

Child Count Data Items

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 assigned to the student. If the student has a PASecureID you must report it. If the student does not have a PASecureID on 12/1/08, report current LEA ID number. AUTHORITY: PDE/BSE Requirement SOURCE: School District/Intermediate Unit USE(S): Federal Child Count Verification, Compliance Monitoring
2	Last Name	XXXXXXXXXXXXXXXXX (Unlimited)	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: Evaluation/Reevaluation Report and/or IEP USE(S): Federal Child Count Verification, Compliance Monitoring
3	First Name	XXXXXXXXXXXXXXXXX (Unlimited)	FIELD TYPE: Text LENGTH: Unlimited DEFINITION: Legal first name of the student. Do not include quotes or punctuation AUTHORITY: BSE Requirement SOURCE: Evaluation/Reevaluation Report and/or IEP USE(S): Federal Child Count Verification, Compliance Monitoring
4	Middle Initial	(Blank) No Middle Initial X (1)	FIELD TYPE: Text LENGTH: One Character (1) DEFINITION: Legal middle name of the student. Required if the student has a middle name, no punctuation AUTHORITY: BSE Requirement SOURCE: Evaluation/Reevaluation Report and/or IEP USE(S): Federal Child Count Verification, Compliance Monitoring

No.	Item Name	Data Entry Codes	Explanations / Comments
5	Birth Date	MMDDYYYY (8)	FIELD TYPE: Numeric LENGTH: Eight (8) DEFINITION: Date of birth. Leading zeros must be used where applicable, e.g., 01011988 AUTHORITY: BSE Requirement SOURCE: Evaluation/Reevaluation Report and/or IEP USE(S): Federal Reports, Statistical Summary, Compliance Monitoring
6	Gender	01 Female 02 Male	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: <ul style="list-style-type: none"> • Gender of the student • Leading zeros must be used AUTHORITY: IDEA 2004 SOURCE: Student Cumulative File USE(S): Federal Reports, Compliance Monitoring
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)	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: <ul style="list-style-type: none"> • American Indian or Alaska Native - 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. • Asian or Pacific Islander - a person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. The Pacific Islands included Hawaii, Guam, and Samoa. • Black or African American (Not Hispanic) - a person having origins in any of the Black racial groups of Africa. • Hispanic or Latino - a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. • White (Not Hispanic) - a person having origins in any of the original people of Europe, the Middle East, or North Africa. AUTHORITY: Federal Reporting, Public Reporting SOURCE: Student Cumulative File USE(S): Federal and State Reports, Legislative Inquiries

No.	Item Name	Data Entry Codes	Explanations / Comments
8	Limited English Proficiency Status (LEP)	01 Student with LEP 02 Student NOT LEP	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: Student is in the process of acquiring English as a Second Language AUTHORITY: IDEA 2004 SOURCE: IEP-Special Considerations Section I USE(S): Federal Reporting, Public Reporting
9	Grade	PS EI Preschool KH Half-day Kindergarten KF Full-day Kindergarten 01-12 Grade	FIELD TYPE: Alpha or Numeric LENGTH: Two Characters (2) DEFINITION: <ul style="list-style-type: none"> • Grade of the Student • If grade needs to be determined, the student's age may be used to make this determination. Example, grade 05 (age 10), or grade 08 (age 13), or grade 11 (age 16) • PS is for MAWA agency use only. Note that K4 special education program is responsibility of MAWA agency AUTHORITY: Federal Reporting SOURCE: IEP USE(S): Federal Reporting
10	Primary 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"> • Primary Disability as identified on the Evaluation/Reevaluation Report. • 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 • If the student is gifted <u>without</u> a disability, report the student in Item 10 as Code 05, and blank in Item 11 • Code 15 applies only to student in EI programs AUTHORITY: IDEA 2004, 22 PA Code Chapter 16 SOURCE: Evaluation/Reevaluation Report USE(S): Federal Reports, Statistical Summary, Compliance Monitoring

No.	Item Name	Data Entry Codes	Explanations / Comments
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 incl. Blindness	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: <ul style="list-style-type: none"> • Secondary Disability as identified on the Evaluation/Reevaluation Report. • 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 AUTHORITY: IDEA 2004, 22 PA Code Chapter 16 SOURCE: Evaluation/Reevaluation Report USE(S): Federal Reports, Statistical Summary, 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"> • This field describes the residency status of the student according to special conditions in Section 13 of the PA School Code • Code 01, Ward of State: A student under the custody of the county for legal guardianship • Code 02, 1302 (Living with Adult other than Parent): A student shall be considered a resident of the district in which his guardian resides • Code 05, 1305 (Foster Home): Students placed in the home of a resident of any school district by order of court or by arrangement with an association, agency, or institution having the care of neglected and dependent children. <u>These students are reported by the host district, not the home district.</u> • Code 06, 1306 (e.g., Institutionalized settings, Group Homes, PRRIs): Students placed in institutions for the care or training of orphans or other children within the boundaries of a district shall be permitted to attend public school in said district. <u>These students are reported by the home district, not the host district</u> AUTHORITY: 24 PS 13-1305 SOURCE: Student Cumulative File, Business Manager of the LEA USE(S): Legislative Inquiries, Compliance Monitoring

No.	Item Name	Data Entry Codes	Explanations / Comments
13	District of Residence	AUN (9)	<p>FIELD TYPE: Numeric LENGTH: Nine (9) DEFINITION:</p> <ul style="list-style-type: none"> • AUN of the district in which the parent or guardian resides • Charter schools are LEAs, have assigned AUNs, and must be reported by the IU in which the charter was granted • Cyber charter schools are LEAs, have assigned AUNs, and must be reported by the IU in which the cyber school was granted • Ward of state: report as (1+IU+999999), e.g., 103999999 <p>AUTHORITY: BSE Requirement SOURCE: Evaluation/Reevaluation Report and/or IEP, cross-referenced with PDE AUN list located at http://edna.ed.state.pa.us/aun_listing.asp USE(S): Federal Reporting, Public Reporting, Compliance Monitoring, Statistical Summary</p>
14	Building Name	XXXXXXXXXXXXXXXXXX (Unlimited)	<p>FIELD TYPE: Text LENGTH: Unlimited DEFINITION: Building where the student receives the majority of his/her special education services. Spaces, pound sign (#), dashes (-), and periods (.) will be accepted. Commas are NOT allowed. AUTHORITY: BSE Requirement SOURCE: IEP (Location of Program) USE: Compliance Monitoring</p>
15	Location Code	XXXX (4)	<p>FIELD TYPE: Numeric LENGTH: Four (4) DEFINITION: The PDE defined 4-digit code identifying the school where the student receives the majority of her/her special education services. If a location does not have a designated code, use 9999 as the location code. AUTHORITY: BSE Requirement SOURCE: Location codes can be found at: http://edna.ed.state.pa.us USE: Federal Reporting, Compliance Monitoring</p>

No.	Item Name	Data Entry Codes	Explanations / Comments
16	Regional Area Offices (Philadelphia SD only)	(Blank) N/A 01 South Region 02 Central Region 04 West Region 05 East Region 06 Northwest Region 07 North Region 08 Northeast Region 09 ASES/APS/1306 10 Alternative Education Region 11 Elwyn (Pre-school) 12 Charter Schools Region 13 Central East Region 14 High School Region 15 Southwest Region	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
17	Service Provider	(Blank) Same as District of Residence AUN (9)	FIELD TYPE: Numeric LENGTH: Nine (9) DEFINITION: AUN of the special education service provider (Items 18 and 19) AUTHORITY: BSE Requirement SOURCES: IEP and/or Notice of Recommended Educational Placement will indicate the Service Provider, cross-referenced with PDE AUN list located at http://edna.ed.state.pa.us/aun_listing.asp , or Program Supervisor USE: Compliance Monitoring
18	Amount of Special Education (School Age Program)	(Blank) Student in EI Preschool Program 01 Itinerant 02 (Reserved) – formerly Resource 03 (Reserved) – formerly Part-time 06 Supplemental 04 Full-time 05 Gifted	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: <ul style="list-style-type: none"> • Amount of Special Education Services • Leading zeros must be used where applicable • This item must be blank for students in EI Preschool • Code 05 must be used with Code 05 in item 10 • Codes 02 & 03 should only exist on IEPs prior to 7/1/2008 AUTHORITY: 22 PA Code Chapter 14 SOURCES: IEP and/or Notice of Recommended Educational Placement (see also annotated IEP) USE: Compliance Monitoring

No.	Item Name	Data Entry Codes	Explanations / Comments
19	Type of Support (School Age Program)	(Blank) Student in EI Preschool Program 26 Autistic 10 Blind or Visually Impaired 06 Deaf or Hearing Impaired 04 Emotional 11 Gifted 01 Learning 02 Life Skills 03 Multi-Disabilities 08 Physical 07 Speech and Language	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: <ul style="list-style-type: none"> Support provided to students based on their needs. Leading zeros must be used where applicable Code 11 must be used with Code 05 in Item 10 AUTHORITY: 22 PA Code Chapter 14 SOURCES: IEP and/or Notice of Recommended Educational Placement (see also annotated IEP) USE: Compliance Monitoring
20	Educational Environment (School Age Program)	(Blank) Student in EI Preschool Program (Blank) Gifted without Disability <u>Codes for students being educated in regular buildings with non-disabled students</u> 19 Inside the regular class 80 percent or more of the day (formerly Special Education Outside the Regular Class Less Than 21% of the Day) 20 Inside the regular class no more than 79% of the day and no less than 40% percent of the day (formerly Special Education Outside the Regular Class At Least 21% of the Day (21-60%) 21 Inside the regular class less than 40 percent of the day (formerly Special Education Outside the Regular Class More than 60% of the Day (61% or more) <u>Codes for students being educated in other locations</u> 01 Approved Private School (Non Residential)	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: <ul style="list-style-type: none"> Students with disabilities must be educated in regular public school buildings with non-disabled students to the extent possible. Codes 01 and 02: use only for students in Approved Private Schools – See Appendix E or go to http://edna.ed.state.pa.us/aun_listing.asp for most current listing. Code 12 may be used for students in Centers Code 05 may be used for Institutionalized Residential Programs, or State Residential Programs Codes 09, 14, 15: indicate where appropriate Code 18: School district 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 Use codes 19, 20, 21 for students with Services Plans (Item 25) Codes 06 and 16: use for other private schools, e.g., Licensed Private Academic Schools Leading zeros must be used where applicable This item must be blank for students in EI Preschool This item may be left blank for gifted without disability students (Code 05 in Item 10) AUTHORITY: Federal Requirement SOURCE: IEP – See PennData Educational Environment, Section VIII

No.	Item Name	Data Entry Codes	Explanations / Comments
		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	USE(S): Federal Reports, Public Reporting, Compliance Monitoring
21	Educational Environment Percentage (School Age Program)	(Blank) Student in EI Preschool Program (Blank) Gifted without Disability (Blank) Student not educated in regular building with non-disabled students, i.e., PennData Educational Environment, Section VIII(B) XXX (3)	FIELD TYPE: Numeric LENGTH: One (1) or Two (2) or Three (3) DEFINITION: <ul style="list-style-type: none"> • Actual percentage of time that students spend being educated in regular classrooms with non-disabled students. • Examples: 1% = 1, 25% = 25, 100% = 100 AUTHORITY: BSE Requirement SOURCE: IEP – See PennData Educational Environment, Section VIII USE(S): Federal Reports, Public Reporting, Compliance Monitoring

No.	Item Name	Data Entry Codes	Explanations / Comments
22	Related Services / Supplementary Aids and Services (Multiple Responses Possible)	(Blank) Student is not receiving Related Services 01 Transportation 02 Audiological Services 03 Psychological Services 04 Physical Therapy 05 Occupational Therapy 06 Counseling Services 07 School Health Services 08 Social Work Services 09 Parent Counseling, Training 10 Speech and Language Pathology/Therapy 11 Adaptive Physical Education 12 Behavior Intervention Program 13 Assistive Technology Devices and Services 14 Rehabilitation Counseling 15 Interpreter 16 Orientation and Mobility 17 Mental Health Services provided by other than IU/SD 18 Other	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: <ul style="list-style-type: none"> • Services required to assist a student with a disability to benefit from special education • Multiple responses possible • Code 18: Use for "other" related services • Leading zeros must be used where applicable AUTHORITY: BSE Requirement SOURCE: IEP USE: Legislative Inquiries
23	Teacher's Last Name	XXXXXXXXXXXXXXXXX (Unlimited)	FIELD TYPE: Text LENGTH: Unlimited DEFINITION: Legal last name of the teacher providing the majority of the special education services (Items 18 and 19) AUTHORITY: BSE Requirement SOURCE: IEP USE: Compliance Monitoring

No.	Item Name	Data Entry Codes	Explanations / Comments
24	Transition 14 or Older (For IEP's that are not due for revision until after 7/1/08, the requirement remains 16 or older for the 12/1/08 count) (Multiple Responses Possible)	(Blank) Students is less than 14 or 16, depending on the date of the IEP, or (Blank) Gifted without Disability 01 Post Secondary Education and Training Goal 02 Employment Goal 03 Independent Living Goal, if appropriate	FIELD TYPE: Numeric LENGTH: Two (2) Characters DEFINITION: <ul style="list-style-type: none"> • Coordinated set of activities designed within a goal-oriented process that promotes movement from school to post school. • Indicate all goals identified in Section III of the IEP • Multiple responses possible • This item may be left blank for gifted without disability students (Code 05 in Item 10) AUTHORITY: BSE Requirement SOURCE: IEP USE(S): Federal Reporting, Public Reporting
25	Services Plan for Students in Non-Public Schools Date	(Blank) Student has IEP, or (Blank) Gifted without Disability MMDDYYYY (8)	FIELD TYPE: Numeric LENGTH: Eight (8) DEFINITION: <ul style="list-style-type: none"> • The date of the Services Plan for Students in Non-Public Schools. • This item applies to equitable participation requirement; students receiving a Services Plan who are placed unilaterally in a non-public school by their parents • These students are not to be confused with students receiving services under PA Chapter 15 Protected Handicapped Students • Leave this item blank if the student has an IEP • This item may be left blank for gifted without disability students (Code 05 in Item 10) AUTHORITY: Federal Requirement SOURCE: Services Plan for students in non-public schools USE(S): Federal Child Count Verification, Compliance Monitoring

No.	Item Name	Data Entry Codes	Explanations / Comments
26	Neighborhood School	(Blank) Child is in Preschool/EI Program (Blank) Gifted without Disability 01 Student attending neighborhood school 02 Student NOT attending neighborhood school – Required Special Education Supports and Services 03 Student NOT attending neighborhood school – Other reasons	FIELD TYPE: Numeric LENGTH: Two (2) Characters DEFINITION: <ul style="list-style-type: none"> • Indicate if the student is attending his/her neighborhood school, i.e., school he/she would attend if he/she did not have a disability and need special education services • Leading zeros must be used • This item may be left blank for gifted without disabilities students (Code 05 in Item 10) AUTHORITY: BSE Requirement SOURCE: IEP USE: Compliance Monitoring
27	Attends Regular Early Childhood Program	(Blank) School Age Program 01 Yes 02 No	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: Does the child attend a Regular Early Childhood Program? AUTHORITY: OCDEL/BEIS Requirement SOURCE: IEP USE: Federal Reports, Statistical Summary, Annual Reports, Compliance Monitoring If response to Item 27 is 02 (No), skip items 28 & 29.
28	Calculated Percent of Time Educated in Regular Early Childhood Program	(Blank) Not Attending Regular Early Childhood Program X (1) or XX (2) or XXX (3)	FIELD TYPE: Numeric LENGTH: One (1) or Two (2) or Three (3) DEFINITION: Percentage of time the child spends in a Regular Early Childhood Program. AUTHORITY: OCDEL/BEIS Requirement SOURCE: IEP/ Work Sheet to Help Teams Calculate the Percent of Time in Preschool Educational Environments(Column 4) USE: Federal Reports, Statistical Summary, Annual Reports, Compliance Monitoring

No.	Item Name	Data Entry Codes	Explanations / Comments
29	Percentage Time Educated in Regular Early Childhood Program	(Blank) Not Attending Regular Early Childhood Program 01 80% or More of the Week 02 No More Than 79% And No Less Than 40% of the Week 03 Less Than 40% of the Week	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: Percentage of time the child spends in a Regular Early Childhood Program AUTHORITY: OCDEL/BEIS Requirement SOURCE: Individualized Family Service Plan (IFSP) IEP/ Work Sheet to Help Teams Calculate the Percent of Time in Preschool Educational Environments(Column 5) USE: Federal Reports, Statistical Summary, Annual Reports, Compliance Monitoring
30	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 Environment 04 Home Environment 05 Part-Time Early Childhood / Part-Time Early Childhood Special Education Environment 06 Residential Facility Environment 07 Separate (Day) School Environment 08 Itinerant Service Outside the Home Environment 09 Reverse Mainstream Environment 10 Residential Facility – APS Environment 11 Separate (Day) School – APS Environment	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: Identify the educational environment. Leading zeros must be used. AUTHORITY: 22 PA Code Chapter 14 SOURCE: EI Preschool Supervisor, IEP USE: Compliance Monitoring, Federal Reporting <ul style="list-style-type: none"> • 01: EARLY CHILDHOOD ENVIRONMENT - 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 and related services provided in: <ul style="list-style-type: none"> ✓ 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 (e.g., accountability block grant early childhood combinations) (01) ✓ Home/Head Start combinations (02) ✓ Other combinations of early childhood settings (Could apply to combinations of Head Start and early childhood classes) (01) • 02: EARLY CHILDHOOD ENVIRONMENT – HEAD START – See above definition of Early Childhood Environment • 03: EARLY CHILDHOOD SPECIAL EDUCATION ENVIRONMENT - Unduplicated total who received ALL (100%) of their special education and related services in educational programs

No.	Item Name	Data Entry Codes	Explanations / Comments
			<p>designed primarily for children WITH disabilities 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:</p> <ul style="list-style-type: none"> ✓ 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 ✓ A partial hospitalization program (a therapeutic preschool) that is in a regular school building, child care facility, etc., would also belong to Row B <ul style="list-style-type: none"> • 04: HOME ENVIRONMENT - 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”.) • 05: PART-TIME EARLY CHILDHOOD / PART-TIME EARLY CHILDHOOD SPECIAL EDUCATION ENVIRONMENT - 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: <ul style="list-style-type: none"> ✓ 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 (e.g., a.m. = accountability block grant preK program and p.m. = special ed [autism, speech, etc] class) ✓ Preschool classes offered to an eligible pre-K population by the school district and outside of the regular class combinations ✓ Separate school / early childhood combinations ✓ Residential facility / early childhood combinations • 06: RESIDENTIAL FACILITY ENVIRONMENT - 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. • 07: SEPARATE (DAY) SCHOOL ENVIRONMENT - Unduplicated

No.	Item Name	Data Entry Codes	Explanations / Comments
			<p>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. This code would also apply to Scranton State School for the Deaf</p> <ul style="list-style-type: none"> • 08: ITINERANT SERVICE OUTSIDE THE HOME ENVIRONMENT – OPTIONAL –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. • 09 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. • 11: SEPARATE (DAY) SCHOOL – APS ENVIRONMENT – This code, for example, would apply to Scranton State School for the Deaf or the New Jersey Katzenbach School for the Deaf • Leading zeros must be used

No.	Item Name	Data Entry Codes	Explanations / Comments
Data Items for July Submission			
31	Date Exited Special Education	(Blank) Did not exit MMDDYYYY (8)	FIELD TYPE: Numeric LENGTH: Eight (8) Characters DEFINITION: <ul style="list-style-type: none"> • The date the child exited the program • <u>Leave this Item blank for the 12/1 count</u> • This item must be updated in the July Submission for students who were in the 12/1 child count and exited the program AUTHORITY: BSE Requirement SOURCE: Notice of Recommended Educational Placement, Student Cumulative File USE: Federal Reports
32	Reason for Exiting Special Education	<u>School Age Codes</u> (Blank) Did not exit 05 Transferred to Regular Education 01 Graduated with Regular High School Diploma 02 Received a GED and/or Certificate 03 Reached Maximum Age (Age 21) 09 Died 06 Moved, Known to be Continuing 04 Dropped Out <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 Died 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	FIELD TYPE: Numeric LENGTH: Two (2) Characters DEFINITION: <ul style="list-style-type: none"> • The reason the child exited the program • <u>Leave this Item blank for the 12/1 count</u> • This item must be updated in the July Submission for students who were in the 12/1 child count AUTHORITY: BSE Requirement SOURCE: Notice of Recommended Educational Placement, cumulative file USE: Federal Reports, Longitudinal Study <ul style="list-style-type: none"> • 06: MOVED, KNOWN TO BE CONTINUING: • There need not be evidence that the student is continuing special education, only that he/she is continuing in a general education program. This definition includes transfers and students with disabilities in residential drug/alcohol rehabilitation center or correctional facilities • 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. • 10 and 11 – CHILD TRANSITION TO SCHOOL AGE (SA), INCLUDING CHILD WHO IS AGE OF BEGINNERS, KNOWN or

No.	Item Name	Data Entry Codes	Explanations / Comments
		<p>special education; <u>not known</u> to be 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>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"> • 12 and 13 – 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. • Leading zeros must be used where applicable

Supplemental Tables for Federal Reporting

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			

Note:

1. 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.)
2. IU data should be reported under Aun 1xx000000 where xx is the IU number.

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			

Note:

1. 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.)
2. IU data should be reported under Aun 1xx000000 where xx is the IU number.

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

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

Note:

1. 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.)
2. IU data should be reported under Aun 1xx000000 where xx is the IU number.

TABLE 4
Students with Disabilities Exiting Special Education by Age (14-21) and Disabilities by LEA

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

DISABILITY	Mental Retardation									
	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 and/or Certificate										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Dropped Out										

DISABILITY	Hearing 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 and/or Certificate										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Dropped Out										

DISABILITY	Speech or Language 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 and/or Certificate										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Dropped Out										

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

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

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

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

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

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

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 and/or Certificate										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Dropped Out										

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 and/or Certificate										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Dropped Out										

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 and/or Certificate										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Dropped Out										

(Please recopy the data rows for each LEA.)

Note:

1. Wards of State should be reported under AUN 1xx999999 where xx is the IU number.
2. A warning will be issued for any students age 14 or 15 listed as Graduated with Regular High School Diploma. Table 4 will not be considered final until confirmation is received that these students have truly graduated.

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 Students 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 and/or Certificate						
Reached Maximum Age						
Died						
Moved, Known to be Continuing						
Dropped Out						

(Please recopy the data rows for each LEA.)

Note: Wards of State should be reported under AUN 1xx999999 where xx is the IU number.

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 Students 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		
	MALE	FEMALE	TOTAL
Transferred to Regular Education			
Graduated with Regular High School Diploma			
Received a GED and/or Certificate			
Reached Maximum Age			
Died			
Moved, Known to be Continuing			
Dropped Out			

(Please recopy the data rows for each LEA.)

Note: Wards of State should be reported under AUN 1xx999999 where xx is the IU number.

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 Students 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 and/or Certificate			
Reached Maximum Age			
Died			
Moved, Known to be Continuing			
Dropped Out			

(Please recopy the data rows for each LEA.)

Note: Wards of State should be reported under AUN 1xx999999 where xx is the IU number.

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 Students with Disabilities Evaluated, July 1, 2008 through June 30, 2009

(Initial Evaluation Completed by the LEA – does not include Reevaluation or Gifted Evaluation)

Data will be collected by the LEA for School Age Students

AUN	PAsecureID/ Student ID	Last Name	First Name	Birth Date	Location Code	Date Parent Permission to Evaluate Received	Date Eligibility Decision Made	Eligibility E – Eligible NE – Not Eligible	Reason for Delay P - Parental reason (i.e. parent failed to produce student, student/parent ill, etc.) A - Administrative (i.e. lack of staff, staff error, etc.) E - for SLD Extension allowable under Federal Regs 34CFR300.309	Date IEP Developed	Comments (optional)

TABLE 8B

Report of Students with Disabilities Evaluated, July 1, 2008 through June 30, 2009
 (Initial Evaluation Completed by the LEA – does not include Reevaluation)
 Data will be collected by the LEA for Children in Preschool EI programs

AUN	PAsecureID/ Student ID	Last Name	First Name	Birth Date	Location Code	Date Parent Permission to Evaluate Received	Date Eligibility Decision Made	Eligibility E – Eligible NE – Not Eligible	Reason for Delay 01 – Parental Reason 02 – Part B/619 Reason	Date IEP Developed	Comments (optional)

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 2008-2009

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 ¹					

¹States 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 2008-2009

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	
	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
Disability				
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 ¹				

¹States 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 2008-2009

*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 ¹				

¹States 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 2008-2009

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

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

(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 student 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 STUDENTS WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL BY LEA:
SCHOOL YEAR 2008-2009

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

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

(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 2008-2009

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				

(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 2008-2009

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					

(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 2008-2009

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	
	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
Gender				
Male				
Female				

(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 2008-2009

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

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

(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 2008-2009

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					

(Please copy 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 2008-2009

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				

(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 2008-2009

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				

(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 2008-2009

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

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

(Please recopy the data rows for each LEA.)