

**PD-1C/4C-Charter School Report:  
 Number of Students with Disabilities Provided Special Education on December 1, 2004  
 and the Settings in which School-Age Students with Disabilities are Provided Special  
 Education Services**

<b>Instructions:</b>													
1. Return one copy of this report between December 1 and December 17, 2004 to the above address. (This report may not be signed or submitted prior to December 1, 2004.)													
2. Retain one copy (and supporting documentation) in your Charter School for reference and audit purposes. The required retention period ends June 30, 2011.													
3. If you have questions about this report, please call (518) 486-4678, or e-mail your questions to <a href="mailto:vesidcar@mail.nysed.gov">vesidcar@mail.nysed.gov</a>													
<b>School Information</b>													
(Enter 12-digit SED Code Below)													
<table border="1"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> </table>													
<b>SCHOOL NAME</b>													
<b>ADDRESS</b> (include building name, room number, or mail stop information)													
<b>CITY</b>	<b>STATE</b> <b>ZIP</b>												
<b>Contact Person Information*</b>													
<b>NAME</b>													
<b>TITLE</b>													
<b>TELEPHONE (Include Area Code)</b>	<b>FAX</b>												
<b>E-MAIL ADDRESS</b>													

\*All correspondence from the address at the top of this page will be directed to the contact person reported in the PD web-based system at <http://pd.nysed.gov>. You may update the contact person at any time through the PD web-based system located at <http://pd.nysed.gov>.

**Certification and Assurances**

I have reviewed the information reported on this form and certify that this is a complete and accurate count of students with disabilities served on December 1, 2004. I further certify that the students reported were enrolled in this Charter School, had a current Individualized Education Program and received special education programs or services in accordance with State standards.

**I understand that the sub-allocation of federal funds to this Charter School will be based upon this count.** If the reported count is lower than the actual count, additional funds will not later be claimed. If the reported count is higher than the actual count, a downward revised PD-1C/4C report will be submitted to the School District(s) of students' residence and to the State Education Department, and funds received for those erroneously counted will be returned to the appropriate school district(s).

I assure that federal, State and local procedures will be completed to receive a sub-allocation of IDEA funds from each school district of students' residence.

Original Ink Signature	Date Signed	<p><b>Chief School Administrator Must Sign and Date on or after December 1, 2004.</b></p>
Name of Chief School Administrator (Please type or print)		

## Directions for Completing the PD-1C/4C Report

1. Report information for all preschool and school-age students with disabilities enrolled in your approved charter school on December 1, 2004.
2. Wherever information is requested regarding students' race/ethnicity, please use the definitions below to assist in determining the most appropriate category for reporting students. Also, the race/ethnicity of students must be reported consistently on all Department data collection instruments.  
**American Indian/Alaskan 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, including, 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 Hispanic):** 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 Hispanic):** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
3. Wherever students are to be reported by age, please report age as of December 1, 2004.
4. If specific instructions for some tables are not provided below, they are included above each table of the PD-1C/4C form.

## Directions for Selected Sections and Tables

**Section B, Table 1:** Provide the number of students with disabilities by public school district of residence by age ranges 4-5 and 6-21. Report all students with disabilities who are enrolled in the Charter School and who are provided special education services by the Charter School or by the public school district. The total number of students reported in this table must be equal to the number of students reported in Section A, Table 1, Line 4. This report must be submitted to the State Education Department and also to each school district of residence to assist them with sub-allocating a proportionate share of federal IDEA funds under Sections 611 and 619 for each Charter School.

**Section C, Report 1, 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 non-disabled school-age students. "Regular classes" are classes for both disabled and non-disabled 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 transition 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 that include only students with disabilities for the rest of the day or week.
- All Charter School buildings that are attended by both disabled and non-disabled school-age students.
- All public school buildings that are attended by both disabled and non-disabled school-age students.
- All BOCES buildings that are attended by both disabled and non-disabled school-age students.
- All Alternative High School programs that are attended by both disabled and non-disabled students.

- All age appropriate community-based settings that include individuals with and without disabilities, such as vocational sites, in which students with disabilities interact with non-disabled individuals other than non-disabled individuals who are providing services to the students.

In order to determine the percent 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:

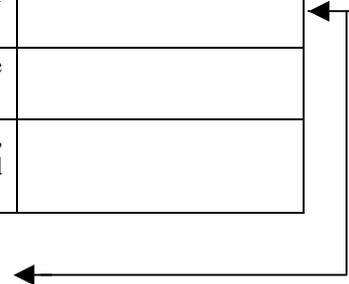
- A student who attends a resource room for one period each day in which special education services are provided to a group of students with disabilities would be counted in Table 1, Line 1 since one period outside of regular classroom would constitute 20 percent or less of the school day.
- A student 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 would be reported on Table 1, Line 2. If the two hours of special education 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 attended a special class for four 45-minute periods daily and participated 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 or services in regular classes that include non-disabled students should be reported in Table 1. This includes regular classrooms in which consultant teachers provide special education programs and services or regular classes in which special class programs are located.

**Section C, Report 1, Table 2:** Report the number of students with disabilities who are educated in separate educational settings. These are settings that 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 Charter School or BOCES buildings that are attended by students with disabilities only.

<b>Section A, Table 1: School-Age Special Education Programs and Services</b>			
<ul style="list-style-type: none"> <li>• Provide an <b>unduplicated</b> count of all <b>school-age</b> students with disabilities enrolled in this Charter School on December 1, 2004, and provided special education services in accordance with Individualized Education Programs (IEPs).</li> <li>• Include students provided special education services or programs as defined in Section 200.6 of the Regulations of the Commissioner of Education. This includes Transitional Support Services, Consultant Teacher Services, Related Services, Resource Room Programs, and Special Class Programs.</li> <li>• Do <b>not</b> include students who are determined to have a disability pursuant to Section 504 of the Rehabilitation Act of 1973, unless the student is also determined to have a disability pursuant to the Individuals with Disabilities Education Act and Part 200 of the Regulations of the Commissioner of Education.</li> <li>• If a student receives special education services in accordance with an IEP, from the Charter School as well as from the school district of residence, report the student in Line 1 and not in Line 2 below.</li> </ul>			
<b>Line No.</b>	<b>Report Each Student Only Once</b>	<b>Ages 4-5</b>	<b>Ages 6-21</b>
1	Count of school-age students with disabilities enrolled in this Charter School and provided special education programs or services by personnel employed or contracted by the Charter School.		
2	Count of school-age students with disabilities enrolled in this Charter School and provided special education programs or services by personnel employed or contracted by the public school district.		
3	Count of all school-age students with disabilities enrolled in this Charter School (Sum of Lines 1 and 2).		
4	<u>Total</u> count of school-age students with disabilities (ages 4-21) (Sum of the two columns of Line 3) enrolled in this Charter School.		
5	Of the count of all school-age students with disabilities reported in line 4 above, report the number of such students who are 14 years of age or older, on December 1, 2004.		
6	Count of <u>all</u> school-age students (ages 4-21) enrolled in this Charter School on December 1, 2004. (This count includes students with disabilities, general education students, gifted students, etc.).		

**Please note:** The **Subtotal of Section A, Table 1, Line 4** must be identical to the **Total of Section A, Table 2, Line 14** on the next page.



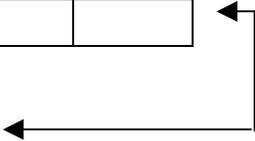
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**Section A, Table 2: School-Age Special Education Programs and Services**

For students reported in **Section A, Table 1, Line 4** (i.e. all school-age students with disabilities enrolled in this Charter School), provide the same count by age and disability. Please group students counted by their actual age on December 1, 2004 (e.g., a student who is 12 years and 10 months on December 1, 2004 is counted as age 12). Any student classified as both Deaf and Blind must be reported as “Deaf-Blindness” on Line 12.

Line No.	Disability Category	Number of Students by Age on December 1, 2004					
		4-5 Years*	6-11 Years	12-13 Years	14-17 Years	18-21 Years	Total
1	Autism						
2	Emotional Disturbance						
3	Learning Disability						
4	Mental Retardation						
5	Deafness						
6	Hearing Impairment						
7	Speech or Language Impairment						
8	Visual Impairment (includes Blindness)						
9	Orthopedic Impairment						
10	Other Health Impairment						
11	Multiple Disabilities						
12	Deaf-Blindness						
13	Traumatic Brain Injury						
14	Total – Lines 1 through 13						

**Please note:** The **Total of Section A, Table 2, Line 14** must be identical To the **Subtotal in Section A, Table 1, Line 4** on the previous page.



Please proceed to next page →

The University of the State of New York  
 THE STATE EDUCATION DEPARTMENT  
 Office of Vocational and Educational Services for Individuals with Disabilities  
 CHARTER SCHOOL PD-1C/4C REPORT OF NUMBER OF  
 STUDENTS PROVIDED SPECIAL EDUCATION ON  
 DECEMBER 1, 2004

***Section B, Table 1: Report of Students with Disabilities by School District of Residence***

Charter School Name: \_\_\_\_\_ SED Code: \_\_\_\_\_

Charter School Address: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Charter School Contact Person: \_\_\_\_\_

Charter School Contact Person's Telephone: \_\_\_\_\_

Charter School Contact Person's Telefacsimile Number: \_\_\_\_\_

Charter School Contact Person's E-Mail Address: \_\_\_\_\_

Enter special education child count information for all school-age students with disabilities enrolled in this Charter School, according to each public school district in which such students reside on December 1, 2004. Information contained in this Table should be submitted to each school district in which students with disabilities reside. Information contained in this table will assist school districts to sub-allocate federal funds under IDEA, Sections 611 and 619 to the Charter Schools. Please duplicate this page if your Charter School serves students with disabilities from more than one school district. Also, please note, the total number of students reported below, by school district in Line 5, must equal the total number reported in Section A, Table 1, Line 4.

1.	Public School District Name:	BEDS Code:		
			Ages 4-5	Ages 6-21
2.	School-age students with disabilities, provided special education by Charter School			
3.	School-age students with disabilities, enrolled in the Charter School but provided special education by the public school district.			
4.	Count of all school-age students with disabilities, (Sum of Lines 2 and 3)			
5.	Total count of all school-age students with disabilities, ages 4-21. (Sum of both columns of Line 4).			

**Please duplicate this page and complete it for each school district of residence of students with disabilities. The total number of students reported on all such pages should be equal to the number of students with disabilities reported in Section A, Table 1, Line 4.**

Please proceed to next page →

**Section B, Table 2: School-age Students with Disabilities who are also Students with Limited English Proficiency (Also referred to as English language learners.)**

Of the school-age students with disabilities reported in Section A, Table 1, Line 4, report the subset of such students having limited English proficiency (LEP) in Line 1 below. Such students should be reported based on LEP designation, regardless of the extent or type(s) of LEP services provided. (December 1, 2004 should be used in determining student age.)

Students determined to have a disability pursuant to Section 504 only, and do not have an IEP developed by a Committee on Special Education, should not be reported in this section, regardless of LEP status.

Line No.	Description	4 – 5 Years	6 – 11 Years	12 – 13 Years	14 – 17 Years	18 – 21 Years	Total
1	School-Age LEP Students with Disabilities						

**Section B, Table 3: Test Accommodations for Students with Disabilities**

Of the school-age students reported in Section A, Table 1, Line 4, enter the number of students whose individualized education programs (IEPs) include one or more testing accommodations, by the appropriate age interval, in Line 1. Students should be reported once, regardless of the number of testing accommodations listed in their IEP's. Also, all students should be reported regardless of whether they will be administered a State assessment during the 2004-2005 school year.

Line No.	Description	Students Ages 4 – 12	Students Ages 13 – 15	Students Ages 16 – 21
1	Total number of students with disabilities provided any type(s) of testing accommodations			

**Section B, Table 4: Students Provided Section 504 Accommodations**

Number of school-age students provided "reasonable accommodations" pursuant to Section 504 of the Rehabilitation Act of 1973. Students should be reported if they were determined to have a disability by a Section 504 Multidisciplinary Team and provided services/accommodations specified in a Section 504 Accommodation Plan on December 1, 2004. (December 1, 2004 should be used in determining student age.) This data category is being implemented for program planning purposes only. It will not affect this Charter School's IDEA sub-allocations in any way. (Please note that students included in Section A of this report are not to be counted in this Table, even if they qualify to be counted for both.)

Line No.	Disability Category	4-5 Years	6-11 Years	12-13 Years	14-17 Years	18-21 Years	Total
1	Section 504 Disability						

Please proceed to next page 

**Section B, Table 5: School-Age Students with Disabilities by Grade or Age**

For all students with disabilities reported in Section A, Table 1, Line 4 report the number of students by grade level in Part 1 below. For students with disabilities who are not enrolled in a grade, report them in Part 2 below by age. **Each student with a disability is to be reported in only one Line of either Part 1 or Part 2.** Assignment of students with disabilities should be reported by grade if students attend classes with a particular grade. If students with disabilities attend classes with more than one grade, report them in the grade that they attend for majority of their classes, or the grade with which they identify. Please note the total number of students with disabilities in Line 14 of Part 1 plus the total number of students with disabilities in Line 16 of Part 2 must equal the total number of students with disabilities reported in Section A, Table 1, Line 4.

**Part 1 - Number of Students with Disabilities in Each Grade-Regardless of Age**

Line #	Grade	Number of Students with Disabilities
1	Kindergarten	
2	Grade 1	
3	Grade 2	
4	Grade 3	
5	Grade 4	
6	Grade 5	
7	Grade 6	
8	Grade 7	
9	Grade 8	
10	Grade 9	
11	Grade 10	
12	Grade 11	
13	Grade 12	
14	Total	

**Part 2 - Number of Students with Disabilities who are not Assigned to a Grade, by Age as of 12/01/04**

Line #	Age	Number of Students with Disabilities
1	Age 4	
2	Age 5	
3	Age 6	
4	Age 7	
5	Age 8	
6	Age 9	
7	Age 10	
8	Age 11	
9	Age 12	
10	Age 13	
11	Age 14	
12	Age 15	
13	Age 16	
14	Age 17	
15	Ages 18-21	
16	Total	

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**Section C: Settings in which School-Age Students with Disabilities are Provided Educational Programs or Services and Race/Ethnicity Information**

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**Report 1: Report of All School-Age Students with Disabilities Placed as of December 1, 2004**

**Directions:** Please review directions and definitions for completing Section C, Report 1 beginning on page 2.

In the two tables below, report placement data for all students with disabilities who attend the school-age program operated by this Charter School and receive special education programs/services based on an IEP. The students reported in Tables 1 and 2 below, must also be reported in Reports 2, 3 and 4 of this Section C. Please note that the total number of students with disabilities reported in Tables 1 and 2 below must be equal to the number of school-age students reported in Section A, Table 1, Line 4 of this report.

**Table 1: In Regular School-Based Programs** - In buildings attended by both general education students and students with disabilities. (Consultant Teacher, Resource Room, Special Class, et. al.)

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	<b>Total</b>						

**Table 2: In Separate Settings** - In buildings attended by students with disabilities only (outside of regular school facilities).

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	<b>Total</b>						

- Note:**
- The totals for each line in Tables 1 and 2 above should be identical to the totals for each line in Tables 1 and 2 of Report 2 on the next page.
  - The total for Table 1 plus Table 2 above should equal the total reported in Section C, Report 3, Line 14.
  - The total number of students in Columns D and E of Table 1 and Table 2 above must be equal to Section A, Table 1, Line 5 and also equal to the total number of students in Section C, Report 4.

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**Section C: Settings in which School-Age Students with Disabilities are Provided Educational Programs or Services and Race/Ethnicity Information**

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**Report 2: Report of All Students with Disabilities as of December 1, 2004, by Race/Ethnicity Category and Type of Setting in which Educational Services are Provided**

For all students reported in Section C, Report 1, Tables 1 and 2, enter the number of students who appear to belong, identify with, or are regarded in the community as belonging to each race/ethnic group. Please see page 2 for definition of each race/ethnic category. Each student should be counted only once. The Total (Column F) of each line in this report must match the Total (Column F) of each line in Report 1 on the previous page.

**Table 1: In Regular School-Based Programs** - In buildings attended by both general education students and students with disabilities. (Consultant Teacher, Resource Room, Special Class, et. al.)

Line Number	Time OUTSIDE Regular Classroom	A	B	C	D	E	F
		American Indian or Alaskan Native	Asian or Pacific Islander	Black (not of Hispanic origin)	Hispanic	White (not of Hispanic origin)	Total
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	<b>Total</b>						

**Table 2: In Separate Settings** - In buildings attended by students with disabilities only (outside of regular school facilities).

Line Number	Type of Setting	A	B	C	D	E	F
		American Indian or Alaskan Native	Asian or Pacific Islander	Black (not of Hispanic origin)	Hispanic	White (not of Hispanic origin)	Total
01	Special Public Day School						
02	<b>Total</b>						

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**Section C: Educational Placement of School-Age Students with Disabilities and Race/Ethnicity Information**

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**Report 3: Report of All Students with Disabilities as of December 1, 2004, by Race/Ethnicity Category and Type of Disability**

In the table below, report race/ethnicity data by disability for all students reported in Section C, Report 1, Tables 1 and 2. Also, the total number of students with disabilities reported in this report must equal the total number of students with disabilities reported in Section A, Table 1, Line 4. Furthermore, the total number of students reported in Columns A-F below must match the total number of students reported on the corresponding column totals of Table 1 plus Table 2 from Report 2.

Line Number	Disability	Race/Ethnicity Category					
		A	B	C	D	E	F
		American Indian or Alaskan Native	Asian or Pacific Islander	Black (not of Hispanic origin)	Hispanic	White (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	<b>Total (Lines 1-13)</b>						

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**Section C: Educational Placement of School-Age Students with Disabilities and Race/Ethnicity Information**

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**Report 4: Report of Students with Disabilities who are 14-21 years of age as of December 1, 2004, by Race/Ethnicity Category. (These students are a sub-set of the students reported in Section C, Reports 1, 2 and 3.)**

In the table below, report race/ethnicity data for students with disabilities (ages 14-21) enrolled in the Charter school. The total number of students reported in this table must equal the total number reported in Section A, Table 1, Line 5 and also equal to the total number of students reported in Section C, Report 1, Table 1 and Table 2, Columns D and E.

Line Number	Category of Students	Race/Ethnicity Category					
		A	B	C	D	E	F
		American Indian or Alaskan Native	Asian or Pacific Islander	Black (not of Hispanic origin)	Hispanic	White (not of Hispanic origin)	Total
01	Students with Disabilities, Ages 14-21						