



MANAGER, STRATEGIC EVALUATION DATA COLLECTION, ANALYSIS AND REPORTING
1613 ONE COMMERCE PLAZA
ALBANY, NEW YORK 12234
Tel. (518) 486-4678
Fax (518) 408-3363
E-Mail: vesidcar@mail.nysed.gov

To: Data Managers of Approved Charter Schools
Chief School Administrators of Approved Charter Schools

Date: October 2006

From: Inni Barone

Subject: PD-1C/4C- Charter School Report: Number of Students with Disabilities Provided Special Education on December 1, 2006 and the Settings in which Students with Disabilities are Provided Special Education Services. **Due between December 1, 2006 and December 15, 2006.**

Attached is the PD-1C/4C form to be used to report your December 1, 2006 count of students with disabilities. This report is due to the State Education Department **between December 1, 2006 and December 15, 2006** and should be submitted to:

New York State Education Department
Office of Vocational and Educational Services for Individuals with Disabilities
Strategic Evaluation Data Collection, Analysis and Reporting
Room 1613, One Commerce Plaza
Albany, New York 12234

A copy of Section B, Table 1 of this report must be provided to each public school district in which your students reside on December 1, 2006, also by December 15, 2006.

There are three main purposes for collecting these data:

1. To establish the number of school-age students with disabilities upon which to base your school's 2007-2008 federal fund allocations for IDEA sections 611 and 619. Upon submitting the required notifications by the required timelines to students' resident school districts regarding significant program expansion, Charter schools also qualify to receive additional IDEA federal funds in the same school year in which the significant expansion occurs.
2. To collect statistical data regarding the total enrollment in this Charter School of students with disabilities and nondisabled students who are provided education services on December 1, 2006, and the settings in which school-age students with disabilities are provided educational services.
3. Section B, Table 1, Report of Students with Disabilities By School District of Residence, will:
 - Notify public school districts of the number of resident students with disabilities who are enrolled in the Charter School, according to student age spans;
 - Provide public school districts and the Charter School a basis for appropriately budgeting for the sub-allocation of proportionate shares of IDEA funds from the public school districts to the Charter School; and
 - Ensure that public school districts and Charter Schools maintain consistent information regarding student age and enrollment in the Charter School.

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

- The student must be enrolled in this Charter School. A student with a disability who withdraws from your Charter School and enrolls in a public, private or State program before December 1, 2006, may not be included in the count for your Charter School. A student who enrolls in this Charter School after December 1, 2006 may not be included in the count for your Charter School.
- The student must have an Individualized Education Program (IEP) and be provided special education programs and/or services in accordance with State standards.

Federal law and regulation require that State education agencies ensure an unduplicated count of students with disabilities. Before submitting the PD-1C/4C 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 Charter Schools having several school buildings and for students receiving multiple special education programs and/or services.

The New York State Education Department (NYSED) 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 for your school, please maintain a list (hard copy or other readily retrievable format) of all students included in this child count until June 30, 2014. Upon completing local verification procedures, if it is determined that one or more counts are incorrect a revised child count (i.e., PD-1C/4C form) must be submitted to SED and a revised Section B, Table 1 must be provided to the appropriate school district(s).

Compared to last year's PD-1C/4C form, the 2006-2007 PD1C/4C report is modified as follows:

- A new race/ethnicity category of "Multi-Racial, not of Hispanic Origin" has been added to Tables 2, 3 and 4. Report students in this category only if they will be reported in this optional category on the fall 2006 Basic Education Data System (BEDS) enrollment reports.

During 2006-2007, Strategic Evaluation Data Collection Analysis and Reporting 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, 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 Report.
- 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
- Other reports required by State or federal statutes

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.

Attachment

PD-1C/4C-Charter School Report:

Number of Students with Disabilities Provided Special Education on December 1, 2006 and the Settings in which School-age Students with Disabilities are Provided Special Education Services

Instructions: Return one copy of this report between December 1 and December 15, 2006 to the above address. (This report may not be signed or submitted prior to December 1, 2006.) Retain one copy (and supporting documentation) in your Charter School for reference and audit purposes. The required retention period ends June 30, 2014. 1. If you have questions about this report, please call (518) 486-4678, or e-mail your questions to yesidcar@mail.nysed.gov													
School Information													
(Enter 12-digit SED Code Below)													
<table border="1"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> </table>													
SCHOOL NAME													
ADDRESS (include building name, room number, or mail stop information)													
CITY	STATE												
ZIP													
Contact Person Information*													
NAME													
TITLE													
TELEPHONE (Include Area Code)	FAX												
E-MAIL ADDRESS													

*All correspondence from SEDCAR will be directed to the contact person identified in the PD web based data entry system at <http://pd.nysed.gov> . Please keep the contact person information current, including the e-mail address, as most communication will occur via e-mail.

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, 2006. I further certify that the students reported were enrolled in this Charter School, had a current Individualized Education Program and received special education programs and/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	 Chief School Administrator Must Sign and Date on or after December 1, 2006.
Name of Chief School Administrator (Please type or print)		

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

1. Report information for all school-age students with disabilities enrolled in your approved charter school on December 1, 2006.
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 including the Basic Education Data Collection (BEDS) enrollment report.
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, 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 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 students are reported in this category on the fall 2006 BEDS enrollment report, they must also be reported in this category on 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.
3. Wherever students are to be reported by age, please report age as of December 1, 2006.
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 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 nondisabled 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 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 nondisabled school-age students.
- All public school buildings that 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 Alternative High School programs that are attended by both disabled and nondisabled 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 nondisabled individuals other than nondisabled 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 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.

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.

Section A, Table 1: School-age Special Education Programs and/or Services

Provide an unduplicated count of all school-age students with disabilities enrolled in this Charter School on December 1, 2006, and provided special education services in accordance with Individualized Education Programs (IEPs).

- 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.
- Do not 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.
- 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.

Line No.	Report Each Student Only Once	Ages 4-5	Ages 6-21
1	Count of school-age students with disabilities enrolled in this Charter School and provided special education programs and/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 and/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, 2006.		
6	Count of <u>all</u> school-age students (ages 4-21) enrolled in this Charter School on December 1, 2006. (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.

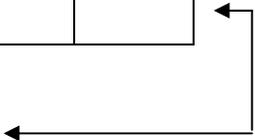
Please proceed to next page →

Section A, Table 2: School-age Special Education Programs and/or 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, 2006 (e.g., a student who is 12 years and 10 months on December 1, 2006 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, 2006					
		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, 2005

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, 2006. 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 combined should be equal to the number of students with disabilities reported in Section A, Table 1, Line 4.

Please proceed to next page →

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

Report 1: Report of All School-age Students with Disabilities Placement as of December 1, 2006

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 and/or 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 combined 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	Total						

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	Total						

- 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.

Please proceed to next page →

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

Report 2: Report of All Students with Disabilities as of December 1, 2006, 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 G) 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.

Line #	Time OUTSIDE Regular Classroom	A	B	C	D	E	F	G
		American Indian or Alaska Native	Asian or Pacific Islander	Black (not of Hispanic origin)	Hispanic	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 - In buildings attended by students with disabilities only (outside of regular school facilities).

Line #	Type of Setting	A	B	C	D	E	F	G
		American Indian or Alaskan Native	Asian or Pacific Islander	Black (not of Hispanic origin)	Hispanic	White (not of Hispanic origin)	Multi-Racial (not of Hispanic Origin)	Total
01	Special Public Day School							
02	Total							

Please proceed to next page →

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

Report 3: Report of All Students with Disabilities as of December 1, 2006, 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 #	Disability	Race/Ethnicity Category						
		A	B	C	D	E	F	G
		American Indian or Alaska Native	Asian or Pacific Islander	Black (not of Hispanic origin)	Hispanic	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)							

Please proceed to next page →

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

Report 4: Report of Students with Disabilities who are 14-21 years of age as of December 1, 2006, 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 #	Category of Students	Race/Ethnicity Category						
		A	B	C	D	E	F	F
		American Indian or Alaska Native	Asian or Pacific Islander	Black (not of Hispanic origin)	Hispanic	White (not of Hispanic origin)	Multi-Racial (not of Hispanic Origin)	Total
01	Students with Disabilities, Ages 14-21							