PennData 2009-2010
RESOURCE GUIDE

PennData website: *penndata.hbg.psu.edu*

Pennsylvania Department of Education

Inspiring productive, fulfilled, life-long learners

October 2009

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Summary of Changes

Version Date	Change	Section/Page Reference
October 2009	Update school year and collection dates to reflect school year change from 2008-2009 to 2009-2010.	throughout
October 2009	Add field *EI Preschool Funding Status*.	Pages 5, 25, 64
October 2009	Add instructions on how to submit records with Home District changes.	July 2010 Submission: General Information
October 2009	Change code list for *Primary Disability Category* and *Secondary Disability Category* to match PIMS codes.	Pages 14 & 15
October 2009	Table 8A changes: • Add specification that 504 evaluations should not be included in table 8A. • Add 3 fields *Last Staff Day 2008-2009 School Year*, *First Staff Day 2009-2010 School Year* and *Number of Days between Parent Permission Received and Date Eligibility Decision Made*. • Change requirements for *Comments* field. This field is now required if there is a Reason for Delay. • Add Note for IUs to document if no Initial Evaluations were completed for an LEA.	Pages 38, 39, 82, 83
October 2009	Table 8B changes: • Removed *Location Code* field from Table 8B. • Change requirements for *Comments* field. This field is now required if there is a Reason for Delay.	Pages 40, 41, 84

Version Date	Change	Section/Page Reference
October 2009	Summarize Column Edit Checks for Tables 9-12.	Page 42
October 2009	Add Column Edit Checks for Tables 9-12: • If the sum of columns 1B, 1C, 1D > 0, then column 1A cannot equal 0. • If column 5A is >0 then the sum of columns 5B, 5C, 5D cannot equal 0. • If the sum of columns 1A, 2, 3A, 3B, 4C, 4D > 0, then the sum of columns 5B, 5C, 5D cannot equal zero. • Sum of columns 5B, 5C, 5D >= sum of columns 1A, 2, 3A, 3B. • Sum of columns 5B, 5C, 5D >= sum of columns 1A, 2, 4C, 4D	Pages 43, 45, 46, 48, 49, 51, 52, 54
October 2009	Clarify submission and timeframe for submitting test files.	Page 59

Summary of Child Count Items

Item #	Item Name
1	PAsecureID or Student ID Number
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3	First Name
4	Middle Initial
5	Birth Date
6	Gender
7	Ethnic Background
8	Limited English Proficiency Status (LEP)
9	Grade
10	Primary Disability Category
11	Secondary Disability Category
12	Residency
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14	Building
15	Location Code
16	Regional Area Offices (Philadelphia SD)
17	Service Provider
18	Amount of Special Education
19	Type of Support
20	Educational Environment
21	Educational Environment Percentage
22	Related Services/ Supplementary Aids and Services
23	Teacher's Last Name
24	Transition
25	Services Plan for Students in Non-Public Schools
26	Neighborhood School
27	Attends Regular Early Childhood Program
28	Calculated Percent of Time Educated in Regular Early Childhood Program
29	Percentage Time Educated in Regular Early Childhood Program
30	LRE EI Preschool Educational Environments
31	**EI Preschool Funding Status**
July Child Count Items:	
32	Date Exited Special Education
33	Reason for Exiting Special Education

Summary of Supplemental Tables for Federal Reporting

Information for these tables is an aggregate count from July 1, 2009 through June 30, 2010 (except for Tables 8A & 8B)
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, 2009 through June 30, 2010 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, 2009 through June 30, 2010 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, 2009 through June 30, 2010 by Gender by Basis of Exit (OSEP Table 4, Section D)

TABLE 7 Report of Children with Disabilities Exiting Special Education from July 1, 2009 through June 30, 2010 by Limited English Proficiency by Basis of Exit (OSEP Table 4, Section E)

TABLE 8A Report of Children with Disabilities Evaluated, July 1, 2009 through June 30, 2010. (Initial Evaluations Completed by the LEA – *does not include Reevaluation or Gifted Evaluation)* Data will be collected by LEA for School Age Students

TABLE 8B Report of Children with Disabilities Evaluated, July 1, 2009 through June 30, 2010. (Initial Evaluations Completed by the LEA – *does not include Reevaluation)* Data will be collected by Preschool EI Program

Submission of Data of Gifted without Disability Students (Item 10)

Intermediate Units (IUs) have two options for the submission of data of "gifted without disability" (Item 10, Code <mark>2105</mark>) students:

OPTION 1

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

Or

OPTION 2

IUs may report "gifted without disability" students with the July submission.

July 2010 Submission: General Information

The July 2010 Submission consists of the following:

1. Child Count Data:
   a. Addition/deletion of any student(s) who should have been included – or missed - in the 12/1/2009 Submission.
   b. Exiting Information – for students in the 12/1/2009 submission who exited between 12/1/2009 and 6/30/2010.
2. Supplemental Tables.

Child Count Data Submission formats:

1. **Comma-delimited file - single file (*preferred format*)**
   This file should contain records for students in each of the following categories, using the format stated in Appendix C.

   Adds: 33 data items must be submitted according to the guidelines/rules in the Resource Guide.

   Deletes: 33 data items must be submitted. **You must use the ID, Last Name, First Name, Birth Date, and Home District that was submitted on the 12/1/2009 child count.** The record must include an Exit Date prior to 12/1/2009. The Exit Date does not have to be the actual Exit Date, it just has to be prior to 12/1/2009 (for example, you could use 11/30/2009 for all your students). You do not need to enter an Exit Reason. Data items can be left blank except for ID, Last Name, First Name, Birth Date, Home District, and Exit Date.

   Exits: 33 data items must be submitted. **You must use the ID, Last Name, First Name, Birth Date, and Home District that was submitted on the 12/1/2009 child count.** Include the Exit Date and Exit Reason. Data items can be left blank except for ID, Last Name, First Name, Birth Date, Home District, Exit Date, and Exit Reason.

   Changes: To fix Home District, you must **Delete** the student and **Add** the student. The **Delete** record must **use the same ID, Last Name, First Name, Birth Date, and Home District that was submitted on the 12/1/2009 child count**. The **Add** record should include the correct student information as of 12/1/2009.

2. **Comma-delimited file - multiple files**
   You can submit separate files for each category (Adds, Deletes, and Exits). All three files must be submitted before the data will be logged or processed. Each file should contain records for students in each of the following categories, using the format stated in Appendix C.

Adds: <mark>33</mark> data items must be submitted according to the guidelines/rules in the Resource Guide.

Deletes: <mark>33</mark> data items must be submitted. **You must use the ID, Last Name, First Name, Birth Date, and Home District that was submitted on the 12/1/2009 child count.** The record must include an Exit Date prior to 12/1/2009. The Exit Date does not have to be the actual Exit Date, it just has to be prior to 12/1/2009 (for example, you could use 11/30/2009 for all your students). You do not need to enter an Exit Reason. Data items can be left blank except for ID, Last Name, First Name, Birth Date, Home District, and Exit Date.

Exits: <mark>33</mark> data items must be submitted. **You must use the ID, Last Name, First Name, Birth Date, and Home District that was submitted on the 12/1/2009 child count.** Include the Exit Date and Exit Reason. Only include students who were reported on the 12/1 child count. If an **Adds** student also has an Exit date, include the student in the **Adds** file only. Data items can be left blank except for ID, Last Name, First Name, Birth Date, Home District, Exit Date, and Exit Reason.

<mark>**Changes**: To fix Home District, you must **Delete** the student and **Add** the student. The **Delete** record must **use the same ID, Last Name, First Name, Birth Date, and Home District that was submitted on the 12/1/2009 child count**. The **Add** record should include the correct student information as of 12/1/2009.</mark>

3. **Excel template**
   You must request an Excel file from PennData named IUxx_Final_File_date.xls which contains 2 tabs:
   IUxx_Final_File → This is a complete listing of all students reported on Dec 1, 2009 child count.
   Adds → blank sheet with headers

   Adds: These students should be entered on the Adds tabs of the Excel spreadsheet. Data items must be submitted according to the guidelines/rules in the Resource Guide.

   Deletes: Enter an Exit Date prior to 12/1/2009 for the student on the IUxx_Final_File tab of the Excel spreadsheet. The Exit Date does not have to be the actual Exit Date, it just has to be prior to 12/1/2009 (for example, you could use 11/30/2009 for all your exiting students). You do not need to enter an Exit Reason.

   Exits: Enter the Exit Date and Exit Reason on the IUxx_Final_File tab of the Excel spreadsheet.

   <mark>**Changes**: To fix Home District, you must **Delete** the student and **Add** the student. On the IUxx_Final_File tab of the Excel spreadsheet, enter an Exit Date prior to 12/1/2009 for the student. On the Adds tab of the Excel spreadsheet, enter all the data for the student.</mark>

Supplemental Tables Submission formats:

1. **Comma-delimited file - one file per table (*preferred format*)**
   You must submit one file per table using the format stated in Appendix C.

2. **Excel Template**
   An Excel Template is available which contains a tab for each table. Please only include tabs for the tables that are being submitted.

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	XXXXXXXXXXXXXX (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	XXXXXXXXXXXXXX (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: • 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: • 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 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: 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: • 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	2121 Autism 2122 Deaf-Blindness 2134 Developmental Delay (3-6 in EI Program) 2127 Emotional Disturbance 2105 Gifted without Disability 2123 Hearing Impairment including Deafness 2124 Mental Retardation 2125 Multiple Disabilities 2126 Orthopedic Impairment 2132 Other Health Impairment 2128 Specific Learning Disability 2129 Speech or Language Impairment 2130 Traumatic Brain Injury 2131 Visual Impairment incl. Blindness	FIELD TYPE: Numeric LENGTH: Four (4) DEFINITION: • Primary Disability as identified on the Evaluation/Reevaluation Report. • If the student is gifted and has a disability, report the disability in Item 10, and gifted as Code 2106 in Item 11 • If the student is gifted without a disability, report the student in Item 10 as Code 2105, and blank in Item 11 • Code 2134 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 2121 Autism 2122 Deaf-Blindness 2127 Emotional Disturbance 2106 Gifted with Disability 2123 Hearing Impairment including Deafness 2124 Mental Retardation 2125 Multiple Disabilities 2126 Orthopedic Impairment 2132 Other Health Impairment 2128 Specific Learning Disability 2129 Speech or Language Impairment 2130 Traumatic Brain Injury 2131 Visual Impairment incl. Blindness	FIELD TYPE: Numeric LENGTH: Four (4) DEFINITION: • Secondary Disability as identified on the Evaluation/Reevaluation Report. • If the student if gifted and has a disability, report the disability in Item 10, and gifted as Code 2106 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: • 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. These students are reported by the host district, not the home district. • 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. These students are reported by the home district, not the host district 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)	FIELD TYPE: Numeric LENGTH: Nine (9) DEFINITION: • AUN of the district in which the parent or guardian resides • Charter schools are LEAs, have assigned AUNs, and must be reported by the IU in which the charter was granted • Cyber charter schools are LEAs, have assigned AUNs, and must be reported by the IU in which the cyber school was granted • Ward of state: report as (1+IU+999999), e.g., 103999999 AUTHORITY: BSE Requirement SOURCE: 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
14	Building Name	XXXXXXXXXXXXXX (Unlimited)	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
15	Location Code	XXXX (4)	FIELD TYPE: Numeric LENGTH: Four (4) DEFINITION: The PDE defined 4-digit code identifying the school where the student receives the majority of her/his 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

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) 03 (Reserved) 06 Supplemental 04 Full-time 05 Gifted	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: • 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 7/1/2009 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: • 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 Codes for students being educated in regular buildings with non-disabled students 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) Codes for students being educated in other locations 01 Approved Private School (Non Residential)	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: • 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 2105 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: • 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
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	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: • 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

No.	Item Name	Data Entry Codes	Explanations / Comments
		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	
23	Teacher's Last Name	XXXXXXXXXXXXXX (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
24	Transition 14 or Older (Multiple Responses Possible)	(Blank) Students is less than 14 (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: • 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 2105 in Item 10) AUTHORITY: BSE Requirement SOURCE: IEP USE(S): Federal Reporting, Public Reporting

No.	Item Name	Data Entry Codes	Explanations / Comments
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: • 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 2105 in Item 10) AUTHORITY: Federal Requirement SOURCE: Services Plan for students in non-public schools USE(S): Federal Child Count Verification, Compliance Monitoring
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: • 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 2105 in Item 10) AUTHORITY: BSE Requirement SOURCE: IEP USE: Compliance Monitoring
27	Attends Regular Early Childhood Program (Preschool EI Program)	(Blank) School Age Program 01 Yes 02 No *If response to Item 27 is 02 (No), skip items 28 & 29.*	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

No.	Item Name	Data Entry Codes	Explanations / Comments
28	Calculated Percent of Time Educated in Regular Early Childhood Program (Preschool EI 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
29	Percentage Time Educated in Regular Early Childhood Program (Preschool EI 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 (Preschool EI Program)	(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	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 • 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: ✓ Public or private preschools (01) ✓ Head Start Centers (02) ✓ Child care facilities (01) ✓ Preschool classes offered to an eligible pre-kindergarten population by

No.	Item Name	Data Entry Codes	Explanations / Comments
		10 Residential Facility – APS Environment 11 Separate (Day) School – APS Environment	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 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: ✓ 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 • 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: ✓ 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,

No.	Item Name	Data Entry Codes	Explanations / Comments
			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 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
			• 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

No.	Item Name	Data Entry Codes	Explanations / Comments
			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
31	EI Preschool Funding Status (Preschool EI Program)	(Blank) Student in a School Age program 01 District Funded 02 Preschool Funded 03 4010 Funded	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITIONS: These Codes show the status of the child (for funding purposes) as of the end of the reporting month. Leading zeros must be used. AUTHORITY: PA Act 212 of 1990, PA Act 30 of 1997, BEC 11 P.S. 875-304 SOURCE: EI Preschool Supervisor USE: Federal Reports, Statistical Summary, Annual Reports, Compliance Monitoring • 03: This code should only be used when an APS placement is approved for 4010 funding. An APS placement not approved for 4010 funding would be 01 or 02 depending on the funding arrangements.

Data Items for July Submission

No.	Item Name	Data Entry Codes	Explanations / Comments
32	Date Exited Special Education	(Blank) Did not exit MMDDYYYY (8)	FIELD TYPE: Numeric LENGTH: Eight (8) Characters DEFINITION: • The date the child exited the program • Leave this Item blank for the 12/1 count • 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

No.	Item Name	Data Entry Codes	Explanations / Comments
33	Reason for Exiting Special Education	School Age Codes (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 EI Preschool Codes (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; known to be continuing in special education 11 Child transitioned to school age (including child who is age of beginners); continues to need special education; not known to be continuing in special education 12 Child exiting preschool special education prior to school age; no longer needed special education 13 Child exited preschool special education upon turning school age; no longer needed special education	FIELD TYPE: Numeric LENGTH: Two (2) Characters DEFINITION: • The reason the child exited the program • Leave this Item blank for the 12/1 count • 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 • 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 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 • 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
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
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

RELATED SERVICES PERSONNEL	(1) FULLY CERTIFIED	(2) NOT FULLY CERTIFIED
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								
Basis of Exit	14	15	16	17	18	19	20	21	22+
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								
Basis of Exit	14	15	16	17	18	19	20	21	22+
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								
Basis of Exit	14	15	16	17	18	19	20	21	22+
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+
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+
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+
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+
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+
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+
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								
Basis of Exit	14	15	16	17	18	19	20	21	22+
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								
Basis of Exit	14	15	16	17	18	19	20	21	22+
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								
Basis of Exit	14	15	16	17	18	19	20	21	22+
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				
	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
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

	LIMITED ENGLISH PROFICIENCY STATUS	
BASIS OF EXIT	YES	NO
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, 2009 through June 30, 2010
(Initial Evaluation Completed by the LEA – does not include Reevaluation, 504, or Gifted Evaluation)
Data will be collected by the LEA for School Age Students

Data Items

No.	Item Name	Data Entry Codes	Explanations / Comments
1	AUN	AUN (9)	FIELD TYPE: Numeric LENGTH: Nine (9) DEFINITION: AUN of the LEA for School Age Students
2	PASecureID/Student ID	XXXXXXXXXX (10)	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, report current LEA ID number.
3	Last Name	XXXXXXXXXXXXX (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
4	First Name	XXXXXXXXXXXXX (Unlimited)	FIELD TYPE: Text LENGTH: Unlimited DEFINITION: Legal first name of the student. Do not include quotes or punctuation
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
6	Location Code	XXXX (4)	FIELD TYPE: Numeric LENGTH: Four (4) DEFINITION: The PDE defined 4-digit code identifying the school where the student receives the majority of her/his special education services. If a location does not have a designated code, use 9999 as the location code.
7	Date Parent Permission to Evaluate Received	MMDDYYYY (8)	FIELD TYPE: Numeric LENGTH: Eight (8) DEFINITION: Date received consent for initial evaluation. Leading zeros must be used where applicable, e.g., 01011988
8	Date Eligibility Decision Made	MMDDYYYY (8)	FIELD TYPE: Numeric LENGTH: Eight (8) DEFINITION: Date Evaluation Report was compiled and the report was written. Leading zeros must be used where applicable, e.g., 01011988
9	Eligibility	E Eligible NE Not Eligible	FIELD TYPE: Text LENGTH: One or Two Characters (2) DEFINITION: Was the child found eligible?

No.	Item Name	Data Entry Codes	Explanations / Comments
10	Reason for Delay	(Blank) On Time P Parental reason A Administrative E for SLD Extension allowable under Federal Regs 34CFR300.309	FIELD TYPE: Text LENGTH: One Character (1) DEFINITION: If the Evaluation Report was not issued within 60 calendar days of receipt of parent consent to the initial evaluation, it was due to one of the following options: ▪ 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
11	Last Staff Day 2008-2009 School Year	MMDDYYYY (8)	FIELD TYPE: Numeric LENGTH: Eight (8) DEFINITION: Last Staff day of the 2008-2009 school year for the building in which the student receives a majority of the time. Leading zeros must be used where applicable, e.g., 01011988
12	First Staff Day 2009-2010 School Year	MMDDYYYY (8)	FIELD TYPE: Numeric LENGTH: Eight (8) DEFINITION: First Staff day of the 2009-2010 school year for the building in which the student receives a majority of the time. Leading zeros must be used where applicable, e.g., 01011988
13	Number of Days between Parent Permission Received and Date Eligibility Decision Made	XXX (up to 3)	FIELD TYPE: Numeric LENGTH: Up to Three (3) DEFINITION: The calculated number of days from when the Parent Permission was Received until the Eligibility Decision was Made.
14	Date IEP Developed	(Blank) Not Developed MMDDYYYY (8)	FIELD TYPE: Numeric LENGTH: Eight (8) DEFINITION: Date initial IEP was developed. Leading zeros must be used where applicable, e.g., 01011988
15	Comments	XXXXXXXXXXXXXX (Unlimited) *Required* - if Reason for Delay is NOT blank *Optional* - if Reason for Delay is blank	FIELD TYPE: Text LENGTH: Unlimited DEFINITION: Spaces, pound sign (#), dashes (-), and periods (.) will be accepted. Commas are NOT allowed.

Note: When submitting data, please indicate if no Initial Evaluations were completed for an LEA.

A sample of **Table 8A** data format is shown below.

101000000,1234567890,Smith,John,01011993,1234,01052009,02062009,,06152009,08252009,31,02152009,

TABLE 8B

Report of Students with Disabilities Evaluated, July 1, 2009 through June 30, 2010

(Initial Evaluation Completed by the Preschool EI Program – does not include Reevaluation)

Data will be collected by the Preschool EI Program

Data Items

No.	Item Name	Data Entry Codes	Explanations / Comments
1	AUN	AUN (9)	FIELD TYPE: Numeric LENGTH: Nine (9) DEFINITION: AUN of the Preschool EI Program for Children in Preschool EI Programs
2	PASecureID/Student ID	XXXXXXXXXX (10)	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, report current LEA ID number.
3	Last Name	XXXXXXXXXXXXXX (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
4	First Name	XXXXXXXXXXXXX (Unlimited)	FIELD TYPE: Text LENGTH: Unlimited DEFINITION: Legal first name of the student. Do not include quotes or punctuation
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
6	Date Parent Permission to Evaluate Received	MMDDYYYY (8)	FIELD TYPE: Numeric LENGTH: Eight (8) DEFINITION: Date received consent for initial evaluation. Leading zeros must be used where applicable, e.g., 01011988
7	Date Eligibility Decision Made	MMDDYYYY (8)	FIELD TYPE: Numeric LENGTH: Eight (8) DEFINITION: Date Evaluation Report was compiled and the report was written. Leading zeros must be used where applicable, e.g., 01011988
8	Eligibility	E Eligible NE Not Eligible	FIELD TYPE: Text LENGTH: One or Two Characters (2) DEFINITION: Was the child found eligible?

No.	Item Name	Data Entry Codes	Explanations / Comments
9	Reason for Delay	(Blank) On Time 01 Parental Reason 02 Part B/619 Reason	FIELD TYPE: Text LENGTH: Two Characters (2) DEFINITION: If the Evaluation Report was not issued within 60 calendar days of receipt of parent consent to the initial evaluation, it was due to one of the following options: ▪ 01 – PARENT REASON can include, for example, (a) parent withdrawal – a parent for whom an approved Permission has been received but the parent changed their mind; (b) parent/child unavailable – an approved Permission has been received but, for example, parent/child not available for the assessment, even after having been given multiple choices for scheduling; scheduling difficulties; child ill; parent wants to delay assessment until receipt of their physician's report or for their child to have a medical procedure ▪ 02 – PART B/619 REASON – use this Code if the reason is not captured by the other Codes. Late referral from Part C does not affect the timely issuance of an ER since the clock begins ticking upon the PRESCHOOL EI PROGRAM's receipt of an approved Permission. Some PRESCHOOL EI PROGRAMs have used this Code when, due to fluctuations in staffing, the PRESCHOOL EI PROGRAM was temporarily unable to obtain staff to conduct an assessment (and the PRESCHOOL EI PROGRAM can document attempts to obtain evaluation help by using school age staff, contracting with private providers, offering to pay parents to obtain evaluations, etc). The bottom line is that anything beyond the 60 days is out of compliance as related to PRESCHOOL EI PROGRAM responsibilities only
10	Date IEP Developed	(Blank) Not Developed MMDDYYYY (8)	FIELD TYPE: Numeric LENGTH: Eight (8) DEFINITION: Date initial IEP was developed. Leading zeros must be used where applicable, e.g., 01011988
11	Comments	XXXXXXXXXXXXXX (Unlimited) *Required - if Reason for Delay is NOT blank* *Optional - if Reason for Delay is blank*	FIELD TYPE: Text LENGTH: Unlimited DEFINITION: Spaces, pound sign (#), dashes (-), and periods (.) will be accepted. Commas are NOT allowed.

A sample of **Table 8B** data format is shown below.

101000000,1234567890,Smith,John,01011993,01052009,02062009,,,02152009,

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 sum of 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.

REMOVALS to an INTERIM ALTERNATIVE EDUCATIONAL SETTING BASED on a HEARING OFFICER DETERMINATION REGARDING LIKELY INJURY
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.

COLUMN CHECKS
Sum of column 1B, 1C, 1D >= column 1A
If the sum of columns 1B, 1C, 1D > 0, then column 1A cannot equal zero
Column 5A >= the sum of columns 5B, 5C, 5D
If column 5A is > 0 then the sum of columns 5B, 5C, 5D cannot equal zero
Sum of columns 1A, 2, 3A, 3B, 4C and 4D >= sum of columns 5B, 5C, 5D
If the sum of columns 1A, 2, 3A, 3B, 4C, 4D > 0, then the sum of columns 5B, 5C, 5D cannot equal zero
Sum of columns 5B, 5C, 5D >= sum of columns 1A, 2, 3A, 3B
Sum of columns 5B, 5C, 5D >= sum of columns 1A, 2, 4C, 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 9
REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL BY LEA: SCHOOL YEAR 2009-2010

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]					

[1]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. If the sum of columns 1B, 1C, 1D > 0, then column 1A cannot equal 0.
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 2009-2010

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[1]				

[1]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 2009-2010

*Column 5 is a report of disciplinary removals. In column 5A, report the number of <u>times</u> 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, <u>NOT,</u> 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]				

[1]States <u>must</u> 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.)
Column 5A >= the sum of columns 5B, 5C, 5D. If column 5A is >0 then the sum of columns 5B, 5C, 5D cannot equal 0.
Sum of columns 1A, 2, 3A, 3B, 4C and 4D >= sum of columns 5B, 5C, 5D. If the sum of columns 1A, 2, 3A, 3B, 4C, 4D > 0, then the sum of columns 5B, 5C, 5D cannot equal zero. Sum of columns 5B, 5C, 5D >= sum of columns 1A, 2, 3A, 3B. Sum of columns 5B, 5C, 5D >= sum of columns 1A, 2, 4C, 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 2009-2010

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. If the sum of columns 1B, 1C, 1D > 0, then column 1A cannot equal 0.
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.

REMOVALS to an INTERIM ALTERNATIVE EDUCATIONAL SETTING BASED on a HEARING OFFICER DETERMINATION REGARDING LIKELY INJURY
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).

TABLE 10 (continued)

REPORT OF STUDENTS WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL BY LEA: SCHOOL YEAR 2009-2010

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				

(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 2009-2010

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.)

Column 5A >= the sum of columns 5B, 5C, 5D. If column 5A is >0 then the sum of columns 5B, 5C, 5D cannot equal 0.
Sum of columns 1A, 2, 3A, 3B, 4C and 4D >= sum of columns 5B, 5C, 5D. If the sum of columns 1A, 2, 3A, 3B, 4C, 4D > 0, then the sum of columns 5B, 5C, 5D cannot equal zero. Sum of columns 5B, 5C, 5D >= sum of columns 1A, 2, 3A, 3B. Sum of columns 5B, 5C, 5D >= sum of columns 1A, 2, 4C, 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.

TABLE 11
REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL BY LEA: SCHOOL YEAR 2009-2010

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. ==If the sum of columns 1B, 1C, 1D > 0, then column 1A cannot equal 0.==
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.

REMOVALS to an INTERIM ALTERNATIVE EDUCATIONAL SETTING BASED on a HEARING OFFICER DETERMINATION REGARDING LIKELY INJURY
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).

TABLE 11 (continued)

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL BY LEA: SCHOOL YEAR 2009-2010

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				

(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 2009-2010

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.)

Column 5A >= the sum of columns 5B, 5C, 5D. <mark>If column 5A is >0 then the sum of columns 5B, 5C, 5D cannot equal 0.</mark>
Sum of columns 1A, 2, 3A, 3B, 4C and 4D >= sum of columns 5B, 5C, 5D. <mark>If the sum of columns 1A, 2, 3A, 3B, 4C, 4D > 0, then the sum of columns 5B, 5C, 5D cannot equal zero. Sum of columns 5B, 5C, 5D >= sum of columns 1A, 2, 3A, 3B. Sum of columns 5B, 5C, 5D >= sum of columns 1A, 2, 4C, 4D</mark>
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.

TABLE 12
REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL BY LEA: SCHOOL YEAR 2009-2010

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 recopy the data rows for each LEA.)
Sum of column 1B, 1C, 1D >= column 1A. <mark>If the sum of columns 1B, 1C, 1D > 0, then column 1A cannot equal 0.</mark>
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.

REMOVALS to an INTERIM ALTERNATIVE EDUCATIONAL SETTING BASED on a HEARING OFFICER DETERMINATION REGARDING LIKELY INJURY
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).

TABLE 12 (continued)

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL BY LEA:
SCHOOL YEAR 2009-2010

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 2009-2010

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.)

Column 5A >= the sum of columns 5B, 5C, 5D. If column 5A is >0 then the sum of columns 5B, 5C, 5D cannot equal 0.
Sum of columns 1A, 2, 3A, 3B, 4C and 4D >= sum of columns 5B, 5C, 5D. If the sum of columns 1A, 2, 3A, 3B, 4C, 4D > 0, then the sum of columns 5B, 5C, 5D cannot equal zero. Sum of columns 5B, 5C, 5D >= sum of columns 1A, 2, 3A, 3B. Sum of columns 5B, 5C, 5D >= sum of columns 1A, 2, 4C, 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.

TABLE 13
REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL BY LEA: SCHOOL YEAR 2009-2010

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.)

Appendix A: State Correctional Adult & Juvenile Facilities

State Correctional Institutions

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

State Juvenile Institutions

Cresson Secure Treatment Unit
Loysville Secure Treatment Unit
Loysville Youth Development Center
New Castle Youth Development Center
North Central Secure Treatment Unit (AB)
North Central Secure Treatment Unit (CD)
North Central Secure Treatment Unit (Green Building)
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 PennData 2009-2010

Student Record File and/or Table Data	Last Date to Submit Final Data to PSU	All Errors Resolved by IU and sent to PSU	Resolution of Duplicates Across IUs *** (Child Count data) and Comparison Reports (Tables)	Approval of Child Count / Tables by Intermediate Units	Processed by PSU/ Submitted to PDE	OSEP tables submitted to U.S. Dept. of Education	File Name xx equals IU number; date is the date the file is submitted in the format mmddyyyy
The following is for All Students in Special Education (School Age and EI)							
Export file of Student Database – this will include all data items	12/11/09	12/16/09	12/23/09	01/11/10	01/14/10	01/18/10	Student_IUxx_date.txt
Export file of July Student Database – this will include only those students who should have been included or deleted on the December 1 count and those students who were part of the count on December 1 and have exited special education.	07/09/10	07/16/10	07/30/10	08/06/10	08/20/10	08/27/10	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	07/09/10	07/16/10	07/30/10	08/06/10	08/20/10	08/27/10	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	07/09/10	07/16/10	07/30/10	08/06/10	08/20/10	08/27/10	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	07/09/10	07/16/10	07/30/10	08/06/10	08/20/10	08/27/10	Table3_IUxx_date.txt
Table 4 – Children with Disabilities Exiting Special Education by Single Years of Age (14 – 21) and Disabilities by LEA	07/09/10	07/16/10	07/30/10	08/06/10	08/20/10	08/27/10	Table 4_IUxx_date.txt
Table 5 – Children with Disabilities Exiting Special Education by Race/Ethnicity by LEA	07/09/10	07/16/10	07/30/10	08/06/10	08/20/10	08/27/10	Table 5_IUxx_date.txt
Table 6 – Children with Disabilities Exiting Special Education by Gender by LEA	07/09/10	07/16/10	07/30/10	08/06/10	08/20/10	08/27/10	Table 6_IUxx_date.txt
Table 7 – Children with Disabilities Exiting Special Education by Limited English Proficiency Status by LEA	07/09/10	07/16/10	07/30/10	08/06/10	08/20/10	08/27/10	Table7_IUxx_date.txt

Student Record File and/or Table Data	Last Date to Submit Final Data to PSU	All Errors Resolved by IU and sent to PSU	Resolution of Duplicates Across IUs *** (Child Count data) and Comparison Reports (Tables)	Approval of Child Count / Tables by Intermediate Units	Processed by PSU/ Submitted to PDE	OSEP tables submitted to U.S. Dept. of Education	File Name xx equals IU number; date is the date the file is submitted in the format mmddyyyy
Table 8A – Reports of Children with Disabilities Evaluated July 1, 2009 through June 30, 2010. Collection is by LEA for School Age Students.	07/09/10	07/16/10	07/30/10	08/06/10	08/20/10	08/27/10	Table8A_IUxx_date.txt
Table 8B – Reports of Children with Disabilities Evaluated July 1, 2009 through June 30, 2010. Collection is by the Preschool EI Program for EI students.	07/09/10	07/16/10	07/30/10	08/06/10	08/20/10	08/27/10	Table8B_IUxx_date.txt
Table 9 - Report Of Children With Disabilities Subject to Disciplinary Removal by Disability by LEA	07/09/10	07/16/10	07/30/10	08/06/10	08/20/10	08/27/10	Table 9_IUxx_date.txt
Table 10 - Report Of Children With Disabilities Subject to Disciplinary Removal by Race/Ethnicity by LEA	07/09/10	07/16/10	07/30/10	08/06/10	08/20/10	08/27/10	Table 10_IUxx_date.txt
Table11 - Report Of Children With Disabilities Subject to Disciplinary Removal by Gender by LEA	07/09/10	07/16/10	07/30/10	08/06/10	08/20/10	08/27/10	Table 11_IUxx_date.txt
Table 12 - Report Of Children With Disabilities Subject to Disciplinary Removal by Limited English Proficiency by LEA	07/09/10	07/16/10	07/30/10	08/06/10	08/20/10	08/27/10	Table 12_IUxx_date.txt
Table13 - Report Of Children Subject to Expulsion With and Without Educational Services by Disability Status by LEA	07/09/10	07/16/10	07/30/10	08/06/10	08/20/10	08/27/10	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 in the format mmddyyyy.

The student file due July 9, 2010 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 12/1/2009 for those students who should be deleted from the December count, exit information for those children who exited between December 1, 2009 and June 30, 2010, 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.

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 supplemental tables specified in this Resource Guide. Export Specifications details the format of the data export files for submission to Penn State.

This appendix is to be used in conjunction with the rest of the **Penn Data 2009-2010 Resource Guide**, which details the data variables, data tables, timeline and data dictionary.

Confidentiality

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

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.

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.

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.

Timeline

The intermediate units shall follow the timeline in Appendix B of the Resource Guide. (Reminder: December 1 count deadline is **December 12, 2009**. The July count database and the supplemental tables are due on **July 9, 2010**.) **PSU encourages Intermediate Units to send files in early December/July so that all errors will be corrected by the final file deadline of December 16, 2009 for the December 1 count and July 16, 2010 for the July count**. The Pennsylvania State Data Center will accept one test file per IU prior to **December 8, 2009** for the December count and **July 9, 2010** for the July count.

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 (Home Districts by eligible exceptionality - school age only), and Verify 3 (preschool student by Age). 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. A sample Sign-off Sheet can be found in Appendix D.

Sign off and validation of data – July Submission

The Intermediate Units will ensure at the time of data submission that the student database file and the supplemental tables that have been sent to the Pennsylvania State Data Center are true and accurate. **For the student database, 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, the number of children who exited, and a count of the number of students 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 by IU (Home Districts by eligible exceptionality - school age only), Verify 3 by LEA (preschool student by Age) and Table 1 through Table 13. 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. A sample Sign-off Sheet can be found in Appendix D.

Intermediate Units 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.

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.

Edit Checks IUs must perform prior to submission

Student Database

- The file should contain only records for students who have a valid IEP on December 1, 2009
- No extra spaces at the end of each line.
- Spaces are not allowed as place holders for blank values. For example, if there is no Middle Initial the field should be left blank and not filled with a space.
- Special characters (such as parentheses and quotation marks) are not allowed unless otherwise noted in the Data Item definition.
- Middle initial must be 1 character only - error example "M." or Thomas."
- Parentheses are not allowed in last name field - error example "Smith (Jones)".
- 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 first name field – 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 of any student must fall within the boundaries of the IU reporting the student
- All Home Districts which fall within the IU boundaries must report students or send a verification stating that there are no students with a valid IEP on December 1, 2009.
- Students in facilities listed in Appendix A of the Resource Guide should only be reported by Corrections (IU 31)
- Items 27-30 must be completed for all children in EI
- If Primary Disability is Developmental Delay, then student must be in an EI program
- If a student is 14 years of age or older, Primary Disability is not Gifted without Disability, and Services Plan for Students in Non-Public Schools is blank, then there must be an entry in Transition
- If Primary Disability is Gifted without Disability then Amount of Special Education and Type of Support must be gifted
- The following items may be left blank when Primary Disability is Gifted without Disability: Services Plan for Students in Non-Public Schools, Transition, and LRE Category
- When Primary Disability is Gifted without Disability, the secondary disability must be blank.
- If Educational Environment is 01 (Approved Private School – Non-residential) or 02 (Approved Private School – Residential) then the Service Provider must be an APS.
- 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 2nd grade student is age 12 the IU will be asked to please check to make sure the birth date and the grade of the student are correct.
- If the Neighborhood School is Student is Attending Neighborhood School (Code 01) then Educational Environment must be code 19, 20 or 21 (student being educated in regular buildings).

Supplemental Tables

- All Home Districts which fall within the IU boundaries must be reported on all tables.
- Table changes of greater than or less than 20% from the previous year will be flagged and sent to the IU for verification and justification. Zero values may also be flagged for verification and justification.

General Formatting Information (for all export files – Student Database and Supplemental 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, Item 22, Related Services/Supplementary and Item 24, 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 32 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,1234,,21,1,02,,,,,19,85,03,01,,,Black,01;02;04;06,,,

This file will contain a row of data for each student. The row contains 33 values, each separated by a comma (for a total of 32 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 **Table 8A** data format is shown below.

101000000,1234567890,Smith,John,01011993,1234,01052009,02062009,E,,31,02152009,

A sample of **Table 8B** data format is shown below.

101000000,1234567890,Smith,John,01011993,01052009,02062009,E,,02152009,

A sample of the other supplemental table (**Table**) data format is shown below for a fictional file called SAMPLE2.TXT. If the value is zero include the zero and NOT a value of 'blank'.

111111111,0,1,0,3,4,5,6,7
222222222,2,4,0,0,0,5,6,10
333333333,3,4,5,6,3,0,0,0

For this file, there are three rows of data and each row contains 9 values, the 1st value is the AUN.

Export Specifications - Details

The specifications include information for submission of the individual records and the supplemental 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 please view the Preschool Resource Guide for specific information.

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 2009
> Pennsylvania State Data Center
> Penn State Harrisburg
> 777 West Harrisburg Pike
> Middletown, PA 17057

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**). 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 supplemental tables, PSU will send to each IU and place on the web the documentations for the tables.**

Student Database
The student database contains one record for each student who had a valid IEP on **December 1, 2009**. 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 33 data items with each data item separated by a comma (total 32 commas per line). For data Item 22, Related Services/Supplementary Aids and Services and data Item 24, 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 **December 11, 2009**. The July count file must be submitted to the PSU via export file by **July 9, 2010**.

File Name: **Student_IU**_date.txt** where '**' is equal to the IU number and "date" is equal to the date the file is submitted in the format MMDDYYYY (i.e., 12012009)
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: 33

Details:

File shall consist of rows (the number of rows must equal the number of students in the database) with each row containing **33** data values. A comma must separate each data value; therefore each row must contain **32** commas. For data Item 22 and Item 24, there can be multiple responses, which must be separated by a semi-colon.

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 – Location Code
      Value 16 – Regional Offices (Philadelphia SD)
      Value 17 – Service Provider
      Value 18 – Amount of Special Education
      Value 19 – Type of Support
      Value 20 – Educational Environment
      Value 21 – Education Environment Percentage
      Value 22 – Related Services / Supplementary Aids and Services
      Value 23 – Teacher's Last Name
      Value 24 – Transition
      Value 25 – Services Plan for Students in Non-Public Schools
      Value 26 – Neighborhood School
      Value 27 – Attends Regular Early Childhood Program
      Value 28 – Hours/Week Spent in Regular Early Childhood Program
      Value 29 – Percentage Time Educated in Regular Early Childhood Program
      Value 30 – LRE EI Preschool Educational Environments
      Value 31 – EI Preschool Funding Status
      Value 32 – Date Exited Special Education
      Value 33 – Reason for Exiting Special Education

Supplemental Tables

Supplemental Tables are based on data from **July 1, 2009 through June 30, 2010**. The export files for the Tables must be submitted to the PSU by **July 9, 2010**.

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 the file is submitted in the format
        MMDDYYYY (i.e., 12012009)
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, e.g., .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 the file is submitted in the format MMDDYYYY (i.e., 12012009)

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, e.g., .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 the file is submitted in the format MMDDYYYY (i.e., 12012009)

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, e.g., .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 sections, 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 the file is submitted in the format MMDDYYYY (i.e., 12012009)

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 3). **Age 22+ must always have a value of zero. Age 14 through 20 for Reached Maximum Age 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 must be zero)**

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 must be zero)**

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 must be zero)**

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 must be zero)**

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 must be zero)**

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 must be zero)**

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 must be zero)**

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 must be zero)**

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 must be zero)**

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 must be zero)**

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 must be zero)**

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+ **(value must be zero)**

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 **(a warning will be issued for any value other than zero)**
Value 3- Number of Children with Mental Retardation Age 15 **(a warning will be issued for any value other than zero)**
Value 4- Number of Children with Mental Retardation Age 16
…
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+ **(value must be zero)**

Row 3 contains number of Children with Basis of Exit as Received a GED and/or Certificate (Received a GED and/or Certificate (Correctional Facilities and Facilities for Adjudicated Youth only)

     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+ **(value must be zero)**

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 must be zero)**
     Value 3- Number of Children with Mental Retardation Age 15 **(value must be zero)**
     Value 4- Number of Children with Mental Retardation Age 16 **(value must be zero)**
     Value 5- Number of Children with Mental Retardation Age 17 **(value must be zero)**
     Value 6- Number of Children with Mental Retardation Age 18 **(value must be zero)**
     Value 7- Number of Children with Mental Retardation Age 19 **(value must be zero)**
     …
     Value 107- Number of Children with Traumatic Brain Injury Age 20 **(value must be zero)**
     Value 108- Number of Children with Traumatic Brain Injury Age 21
     Value 109- Number of Children with Traumatic Brain Injury Age 22+ **(value must be zero)**

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+ **(value must be zero)**

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+ **(value must be zero)**

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 the file is submitted in the format MMDDYYYY (i.e., 12012009)
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 Transferred to Regular 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 GED and/or Certificate (Received a GED and/or Certificate (Correctional Facilities and Facilities for Adjudicated Youth only)
    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 the file is submitted in the format
MMDDYYYY (i.e., 12012009)
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 Transferred to Regular 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 GED and/or Certificate (Correctional Facilities only)
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 the file is submitted in the format
        MMDDYYYY (i.e., 12012009)
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 Transferred to Regular 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 GED and/or Certificate (Correctional Facilities only)
        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, 2009 through June 30, 2010 (Initial Evaluation Completed by the LEA – does not include Reevaluation, 504, or Gifted Evaluation). Data will be collected by the 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 the file is submitted in the format MMDDYYYY (i.e., 12012009)
Report: Children with Disabilities Evaluated
Number of Rows: 1 row for each student within the LEA
Number of Values per Row: 15
Details: File shall consist of 1 row of data, for each student within the LEA, with each row containing 15 elements or data values, with the values in each row separated by a comma.

Row(s) = Number of Students
       Value 1 – AUN
       Value 2 – PasecureID or Student ID Number
       Value 3 – Last Name
       Value 4 – First Name
       Value 5 – Birth Date
       Value 6 – Location Code
       Value 7 – Date Parent Permission to Evaluate Received
       Value 8 – Date Eligibility Decision Made
       Value 9 – Eligibility
       Value 10 – Reason for Delay
       Value 11 – Last Staff Day 2008-2009 School Year
       Value 12 – First Staff Day 2009-2010 School Year
       Value 13 – Number of Days between Parent Permission Received and Date Eligibility Decision Made
       Value 14 – Date IEP Developed
       Value 15 – Comments

Edit Checks
- No extra spaces at the end of each line.
- Spaces are not allowed as place holders for blank values. For example, if there is no Date IEP Developed the field should be left blank and not filled with a space.
- Special characters (such as parentheses and quotation marks) are not allowed unless otherwise noted in the Data Item definition.
- Parentheses are not allowed in last name field - error example "Smith (Jones)".
- 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 first name field – error example Thomas "TJ".

-      Format the date fields as MMDDYYYY, for example – 02011990
-      Include leading zeroes for all fields that require leading zeroes.

Table 8B – Report of Children with Disabilities Evaluated July 1, 2009 through June 30, 2010 (Initial Evaluation Completed by the LEA – does not include Reevaluation). Data will be Collected by the LEA for Children in Preschool EI Programs

File Name: **Table8B_IU****_date.txt** where '**' is equal to the IU number and "date" is equal to the date the file is submitted in the format
    MMDDYYYY (i.e., 12012009)
Report: Children with Disabilities Evaluated
Number of Rows: 1 row for each student within the LEA
Number of Values per Row: 11
Details: File shall consist of 1 row of data, for each student within the LEA, with each row containing 11 elements or data values, with the values
    in each row separated by a comma.

Row(s) = Number of Students
    Value 1 – AUN
    Value 2 – PasecureID or Student ID Number
    Value 3 – Last Name
    Value 4 – First Name
    Value 5 – Birth Date
    Value 6 – Date Parent Permission to Evaluate Received
    Value 7 – Date Eligibility Decision Made
    Value 8 – Eligibility
    Value 9 – Reason for Delay
    Value 10 – Date IEP Developed
    Value 11 – Comments

Edit Checks
-    No extra spaces at the end of each line.
-    Spaces are not allowed as place holders for blank values. For example, if there is no Date IEP Developed the field should be left blank and
     not filled with a space.
-    Special characters (such as parentheses and quotation marks) are not allowed unless otherwise noted in the Data Item definition.
-    Parentheses are not allowed in last name field - error example "Smith (Jones)".
-    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 first name field – error example Thomas "TJ".
-    Format the date fields as MMDDYYYY, for example – 02011990
-    Include leading zeroes for all fields that require leading zeroes.

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 the file is submitted in the format
      MMDDYYYY (i.e., 12012009)
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 the file is submitted in the format
    MMDDYYYY (i.e., 12012009)
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 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 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 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 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 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 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 the file is submitted in the format
    MMDDYYYY (i.e., 12012009)
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 the file is submitted in the format
      MMDDYYYY (i.e., 12012009)
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 the file is submitted in the format
    MMDDYYYY (i.e., 12012009)
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 Unit Sign-off Sheet

December 1, 2009 and July Child Count Sign-Off Process

1) All export (electronic transfer) files must be submitted to the PaSDC by 3:00 p.m. on **December 11, 2009 (July 9, 2010 for July Count)**. No exceptions. Send files to penndata@psu.edu

2) Files will be reviewed and checked for accuracy and error logs will be sent to IUs.

3) All file corrections must be completed by **December 16, 2009 (July 16, 2010 for July Count)**.

4) **Once all files have been received and corrected**, duplicate reports will be sent to the Intermediate Units. Resolution of duplicates should be sent to PaSDC by 3:00 p.m. on **December 23, 2009 (July 30, 2010 for July Count) unless otherwise specified by PaSDC**.

5) **Once all duplicates are resolved** the following reports will be sent 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 by IU (Home Districts by eligible exceptionality - school age only)
   Verify 3 by LEA (preschool students by age)
   Table 1 through Table 13 **(for July Count)**

6) Intermediate Units should print the verification reports for review. In addition, they should print off the Authorization Form for signature by the IU Executive Director. Boxes for Verify 1 by IU, Verify 1 by School District, Verify 2 by IU, Verify 3, and Table 1 through Table 13 **(for July Count)** should be checked.

7) The Authorization Form should be faxed to the PaSDC by 3:00 p.m. **January 11, 2010 (August 6, 2010 for July Count) unless otherwise specified by PaSDC**. The fax number is: 717-948-6754

   Original authorization form and copies of the 1st page of each report should reach the PaSDC at the following address by **January 13, 2010 (August 13, 2010 for July Count) unless otherwise specified by PaSDC**.
   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 14, 2010 (August 20, 2010 for July Count)**.

9) Original authorization letters and individual IU reports will be printed, copied and filed by the PaSDC.

   NOTE: At the request of an IU, PSU will send a verification file that includes: Student ID, Last Name, First Name, Middle Initial, Birth Date, Disability Category, Grade, School District AUN and School District Name

Authorization Form

Check <u>ONE</u>:

__I have reviewed the Reports 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.

❑	Verify 1 by IU	❑	Table 3	❑	Table 8B
❑	Verify 1 by School District	❑	Table 4	❑	Table 9
❑	Verify 2 by IU	❑	Table 5	❑	Table 10
❑	Verify 3 by LEA	❑	Table 6	❑	Table 11
❑	Table 1	❑	Table 7	❑	Table 12
❑	Table 2	❑	Table 8A	❑	Table 13

OR

__ I have reviewed the Reports 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.

❑	Verify 1 by IU	❑	Table 3	❑	Table 8B
❑	Verify 1 by School District	❑	Table 4	❑	Table 9
❑	Verify 2 by IU	❑	Table 5	❑	Table 10
❑	Verify 3 by LEA	❑	Table 6	❑	Table 11
❑	Table 1	❑	Table 7	❑	Table 12
❑	Table 2	❑	Table 8A	❑	Table 13

_____   _____

Signature   Date

_____

Name and Title printed

Appendix E: Approved APS for Educational Environment

Name	City	AUN
ACLD Tillotson School	Pittsburgh	300020150
Camphill Special School Inc	Glenmoore	300150600
Centennial School Lehigh Univ	Bethlehem	300481400
Children's Institute of Pittsburgh	Pittsburgh	300024910
Community Country Day School	Erie	300250800
Craig Academy	Pittsburgh	300029270
Davidson School	Elwyn	300231780
Delta School	Philadelphia	300513270
DePaul Institute	Pittsburgh	300022250
Devereux Brandywine	Glenmoore	300151903
Devereux Day School	Downingtown	300151900
Devereux Leo Kanner Lrng Ctr	West Chester	300151904
Devereux Mapleton Schools	Malvern	300151902
Dr Gertrude A Barber Center	Erie	300250600
Easter Seal Society Western PA	Pittsburgh	300020400
Easter Seals of Southeastern Pa	Philadelphia	300513640
Education Center at Watson Institute	Sewickley	300022370
George Crothers Memorial School	Swarthmore	300232650
Green Tree School	Philadelphia	300513970
HMS School for Children w/Cerebral Palsy	Philadelphia	300514200
Martin Luther School	Plymouth Meeting	300464050
Melmark Inc	Berwyn	300234800
Overbrook School for Blind	Philadelphia	300516590
Pace School	Pittsburgh	300027200
Pathway School	Norristown	300466670

Name	City	AUN
Pennsylvania School for Deaf	Philadelphia	300517000
Pressley Ridge Day School	Pittsburgh	300028220
Royer-Greaves School for the Blind	Paoli	300157200
Timothy School	Berwyn	300468000
Valley Day School	Morrisville	300098300
Vanguard School	Paoli	300468300
Vista School	Hershey	315220005
Wesley Spectrum Highland School	Pittsburgh	300029330
Western PA School for Blind	Pittsburgh	300029830
Western PA School for Deaf	Pittsburgh	300029840
Woods Services	Langhorne	300098500
Wordsworth Academy	Fort Washington	300469050

Appendix F: Guidelines for Calculating Educational Environment

Importance of Accurate Educational Environment Reporting

Every state is required to provide an annual report of specific data related to the education of students with disabilities to the U.S. Department of Education. In Pennsylvania, this information is gathered through the PennData reporting system. Data are compiled by the Pennsylvania Department of Education (PDE), Bureau of Special Education (BSE), verified for accuracy and forwarded to the Office of Special Education Programs (OSEP) at the U.S. Department of Education within required timelines.

The Individuals with Disabilities Education Act of 2004 (IDEA 2004), Pennsylvania's State Performance Plan (SPP), and the Gaskin Settlement Agreement have heightened the need for accurate reporting of Educational Environment data. Educational Environment data from each student's Individualized Education Program (IEP) are compiled by the Local Education Agency (LEA) and reported to their respective intermediate unit (IU) for verification of accuracy, and then reported to the PDE/BSE via the PennData reporting system. If Educational Environment data are not reported accurately by the IEP team, the LEA data may not reflect an accurate representation of the LEA's Educational Environment. Inaccurate data reporting may result in negative results for the LEA such as adverse reporting on the Special Education Data Reports as not meeting SPP targets, resulting in possible negative determination status and misidentification for LRE Monitoring.

Identifying Environment

Educational Environment reporting is not an indication of the amount of special education service that a student with a disability receives. Following are the fundamental principles for reporting educational environments:

- If a student is physically placed within an educational environment where students without disabilities are receiving instruction, it is a regular education setting.

- Instruction that occurs outside the classroom, such as within the school or community where interaction occurs with persons without disabilities and includes nondisabled peers and community members is a regular education setting.

- If a student is educated outside a regular school building for more than 50 percent of the day, is receiving instruction in an Approved Private School, Private, Other Public, Hospital/Homebound, Correctional, or Out of State Facility, or Instruction Conducted in the Home, it is considered an other setting.

PennData Reporting: Educational Environment - Section VIII of the IEP Form

There are two parts to Section VIII of the IEP. Each IEP team must select only ONE Educational Environment for the student, and complete either Section A or Section B. As a reference, approximately 96 percent of students with disabilities in Pennsylvania are educated in regular school buildings with nondisabled peers, thus reported in Section A.

VIII. PennData Reporting: Educational Environment (Complete either Section A or B; Select only one Educational Environment)
To calculate the percentage of time inside the regular classroom, divide the number of hours the student spends inside the regular classroom by the total number of hours in the school day (including lunch, recess, and study periods). The result is then multiplied by 100.

Section A: For Students Educated in Regular School Buildings with Nondisabled Peers - Indicate the Percentage of time INSIDE the regular classroom for this student:

Time spent outside the regular classroom receiving services unrelated to the student's disability (e.g., time receiving ESL services) should be considered time inside the regular classroom. 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 inside the regular classroom.

Calculation for This Student:

Column 1	Column 2	Calculation	Indicate Percentage	Percentage Category
Total hours the student spends in the regular education classroom per day	Total hours in a typical school day (including lunch, recess, and study periods)	(Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = %	Section A: The percentage of time child spends inside the regular classroom:	Using the calculation result - select the appropriate percentage category
			_____% of the day	❑ INSIDE the regular classroom 80% or more of the day ❑ INSIDE the regular classroom 79-40% of the day ❑ INSIDE the regular classroom less than 40% of the day

Section B: This section required only for students educated OUTSIDE regular school buildings for more than 50 percent of the day - select and indicate the name of school or facility on the line corresponding with the appropriate selection: (If a student spends less than 50 percent of the day in one of these locations, the IEP team must do the calculation in Section A.)

❑ Approved Private School (Nonresidential) _____   ❑ Other Public Facility (Nonresidential) _____
❑ Approved Private School (Residential) _____   ❑ Hospital/Homebound _____
❑ Other Private Facility (Nonresidential) _____   ❑ Correctional Facility _____
❑ Other Private Facility (Residential) _____   ❑ Out of State Facility _____
❑ Other Public Facility (Residential) _____   ❑ Instruction Conducted in the Home _____

EXAMPLES for Section A: How to Calculate PennData–Educational Environment Percentages

	Column 1 Total hours the student spends in the regular education classroom per day	Column 2 Total hours in a typical school day (including lunch, recess & study periods)	Calculation (Hours inside regular classroom ÷ hours in school day) × 100 = % (Column 1 ÷ Column 2) × 100 = %	Indicate Percentage Section A: The percentage of time child spends inside the regular classroom:
Example 1	5.5	6.5	(5.5 ÷ 6.5) × 100 = 85%	85% of the day(Inside 80% or more of day)
Example 2	3	5	(3 ÷ 5) × 100 = 60%	60% of the day(Inside 79-40% of day)
Example 3	1	5	(1 ÷ 5) × 100 = 20%	20% of the day(Inside less than 40% of day)

Examples of Educational Environments:
Guidance for IEP Teams

Example	Rationale for Consideration of Environment	How to report this time on the IEP?
Regular classroom all day with 1:1 paraeducator support provided to student 100% of day	Paraeducator support is an IEP team decision related to the specially designed instruction that a student needs. It does not impact Educational Environment calculation or reporting.	Complete Section A.
Student receives specialized instruction in a full-time special education classroom, taught by special education teacher	This is special education delivered physically outside of the regular education environment.	Complete Section A.
Speech therapy delivered in separate therapy room	This is special education delivered physically outside of the regular education environment.	Complete Section A.
Integrated speech therapy within regular classroom, provided by speech and language therapist	This is special education delivered inside the regular education environment.	Complete Section A.
General education classroom with co-teaching	Co-teaching is an instructional strategy that is provided to all children inside the regular education environment.	Complete Section A.
Alternative Education program - "regular education" if the students with disabilities and nondisabled peers are educated in the program	An alternative education environment that includes both students with disabilities and nondisabled students is a regular education environment.	Complete Section A.

Example	Rationale for Consideration of Environment	How to report this time on the IEP?
Educational time spent in age-appropriate, community-based setting, which includes individuals with and without disabilities (e.g., vocational sites, supermarkets, colleges)	Time spent in community environments with nondisabled peers and community members is a regular education environment.	Complete Section A.
Correctional facilities	Students are not being educated in regular schools.	Complete Section B. Not applicable to time calculated in regular buildings. Write the name of the correctional facility in the space provided.
One-on-one orientation and mobility instruction in halls and stairs of regular education school building with vision therapist.	Considered regular education.	Complete Section A.
Recess with nondisabled students	Recess is part of the school day and participation alongside nondisabled students is a regular education environment.	Complete Section A.
Recess with only students with IEPs	Since no regular education students participate, this activity is a special education activity outside the regular education environment.	Complete Section A.
Peer buddies visit the special education classroom	Even though students without disabilities are physically within the special education classroom, the instruction is still performed by a special education teacher in a special education setting.	Complete Section A.

Example	Rationale for Consideration of Environment	How to report this time on the IEP?
Field trips	Field trips do not occur as part of the typical school day schedule for students.	This does not impact Educational Environment reporting.
Flexible grouping (e.g., for reading instruction)	Flexible grouping is an instructional strategy that does not impact Educational Environment reporting as long as groupings are based on skill levels of all students, with and without disabilities.	Complete Section A.
Instruction Conducted in the Home	Instruction Conducted in the Home is the most restrictive setting along the special education continuum of services.	Complete Section B.
Students engaged in job training in sites within the school setting	Training in actual work settings is considered regular education.	Complete Section A.
Instruction in a sheltered workshop	This is a segregated setting.	If the student is in this setting more than 50 percent of the time, complete Section B of the IEP, checking the box denoting "other public facility, nonresidential." If the student is in this setting less than 50 percent of the time, complete Section A.
Lunch in the cafeteria	Lunch is part of the school day and there are opportunities to interact with students without disabilities.	Complete Section A.

Example	Rationale for Consideration of Environment	How to report this time on the IEP?
Lunch in special education classroom with students with IEPs	Lunch is part of the school day; however, because there are no opportunities to interact with students without disabilities, the student is outside the regular education environment.	Complete Section A.
Other locations (e.g., APSs, Public Separate Facilities)	These settings are not regular school buildings.	If the student is in this setting more than 50 percent of the time, complete Section B of the IEP, checking the box denoting "other public facility, nonresidential." If the student is in this setting less than 50 percent of the time, complete Section A.
Charter Schools	Charter schools are considered LEAs, thus considered regular education school buildings.	Complete Section A.
Cyber Charter Schools	Cyber Charter schools are considered LEAs. This is considered the same environment in which students without disabilities are enrolled.	Complete Section A.

Reminder: Section A of the IEP is completed for students educated in regular buildings with students without disabilities. Statewide, this group represents approximately 96 percent of all students with IEPs. Section B is completed for students educated outside regular school buildings more than 50 percent of the day.