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To: Special Education Data Managers of BOCES
District Superintendents

Date: October 2006

From: Inni Barone

Subject: PD-5A – BOCES Report of Students with Disabilities: Section A – Exiting Special Education or Returning to School District Special Education Programs and Section B – Postsecondary Education and Employment Plans, 2006-07. **Due between July 1 and July 13, 2007.**

The New York State Education Department collects data regarding the manner in which students with disabilities exit special education, including students who are declassified and returned to general education programs, and postsecondary education and employment plans of students with disabilities. Such data are collected annually from public school districts, Charter Schools, approved private schools for students with disabilities, State agency programs, and State-operated and State-supported schools. The enclosed PD-5A report has been designed to collect such information from BOCES.

Attached is a PD-5A form for your use in reporting the following data for the 2006-07 school year:

- If this BOCES operates an approved preschool special education program, report of number of preschool children (ages 3 – 4) who were declassified while still of preschool-age, or who enrolled in general education without a disability classification after transitioning from preschool special education to school-age programs.
- For school-age students, ages 4 – 13, report of the number of students who were declassified, or returned to the school district special education program.
- For school-age students, ages 14 – 21, report of the number of students with disabilities who exited the BOCES special education program by any of the 11 basis of exiting.
- For school-age students who exited special education, ages 14 – 21, report of their postsecondary education and employment plans.
- For school-age students, report data separately for students with disabilities provided special class programs from students with disabilities who are provided other than special class programs. Special class programs include any configuration of special classes defined in NYCRR 200.6(g)(4)(i)(ii) and (iii). Other than special class programs include services such as transitional support services, related services, consultant teacher services and resource room services. All students with disabilities are to be reported, regardless of where students were provided services (e.g., in BOCES center based settings or in public school buildings).

Please note that public school districts will also be reporting exiting data on behalf of all students with disabilities for whom they have Committee on Special Education or Committee on Preschool Special Education responsibility on their PD-5 report. However, the PD-5 report submitted by school districts does not contain the information needed regarding student participation in BOCES programs.

Compared to the PD-5A report for 2005-2006, the PD-5A for 2006-2007 is modified as follows:

- A new race/ethnicity category, “multi-racial, not of Hispanic origin”, has been added to Tables 5 and 6. This is an optional reporting category, however, if students are reported in this category by school districts and BOCES on the fall 2006 Basic Education Data System (BEDS) enrollment reports and on the child count reports (PD-1/4 and PD-1A/4A), they must also be reported in this category on this PD-5A report.

During 2006-2007 personnel from Strategic Evaluation Data Collection, Analysis and Reporting (SEDCAR) Unit 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 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
- Evaluation of programs and policies

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

Thank you.

Attachment

PD-5A – BOCES Report of Students with Disabilities:
Section A: Exiting Special Education or Returning to School District Special Education Programs
Section B: Postsecondary Education and Employment Plans
July 1, 2006 to June 30, 2007

Instructions:

1. Return one copy of this report between July 1 and July 13, 2007 to the above address. Please do not return this form before June 30, 2007.
2. Retain one copy (and supporting documentation) in your BOCES for reference and audit purposes. The required retention period ends June 30, 2014.
3. Carefully read the Instructions and Definitions on the following pages.
4. If you have questions about this report, please call (518) 486-4678, or e-mail your questions to vesidcar@mail.nysed.gov

- Check this box if this BOCES does not operate an approved pre-school special education program, pursuant to section 4410 of the Education Law.
- Check this box if no students exited special education or returned to school district special education programs (including students declassified) between the ages of 3 and 21 within the report period.

Note: If both boxes are checked, please complete this page only and return it to the address at the top of this page.

BOCES Information

(Enter 12-digit SED Code Below)

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BOCES NAME

ADDRESS

Contact Person Information *

NAME

TITLE

TELEPHONE

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.

Definitions and Instructions for Completing the PD-5A Report

1. This report should be completed in consultation with school district personnel to confirm the exit status of students with disabilities who were provided special education services by BOCES and left the BOCES program during the report period.
2. Report information for all students with disabilities (ages 3 – 21) who were provided special education programs/services through this BOCES. In Section A, report the number who exited special education through the basis listed or returned to school district special education programs. In Section B, report the postsecondary education and employment plans of students with disabilities who have completed their program or dropped out.
3. If this BOCES does not operate an approved preschool program (pursuant to section 4410 of the Education Law), check the appropriate box on page one of this report, and enter “ NA ” in columns A and B of Table 1 on Page 5.
4. For purposes of this report, students with disabilities provided transportation and evaluation services only are not to be included in this report. Also, students with disabilities provided summer school programs only should not be included in this report.
5. Data should be reported for all students with disabilities regardless of the setting in which they are provided services, including those placed in this BOCES and/or provided special education programs/services less than full-time.
6. Students with disabilities are to be reported in one of two program/service categories: Students provided special class programs (including those students provided other special education services in addition to special class programs), or students provided only special education services other than special class programs. Special class programs include any configuration of special classes defined in NYCRR 200.6(g)(4)(i)(ii) and (iii). Other than special class services include services such as transitional support services, related services, consultant teacher services and, resource room services. Report on behalf of all students with disabilities, regardless of where students were provided services (e.g., in BOCES center based settings or in public school buildings).
7. The total number of students with disabilities for each exit category in Section B, Table 1 and Table 2, must equal the total number of such students reported in Section A, Table 3 and Table 4.
8. The total number of students for whom race/ethnicity is provided in Section A, Table 5 and Table 6 must equal the total number of students reported in Section A, Table 3 and Table 4.
9. Wherever data are requested by student age, the age should be reported as of December 1, 2006 (e.g., a student who is 14 years and 10 months of age on December 1, 2006, should be reported as age 14).
10. When reporting race/ethnicity of students, report the number, which appear to belong, identify with, or are regarded in the community as belonging to each race/ethnic group. Please report the race/ethnicity of students with disabilities consistently with how it is reported by their districts of residence on all Department data collection instruments. Each student should be counted once, in one of the following categories:
 - 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 school districts and BOCES report students in this category on the fall 2006 BEDS enrollment report and the child count report (PD-1/4 or PD-1A/4A) , 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.
11. In general, exiting students with disabilities should be reported once, with few exceptions. The following examples are provided for purposes of clarification.
 - A student who is declassified and returned to general education several times, should be reported once each year that he or she is returned to general education, on pages 5 – 6.
 - A student who receives a local diploma with a Regents endorsement should be reported in either Line 1 (Regents Diploma – Honors/Advanced Designation) or Line 2 (Regents Diploma – Regular) on pages 6 - 7.
 - A student, who previously received an IEP Diploma/Local Certificate, has continued in the special education program and does not receive a higher diploma should **NOT** be counted again.
 - A student who previously received an IEP Diploma or Local Certificate has continued in their special education program and receives a Regents, local, or High School Equivalency diploma, should be included in the count for the given diploma (Lines 1 – 4) on pages 6 - 7.
 - A student who previously dropped out of school, re-enters the BOCES program, and receives a diploma or certificate should be reported in the count for the given diploma or certificate. If, however, the same student drops out again, in a different school year, without receiving a diploma or certificate, the student should not be reported again.
12. If you have any questions or are in need of assistance in completing this report, please contact SEDCAR by telephoning (518) 486-4678, or e-mail your questions to yesidcar@mail.nysed.gov .

Section "A" Definitions

Item	Definition
Declassified while still of Preschool-age (Table 1, Column A on page 5)	For BOCES operating an approved preschool special education program, report the total only of all students, ages 3-4 who received special education services during July 1, 2006 – June 30, 2007 pursuant to section 4410 of the Education Law, but were declassified while still of preschool-age, and no longer have an Individualized Education Program (IEP).
Enrolled in general education without a disability classification after transitioning from pre-school to school-age programs (Table 1, Column B on page 5)	For BOCES which operate an approved preschool special education program, report the total only of all students who received preschool special education services pursuant to section 4410 of the Education Law just prior to becoming school-age, and were enrolled in general education without a disability classification and IEP by the CSE upon transitioning from the preschool to school-age program. Report students in this column if they were declassified in May or June 2007 even though they were still of preschool-age during July and August preceding their entrance into school-age programs. Declassification data for preschool students receiving special education services during July and August 2007 should be reported in next year's PD-5A report.
Total (Columns I and R, Line 12 on page 6)	This total should represent all students (ages 14 – 21) who exited special education or were returned to school district special education programs.
Regents Diploma with Advanced Designation and/or Honors (Line 1 on page 6)	Students who received a high school diploma with the Regents endorsement with Advanced Designation and/or Honors. See 8NYCRR 100.5 for diploma requirements.
Regents Diploma (Regular) (Line 2 on page 6)	Students who received a high school diploma with a "Regular" Regents endorsement (8 NYCRR 100.5).
Local Diploma (Line 3 on page 6)	Students who received a local high school diploma without a Regents endorsement (8 NYCRR 100.5).
High School Equivalency Diploma (Line 4 on page 6)	Students who received a State High School Equivalency Diploma who were jointly enrolled in secondary education and an alternative high school equivalency preparation program or a high school equivalency preparation program (8 NYCRR 100.7).
Individualized Education Program Diploma (Line 5 on page 6)	Students who received a High School Individualized Education Program Diploma (8 NYCRR 100.9).
Declassified and returned to General Education (Columns C – D of Table 1 on page 5, Line 6 on page 6)	Students who were classified by the CSE due to a disability and received special education from this BOCES any time during July 1, 2006 – June 30, 2007 and are declassified and returned to general education. These students no longer have an IEP and receive all educational services from a general education program including testing accommodations if indicated on the last IEP as recommended upon declassification. Such students should be reported by their most recent service category.

Section "A" Definitions (continued)

Item	Definition
Reached Maximum Age (Line 7 on page 6)	Students, who were enrolled in this BOCES at the age of 21, turned 21 after September 1, 2006, and who did not receive a diploma or exit special education by any other basis of exiting.
Returned to School District Special Education Programs (Line 8 on page 6)	Students who were not declassified but whose placement was changed so that all services are provided by a public school district, or placed by the public school district in some other program. Also include in this category, students whose parents have placed them (at the parents' expense) in general education Private/parochial schools.
Died (Line 9 on page 6)	Report the number of students who died during this report period.
Moved – Known To Be Continuing (Line 10 on page 6)	<p>Students who moved out of the BOCES catchment area and are known to be continuing in another educational program. There need not be evidence that such students are continuing in special education, only that they are continuing in an educational program.</p> <p>It is the responsibility of school districts to maintain some documentation of students' continuing participation in other educational programs. BOCES will need to consult with school districts to determine which students to report in this category.</p>
Dropped Out (Line 11 on page 6)	Students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other basis described (Line 1 –10 on page 6). This line includes dropouts, students who moved and are not known to be continuing, runaways, expulsions, status unknown, and other students who left school. Dropouts at ages 14 and 15 should only be reported after all attempts to enforce attendance requirements have failed.

Section A – Table 1
Report of Students with Disabilities Returned to General Education (Declassified) Between Ages 3 – 13
July 1, 2006 to June 30, 2007

		A*	B*	C	D
Line No.		PRE-SCHOOL Declassified While Still of Preschool-age (Ages 3 – 4)	PRE-SCHOOL TO SCHOOL- AGE TRANSITION Enrolled In General Education Without A Disability Classification After Transitioning From Preschool Special Education To School-age Programs	SCHOOL- AGE Declassified And Returned To General Education Between Ages 4 - 8	SCHOOL- AGE Declassified And Returned To General Education Between Ages 9 - 13
1	Pre-School Students With Disabilities				
2	School-age Students With Disabilities Receiving Special Class Programs. These students may also be receiving other special education services.				
3	School-age Students With Disabilities Receiving Only Services Other Than Special Class Programs				

* Only BOCES that operate approved preschool special education programs, pursuant to Section 4410 of the Education Law, should enter data in the two cells below. All other BOCES should enter "NA" (Not Applicable).

Section A – Table 2
Report of School-age Students with Disabilities, Ages 4 - 13, Returned to School District Special Education Programs
July 1, 2006 to June 30, 2007

Line No.	Type of Program or Services Provided.	Number of Students Returned to School District Special Education Programs Between Ages 4 – 13
1	School-age Students with Disabilities Receiving Special Class Programs. These students may also be receiving other special education services.	
2	School-age Students with Disabilities Receiving Only Services Other Than Special Class Programs	

Section A – Tables 3 and 4
Report of Students with Disabilities Exiting Special Education or Returned to School District Special Education Programs (Ages 14 –21)
July 1, 2006 to June 30, 2007

Basis of Exit		Table 3 Students Provided Special Class Programs									Table 4 Students Provided Only Other Than Special Class Programs								
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
		Age as of December 1, 2006									Age as of December 1, 2006								
		14	15	16	17	18	19	20	21	Total (A-H)	14	15	16	17	18	19	20	21	Total (J-Q)
1	Regents Diploma with Advanced Designation and/or Honors																		
2	Regents Diploma (Regular)																		
3	Local Diploma																		
4	High School Equivalency Diploma																		
5	Individualized Education Program Diploma																		
6	Declassified Returned To General Education																		
7	Reached Maximum Age																		
8	Returned To School District Special Education Programs																		
9	Died																		
10	Moved – Known To Be Continuing																		
11	Dropped Out																		
12	Total – Lines 1-11																		

Section A – Tables 5 and 6
Race/Ethnicity of Students with Disabilities Exiting Special Education or Returned to School District Special Education Programs
(Ages 14– 21)
July 1, 2006 to June 30, 2007

Basis of Exit		Table 5 Students Provided Special Class Programs						Table 6 Students Provided Only Other Than Special Class Programs							
		A	B	C	D	E	F	G*	H	I	J	K	L	M	N**
		Race/Ethnicity						Race/Ethnicity							
		American Indian Alaska Native	Asian/Pacific Islander	Black (not of Hispanic origin)	Hispanic or Latino	White (not of Hispanic origin)	Multi-Racial (not of Hispanic origin)	Total	American Indian Alaska Native	Asian/Pacific Islander	Black (not of Hispanic origin)	Hispanic or Latino	White (not of Hispanic origin)	Multi-Racial (not of Hispanic origin)	Total
1	Regents Diploma with Advanced Designation and /or Honors														
2	Regents Diploma (Regular)														
3	Local Diploma														
4	High School Equivalency Diploma.														
5	Individualized Education Program Diploma														
6	Declassified Returned To General Education														
7	Reached Maximum Age														
8	Returned To School District Special Education Programs														
9	Died														
10	Moved – Known To Be Continuing														
11	Dropped Out														
12	Total – Lines 1-11														

*Totals reported in this column must be the same as totals reported in Table 3, Column I

**Totals reported in this column must be the same as totals reported in Table 4, Column R

Section B – Report of Students with Disabilities Postsecondary Education and Employment Plans
Table 1 – Students Provided Special Class Programs
2006-2007

For all students with disabilities reported in Section A, Table 3, indicate their intended postsecondary plans. (BOCES are not required to verify that such plans were actually achieved/implemented by students.) Students should be reported once by their primary plan. (Students intending to enter postsecondary education programs and employment should be reported in the appropriate postsecondary education category.) The total number of students entered in this section should be equal to the total number of students in Section A, Table 3, who exited with a Regents Diploma with Advanced Designation and/or Honors, Regents Diploma-Regular, Local Diploma, High School Equivalency Diploma, Individualized Education Program Diploma, Reached Maximum Age, or Dropped Out.

Number to Post-Secondary Education				Number To Employment*	Number To Military Service	Number To Adult Services	Other	Unknown	Total	Guidelines for Matching Numbers Reported on Table 3 on Page 6
	4 – Year College	2 – Year College	Other Post-Secondary							
Regents Diploma with Advanced Designation and/or Honors										The total must equal the total reported on Line 1 of Table 3 on Page 6
Regents Diploma-Regular										The total must equal the total reported on Line 2 of Table 3 on Page 6
Local Diploma										The total must equal the total reported on Line 3 of Table 3 on Page 6
HSE Diploma										The total must equal the total reported on Line 4 of Table 3 on Page 6
IEP Diploma										The total must equal the total reported on Line 5 of Table 3 on Page 6
Reached Maximum Age										The total must equal the total reported on Line 7 of Table 3 on Page 6
Dropped Out										The total must equal the total reported on Line 11 of Table 3 on Page 6
Total										

* Employment can include regular competitive employment, supported employment, or sheltered employment, as long as the student will receive some compensation for work.

Section B – Report of Students with Disabilities Postsecondary Education and Employment Plans
Table 2 – Students Provided Only Other Than Special Class Programs
2006-2007

For all students with disabilities reported in Section A, Table 4, indicate their intended postsecondary plans. (BOCES are not required to verify that such plans were actually achieved/implemented by students.) Students should be reported once by their primary plan. (Students intending to enter postsecondary education programs and employment should be reported in the appropriate postsecondary education category.) The total number of students entered in this section should be equal to the total number of students in Section A, Table 4, who exited with a Regents Diploma with Advanced Designation and/or Honors, Regents Diploma-Regular, Local Diploma, High School Equivalency Diploma, Individualized Education Program Diploma, Reached Maximum Age, or Dropped Out.

Number to Post-Secondary Education				Number To Employment*	Number To Military Service	Number To Adult Services	Other	Unknown	Total	Guidelines for Matching Numbers Reported on Table 4 on Page 6
	4 – Year College	2 – Year College	Other Post-Secondary							
Regents Diploma with Advanced Designation and/or Honors										The total must equal the total reported on Line 1 of Table 4 on Page 6
Regents Diploma-Regular										The total must equal the total reported on Line 2 of Table 4 on Page 6
Local Diploma										The total must equal the total reported on Line 3 of Table 4 on Page 6
HSE Diploma										The total must equal the total reported on Line 4 of Table 4 on Page 6
IEP Diploma										The total must equal the total reported on Line 5 of Table 4 on Page 6
Reached Maximum Age										The total must equal the total reported on Line 7 of Table 4 on Page 6
Dropped Out										The total must equal the total reported on Line 11 of Table 4 on Page 6
Total										

*Employment can include regular competitive employment, supported employment, or sheltered employment, as long as the student will receive some compensation for work.