

### Data Items for December 1, 2007

No.	Item Name	Data Entry Codes	Explanations / Comments
1	PAsecureID or Student ID Number	XXXXXXXXXX (10 or less)	<p>FIELD TYPE: Numeric or alpha/numeric (no special characters)            LENGTH: Ten (10) or less            DEFINITION: PAsecureID given to the student by PDE. If the student has a PAsecureID you must report it. If the student does not have a PAsecureID on 12/1/07, report current LEA ID number.            AUTHORITY: PDE/BSE Requirement            SOURCE: Check with School District/Intermediate Unit            USE: Federal Child Count Verification, Compliance Monitoring</p>
2	Last Name	XXXXXXXXXXXXXXXXXXXXX (Unl)	<p>FIELD TYPE: Text            LENGTH: Unlimited            DEFINITION: Legal last name of the student. Suffixes may be included with last name, with a space after the last name and no punctuation, e.g., Smith Jr            AUTHORITY: BSE Requirement            SOURCE: ER and/or IEP            USE: Federal Child Count Verification, Compliance Monitoring</p>
3	First Name	XXXXXXXXXXXXXXXXXXXXX (Unl)	<p>FIELD TYPE: Text            LENGTH: Unlimited            DEFINITION: Legal first name of the student. Do not include quotes or punctuation            AUTHORITY: BSE Requirement            SOURCE: ER and/or IEP            USE: Federal Child Count Verification, Compliance Monitoring</p>
4	Middle Initial	(Blank) No middle initial X (1)	<p>FIELD TYPE: Text            LENGTH: One (1)            DEFINITION: Legal middle name of the student. Required if the student has a middle name, no punctuation            AUTHORITY: BSE Requirement            SOURCE: ER and/or IEP            USE: Federal Child Count Verification, Compliance Monitoring</p>

5	Birth Date	MMDDYYYY (8)	<p>FIELD TYPE: Numeric          LENGTH: Eight (8)          DEFINITION: Date of birth. Leading zeros must be used where applicable, e.g., 01011988          AUTHORITY: BSE Requirement          SOURCE: ER and/or IEP          USE: Federal Reports, Statistical Summary, Compliance Monitoring</p>
6	Gender	01 Female 02 Male	<p>FIELD TYPE: Numeric          LENGTH: Two (2)          DEFINITION:  <ul style="list-style-type: none"> <li>• Gender of the student</li> <li>• Leading zeros must be used</li> </ul>         AUTHORITY: IDEIA 2004          SOURCE: Student cumulative file          USE: Federal Reports, Compliance Monitoring</p>
7	Ethnic Background	01 American Indian or Alaskan Native 02 Asian or Pacific Islander 03 Black or African American (Not-Hispanic) 04 Hispanic or Latino 05 White (Not-Hispanic)	<p>FIELD TYPE: Numeric          LENGTH: Two (2)          DEFINITION:  <ul style="list-style-type: none"> <li>• <i>American Indian or Alaska Native</i> - a person having origins in any of the original peoples of North and South American (including Central America), and who maintains tribal affiliation or community attachment.</li> <li>• <i>Asian or Pacific Islander</i> - a person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. The Pacific Islands included Hawaii, Guam, and Samoa.</li> <li>• <i>Black or African American (Not Hispanic)</i> - a person having origins in any of the Black racial groups of Africa.</li> <li>• <i>Hispanic or Latino</i> - a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.</li> <li>• <i>White (Not Hispanic)</i> - a person having origins in any of the original people of Europe, the Middle East, or North Africa.</li> </ul>         AUTHORITY: Federal Reporting          SOURCE: Student cumulative file          USE: Federal and State Reports, Over-Under Representation Reports, Legislative Inquiries</p>

8	Limited English Proficient (LEP)	01 LEP Student 02 NOT LEP Student	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: Student is in the process of acquiring English as a second language AUTHORITY: IDEIA 2004 SOURCE: IEP-Special Considerations USE: Federal Reports, Annual Performance Report
9	Grade	PS EI Preschool KH Half-day Kindergarten KF Full-day Kindergarten 01-12 Grade	FIELD TYPE: Alpha or Numeric LENGTH: Two (2) DEFINITION: <ul style="list-style-type: none"> <li>• Grade of the student</li> <li>• If grade needs to be determined, the student's age may be used to make this determination. Example, grade 05 (age 10), or grade 08 (age 13), or grade 11 (age 16)</li> <li>• This Item is used to determine which general education curriculum will be used (IDEA requirement).</li> <li>• PS is for MAWA agency use only. Note that K4 special education program is responsibility of MAWA agency</li> </ul> AUTHORITY: <b>Federal Reporting</b> SOURCE: IEP USE: Federal Annual Report
10	Disability Category	21 Autism 13 Deaf-Blindness 15 Developmental Delay (3-6 in EI Program) 10 Emotional Disturbance 05 Gifted without Disability 02 Hearing Impairment including Deafness 06 Mental Retardation 16 Multiple Disabilities 09 Orthopedic Impairment 22 Other Health Impairment 04 Specific Learning Disability 11 Speech or Language Impairment 01 Traumatic Brain Injury 12 Visual Impairment incl Blindness	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: <ul style="list-style-type: none"> <li>• Disability of the student. <b>See 34CFR300.8</b>, 22 PA Code Chapter 14</li> <li>• If the student is gifted <u>and</u> has a disability, report the disability in Item 10, and gifted as Code 05 in Item 11</li> <li>• If the student is gifted <u>without</u> a disability, report the student here as Code 05, blank in Item 11</li> <li>• Code 15 applies only to student in EI programs</li> <li>• If student is Code 05, the following items may be left blank: 19, 22, 23, 24</li> </ul> AUTHORITY: <b>34CFR300.8</b> , 1372 PA School Code, 22 PA Code Chapter 14, 22 PA Code Chapter 16, Chapter 711 of PA School Code SOURCE: ER USE: Federal Reports, Statistical Summary, Federal Annual Report, Compliance Monitoring

11	Secondary Disability Category	(Blank) None 21 Autism 13 Deaf-Blindness 10 Emotional Disturbance 05 Gifted 02 Hearing Impairment including Deafness 06 Mental Retardation 16 Multiple Disabilities 09 Orthopedic Impairment 22 Other Health Impairment 04 Specific Learning Disability 11 Speech or Language Impairment 01 Traumatic Brain Injury 12 Visual Impairment including Blindness	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: <ul style="list-style-type: none"> <li>Secondary disability of the student, if applicable. <b>See 34CFR300.8</b>, 22 PA Code Chapter 16</li> <li>If the student is gifted <u>and</u> has a disability, report the disability in Item 10, and gifted as Code 05 in Item 11</li> </ul> AUTHORITY: <b>34CFR300.8</b> , 1372 PA School Code, 22 PA Code Chapter 14, 22 PA Code Chapter 16 SOURCE: ER USE: Federal Reports, Statistical Summary, Federal Annual Report, Compliance Monitoring
12	Residency	(Blank) Resident 01 Ward of State 02 1302 (Living with Adult other than Parent) 05 1305 (Foster Home) 06 1306 (e.g., Institutionalized, Group Homes, PRRIs)	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: <ul style="list-style-type: none"> <li>This field describes the residency status of the student according to special conditions in Section 13 of the PA School Code</li> <li>Code 01, Ward of State: A student under the custody of the county for legal guardianship</li> <li>Code 02, 1302 (Living with Adult other than Parent): A student shall be considered a resident of the district in which his guardian resides</li> <li>Code 05, 1305 (Foster Home): Students placed in the home of a resident of any school district by order of court or by arrangement with an association, agency, or institution having the care of neglected and dependent children. <b><u>These students are reported by the host district, not the home district.</u></b></li> <li>Code 06, 1306 (e.g., Institutionalized settings, Group Homes, PRRIs): Students placed in institutions for the care or training of orphans or other children within the boundaries of a district shall be permitted to attend public school in said district. <u>These students are reported by the home district, not the host district</u></li> </ul> AUTHORITY: 24 PS 13-1305 SOURCE: Student cumulative file, business manager of the district USE: Legislative Inquiries, Compliance Monitoring

13	Home District	AUN (9)	<p>FIELD TYPE: Numeric  LENGTH: Nine (9)  DEFINITION:</p> <ul style="list-style-type: none"> <li>• AUN of the district in which the parent or guardian resides</li> <li>• Charter schools are LEAs, have assigned AUNs, and must be reported by the IU in which the charter was granted</li> <li>• Cyber charter schools are LEAs, have assigned AUNs, and must be reported by the IU in which the cyber school was granted</li> <li>• Ward of state: report as (1+IU+999999), e.g., 103999999</li> </ul> <p>AUTHORITY: BSE Requirement  SOURCE: ER and/or IEP will indicate the Home District, cross-referenced with PDE AUN list located at <a href="http://edna.ed.state.pa.us/aun_listing.asp">http://edna.ed.state.pa.us/aun_listing.asp</a>  USE: Compliance Monitoring, Statistical Summary</p>
14	Building	XXXXXXXXXXXXXXXXXXXXX (Unl)	<p>FIELD TYPE: Text  LENGTH: Unlimited  DEFINITION: Building the student attends  AUTHORITY: BSE Requirement  SOURCE: IEP (Location of Program)  USE: Compliance Monitoring</p>
15	Regional Area Offices  (Philadelphia SD)	(Blank) N/A 01 South RAO 02 Southwest RAO 03 Central RAO 04 West RAO 06 Northwest RAO 07 Central East RAO 08 North RAO 09 East RAO 10 Northeast RAO 12 Center City RAO 13 Creative Action RAO 14 EMO RAO  11 ELWYN (EI-Preschool)	<p>FIELD TYPE: Numeric  LENGTH: Two (2)  DEFINITION: Student's assignment to a region in Philadelphia School District  AUTHORITY: BSE Requirement  SOURCE: School District of Philadelphia  USE: Compliance Monitoring</p>

16	Service Provider	(Blank) Same as Home District AUN (9)	<p>FIELD TYPE: Numeric          LENGTH: Nine (9)          DEFINITION: AUN of the special education service provider (Items 17 and 18)          AUTHORITY: BSE Requirement          SOURCE: IEP and/or Notice of Recommended Educational Placement will indicate the Service Provider, cross-referenced with PDE AUN list located at <a href="http://edna.ed.state.pa.us/aun_listing.asp">http://edna.ed.state.pa.us/aun_listing.asp</a>, or Program Supervisor          USE: Compliance Monitoring</p>
17	Type of Service  (School Age Program)	<p>(Blank) Student in EI Preschool Program</p> <p>01 Itinerant          02 Resource          03 Part-time          04 Full-time          05 Gifted</p>	<p>FIELD TYPE: Numeric          LENGTH: Two (2)          DEFINITION:</p> <ul style="list-style-type: none"> <li>• Special education services the student is receiving. See 22 PA Code Chapter 14.141</li> <li>• Indicate type of service the student is receiving</li> <li>• Leading zeros must be used where applicable</li> <li>• This item must be blank for students in EI Preschool (Code PS in Item 9)</li> <li>• Code 05 must be used with Code 05 in item 10</li> </ul> <p>AUTHORITY: 22 PA Code Chapter 14, Section 14.141          SOURCE: IEP and/or Notice of Recommended Educational Placement (see also annotated IEP)          USE: Compliance Monitoring</p>
18	Type of Support  (School Age Program)	<p>(Blank) Student in EI Preschool Program</p> <p>26 Autistic          10 Blind or Visually Impaired          06 Deaf or Hearing Impaired          04 Emotional          11 Gifted          01 Learning          02 Life Skills          03 Multi-Disabilities          08 Physical          07 Speech and Language</p>	<p>FIELD TYPE: Numeric          LENGTH: Two (2)          DEFINITION:</p> <ul style="list-style-type: none"> <li>• Services provided to students based on their needs. See 22 PA Code Chapter 14.141</li> <li>• Indicate type of support the student is receiving</li> <li>• Leading zeros must be used where applicable</li> <li>• Code 11 must be used with Code 05 in Item 10</li> </ul> <p>AUTHORITY: 22 PA Code Chapter 14, Section 14.141          SOURCE: IEP and/or Notice of Recommended Educational Placement (see also annotated IEP)          USE: Compliance Monitoring</p>

19	<p>LRE Category/ Location of Intervention</p> <p>(School Age Program)</p>	<p>(Blank) Student in EI Preschool Program (Blank) Gifted without Disability</p> <p><u>Codes for students being educated in regular buildings with non-disabled students</u></p> <p>19 Special Education Outside the Regular Class Less Than 21% of the Day 20 Special Education Outside the Regular Class At Least 21% of the Day (21-60%) 21 Special Education Outside the Regular Class More than 60% of the Day (61% or more)</p> <p><u>Codes for students being educated in other locations</u></p> <p>01 Approved Private School (Non Residential) 02 Approved Private School (Residential) 16 Other Private Separate Facility (Non Residential) 06 Other Private Separate Facility (Residential) 05 Public Separate Facility (Residential) 12 Public Separate Facility (Non Residential) 09 Hospital/Home Bound 18 Correctional Facility 14 Out of State Facility 15 Instruction in the Home</p>	<p>FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION:</p> <ul style="list-style-type: none"> <li>• Students with disabilities must be educated in regular public school buildings with non-disabled students to the extent possible. See 34CFR300.550</li> <li>• Codes 01 and 02: use only for students in Approved Private Schools</li> <li>• Code 12 may be used for students in Centers</li> <li>• Code 05 may be used for Institutionalized Residential Programs, or State Residential Programs</li> <li>• Codes 09, 14, 15: indicate where appropriate</li> <li>• Code 18: School district in which the county prison is located is responsible for reporting students receiving special education services in county prisons. The State Correctional Facilities and State Juvenile Facilities listed in Appendix A are reported by the Department of Corrections</li> <li>• Use codes 19, 20, 21 for students with Services Plans (Item 23)</li> <li>• Codes 06 and 16: use for other private schools, e.g., Licensed Private Academic Schools</li> <li>• Leading zeros must be used where applicable</li> <li>• This item must be blank for students in EI Preschool (Code PS, Item 9)</li> <li>• This item may be left blank for gifted without disability students (Code 05 in Item 10)</li> </ul> <p>AUTHORITY: <b>Federal/BSE</b> Requirement SOURCE: IEP (see also annotated IEP) USE: Federal Reports</p>
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20	<p>Related Services / Supplementary Aids and Services</p> <p>(Multiple Responses Possible)</p>	<p>(Blank) Student is not receiving Related Services</p> <p>01 Transportation</p> <p>02 Audiological Services</p> <p>03 Psychological Services</p> <p>04 Physical Therapy</p> <p>05 Occupational Therapy</p> <p>06 Counseling Services</p> <p>07 School Health Services</p> <p>08 Social Work Services</p> <p>09 Parent Counseling, Training</p> <p>10 Speech and Language Pathology/Therapy</p> <p>11 Adaptive Physical Education</p> <p>12 Behavior Intervention Program</p> <p>13 Assistive Technology Devices and Services</p> <p>14 Rehabilitation Counseling</p> <p>15 Interpreter</p> <p>16 Orientation and Mobility</p> <p>17 Mental Health Services provided by other than IU/SD</p> <p>18 Other</p>	<p>FIELD TYPE: Numeric</p> <p>LENGTH: Two (2)</p> <p>DEFINITION:</p> <ul style="list-style-type: none"> <li>• Services required to assist a student with a disability to benefit from special education</li> <li>• Multiple responses possible</li> <li>• Code 18: Use for "other" related services</li> <li>• Leading zeros must be used where applicable</li> </ul> <p>AUTHORITY: 34CFR300.24, BSE Requirement</p> <p>SOURCE: IEP</p> <p>USE: EI Preschool Annual Report to the Governor, Legislative Inquiries</p>
21	<p>Teacher's Last Name</p>	<p>XXXXXXXXXXXXXXXXXXXXXXX (Unl)</p>	<p>FIELD TYPE: Text</p> <p>LENGTH: Unlimited</p> <p>DEFINITION: Legal last name of the teacher providing the majority of the special education services (Items 17 and 18)</p> <p>AUTHORITY: BSE Requirement</p> <p>SOURCE: IEP</p> <p>USE: Compliance Monitoring</p>

22	<p>Transition  (16 or Older-- School Age Program)  (Multiple Responses Possible)</p>	<p>(Blank) Students is less than 16, or (Blank) Gifted without Disability 01 Post Secondary Education and Training Outcomes 02 Employment Outcome 03 Independent Living Outcome, if appropriate.</p>	<p>FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION:  <ul style="list-style-type: none"> <li>Coordinated set of activities designed within an outcome-oriented process that promotes movement from school to post school. See 34CFR300.29</li> <li>Indicate all outcomes indicated in Section IV of the IEP</li> <li>Multiple responses possible</li> <li>This item may be left blank for gifted without disability students (Code 05 in Item 10)</li> </ul> <p>AUTHORITY: BSE Requirement SOURCE: IEP USE: Federal Annual Report</p> </p>
23	<p>Services Plan for Students in Non- Public Schools Date</p>	<p>(Blank) Student has IEP, or (Blank) Gifted without Disability MMDDYYYY (8)</p>	<p>FIELD TYPE: Numeric LENGTH: Eight (8) DEFINITION:  <ul style="list-style-type: none"> <li>The date of the Services Plan for Students in Non-Public Schools. See <b>34CFR300.148</b></li> <li>This item applies to equitable participation requirement; students receiving a Services Plan who are placed unilaterally in a non-public school by their parents</li> <li>These students are not to be confused with students receiving services under PA Chapter 15 Protected Handicapped Students</li> <li>Leave this item blank if the student has an IEP</li> <li>This item may be left blank for gifted without disability students (Code 05 in Item 10)</li> </ul> <p>AUTHORITY: <b>34CFR300.148</b> SOURCE: Services Plan for students in non-public schools USE: Federal Child Count Verification, Compliance Monitoring</p> </p>

24	Neighborhood School	<p>(Blank) Child is in PreSchool/EI Program  (Blank) Gifted without Disability</p> <p>01 Student attending neighborhood school</p> <p>02 Student NOT attending neighborhood school – Required Special Education Supports and Services</p> <p>03 Student NOT attending neighborhood school – Other reasons</p>	<p>FIELD TYPE: Numeric  LENGTH: Two (2)  DEFINITION:</p> <ul style="list-style-type: none"> <li>Indicate if the student is attending his/her neighborhood school, as per the IEP (i.e., school he/she would attend if he/she did not have a disability and need special education services)</li> <li>Leading zeros must be used</li> <li>This item may be left blank for gifted without disabilities students (Code 05 in Item 10)</li> </ul> <p>AUTHORITY: BSE  SOURCE: IEP  USE: Federal Annual Report, Compliance Monitoring</p>
25	EI Preschool Program Status for Funding	<p>(Blank) Student is in a School Age program</p> <p>01 Transitioned from DPW to MAWA program at 3.</p> <p>02 EI Preschool program - not in transition status.</p> <p>03 K eligible in home district, but remaining in EI Preschool for K year.</p> <p>04 EI Preschool eligible in July &amp; August, K eligible in September and exiting.</p> <p>05 K eligible previous year, exiting to School Age in September.</p> <p>06 All APS children including transition from infant/toddler and to School Age.</p>	<p>FIELD TYPE: Numeric  LENGTH: Two (2)  DEFINITIONS:</p> <ul style="list-style-type: none"> <li>These Codes show the status of the child (for funding purposes) for the fiscal year as opposed to a single point in time. Leading zeros must be used.</li> <li>An unduplicated count will be comprised of Codes 01, 02, 03, 04, 05 and 06</li> <li>The eligible count will be comprised of Codes 01, 02, 03, 04, 06</li> <li>The K eligible count will be comprised of 03 and 05</li> <li>For more information, refer to Appendix E “Flowchart for EI Preschool Program Status for Funding (Item 25)</li> </ul> <p>AUTHORITY: PA Act 212 of 1990, PA Act 30 of 1997, BEC 11 P.S. 875-304  SOURCE: EI Preschool Supervisor  USE: EI Annual Report to the Governor, Compliance Monitoring, State Interagency Coordinating Council, Legislative Appropriation Requests, Federal Annual Report</p> <ul style="list-style-type: none"> <li><u>01</u>- TRANSITIONED from DPW to MAWA PROGRAM at 3  Code 01 is to be used only in the transition year from an infant/toddler program. Be sure to change Code 01 as the child progresses through the program. APS transition children will be included in the APS category (code 06). Code 01 needs to stay 01 throughout the program year to enable PDE to capture, in the</li> </ul>

			<p>aggregate, children who transitioned during the program year. For a child who turns 3 and transitions from DPW between July 1 and June 30 of any program year, change Code 01 to Code 02 during July 1 to September 30 of the next program year. EX: For a child who turned 3 and entered preschool from DPW on July 1, 2007, change 01 to 02 during July 1 to September 30, 2007.</p> <ul style="list-style-type: none"> <li>• <u>02</u>- EI PRESCHOOL PROGRAM NOT IN TRANSITION STATUS Code 02 is to be used only for children who entered directly to the MAWA program, or who were code 01 the previous year, and who are not in either transition category. Child is in an EI Preschool program, funded by EI all year. Change Code 02 to 03 or 04 anytime between September 1 and October 30.</li> <li>• <u>03</u>- K ELIGIBLE IN HOME DISTRICT BUT REMAINING IN EI PRESCHOOL FOR K YEAR Code 03 is to be used only for children who are kindergarten eligible (based on their home district) remaining in an early intervention program for their kindergarten year. These children will be counted as MAWA eligible during July &amp; August and become K-eligible from September through June 30 for an accurate K year accounting. While the child remains in the EI Preschool Program in July and August, EI funding applies. In September, when the child is K eligible but remaining in the EI Preschool Program, School Age (SA) funding applies. Change Code 03 to 05 anytime between September 1 and October 30</li> <li>• <u>04</u>- EI PRESCHOOL ELIGIBLE IN JULY AND AUGUST, K ELIGIBLE IN SEPTEMBER OF CURRENT YEAR AND EXITING Use Code 04 only for those children who would be transitioning from 02 to 04 in July &amp; August, K eligible who are exiting to the school district and not staying in EI Preschool for the K year. These children will be counted as eligible during July and August at the end of their EI Preschool program. Child is in an EI Preschool Program and funded by EI July &amp; August, but in a SA program funded by SA the rest of the year. Item 29 (Date Exited) and Item 30 (Reason for Exiting) must be entered no later than September 30</li> <li>• <u>05</u>- K ELIGIBLE IN THE PREVIOUS YEAR BUT STAYED IN EI PRESCHOOL EXITING TO SA IN SEPTEMBER OF CURRENT YEAR Code 05 is to be used only for those children who were K eligible in the previous year (Code 03) and are exiting to a SA program. They</li> </ul>
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			<p>are counted as K eligible for July and August. Child is in an EI Preschool program July &amp; August that is funded by SA program then the child enters a SA program funded by SA the rest of the year. Item 29 (Date Exited) and Item 30 (Reason for Exiting) must be entered no later than September 30</p> <p><u>06</u>- ALL APS CHILDREN INCLUDING TRANSITION FROM DPW AND TO SCHOOL AGE</p> <p>All children regardless of transition status, who are the responsibility of the MAWA agency in a program year.</p>
26	EI Preschool Referral Source	<p>(Blank) Student is in a School Age program</p> <p>01 Hospitals (including prenatal and postnatal care facility)</p> <p>02 Physicians</p> <p>03 Parents</p> <p>04 Child Care / Day Care Programs</p> <p>05 Local Educational Agency</p> <p>06 Transition from DPW</p> <p>07 Public Health Facility</p> <p>08 EPSDT Screening Facility</p> <p>09 Other Social Service Agencies</p> <p>10 Other Health Care Providers</p> <p>11 Early Childhood Program</p>	<p>FIELD TYPE: Numeric</p> <p>LENGTH: Two (2)</p> <p>DEFINITION: Identify the source of the referral. Leading zeros must be used where applicable</p> <p>AUTHORITY: 34CFR300.125, PA Act 212 of 1990 -305(a)(c 1-6)</p> <p>SOURCE: EI Preschool Supervisor</p> <p>USE: Compliance Monitoring, Child Find</p> <p><u>04</u>: Use when the referral comes from either a DPW-licensed child care / day care program or a family child care / day care</p> <p><u>05</u>: Does not include K4</p> <p><u>11</u>: Use when the referral comes from Head Start, K4, or a typical nursery school program</p>
27	EI Preschool Levels of Intervention	<p>(Blank) Student is in a School Age program</p> <p>01 Supportive intervention</p> <p>02 Supplemental intervention</p> <p>06 Specialized intervention</p>	<p>FIELD TYPE: Numeric</p> <p>LENGTH: Two (2)</p> <p>DEFINITION: <b>Identify the level of service. Leading zeros must be used. For more information about Levels of Intervention, refer to Appendix G “EI Preschool Test Yourself”</b></p> <p>AUTHORITY: 22 PA Code Chapter 14</p> <p>SOURCE: EI Preschool Supervisor, IEP</p> <p>USE: EI Annual Report to the Governor, Compliance Monitoring, State Interagency Coordinating Council</p> <ul style="list-style-type: none"> <li>• <u>01</u>: SUPPORTIVE INTERVENTION ✓ The least intensive Level of Intervention</li> </ul>

			<ul style="list-style-type: none"> <li>✓ Based on the child’s needs, services are designed to support the child’s independent functioning in appropriate preschool activities through the use of modifications to the educational environment and individualization for the child</li> <li>✓ The intent is that there would be a reduction of direct special education services as the year progresses</li> <li>✓ Special education and related services may include: <ul style="list-style-type: none"> <li>• Consultation</li> <li>• Monitoring for specially designed instruction</li> <li>• Modeling</li> <li>• Ongoing assessment</li> <li>• Adaptation of the learning environment and the curriculum</li> </ul> </li> <li>• <u>02</u>: SUPPLEMENTAL INTERVENTION <ul style="list-style-type: none"> <li>✓ More intensive than Supportive Intervention</li> <li>✓ Based on the child’s needs, services are designed to support the child’s independent functioning in appropriate preschool activities through the use of supplemental aids and services</li> <li>✓ Special education and related services may include all services listed under Supportive Intervention, however, the level of direct instruction is more intensive</li> <li>✓ The intent is that direct special education services will be maintained as the year progresses</li> </ul> </li> <li>• <u>06</u>: SPECIALIZED INTERVENTION <ul style="list-style-type: none"> <li>✓ The most intensive Level of Intervention</li> <li>✓ Based on the child’s needs, services are designed to support the child’s independent functioning in appropriate preschool activities through a high degree of specially designed instruction throughout most or all of the child’s educational program</li> <li>✓ Special education and related services may include all services listed under Supportive and Supplemental Intervention, however, the level of intervention is more intensive</li> </ul> </li> <li>• For more information about Levels of Intervention, refer to Appendix G “EI Preschool Test Yourself”</li> <li>• Leading zeros must be used</li> </ul>
28	LRE EI Preschool Educational Environments	<p>(Blank) Student is in a School Age program</p> <p>01 Early Childhood Environment</p> <p>02 Early Childhood Environment - Head Start</p> <p>03 Early Childhood Special Education</p>	<p>FIELD TYPE: Numeric</p> <p>LENGTH: Two (2)</p> <p>DEFINITION: <b>Identify the educational environment. Leading zeros must be used. For more information about Educational Environments, refer to Appendix F “EI Preschool Crosswalk” and Appendix G “EI Preschool Test Yourself”</b></p>

		<p>Environment</p> <p>04 Home Environment</p> <p>05 Part-Time Early Childhood / Part-Time Early Childhood Special Education Environment</p> <p>06 Residential Facility Environment</p> <p>07 Separate (Day) School Environment</p> <p>08 Itinerant Service Outside the Home Environment</p> <p>09 Reverse Mainstream Environment</p> <p>10 Residential Facility – APS Environment</p> <p>11 Separate (Day) School – APS Environment</p>	<p>AUTHORITY: 22 PA Code Chapter 14  SOURCE: EI Preschool Supervisor, IEP  USE: Compliance Monitoring, Federal Reporting</p> <p>The following definitions are taken from “OSEP’s Educational Environments of Children with Disabilities Ages 3-5”. Changes made to OSEP’s document by PA are in <i>italics</i>.</p> <ul style="list-style-type: none"> <li>• <u>01</u>: EARLY CHILDHOOD ENVIRONMENT (OSEP Row A) - Unduplicated total who received <u>ALL (100%)</u> of their special education and related services in educational programs <u>designed primarily for children WITHOUT disabilities</u>. No special education or related services are provided in separate special education settings. This may include, but is not limited to special education and related services provided in: <ul style="list-style-type: none"> <li>✓ Public or private preschools (01)</li> <li>✓ Head Start Centers (02)</li> <li>✓ Child care facilities (01)</li> <li>✓ Preschool classes offered to an eligible pre-kindergarten population by the public school system (<i>e.g., accountability block grant early childhood combinations</i>) (01)</li> <li>✓ Home/Head Start combinations (02)</li> <li>✓ Other combinations of early childhood settings (<i>Could apply to combinations of Head Start and early childhood classes</i>) (01)</li> </ul> </li> <li>• <u>02</u>: EARLY CHILDHOOD ENVIRONMENT – HEAD START (OSEP Row A) – See above definition of Early Childhood Environment</li> <li>• <u>03</u>: EARLY CHILDHOOD SPECIAL EDUCATION ENVIRONMENT (OSEP Row B) - Unduplicated total who received <u>ALL (100%)</u> of their special education and related services in educational programs <u>designed primarily for children WITH disabilities</u> housed in regular school buildings or other community-based settings. No special education or related services are provided in early childhood settings. This may include, but is not limited to special education and related services provided in: <ul style="list-style-type: none"> <li>✓ Special education classrooms in regular school buildings</li> <li>✓ Special education classrooms in child care facilities, hospital facilities on an outpatient basis, or other community-based settings (<i>EX, a community center</i>)</li> <li>✓ Special education classrooms in trailers or portables outside</li> </ul> </li> </ul>
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			<p>regular school buildings</p> <ul style="list-style-type: none"> <li>✓ <i>A partial hospitalization program (a therapeutic preschool) that is in a regular school building, child care facility, etc., would also belong to Row B</i></li> <li>• <b>04: HOME ENVIRONMENT (OSEP Row C)</b> - Unduplicated total who received <u>all</u> of their special education and related services in the principal residence of the child’s family or caregivers. (<i>NOTE: It says “all”.</i>)</li> <li>• <b>05: PART-TIME EARLY CHILDHOOD / PART-TIME EARLY CHILDHOOD SPECIAL EDUCATION ENVIRONMENT (OSEP Row D)</b> - Unduplicated total who received special education and related services <u>in multiple settings</u>, such that: (1) special education and related services are provided at home or in educational programs <u>designed primarily for children WITHOUT disabilities</u>, and (2) special education and related services are provided in programs <u>designed primarily for children WITH disabilities</u>. This may include, but is not limited to special education and related services provided in: <ul style="list-style-type: none"> <li>✓ Home/early childhood special education combinations</li> <li>✓ Head Start, child care, nursery school facilities, or other community-based settings and outside of the regular class combinations (<i>e.g., a.m. = accountability block grant preK program and p.m. = special ed [autism, speech, etc] class</i>)</li> <li>✓ <i>Preschool classes offered to an eligible pre-K population by the school district</i> and outside of the regular class combinations</li> <li>✓ Separate school / early childhood combinations</li> <li>✓ Residential facility / early childhood combinations</li> </ul> </li> <li>• <b>06: RESIDENTIAL FACILITY ENVIRONMENT (OSEP Row E)</b> - Unduplicated total who received <u>all</u> of their special education and related services in publicly or privately operated <u>residential</u> schools or residential medical facilities on an inpatient basis.</li> <li>• <b>07: SEPARATE (DAY) SCHOOL ENVIRONMENT (OSEP Row F)</b> - Unduplicated total who received <u>all</u> of their special education and related services in educational programs in public or private day schools <u>designed specifically for children WITH disabilities</u>. <i>A partial hospitalization program (a therapeutic preschool) provided in a separate building would belong in Row F. This code would also apply to Scranton State School for the Deaf</i></li> <li>• <b>08: ITINERANT SERVICE OUTSIDE THE HOME</b></li> </ul>
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			<p>ENVIRONMENT – OPTIONAL (OSEP Row G) –Unduplicated total who received <u>all</u> of their special education and related services at a school, hospital facility on an outpatient basis, or other location <u>for a short period of time (i.e., no more than 3 hours per week)</u>. (This row does not include children receiving services at home; those children are reported in Row C.) These services may be provided individually or to a small group of children. This may include, but is not limited to: speech instruction up to 3 hours per week in a school, hospital, or other community-based setting. (Children receiving all of their special education and related services at a school, hospital facility on an outpatient basis, or other location <u>for longer than 3 hours</u> must be reported under early childhood special education setting or early childhood setting, depending on whether the program was designed primarily for students with or without disabilities.) <i>All special education received is no more than 3 hours per week and, in Pennsylvania, the only special education the child receives is speech, hearing, or vision. The speech, hearing, or vision services are provided individually or in small groups separate from and not in conjunction with the early childhood setting.</i></p> <ul style="list-style-type: none"> <li>• <u>09</u> REVERSE MAINSTREAM ENVIRONMENT – OPTIONAL (OSEP Row H) - Unduplicated total who received <u>all</u> of their special education and related services in educational programs <u>designed primarily for children WITH disabilities</u> but that <u>include 50 percent or more children WITHOUT disabilities</u>.</li> <li>• <u>11</u>: SEPARATE (DAY) SCHOOL – APS ENVIRONMENT (OSEP Row F) – <i>This code, for example, would apply to Scranton State School for the Deaf or the New Jersey Katzenbach School for the Deaf</i></li> <li>• For more information about Educational Environments, refer to Appendix F “EI Preschool Crosswalk” and Appendix G “EI Preschool Test Yourself”</li> <li>• Leading zeros must be used</li> </ul>
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### Data Items for Revised Count

29	<b>Date Exited Special Education</b>	(Blank) Did not exit MMDDYYYY(8)	<p>FIELD TYPE: Numeric            LENGTH: Eight (8)            DEFINITION:</p> <ul style="list-style-type: none"> <li>• The date the child exited the program</li> <li>• <u>Leave this Item blank for the 12/1 count</u></li> <li>• This item must be updated in the July submission for students who were in the 12/1 child count</li> </ul> <p>AUTHORITY: BSE Requirement            SOURCE: Notice of Recommended Educational Placement, Student cumulative file            USE: Federal Reports</p>
30	<b>Reason for Exiting Special Education</b>	<p><b>School Age Codes</b>            (Blank) Did not exit  <b>05 Transferred to Regular Education</b>  <b>01 Graduated with Regular High School Diploma</b>  <b>02 Received a GED</b>  <b>03 Reached Maximum Age (Age 21)</b>  <b>09 Died</b>  <b>06 Moved, Known to be Continuing</b>  <b>04 Dropped Out</b></p> <p><u>EI Preschool Codes</u>            (Blank) Did not exit            06 Moved, known to be continuing            08 Parent withdrawn (Aged 3-6 in EI Preschool Program)            09 Deceased            10 Child transitioned to school age (including child who is age of beginners) continues to need special education; <u>known</u> to be continuing in special education            11 Child transitioned to school age (including child who is age of beginners); continues to need special education; <u>not known</u> to be</p>	<p>FIELD TYPE: Numeric            LENGTH: Two (2)            DEFINITION:</p> <ul style="list-style-type: none"> <li>• The reason the child exited the program</li> <li>• <u>Leave this Item blank for the 12/1 count</u></li> <li>• This item must be updated in the July submission for students who were in the 12/1 child count</li> </ul> <p>AUTHORITY: BSE Requirement            SOURCE: Notice of Recommended Educational Placement, cumulative file            USE: Federal Reports, Longitudinal Study</p> <ul style="list-style-type: none"> <li>• <u>06</u>: MOVED, KNOWN TO BE CONTINUING:              There need not be evidence that the student is continuing special education, only that he/she is continuing in a general education program. This definition includes transfers and students with disabilities in residential drug/alcohol rehabilitation center or correctional facilities</li> <li>• A child who is being served over the summer months should not be exited each month of the summer because the child is part of the aggregate count for the next program year, even if the child moves on to a school age program in the fall. A child should be exited only once – when the child leaves for EI.</li> <li>• <u>10 and 11</u> – CHILD TRANSITION TO SCHOOL AGE (SA), INCLUDING CHILD WHO IS AGE OF BEGINNERS, KNOWN</li> </ul>

		<p>continuing in special education</p> <p>12 Child exiting preschool special education <u>prior to</u> school age; no longer needed special education</p> <p>13 Child exited preschool special education <u>upon turning</u> school age; no longer needed special education</p>	<p>or NOT KNOWN TO BE CONTINUING IN SPECIAL EDUCATION: If a child is K-eligible or is no longer age-eligible for preschool but the parent has not registered the child in the home public school district, use Code 11. PA law mandates public school attendance beginning at age 8, not earlier. Don't use Code 10 or 11 before the child's entry to the K program or before the child turns age of beginners in September</p> <ul style="list-style-type: none"> <li>• <u>12 and 13</u> – To show a child who exited the EI Preschool program because the child met their goals and no longer needed special education, use Code 12 if the child was exited on or before June 30, therefore the child is considered to be exited prior to school age and use Code 13 if the child was exited July 1 or later, when the child turned school age.</li> <li>• Leading zeros must be used where applicable</li> </ul>
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**TABLE 1**  
**Personnel (in Full-Time Equivalency of Assignment)**  
**To Provide Special Education and Related Services**  
**for Children With Disabilities, Ages 3-5 by LEA**

OSEP Table 2, Section A – Special Education Paraprofessionals and Teachers Serving Children With Disabilities, Ages 3-5

	(1) HIGHLY QUALIFIED	(2) NOT HIGHLY QUALIFIED	(3) TOTAL
Special Education Paraprofessionals for Ages 3-5			
Special Education Teachers for Ages 3-5			
Total			

**Note: See Export Specifications for File layout. Data will need to be reported for each LEA within an IU.  
(Please recopy the data rows for each LEA.)**

**TABLE 2**  
**Personnel (in Full-Time Equivalency of Assignment)**  
**To Provide Special Education and Related Services for Children With**  
**Disabilities, Ages 6-21 by LEA**

**OSEP Table 2, Section B – Special Education Paraprofessionals and Teachers Serving Children with Disabilities Ages 6-21**

	(1) HIGHLY QUALIFIED	(2) NOT HIGHLY QUALIFIED	(3) TOTAL
Special Education Paraprofessionals for Ages 6-21			
Special Education Teachers for Ages 6-21			
Total			

**Note: See Export Specifications for File layout. Data will need to be reported for each LEA within an IU.  
(Please recopy the data rows for each LEA.)**

**TABLE 3**  
**Personnel (In Full-Time Equivalency of Assignment)**  
**To Provide Special Education And Related Services for Children With**  
**Disabilities, Ages 3-21 by LEA**

**OSEP Table 2 Section C - Related Services Personnel Serving Children with Disabilities Ages 3-21**

<b>RELATED SERVICES PERSONNEL</b>	<b>(1) FULLY CERTIFIED</b>	<b>(2) NOT FULLY CERTIFIED</b>	<b>(3) TOTAL</b>
<b>Audiologists</b>			
<b>Speech-Language Pathologists</b>			
<b>Interpreters</b>			
<b>Psychologists</b>			
<b>Occupational Therapists</b>			
<b>Physical Therapists</b>			
<b>Physical Education Teachers and Recreation and Therapeutic Recreation Specialists</b>			
<b>Social Workers</b>			
<b>Medical/Nursing Service Staff</b>			
<b>Counselors and Rehabilitation Counselors</b>			
<b>Orientation and Mobility Specialists</b>			

**Note: See Export Specifications for File layout. Data will need to be reported for each LEA within an IU.  
(Please recopy the data rows for each LEA.)**

Interpreters - Based on a cooperative agreement between ODHH and the Pennsylvania Department of Education (PDE), current educational interpreters have until the start of the 2007-2008 school year to attain at least a 3.5 on the Educational Interpreter Performance Assessment (EIPA) if certain conditions are met. Those conditions are: 1) that the interpreter has previously taken the EIPA regardless of the score that he/she may have obtained; or 2) that the interpreter has taken the screening version of the EIPA (EIPA pre-hire) and received a satisfactory rating on that assessment tool. Also, as part of the agreement with ODHH, the educational interpreters (1 and 2, above) must complete a "skill development plan" in conjunction with their supervisor, to address areas of need identified in the EIPA.

**TABLE 4**

**Children With Disabilities Exiting Special Education by Single Years of Age (14-21) and Disabilities by LEA**

**OSEP Table 4, Section A/B – Age and Disability by Basis of Exit**

<b>DISABILITY</b>	<b>Mental Retardation</b>									
<b>Basis of Exit</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22+</b>	<b>TOTAL</b>
Transferred to Regular Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Dropped Out										
<b>TOTAL</b>										

<b>DISABILITY</b>	<b>Hearing Impairments</b>									
<b>Basis of Exit</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22+</b>	<b>TOTAL</b>
Transferred to Regular Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Dropped Out										
<b>TOTAL</b>										

<b>DISABILITY</b>	<b>Speech or Language Impairments</b>									
<b>Basis of Exit</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22+</b>	<b>TOTAL</b>
Transferred to Regular Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Dropped Out										
<b>TOTAL</b>										

DISABILITY	Visual Impairments									
	14	15	16	17	18	19	20	21	22+	TOTAL
Basis of Exit										
Transferred to Regular Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Dropped Out										
TOTAL										

DISABILITY	Emotional Disturbance									
	14	15	16	17	18	19	20	21	22+	TOTAL
Basis of Exit										
Transferred to Regular Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Dropped Out										
TOTAL										

DISABILITY	Orthopedic Impairments									
	14	15	16	17	18	19	20	21	22+	TOTAL
Basis of Exit										
Transferred to Regular Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Dropped Out										
TOTAL										

DISABILITY	Other Health Impairments									
	14	15	16	17	18	19	20	21	22+	TOTAL
Basis of Exit										
Transferred to Regular Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Dropped Out										
TOTAL										

DISABILITY	Specific Learning Disabilities									
	14	15	16	17	18	19	20	21	22+	TOTAL
Basis of Exit										
Transferred to Regular Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Dropped Out										
TOTAL										

DISABILITY	Deaf-Blindness									
	14	15	16	17	18	19	20	21	22+	TOTAL
Basis of Exit										
Transferred to Regular Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Dropped Out										
TOTAL										

DISABILITY	Multiple Disabilities									
	14	15	16	17	18	19	20	21	22+	TOTAL
Basis of Exit										
Transferred to Regular Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Dropped Out										
TOTAL										

DISABILITY	Autism									
	14	15	16	17	18	19	20	21	22+	TOTAL
Basis of Exit										
Transferred to Regular Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Dropped Out										
TOTAL										

DISABILITY	Traumatic Brain Injury									
	14	15	16	17	18	19	20	21	22+	TOTAL
Basis of Exit										
Transferred to Regular Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Dropped Out										
TOTAL										

(Please recopy the data rows for each LEA.)

**Total by Basis of Exit for Table 4 = Total by Basis of Exit for Table 5 = Total by Basis of Exit for Table 6 = Total by Basis of Exit for Table 7**

**TABLE 5**  
**Report of Children With Disabilities Exiting**  
**Special Education by Race/Ethnicity Ages 14-21 by LEA**

OSEP Table 4, Section C – Race/Ethnicity by Basis of Exit

BASIS OF EXIT	RACE/ETHNICITY					TOTAL
	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK OR AFRICAN AMERICAN (NOT HISPANIC)	HISPANIC	WHITE (NOT HISPANIC)	
Transferred to Regular Education						
Graduated with Regular High School Diploma						
Received a GED						
Reached Maximum Age						
Died						
Moved, Known to be Continuing						
Dropped Out						
TOTAL						

(Please recopy the data rows for each LEA.)

**Total by Basis of Exit for Table 4 = Total by Basis of Exit for Table 5 = Total by Basis of Exit for Table 6 = Total by Basis of Exit for Table 7**

**TABLE 6**  
**Report of Children With Disabilities Exiting**  
**Special Education by Gender Ages 14-21 by LEA**

OSEP Table 4, Section D – Gender by Basis of Exit

BASIS OF EXIT	GENDER		TOTAL
	MALE	FEMALE	
Transferred to Regular Education			
Graduated with Regular High School Diploma			
Received a GED			
Reached Maximum Age			
Died			
Moved, Known to be Continuing			
Dropped Out			
TOTAL			

(Please recopy the data rows for each LEA.)

**Total by Basis of Exit for Table 4 = Total by Basis of Exit for Table 5 = Total by Basis of Exit for Table 6 = Total by Basis of Exit for Table 7**

**TABLE 7**  
**Report of Children With Disabilities Exiting**  
**Special Education by Limited English Proficiency Status Ages 14-21 by LEA**

OSEP Table 4, Section E – Limited English Proficiency Status by Basis of Exit

BASIS OF EXIT	LIMITED ENGLISH PROFICIENCY STATUS		
	YES	NO	TOTAL
Transferred to Regular Education			
Graduated with Regular High School Diploma			
Received a GED			
Reached Maximum Age			
Died			
Moved, Known to be Continuing			
Dropped Out			
TOTAL			

(Please recopy the data rows for each LEA.)

**Total by Basis of Exit for Table 4 = Total by Basis of Exit for Table 5 = Total by Basis of Exit for Table 6 = Total by Basis of Exit for Table 7**

**TABLE 8A**  
**Report of Children with Disabilities Evaluated, July 1, 2007 through June 30, 2008**  
**(Initial Evaluations Completed by the LEA – does not include re-evaluation)**  
**Data will be Collected by LEA for School Age Students**

		<b>For Students Determined to be Eligible</b>				
		<b>The reason evaluation was not completed within 60 days was Administrative**</b>				
AUN of the LEA for School Age Students	1. Total Students evaluated for special education	2. Total Students determined to be Eligible	3. Students (in #2) determined to be eligible within 60 school days*	4a. Students (in #2) determined to be eligible between 61 and 90 school days*	4b. Students (in #2) determined to be eligible between 91 and 120 school days*	4c. Students (in #2) determined to be eligible greater than 120 school days*

		<b>For Students Determined NOT to be Eligible</b>		
		<b>The reason evaluation was not completed within 60 days was Administrative**</b>		
5. Total Students determined <b>Not to be Eligible</b>	6. Students determined not to be eligible (in #5), within 60 school days*	7a. Students (in #5) determined not to be eligible between 61 and 90 school days*	7b. Students (in #5) determined not to be eligible between 91 and 120 school days*	7c. Students (in #5) determined not to be eligible greater than 120 school days*

\* 60 calendar days for charter schools

\*\*Please be advised per PennLink instructions - we are not collecting Parental reasons on this chart.

**Column 2 + 5 must = column 1      column 2 >= column 3 + 4a + 4b + 4c      column 5 >= column 6 + 7a + 7b + 7c**

**TABLE 8B**  
**Report of Children with Disabilities Evaluated, July 1, 2007 through June 30, 2008**  
**(Initial Evaluations Completed by the LEA – does not include re-evaluation)**  
**Data will be Collected by MAWA for Preschool Students**

		<b>For Students Determined to be Eligible</b>				
		<b>The reason evaluation was not completed within 60 days was Administrative**</b>				
AUN of the MAWA for Preschool Students	1. Total Students evaluated for special education	2. Total Students determined to be Eligible	3. Students (in #2) determined to be eligible within 60 calendar days	4a. Students (in #2) determined to be eligible between 61 and 90 calendar days	4b. Students (in #2) determined to be eligible between 91 and 120 calendar days	4c. Students (in #2) determined to be eligible greater than 120 calendar days

		<b>For Students Determined NOT to be Eligible</b>		
		<b>The reason evaluation was not completed within 60 days was Administrative**</b>		
5. Total Students determined <b>Not to be Eligible</b>	6. Students determined not to be eligible (in #5), within 60 calendar days	7a. Students (in #5) determined not to be eligible between 61 and 90 calendar days	7b. Students (in #5) determined not to be eligible between 91 and 120 calendar days	7c. Students (in #5) determined not to be eligible greater than 120 calendar days

\*\*Please be advised per PennLink instructions - we are not collecting Parental reasons on this chart.

**Column 2 + 5 must = column 1      column 2 >= column 3 + 4a + 4b + 4c      column 5 >= column 6 + 7a + 7b + 7c**

## INSTRUCTIONS FOR COMPLETING TABLES 9, 10, 11 and 12

### UNILATERAL REMOVAL to an INTERIM ALTERNATIVE EDUCATIONAL SETTING BY SCHOOL PERSONNEL:

#### Column 1A

Each child is counted ONLY 1 time no matter how many Unilateral Removals the student had for any of the reasons in column B, C, or D. Also Column 1A total must match on all 4 tables. The total for this column MUST be the same on all 4 tables.

#### Column 1B, 1C, 1D

The grand total for these 3 columns will be equal to or greater than Column 1A.

Example: A student was removed 3 times for serious bodily injury. The student will be counted 1 time in column 1A and 3 times in column 1D. The total for this column MUST be the same on all 4 tables.

#### Column 2

The student MUST be removed based on a Hearing Officer Determination to be placed in this column. The total for this column MUST be the same on all 4 tables.

Report only Hearing Officers employed by Office for Dispute Resolution (ODR).

### OUT-OF-SCHOOL SUSPENSIONS OR EXPULSIONS

#### Column 3A, 3B

Each child is counted ONLY 1 time no matter how many times the student was suspended or expelled. You must total the number of days the student was suspended or expelled and will count ONLY 1 time in column 3A if the total number of days is 10 days or less, or will count ONLY 1 time in column 3B if the total number of days is greater than 10 days. The total for columns 3A and 3B MUST be the same on all 4 tables.

### IN-SCHOOL SUSPENSIONS

#### Column 4C, 4D

Each child is counted ONLY 1 time no matter how many times the student was suspended in school. You must total the number of days the student was suspended in school and will count ONLY 1 time in column 4C if the total number of days is 10 days or less, or will count ONLY 1 time in column 4D if the total number of days is greater than 10 days. The total for columns 4C and 4D MUST be the same on all 4 tables.

### DISCIPLINARY REMOVALS

#### Column 5A

This is the TOTAL number of removals.

Example: A student was suspended 3 different times for 5 days each. The student will be counted as 3 removals in column 5A and counted 1 time in column 5D because the total number of days was greater than 10.

#### Column 5B, 5C, 5D

Each child is counted ONLY 1 time no matter how many times the student was removed. You must total the number of days the student was removed and will count ONLY 1 time in column 5B if the total number of days is 1, or will count ONLY 1 time in column 5C if the total number of days is between 2 to 10 days, or will count ONLY 1 time in column 5D if the total number of days is greater than 10 days. The total for columns 5A, 5B, 5C, and 5D MUST be the same on all 4 tables.

NOTE: Column 5A total must be equal to or greater than the grand total of columns 5B, 5C and 5D.

**TABLE 9**  
**REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL BY LEA:**  
**SCHOOL YEAR 2007-2008**

OSEP Table 5, Section A: Disciplinary Removal by Type of Disability

Children with Disabilities Ages 3-21	1. Unilateral Removal to an interim Alternative Educational Setting by School Personnel				2. Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
	A. Number of Children	B. Number of Removals for Drugs	C. Number of Removals for Weapons	D. Number of Removals for Serious Bodily Injury	Number of Children
<b>Mental Retardation</b>					
<b>Hearing Impairments</b>					
<b>Speech or Language Impairments</b>					
<b>Visual Impairments</b>					
<b>Emotional Disturbance</b>					
<b>Orthopedic Impairments</b>					
<b>Other Health Impairments</b>					
<b>Specific Learning Disabilities</b>					
<b>Deaf-Blindness</b>					
<b>Multiple Disabilities</b>					
<b>Autism</b>					
<b>Traumatic Brain Injury</b>					
<b>Developmental Delay<sup>1</sup></b>					
<b>Total</b>					

<sup>1</sup>States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting

(Please recopy the data rows for each LEA.)

Sum of column 1B, 1C, 1D >= column 1A

Total by Column for Table 9 = Total by Column for Table 10 = Total by Column for Table 11 = Total by Column for Table 12

Column 2 - Report only Hearing Officers employed by Office for Dispute Resolution (ODR).

**TABLE 9 (continued)**

**REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL BY LEA:  
SCHOOL YEAR 2007-2008**

**OSEP Table 5, Section A: Disciplinary Removal by Type of Disability (Continued)**

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions	
Disability	A. Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less	B. Number of Children with Out-of-School Suspension/Expulsions Totaling >10 Days	C. Number of Children with In-School Suspensions Totaling 10 Days or Less	D. Number of Children with In-School Suspensions Totaling >10 Days
Mental Retardation				
Hearing Impairments				
Speech or Language Impairments				
Visual Impairments				
Emotional Disturbance				
Orthopedic Impairments				
Other Health Impairments				
Specific Learning Disabilities				
Deaf-Blindness				
Multiple Disabilities				
Autism				
Traumatic Brain Injury				
Developmental Delay <sup>1</sup>				
Total				

<sup>1</sup>States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting (Please recopy the data rows for each LEA.)

**Total by Column for Table 9 = Total by Column for Table 10 = Total by Column for Table 11 = Total by Column for Table 12**

**TABLE 9 (continued)**

**REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL BY LEA:  
SCHOOL YEAR 2007-2008**

\*Column 5 is a report of disciplinary removals. In column 5A, report the number of times any child with a disability was subject to any kind of disciplinary removal during the school year. When counting disciplinary removals, include in-school suspensions, out of-school suspensions, expulsions, removals by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removals by hearing officer for likely injury to self or others. Note that column 5A is a report of disciplinary events, NOT, children. If a child has more than one disciplinary removal in the school year, then each removal should be reported in column 5A.

Children with Disabilities Ages 3-21	*5. Disciplinary Removals			
Disability	A. Total Disciplinary Removals	B. Number of Children with Disciplinary Removals Totaling 1 day	C. Number of Children with Disciplinary Removals Totaling 2-10 days	D. Number of Children with Disciplinary Removals Totaling > 10 days
Mental Retardation				
Hearing Impairments				
Speech or Language Impairments				
Visual Impairments				
Emotional Disturbance				
Orthopedic Impairments				
Other Health Impairments				
Specific Learning Disabilities				
Deaf-Blindness				
Multiple Disabilities				
Autism				
Traumatic Brain Injury				
Developmental Delay <sup>1</sup>				
Total				

<sup>1</sup>States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting (Please recopy the data rows for each LEA.)

Sum of column 5B, 5C, 5D <= sum of columns 1A, 2, 3A, 3B, 4C and 4D

Total by Column for Table 9 = Total by Column for Table 10 = Total by Column for Table 11 = Total by Column for Table 12

**TABLE 10**

**REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL BY LEA:  
SCHOOL YEAR 2007-2008**

OSEP Table 5, Section B: Disciplinary Removal by Race/Ethnicity

Children with Disabilities Ages 3-21	1. Unilateral Removal to an interim Alternative Educational Setting by School Personnel				2. Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
Race/Ethnicity	A. Number of Children	B. Number of Removals for Drugs	C. Number of Removals for Weapons	D. Number of Removals for Serious Bodily Injury	Number of Children
American Indian or Alaska Native					
Asian/Pacific Islander					
Black, non-Hispanic					
Hispanic					
White, non-Hispanic					
Total					

(Please recopy the data rows for each LEA.)

Sum of column 1B, 1C, 1D >= column 1A

Total by Column for Table 9 = Total by Column for Table 10 = Total by Column for Table 11 = Total by Column for Table 12

**UNILATERAL REMOVAL to an INTERIM ALTERNATIVE EDUCATIONAL SETTING BY SCHOOL PERSONNEL:**

**Column 1A**

Each child is counted ONLY 1 time no matter how many Unilateral Removals the student had for any of the reasons in column B, C, or D. Also

Column 1A total must match on all 4 tables. The total for this column MUST be the same on all 4 tables.

**Column 1B, 1C, 1D**

The grand total for these 3 columns will be equal to or greater than Column 1A.

Example: A student was removed 3 times for serious bodily injury. The student will be counted 1 time in column 1A and 3 times in column 1D. The total for this column MUST be the same on all 4 tables.

**Column 2**

The student MUST be removed based on a Hearing Officer Determination to be placed in this column. The total for this column MUST be the same on all 4 tables.

**Column 2 - Report only Hearing Officers employed by Office for Dispute Resolution (ODR).**

**TABLE 10 (continued)**

**REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL BY LEA:  
SCHOOL YEAR 2007-2008**

**OSEP Table 5, Section B: Disciplinary Removal by Race/Ethnicity (Continued)**

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions	
	A. Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less	B. Number of Children with Out-of-School Suspension/Expulsions Totaling >10 Days	C. Number of Children with In-School Suspensions Totaling 10 Days or Less	D. Number of Children with In-School Suspensions Totaling >10 Days
Race/Ethnicity				
American Indian or Alaska Native				
Asian/Pacific Islander				
Black, non-Hispanic				
Hispanic				
White, non-Hispanic				
Total				

(Please recopy the data rows for each LEA.)

**Total by Column for Table 9 = Total by Column for Table 10 = Total by Column for Table 11 = Total by Column for Table 12**

**OUT-OF-SCHOOL SUSPENSIONS OR EXPULSIONS**

**Column 3A, 3B**

Each child is counted **ONLY 1** time no matter how many times the student was suspended or expelled. You must total the number of days the student was suspended or expelled and will count **ONLY 1** time in column 3A if the total number of days is 10 days or less, or will count **ONLY 1** time in column 3B if the total number of days is greater than 10 days. The total for columns 3A and 3B **MUST** be the same on all 4 tables.

**IN-SCHOOL SUSPENSIONS**

**Column 4C, 4D**

Each child is counted **ONLY 1** time no matter how many times the student was suspended in school. You must total the number of days the student was suspended in school and will count **ONLY 1** time in column 4C if the total number of days is 10 days or less, or will count **ONLY 1** time in column 4D if the total number of days is greater than 10 days. The total for columns 4C and 4D **MUST** be the same on all 4 tables.

**TABLE 10 (continued)**

**REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL BY LEA:  
SCHOOL YEAR 2007-2008**

OSEP Table 5, Section B: Disciplinary Removal by Race/Ethnicity (Continued)

Children with Disabilities Ages 3-21	5. Disciplinary Removals			
Race/Ethnicity	A. Total Disciplinary Removals	B. Number of Children with Disciplinary Removals Totaling 1 day	C. Number of Children with Disciplinary Removals Totaling 2-10 days	D. Number of Children with Disciplinary Removals Totaling > 10 days
American Indian or Alaska Native				
Asian/Pacific Islander				
Black, non-Hispanic				
Hispanic				
White, non-Hispanic				
<b>TOTAL</b>				

(Please recopy the data rows for each LEA.)

Sum of column 5B, 5C, 5D <= sum of columns 1A, 2, 3A, 3B, 4C and 4D

Total by Column for Table 9 = Total by Column for Table 10 = Total by Column for Table 11 = Total by Column for Table 12

**DISCIPLINARY REMOVALS**

**Column 5A**

This is the TOTAL number of removals.

Example: A student was suspended 3 different times for 5 days each. The student will be counted as 3 removals in column 5A and counted 1 time in column 5D because the total number of days was greater than 10.

**Column 5B, 5C, 5D**

Each child is counted ONLY 1 time no matter how many times the student was removed. You must total the number of days the student was removed and will count ONLY 1 time in column 5B if the total number of days is 1, or will count ONLY 1 time in column 5C if the total number of days is between 2 to 10 days, or will count ONLY 1 time in column 5D if the total number of days is greater than 10 days. The total for columns 5A, 5B, 5C, and 5D MUST be the same on all 4 tables.

NOTE: Column 5A total must be equal to or greater than the grand total of columns 5B, 5C and 5D.

**TABLE 11**

**REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL BY LEA:  
SCHOOL YEAR 2007-2008**

OSEP Table 5, Section C: Disciplinary Removal by Gender

Children with Disabilities Ages 3-21	1. Unilateral Removal to an interim Alternative Educational Setting by School Personnel				2. Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
Gender	A. Number of Children	B. Number of Removals for Drugs	C. Number of Removals for Weapons	D. Number of Removals for Serious Bodily Injury	Number of Children
Male					
Female					
Total					

(Please recopy the data rows for each LEA.)

**Sum of column 1B, 1C, 1D >= column 1A**

**Total by Column for Table 9 = Total by Column for Table 10 = Total by Column for Table 11 = Total by Column for Table 12**

**UNILATERAL REMOVAL to an INTERIM ALTERNATIVE EDUCATIONAL SETTING BY SCHOOL PERSONNEL:**

**Column 1A**

Each child is counted ONLY 1 time no matter how many Unilateral Removals the student had for any of the reasons in column B, C, or D. Also Column 1A total must match on all 4 tables. The total for this column MUST be the same on all 4 tables.

**Column 1B, 1C, 1D**

The grand total for these 3 columns will be equal to or greater than Column 1A.

Example: A student was removed 3 times for serious bodily injury. The student will be counted 1 time in column 1A and 3 times in column 1D. The total for this column MUST be the same on all 4 tables.

**Column 2**

The student MUST be removed based on a Hearing Officer Determination to be placed in this column. The total for this column MUST be the same on all 4 tables.

**Column 2 - Report only Hearing Officers employed by Office for Dispute Resolution (ODR).**

**TABLE 11 (continued)**

**REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL BY LEA:  
SCHOOL YEAR 2007-2008**

OSEP Table 5, Section C: Disciplinary Removal by Gender (Continued)

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions	
Gender	A. Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less	B. Number of Children with Out-of-School Suspension/Expulsions Totaling >10 Days	C. Number of Children with In-School Suspensions Totaling 10 Days or Less	D. Number of Children with In-School Suspensions Totaling >10 Days
Male				
Female				
Total				

(Please recopy the data rows for each LEA.)

**Total by Column for Table 9 = Total by Column for Table 10 = Total by Column for Table 11 = Total by Column for Table 12**

**OUT-OF-SCHOOL SUSPENSIONS OR EXPULSIONS**

**Column 3A, 3B**

Each child is counted ONLY 1 time no matter how many times the student was suspended or expelled. You must total the number of days the student was suspended or expelled and will count ONLY 1 time in column 3A if the total number of days is 10 days or less, or will count ONLY 1 time in column 3B if the total number of days is greater than 10 days. The total for columns 3A and 3B MUST be the same on all 4 tables.

**IN-SCHOOL SUSPENSIONS**

**Column 4C, 4D**

Each child is counted ONLY 1 time no matter how many times the student was suspended in school. You must total the number of days the student was suspended in school and will count ONLY 1 time in column 4C if the total number of days is 10 days or less, or will count ONLY 1 time in column 4D if the total number of days is greater than 10 days. The total for columns 4C and 4D MUST be the same on all 4 tables.

**TABLE 11 (continued)**

**REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL BY LEA:  
SCHOOL YEAR 2007-2008**

OSEP Table 5, Section C: Disciplinary Removal by Gender (Continued)

Children with Disabilities Ages 3-21	5. Disciplinary Removals			
Gender	A. Total Disciplinary Removals	B. Number of Children with Disciplinary Removals Totaling 1 day	C. Number of Children with Disciplinary Removals Totaling 2-10 days	D. Number of Children with Disciplinary Removals Totaling > 10 days
Male				
Female				
Total				

(Please recopy the data rows for each LEA.)

**Sum of column 5B, 5C, 5D <= sum of columns 1A, 2, 3A, 3B, 4C and 4D**

**Total by Column for Table 9 = Total by Column for Table 10 = Total by Column for Table 11 = Total by Column for Table 12**

**DISCIPLINARY REMOVALS**

**Column 5A**

This is the TOTAL number of removals.

Example: A student was suspended 3 different times for 5 days each. The student will be counted as 3 removals in column 5A and counted 1 time in column 5D because the total number of days was greater than 10.

**Column 5B, 5C, 5D**

Each child is counted ONLY 1 time no matter how many times the student was removed. You must total the number of days the student was removed and will count ONLY 1 time in column 5B if the total number of days is 1, or will count ONLY 1 time in column 5C if the total number of days is between 2 to 10 days, or will count ONLY 1 time in column 5D if the total number of days is greater than 10 days. The total for columns 5A, 5B, 5C, and 5D MUST be the same on all 4 tables.

**NOTE: Column 5A total must be equal to or greater than the grand total of columns 5B, 5C and 5D.**

**TABLE 12**

**REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL BY LEA:  
SCHOOL YEAR 2007-2008**

OSEP Table 5, Section D: Disciplinary Removal by Limited English Proficiency Status

Children with Disabilities Ages 3-21	1. Unilateral Removal to an interim Alternative Educational Setting by School Personnel				2. Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
Limited English Proficiency Status	A. Number of Children	B. Number of Removals for Drugs	C. Number of Removals for Weapons	D. Number of Removals for Serious Bodily Injury	Number of Children
Yes					
No					
Total					

(Please recopy the data rows for each LEA.)

**Sum of column 1B, 1C, 1D >= column 1A**

**Total by Column for Table 9 = Total by Column for Table 10 = Total by Column for Table 11 = Total by Column for Table 12**

**UNILATERAL REMOVAL to an INTERIM ALTERNATIVE EDUCATIONAL SETTING BY SCHOOL PERSONNEL:**

**Column 1A**

Each child is counted ONLY 1 time no matter how many Unilateral Removals the student had for any of the reasons in column B, C, or D. Also Column 1A total must match on all 4 tables. The total for this column MUST be the same on all 4 tables.

**Column 1B, 1C, 1D**

The grand total for these 3 columns will be equal to or greater than Column 1A.

Example: A student was removed 3 times for serious bodily injury. The student will be counted 1 time in column 1A and 3 times in column 1D. The total for this column MUST be the same on all 4 tables.

**Column 2**

The student MUST be removed based on a Hearing Officer Determination to be placed in this column. The total for this column MUST be the same on all 4 tables.

**Column 2 - Report only Hearing Officers employed by Office for Dispute Resolution (ODR).**

**TABLE 12 (continued)**

**REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL BY LEA:  
SCHOOL YEAR 2007-2008**

OSEP Table 5, Section D: Disciplinary Removal by Limited English Proficiency Status (Continued)

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions	
Limited English Proficiency Status	A. Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less	B. Number of Children with Out-of-School Suspension/Expulsions Totaling >10 Days	C. Number of Children with In-School Suspensions Totaling 10 Days or Less	D. Number of Children with In-School Suspensions Totaling >10 Days
Yes				
No				
Total				

(Please recopy the data rows for each LEA.)

**Total by Column for Table 9 = Total by Column for Table 10 = Total by Column for Table 11 = Total by Column for Table 12**

**OUT-OF-SCHOOL SUSPENSIONS OR EXPULSIONS**

**Column 3A, 3B**

Each child is counted **ONLY 1** time no matter how many times the student was suspended or expelled. You must total the number of days the student was suspended or expelled and will count **ONLY 1** time in column 3A if the total number of days is 10 days or less, or will count **ONLY 1** time in column 3B if the total number of days is greater than 10 days. The total for columns 3A and 3B **MUST** be the same on all 4 tables.

**IN-SCHOOL SUSPENSIONS**

**Column 4C, 4D**

Each child is counted **ONLY 1** time no matter how many times the student was suspended in school. You must total the number of days the student was suspended in school and will count **ONLY 1** time in column 4C if the total number of days is 10 days or less, or will count **ONLY 1** time in column 4D if the total number of days is greater than 10 days. The total for columns 4C and 4D **MUST** be the same on all 4 tables.

**TABLE 12 (continued)**

**REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL BY LEA:  
SCHOOL YEAR 2007-2008**

OSEP Table 5, Section D: Disciplinary Removal by Limited English Proficiency Status (Continued)

<b>Children with Disabilities Ages 3-21</b>	<b>5. Disciplinary Removals</b>			
<b>Limited English Proficiency Status</b>	<b>A. Total Disciplinary Removals</b>	<b>B. Number of Children with Disciplinary Removals Totaling 1 day</b>	<b>C. Number of Children with Disciplinary Removals Totaling 2-10 days</b>	<b>D. Number of Children with Disciplinary Removals Totaling &gt; 10 days</b>
Yes				
No				
<b>Total</b>				

(Please recopy the data rows for each LEA.)

**Sum of column 5B, 5C, 5D <= sum of columns 1A, 2, 3A, 3B, 4C and 4D**

**Total by Column for Table 9 = Total by Column for Table 10 = Total by Column for Table 11 = Total by Column for Table 12**

**DISCIPLINARY REMOVALS**

**Column 5A**

This is the **TOTAL** number of removals.

Example: A student was suspended 3 different times for 5 days each. The student will be counted as 3 removals in column 5A and counted 1 time in column 5D because the total number of days was greater than 10.

**Column 5B, 5C, 5D**

Each child is counted **ONLY 1** time no matter how many times the student was removed. You must total the number of days the student was removed and will count **ONLY 1** time in column 5B if the total number of days is 1, or will count **ONLY 1** time in column 5C if the total number of days is between 2 to 10 days, or will count **ONLY 1** time in column 5D if the total number of days is greater than 10 days. The total for columns 5A, 5B, 5C, and 5D **MUST** be the same on all 4 tables.

**NOTE: Column 5A total must be equal to or greater than the grand total of columns 5B, 5C and 5D.**

**TABLE 13**

**REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL BY LEA:  
SCHOOL YEAR 2007-2008**

OSEP Table 5, Section E: Children Subject to Expulsion With and Without Educational Services by Disability Status

	<b>6. Children Subject to Expulsion</b>	
	<b>A. Received Educational Services During Expulsion</b>	<b>B. Did Not Receive Educational Services During Expulsion</b>
<b>1. Children with Disabilities Ages 3-21</b>		
<b>2. Children without Disabilities, Grades K-12</b>		
<b>3. Total</b>		

(Please recopy the data rows for each LEA.)