

Approved: 1/25/94
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Dave Kerr at 1:30 p.m. on January 20, 1994 in Room 123-S of the Capitol.

All members were present except: Senator Anthony Hensley (Excused) and Senator Sherman Jones (Excused)

Committee staff present: Ben Barrett, Legislative Research Department
Carolyn Rampey, Legislative Research Department
Avis Swartzman, Revisor of Statutes
LaVonne Mumert, Committee Secretary

Conferees appearing before the committee:
Betty Weithers, State Department of Education

Others attending: See attached list

Senator Corbin made a motion that the minutes of the January 19, 1994 meeting be corrected by adding the phrase "for purposes of discussion only" to the second of the motion that the Committee introduce a bill regarding home schooling and that the minutes be approved as corrected. Senator Emert seconded the motion, and the motion carried.

Staff explained a series of memos, charts and print-outs containing information and statistics on special education cost increases (Attachment No. 1) as follows: a five-year history of data on students who received special education services compared to the headcount enrollment; a listing for each school district of the percentage of students in special education in the 1992-93 school year as a percentage of the total enrollment of the district, both in county order and from low to high; a five-year history of the number of special education teachers and paraprofessionals for which local education agencies received reimbursement; a five-year history of total special education expenditures; a five-year history of the special education transportation expenditures and state aid; a five-year history of the total state aid for special education teaching units; a five-year history of the special education state aid for each special education teaching unit, and a comparison of the state aid for special education teaching units to the total expenditures for special education over a five-year period. Staff also reviewed a memo listing some of the factors which have impacted special education costs and major policy areas over which the state has control.

Betty Weithers, State Department of Education, reviewed least restrictive environment requirements and the proposed policy on inclusion under consideration by the State Board of Education (Attachment No. 2). She said that the federal regulations concerning least restrictive environment became effective in 1977 and that there have been no changes in those requirements. She said that federal law states that students with disabilities have a right to be educated with their non-disabled peers to the maximum extent appropriate, so the argument is not whether or not they will be included but the argument is the extent of inclusion. Ms. Weithers noted that in Kansas, as well as across the country, the practice has been to start with the presumption of exclusion. She stated that the department is telling districts they should start with the presumption of placement in the regular setting with the appropriate supplementary aids and services and then to move backwards if necessary. She said that districts must have appropriate services for each child as determined in the child's IEP conference and that the position of the State Board has never varied from that. Ms. Weithers said recent court decisions have established that costs may be considered in placement if the cost is so prohibitive that it significantly affects the education of other children in the district or if the child is so disruptive that the education of other children is significantly affected. She cautioned that a conscientious effort must be made and there must be documentation. Ms. Weithers advised that there is a building body of research that shows it is beneficial to disabled students in terms of their social development for them to be in more inclusive settings and that there is no advantage or disadvantage to them academically. She added that there is also evidence that inclusive settings have no effect on the academic performance of non-disabled students.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION, Room 123-S Statehouse, at 1:30 p.m.
on January 20, 1994.

The meeting was adjourned at 2:30. The next meeting is scheduled for January 24, 1994.

SENATE EDUCATION COMMITTEE

TIME: 1:30 PLACE: 123-S DATE: 1/22/94

GUEST LIST

NAME	ADDRESS	ORGANIZATION
LEE PRICE	406 East A, South Hutch KS	Kansas Div. for Early Childhood
Sharon Freden	Topeka	KSBE
DAVE GREEN	1000X 170, WELINGTON	KRC
Sheryl Brothman	Box 130, Wellington	Futures, Child
Jennifer Cartell	503 N - KU-Intern	Senator Jones' office
Bill Nuss	KU	INTERN-KERR
Pat Baha	Topeka	AA SSB
Gerald Anderson	Topeka	USA of KS
Kathy Sexton	"	Div. of Budget
Quinn Bennett	Topeka	USD 51
Billy Knuthus	KSBE	
Jim McDavitt	Box 483 Wichita, KS 67201	Ks Ed Watch Network
Sam Baker	Topeka	4th Ed. Unit + USD's
Sue Chase	Topeka	KNEA
Karen Rowley	Topeka	KH&B
Kay Streutert	Lindsborg	Associated Colleges of Central KS
ELDA REMINGTON	TOPEKA	PARENT OF SPECIAL ED. CHILD IN 501
Vic STREUFERT	Lindsborg	Messiah Lutheran Church
Leanne Chapman	P.O. Box 307, McLouth, KS	Families Together
Josie Torres	Families Together, Inc., 1023 SW Gage, Topeka	
Helen Stephens	Topeka	BV USD 229
Jane Love	"	Council on Voc ED
Jacquie Oakes	Topeka	SQE
Cheri LaBlanc	Topeka	KH&B

SENATE EDUCATION COMMITTEE

TIME: 1:30 PLACE: 123-S DATE: 1/20/94

GUEST LIST

NAME

ADDRESS

ORGANIZATION

Sally Bishop

624 W 24th Topeka - 66611

KASEA

Martha Clafflin

19369 29th Rd Atchison

KAC - Div. for Early Ch.

Tim K (Dawley)

4711 Girard Topeka 66609

KAC - Council for Excep. Child.

Joseph G. DeJers

2570 S. 42nd, K.C., K. 66106

Turner Public Schools

Tim Yonally

Overland Park

USD #512

Gene M. Torland

Overland Park

OP Chamber of Commerce

Paul McKnab

Emporia

State Adv Council on Spec Ed.

Jacquelyne Gordon

Topeka

KPCDD

Renae Dicks

Topeka

Governor's Office

KANSAS COMMITTEE ON SCHOOL DISTRICT FINANCE AND
QUALITY PERFORMANCE

NOVEMBER 29-30, 1993

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Sen. Ed.
1/20/94
Attachment 1

Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1152

November 29, 1993

TO: Kansas Committee on School District Finance
and Quality Performance

FROM: State Department of Education and
Legislative Research Department

SUBJECT: Special Education Enrollment

Table I provides the number and percentage of special education students receiving special education services compared to the headcount enrollment for school years 1988-89 through 1992-93.

- * The percentage of students receiving special education services has increased slightly over the past five years (12.54 percent to 13.37 percent).

TABLE I

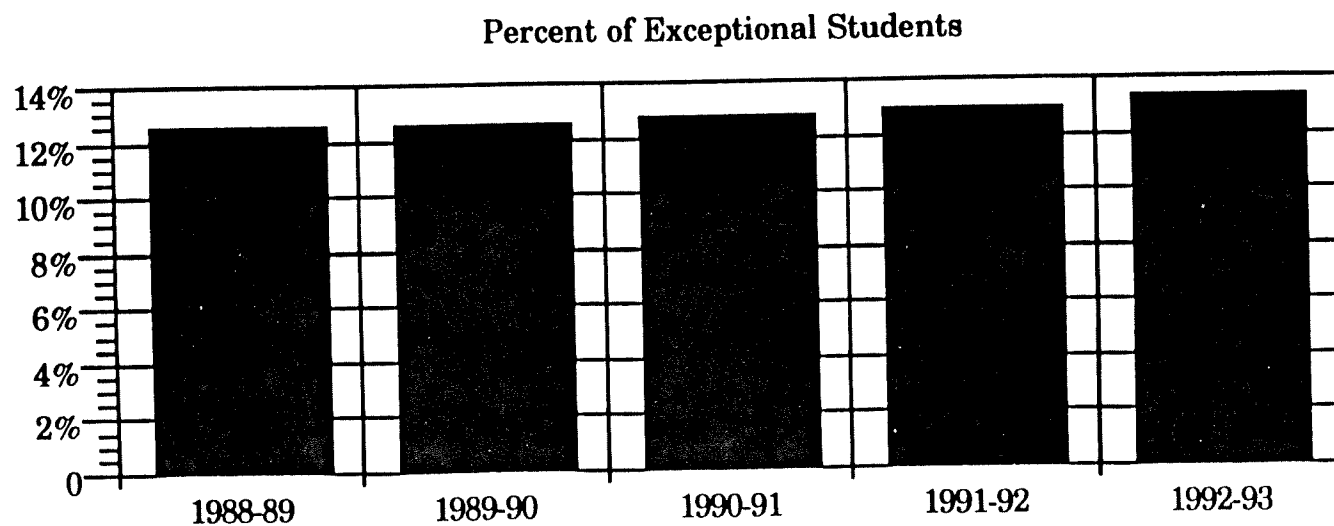
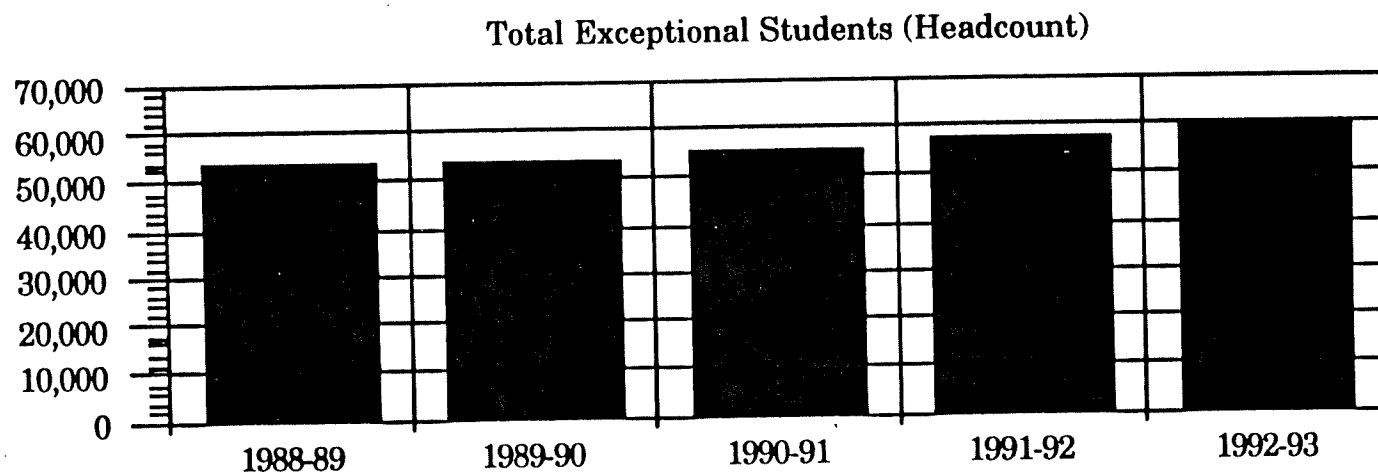
SPECIAL EDUCATION ENROLLMENT COMPARED TO HEADCOUNT ENROLLMENT 1989-90 THROUGH 1993-94

	<u>9-20-90 Headcount Enrollment</u>	<u>No. of Exceptional Students</u>	<u>Percent of Exceptional Students*</u>
1988-89	426,596	53,498	12.54
1989-90	430,864	53,866	12.50
1990-91	437,034	55,717	12.75
1991-92	445,390	57,647	12.94
1992-93	448,911	60,046	13.37

- * Percentages may be higher for those school districts who provide special education services to private school students.

Dale M. Dennis
Deputy/Assistant Commissioner
Division of Fiscal Services and Quality Control
(913) 296-3871
Fax No. (913) 296-7933

Table 1
Special Education Enrollment Compared to Headcount Enrollment



Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

November 29, 1993

TO: Kansas Committee on School District Finance
and Quality Performance

FROM: State Department of Education and
Legislative Research Department

SUBJECT: Percentage of Special Education Exceptionalities

Attached is a listing which shows the number of special education students served by each unified school district, by primary exceptionality, during the 1992-93 school year.

If a student is receiving services for more than one exceptionality, the student count is based on the primary category. For example, if a student was hearing impaired and receiving interpreter services, the student would be reported as hearing impaired since that would be the student's primary exceptionality.

The listing indicates that 60,046 students (unduplicated count) from a total of 448,911 are receiving some type of special education services. This equates to 13.37 percent.

The column headings are abbreviations of the exceptionalities which are listed at the bottom of each page.

Table II provides the lowest, the average, and the highest percentage of students receiving special education services of the total enrollment.

TABLE II

PERCENTAGE OF STUDENTS RECEIVING
SPECIAL EDUCATION SERVICES
1992-93

Lowest Percentage	2.75%
Average Percentage	13.37%
Highest Percentage	25.71%

Dale M. Dennis
Deputy/Assistant Commissioner
Division of Fiscal Services and Quality Control
(913) 296-3871
Fax No. (913) 296-7933

REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
ALL State Total																							
Special Ed: ALL	89	4436	9	262	2303	4086	444	8	19298	4	771	48	375	20	12193	420	104	964	160	14052	60046	448911	13.37
Allen																							
D0258 Humboldt																							
Special Ed: 603	1	4	0	0	5	3	0	0	47	0	0	0	2	0	24	0	1	1	0	15	103	635	16.22
Allen																							
D0257 Iola																							
Special Ed: 603	1	20	0	0	18	28	5	0	105	0	5	0	1	0	67	4	1	3	1	60	319	1858	17.16
Allen																							
D0256 Marmaton Valley																							
Special Ed: 603	0	4	0	0	3	2	0	0	20	0	3	0	0	0	34	0	0	0	0	4	70	390	17.94
Anderson																							
D0479 Crest																							
Special Ed: 603	0	2	0	0	0	2	0	0	16	0	0	0	0	0	11	0	0	0	0	6	37	358	10.33
Anderson																							
D0365 Garnett																							
Special Ed: 368	0	3	0	0	5	5	0	0	50	0	0	1	0	0	33	1	0	6	0	34	138	1084	12.73
Atchison																							
D0377 Atchison Co Comm Sch																							
Special Ed: 608	0	7	0	0	3	4	1	0	40	0	1	0	1	0	39	0	1	1	1	23	122	813	15.00
Atchison																							
D0409 Atchison Public Scho																							
Special Ed: 409	0	31	0	0	17	24	0	0	93	0	5	0	2	0	77	2	0	6	0	59	316	1763	17.92
Barber																							
D0255 South Barber																							
Special Ed: 605	0	5	0	0	0	2	0	0	5	0	1	0	0	0	7	0	0	2	0	1	23	364	6.31
Barber																							
D0254 Barber County No																							
Special Ed: 605	0	5	0	0	6	5	0	0	28	0	0	0	0	0	17	3	0	4	1	13	62	796	10.30
Barton																							
D0431 Holsington																							
Special Ed: 428	0	4	0	0	6	9	1	0	45	0	0	0	0	0	20	1	0	1	0	11	98	829	11.82
Barton																							
D0354 Claflin																							
Special Ed: 428	0	3	0	0	2	0	0	0	16	0	0	0	0	0	9	0	0	0	0	13	43	320	13.43

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students (they are included in the special education childcount, but are not included in the enrollment total).

AU - Autism	EM - Educable Mental Retardation	MA - Mobility Assistance	SL - Speech Language
BD - Behavior Disorder	HI - Hearing Impaired	OH - Other Health Impaired	SM - Severe Multiple Disability
DB - Deaf-Blind	GI - Gifted	OT - Occupational Therapy	TB - Traumatic Brain Injury
DD - Developmental Delay	IN - Interpreter Services	PI - Physically Impaired	TM - Trainable Mental Retardation
EC - Early Childhood	LD - Learning Disabled	PT - Physical Therapy	VI - Visually Impaired

REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	AM Excepi	Hdct Enr	% Excepi
Barton																							
D0355 Ellinwood																							
Special Ed: 428	0	5	0	0	8	2	1	0	25	0	1	0	0	0	20	1	0	3	0	14	80	581	13.76
Barton																							
D0428 Great Bend																							
Special Ed: 428	1	17	0	0	27	35	3	0	179	0	1	0	0	0	107	4	0	11	3	111	499	3597	13.87
Bourbon																							
D0235 Uniontown																							
Special Ed: 250	0	0	0	0	0	5	0	0	14	0	0	0	0	0	8	1	0	0	0	11	39	473	8.24
Bourbon																							
D0234 Ft Scott																							
Special Ed: 234	0	26	0	0	11	29	2	0	37	0	1	0	2	0	52	4	0	6	1	78	249	2193	11.35
Brown																							
D0430 Brown County																							
Special Ed: 615	0	4	0	0	6	8	0	0	49	0	5	0	0	0	29	1	0	2	1	27	132	686	19.24
Brown,																							
D0415 Hiawatha																							
Special Ed: 615	0	5	0	0	7	10	0	0	86	0	2	0	1	0	52	5	0	3	0	84	255	1283	19.87
Butler																							
D0394 Rose Hill Public Sch																							
Special Ed: 490	0	10	0	0	6	2	1	0	53	0	0	0	0	0	48	2	0	5	0	0	127	1561	8.13
Butler																							
D0385 Andover																							
Special Ed: 490	1	4	0	0	4	6	1	0	54	0	0	0	1	0	43	0	1	5	0	34	154	1872	8.22
Butler																							
D0205 Leon																							
Special Ed: 490	0	6	0	0	4	5	0	0	42	0	0	0	2	0	15	0	0	4	0	0	78	838	9.30
Butler																							
D0402 Augusta																							
Special Ed: 490	0	23	0	0	10	20	1	0	107	0	1	0	4	0	36	3	2	6	0	24	237	2217	10.89
Butler																							
D0396 Douglass Public Scho																							
Special Ed: 490	0	4	0	0	1	6	0	0	43	0	1	0	0	0	19	0	0	3	0	15	92	815	11.28
Butler																							
D0492 Flinthills																							
Special Ed: 490	1	3	0	0	3	1	0	0	16	0	0	0	1	0	8	0	0	1	0	0	34	242	14.04

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students (they are included in the special education childcount, but are not included in the enrollment total).

AU - Autism
BD - Behavior Disorder
DB - Deaf-Blind
DD - Developmental Delay
EC - Early Childhood

EM - Educable Mental Retardation
HI - Hearing Impaired
GI - Gifted
IN - Interpreter Services
LD - Learning Disabled

MA - Mobility Assistance
OH - Other Health Impaired
OT - Occupational Therapy
PI - Physically Impaired
PT - Physical Therapy

SL - Speech Language
SM - Severe Multiple Disability
TB - Traumatic Brain Injury
TM - Trainable Mental Retardation
VI - Visually Impaired

REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

3

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Head Enr	% Except
Butler																							
D0206 Remington-Whitewater																							
Special Ed: 490	0	4	0	0	2	3	0	0	40	0	0	0	0	0	21	3	0	1	0	6	80	551	14.51
Butler																							
D0490 El Dorado																							
Special Ed: 490	0	49	0	0	22	26	3	0	129	0	2	0	3	0	106	3	1	6	0	1	351	2354	14.91
Butler																							
D0375 Circle																							
Special Ed: 490	0	19	0	0	4	12	0	0	112	0	0	0	2	0	71	1	0	5	0	27	253	1389	18.21
Chase																							
D0284 Chase County																							
Special Ed: 253	0	12	0	0	0	8	0	0	25	0	0	0	1	0	10	2	0	0	0	13	71	570	12.45
Chautauqua																							
D0285 Cedar Vale																							
Special Ed: 465	0	2	1	0	1	3	0	0	5	0	1	0	0	0	1	0	0	0	0	8	22	180	12.22
Chautauqua																							
D0286 Chautauqua Co Commun																							
Special Ed: 282	0	1	0	0	20	7	1	0	12	0	0	0	0	0	13	0	0	3	0	10	67	516	12.98
Cherokee																							
D0493 Columbus																							
Special Ed: 250	0	5	0	0	2	7	0	0	44	1	1	0	1	0	16	0	0	4	0	21	102	1380	7.39
Cherokee																							
D0508 Baxter Springs																							
Special Ed: 250	0	3	0	0	1	12	1	0	15	0	2	0	0	0	15	0	0	2	0	20	71	900	7.88
Cherokee																							
D0404 Riverton																							
Special Ed: 250	1	3	0	0	0	6	0	1	19	0	5	0	0	0	8	1	0	2	0	15	61	755	8.07
Cherokee																							
D0499 Galena																							
Special Ed: 250	0	9	0	0	6	14	0	0	14	0	2	0	0	0	23	0	0	1	0	11	80	783	10.21
Cheyenne																							
D0297 St. Francis Comm Sch																							
Special Ed: 602	0	2	0	0	3	2	1	0	15	0	0	0	3	0	17	1	0	0	0	2	46	451	10.19
Cheyenne																							
D0103 Cheylin																							
Special Ed: 602	0	6	0	0	2	2	1	0	9	0	0	0	0	0	4	0	0	0	1	13	38	225	16.88

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AU - Autism
BD - Behavior Disorder
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DD - Developmental Delay

EM - Educable Mental Retardation
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MA - Mobility Assistance
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SL - Speech Language
SM - Severe Multiple Disability
TB - Traumatic Brain Injury
TM - Trainable Mental Retardation
VI - Visually Impaired

5

REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

4

Based on the Public School Headcount Enrollment, September 20, 1992 and the Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Clark																							
D0219 Minneola																							
Special Ed: 613	0	0	0	0	0	1	0	0	8	0	0	0	0	0	5	0	0	1	0	0	15	254	5.90
Clark																							
D0220 Ashland																							
Special Ed: 613	0	1	0	0	0	1	0	0	10	0	1	0	0	0	12	0	1	0	0	24	50	277	18.05
Clay																							
D0379 Clay Center																							
Special Ed: 379	0	16	0	0	2	15	1	0	47	0	0	0	3	0	45	1	1	4	1	48	184	1731	10.62
Cloud																							
D0334 Southern Cloud																							
Special Ed: 379	0	0	0	0	0	3	0	0	6	0	0	0	0	0	3	0	0	0	0	1	13	276	4.71
Cloud																							
D0333 Concordia																							
Special Ed: 333	0	27	0	0	7	6	0	0	78	0	0	0	0	0	32	0	0	2	0	51	203	1390	14.60
Coffey																							
D0244 Burlington																							
Special Ed: 244	0	16	0	3	1	4	0	0	45	0	6	0	1	0	17	1	0	3	0	28	125	991	12.61
Coffey																							
D0245 Leroy-Gridley																							
Special Ed: 244	0	3	0	3	0	3	0	0	23	0	2	0	0	0	4	0	1	0	1	13	53	359	14.76
Coffey																							
D0243 Lebo-Waverly																							
Special Ed: 244	0	2	0	0	0	4	1	0	47	0	1	0	0	0	14	0	0	0	1	18	88	562	15.65
Comanche																							
D0300 Comanche County																							
Special Ed: 300	0	7	0	0	3	6	0	0	24	0	2	0	1	0	7	1	0	0	0	12	63	443	14.22
Cowley																							
D0471 Dexter																							
Special Ed: 465	0	0	0	0	1	1	0	0	1	0	0	0	0	0	2	0	0	0	0	2	7	178	3.93
Cowley																							
D0463 Udall																							
Special Ed: 465	0	5	0	0	0	3	0	0	8	0	1	0	0	0	16	0	0	0	0	10	43	429	10.02
Cowley																							
D0470 Arkansas City																							
Special Ed: 465	0	14	1	0	21	38	1	0	98	0	1	0	0	0	93	1	0	14	0	64	346	3256	10.62

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students (they are included in the special education childcount, but are not included in the enrollment total).

AU - Autism
BD - Behavior Disorder
DB - Deaf-Blind
DD - Developmental Delay

EM - Educable Mental Retardation
HI - Hearing Impaired
GI - Gifted
IN - Interpreter Services

MA - Mobility Assistance
OH - Other Health Impaired
OT - Occupational Therapy
PI - Physically Impaired

SL - Speech Language
SM - Severe Multiple Disability
TB - Traumatic Brain Injury
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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Cowley																							
D0462 Central																							
Special Ed: 465	0	3	0	0	1	4	0	0	23	0	1	0	0	0	7	0	0	3	0	4	46	428	10.74
Cowley																							
D0465 Winfield																							
Special Ed: 465	0	8	0	0	29	19	1	1	71	0	4	0	0	0	55	3	0	4	2	121	318	2609	12.18
Crawford																							
D0249 Frontenac Public Sch																							
Special Ed: 250	0	0	0	0	1	3	0	0	15	1	0	0	0	0	6	1	0	0	0	16	43	540	7.96
Crawford																							
D0246 Northeast																							
Special Ed: 250	0	4	0	0	0	3	1	0	24	0	0	0	0	0	8	1	0	3	0	16	60	613	9.78
Crawford																							
D0247 Cherokee																							
Special Ed: 250	0	8	0	0	0	4	0	1	27	0	0	0	1	0	31	0	1	0	0	19	92	854	10.77
Crawford																							
D0248 Girard																							
Special Ed: 250	0	8	0	0	2	3	1	1	47	0	4	0	1	0	18	0	0	4	0	37	126	1153	10.92
Crawford																							
D0250 Pittsburg																							
Special Ed: 250	0	50	0	0	17	46	0	3	131	0	3	0	1	0	38	6	1	9	0	101	406	3071	13.22
Decatur																							
D0294 Oberlin																							
Special Ed: 602	0	9	0	0	3	12	0	0	20	0	1	0	0	0	9	0	0	0	0	8	62	661	9.37
Decatur																							
D0295 Prairie Heights																							
Special Ed: 325	0	1	0	0	0	0	0	0	6	0	0	0	0	0	1	0	0	0	0	3	11	109	10.09
Dickinson																							
D0393 Solomon																							
Special Ed: 305	0	0	0	0	2	6	0	0	13	0	0	0	0	0	6	0	0	1	1	2	31	377	8.22
Dickinson																							
D0481 Rural Vista																							
Special Ed: 305	0	0	0	0	3	0	0	0	15	0	0	0	1	0	11	0	0	1	0	11	42	398	10.55
Dickinson																							
D0473 Chapman																							
Special Ed: 305	0	4	0	0	6	10	3	0	39	0	1	0	0	0	31	1	0	3	0	44	142	1299	10.93

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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	CH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	AM Excepl	Hdct Enr	% Excepl
Dickinson																							
D0435 Abilene																							
Special Ed: 305	0	3	1	0	8	8	0	0	43	0	1	0	2	0	52	1	0	7	0	49	175	1516	11.54
Dickinson																							
D0487 Herington																							
Special Ed: 305	0	1	0	0	3	4	0	0	29	0	1	0	0	0	17	0	0	3	0	17	75	603	12.43
Doniphan																							
D0433 Midway Schools																							
Special Ed: 616	0	2	0	0	3	0	0	0	7	0	0	0	0	0	8	0	0	1	0	7	28	206	13.59
Doniphan																							
D0429 Troy Public Schools																							
Special Ed: 616	2	9	0	0	8	2	0	0	11	0	0	0	0	0	21	0	0	0	0	11	64	467	13.70
Doniphan																							
D0406 Wathena																							
Special Ed: 616	1	11	0	0	5	7	1	0	11	0	0	0	0	0	23	0	0	1	0	15	75	533	14.07
Doniphan																							
D0425 Highland																							
Special Ed: 616	0	2	0	0	3	3	0	0	12	0	0	0	0	0	10	0	1	0	0	18	49	294	16.66
Doniphan																							
D0486 Elwood																							
Special Ed: 616	0	4	0	0	7	6	0	0	13	0	0	0	0	0	17	0	0	0	0	7	54	251	21.51
Douglas																							
D0491 Eudora																							
Special Ed: 614	0	4	0	0	20	1	3	0	38	0	1	3	4	0	34	2	0	1	0	12	123	891	13.80
Douglas																							
D0348 Baldwin City																							
Special Ed: 614	0	14	0	0	28	6	1	0	52	0	3	2	3	0	15	2	0	0	1	41	166	1147	14.64
Douglas																							
D0497 Lawrence																							
Special Ed: 497	5	109	0	0	61	71	21	0	524	0	28	1	11	0	296	12	0	24	3	663	1629	9119	20.05
Edwards																							
D0502 Lewis																							
Special Ed: 495	0	0	0	0	0	1	1	0	8	0	0	0	0	0	3	0	0	0	0	1	14	209	6.69
Edwards																							
D0347 Kinsley-Offertle																							
Special Ed: 495	0	4	0	0	2	4	2	0	13	0	0	0	0	0	16	0	0	1	2	2	46	417	11.03

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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

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	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Elk																							
D0283 Elk Valley Special Ed: 282	0	3	0	0	7	8	0	0	17	0	0	0	1	0	8	1	0	0	0	2	47	227	20.70
Elk																							
D0282 West Elk Special Ed: 282	0	9	0	0	26	11	0	0	30	0	0	0	0	0	22	1	0	2	0	14	115	478	24.05
Ellis																							
D0388 Ellis Special Ed: 489	0	5	0	0	0	1	0	0	19	0	1	0	0	0	10	0	0	1	0	1	38	376	10.10
Ellis																							
D0432 Victoria Special Ed: 489	0	1	0	0	0	0	1	0	21	0	0	0	0	0	7	0	0	1	0	15	48	402	11.44
Ellis																							
D0489 Hays Special Ed: 489	0	52	0	1	13	19	1	0	164	0	11	1	3	0	58	0	0	4	1	176	504	3552	14.18
Ellsworth																							
D0328 Lorraine Special Ed: 305	0	2	0	0	0	6	0	0	27	0	2	0	2	0	11	0	0	0	1	11	82	554	11.19
Ellsworth																							
D0327 Ellsworth Special Ed: 305	0	2	0	0	3	9	0	0	64	0	1	0	2	0	18	0	0	0	0	27	126	882	14.28
Finney																							
D0363 Holcomb Special Ed: 611	0	12	0	0	1	4	1	0	27	0	2	0	0	0	7	0	0	1	0	15	70	747	9.37
Finney																							
D0457 Garden City Special Ed: 457	0	73	0	0	60	61	2	0	217	0	12	2	4	0	110	0	7	10	2	112	672	7092	9.47
Ford																							
D0381 Spearville-Windthorst Special Ed: 613	0	1	0	0	0	1	1	0	9	0	1	0	0	0	13	0	0	0	0	0	28	306	8.49
Ford																							
D0443 Dodge City Special Ed: 613	1	56	0	0	26	48	7	0	112	0	15	0	1	0	98	5	1	15	0	161	546	4482	12.18
Ford																							
D0459 Bucklin Special Ed: 613	0	10	0	0	2	6	0	0	26	0	1	0	0	0	10	0	0	0	0	10	65	376	17.28

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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

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	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Franklin																							
D0289 Wellsville																							
Special Ed: 614	0	5	0	0	8	7	2	0	45	0	2	0	3	0	18	0	0	0	0	9	99	800	12.37
Franklin																							
D0288 Central Heights																							
Special Ed: 368	0	2	0	0	0	3	0	0	29	0	0	0	0	0	21	2	0	0	0	23	80	607	13.17
Franklin																							
D0290 Ottawa																							
Special Ed: 290	0	27	0	0	8	35	0	0	133	0	1	2	6	0	61	4	3	4	1	53	338	2387	14.16
Franklin																							
D0287 West Franklin																							
Special Ed: 620	0	10	0	0	4	11	0	0	61	0	2	0	0	0	11	1	0	0	0	16	116	794	14.60
Geary																							
D0475 Junction City																							
Special Ed: 475	0	82	0	0	51	71	7	0	295	0	3	3	4	1	222	2	0	21	2	132	896	7085	12.64
Gove																							
D0292 Grainfield																							
Special Ed: 602	0	4	0	0	1	0	0	0	5	0	0	0	0	0	7	0	0	0	0	2	19	183	10.36
Gove																							
D0291 Grinnell Public Scho																							
Special Ed: 602	0	1	0	0	2	1	1	0	1	0	1	0	1	0	5	1	0	0	0	7	21	155	13.54
Gove																							
D0293 Quinter Public Schoo																							
Special Ed: 602	0	4	0	0	9	0	4	0	13	0	0	0	0	0	14	0	0	0	0	12	56	385	14.54
Graham																							
D0281 Hill City																							
Special Ed: 602	0	12	0	0	6	4	3	0	17	0	2	0	0	0	15	0	1	0	0	9	69	542	12.73
Graham																							
D0280 West Graham-Morland																							
Special Ed: 602	0	3	0	0	1	0	0	0	4	0	1	0	0	0	3	1	0	0	0	5	18	119	15.12
Grant																							
D0214 Ulysses																							
Special Ed: 611	0	13	0	0	9	18	3	0	61	0	1	0	1	0	25	1	0	1	0	51	184	1775	10.36
Gray																							
D0477 Ingalls																							
Special Ed: 613	0	0	0	0	1	0	0	0	8	0	0	0	0	0	4	0	0	0	0	5	18	276	6.52

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	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Gray																							
D0476 Copeland																							
Special Ed: 611	0	0	0	0	1	1	0	0	6	0	0	0	0	0	8	0	0	0	0	2	18	151	11.92
Gray																							
D0102 Cimarron-Ensign																							
Special Ed: 613	1	1	0	0	1	1	0	0	32	0	0	0	1	0	7	0	0	1	0	32	77	590	13.05
Gray																							
D0371 Montezuma																							
Special Ed: 611	0	1	0	0	2	2	0	0	4	0	0	0	1	0	7	0	0	0	1	10	28	169	16.58
Greeley																							
D0200 Greeley County																							
Special Ed: 611	0	9	0	0	2	0	0	0	17	0	0	0	0	0	14	1	0	0	1	14	58	377	15.38
Greenwood																							
D0389 Eureka																							
Special Ed: 389	0	14	0	0	3	15	0	0	58	0	1	0	2	0	26	0	1	4	0	18	142	898	15.81
Greenwood																							
D0386 Madison-Virgil																							
Special Ed: 253	0	5	0	0	0	3	0	0	27	0	0	0	0	0	9	0	0	0	0	6	50	290	17.24
Greenwood																							
D0390 Hamilton																							
Special Ed: 253	0	2	0	0	0	1	0	0	12	0	0	0	0	0	9	0	0	0	0	1	25	117	21.38
Hamilton																							
D0494 Syracuse																							
Special Ed: 611	0	14	0	0	0	3	0	0	12	0	0	0	1	0	14	0	0	1	0	5	50	415	12.04
Harper																							
D0361 Anthony-Harper																							
Special Ed: 605	0	8	0	0	12	9	2	0	40	0	0	0	0	0	33	1	0	1	2	12	120	1136	10.58
Harper																							
D0511 Attica																							
Special Ed: 605	0	4	0	0	3	4	0	0	12	0	1	0	0	0	5	0	0	0	0	3	32	205	15.80
Harvey																							
D0439 Sedgwick Public Scho																							
Special Ed: 618	0	3	0	0	1	5	0	0	12	0	0	0	0	0	4	0	0	1	0	3	29	408	7.10
Harvey																							
D0440 Halstead																							
Special Ed: 373	0	7	0	0	0	5	2	0	39	1	0	0	0	0	21	0	0	2	0	14	91	821	11.08

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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

10

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	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	AM Except	Hdct Enr	% Except
Harvey																							
D0369 Burrton																							
Special Ed: 618	0	3	0	0	1	0	0	0	17	0	0	0	0	0	6	0	0	3	1	7	38	294	12.92
Harvey																							
D0460 Hesston																							
Special Ed: 373	0	3	0	0	3	1	0	0	25	0	0	0	0	0	19	0	0	3	0	67	121	811	14.91
Harvey																							
D0373 Newton																							
Special Ed: 373	1	64	0	0	5	28	2	0	177	0	1	0	0	0	147	3	1	4	0	108	541	3577	15.12
Haskell																							
D0374 Sublette																							
Special Ed: 611	0	3	0	0	3	1	0	0	9	0	1	0	0	0	3	0	0	2	0	30	52	529	9.82
Haskell																							
D0507 Satanta																							
Special Ed: 611	0	6	0	0	1	0	1	0	14	0	1	0	0	0	9	0	0	0	0	12	44	373	11.79
Hodgeman																							
D0228 Hanston																							
Special Ed: 495	0	0	0	0	1	1	0	0	1	0	0	0	0	0	5	0	0	1	0	0	9	149	6.04
Hodgeman																							
D0227 Jetmore																							
Special Ed: 613	0	1	0	0	6	2	0	0	14	0	0	0	0	0	12	0	0	0	0	0	35	278	12.58
Jackson																							
D0335 North Jackson																							
Special Ed: 336	0	5	0	0	4	5	0	0	10	0	0	0	1	0	12	0	0	0	0	2	39	436	8.94
Jackson																							
D0337 Mayetta																							
Special Ed: 336	0	20	0	0	2	6	0	0	25	0	2	0	1	0	38	0	0	0	0	4	98	828	11.83
Jackson																							
D0336 Holton																							
Special Ed: 336	0	16	0	0	9	15	1	0	64	0	2	0	3	0	44	0	0	0	0	17	171	1030	16.60
Jefferson																							
D0339 Jefferson Co North																							
Special Ed: 608	0	1	0	0	4	5	0	0	11	0	1	0	0	0	15	0	0	0	0	12	49	470	10.42
Jefferson																							
D0338 Valley Falls																							
Special Ed: 608	0	2	0	0	3	0	0	0	21	0	1	0	0	0	19	1	0	1	0	10	58	506	11.46

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	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Jefferson																							
D0340 Jefferson West																							
Special Ed: 608	0	14	0	0	4	2	0	0	33	0	3	0	0	0	20	1	0	0	1	35	113	801	14.10
Jefferson																							
D0342 McLouth																							
Special Ed: 608	1	9	0	0	2	3	0	0	29	0	0	0	0	0	18	0	0	1	0	24	87	561	15.50
Jefferson																							
D0343 Perry Public Schools																							
Special Ed: 608	1	6	0	0	7	7	0	0	62	0	1	0	1	0	45	1	10	0	0	23	164	960	17.08
Jefferson																							
D0341 Oskaloosa Public Sch																							
Special Ed: 608	0	7	0	0	4	7	1	0	46	0	2	0	1	0	19	0	3	1	1	43	135	710	19.01
Jewell																							
D0279 Jewell																							
Special Ed: 273	0	0	0	0	0	2	0	0	7	0	1	0	0	0	9	0	0	0	0	6	25	218	11.46
Jewell																							
D0104 White Rock																							
Special Ed: 273	0	1	0	0	1	2	0	0	7	0	0	0	0	0	5	0	0	1	0	7	24	179	13.40
Jewell																							
D0278 Mankato																							
Special Ed: 273	0	2	0	0	1	2	0	0	14	0	0	0	0	0	15	0	0	2	0	10	46	312	14.74
Johnson																							
D0232 De Soto																							
Special Ed: 232	0	17	0	0	12	10	1	0	69	0	4	0	1	2	19	4	0	2	0	67	208	1864	11.15
Johnson																							
D0229 Blue Valley																							
Special Ed: 229	1	49	0	0	36	43	4	0	372	0	29	9	4	1	215	8	1	9	4	506	1291	11024	11.71
Johnson																							
D0231 Gardner-Edgerton-Ant																							
Special Ed: 231	0	11	0	0	4	20	0	0	76	0	0	2	1	0	52	2	0	4	0	57	229	1813	12.63
Johnson																							
D0512 Shawnee Mission																							
Special Ed: 512	52	238	0	60	32	203	48	0	1824	0	99	4	13	2	707	38	4	61	14	1038	4437	31534	14.07
Johnson																							
D0230 Spring Hill																							
Special Ed: 230	0	3	0	0	1	5	0	0	73	0	1	0	0	0	48	0	0	3	0	51	185	1282	14.43

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1"

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	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Johnson																							
D0233 Olathe																							
Special Ed: 233	5	111	0	0	195	90	15	0	793	0	28	0	15	0	415	16	1	22	8	799	2513	15885	15.81
Kearny																							
D0215 Akin																							
Special Ed: 611	0	7	0	0	4	9	1	0	9	0	0	0	2	0	13	1	0	0	0	14	60	754	7.95
Kearny																							
D0216 Deerfield																							
Special Ed: 611	0	9	0	0	3	7	0	0	19	0	0	0	0	0	7	0	0	0	0	6	51	352	14.48
Kingman																							
D0332 Cunningham																							
Special Ed: 605	0	6	0	0	1	5	0	0	9	0	0	0	0	0	4	0	0	1	0	4	30	329	9.11
Kingman																							
D0331 Kingman																							
Special Ed: 605	0	17	0	0	20	15	1	0	40	0	2	0	1	0	55	1	0	1	0	24	177	1257	14.08
Kiowa																							
D0422 Greensburg																							
Special Ed: 300	0	5	0	0	1	0	1	0	12	0	1	0	0	0	11	0	0	0	0	10	41	365	11.23
Kiowa																							
D0474 Haviland Public Scho																							
Special Ed: 300	0	1	0	0	0	1	0	0	12	0	0	0	0	0	2	0	0	0	0	7	23	181	12.70
Kiowa																							
D0424 Mullinville																							
Special Ed: 300	0	1	0	0	1	1	0	0	5	0	0	0	0	0	5	1	0	0	0	6	20	97	20.61
Labette																							
D0506 Labette County																							
Special Ed: 250	0	2	0	0	5	16	1	0	35	0	5	0	0	0	33	1	0	1	0	54	153	1760	8.69
Labette																							
D0505 Chetopa																							
Special Ed: 250	0	3	0	0	0	4	0	0	8	0	0	0	0	0	10	0	0	1	0	6	32	299	10.70
Labette																							
D0503 Parsons																							
Special Ed: 607	0	15	0	0	10	26	3	0	74	0	3	1	1	0	44	0	1	1	1	120	300	1989	15.08
Labette																							
D0504 Oswego																							
Special Ed: 250	0	0	0	0	0	4	1	0	32	1	1	0	0	0	16	0	0	2	1	15	73	471	15.49

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LD - Learning Disabled

MA - Mobility Assistance
OH - Other Health Impaired
OT - Occupational Therapy
PI - Physically Impaired
PT - Physical Therapy

SL - Speech Language
SM - Severe Multiple Disability
TB - Traumatic Brain Injury
TM - Trainable Mental Retardation
VI - Visually Impaired

REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Lane																							
D0468 Healy Public Schools																							
Special Ed: 602	0	3	0	0	1	0	0	0	3	0	2	0	0	0	1	0	0	0	0	2	12	109	11.00
Lane																							
D0482 Dighton																							
Special Ed: 613	0	2	0	0	11	2	0	0	26	0	2	0	1	0	14	0	0	0	1	11	70	424	16.50
Leavenworth																							
D0469 Lansing																							
Special Ed: 453	1	12	0	0	15	11	0	0	64	0	4	0	0	0	33	1	2	3	1	51	198	1863	10.62
Leavenworth																							
D0458 Basehor-Linwood																							
Special Ed: 453	1	1	0	0	5	10	0	0	46	0	3	0	0	0	48	1	3	1	0	46	165	1470	11.22
Leavenworth																							
D0464 Tonganoxie																							
Special Ed: 453	0	4	0	0	7	3	2	0	53	0	7	0	2	0	30	1	2	3	0	69	183	1525	12.00
Leavenworth																							
D0449 Easton																							
Special Ed: 453	0	2	0	0	3	2	1	0	40	0	1	0	0	0	20	0	1	1	0	14	85	640	13.28
Leavenworth																							
D0207 Ft Leavenworth																							
Special Ed: 453	1	3	0	0	18	3	4	0	72	0	8	0	3	0	89	2	0	3	1	72	279	1919	14.53
Leavenworth																							
D0453 Leavenworth																							
Special Ed: 453	2	47	0	0	36	56	8	0	186	0	16	4	6	0	117	3	4	12	4	140	641	4368	14.67
Lincoln																							
D0299 Sylvan Grove																							
Special Ed: 273	0	0	0	0	0	2	0	0	6	0	0	0	0	0	5	0	1	0	0	5	19	211	9.00
Lincoln																							
D0298 Lincoln																							
Special Ed: 273	1	6	0	0	1	3	0	0	20	0	0	0	0	0	7	0	2	1	0	10	51	419	12.17
Linn																							
D0346 Jayhawk																							
Special Ed: 368	0	3	0	0	2	7	0	0	6	0	1	0	0	0	16	0	0	0	0	16	51	562	9.07
Linn																							
D0344 Pleasanton																							
Special Ed: 368	0	1	0	0	2	3	0	0	34	0	0	0	0	0	14	0	0	1	0	13	66	445	15.28

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SM - Severe Multiple Disability
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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

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	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	AN Except	Hdct Enr	% Except
Linn																							
D0362 Prairie View																							
Special Ed: 368	0	4	0	0	2	2	0	0	61	0	1	0	0	0	25	2	0	2	0	40	139	895	15.53
Logan																							
D0274 Oakley																							
Special Ed: 602	0	9	0	0	8	4	4	0	33	0	6	0	5	0	19	0	1	0	0	7	96	546	17.58
Logan																							
D0275 Triplains																							
Special Ed: 602	0	3	0	0	2	2	0	0	4	0	0	0	0	0	5	0	1	0	0	3	20	112	17.85
Lyon																							
D0251 North Lyon County																							
Special Ed: 253	0	15	0	0	0	2	0	0	33	0	1	0	1	0	24	1	0	0	0	19	96	768	12.50
Lyon																							
D0253 Emporia																							
Special Ed: 253	0	96	0	0	16	50	2	0	250	0	7	1	4	0	80	8	0	5	0	156	675	4941	13.66
Lyon																							
D0252 Southern Lyon County																							
Special Ed: 253	0	7	0	0	1	5	1	0	33	0	0	0	1	0	18	3	0	0	0	18	87	615	14.14
Marion																							
D0411 Goessel																							
Special Ed: 617	0	2	0	0	1	1	0	0	11	0	2	0	0	0	9	0	1	1	0	5	33	278	11.87
Marion																							
D0397 Centre																							
Special Ed: 617	1	1	0	0	0	1	0	0	13	0	0	0	0	0	6	0	0	0	1	13	36	288	12.50
Marion																							
D0408 Marion																							
Special Ed: 617	0	9	0	0	0	4	2	0	43	0	0	0	0	0	2	0	0	0	0	23	83	651	12.74
Marion																							
D0410 Durham-Hillsboro-Leh																							
Special Ed: 617	0	15	0	0	0	2	2	0	36	0	4	0	0	0	17	0	1	1	0	17	95	650	14.61
Marion																							
D0398 Peabody-Burns																							
Special Ed: 617	0	18	0	0	2	1	0	0	51	0	2	0	0	0	5	0	1	0	0	9	89	440	20.22
Marshall																							
D0488 Axtell																							
Special Ed: 442	0	15	0	0	1	5	3	0	9	0	0	0	0	0	14	0	0	0	0	7	54	378	14.28

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OH - Other Health Impaired
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PI - Physically Impaired
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SM - Severe Multiple Disability
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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

Based on the Public School Headcount Enrollment, September 20, 1992 and the Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	AM Except	Hdct Enr	% Except
Marshall																							
D0364 Marysville																							
Special Ed: 364	0	14	0	0	7	9	2	0	36	0	1	0	0	0	44	2	0	3	0	42	160	1080	14.61
Marshall																							
D0380 Vermillion																							
Special Ed: 442	0	13	0	0	2	3	1	0	41	0	1	0	0	0	27	0	0	0	0	16	104	651	15.97
Marshall																							
D0498 Valley Heights																							
Special Ed: 364	0	7	1	0	2	5	1	0	21	0	2	0	1	0	24	0	0	0	0	20	84	450	18.66
McPherson																							
D0423 Moundridge																							
Special Ed: 418	0	2	0	0	0	5	1	0	21	0	0	1	0	0	12	0	0	0	0	17	59	481	12.26
McPherson																							
D0448 Inman																							
Special Ed: 418	0	4	0	0	1	2	0	0	13	0	1	0	0	0	18	0	0	1	0	23	63	474	13.29
McPherson																							
D0419 Canton-Galva																							
Special Ed: 418	0	2	0	0	2	2	2	0	17	0	0	0	0	0	25	0	0	1	0	7	58	424	13.67
McPherson																							
D0400 Lindsborg																							
Special Ed: 418	1	9	0	0	8	7	2	0	52	0	0	0	1	0	21	0	0	2	1	28	132	908	14.53
McPherson																							
D0418 McPherson																							
Special Ed: 418	0	26	0	1	16	12	1	0	126	0	2	0	2	0	101	2	1	6	2	143	441	2758	15.98
Meade																							
D0225 Fowler																							
Special Ed: 613	0	0	0	0	0	1	0	0	7	0	0	0	0	0	7	0	0	1	0	8	24	162	14.81
Meade																							
D0226 Meade																							
Special Ed: 613	0	1	0	0	0	4	1	0	36	0	0	0	0	0	18	0	0	0	0	6	66	420	15.71
Miami																							
D0416 Louisburg																							
Special Ed: 368	0	2	0	0	0	8	0	0	74	0	0	0	0	0	21	2	0	1	0	39	147	1151	12.77
Miami																							
D0368 Paola																							
Special Ed: 368	0	7	0	0	8	5	0	0	71	0	2	1	1	0	73	0	0	7	1	50	226	1753	12.89

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AU - Autism	EM - Educable Mental Retardation	MA - Mobility Assistance	SL - Speech Language
BD - Behavior Disorder	HI - Hearing Impaired	OH - Other Health Impaired	SM - Severe Multiple Disability
DB - Deaf-Blind	GI - Gifted	OT - Occupational Therapy	TB - Traumatic Brain Injury
DD - Developmental Delay	IN - Interpreter Services	PI - Physically Impaired	TM - Trainable Mental Retardation
EC - Early Childhood	LD - Learning Disabled	PT - Physical Therapy	VI - Visually Impaired

REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

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Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Miami																							
D0367 Osawatomie																							
Special Ed: 368	0	4	0	0	2	12	0	0	43	0	0	0	0	0	33	2	0	4	0	28	128	849	15.07
Mitchell																							
D0273 Beloit																							
Special Ed: 273	0	5	0	0	4	13	0	0	32	0	2	0	0	0	28	0	0	2	0	24	110	826	13.31
Mitchell																							
D0272 Waconda																							
Special Ed: 273	0	3	0	0	0	4	0	0	39	0	1	0	0	0	29	1	0	3	0	11	91	582	15.63
Montgomery																							
D0436 Caney Valley																							
Special Ed: 607	0	6	0	0	1	11	0	0	22	0	0	0	1	0	19	1	0	3	1	16	81	838	9.66
Montgomery																							
D0445 Coffeyville																							
Special Ed: 607	0	22	0	0	8	53	3	0	64	0	0	0	1	0	77	4	1	13	1	61	308	2682	11.48
Montgomery																							
D0446 Independence																							
Special Ed: 607	0	16	0	0	8	35	0	0	86	0	0	0	2	1	56	2	0	4	1	77	288	2353	12.23
Montgomery																							
D0447 Cherryvale																							
Special Ed: 607	0	10	0	0	1	10	0	0	36	0	3	0	0	1	17	0	0	1	0	13	92	629	14.62
Morris																							
D0417 Morris County																							
Special Ed: 253	0	17	0	0	0	8	1	0	54	0	3	0	0	0	24	0	0	3	0	23	133	1117	11.90
Morton																							
D0218 Elkhart																							
Special Ed: 611	0	3	0	0	1	2	1	0	6	0	0	0	0	0	7	0	0	0	0	17	37	578	6.40
Morton																							
D0217 Rolla																							
Special Ed: 611	0	4	0	0	0	5	0	0	7	0	0	0	1	0	4	0	0	0	0	6	27	214	12.61
Nemaha																							
D0441 Sabetha																							
Special Ed: 336	0	6	0	0	1	17	1	0	29	0	0	0	0	0	34	0	0	2	0	18	108	1093	9.88
Nemaha																							
D0451 B & B																							
Special Ed: 442	0	1	0	0	1	0	0	0	3	0	0	0	0	0	15	0	0	0	0	9	29	255	11.37

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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

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Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Nemaha																							
D0442 Nemaha Valley School																							
Special Ed: 442	0	12	0	0	3	6	0	0	23	0	0	0	0	0	33	0	0	0	0	3	80	536	14.92
Neosho																							
D0101 Erie-St.Paul																							
Special Ed: 603	0	7	0	0	9	9	0	0	44	0	2	0	2	0	46	0	0	2	0	22	143	1185	12.06
Neosho																							
D0413 Chanute Public School																							
Special Ed: 603	1	36	0	0	14	16	1	1	100	0	1	0	0	0	71	2	2	2	0	72	319	2046	15.59
Ness																							
D0304 Bazine																							
Special Ed: 613	0	0	0	0	1	0	0	0	6	0	0	0	0	0	1	0	0	0	0	0	8	133	6.01
Ness																							
D0303 Ness City																							
Special Ed: 613	0	3	0	0	3	2	0	0	5	0	0	0	0	0	11	0	0	0	1	0	25	375	6.66
Ness																							
D0302 Smoky Hill																							
Special Ed: 613	0	1	0	0	3	0	0	0	6	0	0	0	0	0	4	0	0	0	0	0	14	204	6.66
Ness																							
D0301 Nes Tres La Go																							
Special Ed: 613	0	0	0	0	0	0	0	0	1	0	1	0	0	0	4	0	0	0	0	0	6	77	7.79
Norton																							
D0212 Northern Valley																							
Special Ed: 325	0	3	0	0	1	1	0	0	4	0	1	0	0	0	6	0	0	0	0	9	25	192	13.02
Norton																							
D0211 Norton Community Sch																							
Special Ed: 325	0	14	0	0	4	7	0	0	36	0	0	0	0	0	21	0	0	0	0	25	107	757	14.13
Norton																							
D0213 West Solomon Valley																							
Special Ed: 325	0	1	0	0	0	0	0	0	7	0	0	0	0	0	5	0	0	1	0	3	17	109	15.59
Osage																							
D0454 Burlingame Public Sc																							
Special Ed: 620	0	2	0	0	4	0	0	0	24	0	3	0	0	0	3	1	0	0	0	9	46	380	12.10
Osage																							
D0421 Lyndon																							
Special Ed: 620	0	3	0	0	7	1	0	0	27	0	0	0	0	0	12	0	0	1	0	12	63	474	13.29

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SM - Severe Multiple Disability
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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

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Based on the Public School Headcount Enrollment, September 20, 1992 and the Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Head Enr	% Except
Osage																							
D0420 Osage City																							
Special Ed: 620	0	4	0	0	4	16	0	0	33	0	1	0	0	0	14	0	1	0	0	14	87	640	13.59
Osage																							
D0434 Santa Fe Trail																							
Special Ed: 620	1	19	0	0	12	4	0	0	82	0	3	0	0	0	24	0	2	1	0	34	182	1317	13.81
Osage																							
D0456 Marais Des Cygnes Va																							
Special Ed: 620	0	3	0	0	3	3	1	0	13	0	1	0	0	0	7	0	1	0	0	10	42	296	14.18
Osborne																							
D0392 Osborne County																							
Special Ed: 325	0	7	0	0	2	2	1	0	32	0	1	0	0	0	18	0	0	0	0	26	89	517	17.21
Ottawa																							
D0240 Twin Valley																							
Special Ed: 305	0	0	0	0	1	0	0	0	15	0	1	0	0	0	12	0	0	0	0	4	33	484	6.81
Ottawa																							
D0239 North Ottawa County																							
Special Ed: 305	0	2	1	0	5	5	0	0	27	0	2	0	0	0	15	0	0	0	0	11	68	723	9.40
Pawnee																							
D0496 Pawnee Heights																							
Special Ed: 495	0	1	0	0	1	0	0	0	6	0	1	0	0	0	3	0	0	0	0	0	12	176	6.81
Pawnee																							
D0495 Ft Larned																							
Special Ed: 495	0	10	0	0	9	25	1	0	34	0	0	0	0	0	36	0	0	5	0	2	122	1205	10.12
Phillips																							
D0326 Logan																							
Special Ed: 325	0	2	0	0	1	0	0	0	9	0	1	0	1	0	5	0	0	1	0	3	23	228	10.08
Phillips																							
D0324 Eastern Heights																							
Special Ed: 325	0	0	0	0	1	0	0	0	6	0	0	0	0	0	7	0	0	0	0	6	20	169	11.83
Phillips																							
D0325 Phillipsburg																							
Special Ed: 325	0	22	0	0	2	6	3	0	18	0	1	0	0	0	15	1	0	1	0	31	100	742	13.47
Pottawatomie																							
D0323 Pottawatomie West																							
Special Ed: 320	0	9	0	0	10	8	0	0	23	0	1	0	0	0	17	0	0	3	0	11	82	689	11.90

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	AU	BD	DB	DD	ED	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Pottawatomie																							
D0320 Wamego																							
Special Ed: 320	0	13	0	0	9	22	0	0	75	0	1	1	0	0	23	4	0	1	0	40	169	1408	13.42
Pottawatomie																							
D0321 Kaw Valley																							
Special Ed: 321	0	26	0	0	19	6	0	0	65	0	10	0	2	0	33	1	0	1	0	32	195	1089	17.90
Pottawatomie																							
D0322 Onaga-Havensville-Wh																							
Special Ed: 336	0	8	0	0	0	7	0	0	13	0	0	0	1	0	50	0	0	0	0	7	86	468	18.37
Pratt																							
D0382 Pratt																							
Special Ed: 605	0	17	0	0	12	8	3	0	46	0	0	0	1	0	38	2	0	3	0	44	174	1392	12.50
Pratt																							
D0438 Skyline Schools																							
Special Ed: 605	0	3	0	0	2	2	0	0	9	0	0	0	0	0	13	1	0	0	0	31	61	353	17.28
Rawlins																							
D0318 Atwood																							
Special Ed: 602	0	1	0	0	2	6	0	0	18	0	0	0	1	0	10	0	2	3	2	14	59	486	12.13
Rawlins																							
D0317 Herndon																							
Special Ed: 602	0	1	0	0	1	0	1	0	1	0	0	0	0	0	3	0	0	0	0	5	12	79	15.18
Reno																							
D0311 Pretty Prairie																							
Special Ed: 610	0	0	0	0	0	2	0	0	16	0	0	0	0	0	11	0	0	0	2	7	38	313	12.14
Reno																							
D0312 Haven Public Schools																							
Special Ed: 610	0	6	0	0	2	4	1	0	61	0	0	0	1	0	42	1	0	3	1	37	159	1183	13.44
Reno																							
D0310 Fairfield																							
Special Ed: 610	0	2	0	0	1	2	2	0	27	0	1	0	1	0	12	1	1	3	0	13	66	468	14.10
Reno																							
D0308 Hutchinson Public Sc																							
Special Ed: 308	0	36	1	0	31	42	3	0	261	0	7	0	4	1	154	8	0	17	3	190	758	5320	14.24
Reno																							
D0309 Nickerson																							
Special Ed: 610	0	11	0	0	7	13	1	0	87	0	0	0	2	1	37	1	0	4	5	50	219	1436	15.25

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AU - Autism
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DB - Deaf-Blind
DD - Developmental Delay
ED - Early Childhood

EM - Educable Mental Retardation
HI - Hearing Impaired
GI - Gifted
IN - Interpreter Services
LD - Learning Disabled

MA - Mobility Assistance
OH - Other Health Impaired
OT - Occupational Therapy
PI - Physically Impaired
PT - Physical Therapy

SL - Speech Language
SM - Severe Multiple Disability
TB - Traumatic Brain Injury
TM - Trainable Mental Retardation
VI - Visually Impaired

REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

20

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Reno																							
D0313 Buhler																							
Special Ed: 610	0	15	0	1	5	22	5	0	138	0	3	0	4	1	47	2	1	6	1	123	374	2233	16.74
Republic																							
D0426 Pike Valley																							
Special Ed: 333	0	0	0	0	3	0	0	0	11	0	0	0	0	0	4	0	0	0	0	13	31	290	10.68
Republic																							
D0427 Belleville																							
Special Ed: 333	0	18	0	0	6	2	0	0	40	0	0	0	1	0	11	0	0	0	0	9	87	662	13.14
Republic																							
D0455 Hillcrest Rural Scho																							
Special Ed: 333	0	2	0	0	2	1	0	0	11	0	0	0	0	0	2	0	1	0	0	4	23	162	14.19
Rice																							
D0376 Sterling																							
Special Ed: 405	0	1	0	0	6	7	1	0	35	0	0	0	0	0	17	0	0	0	0	11	78	561	13.90
Rice																							
D0405 Lyons																							
Special Ed: 405	0	6	0	0	13	10	1	0	57	0	2	1	0	0	27	2	0	0	0	7	126	878	14.35
Rice																							
D0444 Little River																							
Special Ed: 405	0	9	0	0	4	10	0	0	18	0	1	0	0	0	12	1	0	0	1	3	59	290	20.34
Rice																							
D0401 Chase																							
Special Ed: 405	0	7	0	0	4	3	0	0	12	0	0	0	0	0	13	0	0	0	0	2	41	193	21.24
Riley																							
D0383 Manhattan																							
Special Ed: 383	0	63	0	0	25	36	3	0	280	0	7	1	12	0	195	6	0	11	2	126	767	6748	11.38
Riley																							
D0378 Riley County																							
Special Ed: 379	0	8	0	0	0	3	1	0	20	0	0	0	0	0	22	0	0	1	0	23	78	630	12.38
Riley																							
D0384 Blue Valley																							
Special Ed: 379	0	2	0	0	1	3	0	0	16	0	0	0	1	0	13	1	0	0	0	8	45	298	15.10
Rooks																							
D0271 Stockton																							
Special Ed: 325	0	3	0	0	7	0	0	0	16	0	1	0	0	0	23	0	0	0	0	4	54	457	11.81

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SM - Severe Multiple Disability
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TM - Trainable Mental Retardation
VI - Visually Impaired

A

REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

Based on the Public School Headcount Enrollment, September 20, 1992 and the Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Head Enr	% Except
Rooks																							
D0270 Plainville																							
Special Ed: 325	0	13	0	0	1	5	0	0	19	0	0	1	0	0	19	1	0	1	1	1	62	490	12.65
Rooks																							
D0269 Palco																							
Special Ed: 325	0	1	0	0	1	1	1	0	12	0	0	0	0	0	8	0	0	1	0	4	29	174	16.66
Rush																							
D0395 LaCrosse																							
Special Ed: 489	0	1	0	0	0	4	0	0	11	0	2	0	0	0	8	0	0	0	0	8	34	361	9.41
Rush																							
D0403 Otis-Bison																							
Special Ed: 428	0	1	0	0	2	4	0	0	16	0	0	0	0	0	19	1	0	1	0	11	55	373	14.74
Russell																							
D0399 Paradise																							
Special Ed: 325	0	0	0	0	0	1	0	0	7	0	1	0	0	0	3	0	0	1	0	11	24	145	16.55
Russell																							
D0407 Russell County																							
Special Ed: 407	0	16	0	0	10	6	0	0	82	0	3	0	0	0	39	1	0	7	2	42	208	1240	16.77
Saline																							
D0306 Southeast of Saline																							
Special Ed: 305	0	2	0	0	5	2	0	0	22	0	1	0	1	0	10	0	0	0	0	19	62	615	10.08
Saline																							
D0305 Salina																							
Special Ed: 305	0	40	2	0	66	65	3	0	369	0	14	0	14	0	202	2	1	14	2	234	1028	7712	13.32
Saline																							
D0307 Ell-Saline																							
Special Ed: 305	0	1	0	0	2	2	0	0	15	0	3	0	1	0	8	0	0	0	1	23	56	392	14.28
Scott																							
D0466 Scott County																							
Special Ed: 611	0	19	0	0	0	3	2	0	46	0	2	0	0	0	31	0	0	1	0	35	139	1115	12.46
Sedgwick																							
D0263 Mulvane																							
Special Ed: 263	0	12	0	0	7	18	0	0	53	0	0	0	1	0	66	2	0	3	0	43	205	2000	10.25
Sedgwick																							
D0265 Goddard																							
Special Ed: 618	0	23	0	0	5	14	4	0	82	0	4	0	1	0	52	3	1	5	0	49	243	2332	10.42

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AU - Autism	EM - Educable Mental Retardation	MA - Mobility Assistance	SL - Speech Language
BD - Behavior Disorder	HI - Hearing Impaired	OH - Other Health Impaired	SM - Severe Multiple Disability
DB - Deaf-Blind	GI - Gifted	OT - Occupational Therapy	TBI - Traumatic Brain Injury
DD - Developmental Delay	IN - Interpreter Services	PI - Physically Impaired	TM - Trainable Mental Retardation
EC - Early Childhood	LD - Learning Disabled	PT - Physical Therapy	VI - Visually Impaired

REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

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Based on the Public School Headcount Enrollment, September 20, 1992 and the Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	CH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct	Enr	% Except
Sedgwick																								
D0268 Cheney																								
Special Ed: 618	0	2	0	0	1	9	0	0	25	0	1	0	1	1	13	1	0	1	0	16	71	652	10.88	
Sedgwick																								
D0266 Maize																								
Special Ed: 618	0	14	0	0	10	17	4	0	142	0	10	1	4	1	77	0	0	3	4	99	388	3369	11.45	
Sedgwick																								
D0260 Derby																								
Special Ed: 260	0	113	0	0	21	61	9	0	170	0	3	1	2	0	167	7	0	10	1	197	762	6317	12.06	
Sedgwick																								
D0267 Renwick																								
Special Ed: 618	0	6	0	0	6	5	1	0	44	0	5	0	2	0	33	0	0	3	0	55	180	1277	12.52	
Sedgwick																								
D0259 Wichita																								
Special Ed: 259	0	668	0	14	223	588	70	0	1645	0	39	0	62	0	1075	75	0	169	19	1665	8312	47797	13.20	
Sedgwick																								
D0262 Valley Center																								
Special Ed: 618	0	17	0	0	13	15	1	0	127	0	10	0	3	0	71	0	0	3	1	83	344	2247	15.30	
Sedgwick																								
D0261 Haysville																								
Special Ed: 261	0	20	0	0	15	22	1	0	222	0	2	0	4	1	103	2	0	12	2	155	581	3610	15.54	
Sedgwick																								
D0264 Clearwater																								
Special Ed: 618	0	8	0	0	3	10	2	0	65	0	4	0	1	0	18	1	0	2	0	60	174	1052	16.53	
Seward																								
D0480 Liberal																								
Special Ed: 480	0	38	0	0	15	39	3	0	125	0	2	0	0	0	71	3	4	12	0	38	350	3812	9.18	
Seward																								
D0483 Kismet-Plains																								
Special Ed: 613	0	1	0	0	2	5	0	0	28	0	0	0	1	0	25	0	0	2	0	23	87	631	13.78	
Shawnee																								
D0345 Seaman																								
Special Ed: 345	0	32	0	0	24	21	0	0	117	0	5	0	3	0	47	1	0	8	2	76	338	3456	9.72	
Shawnee																								
D0437 Auburn-Washburn																								
Special Ed: 437	0	57	0	0	23	36	9	0	176	0	16	2	2	0	112	8	1	8	4	104	558	4637	12.03	

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CH - Other Health Impaired
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PI - Physically Impaired
PT - Physical Therapy

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SM - Severe Multiple Disability
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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Shawnee																							
D0450 Shawnee Heights																							
Special Ed: 450	0	39	0	0	24	26	1	0	136	0	5	1	3	1	96	2	1	3	2	124	464	3503	13.24
Shawnee																							
D0501 Topeka Public School																							
Special Ed: 501	0	244	0	0	85	206	22	0	658	0	17	0	30	0	441	21	1	43	7	523	2298	14805	15.52
Shawnee																							
D0372 Silver Lake																							
Special Ed: 372	0	9	0	0	16	6	0	0	15	0	0	0	1	0	7	0	0	0	0	68	122	673	18.12
Sheridan																							
D0412 Hoxie Community Scho																							
Special Ed: 602	2	3	0	0	6	4	1	0	21	0	0	0	0	0	23	0	0	1	0	18	79	510	15.49
Sherman																							
D0352 Goodland																							
Special Ed: 602	0	25	0	0	21	13	4	0	58	0	5	0	3	0	25	1	3	0	0	36	194	1266	15.32
Smith																							
D0238 West Smith County																							
Special Ed: 325	0	1	0	0	0	0	0	0	9	0	1	0	0	0	8	0	0	0	0	7	26	210	12.38
Smith																							
D0237 Smith Center																							
Special Ed: 325	0	6	0	0	2	1	0	0	35	0	3	0	0	0	33	0	0	1	0	18	99	641	15.44
Stafford																							
D0350 St. John-Hudson																							
Special Ed: 350	0	4	0	0	4	3	1	0	32	0	0	0	0	0	9	1	0	2	0	12	68	472	14.40
Stafford																							
D0349 Stafford																							
Special Ed: 350	0	6	0	0	6	2	0	0	19	0	1	0	0	0	4	0	1	0	0	11	50	305	16.39
Stafford																							
D0351 Macksville																							
Special Ed: 350	0	7	0	0	2	2	0	0	23	0	0	0	0	0	7	1	1	3	0	8	54	296	18.24
Stanton																							
D0452 Stanton County																							
Special Ed: 611	0	8	1	0	1	4	0	0	12	0	3	0	0	0	13	0	0	1	0	23	66	546	12.08
Stevens																							
D0209 Moscow Public School																							
Special Ed: 611	0	1	0	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	2	7	177	3.95

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IN - Interpreter Services
LD - Learning Disabled

MA - Mobility Assistance
OH - Other Health Impaired
OT - Occupational Therapy
PI - Physically Impaired
PT - Physical Therapy

SL - Speech Language
SM - Severe Multiple Disability
TB - Traumatic Brain Injury
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VI - Visually Impaired

REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

24

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	AN Except	Hdct Enr	% Except
Stevens																							
D0210 Hugoton Public School																							
Special Ed: 611	0	7	0	0	5	6	3	0	28	0	2	0	2	0	17	0	0	1	1	33	105	1068	9.83
Summer																							
D0358 Oxford																							
Special Ed: 619	0	2	0	0	2	3	1	0	26	0	1	0	0	0	8	0	0	1	0	14	58	457	12.69
Summer																							
D0356 Conway Springs																							
Special Ed: 618	0	2	0	0	4	3	0	0	22	0	1	0	2	0	7	0	0	1	1	24	67	498	13.45
Summer																							
D0353 Wellington																							
Special Ed: 353	0	11	0	0	18	34	0	0	92	0	2	1	3	4	47	2	0	3	1	71	289	2110	13.69
Summer																							
D0357 Belle Plaine																							
Special Ed: 619	0	14	0	0	4	4	0	0	38	0	1	0	0	0	17	0	1	1	0	27	107	776	13.78
Summer																							
D0360 Caldwell																							
Special Ed: 619	0	2	0	0	1	4	0	0	7	0	1	0	0	0	6	0	3	0	0	29	53	338	15.68
Summer																							
D0509 South Haven																							
Special Ed: 619	0	1	0	0	0	3	0	0	16	0	1	0	1	0	3	0	4	0	0	9	38	239	15.89
Summer																							
D0359 Argonia Public School																							
Special Ed: 619	0	1	0	0	0	1	0	0	19	0	1	0	0	0	3	1	2	0	0	15	43	235	18.29
Thomas																							
D0314 Brewster																							
Special Ed: 602	0	3	0	0	1	0	0	0	6	0	2	0	0	0	1	0	0	0	0	6	19	153	12.41
Thomas																							
D0315 Colby Public Schools																							
Special Ed: 602	0	17	0	0	12	11	0	0	32	0	7	0	2	0	19	2	0	1	1	75	179	1320	13.56
Thomas																							
D0316 Golden Plains																							
Special Ed: 602	0	3	0	0	2	1	1	0	7	0	0	0	0	0	4	0	0	0	0	7	25	159	15.72
Trego																							
D0208 Wakeeney																							
Special Ed: 602	0	5	0	0	13	3	1	0	24	0	2	0	2	0	24	0	0	2	1	24	101	675	14.96

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PT - Physical Therapy

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SM - Severe Multiple Disability
TB - Traumatic Brain Injury
TM - Trainable Mental Retardation
VI - Visually Impaired

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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Edct Enr	% Except
Wabaunsee																							
D0330 Wabaunsee East																							
Special Ed: 330	0	4	0	0	5	2	0	0	37	0	2	0	0	0	32	0	0	0	0	9	91	630	14.44
Wabaunsee																							
D0329 Alma																							
Special Ed: 320	0	6	0	0	7	2	0	0	47	0	0	0	0	0	17	1	0	0	0	14	94	604	15.56
Wallace																							
D0242 Weskan																							
Special Ed: 602	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	1	3	109	2.75
Wallace																							
D0241 Wallace County Schoo																							
Special Ed: 602	0	5	0	0	4	2	0	0	10	0	0	0	0	0	7	0	0	0	0	1	29	311	9.32
Washington																							
D0224 Republican Valley																							
Special Ed: 333	0	7	0	0	2	0	0	0	14	0	0	0	0	0	8	0	0	0	0	12	43	399	10.77
Washington																							
D0223 Barnes																							
Special Ed: 379	0	7	0	0	1	2	0	0	5	0	1	0	0	0	11	1	0	2	0	19	49	406	12.06
Washington																							
D0222 Washington Schools																							
Special Ed: 379	0	2	0	0	0	0	0	0	16	0	0	0	1	0	19	0	0	0	0	14	52	409	12.71
Washington																							
D0221 North Central																							
Special Ed: 333	0	3	0	0	3	2	0	0	22	0	0	0	0	0	5	0	0	0	0	10	45	175	25.71
Wichita																							
D0467 Leoti																							
Special Ed: 611	0	5	0	0	2	2	0	0	17	0	0	0	0	0	11	0	0	1	0	21	59	624	9.45
Wilson																							
D0387 Altoona-Midway																							
Special Ed: 603	0	3	0	0	2	2	0	0	15	0	1	0	0	0	3	0	0	1	0	1	26	398	7.03
Wilson																							
D0461 Neodesha																							
Special Ed: 607	0	9	0	0	0	7	1	0	33	0	2	0	1	0	18	0	0	0	0	11	82	767	10.69
Wilson																							
D0484 Fredonia																							
Special Ed: 607	0	7	0	0	0	9	0	0	48	0	2	0	0	0	29	0	0	0	0	25	120	934	12.84

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OT - Occupational Therapy
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SM - Severe Multiple Disability
TB - Traumatic Brain Injury
TM - Trainable Mental Retardation
VI - Visually Impaired

REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

26

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Woodson																							
D0366 Woodson																							
Special Ed: 603	0	5	0	0	3	7	0	0	40	0	0	0	3	1	13	0	0	0	0	4	76	643	11.81
Wyandotte																							
D0500 Kansas City																							
Special Ed: 500	0	154	0	172	1	388	34	0	827	0	66	0	10	0	989	28	0	73	6	334	3082	21831	14.11
Wyandotte																							
D0204 Bonner Springs																							
Special Ed: 500	0	5	0	6	0	25	2	0	71	0	3	0	2	0	81	1	0	1	1	111	309	2128	14.52
Wyandotte																							
D0203 Piper																							
Special Ed: 500	0	2	0	1	0	5	4	0	22	0	4	0	1	0	35	1	0	1	3	97	176	1198	14.69
Wyandotte																							
D0202 Turner																							
Special Ed: 202	0	31	0	0	8	57	4	0	215	0	15	0	4	0	146	1	0	9	1	86	577	3841	15.02

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AU - Autism
BD - Behavior Disorder
DB - Deaf-Blind
DD - Developmental Delay
EC - Early Childhood

EM - Educable Mental Retardation
HI - Hearing Impaired
GI - Gifted
IN - Interpreter Services
LD - Learning Disabled

MA - Mobility Assistance
OH - Other Health Impaired
OT - Occupational Therapy
PI - Physically Impaired
PT - Physical Therapy

SL - Speech Language
SM - Severe Multiple Disability
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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	CH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct	Enr	% Except
Wallace																								
D0242 Weskan																								
Special Ed: 602	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	1	3		109	2.75
Cowley																								
D0471 Dexter																								
Special Ed: 465	0	0	0	0	1	1	0	0	1	0	0	0	0	0	2	0	0	0	0	2	7		178	3.93
Stevens																								
D0209 Moscow Public School																								
Special Ed: 611	0	1	0	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	2	7		177	3.95
Cloud																								
D0334 Southern Cloud																								
Special Ed: 379	0	0	0	0	0	3	0	0	6	0	0	0	0	0	3	0	0	0	0	1	13		276	4.71
Clark																								
D0219 Minneola																								
Special Ed: 613	0	0	0	0	0	1	0	0	8	0	0	0	0	0	5	0	0	1	0	0	15		254	5.90
Ness																								
D0304 Bazine																								
Special Ed: 613	0	0	0	0	1	0	0	0	6	0	0	0	0	0	1	0	0	0	0	0	8		133	6.01
Hodgeman																								
D0228 Hanston																								
Special Ed: 495	0	0	0	0	1	1	0	0	1	0	0	0	0	0	5	0	0	1	0	0	9		149	6.04
Barber																								
D0255 South Barber																								
Special Ed: 605	0	5	0	0	0	2	0	0	5	0	1	0	0	0	7	0	0	2	0	1	23		364	6.31
Morton																								
D0218 Elkhart																								
Special Ed: 611	0	3	0	0	1	2	1	0	6	0	0	0	0	0	7	0	0	0	0	17	37		578	6.40
Gray																								
D0477 Ingalls																								
Special Ed: 613	0	0	0	0	1	0	0	0	8	0	0	0	0	0	4	0	0	0	0	5	18		276	6.52
Ness																								
D0303 Ness City																								
Special Ed: 613	0	3	0	0	3	2	0	0	5	0	0	0	0	0	11	0	0	0	1	0	25		375	6.66
Edwards																								
D0502 Lewis																								
Special Ed: 495	0	0	0	0	0	1	1	0	8	0	0	0	0	0	3	0	0	0	0	1	14		209	6.69

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CH - Other Health Impaired
OT - Occupational Therapy
PI - Physically Impaired
PT - Physical Therapy

SL - Speech Language
SM - Severe Multiple Disability
TB - Traumatic Brain Injury
TM - Trainable Mental Retardation
VI - Visually Impaired

REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

2

Based on the Public School Headcount Enrollment, September 20, 1992 and the Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	AN Except	Hdct	Enr	% Except
Pawnee																								
D0496 Pawnee Heights																								
Special Ed: 495	0	1	0	0	1	0	0	0	6	0	1	0	0	0	3	0	0	0	0	0	12		176	6.81
Ottawa																								
D0240 Twin Valley																								
Special Ed: 305	0	0	0	0	1	0	0	0	15	0	1	0	0	0	12	0	0	0	0	4	33		484	6.81
Ness																								
D0302 Smoky Hill																								
Special Ed: 613	0	1	0	0	3	0	0	0	6	0	0	0	0	0	4	0	0	0	0	0	14		204	6.86
Wilson																								
D0387 Altoona-Midway																								
Special Ed: 603	0	3	0	0	2	2	0	0	15	0	1	0	0	0	3	0	0	1	0	1	28		398	7.03
Harvey																								
D0439 Sedgwick Public Scho																								
Special Ed: 618	0	3	0	0	1	5	0	0	12	0	0	0	0	0	4	0	0	1	0	3	29		408	7.10
Cherokee																								
D0493 Columbus																								
Special Ed: 250	0	5	0	0	2	7	0	0	44	1	1	0	1	0	16	0	0	4	0	21	102		1380	7.39
Ness																								
D0301 Nes Tres La Go																								
Special Ed: 613	0	0	0	0	0	0	0	0	1	0	1	0	0	0	4	0	0	0	0	0	6		77	7.79
Cherokee																								
D0508 Baxter Springs																								
Special Ed: 250	0	3	0	0	1	12	1	0	15	0	2	0	0	0	15	0	0	2	0	20	71		900	7.88
Kearny																								
D0215 Akin																								
Special Ed: 611	0	7	0	0	4	9	1	0	9	0	0	0	2	0	13	1	0	0	0	14	60		754	7.95
Crawford																								
D0249 Frontenac Public Sch																								
Special Ed: 250	0	0	0	0	1	3	0	0	15	1	0	0	0	0	6	1	0	0	0	16	43		540	7.96
Cherokee																								
D0404 Riverton																								
Special Ed: 250	1	3	0	0	0	6	0	1	19	0	5	0	0	0	8	1	0	2	0	15	61		755	8.07
Butler																								
D0394 Rose Hill Public Sch																								
Special Ed: 490	0	10	0	0	6	2	1	0	53	0	0	0	0	0	48	2	0	5	0	0	127		1561	8.13

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DD - Developmental Delay
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HI - Hearing Impaired
GI - Gifted
IN - Interpreter Services
LD - Learning Disabled

MA - Mobility Assistance
OH - Other Health Impaired
OT - Occupational Therapy
PI - Physically Impaired
PT - Physical Therapy

SL - Speech Language
SM - Severe Multiple Disability
TBI - Traumatic Brain Injury
TM - Trainable Mental Retardation
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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

3

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Dickinson																							
D0393 Solomon																							
Special Ed: 305	0	0	0	0	2	6	0	0	13	0	0	0	0	0	6	0	0	1	1	2	31	377	8.22
Butler																							
D0385 Andover																							
Special Ed: 490	1	4	0	0	4	6	1	0	54	0	0	0	1	0	43	0	1	5	0	34	154	1872	8.22
Bourbon																							
D0235 Uniontown																							
Special Ed: 250	0	0	0	0	0	5	0	0	14	0	0	0	0	0	8	1	0	0	0	11	39	473	8.24
Ford																							
D0381 Spearville-Windthors																							
Special Ed: 613	0	1	0	0	0	1	1	0	9	0	1	0	0	0	13	0	0	0	0	0	26	306	8.49
Labette																							
D0506 Labette County																							
Special Ed: 250	0	2	0	0	5	16	1	0	35	0	5	0	0	0	33	1	0	1	0	54	153	1760	8.69
Jackson																							
D0335 North Jackson																							
Special Ed: 336	0	5	0	0	4	5	0	0	10	0	0	0	1	0	12	0	0	0	0	2	39	436	8.94
Lincoln																							
D0299 Sylvan Grove																							
Special Ed: 273	0	0	0	0	0	2	0	0	6	0	0	0	0	0	5	0	1	0	0	5	19	211	9.00
Linn																							
D0346 Jayhawk																							
Special Ed: 368	0	3	0	0	2	7	0	0	6	0	1	0	0	0	16	0	0	0	0	16	51	562	9.07
Kingman																							
D0332 Cunningham																							
Special Ed: 605	0	6	0	0	1	5	0	0	9	0	0	0	0	0	4	0	0	1	0	4	30	329	9.11
Seward																							
D0480 Liberal																							
Special Ed: 480	0	38	0	0	15	39	3	0	125	0	2	0	0	0	71	3	4	12	0	38	350	3812	9.18
Butler																							
D0205 Leon																							
Special Ed: 490	0	6	0	0	4	5	0	0	42	0	0	0	2	0	15	0	0	4	0	0	78	838	9.30
Wallace																							
D0241 Wallace County School																							
Special Ed: 602	0	5	0	0	4	2	0	0	10	0	0	0	0	0	7	0	0	0	0	1	29	311	9.32

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PT - Physical Therapy

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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

4

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Finney																							
D0363 Holcomb																							
Special Ed: 611	0	12	0	0	1	4	1	0	27	0	2	0	0	0	7	0	0	1	0	15	70	747	9.37
Decatur																							
D0294 Oberlin																							
Special Ed: 602	0	9	0	0	3	12	0	0	20	0	1	0	0	0	9	0	0	0	0	8	62	661	9.37
Ottawa																							
D0239 North Ottawa County																							
Special Ed: 305	0	2	1	0	5	5	0	0	27	0	2	0	0	0	15	0	0	0	0	11	68	723	9.40
Rush																							
D0395 LaCrosse																							
Special Ed: 489	0	1	0	0	0	4	0	0	11	0	2	0	0	0	8	0	0	0	0	8	34	361	9.41
Wichita																							
D0467 Leoti																							
Special Ed: 611	0	5	0	0	2	2	0	0	17	0	0	0	0	0	11	0	0	1	0	21	59	624	9.45
Finney																							
D0457 Garden City																							
Special Ed: 457	0	73	0	0	60	61	2	0	217	0	12	2	4	0	110	0	7	10	2	112	672	7092	9.47
Montgomery																							
D0436 Caney Valley																							
Special Ed: 607	0	6	0	0	1	11	0	0	22	0	0	0	1	0	19	1	0	3	1	16	81	838	9.66
Shawnee																							
D0345 Seaman																							
Special Ed: 345	0	32	0	0	24	21	0	0	117	0	5	0	3	0	47	1	0	8	2	76	336	3456	9.72
Crawford																							
D0246 Northeast																							
Special Ed: 250	0	4	0	0	0	3	1	0	24	0	0	0	0	0	8	1	0	3	0	16	60	613	9.78
Haskell																							
D0374 Sublette																							
Special Ed: 611	0	3	0	0	3	1	0	0	9	0	1	0	0	0	3	0	0	2	0	30	52	529	9.82
Stevens																							
D0210 Hugoton Public School																							
Special Ed: 611	0	7	0	0	5	6	3	0	28	0	2	0	2	0	17	0	0	1	1	33	105	1068	9.83
Nehama																							
D0441 Sabetha																							
Special Ed: 336	0	6	0	0	1	17	1	0	29	0	0	0	0	0	34	0	0	2	0	18	108	1093	9.88

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PI - Physically Impaired
PT - Physical Therapy

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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

5

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Cowley																							
D0463 Udall																							
Special Ed: 465	0	5	0	0	0	3	0	0	8	0	1	0	0	0	16	0	0	0	0	10	43	429	10.02
Saline																							
D0306 Southeast of Saline																							
Special Ed: 305	0	2	0	0	5	2	0	0	22	0	1	0	1	0	10	0	0	0	0	19	62	615	10.08
Phillips																							
D0326 Logan																							
Special Ed: 325	0	2	0	0	1	0	0	0	9	0	1	0	1	0	5	0	0	1	0	3	23	228	10.08
Decatur																							
D0295 Prairie Heights																							
Special Ed: 325	0	1	0	0	0	0	0	0	6	0	0	0	0	0	1	0	0	0	0	3	11	109	10.09
Ellis																							
D0388 Ellis																							
Special Ed: 489	0	5	0	0	0	1	0	0	19	0	1	0	0	0	10	0	0	1	0	1	38	376	10.10
Pawnee																							
D0495 Ft Larned																							
Special Ed: 495	0	10	0	0	9	25	1	0	34	0	0	0	0	0	36	0	0	5	0	2	122	1205	10.12
Cheyenne																							
D0297 St. Francis Comm Sch																							
Special Ed: 602	0	2	0	0	3	2	1	0	15	0	0	0	3	0	17	1	0	0	0	2	46	451	10.19
Cherokee																							
D0499 Galena																							
Special Ed: 250	0	9	0	0	6	14	0	0	14	0	2	0	0	0	23	0	0	1	0	11	80	783	10.21
Sedgwick																							
D0263 Mulvane																							
Special Ed: 263	0	12	0	0	7	18	0	0	53	0	0	0	1	0	66	2	0	3	0	43	205	2000	10.25
Barber																							
D0254 Barber County No																							
Special Ed: 605	0	5	0	0	6	5	0	0	28	0	0	0	0	0	17	3	0	4	1	13	82	796	10.30
Anderson																							
D0479 Crest																							
Special Ed: 603	0	2	0	0	0	2	0	0	16	0	0	0	0	0	11	0	0	0	0	6	37	358	10.33
Grant																							
D0214 Ulysses																							
Special Ed: 611	0	13	0	0	9	18	3	0	61	0	1	0	1	0	25	1	0	1	0	51	164	1775	10.36

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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Gove																							
D0292 Grainfield																							
Special Ed: 602	0	4	0	0	1	0	0	0	5	0	0	0	0	0	7	0	0	0	0	2	19	183	10.38
Sedgwick																							
D0265 Goddard																							
Special Ed: 618	0	23	0	0	5	14	4	0	82	0	4	0	1	0	52	3	1	5	0	49	243	2332	10.42
Jefferson																							
D0339 Jefferson Co North																							
Special Ed: 608	0	1	0	0	4	5	0	0	11	0	1	0	0	0	15	0	0	0	0	12	49	470	10.42
Dickinson																							
D0481 Rural Vista																							
Special Ed: 305	0	0	0	0	3	0	0	0	15	0	0	0	1	0	11	0	0	1	0	11	42	398	10.55
Harper																							
D0361 Anthony-Harper																							
Special Ed: 605	0	8	0	0	12	9	2	0	40	0	0	0	0	0	33	1	0	1	2	12	120	1136	10.56
Cowley																							
D0470 Arkansas City																							
Special Ed: 465	0	14	1	0	21	38	1	0	98	0	1	0	0	0	93	1	0	14	0	64	346	3256	10.62
Leavenworth																							
D0469 Lansing																							
Special Ed: 453	1	12	0	0	15	11	0	0	64	0	4	0	0	0	33	1	2	3	1	51	198	1863	10.62
Clay																							
D0379 Clay Center																							
Special Ed: 379	0	16	0	0	2	15	1	0	47	0	0	0	3	0	45	1	1	4	1	48	184	1731	10.62
Republic																							
D0426 Pike Valley																							
Special Ed: 333	0	0	0	0	3	0	0	0	11	0	0	0	0	0	4	0	0	0	0	13	31	290	10.66
Butler																							
D0402 Augusta																							
Special Ed: 490	0	23	0	0	10	20	1	0	107	0	1	0	4	0	36	3	2	6	0	24	237	2217	10.69
Wilson																							
D0461 Neodesha																							
Special Ed: 607	0	9	0	0	0	7	1	0	33	0	2	0	1	0	18	0	0	0	0	11	82	767	10.69
Labette																							
D0505 Chetopa																							
Special Ed: 250	0	3	0	0	0	4	0	0	8	0	0	0	0	0	10	0	0	1	0	6	32	299	10.70

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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

7

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	CH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Head Enr	% Except
Cowley																							
D0462 Central																							
Special Ed: 465	0	3	0	0	1	4	0	0	23	0	1	0	0	0	7	0	0	3	0	4	46	428	10.74
Crawford																							
D0247 Cherokee																							
Special Ed: 250	0	8	0	0	0	4	0	1	27	0	0	0	1	0	31	0	1	0	0	19	92	854	10.77
Washington																							
D0224 Republican Valley																							
Special Ed: 333	0	7	0	0	2	0	0	0	14	0	0	0	0	0	8	0	0	0	0	12	43	399	10.77
Sedgwick																							
D0268 Cheney																							
Special Ed: 618	0	2	0	0	1	9	0	0	25	0	1	0	1	1	13	1	0	1	0	16	71	652	10.88
Crawford																							
D0248 Girard																							
Special Ed: 250	0	8	0	0	2	3	1	1	47	0	4	0	1	0	18	0	0	4	0	37	126	1153	10.92
Dickinson																							
D0473 Chapman																							
Special Ed: 305	0	4	0	0	6	10	3	0	39	0	1	0	0	0	31	1	0	3	0	44	142	1299	10.93
Lane																							
D0468 Healy Public Schools																							
Special Ed: 602	0	3	0	0	1	0	0	0	3	0	2	0	0	0	1	0	0	0	0	2	12	109	11.00
Edwards																							
D0347 Kinsley-Offertle																							
Special Ed: 495	0	4	0	0	2	4	2	0	13	0	0	0	0	0	16	0	0	1	2	2	46	417	11.03
Harvey																							
D0440 Halstead																							
Special Ed: 373	0	7	0	0	0	5	2	0	39	1	0	0	0	0	21	0	0	2	0	14	91	821	11.08
Johnson																							
D0232 De Soto																							
Special Ed: 232	0	17	0	0	12	10	1	0	69	0	4	0	1	2	19	4	0	2	0	67	208	1864	11.15
Ellsworth																							
D0328 Lorraine																							
Special Ed: 305	0	2	0	0	0	6	0	0	27	0	2	0	2	0	11	0	0	0	1	11	62	554	11.19
Leavenworth																							
D0458 Basehor-Linwood																							
Special Ed: 453	1	1	0	0	5	10	0	0	46	0	3	0	0	0	48	1	3	1	0	46	165	1470	11.22

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AU - Autism
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HI - Hearing Impaired
GI - Gifted
IN - Interpreter Services
LD - Learning Disabled

MA - Mobility Assistance
OH - Other Health Impaired
OT - Occupational Therapy
PI - Physically Impaired
PT - Physical Therapy

SL - Speech Language
SM - Severe Multiple Disability
TB - Traumatic Brain Injury
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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

8

Based on the Public School Headcount Enrollment, September 20, 1992 and the Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Kiowa																							
D0422 Greensburg																							
Special Ed: 300	0	5	0	0	1	0	1	0	12	0	1	0	0	0	11	0	0	0	0	10	41	365	11.23
Butler																							
D0396 Douglass Public Scho																							
Special Ed: 490	0	4	0	0	1	6	0	0	43	0	1	0	0	0	19	0	0	3	0	15	92	815	11.28
Bourbon																							
D0234 Ft Scott																							
Special Ed: 234	0	26	0	0	11	29	2	0	37	0	1	0	2	0	52	4	0	6	1	78	249	2193	11.35
Riley																							
D0383 Manhattan																							
Special Ed: 383	0	63	0	0	25	36	3	0	280	0	7	1	12	0	195	6	0	11	2	126	767	6748	11.36
Nemaha																							
D0451 B & B																							
Special Ed: 442	0	1	0	0	1	0	0	0	3	0	0	0	0	0	15	0	0	0	0	9	29	255	11.37
Ellis																							
D0432 Victoria																							
Special Ed: 489	0	1	0	0	0	0	1	0	21	0	0	0	0	0	7	0	0	1	0	15	46	402	11.44
Sedgwick																							
D0266 Maize																							
Special Ed: 618	0	14	0	0	10	17	4	0	142	0	10	1	4	1	77	0	0	3	4	99	386	3369	11.45
Jefferson																							
D0338 Valley Falls																							
Special Ed: 608	0	2	0	0	3	0	0	0	21	0	1	0	0	0	19	1	0	1	0	10	58	506	11.46
Jewell																							
D0279 Jewell																							
Special Ed: 273	0	0	0	0	0	2	0	0	7	0	1	0	0	0	9	0	0	0	0	6	25	218	11.46
Montgomery																							
D0445 Coffeyville																							
Special Ed: 607	0	22	0	0	8	53	3	0	64	0	0	0	1	0	77	4	1	13	1	61	308	2682	11.48
Dickinson																							
D0435 Abilene																							
Special Ed: 305	0	3	1	0	8	8	0	0	43	0	1	0	2	0	52	1	0	7	0	49	175	1516	11.54
Johnson																							
D0229 Blue Valley																							
Special Ed: 229	1	49	0	0	36	43	4	0	372	0	29	9	4	1	215	8	1	9	4	506	1291	11024	11.71

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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

9

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	CH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Haskell																							
D0507 Satanta																							
Special Ed: 611	0	6	0	0	1	0	1	0	14	0	1	0	0	0	9	0	0	0	0	12	44	373	11.79
Rooks																							
D0271 Stockton																							
Special Ed: 325	0	3	0	0	7	0	0	0	16	0	1	0	0	0	23	0	0	0	0	4	54	457	11.81
Woodson																							
D0366 Woodson																							
Special Ed: 603	0	5	0	0	3	7	0	0	40	0	0	0	3	1	13	0	0	0	0	4	76	643	11.81
Barton																							
D0431 Hoisington																							
Special Ed: 428	0	4	0	0	6	9	1	0	45	0	0	0	0	0	20	1	0	1	0	11	98	829	11.82
Phillips																							
D0324 Eastern Heights																							
Special Ed: 325	0	0	0	0	1	0	0	0	6	0	0	0	0	0	7	0	0	0	0	6	20	169	11.83
Jackson																							
D0337 Mayetta																							
Special Ed: 336	0	20	0	0	2	6	0	0	25	0	2	0	1	0	38	0	0	0	0	4	98	828	11.83
Marion																							
D0411 Goessel																							
Special Ed: 617	0	2	0	0	1	1	0	0	11	0	2	0	0	0	9	0	1	1	0	5	33	278	11.87
Pottawatomie																							
D0323 Pottawatomie West																							
Special Ed: 320	0	9	0	0	10	8	0	0	23	0	1	0	0	0	17	0	0	3	0	11	82	689	11.90
Morris																							
D0417 Morris County																							
Special Ed: 253	0	17	0	0	0	8	1	0	54	0	3	0	0	0	24	0	0	3	0	23	133	1117	11.90
Gray																							
D0476 Copeland																							
Special Ed: 611	0	0	0	0	1	1	0	0	6	0	0	0	0	0	8	0	0	0	0	2	18	151	11.92
Leavenworth																							
D0464 Tonganoxie																							
Special Ed: 453	0	4	0	0	7	3	2	0	53	0	7	0	2	0	30	1	2	3	0	69	183	1525	12.00
Shawnee																							
D0437 Auburn-Washburn																							
Special Ed: 437	0	57	0	0	23	36	9	0	176	0	16	2	2	0	112	8	1	8	4	104	558	4637	12.03

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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

10

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Hamilton																							
D0494 Syracuse																							
Special Ed: 611	0	14	0	0	0	3	0	0	12	0	0	0	1	0	14	0	0	1	0	5	50	415	12.04
Sedgwick																							
D0260 Derby																							
Special Ed: 260	0	113	0	0	21	61	9	0	170	0	3	1	2	0	167	7	0	10	1	197	762	6317	12.06
Neosho																							
D0101 Erie-St. Paul																							
Special Ed: 603	0	7	0	0	9	9	0	0	44	0	2	0	2	0	46	0	0	2	0	22	143	1185	12.06
Washington																							
D0223 Barnes																							
Special Ed: 379	0	7	0	0	1	2	0	0	5	0	1	0	0	0	11	1	0	2	0	19	49	406	12.06
Stanton																							
D0452 Stanton County																							
Special Ed: 611	0	8	1	0	1	4	0	0	12	0	3	0	0	0	13	0	0	1	0	23	66	546	12.08
Csage																							
D0454 Burlingame Public Sc																							
Special Ed: 620	0	2	0	0	4	0	0	0	24	0	3	0	0	0	3	1	0	0	0	9	46	380	12.10
Rawlins																							
D0318 Atwood																							
Special Ed: 602	0	1	0	0	2	6	0	0	18	0	0	0	1	0	10	0	2	3	2	14	59	486	12.13
Reno																							
D0311 Pretty Prairie																							
Special Ed: 610	0	0	0	0	0	2	0	0	16	0	0	0	0	0	11	0	0	0	2	7	38	313	12.14
Lincoln																							
D0298 Lincoln																							
Special Ed: 273	1	6	0	0	1	3	0	0	20	0	0	0	0	0	7	0	2	1	0	10	51	419	12.17
Ford																							
D0443 Dodge City																							
Special Ed: 613	1	56	0	0	26	48	7	0	112	0	15	0	1	0	98	5	1	15	0	161	546	4482	12.18
Cowley																							
D0465 Winfield																							
Special Ed: 465	0	8	0	0	29	19	1	1	71	0	4	0	0	0	55	3	0	4	2	121	318	2609	12.18
Chautauqua																							
D0285 Cedar Vale																							
Special Ed: 465	0	2	1	0	1	3	0	0	5	0	1	0	0	0	1	0	0	0	0	8	22	180	12.22

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OH - Other Health Impaired
OT - Occupational Therapy
PI - Physically Impaired
PT - Physical Therapy

SL - Speech Language
SM - Severe Multiple Disability
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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

11

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	AN Except	Hdct Enr	% Except
Montgomery																							
D0446 Independence																							
Special Ed: 607	0	16	0	0	8	35	0	0	86	0	0	0	2	1	56	2	0	4	1	77	288	2353	12.23
McPherson																							
D0423 Moundridge																							
Special Ed: 418	0	2	0	0	0	5	1	0	21	0	0	1	0	0	12	0	0	0	0	17	59	481	12.26
Franklin																							
D0289 Wellsville																							
Special Ed: 614	0	5	0	0	8	7	2	0	45	0	2	0	3	0	18	0	0	0	0	9	99	800	12.37
Riley																							
D0378 Riley County																							
Special Ed: 379	0	8	0	0	0	3	1	0	20	0	0	0	0	0	22	0	0	1	0	23	78	630	12.38
Smith																							
D0238 West Smith County																							
Special Ed: 325	0	1	0	0	0	0	0	0	9	0	1	0	0	0	8	0	0	0	0	7	26	210	12.38
Thomas																							
D0314 Brewster																							
Special Ed: 602	0	3	0	0	1	0	0	0	6	0	2	0	0	0	1	0	0	0	0	6	19	153	12.41
Dickinson																							
D0487 Herington																							
Special Ed: 305	0	1	0	0	3	4	0	0	29	0	1	0	0	0	17	0	0	3	0	17	75	603	12.43
Chase																							
D0284 Chase County																							
Special Ed: 253	0	12	0	0	0	8	0	0	25	0	0	0	1	0	10	2	0	0	0	13	71	570	12.45
Scott																							
D0466 Scott County																							
Special Ed: 611	0	19	0	0	0	3	2	0	46	0	2	0	0	0	31	0	0	1	0	35	139	1115	12.46
Marion																							
D0397 Centre																							
Special Ed: 617	1	1	0	0	0	1	0	0	13	0	0	0	0	0	6	0	0	0	1	13	36	288	12.50
Pratt																							
D0382 Pratt																							
Special Ed: 605	0	17	0	0	12	8	3	0	46	0	0	0	1	0	38	2	0	3	0	44	174	1392	12.50
Lyon																							
D0251 North Lyon County																							
Special Ed: 253	0	15	0	0	0	2	0	0	33	0	1	0	1	0	24	1	0	0	0	19	96	768	12.50

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LD - Learning Disabled

MA - Mobility Assistance
OH - Other Health Impaired
OT - Occupational Therapy
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PT - Physical Therapy

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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

1

Based on the Public School Headcount Enrollment, September 20, 1992 and the
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	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Sedgwick																							
D0267 Renwick																							
Special Ed: 618	0	6	0	0	6	5	1	0	44	0	5	0	2	0	33	0	0	3	0	55	160	1277	12.52
Hodgeman																							
D0227 Jetmore																							
Special Ed: 613	0	1	0	0	6	2	0	0	14	0	0	0	0	0	12	0	0	0	0	0	35	278	12.58
Coffey																							
D0244 Burlington																							
Special Ed: 244	0	16	0	3	1	4	0	0	45	0	6	0	1	0	17	1	0	3	0	28	125	991	12.61
Morton																							
D0217 Rolla																							
Special Ed: 611	0	4	0	0	0	5	0	0	7	0	0	0	1	0	4	0	0	0	0	6	27	214	12.61
Johnson																							
D0231 Gardner-Edgerton-Ant																							
Special Ed: 231	0	11	0	0	4	20	0	0	76	0	0	2	1	0	52	2	0	4	0	57	229	1813	12.63
Geary																							
D0475 Junction City																							
Special Ed: 475	0	82	0	0	51	71	7	0	295	0	3	3	4	1	222	2	0	21	2	132	896	7085	12.64
Rooks																							
D0270 Plainville																							
Special Ed: 325	0	13	0	0	1	5	0	0	19	0	0	1	0	0	19	1	0	1	1	1	62	490	12.65
Sumner																							
D0358 Oxford																							
Special Ed: 619	0	2	0	0	2	3	1	0	26	0	1	0	0	0	8	0	0	1	0	14	58	457	12.69
Kiowa																							
D0474 Haviland Public Scho																							
Special Ed: 300	0	1	0	0	0	1	0	0	12	0	0	0	0	0	2	0	0	0	0	7	23	181	12.70
Washington																							
D0222 Washington Schools																							
Special Ed: 379	0	2	0	0	0	0	0	0	16	0	0	0	1	0	19	0	0	0	0	14	52	409	12.71
Anderson																							
D0365 Garnett																							
Special Ed: 368	0	3	0	0	5	5	0	0	50	0	0	1	0	0	33	1	0	6	0	34	138	1084	12.73
Graham																							
D0281 Hill City																							
Special Ed: 602	0	12	0	0	6	4	3	0	17	0	2	0	0	0	15	0	1	0	0	9	69	542	12.73

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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

13

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Marion																							
D0408 Marion																							
Special Ed: 617	0	9	0	0	0	4	2	0	43	0	0	0	0	0	2	0	0	0	0	23	83	651	12.74
Miami																							
D0416 Louisburg																							
Special Ed: 368	0	2	0	0	0	8	0	0	74	0	0	0	0	0	21	2	0	1	0	39	147	1151	12.77
Wilson																							
D0484 Fredonia																							
Special Ed: 607	0	7	0	0	0	9	0	0	48	0	2	0	0	0	29	0	0	0	0	25	120	934	12.84
Miami																							
D0368 Paola																							
Special Ed: 368	0	7	0	0	8	5	0	0	71	0	2	1	1	0	73	0	0	7	1	50	226	1753	12.89
Harvey																							
D0369 Burrton																							
Special Ed: 618	0	3	0	0	1	0	0	0	17	0	0	0	0	0	6	0	0	3	1	7	38	294	12.92
Chautauqua																							
D0286 Chautauqua Co Commun																							
Special Ed: 282	0	1	0	0	20	7	1	0	12	0	0	0	0	0	13	0	0	3	0	10	67	516	12.98
Norton																							
D0212 Northern Valley																							
Special Ed: 325	0	3	0	0	1	1	0	0	4	0	1	0	0	0	6	0	0	0	0	9	25	192	13.02
Gray																							
D0102 Cimarron-Ensign																							
Special Ed: 613	1	1	0	0	1	1	0	0	32	0	0	0	1	0	7	0	0	1	0	32	77	590	13.05
Republic																							
D0427 Belleville																							
Special Ed: 333	0	18	0	0	6	2	0	0	40	0	0	0	1	0	11	0	0	0	0	9	87	662	13.14
Franklin																							
D0288 Central Heights																							
Special Ed: 368	0	2	0	0	0	3	0	0	29	0	0	0	0	0	21	2	0	0	0	23	80	607	13.17
Sedgwick																							
D0259 Wichita																							
Special Ed: 259	0	668	0	14	223	588	70	0	1645	0	39	0	62	0	1075	75	0	169	19	1665	6312	47797	13.20
Crawford																							
D0250 Pittsburg																							
Special Ed: 250	0	50	0	0	17	46	0	3	131	0	3	0	1	0	38	6	1	9	0	101	406	3071	13.22

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AU - Autism	EM - Educable Mental Retardation	MA - Mobility Assistance	SL - Speech Language
BD - Behavior Disorder	HI - Hearing Impaired	OH - Other Health Impaired	SM - Severe Multiple Disability
DB - Deaf-Blind	GI - Gifted	OT - Occupational Therapy	TB - Traumatic Brain Injury
DD - Developmental Delay	IN - Interpreter Services	PI - Physically Impaired	TM - Trainable Mental Retardation
EC - Early Childhood	LD - Learning Disabled	PT - Physical Therapy	VI - Visually Impaired

REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

14

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Shawnee																							
D0450 Shawnee Heights																							
Special Ed: 450	0	39	0	0	24	26	1	0	136	0	5	1	3	1	96	2	1	3	2	124	464	3503	13.24
Leavenworth																							
D0449 Easton																							
Special Ed: 453	0	2	0	0	3	2	1	0	40	0	1	0	0	0	20	0	1	1	0	14	85	640	13.28
McPherson																							
D0448 Inman																							
Special Ed: 418	0	4	0	0	1	2	0	0	13	0	1	0	0	0	18	0	0	1	0	23	63	474	13.29
Osage																							
D0421 Lyndon																							
Special Ed: 620	0	3	0	0	7	1	0	0	27	0	0	0	0	0	12	0	0	1	0	12	63	474	13.29
Mitchell																							
D0273 Beloit																							
Special Ed: 273	0	5	0	0	4	13	0	0	32	0	2	0	0	0	28	0	0	2	0	24	110	826	13.31
Saline																							
D0305 Salina																							
Special Ed: 305	0	40	2	0	66	65	3	0	369	0	14	0	14	0	202	2	1	14	2	234	1026	7712	13.32
ALL State Total																							
Special Ed: ALL	89	4436	9	262	2303	4086	444	8	19298	4	771	48	375	20	12193	420	104	964	160	14052	60046	448911	13.37
Jewell																							
D0104 White Rock																							
Special Ed: 273	0	1	0	0	1	2	0	0	7	0	0	0	0	0	5	0	0	1	0	7	24	179	13.40
Pottawatomie																							
D0320 Wamego																							
Special Ed: 320	0	13	0	0	9	22	0	0	75	0	1	1	0	0	23	4	0	1	0	40	189	1408	13.42
Barton																							
D0354 Claflin																							
Special Ed: 428	0	3	0	0	2	0	0	0	16	0	0	0	0	0	9	0	0	0	0	13	43	320	13.43
Reno																							
D0312 Haven Public Schools																							
Special Ed: 610	0	6	0	0	2	4	1	0	61	0	0	0	1	0	42	1	0	3	1	37	159	1183	13.44
Sumner																							
D0356 Conway Springs																							
Special Ed: 618	0	2	0	0	4	3	0	0	22	0	1	0	2	0	7	0	0	1	1	24	67	498	13.45

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students (they are included in the special education childcount, but are not included in the enrollment total).

AU - Autism
BD - Behavior Disorder
DB - Deaf-Blind
DD - Developmental Delay
EC - Early Childhood

EM - Educable Mental Retardation
HI - Hearing Impaired
GI - Gifted
IN - Interpreter Services
LD - Learning Disabled

MA - Mobility Assistance
OH - Other Health Impaired
OT - Occupational Therapy
PI - Physically Impaired
PT - Physical Therapy

SL - Speech Language
SM - Severe Multiple Disability
TB - Traumatic Brain Injury
TM - Trainable Mental Retardation
VI - Visually Impaired

REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

15

Based on the Public School Headcount Enrollment, September 20, 1992 and the Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Phillips																							
D0325 Phillipsburg																							
Special Ed: 325	0	22	0	0	2	6	3	0	18	0	1	0	0	0	15	1	0	1	0	31	100	742	13.47
Gove																							
D0291 Grinnell Public Scho																							
Special Ed: 602	0	1	0	0	2	1	1	0	1	0	1	0	1	0	5	1	0	0	0	7	21	155	13.54
Thomas																							
D0315 Colby Public Schools																							
Special Ed: 602	0	17	0	0	12	11	0	0	32	0	7	0	2	0	19	2	0	1	1	75	179	1320	13.56
Doniphan																							
D0433 Midway Schools																							
Special Ed: 616	0	2	0	0	3	0	0	0	7	0	0	0	0	0	8	0	0	1	0	7	28	206	13.59
Osage																							
D0420 Osage City																							
Special Ed: 620	0	4	0	0	4	16	0	0	33	0	1	0	0	0	14	0	1	0	0	14	87	640	13.59
Lyon																							
D0253 Emporia																							
Special Ed: 253	0	96	0	0	16	50	2	0	250	0	7	1	4	0	80	8	0	5	0	156	675	4941	13.66
McPherson																							
D0419 Canton-Galva																							
Special Ed: 418	0	2	0	0	2	2	2	0	17	0	0	0	0	0	25	0	0	1	0	7	58	424	13.67
Sumner																							
D0353 Wellington																							
Special Ed: 353	0	11	0	0	18	34	0	0	92	0	2	1	3	4	47	2	0	3	1	71	289	2110	13.69
Doniphan																							
D0429 Troy Public Schools																							
Special Ed: 616	2	9	0	0	8	2	0	0	11	0	0	0	0	0	21	0	0	0	0	11	64	467	13.70
Barton																							
D0355 Ellinwood																							
Special Ed: 428	0	5	0	0	8	2	1	0	25	0	1	0	0	0	20	1	0	3	0	14	80	581	13.76
Seward																							
D0483 Kismet-Plains																							
Special Ed: 613	0	1	0	0	2	5	0	0	28	0	0	0	1	0	25	0	0	2	0	23	87	631	13.76
Sumner																							
D0357 Belle Plaine																							
Special Ed: 619	0	14	0	0	4	4	0	0	38	0	1	0	0	0	17	0	1	1	0	27	107	776	13.78

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HI - Hearing Impaired
GI - Gifted
IN - Interpreter Services
LD - Learning Disabled

MA - Mobility Assistance
OH - Other Health Impaired
OT - Occupational Therapy
PI - Physically Impaired
PT - Physical Therapy

SL - Speech Language
SM - Severe Multiple Disability
TB - Traumatic Brain Injury
TM - Trainable Mental Retardation
VI - Visually Impaired

REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

16

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	Cl	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct	Enr	% Except
Douglas																								
D0491 Eudora																								
Special Ed: 614	0	4	0	0	20	1	3	0	38	0	1	3	4	0	34	2	0	1	0	12	123		891	13.80
Osage																								
D0434 Santa Fe Trail																								
Special Ed: 620	1	19	0	0	12	4	0	0	82	0	3	0	0	0	24	0	2	1	0	34	182		1317	13.81
Barton																								
D0428 Great Bend																								
Special Ed: 428	1	17	0	0	27	35	3	0	179	0	1	0	0	0	107	4	0	11	3	111	499		3597	13.87
Rice																								
D0376 Sterling																								
Special Ed: 405	0	1	0	0	6	7	1	0	35	0	0	0	0	0	17	0	0	0	0	11	78		561	13.90
Butler																								
D0492 Flinthills																								
Special Ed: 490	1	3	0	0	3	1	0	0	16	0	0	0	1	0	8	0	0	1	0	0	34		242	14.04
Johnson																								
D0512 Shawnee Mission																								
Special Ed: 512	52	238	0	60	32	203	48	0	1824	0	99	4	13	2	707	38	4	61	14	1038	4437		31534	14.07
Doniphan																								
D0406 Wathena																								
Special Ed: 616	1	11	0	0	5	7	1	0	11	0	0	0	0	0	23	0	0	1	0	15	75		533	14.07
Kingman																								
D0331 Kingman																								
Special Ed: 605	0	17	0	0	20	15	1	0	40	0	2	0	1	0	55	1	0	1	0	24	177		1257	14.08
Reno																								
D0310 Fairfield																								
Special Ed: 610	0	2	0	0	1	2	2	0	27	0	1	0	1	0	12	1	1	3	0	13	66		468	14.10
Jefferson																								
D0340 Jefferson West																								
Special Ed: 608	0	14	0	0	4	2	0	0	33	0	3	0	0	0	20	1	0	0	1	35	113		801	14.10
Wyandotte																								
D0500 Kansas City																								
Special Ed: 500	0	154	0	172	1	388	34	0	827	0	66	0	10	0	989	28	0	73	6	334	3082		21831	14.11
Norton																								
D0211 Norton Community Sch																								
Special Ed: 325	0	14	0	0	4	7	0	0	36	0	0	0	0	0	21	0	0	0	0	25	107		757	14.13

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IN - Interpreter Services
LD - Learning Disabled

MA - Mobility Assistance
OH - Other Health Impaired
OT - Occupational Therapy
PI - Physically Impaired
PT - Physical Therapy

SL - Speech Language
SM - Severe Multiple Disability
TB - Traumatic Brain Injury
TM - Trainable Mental Retardation
VI - Visually Impaired

REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

17

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Lyon																							
D0252 Southern Lyon County																							
Special Ed: 253	0	7	0	0	1	5	1	0	33	0	0	0	1	0	18	3	0	0	0	18	87	615	14.14
Franklin																							
D0290 Ottawa																							
Special Ed: 290	0	27	0	0	8	35	0	0	133	0	1	2	6	0	61	4	3	4	1	53	338	2387	14.16
Ellis																							
D0489 Hays																							
Special Ed: 489	0	52	0	1	13	19	1	0	164	0	11	1	3	0	58	0	0	4	1	176	504	3552	14.18
Osage																							
D0456 Marais Des Cygnes Va																							
Special Ed: 620	0	3	0	0	3	3	1	0	13	0	1	0	0	0	7	0	1	0	0	10	42	296	14.18
Republic																							
D0455 Hillcrest Rural Scho																							
Special Ed: 333	0	2	0	0	2	1	0	0	11	0	0	0	0	0	2	0	1	0	0	4	23	162	14.19
Comanche																							
D0300 Comanche County																							
Special Ed: 300	0	7	0	0	3	6	0	0	24	0	2	0	1	0	7	1	0	0	0	12	63	443	14.22
Reno																							
D0308 Hutchinson Public Sc																							
Special Ed: 308	0	36	1	0	31	42	3	0	261	0	7	0	4	1	154	8	0	17	3	190	758	5320	14.24
Marshall																							
D0488 Axtell																							
Special Ed: 442	0	15	0	0	1	5	3	0	9	0	0	0	0	0	14	0	0	0	0	7	54	378	14.28
Ellsworth																							
D0327 Ellsworth																							
Special Ed: 305	0	2	0	0	3	9	0	0	64	0	1	0	2	0	18	0	0	0	0	27	126	882	14.28
Saline																							
D0307 Ell-Saline																							
Special Ed: 305	0	1	0	0	2	2	0	0	15	0	3	0	1	0	8	0	0	0	1	23	56	392	14.28
Rice																							
D0405 Lyons																							
Special Ed: 405	0	6	0	0	13	10	1	0	57	0	2	1	0	0	27	2	0	0	0	7	126	878	14.35
Stafford																							
D0350 St. John-Hudson																							
Special Ed: 350	0	4	0	0	4	3	1	0	32	0	0	0	0	0	9	1	0	2	0	12	68	472	14.40

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IN - Interpreter Services
LD - Learning Disabled

MA - Mobility Assistance
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OT - Occupational Therapy
PI - Physically Impaired
PT - Physical Therapy

SL - Speech Language
SM - Severe Multiple Disability
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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

11

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	AM Except	Hdct Enr	% Except
Johnson																							
D0230 Spring Hill																							
Special Ed: 230	0	3	0	0	1	5	0	0	73	0	1	0	0	0	48	0	0	3	0	51	185	1282	14.43
Wabaunsee																							
D0330 Wabaunsee East																							
Special Ed: 330	0	4	0	0	5	2	0	0	37	0	2	0	0	0	32	0	0	0	0	9	91	630	14.44
Kearny																							
D0216 Deerfield																							
Special Ed: 611	0	9	0	0	3	7	0	0	19	0	0	0	0	0	7	0	0	0	0	6	51	352	14.48
Butler																							
D0206 Remington-Whitewater																							
Special Ed: 490	0	4	0	0	2	3	0	0	40	0	0	0	0	0	21	3	0	1	0	6	80	551	14.51
Wyandotte																							
D0204 Bonner Springs																							
Special Ed: 500	0	5	0	6	0	25	2	0	71	0	3	0	2	0	81	1	0	1	1	111	309	2128	14.52
McPherson																							
D0400 Lindsborg																							
Special Ed: 418	1	9	0	0	8	7	2	0	52	0	0	0	1	0	21	0	0	2	1	28	132	908	14.53
Leavenworth																							
D0207 Ft Leavenworth																							
Special Ed: 453	1	3	0	0	18	3	4	0	72	0	8	0	3	0	89	2	0	3	1	72	279	1919	14.53
Gove																							
D0293 Quinter Public Schoo																							
Special Ed: 602	0	4	0	0	9	0	4	0	13	0	0	0	0	0	14	0	0	0	0	12	56	385	14.54
Cloud																							
D0333 Concordia																							
Special Ed: 333	0	27	0	0	7	6	0	0	78	0	0	0	0	0	32	0	0	2	0	51	203	1390	14.60
Franklin																							
D0287 West Franklin																							
Special Ed: 620	0	10	0	0	4	11	0	0	61	0	2	0	0	0	11	1	0	0	0	16	116	794	14.60
Marion																							
D0410 Durham-Hillsboro-Leh																							
Special Ed: 617	0	15	0	0	0	2	2	0	36	0	4	0	0	0	17	0	1	1	0	17	95	650	14.61
Montgomery																							
D0447 Cherryvale																							
Special Ed: 607	0	10	0	0	1	10	0	0	36	0	3	0	0	1	17	0	0	1	0	13	92	629	14.62

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LD - Learning Disabled

MA - Mobility Assistance
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OT - Occupational Therapy
PI - Physically Impaired
PT - Physical Therapy

SL - Speech Language
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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

19

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Douglas																							
D0348 Baldwin City																							
Special Ed: 614	0	14	0	0	28	6	1	0	52	0	3	2	3	0	15	2	0	0	1	41	168	1147	14.64
Leavenworth																							
D0453 Leavenworth																							
Special Ed: 453	2	47	0	0	36	56	8	0	186	0	16	4	6	0	117	3	4	12	4	140	641	4368	14.67
Wyandotte																							
D0203 Piper																							
Special Ed: 500	0	2	0	1	0	5	4	0	22	0	4	0	1	0	35	1	0	1	3	97	176	1198	14.69
Jewell																							
D0278 Mankato																							
Special Ed: 273	0	2	0	0	1	2	0	0	14	0	0	0	0	0	15	0	0	2	0	10	46	312	14.74
Rush																							
D0403 Otis-Bison																							
Special Ed: 428	0	1	0	0	2	4	0	0	16	0	0	0	0	0	19	1	0	1	0	11	55	373	14.74
Coffey																							
D0245 Leroy-Gridley																							
Special Ed: 244	0	3	0	3	0	3	0	0	23	0	2	0	0	0	4	0	1	0	1	13	53	359	14.76
Marshall																							
D0364 Marysville																							
Special Ed: 364	0	14	0	0	7	9	2	0	36	0	1	0	0	0	44	2	0	3	0	42	180	1080	14.81
Meade																							
D0225 Fowler																							
Special Ed: 613	0	0	0	0	0	1	0	0	7	0	0	0	0	0	7	0	0	1	0	8	24	162	14.81
Butler																							
D0490 El Dorado																							
Special Ed: 490	0	49	0	0	22	26	3	0	129	0	2	0	3	0	106	3	1	6	0	1	351	2354	14.91
Harvey																							
D0460 Hesston																							
Special Ed: 373	0	3	0	0	3	1	0	0	25	0	0	0	0	0	19	0	0	3	0	67	121	811	14.91
Nemaha																							
D0442 Nemaha Valley School																							
Special Ed: 442	0	12	0	0	3	6	0	0	23	0	0	0	0	0	33	0	0	0	0	3	80	536	14.92
Trego																							
D0208 Wakeeney																							
Special Ed: 602	0	5	0	0	13	3	1	0	24	0	2	0	2	0	24	0	0	2	1	24	101	675	14.96

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64-1
AU - Autism
BD - Behavior Disorder
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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

20

Based on the Public School Headcount Enrollment, September 20, 1992 and the Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Atchison																							
D0377 Atchison Co Comm Sch																							
Special Ed: 608	0	7	0	0	3	4	1	0	40	0	1	0	1	0	39	0	1	1	1	23	122	813	15.00
Wyandotte																							
D0202 Turner																							
Special Ed: 202	0	31	0	0	8	57	4	0	215	0	15	0	4	0	146	1	0	9	1	86	577	3841	15.02
Miami																							
D0367 Osawatomie																							
Special Ed: 368	0	4	0	0	2	12	0	0	43	0	0	0	0	0	33	2	0	4	0	28	128	849	15.07
Labette																							
D0503 Parsons																							
Special Ed: 607	0	15	0	0	10	26	3	0	74	0	3	1	1	0	44	0	1	1	1	120	300	1989	15.08
Riley																							
D0384 Blue Valley																							
Special Ed: 379	0	2	0	0	1	3	0	0	16	0	0	0	1	0	13	1	0	0	0	8	45	298	15.10
Harvey																							
D0373 Newton																							
Special Ed: 373	1	64	0	0	5	28	2	0	177	0	1	0	0	0	147	3	1	4	0	108	541	3577	15.12
Graham																							
D0280 West Graham-Morland																							
Special Ed: 602	0	3	0	0	1	0	0	0	4	0	1	0	0	0	3	1	0	0	0	5	18	119	15.12
Rawlins																							
D0317 Herndon																							
Special Ed: 602	0	1	0	0	1	0	1	0	1	0	0	0	0	0	3	0	0	0	0	5	12	79	15.18
Reno																							
D0309 Nickerson																							
Special Ed: 610	0	11	0	0	7	13	1	0	87	0	0	0	2	1	37	1	0	4	5	50	219	1436	15.25
Linn																							
D0344 Pleasanton																							
Special Ed: 368	0	1	0	0	2	3	0	0	34	0	0	0	0	0	14	0	0	1	0	13	68	445	15.28
Sedgwick																							
D0262 Valley Center																							
Special Ed: 618	0	17	0	0	13	15	1	0	127	0	10	0	3	0	71	0	0	3	1	83	344	2247	15.30
Sherman																							
D0352 Goodland																							
Special Ed: 602	0	25	0	0	21	13	4	0	58	0	5	0	3	0	25	1	3	0	0	36	194	1266	15.32

* Caution: Percentages will be inflated for those school districts who provide special education services to private school students (they are included in the special education childcount, but are not included in the enrollment total).

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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

21

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Greeley																							
D0200 Greeley County																							
Special Ed: 611	0	9	0	0	2	0	0	0	17	0	0	0	0	0	14	1	0	0	1	14	58	377	15.38
Smith																							
D0237 Smith Center																							
Special Ed: 325	0	6	0	0	2	1	0	0	35	0	3	0	0	0	33	0	0	1	0	18	99	641	15.44
Sheridan																							
D0412 Hoxie Community Scho																							
Special Ed: 602	2	3	0	0	6	4	1	0	21	0	0	0	0	0	23	0	0	1	0	18	79	510	15.49
Labette																							
D0504 Oswego																							
Special Ed: 250	0	0	0	0	0	4	1	0	32	1	1	0	0	0	16	0	0	2	1	15	73	471	15.49
Jefferson																							
D0342 McLouth																							
Special Ed: 608	1	9	0	0	2	3	0	0	29	0	0	0	0	0	18	0	0	1	0	24	87	561	15.50
Shawnee																							
D0501 Topeka Public School																							
Special Ed: 501	0	244	0	0	85	206	22	0	658	0	17	0	30	0	441	21	1	43	7	523	2298	14805	15.52
Linn																							
D0362 Prairie View																							
Special Ed: 368	0	4	0	0	2	2	0	0	61	0	1	0	0	0	25	2	0	2	0	40	139	895	15.53
Sedgwick																							
D0261 Haysville																							
Special Ed: 261	0	20	0	0	15	22	1	0	222	0	2	0	4	1	103	2	0	12	2	155	561	3610	15.54
Wabaunsee																							
D0329 Alma																							
Special Ed: 320	0	6	0	0	7	2	0	0	47	0	0	0	0	0	17	1	0	0	0	14	94	604	15.56
Neosho																							
D0413 Chanute Public Schoo																							
Special Ed: 603	1	36	0	0	14	16	1	1	100	0	1	0	0	0	71	2	2	2	0	72	319	2046	15.59
Norton																							
D0213 West Solomon Valley																							
Special Ed: 325	0	1	0	0	0	0	0	0	7	0	0	0	0	0	5	0	0	1	0	3	17	109	15.59
Harper																							
D0511 Attica																							
Special Ed: 605	0	4	0	0	3	4	0	0	12	0	1	0	0	0	5	0	0	0	0	3	32	205	15.60

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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

22

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Mitchell																							
D0272 Waconda																							
Special Ed: 273	0	3	0	0	0	4	0	0	39	0	1	0	0	0	29	1	0	3	0	11	91	582	15.63
Coffey																							
D0243 Lebo-Waverly																							
Special Ed: 244	0	2	0	0	0	4	1	0	47	0	1	0	0	0	14	0	0	0	1	18	88	562	15.65
Sumner																							
D0360 Caldwell																							
Special Ed: 619	0	2	0	0	1	4	0	0	7	0	1	0	0	0	6	0	3	0	0	29	53	338	15.68
Meade																							
D0226 Meade																							
Special Ed: 613	0	1	0	0	0	4	1	0	36	0	0	0	0	0	18	0	0	0	0	6	66	420	15.71
Thomas																							
D0316 Golden Plains																							
Special Ed: 602	0	3	0	0	2	1	1	0	7	0	0	0	0	0	4	0	0	0	0	7	25	159	15.72
Greenwood																							
D0389 Eureka																							
Special Ed: 389	0	14	0	0	3	15	0	0	58	0	1	0	2	0	26	0	1	4	0	18	142	898	15.81
Johnson																							
D0233 Olathe																							
Special Ed: 233	5	111	0	0	195	90	15	0	793	0	28	0	15	0	415	16	1	22	8	799	2513	15885	15.81
Sumner																							
D0509 South Haven																							
Special Ed: 619	0	1	0	0	0	3	0	0	16	0	1	0	1	0	3	0	4	0	0	9	38	239	15.89
Marshall																							
D0380 Vermillion																							
Special Ed: 442	0	13	0	0	2	3	1	0	41	0	1	0	0	0	27	0	0	0	0	16	104	651	15.97
McPherson																							
D0418 McPherson																							
Special Ed: 418	0	26	0	1	16	12	1	0	126	0	2	0	2	0	101	2	1	6	2	143	441	2758	15.98
Allen																							
D0258 Humboldt																							
Special Ed: 603	1	4	0	0	5	3	0	0	47	0	0	0	2	0	24	0	1	1	0	15	103	635	16.22
Stafford																							
D0349 Stafford																							
Special Ed: 350	0	6	0	0	6	2	0	0	19	0	1	0	0	0	4	0	1	0	0	11	50	305	16.39

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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

23

Based on the Public School Headcount Enrollment, September 20, 1992 and the Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	CH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Lane																							
D0482 Dighton																							
Special Ed: 613	0	2	0	0	11	2	0	0	26	0	2	0	1	0	14	0	0	0	1	11	70	424	16.50
Sedgwick																							
D0264 Clearwater																							
Special Ed: 618	0	8	0	0	3	10	2	0	65	0	4	0	1	0	18	1	0	2	0	60	174	1052	16.53
Russell																							
D0399 Paradise																							
Special Ed: 325	0	0	0	0	0	1	0	0	7	0	1	0	0	0	3	0	0	1	0	11	24	145	16.55
Gray																							
D0371 Montezuma																							
Special Ed: 611	0	1	0	0	2	2	0	0	4	0	0	0	1	0	7	0	0	0	1	10	28	169	16.56
Jackson																							
D0336 Holton																							
Special Ed: 336	0	16	0	0	9	15	1	0	64	0	2	0	3	0	44	0	0	0	0	17	171	1030	16.60
Doniphan																							
D0425 Highland																							
Special Ed: 616	0	2	0	0	3	3	0	0	12	0	0	0	0	0	10	0	1	0	0	18	49	294	16.66
Rooks																							
D0269 Palco																							
Special Ed: 325	0	1	0	0	1	1	1	0	12	0	0	0	0	0	8	0	0	1	0	4	29	174	16.66
Reno																							
D0313 Buhler																							
Special Ed: 610	0	15	0	1	5	22	5	0	138	0	3	0	4	1	47	2	1	6	1	123	374	2233	16.74
Russell																							
D0407 Russell County																							
Special Ed: 407	0	16	0	0	10	6	0	0	82	0	3	0	0	0	39	1	0	7	2	42	208	1240	16.77
Cheyenne																							
D0103 Cheylin																							
Special Ed: 602	0	6	0	0	2	2	1	0	9	0	0	0	0	0	4	0	0	0	1	13	38	225	16.88
Jefferson																							
D0343 Perry Public Schools																							
Special Ed: 608	1	6	0	0	7	7	0	0	62	0	1	0	1	0	45	1	10	0	0	23	164	960	17.08
Allen																							
D0257 Iola																							
Special Ed: 603	1	20	0	0	18	28	5	0	105	0	5	0	1	0	67	4	1	3	1	60	319	1858	17.16

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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

24

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct	Enr	% Except
Osborne																								
D0392 Osborne County																								
Special Ed: 325	0	7	0	0	2	2	1	0	32	0	1	0	0	0	18	0	0	0	0	26	89		517	17.21
Greenwood																								
D0386 Madison-Virgil																								
Special Ed: 253	0	5	0	0	0	3	0	0	27	0	0	0	0	0	9	0	0	0	0	6	50		290	17.24
Pratt																								
D0438 Skyline Schools																								
Special Ed: 605	0	3	0	0	2	2	0	0	9	0	0	0	0	0	13	1	0	0	0	31	61		353	17.28
Ford																								
D0459 Bucklin																								
Special Ed: 613	0	10	0	0	2	6	0	0	26	0	1	0	0	0	10	0	0	0	0	10	65		376	17.28
Logan																								
D0274 Oakley																								
Special Ed: 602	0	9	0	0	8	4	4	0	33	0	6	0	5	0	19	0	1	0	0	7	96		546	17.58
Logan																								
D0275 Triplains																								
Special Ed: 602	0	3	0	0	2	2	0	0	4	0	0	0	0	0	5	0	1	0	0	3	20		112	17.85
Pottawatomie																								
D0321 Kaw Valley																								
Special Ed: 321	0	26	0	0	19	6	0	0	65	0	10	0	2	0	33	1	0	1	0	32	195		1089	17.90
Atchison																								
D0409 Atchison Public Scho																								
Special Ed: 409	0	31	0	0	17	24	0	0	93	0	5	0	2	0	77	2	0	6	0	59	316		1763	17.92
Allen																								
D0256 Marmaton Valley																								
Special Ed: 603	0	4	0	0	3	2	0	0	20	0	3	0	0	0	34	0	0	0	0	4	70		390	17.94
Clark																								
D0220 Ashland																								
Special Ed: 613	0	1	0	0	0	1	0	0	10	0	1	0	0	0	12	0	1	0	0	24	50		277	18.05
Shawnee																								
D0372 Silver Lake																								
Special Ed: 372	0	9	0	0	16	6	0	0	15	0	0	0	1	0	7	0	0	0	0	68	122		673	18.12
Butler																								
D0375 Circle																								
Special Ed: 490	0	19	0	0	4	12	0	0	112	0	0	0	2	0	71	1	0	5	0	27	253		1389	18.21

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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

25

Based on the Public School Headcount Enrollment, September 20, 1992 and the Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Stafford																							
D0351 Macksville																							
Special Ed: 350	0	7	0	0	2	2	0	0	23	0	0	0	0	0	7	1	1	3	0	8	54	296	18.24
Sumner																							
D0359 Argonia Public School																							
Special Ed: 619	0	1	0	0	0	1	0	0	19	0	1	0	0	0	3	1	2	0	0	15	43	235	18.29
Pottawatomie																							
D0322 Onaga-Havensville-Wh																							
Special Ed: 336	0	8	0	0	0	7	0	0	13	0	0	0	1	0	50	0	0	0	0	7	86	468	18.37
Marshall																							
D0498 Valley Heights																							
Special Ed: 364	0	7	1	0	2	5	1	0	21	0	2	0	1	0	24	0	0	0	0	20	84	450	18.66
Jefferson																							
D0341 Oskaloosa Public Sch																							
Special Ed: 608	0	7	0	0	4	7	1	0	46	0	2	0	1	0	19	0	3	1	1	43	135	710	19.01
Brown																							
D0430 Brown County																							
Special Ed: 615	0	4	0	0	6	8	0	0	49	0	5	0	0	0	29	1	0	2	1	27	132	686	19.24
Brown																							
D0415 Hiawatha																							
Special Ed: 615	0	5	0	0	7	10	0	0	86	0	2	0	1	0	52	5	0	3	0	84	255	1283	19.87
Douglas																							
D0497 Lawrence																							
Special Ed: 497	5	109	0	0	61	71	21	0	524	0	28	1	11	0	296	12	0	24	3	663	1829	9119	20.05
Marion																							
D0398 Peabody-Burns																							
Special Ed: 617	0	18	0	0	2	1	0	0	51	0	2	0	0	0	5	0	1	0	0	9	89	440	20.22
Rice																							
D0444 Little River																							
Special Ed: 405	0	9	0	0	4	10	0	0	18	0	1	0	0	0	12	1	0	0	1	3	59	290	20.34
Kiowa																							
D0424 Mullinville																							
Special Ed: 300	0	1	0	0	1	1	0	0	5	0	0	0	0	0	5	1	0	0	0	6	20	97	20.61
Elk																							
D0283 Elk Valley																							
Special Ed: 282	0	3	0	0	7	8	0	0	17	0	0	0	1	0	8	1	0	0	0	2	47	227	20.70

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REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

2'

Based on the Public School Headcount Enrollment, September 20, 1992 and the
Part B, Individuals with Disabilities Education Act childcount, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TBI	TM	VI	GI	All Except	Hdct Enr	% Except
Rice																							
D0401 Chase																							
Special Ed: 405	0	7	0	0	4	3	0	0	12	0	0	0	0	0	13	0	0	0	0	2	41	193	21.24
Greenwood																							
D0390 Hamilton																							
Special Ed: 253	0	2	0	0	0	1	0	0	12	0	0	0	0	0	9	0	0	0	0	1	25	117	21.36
Doniphan																							
D0486 Elwood																							
Special Ed: 616	0	4	0	0	7	6	0	0	13	0	0	0	0	0	17	0	0	0	0	7	54	251	21.51
Elk																							
D0282 West Elk																							
Special Ed: 282	0	9	0	0	26	11	0	0	30	0	0	0	0	0	22	1	0	2	0	14	115	478	24.05
Washington																							
D0221 North Central																							
Special Ed: 333	0	3	0	0	3	2	0	0	22	0	0	0	0	0	5	0	0	0	0	10	45	175	25.71

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95-1

Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

November 29, 1993

TO: Kansas Committee on School District Finance
and Quality Performance

FROM: State Department of Education and
Legislative Research Department

SUBJECT: Number of Special Education Teaching Units
for State Aid Purposes

Table III provides the number of special education teachers and paraprofessionals for which local education agencies received reimbursement for school years 1989-90 through 1993-94. Special education teachers are reimbursed based upon their FTE while paraprofessionals are reimbursed at 0.4 of their FTE. We have also provided the percentage increase/decrease for the same years.

- * The total number of FTE special education teaching units has varied from 6,132 in 1989-90 to a high of 7,348 during the 1993-94 school year.

TABLE III

SPECIAL EDUCATION TEACHERS AND PARAPROFESSIONALS*
(For State Aid Purposes)
1989-90 THROUGH 1993-94

	Total FTE Spec. Educ. <u>Teaching Units</u>	<u>Difference</u>	Percentage <u>Inc./Dec.</u>
1989-90	6,132		
1990-91	6,463	331	5.4
1991-92	6,568	105	1.6
1992-93	7,069	501	7.6
1993-94**	7,348	279	3.9

*Paraprofessionals have been multiplied by 0.4.

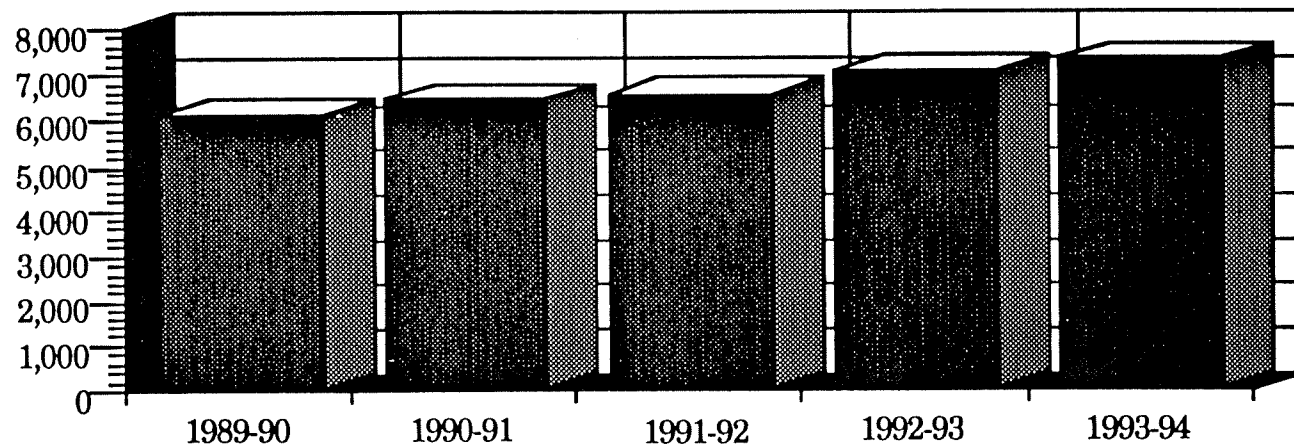
**Estimated

Dale M. Dennis
Deputy/Assistant Commissioner
Division of Fiscal Services and Quality Control
(913) 296-3871
Fax No. (913) 296-7933

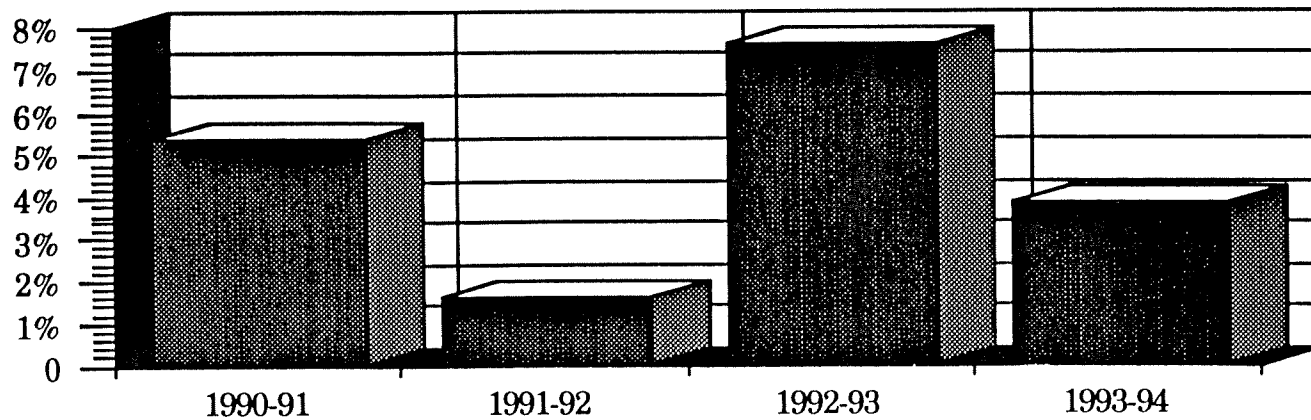
Table III

Special Education Teachers and Paraprofessionals

Total FTE Special Education Teaching Units



Percentage Inc./Dec.



Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

November 29, 1993

TO: Kansas Committee on School District Finance
and Quality Performance

FROM: State Department of Education and
Legislative Research Department

SUBJECT: Special Education Expenditures

Table IV provides the estimated state expenditures for special education for school years 1989-90 through 1993-94 as well as the percentage increase/decrease for the same years.

- * Special education expenditures over the past five years have increased from \$214,650,002 to an estimated \$302,888,434 during the 1993-94 school year.
- * The largest increase in special education expenditures, \$30,685,315, was during the 1992-93 school year.

TABLE IV

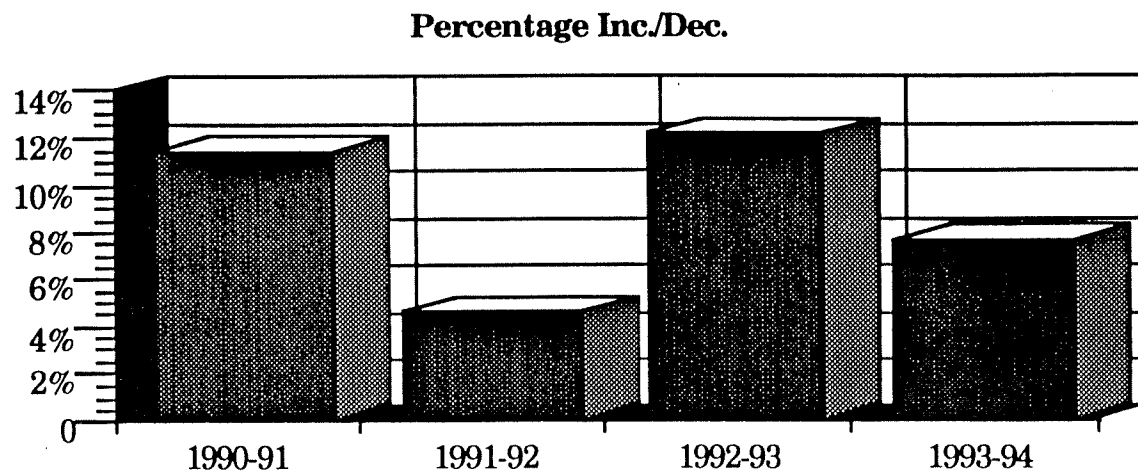
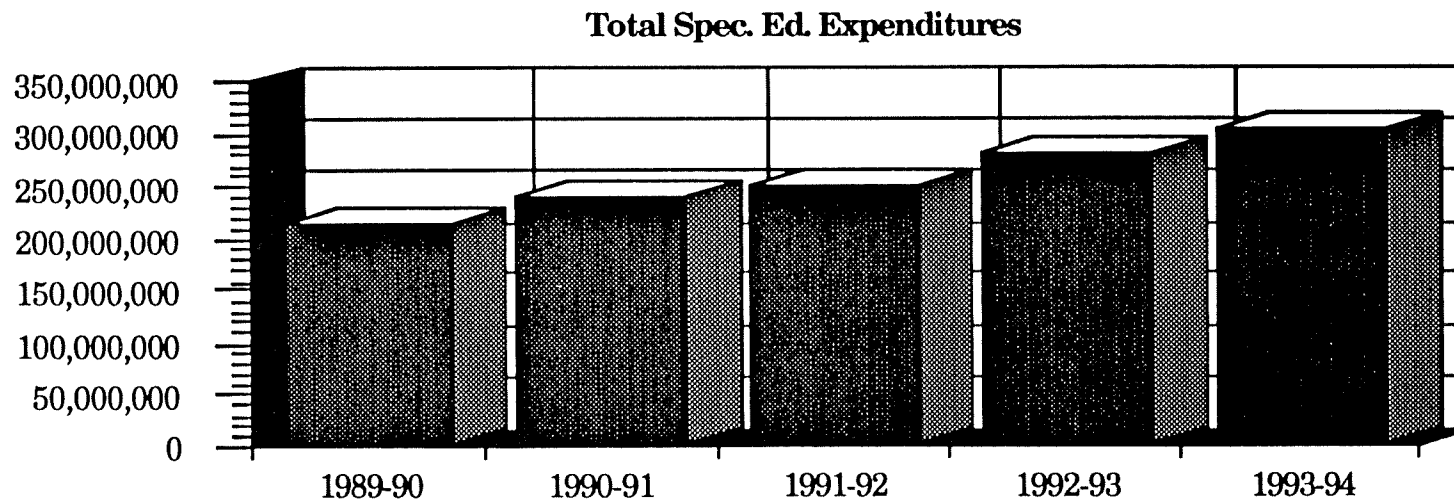
ESTIMATED TOTAL EXPENDITURES FOR SPECIAL EDUCATION
1989-90 THROUGH 1993-94

	<u>TOTAL Spec. Ed. Expenditures</u>	<u>Difference</u>	<u>Percentage Inc./Dec.</u>
1989-90	\$ 214,650,002		
1990-91	239,320,588	\$ 24,670,586	11.49
1991-92	250,528,682	11,208,094	4.68
1992-93	281,213,997	30,685,315	12.25
1993-94*	302,888,434	21,674,437	7.71

* Estimated

Dale M. Dennis
Deputy/Assistant Commissioner
Division of Fiscal Services and Quality Control
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Table IV
Estimated Total Expenditures for Special Education



Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

November 29, 1993

TO: Kansas Committee on School District Finance
and Quality Performance

FROM: State Department of Education and
Legislative Research Department

SUBJECT: Special Education Transportation State Aid and Expenditures

Table V provides the transportation expenditures for special education and the state aid reimbursement for transportation for school years 1989-90 through 1993-94. As you would anticipate, the transportation expenditures and state aid have increased each year. This is a result of increased costs associated with transporting special education students plus increased enrollments.

Kansas law provides that the state pay 80 percent of reimbursement for special education transportation.

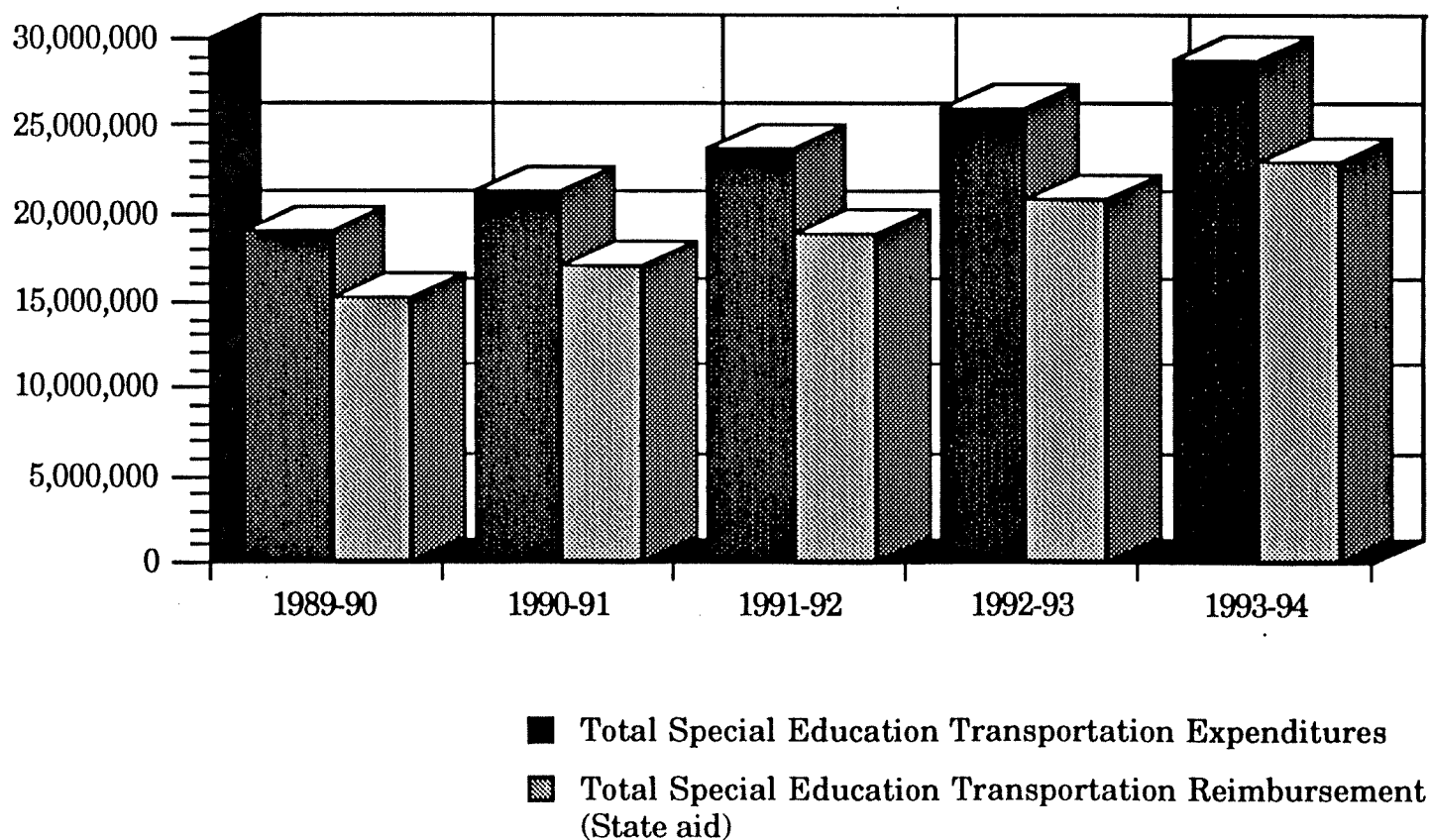
TABLE V
SPECIAL EDUCATION TRANSPORTATION EXPENDITURES AND STATE AID
1989-90 THROUGH 1993-94

	<u>TOTAL Spec. Ed. Transportation Expenditures</u>	<u>Difference</u>	<u>TOTAL Spec. Ed. Transportation Reimbursement</u>	<u>Difference</u>
1989-90	\$ 19,110,956		\$ 15,288,765	
1990-91	21,349,290	\$ 2,238,334	17,079,432	\$ 1,790,667
1991-92	23,693,403	2,344,113	18,954,722	1,875,290
1992-93	26,145,577	2,452,174	20,916,462	1,961,740
1993-94*	28,760,135	2,614,558	23,008,108	2,091,646

* Estimated

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Table V
Special Education Transportation Expenditures and State Aid



Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

November 29, 1993

TO: Kansas Committee on School District Finance
and Quality Performance

FROM: State Department of Education and
Legislative Research Department

SUBJECT: State Aid for Special Education

Table VI provides the estimated total state aid for special education teaching units for school years 1989-90 through 1993-94 as well as the percentage increase/decrease for the same years.

- * Total state aid for special education has varied over the past five years from \$113,643,059 during 1989-90 to an estimated \$149,026,071 during the 1993-94 school year.
- * There was a \$4,484,477 decrease in state aid for special education during the 1991-92 school year.

TABLE VI

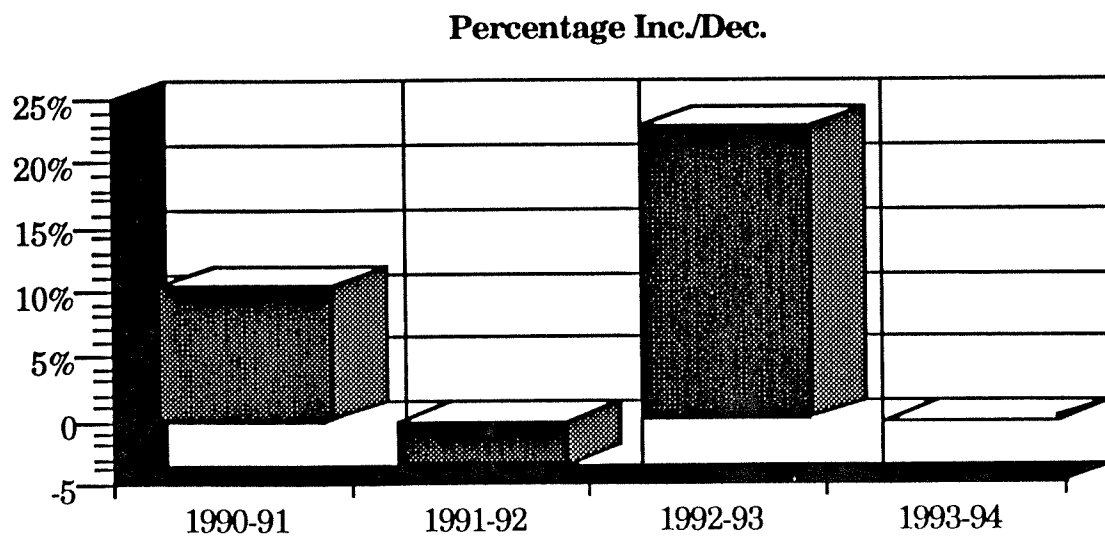
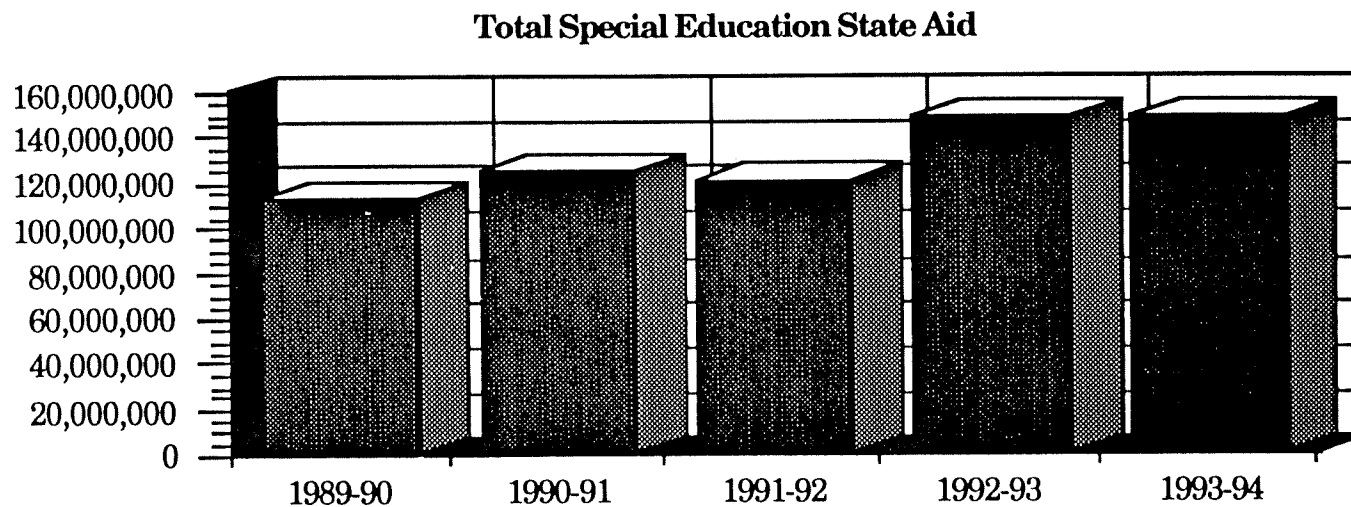
TOTAL STATE AID FOR SPECIAL EDUCATION TEACHING UNITS
1989-90 THROUGH 1993-94

	<u>TOTAL Spec. Ed. State Aid</u>	<u>Difference</u>	<u>Percentage Inc./Dec.</u>
1989-90	\$ 113,643,059		
1990-91	125,562,021	\$ 11,918,962	10.5
1991-92	121,077,544	(4,484,477)	(3.6)
1992-93	149,026,071	27,948,527	23.1
1993-94*	149,026,071	0	0

*Estimated

Dale M. Dennis
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Table VI
Total State Aid for Special Education Teach Units



Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

November 29, 1993

TO: Kansas Committee on School District Finance
and Quality Performance

FROM: State Department of Education and
Legislative Research Department

SUBJECT: Special Education State Aid Per Teacher

Table VII provides the amount of state aid for each special education teaching unit for school years 1989-90 through 1993-94. We have also provided the percentage increase/decrease for the same years.

- * The amount per special education teaching unit has increased from \$16,200 in Fiscal Year 1990 to \$17,500 in Fiscal Year 1994.
- * The amount per special education teaching unit decreased by \$1,145 during the 1991-92 school year. The state aid appropriation was also reduced during the 1991-92 school year.
- * The largest percentage increase in the amount per special education teaching unit was 15.5 percent during Fiscal Year 1993.

TABLE VII

STATE SPECIAL EDUCATION AID PER TEACHER
1989-90 THROUGH 1993-94

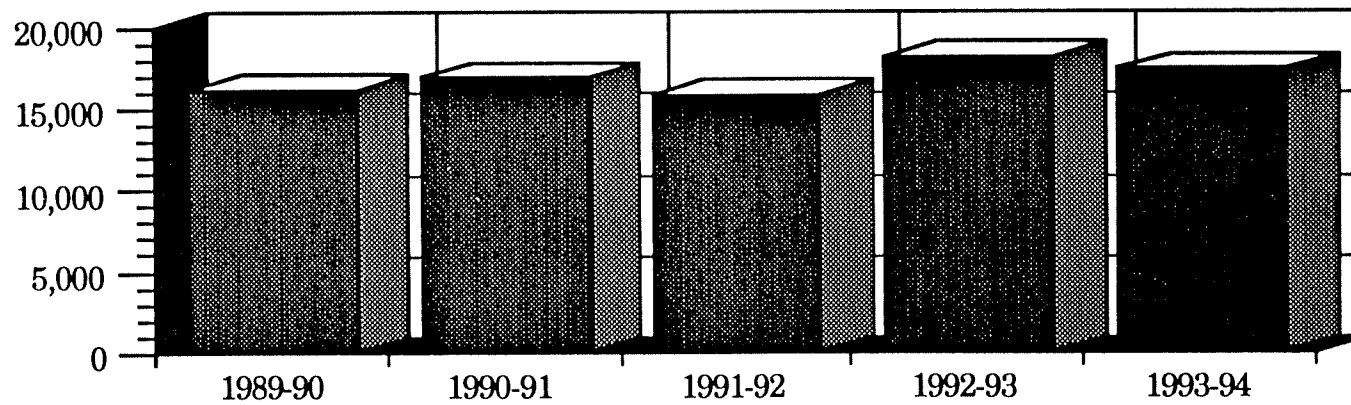
	<u>Amount Per Spec. Ed. Teacher</u>	<u>Difference</u>	<u>Percentage Inc./Dec.</u>
1989-90	\$ 16,200		
1990-91	16,945	745	4.6
1991-92	15,800	(1,145)	(6.8)
1992-93	18,250	2,450	15.5
1993-94*	17,500	(750)	(4.1)

*Estimated

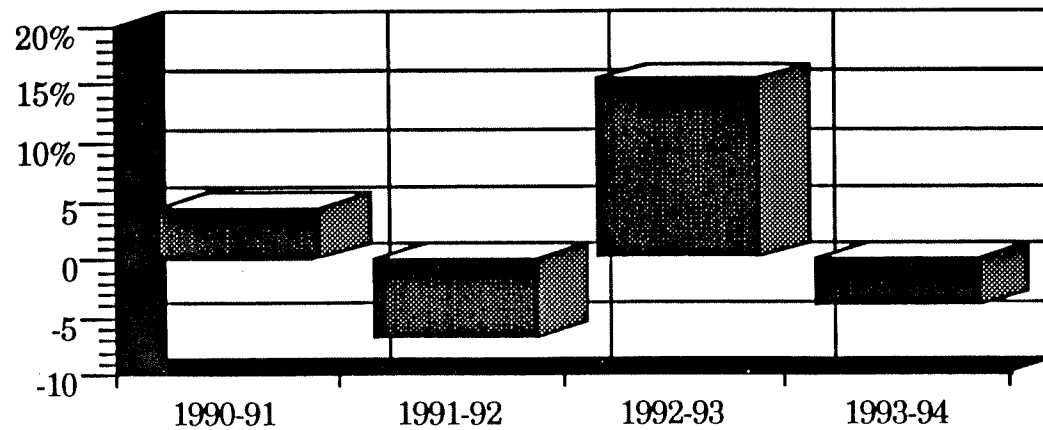
Dale M. Dennis
Deputy/Assistant Commissioner
Division of Fiscal Services and Quality Control
(913) 296-3871
Fax No. (913) 296-7933

Table VII
State Special Education Aid Per Teacher

Amount Per Special Education Teacher



Percentage Inc./Dec.



Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

November 29, 1993

TO: Kansas Committee on School District Finance
and Quality Performance

FROM: State Department of Education and
Legislative Research Department

SUBJECT: Estimated State Aid for Special Education Teaching Units Compared
to Total Expenditures for Special Education

Table VIII provides the estimated state aid for special education teaching units compared to the estimated total expenditures for special education for school years 1989-90 through 1993-94. We have also provided the funds which must come from other sources.

- * The percentage of special education state aid to the total expenditures of special education has varied from 52.99 to a low of 48.33 during the 1991-92 school year.
- * The highest amount of state aid for special education units was paid during the 1992-93 school year.
- * The lowest percentage of state aid to total expenditures was 48.33 during the 1991-92 school year.

TABLE VIII

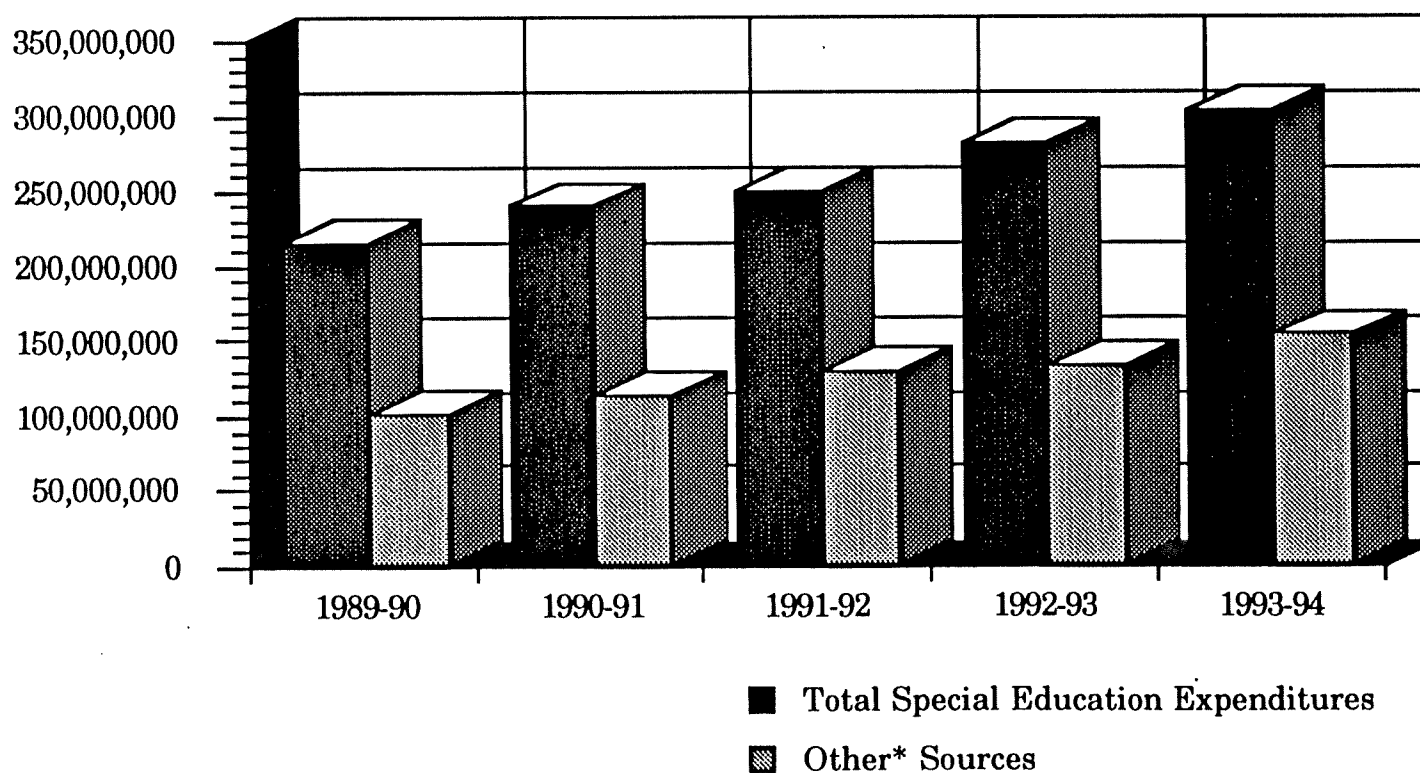
PERCENTAGE OF STATE AID FOR SPECIAL EDUCATION UNITS
COMPARED TO TOTAL EXPENDITURES FOR
SPECIAL EDUCATION
1989-90 THROUGH 1993-94

	<u>TOTAL Spec. Ed. Expenditures</u>	<u>State Aid for Spec. Ed. Units</u>	<u>Other* Sources</u>	<u>Percentage of Spec. Ed. State Aid to Total Expenditures</u>
1989-90	\$ 214,650,002	\$ 113,643,059	\$ 101,006,943	52.94
1990-91	239,320,588	125,562,021	113,758,567	52.46
1991-92	250,528,682	121,077,544	129,451,138	48.33
1992-93	281,213,997	149,026,071	132,187,926	52.99
1993-94 Est.	302,888,434	149,026,071	153,862,363	49.20

* Other sources includes general fund transfer, interest on idle funds, and other miscellaneous revenue.

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Table VIII
Percentage of State Aid for Special Education Units Compared to Total
Expenditures for Special Education



*Other sources include general fund transfer, interest on idle funds, and other miscellaneous revenue.

MEMORANDUM

Kansas Legislative Research Department

300 S.W. 10th Avenue
Room 545-N – Statehouse
Topeka, Kansas 66612-1504
Telephone (913) 296-3181 FAX (913) 296-3824

August 30, 1993

To: Kansas Committee on School District Finance and Quality Performance
From: Ben F. Barrett, Associate Director
Re: Special Education: Selected Factors Regarding Special Education Costs

For several years, the rapid escalation of the costs of providing special education services required under federal and state law has been a major concern of policymakers. This matter has been reviewed under legislative auspices on several occasions, but no satisfactory means of controlling the growth of these costs has been identified. Part 1 of this memorandum draws principally from recent legislative work for the purpose of identifying various factors that have been said to contribute to the special education cost pressures. Part 2 identifies a few significant state policy control areas that materially can affect the cost of special education services.

This memorandum should not be viewed as a substitute for information on special education program cost factors that the Committee might derive from public hearings on this topic. Rather, it is an effort to provide concise and useful background information that identifies cost factors that frequently are mentioned.

PART 1 -- COST PRESSURE ISSUES

1. With the imposition of the broad special education services mandate, there has been greater emphasis on identifying exceptional children and providing services to them. Thus, many more children have been identified as candidates for special education services.
2. As related to No. 1 (above), a large number of special education personnel have been added to the system in order to comply with the mandate for services. It has taken several years beyond the original full service mandate deadline (July 1, 1979 for children with disabilities and July 1, 1980 for gifted) to meet the staffing requirements on a statewide basis. Subsequently, special education services were mandated for three- and four-year old children with disabilities. This mandate became effective for the 1991-92 school year. These programs presently are not regarded as being fully staffed.

3. In similar vein (to No. 2), largely as a result of federal legislation, much greater emphasis has been placed on early intervention services for children with disabilities. This means there has been an increased dedication of resources to providing services, including screening and prevention, to preschoolers. While early intervention services are regarded in professional circles to be cost-effective, they do contribute to increased special education costs in the short term.
4. Special education advocacy groups and some parents have become increasingly insistent on receiving the full range of special education services to which exceptional children are entitled.
5. Advances in medical treatment procedures have made it possible to save some children born prematurely or with serious medical conditions who, in an earlier era, would not have survived. One consequence is an increase in required special education interventions on behalf of these children in order to help them better realize their potential.
6. It appears that in recent years there have been more low birth weight babies born as the result of inadequate prenatal care and due to drug usage of mothers. It is likely that many of these children will be in need of special services.
7. Disintegration of the family unit structure and poor parenting have resulted in neglect of both psychological and physical needs of some children. The result is special education involvement for some children for whom such services might otherwise have been avoided or from whom less severe interventions would have been indicated.
8. The trend being urged as a matter of public policy both at the federal and state levels toward deinstitutionalization of persons with mental illness and persons who have mental (and, often, physical) disabilities means that the educational services to which these persons are entitled more often must be provided by the public schools. This results in additional costs in the public education sector.
9. Beginning in 1985-86, school district enrollments again began to increase. Inasmuch as it can be expected that in the range of 10 percent of children will have some disability, enrollment increases may be translated into additional special education caseloads. For 1993-94, the projected full-time equivalent enrollment increase is about 7,500. If 10 percent of children have disabilities requiring special education services, this means that about 750 additional children, statewide, will be added to the special education services system. (It presently appears that the school district enrollment growth might be entering a decline phase for the next few years. That is, enrollment increases seem likely to be somewhat smaller than have been experienced in recent years.)
10. 1990 federal legislation included the addition of the terms "assistive technology device" and "assistive technology services." The State Board of Education has incorporated assistive technology devices and services as "related services" in the Board's "State Plan for Special Education." Greater awareness of these devices and services would be expected to be related to greater use of them, thus affecting special education costs.

(The "assistive technology device" and "assistive technology services" language was added to the federal law because of a perceived gap between the need for assistive technology and the level of awareness among special education and related services personnel of the devices and services available and confusion among various disciplines regarding the vocabulary of terms used in reference to technology-related programs and services.)

11. Fear of costly litigation may cause some school districts to agree to provide special education services beyond the level required under federal law, thus resulting in higher expenditures that otherwise would occur.
12. An amendment contained in the 1990 federal legislation waived the state's immunity from suit in federal court for violations of the Individuals with Disabilities Education Act (the federal special education law -- formerly known as the Education of the Handicapped Act). This change could result in greater litigation costs for the state.
13. The 1990 federal legislation increased the emphasis on including transition services in the IEP. Transition services include plans in the IEP designed to assist special education students who complete school district special education programs move into employment, employment training, rehabilitation, or other community settings. Transition services plans are required for all students 16 years of age and older and, to the extent appropriate, for students 14 years of age and younger. This focuses increased attention on post elementary and postsecondary school experiences. Fully implemented, this change could have some impact on other established training and educational programs, as well as various social service providers. (This is not a new concept; rather, it is an increased focus of attention.)
14. Personnel salary increases generally are the same for special education teachers and paraprofessionals as for their regular education counterparts. This means that the emphasis that has been placed on increasing teachers' salaries at an accelerated rate during recent years has applied equally to special education personnel.
15. There is a strong movement toward a renewed effort to more fully implement the least restrictive environment concept. The term "inclusion" is being used in connection with this programming focus. Thus, it appears that there will be increased emphasis on collaborative teaching models involving the classroom teacher and special education personnel. This could mean fewer programs in which students are pulled out of the classroom for a portion of the day for special services and fewer separate special education rooms. What impact this direction will have on special education costs is uncertain. Some believe costs will be increased, but others believe service delivery will become more cost effective.

PART 2 -- MAJOR STATE POLICY AREAS

1. The Kansas law mandates services for exceptional children. This includes children with disabilities and those who are gifted. In contrast, the federal law requires special

education services only for children with disabilities. The point is that mandated services for gifted children is a state level policy choice exclusively.

2. The state determines personnel standards. This is accomplished through rules and regulations adopted by the State Board of Education. The federal requirement is that the state use its own existing highest requirements to determine the standards appropriate to personnel who provide special education and related services. This means that the state (the State Board of Education in Kansas) has flexibility to determine education and training requirements for special education and related services personnel.

Currently, special education teacher training and certification issues are the subject of review under the auspices of the State Board of Education.

3. Presently, Kansas imposes a variety of class size and caseload standards for the various types of handicapping conditions and service delivery configurations. These are state requirements exclusively. Many times it becomes difficult for the local education agencies to assemble students and personnel to both meet service requirements and optimize the use of staff resources. As a consequence, it has become a common practice for the State Board of Education to authorize a large number of exceptions to the specific staffing configuration requirements.

During the 1991-92 and 1992-93 school years, the State Board of Education operated a pilot program with several volunteer local education agencies which involved the waiver of the class size and caseload standards. In place of these standards, the local education agencies utilized a new management information system that had been developed via contract for the State Department of Education. This management system has proved to be an effective means of making staffing assignments for the varied types of service configurations that school districts encounter. For the 1993-94 school year, the State Board of Education will waive the class size and caseload standards for any local education agency who requests the waiver in favor of using the new management system.

4. The present law provides categorical state aid for funding special education services. It reimburses districts for student and teacher transportation at 80 percent of costs and it reimburses districts for 80 percent of costs (up to \$600 per year) for maintenance of a child receiving special education services away from home. The remainder of the amount appropriated for special education services is distributed to school districts on the basis of full-time equivalent (FTE) special education teaching units, with paraprofessionals counted at .4 FTE. In several years under this formula, but not in FY 1994, the Legislature has used some agreed upon percentage of the total "excess costs" of providing special education services as the basis for determining the total appropriation for this program.

The funding level is one of the issues concerning special education support. That is, the degree to which categorical aid approaches paying school district excess costs for special education services has important implications to school districts because they must allocate more or less of their general and supplemental general fund resources

for special education purposes, depending upon the state aid amount that is provided for this program. The less categorical aid that is provided, the more difficult the school district spending decisions become.

Another issue is the funding method that is provided to support special education. Is there another method that would better discharge the state's interest? Possibilities could include, among others, increasing Base State Aid Per Pupil and eliminating special funding entirely, using a pupil weighting system, making percentage adjustments of the school district's general fund to reflect special education responsibilities, or reimbursing each school district for some percentage of approved costs.

**HISTORY OF SPECIAL EDUCATION CATEGORICAL STATE AID,
EXPENDITURES, AND TEACHING UNITS: 1974-75 TO PRESENT**

(Amounts in Thousands, Except Teaching Units--Actual)

Year	Special Ed. Categorical Aid	Percent Increase	Maximum Auth. FTE Teaching Unit Entitlement	Percent Increase	No. of FTE Teaching Units	Percent Increase	Total USD Special Ed. Expenditures	Percent Increase	Cat. Aid Percent of Expenditures
1974-75	\$9,475		\$3,793		2,033		\$25,300		37.5 %
1975-76	12,088	27.6 %	4,000	5.5 %	2,453	20.7 %	32,700	29.2 %	37.0
1976-77	14,322	18.5	4,000	0.0	2,839	15.7	44,400	35.8	32.3
1977-78	18,402	28.5	4,500	12.5	3,183	12.1	51,900	16.9	35.5
1978-79	22,327	21.3	4,815	7.0	3,639	14.3	61,000	17.5	36.6
1979-80	32,112	43.8	6,500	35.0	4,024	10.6	75,100	23.1	42.8
1980-81	39,415	22.7	7,060	8.6	4,599	14.3	95,001	26.5	41.5
1981-82	46,613	18.3	8,060	14.2	4,832	5.1	107,868	13.5	43.2
1982-83	57,440	23.2	9,979	23.8	5,149	6.6	118,784	10.1	48.4
1983-84	62,662	9.1	10,339	3.6	5,360	4.1	129,361	8.9	48.4
1984-85	70,418	12.4	11,210	8.4	5,493	2.5	143,097	10.6	49.2
1985-86	76,384	8.5	11,855	5.8	5,726	4.2	162,035	13.2	47.1
1986-87	76,443	0.1	11,298	(4.7)	5,759	0.6	166,925	3.0	45.8
1987-88	89,785	17.5	14,450	27.9	5,470	(5.0)	173,278	3.8	51.8
1988-89	101,260	12.8	15,440	6.9	5,778	5.6	192,199	10.9	52.7
1989-90	113,643	12.2	16,200	4.9	6,132	6.1	214,650	11.7	52.9
1990-91	125,562	10.5	16,945	4.6	6,463	5.4	239,321	11.5	52.5
1991-92	121,078	(3.6)	15,800	(6.8)	6,568	1.6	250,529	4.7	48.3
1992-93	149,026	23.1	18,250	15.5	7,069	7.6	281,314	12.3	53.0
Est. 1993-94	149,026	0.0	17,500	(4.1)	7,348	3.9	302,888	7.7	49.2
Est. 1994-95	NA	NA	NA	NA	7,525	2.4	319,403	5.5	NA
INCREASE,									
1974-75/1993-94	139,551	1,472.8	13,707	361.4	5,315	261.4	277,588	1,097.2	
1974-75/1994-95	NA	NA	NA	NA	5,492	270.1	294,103	1,162.5	

KLRD
January 17, 1994

Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

January 20, 1994

TO: Senate Education Committee

FROM: Betty Weithers, Team Leader *BW*
Special Education Outcomes Team

SUBJECT: Least Restrictive Environment Policy

Thank you for the opportunity to present the position of the Special Education Outcomes Team of the State Board of Education on implementation of the least restrictive environment requirements set forth in the Individuals with Disabilities Education Act. Two papers setting forth this position are enclosed. The first, which was developed in response to questions from the field and disseminated in 1991, is printed on pink paper. The second, a draft position for the consideration of the State Board in January 1994 is printed on blue paper. We anticipate the State Board of Education making a decision in February.

for your files . . . POLICY LETTER

SPECIAL EDUCATION ADMINISTRATION

91-1

TO: All Directors of Special Education
FROM: *BW* Betty M. Weithers
DATE: January 7, 1991
RE: **POLICY CLARIFICATION: LEAST RESTRICTIVE ENVIRONMENT**

The delivery of Special Education services within program models variously described as "integrated" or "inclusive" is generating much discussion. This policy clarification is an attempt to define these two terms and to describe the implications of these program models on the delivery of services in the least restrictive environment.

Question: Is there a difference between inclusion and integration?

Answer: KSDE staff have determined that, although the terms are often used interchangeably, inclusion does differ from integration. The key factor is the location where services are delivered. An inclusive program maximizes the interactions between those with disabilities and those without and *takes place in the student's neighborhood school*. An integrated program maximizes the interactions between those with disabilities and those without but *does not take place in the student's neighborhood school*.

Question: What is inclusion?

Answer: Inclusion is used to describe a philosophical and programmatic orientation toward placement in the least restrictive environment regardless of the student's categorical label. An inclusion oriented program promotes a normalized educational experience for students with disabilities and their families. A critical component of inclusive programming is extensive cooperation and collaboration between regular education and special education teachers and administrators.

Inclusion may be best defined by its components:

- * physical - students with disabilities are educated in their neighborhood school, the school they would attend if they were not disabled;

- * educational - individualized special education programs are referenced to the general education curriculum and primarily take place in classrooms with nondisabled students. A pull-out approach is used only when the team cannot achieve a satisfactory result in the regular education setting;
- * functional - school resources and areas are used by students with disabilities in the manner and at the times such resources are used by other students;
- * social - the structured and unstructured on-going interaction between students with and without disabilities occurs; and
- * societal - the community-based instruction needed to prepare students to function in integrated adult environments is provided.

Question: What is integration?

Answer: Integration is typically understood to mean education in regular education environments to some extent. It is often used to refer only to social integration during nonacademic times, for example, lunch, music class, art class or tutoring by nondisabled peers.

Like inclusion, the purpose of integration is to achieve programmatic and social benefits for students with disabilities. There is an effort to provide and support functional and social integration in age-appropriate regular education settings along with the community-based instruction needed by the students. Unlike inclusion, however, placement in the home community and neighborhood school is often lacking. In addition to overtaking the resources of schools which house one or more special education classrooms, the benefit of the neighborhood school is lacking. Likewise, the benefit of community based instruction is mitigated by its having occurred in a community other than the one in which the student lives and regularly participates.

It is important to note that the mere physical presence of a student with disabilities with nondisabled students does not constitute an integrated program. Physical presence alone does not meet the least restrictive environment mandate, nor should it be defined as integration.

Question: How important is it for a student with a disability to be enrolled in his or her neighborhood school?

Answer: Unless required by the student's IEP, placement should be "in the school which he or she would attend if not handicapped" (34 C.F.R. 300.552 (c)). The decision to educate a student outside his or her home attendance center, consideration must be given to "any potential harmful effect on the student or on the quality of services which he or she needs" (C.F.R. 300.552 (d)). The team must recognize that an out-of-neighborhood school placement limits the student's social development by removing him from his siblings and neighborhood peers and from opportunities to participate in extracurricular activities in his home community. Removal from home communities also inhibits the success of community-based instructional efforts. Lastly, parent involvement in the program and the school is often adversely affected by removal of the student from his or her neighborhood school. Weighing the proposed benefit of the alternative placement against these factors must be an integral part of the placement decision made for each individual.



Kansas State Department of Education

Kansas State Education Building
120 East 10th Street Topeka, Kansas 66612

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Question: What is the Kansas State Department of Education's position on integration and inclusion?

Answer: The Education of the Handicapped Act calls for the availability of a continuum of placement options. This continuum is referenced in the Kansas State Plan and ranges from placement in regular education with the provision of supplementary aids and services to placement in separate classrooms or facilities and home bound services.

The principle of least restrictive environment requires that, when making placement and programmatic decisions, all IEP teams must begin with an assumption in favor of an inclusive program. Removal from regular education can only be made when it can be documented that a student cannot, even with supplementary aides and services available within the public school, achieve satisfactory educational progress commensurate with the student's potential.

Based on the LRE requirement, a rebuttable presumption should be made that any student irrespective of categorical label, can be served in the regular education classroom with support from special education. This presumption may be overcome based on the student's individual needs.

Question: What factors affect placement?

Answer: It is imperative that the student's individual needs determine placement. Placement should reflect the setting in which the student's needs can be best met when provided the educational services needed to support the student's individually designed special education program. Placement decisions must not be based on any of the following factors used alone or in combination: category of handicapping condition, configuration of the service delivery system, availability of educational or related services, availability of space, or curriculum content or methods of curriculum delivery. (Standards and Guidelines for Compliance with Federal Requirements for the Education of the Handicapped, 1986)

Individual needs, rather than blanket statements regarding the types of curriculum needed (i.e., vocational, academic, functional) should determine the program for the student. Setting alone does not provide the program. Placement is a combination of the type of program planned for the student and where it is offered. The curriculum offered to the student may be adapted to his needs in the regular education setting. For instance, a functional or lower reading objective can be learned by a student with disabilities at the same time and place as more advanced reading skills are learned by others. A language or communication goal can be taught to a student with severe disabilities in a classroom when other students are learning language arts.

Question: When must support be given to the regular classroom program? To what extent should this support be given?

Answer: As a general rule, support must be provided to the regular education program to augment the student's program when the individual teacher's ability to handle the divergence in the class has been exceeded. For example, when portions of the developmental curriculum offered in the regular classroom require adaptation (teaching at a different level or for a different learning objective), it is likely that support will be needed.

Support can be at several levels. Supplementary aids and services include, but are not limited to special instruction, instructional support services, materials or equipment provided in conjunction with regular classroom instruction including consulting services, itinerant services, resource services, tutoring, instructional support provided by teacher aides and paraprofessional personnel, technology, readers, and interpreters. Support may also take the form of teacher consultation or direct instruction by the special educator in the classroom.

Vital to the success of an inclusive program is support in the form of teacher training. Inservice and preservice training must address inclusion and integration as well as curriculum models which address diversity in the classroom. Examples include classwide peer tutoring, peer buddies, ability awareness, cooperative learning, computer assisted instruction, integrated therapies, individualized instruction, integration, and curriculum matrixing. Also, training focusing on collaborative consultation and team teaching is important to facilitate inclusive programming.

Support in the regular education classroom must be more than a token effort. Support in the classroom should begin with the most that may be needed to make inclusion successful and then fade as the teacher's skills, the teacher's confidence and peer support increase. It should not be assumed, however, that even an extremely skilled teacher and supportive peers can adequately include a student with disabilities without direct support from special educators. For some students, the support may only be needed in the initial stages. For others, the support will be ongoing, according to their individual needs. The responsibility for ensuring adequate programming remains with the special education and related service personnel.

Kansas State Board of Education

Policy on Least Restrictive Environment for Students with Disabilities

Introduction

Since the enactment of the Individuals with Disabilities Education Act (IDEA), a variety of terms have been coined to reference the practice of educating students with disabilities with students who are not disabled. Mainstreaming, the Regular Education Initiative (REI), integration and inclusion have been used frequently and interchangeably. Given the absence of State or Federal definition, these terms mean different things to different people. This policy is intended to set forth guidance to local education agencies in carrying out the requirement of IDEA that, *to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved.* This is the legal premise which provides the basis for including students with disabilities in general education.

Historically, students who have presented teaching challenges have been separated from their nondisabled peers based upon the belief that quality instruction to address their unique needs only could be provided in special separate settings by instructors having specialized credentials. The result has been the creation of a separate system of education and a splintering of the instructional resources available to all students at the school. This dual system, while perhaps a necessary step in the evolution of educational practice, promoted an exclusionary philosophy which has resulted in the separation of students with disabilities from their nondisabled peers.

Frequently, students with disabilities have been educated in separate schools or in classrooms located in cluster arrangements rather than in their neighborhood schools. The result for students with disabilities has been little or no access to the general education classroom, as well as a lack of opportunities to develop friendships with nondisabled classmates. Special and general educators have taught in isolation without opportunity for collaboration, accountability, and a mutual responsibility for all children and youth in Kansas.

In contrast, inclusive educational programs are those which serve all students, including those with disabilities, in the least restrictive environment, preferably at their neighborhood school in age-appropriate general education classrooms. The amount of time spent outside of the general education classroom is a team decision rather than a categorical determination. Students are removed from the general education environment **only** when it has been clearly shown that supplemental aids and services have been attempted and have not succeeded in that environment.

In the field of education we are now beginning to recognize the value of diversity, as well as the value of individualizing each student's education to address their diverse learning styles, strengths, and needs. *Kansas Education for the 21st Century* states "the vision of world-class schools and learning communities may be advanced by restructuring schools within six strategic directions." One of these directions is to provide inclusive learning environments.

Important Points

- Schools should value each student regardless of his or her abilities or disabilities.
- Schools should provide dynamic, individualized, and innovative learning opportunities for **ALL** students.
- Schools should strive to provide education based on the needs of individual students as determined by the IEP team rather than on categorical labels.
- Schools should facilitate outcomes-based education by combining all of the specialized resources at the school to enhance learning for all students at the school.

Factors Involved in Student Placement

It is imperative that each student's individual needs determine placement. Placement should reflect the setting in which the student's needs can best be met when providing the educational services needed to support the student's individually designed special education program. Placement decisions must not be based on any of the following factors used alone or in combination: category of handicapping condition, configuration of the service delivery system, availability of educational or related services, availability of space or curriculum content, or methods of curriculum delivery. Individual strengths and needs, rather than "blanket statements" regarding the types of curriculum needed, should determine the student's program.

Kansas students who have disabilities benefit from receiving their education in general education settings alongside their nondisabled classmates. Similarly, Kansas students who do not have identified disabilities also benefit from inclusive educational programs by learning to appreciate diversity and value the achievement of those with disabilities.

Important Points

- Placement is comprised of the **SETTING** of the educational program and the **EDUCATIONAL PROGRAM** itself.
- Placement shall not be based upon the student's categorical label nor upon administrative convenience.
- Special education is not a place - it is services which may be provided in any setting.

Supplemental Aids and Services in the Classroom

When students with disabilities are included, resources must be provided to the general education program. Support can be provided at many levels. Supplementary aids and services include, but are not limited to, materials or equipment provided in conjunction with general education classroom instruction, consulting specialists, itinerant teachers, resource rooms, tutoring, instructional support provided by paraprofessional personnel, assistive technology, readers, and interpreters.

Support may take the form of teacher consultation or direct instruction by the special educator in the classroom. Teacher training is also a vital support. Training in curriculum models which address diversity in the classroom, as well as training in skills of collaboration, are key elements of successful teacher inservice training plans.

Support in the general education classroom must be more than a token effort. Support in the classroom should begin with what is needed to make the program successful and then fade as the teacher's skills, the teacher's confidence, and peer support increases. It should not be assumed, however, that even an extremely skilled teacher and supportive peers can adequately include a student with disabilities without direct support from special educators. The responsibility for ensuring adequate educational programming remains with the special education and related services personnel.

Policy Statement

It is the belief of the Kansas State Board of Education that a unitary system of education which values and includes students of varying levels of ability will provide individualized instruction for all students and will maximize all available resources. The Board supports the age-appropriate, general education classroom in the student's neighborhood school as the placement of choice for Kansas students with disabilities, but recognizes the need for a full continuum of services. Further, the Board supports the implementation of educational practices which facilitate inclusive educational programs such as: teaming arrangements involving general and special education staff and parents working together collaboratively to support students with and without disabilities in general education; special and general educators teaching together; and the provision of related services and other needed supports within the context of the general educational program. It is the intent of the Kansas State Board of Education that this policy shall ensure educational placements be made based upon the premise that students can be successfully supported in general education, with removal from the least restrictive environment occurring when a conscientious effort at providing supports has not proven successful.

Least Restrictive Environment

Sec. 300.550 General

(a) Each SEA shall ensure that each public agency establishes and implements procedures that meet the requirements of Secs. 300.550-300.556.

(b) Each public agency shall ensure—

(1) That to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and

(2) That special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

(Authority: 20 U.S.C. 1412(5)(B); 1414(a)(1)(C)(iv))

Sec. 300.551 Continuum of alternative placements

(a) Each public agency shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.

(b) The continuum required in paragraph (a) of this section must—

(1) Include the alternative placements listed in the definition of special education under Sec. 300.17 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and

(2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

(Authority: 20 U.S.C. 1412(5)(B))

Sec. 300.552 Placements

Each public agency shall ensure that:

(a) The educational placement of each child with a disability—

(1) Is determined at least annually;

(2) Is based on his or her IEP; and

(3) Is as close as possible to the child's home.

(b) The various alternative placements included at Sec. 300.551 are available to the extent necessary to implement the IEP for each child with a disability.

(c) Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled.

(d) In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.

(Authority: 20 U.S.C. 1412(5)(B))

Note: Section 300.552 includes some of the main factors that must be considered in determining the extent to which a child with a disability can be educated with children who are nondisabled.

The overriding rule in this section is that placement decisions must be made on an individual basis. The section also requires each agency to have various alternative placements available in order to ensure that each child with a disability receives an education that is appropriate to his or her individual needs.

The requirements of Sec. 300.552, as well as the other requirements of Secs. 300.550-300.556, apply to all preschool children with disabilities who are entitled to receive FAPE. Public agencies that provide preschool programs for nondisabled preschool children must ensure that the requirements of Sec. 300.552(c) are met. Public agencies that do not operate programs for nondisabled preschool children are not required to initiate such programs solely to satisfy the requirements regarding placement in the LRE embodied in Secs. 300.550-300.556. For these public agencies, some alternative methods for meeting the requirements of Secs. 300.550-300.556 include—

(1) Providing opportunities for the participation (even part-time) of preschool children with disabilities in other preschool programs operated by public agencies (such as Head Start);

(2) Placing children with disabilities in private school programs for nondisabled preschool children or private school preschool programs that integrate children with disabilities and nondisabled children; and

(3) Locating classes for preschool children with disabilities in regular elementary schools. In each case the public agency must ensure that each child's placement is in the LRE in which the unique needs of that child can be met, based upon the child's IEP, and meets all of the other requirements of Secs. 300.340-300.350 and Secs. 300.550-300.556.

The analysis of the regulations for Section 504 of the Rehabilitation Act of 1973 (34 CFR part 104-Appendix, Paragraph 24) includes several points regarding educational placements of children with disabilities that are pertinent to this section:

1. With respect to determining proper placements, the analysis states: "... it should be stressed that, where a handicapped child is so disruptive in a regular classroom that the education of other students is significantly impaired, the needs of the handicapped child cannot be met in that environment. Therefore regular placement would not be appropriate to his or her needs. ..."

2. With respect to placing a child with a disability in an alternate setting, the analysis states that among the factors to be considered in placing a child is the need to place the child as close to home as possible. Recipients are required to take this factor into account in making placement decisions. The parents' right to challenge the placement of their child extends not only to placement in special classes or separate schools, but also to placement in a distant school, particularly in a residential program. An equally appropriate education program may exist closer to home; and this issue may be raised by the parent under the due process provisions of this subpart.

Sec. 300.553 Nonacademic settings

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in Sec. 300.306, each public agency shall ensure that each child with a disability participates with nondisabled children in those services and activities to the maximum extent appropriate to the needs of that child.

(Authority: 20 U.S.C. 1412(5)(B))

Note: Section 300.553 is taken from a requirement in the final regulations for Section 504 of the Rehabilitation Act of 1973. With respect to this requirement, the analysis of the Section 504 Regulations includes the following statement: "[This paragraph] specifies that handicapped children must also be provided nonacademic services in as integrated a setting as possible. This requirement is especially important for children whose educational needs necessitate their being solely with other handicapped children during most of each day. To the maximum extent appropriate, children in residential settings are also to be provided opportunities for participation with other children." (34 CFR part 104-Appendix, Paragraph 24.)

Sec. 300.554 Children in public or private institutions

Each SEA shall make arrangements with public and private institutions (such as a memorandum of agreement or special implementation procedures) as may be necessary to ensure that Sec. 300.550 is effectively implemented.

(Authority: 20 U.S.C. 1412(5)(B))

Note: Under section 612(5)(B) of the statute, the requirement to educate children with disabilities with nondisabled children also applies to children in public and private institutions or other care facilities. Each SEA must ensure that each applicable agency and institution in the State implements this requirement.

Regardless of other reasons for institutional placement, no child in an institution who is capable of education in a regular public school setting may be denied access to an education in that setting.

Sec. 300.555 Technical assistance and training activities

Each SEA shall carry out activities to ensure that teachers and administrators in all public agencies—

(a) Are fully informed about their responsibilities for implementing Sec. 300.550; and

(b) Are provided with technical assistance and training necessary to assist them in this effort.

(Authority: 20 U.S.C. 1412(5)(B))

Sec. 300.556 Monitoring activities

(a) The SEA shall carry out activities to ensure that Sec. 300.550 is implemented by each public agency.

(b) If there is evidence that a public agency makes placements that are inconsistent with Sec. 300.550, the SEA shall—

(1) Review the public agency's justification for its actions; and

(2) Assist in planning and implementing any necessary corrective action.

(Authority: 20 U.S.C. 1412(5)(B))