

TABLE 3 - RE7 (for reporting race/ethnicity according to New 10/2007 Guidance)

**PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS**

Child Count Date for **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 1820-0517. The time required to complete this information collection is estimated to average 28 hours per SEA and 27 hours per LEA 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)(ii), Section 618 (a)(1)(A)(iii), and Section 618 (a)(3); 34 CFR §§300.640, 300.641, 300.642(b), 300.644, 300.645

Due Date: February 1, **2009**

Sampling Allowed: Section A – Yes
Section B – Yes
Section C – No
Section D – Yes
Section E – Yes
Section F – Yes
Section G – No
Section H – Yes
Section I – Yes

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

Provide a count of children ages 3-5 served under the IDEA, Part B program, according to their educational environments. Report data by discrete age year, disability category,¹ race/ethnicity, gender and Limited English Proficiency (LEP) status.

Report a count of all children with disabilities ages 6-21 served under the IDEA, Part B program, according to their educational environments. Report data by age category and disability category, race/ethnicity, gender, and LEP status.

This table does not require a separate, certified count of children. *However, it is intended to reflect the number of the children receiving services, reported by the appropriate environment category, on the date of the child count.* 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. States *must* use the same date for reporting educational environments data that is used in reporting the child count for that year.

Place zeros in categories where cells contain no numeric values. Report (-9) in categories not used by the State.

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

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

Sampling Guidelines

States may use sampling to obtain these data. When sampling is used, a description of the sampling methodology, including a statement about 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. States must submit sampling plans to OSEP for approval by September 1 of the reporting school year (that is, the September prior to the October or December child count date).

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

¹ 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.

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.

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 A: Discrete Age Year of Children with Disabilities Ages 3-5 by Educational Environment

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES AGES 3-5 SERVED UNDER IDEA, PART B, BY DISCRETE AGE YEAR AND EDUCATIONAL ENVIRONMENT.

When reporting educational environments for children ages 3 through 5, use the following decision rules to determine which environment to use when reporting each child. Please note that the order of the categories for children with disabilities ages 3-5 does *not* reflect a continuum from least to most restrictive.

1. The first factor to consider is whether the child is attending a regular early childhood program, as defined below. If so, report the child in row A1, A2, or A3. Report the child in one of these environments even if the child receives special education services in other environments. Refer to the instructions in the section below to determine which of percent of time category is appropriate.

Early childhood program. A program that includes at least 50 percent nondisabled children. Early childhood programs may include, but are not limited to:

- Head Start;
- kindergarten;
- reverse mainstream classrooms;
- private preschools;
- preschool classes offered to an eligible pre-kindergarten population by the public school system; and
- group child care.

Attendance at an early childhood program need not be funded by IDEA, Part B funds.

2. If the child does not attend a regular early childhood program or kindergarten, the next factor to consider is whether the child attends a special education program, as defined below. If so, report the child in row B1, B2, or B3 according to the location of the special education program. Report the child in one of these environments even if the child also receives special education at home or in a service provider location.

Special education program. A program that includes less than 50 percent nondisabled children. Special education programs include, but are not limited to, special education and related services provided in:

- special education classrooms in
 - regular school buildings;
 - trailers or portables outside regular school buildings;
 - child care facilities;
 - hospital facilities on an outpatient basis;
 - other community-based settings;
 - separate schools; and
 - residential facilities.
3. Home. If the child does not attend a regular early childhood program or a special education program, the next factor to consider is whether the child receives some or all of his/her special education services in the home. If the child receives any of his/her special education services in the home, report the child in row B4.
4. Service provider location. If the child does not receive any special education services in the home, report the child in row B5.

Calculating Time in Regular Early Childhood Programs

When determining whether to report a child in A1, A2, or A3, you must calculate the percentage of time the child spends in a regular early childhood program. The numerator for this calculation is the amount of time per week the child spends in a regular early childhood program. The denominator for this calculation is the *total number of hours the child spends in a regular early childhood program PLUS any time the child spent receiving special education and related services outside of a regular early childhood program*. The result is multiplied by 100. For example,

- If the child attends a regular early childhood program 6 hours a week and receives special education and related services in a special education program for an additional 4 hours a week, report the child in A2, in the regular early childhood program 40% to 79% of time ($6 \div 10 = .60 * 100 = 60\%$). Include in the denominator any time spent receiving special education in the special education program. This is true even if the child receives little or no special education in the early childhood program.

- If the child attends a regular early childhood program 6 hours a week and receives 1 hour of special education and related services at home and an additional half hour of special education and related services a service provider location, report the child in A1, in the regular early childhood program at least 80% of time ($6 \div 7.5 = 0.8 * 100 = 80\%$).
- If a child is pulled out of the regular early childhood program to receive special education, this is considered time *outside* the regular early childhood program. Include this time in the in the denominator but not the numerator of the calculation. For example, if a child attends a regular early childhood program for 6 hours a week, and is pulled out of that environment for 2 hours each week to receive speech instruction, report the child in A2, in the regular early childhood program 40% to 79% of time ($4 \div 6 = .67 * 100 = 67\%$).

The educational environments categories are defined as follows:

- Row A1. In the regular early childhood program at least 80% of time.
Unduplicated total who attended an early childhood program and were in the early childhood program for at least 80% of time (see instructions for Calculating Time in Regular Early Childhood Programs).
- Row A2. In the regular early childhood program 40% to 79% of time.
Unduplicated total who attended an early childhood program and were in the early childhood program for no more than 79% but no less than 49% of time (see instructions for Calculating Time in Regular Early Childhood Programs).
- Row A3. In the regular early childhood program less than 40% of time.
Unduplicated total who attended an early childhood program and were in the early childhood program for less than 40% of time (see instructions for Calculating Time in Regular Early Childhood Programs).
- Row B1. Separate class. *Unduplicated* total who attended a special education program in a class with less than 50% nondisabled children. (Do not include children who also attended a regular early childhood program. These children should be reported in columns A1, A2, or A3.)
- Row B2. Separate school. *Unduplicated* total who received education programs in public or private day schools designed specifically for children with disabilities. (Do not include children who also attended a regular early childhood program. These children should be reported in columns A1, A2, or A3.)
- Row B3. Residential facility. *Unduplicated* total who received education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. (Do not include children who also attended a regular early childhood program. These children should be reported in columns A1, A2, or A3.)
- Row B4. Home. *Unduplicated* total who received special education and related services in the principal residence of the child's family or caregivers, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location. The term caregiver includes babysitters.

Row B5. Service provider location. *Unduplicated* total who received all of their special education and related services from a service provider, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in:

- private clinicians' offices,
- clinicians' offices located in school buildings,
- hospital facilities on an outpatient basis, and
- libraries and other public locations.

Do not include children who also received special education at home. Children who received special education both in a service provider location and at home should be reported in the home category.

Section B: Educational Environments of Children with Disabilities Ages 3-5 by Disability

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES AGES 3-5 SERVED UNDER IDEA, PART B, BY EDUCATIONAL ENVIRONMENT AND DISABILITY CATEGORY. The categories reported in this section must sum to the total reported in Section A.

Use the environment categories defined in the instructions for Section A.

Sections C and E. Educational Environments of Children with Disabilities by Race/Ethnicity

In October 2007, the Department of Education published its Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data to the U.S. Department of Education in the Federal Register (Vol. 72, No. 202, available at <http://www.gpoaccess.gov/nara/index.html>), referred to in these instructions as the *new guidance*. The procedures for collecting, aggregating, and reporting race and ethnicity, as described in the new guidance, must be implemented by no later than the report of the 2010 Educational Environments 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 to report race/ethnicity within the five categories as applied in previous years.³ To report Educational Environments under the five race/ethnicity categories, you must use Table 3 – RE5 (5 race/ethnicity reporting categories as used *prior to 2007 guidance*).

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>).

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 <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 C. Educational Environments of Children with Disabilities Ages 3-5 by Race/Ethnicity

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN AGES 3-5 WITH DISABILITIES SERVED UNDER IDEA, PART B BY RACE/ETHNICITY AND EDUCATIONAL ENVIRONMENT. THE TOTAL DATA REPORTED ON EACH LINE IN SECTION C MUST EQUAL THE TOTAL DATA REPORTED IN THE CORRESPONDING EDUCATIONAL ENVIRONMENT IN SECTION A AND SECTION B.

Use the educational environment categories defined in the instructions in Section A to report children with disabilities ages 3-5. **Use the race/ethnicity categories and procedures described for Sections C and G, above.**

Section D: Gender of Children with Disabilities Ages 3-5 by Educational Environment

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES AGES 3-5 SERVED UNDER IDEA, PART B, BY EDUCATIONAL ENVIRONMENT AND GENDER. The categories reported in this section must sum to the total reported in Section A.

Use the environment categories defined in the instructions for Section A.

To reduce data burden, gender data for children ages 3-5 are not collected separately on the child count report. Totals on the educational environments report *must* equal the total number of children with disabilities ages 3-5 reported on the child count.

Section E: Limited English Proficiency Status of Children with Disabilities Ages 3-5 by Educational Environment

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES AGES 3-5 SERVED UNDER IDEA, PART B, BY EDUCATIONAL ENVIRONMENT AND LIMITED ENGLISH PROFICIENCY STATUS. The categories reported in this section must sum to the total reported in Section A.

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

LEP status should reflect the child's status as of the date of the child count.

Use the environment categories defined in the instructions for Section A.

To reduce data burden, LEP status data for children ages 3-5 are not collected separately on the child count report. Totals on the educational environments report *must* equal the total number of children with disabilities ages 3-5 reported on the child count.

Section F: Educational Environments and Age Category of Children with Disabilities Ages 6-21 by Disability

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES AGES 6-21 SERVED UNDER THE IDEA, PART B PROGRAM, BY AGE CATEGORY AND EDUCATIONAL ENVIRONMENT. THE TOTAL LINE ON EACH TABLE MUST EQUAL THE SUM OF THE DISABILITY CATEGORIES.

All counts should represent the setting in which children with disabilities have been placed for educational services.

To calculate the percentage of time inside the regular classroom, divide the number of hours the youth spends inside the regular classroom by the *total number of hours in the school day* (including lunch, recess and study periods). The result is multiplied by 100. Time spent outside the regular classroom receiving services unrelated to the youth's disability (e.g., time receiving LEP services) should be considered time inside the regular classroom.

Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

Column A. Inside the regular class 80 percent or more of the day. *Unduplicated* total who were inside the regular classroom for 80 percent or more of the school day. (These are children who received special education and related services outside the regular classroom for less than 21 percent of the school day.) This may include children with disabilities placed in:

- regular class with special education/related services provided within regular classes;
- regular class with special education/related services provided outside regular classes;
or
- regular class with special education services provided in resource rooms.

Column B. Inside regular class no more than 79% of day and no less than 40% percent of the day. *Unduplicated* total who were inside the regular classroom between 40 and 79% of the day. (These are children who received special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day.) Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This may include children placed in:

- resource rooms with special education/related services provided within the resource room; or
- resource rooms with part-time instruction in a regular class.

Column C. Inside regular class less than 40 percent of the day. *Unduplicated* total who were inside the regular classroom less than 40 percent of the day. (These are children who received special education and related services outside the regular classroom for more than 60 percent of the school day.) Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This category may include children placed in:

- self-contained special classrooms with part-time instruction in a regular class; or
- self-contained special classrooms with full-time special education instruction on a regular school campus.

Column D. Separate school. *Unduplicated* total who received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate schools. This may include children placed in:

- public and private day schools for students with disabilities;
- public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day; or

- public and private residential facilities if the student does not live at the facility.

Column E. Residential facility. *Unduplicated* total who received education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:

- public and private residential schools for students with disabilities; or
- public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or regular school buildings for the remainder of the school day.

Do not include students who received education programs at the facility, but do not live there.

Column F. Homebound/Hospital. *Unduplicated* total who received education programs in homebound/hospital environment includes children with disabilities placed in and receiving special education and related services in:

- hospital programs, or
- homebound programs.

Do not include children with disabilities whose parents have opted to home-school them and who receive special education at the public expense.

Column G. Correctional facilities. *Unduplicated* total who received special education in correctional facilities. These data are intended to be a count of all children receiving special education in:

- short-term detention facilities (community-based or residential), or
- correctional facilities.

Column H. Parentally Placed in Private Schools. *Unduplicated* total who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan.⁴ Include children whose parents chose to home-school them, but who receive special education and related services at the public expense. Do not include children who are placed in private schools by the LEA.

⁴ A private institution or school is a school NOT under Federal or public supervision or control and may be non-profit or proprietary.

Section G: Race/Ethnicity of Children with Disabilities Ages 6-21 by Educational Environment

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN AGES 6-21 WITH DISABILITIES SERVED UNDER IDEA, PART B BY RACE/ETHNICITY AND EDUCATIONAL ENVIRONMENT. THE TOTAL DATA REPORTED ON EACH LINE IN SECTION F MUST EQUAL THE TOTAL DATA REPORTED IN THE CORRESPONDING EDUCATIONAL ENVIRONMENT IN SECTION E.

Use the environment categories defined under Section F and the race/ethnicity categories as defined in Section C. **Use the race/ethnicity categories and procedures described for Sections C and G, above.**

Section H: Gender of Children with Disabilities Ages 6-21 by Educational Environment

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN AGES 6-21 WITH DISABILITIES SERVED UNDER IDEA, PART B BY GENDER AND EDUCATIONAL ENVIRONMENT. THE TOTAL DATA REPORTED ON EACH LINE IN SECTION G MUST EQUAL THE TOTAL DATA REPORTED IN THE CORRESPONDING EDUCATIONAL ENVIRONMENT IN SECTION F.

Use the environment categories defined in the instructions for Section F.

To reduce data burden, gender data for children ages 6-21 are not collected separately on the child count report. Totals on the educational environments report *must* equal the total number of children with disabilities ages 6-21 reported on the child count.

Section I: Limited English Proficiency Status of Children with Disabilities Ages 6-21 by Educational Environment

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN AGES 3-5 WITH DISABILITIES SERVED UNDER IDEA, PART B BY LIMITED ENGLISH PROFICIENCY STATUS AND EDUCATIONAL ENVIRONMENT. THE TOTAL DATA REPORTED ON EACH LINE IN SECTION H MUST EQUAL THE TOTAL DATA REPORTED IN THE CORRESPONDING EDUCATIONAL ENVIRONMENT IN SECTION F.

Use the environment categories defined under Section F and the LEP categories as defined in the instructions for Section E.

To reduce data burden, LEP status data on children ages 6-21 are not collected separately on the child count report. Totals on the educational environments report *must* equal the total number of children with disabilities ages 6-21 reported on the child count.

2008

STATE: _____

SECTION A: DISCRETE AGE OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT:		AGE			
		3	4	5	Total
(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME				
	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME				
	(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% TIME				
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS			
		(B2) SEPARATE SCHOOL			
		(B3) RESIDENTIAL FACILITY			
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) HOME			
		(B5) SERVICE PROVIDER LOCATION			
(C) TOTAL (OF ROWS A1 – B5)					

ED FORM: 869-4

ORIGINAL SUBMISSION/REVISION
 CURRENT DATE: _____

2008

STATE: _____

SECTION B: EDUCATIONAL ENVIRONMENT OF CHILDREN WITH DISABILITIES AGES 3-5 BY DISABILITY

DISABILITY	(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN		
	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% TIME	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% TIME	(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% TIME
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:			

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

ED FORM: 869-4

ORIGINAL SUBMISSION/REVISION
 CURRENT DATE: _____

2008

STATE: _____

SECTION B (CONTINUED)

DISABILITY	(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN				
	ONLY ATTENDING A SPECIAL EDUCATION PROGRAM			NOT ATTENDING A SPECIAL EDUCATION PROGRAM	
	(B1) SEPARATE CLASS	(B2) SEPARATE SCHOOL	(B3) RESIDENTIAL FACILITY	(B4) HOME	(B5) SERVICE PROVIDER LOCATION
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:					

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

ED FORM: 869-4

ORIGINAL SUBMISSION/REVISION
 CURRENT DATE: _____

2008

STATE: _____

SECTION B (CONTINUED)

DISABILITY	(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN (PERCENT) ¹		
	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% TIME (PERCENT)	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% TIME (PERCENT)	(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% TIME (PERCENT)
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 ²			
TOTAL:	100%	100%	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.

2008

STATE: _____

SECTION B (continued)

DISABILITY	(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN (PERCENT) ¹				
	ONLY ATTENDING A SPECIAL EDUCATION PROGRAM			ONLY ATTENDING A SPECIAL EDUCATION PROGRAM	
	(B1) SEPARATE CLASS (PERCENT)	(B2) SEPARATE SCHOOL (PERCENT)	(B3) RESIDENTIAL FACILITY (PERCENT)	(B4) HOME (PERCENT)	(B5) SERVICE PROVIDER LOCATION (PERCENT)
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 ²					
TOTAL:	100%	100%	100%	100%	100%

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

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

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SECTION C: RACE/ETHNICITY OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT:		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) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME								
	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME								
	(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% TIME								
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS							
		(B2) SEPARATE SCHOOL							
		(B3) RESIDENTIAL FACILITY							
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) HOME							
		(B5) SERVICE PROVIDER LOCATION							
(C) TOTAL (OF ROWS A1 – B5)									

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SECTION C (CONTINUED)

EDUCATIONAL ENVIRONMENT:		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) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME								100%
	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME								100%
	(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% TIME								100%
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS							100%
		(B2) SEPARATE SCHOOL							100%
		(B3) RESIDENTIAL FACILITY							100%
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) HOME							100%
		(B5) SERVICE PROVIDER LOCATION							100%
(C) TOTAL (OF ROWS A1 – B5)									

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

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SECTION D: GENDER OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT:			GENDER		
			MALE	FEMALE	TOTAL
(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME				
	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME				
	(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% TIME				
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS			
		(B2) SEPARATE SCHOOL			
		(B3) RESIDENTIAL FACILITY			
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) HOME			
		(B5) SERVICE PROVIDER LOCATION			
(C) TOTAL (OF ROWS A1 – B5)					

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SECTION D (CONTINUED)

EDUCATIONAL ENVIRONMENT:		GENDER		
		MALE (PERCENT)	FEMALE (PERCENT)	TOTAL (PERCENT)
(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME			100%
	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME			100%
	(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% TIME			100%
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS		100%
		(B2) SEPARATE SCHOOL		100%
		(B3) RESIDENTIAL FACILITY		100%
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) HOME		100%
		(B5) SERVICE PROVIDER LOCATION		100%
(C) TOTAL (OF ROWS A1 – B5)				100%

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

PART B. INDIVIDUALS WITH DISABILITIES EDUCATION ACT
 IMPLEMENTATION OF FAPE REQUIREMENTS

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SECTION E: LIMITED ENGLISH PROFICIENCY STATUS OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT:		LIMITED ENGLISH PROFICIENCY STATUS			
		YES	NO	TOTAL	
(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME				
	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME				
	(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% TIME				
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS			
		(B2) SEPARATE SCHOOL			
		(B3) RESIDENTIAL FACILITY			
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) HOME			
		(B5) SERVICE PROVIDER LOCATION			
(C) TOTAL (OF ROWS A1 – B5)					

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SECTION E (CONTINUED)

EDUCATIONAL ENVIRONMENT:		LIMITED ENGLISH PROFICIENCY STATUS		
		YES (PERCENT)	NO (PERCENT)	TOTAL (PERCENT)
(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME			100%
	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME			100%
	(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% TIME			100%
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS		100%
		(B2) SEPARATE SCHOOL		100%
		(B3) RESIDENTIAL FACILITY		100%
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) HOME		100%
		(B5) SERVICE PROVIDER LOCATION		100%
(C) TOTAL (OF ROWS A1 – B5)				100%

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

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SECTION F: EDUCATIONAL ENVIRONMENT AND AGE CATEGORY OF CHILDREN WITH DISABILITIES AGES 6-21 BY DISABILITY

DISABILITY	(A) INSIDE THE REGULAR CLASS 80% OR MORE OF DAY			(B) INSIDE THE REGULAR CLASS NO MORE THAN 79% OF DAY BUT NO LESS THAN 40% OF DAY		
	(1) 6-11	(2) 12-17	(3) 18-21	(4) 6-11	(5) 12-17	(6) 18-21
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:						

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

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SECTION F (CONTINUED)

DISABILITY	(C) INSIDE REGULAR CLASS FOR LESS THAN 40% OF DAY			(D) SEPARATE SCHOOL		
	(7) 6-11	(8) 12-17	(9) 18-21	(10) 6-11	(11) 12-17	(12) 18-21
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:						

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

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SECTION F (CONTINUED)

DISABILITY	(E) RESIDENTIAL FACILITY			(F) HOMEBOUND/HOSPITAL		
	(13) 6-11	(14) 12-17	(15) 18-21	(16) 6-11	(17) 12-17	(18) 18-21
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:						

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

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SECTION F (CONTINUED)

DISABILITY	(G) CORRECTIONAL FACILITIES			(H) PARENTALLY PLACED IN PRIVATE SCHOOLS		
	(19) 6-11	(20) 12-17	(21) 18-21	(22) 6-11	(23) 12-17	(24) 18-21
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:						

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

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SECTION F (CONTINUED)

DISABILITY	EDUCATIONAL ENVIRONMENT (PERCENT) ¹							
	(A) INSIDE THE REGULAR CLASS 80% OR MORE OF DAY (PERCENT)	(B) INSIDE THE REGULAR CLASS 79-40% OF DAY (PERCENT)	(C) INSIDE THE REGULAR CLASS LESS THAN 40% OF DAY (PERCENT)	(D) SEPARATE SCHOOL (PERCENT)	(E) RESIDENTIAL FACILITY (PERCENT)	(F) HOMEBOUND/ HOSPITAL (PERCENT)	(G) CORRECTIONAL FACILITIES (PERCENT)	(H) PARENTALLY PLACED IN PRIVATE SCHOOLS (PERCENT)
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 ²								
TOTAL:	100%	100%	100%	100%	100%	100%	100%	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.

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SECTION G: RACE/ETHNICITY OF CHILDREN WITH DISABILITIES AGES 6-21 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT	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) INSIDE REGULAR CLASS 80% OR MORE OF DAY								
(B) INSIDE REGULAR CLASS 79-40% OF DAY								
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY								
(D) SEPARATE SCHOOL								
(E) RESIDENTIAL FACILITY								
(F) HOMEBOUND/HOSPITAL								
(G) CORRECTIONAL FACILITIES								
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS								
(I) TOTAL (OF ROWS A-H):								

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SECTION G (CONTINUED)

EDUCATIONAL ENVIRONMENT	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) INSIDE REGULAR CLASS 80% OR MORE OF DAY								100%
(B) INSIDE REGULAR CLASS 79-40% OF DAY								100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY								100%
(D) SEPARATE SCHOOL								100%
(E) RESIDENTIAL FACILITY								100%
(F) HOMEBOUND/HOSPITAL								100%
(G) CORRECTIONAL FACILITIES								100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS								100%
(I) TOTAL (OF ROWS A-H):								100%

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

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SECTION H: GENDER OF CHILDREN WITH DISABILITIES AGES 6-21 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT	GENDER		
	MALE	FEMALE	TOTAL
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY			
(B) INSIDE REGULAR CLASS 79-40% OF DAY			
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY			
(D) SEPARATE SCHOOL			
(E) RESIDENTIAL FACILITY			
(F) HOMEBOUND/HOSPITAL			
(G) CORRECTIONAL FACILITIES			
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS			
(I) TOTAL (OF ROWS A-H):			

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SECTION H (CONTINUED)

EDUCATIONAL ENVIRONMENT	GENDER (PERCENT) ¹		
	MALE (PERCENT)	FEMALE (PERCENT)	TOTAL (PERCENT)
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY			100%
(B) INSIDE REGULAR CLASS 79-40% OF DAY			100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY			100%
(D) SEPARATE SCHOOL			100%
(E) RESIDENTIAL FACILITY			100%
(F) HOMEBOUND/HOSPITAL			100%
(G) CORRECTIONAL FACILITIES			100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS			100%
(I) TOTAL (OF ROWS A-H):			100%

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

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SECTION I: LIMITED ENGLISH PROFICIENCY STATUS OF CHILDREN WITH DISABILITIES AGES 6-21 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT	LIMITED ENGLISH PROFICIENCY STATUS		
	YES	NO	TOTAL
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY			
(B) INSIDE REGULAR CLASS 79-40% OF DAY			
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY			
(D) SEPARATE SCHOOL			
(E) RESIDENTIAL FACILITY			
(F) HOMEBOUND/HOSPITAL			
(G) CORRECTIONAL FACILITIES			
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS			
(I) TOTAL (OF ROWS A-H):			

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SECTION I (CONTINUED)

EDUCATIONAL ENVIRONMENT	LIMITED ENGLISH PROFICIENCY STATUS (PERCENT) ¹		
	YES (PERCENT)	NO (PERCENT)	TOTAL (PERCENT)
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY			100%
(B) INSIDE REGULAR CLASS 79-40% OF DAY			100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY			100%
(D) SEPARATE SCHOOL			100%
(E) RESIDENTIAL FACILITY			100%
(F) HOMEBOUND/HOSPITAL			100%
(G) CORRECTIONAL FACILITIES			100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS			100%
(I) TOTAL (OF ROWS A-H):			100%

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

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