2019 National Deaf-Blind Child Count: Instructions, Definitions and Reporting Materials

The National Center on Deaf-Blindness

September 2019

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INTRODUCTION

The National Center on Deaf-Blindness (NCDB) and State/Multi-State Deaf-Blind Projects are federally required to collect information on the needs related to children and youth who are deaf-blind. Consistent with the priorities under which *The Center* and the *State/Multi-State Projects* are funded, this data is summarized into a National Deaf-Blind Child Count (also referred to as DB Child Count). The DB Child Count is used to identify national and state technical assistance needs for children and youth who are deaf-blind, their families and the service providers and systems which serve them. It is also used to identify research needs, in developing personnel preparation programs, and in targeting national and state product development and dissemination activities.

INSTRUCTIONS AND DEFINITIONS

This document provides instructions on how to prepare your state/multi-state child count data for submission to be included in the aggregated *National Deaf-Blind Child Count of Children and Youth who are Deaf-Blind*. Please read all instructions carefully and keep these specific things in mind:

- The count is a point-in-time snapshot and should reflect those individuals identified and eligible for services from state deaf-blind projects on December 1st of the current reporting period. *(Reporting period is December 2nd 2018- December 1st 2019.) The point-in-time "snapshot" date is December 1, 2019.*
- The language and reporting elements used in the DB Child Count are consistent with those found in Section 618 of the Individuals with Disabilities Education Act (IDEA) whenever possible.
- Individuals with Further Testing Needed identified under the documentation of hearing and/or vision loss may only be included for that year's report. While testing should be completed prior to the next reporting date for the individual to be included in the subsequent year's national child count, please submit all individuals regardless of testing status.
- Only include one code for each response.
- Review the Deaf-Blind Change Log document to be sure your database reflects all past changes.
- Complying with FERPA and confidentiality regulations is an important part of conducting the Annual Deaf-Blind Child Count. Visit the Department of Education's Protecting Student Privacy page to see a list of FAQs on FERPA and privacy. For confidentiality purposes, **DO NOT send personally identifiable information (e.g. first name, last name)** with your child count data. All children should be identified through an Identification Code (Column 2) and unique Child Number (Column 3).

Definition of Deaf-Blindness

Although each state deaf-blind project has the discretion of establishing the criteria for their project services, the IDEA 2004 definition of deaf–blindness must be used for defining students in early childhood special education (3-5) and school age special education (6-21) programs and for their inclusion in the DB Child Count.

"Deaf blindness means concomitant hearing and vision impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness." (IDEA, 2004)

For infants and toddlers receiving Part C early intervention services, deaf-blindness is defined as:

"Concomitant hearing and vision impairments or delays, the combination of which causes such severe communication and other developmental and intervention needs that specialized early intervention services are needed."

Documented Vision and Hearing Loss

Consistent with prior amendments to IDEA, the DB Child Count does not require ongoing three year re-evaluations of individuals initially identified as deaf-blind, nor does it necessitate the reporting of the dates of the most current assessment. As such, projects should rely on the most recent information used by the student's team in initially documenting the student's degree of loss and in subsequent reporting on the Deaf-Blind Child Count Columns 10 and 12.

Submission Details

- The Deaf-Blind Child Count Reporting Packet consists of three documents. 1) This instruction document, describing in detail the collection process and descriptions of data variables (Doc I-1); 2) A quick reference summary code sheet, listing all codes used for each data field (Doc C-1); and 3) A sample Microsoft Excel spreadsheet, with pre-populated column headings for required fields (Doc S-1). The S-1 also includes a secondary sheet, the SS-1 for secondary spreadsheet data such as "Other" data and a third sheet for any data notes you wish to include.
- Data can be collected in any spreadsheet or database program as long as the required fields can be saved and/or exported into a format that can be opened in Microsoft Excel, for example .csv, .xls, or .xlsx. (Some states simply copy their data into the sample spreadsheet file and use that file for reporting.)
- All data are due by **May 5, 2020** for inclusion in the National Deaf-Blind Child Count unless an extension is requested and granted.
- Data will be submitted via the National Center website via a secure portal. When you are ready to submit your data visit the **Annual Resources for Reporting the Child Count** web page for submission instructions.

What is new for the 2019 Deaf-Blind Child Count?

- No new categories this year. **See Educational Setting* for code notes.**
- Additional data notes have been provided throughout. Please review all instructions.

- ***Educational Setting** (Column 26) codes listed are “old codes.” These are the codes that were use for summarizing the national data for the 2018 report and will be used for the 2019 report. YOU SHOULD USE THE SAME CODES YOU USED LAST YEAR, but verify all data in your export file match the codes you are using in your collection forms and data entry interface. **Data codes will need to be turned in along with data files for verification purposes.**
- The Deaf-Blind Child Count **will not be accepted via email** submission. Data will need to be submitted via our secure online portal. Visit the Annual Resources for Reporting the Child Count web page for submission instructions.

Contact Information

Please contact Robbin Bull, robbin.bull@hknc.org, PH: 503.831.4649, for any additional information or clarifications related to the Deaf-Blind Child Count.

Field Descriptions and Definitions

Data Notes:

- **DO NOT send personally identifiable information (e.g. first name, last name) with your child count data.**
- Only one code should be used for each entry.
- A code of **999** should be used for **missing data** in any column unless otherwise noted.

Column 1 - State

Use uppercase letters to indicate the two-letter state abbreviation.

Column 2 - Identification Code

Use uppercase letters to create a 4 digit *alpha-character* code using the first two characters of the first name and the first two characters of the last name of the individual. Duplications in this field are acceptable. For names that are hyphenated, use the first 2 characters of the beginning name of the hyphenated name. For example, John Doe-Rey would be coded as JODO.

Column 3 - Child Number

Indicate a unique *number* (e.g., 13791) for each individual. Code numbers should remain the same for each individual across years. If your state uses state assigned student codes, it is suggested this code be used.

Column 4 - Gender

Indicate the individual’s gender. ***Enter only one numeric code.***

Acceptable Codes:

0. Male
1. Female

Birthdate Information (Column 5-7) must be provided for inclusion on the national child count.

Column 5 - Month of Birth

Enter the month of birth in two-digit numeric format.

Column 6 - Day of Birth

Enter the day of birth in two-digit numeric format.

Column 7 - Year of Birth

Enter the year of birth in a four-digit numeric format (e.g., 2001).

Column 8 - Etiology

Select the **one** numeric etiology code from the list that best describes the primary etiology of the individual’s primary disability. (Due to the number of codes for this category, codes are listed in the *Quick Reference Code Sheet (Doc C-1)* only.) Etiologies fall under one of four main sub headings:

- Hereditary/chromosomal syndromes and disorders
- Pre-natal/congenital complications
- Post-natal/non-congenital complications
- Related to prematurity

Column 9- Race/Ethnicity

Enter the one race/ethnicity code from the list that best describes the individual. A child or student may only be reported in one race/ethnicity category. ***Enter only one numeric code.***

Acceptable Codes:

1. American Indian or Alaska Native
2. Asian
3. Black
4. Hispanic
5. White
6. Native Hawaiian /Pacific Islander
7. Two or more races

The following definitions of the seven categories of race/ethnicity have been adapted from definitions appearing in the U.S. Department of Education *Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data* in Federal Register Doc E7-20613:

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

Column 10 - Documented Vision Loss

Indicate the one code that best describes the individual's: a) *documented* degree of vision loss with correction, or b) indicates that *further testing is needed* (this testing should be completed prior to the next child count submission date for continued inclusion in the count), or c) indicate that the student has a *documented functional vision loss.* ***Enter only one numeric code. Vision loss information must be provided for inclusion on the national child count.***

Please note: Items 5 and 8 are intentionally not used or available as an option.

Acceptable Codes:

1. Low Vision (visual acuity of 20/70 to 20/200>)
2. Legally Blind (visual acuity of 20/200 or less or a field restriction of 20 degrees)

3. Light Perception Only
4. Totally Blind
5. ***Intentionally not used***
6. Diagnosed Progressive Loss
7. Further Testing Needed (allowed one year only)
8. ***Intentionally not used***
9. Documented Functional Vision Loss

A Functional Vision Assessment 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.”*

Column 11 - Cortical Vision Impairment

Indicate whether the child/student has cortical vision impairment. ***Enter only one numeric code.***

Acceptable codes:

0. No
1. Yes
2. Unknown

Column 12 - Documented Hearing Loss

Indicate the <u>one</u> code that best describes the individual’s: a) *documented* degree of hearing loss with correction, or b) indicates that *further testing is needed* (this testing should be completed prior to the next child count submission date for continued inclusion in the count), or c) indicate that the student has a *documented functional hearing loss.* ***Enter only one numeric code. Hearing loss information must be provided for inclusion on the national child count.***

Please note: Item 8 is intentionally not used or available as an option.

Acceptable codes:

1. Mild (26-40 dB loss)
2. Moderate (41-55 dB loss)
3. Moderately Severe (56-70 dB loss)
4. Severe (71-90 dB loss)
5. Profound (91+ dB loss)
6. Diagnosed Progressive Loss
7. Further Testing Needed (allowed one year only)
8. ***Intentionally not used***
9. Documented Functional Hearing Loss

A Functional Hearing Assessment is defined as *“a non-clinical assessment carried out by a trained hearing specialist using commonly accepted assessment tools, checklists and measures for making educated judgments about the functional use of hearing.”*

Column 13 - Central Auditory Processing Disorder

Indicate whether the child/student has a central auditory processing disorder. ***Enter only one numeric code.***

Acceptable codes:

0. No
1. Yes
2. Unknown

Column 14 - Auditory Neuropathy

Indicate whether the child/student has auditory neuropathy. ***Enter only one numeric code.***

Acceptable codes:

0. No
1. Yes
2. Unknown

Column 15 - Cochlear Implants

Indicate whether the child/student has a cochlear implant. ***Enter only one numeric code.***

Acceptable codes:

0. No
1. Yes
2. Unknown

Columns 16-21 - Other Impairments or Conditions

Indicate any additional impairment or condition, which has a significant impact on the individual's developmental or educational progress. Other impairments and conditions include:

- **Column 16 -** Orthopedic/Physical Impairments
- **Column 17 -** Cognitive Impairments
- **Column 18 -** Behavioral Disorders
- **Column 19 -** Complex Health Care Needs
- **Column 20 -** Communication/Speech/Language Impairments
- **Column 21 -** Other

Acceptable Codes (Indicate for each field). ***Enter only one code for each field.***

0. No
1. Yes
2. Unknown

Column 22

Column 22 is intentionally not used.

Column 23 - Part C Category Code (Birth through 2)

Enter the primary category code under which the child was reported on the state's Lead Agency, IDEA Part C Child Count. ***Enter only one numeric code. Only children ages birth – 2 should have a code for this field.***

Part C categories include:

1. At-risk for developmental delays *(as defined by the state's Part C Lead Agency)*
2. Developmentally Delayed

Also included *for DB Child Count reporting purposes* is:

888. Not Reported under Part C of IDEA

Column 24 - Part B Category Code

Enter the primary category code under which the student was reported on the State Department of Education Part B, IDEA Child Count, or indicate that the student was not reported. ***Enter only one numeric code. All children over the age of 2 should have a code for this field.***

The Part B Category Codes are:

1. Intellectual Disability
2. Hearing Impairment (includes deafness)
3. Speech or Language Impairment
4. Visual Impairment (includes blindness)
5. Emotional Disturbance
6. Orthopedic Impairment
7. Other Health Impairment
8. Specific Learning Disability
9. Deaf-blindness
10. Multiple Disabilities
11. Autism
12. Traumatic Brain Injury
13. Developmentally Delayed-age 3 through 9

Also included for *DB Child Count reporting purposes* are:

14. Non-Categorical
888. Not Reported under Part B of IDEA

Column 25 - Early Intervention Setting (Birth through 2)

For children served in ***Part C early intervention*** programs enter the early intervention setting code under which the individual was reported on the state's Lead Agency, IDEA Part C Child Count**. *Enter only one numeric code.***

Potential EI settings for infants and toddlers (Birth through 2) include:

1. Home
2. Community-based settings
3. Other settings

Early intervention settings for infants and children, from birth through age 2, are federally defined as:

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

Column 26 - Educational Setting (3-5 and 6-21)

Enter the setting code under which the individual was reported on the State Department of Education Part B, IDEA Child Count.

Please note that settings are different for children in early childhood special education programs (3-5), than for school-aged students (6-21). ***Enter only one code from the appropriate age category. Children under the age of 3 should not have a code for this field.***

IMPORTANT*:** ***These codes are the "old codes" which should continue to be used for this reporting period unless you previously updated to the "new codes." If you are unsure of which codes to use, contact NCDB. Codes used for reporting will need to be submitted along with data file.

Ages 3-5: ***Early childhood special education*** settings include:

1. Attending a regular early childhood program at least 80% of the time
2. Attending a regular early childhood program 40% to 79% of the time
3. Attending a regular early childhood program less than 40 % of the time
4. Attending a separate class
5. Attending a separate school
6. Attending a residential facility
7. Service provider location
8. Home

Ages 6-21: ***School-aged students*** settings include:

9. Inside the regular class 80% or more of day
10. Inside the regular class 40% to 79% of day
11. Inside the regular class less than 40% of day
12. Separate school
13. Residential facility
14. Homebound/Hospital
15. Correctional facilities
16. Parentally placed in private schools

Ages 3-5: Early childhood special education program settings are federally defined as follows:

- Regular early childhood program at least 80% of the time: Children who attended an early childhood program and were in the early childhood program for at least 80% of time.
- Regular early childhood program 40% to 79% of the time: Children who attended an early childhood program and were in the early childhood program for no more than 79% but no less than 40% of time.
- Regular early childhood program less than 40 % of the time: Children who attended an early childhood program and were in the early childhood program for less than 40% of time
- Separate class: Children in a class with less than 50% nondisabled children. Do not include children who also attended a regular early childhood program.
- Separate school: Children who received education programs in public or private day schools designed specifically for children with disabilities.
- Residential facility: Children who received education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.

- 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 at home. Children who received special education both in a service provider location and at home should be reported in the home category.

- 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 both at home and in a service provider location.

Ages 6-21: School-aged special education program *settings* are federally defined as follows:

- Inside the regular class 80 percent or more of the day: Students who were inside the regular classroom for 80 percent or more of the school day. This may include children with disabilities placed in:

  - regular class with special education/related services provided within regular classes
  - regular class with special education/related services provided outside regular classes
  - regular class with special education services provided in resource rooms

- Inside regular class no more than 79% of day and no less than 40% percent of the day: Students were inside the regular 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
  - resource rooms with part-time instruction in a regular class

- Inside regular class less than 40 percent of the day: Students who were inside the regular classroom less than 40 percent 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
  - self-contained special classrooms with full-time special education instruction on a regular school campus
- Separate school. Students who received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services for greater than 50 percent of the school day in public or private separate schools. This may include children placed in:
  - public and private day schools for students with disabilities
  - public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day
  - public and private residential facilities if the student does not live at the facility
- Residential facility: *S*tudents who received education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:
  - public and private residential schools for students with disabilities
  - public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or regular school buildings for the remainder of the school day

  Do not include students who received education programs at the facility, but do not live there.
- Homebound/Hospital: Students who received education programs in homebound/hospital environment includes children with disabilities placed in and receiving special education and related services in:
  - hospital programs
  - homebound programs

Do not include children with disabilities whose parents have opted to home school them and who receive special education at the public expense.

- Correctional facilities: Students who received special education in correctional facilities. These data are intended to be a count of all children receiving special education in:
    - short-term detention facilities (community-based or residential)
    - correctional facilities
- 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 the public expense**. Do not include children who are placed in private schools by the LEA.

Column 27 - Participation in Statewide Assessments

Select the option which best describes the student's participation in ***their last*** statewide assessment activities. ***Enter only one numeric code.***

Acceptable Codes:

1. Regular grade-level state assessment
2. Regular grade-level state assessment with accommodations
3. Alternate assessment
4. ***No longer used***
5. ***No longer used***
6. Not required at age or grade level
7. Parent Opt Out

EXITING DATA

Please include children becoming inactive and exiting during the reporting period on the child count following their inactive status, so their exiting data can be reported.

Column 28 - Part C Exiting Status (Birth through 2)

For children served in ***Part C early intervention*** programs enter the single early intervention code relevant for the child on Dec. 1st. ***Enter only one numeric code. Only children ages birth – 2 should have a code for this field.***

Note: Preschoolers who turned three years of age during the reporting period and who have transitioned to Part B services may also be reported under Column 29 - Part B Exiting Status.

Acceptable Codes:

0. In a Part C early intervention program
1. Completion of IFSP *prior to reaching maximum age* for Part C
2. Eligible for IDEA, Part B
3. Not eligible for Part B, exit with referrals to other programs
4. Not eligible for Part B, exit with no referrals
5. Part B eligibility not determined
6. Deceased
7. Moved out of state
8. Withdrawal by parent (or guardian)
9. Attempts to contact the parent and/or child were unsuccessful

Early intervention exiting status for infants and children, from birth through age 2, are defined as:

- <u>In a Part C early intervention program</u>: This includes infants and toddlers (birth through age 2) with a current IFSP and who are served by a state or local part early intervention program.
- <u>Completion of IFSP *prior to reaching maximum age* for Part C</u>: Children who have *not reached maximum age* for Part C, have completed their IFSP, and no longer require services under IDEA, Part C.
- <u>Eligible for IDEA, Part B</u>: 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.
- <u>Not eligible for Part B, exit with referrals to other programs:</u> 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.
- <u>Not eligible for Part B, exit with no referrals</u>: Children *who reached maximum age* for Part C and were determined not eligible for Part B services, but were not referred to other programs.
- <u>Part B eligibility not determined</u>: 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.

- Deceased: Children who died during the reporting period, even if their death occurred at the age of exit.
- Moved out of state: 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.
- Withdrawal by parent (or guardian): 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.
- Attempts to contact the parent and/or child were unsuccessful: 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.

Column 29 - Part B Exiting Status

For students in ECSE or school-aged special education, indicate the code that best describes the student's status on Dec. 1st. ***Enter only one numeric code. Children under the age of 3 should not have a code for this field.***

Note: Preschoolers who turned three years of age during the reporting period and who have transitioned from Part C early intervention services may also be reported under Column 28 - Part C Exiting Status.

Acceptable Codes:

0. In ECSE or school-aged special education program
1. Transferred to regular education
2. Graduated with regular high school diploma
3. Received a certificate
4. Reached maximum age
5. Died
6. Moved, known to be continuing
7. ***Intentionally not used***
8. Dropped out

Exiting status categories are defined as follows:

- In ECSE or school-aged special education program: This includes students in an early childhood special education (ages 3 - 5) or school-aged special education (ages 6 - 21) program.
- Transferred to regular 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. These students no longer have an IEP and are receiving all of their educational services from a regular education program.
- Graduated with regular 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 are students who met the same standards for graduation as those students without disabilities.
- Received a certificate: Students who exited an educational program and received a certificate of completion, modified diploma, or some similar document. This includes students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities.
- Reached maximum age: Students who exited special education because of reaching the maximum age for receipt of special education services, including those students with disabilities who reached the maximum age and did not receive a diploma. Maximum age for services varies by state.
- Died: Students who died.
- 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 an education program. This includes students in residential drug/alcohol rehabilitation centers, correctional facilities or charter schools if those facilities operate as separate districts, excluding normal matriculation.
- 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 some point in the preceding 12 months, are not currently enrolled, and did not exit through any of the other options described. This includes dropouts, runaways, GED recipients, expulsions, status unknown, students who moved and are not known to be continuing in another educational program, and other exiters from special education.

Column 30 – Deaf-Blind Project Exiting Status

Select the response which describes the student’s status as of December 1st of the current reporting period. ***Enter only one numeric code.***

Acceptable Codes:

0. Eligible to receive services from the deaf-blind project
1. No longer eligible to receive services from the deaf-blind project

Deaf-Blind Exiting Status categories are defined as follows:

- Eligible to receive services from the deaf-blind project: These individuals are ***eligible to receive services*** from the deaf-blind project, ***regardless of their Part C or Part B status***.
- No longer eligible to receive services from the deaf-blind project: These individuals are ***no longer eligible to receive services*** from the deaf-blind project, ***regardless of their Part C or Part B status.***

Column 31 - Living Setting

Indicate the living setting in which the individual resides the majority of the year. ***Enter only one numeric code.***

Acceptable Codes:

1. Home: Parents
2. Home: Extended family
3. Home: Foster parents
4. State residential facility
5. Private residential facility
6. Group home (less than 6 residents)
7. Group home (6 or more residents)
8. Apartment (with non-family person(s))
9. Pediatric nursing home

555. Other

Column 32 - Corrective Lenses

Indicate whether the child/student wears glasses or contact lenses. ***Enter only one numeric code.***

Acceptable Codes:

0. No
1. Yes
2. Unknown

Column 33 - Assistive Listening Devices

Indicate whether the child/student wears hearing aids or uses an FM system or other assistive listening device. ***Enter only one numeric code.***

Acceptable Codes:

0. No
1. Yes
2. Unknown

Column 34 - Additional Assistive Technology

Indicate whether the child/student uses any additional assistive technology (other than corrective lenses or assistive listening devices). ***Enter only one numeric code.***

Acceptable Codes:

0. No
1. Yes
2. Unknown

Column 35 – Intervener Services

Indicate whether the child/student in ECSE or school-aged special education receives Intervener Services. ***Enter only one numeric code.***

Acceptable Codes:

0. No
1. Yes (from an individual with the title and function of an intervener **OR** from an individual with the function of an intervener working under a different title)
2. Unknown

Intervener Services are defined as follows:

Intervener Services: Intervener services provide access to information and communication and facilitate the development of social and emotional well-being for children who are deaf-blind. In educational environments, intervener services are provided by an individual, typically a paraeducator, who has received specialized training in deaf-blindness and the process of intervention. An intervener provides consistent one-to-one support to a student who is deaf-blind (age 3 through 21) throughout the instructional day.

Working under the guidance and direction of a student’s classroom teacher or another individual responsible for ensuring the implementation of the student’s IEP, an intervener’s primary roles are to:

- provide consistent access to instruction and environmental information that is usually gained by typical students through vision and hearing, but that is unavailable or incomplete to an individual who is deaf-blind;
- provide access to and/or assist in the development and use of receptive and expressive communication skills;
- facilitate the development and maintenance of trusting, interactive relationships that promote social and emotional well-being; and,
- provide support to help a student form relationships with others and increase social connections and participation in activities.