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STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
7TH FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0380

TIMOTHY K. WEBB, Ed.D.
COMMISSIONER

MEMORANDUM

TO: Special Education Supervisors

FROM: Terry Long, Division of Special Education, Director of Data Services

SUBJECT: End of Year Report (2008-2009) and February, 2009 Court Report for Districts (DETAILED INSTRUCTIONS)

DATE: **May 07, 2009**

It's nearing the end of the school year once again, which means it is time to prepare and submit the End of Year Report and the February Court Report. The End of Year Report should be provided in accordance with your approved Comprehensive Plan for Providing Special Education Services for 2008-2009. This report includes the activities carried out with IDEA Part B funds and Preschool Grant funds.

The following are required for the February Report Court Report:

- A. Status of Service Court Report
- B. Inappropriately Served Court Report
- C. Students Suspected of Being Disabled

The following tables are required for the End of Year Report:

Table 1 – End of Year Frequency Report

Table 2 – Personnel Employed

~~Table 3 – Child Find 3 – 21 Years, Early Childhood Transition & Preschool Service Delivery~~ **(TABLE 3 has been removed from this report packet – Early Childhood Transition data will be compiled by the State – See note on page 20 of this packet)**

Table 4 – Report of Children with Disabilities Ages 14-21 Exiting Report

~~Table 5 – Suspension/Expulsion Report~~

~~Table 6 – Staff Development Activities, Parent Involvement, and Surrogate Parent Training~~ **(TABLE 6 has been removed from this report packet – See note on page 56 of this packet)**

~~Table 7—End of the Year Report for Gifted (TABLES 6 and 7 have been removed from this report packet – See note on page 56 of this packet)~~

What to Send: The signed original and one copy of the entire End of Year Report (Tables 1, 2, and 4) and the February Court Report (sections A, B, and C).

Where to Send: ***MAIL THE SIGNED ORIGINAL AND ONE COPY TO:***

Terry Long, Director of Data Services
Tennessee Department of Education
Division of Special Education
Andrew Johnson Tower, 7th Floor
710 James Robertson Parkway
Nashville, TN 37243-0380

When to Send: **Mail on or before June 30, 2009**

For Assistance Call: **Questions about reports –**
Contact Terry Long at terry.long@tn.gov or (615) 532-3262

ATTENTION: Please compare this year's data (2008-09) with last year's data (2007-08). If we find a large discrepancy in the data (15-20%), we will contact you for justification. It is very important that your district's completed End of Year Report packet is mailed to this office by June 30, 2009.

**INSTRUCTIONS FOR OPENING THE EMBEDDED TABLE CALCULATION PAGES
(FOR MICROSOFT WORD VERSION OF THIS REPORT PACKET)**

These instructions apply to the following tables or sections of tables in the MSWord version of the FEBRUARY COURT REPORT and END OF THE YEAR DATA REPORT packet:

- Court Report, Section C - Certification, Persons Suspected of Being Disabled
- Table 1
- Table 4 Sections A through C

1. Double click inside of the table. It will turn into an Excel worksheet.
2. Enter your information. The formulas will calculate your totals.
3. Before you close the Excel worksheet hold down the Ctrl key and hit the Home key.
Otherwise your worksheet will not print out properly.
4. Click outside the worksheet and the Excel worksheet will return to the Word document.
5. If you want to save your worksheets to your hard drive click **Save As** and **Rename** the document, do not Save after printing.

Note:

You may have to use the scroll bar in Word, but scroll slowly. Ignore the Word background while you are in the Excel Worksheet. When you click outside the page it will go back into the right position and print out correctly.

FEBRUARY 1, 2009 COURT REPORT
OF
CHILDREN AND YOUTH WITH DISABILITIES

Submit on or before June 30, 2009

Please return the attached forms to:

Terry Long
Tennessee Department of Education
Division of Special Education
7th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0380

I hereby certify that the information provided on the following forms is accurate and represents an unduplicated count of all children youth with disabilities. Documentation is available for review to support this data.

District Name

Director of Schools Signature

Date

District Code #

Date of Census: February 1, 2009
Date Due: June 30, 2009

A. CERTIFICATION OF SERVICES

SCHOOL DISTRICT OR AGENCY _____

Each of the Status of Service Codes listed below provide an unduplicated count of all children and youth with disabilities, ages birth through 21 years, who were receiving the described services.

STATUS OF SERVICES

Status	RECEIVING APPROPRIATE SERVICES	Number
1	Full Special Education Support Service	1)
2	Enrolled in private program at choice of parent and at parent's expense, with special education services provided by the LEA.	2)

Status	RECEIVING LESS THAN APPROPRIATE SERVICE FROM THE LEA	Number
3	Receiving some special education service but less than recommended service	3)
4	Enrolled in school, public or private, but not receiving needed special education from the LEA.	4)
5	Not enrolled in any education program.	5)

TOTAL	Total Count of children and youth with disabilities reported in Status 1-5.	6)
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**B. LIST OF INAPPROPRIATELY SERVED
CHILDREN AND YOUTH WITH DISABILITIES
AGES BIRTH - 21 YEARS**

Date of Census: February 1, 2009

Date Due: June 30, 2009

School District

STATUS	NAME	AGE	ADDRESS	DISABILITY	REASON

Date of Census: February 1, 2009

Date Due: June 30, 2009

School District

C. CERTIFICATION

PERSONS SUSPECTED OF BEING DISABLED

For each age please provide an unduplicated count of all persons who have been screened and referred for special education services but have not yet been evaluated.

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total	
Count																								0

For each age please provide an unduplicated count of all persons who have been evaluated for a disability but have not yet been determined to be eligible for special education services.

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total	
Count																								0

The above information is accurate and represents an unduplicated count of all persons in this agency who were **suspected** of being disabled.

END OF THE YEAR DATA REPORT
FOR
CHILDREN AND YOUTH WITH DISABILITIES

Submit on or before June 30, 2009

Please return the attached forms to:

Terry Long
Tennessee Department of Education
Division of Special Education
7th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0380

The information provided is accurate and documentation is available for review to support this data.

District Name

Director's Signature

Date

District Code #

**INSTRUCTIONS FOR EOY TABLE 1
END OF THE YEAR FREQUENCY REPORT**

This table should include students with disabilities (all state and federal disability categories) who received services in your school system during the 2008-09 school year (an duplicated, cumulative count). Report students by the primary disability only. If a student has more than one disability, report him/her under the condition considered to be the major disability. This is an unduplicated count so each student should be reported only one time.

- 1 Within School System - Give an unduplicated count by the primary disability of the eligible students by age category provided special education services within the school system.
- 2 Contractual Arrangements - Give an unduplicated count by disability of eligible students by age category who were provided full-time special education services through contractual arrangement with another school system, a private school, or a public agency. **All contracts for full time special education placements must be approved annually by the state Commissioner of Education. No LEA shall expend state funds for contracted placements that have not been approved by the Commissioner.**
- 3 Total who Received Free Appropriate Special Education Services - Total all students who were provided special education services by the school system directly or through contractual arrangement by age category. **Unduplicated number of students with disabilities (ages 3-21) who received special education services. This includes students who turned 22 during the school year.**
- 4 Number who Received Special Transportation – Give an unduplicated count by age, category and disability of eligible students who were provided special transportation.
- 5 Private School Children Placed by LEA –

Number Enrolled - Give an unduplicated count by disability of eligible students who were enrolled by LEA in private schools within the boundaries of the school system and were provided special education services by the school system.
- 6 Private School Children Placed by Parents –
 - a. Number Enrolled – Give an unduplicated count by disability of eligible students who were enrolled by parents’ choice in private schools within the boundaries of the school system.
 - b. Number Served – Give an unduplicated count by disability of eligible students who were enrolled by parents’ choice in private schools within the boundaries of the school system and were provided special education services by the school system.

Authority: TRR-0520-1-3-.09 (3)(c)
P. L. 94-142.300.227
P. L. 99-457. Section 619

**TABLE 1 – End of Year Frequency Report
2007-2008**

School District: _____

DISABILITY	(1) Within School System		(2) Contractual Agreement		(3) Total who Received FAPE		(4) # Received Special Transportation		(5) # Private School Students Placed by LEA who Received Services		(6a) # Private School Students Placed by Parents		(6b) # Of Private School Students (6a) Served by LEA This School Year	
	3-5	6-21	3-5	6-21	3-5	6-21	3-5	6-21	3-5	6-21	3-5	6-21	3-5	6-21
Autism					0	0								
Blind					0	0								
Deaf-Blindness					0	0								
Deafness					0	0								
Developmental Delay					0	0								
Emotional Disturbance					0	0								
Functional Delay					0	0								
Hearing Impairments					0	0								
Intellectually Gifted					0	0								
Language Impairments					0	0								
Mental Retardation					0	0								
Multiple Disabilities					0	0								
Orthopedic Impairments					0	0								
Other - Health Impairments					0	0								
Specific Learning Disabilities					0	0								
Speech Impairment					0	0								
Traumatic Brain Injury					0	0								
Visual Impairments					0	0								
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Grand Total **0**

INSTRUCTIONS FOR EOY FEDERAL REPORT TABLE 2

PERSONNEL (In Full -Time Equivalency of Assignment) EMPLOYED AND NEEDED TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN AND YOUTH WITH DISABILITIES

General Instructions

Provide the number of full-time equivalent personnel *employed* and *contracted* to provide special education and related services on December 1, 2007 (child count date). The figures must include data from all agencies having responsibility for educating children with disabilities, including personnel employed by private agencies. Report personnel employed to serve students with disabilities ages 3-21 regardless of funding source (i.e., Part B of IDEA, State, or local). Do not count teachers and other instructional personnel who serve children from birth through age 2, unless they also serve children with disabilities ages 3 through 21.

The number of personnel should be reported in full-time equivalency of assignment. That is, a part-time teacher working 4 hours per day (in a 6-hour school day) would be reported as .67 FTE. Decimals may be used. Place zeros (0) in categories where no personnel are employed.

Section A is for reporting the number of FTE Special Education teachers contracted or employed to work with children who are receiving special education, according to whether or not the teachers are highly qualified. On the upper row, report teachers working with 3 through 5 year old children with disabilities; On the lower row, report teachers working with children ages 6 through 21.

Special education teachers include teachers employed to provide special education to children with disabilities, including preschool teachers, itinerant/consulting teachers, and home/hospital teachers. This count should include teachers of children with disabilities in separate schools and facilities.

NOTE: For reporting Special Education teachers whose service time is divided between students with disabilities and students in the general population, base the reported FTE on only the percentage of time the Special Education teacher works specifically with students receiving special education and related services.

Section B is for reporting the number of FTE Special Education paraprofessionals contracted or employed to work with children who are receiving special education, according to whether or not the teachers are qualified for the position held. On the upper row, report paraprofessionals who work with 3 through 5 year old children with disabilities; On the lower row, report paraprofessionals who work with children ages 6 through 21.

Paraprofessionals are employees who provide instructional support, including those who:
(1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with classroom management, such as organizing instructional and other materials, (3) provide instructional assistance in a computer laboratory, (4) conduct parental involvement activities, (5) provide support in a library or media center,

(6) act as a translator, or (7) provide instructional support services under the direct supervision of a teacher.¹

NOTE: For reporting paraprofessionals whose service time is divided between students with disabilities and students in the general population, base the reported FTE on only the percentage of time the paraprofessional works specifically with students receiving special education and related services.

Section C is for report the number of FTE related services personnel, by type of personnel contracted and employed to provide related services for children with disabilities ages 3-21, according to whether or not they are fully certified for the position held. *Note that the number of speech-language pathologists employed has been included in this section.*

This report is not intended to be a comprehensive count of all types of personnel providing services to children with disabilities. Report only those personnel specified below.

Specific Instructions, Section A

Column (1) For teachers employed or contracted to provide special education and related services on or about the child count date, report the number of FTE teachers who meet the State standard of *highly qualified** for the position.

*Teachers reported as *highly qualified* must meet the State standard based on the definition of highly qualified in 20 U.S.C. Section 1401(10). Note that the statutes provide for separate criteria for classifying Special Education teachers as *highly qualified* when they do not have responsibility for teaching core academic subjects.

If teachers who work with children ages 3 through 5 are not included in the State's definition of *highly qualified*, report these personnel as highly qualified if they meet the definition of fully certified provided in the instructions for Section C.

Column (2) For teachers employed or contracted to provide special education and related services on or about the child count date for 2008, report the number of FTE teachers who do **NOT** meet the State standard for highly qualified for the position in which they are employed.

Column (3) Add the numbers in columns (1) and (2) to obtain the total number of FTE special education teachers employed or contracted on or about the child count date for 2008.

Specific Instructions, Section B

Column (1) For paraprofessionals employed or contracted to provide special education and related services on or about the child count date for 2008, report the number of FTE paraprofessionals who meet the State standard of *qualified** for the position.

*Paraprofessionals reported as *qualified* must meet the State standard for qualified based on the criteria identified in 20 U.S.C. 1412(14)(B). If paraprofessionals are not included in the State's

¹ Definition adapted from 20 U.S.C. Section 6319(g)(2)

definition of *qualified*, report these personnel as qualified, if they meet the definition of fully certified provided in the instructions for Section C.

Column (2) For paraprofessionals employed or contracted to provide special education and related services on or about the child count date for 2008, report the number of FTE paraprofessionals who do NOT meet the State standard for qualified for the position in which they are employed.

Column (3) Add the numbers in columns (1) and (2) to obtain the total number of FTE_paraprofessionals employed or contracted on or about the child count date for 2008.

Specific Instructions, Section C

Column (1) For personnel employed or contracted to provide related services on or about the child count date for 2008, report the number of FTE personnel who are considered fully certified for the position. This category includes: (a) personnel who hold appropriate State certification or licensure for the position held; and (b) personnel who hold positions for which *no* State requirements exist (i.e., no certification or licensure requirements).

Column (2) For personnel employed or contracted to provide related services on or about the child count date for 2008, report the number of FTE personnel NOT fully certified; These persons, who may have been employed on an emergency, provisional, or other basis, should be reported in this column if they did not hold standard State certification or licensure for the position to which they were assigned, or if they did not meet other existing State requirements for the position. This includes long-term substitutes.

Column (3) Add the numbers in columns (1) and (2) to obtain the total number of **FTE** related services personnel employed on or about the child count date for 2008.

Rows (1)-(11) For each related services personnel category (rows 1-11), report the total number of FTE personnel employed to provide related services to children with disabilities ages 3-21, **according to whether or not they are fully certified for the position held.** *Do not include personnel already accounted for in Sections A or B.*

All definitions included in section C are based on 34 CFR 300.34, unless otherwise noted.

Row (1) Report an unduplicated count of the number of FTE audiologists who provide the following services to children with disabilities:

- (i) “Identification of children with hearing loss;
- (ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
- (iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
- (iv) Creation and administration of programs for prevention of hearing loss;
- (v) Counseling and guidance of children, parents, and teachers regarding hearing loss; and
- (vi) Determination of the children’s needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.”

- Row (2) Report an unduplicated count of the number of FTE speech-language pathologists providing the following services to children with disabilities:
- (i) “Identification of children with speech or language impairments;
 - (ii) Diagnosis and appraisal of specific speech or language impairments;
 - (iii) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
 - (iv) Provision of speech and language services for the habilitation or prevention of communicative impairments; and
 - (v) Counseling and guidance of parents, children, and teachers regarding speech and language impairments.”

Do not include speech teachers reported in Section B.

- Row (3) Report an unduplicated count of the number of FTE interpreters who provide services, as used with respect to children who are deaf or hard of hearing, including oral transliteration services, cued language transliteration services, and sign language interpreting services.

- Row (4) Report an unduplicated count of the number of FTE psychologists who provide the following services to children with disabilities:
- (i) "Administering psychological and educational tests, and other assessment procedures;
 - (ii) Interpreting assessment results;
 - (iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
 - (iv) Consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations;
 - (v) Planning and managing a program of psychological services, including psychological counseling for children and parents; and
 - (vi) Assisting in developing positive behavioral intervention strategies.”

Do NOT include psychologists employed to work with all students, with and without disabilities. Include only those psychologists employed specifically to work with students with disabilities.

- Row (5) Report an unduplicated count of the number of FTE occupational therapists who provide the following services to children with disabilities:
- (i) “Improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;
 - (ii) Improving ability to perform tasks for independent functioning if functions are impaired or lost; and
 - (iii) Preventing, through early intervention, initial or further impairment or loss of function.”

- Row (6) Report an unduplicated count of the number of FTE physical therapists² who provide the following services to children with disabilities:

² 34 Code of Federal Regulations §303.12(d)(9)

- (i) Screening, evaluation, and assessment of children “. . . to identify movement dysfunction;
- (ii) Obtaining, interpreting, and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems; and
- (iii) Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.”

Row (7) Report an unduplicated count of the number of FTE physical education teachers and recreation and therapeutic recreation specialists.

Include physical education teachers who provide special physical education, adaptive physical education, movement education, or motor development to children and youth with disabilities.

Include recreation and therapeutic recreation specialists who provide the following:

- (i) “Assessment of leisure function;
- (ii) Therapeutic recreation services;
- (iii) Recreation programs in schools and community agencies; and
- (iv) Leisure education.”

Row (8) Report an unduplicated count of the number of FTE social workers who provide the following services to children with disabilities:

- (i) “Preparing a social or developmental history on a child with a disability;
- (ii) Group and individual counseling with the child and family;
- (iii) Working in partnership with parents and others on those problems in a child’s living situation (home, school, and community) that affect the child’s adjustment in school;
- (iv) Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
- (v) Assisting in developing positive behavioral intervention strategies.”

Do NOT include social workers employed to work with all students, with and without disabilities. Include only those social workers employed specifically to work with students with disabilities.

Row (9) Report an unduplicated count of the number of FTE personnel providing medical/nursing services³. Include medical services for diagnostic and evaluation purposes provided to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs. Also include personnel who provide nursing services designed to enable a child with a disability to receive FAPE as described in the child’s IEP, with the exception of services related to medical devices that are surgically implanted (e.g., cochlear implants).

Row (10) Report an unduplicated count of the number of FTE counselors and rehabilitation counselors.

³ Definition adapted from 20 U.S.C. Section 1401(26).

Counselors⁴ are professionals who guide “individuals, families, groups, and communities by assisting them in problem solving, decision making, discovering meaning, and articulating goals related to personal, educational and career development.” **Do not include counselors employed to work with all students, with and without disabilities. Include only counselors who are employed specifically to work with children with disabilities.**

Include rehabilitation counselors who provide services in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.

Row (11) Report an unduplicated count of the number of FTE personnel providing orientation and mobility services including:

- (i) “Services provided to blind or visually impaired students to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community;” and
- (ii) Teaching students the following, as appropriate:
 - (A) “Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);
 - (B) To use the long cane to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
 - (C) To understand and use remaining vision and distance low vision aids; and
 - (D) Other concepts, techniques, and tools.”

⁴ Nonregulatory definition adapted from NCES - Staff Data Handbook: Elementary, Secondary, and Early Childhood Education, 1995.

EOY TABLE 2

NUMBER AND TYPE OF TEACHERS EMPLOYED (IN FULL-TIME EQUIVALENCY)
TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN
WITH DISABILITIES, AGES 3-5 AND AGES 6-21

2008-2009 SCHOOL YEAR

SCHOOL DISTRICT: _____

SECTION A. SPECIAL EDUCATION TEACHERS SERVING CHILDREN WITH DISABILITIES.

	(1) HIGHLY QUALIFIED	(2) NOT HIGHLY QUALIFIED	(3) TOTAL
SPECIAL EDUCATION TEACHERS FOR AGES 3 – 5			
SPECIAL EDUCATION TEACHERS FOR AGES 6 – 21			
TOTAL			

EOY TABLE 2 (Continued)

PERSONNEL (IN FULL-TIME EQUIVALENCY OF ASSIGNMENT) EMPLOYED
TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN WITH DISABILITIES

2008-2009 SCHOOL YEAR

SECTION B. SPECIAL EDUCATION PARAPROFESSIONALS SERVING CHILDREN WITH DISABILITIES.

	(1) QUALIFIED	(2) NOT QUALIFIED	(3) TOTAL
SPECIAL EDUCATION PARAPROFESSIONALS FOR AGES 3 – 5			
SPECIAL EDUCATION PARAPROFESSIONALS FOR AGES 6 – 21			
TOTAL			

EOY TABLE 2 (Continued)

PERSONNEL (IN FULL-TIME EQUIVALENCY OF ASSIGNMENT) EMPLOYED
TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN
WITH DISABILITIES

2008-2009 SCHOOL YEAR

SECTION C. RELATED SERVICES PERSONNEL SERVING CHILDREN WITH DISABILITIES AGES 3-21.

RELATED SERVICES PERSONNEL	(1) FULLY CERTIFIED	(2) NOT FULLY CERTIFIED	(3) TOTAL
1. AUDIOLOGISTS			
2. SPEECH-LANGUAGE PATHOLOGISTS			
3. INTERPRETERS			
4. PSYCHOLOGISTS			
5. OCCUPATIONAL THERAPISTS			
6. PHYSICAL THERAPISTS			
7. PHYSICAL EDUCATION TEACHERS AND RECREATION AND THERAPEUTIC RECREATION SPECIALISTS			
8. SOCIAL WORKERS			
9. MEDICAL/NURSING SERVICE STAFF			
10. COUNSELORS AND REHABILITATION COUNSELORS			
11. ORIENTATION AND MOBILITY SPECIALISTS			

IMPORTANT NOTE:

TABLE 3 - Child Find 3 – 21 Years, Early Childhood Transition and Preschool Service Delivery was deleted from this report packet during the 2007-2008 school year.

The Early Intervention (Part C) to Pre-school Early Childhood (Part B) Transition data will be compiled by the State by comparing data sent from Tennessee's Early Intervention Data System (TEIDS) with data from EasyIEP/EasyCensus regarding children who have IEPs in place by their third birthday. School districts will review this data for completeness and accuracy before it is reported publicly in the new Special Education section of the 2009 State Report Card (school year 2008-2009) in the fall of 2009.

INSTRUCTIONS FOR EOY TABLE 4

REPORT OF CHILDREN WITH DISABILITIES AGES 14 - 21 EXITING SPECIAL EDUCATION

2008-2009 School Year

General Instructions

Provide a count of the number of children with disabilities reported under IDEA, Part B who exited special education **between July 1, 2008 and June 30, 2009**. Data are to be provided by age, disability category, basis of exit, race/ethnicity, gender, and limited English proficiency (LEP) status. **Include only children who were in special education at the start of the reporting period, but were not in special education at the end of the reporting period.** All data provided must sum, as an unduplicated count, to Section B of the table where you report the total for all disabilities. The age of the student should reflect his/her age in years on the date of the most recent child count prior to the child's exiting, not at time of exit.

Specific Instructions

Sections A-E

In these tables, enter an unduplicated count of all children with disabilities, by age, disability category, race/ethnicity, gender, and limited English proficiency (LEP) status, who were in special education at the start of the reporting period, but were not in special education at the end of the reporting period. LEAs must use a 12-month interval for reporting exiting data, **from July 1, 2008 to June 30, 2009**. Place zeros (0) in categories where no children have exited the program.

- Row A. Transferred to regular education. Total who were served in special education at the start of the reporting period, but at some point during that 12-month period, returned to regular education. These are students who no longer have an IEP and are receiving all of their educational services from a regular education program.
- Row B. Graduated with regular high school diploma. Total who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These are students who met the same standards for graduation as those for students without disabilities. As defined in 34 CFR §300.102(a)(3)(iv), "the term *regular high school diploma* does not include an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a general educational development credential (GED)."
- Row C. Received a certificate. Total who exited an educational program and received a certificate of completion, modified diploma, or some similar document. This includes students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities. This category also includes students receiving any alternative degree that is not

fully aligned with the State's academic standards, such as a certificate or a general educational development credential (GED), so long as the student remained continuously enrolled in the secondary educational program. If your State does not use certificates, enter -9 in the appropriate cells.

- Row D. Reached maximum age. Total who exited special education because of reaching the maximum age for receipt of special education services, including students with disabilities who reached the maximum age and did not receive a diploma.
- Row E. Died. Total who died.
- Row F. Moved, known to be continuing. Total who moved out of the catchment area or otherwise transferred to another district and are *KNOWN* to be continuing in an educational program. There need not be evidence that the student is continuing in special education, only that he/she is continuing in an education program. This row includes students in residential drug/alcohol rehabilitation centers, correctional facilities, or charter schools if those facilities operate as separate districts, excluding normal matriculation.
- Row G. Dropped out. Total who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any of the other bases described. This row includes dropouts, runaways, GED recipients,⁵ expulsions, status unknown, students who moved and are not known to be continuing in another educational program, and other exiters from special education.
- Row H. Total of rows (A) through (G).

Section A. Disability and Discrete Age by Basis of Exit

Report the number of students ages 14-21 who exited special education by age-year, disability category, and basis of exit.

Section B. Discrete Age by Basis of Exit

Report the total number of students ages 14-21 who exited special education by age-year and basis of exit. These figures must equal the sum of the data reported in Section A.

Section C. Race/ethnicity by Basis of Exit

In October 2007, the Department of Education published its Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data to the U.S. Department of Education in the Federal Register (Vol. 72, No. 202, available at <http://www.gpoaccess.gov/nara/index.html>), referred to in these instructions as the *new guidance*. The procedures for collecting, aggregating, and reporting race and ethnicity, as described in the new guidance, must be implemented by no later than the report of the SY 2010-11

⁵ In States where students may receive a GED without dropping out of school, these students may be reported as graduating with a diploma (Row B). These are students who were jointly enrolled in secondary education and a GED program. In all other cases, GED recipients should be reported in Row G.

Exiting data. Although not required to do so prior to the 2010-11 report, LEAs may, as early as for reports referencing SY 2008-09, collect and aggregate their data as specified in the new guidance and then must use the alternate Table 4 form (Table 4 – RE7) for reporting aggregate race/ethnicity data in the seven (7) categories. When implementing the new reporting guidance, LEAs must do so at the beginning of the relevant reporting period and must apply the guidance consistently to ALL data reported within that period.

To report Exiting data under the five race/ethnicity categories, you must use this data collection form, Table 4 – RE5 (5 race/ethnicity reporting categories as used prior to 2007 guidance). DO NOT USE THIS form (Table 4 – RE 5) if you are reporting race/ethnicity according to the new guidance.⁶

Tennessee Department of Education has not yet fully prepared to implement the new race/ethnicity reporting guidance and will continue to report race/ethnicity using the five (5) race/ethnicity categories as defined and applied prior to the new guidance, but must transition to procedures described in the new guidance no later than for report of the SY 2010-11 Exiting data.

Report the total number of students ages 14-21 who exited special education by race/ethnicity and basis of exit. These figures must equal the total data for ages 14-21 reported in Section B.

Race/ethnicity categories are defined as follows:

American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.
Asian or Other Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, Vietnam, Hawaii, Guam, and Samoa.
Black (not Hispanic)	A person having origins in any of the Black racial groups of Africa.
Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
White (not Hispanic)	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

⁶If your State is collecting race/ethnicity information in a manner that is NOT in full accordance with the new guidance (including the two-part question format for ascertaining and reporting Hispanic ethnicity), you should use the 5-category format until your State is prepared to fully implement the new guidance, and to do so for all of the IDEA Part B collections associated with the given reporting reference year (e.g., 2009-10 year). Until you make that full transition, you should continue to use either of two options to account for students who are identified as multiracial or two or more races, as described in the document entitled, “Handling Missing Data When Reporting Race/Ethnicity” (<https://www.ideadata.org/docs/PartBRaceEthnicity.doc>).

Total

The unduplicated total across the race/ethnicity designations.

Note that children can only be reported in one race/ethnicity category.

Section D. Gender by Basis of Exit

Report the total number of students ages 14-21 who exited special education by gender and basis of exit. These figures must equal the total data reported in Section B.

Section E. Limited English Proficiency Status by Basis of Exit

Report the total number of students ages 14-21 who exited special education by LEP status. These figures must equal the total data reported in Section B.

Limited English Proficient. A child who meets the definition of a limited English proficient child under the Elementary and Secondary Education Act, 20 U.S.C. Section 7801(A)(25):

“The term ‘limited English proficient,’ when used with respect to an individual, means an individual -

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)
 - (i) who was not born in the United States or whose native language is a language other than English;
 - (ii)
 - (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual -
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 6311(b)(3) of this title;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.”

LEP status should reflect the child’s status as of the date of exit.

EOY TABLE 4

REPORT OF CHILDREN WITH DISABILITIES
EXITING PROGRAMS
FROM JULY 1, 2008 THROUGH JUNE 30, 2009

SECTION A

BASIS OF EXIT:	DISABILITY/AGE																			
	MENTAL RETARDATION										HEARING IMPAIRMENTS									
	14	15	16	17	18	19	20	21	22+	TOTAL	14	15	16	17	18	19	20	21	22+	TOTAL
(A) TRANSFERED TO REGULAR EDUCATION										0										0
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										0										0
(C) RECEIVED A CERTIFICATE										0										0
(D) REACHED MAXIMUM AGE										0										0
(E) DIED										0										0
(F) MOVED, KNOWN TO BE CONTINUING										0										0
(G) DROPPED OUT										0										0
(H) TOTAL (OF ROWS A-G):	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

EOY TABLE 4 (continued)
REPORT OF CHILDREN WITH DISABILITIES
EXITING PROGRAMS
FROM JULY 1, 2008 THROUGH JUNE 30, 2009

SECTION A (CONTINUED)

BASIS OF EXIT:	DISABILITY/AGE																			
	SPEECH OR LANGUAGE IMPAIRMENTS										VISUAL IMPAIRMENTS									
	14	15	16	17	18	19	20	21	22+	TOTAL	14	15	16	17	18	19	20	21	22+	TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION										0										0
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										0										0
(C) RECEIVED A CERTIFICATE										0										0
(D) REACHED MAXIMUM AGE										0										0
(E) DIED										0										0
(F) MOVED, KNOWN TO BE CONTINUING										0										0
(G) DROPPED OUT										0										0
(H) TOTAL (OF ROWS A-G):	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

EOY TABLE 4 (continued)
REPORT OF CHILDREN WITH DISABILITIES
EXITING PROGRAMS
FROM JULY 1, 2008 THROUGH JUNE 30, 2009

SECTION A (CONTINUED)

BASIS OF EXIT:	DISABILITY/AGE																			
	EMOTIONAL DISTURBANCE										ORTHOPEDIC IMPAIRMENTS									
	14	15	16	17	18	19	20	21	22+	TOTAL	14	15	16	17	18	19	20	21	22+	TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION										0										0
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										0										0
(C) RECEIVED A CERTIFICATE										0										0
(D) REACHED MAXIMUM AGE										0										0
(E) DIED										0										0
(F) MOVED, KNOWN TO BE CONTINUING										0										0
(G) DROPPED OUT										0										0
(H) TOTAL (OF ROWS A-G):	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

EOY TABLE 4 (continued)
REPORT OF CHILDREN WITH DISABILITIES
EXITING PROGRAMS
FROM JULY 1, 2008 THROUGH JUNE 30, 2009

SECTION A (CONTINUED)

BASIS OF EXIT:	DISABILITY/AGE																			
	OTHER HEALTH IMPAIRMENTS										SPECIFIC LEARNING DISABILITIES									
	14	15	16	17	18	19	20	21	22+	TOTAL	14	15	16	17	18	19	20	21	22+	TOTAL
(A) TRANSFERED TO REGULAR EDUCATION										0										0
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										0										0
(C) RECEIVED A CERTIFICATE										0										0
(D) REACHED MAXIMUM AGE										0										0
(E) DIED										0										0
(F) MOVED, KNOWN TO BE CONTINUING										0										0
(G) DROPPED OUT										0										0
(H) TOTAL (OF ROWS A-G):	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

EOY TABLE 4 (continued)

REPORT OF CHILDREN WITH DISABILITIES
EXITING PROGRAMS
FROM JULY 1, 2008 THROUGH JUNE 30, 2009

SECTION A (CONTINUED)

BASIS OF EXIT:	DISABILITY/AGE																			
	DEAF-BLINDNESS										MULTIPLE DISABILITIES									
	14	15	16	17	18	19	20	21	22+	TOTAL	14	15	16	17	18	19	20	21	22+	TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION										0										0
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										0										0
(C) RECEIVED A CERTIFICATE										0										0
(D) REACHED MAXIMUM AGE									0											0
(E) DIED									0											0
(F) MOVED, KNOWN TO BE CONTINUING									0											0
(G) DROPPED OUT									0											0
(H) TOTAL (OF ROWS A-G):	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

EOY TABLE 4 (continued)
REPORT OF CHILDREN WITH DISABILITIES
EXITING PROGRAMS
FROM JULY 1, 2008 THROUGH JUNE 30, 2009

SECTION A (CONTINUED)

BASIS OF EXIT:	DISABILITY/AGE																			
	AUTISM										TRAUMATIC BRAIN INJURY									
	14	15	16	17	18	19	20	21	22+	TOTAL	14	15	16	17	18	19	20	21	22+	TOTAL
(A) TRANSFERRED TO REGULAR EDUCATION										0										0
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										0										0
(C) RECEIVED A CERTIFICATE										0										0
(D) REACHED MAXIMUM AGE										0										0
(E) DIED										0										0
(F) MOVED, KNOWN TO BE CONTINUING										0										0
(G) DROPPED OUT										0										0
(H) TOTAL (OF ROWS A-G):	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

EOY TABLE 4 (continued)
 REPORT OF CHILDREN WITH DISABILITIES
 EXITING PROGRAMS
 FROM JULY 1, 2008 THROUGH JUNE 30, 2009

SECTION B

BASIS OF EXIT:	DISABILITY/AGE									
	ALL DISABILITIES									
	14	15	16	17	18	19	20	21	22+	TOTAL
(A) TRANSFERED TO REGULAR EDUCATION										0
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA										0
(C) RECEIVED A CERTIFICATE										0
(D) REACHED MAXIMUM AGE										0
(E) DIED										0
(F) MOVED, KNOWN TO BE CONTINUING										0
(G) DROPPED OUT										0
(H) TOTAL (OF ROWS A-G):	0	0	0	0	0	0	0	0	0	0

EOY TABLE 4 (continued)

REPORT OF CHILDREN WITH DISABILITIES
EXITING PROGRAMS
FROM JULY 1, 2008 THROUGH JUNE 30, 2009

SECTION C

RACE/ETHNICITY: BASIS OF EXIT:	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK (Not Hispanic)	HISPANIC	WHITE	TOTAL
(A) TRANSFERED TO REGULAR EDUCATION						0
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA						0
(C) RECEIVED A CERTIFICATE						0
(D) REACHED MAXIMUM AGE						0
(E) DIED						0
(F) MOVED, KNOWN TO BE CONTINUING						0
(G) DROPPED OUT						0
(H) TOTAL (OF ROWS A-G):	0	0	0	0	0	0

EOY TABLE 4 (continued)

REPORT OF CHILDREN WITH DISABILITIES EXITING PROGRAMS
FROM JULY 1, 2008 THROUGH JUNE 30, 2009

SECTION D

BASIS OF EXIT:	GENDER		
	MALE	FEMALE	TOTAL
(A) TRANSFERED TO REGULAR EDUCATION			
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA			
(C) RECEIVED A CERTIFICATE			
(D) REACHED MAXIMUM AGE			
(E) DIED			
(F) MOVED, KNOWN TO BE CONTINUING			
(G) DROPPED OUT			
(H) TOTAL (OF ROWS A-G):			

EOY TABLE 4 (continued)

REPORT OF CHILDREN WITH DISABILITIES EXITING PROGRAMS
FROM JULY 1, 2008 THROUGH JUNE 30, 2009

SECTION E

BASIS OF EXIT:	LIMITED ENGLISH PROFICIENCY STATUS		
	YES	NO	TOTAL
(A) TRANSFERED TO REGULAR EDUCATION			
(B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA			
(C) RECEIVED A CERTIFICATE			
(D) REACHED MAXIMUM AGE			
(E) DIED			
(F) MOVED, KNOWN TO BE CONTINUING			
(G) DROPPED OUT			
(H) TOTAL (OF ROWS A-G):			

INSTRUCTIONS FOR EOY TABLE 5

DISCIPLINE REPORT

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL

2008-2009 SCHOOL YEAR

General Instructions

1. Counts should cover the entire school year.
2. In Sections A through D, children should be reported (1) by disability, (2) by race/ethnicity, (3) by gender, and (4) by limited English proficiency status, respectively.
3. In Sections A through D, include children ages 3-21 served under Part B, IDEA. Age should be determined as of the child count date of the school year.

Selected Definitions (See OSEP Data Dictionary for additional definitions)

Dangerous Weapon – A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such a term does NOT include a pocket knife with a blade of less than 2½ inches in length (18 U.S.C. Section 930(g)(2)).

Disciplinary Removal – Any instance in which a child is removed from his/her educational placement for disciplinary purposes, including in-school suspension, out-of-school suspension, expulsion, removal by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removal by hearing officer for likely injury to self or others.

Drug Offenses – The use, possession, sale, or solicitation of drugs as identified in 21 U.S.C. Section 812(c). These offenses do NOT include use, possession, sale, or solicitation of alcohol or tobacco.

Expulsion – An action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.

In-School Suspension – Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.

Interim Alternative Educational Setting – An appropriate setting determined by the child's IEP team in which the child is placed for no more than 45 school days. This setting enables the child

to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur.

Out-of-School Suspension – Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IEP.

Removal by a Hearing Officer – Those instances in which an impartial hearing officer orders the removal of children with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting.

Serious Bodily Injury – A bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty (18 U.S.C. Section 1365(3)(h)).

Unilateral Removal – Instances in which school personnel (not the IEP team) order the removal of children with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do NOT include decisions by the IEP team to change a student's placement.

Specific Instructions

Section A: Disciplinary Removal Type by Disability

In Section A, information is reported by disability category. In columns 1 through 5, LEAs *must* report the number of children in each column by disability category.

In column 1A, report the number of children ages 3-21 who were unilaterally removed for drug or weapons offenses **or serious bodily injury** (as defined above) by school personnel (NOT the IEP team) from their current educational placement to an interim alternative educational setting (determined by the IEP team). Children with more than one unilateral removal should be counted only once in column 1A.

Columns 1B, 1C, and 1D are counts of removals. Each child reported in column 1A should be reported at least once in columns 1B, 1C, or 1D.

In column 1B, report the total number of times the children reported in column 1A were unilaterally removed for drug offenses, as defined above.

In column 1C, report the total number of times the children reported in column 1A were unilaterally removed for weapons offenses, as defined above.

In column 1D, report the total number of times the children reported in column 1A were unilaterally removed for inflicting serious bodily injury on another person while at school, on school premises, or at a school function under the jurisdiction of the LEA.

If a child reported in column 1A was unilaterally removed to an Interim Alternative Educational Setting more than once then this child should be counted more than once in columns 1B, 1C, or 1D. If, in the course of a single incident, a child committed more than one type of offense, then report the child in each of the appropriate columns. For example, if the child committed both a drug offense and a weapon offense during the same incident, report the drug offense in column 1B and report the weapon offense in column 1C. Every child reported in columns 1B, 1C, and/or 1D should be counted once, and only once, in column 1A.

Children who were removed from school by school personnel for drugs, weapons, or serious bodily injury for 10 days or less and were NOT sent to an Interim Alternative Educational Setting, should be reported as having been suspended. Do not include these children in column 1A.

Children who were removed from school by school personnel for drugs, weapons, or serious bodily injury and who were sent to an Interim Alternative Educational Setting for 45 days or less should be reported in column 1A. This includes children who were sent to an IAES for 10 days or less.

In column 2, report the number of children ages 3-21, who were removed to an interim alternative educational setting based on a hearing officer determination of likely injury to themselves or others. Children removed by a hearing officer more than once should be counted only once in column 2.

Column 3 is a report of children ages 3-21 with out-of-school suspensions or expulsions.

In column 3A, report the number of children ages 3-21 with out-of-school suspensions or expulsions summing to 10 days or less during the school year for any offense or combination of offenses. No child should be reported more than once in column 3A.

In column 3B, report the number children ages 3-21 with out-of-school suspensions or expulsions summing to more than 10 days during the school year for any offense or combination of offenses. No child should be reported more than once in column 3B.

NOTE: No child should be reported in both column 3A and column 3B. The sum of 3A and 3B is the total number of children with out-of-school suspensions or expulsions during the school year.

Column 4 is a report of children ages 3-21 with in-school suspensions.

In column 4A, report the number of children ages 3-21 with in-school suspensions summing to 10 days or less during the school year for any offense or combination of offenses. No child should be reported more than once in column 4A.

In column 4B, report the number of children ages 3-21 with in-school suspensions summing to more than 10 days during the school year for any offense or combination of offenses. No child should be reported more than once in column 4B.

NOTE: No child should be reported in both column 4A and column 4B. The sum of 4A and 4B is the total number of children with in-school suspensions or expulsions during the school year.

NOTE: If a child has both in-school and out-of-school suspensions in the same school year, that same child can be reported in both column 3A or 3B and column 4A or 4B.

A child should be counted in only one of the first three columns (1A, 2, or 3) for the same offense. If a child is unilaterally removed for drugs and reported in column 1A, then do NOT report the child again in column 3 for the same incident. Similarly, if a child is removed by a hearing officer for likely injury and is reported in column 2, then do NOT report the child again in column 3 for the same incident.

A child who is subject to both an in-school and an out-of-school suspension for the same offense should be reported in both columns 3 and 4.

A child with more than one offense could be counted in more than one column (1A, 2, or 3). For example, a child who was unilaterally removed to an interim alternative educational setting and, later in the school year, was subject to an out-of-school suspension for more than 10 school days for a separate offense, should be reported in both column 1A and column 3.

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

Report each child with a disciplinary removal only once in either column 5B, 5C, or 5D according to the cumulative number of days of removal during the school year.

In column 5B, report any child whose cumulative length of removal during the school year totaled 1 day or less.

In column 5C, report any child whose cumulative length of removal during the school year totaled between 2 and 10 days.

In column 5D, report any child whose cumulative length of removal during the school year totaled more than 10 days.

All children reported in columns 5B through 5D should have one or more disciplinary removals reported in column 5A. For example, a child who was suspended three times for three days each during the school year (a total of 9 days) should be reported 3 times in column 5A and once in column 5C.

NOTE: The sum of 5B, 5C, and 5D is the total number of children with one or more disciplinary removals during the school year. Each child reported in columns 1A, 2, 3, or 4 should be reported only ONCE in column 5B, 5C, or 5D, based on the cumulative number of days the child was removed during the school year.

Section B: Disciplinary Removal Type by Race/Ethnicity

The columns found in Section A are repeated in Section B. In Section B, however, data are reported by race/ethnicity categories. LEAs *must* report the number of children in columns 1, 2, 3, and 5 by race/ethnicity.

In October 2007, the Department of Education published its Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data to the U.S. Department of Education in the Federal Register (Vol. 72, No. 202, available at <http://www.gpoaccess.gov/nara/index.html>), referred to in these instructions as the *new guidance*. The procedures for collecting, aggregating, and reporting race and ethnicity, as described in the new guidance, must be implemented by no later than the report of the SY 2010-11 Discipline data. Although not required to do so prior to the SY 2010-11 report, LEAs that are collecting and aggregating their data as specified in the new guidance may, as early as for reports referencing SY 2008-09, use the alternate Table 5 form (Table 5 – RE7) for reporting aggregate race/ethnicity data in the seven (7) categories. When implementing the new reporting guidance, LEAs must do so at the beginning of the relevant reporting period and must apply the guidance consistently to ALL data reported within that period.

To report Discipline data under the five race/ethnicity categories, you must use this data collection form, Table 5 – RE5 (5 race/ethnicity reporting categories as used *prior to 2007 guidance*). DO NOT USE THIS form (Table 5 – RE5) if you are reporting race/ethnicity according to the new guidance.⁷

⁷ If your State is collecting race/ethnicity information in a manner that is NOT in full accordance with the new guidance (including the two-part question format for ascertaining and reporting Hispanic ethnicity), you should use the 5-category format until your State is prepared to fully implement the new guidance, and to do so for all of the IDEA Part B collections associated with the given reporting reference year (e.g., 2009-10 year). Until you make that full transition, you should continue to use either of two options to account for students who are identified as multiracial or two or more races, as described in the document entitled, “Handling Missing Data When Reporting Race/Ethnicity” (<https://www.ideadata.org/docs/PartBRaceEthnicity.doc>).

LEAs not yet fully prepared to implement the new race/ethnicity reporting guidance may continue to report race/ethnicity using the five (5) race/ethnicity categories as defined and applied prior to the new guidance, but must transition to procedures described in the new guidance no later than for report of the SY 2010-11 Discipline data.

The race/ethnicity categories are defined as follows:

American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.
Asian or Other Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, Vietnam, Hawaii, Guam, and Samoa.
Black (not Hispanic)	A person having origins in any of the Black racial groups of Africa.
Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
White (not Hispanic)	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
Total	The unduplicated total across the race/ethnicity designations.

Note that children can only be reported in *one* race/ethnicity category.

Section C: Disciplinary Removal Type by Gender

The columns found in Section A are repeated in Section C. In Section C, LEAs *must* report data in columns 1, 2, 3, and 5 by gender.

Section D: Disciplinary Removal Type by Limited English Proficiency Status

The columns found in Section A are repeated in Section D. In Section D, LEAs *must* report data in columns 1, 2, 3, and 5 by limited English proficiency status.

Limited English Proficient. A child who meets the definition of a limited English proficient child under the Elementary and Secondary Education Act, 20 U.S.C Section 7801(A)(25).

LEP status should reflect the child's status at the time of the removal.

Section E. Children Subject to Expulsion With and Without Educational Services by Disability Status

In column 6A, LEAs *must* report the number of children with disabilities ages 3-21 and the number of children without disabilities in grades K through 12 who were subject to expulsion (as defined above in Selected Definitions) during the school year and who received educational services during the expulsion.

In column 6B, LEAs *must* report the number of children with disabilities ages 3-21 and the number of children without disabilities in grades K through 12 who did NOT receive educational services during the removal.

NOTE: Children with disabilities must receive educational services during any removal of more than 10 school days. The only children with disabilities who should be reported in column 6B are those who were removed for less than 10 school days after an expulsion (e.g., children with disabilities expelled under the Gun-Free Schools Act whose expulsions were modified to less than 10 school days).

Specific Instructions, Sections A through D

If, following a discipline offense, the IEP team meets and determines that the child's current placement is not the least restrictive environment for that child, and therefore makes a permanent change in the child's IEP placement, DO NOT report the child on the discipline report. If the child is suspended pending an IEP team meeting in which his/her IEP placement is changed, the suspension *must* be reported.

In instances in which the IEP team meets to determine the appropriate setting where child will receive educational services following a unilateral removal by school personnel, a removal by a hearing officer for likely injury, or a suspension or expulsion, the removal *must* be reported on the discipline report.

For each row in Sections A through D, the number reported in column 1A should be less than or equal to the sum of each row of columns 1B, 1C, and 1D.

For each row in Sections A through D, the sum of columns 5B, 5C, and 5D should be less than or equal to the sum of columns 1A, 2, 3A, 3B, 4A, and 4B.

The number reported in each column in row 14 (the total row) of Section A should equal the number reported in the corresponding total row for Section B, section C, and section D.

When calculating cumulative days of in- and out-of-school suspension, LEAs must include all in- and out-of-school suspensions of a half school day in length and longer. LEAs that are unable to record data on half-day basis should report all half-day suspensions as whole day suspensions. Do not include suspensions that are less than half a school day.

NOTE: OSEP does not intend for students to be reported on the discipline form if they only have a single suspension of a half day; a student should be reported only if his/her suspensions sum to at least 1 day during the school year.

DISTRICT
NAME: _____

EOY TABLE 5, SECTION A

**REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2008-2009**

SECTION A. DISCIPLINARY REMOVAL TYPE BY DISABILITY

Children with Disabilities Ages 3-21	1. Unilateral Removals 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
1. Mental Retardation					
2. Hearing Impairments					
3. Speech or Language Impairments					
4. Visual Impairments					
5. Emotional Disturbance					
6. Orthopedic Impairments					
7. Other Health Impairments					
8. Specific Learning Disabilities					
9. Deaf-Blindness					
10. Multiple Disabilities					
11. Autism					
12. Traumatic Brain Injury					
13. Developmental Delay ¹					
14. Total					

EOY TABLE 5, SECTION A (continued)

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2008-2009

SECTION A (CONTINUED)

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions		3. Out-of-School Suspensions or Expulsions (PERCENT) ²
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	A. Number of Children with In-School Suspensions Totaling 10 Days or Less	B. Number of Children with In-School Suspensions Totaling >10 Days	B. Number of Children with Out-of-School Suspension/Expulsions Totaling >10 Days (PERCENT) ¹
1. Mental Retardation					
2. Hearing Impairments					
3. Speech or Language Impairments					
4. Visual Impairments					
5. Emotional Disturbance					
6. Orthopedic Impairments					
7. Other Health Impairments					
8. Specific Learning Disabilities					
9. Deaf-Blindness					
10. Multiple Disabilities					
11. Autism					
12. Traumatic Brain Injury					
13. Developmental Delay ²					
14. Total					100%

EOY TABLE 5, SECTION A (continued)

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2008-2009

SECTION A (CONTINUED)

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
1. Mental Retardation				
2. Hearing Impairments				
3. Speech or Language Impairments				
4. Visual Impairments				
5. Emotional Disturbance				
6. Orthopedic Impairments				
7. Other Health Impairments				
8. Specific Learning Disabilities				
9. Deaf-Blindness				
10. Multiple Disabilities				
11. Autism				
12. Traumatic Brain Injury				
13. Developmental Delay ¹				
14. Total				

EOY TABLE 5, SECTION B

**REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2008-2009**

SECTION B. DISCIPLINARY REMOVAL TYPE BY RACE/ETHNICITY

Children with Disabilities Ages 3-21	1. Unilateral Removals 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
1. American Indian or Alaska Native					
2. Asian or Other Pacific Islander					
3. Black, non-Hispanic					
4. Hispanic					
5. White, non-Hispanic					
6. Total					

EOY TABLE 5, SECTION B (continued)

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2008-2009

District: _____

SECTION B (CONTINUED)

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions		3. Out-of-School Suspensions or Expulsions (PERCENT) ¹
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	A. Number of Children with In-School Suspensions Totaling 10 Days or Less	B. Number of Children with In-School Suspensions Totaling >10 Days	B. Number of Children with Out-of-School Suspension/Expulsions Totaling >10 Days (PERCENT)
1. American Indian or Alaska Native					
2. Asian or Other Pacific Islander					
3. Black, non-Hispanic					
4. Hispanic					
5. White, non-Hispanic					
6. Total					100%

EOY TABLE 5, SECTION B (continued)

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2008-2009

District: _____

SECTION B (CONTINUED)

Children with Disabilities Ages 3-21	5. Disciplinary Removals			
Disability	A. Total Disciplinary Removals	B. Number of Children with Disciplinary Removals Totaling 1 Day or Less	C. Number of Children with Disciplinary Removals Totaling 2-10 days	D. Number of Children with Disciplinary Removals Totaling >10 Days
1. American Indian or Alaska Native				
2. Asian or Other Pacific Islander				
3. Black, non-Hispanic				
4. Hispanic				
5. White, non-Hispanic				
6. Total				

EOY TABLE 5, SECTION C

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL: SCHOOL YEAR 2008-2009

District: _____

SECTION C. DISCIPLINARY REMOVAL TYPE BY GENDER

Children with Disabilities Ages 3-21	1. Unilateral Removals 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
1. Male					
2. Female					
3. Total					

EOY TABLE 5, SECTION C (continued)

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2008-2009

District: _____

SECTION C (CONTINUED)

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions		3. Out-of-School Suspensions or Expulsions (PERCENT) ¹
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	A. Number of Children with In-School Suspensions Totaling 10 Days or Less	B. Number of Children with In-School Suspensions Totaling >10 Days	B. Number of Children with Out-of-School Suspension/Expulsions Totaling >10 Days (PERCENT)
1. Male					
2. Female					
3. Total					100%

EOY TABLE 5, SECTION C (continued)

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2008-2009

District: _____

SECTION C (CONTINUED)

Children with Disabilities Ages 3-21	5. Disciplinary Removals			
Disability	A. Total Disciplinary Removals	B. Number of Children with Disciplinary Removals Totaling 1 Day or Less	C. Number of Children with Disciplinary Removals Totaling 2-10 days	D. Number of Children with Disciplinary Removals Totaling >10 Days
1. Male				
2. Female				
3. Total				

EOY TABLE 5, SECTION D

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2008-2009

District : _____

SECTION D. DISCIPLINARY REMOVAL TYPE BY LIMITED ENGLISH PROFICIENCY STATUS

Children with Disabilities Ages 3-21	1. Unilateral Removals 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
1. Yes					
2. No					
3. Total					

EOY TABLE 5, SECTION D (continued)

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2008-2009

District: _____

SECTION D (CONTINUED)

Children with Disabilities Ages 3-21	3. Out-of-School Suspensions or Expulsions		4. In-School Suspensions		3. Out-of-School Suspensions or Expulsions (PERCENT) ¹
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	A. Number of Children with In-School Suspensions Totaling 10 Days or Less	B. Number of Children with In-School Suspensions Totaling >10 Days	B. Number of Children with Out-of-School Suspension/Expulsions Totaling >10 Days (PERCENT)
1. Yes					
2. No					
3. Total					100%

EOY TABLE 5, SECTION D (continued)

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2008-2009

District: _____

SECTION D (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 or Less	C. Number of Children with Disciplinary Removals Totaling 2-10 days	D. Number of Children with Disciplinary Removals Totaling >10 Days
1. Yes				
2. No				
3. Total				

EOY TABLE 5, SECTION E

REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL:
SCHOOL YEAR 2008-2009

District : _____

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	PERCENT ¹
1. Children with Disabilities Ages 3-21			
2. Children without Disabilities, Grades K-12			
3. Total			100%

IMPORTANT NOTES:

1. **TABLE 5 - REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL** has been removed from this report packet for 2008-2009. Student discipline data for this report is entered into your district's Student Information System (SIS) by personnel in your district. The information from your district SIS package is extracted and submitted to the State via the Education Information System (EIS). The data for disciplinary actions for students with disabilities will be summarized from EIS. You will receive both summary and student detail data for federal Table 5 on or before July 15 for your review. Any changes that need to be made to the discipline data for student with disabilities must be made in your SIS package and extracted to EIS. Further drafts of the federal Table 5 data for your district will be provided until the data are accurate for your district and ready to be submitted for use in the State Report Card (Indicator 4) and the State's federal Annual Performance Report.
2. **TABLE 6 - REPORT ON STAFF DEVELOPMENT ACTIVITIES AND PARENT INVOLVEMENT** has been removed from this report packet for 2008-2009. Data on staff development and parent involvement will no longer be collected by the Division of Special Education in a report table format. Please be aware that your district will continue to include data on staff development and parent involvement in your district in your TCSPP.
3. **TABLE 7 - END OF YEAR REPORT FOR GIFTED** has been removed from this report packet for 2008-2009. The Division of Special Education may collect this data in another report format. You will receive further guidance about this report in the future.