

Archived Information

TABLE 3

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

2001-2002 SCHOOL YEAR

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0517. The time required to complete this information collection is estimated to average 18 hours per LEA and 25 hours per SEA response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Special Education Programs, U.S. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4651.

Authorization: 20 U.S.C. 1411(d)(2), 1418(a)(1)(A)(iii), 1418(a)(1)(A)(iv), and 1418(a)(2)

Due Date: **November 1, 2002**

Sampling Allowed: Yes

Send Form to: Patricia J. Guard, Acting Director
Office of Special Education Programs
U.S. Department of Education
Program Support Services Group
Mail Stop 2642
400 Maryland Avenue, SW
Washington, D.C. 20202-2642
Attn: Cheryl Broady

General Instructions

In Section A, enter an unduplicated count of all children with disabilities ages 3-5 served under the IDEA, Part B program, by age and educational placement. In Section B, enter an unduplicated count of all children with disabilities ages 3-5 served under the IDEA, Part B program, by educational placement and

disability category.¹ In Section C, enter an unduplicated count of all children with disabilities ages 6-21 served under the IDEA, Part B program, by age category and educational placement. Data on children ages 6-21 must be provided by disability category.¹

This table does not require a separate, certified count of children. *However, it is intended to reflect the number of the children receiving services, reported by the appropriate placement category, on the date of the child count.* States have the option of using one of two child count dates: the last Friday in October or December 1. States *must* use the same date for reporting placement data that is used in reporting the child count for that year.

All counts should represent the setting in which children with disabilities have been placed for educational services. *The counts reported in Sections D and E must be included in counts of Section C.*

Place zeros in categories where cells contain no numeric values. Enter (-9) in categories where data are missing.

Sampling Guidelines

States may use sampling to obtain these data. When sampling is used, a description of the sampling methodology, including a statement about how the design will yield valid and reliable estimates *must* be submitted to OSEP for approval. The level of precision of the estimates to be obtained must be specified. States must submit sampling plans to OSEP for approval by September 30, 2001.

OSEP will evaluate the validity of the sampling plans using the guidelines below.

1. The sampling framework may include all school districts or a sample of districts. If a State chooses to sample districts, all districts with average daily memberships of over 25,000 must be included in the sample with one exception. If a State has more than 25 districts with ADMs over 25,000, the State must include all districts with over 50,000 ADM and sample the districts under 50,000 ADM. The total number of districts sampled *must* equal or exceed 100. If the total number districts in the State is 100 or fewer, data must be collected from all districts.
2. When sampling students, whether for all districts or for a sample of districts, data must be collected separately for each Federal disability category. All students whose domicile is in a district must be eligible for the sample including those students served in cooperatives and/or intermediate units or in residential programs out of the district.

¹ Children ages 3 through 9 may be reported under the category developmental delay in those States in which diagnostic instruments and procedures have been put in place to measure delays in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development. States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

The reporting of data on [developmental delay] is optional. Neither States nor LEAs are required to use this category. States and LEAs having diagnostic instruments and procedures in place to measure delays in one or more of the specified areas may report the number of students having developmental delays at their discretion.

3. A minimum sample of 100 children *must* be used by all districts, except where the total number in a disability category is less than 100. In such a case, data *must* be collected for all students in that category.

States that use sampling will provide OSEP with weighted rather than unweighted data. A description of the final sample sizes and the weights used should also be provided at the time the data are provided

Specific Instructions

Section A: Educational Placement of Children with Disabilities Ages 3-5

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

Row A. Early Childhood Setting. *Unduplicated* total who received all of their special education and related services in educational programs designed primarily for children without disabilities. No education or related services are provided in separate special education settings. This may include, but is not limited to:

- 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.

Row B. Early Childhood Special Education Setting. *Unduplicated* total 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 settings. This may include, but is not limited to:

- 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.

- Row C. Home. *Unduplicated* total who received all of their special education and related services in the principal residence of the child's family or caregivers.
- Row D. Part-Time Early Childhood/Part-Time Early Childhood Special Education Setting. *Unduplicated* total who received services in multiple settings, such that: (1) general and/or special education and related services are provided at home or in educational programs designed primarily for children *without* disabilities, and (2) special education and related services are provided in programs designed primarily for children *with* disabilities. 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 with special education provided outside of the regular class;
 - regular kindergarten classes with special education provided outside of the regular class;
 - separate school/early childhood combinations; and
 - residential facility/early childhood combinations.
- Row E. Residential Facility. *Unduplicated* total 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.
- Row F. Separate School. *Unduplicated* total who received all of their special education and related services in educational programs in public or private day schools designed specifically for children with disabilities.
- Row G. Itinerant Service Outside the Home (OPTIONAL). *Unduplicated* total 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). (This row does not include children receiving services at home; those children are reported in row C.) 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. Children receiving all of their special education and related services at a school, hospital facility on an outpatient basis, or other location for longer than 3 hours must be reported under early childhood special education setting or early childhood setting, depending on whether the program was designed primarily for students with or without disabilities.
- Row H. Reverse Mainstream Setting (OPTIONAL). *Unduplicated* total 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.
- Row I. Total. The sum of rows A through H.

The order of the categories for preschoolers ages 3-5 does *not* reflect a continuum from least to most restrictive. The categories are alphabetical, with optional categories listed last.

Section B: Education Placement of Children with Disabilities Ages 3-5 by Disability

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

Use the placement categories defined under Section A.

Section C: Educational Placement of Children with Disabilities Ages 6-21

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

To calculate the percentage of time outside the regular classroom, divide the number of hours the youth receives special education and related services outside the regular classroom by the *total number of hours in the school day*.

Column A. Special education outside regular class less than 21 percent of day. *Unduplicated* number of children with disabilities receiving special education and related services outside the regular classroom for less than 21 percent of the school day. This may include children with disabilities placed in:

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

Column B. Special education outside regular class at least 21 percent of day and no more than 60 percent of day. *Unduplicated* total includes children with disabilities receiving special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day. This may include children placed in:

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

Column C. Special education outside regular class more than 60 percent of day. *Unduplicated* total includes children with disabilities receiving special education and related services outside the regular classroom for more than 60 percent of the school day. Do not include children who received education programs in public or private separate day or residential facilities. This category may include children placed in:

- self-contained special classrooms with part-time instruction in a regular class; or

- self-contained special classrooms with full-time special education instruction on a regular school campus.

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

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

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

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

Column F. Public residential facility. *Unduplicated* total who received education programs in public residential facilities includes children with disabilities receiving special education and related services for greater than 50 percent of the school day in public residential facilities. This may include children placed in:

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

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

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

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

- hospital programs, or
- homebound programs.

Section D: Duplicative Count of Children with Disabilities Served in Correctional Facilities

Indicate for each type of disability category the number of children reported in Sections A and B who are receiving special education in correctional facilities. *DATA REPORTED IN SECTION C ARE A DUPLICATED COUNT OF SECTIONS A AND B.* These data are intended to be a count of all children receiving special education in:

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

Section E: Duplicative Count of Children with Disabilities Enrolled in Private Schools Not Placed or Referred by Public Agencies

ENTER THE TOTAL NUMBER OF CHILDREN WITH DISABILITIES REPORTED IN SECTION A AND B 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.² (See 34 CFR 300.452.)

Sections F and G: Race/Ethnicity of Children with Disabilities Served under IDEA, Part B

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

In November 1997, OMB announced its decision concerning the revision of Race and Ethnic Standards for Federal Statistics and Administrative Reporting. In that announcement, OMB reported that there would be five racial categories -- American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White -- and one ethnic category -- Hispanic or Latino. Additionally, OMB announced that individuals would be allowed to select as many race/ethnicity categories as were applicable. Under the new reporting requirements a single, multi-racial category cannot be used. OSEP is currently working with OMB and other offices within ED to develop reasonable categories for capturing aggregated data. OSEP expects to use the new categories in the coming years.

² A private institution or school is a school NOT under Federal or public supervision or control and may be non-profit or proprietary.

The race/ethnicity categories are defined as follows:

American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community recognition.
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, China, India, Japan, Korea, the Philippine Islands, and Samoa.
Black (not Hispanic)	A person having origins in any of the Black racial groups of Africa.
Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
White (not Hispanic)	A person having origins in any of the original peoples of Europe, North Africa or the Middle East.
Total	The unduplicated total across the race/ethnicity designations.

Note that children can only be reported in one race/ethnicity category.

Section H: Duplicative Count of the Race/Ethnicity of Children with Disabilities Served under IDEA, Part B in Correctional Facilities and Parent-Initiated Private Schools

ENTER THE RACE/ETHNICITY DATA FOR STUDENTS REPORTED IN SECTIONS D AND E.

Use the race/ethnicity categories defined under Sections F and G. Note that children can only be reported in one race/ethnicity category.

TABLE 3
 PART B. INDIVIDUALS WITH DISABILITIES EDUCATION ACT
 IMPLEMENTATION OF FAPE REQUIREMENTS

2000-2001 SCHOOL YEAR

FORM EXPIRES:

STATE: _____

SECTION A: EDUCATIONAL PLACEMENT OF CHILDREN WITH DISABILITIES AGES 3-5

EDUCATIONAL PLACEMENT:	AGE			
	3	4	5	Total
(A) EARLY CHILDHOOD SETTING				
(B) EARLY CHILDHOOD SPECIAL EDUCATION SETTING				
(C) HOME				
(D) PART-TIME EARLY CHILDHOOD/PART-TIME EARLY CHILDHOOD SPECIAL EDUCATION SETTING				
(E) RESIDENTIAL FACILITY				
(F) SEPARATE SCHOOL				
(G) ITINERANT SERVICE OUTSIDE THE HOME (OPTIONAL)				
(H) REVERSE MAINSTREAM SETTING (OPTIONAL)				
(I) TOTAL				

ED FORM: 869-4

The order of the categories does not reflect a continuum from least to most restrictive. The categories are alphabetized, with the exception of the two optional categories, which are listed at the end.

ORIGINAL SUBMISSION/REVISION

CURRENT DATE: _____

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

2000-2001 SCHOOL YEAR

STATE: _____

SECTION B: EDUCATIONAL PLACEMENT OF CHILDREN WITH DISABILITIES AGES 3-5

EDUCATIONAL PLACEMENT:	(A) EARLY CHILDHOOD SETTING	(B) EARLY CHILDHOOD SPECIAL EDUCATION SETTING	(C) HOME	(D) PART-TIME EARLY CHILDHOOD/PART-TIME EARLY CHILDHOOD SPECIAL EDUCATION SETTINGS
DISABILITY	AGES 3-5			
MENTAL RETARDATION				
HEARING IMPAIRMENTS				
SPEECH OR LANGUAGE IMPAIRMENTS				
VISUAL IMPAIRMENTS				
EMOTIONAL DISTURBANCE				
ORTHOPEDIC IMPAIRMENTS				
OTHER HEALTH IMPAIRMENTS				
SPECIFIC LEARNING DISABILITIES				
DEAF-BLINDNESS				
MULTIPLE DISABILITIES				
AUTISM				
TRAUMATIC BRAIN INJURY				
DEVELOPMENTAL DELAY*				
TOTAL:				

ED FORM: 869-4

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

ORIGINAL SUBMISSION/REVISION

CURRENT DATE: _____

2000-2001 SCHOOL YEAR

STATE: _____

SECTION B (continued)

EDUCATIONAL PLACEMENT:	(E) RESIDENTIAL FACILITY	(F) SEPARATE SCHOOL	(G) ITINERANT SERVICE OUTSIDE THE HOME (OPTIONAL)	(H) REVERSE MAINSTREAM SETTING (OPTIONAL)
DISABILITY	AGES 3-5			
MENTAL RETARDATION				
HEARING IMPAIRMENTS				
SPEECH OR LANGUAGE IMPAIRMENTS				
VISUAL IMPAIRMENTS				
EMOTIONAL DISTURBANCE				
ORTHOPEDIC IMPAIRMENTS				
OTHER HEALTH IMPAIRMENTS				
SPECIFIC LEARNING DISABILITIES				
DEAF-BLINDNESS				
MULTIPLE DISABILITIES				
AUTISM				
TRAUMATIC BRAIN INJURY				
DEVELOPMENTAL DELAY*				
TOTAL:				

ED FORM: 869-4

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

ORIGINAL SUBMISSION/REVISION

CURRENT DATE: _____

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

2000-2001 SCHOOL YEAR

STATE: _____

SECTION C: EDUCATIONAL PLACEMENT OF CHILDREN WITH DISABILITIES AGES 6-21

EDUCATIONAL PLACEMENT:	(A) CHILDREN WHO RECEIVED SPECIAL EDUCATION OUTSIDE THE REGULAR CLASS LESS THAN 21 PERCENT OF DAY BY AGE CATEGORY			(B) CHILDREN WHO RECEIVED SPECIAL EDUCATION OUTSIDE THE REGULAR CLASS AT LEAST 21 PERCENT OF DAY BUT NO MORE THAN 60 PERCENT OF DAY BY AGE CATEGORY		
	(1) 6-11	(2) 12-17	(3) 18-21	(4) 6-11	(5) 12-17	(6) 18-21
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY*						
TOTAL:						

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

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

2000-2001 SCHOOL YEAR

STATE: _____

SECTION C (continued)

EDUCATIONAL PLACEMENT:	(C) CHILDREN WHO RECEIVED SPECIAL EDUCATION OUTSIDE REGULAR CLASS FOR MORE THAN 60 PERCENT OF DAY BY AGE CATEGORY			(D) CHILDREN WHO RECEIVED SPECIAL EDUCATION IN PUBLIC SEPARATE FACILITY BY AGE CATEGORY		
	(7) 6-11	(8) 12-17	(9) 18-21	(10) 6-11	(11) 12-17	(12) 18-21
DISABILITY						
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY*						
TOTAL:						

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

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

2000-2001 SCHOOL YEAR

STATE: _____

SECTION C (continued)

EDUCATIONAL PLACEMENT:	(E) CHILDREN WHO RECEIVED SPECIAL EDUCATION IN PRIVATE SEPARATE FACILITY BY AGE CATEGORY			(F) CHILDREN WHO RECEIVED SPECIAL EDUCATION IN PUBLIC RESIDENTIAL FACILITY BY AGE CATEGORY		
	(13) 6-11	(14) 12-17	(15) 18-21	(16) 6-11	(17) 12-17	(18) 18-21
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY*						
TOTAL:						

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

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

2000-2001 SCHOOL YEAR

STATE: _____

SECTION C (continued)

EDUCATIONAL PLACEMENT:	(G) CHILDREN WHO RECEIVED SPECIAL EDUCATION IN PRIVATE RESIDENTIAL FACILITY BY AGE CATEGORY			(H) CHILDREN WHO RECEIVED SPECIAL EDUCATION IN HOMEBOUND/HOSPITAL PLACEMENT BY AGE CATEGORY		
	(19) 6-11	(20) 12-17	(21) 18-21	(22) 6-11	(23) 12-17	(24) 18-21
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY*						
TOTAL:						

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

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

FORM EXPIRES:

2000-2001 SCHOOL YEAR

STATE: _____

SECTION D: *DUPLICATED COUNT* OF CHILDREN WITH DISABILITIES SERVED IN
 CORRECTIONAL FACILITIES

EDUCATIONAL PLACEMENT:	CHILDREN WHO RECEIVED SPECIAL EDUCATION IN CORRECTIONAL FACILITIES
DISABILITY	THROUGH AGE 21
MENTAL RETARDATION	
HEARING IMPAIRMENTS	
SPEECH OR LANGUAGE IMPAIRMENTS	
VISUAL IMPAIRMENTS	
EMOTIONAL DISTURBANCE	
ORTHOPEDIC IMPAIRMENTS	
OTHER HEALTH IMPAIRMENTS	
SPECIFIC LEARNING DISABILITIES	
DEAF-BLINDNESS	
MULTIPLE DISABILITIES	
AUTISM	
TRAUMATIC BRAIN INJURY	
DEVELOPMENTAL DELAY*	
TOTAL:	

SECTION E: *DUPLICATED COUNT* OF CHILDREN WITH DISABILITIES
 ENROLLED IN PRIVATE SCHOOLS NOT PLACED OR
 REFERRED BY PUBLIC AGENCIES

CHILDREN WITH DISABILITIES ENROLLED IN PRIVATE SCHOOLS NOT PLACED OR REFERRED BY PUBLIC AGENCIES
AGES 3-21
TOTAL

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

ED FORM: 869-4

ORIGINAL SUBMISSION/REVISION
 CURRENT DATE: _____

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

2000-2001 SCHOOL YEAR

STATE: _____

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

EDUCATIONAL ENVIRONMENT	RACE/ETHNICITY					TOTAL
	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK (Not Hispanic)	HISPANIC	WHITE (Not Hispanic)	
(A) EARLY CHILDHOOD SETTING						
(B) EARLY CHILDHOOD SPECIAL EDUCATION SETTING						
(C) HOME						
(D) PART-TIME EARLY CHILDHOOD/ PART-TIME EARLY CHILDHOOD SPECIAL EDUCATION SETTING						
(E) RESIDENTIAL FACILITY						
(F) SEPARATE SCHOOL						
(G) ITINERANT SERVICE OUTSIDE THE HOME (OPTIONAL)						
(H) REVERSE MAINSTREAM SETTING (OPTIONAL)						
(I) TOTAL (OF COLUMNS):						

ED FORM: 869-4

The order of the categories does not reflect a continuum from least to most restrictive. The categories are alphabetized, with the exception of the two optional categories, which are listed at the end.

ORIGINAL SUBMISSION/REVISION
 CURRENT DATE: _____

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

2000-2001 SCHOOL YEAR

STATE: _____

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

EDUCATIONAL ENVIRONMENT	RACE/ETHNICITY					TOTAL
	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK (Not Hispanic)	HISPANIC	WHITE (Not Hispanic)	
(A) SPECIAL EDUCATION OUTSIDE REGULAR CLASS LESS THAN 21% OF DAY						
(B) SPECIAL EDUCATION OUTSIDE REGULAR CLASS AT LEAST 21% OF DAY AND NO MORE THAN 60% OF DAY						
(C) SPECIAL EDUCATION OUTSIDE REGULAR CLASS MORE LESS THAN 60% OF DAY						
(D) PUBLIC SEPARATE SCHOOL FACILITY						
(E) PRIVATE SEPARATE SCHOOL FACILITY						
(F) PUBLIC RESIDENTIAL FACILITY						
(G) PRIVATE RESIDENTIAL FACILITY						
(H) HOMEBOUND/HOSPITAL						
(I) TOTAL (OF ROWS A-H):						

SECTION H: RACE/ETHNICITY OF CHILDREN WITH DISABILITIES REPORTED IN SECTIONS D & E

CORRECTIONAL FACILITIES						
CHILDREN WITH DISABILITIES ENROLLED IN PRIVATE SCHOOLS NOT PLACED OR REFERRED BY PUBLIC AGENCIES						

ED FORM: 869-4

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CURRENT DATE: _____