PENN DATA 2002
RESOURCE GUIDE

For Intermediate Units Submissions

Pennsylvania Department of Education
Bureau of Special Education
April 2002

Pennsylvania Department of Education
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Penn Data 2002 -- DATA DICTIONARY

No.	Item Name	Data Entry Codes	Explanations / Comments
1	Student ID Number	XXXXXXXXXX (10 or less)	FIELD TYPE: **Numeric or alpha/numeric (no special characters)** LENGTH: Ten (10) or less DEFINITION: **A student Id consists of no more than 10 characters unique to each student with a disability and/or gifted student in the LEA.** An ID must be assigned to all students AUTHORITY: BSE Requirement SOURCE: Check with School District/Intermediate Unit USE: Federal Child Count Verification, Compliance Monitoring, Year-round data verification
2	Last Name	XXXXXXXXXXXXXXXXXXXX (Unl)	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
3	First Name	XXXXXXXXXXXXXXXXXXXX (Unl)	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
4	Middle Initial	(Blank) No middle initial X (1)	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

5	Birth Date	MMDDYYYY (8)	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
6	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: • This field describes the residency status of the student according to special conditions in Section 13 of the PA School Code • Code 01, Ward of State: A student under the custody of the county for legal guardianship • Code 02, 1302 (Living with Adult other than Parent): A student shall be considered a resident of the school district in which his guardian resides • 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 • 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> AUTHORITY: 24 PS 13-1305 SOURCE: Student cumulative file, business manager of the district USE: Inter-Agency Planning, Legislative Inquiries, Compliance Monitoring
7	Ethnic Background	01 American Indian or Alaskan Native 02 Asian or Pacific Islander 03 Black or African American (Not-	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: • *American Indian or Alaska Native* - a person having origins in any of the

		Hispanic) 04 Hispanic or Latino 05 White (Not-Hispanic)	original peoples of North and South American (including Central America), and who maintains tribal affiliation or community attachment. • *Asian or Pacific Islander* - 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. • *Black or African American (Not Hispanic)* - a person having origins in any of the Black racial groups of Africa. • *Hispanic or Latino* - a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. • *White (Not Hispanic)* - a person having origins in any of the original people of Europe, the Middle East, or North Africa. AUTHORITY: Federal Reporting SOURCE: Student cumulative file USE: **Federal and State** Reports, Over-Under Representation Reports, Legislative Inquires
8	Grade	PS Preschool KH Half-day Kindergarten KF Full-day Kindergarten 01-12 Grade	FIELD TYPE: Alpha or Numeric LENGTH: Two (2) DEFINITION: • Grade of the student • 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) • This Item is used to determine which general education curriculum will be used (IDEA requirement) and Item 9 (Participation in the PSSA / PASA) • **Leading zeros must be used, where applicable** AUTHORITY: 34CFR300.139 SOURCE: IEP USE: **Federal** Biennial Report
9	Participation in PSSA / PASA (Report for grade 05, 08, 11)	(Blank) Not in grade 05, 08, 11, **or** **(Blank) Gifted without Disability** 01 Participation in PSSA 02 Participation in PSSA with Accommodations 03 Pennsylvania Alternate Statewide	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: • How the student will participate in statewide assessments • Religious Exemption: Students may be excused from the PSSA / PASA if their parents refuse participation and that refusal is possible

		Assessment (PASA)	only after the parents have reviewed the test content and declared it to be inappropriate on religious grounds
		04 Religious Exemption 05 Limited English Proficiency (LEP) Exemption	• LEP Exemption: One (1) year or less in the United States • **Leading zeros must be used** • **This item may be left blank for gifted without disabilities students (Code 05 in Item 13)** AUTHORITY: 34CFR300.139, 22 PA Code Chapter 4 SOURCE: IEP USE: **Federal** Biennial Report, Compliance Monitoring
10	Home District	AUN (9)	FIELD TYPE: Numeric LENGTH: Nine (9) DEFINITION: • AUN of the district in which the parent or guardian resides • Charter schools are LEAs, have assigned AUNs**, and must be reported by the IU in which the charter was granted** • **Cyber charter schools are LEAs, have assigned AUNs, and must be reported by the IU in which the cyber school was granted** • Ward of state: report as (1+IU+999999), e.g., 103999999 AUTHORITY: BSE Requirement SOURCE: ER and/or IEP will indicate the Home District, cross-referenced with PDE AUN list located at http://edna.ed.state.pa.us/aun_listing.asp USE: Compliance Monitoring, Statistical Summary
11	Building	XXXXXXXXXXXXXXXXXXXX (Unl)	FIELD TYPE: Text LENGTH: Unlimited DEFINITION: Building in which the majority of special education service is provided to the student (see Items 21 and 22) AUTHORITY: BSE Requirement SOURCE: IEP (Location of Program) USE: Compliance Monitoring
12	Area Academic	(Blank) N/A	FIELD TYPE: Numeric

	Office (Philadelphia SD and ELWYN)	01 02 03 04 05 06 07 08 09 10	South AAO Southwest AAO Central AAO West AAO Central North AAO Northwest AAO Central East AAO North AAO East AAO Northeast AAO	LENGTH: Two (2) DEFINITION: Student's assignment to a region in Philadelphia **School District**/ ELWYN **(includes students in Approved Private Schools)** AUTHORITY: BSE Requirement SOURCE: School District of Philadelphia USE: Compliance Monitoring
13	Disability Category	21 13 15 10 05 02 06 16 09 22 04 11 01 12	Autism Deaf-Blindness Developmental Delay **(3-6 in EI Program)** Emotional Disturbance Gifted without Disability Hearing Impairment including Deafness Mental Retardation Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech or Language Impairment Traumatic Brain Injury Visual Impairment including Blindness	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: • Disability of the student. See 34CFR300.7, 22 PA Code Chapter 16 • If the student is gifted <u>and</u> has a disability, report the disability in Item 13, and gifted as Code 05 in Item 14 • If the student is gifted <u>without</u> a disability, report the student here as Code 05, blank in Item 14 • **Code 15 applies only to student in EI programs** • **If student is Code 05, the following items may be left blank: 09, 16, 17, 20** AUTHORITY: 34CFR300.7, 1372 PA School Code, 22 PA Code Chapter 14, 22 PA Code Chapter 16, Chapter 171 of PA School Code SOURCE: ER USE: **Federal** Reports, Statistical Summary, Severe Disability Report, **Federal** Biennial Report, Compliance Monitoring
14	Secondary Disability Category	(Blank) 21 13 10 05 02 09 22 04	None Autism Deaf-Blindness Emotional Disturbance Gifted Hearing Impairment including Deafness Orthopedic Impairment Other Health Impairment Specific Learning Disability	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: • Secondary disability of the student, if applicable. See 34CFR300.7, 22 PA Code Chapter 16 • If the student if gifted <u>and</u> has a disability, report the disability in Item 13, and gifted as Code 05 in Item 14 AUTHORITY: 34CFR300.7, 1372 PA School Code, 22 PA Code Chapter 14, 22 PA Code Chapter 16 SOURCE: ER

		11	Speech or Language Impairment	USE: **Federal** Reports, Statistical Summary, Severe Disability Report, **Federal** Biennial Report, Compliance Monitoring
		01	Traumatic Brain Injury	
		12	Visual Impairment including Blindness	
15	**Gender**	**01**	**Female**	**FIELD TYPE: Numeric**
		02	**Male**	**LENGTH: Two (2)**
				DEFINITION:
				• **Gender of the student**
				• **Leading zeros must be used**
				AUTHORITY: BSE Requirement
				SOURCE: Student cumulative file
				USE: Compliance monitoring, BSE Longitudinal Study
16	Services Plan for Students in Non-Public Schools Date	(Blank) Student has IEP**, or** **(Blank) Gifted without Disability** MMDDYYYY (8)		FIELD TYPE: Numeric
				LENGTH: Eight (8)
				DEFINITION:
				• The date of the Services Plan for Students in Non-Public Schools. See 34CFR300.454-455
				• This item applies to students receiving a Services Plan who are placed unilaterally in a non-public school by their parents
				• Leave this item blank if the student has an IEP
				• **Leading zeros must be used where applicable**
				• **This item may be left blank for gifted without disabilities students (Code 05 in Item 13)**
				AUTHORITY: 34CFR300.454-455
				SOURCE: Services Plan for students in non-public schools
				USE: Federal Child Count Verification, Compliance Monitoring
17	Transition (16 or Older-- School Age Program)	(Blank) Students is less than 16**, or** **(Blank) Gifted without Disability**		FIELD TYPE: Numeric
		01	Post Secondary Education/Training	LENGTH: Two (2)
		02	Employment	DEFINITION:
		03	Community Living (Residential, Participation, Recreation/Leisure)	• Coordinated set of activities designed within an outcome-oriented process that promotes movement from school to post school. See 34CFR300.29
				• Indicate which one of the three (3) outcomes best represents the post-school plan for the student
				• **This item may be left blank for gifted without disability students**

			(Code 05 in Item 13) AUTHORITY: BSE Requirement SOURCE: IEP USE: **Federal** Biennial Report, BSE Longitudinal Study
18	Date Exited Special Education	(Blank) Did not exit MMDDYYYY(8)	FIELD TYPE: Numeric LENGTH: Eight (8) DEFINITION: • The date the student left special education or the school system • <u>Leave this Item blank for the 12/1 count</u> • Items 18 and 19 must be updated in the July submission for students who were in the 12/1 child count • **Leading zeros must be used where applicable** AUTHORITY: BSE Requirement SOURCE: Notice of Recommended Educational Placement, Student cumulative file USE: **Federal** Reports
19	Reason for Exiting Special Education	(Blank) Did not exit 05 No Longer Needs Special Education 01 Graduated with High School Diploma 02 Received GED 03 Reached Maximum Age 09 Deceased 06 Moved, known to be Continuing 07 Moved, not known to be Continuing 04 Dropped out 08 Parent Withdrawn **(3-6 in EI Program)**	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: • The reason the student left special education or the school system • <u>Leave this Item blank for the 12/1 count</u> • Items 18 and 19 must be updated in the July submission for students who were in the 12/1 child count • "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 • **Leading zeros must be used where applicable** AUTHORITY: BSE Requirement SOURCE: Notice of Recommended Educational Placement, cumulative file USE: **Federal** Reports, BSE longitudinal studies
20	LRE Category/ Location of	**(Blank) Student in EI Program** **(Blank) Gifted without Disability**	FIELD TYPE: Numeric LENGTH: Two (2)

| | Intervention

(School Age Program) | **Codes for students being educated in regular buildings with non-disabled students**
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)
Codes for students being educated in other locations
12   Public Separate Facility (Non Residential)
16   Private Separate Facility (Non Residential)
05   Public Residential Facility
06   Private Residential Facility
09   Hospital/Home Bound
18   Correctional Facility
14   Out of State Facility
15   Instruction in the Home | DEFINITION:
• Students with disabilities must be educated, to the extent possible, with non-disabled students. See 34CFR300.550
• APS students: Report as 06 or 16
• Code 12 may be used for students in Centers
• Code 05 may be used for institutionalized Residential Programs, or State Residential Programs
• Codes 09, 14, 15: indicate where appropriate
• Code 18: School district of residence of the parents is required to report the students in county prisons. The State Correctional Facilities and State Juvenile Facilities listed in Appendix A are reported by the Department of Corrections
• **Leading zeros must be used where applicable**
• **This item must be blank for students in EI Program (Code PS in Item 8)**
• **This item may be left blank for gifted without disability students (Code 05 in Item 13)**
AUTHORITY: BSE Requirement
SOURCE: IEP (see also annotated IEP)
USE: **Federal** Reports |
| 21 | Type of Service

(School Age Program) | **(Blank) Student in EI Program**
01   Itinerant
02   Resource
03   Part-time
04   Full-time
05   Gifted | FIELD TYPE: Numeric
LENGTH: Two (2)
DEFINITION:
• Special education services the student is receiving. See 22 PA Code Chapter 14.141
• Indicate type of service the student is receiving
• **Leading zeros must be used where applicable**
• **This item must be blank for students in EI (Code PS in Item 8)**
• **Code 05 must be used with Code 05 in item 13**
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
22	Type of Support (School Age Program)	**(Blank) Student in EI Program** 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	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: • Services provided to students based on their needs. See 22 PA Code Chapter 14.141 • Indicate type of support the student is receiving • **Leading zeros must be used where applicable** • **This item must be blank for students in EI, (Code PS in Item 8)** • **Code 11 must be used with Code 05 in item 13** 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
23	Service Provider	(Blank) Same as Home District AUN (9)	FIELD TYPE: Numeric LENGTH: Nine (9) DEFINITION: AUN of the special education service provider (Items 21 and 22) 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 http://edna.ed.state.pa.us/aun_listing.asp, or Program Supervisor USE: Compliance Monitoring
24	Service/Support Location is Out of District	(Blank) No 01 Yes	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: Service provided to the student at a location outside the boundaries of the home district or MAWA catchment area. **Leading zero must be used** AUTHORITY: BSE Requirement SOURCE: IEP and/or Notice of Recommended Educational Placement USE: Compliance Monitoring
25	Teacher's Last	XXXXXXXXXXXXXXXXXXXX (Unl)	FIELD TYPE: Text

	Name		LENGTH: Unlimited DEFINITION: Legal last name of the teacher providing the majority of the special education services (Items 21 and 22) AUTHORITY: BSE Requirement SOURCE: IEP USE: Compliance Monitoring
26	Related Services / Supplementary Aids and Services (Multiple Responses Possible)	**(Blank) Student is not receiving Related Services** 01 Transportation 02 Audiological Services 03 Psychological Services 04 Physical Therapy 05 Occupational Therapy 06 Counseling Services 07 School Health Services 08 Social Work Services 09 Parent Counseling, Training 10 Speech and Language Pathology/Therapy 11 Adaptive Physical Education 12 Behavior Intervention Program 13 Assistive Technology Devices and Services 14 Rehabilitation Counseling 15 Interpreter 16 Orientation and Mobility 17 Mental Health Services provided by other than IU/SD 18 Other	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: • Services required to assist a child with a disability to benefit from special education • Multiple responses possible • Code 18: Use for "other" related services such as vision therapy • **Leading zeros must be used where applicable** AUTHORITY: 34CFR300.24, BSE Requirement SOURCE: IEP USE: EI Annual Report to the Governor, Legislative Inquiries, BSE Longitudinal Studies

		Early Intervention--Preschool	
27	Program Status	**(Blank) Student is in a School Age program** 01 Transitioned from DPW to MAWA program at 3.	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITIONS: • 01- Transitioned from DPW to MAWA program at 3: Code 01 to be

		02 EI Preschool program - not in transition status.	used only in the transition year from an infant/toddler program. APS transition children will be included in the APS category (code) 06.
		03 K-5 eligible in home district, but remaining in EI for K year.	• 02- 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.
		04 EI eligible in July & August, K-5 eligible in September and exiting.	
		05 K-5 eligible previous year, exiting to School Age in September.	• 03- K-5 eligible in home district, but remaining in EI for K -year: Code 03 to be used only for children who are kindergarten age 5 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 & August and become K-5 eligible from September through June 30 for an accurate K-5 year accounting.
		06 All APS children including transition from infant/toddler and to School Age.	

• 04- EI eligible in July & August, K-5 eligible in September and exiting: Code (04) only those children K-5 eligible that are exiting to the school district and not staying in EI for the K-5 year. These children will be counted as eligible during July and August at the end of their EI program.

• 05- K-5 eligible in the previous year, exiting to School Age in September: Code (05) Only those children who were K-5 eligible in the previous year and are exiting to a School Age program. They are counted as K-5 eligible for July and August.

• 06- All APS children including transition from DPW and to School Age: All children regardless of transition status, who are the responsibility of the MAWA agency in a program year.

• An unduplicated count will be comprised of Codes 01, 02, 03, 04, 05 and 06

• The eligible count will be comprised of Codes 01, 02, 03, 04, 06

• The K-5 eligible count will be comprised of 03 and 05

• **Leading zeros must be used**

AUTHORITY: PA Act 212 of 1990, PA Act 30 of 1997, BEC 11 P.S. 875-304

SOURCE: Preschool Supervisor

USE: EI Annual Report to the Governor, Compliance Monitoring, State Interagency Coordinating Council, Legislative Appropriation Requests

| 28 | Referral Source | **(Blank) Student is in a School Age program** | FIELD TYPE: Numeric LENGTH: Two (2) |

		01	Hospitals (including prenatal and postnatal care facility)	DEFINITION: Identify the source of the referral. **Leading zeros must be used where applicable**
		02	Physicians	AUTHORITY: 34CFR300.125, PA Act 212 of 1990 -305(a)(c 1-6)
		03	Parents	SOURCE: Preschool Supervisor
		04	Child Care Programs	USE: Compliance Monitoring, Child Find
		05	Local Education Agencies	
		06	Transfer from DPW	
		07	Public Health Facility	
		08	EPSDT Screening Facility	
		09	Other Social Service Agencies	
		10	Other Health Care Providers	
29	Preschool Intervention Levels	**(Blank) Student is in a School Age program**		FIELD TYPE: Numeric
		01	Supportive intervention	LENGTH: Two (2)
		02	Supplemental aids and services	DEFINITION:
		03	Early intervention services and programs provided in a specialized setting for most or all of the program day, with noneligible young children.	• <u>01</u>: Supportive intervention, including modifications to the regular program and individualization by the preschool program or classroom teacher
		04	Early intervention services and programs provided in a specialized setting, with some programming provided in the regular preschool program or class and opportunities for participation with noneligible young children in play or other activities.	• <u>02</u>: Supplemental aids and services provided by early intervention personnel to the regular preschool program or class • <u>05</u>: Early intervention services and programs provided in the home, including services which are provided in conjunction with services provided in another setting • **Leading zeros must be used** AUTHORITY: 22 PA Code Chapter 14 SOURCE: Preschool Supervisor, IEP USE: EI Annual Report to the Governor, Compliance Monitoring, State Interagency Coordinating Council
		05	Early intervention services and programs provided in the home	
		06	Early intervention services and programs provided in a specialized early intervention program.	
		07	Early intervention services and programs provided in a specialized setting, including the following: an approved private school, a	

		residential school, residential facility, State school or hospital or special secure setting on an individual or group basis, with parental consent, an approved out-of-state program.	
30	Preschool Location of Intervention	**(Blank) Student is in a School Age program** 01 Early Childhood Setting 02 Head Start 03 Early Childhood Special Education Setting 04 Home 05 Part-Time Early Childhood / Part-Time Early Childhood Special Education Setting 06 Residential Facility 07 Separate School 08 Itinerant Service Outside the Home 09 Reverse Mainstream Setting	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: • 01: Early Childhood Setting - e.g., Family Child Care, Regular Preschool/Child Care Center, Combined Classroom/Home Based Program • 03: Early Childhood Special Education Setting - e.g., Early Intervention Classroom, Combined Classroom/Home Based Program • 04: Home - e.g., Instruction/Services in the Home • 05: Part-Time Early Childhood / Part-Time Early Childhood Special Education Setting - e.g., Part time Regular/Part time Specialized Classroom • 06: Residential Facility - e.g., Approved Private School on a residential basis, Private Residential Rehabilitation Institute, Residential Facility, Community Residential Facility • 07 Separate School - e.g., Approved Private School on a day basis • 08 Itinerant Service Outside the Home - e.g., Hospital, Other Service Facility • 09 Reverse Mainstream Setting - For preschoolers who receive all of their special education and related services in educational settings designed primarily for children with disabilities but that include 50 percent or more children without disabilities • **Leading zeros must be used** AUTHORITY: 22 PA Code Chapter 14 SOURCE: Preschool Supervisor, IEP USE: Compliance Monitoring, Federal Reporting

TABLE 1
Number and Type of Teachers Employed
(in Full-Time Equivalency)
To Provide Special Education and Related Services
for Children With Disabilities, Ages 3-5

SPECIAL EDUCATION TEACHERS	FULL-TIME EQUIVALENCY TOTALS
EMPLOYED FULLY CERTIFIED	
EMPLOYED NOT FULLY CERTIFIED	
TOTAL	

- Special Education teachers of students ages 3 – 5
- Do not include regular preschool teachers who work with students with disabilities

TABLE 2
Number and Type of Teachers Employed (in Full-Time Equivalency)
To Provide Special Education and Related Services For Children With
Disabilities, Ages 6-21

AREA OF SPECIALIZATION (PLEASE PROVIDE CATEGORIES)	EMPLOYED FULLY CERTIFIED	EMPLOYED NOT FULLY CERTIFIED	TOTAL EMPLOYED
Speech Impaired Certification			
Hearing Impaired Certification			
Visually Impaired Certification			
Comprehensive Certification			
TOTAL SPECIAL EDUCATION TEACHERS			

- Special Education teachers and related services teachers for students with disabilities
- Ages 6 – 21
- 1.0 FTE is full time
- .50 FTE is 50% employed
- Comprehensive Certificate in PA is a Special Education Teacher Certification

TABLE 3
Number and Types of Other Personnel Employed (In Full-Time Equivalency)
To Provide Special Education And Related Services For Children With
Disabilities, Ages 3-21

OTHER SPECIAL EDUCATION AND RELATED SERVICES PERSONNEL	EMPLOYED FULLY CERTIFIED	EMPLOYED NOT FULLY CERTIFIED	TOTAL EMPLOYED
VOCATIONAL EDUCATION TEACHERS			
PHYSICAL EDUCATION TEACHERS			
WORK-STUDY COORDINATORS			
PSYCHOLOGISTS			
SCHOOL SOCIAL WORKERS			
OCCUPATIONAL THERAPISTS			
AUDIOLOGISTS			
TEACHER AIDES			
RECREATION AND THERAPEUTIC RECREATION SPECIALISTS			
DIAGNOSTIC AND EVALUATION STAFF			
PHYSICAL THERAPISTS			
COUNSELORS			
SPEECH PATHOLOGISTS			
SUPERVISORS/ADMINISTRATORS (LEA)			
SUPERVISORS/ADMINISTRATORS (SEA)			
INTERPRETERS			
REHABILITATION COUNSELORS			
OTHER PROFESSIONAL STAFF			
NON-PROFESSIONAL STAFF			
TOTAL OTHER SPECIAL EDUCATION AND RELATED SERVICES STAFF			

TABLE 4
REPORT OF CHILDREN WITH DISABILITIES
UNILATERALLY REMOVED TO
AN INTERIM ALTERNATIVE
EDUCATIONAL SETTING, OR SUSPENDED OR EXPELLED

Children with Disabilities Ages 3-21	1. Number of Children Removed to **an Interim Alternative Educational Setting** by School Personnel and Number of Removals for Drugs and Weapons			2. Number of Children Removed to **an Interim Alternative Educational Setting** Based on a Hearing Officer Determination Regarding Likely Injury	3. Number of Children Suspended or Expelled > 10 Days and Number of Suspension/Expulsions[1]		
Disability	A. Unduplicated Count of Children	B. Number of Unilateral Removals by School Personnel for Drugs	C. Number of Unilateral Removals by School Personnel for Weapons	Unduplicated Count of Children	A. Unduplicated Count of Children	B. Number of Single Suspension/ Expulsions > 10 Days	C. Number of Children with Multiple Suspension/ Expulsions Summing to > 10 Days
1. Mental Retardation							
2. Hearing Impairments							
3. Speech or Language Impairments							
4. Visual Impairments							
5. Emotional Disturbance							
6. Orthopedic Impairments							
7. Other Health Impairments							
8. Specific Learning Disabilities							
9. Deaf-Blindness							
10. Multiple Disabilities							
11. Autism							
12. Traumatic Brain Injury							
13. Developmental Delay							
14. Total							

[1]Include only out-of-school suspensions.

TABLE 5
REPORT OF CHILDREN WITH DISABILITIES
UNILATERALLY REMOVED TO
AN INTERIM ALTERNATIVE
EDUCATIONAL SETTING, OR SUSPENDED OR EXPELLED BY RACE/ETHNICITY

Children with Disabilities Ages 3-21	1. Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons			2. Number of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury	3. Number of Children Suspended or Expelled > 10 Days and Number of Suspension/Expulsions[1]		
Race/Ethnicity	A. Unduplicated Count of Children	B. Number of Unilateral Removals by School Personnel for Drugs	C. Number of Unilateral Removals by School Personnel for Weapons	Unduplicated Count of Children	A. Unduplicated Count of Children	B. Number of Single Suspension/ Expulsions > 10 Days	C. Number of Children with Multiple Suspension/ Expulsions Summing to > 10 Days
1. White, non-Hispanic							
2. Black, non-Hispanic							
3. Hispanic							
4. Asian/Pacific Islander							
5. Native American							
6. Total							

[1]Include only out-of-school suspensions.

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TABLE 6
Children With Disabilities Exiting Special Education
by Single Years of Age (14-21) and Disabilities

DISABILITY	Traumatic Brain Injury									
BASIS OF EXIT	14	15	16	17	18	19	20	21	22+	TOTAL
NO LONGER RECEIVES SPECIAL EDUCATION										
GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										
RECEIVED A CERTIFICATE										
REACHED MAXIMUM AGE										
DIED										
MOVED, KNOWN TO BE CONTINUING										
MOVED, NOT KNOWN TO BE CONTINUING										
DROPPED OUT										
TOTAL										

DISABILITY	Hearing Impairment including Deafness									
BASIS OF EXIT	14	15	16	17	18	19	20	21	22+	TOTAL
NO LONGER RECEIVES SPECIAL EDUCATION										
GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										
RECEIVED A CERTIFICATE										
REACHED MAXIMUM AGE										
DIED										
MOVED, KNOWN TO BE CONTINUING										
MOVED, NOT KNOWN TO BE CONTINUING										
DROPPED OUT										
TOTAL										

DISABILITY	Specific Learning Disability									
BASIS OF EXIT	14	15	16	17	18	19	20	21	22+	TOTAL
NO LONGER RECEIVES SPECIAL EDUCATION										
GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										
RECEIVED A CERTIFICATE										
REACHED MAXIMUM AGE										
DIED										
MOVED, KNOWN TO BE CONTINUING										
MOVED, NOT KNOWN TO BE CONTINUING										
DROPPED OUT										
TOTAL										

DISABILITY	Mental Retardation									
BASIS OF EXIT	14	15	16	17	18	19	20	21	22+	TOTAL
NO LONGER RECEIVES SPECIAL EDUCATION										
GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										
RECEIVED A CERTIFICATE										
REACHED MAXIMUM AGE										
DIED										
MOVED, KNOWN TO BE CONTINUING										
MOVED, NOT KNOWN TO BE CONTINUING										
DROPPED OUT										
TOTAL										

DISABILITY	Orthopedic Impairment									
BASIS OF EXIT	14	15	16	17	18	19	20	21	22+	TOTAL
NO LONGER RECEIVES SPECIAL EDUCATION										
GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										
RECEIVED A CERTIFICATE										
REACHED MAXIMUM AGE										
DIED										
MOVED, KNOWN TO BE CONTINUING										
MOVED, NOT KNOWN TO BE CONTINUING										
DROPPED OUT										
TOTAL										

DISABILITY	Emotional Disturbance									
BASIS OF EXIT	14	15	16	17	18	19	20	21	22+	TOTAL
NO LONGER RECEIVES SPECIAL EDUCATION										
GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										
RECEIVED A CERTIFICATE										
REACHED MAXIMUM AGE										
DIED										
MOVED, KNOWN TO BE CONTINUING										
MOVED, NOT KNOWN TO BE CONTINUING										
DROPPED OUT										
TOTAL										

DISABILITY	Speech or Language Impairment									
BASIS OF EXIT	14	15	16	17	18	19	20	21	22+	TOTAL
NO LONGER RECEIVES SPECIAL EDUCATION										
GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										
RECEIVED A CERTIFICATE										
REACHED MAXIMUM AGE										
DIED										
MOVED, KNOWN TO BE CONTINUING										
MOVED, NOT KNOWN TO BE CONTINUING										
DROPPED OUT										
TOTAL										

DISABILITY	Visual Impairment including Blindness									
BASIS OF EXIT	14	15	16	17	18	19	20	21	22+	TOTAL
NO LONGER RECEIVES SPECIAL EDUCATION										
GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										
RECEIVED A CERTIFICATE										
REACHED MAXIMUM AGE										
DIED										
MOVED, KNOWN TO BE CONTINUING										
MOVED, NOT KNOWN TO BE CONTINUING										
DROPPED OUT										
TOTAL										

DISABILITY	Deaf-Blindness									
BASIS OF EXIT	14	15	16	17	18	19	20	21	22+	TOTAL
NO LONGER RECEIVES SPECIAL EDUCATION										
GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										
RECEIVED A CERTIFICATE										
REACHED MAXIMUM AGE										
DIED										
MOVED, KNOWN TO BE CONTINUING										
MOVED, NOT KNOWN TO BE CONTINUING										
DROPPED OUT										
TOTAL										

DISABILITY	Multiple Disabilities									
BASIS OF EXIT	14	15	16	17	18	19	20	21	22+	TOTAL
NO LONGER RECEIVES SPECIAL EDUCATION										
GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										
RECEIVED A CERTIFICATE										
REACHED MAXIMUM AGE										
DIED										
MOVED, KNOWN TO BE CONTINUING										
MOVED, NOT KNOWN TO BE CONTINUING										
DROPPED OUT										
TOTAL										

DISABILITY	Autism									
BASIS OF EXIT	14	15	16	17	18	19	20	21	22+	TOTAL
NO LONGER RECEIVES SPECIAL EDUCATION										
GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										
RECEIVED A CERTIFICATE										
REACHED MAXIMUM AGE										
DIED										
MOVED, KNOWN TO BE CONTINUING										
MOVED, NOT KNOWN TO BE CONTINUING										
DROPPED OUT										
TOTAL										

DISABILITY	Other Health Impairment									
BASIS OF EXIT	14	15	16	17	18	19	20	21	22+	TOTAL
NO LONGER RECEIVES SPECIAL EDUCATION										
GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										
RECEIVED A CERTIFICATE										
REACHED MAXIMUM AGE										
DIED										
MOVED, KNOWN TO BE CONTINUING										
MOVED, NOT KNOWN TO BE CONTINUING										
DROPPED OUT										
TOTAL										

TABLE 7
Report of Children With Disabilities Exiting
Special Education by Race/Ethnicity

NUMBER OF STUDENTS AGES 14-21 EXITING SPECIAL EDUCATION BY RACE/ETHNICITY

BASIS OF EXIT	RACE/ETHNICITY					
	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK OR AFRICAN AMERICAN (NOT HISPANIC)	HISPANIC	WHITE (NOT HISPANIC)	TOTAL
NO LONGER RECEIVES SPECIAL EDUCATION						
GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA						
RECEIVED A CERTIFICATE						
REACHED MAXIMUM AGE						
DIED						
MOVED, KNOWN TO BE CONTINUING						
MOVED, NOT KNOWN TO BE CONTINUING						
DROPPED OUT						
TOTAL						

APPENDIX A

State Correctional Adult & Juvenile Facilities

State Correctional Institutions

SCI-Albion
SCI-Cambridge Springs
SCI-Camp Hill
SCI-Chester
SCI-Coal Township
SCI-Cresson
SCI-Dallas
SCI-Frackville
SCI-Graterford
SCI-Greene
SCI-Greensburg
SCI-Houtzdale
SCI-Huntingdon
SCI-Laurel Highlands
SCI-Mahanoy
SRCF-Mercer
SCI-Muncy
SCI-Pine Grove
SCI-Pittsburgh
Quehanna Boot Camp
SCI-Retreat
SCI-Rockview
SCI-Smithfield
SCI-Somerset
SCI-Waymart
SCI-Waynesburg

State Juvenile Institutions

Allentown Secure Treatment Unit
Cresson Secure Treatment Unit
Loysville Secure Treatment Unit
Loysville Youth Development Center
New Castle Youth Development Center
North Central Secure Treatment Unit
North Central (Danville Girls Unit)
South Mountain Secure Treatment Unit
Southeast Secure Treatment Unit
Southwestern SecureTreatment Unit
Weaversville Intensive Treatment Unit
Youth Forestry Camp #2
Youth Forestry Camp #3

School district in which the county prison is located *is responsible for reporting students receiving special education services in county prisons.*
The Department of Corrections reports the facilities listed here.

APPENDIX B

Time Table for Intermediate Units to Supply Data to Penn State
for Penn Data 2002

Student Record File and/or Table Data	Last Date to Submit Data to PSU via Export File	Approval of Child Count by Intermediate Units *	Processed by PSU/ Submitted to PDE	PDE Review	OSEP tables submitted to U.S. Dept. of Education	File Name ** equals IU number Format date as Dec2002
The following is for All Students in Special Education (School Age and EI)						
Export file of Student Database – this will include all data items	01/06/03	01/17/03	01/24/03	01/29/03	02/01/03	Student_IU**_date.txt
Export file of Revised Student Database – this will include only those students who should have been included on the December 1 count and those students who were part of the count on December 1 and have exited special education.	07/11/03	07/18/03	08/01/03	08/15/03	08/29/03	Student_IU**_Full_ date.txt OR Student_IU**_Part_ date.txt Where "full" is for a complete database and "part" is only new records and exits.
Table 1 – Number and Type of Teachers Employed (in Full-Time Equivalency) to Provide Special Education and Related Services for Children with Disabilities, Ages 3-5	07/11/03	07/18/03	08/01/03	08/15/03	08/29/03	Table1_IU**_date.txt
Table 2 – Number and Type of Teachers Employed (in Full-Time Equivalency) to Provide Special Education and Related Services for Children with Disabilities, Ages 6-21	07/11/03	07/18/03	08/01/03	08/15/03	08/29/03	Table2_IU**_date.txt
Table 3 – Number and Type of Teachers Employed (in Full-Time Equivalency) to	07/11/03	07/18/03	08/01/03	08/15/03	08/29/03	Table3_IU**_date.txt

Provide Special Education and Related Services for Children with Disabilities, Ages 3-21						
Table 4 - Report Of Children With Disabilities Unilaterally Removed To *An Interim Alternative Educational Setting*, Or Suspended Or Expelled	07/11/03	07/18/03	08/01/03	08/15/03	08/29/03	Table4_IU**_date.txt
Table 5 - Report Of Children With Disabilities Unilaterally Removed To *An Interim Alternative Educational Setting*, Or Suspended Or Expelled By Race/Ethnicity	07/11/03	07/18/03	08/01/03	08/15/03	08/29/03	Table5_IU**_date.txt
Table 6 – Children with Disabilities Exiting Special Education by Single Years of Age (14 – 21) and Disabilities	07/11/03	07/18/03	08/01/03	08/15/03	08/29/03	Table6_IU**_date.txt
Table 7 – Children with Disabilities Exiting Special Education by Race/Ethnicity	07/11/03	07/18/03	08/01/03	08/15/03	08/29/03	Table7_IU**_date.txt

All export files will be sent to PSU in zip format. All files sent to PSU should be zipped into one file. The naming convention of the file should be IU**_date zip where '**' is equal to the IU number and 'date' is equal to the date the file was sent.

The student database due July 11, 2003 will be a revised December 1 count to include children who were missed in December (and should have been in the count) and those children who exited between December 1, 2002 and June 30, 2003.

PSU will send each Intermediate Unit a copy of the final file sent to PSU in January after all data has been checked and verified, including duplicates across IUs. The file will be in Excel format.

The following is for:
Children in EI Programs Only
(this is in addition to files listed above)

Student Record File and/or Table Data	Last Date to Submit Data to PSU via Export File	Approval of Child Count by Intermediate Units *	Processed by PSU/ Submitted to PDE	PDE Review	OSEP tables submitted to U.S. Dept. of Education	File Name ** equals IU number Format date as Dec2002
Export file of Preschool Student Database – this will include all 30 data items. This file will be used to create aggregate data for preschool reports. The data in the file is based on information starting July 1, 2002. It is to be sent to PSU based on data from July 1, 2002 to end of current month. The database file is due for the time period ending in the following months: **Aggregate Data for:** **Due:** **July** **August 5** **August** **September 5** **September** **October 5** **October** **November 5** **November** **December 5** **December** **January 5** **January** **February 5** **February** **March 5** **March** **April 5** **April** **May 5** **May** **June 5** **Full year aggregate** **July 5** **...(July 1-June 30)** **of preceding year.**	Export File Received by the 5th of the month for the time period July 1, 2002 through the last day of the previous month.	Not Applicable	Send to Early Intervention Staff by the 15th of due month	Review by Early Intervention Staff by the 20th of due month	Not Applicable	Preschool_IU**_ date.txt

Notes:

All files will be sent to PSU in the form of Export files. The file layout will follow the Export Specifications for Penn Data 2002.

APPENDIX C

Frequently Asked Questions

ITEM 1
- **Can the student ID include letters?**
  Yes.

ITEM 6
- Is the Residency Item for EI and School Age?
  Yes.

- Should the home district report 1306 Students?
  Yes.

- How do we code students who are "emancipated"?
  These students are coded according to the residency status as all students.

- How do we code students who are Wards of the State who are also 1306 students?
  Code as 1306.

ITEM 7
- How do you make the decision for students with mixed-heritages?
  The family of the child makes this determination, not the district/IU.

ITEM 8
- How do we determine grade level for UE and US?
  The IEP team of each child is responsible for determining the grade level. The new IEP format has a space for this information. If grade level needs to be determined before the December 1 count, please refer this question to your special education supervisor.

- Can we code a student as grade 12 for several years?
  Yes.

ITEM 9

- How do you indicate religious exemption and/or LEP exemption on the IEP?
  Even though there is not a specific section on the IEP to indicate these exemptions, most IEP Teams will document this information on "Section V. Participation in State and District-Wide Assessments."

- Are you collecting information related to writing or science?
  No.

ITEM 10
- In what cases do you report the home district of a Charter/Cyber School?
  *Charter Schools **and Cyber Schools** in PA are considered LEAs.*

- Do we need a separate AUN for Charter/Cyber Schools?
  Yes.

ITEM 11
- Where do you find the information for "building"?
  ER format and NOREP.

- Do we identify the building name if the student is educated in a private school, APS, another public school district?
  For students in APSs the name of the private school is sufficient. If you are able to be more precise, please do so.

ITEM 14
- How do you code speech?
  In order for a student to receive speech and language services, the student must have a "speech" disability. The Evaluation Report will provide if speech is a primary or secondary disability.

- How do you code a student with more than 2 disabilities?
  The field is limited to the identification of one secondary disability. The information is found on the ER where primary and secondary disabilities are identified by the Multidisciplinary Team.

- Is this item necessary for students not gifted?
  Yes, if applicable.

ITEM 16
- Does a 504-plan count as a Services Plan?

No. Services plans are for students who are placed unilaterally in a non-public school by their parents.

- Please explain who are these students.
  In some instances LEAs provide services to students placed by their parents in non-public schools. These students are included in our Federal Child Count and services are to be documented in a Services Plan.

- Are Services Plans valid for 1 year only (Like the IEPs)?
  Services plans vary in length as IEPs do. We include children with Services Plans in effect on 12/1.

ITEM 17
- If we have transition information for students younger than 16, **must** we report it?
  No.

ITEMS 18 & 19
- **For EI, do we have to update items 18 & 19 for the revised count?**
  Yes.
- **Do all EI children need to be exited at the end of the school year?**
  No.
- **If a student leaves a district after 12/1 and returns the same school year, should he/she be counted as "exited" that year?**
  No. Remember that Penn Data is a 12/1 "census" of the students, and where are they in July. Following are some guiding questions for data reporting: (1) Who did you have on 12/1? (2) Of that group, who don't you have in July? (3) When did they exit? (4) Why?

ITEM 20
- **What LRE field do we use for Cyber Charter Schools, as well as what building?**
  For LRE: Code 19, for Building: Home.

- How are charter schools coded in Item 20 (LRE category)?
  Since Charter Schools are considered LEAs in PA, students are coded as determined by their placement.

- Please give example of public versus private.
  Public facilities are operated under the aegis of a government agency. An example is Scranton State School for the Deaf. Private facilities have status as non-profit or for-profit entities. An example is Devereux.

ITEM 21

- Where do we get definitions for Type of Services?
  PA Chapter 14 (section 14.141)

- Do the Penn Data Categories (Type of Service) match the percent of time in Item 20?
  No. Please refer to PA Chapter 14.141 for the definitions of the types of service.

- Will there be a form for teachers to fill-out to aid the data collector in meeting this Penn Data requirement?
  See IEP format.

ITEM 22

- If you have a student with two types of support how do we complete this item?
  Select the support by the majority of time and/or consult your special education supervisor.

ITEM 26

- Related Services: Does this item apply to both EI and School Age?
  Yes.

ITEM 27

- **There still appears to be confusion about the Early Intervention status codes; these codes DO NOT have to be changed in any way for the July count, is that correct?**

  That is true; program status shouldn't change for the July count. Status for many children will change in the following year.

- If the child is 5 years old in August, and decides in September to stay in EI, what code do we use in September?
  Code 03 in September submission file.

ITEM 30

- **In Early Intervention – a stand-alone code of combination home and classroom has been eliminated. Based on the definition in the Resource Guide of item 30, it appears that the Early Childhood and Early Childhood Special Ed setting is preferred over HOME as a location of intervention…is this accurate?**

  "Preferred" is not a good choice of words since the home may be the least restrictive environment for many preschoolers, especially three year olds. The new format more closely approximates federal reporting requirements. When children receive services in both the classroom and the home, use the setting in which the child receives services the majority of the time.

GENERAL

- **What does keeping a "static" December 1 file mean?**
  Make a copy of the file you exported... put it aside...continue your day-to-day with your current system.

- **Can items that were entered in error be corrected?**
  Errors can be corrected between December 1 and the January submission date.

- **What is the difference between (1) updating December 1 student files in July to include items 18 and 19 versus (2) Tables 6 and 7?**
  Items 18 and 19: these two items must be updated in July for all students who were part of the December 1 count and exited. Tables 6 and 7: they are an aggregate count of all students who exited during the school year, July 1st to June 30th.

- **We are confused regarding Tables to be submitted in July.**
  All tables are aggregate data from July 1st to June 30th. BSE will hold training sessions this spring to (1) review each table, (2) go over the 2002 Resource Guide, and (3) demonstrate how IUs should edit their export files prior to submission.

- **Does the Federal government require the revised submission?**
  Yes.

- **Should we include a confidentiality disclaimer when submitting data?**
  Most IUs: (1) include a disclaimer with their submission, or (2) send the data as a password-protected file, or (3) mail diskette.

- **Which items are required for the December 1 count?**
  All items are required, except those that can be left "blank" as per the Resource Guide.

- **Will the compliance-monitoring list be generated from Penn Data?**
  Yes, beginning with the 2002-03 school year.

- **Are IUs responsible for collecting data from Charter Schools, including Cybers?**
  Yes.

- **What is the difference between Type of Service and LRE categories?**
  Type of Service indicates the services the students will receive, as identified in the IEP. LRE Categories indicate the location in which the student will receive the Type of Services, as identified in the IEP.

- **Which items are not required for gifted only?**
  You do not need to report those items that do not apply to gifted students, Item 9 (PSSA), Item 16 (Services Plan), Item 17 (Transition), Item 20 (LRE).

- **Should we include gifted-only students that should have been included in the December 1 count but were not?**
  Yes.

- **Will LRE become a required field for Preschool?**
  It is already required, item 30 for Preschool students.

- **Why are we unable to get a student list confirmation of data sent to the Data Center – it does not have to be the complete file; perhaps just, name, DOB, and district? Will the IUs ever receive this type of confirmation?**
  Penn State will email to the IU a file that contains by district a list of students with their date of birth and disability. The file will be in Excel format. For confirmation write to bsedata@psu.edu.

- **When "other" reports are produced using data supplied, will the IUs be advised about what was distributed? What happens if reports don't match?**
  PDE will inform IUs about "other" reports when necessary and appropriate.

- **What use is made of the changes or corrections between the 12/1 and July counts, given that what is published on the web is the 12/1 count only?**
  PDE is able to "revise" the 12/1 count by adding students who were not included, but should have been. PDE will post the revised count on the web.

- **Could we have all questions you respond to listed on a web site for us to check?**
  Yes.

- **Can we have one contact to ask all of our questions for consistency?**
  Mike Carricato for School Age, Rick Price for EI.

- **Will there be any changes in the final requirements for 2001 data submission (changes to export files, table submissions)?**
  Yes. Table 4 and 5 changed.

- **Will website data be available to view before it is open to public?**

Yes.

- **Are there specifications for Tables 1-7?**
  Yes, refer to Appendix D of this Resource Guide.

- **Will the IUs receive this year a list of edits used for processing the export file?**
  Yes, refer to Appendix D of this Resource Guide.

- **Will IUs receive confirmation that the export file was received?**
  Yes, we will make sure IUs are notified via email in future submissions.

- How can we make a template of the IEP and the ER?
  www.pattan.k12.pa.us *has all forms/formats in PDF, windows, and MAC versions.*

- Where do you report a 5 year-old child in a School Age program?
  As a School Age student.

- We operate our own large school district special education program--why can't we report directly vs. the IU?
  Through the IDEA B Grant Application process IUs are assigned the responsibility to provide special education data as requested by the Bureau of Special Education.

- How is PDE going to edit/sort duplicates?
  The IU is responsible for verification of data prior to submission including elimination of any duplicate records within member districts. Our contractor (Penn State) is responsible for identification of duplication at the State level.

- If a data item is blank, by mistake - i.e. data entry error, what are the consequences?
  Required data items left blank will be returned to the IU for correction.

Appendix D

Export Specifications

Introduction

The Bureau of Special Education Data Collection and Reporting System, managed by the Pennsylvania State Data Center, Penn State Harrisburg, collects student data in a specified format for the generation of federal and state reports. Pennsylvania Intermediate Units supply the individual student records and the required aggregate tables specified in this Resource Guide. Appendix D details the format of the data export files for submission to Penn State.

Sign off and validation of data

The intermediate units will sign-off at the time of data submission that the export files that they have sent to the Pennsylvania State Data Center are true and accurate. They will also provide PSU with a count of the number of children contained in the export file. This can be incorporated as part of the message sent with the export file. PSU will send to each IU a file (contents and format still to be determined) for verification. Upon review of the data, a final sign-off will be required from all intermediate units. The IU Director will need to sign the final sign-off.

Corrections and updates of data during reporting phase

PSU will notify any Intermediate Units if data that needs to be corrected. The entire export file will be sent back to the IU for corrections to be made. If after submission of data to the PSU and before the deadline for submitting data, an IU may submit a corrected or updated version of their database.

Confidentiality

The PSU team assures that the information received from the IUs will be kept confidential.

IU data responsibilities

The intermediate units will be responsible for the accuracy of the data that is sent to PSU. PSU will check for duplicates across Intermediate Units and for missing data. If there is missing data, PSU will send the file back to the IU for corrections.

Edit Checks IUs must perform prior to submission

- The file must only have 30 data fields or items for each record.
- Only 29 commas per record.
- No extra spaces at the end of each line.
- No quotation marks or special characters are allowed.
- Middle initial must be 1 character only - error example "M." or Thomas."

- Parentheses are not allowed - error example "Smith (Jones)" in last name field.
- Jr., III in name field are allowed with a space after the last name and no punctuation. Example – "Smith Jr"
- Nicknames with quotation marks are not allowed in field with other first name – error example Thomas "TJ".
- Format the date fields as MMDDYYYY, for example – 02011990
- Include leading zeroes for all fields that require leading zeroes.
- If child is in Early Intervention then data items 27-30 must be completed
- Items 27-30 must be completed for all children in EI
- If the student is over 16 years of age then student must have Transition (Item 17)
- If Disability (Item 13) is Gifted then Type of Service (Item 21) must be gifted
- If the student is over 16 years of age then student must have Transition (Item 17)
- If the student is in Grades 5, 8, or 11 (Item 8), there must be an entry in PSSA/PASA (Item 9)
- The following items may be left blank for gifted without disability students (Code 05 in Item 13): Item 9 (PSSA), Item 16 (Services Plan), Item 17 (Transition), and Item 20 (LRE).

Adhoc Reports

Adhoc reports may be requested of PSU by the Department of Education, Bureau of Special Education. All requests for reports must be submitted through BSE. PSU will complete the reports in a timely manner and send them to BSE. The reports will be in either Excel or Access format.

Timeline

The intermediate units shall follow the timeline in Appendix B of the Resource Guide. (Reminder: December 1 count deadline is January 6, 2003. The revised count database and the seven aggregate tables are due on July 11, 2003.)

The Pennsylvania State Data Center will accept test files until December 20, 2002. The PSU encourages Intermediate Units to send files in December so when the final file is submitted by January 6, 2003 the chance of errors is eliminated.

Export Specifications - Details

The specifications include information for submission of the individual records and the seven aggregate tables that need to be submitted to PSU by the intermediate units. In addition, each Intermediate Unit is required to send monthly preschool aggregate data. The data in the file is based on information starting July 1, 2002. It is sent to PSU based on data from July 1, 2002 to the end of the current month. The database file is due every month on the 5th of the month for the time period ending on the last day of the previous month. For example, the September file would be due Oct 5th and contain data for July through September 30. The June file would be due July 5th and contain data for July through June 30, 2003.

The export files are to be sent to Pennsylvania State Data Center. They may be sent either via email to bsedata@psu.edu or mailed to:

Penn Data 2002
Pennsylvania State Data Center
Penn State Harrisburg
777 West Harrisburg Pike
Middletown, PA 17057

This appendix is to be used in conjunction with the rest of the Penn Data 2002 Resource Guide, which details the data variables, data tables, timeline and data dictionary.

General Formatting Information (for all export files – student database and Tables 1-7)
All data export files must be in standard ASCII comma-separated variable (CSV) format, sometimes called "comma delimited text." The data files shall consist of rows of integer data separated by commas. For data item 26, Related Services/Supplementary… for which multiple responses are allowed, a semi-colon (;) will separate the data variable within the data item. There must be no blank rows in the file; each line of the file will be treated as a row of data. For each blank data value make sure there is a comma to indicate a move to the next data value. There must be a total of 29 commas for each row of data. Each line must be terminated by a carriage return and line feed combination. All data values in the file must be integers with a value of zero or greater. Files shall be named as indicated in this document, and must be in an MS-DOS compatible file format.

A sample of the student database data format is shown below for a fictional file called SAMPLE.TXT.

123456789,Smith,John,A,01011993,,01,01,,101000000,JohnDoeElementary,,21,1,02,,,,,19,03,01,,,Black,01;02;04;06,,,,

This file will contain a row of data for each student. The row contains 30 values, each separated by a comma (for a total of 29 commas per row). If there is not a value, a comma will indicate a value of 'blank'.

A sample of the aggregate table (Table 1-7) data format is shown below for a fictional file called SAMPLE2.TXT:

0,1,2,3,4,5,6,7
2,4,6,7,8,5,6,10
3,4,5,6,3,5,6,6

For this file, there are three rows of data and each row contains 8 values.

Tables 1-3 require teacher's full-time equivalency, the Intermediate Unit shall report the fraction of a teachers time to 2 decimal places, e.g., .34 = 1/3 time. The data format shown below is for fictional file called SAMPLE3.TXT:

3.34,4.00,6.67,9.00
4.67,6.33,7.00.2.00

For this file, there are two rows of data and each row contains 4 values.

Transmission of Files

Intermediate Units must submit the files to the system using one of two methods:

1. Electronic mail

Intermediate Units may email the files to the system administrator (bsedata@psu.edu). The files must be sent to this address as electronic attachments to the email message, not in the body of the message. The files must be encoded using Internet standard MIME format (not Bin Hex or UUEncoded). Files should be named according to the format indicated in this document and zipped into a single file with the naming convention IU**_Date.zip, where "**" is equal to the IU number and "Date" is equal to the current date in MMDDYYYY format (i.e., 02012002). Files that are not formatted in accordance with this specification will be returned to the sender for correction. The sender must include their name, address, telephone number and email address with all correspondence.

2. Floppy Disk or CD-Rom

Intermediate Units may place the files on a floppy disk or CD-Rom and mail the disk to the system administrator (at the address listed above). The disk formatting must be MS-DOS compatible (if using a Macintosh, please write the files to a floppy disk using hardware/software that creates an MS-DOS compatible disk). Files should be named according to the format indicated in this document. The Intermediate Unit must mail the disk at a minimum of 5 days prior to the due date of the file.

File Formats

The following section contains the formats and names for the student database, the preschool database and each of the 7 summary data files.

Data Assumptions

1. All students will be counted by their home district.
2. APS students will be included unless otherwise noted.
3. Wards of State will be counted as a "Home District" in each IU.

Student Database

The student database contains one record for each student who had a valid IEP on December 1, 2002. This includes all students in the early intervention and School Age programs. Each child will be counted in accordance to the specifications listed in the Resource Guide. Each record will include exactly 30 data items with each data item separated by a comma (total 29 commas per line). For data item 26, Related Services/Supplementary Aids and Services, for which multiple resources are allowed, a semi-colon (;) will separate the data variables within the data item. The Each record (or row) in the file represents a unique student. The last date to submit the initial count file to PSU via export file is January 6, 2003. The revised count file must be submitted to the PSU via export file by July 11, 2003.

The PSU encourages Intermediate Units to send test files in early December 2002 to help alleviate errors in the final submission.

File Name: **Student_IU****_date.txt** where '**' is equal to the IU number and "date" is equal to the date of the month being reported in MMMYYYY format (i.e., Dec2002)

Report: Individual student data used to create federal reports, ad-hoc reports, and student monitoring reports

Number of Rows: Equal to the number of students in the database

Number of Values per Row:30

Details:

For data item 26, there can be multiple responses, which must be separated by a semi-colon.

File shall consist of rows (the number of rows must equal the number of students in the database) with each row containing 30 data values. A comma must separate each data value; therefore each row must contain 29 commas.

Row(s) = Number of Students
    Value 1 – Student ID Number
    Value 2 – Last Name
    Value 3 – First Name

Value 4 – Middle Initial
Value 5 – Birth Date
Value 6 – Residency
Value 7 – Ethnic Background
Value 8 – Grade
Value 9 – Participation in PSSA/PASA
Value 10 – Home District
Value 11 – Building
Value 12 – Area Academic Office
Value 13 – Disability Category
Value 14 – Secondary Disability Category
Value 15 – Gender
Value 16 – Services Plan for Students in Non-Public Schools
Value 17 – Transition
Value 18 – Date Exited Special Education
Value 19 – Reason for Exiting Special Education
Value 20 – LRE Category/Location of Intervention
Value 21 – Type of Service
Value 22 – Type of Support
Value 23 – Service Provider
Value 24 – Service/Support Location is out of District
Value 25 – Teacher's Last Name
Value 26 – Related Services/Supplementary Aids and Services
Value 27 – Program Status - EI
Value 28 – Referral Source - EI
Value 29 – Preschool Intervention Levels - EI
Value 30 – Preschool Location of Intervention - EI

Preschool Report

The monthly preschool aggregate database contains one record for each student in the Early Intervention program starting July 1, 2002 through the end of the month being reported. Each record will include exactly 30 data items with each data item separated by a comma (total 29 commas per line). For data item 26, Related Services/Supplementary Aids and Services, for which multiple resources are allowed, a semi-colon (;) will separate the data variables within the data item. The Each record (or row) in the file represents a unique student.

The database file is due every month on the 5th of the month for the time period starting on July 1, 2002 and ending on the last day of the previous month. For example, the September file would be due Oct 5th and contain data for July 1, 2002 through September 30, 2002. The June file would be due July 5th and contain data for July 1, 2002 through June 30, 2003.

File Name: **Preschool_IU**_date.txt** where '**' is equal to the IU number and "date" is equal to the date of the month being reported in the format MMMYYYY (i.e., Dec2002)
Report: Individual student data used to create federal reports, ad-hoc reports, and student monitoring reports
Number of Rows: Equal to the number of students in the database
Number of Values per Row: 30
Details:

For data item 26, there can be multiple responses, which must be separated by a semi-colon.

File shall consist of rows (the number of rows must equal the number of students in the database) with each row containing 30 data values. A comma must separate each data value; therefore each row must contain 29 commas.

Row(s) = Number of Students
    Value 1 – Student ID Number
    Value 2 – Last Name
    Value 3 – First Name
    Value 4 – Middle Initial
    Value 5 – Birth Date
    Value 6 – Residency
    Value 7 – Ethnic Background
    Value 8 – Grade
    Value 9 – Participation in PSSA/PASA
    Value 10 – Home District
    Value 11 – Building
    Value 12 – Area Academic Office
    Value 13 – Disability Category
    Value 14 – Secondary Disability Category
    Value 15 – Gender
    Value 16 – Services Plan for Students in Non-Public Schools
    Value 17 – Transition
    Value 18 – Date Exited Special Education
    Value 19 – Reason for Exiting Special Education

Value 20 – LRE Category/Location of Intervention
Value 21 – Type of Service
Value 22 – Type of Support
Value 23 – Service Provider
Value 24 – Service/Support Location is out of District
Value 25 – Teacher's Last Name
Value 26 – Related Services/Supplementary Aids and Services
Value 27 – Program Status - EI
Value 28 – Referral Source - EI
Value 29 – Preschool Intervention Levels - EI
Value 30 – Preschool Location of Intervention - EI

Tables 1 through Table 7

Tables 1 through 7 are aggregate tables based on data from July 1, 2002 through June 30, 2003. The export files for Tables 1 through 7 must be submitted to the PSU by July 11, 2003.

Table 1 – Number and Type of Teachers Employed (in Full-Time Equivalency) to Provide Special Education and Related Services for Children With Disabilities, Ages 3-5

This table includes a count of special education teachers (of students ages 3-5) in full-time equivalency that are fully certified and not fully certified. It does not include regular preschool teachers who work with students with disabilities.

File Name: **Table1_IU**_date.txt** where '**' is equal to the IU number and "date" is equal to the date of the month being reported in the format MMMYYYY (i.e., Dec2002)
Report: Number and Type of Teachers Employed (in Full- Time Equivalency) to Provide Special Education and Related Services for Children With Disabilities, Ages 3-5 (OSEP Report Table 2, Section A)
Number of Rows: 2
Number of Values per Row: 1
Details:

File shall consist of 2 rows (Special Education Teachers) with each row containing 1 element or data values (Full Time Equivalency Totals) The Intermediate Unit must report the fraction of the teacher's time to 2 decimal places, eg., .34 = 1/3 time.

Row 1 contains number of Special Education Teachers Employed Fully Certified
      Value 1 – Full-Time Equivalency Totals

Row 2 contains number of Special Education Teachers Employed Not Fully Certified
      Value 1 – Full-Time Equivalency Totals

To view Table 1, refer to the Resource Guide.

Table 2 – Number and Type of Teachers Employed (in Full-Time Equivalency) To Provide Special Education and Related Services For Children With Disabilities, Ages 6-21

This table includes a count of special education teachers (of students ages 6-21) in full-time equivalency that are fully certified and not fully certified. It breaks down the count into teacher area of specialization (Speech Impaired, Hearing Impaired, Visually Impaired, and Comprehensive Certification). The fraction of the teacher's time must be reported to 2 decimal places.

File Name: **Table2_IU**_date.txt** where '**' is equal to the IU number and "date" is equal to the date of the month being reported in the format MMMYYYY (i.e., Dec2002)
Report: Number and Type of Teachers Employed (in Full- Time Equivalency) To Provide Special Education and Related Services For Children With Disabilities, Ages 6-21 (OSEP Report Table 2, Section B)
Number of Rows: 4
Number of Values per Row: 2
Details:

File shall consist of 4 rows (Area of Specialization) with each row containing 2 elements or data values (Number of Teachers Employed), with the values in each row separated by a comma. The Intermediate Unit must report the fraction of the teacher's time to 2 decimal places, eg., .34 = 1/3 time.

Row 1 contains number of Special Education Teachers with Area of Specialization Speech Impaired Certification
      Value 1 – Number of Teachers Employed Fully Certified
      Value 2 – Number of Teachers Employed Not Fully Certified

Row 2 contains number of Special Education Teachers with Area of Hearing Impaired Certification
      Value 1 – Number of Teachers Employed Fully Certified
      Value 2 – Number of Teachers Employed Not Fully Certified

Row 3 contains number of Special Education Teachers with Area of Visually Impaired Certification
      Value 1 – Number of Teachers Employed Fully Certified
      Value 2 – Number of Teachers Employed Not Fully Certified

Row 4 contains number of Special Education Teachers with Area of Specialization Comprehensive Certification
      Value 1 – Number of Teachers Employed Fully Certified
      Value 2 – Number of Teachers Employed Not Fully Certified

To view Table 2, refer to the Resource Guide.

Table 3 – Number and Types of Other Personnel Employed (In Full-Time Equivalency) To Provide Special Education And Related Services For Children With Disabilities, Ages 3-21

This table includes the number and types of other personnel employed (in full-time equivalency) to provide special education and related services for children with disabilities, ages 3-21 that are fully certified and not fully certified. The fraction of the teacher's time must be reported to 2 decimal places.

File Name: **Table3_IU**_date.txt** where '**' is equal to the IU number and "date" is equal to the date of the month being reported in the format MMMYYYY (i.e., Dec2002)
Report: Number and Type of Other Personnel Employed (In Full -Time Equivalency) To Provide Special Education And Related Services For Children With Disabilities, Ages 3-21 (OSEP Report Table 2, Section C)
Number of Rows: 19
Number of Values per Row: 2
Details:

File shall consist of 19 rows (Type of Personnel) with each row containing 2 elements or data values (Number of Other Special Education and Related Service Personnel), with the values in each row separated by a comma. The Intermediate Unit must report the fraction of the teacher's time to 2 decimal places, eg., .34 = 1/3 time.

Row 1 contains number of Vocational Education Teachers
      Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
      Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 2 contains number of Physical Education Teachers
      Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
      Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 3 contains number of Work-Study Coordinators
      Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
      Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 4 contains number of Psychologists
     Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
     Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 5 contains number of School Social Workers
     Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
     Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 6 contains number of Occupational Therapists
     Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
     Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 7 contains number of Audiologists
     Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
     Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 8 contains number of Teacher Aides
     Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
     Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 9 contains number of Recreation and Therapeutic Recreation Specialists
     Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
     Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 10 contains number of Diagnostic and Evaluation Staff
     Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
     Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 11 contains number of Physical Therapists
     Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
     Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 12 contains number of Counselors
     Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
     Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 13 contains number of Speech Pathologists
     Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
     Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 14 contains number of Supervisors/Administrators (LEA)
     Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
     Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 15 contains number of Supervisors/Administrators (SEA)
     Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
     Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 16 contains number of Interpreters
     Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
     Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 17 contains number of Rehabilitation Counselors
     Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
     Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 18 contains number of Other Professional Staff
     Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
     Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 19 contains number of Non-Professional Staff
     Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
     Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

To view Table 3, refer to the Resource Guide.

Table 4 – Report of Children With Disabilities Unilaterally Removed to an Interim Alternative Educational Setting, or Suspended or Expelled

This table is a count of the number of children with disabilities, ages 3-21, broken down into three categories: number of children removed to an interim alternative educational setting by school personnel and number of removals for drugs and weapons, number of children removed to an interim alternative educational setting based on a hearing officer determination regarding likely injury, and number of children suspended or expelled greater than ten days and number of suspension/expulsions. Each category has an unduplicated count of children. The table is listed by disability.

File Name: **Table4_IU****_date.txt** where '**' is equal to the IU number and "date" is equal to the date of the month being reported in the format MMMYYYY (i.e., Dec2002)
Report: Children With Disabilities Unilaterally Removed to an Interim Alternative Educational Setting, or Suspended or Expelled (OSEP Report Table 5, Section A)
Number of Rows: 13
Number of Values per Row: 7
Details:
File shall consist of 13 rows (Major Disabilities) with each row containing 7 elements or data values (Number of Children), with the values in each row separated by a comma.

Row 1 contains number of students with Mental Retardation
      Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons
      Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting
      Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting
      Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
      Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days
      Value 6 - Number of Single Suspension/Expulsions > 10 days
      Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 2 contains number of students with Hearing Impairment
      Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 3 contains number of students with Speech or Language Impairments

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 4 contains number of students with Visual Impairments

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 5 contains number of students with Emotional Disturbance

    Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

    Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

    Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

    Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

    Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

    Value 6 - Number of Single Suspension/Expulsions > 10 days

    Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 6 contains number of students with Orthopedic Impairments

    Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

    Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

    Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

    Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

    Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

    Value 6 - Number of Single Suspension/Expulsions > 10 days

    Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 7 contains number of students with Other Health Impairments

    Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

    Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

    Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

    Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

    Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days
Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 8 contains number of students with Specific Learning Disabilities
Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons
Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting
Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting
Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days
Value 6 - Number of Single Suspension/Expulsions > 10 days
Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 9 contains number of students with Deaf-Blindness
Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons
Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting
Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting
Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days
Value 6 - Number of Single Suspension/Expulsions > 10 days
Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 10 contains number of students with Multiple Disabilities
Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons
Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting
Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 11 contains number of students with Autism

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 12 contains number of students with Traumatic Brain Injury

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 13 contains number of students with Developmental Delay

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

To view Table 4, refer to the Resource Guide.

Table 5 – Report of Children with Disabilities Unilaterally Removed to an Interim Alternative Educational Setting, or Suspended or Expelled by Race/Ethnicity

This table is listed by race/ethnicity. It is a count of the number of children with disabilities, ages 3-21, broken down into three categories: number of children removed to an interim alternative educational setting by school personnel and number of removals for drugs and weapons, number of children removed to an interim alternative educational setting based on a hearing officer determination regarding likely injury, and number of children suspended or expelled greater than ten days and number of suspension/expulsions. Each category has an unduplicated count of children.

File Name: **Table5_IU****_date.txt** where '**' is equal to the IU number and "date" is equal to the date of the month being reported in the format MMMYYYY (i.e., Dec2002)

Report: Children With Disabilities Unilaterally Removed to an Interim Alternative Educational Setting, or Suspended or Expelled by Race/Ethnicity (OSEP Report Table 5, Section A)

Number of Rows: 5

Number of Values per Row: 7

Details:

File shall consist of 5 rows (Race/Ethnicity) with each row containing 7 elements or data values (Number of Children), with the values in each row separated by a comma.

Row 1 contains number of students that are White, non-Hispanic

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 2 contains number of students that are Black, non-Hispanic

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 3 contains number of students that are Hispanic

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 4 contains number of students that are Asian/Pacific Islander
Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons
Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting
Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting
Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days
Value 6 - Number of Single Suspension/Expulsions > 10 days
Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 5 contains number of students that are Native American
Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons
Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting
Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting
Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days
Value 6 - Number of Single Suspension/Expulsions > 10 days
Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

To view Table 5, refer to the Resource Guide.

Table 6 – Children With Disabilities Exiting Special Education by Single Years of Age (14-21) and Disabilities

This table is a count of the number of children with disabilities exiting special education for single years of age (14-21). Each disability has its own report for basis of exit. There should be a total of 12 reports, one for each disability in this table.

File Name: **Table6_IU**_date.txt** where '**' is equal to the IU number and "date" is equal to the date of the month being reported in the format MMMYYYY (i.e., Dec2002)
Required for Report: Children With Disabilities Exiting Special Education by Single Years of Age (14-21) and Disabilities (OSEP Report Table 4, section A) (as of December 1). Age 22+ must always have a value of zero.
Number of Rows: 8
Number of Values per Row: 108
Details:

File shall consist of 8 rows (Basis of Exit) with each row containing 108 elements or data values (Number of Children), with the values in each row separated by a comma.

Row 1 contains number of Children with Basis of Exit as No Longer Received Special Education

      Value 1- Number of Children with Traumatic Brain Injury Age 14
      Value 2- Number of Children with Traumatic Brain Injury Age 15
      Value 3- Number of Children with Traumatic Brain Injury Age 16
      Value 4- Number of Children with Traumatic Brain Injury Age 17
      Value 5- Number of Children with Traumatic Brain Injury Age 18
      Value 6- Number of Children with Traumatic Brain Injury Age 19
      Value 7- Number of Children with Traumatic Brain Injury Age 20
      Value 8- Number of Children with Traumatic Brain Injury Age 21
      Value 9- Number of Children with Traumatic Brain Injury Age 22+

      Value 10- Number of Children with Hearing Impairment Age 14
      Value 11- Number of Children with Hearing Impairment Age 15
      Value 12- Number of Children with Hearing Impairment Age 16
      Value 13- Number of Children with Hearing Impairment Age 17
      Value 14- Number of Children with Hearing Impairment Age 18
      Value 15- Number of Children with Hearing Impairment Age 19

Value 16- Number of Children with Deafness of Hearing Impairment Age 20
Value 17- Number of Children with Deafness of Hearing Impairment Age 21
Value 18- Number of Children with Deafness of Hearing Impairment Age 22+

Value 19- Number of Children with Specific Learning Disability Age 14
Value 20- Number of Children with Specific Learning Disability Age 15
Value 21- Number of Children with Specific Learning Disability Age 16
Value 22- Number of Children with Specific Learning Disability Age 17
Value 23- Number of Children with Specific Learning Disability Age 18
Value 24- Number of Children with Specific Learning Disability Age 19
Value 25- Number of Children with Specific Learning Disability Age 20
Value 26- Number of Children with Specific Learning Disability Age 21
Value 27- Number of Children with Specific Learning Disability Age 22+

Value 28- Number of Children with Mental Retardation Age 14
Value 29- Number of Children with Mental Retardation Age 15
Value 30- Number of Children with Mental Retardation Age 16
Value 31- Number of Children with Mental Retardation Age 17
Value 32- Number of Children with Mental Retardation Age 18
Value 33- Number of Children with Mental Retardation Age 19
Value 34- Number of Children with Mental Retardation Age 20
Value 35- Number of Children with Mental Retardation Age 21
Value 36- Number of Children with Mental Retardation Age 22+

Value 37- Number of Children with Orthopedic Impairments Age 14
Value 38- Number of Children with Orthopedic Impairments Age 15
Value 39- Number of Children with Orthopedic Impairments Age 16
Value 40- Number of Children with Orthopedic Impairments Age 17
Value 41- Number of Children with Orthopedic Impairments Age 18
Value 42- Number of Children with Orthopedic Impairments Age 19
Value 43- Number of Children with Orthopedic Impairments Age 20
Value 44- Number of Children with Orthopedic Impairments Age 21
Value 45- Number of Children with Orthopedic Impairments Age 22+

Value 46- Number of Children with Emotional Disturbance Age 14
Value 47- Number of Children with Emotional Disturbance Age 15

Value 48- Number of Children with Emotional Disturbance Age 16
Value 49- Number of Children with Emotional Disturbance Age 17
Value 50- Number of Children with Emotional Disturbance Age 18
Value 51- Number of Children with Emotional Disturbance Age 19
Value 52- Number of Children with Emotional Disturbance Age 20
Value 53- Number of Children with Emotional Disturbance Age 21
Value 54- Number of Children with Emotional Disturbance Age 22+

Value 55- Number of Children with Speech and Language Impairment Age 14
Value 56- Number of Children with Speech and Language Impairment Age 15
Value 57- Number of Children with Speech and Language Impairment Age 16
Value 58- Number of Children with Speech and Language Impairment Age 17
Value 59- Number of Children with Speech and Language Impairment Age 18
Value 60- Number of Children with Speech and Language Impairment Age 19
Value 61- Number of Children with Speech and Language Impairment Age 20
Value 62- Number of Children with Speech and Language Impairment Age 21
Value 63- Number of Children with Speech and Language Impairment Age 22+

Value 64- Number of Children with Visual Impairment Age 14
Value 65- Number of Children with Visual Impairment Age 15
Value 66- Number of Children with Visual Impairment Age 16
Value 67- Number of Children with Visual Impairment Age 17
Value 68- Number of Children with Visual Impairment Age 18
Value 69- Number of Children with Visual Impairment Age 19
Value 70- Number of Children with Visual Impairment Age 20
Value 71- Number of Children with Visual Impairment Age 21
Value 72- Number of Children with Visual Impairment Age 22+

Value 73- Number of Children with Deaf-Blindness Age 14
Value 74- Number of Children with Deaf-Blindness Age 15
Value 75- Number of Children with Deaf-Blindness Age 16
Value 76- Number of Children with Deaf-Blindness Age 17
Value 77- Number of Children with Deaf-Blindness Age 18
Value 78- Number of Children with Deaf-Blindness Age 19
Value 79- Number of Children with Deaf-Blindness Age 20

Value 80- Number of Children with Deaf-Blindness Age 21
Value 81- Number of Children with Deaf-Blindness Age 22+

Value 82- Number of Children with Multiple Disabilities Age 14
Value 83- Number of Children with Multiple Disabilities Age 15
Value 84- Number of Children with Multiple Disabilities Age 16
Value 85- Number of Children with Multiple Disabilities Age 17
Value 86- Number of Children with Multiple Disabilities Age 18
Value 87- Number of Children with Multiple Disabilities Age 19
Value 88- Number of Children with Multiple Disabilities Age 20
Value 89- Number of Children with Multiple Disabilities Age 21
Value 90- Number of Children with Multiple Disabilities Age 22+

Value 91- Number of Children with Autism Age 14
Value 92- Number of Children with Autism Age 15
Value 93- Number of Children with Autism Age 16
Value 94- Number of Children with Autism Age 17
Value 95- Number of Children with Autism Age 18
Value 96- Number of Children with Autism Age 19
Value 97- Number of Children with Autism Age 20
Value 98- Number of Children with Autism Age 21
Value 99- Number of Children with Autism Age 22+

Value 100- Number of Children with Other Health Impairments Age 14
Value 101- Number of Children with Other Health Impairments Age 15
Value 102- Number of Children with Other Health Impairments Age 16
Value 103- Number of Children with Other Health Impairments Age 17
Value 104- Number of Children with Other Health Impairments Age 18
Value 105- Number of Children with Other Health Impairments Age 19
Value 106- Number of Children with Other Health Impairments Age 20
Value 107- Number of Children with Other Health Impairments Age 21
Value 108- Number of Children with Other Health Impairments Age 22+

Row 2 contains number of Children with Basis of Exit as Graduated with Regular High School Diploma

Value 1- Number of Children with Traumatic Brain Injury Age 14

Value 2- Number of Children with Traumatic Brain Injury Age 15
Value 3- Number of Children with Traumatic Brain Injury Age 16
…
Value 106- Number of Children with Other Health Impairments Age 20
Value 107- Number of Children with Other Health Impairments Age 21
Value 108- Number of Children with Other Health Impairments Age 22+

Row 3 contains number of Children with Basis of Exit as Received a Certificate
Value 1- Number of Children with Traumatic Brain Injury Age 14
Value 2- Number of Children with Traumatic Brain Injury Age 15
Value 3- Number of Children with Traumatic Brain Injury Age 16
…
Value 106- Number of Children with Other Health Impairments Age 20
Value 107- Number of Children with Other Health Impairments Age 21
Value 108- Number of Children with Other Health Impairments Age 22+

Row 4 contains number of Children with Basis of Exit as Reached Maximum Age
Value 1- Number of Children with Traumatic Brain Injury Age 14
Value 2- Number of Children with Traumatic Brain Injury Age 15
Value 3- Number of Children with Traumatic Brain Injury Age 16
…
Value 106- Number of Children with Other Health Impairments Age 20
Value 107- Number of Children with Other Health Impairments Age 21
Value 108- Number of Children with Other Health Impairments Age 22+

Row 5 contains number of Children with Basis of Exit as Died
Value 1- Number of Children with Traumatic Brain Injury Age 14
Value 2- Number of Children with Traumatic Brain Injury Age 15
Value 3- Number of Children with Traumatic Brain Injury Age 16
…
Value 106- Number of Children with Other Health Impairments Age 20
Value 107- Number of Children with Other Health Impairments Age 21
Value 108- Number of Children with Other Health Impairments Age 22+

Row 6 contains number of Children with Basis of Exit as Moved, Known to be Continuing
Value 1- Number of Children with Traumatic Brain Injury Age 14

Value 2- Number of Children with Traumatic Brain Injury Age 15
Value 3- Number of Children with Traumatic Brain Injury Age 16
…
Value 106- Number of Children with Other Health Impairments Age 20
Value 107- Number of Children with Other Health Impairments Age 21
Value 108- Number of Children with Other Health Impairments Age 22+

Row 7 contains number of Children with Basis of Exit as Moved, Not Known to be Continuing
Value 1- Number of Children with Traumatic Brain Injury Age 14
Value 2- Number of Children with Traumatic Brain Injury Age 15
Value 3- Number of Children with Traumatic Brain Injury Age 16
…
Value 106- Number of Children with Other Health Impairments Age 20
Value 107- Number of Children with Other Health Impairments Age 21
Value 108- Number of Children with Other Health Impairments Age 22+

Row 8 contains number of Children with Basis of Exit as Dropped Out
Value 1- Number of Children with Traumatic Brain Injury Age 14
Value 2- Number of Children with Traumatic Brain Injury Age 15
Value 3- Number of Children with Traumatic Brain Injury Age 16
…
Value 106- Number of Children with Other Health Impairments Age 20
Value 107- Number of Children with Other Health Impairments Age 21
Value 108- Number of Children with Other Health Impairments Age 22+

To view Table 6, refer to the Resource Guide. (When viewing this table, please keep in mind that due to the width of this data file, it was necessary to split the file for documentation purposes only. Even though the table appears to have more than one section, it is one data file.)

Table 7 – Report of Children With Disabilities Exiting Special Education by Race/Ethnicity

This table includes the number of students ages 14-21 exiting special education by race/ethnicity.

File Name: **Table7_IU**_date.txt** where '**' is equal to the IU number and "date" is equal to the date of the month being reported in the format MMMYYYY (i.e., Dec2002)
Report: Children With Disabilities Exiting Special Education Ages 14-21 by Race/Ethnicity (OSEP Table4, Section C)
Number of Rows: 8
Number of Values per Row: 5
Details:
File shall consist of 8 rows (Basis of Exit) with each row containing 5 elements or data values (Number of Children), with the values in each row separated by a comma.

Row 1 contains number of Children with Basis of Exit as No Longer Received Special Education

      Value 1 - Number of Children that are American Indian or Alaska Native
      Value 2 - Number of Children that are Asian or Pacific Islander
      Value 3 - Number of Children that are Black or African-American (Non-Hispanic)
      Value 4 – Number of Children that are Hispanic
      Value 5 – Number of Children that are White (Non-Hispanic)

Row 2 contains number of Children with Basis of Exit as Graduated with Regular High School Diploma

      Value 1 - Number of Children that are American Indian or Alaska Native
      Value 2 - Number of Children that are Asian or Pacific Islander
      Value 3 - Number of Children that are Black or African-American (Non-Hispanic)
      Value 4 – Number of Children that are Hispanic
      Value 5 – Number of Children that are White (Non-Hispanic)

Row 3 contains number of Children with Basis of Exit as Received a Certificate

      Value 1 - Number of Children that are American Indian or Alaska Native
      Value 2 - Number of Children that are Asian or Pacific Islander
      Value 3 - Number of Children that are Black or African-American (Non-Hispanic)
      Value 4 – Number of Children that are Hispanic
      Value 5 – Number of Children that are White (Non-Hispanic)

Row 4 contains number of Children with Basis of Exit as Reached Maximum Age

      Value 1 - Number of Children that are American Indian or Alaska Native

Value 2 - Number of Children that are Asian or Pacific Islander
Value 3 - Number of Children that are Black or African-American (Non-Hispanic)
Value 4 – Number of Children that are Hispanic
Value 5 – Number of Children that are White (Non-Hispanic)

Row 5 contains number of Children with Basis of Exit as Died

Value 1 - Number of Children that are American Indian or Alaska Native
Value 2 - Number of Children that are Asian or Pacific Islander
Value 3 - Number of Children that are Black or African-American (Non-Hispanic)
Value 4 – Number of Children that are Hispanic
Value 5 – Number of Children that are White (Non-Hispanic)

Row 6 contains number of Children with Basis of Exit as Moved, Known to be Continuing

Value 1 - Number of Children that are American Indian or Alaska Native
Value 2 - Number of Children that are Asian or Pacific Islander
Value 3 - Number of Children that are Black or African-American (Non-Hispanic)
Value 4 – Number of Children that are Hispanic
Value 5 – Number of Children that are White (Non-Hispanic)

Row 7 contains number of Children with Basis of Exit as Moved, Not Known to be Continuing

Value 1 - Number of Children that are American Indian or Alaska Native
Value 2 - Number of Children that are Asian or Pacific Islander
Value 3 - Number of Children that are Black or African-American (Non-Hispanic)
Value 4 – Number of Children that are Hispanic
Value 5 – Number of Children that are White (Non-Hispanic)

Row 8 contains number of Children with Basis of Exit as Dropped Out

Value 1 - Number of Children that are American Indian or Alaska Native
Value 2 - Number of Children that are Asian or Pacific Islander
Value 3 - Number of Children that are Black or African-American (Non-Hispanic)
Value 4 – Number of Children that are Hispanic
Value 5 – Number of Children that are White (Non-Hispanic)

To view Table 7, refer to the Resource Guide.