

TABLE 1 – **RE5 (5 race/ethnicity reporting categories as used prior to 2007 guidance)**

(DRAFT 08-31-08)

REPORT OF CHILDREN WITH DISABILITIES  
RECEIVING SPECIAL EDUCATION  
UNDER PART B OF THE INDIVIDUALS WITH  
DISABILITIES EDUCATION ACT, AS AMENDED

Specific State-Designated Date Between October 1 and December 1 of **2008**

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0043. The time required to complete this information collection is estimated to average 2 hours per LEA and 8.5 hours per SEA response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Special Education Programs, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

Authorization: P.L. 108-446, Section 618(a)(1)(A)(i) and Section 618(a)(3); 34 CFR §§300.640, 300.641, 300.642(b), 300.643, 300.644, 300.645

Due Date: February 1, **2009**

Sampling Allowed: Section A – Not applicable  
Section B - No for age group, yes for discrete ages  
Section C – No  
Section D - No for age group, yes for discrete ages  
Section E – No  
Section F – Not applicable

Send Form to: **William Knudsen**, Acting Director  
Office of Special Education Programs  
Part B Data Reports  
Program Support Services Group  
Mail stop 2600  
550 12th Street, S.W.  
Washington, D.C. 20202  
Attn: Cheryl Broady

## General Instructions

1. Report the number of children with disabilities receiving special education and related services according to an individualized education program or service plan<sup>1</sup> in place on the count date. This must be an unduplicated count; each child is counted once and only once.
2. All totals must represent the sum of the preceding rows or columns. Report zeros (0) where there are no children to report in a data cell.
3. The count is to be taken on a state-designated date between October 1, **2008** and December 1, **2008** (inclusive).<sup>2</sup> States must use the same count date each year. Children ages 3-5 and 6-21 must be reported according to their disability category and discrete age year based upon each child's age as of the data collection date. Children ages 3-5 and ages 6-21 should be reported by their race/ethnicity and disability category.
4. If a child has more than one **primary** disability, the child must be reported according to the following procedure:
  - If a child has only two **primary** disabilities and those disabilities are deafness and blindness, and the child is not reported as having a developmental delay, that child must be reported under the category "deaf-blindness."
  - A child who has more than one **primary** disability and is not reported as having deaf-blindness or as having a developmental delay must be reported under the category "multiple disabilities."
5. The reporting of data on developmental delay is optional. Only children ages 3 through 9 may be reported in the developmental delay disability category and then only in States with the diagnostic instruments and procedures to measure delays in physical, cognitive, communication, social or emotional, or adaptive development. States must have defined and established eligibility criteria for developmental delay in order to report children in this category. Although Federal law does not require that States and LEAs categorize children according to developmental delay, if this category is required by State law, States are expected to report these children in the developmental delay category.
6. The reporting of data on youth 22 and older is optional.
7. While States may use sampling to obtain data for discrete ages, data for age groupings must be actual counts.
8. STATES SHOULD NOT PROVIDE PERCENTAGES IN SECTIONS B THROUGH E, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

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1 Children enrolled in private school by a parent, but who are still receiving special education services through the LEA, may have a service plan rather than an IEP. These children should be included in the child count.

2 **OSEP recognizes that, rather than referencing a numerical date (such as November 1) for taking its Child Count each year, some States may have identified a specific day of the week in a given month each year (such as the last Friday of each October). In addition, some States may be unable to reference the same Child Count date if, in a given year, that date falls on a weekend. Therefore, it is acceptable for the actual date of the Child Count in any given year to slide within three (3) days of the State-established reference date without generating any error flags upon submission to the Federal data system.**

9. In providing data for this collection, the State is to submit complete and unsuppressed data.

### Sampling Guidelines

States may use sampling to obtain data for discrete ages categories; however, data for age groupings must be actual counts. States may also sample to provide counts of students 22 years old and above. When sampling is used, a description of the sampling methodology outlining how the design will yield valid and reliable estimates *must* be submitted to OSEP for approval. The level of precision of the estimates to be obtained must be specified in this description. States must submit sampling plans to OSEP for approval by September 1 of the reporting year (that is, the September prior to the child count).

OSEP will evaluate the validity of the sampling plans using the guidelines below.

1. The sampling framework may include all school districts or a sample of districts. If a State chooses to sample districts, all districts with average daily memberships (ADM) of over 50,000 *must* be included in the sample. States with fewer than 25 districts with ADMs over 25,000 *must* include all districts with over 25,000 ADMs. The total number of districts sampled *must* equal or exceed 100. If the total number of districts in the State is 100 or fewer, data must be collected from all districts.
2. When sampling students, whether for all districts or for a sample of districts, data must be collected separately for each Federal disability category. All students whose domicile is in a district must be eligible for the sample including those students served in cooperatives and/or intermediate units or in residential programs out of the district.
3. A minimum sample of 100 children *must* be used by all districts, except where the total number in a disability category is less than 100. In such a case, data *must* be collected for all students in that category.

States that use sampling will provide OSEP with weighted rather than unweighted data. A description of the final sample sizes and the weights used should also be provided at the time the data are provided.

### Specific Instructions

#### Section B. Discrete Age by Disability of Children Ages 3-5 Receiving Special Education

In Section B, indicate for each discrete age and type of disability the number of children receiving special education and related services according to an individualized education program. States are required to complete the entire table, providing data for discrete ages, age groupings, and disability categories. States may use sampling for data on discrete ages, if the State does not collect data for individual ages. See the section on Sampling Guidelines for more information.

#### Section C. Race/Ethnicity by Disability of Children Ages 3-5 Receiving Special Education

**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 2010 Child Count data. Although not required to do so prior to the 2010 report, SEAs 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 1 form (Table 1 – RE7) for reporting aggregate race/ethnicity data in the seven (7) categories. When implementing the new reporting guidance, SEAs 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 Child Count under the five race/ethnicity categories, you must use this data collection form, Table 1 – RE5 (5 race/ethnicity reporting categories as used prior to 2007 guidance).** DO NOT USE THIS form (Table 1 – RE5) if you are reporting race/ethnicity according to the new guidance.<sup>3</sup>

SEAs 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 introduction of the new guidance, **but** must transition to procedures described in the new guidance no later than for report of the 2010 Child Count.

In Section C, report the total number of students with disabilities ages 3-5 by disability condition and race/ethnicity category. States may not use sampling for race/ethnicity categories.

Enter an unduplicated number of all children with disabilities ages 3-5 by race/ethnicity category. 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 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 peoples of Europe, the Middle East, or North Africa.  |
| Total                            | The unduplicated total across the race/ethnicity designations.   |

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

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<sup>3</sup> 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>).

States are required to complete the entire table providing data for discrete ages, age groupings, and race/ethnicity categories. States that have discrete age and/or race/ethnicity data available should base the report on actual (not sample) data. States that do not have data for each discrete age or race/ethnicity categories are required to report actual data for the age grouping 3-5 and to use sampling for discrete ages and race/ethnicity categories. See the section on Sampling Guidelines for more information.

#### Section D. Discrete Age by Disability of Children Ages 6-21 Receiving Special Education

Indicate for each age category and type of disability the number of children receiving special education and related services according to an individualized educational program. States may report the number of children experiencing developmental delay(s) ages 6 through 9 who are receiving special education and related services.

As in Section B above, States are required to complete the entire table providing data for discrete ages, age groupings, and disability categories. States that have discrete ages should base the report on actual (not sample) data. States that do not have data for each discrete age are required to report actual data for the age groupings 6-21, and to use sampling for discrete ages. If a State has actual data for discrete ages 6 through 21 and not for 22 and above, the State may sample for the 22 and above category. See the section on Sampling Guidelines for more information.

#### Section E. Race/Ethnicity by Disability of Children Ages 6-21 Receiving Special Education

Report the total number of students with disabilities ages 6-21 by disability condition and race/ethnicity categories. States may not use sampling for race/ethnicity categories. Use the race/ethnicity categories defined under Section B. Note that students may only be reported in one race/ethnicity category.

#### Section F. Certification

This report must be signed by the Chief State School Officer or the individual authorized by the State to certify these counts.

Please note: To reduce data burden, the total number of children in each gender and Limited English Proficiency status category are included on the Educational Environments report (Table 3). These data are not reported on Table 1.

TABLE 1  
REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION  
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED  
2008

STATE: \_\_\_\_\_

SECTION A. DATA COLLECTION DATE

|             |       |       |       |
|-------------|-------|-------|-------|
| COUNT DATE: | _____ | _____ | _____ |
|             | MONTH | DAY   | YEAR  |

ORIGINAL SUBMISSION/REVISION  
CURRENT DATE: \_\_\_\_\_

STATE: \_\_\_\_\_

SECTION B. DISCRETE AGE BY DISABILITY FOR CHILDREN AGES 3-5 RECEIVING SPECIAL EDUCATION

| DISABILITY                     | AGE AS OF DATA COLLECTION DATE |   |   |     |                               |
|--------------------------------|--------------------------------|---|---|-----|-------------------------------|
|                                | 3                              | 4 | 5 | 3-5 | 3-5<br>(PERCENT) <sup>1</sup> |
| 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         |                                |   |   |     |                               |
|                                |                                |   |   |     |                               |
| TOTAL: (Sum of all the above)  |                                |   |   |     | 100%                          |

<sup>1</sup> STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

<sup>2</sup> States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

TABLE 1  
 REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION  
 PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED  
 2008

SECTION C. RACE/ETHNICITY BY DISABILITY OF CHILDREN AGES 3-5 RECEIVING SPECIAL EDUCATION

| DISABILITY                     | RACE/ETHNICITY                      |                                    |                         |          |                         | TOTAL |
|--------------------------------|-------------------------------------|------------------------------------|-------------------------|----------|-------------------------|-------|
|                                | AMERICAN INDIAN<br>OR ALASKA NATIVE | ASIAN OR OTHER<br>PACIFIC ISLANDER | BLACK<br>(NOT HISPANIC) | HISPANIC | WHITE<br>(NOT HISPANIC) |       |
| 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         |                                     |                                    |                         |          |                         |       |
|                                |                                     |                                    |                         |          |                         |       |
| TOTAL: (Sum of all the above)  |                                     |                                    |                         |          |                         |       |
| TOTAL (PERCENT) <sup>2</sup>   |                                     |                                    |                         |          |                         | 100%  |

<sup>1</sup> States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.  
<sup>2</sup> STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

ED FORM: 869-5

ORIGINAL SUBMISSION/REVISION  
 CURRENT DATE: \_\_\_\_\_



TABLE 1  
 REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION  
 PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED  
 2008

STATE: \_\_\_\_\_

SECTION D. DISCRETE AGE BY DISABILITY OF CHILDREN AGES 6-21 RECEIVING SPECIAL EDUCATION

| DISABILITY                     | AGE AS OF DATA COLLECTION DATE |   |   |   |    |    |
|--------------------------------|--------------------------------|---|---|---|----|----|
|                                | 6                              | 7 | 8 | 9 | 10 | 11 |
| 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         |                                |   |   |   |    |    |
|                                |                                |   |   |   |    |    |
| TOTAL: (Sum of all the above)  |                                |   |   |   |    |    |

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

ED FORM: 869-5

ORIGINAL SUBMISSION/REVISION  
 CURRENT DATE: \_\_\_\_\_

TABLE 1  
 REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION  
 PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED  
 2008

STATE: \_\_\_\_\_

SECTION D (CONTINUED)

| DISABILITY                     | AGE AS OF DATA COLLECTION DATE |    |    |    |    |    |
|--------------------------------|--------------------------------|----|----|----|----|----|
|                                | 12                             | 13 | 14 | 15 | 16 | 17 |
| 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            |                                |    |    |    |    |    |
| TOTAL: (Sum of all the above)  |                                |    |    |    |    |    |

ED FORM: 869-5

ORIGINAL SUBMISSION/REVISION  
 CURRENT DATE: \_\_\_\_\_

TABLE 1  
 REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION  
 PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED  
 2008

STATE: \_\_\_\_\_

SECTION D (CONTINUED)

| DISABILITY                     | AGE AS OF DATA COLLECTION DATE |    |    |    |                       |                   |                     |                                |
|--------------------------------|--------------------------------|----|----|----|-----------------------|-------------------|---------------------|--------------------------------|
|                                | 18                             | 19 | 20 | 21 | 6-21<br>(Actual Data) | 22+<br>(Optional) | 6-22+<br>(Optional) | 6-21<br>(PERCENT) <sup>1</sup> |
| 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         |                                |    |    |    |                       |                   |                     |                                |
|                                |                                |    |    |    |                       |                   |                     |                                |
| TOTAL: (Sum of all the above)  |                                |    |    |    |                       |                   |                     | 100%                           |

<sup>1</sup> STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

<sup>2</sup> States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ED FORM: 869-5

ORIGINAL SUBMISSION/REVISION

CURRENT DATE: \_\_\_\_\_

REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION  
 PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

2008

STATE: \_\_\_\_\_

SECTION E. RACE/ETHNICITY BY DISABILITY OF CHILDREN AGES 6-21 RECEIVING SPECIAL EDUCATION

| DISABILITY                     | RACE/ETHNICITY                      |                                    |                         |          |                         |       |
|--------------------------------|-------------------------------------|------------------------------------|-------------------------|----------|-------------------------|-------|
|                                | AMERICAN INDIAN<br>OR ALASKA NATIVE | ASIAN OR OTHER<br>PACIFIC ISLANDER | BLACK<br>(Not Hispanic) | HISPANIC | WHITE<br>(NOT HISPANIC) | TOTAL |
| 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         |                                     |                                    |                         |          |                         |       |
|                                |                                     |                                    |                         |          |                         |       |
| TOTAL: (Sum of all the above)  |                                     |                                    |                         |          |                         |       |
|                                |                                     |                                    |                         |          |                         | 100%  |

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

<sup>2</sup> STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

ORIGINAL SUBMISSION/REVISION

CURRENT DATE: \_\_\_\_\_

ED FORM: 869-5

ORIGINAL SUBMISSION/REVISION  
CURRENT DATE: \_\_\_\_\_

TABLE 1  
REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION  
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED  
2008

REPORT DUE NO LATER THAN FEBRUARY 1

STATE: \_\_\_\_\_

SECTION F. CERTIFICATION

|   |           |                   |
|---|-----------|-------------------|
| I CERTIFY that these data represent an accurate and unduplicated count of children with disabilities receiving special education and related services according to an Individualized Education Program on my State's designated child count date, which falls between October 1 and December 1 of 2007. |           |                   |
| AUTHORIZING OFFICIAL  |           |                   |
| _____   | _____     | _____             |
| NAME AND TITLE (TYPE OR PRINT)  | SIGNATURE | DATE OF SIGNATURE |

ED FORM: 869-5

ORIGINAL SUBMISSION/REVISION  
CURRENT DATE: \_\_\_\_\_