

# PennData 2007-08

# RESOURCE GUIDE

*For Intermediate Unit Submissions*  
*<http://penndata.hbg.psu.edu>*



*Inspiring productive, fulfilled, life-long learners*

*DRAFT May 2007*  
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<b>Item #</b>	<b><i>December 1, 2007 Count Items</i></b>
1	PAsecureID or Student ID Number
2	Last Name
3	First Name
4	Middle Initial
5	Birth Date
6	Gender
7	Ethnic Background
8	Limited English Proficient (LEP)
9	Grade
10	Disability Category
11	Secondary Disability Category
12	Residency
13	Home District
14	Building
15	Regional Area Offices (Philadelphia SD)
16	Service Provider
17	Type of Service
18	Type of Support
19	LRE Category/ Location of Intervention
20	Related Services/ Supplementary Aids and Services
21	Teacher's Last Name
22	Transition
23	Services Plan for Students in Non-Public Schools
24	Neighborhood School
25	EI Preschool Program Status for Funding
26	EI Preschool Referral Source
27	<b>EI Preschool Levels of Intervention</b>
28	<b>LRE EI Preschool Educational Environments</b>
	<b><i>Revised Count Items</i></b>
29	<b>Date Exited Special Education</b>
30	<b>Reason for Exiting Special Education</b>

**Summary of Supplemental Information Tables for Federal Reporting**  
*Information for these tables is an aggregate count from July 1, 2007 through June 30, 2008*  
**DATA FOR ALL TABLES TO BE REPORTED BY LEA**

TABLE 1	Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities, Ages 3-5 (OSEP Table 2, Section A)
TABLE 2	Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities, Ages 6-21 (OSEP Table 2, Section B)
TABLE 3	Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities, Ages 3-21 (OSEP Table 2, Section C)
TABLE 4	Report of Children with Disabilities Exiting Special Education From July 1, 2007 through June 30, 2008 by Age and Disability by Basis of Exit (OSEP Table 4, Section A/B)
TABLE 5	Report of Children with Disabilities Exiting Special Education From July 1, 2007 through June 30, 2008 by Race/Ethnicity by Basis of Exit (OSEP Table 4, Section C)
TABLE 6	Report of Children with Disabilities Exiting Special Education From July 1, 2007 through June 30, 2008 by Gender by Basis of Exit (OSEP Table 4, Section D)
TABLE 7	Report of Children with Disabilities Exiting Special Education From July 1, 2007 through June 30, 2008 by Limited English Proficiency by Basis of Exit (OSEP Table 4, Section E)
TABLE 8A	Report of Children with Disabilities Evaluated, July 1, 2007 through June 30, 2008. (Initial Evaluations Completed by the LEA – <i>does not include re-evaluation</i> ) Data will be Collected by LEA for School Age Students
TABLE 8B	Report of Children with Disabilities Evaluated, July 1, 2007 through June 30, 2008. (Initial Evaluations Completed by the LEA – <i>does not include re-evaluation</i> ) Data will be Collected by MAWA for Preschool Students
TABLE 9	Report of Children with Disabilities Subject to Disciplinary Removal by Disability (OSEP Table 5, Section A)

- TABLE 10 Report of Children with Disabilities Subject to Disciplinary Removal by Race/Ethnicity (OSEP Table 5, Section B)
- TABLE 11 Report of Children with Disabilities Subject to Disciplinary Removal by Gender (OSEP Table 5, Section C)
- TABLE 12 Report of Children with Disabilities Subject to Disciplinary Removal by Limited English Proficiency Status (LEP) (OSEP Table 5, Section D)
- TABLE 13 Report of Children with Disabilities Subject to Disciplinary Removal. Children Subject to Expulsion With and Without Educational Services by Disability Status (OSEP Table 5, Section E)

## **Submission of Data of Gifted Without Disability Students (Item 10, Code 05)**

Intermediate Units have two options for the submission of data of "gifted without disability" (Item 10, Code 05) students:

### **OPTION 1**

Intermediate Units may continue submitting the data for "gifted without disability" students with their December 1 count.

or

### **OPTION 2**

Intermediate Units may report "gifted without disability" students with the revised count.

## **Revised Count 2007-08 General Information**

The 2007-08 Revised Count will consist of the following:

1. Federal Aggregate Tables by LEA
2. Addition/deletion of any children who should have been part of the 12/1/07 child count
3. **Exit information – items 29 & 30 - for those children who exited between December 1, 2007 and June 30, 2008  
PennData will provide an Excel file upon request**

### Data Items for December 1, 2007

No.	Item Name	Data Entry Codes	Explanations / Comments
1	PAsecureID or Student ID Number	XXXXXXXXXX (10 or less)	FIELD TYPE: Numeric or alpha/numeric (no special characters) LENGTH: Ten (10) or less DEFINITION: PAsecureID given to the student by PDE. If the student has a PAsecureID you must report it. If the student does not have a PAsecureID on 12/1/07, report current LEA ID number. AUTHORITY: PDE/BSE Requirement SOURCE: Check with School District/Intermediate Unit USE: Federal Child Count Verification, Compliance Monitoring
2	Last Name	XXXXXXXXXXXXXXXXXXXXXXX (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	XXXXXXXXXXXXXXXXXXXXXXX (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)	<p>FIELD TYPE: Numeric          LENGTH: Eight (8)          DEFINITION: Date of birth. Leading zeros must be used where applicable, e.g., 01011988          AUTHORITY: BSE Requirement          SOURCE: ER and/or IEP          USE: Federal Reports, Statistical Summary, Compliance Monitoring</p>
6	Gender	01 Female 02 Male	<p>FIELD TYPE: Numeric          LENGTH: Two (2)          DEFINITION:  <ul style="list-style-type: none"> <li>• Gender of the student</li> <li>• Leading zeros must be used</li> </ul>         AUTHORITY: IDEIA 2004          SOURCE: Student cumulative file          USE: Federal Reports, Compliance Monitoring</p>
7	Ethnic Background	01 American Indian or Alaskan Native 02 Asian or Pacific Islander 03 Black or African American (Not-Hispanic) 04 Hispanic or Latino 05 White (Not-Hispanic)	<p>FIELD TYPE: Numeric          LENGTH: Two (2)          DEFINITION:  <ul style="list-style-type: none"> <li>• <i>American Indian or Alaska Native</i> - a person having origins in any of the original peoples of North and South American (including Central America), and who maintains tribal affiliation or community attachment.</li> <li>• <i>Asian or Pacific Islander</i> - a person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. The Pacific Islands included Hawaii, Guam, and Samoa.</li> <li>• <i>Black or African American (Not Hispanic)</i> - a person having origins in any of the Black racial groups of Africa.</li> <li>• <i>Hispanic or Latino</i> - a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.</li> <li>• <i>White (Not Hispanic)</i> - a person having origins in any of the original people of Europe, the Middle East, or North Africa.</li> </ul>         AUTHORITY: Federal Reporting          SOURCE: Student cumulative file          USE: Federal and State Reports, Over-Under Representation Reports, Legislative Inquiries</p>

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

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

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

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

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

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



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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

**TABLE 4**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Please recopy the data rows for each LEA.)

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



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

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

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

(Please recopy the data rows for each LEA.)

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

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

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

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

(Please recopy the data rows for each LEA.)

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

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

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

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

(Please recopy the data rows for each LEA.)

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

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

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

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

\* 60 calendar days for charter schools

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

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

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

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

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

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

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

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

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

#### **Column 1A**

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

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

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

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

#### **Column 2**

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

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

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

#### **Column 3A, 3B**

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

### **IN-SCHOOL SUSPENSIONS**

#### **Column 4C, 4D**

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

### **DISCIPLINARY REMOVALS**

#### **Column 5A**

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

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

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

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

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

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

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

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

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

(Please recopy the data rows for each LEA.)

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

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

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

**TABLE 9 (continued)**

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

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

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

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

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

**TABLE 9 (continued)**

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

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

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

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

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

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



**TABLE 10**

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

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

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

(Please recopy the data rows for each LEA.)

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

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

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

**Column 1A**

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

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

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

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

**Column 2**

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

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

**TABLE 10 (continued)**

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

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

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

(Please recopy the data rows for each LEA.)

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

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

**Column 3A, 3B**

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

**IN-SCHOOL SUSPENSIONS**

**Column 4C, 4D**

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

**TABLE 10 (continued)**

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

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

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

(Please recopy the data rows for each LEA.)

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

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

**DISCIPLINARY REMOVALS**

**Column 5A**

This is the TOTAL number of removals.

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

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

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

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

**TABLE 11**

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

**OSEP Table 5, Section C: Disciplinary Removal by Gender**

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

(Please recopy the data rows for each LEA.)

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

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

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

**Column 1A**

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

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

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

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

**Column 2**

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

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

**TABLE 11 (continued)**

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

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

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

(Please recopy the data rows for each LEA.)

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

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

**Column 3A, 3B**

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

**IN-SCHOOL SUSPENSIONS**

**Column 4C, 4D**

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

**TABLE 11 (continued)**

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

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

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

(Please recopy the data rows for each LEA.)

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

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

**DISCIPLINARY REMOVALS**

**Column 5A**

This is the TOTAL number of removals.

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

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

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

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

**TABLE 12**

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

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

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

(Please recopy the data rows for each LEA.)

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

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

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

**Column 1A**

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

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

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

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

**Column 2**

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

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

**TABLE 12 (continued)**

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

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

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

(Please recopy the data rows for each LEA.)

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

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

**Column 3A, 3B**

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

**IN-SCHOOL SUSPENSIONS**

**Column 4C, 4D**

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



**TABLE 12 (continued)**

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

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

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

(Please recopy the data rows for each LEA.)

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

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

**DISCIPLINARY REMOVALS**

**Column 5A**

This is the TOTAL number of removals.

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

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

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

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

**TABLE 13**

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

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

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

(Please recopy the data rows for each LEA.)

# APPENDIX A

## State Correctional Adult & Juvenile Facilities

### State Correctional Institutions

SCI-Camp Hill  
SCI-Coal Township  
SCI-Forest  
SCI-Frackville  
SCI-Greene  
SCI-Houtzdale  
SCI-Muncy  
SCI-Pine Grove  
Quehanna Boot Camp  
SCI-Somerset

### State Juvenile Institutions

Cresson Secure Treatment Unit  
Loysville Secure Treatment Unit  
Loysville Youth Development Center  
New Castle Youth Development Center  
Ravine Academy  
North Central Secure Treatment Unit  
North Central (Danville Girls Unit)  
South Mountain Secure Treatment Unit  
Youth Forestry Camp #2  
Youth Forestry Camp #3

*COUNTY PRISONS: 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 2007-2008

Student Record File and/or Table Data	Last Date to Submit Final Data to PSU via Export File	Errors Corrected by IU and sent to PSU	Resolution of Duplicates Across IUs	Approval of Child Count / Tables by Intermediate Units	Processed by PSU/ Submitted to PDE	PDE Review	OSEP tables submitted to U.S. Dept. of Education	File Name xx equals IU number Format date as Dec2007
<i>The following is for All Students in Special Education (School Age and EI)</i>								
Export file of Student Database – this will include all data items	01/07/08	01/11/08	01/17/08	01/23/08	01/25/08	01/29/08	02/01/08	Student_IUxx_date.txt
Export file of Revised Student Database – this will include only those students who should have been included or deleted on the December 1 count <b>and those students who were part of the count on December 1 and have exited special education.</b>	07/09/08	07/16/08	07/30/08	08/06/08	08/13/08	08/20/08	08/27/08	Student_IUxx_date.txt
Table 1 – Personnel (in Full-Time Equivalency) Employed to Provide Special Education and Related Services for Children with Disabilities, Ages 3-5 by LEA	07/09/08	07/16/08	07/30/08	07/30/08	08/13/08	08/20/08	08/27/08	Table1_IUxx_date.txt
Table 2 – Personnel (in Full-Time Equivalency) Employed to Provide Special Education and Related Services for Children with Disabilities, Ages 6-21 by LEA	07/09/08	07/16/08	07/30/08	07/30/08	08/13/08	08/20/08	08/27/08	Table2_IUxx_date.txt
Table 3 – Personnel (in Full-Time Equivalency) Employed to Provide Special Education and Related Services for Children with Disabilities, Ages 3-21 by LEA	07/09/08	07/16/08	07/30/08	07/30/08	08/13/08	08/20/08	08/27/08	Table3_IUxx_date.txt
Table 4 – Children with Disabilities Exiting Special Education by Single Years of Age (14 – 21) and Disabilities by LEA	07/09/08	07/16/08	07/30/08	07/30/08	08/13/08	08/20/08	08/27/08	Table 4_IUxx_date.txt

Table 5 – Children with Disabilities Exiting Special Education by Race/Ethnicity by LEA	07/09/08	07/16/08	07/30/08	07/30/08	08/13/08	08/20/08	08/27/08	Table 5_IUxx_date.txt
Table 6 – Children with Disabilities Exiting Special Education by Gender by LEA	07/09/08	07/16/08	07/30/08	07/30/08	08/13/08	08/20/08	08/27/08	Table 6_IUxx_date.txt
Table 7 – Children with Disabilities Exiting Special Education by Limited English Proficiency Status by LEA	07/09/08	07/16/08	07/30/08	07/30/08	08/13/08	08/20/08	08/27/08	Table7_IUxx_date.txt
Table 8 – Report of Children with Disabilities Evaluated July 1, 2007 through June 30, 2008 (Initial Evaluation conducted by the LEA – does not include re-evaluation, Ages 3-21. Collection is by MAWA for Early Intervention and LEA for School Age	07/09/08	07/16/08	07/30/08	07/30/08	08/13/08	08/20/08	08/27/08	Table8_IUxx_date.txt
Table 9 - Report Of Children With Disabilities Subject to Disciplinary Removal by Disability by LEA	07/09/08	07/16/08	07/30/08	07/30/08	08/13/08	08/20/08	08/27/08	Table 9_IUxx_date.txt
Table 10 - Report Of Children With Disabilities Subject to Disciplinary Removal by Race/Ethnicity by LEA	07/09/08	07/16/08	07/30/08	07/30/08	08/13/08	08/20/08	08/27/08	Table 10_IUxx_date.txt
Table11 - Report Of Children With Disabilities Subject to Disciplinary Removal by Gender by LEA	07/09/08	07/16/08	07/30/08	07/30/08	08/13/08	08/20/08	08/27/08	Table 11_IUxx_date.txt
Table 12 - Report Of Children With Disabilities Subject to Disciplinary Removal by Limited English Proficiency by LEA	07/09/08	07/16/08	07/30/08	07/30/08	08/13/08	08/20/08	08/27/08	Table 12_IUxx_date.txt
Table13 - Report Of Children Subject to Expulsion With and Without Educational Services by Disability Status by LEA	07/09/08	07/16/08	07/30/08	07/30/08	08/13/08	08/20/08	08/27/08	Table 13_IUxx_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 IUxx\_date zip where ‘xx’ is equal to the IU number and ‘date’ is equal to the date the file was sent.

**The student file due July 9, 2008 will be a revised December 1 count to include children who were missed in December (and should have been in the count), exit information with a date prior to 12/1/2007 for those students who should be deleted from the December count, exit information for those children who exited between December 1, 2007 and June 30, 2008, and gifted students not included in the December 1 count.**

At the request of each Intermediate Unit, PSU will send each IU a copy of the final file they sent to PSU in January after all data has been checked and verified. The file will be in Excel format.

**\*\*\* Once student record files from all IUs have passed all edit checks by PSU, each IU will receive an Excel spreadsheet, via email, listing students in their export file that have the same Last Name, First Name, and Birth Date as students in other IU files. Contained in the email will be instructions on how to resolve these duplicates and a deadline.**

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 xx equals IU number Format date as Dec2007																										
<p>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, 2007. It is to be sent to PSU based on data from July 1, 2007 to end of current month. The database file is due for the time period ending in the following months:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b><u>Aggregate Data for:</u></b></td> <td style="width: 50%;"><b><u>Due:</u></b></td> </tr> <tr> <td>July</td> <td>August 5</td> </tr> <tr> <td>August</td> <td>September 5</td> </tr> <tr> <td>September</td> <td>October 5</td> </tr> <tr> <td>October</td> <td>November 5</td> </tr> <tr> <td>November</td> <td>December 5</td> </tr> <tr> <td>December</td> <td>January 7</td> </tr> <tr> <td>January</td> <td>February 5</td> </tr> <tr> <td>February</td> <td>March 5</td> </tr> <tr> <td>March</td> <td>April 5</td> </tr> <tr> <td>April</td> <td>May 5</td> </tr> <tr> <td>May</td> <td>June 5</td> </tr> <tr> <td>Full year aggregate ...(July 1-June 30) of preceding year.</td> <td>July 5</td> </tr> </table>	<b><u>Aggregate Data for:</u></b>	<b><u>Due:</u></b>	July	August 5	August	September 5	September	October 5	October	November 5	November	December 5	December	January 7	January	February 5	February	March 5	March	April 5	April	May 5	May	June 5	Full year aggregate ...(July 1-June 30) of preceding year.	July 5	<p>Export File Received by the 5<sup>th</sup> of the month for the time period July 1, 2007 through the last day of the previous month.</p>	<p>Not Applicable</p>	<p>Send to Early Intervention Staff by the 15<sup>th</sup> of due month</p>	<p>Review by Early Intervention Staff by the 20<sup>th</sup> of due month</p>	<p>Not Applicable</p>	<p>Preschool_IUxx_ date.txt</p>
<b><u>Aggregate Data for:</u></b>	<b><u>Due:</u></b>																															
July	August 5																															
August	September 5																															
September	October 5																															
October	November 5																															
November	December 5																															
December	January 7																															
January	February 5																															
February	March 5																															
March	April 5																															
April	May 5																															
May	June 5																															
Full year aggregate ...(July 1-June 30) of preceding year.	July 5																															

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 2007.

# Appendix C

## 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 – December 1 count**

The Intermediate Units will ensure at the time of data submission that the export files that have been sent to the Pennsylvania State Data Center are true and accurate. The Intermediate Units will 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. Once all IU files are accepted as correct, PSU will run the duplicate check program and send each IU a list of their possible duplicates for correction. Once all duplicates are resolved, PSU will send the following reports to each IU for verification: Verify 1 by IU (children age 2-21 with disabilities receiving Special Education), Verify 1 by SD (children age 2-21 with disabilities receiving Special Education), Verify 2 Section 1 (Home Districts by eligible exceptionality - school age only), and Verify 2 Section 2 (Home Districts by eligible exceptionality - school age only). Upon review of the data, a sign-off will be required from all intermediate units. The IU Director will need to sign the final sign-off.

### **Sign off and validation of data – Revised December 1 count (July submission)**

The Intermediate Units will ensure at the time of data submission that the student database file and the aggregate tables that have been sent to the Pennsylvania State Data Center are true and accurate. The Intermediate Units will provide PSU with a count of the number of children contained in the student database file including the number of additions, deletions and the number of children who exited. This can be incorporated as part of the message sent with the export file. Once all IU files are accepted as correct, PSU will run the duplicate check program and send each IU a list of their possible duplicates for correction. Once all duplicates are resolved, PSU will send the following reports to each IU for verification: Verify 1 by IU (children age 2-21 with disabilities receiving Special Education), Verify 1 by SD (children age 2-21 with disabilities receiving Special Education), Verify 2 Section 1 (Home Districts by eligible exceptionality - school age only), and Verify 2 Section 2 (Home Districts by eligible exceptionality - school age only). Upon review of the data, a sign-off will be required from all intermediate units. The IU Director will need to sign the final sign-off.

### **Duplicate resolution**

Intermediate units are responsible for resolving duplicate student records within their IU before submitting child count export files to PSU. After receiving export files from all IUs, PSU will identify possible duplicate student records across IUs and will send back a list of these students to relevant IUs via email. The email with the list of possible duplicate student records across IUs will contain instructions and a time frame for resolving



the duplicates. Intermediate units will determine if the child should be included in their file. After all duplicates across IUs have been resolved, PSU will send verify reports to each of the IUs. Upon review of the data, a sign-off will be required from all IUs. 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 of 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 child count file submission**

- The file must only have 30 data fields and 29 commas per record.
- The file should contain only records for students who have a valid IEP on December 1, 2007
- 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.
- Home District (Item 13) of any student must fall within the boundaries of the IU reporting the student
- Students in facilities listed in Appendix A of the Resource Guide should only be reported by Corrections (IU 31)
- Items 25-28 must be completed for all children in EI
- If Disability (Item 10) is Developmental Delay, then student must be in an EI program
- If a student is 16 years of age or older, is not Gifted, and Services Plan for Students in Non-Public Schools (Item 23) is blank, then there must be an entry in Transition (Item 22)
- If Disability (Item 10) is Gifted then Type of Service (Item 17) and Type of Support (Item 18) must be gifted
- The following items may be left blank for Gifted without disability students (Code 05 in Item 10): Services Plan for Students in Non-Public Schools (Item 23), Transition (Item 22), and LRE Category (Item 19)
- For Gifted without disability students (Code 05 in Item 10), the secondary disability (item 11) must be blank.

- A warning flag will be sent for students whose age is more or less than 3 years different than the appropriate age for the grade. For example if a 2<sup>nd</sup> grade student is age 12 the IU will be asked to please check to make sure the birthdate and the grade of the student are correct.

Edit Checks IUs must perform for the monthly aggregate preschool file submission. These edit checks will be done in addition to the edit checks used for the Child Count.

<p><b>All Children:</b></p> <ul style="list-style-type: none"> <li>- Student Age as of December 1 must be between age 2 and age 7</li> <li>- Review and correct <u>all</u> data contained in the edit check report but pay particular attention to the following data fields: <ul style="list-style-type: none"> <li>- Item 25 EI Preschool Program Status for Funding: Verify to be sure the codes have been changed to properly reflect the child's progression through the preschool EI system</li> <li>- Item 27 EI Preschool Levels of Intervention: As needed, change the codes that will no longer be used (codes 03, 04, 05, and 07) to code 01, 02, or 06. The text of codes 01, 02, and 06 shall change to Supportive, Supplemental, and Specialized respectively</li> <li>- Item 28 EI Preschool Educational Environments: Verify to be sure the codes are used correctly and consistently</li> </ul> </li> </ul>
<p><b>Item 25 EI Preschool Program Status for Funding</b></p> <ul style="list-style-type: none"> <li>- If Preschool Program Status (Item 25) is equal to Code 01, then student age must be age 2 or age 3 on December 1</li> <li>- If Preschool Program Status (Item 25) is equal to Code 03, Code 04 or Code 05, then student age must be equal to or greater than age 5 on Dec. 1</li> <li>- If Student Age is equal to 7 on December 1, then Preschool Program Status (Item 25) must be code equal to 05.</li> <li>- If Preschool Program Status (Item 25) is equal to Code 04 or Code 05, then a Date Exited Special Education (Item 29) must be entered</li> <li>- If Preschool Program Status (Item 25) Code is equal to 06, then the service provider's AUN must start with a 3 (APS AUN)</li> <li>- If Preschool Program Status (Item 25) is equal to Code 03, then the student is K eligible in home district for school year <b>2007-2008</b> but remaining in EI Preschool for K year</li> <li>- If Preschool Program Status (Item 25) is equal to Code 04, then EI Preschool eligible in <b>July 2007</b> and/or <b>August 2007</b>, K eligible in <b>September 2007</b> and exiting</li> <li>- If Preschool Program Status (Item 25) is equal to Code 05, then K eligible in the previous year (<b>2006-2007</b>) but stayed in EI Preschool Exiting to School Age in <b>September 2007</b>.</li> </ul>
<p><b>Item 28 EI Preschool Educational Environments</b></p> <ul style="list-style-type: none"> <li>- Consider whether each disability population is being served without disproportionality in any educational environment</li> <li>- Consider whether the numbers of children in any educational environment (especially the most restrictive) are proportionate as compared to State averages</li> </ul>
<p><b>Item 30 – Reasons for Exiting</b></p> <ul style="list-style-type: none"> <li>- Codes other than 06, 08, 09, 10, 11, 12 and 13 need to be corrected</li> </ul>

### 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 7, 2008**. The revised count database and the aggregate tables are due on **July 9, 2008**.)

The Pennsylvania State Data Center will accept preliminary files until **December 15, 2007**. **The PSU encourages Intermediate Units to send files in December so that all errors will be corrected by the final file deadline of January 7, 2008.**

## Export Specifications - Details

The specifications include information for submission of the individual records and the 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, 2007**. It is sent to PSU based on data from **July 1, 2007** to the end of the current month. The database file is due every month on the 5<sup>th</sup> 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 5<sup>th</sup> and contain data for July through September 30. The June file would be due July 5<sup>th</sup> and contain data for **July 1, 2007 through June 30, 2008**.

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

Penn Data 2007  
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 2007 Resource Guide**, which details the data variables, data tables, timeline and data dictionary.

## General Formatting Information (for all export files – student database and Aggregate Tables)

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 the student database, data Item 20, Related Services/Supplementary and **Item 22, Transition** 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. 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'. Be sure to include leading zeros. Data should be formatted as MMDDYYYY.

A sample of the aggregate table (**Table**) 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.

### **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 ([penndata@psu.edu](mailto:penndata@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., 02012003). 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 and the preschool database. **Once final specifications are available for the aggregate tables, PSU will send to each IU and place on the web the documentations for the tables.**

### **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, 2007**. 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 20, Related Services/Supplementary Aids and Services and data **Item 22, Transition**, for which multiple resources are allowed, a semi-colon (;) will separate the data variables within the data item. 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 7, 2007**. The revised count file must be submitted to the PSU via export file by **July 9, 2007**.

The PSU encourages Intermediate Units to send test files in early December 2007 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., Dec2007)

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 20 and Item 22, 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 – PsecureID or Student ID Number**

Value 2 – Last Name

Value 3 – First Name

Value 4 – Middle Initial

Value 5 – Birth Date

Value 6 – Gender

Value 7 – Ethnic Background

**Value 8 – Limited English Proficiency**

- Value 9 – Grade
- Value 10 – Disability Category
- Value 11 – Secondary Disability Category**
- Value 12 – Residency
- Value 13 – Home District
- Value 14 – Building
- Value 15 – Area Academic Office (Philadelphia)
- Value 16 – Service Provider
- Value 17 – Type of Service
- Value 18 – Type of Support
- Value 19 – LRE Category / Location of Intervention
- Value 20 – Related Services / Supplementary Aids and Services
- Value 21 – Teacher’s Last Name
- Value 22 – Transition**
- Value 23 – Services Plan for Students in Non-Public Schools
- Value 24 – Neighborhood School**
- Value 25 – Preschool Program Status for Funding
- Value 26 – EI Preschool Referral Source
- Value 27 – EI Preschool Levels of Intervention
- Value 28 – LRE EI Preschool Educational Environments
- Value 29 – **Date Exited Special Education**
- Value 30 – **Reason for Exiting Special Education**

### **Preschool Report**

The monthly preschool aggregate database contains one record for each student in the Early Intervention program starting July 1, 2007 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 20, Related Services/Supplementary Aids and Services, for which multiple resources are allowed, a semi-colon (;) will separate the data variables within the data item. Each record (or row) in the file represents a unique student.

The database file is due every month on the 5<sup>th</sup> of the month for the time period starting on **July 1, 2007** and ending on the last day of the previous month. For example, the September file would be due Oct 5<sup>th</sup> and contain data for **July 1, 2007 through September 30, 2007**. The June file would be due July 5<sup>th</sup> and contain data for **July 1, 2007 through June 30, 2008**.

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., Dec2007)

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 20, 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 – PasecureID or Student ID Number**

Value 2 – Last Name

Value 3 – First Name

Value 4 – Middle Initial

Value 5 – Birth Date

Value 6 – Gender

Value 7 – Ethnic Background

**Value 8 – Limited English Proficiency**

Value 9 – Grade

Value 10 – Disability Category

**Value 11 – Secondary Disability Category**

Value 12 – Residency

Value 13 – Home District

Value 14 – Building

Value 15 – Area Academic Office (Philadelphia)

Value 16 – Service Provider

Value 17 – Type of Service

Value 18 – Type of Support

Value 19 – LRE Category / Location of Intervention

Value 20 – Related Services / Supplementary Aids and Services

Value 21 – Teacher’s Last Name

**Value 22 – Transition**

Value 23 – Services Plan for Students in Non-Public Schools

**Value 24 – Neighborhood School**

- Value 25 – Preschool Program Status for Funding
- Value 26 – EI Preschool Referral Source
- Value 27 – EI Preschool Levels of Intervention
- Value 28 – LRE EI Preschool Educational Environments
- Value 29 – **Date Exited Special Education**
- Value 30 – **Reason for Exiting Special Education**



## Aggregate Tables

Aggregate Tables are based on data from **July 1, 2007 through June 30, 2008**. The export files for the Tables must be submitted to the PSU by **July 10, 2007**.

### **Table 1 – Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children With Disabilities, Ages 3-5**

This table includes a count of special education paraprofessionals and teachers (serving children ages 3-5) in full-time equivalency that are highly qualified and not highly qualified.

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., Dec2007)

Report: Personnel (in Full- Time Equivalency) Employed 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: 3

Details:

File shall consist of 2 rows (Special Education Paraprofessionals and Teachers) with each row containing 3 elements or data values (AUN, Highly Qualified and Not Highly Qualified). The Intermediate Unit must report the fraction of time to 2 decimal places, eg., .34 = 1/3 time.

Row 1 contains number of Special Education Paraprofessionals for Ages 3-5

Value 1 – AUN of LEA

Value 2 – Highly Qualified

Value 3 – Not Highly Qualified

Row 2 contains number of Special Education Teachers for Ages 3-5

Value 1 – AUN of LEA

Value 2 – Highly Qualified

Value 3 – Not Highly Qualified

**To view Table 1, refer to the Resource Guide.**

## **Table 2 – Personnel (in Full-Time Equivalency of Assignment) Employed To Provide Special Education and Related Services For Children With Disabilities, Ages 6-21**

This table includes a count of special education paraprofessionals and teachers (of students ages 6-21) in full-time equivalency that are highly qualified and not highly qualified. The fraction of the 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., Dec2007)

Report: Personnel (in Full- Time Equivalency) Employed To Provide Special Education and Related Services For Children With Disabilities, Ages 6-21 (OSEP Report Table 2, Section B)

Number of Rows: 2

Number of Values per Row: 3

Details:

File shall consist of 2 rows (Special Education Paraprofessionals and Teachers) with each row containing 3 elements or data values (AUN, Highly Qualified and Not Highly Qualified). The Intermediate Unit must report the fraction of time to 2 decimal places, eg., .34 = 1/3 time.

Row 1 contains number of Special Education Paraprofessionals for Ages 6-21

Value 1 – AUN of LEA

Value 2 – Highly Qualified

Value 3 – Not Highly Qualified

Row 2 contains number of Special Education Teachers for Ages 6-21

Value 1 – AUN of LEA

Value 2 – Highly Qualified

Value 3 – Not Highly Qualified

**To view Table 2, refer to the Resource Guide.**

## **Table 3 – Personnel (In Full-Time Equivalency of Assignment) Employed 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 of assignment) to provide special education and related services for children with disabilities, ages 3-21. 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., Dec2007)

Report: Personnel (In Full -Time Equivalency of Assignment) Employed To Provide Special Education And Related Services For Children With Disabilities, Ages 3-21 (OSEP Report Table 2, Section C)

Number of Rows: 11

Number of Values per Row: 3

Details:

File shall consist of 11 rows (Type of Personnel) with each row containing 3 elements or data values (AUN, Fully Certified, Not Fully Certified), 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 Audiologists

Value 1 – AUN of LEA

Value 2 – Number of Audiologists Employed Fully Certified

Value 3 – Number of Audiologists Employed Not Fully Certified

Row 2 contains number of Speech-Language Pathologists

Value 1 – AUN of LEA

Value 2 – Number of Speech-Language Pathologists Employed Fully Certified

Value 3 – Number of Speech-Language Pathologists Employed Not Fully Certified

Row 3 contains number of Interpreters

Value 1 – AUN of LEA

Value 2 – Number of Interpreters Employed Fully Certified

Value 3 – Number of Interpreters Employed Not Fully Certified

Row 4 contains number of Psychologists

Value 1 – AUN of LEA

Value 2 – Number of Psychologists Employed Fully Certified

Value 3 – Number of Psychologists Employed Not Fully Certified

Row 5 contains number of Occupational Therapists

Value 1 – AUN of LEA

Value 2 – Number of Occupational Therapists Employed Fully Certified

Value 3 – Number of Occupational Therapists Employed Not Fully Certified

Row 6 contains number of Physical Therapists

Value 1 – AUN of LEA

Value 2 – Number of Physical Therapists Employed Fully Certified

Value 3 – Number of Physical Therapists Employed Not Fully Certified

Row 7 contains number of Physical Education Teachers and Recreation and Therapeutic Recreation Specialists

Value 1 – AUN of LEA

Value 2 – Number of Physical Education Teachers and Recreation and Therapeutic Recreation Specialists Employed Fully Certified

Value 3 – Number of Physical Education Teachers and Recreation and Therapeutic Recreation Specialists Employed Not Fully Certified

Row 8 contains number of Social Workers

Value 1 – AUN of LEA

Value 2 – Number of Social Workers Employed Fully Certified

Value 3 – Number of Social Workers Employed Not Fully Certified

Row 9 contains number of Medical/Nursing Service Staff

Value 1 – AUN of LEA

Value 2 – Number of Medical/Nursing Service Staff Employed Fully Certified

Value 3 – Number of Medical/Nursing Service Staff Employed Not Fully Certified

Row 10 contains number of Counselors and Rehabilitation Counselors

Value 1 – AUN of LEA

Value 2 – Number of Counselors and Rehabilitation Counselors Employed Fully Certified

Value 3 – Number of Counselors and Rehabilitation Counselors Employed Not Fully Certified

Row 11 contains number of Orientation and Mobility Specialists

Value 1 – AUN of LEA

Value 2 – Number of Orientation and Mobility Specialists Employed Fully Certified

Value 3 – Number of Orientation and Mobility Specialists Employed Not Fully Certified

To view Table 3, refer to the Resource Guide.

## **Table 4 – 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: **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., Dec2007)

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: 7 rows of data for each LEA**

**Number of Values per Row: 109**

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 Transferred to Regular Education

Value 1 – AUN of LEA

Value 2- Number of Children with Mental Retardation Age 14

Value 3- Number of Children with Mental Retardation Age 15

Value 4- Number of Children with Mental Retardation Age 16

Value 5- Number of Children with Mental Retardation Age 17

Value 6- Number of Children with Mental Retardation Age 18

Value 7- Number of Children with Mental Retardation Age 19

Value 8- Number of Children with Mental Retardation Age 20

Value 9- Number of Children with Mental Retardation Age 21

Value 10- Number of Children with Mental Retardation Age 22+

Value 11- Number of Children with Hearing Impairment Age 14

Value 12- Number of Children with Hearing Impairment Age 15

Value 13- Number of Children with Hearing Impairment Age 16

Value 14- Number of Children with Hearing Impairment Age 17

Value 15- Number of Children with Hearing Impairment Age 18

Value 16- Number of Children with Hearing Impairment Age 19

Value 17- Number of Children with Hearing Impairment Age 20

Value 18- Number of Children with Hearing Impairment Age 21

Value 19- Number of Children with Hearing Impairment Age 22+

Value 20- Number of Children with Speech or Language Impairments Age 14

Value 21- Number of Children with Speech or Language Impairments Age 15

Value 22- Number of Children with Speech or Language Impairments Age 16

Value 23- Number of Children with Speech or Language Impairments Age 17

Value 24- Number of Children with Speech or Language Impairments Age 18

Value 25- Number of Children with Speech or Language Impairments Age 19

Value 26- Number of Children with Speech or Language Impairments Age 20

Value 27- Number of Children with Speech or Language Impairments Age 21

Value 28- Number of Children with Speech or Language Impairments Age 22+

Value 29- Number of Children with Visual Impairments Age 14

Value 30- Number of Children with Visual Impairments Age 15

Value 31- Number of Children with Visual Impairments Age 16

Value 32- Number of Children with Visual Impairments Age 17

Value 33- Number of Children with Visual Impairments Age 18

Value 34- Number of Children with Visual Impairments Age 19

Value 35- Number of Children with Visual Impairments Age 20

Value 36- Number of Children with Visual Impairments Age 21

Value 37- Number of Children with Visual Impairments Age 22+

Value 38- Number of Children with Emotional Disturbance Age 14

Value 39- Number of Children with Emotional Disturbance Age 15

Value 40- Number of Children with Emotional Disturbance Age 16

Value 41- Number of Children with Emotional Disturbance Age 17

Value 42- Number of Children with Emotional Disturbance Age 18

Value 43- Number of Children with Emotional Disturbance Age 19

Value 44- Number of Children with Emotional Disturbance Age 20

Value 45- Number of Children with Emotional Disturbance Age 21

Value 46- Number of Children with Emotional Disturbance Age 22+

Value 47- Number of Children with Orthopedic Impairments Age 14

Value 48- Number of Children with Orthopedic Impairments Age 15

Value 49- Number of Children with Orthopedic Impairments Age 16

Value 50- Number of Children with Orthopedic Impairments Age 17

Value 51- Number of Children with Orthopedic Impairments Age 18  
Value 52- Number of Children with Orthopedic Impairments Age 19  
Value 53- Number of Children with Orthopedic Impairments Age 20  
Value 54- Number of Children with Orthopedic Impairments Age 21  
Value 55- Number of Children with Orthopedic Impairments Age 22+

Value 56- Number of Children with Other Health Impairments Age 14  
Value 57- Number of Children with Other Health Impairments Age 15  
Value 58- Number of Children with Other Health Impairments Age 16  
Value 59- Number of Children with Other Health Impairments Age 17  
Value 60- Number of Children with Other Health Impairments Age 18  
Value 61- Number of Children with Other Health Impairments Age 19  
Value 62- Number of Children with Other Health Impairments Age 20  
Value 63- Number of Children with Other Health Impairments Age 21  
Value 64- Number of Children with Other Health Impairments Age 22+

Value 65- Number of Children with Specific Learning Disabilities Age 14  
Value 66- Number of Children with Specific Learning Disabilities Age 15  
Value 67- Number of Children with Specific Learning Disabilities Age 16  
Value 68- Number of Children with Specific Learning Disabilities Age 17  
Value 69- Number of Children with Specific Learning Disabilities Age 18  
Value 70- Number of Children with Specific Learning Disabilities Age 19  
Value 71- Number of Children with Specific Learning Disabilities Age 20  
Value 72- Number of Children with Specific Learning Disabilities Age 21  
Value 73- Number of Children with Specific Learning Disabilities Age 22+

Value 74- Number of Children with Deaf-Blindness Age 14  
Value 75- Number of Children with Deaf-Blindness Age 15  
Value 76- Number of Children with Deaf-Blindness Age 16  
Value 77- Number of Children with Deaf-Blindness Age 17  
Value 78- Number of Children with Deaf-Blindness Age 18  
Value 79- Number of Children with Deaf-Blindness Age 19  
Value 80- Number of Children with Deaf-Blindness Age 20  
Value 81- Number of Children with Deaf-Blindness Age 21  
Value 82- Number of Children with Deaf-Blindness Age 22+

Value 83- Number of Children with Multiple Disabilities Age 14  
Value 84- Number of Children with Multiple Disabilities Age 15  
Value 85- Number of Children with Multiple Disabilities Age 16  
Value 86- Number of Children with Multiple Disabilities Age 17  
Value 87- Number of Children with Multiple Disabilities Age 18  
Value 88- Number of Children with Multiple Disabilities Age 19  
Value 89- Number of Children with Multiple Disabilities Age 20  
Value 90- Number of Children with Multiple Disabilities Age 21  
Value 91- Number of Children with Multiple Disabilities Age 22+

Value 92- Number of Children with Autism Age 14  
Value 93- Number of Children with Autism Age 15  
Value 94- Number of Children with Autism Age 16  
Value 95- Number of Children with Autism Age 17  
Value 96- Number of Children with Autism Age 18  
Value 97- Number of Children with Autism Age 19  
Value 98- Number of Children with Autism Age 20  
Value 99- Number of Children with Autism Age 21  
Value 100- Number of Children with Autism Age 22+

Value 101- Number of Children with Traumatic Brain Injury Age 14  
Value 102- Number of Children with Traumatic Brain Injury Age 15  
Value 103- Number of Children with Traumatic Brain Injury Age 16  
Value 104- Number of Children with Traumatic Brain Injury Age 17  
Value 105- Number of Children with Traumatic Brain Injury Age 18  
Value 106- Number of Children with Traumatic Brain Injury Age 19  
Value 107- Number of Children with Traumatic Brain Injury Age 20  
Value 108- Number of Children with Traumatic Brain Injury Age 21  
Value 109- Number of Children with Traumatic Brain Injury Age 22+

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

Value 1- AUN of LEA

Value 2- Number of Children with Mental Retardation Age 14

Value 3- Number of Children with Mental Retardation Age 15

...

Value 107- Number of Children with Traumatic Brain Injury 20



Value 108- Number of Children with Traumatic Brain Injury Age 21  
Value 109- Number of Children with Traumatic Brain Injury Age 22+

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

Value 1- AUN of LEA

Value 2- Number of Children with Mental Retardation Age 14

Value 3- Number of Children with Mental Retardation Age 15

...

Value 107- Number of Children with Traumatic Brain Injury Age 20

Value 108- Number of Children with Traumatic Brain Injury Age 21

Value 109- Number of Children with Traumatic Brain Injury Age 22+

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

Value 1- AUN of LEA

Value 2- Number of Children with Mental Retardation Age 14

Value 3- Number of Children with Mental Retardation Age 15

...

Value 107- Number of Children with Traumatic Brain Injury Age 20

Value 108- Number of Children with Traumatic Brain Injury Age 21

Value 109- Number of Children with Traumatic Brain Injury Age 22+

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

Value 1- AUN of LEA

Value 2- Number of Children with Mental Retardation Age 14

Value 3- Number of Children with Mental Retardation Age 15

...

Value 107- Number of Children with Traumatic Brain Injury Age 20

Value 108- Number of Children with Traumatic Brain Injury Age 21

Value 109- Number of Children with Traumatic Brain Injury Age 22+

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

Value 1- AUN of LEA

Value 2- Number of Children with Mental Retardation Age 14

Value 3- Number of Children with Mental Retardation Age 15

...

Value 107- Number of Children with Traumatic Brain Injury Age 20

Value 108- Number of Children with Traumatic Brain Injury Age 21  
Value 109- Number of Children with Traumatic Brain Injury Age 22+

Row 7 contains number of Children with Basis of Exit as Dropped Out

Value 1- AUN of LEA

Value 2- Number of Children with Mental Retardation Age 14

Value 3- Number of Children with Mental Retardation Age 15

...

Value 107- Number of Children with Traumatic Brain Injury Age 20

Value 108- Number of Children with Traumatic Brain Injury Age 21

Value 109- Number of Children with Traumatic Brain Injury Age 22+

**To view Table4, 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 5 – 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: **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., Dec2007)

Report: Children With Disabilities Exiting Special Education Ages 14-21 by Race/Ethnicity (OSEP Table4, Section C)

**Number of Rows: 7 rows of data for each LEA**

**Number of Values per Row: 6**

Details:

File shall consist of 7 rows (Basis of Exit) with each row containing 6 elements or data values, 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 – AUN of LEA

Value 2 - Number of Children that are American Indian or Alaska Native

Value 3 - Number of Children that are Asian or Pacific Islander

Value 4 - Number of Children that are Black or African-American (Non-Hispanic)

Value 5 – Number of Children that are Hispanic

Value 6 – 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 – AUN of LEA

Value 2 - Number of Children that are American Indian or Alaska Native

Value 3 - Number of Children that are Asian or Pacific Islander

Value 4 - Number of Children that are Black or African-American (Non-Hispanic)

Value 5 – Number of Children that are Hispanic

Value 6 – Number of Children that are White (Non-Hispanic)

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

Value 1 – AUN of LEA

Value 2 - Number of Children that are American Indian or Alaska Native

Value 3 - Number of Children that are Asian or Pacific Islander

Value 4 - Number of Children that are Black or African-American (Non-Hispanic)

Value 5 – Number of Children that are Hispanic

Value 6 – Number of Children that are White (Non-Hispanic)

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

Value 1 – AUN of LEA

Value 2 - Number of Children that are American Indian or Alaska Native

Value 3 - Number of Children that are Asian or Pacific Islander

Value 4 - Number of Children that are Black or African-American (Non-Hispanic)

Value 5 – Number of Children that are Hispanic

Value 6 – Number of Children that are White (Non-Hispanic)

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

Value 1 – AUN of LEA

Value 2 - Number of Children that are American Indian or Alaska Native

Value 3 - Number of Children that are Asian or Pacific Islander

Value 4 - Number of Children that are Black or African-American (Non-Hispanic)

Value 5 – Number of Children that are Hispanic

Value 6 – 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 – AUN of LEA

Value 2 - Number of Children that are American Indian or Alaska Native

Value 3 - Number of Children that are Asian or Pacific Islander

Value 4 - Number of Children that are Black or African-American (Non-Hispanic)

Value 5 – Number of Children that are Hispanic

Value 6 – Number of Children that are White (Non-Hispanic)

Row 7 contains number of Children with Basis of Exit as Dropped Out

Value 1 – AUN of LEA

Value 2 - Number of Children that are American Indian or Alaska Native

Value 3 - Number of Children that are Asian or Pacific Islander

Value 4 - Number of Children that are Black or African-American (Non-Hispanic)

Value 5 – Number of Children that are Hispanic

Value 6 – Number of Children that are White (Non-Hispanic)

**To view Table 5, refer to the Resource Guide.**

## **Table 6 – Report of Children With Disabilities Exiting Special Education by Gender**

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

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., Dec2007)

Report: Children With Disabilities Exiting Special Education Ages 14-21 by Gender (OSEP Table4, Section D)

**Number of Rows: 7 rows of data for each LEA**

**Number of Values per Row: 3**

Details:

File shall consist of 7 rows (Basis of Exit) with each row containing 3 elements or data values, 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 – AUN of LEA

Value 2 - Male

Value 3 – Female

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

Value 1 – AUN of LEA

Value 2 - Male

Value 3 - Female

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

Value 1 – AUN of LEA

Value 2 - Male

Value 3 - Female

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

Value 1 – AUN of LEA

Value 2 - Male

Value 3 - Female

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

Value 1 – AUN of LEA

Value 2 - Male

Value 3 – Female

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

Value 1 – AUN of LEA

Value 2 - Male

Value 3 - Female

Row 7 contains number of Children with Basis of Exit as Dropped Out

Value 1 – AUN of LEA

Value 2 - Male

Value 3 – Female

**To view Table 6, refer to the Resource Guide.**

### **Table 7 – Report of Children With Disabilities Exiting Special Education by Limited English Proficiency Status**

This table includes the number of students' ages 14-21 exiting special education by gender.

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., Dec2007)

Report: Children With Disabilities Exiting Special Education Ages 14-21 by Limited English Proficiency Status (OSEP Table4, Section E)

**Number of Rows: 7 rows of data for each LEA**

**Number of Values per Row: 3**

Details:

File shall consist of 7 rows (Basis of Exit) with each row containing 3 elements or data values, 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 – AUN of LEA

Value 2 - Yes

Value 3 – No

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

Value 1 – AUN of LEA

Value 2 - Yes

Value 3 - No

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

Value 1 – AUN of LEA

Value 2 - Yes

Value 3 - No

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

Value 1 – AUN of LEA

Value 2 - Yes

Value 3 - No

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

Value 1 – AUN of LEA

Value 2 - Yes

Value 3 – No

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

Value 1 – AUN of LEA

Value 2 - Yes

Value 3 - No

Row 7 contains number of Children with Basis of Exit as Dropped Out

Value 1 – AUN of LEA

Value 2 - Yes

Value 3 – No

To view Table 7, refer to the Resource Guide.

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

**File Name: Table8A\_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., Dec2007)

Report: Children With Disabilities Evaluated

**Number of Rows: 1 row for each LEA within IU**

**Number of Values per Row: 12**

Details:

File shall consist of 1 row of data, for each LEA within the IU, with each row containing 12 elements or data values (Number of Children), with the values in each row separated by a comma.

Notes:

For each row -

- Total students eligible (Value 3 - #2) plus Total students not eligible (Value 8 - #5) must equal Total students evaluated (Value 2 - #1)
- Total students eligible (Value 3 - #2) must be greater than or equal to Students determined to be eligible within 60 school days (Value 4 - #3) plus Students determined to be eligible between 61 and 90 school days (Value 5 - #4a) plus Students determined to be eligible between 91 and 120 school days (Value 6 - #4b) plus Students determined to be eligible greater than 120 school days (Value 7 - #4c)
- Total students not eligible (Value 8 - #5) must be greater than or equal to Students determined not to be eligible within 60 school days (Value 9 - #6) plus Students determined not to be eligible between 61 and 90 school days (Value 10 - #7a) plus Students determined not to be eligible between 91 and 120 school days (Value 11 - #7b) plus Students determined not to be eligible greater than 120 school days (Value 12 - #7c)

Row 1 contains number of Children

Value 1 – AUN of the LEA

Value 2 – 1.) Total Number of Students evaluated for special education (Initial Evaluation conducted by the reporting LEA – does not include re-evaluation )

Value 3 – 2.) Total Student determined to be Eligible

Value 4 – 3.) Students (in #2 above (Value 3)) determined to be eligible within 60 school days

Value 5 – 4a.) Students (in #2 above (Value 3)) determined to be eligible between 61 and 90 school days  
Value 6 – 4b.) Students (in #2 above (Value 3)) determined to be eligible between 91 and 120 school days  
Value 7 – 4c.) Students (in #2 above (Value 3)) determined to be eligible greater than 120 school days  
Value 8 – 5.) How many of the total students (in #1 above (Value 2)) were determined not to be eligible  
Value 9 – 6.) Students (in #5 above (Value 8)) determined not to be eligible within 60 school days  
Value 10 – 7a.) Students (in #5 above (Value 8)) determined not to be eligible between 61 and 90 school days  
Value 11 – 7b.) Students (in #5 above (Value 8)) determined not to be eligible between 91 and 120 school days  
Value 12 – 7c.) Students (in #5 above (Value 8)) determined not to be eligible greater than 120 school days

To view Table 8A, refer to Resource Guide.

### **Table 8B – Report of Children With Disabilities Evaluated July 1, 2007 through June 30, 2008 (Initial Evaluation conducted by the LEA – *does not include re-evaluation*). Data will be Collected by MAWA for Preschool Students**

**File Name:** Table8B\_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., Dec2007)

Report: Children With Disabilities Evaluated

**Number of Rows:** 1 row for each MAWA within IU

**Number of Values per Row:** 12

Details:

File shall consist of 1 row of data, for each MAWA within the IU, with each row containing 12 elements or data values (Number of Children), with the values in each row separated by a comma.

**Notes:**

**For each row -**

- **Total students eligible (Value 3 - #2) plus Total students not eligible (Value 8 - #5) must equal Total students evaluated (Value 2 - #1)**
- **Total students eligible (Value 3 - #2) must be greater than or equal to Students determined to be eligible within 60 calendar days (Value 4 - #3) plus Students determined to be eligible between 61 and 90 calendar days (Value 5 - #4a) plus Students determined to be eligible between 91 and 120 calendar days (Value 6 - #4b) plus Students determined to be eligible greater than 120 calendar days (Value 7 - #4c)**
- **Total students not eligible (Value 8 - #5) must be greater than or equal to Students determined not to be eligible within 60 calendar days (Value 9 - #6) plus Students determined not to be eligible between 61 and 90 calendar days (Value 10 - #7a) plus Students determined not to be eligible between 91 and 120 calendar days (Value 11 - #7b) plus Students determined not to be eligible greater than 120 calendar days (Value 12 - #7c)**

Row 1 contains number of Children



Value 1 – AUN of the MAWA

Value 2 – 1.) Total Number of Students evaluated for special education (Initial Evaluation conducted by the reporting MAWA – does not include re-evaluation )

Value 3 – 2.) Total Student determined to be Eligible

Value 4 – 3.) Students (in #2 above (Value 3)) determined to be eligible within 60 calendar days

Value 5 – 4a.) Students (in #2 above (Value 3)) determined to be eligible between 61 and 90 calendar days

Value 6 – 4b.) Students (in #2 above (Value 3)) determined to be eligible between 91 and 120 calendar days

Value 7 – 4c.) Students (in #2 above (Value 3)) determined to be eligible greater than 120 calendar days

Value 8 – 5.) How many of the total students (in #1 above (Value 2)) were determined not to be eligible

Value 9 – 6.) Students (in #5 above (Value 8)) determined not to be eligible within 60 calendar days

Value 10 – 7a.) Students (in #5 above (Value 8)) determined not to be eligible between 61 and 90 calendar days

Value 11 – 7b.) Students (in #5 above (Value 8)) determined not to be eligible between 91 and 120 calendar days

Value 12 – 7c.) Students (in #5 above (Value 8)) determined not to be eligible greater than 120 calendar days

To view Table 8B, refer to Resource Guide.

## Table 9 – Report of Children With Disabilities Subject To Disciplinary Removal by Disability

This table is a count of the number of children with disabilities, ages 3-21, subject to disciplinary removal. Data is collected on the unilateral removal to an interim alternative educational setting by school personnel, number of children removed to an interim alternative educational setting based on a hearing officer determination regarding likely injury, out-of-school suspensions and expulsions, in-school suspension and disciplinary removals. The table is listed by disability.

File Name: **Table9\_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., Dec2007)

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: 14**

Details:

File shall consist of 13 rows (Major Disabilities) with each row containing 14 elements or data values, with the values in each row separated by a comma.

**Notes:**

**For Each Row -**

- **Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs (Value 3) plus Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs (Value 4) plus Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons (Value 5) must be greater than or equal to Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children (Value 2)**
- **For Value 6, Report only Hearing Officers employed by Office for Dispute Resolution (ODR).**
- **Number of Children with Disciplinary Removals Totaling 1 Day (Value 12) plus Number of Children with Disciplinary Removals Totaling 2-10 Days (Value 13) plus Number of Children with Disciplinary Removals Totaling > 10 Days (Value 14) must be less than or equal to Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children (Value 2) plus Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury (Value 6) plus Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less (Value 7) plus Number of Children with Out-of School Suspension/Expulsions Totaling > 10 Days (Value 8) plus Number of Children with In-School Suspensions Totaling 10 Days or Less (Value 9) plus Number of Children with In-School Suspensions Totaling >10 Days (Value 10)**

Row 1 contains number of students with Mental Retardation

Value 1 - AUN

Value 2 – Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children

Value 3 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs

Value 4 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons

Value 5 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Serious Bodily Injury

Value 6 – Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 7 – Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less

Value 8 - Number of Children with Out-of School Suspension/Expulsions Totaling > 10 Days

Value 9 - Number of Children with In-School Suspensions Totaling 10 Days or Less

Value 10 – Number of Children with In-School Suspensions Totaling >10 Days

Value 11 – Total Disciplinary Removals

Value 12 – Number of Children with Disciplinary Removals Totaling 1 Day

Value 13 – Number of Children with Disciplinary Removals Totaling 2-10 Days

Value 14 – Number of Children with Disciplinary Removals Totaling > 10 Days

Row 2 contains number of students with Hearing Impairments

Value 1 - AUN

Value 2 – Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children

Value 3 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs

Value 4 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons

Value 5 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Serious Bodily Injury

Value 6 – Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 7 – Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less

Value 8 - Number of Children with Out-of School Suspension/Expulsions Totaling > 10 Days

Value 9 - Number of Children with In-School Suspensions Totaling 10 Days or Less

Value 10 – Number of Children with In-School Suspensions Totaling >10 Days

Value 11 – Total Disciplinary Removals

Value 12 – Number of Children with Disciplinary Removals Totaling 1 Day

Value 13 – Number of Children with Disciplinary Removals Totaling 2-10 Days

Value 14 – Number of Children with Disciplinary Removals Totaling > 10 Days

Row 3 contains number of students with Speech or Language Impairments

Value 1 - AUN

Value 2 – Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children

Value 3 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs

Value 4 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons

Value 5 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Serious Bodily Injury

Value 6 – Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 7 – Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less

Value 8 - Number of Children with Out-of School Suspension/Expulsions Totaling > 10 Days

Value 9 - Number of Children with In-School Suspensions Totaling 10 Days or Less

Value 10 – Number of Children with In-School Suspensions Totaling >10 Days

Value 11 – Total Disciplinary Removals

Value 12 – Number of Children with Disciplinary Removals Totaling 1 Day

Value 13 – Number of Children with Disciplinary Removals Totaling 2-10 Days

Value 14 – Number of Children with Disciplinary Removals Totaling > 10 Days

Row 4 contains number of students with Visual Impairments

Value 1 - AUN

Value 2 – Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children

- Value 3 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs
- Value 4 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons
- Value 5 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Serious Bodily Injury
- Value 6 – Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
- Value 7 – Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less
- Value 8 - Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days
- Value 9 - Number of Children with In-School Suspensions Totaling 10 Days or Less
- Value 10 – Number of Children with In-School Suspensions Totaling >10 Days
- Value 11 – Total Disciplinary Removals
- Value 12 – Number of Children with Disciplinary Removals Totaling 1 Day
- Value 13 – Number of Children with Disciplinary Removals Totaling 2-10 Days
- Value 14 – Number of Children with Disciplinary Removals Totaling > 10 Days

Row 5 contains number of students with Emotional Disturbance

- Value 1 - AUN
- Value 2 – Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children
- Value 3 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs
- Value 4 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons
- Value 5 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Serious Bodily Injury
- Value 6 – Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
- Value 7 – Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less
- Value 8 - Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days
- Value 9 - Number of Children with In-School Suspensions Totaling 10 Days or Less
- Value 10 – Number of Children with In-School Suspensions Totaling >10 Days
- Value 11 – Total Disciplinary Removals
- Value 12 – Number of Children with Disciplinary Removals Totaling 1 Day
- Value 13 – Number of Children with Disciplinary Removals Totaling 2-10 Days
- Value 14 – Number of Children with Disciplinary Removals Totaling > 10 Days

Row 6 contains number of students with Orthopedic Impairments

- Value 1 - AUN
- Value 2 – Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children
- Value 3 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs
- Value 4 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons

Value 5 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Serious Bodily Injury

Value 6 – Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 7 – Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less

Value 8 - Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days

Value 9 - Number of Children with In-School Suspensions Totaling 10 Days or Less

Value 10 – Number of Children with In-School Suspensions Totaling >10 Days

Value 11 – Total Disciplinary Removals

Value 12 – Number of Children with Disciplinary Removals Totaling 1 Day

Value 13 – Number of Children with Disciplinary Removals Totaling 2-10 Days

Value 14 – Number of Children with Disciplinary Removals Totaling > 10 Days

Row 7 contains number of students with Other Health Impairments

Value 1 - AUN

Value 2 – Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children

Value 3 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs

Value 4 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons

Value 5 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Serious Bodily Injury

Value 6 – Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 7 – Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less

Value 8 - Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days

Value 9 - Number of Children with In-School Suspensions Totaling 10 Days or Less

Value 10 – Number of Children with In-School Suspensions Totaling >10 Days

Value 11 – Total Disciplinary Removals

Value 12 – Number of Children with Disciplinary Removals Totaling 1 Day

Value 13 – Number of Children with Disciplinary Removals Totaling 2-10 Days

Value 14 – Number of Children with Disciplinary Removals Totaling > 10 Days

Row 8 contains number of students with Specific Learning Disabilities

Value 1 - AUN

Value 2 – Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children

Value 3 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs

Value 4 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons

Value 5 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Serious Bodily Injury

Value 6 – Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury  
Value 7 – Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less  
Value 8 - Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days  
Value 9 - Number of Children with In-School Suspensions Totaling 10 Days or Less  
Value 10 – Number of Children with In-School Suspensions Totaling >10 Days  
Value 11 – Total Disciplinary Removals  
Value 12 – Number of Children with Disciplinary Removals Totaling 1 Day  
Value 13 – Number of Children with Disciplinary Removals Totaling 2-10 Days  
Value 14 – Number of Children with Disciplinary Removals Totaling > 10 Days

Row 9 contains number of students with Deaf-Blindness

Value 1 - AUN  
Value 2 – Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children  
Value 3 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs  
Value 4 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons  
Value 5 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Serious Bodily Injury  
Value 6 – Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury  
Value 7 – Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less  
Value 8 - Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days  
Value 9 - Number of Children with In-School Suspensions Totaling 10 Days or Less  
Value 10 – Number of Children with In-School Suspensions Totaling >10 Days  
Value 11 – Total Disciplinary Removals  
Value 12 – Number of Children with Disciplinary Removals Totaling 1 Day  
Value 13 – Number of Children with Disciplinary Removals Totaling 2-10 Days  
Value 14 – Number of Children with Disciplinary Removals Totaling > 10 Days

Row 10 contains number of students with Multiple Disabilities

Value 1 - AUN  
Value 2 – Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children  
Value 3 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs  
Value 4 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons  
Value 5 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Serious Bodily Injury  
Value 6 – Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury  
Value 7 – Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less

- Value 8 - Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days
- Value 9 - Number of Children with In-School Suspensions Totaling 10 Days or Less
- Value 10 – Number of Children with In-School Suspensions Totaling >10 Days
- Value 11 – Total Disciplinary Removals
- Value 12 – Number of Children with Disciplinary Removals Totaling 1 Day
- Value 13 – Number of Children with Disciplinary Removals Totaling 2-10 Days
- Value 14 – Number of Children with Disciplinary Removals Totaling > 10 Days

Row 11 contains number of students with Autism

- Value 1 - AUN
- Value 2 – Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children
- Value 3 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs
- Value 4 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons
- Value 5 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Serious Bodily Injury
- Value 6 – Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
- Value 7 – Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less
- Value 8 - Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days
- Value 9 - Number of Children with In-School Suspensions Totaling 10 Days or Less
- Value 10 – Number of Children with In-School Suspensions Totaling >10 Days
- Value 11 – Total Disciplinary Removals
- Value 12 – Number of Children with Disciplinary Removals Totaling 1 Day
- Value 13 – Number of Children with Disciplinary Removals Totaling 2-10 Days
- Value 14 – Number of Children with Disciplinary Removals Totaling > 10 Days

Row 12 contains number of students with Traumatic Brain Injury

- Value 1 - AUN
- Value 2 – Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children
- Value 3 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs
- Value 4 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons
- Value 5 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Serious Bodily Injury
- Value 6 – Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
- Value 7 – Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less
- Value 8 - Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days
- Value 9 - Number of Children with In-School Suspensions Totaling 10 Days or Less

- Value 10 – Number of Children with In-School Suspensions Totaling >10 Days
- Value 11 – Total Disciplinary Removals
- Value 12 – Number of Children with Disciplinary Removals Totaling 1 Day
- Value 13 – Number of Children with Disciplinary Removals Totaling 2-10 Days
- Value 14 – Number of Children with Disciplinary Removals Totaling > 10 Days

Row 13 contains number of students with Developmental Delay

- Value 1 - AUN
- Value 2 – Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children
- Value 3 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs
- Value 4 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons
- Value 5 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Serious Bodily Injury
- Value 6 – Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
- Value 7 – Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less
- Value 8 - Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days
- Value 9 - Number of Children with In-School Suspensions Totaling 10 Days or Less
- Value 10 – Number of Children with In-School Suspensions Totaling >10 Days
- Value 11 – Total Disciplinary Removals
- Value 12 – Number of Children with Disciplinary Removals Totaling 1 Day
- Value 13 – Number of Children with Disciplinary Removals Totaling 2-10 Days
- Value 14 – Number of Children with Disciplinary Removals Totaling > 10 Days

**To view Table 9, refer to the Resource Guide.**

### **Table 10 – Report of Children With Disabilities Subject To Disciplinary Removal by Race/Ethnicity**

This table is a count of the number of children with disabilities, ages 3-21, subject to disciplinary removal. Data is collected on the unilateral removal to an interim alternative educational setting by school personnel, number of children removed to an interim alternative educational setting based on a hearing officer determination regarding likely injury, out-of-school suspensions and expulsions, in-school suspension and disciplinary removals. The table is listed by race/ethnicity.

File Name: **Table10\_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., Dec2007)



Report: Children With Disabilities Unilaterally Removed to an Interim Alternative Educational Setting, or Suspended or Expelled (OSEP Report Table 5, Section B)

**Number of Rows: 5**

**Number of Values per Row: 14**

Details:

File shall consist of 5 rows (Race/Ethnicity) with each row containing 14 elements or data values, with the values in each row separated by a comma.

**Notes:**

**For Each Row -**

- **Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs (Value 3) plus Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs (Value 4) plus Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons (Value 5) must be greater than or equal to Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children (Value 2)**
- **For Value 6, Report only Hearing Officers employed by Office for Dispute Resolution (ODR).**
- **Number of Children with Disciplinary Removals Totaling 1 Day (Value 12) plus Number of Children with Disciplinary Removals Totaling 2-10 Days (Value 13) plus Number of Children with Disciplinary Removals Totaling > 10 Days (Value 14) must be less than or equal to Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children (Value 2) plus Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury (Value 6) plus Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less (Value 7) plus Number of Children with Out-of-School Suspension/Expulsions Totaling > 10 Days (Value 8) plus Number of Children with In-School Suspensions Totaling 10 Days or Less (Value 9) plus Number of Children with In-School Suspensions Totaling >10 Days (Value 10)**

Row 1 contains number of American Indian or Alaska Native students

Value 1 - AUN

Value 2 – Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children

Value 3 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs

Value 4 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons

Value 5 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Serious Bodily Injury

Value 6 – Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 7 – Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less

Value 8 - Number of Children with Out-of-school Suspension/Expulsions Totaling > 10 Days

Value 9 - Number of Children with In-School Suspensions Totaling 10 Days or Less

Value 10 – Number of Children with In-School Suspensions Totaling >10 Days

- Value 11 – Total Disciplinary Removals
- Value 12 – Number of Children with Disciplinary Removals Totaling 1 Day
- Value 13 – Number of Children with Disciplinary Removals Totaling 2-10 Days
- Value 14 – Number of Children with Disciplinary Removals Totaling > 10 Days

Row 2 contains number of Asian/Pacific Islander students

- Value 1 - AUN
- Value 2 – Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children
- Value 3 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs
- Value 4 - Unilateral Removals t an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons
- Value 5 - Unilateral Removals t an Interim Alternative Educational Setting by School Personnel – Number of Removals for Serious Bodily Injury
- Value 6 – Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
- Value 7 – Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less
- Value 8 - Number of Children with Out-of-school Suspension/Expulsions Totaling > 10 Days
- Value 9 - Number of Children with In-School Suspensions Totaling 10 Days or Less
- Value 10 – Number of Children with In-School Suspensions Totaling >10 Days
- Value 11 – Total Disciplinary Removals
- Value 12 – Number of Children with Disciplinary Removals Totaling 1 Day
- Value 13 – Number of Children with Disciplinary Removals Totaling 2-10 Days
- Value 14 – Number of Children with Disciplinary Removals Totaling > 10 Days

Row 3 contains number of Black, non-Hispanic students

- Value 1 - AUN
- Value 2 – Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children
- Value 3 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs
- Value 4 - Unilateral Removals t an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons
- Value 5 - Unilateral Removals t an Interim Alternative Educational Setting by School Personnel – Number of Removals for Serious Bodily Injury
- Value 6 – Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury
- Value 7 – Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less
- Value 8 - Number of Children with Out-of-school Suspension/Expulsions Totaling > 10 Days
- Value 9 - Number of Children with In-School Suspensions Totaling 10 Days or Less
- Value 10 – Number of Children with In-School Suspensions Totaling >10 Days
- Value 11 – Total Disciplinary Removals
- Value 12 – Number of Children with Disciplinary Removals Totaling 1 Day

Value 13 – Number of Children with Disciplinary Removals Totaling 2-10 Days

Value 14 – Number of Children with Disciplinary Removals Totaling > 10 Days

Row 4 contains number of Hispanic students

Value 1 - AUN

Value 2 – Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children

Value 3 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs

Value 4 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons

Value 5 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Serious Bodily Injury

Value 6 – Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 7 – Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less

Value 8 - Number of Children with Out-of-school Suspension/Expulsions Totaling > 10 Days

Value 9 - Number of Children with In-School Suspensions Totaling 10 Days or Less

Value 10 – Number of Children with In-School Suspensions Totaling >10 Days

Value 11 – Total Disciplinary Removals

Value 12 – Number of Children with Disciplinary Removals Totaling 1 Day

Value 13 – Number of Children with Disciplinary Removals Totaling 2-10 Days

Value 14 – Number of Children with Disciplinary Removals Totaling > 10 Days

Row 5 contains number of White, non-Hispanic students

Value 1 - AUN

Value 2 – Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children

Value 3 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs

Value 4 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons

Value 5 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Serious Bodily Injury

Value 6 – Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 7 – Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less

Value 8 - Number of Children with Out-of-school Suspension/Expulsions Totaling > 10 Days

Value 9 - Number of Children with In-School Suspensions Totaling 10 Days or Less

Value 10 – Number of Children with In-School Suspensions Totaling >10 Days

Value 11 – Total Disciplinary Removals

Value 12 – Number of Children with Disciplinary Removals Totaling 1 Day

Value 13 – Number of Children with Disciplinary Removals Totaling 2-10 Days

Value 14 – Number of Children with Disciplinary Removals Totaling > 10 Days

To view Table 10, refer to the Resource Guide.

### **Table 11 – Report of Children With Disabilities Subject To Disciplinary Removal by Gender**

This table is a count of the number of children with disabilities, ages 3-21, subject to disciplinary removal. Data is collected on the unilateral removal to an interim alternative educational setting by school personnel, number of children removed to an interim alternative educational setting based on a hearing officer determination regarding likely injury, out-of-school suspensions and expulsions, in-school suspension and disciplinary removals. The table is listed by gender.

File Name: **Table11\_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., Dec2007)

Report: Children With Disabilities Unilaterally Removed to an Interim Alternative Educational Setting, or Suspended or Expelled (OSEP Report Table 5, Section C)

**Number of Rows: 2**

**Number of Values per Row: 14**

Details:

File shall consist of 2 rows (Gender) with each row containing 14 elements or data values, with the values in each row separated by a comma.

**Notes:**

**For Each Row -**

- **Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs (Value 3) plus Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs (Value 4) plus Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons (Value 5) must be greater than or equal to Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children (Value 2)**
- **For Value 6, Report only Hearing Officers employed by Office for Dispute Resolution (ODR).**
- **Number of Children with Disciplinary Removals Totaling 1 Day (Value 12) plus Number of Children with Disciplinary Removals Totaling 2-10 Days (Value 13) plus Number of Children with Disciplinary Removals Totaling > 10 Days (Value 14) must be less than or equal to Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children (Value 2) plus Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury (Value 6) plus Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less (Value 7) plus Number of Children with**

**Out-of School Suspension/Expulsions Totaling > 10 Days (Value 8) plus Number of Children with In-School Suspensions Totaling 10 Days or Less (Value 9) plus Number of Children with In-School Suspensions Totaling >10 Days (Value 10)**

Row 1 contains number of Male Students

Value 1 - AUN

Value 2 – Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children

Value 3 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs

Value 4 - Unilateral Removals t an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons

Value 5 - Unilateral Removals t an Interim Alternative Educational Setting by School Personnel – Number of Removals for Serious Bodily Injury

Value 6 – Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 7 – Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less

Value 8 - Number of Children with Out-of-school Suspension/Expulsions Totaling > 10 Days

Value 9 - Number of Children with In-School Suspensions Totaling 10 Days or Less

Value 10 – Number of Children with In-School Suspensions Totaling >10 Days

Value 11 – Total Disciplinary Removals

Value 12 – Number of Children with Disciplinary Removals Totaling 1 Day

Value 13 – Number of Children with Disciplinary Removals Totaling 2-10 Days

Value 14 – Number of Children with Disciplinary Removals Totaling > 10 Days

Row 2 contains number of Female Students

Value 1 - AUN

Value 2 – Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children

Value 3 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs

Value 4 - Unilateral Removals t an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons

Value 5 - Unilateral Removals t an Interim Alternative Educational Setting by School Personnel – Number of Removals for Serious Bodily Injury

Value 6 – Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 7 – Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less

Value 8 - Number of Children with Out-of-school Suspension/Expulsions Totaling > 10 Days

Value 9 - Number of Children with In-School Suspensions Totaling 10 Days or Less

Value 10 – Number of Children with In-School Suspensions Totaling >10 Days

Value 11 – Total Disciplinary Removals

Value 12 – Number of Children with Disciplinary Removals Totaling 1 Day

Value 13 – Number of Children with Disciplinary Removals Totaling 2-10 Days

Value 14 – Number of Children with Disciplinary Removals Totaling > 10 Days

To view Table 11, refer to the Resource Guide.

## **Table 12 – Report of Children With Disabilities Subject To Disciplinary Removal by Limited English Proficiency Status**

This table is a count of the number of children with disabilities, ages 3-21, subject to disciplinary removal. Data is collected on the unilateral removal to an interim alternative educational setting by school personnel, number of children removed to an interim alternative educational setting based on a hearing officer determination regarding likely injury, out-of-school suspensions and expulsions, in-school suspension and disciplinary removals. The table is listed by limited English proficiency status.

File Name: **Table12\_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., Dec2007)

Report: Children With Disabilities Unilaterally Removed to an Interim Alternative Educational Setting, or Suspended or Expelled (OSEP Report Table 5, Section D)

**Number of Rows: 2**

**Number of Values per Row: 14**

Details:

File shall consist of 2 rows (Limited English Proficiency Status) with each row containing 14 elements or data values, with the values in each row separated by a comma.

**Notes:**

**For Each Row -**

- **Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs (Value 3) plus Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs (Value 4) plus Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons (Value 5) must be greater than or equal to Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children (Value 2)**
- **For Value 6, Report only Hearing Officers employed by Office for Dispute Resolution (ODR).**
- **Number of Children with Disciplinary Removals Totaling 1 Day (Value 12) plus Number of Children with Disciplinary Removals Totaling 2-10 Days (Value 13) plus Number of Children with Disciplinary Removals Totaling > 10 Days (Value 14) must be less than or equal to Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children (Value 2) plus Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury (Value 6) plus Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less (Value 7) plus Number of Children with**

**Out-of School Suspension/Expulsions Totaling > 10 Days (Value 8) plus Number of Children with In-School Suspensions Totaling 10 Days or Less (Value 9) plus Number of Children with In-School Suspensions Totaling >10 Days (Value 10)**

Row 1 contains number of Students with Limited English Proficiency Status (Yes)

Value 1 - AUN

Value 2 – Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children

Value 3 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs

Value 4 - Unilateral Removals t an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons

Value 5 - Unilateral Removals t an Interim Alternative Educational Setting by School Personnel – Number of Removals for Serious Bodily Injury

Value 6 – Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 7 – Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less

Value 8 - Number of Children with Out-of-school Suspension/Expulsions Totaling > 10 Days

Value 9 - Number of Children with In-School Suspensions Totaling 10 Days or Less

Value 10 – Number of Children with In-School Suspensions Totaling >10 Days

Value 11 – Total Disciplinary Removals

Value 12 – Number of Children with Disciplinary Removals Totaling 1 Day

Value 13 – Number of Children with Disciplinary Removals Totaling 2-10 Days

Value 14 – Number of Children with Disciplinary Removals Totaling > 10 Days

Row 2 contains number of Students without Limited English Proficiency Status (No)

Value 1 - AUN

Value 2 – Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Children

Value 3 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs

Value 4 - Unilateral Removals t an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons

Value 5 - Unilateral Removals t an Interim Alternative Educational Setting by School Personnel – Number of Removals for Serious Bodily Injury

Value 6 – Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 7 – Number of Children with Out-of-School Suspension/Expulsions Totaling 10 Days or Less

Value 8 - Number of Children with Out-of-school Suspension/Expulsions Totaling > 10 Days

Value 9 - Number of Children with In-School Suspensions Totaling 10 Days or Less

Value 10 – Number of Children with In-School Suspensions Totaling >10 Days

Value 11 – Total Disciplinary Removals

Value 12 – Number of Children with Disciplinary Removals Totaling 1 Day

Value 13 – Number of Children with Disciplinary Removals Totaling 2-10 Days

Value 14 – Number of Children with Disciplinary Removals Totaling > 10 Days

To view Table 12, refer to the Resource Guide.

### **Table 13 – Report of Children Subject To Expulsion With and Without Educational Services by Disability Status**

This table is a count of the number of children with and without disabilities, ages 3-21, subject to expulsion.

File Name: **Table13\_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., Dec2007)

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

**Number of Rows: 2**

**Number of Values per Row: 3**

Details:

File shall consist of 2 rows (Children with and without disabilities) with each row containing 3 elements or data values, with the values in each row separated by a comma.

Row 1 contains number of Children with Disabilities, Ages 3-21

Value 1 - AUN

Value 2 – Children Subject to Expulsion – Received Educational Services During Expulsion

Value 3 – Children Subject to Expulsion – Did Not Receive Educational Services During Expulsion

Row 2 contains number of Children Without Disabilities, Grades K-12

Value 1 - AUN

Value 2 – Children Subject to Expulsion – Received Educational Services During Expulsion

Value 3 – Children Subject to Expulsion – Did Not Receive Educational Services During Expulsion

To view Table 13, refer to the Resource Guide.



## **Appendix D: Sample: Intermediate Units' Sign-Off Sheet**

### **December 1, 2007 and Revised Child Count Sign-Off Process**

- 1) All export (electronic transfer) files must be submitted to the PaSDC by 3:00 p.m. on **January 7, 2008 (July 9, 2008 for Revised Count)**. No exceptions.  
Electronic Mail: penndata@psu.edu
- 2) Files will be reviewed and checked for accuracy and error logs will be sent to IU's.
- 3) Corrected files should be returned to the PaSDC by **January 10, 2008 (July 16, 2008 for Revised Count)**.
- 4) Duplicate reports will be sent to the Intermediate Units on **January 12, 2008 (July 20, 2008 for Revised Count)**. Resolution of duplicates should be sent to PaSDC by 3:00 p.m. on **January 16, 2008 (July 30, 2008 for Revised Count)**.
- 5) **Once all duplicates are resolved** the following reports will be sent to each IU for verification by **January 17, 2008 (August 5, 2008 for Revised Count)**: Verification and sign off will take place before results of duplicate checks are completed.
  - Verify 1 by IU (children age 2-21 with disabilities receiving Special Education)
  - Verify 1 by SD (children age 2-21 with disabilities receiving Special Education)
  - Verify 2 Section 1 (Home Districts by eligible exceptionality - school age only)
  - Verify 2 Section 2 (Home Districts by eligible exceptionality - school age only)
  - Tables 1 – 8 (for Revised Count)
- 6) Intermediate Units should print the reports for review. In addition, they should print off the Authorization Form for signature by the IU Director. Boxes for Verify 1 by IU, Verify 1 by School District, Verify 2 Section 1, and Verify 2 Section 2 should be checked.
- 7) The Authorization Form should be faxed to the PaSDC by 3:00 p.m. **January 22, 2008 (August 6, 2008 for Revised Count)**. The fax number is: 717-948-6754

Original authorization form and reports should reach the PaSDC by **January 25, 2008 (August 10, 2008 for Revised Count)**.

Pennsylvania State Data Center  
Institute of State and Regional Affairs  
Penn State Harrisburg  
777 West Harrisburg Pike  
Middletown, PA 17057-4898

- 8) The PaSDC will create a statewide report for submission to PDE by **January 26, 2008 (August 13, 2008 for Revised Count)**.
- 9) Original authorization letters and individual IU reports will be printed, copied and filed by the PaSDC.

**Reminder:**

- **At the request of an IU, PSU will send a verification file that includes: Student ID, Last Name, First Name, Birth Date, and Disability**
- **At the request of an IU, PSU will create and send Verify 3 Table that contains the same information as reported on Table 23 of the Preschool Aggregate (number of Preschool students by age).**

## Authorization Form

\_\_I have reviewed the Tables marked below for Intermediate Unit \_\_\_\_\_ and affirm that they are correct. I understand this information will be submitted to the Pennsylvania Department of Education for reporting purposes to the U.S. Department of Education.

\_\_ I have reviewed the Tables marked below for Intermediate Unit \_\_\_\_ and affirm that they are acceptable with the corrections attached. I understand this information will be submitted to the Pennsylvania Department of Education for reporting purposes to the U.S. Department of Education.

<ul style="list-style-type: none"> <li><input type="checkbox"/> Verify 1 by IU</li> <li><input type="checkbox"/> Verify 1 by School District</li> <li><input type="checkbox"/> Verify 2 Section 1</li> <li><input type="checkbox"/> Verify 2 Section 2</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Table 1</li> <li><input type="checkbox"/> Table 2</li> <li><input type="checkbox"/> Table 3</li> <li><input type="checkbox"/> Table 4</li> <li><input type="checkbox"/> Table 5</li> <li><input type="checkbox"/> Table 6</li> <li><input type="checkbox"/> Table 7</li> <li><input type="checkbox"/> Table 8</li> <li><input type="checkbox"/> Table 9</li> <li><input type="checkbox"/> Table 10</li> <li><input type="checkbox"/> Table 11</li> <li><input type="checkbox"/> Table 12</li> <li><input type="checkbox"/> Table 13</li> </ul>

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

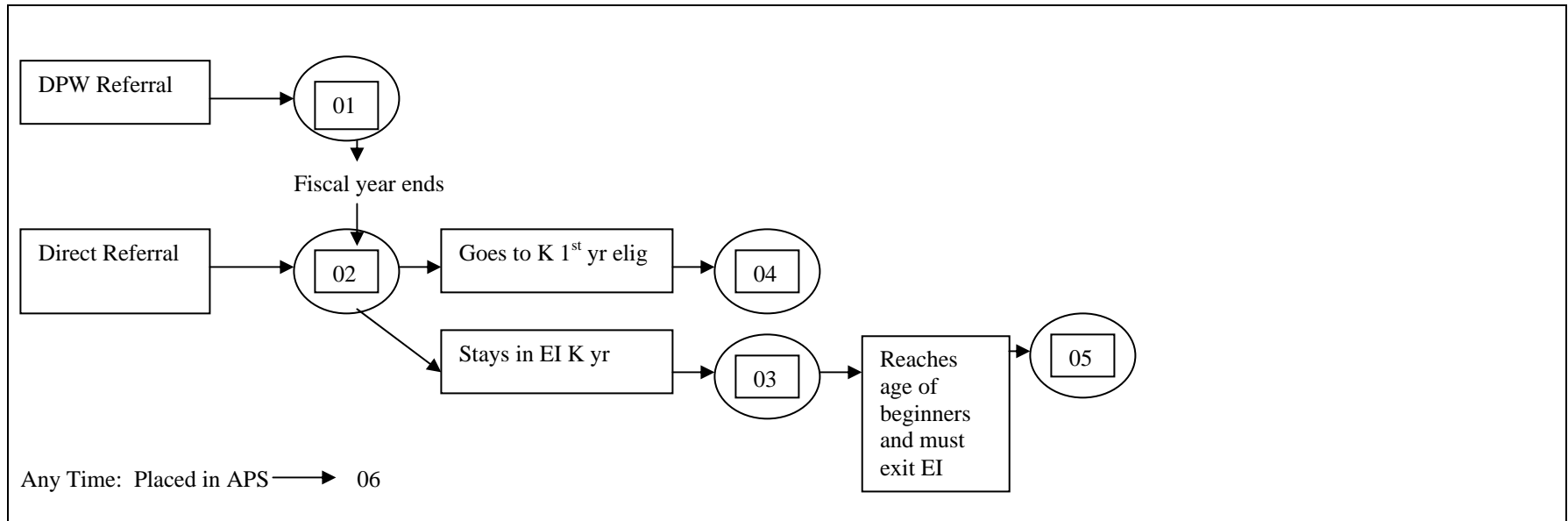
\_\_\_\_\_  
Name and Title printed

**Note:** Duplicate Check: Once all files are received, PSU will run a duplicate check between IUs. Results of the duplicate check will be sent to the appropriate IUs for resolution. Sign-off will occur after the duplicate check.

# Appendix E

## Flowchart for EI Preschool Program Status for Funding (Item 25)

This flowchart will provide users with another approach to understanding this Item.



# Appendix F

## EI Preschool Crosswalk Between Levels of Intervention and LRE EI Preschool Educational Environments

Levels of Intervention		LRE EI Preschool Educational Environments
22 Pa. Code 14.155(c) Range of Services – Placement Options	IEP (Section VIII) and PennData Item 27 – EI Preschool Levels of Intervention	Penn Data Item 28 -- LRE EI Preschool Educational Environments and OSEP’s Educational Environments of Children with Disabilities Ages 3-5 (See attached for further explanation)
<p>(1) Regular preschool program or class for the entire school or program day with <b>supportive intervention</b>, including modifications to the regular program and individualization by the preschool program or classroom teacher</p>	<p><b><i>SUPPORTIVE INTERVENTION</i></b> <i>(Penn Data Item #27 Code 01)</i></p> <ul style="list-style-type: none"> <li>✓ <i>The least intensive Level of Intervention</i></li> <li>✓ <i>Based on the child’s needs, services are designed to support the child’s independent functioning in appropriate preschool activities through the use of modifications to the educational environment and individualization for the child</i></li> <li>✓ <i>The intent is that there would be a reduction of direct special education services as the year progresses</i></li> <li>✓ <i>Special education and related services may include:</i> <ul style="list-style-type: none"> <li>• <i>Consultation</i></li> <li>• <i>Monitoring for specially designed instruction</i></li> <li>• <i>Modeling</i></li> <li>• <i>Ongoing assessment</i></li> <li>• <i>Adaptation of the learning environment and the curriculum</i></li> </ul> </li> </ul>	<p>Supportive Intervention would <u>most likely</u> be provided in the following LRE EI Preschool Educational Environments:</p> <ul style="list-style-type: none"> <li>01 Early Childhood Environment (OSEP Row A: Early Childhood Environment)</li> <li>02 Early Childhood Environment – Head Start (OSEP Row A: Early Childhood Environment)</li> <li>04 Home Environment (OSEP Row C: Home Environment)</li> <li>05 Part-Time Early Childhood / Part-Time Early Childhood Special Education Environment (OSEP Row D: Part-Time Early Childhood / Part-Time Early Childhood Special Education Environment)</li> </ul>

<p>(2) Regular preschool program or class for all or most of the school or program day, with <b>supplemental aids and services</b> provided by early intervention personnel</p>	<p><b>SUPPLEMENTAL INTERVENTION</b>  <i>(Penn Data Item 27 Code 02)</i></p> <ul style="list-style-type: none"> <li>✓ <i>More intensive than Supportive Intervention</i></li> <li>✓ <i>Based on the child's needs, services are designed to support the child's independent functioning in appropriate preschool activities through the use of supplemental aids and services</i></li> <li>✓ <i>Special education and related services may include all services listed under Supportive Intervention, however, the level of direct instruction is more intensive</i></li> <li>✓ <i>The intent is that direct special education services will be maintained as the year progresses</i></li> </ul>	<p>Supplemental Intervention would <u>most likely</u> be provided in the following LRE EI Preschool Educational Environments:</p> <ul style="list-style-type: none"> <li>01 Early Childhood Environment (OSEP Row A: Early Childhood Environment)</li> <li>02 Early Childhood Environment – Head Start (OSEP Row A: Early Childhood Environment)</li> <li>04 Home Environment (OSEP Row C: Home Environment)</li> <li>05 Part-Time Early Childhood / Part-Time Early Childhood Special Education Environment (OSEP Row D: Part-Time Early Childhood / Part-Time Early Childhood Special Education Environment)</li> <li>08 Itinerant Service Outside the Home Environment (An example would be a child receiving speech at a MAWA or neighborhood other site.) (OSEP Row G: Itinerant Service Outside the Home – OPTIONAL)</li> </ul>
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<p><b>22 Pa. Code 14.155(c)</b> Range of Services – Placement Options</p>	<p align="center"><b>Levels of Intervention</b> IEP (Section VIII) and <b>Penn Data Item 27 – EI Preschool Levels of Intervention</b></p>	<p align="center"><b>LRE EI Preschool Educational Environments</b> <b>Penn Data Item 28 -- LRE EI Preschool Educational Environments and OSEP's Educational Environments</b> of Children with Disabilities Ages 3-5 (See attached for further explanation)</p>
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<p>(6) Early intervention services provided in a <b>specialized early intervention program</b></p>	<p><b>SPECIALIZED INTERVENTION</b> (Penn Data Item 27 Code 06)</p> <ul style="list-style-type: none"> <li>✓ <i>The most intensive Level of Intervention</i></li> <li>✓ <i>Based on the child's needs, services are designed to support the child's independent functioning in appropriate preschool activities through a high degree of specially designed instruction throughout most or all of the child's educational program</i></li> <li>✓ <i>Special education and related services may include all services listed under Supportive and Supplemental Intervention, however, the level of intervention is more intensive</i></li> </ul>	<p>Specialized Intervention would <u>most likely</u> be provided in the following LRE EI Preschool Educational Environments:</p> <ul style="list-style-type: none"> <li>01 Early Childhood Environment (OSEP Row A: Early Childhood Environment)</li> <li>02 Early Childhood Environment – Head Start (OSEP Row A: Early Childhood Environment)</li> <li>03 Early Childhood Special Education Environment (OSEP Row B: Early Childhood special Education Environment)</li> <li>04 Home Environment (OSEP Row C: Home Environment)</li> <li>05 Part-Time Early Childhood / Part-Time Early Childhood Special Education Environment (OSEP Row D: Part-Time Early Childhood / Part-Time Early Childhood Special Education Environment)</li> <li>06 Residential Facility Environment (OSEP Row E: Residential Facility Environment)</li> <li>07 Separate School Environment (OSEP Row F: Separate School Environment)</li> <li>09 Reverse Mainstream Environment (OSEP Row H: Reverse Mainstreaming Environment – OPTIONAL)</li> <li>10 Residential Facility – APS Environment (OSEP Row E: Residential Facility Environment)</li> <li>11 Separate School – APS Environment (OSEP Row F: Separate School Environment)</li> </ul>
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**OSEP's Educational Environments of Children with Disabilities Ages 3-5**

The order of the categories for preschoolers ages 3-5 does not reflect a continuum from least to most restrictive. The categories are alphabetical, with optional categories listed last. NOTE: Changes made to the OSEP document by PA are in italics.

**Row A Early Childhood Environment = PD#28 (01 and 02 – Early Childhood Environment and Head Start)**

Unduplicated total who received **ALL (100%)** of their special education and related services in educational programs **designed primarily for children WITHOUT disabilities**. No **special** education or related services are provided in separate special education settings. This may include, but is not limited to **special education & related services provided in:**

- Public or private preschools (01)
- Head Start Centers (02)
- Child care facilities (01)
- Preschool classes offered to an eligible pre-kindergarten population by the public school system (*EX, accountability block grant* early childhood combinations (01)
- Home/Head Start combinations (02)
- Other combinations of early childhood Environments (*Could apply to combinations of Head Start and EC classes*) (01)

**Row B Early Childhood Special Education Environment = PD#28 (03)**

Unduplicated total who received **ALL (100%)** of their special education and related services in educational programs **designed primarily for children WITH disabilities** housed in regular school buildings or other community-based Environments. No **special** education or related services are provided in early childhood Environments. This may include, but

is not limited to **special education and related services provided in:** *(A partial hospitalization program (a therapeutic preschool) that is in a regular school building, child care facility, etc., would belong to Row B)*

- Special education classrooms in regular school buildings
- Special education classrooms in child care facilities, hospital facilities on an outpatient basis, or other community-based settings *(EX, a community center)*
- Special education classrooms in trailers or portables outside regular school buildings

**Row C Home Environment = PD#28 (04)**

Unduplicated total who received **all** of their special education and related services in the principal residence of the child's family or caregivers. *(NOTE: It says "all".)*

**Row D Part-Time Early Childhood / Part-Time Early Childhood Special Education Environment = PD#28 (05)**

Unduplicated total who received **special education and related services in multiple settings**, such that: (1) special education and related services are provided at home or in educational programs **designed primarily for children WITHOUT disabilities**, and (2) special education and related services are provided in programs **designed primarily for children WITH disabilities**. This may include, but is not limited to **special education and related services provided in:**

- Home/early childhood special education combinations
- Head Start, child care, nursery school facilities, or other community-based settings **and** outside of the regular class **combinations** *(EX, a.m. = accountability block grant preK program and p.m. = special ed [autism, speech, etc.] class)*
- *Preschool classes offered to an eligible preK population by the school district and* outside of the regular class **combinations**
- Separate school / early childhood combinations
- Residential facility / early childhood combinations

**Row E Residential Facility Environment = PD#28 (06)**

Unduplicated total who received **all** of their special education and related services in publicly or privately operated **residential** schools or residential medical facilities on an inpatient basis.

**Row F Separate School Environment = PD#28 (07)**

Unduplicated total who received **all** of their special education and related services in educational programs in public or private day schools **designed specifically for children WITH disabilities**. *A partial hospitalization program (a therapeutic preschool) provided in a separate building would belong in Row F.*

**Row G Itinerant Service outside the Home Environment (OPTIONAL) = PD#28 (08)**

Unduplicated total who received **all** of their special education and related services at a school, hospital facility on an outpatient basis, or other location **for a short period of time (i.e., no more than 3 hours per week)**. (This row does not include children receiving services at home; those children are reported in row C) These services may be provided individually or to a small group of children. This may include, but is not limited to: speech instruction up to 3 hours per week in a school, hospital, or other community-based setting. (Children receiving all of their special education and related services at a school, hospital facility on an outpatient basis, or other location **for longer than 3 hours** must be reported under early childhood special education setting or early childhood setting, depending on whether the program was designed primarily for students with or without disabilities.) *All special education received is no more than 3 hours per week and, in Pennsylvania, the only special education the child receives is speech, hearing, or vision. The speech, hearing, or vision services are provided individually or in small groups separate from and not in conjunction with the early childhood setting.*

**Row H Reverse Mainstream Environment (OPTIONAL)**

Unduplicated total who received **all** of their special education and related services in educational programs **designed primarily for children WITH disabilities** but that **include 50 percent or more children WITHOUT disabilities**.



# Appendix G

## EI Preschool Test Yourself! (with answers)

Given a description of a child's assignment, identify the correct entries for the child's NOREP, Penn Data, and IEP.

1. Assignment Description	2. <u>NOREP</u> Which EI Preschool Level of Intervention does the NOREP show? (PD#27)	3. <u>NOREP</u> Which EI Preschool Educational Environment does the NOREP show? (PD#28)	4. <u>PENNDATA</u> Which EI Preschool Intervention Level Code would you use? PD #27)	5. <u>PENNDATA</u> Which EI Preschool Educational Environments Code would you use? (PD #28)	6. <u>IEP</u> What does the IEP Services page show is the anticipated location?
A. The EI itinerant teacher will <u>consult</u> with the <b>Community Head Start</b> teacher	Supportive Intervention (PD#27-01)	Early Childhood Environment (PD#28-02) – Head Start	01 Supportive Intervention	02 Early Childhood Environment – Head Start	Early Childhood Environment (PD#28-02) – Head Start at Community Head Start
B. Itinerant teacher will <u>work with staff</u> at the child's preschool setting, <b>Sunshine Preschool</b> , providing consultation but <u>no direct instruction</u> with the child	Supportive Intervention (PD#27-01)	Early Childhood Environment (PD#28-01)	01 Supportive Intervention	01 Early Childhood Environment	Early Childhood Environment (PD#28-01) at Sunshine Preschool
C. The itinerant teacher <u>works with the parent</u> to provide behavioral interventions at <b>home</b> . The teacher may <u>model</u> different techniques with the child and parent	Supportive Intervention (PD#27-01)	Home Environment (PD#28-04)	01 Supportive Intervention	04 Home Environment	Home Environment (PD#28-04) at the Child's Home
D. The EI itinerant teacher will <u>work with the child and the staff</u> at <b>Happy Days Preschool</b> to identify ways to adapt the learning environment through <u>modeling</u> direct instruction and <u>ongoing assessment</u> of the child's progress and of the environment	Supportive Intervention (PD#27-01)	Early Childhood Environment (PD#28-01)	01 Supportive Intervention	01 Early Childhood Environment	Early Childhood Environment (PD#28-01) at Happy Days Preschool

1. <b>Assignment Description</b>	2. <b><u>NOREP</u> Which EI Preschool Level of Intervention does the NOREP show? (PD#27)</b>	3. <b><u>NOREP</u> Which EI Preschool Educational Environment does the NOREP show? (PD#28)</b>	4. <b><u>PENNDATA</u> Which EI Preschool Intervention Level Code would you use? PD #27)</b>	5. <b><u>PENNDATA</u> Which EI Preschool Educational Environments Code would you use? (PD #28)</b>	6. <b><u>IEP</u> What does the IEP Services page show is the anticipated location?</b>
E. The child will receive <u>direct</u> speech & language therapy in and out of the <b>Little Tikes' Preschool</b> classroom and the EI staff will also <u>consult</u> with Little Tikes' Preschool teacher. The <u>intention</u> will be to reduce direct services over the course of the program yr.	Supportive Intervention (PD#27-01)	Early Childhood Environment (PD#28-01)	01 <i>Supportive Intervention</i>	01 <i>Early Childhood Environment</i>	Early Childhood Environment (PD#28-01) at Little Tikes' Preschool
F. The child will receive <u>direct</u> speech & language therapy in and out of the <b>Little Tikes' Preschool</b> classroom and the EI staff will also <u>consult</u> with the Little Tikes' Preschool teacher	Supplemental Intervention (PD#27-02)	Early Childhood Environment (PD#28-01)	02 <i>Supplemental Intervention</i>	01 <i>Early Childhood Environment</i>	Early Childhood Environment (PD#28-01) at Little Tikes' Preschool
G. Itinerant teacher will <u>work directly with the child</u> at <b>Highland Head Start</b> for 1/2 hour per week	Supplemental Intervention (PD#27-02)	Early Childhood Environment -- Head Start (PD#28-02)	02 <i>Supplemental Intervention</i>	02 <i>Head Start Environment</i>	Early Childhood Environment (PD#28-02) – Head Start at Highland Head Start
H. Itinerant teacher will <u>work with the child</u> in the child's <b>home</b> for 1 hour per week	Supplemental Intervention (PD#27-02)	Home Environment (PD#28-04)	02 <i>Supplemental Intervention</i>	04 <i>Home Environment</i>	Home Environment (PD#28-04) at the Child's Home
I. Itinerant teacher will <u>work with the child</u> for 1 hour per week when services will at times be integrated into the <b>ABC Preschool</b> classroom and at other times the child may be pulled out of the room	Supplemental Intervention (PD#27-02)	Early Childhood Environment (PD#28-01)	02 <i>Supplemental Intervention</i>	01 <i>Early Childhood Environment</i>	Early Childhood Environment (PD#28-01) at ABC Preschool
J. The child will receive speech therapy <u>at the State College SubOffice</u>	Supplemental Intervention (PD#27-02)	Itinerant Outside the Home Environment (PD#28-08)	02 <i>Supplemental Intervention</i>	08 <i>Itinerant Outside the Home Environment</i>	Itinerant Outside the Home Environment (PD#28-08) at State College SubOffice

1. Assignment Description	2. <u>NOREP</u> Which EI Preschool Level of Intervention does the NOREP show? (PD#27)	3. <u>NOREP</u> Which EI Preschool Educational Environment does the NOREP show? (PD#28)	4. <u>PENNDATA</u> Which EI Preschool Intervention Level Code would you use? PD #27)	5. <u>PENNDATA</u> Which EI Preschool Educational Environments Code would you use? (PD #28)	6. <u>IEP</u> What does the IEP Services page show is the anticipated location?
K. The child will participate in a <u>group</u> (for example, speech, oral motor, social) for a total of 3 hours/week ( <u>no more than 3 hours per week</u> ) at <b>SMILE Preschool</b> .	Supplemental Intervention (PD#27-02)	Itinerant Outside the Home Environment (PD#28-08)	02 <i>Supplemental Intervention</i>	08 <i>Itinerant Outside the Home Environment</i>	Itinerant Outside the Home Environment (PD#28-08) at SMILE Preschool
L. From September to June, the child will attend the ABC Preschool program receiving speech & language therapy and services from the EI itinerant teacher. From July 10 through August 14, the child will receive services for 3 hours, 2 days per week for a 4-week session, team-taught by an EI teacher and speech therapist at Summer PALS at Clearview	Supplemental Intervention (PD#27-02)	Early Childhood Environment (PD#28-01)	02 <i>Supplemental Intervention</i>	01 <i>Early Childhood Environment</i>	Early Childhood Environment (PD#28-01) at ABC Preschool (Sept to June) and Summer PALS at Clearview (July 10 to Aug 14)
M. A child with a <u>speech and language delay</u> will attend the <b>PaTTAN EI Classroom</b> 2 half days per week to improve speech & language skills	Supplemental Intervention (PD#27-02)	Early Childhood Special Education Environment (PD#28-03)	02 <i>Supplemental Intervention</i>	03 <i>Early Childhood Special Education Environment</i>	Early Childhood Special Education Environment (PD#28-03) at PaTTAN EI Classroom
N. A child with <u>global developmental delays</u> will attend the <b>PaTTAN EI Classroom</b> 2 half days per week to address these global needs	Specialized Intervention (PD#27-06)	Early Childhood Special Education Environment (PD#28-03)	06 <i>Specialized Intervention</i>	03 <i>Early Childhood Special Education Environment</i>	Early Childhood Special Education Environment (PD#28-03) at PaTTAN EI Classroom

1. Assignment Description	2. <u>NOREP</u> Which EI Preschool Level of Intervention does the NOREP show? (PD#27)	3. <u>NOREP</u> Which EI Preschool Educational Environment does the NOREP show? (PD#28)	4. <u>PENNDATA</u> Which EI Preschool Intervention Level Code would you use? PD #27)	5. <u>PENNDATA</u> Which EI Preschool Educational Environments Code would you use? (PD #28)	6. <u>IEP</u> What does the IEP Services page show is the anticipated location?
O. The child will attend the <b>Easter Seal's</b> preschool class for 3 half days per week. This is a contracted site. The classroom is <u>designed for children with disabilities</u> and the teacher is the EI teacher. <u>Half of the children have IEPs and half are typically developing</u>	Specialized Intervention (PD#27-06)	Reverse Mainstream Environment (PD#28-09)	06 <i>Specialized Intervention</i>	09 <i>Reverse Mainstream Environment</i>	Reverse Mainstream Environment (PD#28-09) at Easter Seals
P. A child who is deaf and <u>requires sign language</u> will attend the <b>CenClear 4-Day Class at Hyde</b> . This is a contracted site. <u>Half of the children have IEPs and half are typically developing</u> . They also happen to be Head Start children but the MAWA-funded kids are not considered to be Head Start eligible. The class is taught by EI and Head Start teachers	Specialized Intervention (PD#27-06)	Early Childhood Environment (PD#28-01)	06 <i>Specialized Intervention</i>	01 <i>Early Childhood Environment</i>	Early Childhood Environment (PD#28-01) at CenClear 4-Day Class at Hyde
Q. The child will attend the <b>Lovely Language class at Longwood</b> , taught by a speech therapist 4 mornings per week. The child will also attend a typical preschool 4 afternoons a week	Specialized Intervention (PD#27-06)	Early Childhood Special Education Environment (PD#28-03)	06 <i>Specialized Intervention</i>	03 <i>Early Childhood Special Education Environment</i>	Early Childhood Special Education Environment (PD#28-03) at Lovely Language class at Longwood

1. Assignment Description	2. <u>NOREP</u> Which EI Preschool Level of Intervention does the NOREP show? (PD#27)	3. <u>NOREP</u> Which EI Preschool Educational Environment does the NOREP show? (PD#28)	4. <u>PENNDATA</u> Which EI Preschool Intervention Level Code would you use? PD #27)	5. <u>PENNDATA</u> Which EI Preschool Educational Environments Code would you use? (PD #28)	6. <u>IEP</u> What does the IEP Services page show is the anticipated location?
R. The child will attend the <b>Lovely Language class at Longwood</b> , taught by a speech therapist 4 mornings per week. The child will also attend a typical preschool 4 afternoons a week <u>and</u> the speech therapist will <u>provide consultation</u> by phone to the teacher at the typical preschool 4	Specialized Intervention (PD#27-06)	Part-Time/Part-Time Environment (PD#28-05)	06 <i>Specialized Intervention</i>	05 <i>Part-Time/Part-Time Environment</i>	Part-Time/Part-Time Environment (PD#28-05) at Lovely Language class at Longwood
S. The child will attend the <b>CenClear Communication Disorders Class at Clearfield Child and Family Center</b> for 4 half days per week. This is a <u>specialized class</u> . On a case-by-case basis, decisions are made to integrate with other classes in the building. For this child, there will be some inclusion planned	Specialized Intervention (PD#27-06)	Early Childhood Special Education Environment (PD#28-03)	06 <i>Specialized Intervention</i>	03 <i>Early Childhood Special Education Environment</i>	Early Childhood Special Education Environment (PD#28-03) at CenClear Communication Disorders Class at Clearfield Child and Family Center
T. The child will attend the <b>Overbrook School for the Blind</b> , an <u>approved private school</u> , in a <u>day program</u>	Specialized Intervention (PD#27-06)	Separate School Environment (PD#28-07)	06 <i>Specialized Intervention</i>	07 <i>Separate School Environment</i>	Separate School Environment (PD#28-07) at Overbrook School for the Blind
U. The child will attend the <b>Western Pennsylvania School for Blind Children</b> , an <u>approved private school</u> , in a <u>5-day residential program</u>	Specialized Intervention (PD#27-06)	Residential Facility Environment (PD#28-06)	06 <i>Specialized Intervention</i>	06 <i>Residential Facility Environment</i>	Residential Facility Environment (PD#28-06) at Western Pennsylvania School for Blind Children

1. <b>Assignment Description</b>	2. <b><u>NOREP</u> Which EI Preschool Level of Intervention does the NOREP show? (PD#27)</b>	3. <b><u>NOREP</u> Which EI Preschool Educational Environment does the NOREP show? (PD#28)</b>	4. <b><u>PENNDATA</u> Which EI Preschool Intervention Level Code would you use? PD #27)</b>	5. <b><u>PENNDATA</u> Which EI Preschool Educational Environments Code would you use? (PD #28)</b>	6. <b><u>IEP</u> What does the IEP Services page show is the anticipated location?</b>
V. The child will attend the <b>Western Pennsylvania School for Blind Children</b> , an approved private school, 2 days per week for 5 hours per day and the Hetra Developmental Center's EI preschool classroom ( <u>the setting in which the child receives the most hours of service</u> ) for 3 days per week for 4 hours per day	Specialized Intervention (PD#27-06)	Early Childhood Special Education Environment (PD#28-03)	06 <i>Specialized Intervention</i>	03 <i>Early Childhood Special Education Environment</i>	Separate School Environment (PD#28-07) at Western Pennsylvania School for Blind Children and Early Childhood Special Education Environment (PD#28-03) at the Hetra Developmental Center's EI preschool classroom

# Appendix H

## Guidelines for Calculating Least Restrictive Environment (LRE) for PennData Reporting

The purpose of this document is to guide Individualized Education Program (IEP) teams in calculating the Least Restrictive Environment (LRE) percentage to report to PennData as required in Section VIII of the Individualized Education Program (IEP). These are guidelines for use by IEP teams in making informed decisions related to LRE reporting. Specific circumstances are considered on a case-by-case basis with the final decision made by a child's IEP team.

### Importance of Accurate LRE Reporting

Every state is required to provide an annual report of specific data related to the education of students with disabilities to the federal government. In Pennsylvania, this information is gathered through the Penn Data reporting system. Data, such as ethnic background and disability category are compiled by the Pennsylvania Department of Education (PDE) in a variety of reports and forwarded to the Office of Special Education Programs (OSEP) at the U.S. Department of Education.

Pennsylvania's Gaskin Settlement Agreement has heightened the importance of LRE data. The settlement agreement requires annual ranking of school districts based upon data related to their LRE practices. Although the formula used to rank districts is complex, one of the most critical factors is the PennData LRE data.

LRE percentages from each child's IEP are compiled by the Local Education Agency (LEA) and reported via PennData. If LRE percentages are miscalculated by the IEP team, the data that is reported by the LEA may be skewed and represent an inaccurate picture of the Local Education Agency's LRE practices. Inaccurate data reporting may result in PennData errors and may cause some LEAs to be ranked inappropriately.

### Identifying Location

LRE reporting reflects LOCATION only and is not an indication of the amount of special education service that a child with a disability receives. Following are the fundamental principles for IEP team decision-making:

- If a child is physically placed within an educational environment where children without disabilities are receiving instruction, it is considered to be a **regular education setting**.
- If a child is physically placed within an environment where only children with IEPs are receiving instruction from a special educator, it is considered to be a **special education setting**.
- Instruction that occurs outside the classroom, such as within the school or community where interaction occurs with persons without disabilities, is considered to be a **regular education setting**.



## Reporting LRE: Section VIII of the IEP Form

There are two parts to Section VIII of the IEP.

- Section A is completed for children who are being educated in regular school buildings. It contains a chart with six columns that are completed by the IEP Team.

### Calculations for This Child

Name of School Building:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Total # hours the child receives special education services per week	Total # hours the child receives special education services <u>in</u> regular education classroom	Total # hours the child receives special education services <u>outside</u> of regular education classroom	Total # hours in school per week	# hours outside (Column 3) ÷ # hours in school (Column 4) x 100 = %	LRE Category to check on IEP  <input type="checkbox"/> Less than 21% <input type="checkbox"/> 21-60% <input type="checkbox"/> 61% or more <input type="checkbox"/> N/A

- Section B is completed if a child is not educated in a regular school building. In this case, check “N/A” in the last column of Section A and then complete Section B.

### Calculations for This Child

Name of School Building:  

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Total # hours the child receives special education services per week  _____	Total # hours the child receives special education services <u>in</u> regular education classroom  _____	Total # hours the child receives special education services <u>outside</u> of regular education classroom  _____	Total # hours in school per week  _____	# hours outside (Column 3) ÷ # hours in school (Column 4) x 100 = %  _____	LRE Category to check on IEP  <input type="checkbox"/> Less than 21% <input type="checkbox"/> 21-60% <input type="checkbox"/> 61% or more <input checked="" type="checkbox"/> N/A

For Children Being Educated Outside Regular School Buildings		Name of School or Facility
<input type="checkbox"/>	Approved Private School (Non Residential)	
<input type="checkbox"/>	Approved Private School (Residential)	<span style="background-color: #cccccc; border: 1px solid black; padding: 2px;"> </span>

<input type="checkbox"/>	Other Private Facility (Non Residential)	■
<input type="checkbox"/>	Other Private Facility (Residential)	■
<input type="checkbox"/>	Other Public Facility (Residential)	■
<input type="checkbox"/>	Other Public Facility (Non Residential)	■
<input type="checkbox"/>	Hospital/Homebound	■
<input type="checkbox"/>	Correctional Facility	■
<input type="checkbox"/>	Out of State Facility	■
<input type="checkbox"/>	Instruction Conducted in the Home	

Following are some examples:

- If a child spends the entire school week in a regular school, complete section A and calculate LRE percentage according to the instructions.
- If a child spends part of the school week in a *regular education setting* and part of the school week in a *special education setting* outside the *regular education setting*, then the setting in which the child spends 50% or more of the school week is reported for LRE purposes.
  - If the child spends more than 50% of the week in a regular education setting, Section A should be completed on the IEP. Care should be taken, however, to calculate time in all settings when calculating percentages in Section A.
  - If the child spends more than 50% of the week in a special education setting outside the regular education setting, Section B should be completed on the IEP.
- If a child attends school at a residential Approved Private School, Section B should be completed. Check N/A in the last column of Section A, and then complete Section B. In Section B, the team should check “Approved Private School (Residential)” and write the name of the school in the second column.

- If a child attends school in a center-based special education facility, Section B should be completed. Check N/A in the last column of Section A, then complete Section B. In Section B, the team should check “Other Public Facility (Non Residential)” and write the name of the school in the second column.

## Terminology

The descriptions for following terms are from non-regulatory definitions developed by OSEP for data collection purposes.

### **Community-based instruction**

Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent with non-disabled peers.

### **Correctional facility**

Facility where student offenders with disabilities are placed through a judicial proceeding, including short-term detention facilities (community-based or residential).

### **Educational environment**

Educational environment refers to the extent to which students with disabilities receive special education and related services in classes or schools with their non-disabled peers.

### **Educational placement**

The location where a special education program is provided. For school-aged children, this location is one of the following: regular school campus, in which the student may be removed from his or her non-disabled peers, for less than 21 % of the day, 21 to 60 % of the school day, or more than 61 % of the school day; public separate school; private separate school; public residential facility; private residential facility; or homebound/hospital.

### **Educational program**

The purposeful activities that occur during the school day.

### **Homebound/hospital**

Place where children and youth with disabilities receive special education in medical treatment facilities on an in-patient basis or at home. For students being educated in this setting, the number of hours outside the regular classroom is the number of hours the youth spends in separate special education environments (e.g. resource rooms, self-contained special education classrooms, separate schools.) This category **does not** include children with disabilities whose parents have opted to home-school them and who receive special education at the public expense. Home schooled children should be reported in one of the regular class categories according to the amount of time the youth spends in separate special education environments (e.g. resource rooms, self-contained special education classrooms, separate schools).

### **Regular school campus**

A campus serving students with and students without disabilities (e.g.. not serving predominantly students with disabilities.)

### **Residential facility (School age)**

Count of children and youth with disabilities receiving special education and related services for greater than 50 % of the school day in public or private residential facilities.

### **School day**

“(1) School day means any day, including a partial day, that children are in attendance at school for instructional purposes.  
(2) The term school day has the same meaning for all children in school, including children with and without disabilities.”

Note: To calculate the percentage of time outside the regular classroom, divide the number of hours the youth receives special education and related services outside the regular classroom by the *total number of hours in the school day* (including lunch, recess and study periods).

#### **Separate school (School age)**

Count of children and youth with disabilities who receive special education and related services for greater than 50 % of the school day in a facility that does not house programs for students without disabilities.

#### **Special education outside regular class less than 21 % of day**

- [This data item includes a] count of children and youth with disabilities who receive special education and related services outside the regular classroom for less than 21 % of the school day. This may include children and youth with disabilities placed in: regular class with special education/related services provided within regular class, regular class with instruction within the regular class and with special education/related services provided outside regular class, or regular class with special education services provided in a resource room.
- [This data item also includes a] count of children and youth with disabilities who receive special education and related services in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, receiving special education and related services outside regular classrooms or community-based settings for less than 21 % of the school day.

#### **Special education outside regular class at least 21% of day and no more than 60% of day**

- [This data item includes a] count of children and youth with disabilities who receive special education and related services outside the regular classroom for 60 % or less of the school day and at least 21 % but no more than 60 % of the school day. This may include children and youth placed in: resource rooms with special education/related services provided within the resource room, or resource room with part-time instruction in a regular class.
- [This data item also includes a] count of children and youth with disabilities who receive special education and related services in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, receiving special education and related services outside the regular classrooms or community-based settings for at least 21 % but no more than 60 % of the school day.

#### **Special education outside regular class more than 60 % of day**

- [This data item includes a] count of children and youth with disabilities who receive special education and related services outside the regular classroom for more than 60 % of the school day. This includes only children and youth with disabilities educated on the regular school campus. This does not include pupils who received education programs in public or private separate day or residential facilities. This may include children and youth placed in: self-contained special classrooms with part-time instruction in a regular class, or self-contained special classrooms full-time on a regular school campus.
- [This data item also includes a] count of children and youth with disabilities who receive special education and related services in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, receiving special education and related services outside the regular classroom or community-based setting for more than 60 % of the school day.

#### **References**

Office of Special Education Programs, U.S. Department of Education, October, 2005 IDEA, Part B Data Dictionary <http://www.ideadata.org/docs/bdatadictionary.pdf>  
Office of Special Education Programs, U.S. Department of Education, General Directions, October, 2004, Table 3, Part B, Individuals with Disabilities Education Act, Implementation of FAPE Requirements

IMPLEMENTATION OF FAPE REQUIREMENTS  
IDEA 2004

## Regular Education Settings for the Purposes of LRE Reporting

Location & Circumstances	Consider this time:			Why?	How to calculate this time on IEP?
	Reg Ed	Spec Ed	Other		
<b>Regular classroom all day</b> with 1:1 paraeducator support provided to child 100% of day	<b>X</b>			Paraeducator support is an IEP team decision related to the specially designed instruction that a child needs. It does not impact LRE reporting.	Calculate as time in regular education
Child receives <b>specialized instruction in resource room</b> , taught by Special Education Teacher.		<b>X</b>		This is special education delivered physically outside of the regular education environment	Calculate as time in special education
<b>Speech therapy</b> delivered in separate therapy room		<b>X</b>		This is special education delivered physically outside of the regular education environment	Calculate as time in special education
<b>Integrated speech therapy within regular classroom</b> , provided by Speech and Language Therapist	<b>X</b>			This is special education delivered inside the regular classroom	Calculate as time in regular education
General education classroom with <b>co-teaching</b>	<b>X</b>			Co-Teaching is an instructional strategy that is provided to all children	Calculate as time in regular education
<b>Alternative</b> Education program	<b>X</b>			An alternative education environment that includes both non-disabled and disabled children is a parallel program to regular education.	Treat as “regular education” if children with disabilities and non-disabled peers are educated in the program.

Location & Circumstances	Consider this time:			Why?	How to calculate this time on IEP?
	Reg Ed	Spec Ed	Other		
<b>Educational time spent in age-appropriate, community based setting which includes individuals with and without disabilities</b> , e.g., vocational sites, supermarkets, colleges, etc.	X			Time spent in community environments with non-disabled peers and community members is considered to be “regular education”	Count as time spent with non-disabled children.
<b>Correctional facilities</b>			X	Students are not being educated in regular schools.	Not applicable to time calculated in regular buildings. Write the name of the correctional facility in Section B in space entitled “For children being educated outside regular school buildings...”
<b>One-on-one orientation and mobility instruction</b> in halls and stairs of school building with vision therapist.	X			School is considered regular education.	Calculate as regular education
<b>Recess with non-disabled children</b>	X			Recess is part of the school day and participation alongside non-disabled children is regular education.	Calculate as regular education
<b>Recess with only children with IEPs</b>		X		Since no regular education children participate, this activity is a special education activity	Calculate as time in special education
<b>Peer buddies</b> visit the special education classroom		X		Even though non-disabled children are physically within the special education classroom, the instruction is still performed by special education teacher in a special education setting.	Calculate as time in special education

Location & Circumstances	Consider this time:			Why?	How to calculate this time on IEP?
	Reg Ed	Spec Ed	Other		
<b>Field trips</b>	N/A	N/A	N/A	Field trips do not occur as part of the weekly schedule for children.	This does not impact LRE reporting as LRE reporting is based on a typical week for a child.
<b>Flexible grouping</b> , e.g., for reading instruction	X			Flexible grouping is an instructional strategy that does not impact LRE reporting; as long as groupings are based on skill levels of all children, with and without disabilities	Report only percentage of time child is removed from regular education in Section A of LRE reporting portion of IEP.
<b>Detentions and Suspensions</b>	N/A	N/A	N/A	Detentions and suspensions do not occur as part of the weekly schedule for children.	This does not impact LRE reporting as it is based on a typical week for a child.
<b>Instruction Conducted in the Home</b>			X	“Instruction Conducted in the Home” is the most restrictive setting along the special education continuum of services.	Complete section B of the IEP, checking the box denoting instruction conducted in the home.
Students engaged in <b>job training in sites within the school setting</b>	X			Training in actual work settings is considered ‘regular education’.	Calculate as regular education



Location & Circumstances	Consider this time:			Why?	How to calculate this time on IEP?
	Reg Ed	Spec Ed	Other		
<b>Instruction in a sheltered workshop</b>		<b>X</b>		This is a segregated setting	If the student is in this setting more than 50% of the time, complete section B of the IEP, checking the box denoting 'other public facility, non-residential'. If the student is in this setting LESS than 50% of the time, complete section A, making sure you calculate time in this setting as 'special education'
<b>Lunch in cafeteria</b>	<b>X</b>			Lunch is part of the school day and there are opportunities to interact with non-disabled peers	Considered as part of regular education with non-disabled children
<b>Lunch in special education classroom with children with IEPs.</b>		<b>X</b>		Lunch is part of the school day and there are not opportunities to interact with non-disabled peers	Calculate as time spent in special education
<b>Other locations</b> (e.g., APSs, Public Separate Facilities, etc.)			<b>X</b>	These settings are not in regular school buildings.	If the student is in this setting more than 50% of the time, complete section B of the IEP, checking the box denoting 'other public facility, non-residential'. If the student is in this setting LESS than 50% of the time, complete section A, making sure you calculate time in this setting as 'special education'.

Location & Circumstances	Consider this time:			Why?	How to calculate this time on IEP?
	Reg Ed	Spec Ed	Other		
Instruction provided to a group of children, all with IEPs in regular education classroom, taught by special education teacher. (ex: children receive special education instruction in Home Economics room)		X		Teacher is a special education teacher. Only the physical classroom is a regular education setting.	Calculate as time in special education setting.

**Reminder:** Section A of the IEP is to be used for children being educated in regular buildings with peers without disabilities. Statewide, this group represents approximately 96% of all children with IEPs. Section B is to be used for children being educated in settings outside regular school buildings.