

**OSEP IDEA, PART B  
DATA DICTIONARY**

**October 2005**

**OFFICE OF SPECIAL EDUCATION PROGRAMS  
U.S. DEPARTMENT OF EDUCATION**

**PREPARED UNDER CONTRACT BY:**

**WESTAT  
ROCKVILLE, MD**

**CONTRACT NO. ED01CO0082/0008**



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## INTRODUCTION

Westat, under contract to the Office of Special Education Programs (OSEP), provides technical assistance in the collection of data for programs authorized under IDEA. One of the areas of assistance requested by States was a dictionary of terms that appear in the annual data collection forms.

This Data Dictionary includes terms used in data forms or in the instructions for the forms for the collection of Part B data, specifically:

1. Child Count (Table 1)
2. Personnel (Table 2)
3. FAPE (Table 3)
4. Exiting Special Education (Table 4)
5. Discipline (Table 5)
6. Assessment (Table 6)

The terms are in alphabetical order. A notation at the bottom of each page indicates the form in which the term is used. When a definition contains other terms that are defined in the dictionary, those terms appear in italicized print.

The terms used on the individual tables are listed on pages ii through viii. The list on pages ix through xi contains terms that appear on multiple tables.

Definitions in this dictionary take precedence over those provided in previous dictionaries. This dictionary reflects the 1997 Amendments to IDEA.

## Terms From the IDEA, Part B Child Count Table

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<u>Term</u>	<u>Tables</u>	<u>Page</u>
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# Age

Age is a child's actual age in years on the date of the child count: December 1 or the last Friday in October of the current school year (i.e., a child who is 6 years, 11 months old will be counted as 6 years old).

## Source

Nonregulatory definition developed by OSEP for data collection

---

**The above defined term appears on the following tables:**

All tables

# Alternate assessment

A way to measure the performance of students who are unable to participate in general large-scale assessments even with accommodations. The student's IEP team makes the determination of whether a student is able to take the regular assessment.

## Source

Nonregulatory definition developed by OSEP for data collection

---

**The above defined term appears on the following tables:**

Assessment

# 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 recognition.

## Source

Nonregulatory definition developed by OSEP for data collection

---

**The above defined term appears on the following tables:**

Child Count  
FAPE  
Exiting Special Education  
Discipline

# Asian or Pacific Islander

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

## Source

Nonregulatory definition developed by OSEP for data collection

---

**The above defined term appears on the following tables:**

Child Count  
FAPE  
Exiting Special Education  
Discipline

# Assessment type

Regular, alternate scored against grade level achievement standards, and alternate scored against alternate achievement standards.

## Source

Nonregulatory definition developed by OSEP for data collection

---

**The above defined term appears on the following tables:**

Assessment

# Audiologist

Certified, licensed, or otherwise qualified professional who provides the following services:

- “(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.”

## Source

34 Code of Federal Regulations §300.24(b)(1)

---

**The above defined term appears on the following table:**

Personnel

# Autism

“ . . . a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (b)(4) of this section.”

## Source

34 Code of Federal Regulations §300.7(c)(1)(i)

---

**The above defined term appears on the following tables:**

Child Count  
FAPE  
Exiting Special Education  
Discipline

## **Basis of exit**

The reason the student has left *special education* or the school system.

## **Source**

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Exiting Special Education

# **Black (not Hispanic)**

A person having origins in any of the Black racial groups of Africa.

## **Source**

Nonregulatory definition developed by OSEP for data collection

---

**The above defined term appears on the following tables:**

Child Count  
FAPE  
Exiting Special Education  
Discipline

# Certificate of completion or modified diploma

A certificate or diploma signifying the completion of the IEP or a secondary *education program* which is other than a *high school diploma*. This includes a high school diploma received without meeting the same standards for graduation as for students without disabilities.

## Source

Nonregulatory definition developed by OSEP for data collection

---

**The above defined term appears on the following table:**

Exiting Special Education

# Changes to the assessment that invalidate a score

Changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes. States call these changes different names including modifications or nonstandard administrations.

## Source

Nonregulatory definition developed by OSEP for data collection

---

**The above defined term appears on the following tables:**

Assessment

## Child with a disability

This term refers to a child “. . . having mental retardation, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, serious emotional disturbance (hereafter referred to as emotional disturbance), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs *special education* and *related services*.”

### Source

34 Code of Federal Regulations §300.7(a)(1)

---

**The above defined term appears on the following tables:**

All tables

# Consulting teacher

Teacher who does not deliver direct instructional services to children and youth with disabilities, but who provides services to *special education* teachers and regular education teachers.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Personnel

# Correctional facility

Facility where student offenders with disabilities are placed through a judicial proceeding, including *short-term detention facilities* (community-based or residential).

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

FAPE

# Counselor

A counselor “guides 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.”

## Source

Nonregulatory definition adapted from NCES – *The Student and Staff Data Handbook, 2001*

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**The above defined term appears on the following table:**

Personnel

## Count date

The count date is December 1 or the last Friday in October of the current school year.

## Source

Section 611(d)(2) of IDEA

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**The above defined term appears on the following tables:**

Child Count  
FAPE

## Dangerous weapon

“. . . a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such a term does not include a pocket knife with a blade of less than 2 1/2 inches in length.”

### Source

18 U.S.C §930(g)(2)

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**The above defined term appears on the following table:**

Discipline

# Deaf-blindness

“ . . . concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.”

## Source

34 Code of Federal Regulations §300.7(c)(2)

---

**The above defined term appears on the following tables:**

Child Count  
FAPE  
Exiting Special Education  
Discipline

# Deafness

“. . . a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child’s educational performance.”

Children and youth with deafness are counted in the hearing impairment category.

## Source

34 Code of Federal Regulations §300.7(c)(3)

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**The above defined term appears on the following tables:**

# Developmental delay

States may use developmental delay to report children ages 3 through 9. The category includes a child

- “ . . . (1) who is experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and
- (2) who, by reason thereof, needs special education and related services.”

A State using the term developmental delay

- “ . . . (b) determines whether it applies to children aged 3 through 9, or to a subset of that age range (e.g., ages 3 through 5).
- (2) A State may not require an LEA to adopt and use the term developmental delay for any children within its jurisdiction.
- (3) If an LEA uses the term developmental delay for children described in §300.7(b), the LEA must conform to both the State’s definition of that term and to the age range that has been adopted by the State.
- (4) If a State does not adopt the term developmental delay, an LEA may not independently use that term as a basis for establishing a child’s eligibility under this part.”

## Source

34 Code of Federal Regulations §300.7(b)(1)(2), 300.313(b)

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**The above defined term appears on the following tables:**

Child Count  
FAPE  
Discipline

# Diagnostic and evaluation staff

Certified, licensed, or otherwise *qualified* professionals who are responsible for determining “. . . whether a child has a disability and the nature and extent of the *special education* and *related services* that the child needs. . . .”

## Source

Nonregulatory definition developed from 34 Code of Federal Regulations §300.500(b)(2)

---

**The above defined term appears on the following table:**

Personnel

# Died

Students with disabilities who died.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Exiting Special Education

# Dropout

Students with disabilities 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 other bases described (*transferred to regular education; graduated with diploma; received a certificate; reached maximum age; died; or moved, known to be continuing*). This includes dropouts, runaways, GED recipients,\* expulsions, status unknown, students who moved and are not known to be continuing in another educational program, and other exiters.

\*In States where students may receive a GED without dropping out of school, students who were jointly enrolled in secondary school and a GED program may be reported as graduating with a diploma. In all other cases, GED recipients should be reported as dropouts.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Exiting Special Education

# Drug offenses

The use, possession, sale, or solicitation of drugs as identified in 21 U.S.C. §812 (listed below); this does not include use, possession, sale, or solicitation of alcohol or tobacco.

## “(a) Establishment

There are established five schedules of controlled substances, to be known as schedules I, II, III, IV, and V. Such schedules shall initially consist of the substances listed in this section. The schedules established by this section shall be updated and republished on a semiannual basis during the two-year period beginning one year after October 27, 1970, and shall be updated and republished on an annual basis thereafter.

## (b) Placement on schedules; findings required

Except where control is required by United States obligations under an international treaty, convention, or protocol, in effect on October 27, 1970, and except in the case of an immediate precursor, a drug or other substance may not be placed in any schedule unless the findings required for such schedule are made with respect to such drug or other substance. The findings required for each of the schedules are as follows:

### (1) Schedule I.--

- (A) The drug or other substance has a high potential for abuse.
- (B) The drug or other substance has no currently accepted medical use in treatment in the United States.
- (C) There is a lack of accepted safety for use of the drug or other substance under medical supervision.

### (2) Schedule II.--

- (A) The drug or other substance has a high potential for abuse.
- (B) The drug or other substance has a currently accepted medical use in treatment in the United States or a currently accepted medical use with severe restrictions.
- (C) Abuse of the drug or other substances may lead to severe psychological or physical dependence.

(continued)

## Drug offenses (continued)

### (3) Schedule III.--

(A) The drug or other substance has a potential for abuse less than the drugs or other substances in schedules I and II.

(B) The drug or other substance has a currently accepted medical use in treatment in the United States.

(C) Abuse of the drug or other substance may lead to moderate or low physical dependence or high psychological dependence.

### (4) Schedule IV.--

(A) The drug or other substance has a low potential for abuse relative to the drugs or other substances in schedule III.

(B) The drug or other substance has a currently accepted medical use in treatment in the United States.

(C) Abuse of the drug or other substance may lead to limited physical dependence or psychological dependence relative to the drugs or other substances in schedule III.

### (5) Schedule V.--

(A) The drug or other substance has a low potential for abuse relative to the drugs or other substances in schedule IV.

(B) The drug or other substance has a currently accepted medical use in treatment in the United States.

(C) Abuse of the drug or other substance may lead to limited physical dependence or psychological dependence relative to the drugs or other substances in schedule IV.

### c) Initial schedules of controlled substances

Schedules I, II, III, IV, and V shall, unless and until amended<sup>1</sup> pursuant to section 811 of this title, consist of the following drugs or other substances, by whatever official name, common or usual name, chemical name, or brand name designated:

(continued)

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<sup>1</sup>Revised schedules are published in the Code of Federal Regulations, Part 1308 of Title 21, Food and Drugs.

# Drug offenses (continued)

## Schedule I

(a) Unless specifically excepted or unless listed in another schedule, any of the following opiates, including their isomers, esters, ethers, salts, and salts of isomers, esters, and ethers, whenever the existence of such isomers, esters, ethers, and salts is possible within the specific chemical designation:

- |                                      |                          |
|--------------------------------------|--------------------------|
| (1) Acetylmethadol.                  | (22) Etonitazene.        |
| (2) Allylprodine.                    | (23) Etoxidine.          |
| (3) Alphacetylmethadol. <sup>2</sup> | (24) Furethidine.        |
| (4) Alphameprodine.                  | (25) Hydroxypethidine.   |
| (5) Alphamethadol.                   | (26) Ketobemidone.       |
| (6) Benzethidine.                    | (27) Levomoramide.       |
| (7) Betacetylmethadol.               | (28) Levophenacymorphan. |
| (8) Betameprodine.                   | (29) Morpheridine.       |
| (9) Betamethadol.                    | (30) Noracymethadol.     |
| (10) Betaprodine.                    | (31) Norlevorphanol.     |
| (11) Clonitazene.                    | (32) Normethadone.       |
| (12) Dextromoramide.                 | (33) Norpipanone.        |
| (13) Dextrorphan.                    | (34) Phenadoxone.        |
| (14) Diampromide.                    | (35) Phenampromide.      |
| (15) Diethylthiambutene.             | (36) Phenomorphan.       |
| (16) Dimenoxadol.                    | (37) Phenoperidine.      |
| (17) Dimepheptanol.                  | (38) Piritramide.        |
| (18) Dimethylthiambutene.            | (39) Propheptazine.      |
| (19) Dioxaphetyl butyrate.           | (40) Properidine.        |
| (20) Dipipanone.                     | (41) Racemoramide.       |
| (21) Ethylmethylthiambutene.         | (42) Trimeperidine.      |

(b) Unless specifically excepted or unless listed in another schedule, any of the following opium derivatives, their salts, isomers, and salt of isomers whenever the existence of such salts, isomers, and salts of isomers is possible within the specific chemical designation:

(continued)

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<sup>2</sup>So in original. Probably should be "Alphacetylmethadol."

## Drug offenses (continued)

- |                            |                                |
|----------------------------|--------------------------------|
| (1) Acetorphine.           | (12) Methyldesorphine.         |
| (2) Acetyldihydrocodeine.  | (13) Methylhydromorphine.      |
| (3) Benzylmorphine.        | (14) Morphine methylbromide.   |
| (4) Codeine methylbromide. | (15) Morphine methylsulfonate. |
| (5) Codeine-N-Oxide.       | (16) Morphine-N-Oxide.         |
| (6) Cyprenorphine.         | (17) Myrophine.                |
| (7) Desomorphine.          | (18) Nicocodeine.              |
| (8) Dihydromorphine.       | (19) Nicomorphine.             |
| (9) Etorphine.             | (20) Normorphine.              |
| (10) Heroin.               | (21) Pholcodine.               |
| (11) Hydromorphinol.       | (22) Thebacon.                 |

(c) Unless specifically excepted or unless listed in another schedule, any material, compound, mixture, or preparation, which contains any quantity of the following hallucinogenic substances, or which contains any of their salts, isomers, and salts of isomers whenever the existence of such salts, isomers, and salts of isomers is possible within the specific chemical designation:

- |  |                                      |
|--|--------------------------------------|
| (1) 3,4-methylenedioxy<br>amphetamine.               | (8) Ibogaine.                        |
| (2) 5-methoxy-3,<br>4-methylenedioxy<br>amphetamine. | (9) Lysergic acid diethylamide.      |
| (3) 3,4,5-trimethoxy<br>amphetamine.                 | (10) Marihuana.                      |
| (4) Bufotenine.                                      | (11) Mescaline.                      |
| (5) Diethyltryptamine.                               | (12) Peyote.                         |
| (6) Dimethyltryptamine.                              | (13) N-ethyl-3-piperidyl benzilate.  |
| (7) 4-methyl-2,<br>5-diamethoxyamphetamine.          | (14) N-methyl-3-piperidyl benzilate. |
|  | (15) Psilocybin.                     |
|  | (16) Psilocyn.                       |
|  | (17) Tetrahydrocannabinols.          |

### Schedule II

(a) Unless specifically excepted or unless listed in another schedule, any of the following substances whether produced directly or indirectly by extraction from substances of vegetable origin, or independently by means of chemical synthesis, or by a combination of extraction and chemical synthesis:

- (1) Opium and opiate, and any salt, compound, derivative, or preparation of opium or opiate.

(continued)

## Drug offenses (continued)

(2) Any salt, compound, derivative, or preparation thereof which is chemically equivalent or identical with any of the substances referred to in clause (1), except that these substances shall not include the isoquinoline alkaloids of opium.

(3) Opium poppy and poppy straw.

(4) coca<sup>3</sup> leaves, except coca leaves and extracts of coca leaves from which cocaine, ecgonine, and derivatives of ecgonine or their salts have been removed; cocaine, its salts, optical and geometric isomers, and salts of isomers; ecgonine, its derivatives, their salts, isomers, and salts of isomers; or any compound, mixture, or preparation which contains any quantity of any of the substances referred to in this paragraph.

(b) Unless specifically excepted or unless listed in another schedule, any of the following opiates, including their isomers, esters, ethers, salts, and salts of isomers, esters and ethers, whenever the existence of such isomers, esters, ethers, and salts is possible within the specific chemical designation:

- |   |  |
|---|--|
| (1) Alphaprodine.   | (14) Pethidine.  |
| (2) Anileridine.  | (15) Pethidine-Intermediate-A,<br>4-cyano-1-methyl-<br>4-phenylpiperidine.           |
| (3) Bezitramide.  | (16) Pethidine-Intermediate-B,<br>ethyl-4-phenylpiperidine-<br>4-carboxylate.        |
| (4) Dihydrocodeine.   | (17) Pethidine-Intermediate-C,<br>1-methyl-4-phenylpiperidine-<br>4-carboxylic acid. |
| (5) Diphenoxylate.  | (18) Phenazocine.  |
| (6) Fentanyl.   | (19) Piminodine.   |
| (7) Isomethadone.   | (20) Racemethorphan.   |
| (8) Levomethorphan.   | (21) Racemorphan.  |
| (9) Levorphanol.  |  |
| (10) Metazocine.  |  |
| (11) Methadone.   |  |
| (12) Methadone-Intermediate,<br>4-cyano-2-dimethylamino-4,<br>4-diphenyl butane.                |  |
| (13) Moramide-Intermediate,<br>2-methyl-3-morpholino-1<br>1-diphenylpropane-carboxylic<br>acid. |  |

(c) Unless specifically excepted or unless listed in another schedule, any injectable liquid which contains any quantity of methamphetamine, including its salts, isomers, and salts of isomers.

(continued)

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<sup>3</sup>So in original. Probably should be capitalized.

# Drug offenses (continued)

## Schedule III

(a) Unless specifically excepted or unless listed in another schedule, any material, compound, mixture, or preparation which contains any quantity of the following substances having a stimulant effect on the central nervous system:

- (1) Amphetamine, its salts, optical isomers, and salts of its optical isomers.
- (2) Phenmetrazine and its salts.
- (3) Any substance (except an injectable liquid) which contains any quantity of methamphetamine, including its salts, isomers, and salts of isomers.
- (4) Methylphenidate.

(b) Unless specifically excepted or unless listed in another schedule, any material, compound, mixture, or preparation which contains any quantity of the following substances having a depressant effect on the central nervous system:

- |   |                           |
|---|---------------------------|
| (1) Any substance which contains any quantity of a derivative of barbituric acid, or any salt of a derivative of barbituric acid. | (4) Lysergic acid.        |
| (2) Chorhexadol.  | (5) Lysergic acid amide.  |
| (3) Glutehimide.  | (6) Methyprylon.          |
|   | (7) Phencyclidine.        |
|   | (8) Sulfondiethylmethane. |
|   | (9) Sulfonethylmethane.   |
|   | (10) Sulfonmethane.       |

(c) Nalorphine.

(d) Unless specifically excepted or unless listed in another schedule, any material, compound, mixture, or preparation containing limited quantities of any of the following narcotic drugs, or any salts thereof:

- (1) Not more than 1.8 grams of codeine per 100 milliliters or not more than 90 milligrams per dosage unit, with an equal or greater quantity of an isoquinoline alkaloid of opium.
- (2) Not more than 1.8 grams of codeine per 100 milliliters or not more than 90 milligrams per dosage unit, with one or more active, non-narcotic ingredients in recognized therapeutic amounts.

(continued)

## Drug offenses (continued)

(3) Not more than 300 milligrams of dihydrocodeinone per 100 milliliters or not more than 15 milligrams per dosage unit, with a fourfold or greater quantity of an isoquinoline alkaloid of opium.

(4) Not more than 300 milligrams of dihydrocodeinone per 100 milliliters or not more than 15 milligrams per dosage unit, with one or more active, nonnarcotic ingredients in recognized therapeutic amounts.

(5) Not more than 1.8 grams of dihydrocodeine per 100 milliliters or not more than 90 milligrams per dosage unit, with one or more active, nonnarcotic ingredients in recognized therapeutic amounts.

(6) Not more than 300 milligrams of ethylmorphine per 100 milliliters or not more than 15 milligrams per dosage unit, with one or more active, nonnarcotic ingredients in recognized therapeutic amounts.

(7) Not more than 500 milligrams of opium per 100 milliliters or per 100 grams, or not more than 25 milligrams per dosage unit, with one or more active, nonnarcotic ingredients in recognized therapeutic amounts.

(8) Not more than 50 milligrams of morphine per 100 milliliters or per 100 grams with one or more active, nonnarcotic ingredients in recognized therapeutic amounts.

(e) Anabolic steroids.

### Schedule IV

- |                      |                          |
|----------------------|--------------------------|
| (1) Barbital.        | (7) Meprobamate.         |
| (2) Chloral betaine. | (8) Methylphenobarbital. |
| (3) Chloral hydrate. | (9) Paraldehyde.         |
| (4) Ethchlorvynol.   | (10) Petrichloral.       |
| (5) Ethinamate.      | (11) Phenobarbital.      |
| (6) Methohexital.    |                          |

### Schedule V

Any compound, mixture, or preparation containing any of the following limited quantities of narcotic drugs, which shall include one or more nonnarcotic active medicinal ingredients in sufficient proportion to confer upon the compound, mixture, or preparation valuable medicinal qualities other than those possessed by the narcotic drug alone:

(continued)

## **Drug offenses** (continued)

- (1) Not more than 200 milligrams of codeine per 100 milliliters or per 100 grams.
- (2) Not more than 100 milligrams of dihydrocodeine per 100 milliliters or per 100 grams.
- (3) Not more than 100 milligrams of ethylmorphine per 100 milliliters or per 100 grams.
- (4) Not more than 2.5 milligrams of diphenoxylate and not less than 25 micrograms of atropine sulfate per dosage unit.
- (5) Not more than 100 milligrams of opium per 100 milliliters or per 100 grams.”

### **Source**

21 U.S.C. §812

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**The above defined term appears on the following table:**

Discipline

## Duplicated count

Children with disabilities who are counted twice, in different sections of the form. It applies to children with disabilities who are placed in *correctional facilities* or who are in *private* schools not placed or referred by a *public* agency. This count is not used to generate funding.

### Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

FAPE

## Early childhood setting

*Unduplicated* total of preschoolers who received all of their *special education and related services* in *educational programs* designed primarily for children without disabilities. No special education or *related services* are provided in separate *special education* settings. This may include, but is not limited to special education provided in: regular kindergarten classes, public or private preschools, Head Start Centers, child care facilities, preschool classes offered to an eligible pre-kindergarten population by the public school system, home/early childhood combinations, home/Head Start combinations, and other combinations of early childhood settings.

### Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

FAPE

# Early childhood special education setting

*Unduplicated* total of preschoolers who received all of their *special education and related services* in *educational programs* designed primarily for children with disabilities housed in regular school buildings or other community-based settings. No education or *related services* are provided in *early childhood* or other settings. This may include, but is not limited to special education and related services provided in: special education classrooms in regular school buildings; special education classrooms in child care facilities, hospital facilities, on an outpatient basis, or other community-based settings; and special education classrooms in trailers or portables outside regular school buildings.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

FAPE

# Educational environment

Educational environment refers to the extent to which students with disabilities receive special education and related services in classes or schools with their nondisabled peers.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following tables:**

FAPE

## Educational placement

The location where a *special education* program is provided. For school-aged children, this location is one of the following: regular school campus, in which the student may be removed from his or her non-disabled peers, for less than 21 percent of the day, 21 to 60 percent of the school day, or more than 61 percent of the school day; public *separate school*; private *separate school*; public *residential facility*; private *residential facility*; or *homebound/hospital*.

### Source

Nonregulatory definition developed by OSEP for data collection

---

**The above defined term appears on the following tables:**

Discipline

# Educational program

The purposeful activities that occur during the school day.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following tables:**

FAPE  
Exiting Special Education

# Educational service agency

“ . . . the term **educational service agency** --

- (a) Means a regional public multiservice agency –
  - (1) Authorized by State law to develop, manage, and provide services or programs to LEAs; and
  - (2) Recognized as an administrative agency for purposes of the provision of special education and related services provided within public elementary and secondary schools of the State;
- (b) Includes any other public institution or agency having administrative control and direction over a public elementary or secondary school; and
- (c) Includes entities that meet the definition of *intermediate educational unit* in section 602(23) of IDEA as in effect prior to June 4, 1997.”

## Source

34 Code of Federal Regulations §300.10

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**The above defined term appears in:**

The definition of Local Education Agency

## Eligible

Eligible refers to children who have been determined according to State and Federal criteria to have a disability that requires *special education* and *related services* and who are receiving services according to an *individualized education program*.

Eligible children are 3 through 21 years old who have been evaluated in accordance with Federal regulations as having mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, specific learning disabilities, deaf-blindness, or multiple disabilities, and who because of those impairments need special education and related services.

Eligibility for children ages 3 through 9 may, at the discretion of the State and LEA, include a child

“(B) . . . (i) experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; . . . .”

## Source

Section 602(3)(B)(i) of IDEA

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**The above defined term appears on the following tables:**

Child Count  
FAPE  
Exiting Special Education

## **Emotional disturbance** (previously termed serious emotional disturbance):

- “(i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance:
  - (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
  - (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
  - (C) Inappropriate types of behavior or feelings under normal circumstances.
  - (D) A general pervasive mood of unhappiness or depression.
  - (E) A tendency to develop physical symptoms or fears associated with personal or school problems.
- (ii) The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.”

### **Source**

34 Code of Federal Regulations §300.7(c)(4)

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**The above defined term appears on the following tables:**

Child Count  
FAPE  
Exiting Special Education  
Discipline

## **Enrolled in private schools not placed or referred by public agencies:**

Children 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. The private or parochial school is not under Federal or public supervision or control and may be a non-profit or proprietary.

### **Source**

34 Code of Federal Regulations §300.452

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**The above defined term appears on the following tables:**

FAPE

# Exempted Students

In States where parental exemptions are permitted for all students, parents of students with disabilities can determine that their child will not participate in either the regular or alternate State assessment. These are exempted students.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following tables:**

Assessment

# Exit

Students who were in special education at the start of the 12 month reporting period and then graduate or leave *special education* by the end of the 12 month reporting year. Beginning in 2005-06, the 12 month reporting period is July 1 through June 30. The categories of cause of departure for counting purposes include students who:

1. *transferred to regular education,*
2. *graduated with a regular high school diploma,*
3. *received certificate of completion/modified diploma/or some similar document,*
4. *reached maximum age for receipt of special education services,*
5. *died,*
6. *moved, known to be continuing,*
7. *dropped out.*

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Exiting Special Education

# Free appropriate public education (FAPE)

“ . . . *special education and related services* that --

- (a) Are provided at *public* expense, under public supervision and direction, and without charge;
- (b) Meet the standards of the *SEA*, including the requirements of this part;
- (c) Include preschool, elementary school, or secondary school education in the State; and
- (d) Are provided in conformity with an *individualized education program (IEP)* that meets the requirements under §§300.340-300.350.”

## Source

34 Code of Federal Regulations §300.13

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**The above defined term appears on the following table:**

FAPE

# Full-time equivalency (FTE)

Calculation of the time reported for each type of personnel. Full-time employees are reported as 1.0 FTE. Part-time employees are reported according to the amount of time they work. For example, a half-time employee is reported as 0.5 FTE and a quarter-time employee is reported as 0.25 FTE. A part-time resource room teacher working 4 hours per day (in a 6-hour school day) is a .67 FTE. If the teacher has 30 students, and 15 have specific learning disabilities, 9 have mental retardation, and 6 have emotional disturbance, multiply the .67 by the percent of students with each disability condition to get the final FTEs.

Specific learning disabilities	$.5 \times .67 = .34$ FTE
Mental retardation	$.3 \times .67 = .20$ FTE
Emotional disturbance	$.2 \times .67 = .13$ FTE

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Personnel

# Fully certified

Fully certified refers to *qualified* personnel. The term also refers to:

1. Staff who hold appropriate certification and licensure for the position held.
2. Staff in personnel categories that do not require certification or licensure if the staff meet existing State standards or requirements for the position they hold, and
3. Staff in positions for which no State requirements exist.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Personnel

## GED recipient

Students with disabilities who receive a high school equivalency diploma through an adult education program. In most cases, these students should be counted as *dropouts*. However, in those States where students may receive a GED without dropping out of school, students who were jointly enrolled in secondary school and a GED program may be reported as graduating with a *diploma*.

### Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Exiting Special Education

# Grade Level

The grade (K-12) assigned to the student by the school system in which the student is enrolled.

## Source

Nonregulatory definition developed by OSEP for data collection

---

**The above defined term appears on the following tables:**

Assessment

# Graduated with a regular high school diploma

Students with disabilities 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.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Exiting Special Education

# Hearing impairment

“. . . an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but that is not included under the definition of deafness in this section.”

Although children and youth with deafness are not included in the definition of hearing impairment, they are counted in the hearing impairment category.

## Source

34 Code of Federal Regulations §300.7(c)(5)

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**The above defined term appears on the following tables:**

Child Count  
FAPE  
Exiting Special Education  
Discipline

# Hearing officer determination regarding likely injury

A hearing officer under this section may order a change in the placement of a child with a disability to an appropriate *interim alternative educational setting* for not more than 45 days if the hearing officer --

“(A) determines that the public agency has demonstrated by substantial evidence that maintaining the current placement of such child is substantially likely to result in injury to the child or to others;

(B) considers the appropriateness of the child's current placement;

(C) considers whether the public agency has made reasonable efforts to minimize the risk of harm in the child's current placement, including the use of supplementary aids and services; and

(D) determines that the *interim alternative educational setting* meets the requirements of paragraph (3)(B).”

## Source

Section 615(k)(2) of IDEA

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**The above defined term appears on the following table:**

Discipline

# High school diploma

A legally recognized document certifying the completion of high school education.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Exiting Special Education

# Hispanic or Latino

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following tables:**

Child Count  
FAPE  
Exiting Special Education  
Discipline

# Home

*Unduplicated* total of preschoolers who received all of their *special education and related services* in the principal residence of the child's family or caregivers.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

FAPE

# Homebound/hospital

Place where children and youth with disabilities receive *special education* in medical treatment facilities on an in-patient basis or at *home*.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

FAPE

# Individualized education program (IEP)

“ . . . a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes--

(i) a statement of the child’s present levels of educational performance, including--

(I) how the child’s disability affects the child’s involvement and progress in the general curriculum; or

(II) for preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities;

(ii) a statement of measurable annual goals, including benchmarks or short-term objectives, related to--

(I) meeting the child’s need that result from the child’s disability to enable the child to be involved in and progress in the general curriculum; and

(II) meeting each of the child’s other educational needs that result from the child’s disability;

(iii) a statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child--

(I) to advance appropriately toward attaining the annual goals;

(II) to be involved and progress in the general curriculum in accordance with clause (i) and to participate in extracurricular and other nonacademic activities; and

(III) to be educated and participate with other children with disabilities and nondisabled children in the activities described in this paragraph;

(iv) an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in clause (iii);

(continued)

## Individualized education program (IEP) (continued)

- (v) (I) a statement of any individual modifications in the administration of State or districtwide assessments of student achievement that are needed in order for the child to participate in such assessment; and  
  
(II) if the IEP Team determines that the child will not participate in a particular State or districtwide assessment of student achievement (or part of such an assessment), a statement of--
  - (aa) why that assessment is not appropriate for the child; and
  - (bb) how the child will be assessed;
- (vi) the projected date for the beginning of the services and modifications described in clause (iii), and the anticipated frequency, location, and duration of those services and modifications;
- (vii) (I) beginning at age 14, and updated annually, a statement of the transition service needs of the child under the applicable components of the child's IEP that focuses on the child's courses of study (such as participation in advanced-placement courses or a vocational education program);  
  
(II) beginning at age 16 (or younger, if determined appropriate by the IEP Team), a statement of needed transition services for the child, including, when appropriate, a statement of the interagency responsibilities or any needed linkages; and  
  
(III) beginning at least one year before the child reaches the age of majority under State law, a statement that the child has been informed of his or her rights under this title, if any, that will transfer to the child on reaching the age of majority under section 615(m); and
- (viii) a statement of--
  - (I) how the child's progress toward the annual goals described in clause (ii) will be measured; and
  - (II) how the child's parents will be regularly informed (by such means as periodic report cards), at least as often as parents are informed of their nondisabled children's progress, of--

(continued)

# Individualized education program (IEP) (continued)

(aa) their child's progress toward the annual goals described in clause (ii); and

(bb) the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year."

## Source

Section 614(d)(1)(A) of IDEA

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**The above defined term appears on the following tables:**

Child Count  
Exiting Special Education  
Discipline

# Interim alternative educational setting

An appropriate setting determined by the child's IEP team in which the child is placed for no more than 45 days. This setting enables the child to continue to progress in the general curriculum; to continue to receive the services and modifications, including those described in the child's current IEP; and to meet the goals set out in the IEP. Setting includes services and modifications to address the problem behavior and to prevent the behavior from recurring.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Discipline

# Intermediate educational unit (IEU)

“ . . . any *public* authority, other than an *LEA*, that:

- (a) Is under the general supervision of an *SEA*;
- (b) Is established by State law for the purpose of providing *free public education* on a regional basis; and
- (c) Provides *special education* and *related services* to *children with disabilities* within that State.”

## Source

34 Code of Federal Regulations §300.10(c)

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**The above defined term appears on the following tables:**

Child Count  
Personnel  
FAPE  
Exiting Special Education

# Interpreters

A certified, licensed, or otherwise *qualified* staff member who (1) provides translation between spoken and manual (sign language) communication; (2) translates spoken material into sign language for hearing impaired students; and (3) interprets sign language of hearing impaired students into oral language for hearing individuals or others not conversant in sign language.

## Source

Nonregulatory definition adapted from *Dictionary of Occupational Titles*, Fourth Edition, Revised 1991

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**The above defined term appears on the following table:**

Personnel

# Invalid Results

Assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following tables:**

Assessment

## Itinerant service outside the home

*Unduplicated* total of preschoolers who received all of their *special education and related services* at a school, hospital facility on an outpatient basis, or other location for a short period of time (i.e., no more than 3 hours per week). These services may be provided individually or to a small group of children. This may include, but is not limited to: speech instruction up to 3 hours per week in a school, hospital, or other community-based setting.

Note: This is an optional category.

### Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

FAPE

## LEA - Local education agency

- “(a) . . . a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools.
- (b) The term includes--
- (1) An *educational service agency*, as defined in Sec. 300.10;
  - (2) Any other public institution or agency having administrative control and direction of a public elementary or secondary school, including a public charter school that is established as an LEA under State law; and
  - (3) An elementary or secondary school funded by the Bureau of Indian Affairs, and not subject to the jurisdiction of any SEA other than the Bureau of Indian Affairs, but only to the extent that the inclusion makes the school eligible for programs for which specific eligibility is not provided to the school in another provision of law and the school does not have a student population that is smaller than the student population of the LEA receiving assistance under this Act with the smallest student population.”

### Source

34 Code of Federal Regulations §300.18

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**The above defined term appears on the following tables:**

All tables

# Maximum age

The upper age mandate for providing *special education* and *related services* as defined by State law, practice, or court order.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Exiting Special Education

# Mental retardation

“ . . . significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s educational performance.”

## Source

34 Code of Federal Regulations §300.7(c)(6)

---

**The above defined term appears on the following tables:**

Child Count  
FAPE  
Exiting Special Education  
Discipline

## Moved, known to be continuing

Students with disabilities 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 definition includes students with disabilities in residential drug/alcohol rehabilitation centers, correctional facilities, or charter schools if those facilities operate as separate districts, excluding normal matriculation.

### Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Exiting Special Education

# Multiple disabilities

“ . . . concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.”

## Source

34 Code of Federal Regulations §300.7(c)(7)

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**The above defined term appears on the following tables:**

Child Count  
FAPE  
Exiting Special Education  
Discipline

## **NCLB cap**

NCLB limit (1%) on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

### **Source**

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following tables:**

Assessment

# Non-Participants

Students with IEPs who did not take an assessment or who did not obtain a score.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following tables:**

Assessment

## **Non-professional staff**

Any staff member who is not a professional and is not included in any other personnel category, for example, bus drivers.

### **Source**

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Personnel

## Not fully certified

Not fully certified refers to personnel employed or contracted who were employed on an emergency, provisional, or other basis and who do not hold standard State certification or licensure for the position to which they are assigned or do not meet other existing State requirements for the position held. This also includes long-term substitutes.

### Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Personnel

# Occupational therapist

Certified, licensed, or otherwise *qualified* professional who provides the following:

- “(A) Improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;
- (B) Improving ability to perform tasks for independent functioning if functions are impaired or lost; and
- (C) Preventing, through early intervention, initial or further impairment or loss of function.”

## Source

34 Code of Federal Regulations §300.24(b)(5)

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**The above defined term appears on the following table:**

Personnel

# Orthopedic impairment

“ . . . a severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).”

## Source

34 Code of Federal Regulations §300.7(c)(8)

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**The above defined term appears on the following tables:**

Child Count  
FAPE  
Exiting Special Education  
Discipline

## Other agencies

Agencies responsible for educating children and youth with disabilities other than the *State Education Agency*. These agencies include Health and Human Services, Human Resources, Department of Health and the Department of Mental Retardation. This can also include *private* agencies educating children at *public* expense.

### Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Personnel

## Other health impairment

- “(9) Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that--
- (i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and
  - (ii) Adversely affects a child’s educational performance.”

### Source

34 Code of Federal Regulations §300.7(c)(9)

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**The above defined term appears on the following tables:**

Child Count  
FAPE  
Exiting Special Education  
Discipline

## Other instructional personnel

Staff members, other than *special education* classroom teachers, who are employed to provide special education instruction to children and youth with disabilities. This includes special education music teachers and special education art teachers. This does not include regular education personnel who work with children and youth with disabilities.

### Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Personnel

## Other professional staff

A staff member who “performs assignments requiring a high degree of knowledge and skills usually acquired through at least a baccalaureate degree (or its equivalent obtained through special study and/or experience) but not necessarily requiring skills in the field of education.”

### Source

Nonregulatory definition developed from NCES – *The Student and Staff Data Handbook, 2001*

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**The above defined term appears on the following table:**

Personnel

# Out of grade level

A regular assessment taken at a grade-level below which the student is currently enrolled.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following tables:**

Assessment

# Parent

- “(a) General. As used in this part, the term parent means--
- (1) A natural or adoptive parent of a child;
  - (2) A guardian but not the State if the child is a ward of the State;
  - (3) A person acting in the place of a parent (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare); or
  - (4) A surrogate parent who has been appointed in accordance with §300.515.
- (b) Foster parent. Unless State law prohibits a foster parent from acting as a parent, a State may allow a foster parent to act as a parent under Part B of the Act if--
- (1) The natural parents’ authority to make educational decisions on the child’s behalf has been extinguished under State law; and
  - (2) The foster parent--
    - (i) Has an ongoing, long-term parental relationship with the child;
    - (ii) Is willing to make the educational decisions required of parents under the Act; and
    - (iii) Has no interest that would conflict with the interests of the child.”

## Source

34 Code of Federal Regulation §300.20

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**The above defined term appears on the following tables:**

FAPE

# Parochial school

A church-affiliated school.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

FAPE

# Participants

Students with IEPs who took the assessment and obtained a score.

## Source

Nonregulatory definition developed by OSEP for data collection

---

**The above defined term appears on the following tables:**

Assessment

# Part-time early childhood/part-time early childhood special education setting

*Unduplicated* total of preschoolers who received special education and related services in multiple settings, including special education and related services provided in: (1) the home, (2) *educational programs* designed primarily for children without disabilities, (3) programs designed primarily for children with disabilities, (4) residential facilities, and (5) separate schools. This may include, but is not limited to: home/early childhood special education combinations; Head Start, child care, nursery school facilities, or other community-based settings; regular kindergarten classes combined with special education provided outside of the regular class; separate school/early childhood combinations; and residential facility/early childhood combinations.

## Source

Nonregulatory definition developed by OSEP for data collection

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The above defined term appears on the following table:

FAPE

# Physical education teacher

A school staff member who is certified by the *State Education Agency* to provide special physical education, adaptive physical education, movement education, or motor development to children and youth with disabilities.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Personnel

# Physical therapist

Certified, licensed, or otherwise qualified professional who provides the following services:

- (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.”

## Source

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

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**The above defined term appears on the following table:**

Personnel

# Preschool teacher

A certified, licensed, or otherwise qualified teacher who provides special education instruction to a group or class that:

1. Is taught during the year or years preceding the first grade,
2. Includes children 3 through 5 years old with disabilities, and
3. Excludes those providing strictly custodial care, i.e., noneducational services such as babysitting.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Personnel

# Private

“As applied to an agency, organization, or institution, means that it is not under Federal or *public* supervision or control.”

## Source

34 Code of Federal Regulations §77.1

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**The above defined term appears on the following tables:**

Personnel  
FAPE

# Psychologist

Certified, licensed, or otherwise *qualified* professional who provides the following services:

- “(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; and
- (v) Planning and managing a program of psychological services, including psychological counseling for children and parents; . . . .”<sup>1</sup>

<sup>1</sup>This individual may also provide intervention services directly to students.

## Source

34 Code of Federal Regulations §300.24(b)(9)

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**The above defined term appears on the following table:**

Personnel

# Public agency

“. . . the term *public agency* includes the SEA, LEAs, ESAs, public charter schools that are not otherwise included as LEAs or ESAs and are not a school of an LEA or ESA, and any other political subdivisions of the State that are responsible for providing education to children with disabilities.”

## Source

34 Code of Federal Regulations §300.22

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**The above defined term appears on the following tables:**

FAPE  
Discipline

## Qualified

“As used in this part, the term *qualified* personnel means personnel who have met SEA-approved or SEA-recognized certification, licensing, registration, or other comparable requirements that apply to the area in which the individuals are providing *special education* or *related services*.”

### Source

34 Code of Federal Regulations §300.23

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**The above defined term appears in:**

The definition of fully certified

# Recreation and therapeutic recreation therapist

Certified, licensed, or otherwise *qualified* professional who provides the following services:

- “(i) Assessment of leisure function;
- (ii) Therapeutic recreation services;
- (iii) Recreation programs in schools and community agencies; and
- (iv) Leisure education.”

## Source

34 Code of Federal Regulations §300.24(b)(10)

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**The above defined term appears on the following table:**

Personnel

# Regular Assessment on grade level achievement standards

An assessment designed to measure the student's knowledge and skills in a particular subject matter on achievement standards appropriate to his/her grade level.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following tables:**

Assessment

# Regular school campus

A campus serving students with and students without disabilities (not serving predominantly students with disabilities).

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

FAPE

# Rehabilitation counselor

Certified, licensed, or otherwise *qualified* professional who provides 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.”

## Source

34 Code of Federal Regulations §300.24(b)(11)

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**The above defined term appears on the following table:**

Personnel

## Related services

Related services means “. . . transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from *special education*, and includes speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.”

### Source

34 Code of Federal Regulations §300.24(a)

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**The above defined term appears on the following tables:**

Child Count  
Personnel  
FAPE

## Removal by a hearing officer

“(2) AUTHORITY OF HEARING OFFICER--A hearing officer under this section may order a change in the placement of a child with a disability to an appropriate *interim alternative educational setting* for not more than 45 days if the hearing officer--

(A) determines that the public agency has demonstrated by substantial evidence that maintaining the current placement of such child is substantially likely to result in injury to the child or to others;

(B) considers the appropriateness of the child's current placement;

(C) considers whether the public agency has made reasonable efforts to minimize the risk of harm in the child's current placement, including the use of supplementary aids and services; and

(D) determines that the *interim alternative educational setting* meets the requirements of paragraph (3)(B).”

### Source

Section 615(k)(2) of IDEA

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**The above defined term appears on the following table:**

Discipline

## Residential facility (Preschool)

*Unduplicated* count of preschoolers who received all of their *special education* and *related services* in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.

### Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

FAPE

## Residential facility (School age)

Count of children and youth with disabilities receiving *special education* and *related services* for greater than 50 percent of the school day in public or private residential facilities.

### Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

FAPE

## Reverse mainstream setting

*Unduplicated* total of preschoolers ages 3-5 who received all of their *special education* and *related services* in *educational programs* designed primarily for children with disabilities but that include 50 percent or more children without disabilities.

Note: This is an optional category.

### Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

FAPE

# School day

- “(1) School day means any day, including a partial day, that children are in attendance at school for instructional purposes.
- (2) The term school day has the same meaning for all children in school, including children with and without disabilities.”

## Source

34 Code of Federal Regulations §300.9(c)(1)-(2)

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**The above defined term appears on the following tables:**

FAPE

# School social worker

Certified, licensed, or otherwise *qualified* professional who provides the following services:

- “(i) Preparing a social or developmental history on a child with a disability;<sup>1</sup>
- (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.”

<sup>1</sup>This would also include prereferral activities performed in evaluating children suspected of having disabilities.

## Source

34 Code of Federal Regulations §300.24(b)(13)

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**The above defined term appears on the following table:**

Personnel

## **SEA - State education agency**

“State education agency means the State board of education or other agency or officer primarily responsible for the supervision of public elementary and secondary schools in a State. In the absence of this officer or agency, it is an officer or agency designated by the Governor or State law.”

### **Source**

34 Code of Federal Regulations §77.1

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**The above defined term appears on the following tables:**

All tables

## Separate school (Preschool)

*Unduplicated* total of preschoolers who received all of their *special education and related services* in *educational programs* in public or private day schools specifically for children with disabilities.

### Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

FAPE

## Separate school (School age)

Count of children and youth with disabilities who receive *special education and related services* for greater than 50 percent of the school day in a facility that does not house programs for students without disabilities.

### Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

FAPE

# Short-term detention facility

*Correctional facility* where student offenders with disabilities are placed for a period of temporary custody.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

FAPE

# Short-term suspension

Those instances in which children with disabilities are removed from their current educational placement for less than 10 consecutive days in a school year for disciplinary offenses. Include only out-of-school suspensions.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Discipline

# Special education

“(a) General.

- (1) As used in this part, the term special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including--
  - (i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and
  - (ii) Instruction in physical education.
- (2) The term includes each of the following, if it meets the requirements of paragraph (a)(1) of this section:
  - (i) Speech-language pathology services, or any other related service, if the service is considered special education rather than a related service under State standards;
  - (ii) Travel training; and
  - (iii) Vocational education.

(b) Individual terms defined. The terms in this definition are defined as follows:

- (1) At no cost means that all specially-designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.
- (2) Physical education--
  - (i) Means the developmental of--
    - (A) Physical and motor fitness;
    - (B) Fundamental motor skills and patterns; and
    - (C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports); and
  - (ii) Includes special physical education, adapted physical education, movement education, and motor development.

(continued)

## Special education (continued)

- (3) Specially-designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction--
  - (i) To address the unique needs of the child that result from the child's disability; and
  - (ii) To ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.
- (4) Travel training means providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to--
  - (i) Develop an awareness of the environment in which they live; and
  - (ii) Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).
- (5) Vocational education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree."

### Source

34 Code of Federal Regulations §300.26

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**The above defined term appears on the following tables:**

Child Count  
Personnel  
FAPE  
Exiting Special Education

# Special education outside regular class less than 21 percent of day

Count of children and youth with disabilities who receive *special education* and *related services* outside the regular classroom for less than 21 percent of the school day. This may include children and youth with disabilities placed in: regular class with special education/related services provided within regular class, regular class with instruction within the regular class and with special education/related services provided outside regular class, or regular class with special education services provided in a resource room.

Count of children and youth with disabilities who receive special education and related services in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, receiving special education and related services outside regular classrooms or community-based settings for less than 21 percent of the school day.

## Source

Nonregulatory definition developed by OSEP for data collection

---

**The above defined term appears on the following table:**

FAPE

# Special education outside regular class at least 21 percent of day and no more than 60 percent of day

Count of children and youth with disabilities who receive *special education and related services* outside the regular classroom for 60 percent or less of the school day and at least 21 percent but no more than 60 percent of the school day. This may include children and youth placed in: resource rooms with special education/related services provided within the resource room, or resource room with part-time instruction in a regular class.

Count of children and youth with disabilities who receive special education and related services in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, receiving special education and related services outside the regular classrooms or community-based settings for at least 21 percent but no more than 60 percent of the school day.

## Source

Nonregulatory definition developed by OSEP for data collection

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The above defined term appears on the following table:

FAPE

## Special education outside regular class more than 60 percent of day

Count of children and youth with disabilities who receive *special education and related services* outside the regular classroom for more than 60 percent of the school day. This includes only children and youth with disabilities educated on the *regular school campus*. This does not include pupils who received *education programs* in *public* or *private* separate day or *residential facilities*. This may include children and youth placed in: self-contained special classrooms with part-time instruction in a regular class, or self-contained special classrooms full-time on a regular school campus.

Count of children and youth with disabilities who receive special education and related services in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, receiving special education and related services outside the regular classroom or community-based setting for more than 60 percent of the school day.

### Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

FAPE

# Specialized food service professional

Personnel who provide specialized or supportive services required to assist in the meal service for children with disabilities. This could include such personnel as a dietician planning students' meals. (This position is reported under *Other Professional Staff*.)

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Personnel

# Specialized health service professional

Professional who provides:

1. Medical services “. . . services provided by a licensed physician to determine a child’s medically related disability that results in the child’s need for *special education* and *related services*,” or
2. School health services “. . . services provided by a *qualified* school nurse or other qualified person.”

(This position is reported under *Other Professional Staff*.)

## Source

34 Code of Federal Regulations §300.24(b)(4) and §300.24(b)(12)

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**The above defined term appears on the following table:**

Personnel

## Specific learning disability

“. . . a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. . . . The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.”

### Source

34 Code of Federal Regulations §300.7(c)(10)

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**The above defined term appears on the following tables:**

Child Count  
FAPE  
Exiting Special Education  
Discipline

# Speech or language impairment

“. . . a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child’s educational performance.”

## Source

34 Code of Federal Regulations §300.7(c)(11)

---

**The above defined term appears on the following tables:**

Child Count  
FAPE  
Exiting Special Education  
Discipline

# Speech pathologist

Certified, licensed, or otherwise *qualified* professional who provides the following services:

- “(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.”

(This position is reported under Other Special Education and Related Services Personnel, not under teachers of the speech and language impaired.)

## Source

34 Code of Federal Regulations §300.24(b)(14)

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**The above defined term appears on the following table:**

Personnel

# Students with IEPs

Students served under IDEA.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following tables:**

Assessment

## Supervisors/administrators (LEA/IEU)

District or intermediate unit *special education* professionals whose activities are concerned with directing and managing the operation of a particular special education school or program, including professional management, administrative, research, analytical, supervisory, and/or ancillary services. This includes those supervisory/administrative staff members employed or needed in schools operated directly by the *State Education Agency*.

### Source

Nonregulatory definition adapted from NCES - *Staff Data Handbook: Elementary, Secondary, and Early Childhood Education, 1995*

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**The above defined term appears on the following table:**

Personnel

## Supervisors/administrators (SEA)

*State Education Agency* professionals who are involved in professional management, administrative, research, analytical, supervisory, and/or ancillary services associated with *special education* programs for children and youth with disabilities. This would ordinarily include all professional staff in the State unit responsible for administering special education.

### Source

Nonregulatory definition adapted from NCES - *Staff Data Handbook: Elementary, Secondary, and Early Childhood Education, 1995*

---

**The above defined term appears on the following table:**

Personnel

# Teacher aide

A school staff member who “assists a teacher with routine activities associated with teaching (i.e., those activities requiring minor decisions regarding students, such as conducting rote exercises, operating equipment, and clerking).”

## Source

Nonregulatory definition adapted from NCES – *The Student and Staff Data Handbook, 2001*

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**The above defined term appears on the following table:**

Personnel

## Transferred to regular education

Students 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. This category was previously labeled *no longer receives special education*.

### Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Exiting Special Education

# Traumatic brain injury

“. . . an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child’s educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.”

## Source

34 Code of Federal Regulations §300.7(c)(12)

---

**The above defined term appears on the following tables:**

Child Count  
FAPE  
Exiting Special Education  
Discipline

# Unduplicated count

1. A particular child may only be counted once.
2. Children with concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairments, etc.) the combination of which causes such severe educational problems that they cannot be accommodated in *special education* programs solely for one of the impairments and should be represented as having multiple disabilities or deaf-blindness as appropriate.
3. See also *duplicated count*.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following tables:**

Child Count  
FAPE  
Exiting Special Education  
Discipline

# Unilateral removal

Unilateral removal – instances in which school personnel (not the IEP team) order the removal of children with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do not include decisions by the IEP team to change student’s placement.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Discipline

# Valid Assessment

An assessment that produces scores that can be reported, aggregated, and included in accountability indices (see invalid results).

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following tables:**

Assessment

# Visual impairment including blindness

“. . . an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.”

## Source

34 Code of Federal Regulations §300.7(c)(13)

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**The above defined term appears on the following tables:**

Child Count  
FAPE  
Exiting Special Education  
Discipline

# Vocational education teacher

A teacher who is certified, licensed, or otherwise *qualified* to provide the following special education services:

“. . . organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.”<sup>1</sup>

<sup>1</sup>The above definition of vocational education is taken from the Vocational Education Act of 1963, as amended by P.L. 94-482. Under that Act, “vocational education” includes industrial arts and consumer and homemaking education programs.

## Source

34 Code of Federal Regulations §300.26(b)(5)

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**The above defined term appears on the following table:**

Personnel

# Weapons offense

The child carries a dangerous *weapon* to school or to a school function under the jurisdiction of a State or a *local educational agency*.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following table:**

Discipline

# White (not Hispanic)

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

## Source

Nonregulatory definition developed by OSEP for data collection

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**The above defined term appears on the following tables:**

Child Count  
FAPE  
Exiting Special Education  
Discipline

# Work-study coordinator

Plans and conducts *special education* work-study program. Confers with school and community personnel to impart information about program and to coordinate program functions with related activities.

## Source

Nonregulatory definition adapted from *Dictionary of Occupational Titles*, Fourth Edition, Revised 1991

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**The above defined term appears on the following table:**

Personnel

## Sources of Definitions

1. Code of Federal Regulations, Title 34 - Education, Part 77 (Revised as of July 1, 1995).
2. Code of Federal Regulations, Title 34 - Education, Parts 300-399 (Revised as of July 1, 1999).
3. National Center for Education Statistics. *Staff Data Handbook: Elementary, Secondary, and Early Childhood Education*, January 1995.
4. National Center for Education Statistics. *The Student and Staff Data Handbook*, 2001.
5. *Dictionary of Occupational Titles*, U.S. Department of Labor, Employment and Training Administration, Fourth Edition, Revised 1991.
6. United States Code Annotated, Title 20 - Education, §§1241-3400.
7. United States Code, Title 18 – Crimes and Criminal Procedure, §930.
8. United States Code, Title 21 – Food and Drugs, §812.
9. Individuals with Disabilities Education Act Amendments of 1997, §§602, 614, 615.