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To: Special Education Data Managers of Public School Districts
Superintendents of Public School Districts
Date: September 2006

From: Inni Barone

Subject: PD-1/4 – Public School District Report of Number of Students with Disabilities Provided
Special Education on December 1, 2006 and Number of Students with Disabilities Provided
Special Education in Regular School-Based Programs and in Separate Settings.

Important: Due Date is Between December 1, 2006 and December 15, 2006.

Attached is the PD-1/4 form for your use in recording child count and educational placement information for all students with disabilities (ages 3-21) who are the responsibility of your Committee on Preschool Special Education (CPSE) or Committee on Special Education (CSE) and receive special education programs and/or services on December 1, 2006. This form also requests the numbers of students with disabilities who are parentally placed in nonpublic elementary and secondary schools located in your school district. This count will be used by school districts to determine the minimum proportionate per-pupil amount of IDEA funds to be used for services for these students during the 2007-08 school year. Beginning in the 2006-07 school year, the Department will request data on the numbers of parentally placed students in elementary and secondary nonpublic schools located in your school district who are referred for special education services, the numbers of such students who are determined to be eligible for special education services and the numbers of such students who are provided special education services anytime during the entire school year. These data are required pursuant to sections 612 and 618 of Public Law 108-446.

The PD-1/4 data are to be submitted by all school districts by entering the data through the website at <http://pd.nysed.gov> or by using the File Transfer Protocol (FTP) process. Paper copies of this report are not accepted. The web-based PD data entry system provides immediate feedback on any data reporting errors and allows school districts to make any necessary corrections. A User ID and password to access the web-based system has been mailed to the latest contact person identified on the PD website. If your school district has a new contact person, or did not get this information, please contact my office. **Please note: if your school district has the capability of submitting PD-1/4 data through the FTP process, the User Name and password for that process are different from the User ID and password that has been assigned to the contact person to submit PD data through the PD website. If your school district needs a User Name and password to submit data through the FTP process, please contact this office.**

The due date for this report is between December 1, 2006 and December 15, 2006. Only the Certification and Assurance Form (page 1 of the PD-1/4 form), with an original ink signature, must be submitted through regular mail. Paper copies of this report will not be accepted. Your timely and accurate completion of this report is required in order to ensure full compliance with federal reporting requirements.

The data entered on the PD-1/4 form will provide the December 1, 2006 count of students with disabilities and will indicate the extent to which students with disabilities are removed from regular education

and are placed in separate educational settings outside of regular school facilities or are educated in some other specific settings. **This report requests data regarding the settings in which students receive regular and special education services and will not affect your State aid allocations in any way. (In contrast, the State Aid Management System (SAMS) Form A form set collects data for State aid purposes regarding the cumulative extent to which students receive special education programs and/or services.)**

Data from the PD-1/4 form, child count data from Charter Schools on the PD-1C/4C form, program expansion information from Charter Schools, and information provided on the SEDCAR-1 forms, which will be sent to school districts by approved special education programs (ASEP), will establish the number of school-age and preschool-age students with disabilities to be included in local level calculations to determine the school district's 2007-2008 federal fund allocation under IDEA sections 611 and 619. These data will also be useful in determining:

- The amount of Charter Schools' federal fund allocations;
- The amount of sub-allocations for ASEPs. ASEPs are all SED approved preschool and private school-age programs for students with disabilities, including State-supported (Section 4201) Schools; and
- The proportionate amount of federal funds available to serve parentally placed students with disabilities in nonpublic elementary and secondary schools located in the school district.

To be counted in this report, each student with a disability, must meet the following criteria as of December 1, 2006:

- The student must be the responsibility of your school district's CSE or CPSE. A student with a disability who relocates from your school district and becomes the responsibility of another school district's CSE or CPSE **before** December 1, 2006, may not be included in the count for your school district. A student who relocates from another school district and becomes the responsibility of your school district's CSE or CPSE **after** December 1, 2006 may not be included in the count for your school district.

OR

- The student is parentally placed in a nonpublic school located in this school district and has been determined to be a student with a disability by the CSE of the student's school district of residence.

AND, in addition to either one of the criteria described above:

- The student must have an individualized education program (IEP) and be receiving publicly funded special education programs and/or related services that meet State standards as of December 1, 2006.

Federal law and regulations require that State and local education agencies ensure an unduplicated count of students with disabilities. Before submitting the PD-1/4 report, please complete local verification procedures to ensure that each student is counted only once. Such verification procedures may include visual scans, computer scans or other methods; and are especially important for school districts having several school buildings and for students receiving multiple special education programs and/or services.

The State Education Department will confirm the accuracy of information included in this report as part of the program review process, or as is otherwise indicated. To facilitate such review of your school district, please maintain a list (hard copy or other readily retrievable format) of all students included in this report until June 30, 2014. Upon completing local verification procedures, if it is determined that one or more counts are incorrect, a revised report (i.e., PD-1/4 form) must be submitted to SED.

Compared to the PD-1/4 report for December 1, 2005, the December 1, 2006, PD-1/4 report is revised in the following ways in order to accommodate changes in federal reporting requirements and data management needs:

- Contact person information is requested for the school district's Director of Special Education or if that position does not exist, a position with similar responsibilities (e.g., Director of Pupil Personnel Services, Chairperson of CPSE and CSE).
- Section A, Table 1 has been redesigned to collect the number of preschool students with disabilities provided educational services in the new preschool educational environments. This table also requests preschool data by gender and race/ethnicity.
- Section A, Table 1, Column N requests only the total number of preschool students receiving related services only. This information is not required by each educational environment in which preschool students receive services.
- Section A, Table 2 has been revised to include approved preschool programs operated by the counties of Hamilton, Niagara and Otsego.
- School districts located in the counties of Hamilton, Niagara, Otsego, Suffolk and Westchester are requested to work with the municipality contact persons provided in the directions for Section A, Table 2 to provide accurate data for this table that is consistent with the county's records.
- Data previously collected in Section A, Table 5 on the race/ethnicity of preschool students with disabilities enrolled by their parents or guardians in regular pre-school or other private schools is not required.
- Data previously collected in Section A, Table 6 on the number of preschool students who are also limited English proficient is not required.
- Section C, Reports 1-15 have been revised to include a Table 3 to collect the number of students with disabilities who are incarcerated in county correctional facilities, home-schooled, or parentally placed in nonpublic schools. In previous years these students were reported in Tables 1 or 2 of Reports 1-15.
- Section C, Report 15 has been split into Report 15A for school-age students with disabilities ages 4-5 and 15B for students with disabilities ages 6-21.
- Section C, Report 16A and 16B have been added to collect the number of school-age students with disabilities ages 4-5 and 6-21, respectively, in each educational setting by gender and limited English proficient status.
- Section C, Reports 17A and 17B request data for school-age students with disabilities ages 4-5 and 6-21, respectively, by disability and race and ethnicity.
- The PD-1/4 report is due to the Department earlier than in previous years. The due date is December 15, 2006. This is to facilitate the State's submission of a complete and timely report to the USDOE.
- School districts are provided an option to report some students as "multi-racial – not of Hispanic Origin." This is an optional reporting category. However, if students are reported in this category on the Basic Education Data System (BEDS) enrollment form, they must be reported in this category on the PD-1/4 report. In the future, after advance notification, school districts will be asked to report each student's unique race/ethnicity composition according to the new federal reporting categories. For description of the new proposed categories, see the Federal Register at <http://www.ed.gov/legislation/FedRegister/other/2006-3/080706.d.pdf>.

During 2006-2007, Strategic Evaluation Data Collection Analysis and Reporting (SEDCAR) Unit personnel may be available to conduct a limited number of regional training programs regarding the various special education data forms (i.e., the PD forms). If you feel that such training would be useful to the data managers in your area, please contact your local Special Education Training and Resource Center (SETRC).

The data collected through the PD forms are used in the following reports and activities:

- State Performance Plan and Annual Performance Report for Special Education.
- Public reporting of LEA results against State targets established in the State Performance Plan.
- Calculation of minimum amount of per-pupil IDEA funds to be sub-allocated or spent on services.
- Pocketbook of Goals and Results for Individuals with Disabilities.
- Chapter 655 Report to the Governor and the Legislature on the Status of the State's Schools.
- Special Education Quality Assurance Reviews.
- School District Report Cards.
- BOCES Report Cards.
- Charter School Report Cards.
- Calculations to identify instances of possible race/ethnicity disproportionality.
- Required re-direction of IDEA funds for comprehensive early intervening services.
- Other reports required by State or federal statutes.
- Evaluation of programs and policies.

If you have any questions or are in need of assistance in completing this report, please contact the SEDCAR Unit by using the contact information provided in the letterhead.

Thank you for your cooperation in submitting accurate and timely data.

Attachment

Instructions and Definitions for Completing the PD-1/4 Report

1. Report information for **all** students with disabilities (ages 3 to 21) who are the responsibility of this district's CPSE or CSE and receive special education programs and/or services on December 1, 2006. This includes:
 - Resident students with disabilities in district operated educational programs;
 - Resident students with disabilities in the New York State School for the Blind in Batavia and in the New York State School for the Deaf in Rome;
 - Resident students with disabilities in Charter Schools;
 - Students with disabilities who were residents of the school district at the time they were placed by the courts or State agencies in out-of-State approved residential schools;
 - Resident students with disabilities in BOCES programs;
 - Resident students with disabilities who are placed by the school district in Special Act School Districts;
 - Resident students with disabilities who are placed by the school district in approved private schools for students with disabilities;
 - Resident students with disabilities who are placed out-of-State as Emergency Interim Placements;
 - Resident students with disabilities who are parentally placed in nonpublic elementary and secondary schools located in the school district and in nonpublic elementary and secondary schools located in other school districts.
2. In Section B, Table 1, Line 3, school districts must report the number of students with disabilities who are residents of other school districts but are parentally placed in nonpublic elementary and secondary schools located in the school district and provided publicly funded special education programs and/or services.
3. Students with disabilities' race/ethnicity must be reported consistently on all PD forms and other Department data collection instruments. Each student must be reported in a single category. We recommend the parents be provided an opportunity to designate their children as belonging to one of the six race/ethnicity categories as described below. If they are unable to choose among the categories, school district personnel must use their best judgment and report the student in the category based on the group to which the student appears to belong, identifies with, or is regarded in the community as belonging. Please use the following definitions to assist you in determining the most appropriate category for reporting students:
 - American Indian/Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.
 - Asian or 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 area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. The Pacific Islands include Hawaii, Guam, and Samoa.
 - Black or African American (not of Hispanic Origin):** A person having origins in any of the Black racial groups of Africa.
 - Hispanic or Latino:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
 - White (not of Hispanic Origin):** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
 - Multi-Racial (not of Hispanic Origin):** This is not a required reporting category, however, if school districts report students in this category on the fall 2006 BEDS enrollment report, they must report students in the same category in this report. The definition of this category is, a person having origins in two or more of the categories of people classified as American Indian or Alaska Native, Black or African American (not of Hispanic Origin), Asian or Pacific Islander, or White (not of Hispanic Origin). Note: Any person of Hispanic or Latino origin, in whole or in part, should be reported as Hispanic or Latino.
4. Wherever students are to be reported by age, please report age as of December 1, 2006.
5. If specific instructions for some tables are not provided below, they are included above each table of the PD-1/4 form.

Directions and Definitions for Section A

This section contains three Tables. **Table 1** requests placement information by age, gender and race/ethnicity category for all preschool students with disabilities, ages 3 to 4, who are the responsibility of the school district's CPSE. These students must be receiving preschool special education programs and/or services, pursuant to Sections 4201 or 4410 of the Education Law, on December 1, 2006. This table also requests a subset of the number of preschool children who receive related services only. **Table 2** requests the counts of preschool students with disabilities who are provided preschool special education services by five approved preschool special education providers (the County of Hamilton Preschool Program, the County of Niagara Preschool Program, the County of Otsego Preschool Program, the County of Suffolk Preschool Program, and the County of Westchester Preschool Program). These data will be used by the Department to calculate the minimum per-pupil federal sub-allocation, which school districts must provide to the approved special education providers. **Table 3** is to report the count of preschool students with disabilities, age 2, who are receiving preschool special education services, pursuant to Sections 4201 or 4410 of the Education Law, on December 1, 2006.

Specific Directions for Section A, Table 1

Table 1 requests data on the environments in which preschool students with disabilities attend and receive educational services. The preschool environments are new for 2006-07. Use the following decision rules to determine which environment to use when reporting each student. Please note that the order of the environments for students with disabilities ages 3-4 **does not** reflect a continuum from least to most restrictive.

1. The first factor to consider is whether the student is attending a regular early childhood program, as defined below. If so, report the student in line 1.1, 1.2, or 1.3. Report the student in one of these environments even if the student receives some or all special education services in other environments. Refer to the instructions under "Calculating Time in Regular or Early Childhood Programs" below to determine which of percent of time category is appropriate.

Early childhood program - is a program that includes at least 50% nondisabled children. Early childhood programs include, but are not limited to:

- private preschools;
 - Head Start;
 - child care facilities (group child care, day care centers);
 - preschool classrooms open to an eligible pre-kindergarten population by the public school system (universal pre-k programs);
 - special class in an integrated setting, if class contains at least 50% nondisabled children.
2. If the student does not attend a regular early childhood program, the next factor to consider is whether the child attends a special education program, as defined below. If so, report the student in line 2.1, 2.2, or 2.3 according to the location of the special education program. Report the student in one of these environments even if the student also receives special education at home or in a service provider location.

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

- Special education classrooms in
 - Regular school buildings;
 - Trailers or portables outside regular school buildings;
 - Child care facilities;
 - Hospital facilities on an outpatient basis;
 - Other community-based settings
- Separate schools; and
- Residential facilities.

3. Home. If the child does not attend a regular early childhood program or a special education program, the next factor to consider is whether the student receives some or all of his/her special education services in the home. If the student receives any of his/her special education services in the home, report the student in line 2.4.
4. Service provider location. If a student does not receive any special education services in the home, report the child in line 2.5.

Calculating Time in Regular Early Childhood Programs

When determining whether to report a student in lines 1.1, 1.2, or 1.3, you must calculate the percentage of time the child spends in a regular early childhood program. The numerator for this calculation is the amount of time per week the child spends in a regular early childhood program. The denominator for this calculation is the *total number of hours the student spends in a regular early childhood program PLUS any time the child spent receiving special education and related services outside of a regular early childhood program*. The result is multiplied by 100. For example,

- If the student attends a regular early childhood program 6 hours a week and receives special education and related services in a special education program for an additional 4 hours a week, report the student in line 1.2, in the regular early childhood program 40% to 79% of time ($6 \div 10 = .6 * 100 = 60\%$). Include in the denominator any time spent receiving special education in the special education program. This is true even if the student receives little or no special education in the early childhood program.
- If a student attends a regular early childhood program 6 hours a week and receives 1 hour of special education and related services at home and an additional half hour of special education and related services at a service provider location, report the child in line 1.1, in the regular early childhood program at least 80% of time ($6 \div 7.5 = .8 * 100 = 80\%$).
- If a student is pulled out of the regular early childhood program to receive special education, this is considered time outside the regular early childhood program. Include this time in the denominator but not in the numerator of the calculation. For example, if a child attends a regular early childhood program for 6 hours a week, and is pulled out of that environment for 2 hours each week to receive speech instruction, report the child in line 1.2, in the regular early childhood program 40% to 79% of time ($4 \div 6 = .67 * 100 = 67\%$).

Definitions of Educational Environments Categories

- Line 1.1 **In the regular early childhood program at least 80% of the time.** *Unduplicated* total who attended an early Childhood program for at least 80% of time (see instructions for Calculating Time in Regular Early Childhood Programs).
- Line 1.2 **In the regular early childhood program 40% to 79% of time.** *Unduplicated* total who attended an early childhood program and were in the early childhood program for no more than 79%, but no less than 40% of time (see instructions for Calculating Time in Regular Early Childhood Programs).
- Line 1.3 **In the regular early childhood program less than 40% of time.** *Unduplicated* total who attended an early childhood program and were in the early childhood programs for less than 40% of time (see instructions for Calculating Time in Regular Early Childhood Programs).
- Line 2.1 **Separate class.** *Unduplicated* total who attended a special education program in a class with less than 50% non-disabled students. (Do not include students who also attended a regular early childhood program. These students should be reported in lines 1.1, 1.2, or 1.3.)
- Line 2.2 **Separate school.** *Unduplicated* total who received education program in public or private day schools designed specifically for students with disabilities. (Do not include students who also attended a regular early childhood program. These students should be reported in lines 1.1, 1.2 or 1.3.)

- Line 2.3 **Residential facility.** *Unduplicated* total who received education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. (Do not include students who also attended a regular early childhood program. These students should be reported in lines 1.1, 1.2 or 1.3.)
- Line 2.4 **Home.** *Unduplicated* total who received special education and related services in the principal residence of the student's family or caregivers, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. Include students who receive special education both at home and in a service provider location. The term caregiver includes babysitters.
- Line 2.5 **Service provider location.** *Unduplicated* total who received all of their special education and related services from a service provider, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in:
- Private clinicians' offices;
 - Clinicians' offices located in school buildings;
 - Hospital facilities on an outpatient basis; and
 - Libraries and other public locations.
- Do not include students who also received special education at home. Students who received special education both in a service provider location and at home should be reported in the home category.

Directions and Definitions for Section B, Table 1

Section B, Table 1, requests the count of all school-age students for whom the district has CSE responsibility to provide special education services, and is providing such services on December 1, 2006. To comply with requirements of IDEA section 612(a)(10), this Table is also used to collect the numbers of students with disabilities who are parentally placed in nonpublic elementary and secondary schools, located in the school district, and provided publicly funded special education services. Additional directions to assist school districts to accurately complete this Table are provided above the Table. The school districts of residence maintain CSE responsibility for students except in the following circumstances:

- If students are placed by another agency (e.g., courts, social services, Office of Children and Family Services, etc.), in Child Care Institutions (CCI) located within New York State, the residential schools connected with the CCIs assume the CSE responsibility for such students and provide services pursuant to Article 81 of the Education Law. Therefore, such students are not to be reported by school districts in this report;
- Students who reside in State agency facilities of the Office of Children and Family Services, Office of Mental Health, Office of Mental Retardation and Developmental Disabilities or the Department of Correctional Services and attend State agency educational programs or other educational programs are the responsibility of the State agencies under section 112 of the Education Law and are not to be reported in this report;
- School districts that receive students through contract with less than K-12 school districts pursuant to sections 2040-2045 of the Education Law assume CSE responsibility. For example, once students leave a K-8 school district and attend a school district with grades 9-12, the district with grades 9-12 assumes CSE responsibility for such students (section 200.2(f) of Commissioner's Regulations). The K-8 district is not to report students in grades 9-12;
- Students who reside in group homes, foster homes, community residences and other programs but attend public schools pursuant to section 3202.4 of the Education Law are the CSE responsibility of school districts in which such facilities are located; and
- Students who are incarcerated in county correctional facilities are the CSE responsibility of the school district in which the correctional facility is located (section 3202.7 of the Education Law).

Directions and Definitions for Section C, Reports 1-14

Section C, Reports 1-14: There are three tables for each disability category- Table 1 and Table 2 and Table 3. These tables request placement information for all school-aged students with disabilities, ages 4-21, who are the responsibility of your CSE and are provided school-age special education programs and/or services on December 1, 2006. Each student is reported only once in one of the three tables.

Table 1: Report the number of students with disabilities who are educated in regular school buildings and removed from regular classes for "Less than 20%", "21% to 60%", or "More than 60%" of the school day or school week. "Regular school buildings" are buildings for both disabled and nondisabled school-age students. "Regular classes" are classes for both disabled and nondisabled school-age students. Time outside of regular classroom is a measure of the extent of removal from the regular classroom setting, NOT of the total amount of special education services provided. It is the percent of each school day or week that a student receives special education including related services, apart from non-disabled students while within a regular school building. For purposes of these data collection, students in the following settings should be reported in Table 1 (regular school buildings):

- Students who are receiving transitional support services.
- Students who attend regular school buildings for at least 50 percent of the school day or school week, even though they may attend programs in separate settings, which include only students with disabilities for the rest of the day or week.
- All public school buildings, which are attended by both disabled and nondisabled school-age students.
- All BOCES buildings that are attended by both disabled and nondisabled school-age students.
- All Special Act School Districts which both disabled and nondisabled school-age students attend.
- All approved private schools that are attended by both disabled and nondisabled school-age students.
- All State agency programs which both disabled and nondisabled school-age students attend.
- All Alternative High School programs which both disabled and nondisabled students attend.
- All age appropriate community-based settings that include individuals with and without disabilities, such as vocational sites, in which students with disabilities interact with nondisabled individuals other than nondisabled individuals who are providing services to the students.

In order to determine the percentage of time students receive services outside regular classrooms (i.e., in rooms/groupings attended by students with disabilities only), it is important to consider where the service is provided rather than the type of service that is provided. To calculate the percentage of time outside the regular classroom, divide the number of hours the student receives special education and related services outside the regular classroom each day or week by the total number of hours in the school day or school week. Use the length of the entire school day, including all periods and lunch. The following examples are provided for purpose of clarification:

- A student who attends a resource room for one period each day in which special education services are provided to a group of students with disabilities would be counted in Table 1, Line 1 since one period outside of regular classroom would constitute 20 percent or less of the school day.
- A student who is assigned a full-time, one-to-one teacher aide, but who attends regular classrooms for 80 percent or more of the school day should be included in Line 1 of Table 1.
- A student who receives special education services for two hours per day outside of regular classrooms (in a 6 hour day) would be reported in Table 1, Line 2. If the services are provided in the regular classroom, the student should be reported in Table 1, Line 1.
- A student whose first period begins at 8:30 a.m. and last period ends at 2:30 p.m. would have a six-hour day or 30-hour week. If the student attends a special class for four 45-minute periods daily and participates in the general education environment for the remainder of the day, that student's "time outside regular classroom" would be 15.0 hours per week or 50 percent of the week. Such a student would be reported in Table 1, Line 2.
- Special education services provided outside the normal school day (e.g., before school or after school) should not be considered time outside the regular classroom, regardless of the type of services or where they are provided. Such students should be counted in Table 1, Line 1.

- Students with disabilities who receive special education programs and/or services in regular classes that include nondisabled students should be reported in Table 1. This includes regular classrooms in which consultant teachers provide special education programs and/or services or regular classes in which special class programs are located.

Table 2: Report the number of students with disabilities for whom the school district has CSE responsibility and who are educated in separate educational settings. These are settings, which are attended by students with disabilities only. The definition of each separate educational setting follows:

Special Public Day Schools- Include public day schools that are attended by students with disabilities only. These schools include public school district or BOCES buildings, which are attended by students with disabilities only. These schools also include Special Act School Districts if students attend on a day school basis, and if they include students with disabilities only. Students with disabilities who attend the two State-operated schools, on a day basis, would also be reported in this category.

Special Private Day Schools- Include approved private schools for students with disabilities, and State-supported schools (Section 4201 schools), which are attended, by students with disabilities only, on a day basis.

Public Residential Facility- Include public residential facilities in which students with disabilities are placed by the school district and attend an education program affiliated with the facility in buildings that serve only students with disabilities. Public residential facilities include the two State-operated schools, and the Special Act School Districts. Students with disabilities, who are in residential facilities but are provided special education services in buildings that include nondisabled students, should be reported in Table 1.

Private Residential Facility- Include private residential facilities in which students with disabilities are placed by the school district and attend an education program affiliated with the facility in buildings that serve only students with disabilities. Also, include students with disabilities who are placed in private residential facilities by the courts or State agencies, but for whom the district has CSE responsibility (e.g., students with disabilities who were residents of the district at the time they were placed by the courts or State agencies in private out-of-State residential facilities). Private residential facilities include State-supported schools (Section 4201 Schools) with a residential component and approved private schools (in-State and out-of-State). Students with disabilities, who are in residential facilities but are provided special education services in buildings that include nondisabled students, should be reported in Table 1.

Home- Use this setting if the school district Committee on Special Education has determined the home as the student's placement on December 1. Students who are home-schooled by parent's choice should not be reported in this category, but rather in Table 3.

Hospital or Other Non-School- These are settings in which students with disabilities are provided special education services based on their unique needs.

Table 3: Report the number of students with disabilities for whom the school district has CSE responsibility and who are educated in the specific setting described below.

Incarcerated in Correctional Facilities- Use this setting to report students with disabilities who are incarcerated in county correctional facilities or in secure detention facilities. All students with disabilities in secure detention facilities will be reported by the Office of Children and Family Services (OCFS). School districts will report in this row only students with disabilities who are provided special education services in county correctional facilities that are located in the school district.

Home Schooled- Use this setting to report students with disabilities who are home-schooled at parent choice, but who are provided special education programs or services at public expense.

Parentally Placed in Non Public Schools- Use this setting to report students with disabilities who are parentally placed in non-public schools at private expense, but who are provided special education services at public expense.

Section A: Students Receiving Preschool Special Education Programs and/or Services

Table 1: Educational Environments for Preschool Students with Disabilities (Ages 3-4*).

Enter the total number of preschool students with disabilities for whom this school district has CPSE responsibility to ensure the provision of special education programs and/or services. Report preschool students who were 3 to 4 years of age and who received preschool special education programs and/or services on December 1, 2006. In Column N, report the number of students who were provided related services only. Students reported in Column N are a subset of Column C. Column N cannot be greater than Column C. Only count students who were served pursuant to Sections 4410 or 4201 of the Education Law. Please determine age as of December 1, 2006. Counts reported in Tables 1 and 2 of this section, Table 1 of Section B and information contained on the SEDCAR-1 forms which school districts will receive from approved special education programs, will assist school districts in determining the amount of federal IDEA funds, under sections 611 and 619, which must be sub-allocated to other programs, and the amount to be retained by the school district, for students with disabilities, ages 3-5. (Important information for completing this section is included in the Directions and Definitions for Section A, beginning on page 3.)

		A	B	C	D	E	F	G	H	I	J	K	L	M	N
Educational Environment ¹		Age 3	Age 4	Total # of Students Ages 3-4	Male	Female	Total Gender	American Indian/ Alaska Native	Asian or Pacific Islander	Black (Not of Hispanic Origin)	Hispanic or Latino	White (Not of Hispanic Origin)	Multi-Racial (Not of Hispanic Origin)	Race Total	Subset of Column C (# of Students Receiving Related Services only)
(1.0) Students Attending Regular Early Childhood Program	(1.1) In the Regular Early Childhood Program at Least 80% of Time.														
	(1.2) In the Regular Early Childhood Program 40% to 79% of Time														
	(1.3) In the Regular Early Childhood Program Less than 40% of Time.														
(2.0) Students Not Attending a Regular Early Childhood Program	Attending a Special Education Program	(2.1) Separate Class													
		(2.2) Separate School													
		(2.3) Residential Facility													
	Not Attending a Special Education Program	(2.4) Home													
		(2.5) Service Providers Location													
(3.0) TOTAL															

*Students who are 5 years of age on December 1, are “school-age” students, and must be reported in Sections B and C of this report and not in Section A.

¹ The order of these settings does not reflect a continuum from least to most restrictive.

Section A: Students Receiving Preschool Special Education Programs and/or Services

Table 2: Preschool Students Served by Specific Approved Preschool Special Education Providers (Ages 3-4*)

Of the preschool students reported in Table 1, Line 3.0, Column N, enter the number of preschool students with disabilities, by age as of December 1, 2006, provided preschool special education programs and/or services by the five approved preschool special education providers listed below. Provide a count of preschool students who received special education and/or related services from these providers only or if these providers were designated as the “coordinating provider” by the CPSE for children serviced by multiple providers. The information entered in this table is a subset of data provided in Table 1 above. **(All students reported in Column D of this Table must also be reported in Table 1, Column N, above.)** The information provided below will be used by the State to calculate the minimum per-pupil amount of federal IDEA funds to be sub-allocated by school districts to approved special education providers for the 2007-08 school year. The methodology for calculating the per-pupil amount of federal funds for sub-allocation to approved special education providers was revised for the 2006-07 and subsequent school years and is described in **Chapter 437 of the Laws of 2005**. Please reconcile the data you provide in this table with records maintained by the county of the number of preschool children provided special education services by the county operated preschool program. The following contacts are provided for your information:

Hamilton County:	Ann LaForest Phillips	(518) 648-6141
Niagara County:	Stacy Lampman	(716) 439-7463
Otsego County:	Patricia Zawisza	(607) 547-6674
Suffolk County:	Meryl Zaglin	(631) 853-2296
Westchester County:	Marina Yoegel	(914) 813-5088

Line Number	Specific Preschool Programs	A	B	C	D
		Age 3	Age 4	Total Ages 3 to 4	Subset of Students in Column C Receiving Related Services Only
01	Hamilton County Preschool Program (BEDS Code: 200401640009)				
02	Niagara County Preschool Program (BEDS Code: 400400880021)				
03	Otsego County Preschool Program (BEDS Code: 471701640030)				
04	Suffolk County Preschool Program (BEDS Code: 580506640005)				
05	Westchester County Preschool Program (BEDS Code: 662200640002)				
06	Total				

Table 3: Count of Preschool Students with Disabilities, Age 2.

Line Number	Description	Age 2*
1	Provide the count of preschool students with disabilities, who were 2 years old on December 1, 2006, and were receiving preschool special education programs and/or services on December 1, 2006. Report students who were the responsibility of your school district’s CPSE, and who were provided services pursuant to sections 4410 or 4201 of the Education Law.	

*Students who are 2 years old on December 1, 2006 (who will turn 3 years of age by December 31, 2006) and are receiving preschool special education services, pursuant to section 4410 of the Education Law, should be included in this column.

Section B: Students Receiving School-age Programs or Services

Table 1: Provision of Special Education Services to School-age Students with Disabilities

Provide an unduplicated count of all **school-age** students with disabilities who are the responsibility of this school district's CSE or are parentally placed in nonpublic elementary and secondary schools located in this school district and receiving special education programs and/or services on December 1, 2006.

School districts will use the counts reported in Lines 1-7 in this section, child count data from Charter Schools on the PD-1C/4C forms, any enrollment expansion information from Charter Schools, and information in the SEDCAR-1 forms from approved special education providers to determine the per-pupil amount of 2007-08, federal IDEA funds under Sections 611 and 619 to be sub-allocated to approved special education providers, Charter Schools, and the per-pupil amount to be available to serve students who are parentally placed in nonpublic elementary and secondary schools located in the school district and the amount to be retained by school districts for school-age students with disabilities.

In addition to the description provided for each Line below, the following are additional clarifications:

- Do not include in this report students who are receiving declassification support services on December 1, 2006.
- Include in Line 1, all students with disabilities for whom the school district has CSE responsibility and provides special education services directly or through contracting with other service providers. Examples include: students with disabilities in drug or alcohol rehabilitation facilities regardless of where such facilities are located; students with disabilities who are in county correctional facilities, located in the school district; students with disabilities who are hospitalized, regardless of where the hospital is located; and students with disabilities who are "home-schooled" if some special education service is provided by the school district.
- Include in Line 1, students with disabilities for whom transitional support services are provided on December 1, 2006.
- Include in Line 2, students with disabilities who are residents of the school district and parentally placed in nonpublic elementary and secondary schools located in this school district and who are provided publicly funded special education programs and/or services (i.e., consultant teacher services, related services, etc.).
- Include in Line 3, students with disabilities who are **not** residents of the school district but are parentally placed in nonpublic schools located in this district and who are provided publicly funded special education programs and/or services as of December 1, 2006.
- Include in Line 7, students with disabilities who resided in this school district at the time they were placed in out-of-State residential schools by the courts or State agencies.

Please see additional directions and definitions for Section B, Table 1 on page 5 of 34 for information regarding CSE responsibility and school district's responsibilities related to students who are parentally placed in nonpublic elementary and secondary schools located in the school district. If you have specific questions regarding school district's responsibilities please contact your regional associate.

Line No.	Report Each Student Only Once	Ages 4-5	Ages 6-21
1	Count of school-age students provided special education services in district-operated programs. (See above directions for additional guidance on who to include.)		
2	Count of school-age students who are residents of this school district and are parentally placed in nonpublic schools located in this school district and who are provided publicly funded special education services as of December 1, 2006.		
3	Count of students with disabilities who are residents of other school districts and parentally placed in nonpublic schools located in this school district and who are provided publicly funded special education services as of December 1, 2006.		
4	Count of school-age students placed by the CSE in other public school district programs and provided special education programs and/or services. (Do not include in this line students placed in a Special Act School District.)		
5	Count of school-age students provided special education services full-time in programs operated by a Board of Cooperative Educational Services (BOCES).		
6	Count of school-age students provided special education services while enrolled in a Charter School.		
7	Count of school-age students provided special education services in approved private schools for students with disabilities, and State-supported schools listed in Section 4201 of the Education Law. Include students with disabilities who were resident to this district at the time they were placed in out-of-State residential schools by courts or other State agencies. Also include in this line, all other out-of-State placements.		

Line No.	Report Each Student Only Once	Ages 4-5	Ages 6-21
8	Subtotal (Sum of Lines 1-7): This number and information received by school districts on the SEDCAR-1 forms and information from Charter Schools will assist school districts to determine a per pupil amount of 2007-2008 IDEA funds to be sub-allocated to approved special education programs, Charter Schools and proportionate amount of IDEA funds that will be available for students with disabilities who are parentally placed in nonpublic elementary and secondary schools located in this school district.		
9	Count of school-age students, provided special education services by contracting with Special Act School Districts, or in the New York State School for the Blind in Batavia or the New York State School for the Deaf in Rome.		
10	Numbers of students with disabilities who are residents of this school district and are parentally placed in nonpublic schools located in other school districts and who are provided publicly funded special education services as of December 1, 2006.		
11	Sum of Lines 1, 2, 4, 5, 6, 7, 9 and 10: This number represents the total number of school-age students who are the responsibility of this school district's CSE and are provided special education programs and/or services on December 1, 2006. (The number entered for this line must match the number entered in Section C, Report 14 of this form.)		

Section C: Educational Environments for School-age Students by Disability and Race/Ethnicity Information

Directions: Please review directions and definitions for completing reports 1-14 beginning on page 6. Report each student in only one disability report, in only one table and in only one Line.

Report 1: Report of Students with Autism Placed as of December 1, 2006

Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students

Line Number	Time OUTSIDE Regular Classroom	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	Total						

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 3.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home Placement						
06	Hospital or Other Non-school						
07	Total						

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Incarcerated in County Correctional Facilities						
02	Home Schooled at Parental Choice						
03	Parentally Placed in Non-Public School						
04	Total						

Section C: Educational Environments for School-age Students by Disability and Race/Ethnicity Information

Report 2: Report of Students with Emotional Disturbance Placed as of December 1, 2006

Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students

Line Number	Time OUTSIDE Regular Classroom	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	Total						

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 3.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home Placement						
06	Hospital or Other Non-school						
07	Total						

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Incarcerated in County Correctional Facilities						
02	Home Schooled at Parental Choice						
03	Parentally Placed in Non-Public School						
04	Total						

Section C: Educational Environments for School-age Students by Disability and Race/Ethnicity Information

Report 3: Report of Students with Learning Disabilities Placed as of December 1, 2006

Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students

Line Number	Time OUTSIDE Regular Classroom	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	Total						

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 3.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home Placement						
06	Hospital or Other Non-school						
07	Total						

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Incarcerated in County Correctional Facilities						
02	Home Schooled at Parental Choice						
03	Parentally Placed in Non-Public School						
04	Total						

Section C: Educational Environments for School-age Students by Disability and Race/Ethnicity Information

Report 4: Report of Students with Mental Retardation Placed as of December 1, 2006

Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students

Line Number	Time OUTSIDE Regular Classroom	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	Total						

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 3.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home Placement						
06	Hospital or Other Non-school						
07	Total						

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Incarcerated in County Correctional Facilities						
02	Home Schooled at Parental Choice						
03	Parentally Placed in Non-Public School						
04	Total						

Section C: Educational Environments for School-age Students by Disability and Race/Ethnicity Information

Report 5: Report of Students with Deafness Placed as of December 1, 2006

Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students

Line Number	Time OUTSIDE Regular Classroom	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	Total						

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 3.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home Placement						
06	Hospital or Other Non-school						
07	Total						

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Incarcerated in County Correctional Facilities						
02	Home Schooled at Parental Choice						
03	Parentally Placed in Non-Public School						
04	Total						

Section C: Educational Environments for School-age Students by Disability and Race/Ethnicity Information

Report 6: Report of Students with Hearing Impairments Placed as of December 1, 2006

Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students

Line Number	Time OUTSIDE Regular Classroom	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	Total						

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 3.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home Placement						
06	Hospital or Other Non-school						
07	Total						

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Incarcerated in County Correctional Facilities						
02	Home Schooled at Parental Choice						
03	Parentally Placed in Non-Public School						
04	Total						

Section C: Educational Environments for School-age Students by Disability and Race/Ethnicity Information

Report 7: Report of Students with Speech or Language Impairments Placed as of December 1, 2006

Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students

Line Number	Time OUTSIDE Regular Classroom	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	Total						

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 3.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home Placement						
06	Hospital or Other Non-school						
07	Total						

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Incarcerated in County Correctional Facilities						
02	Home Schooled at Parental Choice						
03	Parentally Placed in Non-Public School						
04	Total						

Section C: Educational Environments for School-age Students by Disability and Race/Ethnicity Information

Report 8: Report of Students with Visual Impairments (including Blindness) Placed as of December 1, 2006

Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students

Line Number	Time OUTSIDE Regular Classroom	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	Total						

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 3.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home Placement						
06	Hospital or Other Non-school						
07	Total						

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Incarcerated in County Correctional Facilities						
02	Home Schooled at Parental Choice						
03	Parentally Placed in Non-Public School						
04	Total						

Section C: Educational Environments for School-age Students by Disability and Race/Ethnicity Information

Report 9: Report of Students with Orthopedic Impairments Placed as of December 1, 2006

Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students

Line Number	Time OUTSIDE Regular Classroom	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	Total						

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 3.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home Placement						
06	Hospital or Other Non-school						
07	Total						

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Incarcerated in County Correctional Facilities						
02	Home Schooled at Parental Choice						
03	Parentally Placed in Non-Public School						
04	Total						

Section C: Educational Environments for School-age Students by Disability and Race/Ethnicity Information

Report 10: Report of Students with Other Health Impairments Placed as of December 1, 2006

Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students

Line Number	Time OUTSIDE Regular Classroom	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	Total						

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 3.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home Placement						
06	Hospital or Other Non-school						
07	Total						

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Incarcerated in County Correctional Facilities						
02	Home Schooled at Parental Choice						
03	Parentally Placed in Non-Public School						
04	Total						

Section C: Educational Environments for School-age Students by Disability and Race/Ethnicity Information

Report 11: Report of Students with Multiple Disabilities Placed as of December 1, 2006

Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students

Line Number	Time OUTSIDE Regular Classroom	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	Total						

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 3.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home Placement						
06	Hospital or Other Non-school						
07	Total						

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Incarcerated in County Correctional Facilities						
02	Home Schooled at Parental Choice						
03	Parentally Placed in Non-Public School						
04	Total						

Section C: Educational Environments for School-age Students by Disability and Race/Ethnicity Information

Report 12: Report of Students with Deaf - Blindness Placed as of December 1, 2006

Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students

Line Number	Time OUTSIDE Regular Classroom	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	Total						

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 3.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home Placement						
06	Hospital or Other Non-school						
07	Total						

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Incarcerated in County Correctional Facilities						
02	Home Schooled at Parental Choice						
03	Parentally Placed in Non-Public School						
04	Total						

Section C: Educational Environments for School-age Students by Disability and Race/Ethnicity Information

Report 13: Report of Students with Traumatic Brain Injury Placed as of December 1, 2006

Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students

Line Number	Time OUTSIDE Regular Classroom	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	Total						

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 3.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home Placement						
06	Hospital or Other Non-school						
07	Total						

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Incarcerated in County Correctional Facilities						
02	Home Schooled at Parental Choice						
03	Parentally Placed in Non-Public School						
04	Total						

Section C: Educational Environments for School-age Students by Disability and Race/Ethnicity Information

Report 14: Summary Report of All Students with Disabilities Placed as of December 1, 2006

The three sections below aggregate the data reported in Reports 1 to 13 to facilitate State and local data verification procedures. Completing these two tables will facilitate the reporting of race/ethnicity, gender, and limited English proficiency, data in Reports 15A and 15B, 16A, 16B, 17A, and 17B.

Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students

Line Number	Time OUTSIDE Regular Classroom	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	Total						

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 3.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home Placement						
06	Hospital or Other Non-school						
07	Total						

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Incarcerated in County Correctional Facilities						
02	Home Schooled at Parental Choice						
03	Parentally Placed in Non-Public School						
04	Total						

Section C: Educational Environments for School-age Students by Disability and Race/Ethnicity Information

Report 15A: Report of All School-Age Students with Disabilities as of December 1, 2006, According to Race/Ethnicity Category and Type of Placement – Ages 4-5

For all students reported in Tables 1, 2 and 3 of Report 14, in Column A (age group 4-5), enter the number, which appear to belong, identify with, or are regarded in the community as belonging to each race/ethnic group. (Each student should be counted once.) The Total (Column G) for each Line in this Report must match the number reported in Column A of each corresponding Line in Report 14.

Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students

Line Number	Time OUTSIDE Regular Classroom	Race/Ethnicity of School-Age Students Ages 4-5						
		A	B	C	D	E	F	G
		American Indian or Alaska Native	Asian or Pacific Islander	Black (Not of Hispanic Origin)	Hispanic or Latino	White (Not of Hispanic Origin)	Multi-Racial (Not of Hispanic Origin)	Total
01	20% or less							
02	21% to 60%							
03	More than 60%							
04	Total							

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 3.

Line Number	Type of Setting	Race/Ethnicity of School-Age Students Ages 4-5						
		A	B	C	D	E	F	G
		American Indian or Alaska Native	Asian or Pacific Islander	Black (Not of Hispanic Origin)	Hispanic or Latino	White (Not of Hispanic Origin)	Multi-Racial (Not of Hispanic Origin)	Total
01	Special Public Day School							
02	Special Private Day School							
03	Public Residential Facility							
04	Private Residential Facility							
05	Home Placement							
06	Hospital or Other Non-school							
07	Total							

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice.

Line Number	Type of Setting	Race/Ethnicity of School-Age Students Ages 4-5						
		A	B	C	D	E	F	G
		American Indian or Alaska Native	Asian or Pacific Islander	Black (Not of Hispanic Origin)	Hispanic or Latino	White (Not of Hispanic Origin)	Multi-Racial (Not of Hispanic Origin)	Total
01	Incarcerated in County Correctional Facilities							
02	Home Schooled at Parental Choice							
03	Parentally Placed in Non-Public School							
04	Total							

Section C: Educational Environments for School-age Students by Disability and Race/Ethnicity Information

Report 15B: Report of All School-Age Students with Disabilities as of December 1, 2006, According to Race/Ethnicity Category and Type of Placement – Ages 6-21

For all students reported in Tables 1, 2 and 3 of Report 14, in Columns B-E (age group 6-21) enter the number, which appear to belong, identify with, or are regarded in the community as belonging to each race/ethnic group. (Each student should be counted once.) The Total (Column G) for each Line in this Report must match the number reported in Column B-E of each corresponding Line in Report 14.

Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students

Line Number	Time OUTSIDE Regular Classroom	Race/Ethnicity of School-Age Students Ages 6-21							Total
		A	B	C	D	E	F	G	
		American Indian or Alaska Native	Asian or Pacific Islander	Black (Not of Hispanic Origin)	Hispanic or Latino	White (Not of Hispanic Origin)	Multi-Racial (Not of Hispanic Origin)		
01	20% or less								
02	21% to 60%								
03	More than 60%								
04	Total								

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 3.

Line Number	Type of Setting	Race/Ethnicity of School-Age Students Ages 6-21							Total
		A	B	C	D	E	F	G	
		American Indian or Alaska Native	Asian or Pacific Islander	Black (Not of Hispanic Origin)	Hispanic or Latino	White (Not of Hispanic Origin)	Multi-Racial (Not of Hispanic Origin)		
01	Special Public Day School								
02	Special Private Day School								
03	Public Residential Facility								
04	Private Residential Facility								
05	Home Placement								
06	Hospital or Other Non-school								
07	Total								

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice.

Line Number	Type of Setting	Race/Ethnicity of School-Age Students Ages 6-21							Total
		A	B	C	D	E	F	G	
		American Indian or Alaska Native	Asian or Pacific Islander	Black (Not of Hispanic Origin)	Hispanic or Latino	White (Not of Hispanic Origin)	Multi-Racial (Not of Hispanic Origin)		
01	Incarcerated in County Correctional Facilities								
02	Home Schooled at Parental Choice								
03	Parentally Placed in Nonpublic School								
04	Total								

Section C: Educational Environments for School-age Students by Gender

Report 16A: Report of All School-Age Students with Disabilities as of December 1, 2006, According to Gender and Limited English Proficiency (LEP) Status – Ages 4-5

For all students reported in Tables 1, 2 and 3 in the 4-5 year old age group of Report 14, enter the number, by gender and limited English proficient status. The Totals (Columns C and F) for each Line in this Report must match the Total (Column A) on each Line of Report 14.

Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students

A B C D E F

Line Number	Time OUTSIDE Regular Classroom	Gender for Ages 4-5			Limited English Proficiency (LEP) Status for Ages 4-5		
		Male	Female	Total	Yes	No	Total
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	Total						

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 3.

A B C D E F

Line Number	Type of Setting	Gender for Ages 4-5			Limited English Proficiency (LEP) Status for Ages 4-5		
		Male	Female	Total	Yes	No	Total
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home Placement						
06	Hospital or Other Non-school						
07	Total						

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice.

A B C D E F

Line Number	Type of Setting	Gender for Ages 4-5			Limited English Proficiency (LEP) Status for Ages 4-5		
		Male	Female	Total	Yes	No	Total
01	Incarcerated in County Correctional Facilities						
02	Home Schooled at Parental Choice						
03	Parentally Placed in Nonpublic School						
04	Total						

Section C: Educational Environments for School-age Students by Gender

Report 16B: Report of All School-Age Students with Disabilities as of December 1, 2006, According to Gender and Limited English Proficiency (LEP) Status – Ages 6-21

For all students reported in Tables 1, 2 and 3 in the 6-21 year old age group of Report 14, enter the number, by gender and limited English proficient status. The Total (Columns C and F) for each Line in this Report must match the Total of Columns B-E combined on each Line of Report 14.

Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students

Line Number	Time OUTSIDE Regular Classroom	Gender for Ages 6-21			Limited English Proficiency (LEP) Status for Ages 6-21		
		A	B	C	D	E	F
		Male	Female	Total	Yes	No	Total
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	Total						

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 3.

Line Number	Type of Setting	Gender for Ages 6-21			Limited English Proficiency (LEP) Status for Ages 6-21		
		A	B	C	D	E	F
		Male	Female	Total	Yes	No	Total
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home Placement						
06	Hospital or Other Non-school						
07	Total						

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice.

Line Number	Type of Setting	Gender for Ages 6-21			Limited English Proficiency (LEP) Status for Ages 6-21		
		A	B	C	D	E	F
		Male	Female	Total	Yes	No	Total
01	Incarcerated in County Correctional Facilities						
02	Home Schooled						
03	Parentally Placed in Nonpublic School						
04	Total						

Section C: Educational Environments for School-age Students by Disability and Race/Ethnicity Information

Report 17A: Report of All School-Age Students with Disabilities as of December 1, 2006, According to Race/Ethnicity Category and Type of Disability - Ages 4-5

In the table below, report race/ethnicity data by disability and age group 4-5 for all students reported in Tables 1,2 and 3 age group 4-5 of Reports 1 to 13.

The total reported below in Column G for each disability must match the sum of totals reported in Tables 1, 2 and 3 under the corresponding disability and age group 4-5 in Reports 1 to 13. Also, the total reported in Line 14 for each column must match the sum of corresponding columns of Tables 1, 2 and 3 of Report 15A.

Racial/Ethnic Group for Students Ages 4-5

Line Number	Disability	A	B	C	D	E	F	G
		American Indian or Alaska Native	Asian or Pacific Islander	Black (Not of Hispanic Origin)	Hispanic or Latino	White (Not of Hispanic Origin)	Multi-Racial (Not of Hispanic Origin)	Total
01	Autism							
02	Emotional Disturbance							
03	Learning Disability							
04	Mental Retardation							
05	Deafness							
06	Hearing Impairment							
07	Speech or Language Impairment							
08	Visual Impairment (includes Blindness)							
09	Orthopedic Impairment							
10	Other Health Impairment							
11	Multiple Disabilities							
12	Deaf-Blindness							
13	Traumatic Brain Injury							
14	Total (Lines 1-13)							

Section C: Educational Environments for School-age Students by Disability and Race/Ethnicity Information

Report 17B: Report of All School-Age Students with Disabilities as of December 1, 2006, According to Race/Ethnicity Category and Type of Disability - Ages 6-21

In the table below, report race/ethnicity data by disability and (age group 6-21) for all students reported in Tables 1,2 and 3 (age group 6-21) of Reports 1 to 13.

The total reported below in Column G for each disability must match the sum of totals reported in Tables 1, 2 and 3 under the corresponding disability and age group 6-21 in Reports 1 to 13. Also, the total reported in Line 14 of each column must match the sum of corresponding columns of Tables 1, 2 and 3 of Report 15B.

Racial/Ethnic Group for Students Ages 6-21

Line Number	Disability	A	B	C	D	E	F	G
		American Indian or Alaska Native	Asian or Pacific Islander	Black (Not of Hispanic Origin)	Hispanic or Latino	White (Not of Hispanic Origin)	Multi-Racial (Not of Hispanic Origin)	Total
01	Autism							
02	Emotional Disturbance							
03	Learning Disability							
04	Mental Retardation							
05	Deafness							
06	Hearing Impairment							
07	Speech or Language Impairment							
08	Visual Impairment (includes Blindness)							
09	Orthopedic Impairment							
10	Other Health Impairment							
11	Multiple Disabilities							
12	Deaf-Blindness							
13	Traumatic Brain Injury							
14	Total (Lines 1-13)							

Section C: Educational Environments for School-age Students by Disability and Race/Ethnicity Information

Report 18: Report of Students with Disabilities Who are 14 to 21 Years of Age as of December 1, 2006 According to Race/Ethnicity Category. (These students are also reported in Reports 15B and 16B of this report.)

In the table below, report race/ethnicity data for students with disabilities ages 14-21 for whom the school district has CSE Responsibility. The total number of students reported in Column G of this report must be the same as the total number of students reported in Report 14, Tables 1, 2, and 3 in Columns D and E combined.

Line Number	Category of Students	A	B	C	D	E	F	G
		American Indian or Alaska Native	Asian or Pacific Islander	Black (Not of Hispanic Origin)	Hispanic or Latino	White (Not of Hispanic Origin)	Multi-Racial (Not of Hispanic Origin)	Total
01	Students with Disabilities, Ages 14-21							

Report 19: Report of School-age Students with Disabilities In Specific Types of Schools, as of December 1, 2006, by Race/Ethnicity. (These students are also reported in Reports 15A, 15B, 16A, 16B, 17A, 17B and, if applicable, in Report 18.)

In the table below, report race/ethnicity data for school-age students with disabilities, enrolled in Charter Schools, BOCES, approved private schools (including out-of-State court placements and emergency interim placements as of December 1, 2006), Special Act School Districts, State-Operated, and State-Supported Schools. The total reported in Line 7, Column G below must be the same as the sum of numbers reported in Section B, Table 1, Lines 5, 6, 7 and 9 of this PD-1/4 form. Furthermore, Line 1 below should equal Section B, Table 1, Line 6; Line 2 below should equal Section B, Table 1, Line 5; Line 3 plus Line 6 below should equal the number of students reported in Section B, Table 1, Line 7; Line 4 plus Line 5 below should equal the number of students reported in Section B, Table 1, Line 9.

Line Number	Category of Students	A	B	C	D	E	F	G
		American Indian or Alaska Native	Asian or Pacific Islander	Black (Not of Hispanic Origin)	Hispanic or Latino	White (Not of Hispanic Origin)	Multi-Racial (Not of Hispanic Origin)	Total
01	Charter School							
02	BOCES							
03	Approved Private School							
04	Special Act School District							
05	State-Operated Schools (In Rome and Batavia)							
06	State-Supported Schools (Section 4201)							
07	Total							