returned to regular education. Students no longer have an IEP and are receiving all of their educational services from a general education program.
3. **Graduated with Maryland high school diploma:** Students who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as students without disabilities.
4. **Received Maryland High School Certificate of Program Completion:** Students who exited an educational program and received a Maryland High School Certificate of Program Completion.
5. **Reached maximum age (21):** Students who exited special education because of reaching the maximum age for receipt of special education services.
6. **Deceased:** Students who died.
7. **Moved, known to be continuing:** Students who moved out of the catchment area or otherwise transferred to another district and are *KNOWN* to be continuing in another educational program. There need not be evidence that the student is continuing in special education, only that he or she is continuing in a general education program.
8. **Dropped out:** Students who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any other basis described at some point in the preceding twelve (12) months, are not currently enrolled, and did not exit through any of the other options described. This includes dropouts, runaways, Graduate Equivalency Diploma (GED) recipients, expulsions, status unknown, students who moved and are not known to be continuing in another educational program, and other students who may exit from special education.