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STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
6th FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0375

KEVIN S. HUFFMAN
COMMISSIONER

MEMORANDUM

TO: Special Education Supervisors

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

SUBJECT: End of Year Report (2010-2011) and February 1, 2011 Court Report for Districts **(Abbreviated Version with instructions for report production in EasyIEP/EasyCENSUS)**

DATE: April 4, 2011

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 described in this report packet. The End of Year Report should be provided in accordance with your approved Comprehensive Plan for Providing Special Education Services for 2010-2011. This report includes the activities carried out with IDEA Part B funds and Preschool Grant funds. The information in parentheses after each report section listed below indicates how the report is to be completed – that is, by either manually completing the attached form or generating the report from the Report tab in EasyIEP.

The following are required for the February Report Court Report:

- A. Status of Service Court Report (EasyIEP)
- B. Inappropriately Served Court Report (EasyIEP)
- C. Students Suspected of Being Disabled (**COMPLETE ATTACHED FORM or form downloaded from EasyIEP**)

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

Table 1 – End of Year Frequency Report (EasyIEP)

Table 2 – Personnel Employed (EasyIEP)

~~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**)

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

~~Table 5—Discipline Report~~

~~Table 6—Staff Development Activities, Parent Involvement, and Surrogate
Parent Training~~

~~Table 7—End of the Year Report for Gifted~~

**(TABLES 5, 6 and 7 have been removed from this report packet – See note on
page 5 of this packet)**

What to Send: One signed copy of the entire End of Year Report (Tables 1, 2, and 4) and the February Court Report (Sections A, B, and C). Please attach the enclosed signature sheets or the TN Cover Pages from EasyIEP.

Where to Send: ***MAIL THE SIGNED ORIGINAL TO:***

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

When to Send: **Mail on or before June 30, 2011**

For Assistance Contact: **Questions about reports** – Tables 1, 2, and 4 or February Court Report -- Terry Long at terry.long@tn.gov or (615) 532-3262

ATTENTION: Please compare this year's data (2010-11) with last year's data (2009-10). 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 the State Department of Education by June 30, 2011.

INSTRUCTIONS FOR COMPLETING THE END OF THE YEAR REPORT USING EASYIEP

Step 1: All data must be up to date in EasyIEP prior to running the February Court Report and End of the Year Report. If you have questions regarding what data must be in EasyIEP prior to running any report, please refer to the EasyIEP Year-End Close Out document.

Step 2: Log on to your EasyIEP website. On the Main Menu page, click on the School System tab.

Step 3: Click on the Reports tab. All Federal, State, Local, and Miscellaneous Reports are located under the Reports Tab

The reports are color coded.

| RED – Federal Reports | Report Date: |
|---|---|
| 1. Personnel Report Table 2 (PDF) New 09 | 12/01/2010 |
| 2. Exited Students Report Table 4 (PDF) New 09 | Report Begin Date: 07/01/2010 Report End Date: date of the day you are generating the report (or 06/30/2011) Student Active Date: 07/01/2010 |

| BLUE – State Reports | Report Date: |
|---|--|
| 1. TN - End of Year Frequency Report (EOY Table 1) | Enter the last Student Instructional Day of your school district calendar for 2010-2011 |
| 2. Status of Service Court Report (PDF) | 2/01/2011 |
| 3. Inappropriately Served Court Report (PDF) | 2/01/2011 |
| 4. Students Suspected of Being Disabled (PDF) | 2/01/2011 |
| 5. TN Cover Page (PDF) Print these signature pages from EasyIEP <u>OR</u> use pages 5 and 7 included in this packet. Print one cover page for the Court Report and one cover page for the Federal Data Report. | For Date of Census, enter 6/01/2011 For Date Due, enter 6/30/2011 |

Step 4: Click on the name of the report you would like to run.

Step 5: Enter the required dates for state and federal reporting listed above.

Step 6: Click Generate Report. The following message will appear after you click Generate Report:

***Your report is number 2 in line for generation.
An e-mail will be sent to “**your email address**” when it is complete.
You will find your report in the Saved System Reports section at the bottom of the Reports page
when it is completed***

To review your report, click on the Report after it appears in the Saved Reports section. Each report should then be printed.

FOR FEDERAL TABLES 2 and 4 – TO REVIEW THE DETAILED STUDENT AND PERSONNEL INFORMATION IN THE PDF version of these federal reports, go to the Report page in EasyIEP and generate the “Details” version of both reports. Please confirm that all directly employed and contracted personnel who fit the federal Personnel Report (Table 2) definitions and were serving students in your district on December 1 are included in your federal Table 2 report. Please confirm that all exiting students with IDEA-defined primary disabilities are counted properly in the report. Students with “state-only” primary disabilities (Intellectually Gifted and Functionally Delayed) are not included in the federal Table 4 report. If you must correct any errors, re-run the report after errors have been corrected. For more detailed information about these federal reports, go to <https://www.ideadata.org/PartBForms.asp> and click on the federal data collection form for a school year. Detailed definitions for the federal reporting categories for both of these federal reports are found on the first several pages of these on-line documents.

Note: Once the report is generated, you should permanently save a copy on your computer. To save the report to your hard drive, move your mouse over the file you wish to save and right click the on your mouse. Then click on the option of “Save As” on the menu that appears on your screen. Save the file in the desired folder on your hard drive with the Report name and date you ran the report. (Example: Personnel Report 6-01-2011)

Step 8: Run the **Students Suspected of Being Disabled**. Enter the Census Date (2/01/2011) and Due Date (6/30/11), then click Generate Report. Print and manually complete the **Students Suspected of Being Disabled** report.

Step 9: Run the TN Cover Page and enter the Date of the Census (6/01/2011) and the Due Date (6/30/2011). Run signature (cover) pages for both the **Federal Data Report** and **Court Report**.

OR

Use the Report Signature pages in this report form packet.

Step 10: Review and validate all reports. Have the Director of Schools review reports and sign the cover sheets attesting to the accuracy of the reports. Mail the signed copy of the End of the Year and February 1 Court Reports to the State on or before June 30, 2011.

IMPORTANT NOTES:

1. **STUDENT AND PERSONNEL LEVEL DETAILS FOR EACH REPORT**
2. **TABLE 5 - REPORT OF CHILDREN WITH DISABILITIES SUBJECT TO DISCIPLINARY REMOVAL** has been removed from this report packet. 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. 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. State Report Card (Indicator 4) and the State's federal Annual Performance Report use the discipline data from EIS for students with IDEA defined primary disabilities.
3. **TABLE 6 - REPORT ON STAFF DEVELOPMENT ACTIVITIES AND PARENT INVOLVEMENT** has been removed from this report packet. Data on staff development and parent involvement will no longer be collected by the Division of College and Career Readiness in a separate report. Please be aware that your district will continue to include data on staff development and parent involvement in your district in your TCSP.
4. **TABLE 7 - END OF YEAR REPORT FOR GIFTED** has been removed from this report packet. The Division of College and Career Readiness, Office of Special Education will collect this data in another report format due on or before June 30th. Your school district will receive further guidance about this report from the state Director of Gifted Services, Karen Willis.

FEBRUARY 1, 2011 COURT REPORT
OF
CHILDREN AND YOUTH WITH DISABILITIES

Submit on or before June 30, 2011

Please return the attached forms to:

Terry Long
Tennessee Department of Education
Division of College and Career Readiness
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, 2010
Date Due: June 30, 2010

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) |
|--------------|---|----|

**B. LIST OF INAPPROPRIATELY SERVED
CHILDREN AND YOUTH WITH DISABILITIES
AGES BIRTH - 21 YEARS**

Date of Census: February 1, 2010

Date Due: June 30, 2010

School District

| STATUS | NAME | AGE | ADDRESS | DISABILITY | REASON |
|--------|------|-----|---------|------------|--------|
| | | | | | |

Date of Census: February 1, 2011

Date Due: June 30, 2011

School District

C. CERTIFICATION

STUDENTS 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, 2011

Please return the attached forms to:

Terry Long
Tennessee Department of Education
Division of College and Career Readiness
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'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 2010-2011 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
2010-2011**

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 TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN 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, 2010 (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* for the capacity in which they serve. 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 reporting 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 2010, 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 2010.

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 2010, report the number of FTE paraprofessionals who meet the State standard of *qualified** for the position.

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

*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 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 2010, 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 2010.

Specific Instructions, Section C

- Column (1) For personnel employed or contracted to provide related services on or about the child count date for 2010, 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 2010, 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 2010.
- 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.”

NOTE: For reporting psychologists 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 psychologist works specifically with students receiving (or being evaluated for) special education and related services.

- 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:
- (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.”

NOTE: For reporting social workers 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 social worker works specifically with students receiving special education and related services.

- 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).

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

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

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

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.”

NOTE: For reporting counselors 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 counselor works with students receiving special education and related services.

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, 2001.

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

2010-2011 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

2010-2011 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

2010-2011 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 | | | |

TABLE 4 - RE7 (for reporting race/ethnicity according to New 10/2007 Guidance)

REPORT OF CHILDREN WITH DISABILITIES EXITING
SPECIAL EDUCATION

JULY 1, 2010 – JUNE 30, 2011

General Instructions

Provide a count of the number of children with disabilities reported under IDEA, Part B who exited special education between July 1, 2010 and June 30, 2011. 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.

In providing data for this collection, the school district is to submit complete and unsuppressed data.

SCHOOL DISTRICTS SHOULD NOT PROVIDE PERCENTAGES IN SECTIONS A THROUGH E, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

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. School districts must use a 12-month interval for reporting exiting data, from July 1, 2010 to June 30, 2011. 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. If the parent of a child with a disability revokes consent for special education and related services under 34 CFR §300.300(b)(4), the child would be reported in this category.

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 (in cases where students are required to drop out of the secondary educational program in order to pursue the GED certificate),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

⁵ In States where students may receive a GED without dropping out of school, these students may be reported as receiving a certificate (Row C). 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.

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 Exiting data. When implementing the *new guidance*, States must do so at the beginning of the relevant reporting period and must apply the *new guidance* consistently to ALL data reported within that period.

School districts 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*.

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.

| | |
|---|--|
| 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 <u>two or more</u> of the five <u>race</u> 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.

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. § 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.

TABLE 4
 REPORT OF CHILDREN WITH DISABILITIES EXITING
 SPECIAL EDUCATION FROM JULY 1, 2010 THROUGH JUNE 30, 2011

DISTRICT: _____

SECTION A. DISCRETE AGE AND DISABILITY BY BASIS OF EXIT

| BASIS OF EXIT: | MENTAL RETARDATION | | | | | | | | | HEARING IMPAIRMENTS | | | | | | | | | |
|--|--------------------|----|----|----|----|----|----|----|-------------|---------------------|----|----|----|----|----|----|----|-------------|--|
| | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 14-21 TOTAL | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 14-21 TOTAL | |
| (A) TRANSFERRED 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): | | | | | | | | | | | | | | | | | | | |

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TABLE 4 (continued)
 REPORT OF CHILDREN WITH DISABILITIES EXITING
 SPECIAL EDUCATION FROM JULY 1, 2010 THROUGH JUNE 30, 2011

DISTRICT: _____

SECTION A (CONTINUED)

| BASIS OF EXIT: | SPEECH OR LANGUAGE IMPAIRMENTS | | | | | | | | | VISUAL IMPAIRMENTS | | | | | | | | | |
|--|--------------------------------|----|----|----|----|----|----|----|-------------|--------------------|----|----|----|----|----|----|----|-------------|--|
| | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 14-21 TOTAL | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 14-21 TOTAL | |
| (A) TRANSFERRED 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): | | | | | | | | | | | | | | | | | | | |

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TABLE 4 (continued)
 REPORT OF CHILDREN WITH DISABILITIES EXITING
 SPECIAL EDUCATION FROM JULY 1, 2010 THROUGH JUNE 30, 2011

DISTRICT: _____

SECTION A (CONTINUED)

| BASIS OF EXIT: | EMOTIONAL DISTURBANCE | | | | | | | | | ORTHOPEDIC IMPAIRMENTS | | | | | | | | | |
|--|-----------------------|----|----|----|----|----|----|----|-------------|------------------------|----|----|----|----|----|----|----|-------------|--|
| | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 14-21 TOTAL | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 14-21 TOTAL | |
| (A) TRANSFERRED 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): | | | | | | | | | | | | | | | | | | | |

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TABLE 4 (continued)
 REPORT OF CHILDREN WITH DISABILITIES EXITING
 SPECIAL EDUCATION FROM JULY 1, 2010 THROUGH JUNE 30, 2011

DISTRICT: _____

SECTION A (CONTINUED)

| BASIS OF EXIT: | OTHER HEALTH IMPAIRMENTS | | | | | | | | | SPECIFIC LEARNING DISABILITIES | | | | | | | | |
|--|--------------------------|----|----|----|----|----|----|----|-------------|--------------------------------|----|----|----|----|----|----|----|-------------|
| | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 14-21 TOTAL | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 14-21 TOTAL |
| (A) TRANSFERRED 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): | | | | | | | | | | | | | | | | | | |

ED FORM: 869-3

TABLE 4 (continued)
 REPORT OF CHILDREN WITH DISABILITIES EXITING
 SPECIAL EDUCATION FROM JULY 1, 2010 THROUGH JUNE 30, 2011

DISTRICT: _____

SECTION A (CONTINUED)

| BASIS OF EXIT: | DEAF-BLINDNESS | | | | | | | | | MULTIPLE DISABILITIES | | | | | | | | | |
|--|----------------|----|----|----|----|----|----|----|-------------|-----------------------|----|----|----|----|----|----|----|-------------|--|
| | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 14-21 TOTAL | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 14-21 TOTAL | |
| (A) TRANSFERRED 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): | | | | | | | | | | | | | | | | | | | |

ED FORM: 869-3

TABLE 4 (continued)
 REPORT OF CHILDREN WITH DISABILITIES EXITING
 SPECIAL EDUCATION FROM JULY 1, 2010 THROUGH JUNE 30, 2011

DISTRICT: _____

SECTION A (CONTINUED)

| BASIS OF EXIT: | AUTISM | | | | | | | | | TRAUMATIC BRAIN INJURY | | | | | | | | | |
|--|--------|----|----|----|----|----|----|----|-------------|------------------------|----|----|----|----|----|----|----|-------------|--|
| | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 14-21 TOTAL | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 14-21 TOTAL | |
| (A) TRANSFERRED 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): | | | | | | | | | | | | | | | | | | | |

ED FORM: 869-3

TABLE 4 (continued)
 REPORT OF CHILDREN WITH DISABILITIES EXITING
 SPECIAL EDUCATION FROM JULY 1, 2010 THROUGH JUNE 30, 2011

DISTRICT: _____

SECTION B. DISCRETE AGE BY BASIS OF EXIT

| BASIS OF EXIT: | ALL DISABILITIES | | | | | | | | |
|---|------------------|----|----|----|----|----|----|----|----------------|
| | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 14-21 TOTAL |
| (A) TRANSFERRED 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): | | | | | | | | | |

ED FORM: 869-3

TABLE 4 (continued)
 REPORT OF CHILDREN WITH DISABILITIES EXITING
 SPECIAL EDUCATION FROM JULY 1, 2010 THROUGH JUNE 30, 2011

DISTRICT: _____

SECTION B (CONTINUED)

| BASIS OF EXIT: | ALL DISABILITIES (PERCENT) ¹ | | | | | | | | |
|---|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------------------|
| | 14 (PERCENT) | 15 (PERCENT) | 16 (PERCENT) | 17 (PERCENT) | 18 (PERCENT) | 19 (PERCENT) | 20 (PERCENT) | 21 (PERCENT) | 14-21 TOTAL (PERCENT) |
| (A) TRANSFERRED TO REGULAR EDUCATION | | | | | | | | | 100% |
| (B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA | | | | | | | | | 100% |
| (C) RECEIVED A CERTIFICATE | | | | | | | | | 100% |
| (D) REACHED MAXIMUM AGE | | | | | | | | | 100% |
| (E) DIED | | | | | | | | | 100% |
| (F) MOVED, KNOWN TO BE CONTINUING | | | | | | | | | 100% |
| (G) DROPPED OUT | | | | | | | | | 100% |
| (H) TOTAL (OF ROWS A-G): | | | | | | | | | 100% |

¹ SCHOOL DISTRICT SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

TABLE 4 (continued)

REPORT OF CHILDREN WITH DISABILITIES EXITING
 SPECIAL EDUCATION FROM JULY 1, 2010 THROUGH JUNE 30, 2011

DISTRICT: _____

SECTION C. RACE/ETHNICITY BY BASIS OF EXIT

| BASIS OF EXIT | 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 |
| (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): | | | | | | | | |

ED FORM: 869-3

TABLE 4 (continued)
 REPORT OF CHILDREN WITH DISABILITIES EXITING
 SPECIAL EDUCATION FROM JULY 1, 2010 THROUGH JUNE 30, 2011

DISTRICT: _____

SECTION C (CONTINUED)

| BASIS OF EXIT | RACE/ETHNICITY (PERCENT) ¹ | | | | | | | TOTAL (PERCENT) |
|---|--|--|--------------------|--|--|--------------------|-----------------------------------|--------------------|
| | HISPANIC/ LATINO (PERCENT) | AMERICAN INDIAN OR ALASKA NATIVE (PERCENT) | ASIAN (PERCENT) | BLACK OR AFRICAN AMERICAN (PERCENT) | NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER (PERCENT) | WHITE (PERCENT) | TWO OR MORE RACES (PERCENT) | |
| (A) TRANSFERRED TO REGULAR EDUCATION | | | | | | | | 100% |
| (B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA | | | | | | | | 100% |
| (C) RECEIVED A CERTIFICATE | | | | | | | | 100% |
| (D) REACHED MAXIMUM AGE | | | | | | | | 100% |
| (E) DIED | | | | | | | | 100% |
| (F) MOVED, KNOWN TO BE CONTINUING | | | | | | | | 100% |
| (G) DROPPED OUT | | | | | | | | 100% |
| (H) TOTAL (OF ROWS A-G): | | | | | | | | 100% |

¹ SCHOOL DISTRICT SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.
 ED FORM: 869-3

TABLE 4 (continued)
 REPORT OF CHILDREN WITH DISABILITIES EXITING
 SPECIAL EDUCATION FROM JULY 1, 2010 THROUGH JUNE 30, 2011

DISTRICT: _____

SECTION D. GENDER BY BASIS OF EXIT

| 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): | | | |

ED FORM: 869-3

TABLE 4 (continued)
 REPORT OF CHILDREN WITH DISABILITIES EXITING
 SPECIAL EDUCATION FROM JULY 1, 2010 THROUGH JUNE 30, 2011

DISTRICT: _____

SECTION D (CONTINUED)

| BASIS OF EXIT: | GENDER (PERCENT) ¹ | | TOTAL (PERCENT) |
|--|----------------------------------|---------------------|--------------------|
| | MALE (PERCENT) | FEMALE (PERCENT) | |
| (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): | 100% | 100% | 100% |

¹ SCHOOL DISTRICTS SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

TABLE 4 (continued)
 REPORT OF CHILDREN WITH DISABILITIES EXITING
 SPECIAL EDUCATION FROM JULY 1, 2010 THROUGH JUNE 30, 2011

DISTRICT: _____

SECTION E. LIMITED ENGLISH PROFICIENCY BY BASIS OF EXIT

| 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): | | | |

ED FORM: 869-3

TABLE 4 (continued)
 REPORT OF CHILDREN WITH DISABILITIES EXITING
 SPECIAL EDUCATION FROM JULY 1, 2010 THROUGH JUNE 30, 2011

DISTRICT: _____

SECTION E. LIMITED ENGLISH PROFICIENCY BY BASIS OF EXIT

| BASIS OF EXIT: | LIMITED ENGLISH PROFICIENCY STATUS (PERCENT) ¹ | | |
|--|--|-----------------|--------------------|
| | YES (PERCENT) | NO (PERCENT) | TOTAL (PERCENT) |
| (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): | 100% | 100% | 100% |

¹ SCHOOL DISTRICTS SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.