

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

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 2009

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 1.9 hours per LEA and 7.4 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.

**For States that have been approved for EDFacts-only submission, the State EDFacts Coordinators will submit these data as specified by OSEP via the EDFacts system. All other States must submit electronic versions of the completed data forms to OSEP's data contractor at [IDEAData\\_PartB@westat.com](mailto:IDEAData_PartB@westat.com). OSEP will provide electronic Data Transmission Spreadsheets (DTS) in Microsoft Excel format to facilitate this process. States that are approved to submit these data through EDFacts only are not required to use the DTS. Nevertheless, all States will receive the DTS as a courtesy as they may assist in preparing the data for submission. All States must submit the Certification Form directly to OSEP.**

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

Due Date: February 1, 2010

Sampling Allowed: No

Send **Certification** Form to: **Patricia J. Guard**, 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, **2009** and December 1, **2009** (inclusive), and that date should remain consistent each year.<sup>2</sup> 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 accorded 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. While States may use sampling to obtain data for discrete ages, data for age groupings must be actual counts.
7. STATES SHOULD NOT PROVIDE PERCENTAGES IN SECTIONS B THROUGH E, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.
8. In providing data for this collection, the State is to submit complete and unsuppressed data.

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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 **six (6)** days of the State-established reference date without generating any error flags upon submission to the Federal data system.

## 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.

### 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. 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.

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

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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., 2010-11 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>).

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

#### 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. 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. Note that students may only be reported in one race/ ethnicity category.

#### 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. Use the race/ethnicity categories defined under Section B. Note that students may only be reported in one race/ethnicity category.

#### Section F. Certification

**Paper copy of the Child Count certification (page 8 of 8 of the attached Table) must be signed by the Chief State School Officer or the individual authorized by the State to certify these counts. This procedure applies both to States that are reporting data tables directly to OSEP and States that have been approved for ED Facts-only data submission procedures.**

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  
2009

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) <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: \_\_\_\_\_

2009

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

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

DISABILITY	RACE/ETHNICITY					TOTAL
	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR OTHER PACIFIC ISLANDER	BLACK (NOT HISPANIC)	HISPANIC	WHITE (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.

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

TABLE 1  
 REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION  
 PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED  
 2009

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.

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



2009

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)						

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ORIGINAL SUBMISSION/REVISION

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

2009

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

SECTION D (CONTINUED)

DISABILITY	AGE AS OF DATA COLLECTION DATE					
	18	19	20	21	6-21 (NUMBER)	6-21 (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.

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ORIGINAL SUBMISSION/REVISION

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

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

2009

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

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

DISABILITY	RACE/ETHNICITY					
	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR OTHER PACIFIC ISLANDER	BLACK (Not Hispanic)	HISPANIC	WHITE (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: \_\_\_\_\_

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

TABLE 1  
REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION  
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED  
2009

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 2009.		
AUTHORIZING OFFICIAL		
_____	_____	_____
NAME AND TITLE (TYPE OR PRINT)	SIGNATURE	DATE OF SIGNATURE

ED FORM: 869-5

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