

TABLE 1 – RE7 (for reporting race/ethnicity according to New 10/2007 Guidance)

(DRAFT 09-24-08)

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 plan¹ 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).² 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.
9. In providing data for this collection, the State is to submit complete and unsuppressed data.

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.**

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.

Sections C and E. Race/Ethnicity by Disability of Children 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, to report aggregate race/ethnicity data in the seven (7) categories listed in this form. 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.

DO NOT USE THIS form for reporting race/ethnicity within the five categories as defined and applied in previous years.³ To report Child Count under the five race/ethnicity categories, you must use Table 1 – RE5 (5 race/ethnicity reporting categories as used prior to 2007 guidance).

SEAs who have fully implemented the Department of Education’s new guidance (10/07) should report all children with disabilities according to the seven categories listed below. The following definitions of the seven categories for aggregate report of race/ethnicity have been adapted from definitions appearing in the new guidance.

Hispanic/Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. Refers to Hispanic and/or Latino.
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. (<i>Does not include persons of Hispanic/Latino ethnicity.</i>)
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands , Thailand, and Vietnam. (<i>Does not include persons of Hispanic/Latino ethnicity.</i>)
Black or African American	A person having origins in any of the Black racial groups of Africa. (<i>Does not include persons of Hispanic/Latino ethnicity.</i>)
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or the Pacific Islands. (<i>Does not include persons of Hispanic/Latino ethnicity.</i>)
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. (<i>Does not include persons of Hispanic/Latino ethnicity.</i>)
Two or more races	A person having origins in two or more of the five race categories listed immediately above. (<i>Does not include persons of Hispanic/Latino ethnicity.</i>)
Total	The unduplicated total across the seven (7) race/ethnicity designations.

Note that each child should be reported in only one of the race/ethnicity categories, above.

³ 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 report aggregate data through the 5-category format (the ‘...-RE5’ version of the form for this collection) until your State is prepared to fully implement the new guidance, and then 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 use the –RE5 version of this form and apply 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>).

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

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. Use the race/ethnicity categories and procedures described for *Sections C and E*, above.

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 are required to complete the entire table, providing data for discrete ages, age groupings, and disability categories.

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 and procedures described for *Sections C and E*, above.

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 (PERCENT) ¹
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%

¹ States should not provide percentages in this section, as they will be calculated after the counts are submitted.

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

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

2008

STATE: _____

SECTION C (CONTINUED). RACE/ETHNICITY BY DISABILITY OF CHILDREN AGES 3-5 RECEIVING SPECIAL EDUCATION (2007 Reporting Guidelines)

DISABILITY	RACE/ETHNICITY							
	HISPANIC/ LATINO	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	WHITE	TWO OR MORE RACES	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								
DEVELOPMENTAL DELAY ¹								
TOTAL: (Sum of all the above)								
TOTAL: (PERCENT) ²								100%

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

² 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)						

¹ 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 (Actual Data)	22+ (Optional)	6-22+ (Optional)	6-21 (PERCENT) ¹
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%

¹ States should not provide percentages in this section, as they will be calculated after the counts are submitted.

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

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

2008

STATE: _____

SECTION E (CONTINUED). RACE/ETHNICITY BY DISABILITY OF CHILDREN AGES 6-21 RECEIVING SPECIAL EDUCATION (2007 Reporting Guidelines)

DISABILITY	RACE/ETHNICITY							
	HISPANIC/ LATINO	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	WHITE	TWO OR MORE RACES	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								
DEVELOPMENTAL DELAY ¹								
TOTAL: (Sum of all the above)								
TOTAL: (PERCENT) ²								100%

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

² 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

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 2008.		
AUTHORIZING OFFICIAL		
_____	_____	_____
NAME AND TITLE (TYPE OR PRINT)	SIGNATURE	DATE OF SIGNATURE

ED FORM: 869-5

ORIGINAL SUBMISSION/REVISION
CURRENT DATE: _____