

Guide for Related Elements Checks

What are Related Elements?

Related elements are values that must be consistent with other related values in a data submission to be considered accurate. These elements are often indicator values, subset elements, or student count/instance elements.

Types of Related Elements

Related elements fall into three categories. See the table below to understand the three types of issues involving related elements.

| | Indicator | Subset | Counts or Instances |
|--------------------|---|---|---|
| <i>Description</i> | An indicator value of "Yes" or "No" is not consistent with values entered elsewhere in survey. | A subset of values does not meet a related condition or set of conditions entered elsewhere in survey. | The value entered for a count of students is not consistent with values related to instances entered elsewhere in survey. |
| <i>Example</i> | <p>If International Baccalaureate Diploma Programme Indicator (APIB-1) is "1" or yes*, then student enrollment in the programme (APIB-2) should be non-zero.</p> <p><i>*Note: For Indicator questions, a value of "1" indicates "Yes," and a value of "0" indicates "No."</i></p> | Student Enrollment in Algebra I – Grades 7 & 8 (COUR-4a) should be greater than or equal to Students who Passed Algebra I – Grades 7 & 8 (COUR-4b). | If a non-zero value is reported for Instances of Preschool Corporal Punishment (DISC-2), then a non-zero value should be reported for preschool students who received corporal punishment (DISC-4). |

Reading Related Element Tables

Use the illustration below to understand how to read the related element tables included in this document.

| Check Number | Associated Questions | Description |
|--------------|----------------------|---|
| APIB_RN1_S | APIB-1, APIB-2 | If International Baccalaureate Diploma Programme Indicator is "1" or yes, then student enrollment in the programme should be non-zero |

Check Number found in Data Validation Notice

The values entered for these Associated Questions need your additional review if your LEA was flagged for this issue

Description of issue for which the LEA may be flagged

Related Elements: Indicator

See the table below for a list of indicator related element checks and a description of how the data should relate.

| <i>Check Number</i> | <i>Associated Questions</i> | <i>Description</i> |
|---------------------|-----------------------------|---|
| <i>APIB_RN1_S</i> | APIB-1, APIB-2 | If International Baccalaureate Diploma Programme Indicator is "1" or yes, then student enrollment in the programme should be non-zero |
| <i>APIB_RN2_S</i> | APIB-3, APIB-6 | If Advanced Placement (AP) Program Indicator is "1" or yes, then Advanced Placement (AP) Student Enrollment should be non-zero |
| <i>APIB_RN3_S</i> | APIB-7, APIB-8 | If AP Mathematics Enrollment Indicator is "1" or yes, then Student Enrollment in AP Mathematics should be non-zero |
| <i>APIB_RN4_S</i> | APIB-9, APIB-10 | If AP Science Enrollment Indicator is "1" or yes, then Student Enrollment in AP Science should be non-zero |
| <i>APIB_RN5_S</i> | APIB-11, APIB-12 | If AP Computer Science Enrollment Indicator is "1" or yes, then Student Enrollment in AP Computer Science should be non-zero |
| <i>APIB_RN6_S</i> | APIB-13, APIB-14 | If AP Other Subjects Enrollment Indicator is "1" or yes, then Student Enrollment in Other AP Subjects should be non-zero |
| <i>ATHL_RN1_S</i> | ATHL-1, ATHL-2, ATHL-3 | If Interscholastic Athletics Indicator is "1" or yes, then Interscholastic Athletics Sports, Teams, and Participants should be non-zero |
| <i>COUR_RN1_S</i> | COUR-2, COUR-3, COUR-4a | If Grade 7 Algebra I Enrollment Indicator or Grade 8 Algebra I Enrollment Indicator is "1" or yes, then Student Enrollment in Algebra I – Grades 7 & 8 should be non-zero |
| <i>COUR_RN2_S</i> | COUR-5, COUR-6 | If Grade 8 Geometry Enrollment Indicator is "1" or yes, then Student Enrollment in Geometry in Grade 8 should be non-zero |
| <i>COUR_RN3_S</i> | COUR-22, COUR-23 | If Single-Sex Academic Classes Indicator is "1" or yes, then total single sex classes should be non-zero |
| <i>DISC_RN1_S</i> | DISC-1, DISC-2 | If Preschool Corporal Punishment Indicator is "1" or yes, then instances of preschool corporal punishment should be non-zero |
| <i>DISC_RN2_S</i> | DISC-10, DISC-11 | If Corporal Punishment Indicator is "1" or yes, then instances of corporal punishment – students without disabilities and with disabilities should be non-zero |
| <i>DSED_RN1_L</i> | DSED-1, DSED-2 | If Distance Education Enrollment Indicator is "1" or yes, then Distance Education Enrollment should be non-zero |
| <i>HSEE_RN1_L</i> | HSEE-1, HSEE-2 | If High School Equivalency Exam Preparation Program Provided by the LEA Indicator is "1" or yes, then High School Equivalency Exam Preparation Program Student Participation should be non-zero |

| <i>Check Number</i> | <i>Associated Questions</i> | <i>Description</i> |
|---------------------|-----------------------------|---|
| <i>PENR_RN1_S</i> | PENR-1, PENR-2 | If Gifted and Talented Programs Indicator is "1" or yes, then Gifted and Talented Student Enrollment should be non-zero |
| <i>PENR_RN2_S</i> | PENR-3, PENR-4 | If Dual Enrollment/Dual Credit Program Indicator is "1" or yes, then Student Enrollment in Dual Enrollment/Dual Credit Program should be non-zero |
| <i>PENR_RN3_S</i> | PENR-5, PENR-6 | If Credit Recovery Program Indicator is "1" or yes, then Credit Recovery Program Student Participation should be non-zero |
| <i>RETN_RN1_S</i> | RETN-1, RETN-2 | If Student Retention Indicator is "1" or yes, then Retention of Students in that grade level should be non-zero (Kindergarten) |
| <i>RETN_RN2_S</i> | RETN-1, RETN-2 | If Student Retention Indicator is "1" or yes, then Retention of Students in that grade level should be non-zero (Grade 1) |
| <i>RETN_RN3_S</i> | RETN-1, RETN-2 | If Student Retention Indicator is "1" or yes, then Retention of Students in that grade level should be non-zero (Grade 2) |
| <i>RETN_RN4_S</i> | RETN-1, RETN-2 | If Student Retention Indicator is "1" or yes, then Retention of Students in that grade level should be non-zero (Grade 3) |
| <i>RETN_RN5_S</i> | RETN-1, RETN-2 | If Student Retention Indicator is "1" or yes, then Retention of Students in that grade level should be non-zero (Grade 4) |
| <i>RETN_RN6_S</i> | RETN-1, RETN-2 | If Student Retention Indicator is "1" or yes, then Retention of Students in that grade level should be non-zero (Grade 5) |
| <i>RETN_RN7_S</i> | RETN-1, RETN-2 | If Student Retention Indicator is "1" or yes, then Retention of Students in that grade level should be non-zero (Grade 6) |
| <i>RETN_RN8_S</i> | RETN-1, RETN-2 | If Student Retention Indicator is "1" or yes, then Retention of Students in that grade level should be non-zero (Grade 7) |
| <i>RETN_RN9_S</i> | RETN-1, RETN-2 | If Student Retention Indicator is "1" or yes, then Retention of Students in that grade level should be non-zero (Grade 8) |
| <i>RETN_RN10_S</i> | RETN-1, RETN-2 | If Student Retention Indicator is "1" or yes, then Retention of Students in that grade level should be non-zero (Grade 9) |
| <i>RETN_RN11_S</i> | RETN-1, RETN-2 | If Student Retention Indicator is "1" or yes, then Retention of Students in that grade level should be non-zero (Grade 10) |
| <i>RETN_RN12_S</i> | RETN-1, RETN-2 | If Student Retention Indicator is "1" or yes, then Retention of Students in that grade level should be non-zero (Grade 11) |
| <i>RETN_RN13_S</i> | RETN-1, RETN-2 | If Student Retention Indicator is "1" or yes, then Retention of Students in that grade level should be non-zero (Grade 12) |
| <i>SSPR_RN1_L</i> | SSPR-6, SSPR-7 | If Preschool Program Provided by the LEA Indicator is "1" or yes, then at least one value in Preschool Daily Length and Cost should be "1" or yes |
| <i>SSPR_RN2_L</i> | SSPR-12, SSPR-13 | If Kindergarten Program Indicator is "1" or yes, then at least one value in Kindergarten Daily Length and Cost should be "1" or yes |

Related Elements: Subset

See the table below for a list of subset related element checks and a description of how the data should relate.

| <i>Check Number</i> | <i>Associated Questions</i> | <i>Description</i> |
|---------------------|-----------------------------|---|
| <i>APIB_RS1_S</i> | APIB-6, APIB-8 | Sum of Student Enrollment in Advanced Placement (AP) Mathematics should not be greater than Advanced Placement (AP) Student Enrollment |
| <i>APIB_RS2_S</i> | APIB-6, APIB-10 | Sum of Student Enrollment in Advanced Placement (AP) Science should not be greater than Advanced Placement (AP) Student Enrollment |
| <i>APIB_RS3_S</i> | APIB-6, APIB-12 | Sum of Student Enrollment in Advanced Placement (AP) Computer Science should not be greater than Advanced Placement (AP) Student Enrollment |
| <i>APIB_RS4_S</i> | APIB-6, APIB-14 | Sum of Student Enrollment in Other Advanced Placement (AP) Subjects should not be greater than Advanced Placement (AP) Student Enrollment |
| <i>ARRS_RS1_S</i> | ARRS-2, ARRS-5 | Students without Disabilities – Referred to Law Enforcement should be greater than or equal to Students without Disabilities – School-Related Arrests |
| <i>ARRS_RS2_S</i> | ARRS-3, ARRS-6 | Students with Disabilities (IDEA) – Referred to Law Enforcement should be greater than or equal to Students with Disabilities (IDEA) – School-Related Arrests |
| <i>ARRS_RS3_S</i> | ARRS-3, ARRS-6 | Students with Disabilities (Section 504 only) – Referred to Law Enforcement should be greater than or equal to Students with Disabilities (Section 504 only) – School-Related Arrests |
| <i>ARRS_RS4_S</i> | ARRS-3, ARRS-6 | Students with Disabilities (EL Students without Disabilities) – Referred to Law Enforcement should be greater than or equal to Students with Disabilities (EL Students with Disabilities) – School-Related Arrests |
| <i>ARRS_RS5_S</i> | ARRS-2, ARRS-5 | Students without Disabilities (EL Students without Disabilities) – Referred to Law Enforcement should be greater than or equal to Students without Disabilities (EL Students without Disabilities) – School-Related Arrests |
| <i>COUR_RS1_S</i> | COUR-4a, COUR-4b | Student Enrollment in Algebra I – Grades 7 & 8 should be greater than or equal to Students who Passed Algebra I – Grades 7 & 8 |
| <i>COUR_RS2_S</i> | COUR-8a, COUR-8b | High School Student Enrollment in Algebra I – Grades 9 & 10 should be greater than or equal to High School Students who Passed Algebra I – Grades 9 & 10 |
| <i>COUR_RS3_S</i> | COUR-9a, COUR-9b | High School Student Enrollment in Algebra I – Grades 11 & 12 should be greater than or equal to High School Students who Passed Algebra I – Grades 11 & 12 |

| <i>Check Number</i> | <i>Associated Questions</i> | <i>Description</i> |
|---------------------|-----------------------------|--|
| <i>ENRL_RS1_S</i> | ENRL-2a, ENRL-2b | Enrollment of English Learner Students – EL Students in EL Programs should be less than or equal to Enrollment of English Learner Students – All EL Students (For Grades K-12 and Ungraded) |
| <i>HIBS_RS1_S</i> | HIBS-1, HIBS-3 | Allegations of harassment or bullying on the basis of religion should not be greater than the total number of Allegations of Harassment or Bullying – By Religion Type |
| <i>OFFN_RS1_S</i> | OFFN-5 | Documented incidents of rape or attempted rape that occurred at school should be greater than or equal to the number of documented incidents of rape or attempted rape committed by a student at school |
| <i>OFFN_RS2_S</i> | OFFN-5 | Documented incidents of sexual assault (other than rape) that occurred at school should be greater than or equal to the number of documented incidents of sexual assault (other than rape) committed by a student at school |
| <i>OFFN_RS3_S</i> | OFFN-5 | Documented incidents of rape or attempted rape that occurred at school should be greater than or equal to the number of documented incidents of rape or attempted rape committed by school staff at school |
| <i>OFFN_RS4_S</i> | OFFN-5 | Documented incidents of sexual assault (other than rape) that occurred at school should be greater than or equal to the number of documented incidents of sexual assault (other than rape) committed by school staff at school |
| <i>PSCH_RS1_L</i> | PSCH-2, SSPR-10 | The sum of Preschool Children Served (Age 3, Age 4, Age 5) reported in the LEA form should be greater than or equal to Preschool Enrollment reported in PSCH-2 in the School form. |
| <i>PSCH_RS1_S</i> | PSCH-3a, PSCH-3b | Preschool Enrollment of English Learner Students should be greater than or equal to Preschool Enrollment of English Learner Students – EL Students in EL Programs |
| <i>STAF_RS1_S</i> | STAF-1 | Total number of full-time equivalent (FTE) teachers should be equal to the sum of FTE teachers who are certified and FTE teachers who are not certified |
| <i>STAF_RS2_S</i> | STAF-1, STAF-4 | Number of full-time equivalent (FTE) teachers who were absent more than 10 school days should be less than or equal to total number of FTE teachers |
| <i>STAF_RS3_S</i> | STAF-5a, STAF-5b | Total number of FTE Teachers should be greater than or equal to the sum of First Year and Second Year Teachers. |
| <i>STAF_RS4_S</i> | STAF-1, STAF-2 | Each value reported for number of FTE teachers who are certified/licensed/endorsed in specified areas (mathematics, science, English as a Second Language, special education) should be less than or equal to the Number of FTE teachers who are certified |

Related Elements: Counts or Instances

See the table below for a list of counts or instances related element checks and how the data should relate.

| <i>Check Number</i> | <i>Associated Questions</i> | <i>Description</i> |
|---------------------|-----------------------------|--|
| <i>ARRS_RC1_S</i> | ARRS-1, ARRS-2 | Instances of Referrals to Law Enforcement for Students without Disabilities should be greater than or equal to the total number of Students Without Disabilities – Referred. If any Instances of School-Related Arrests for Students without Disabilities are reported, the value for Students Without Disabilities – Referred should be greater than zero. |
| <i>ARRS_RC2_S</i> | ARRS-1, ARRS-3 | Instances of Referrals to Law Enforcement for Students with Disabilities (IDEA) should be greater than or equal to Instances of School-Related Arrests for the total number of Students with Disabilities (IDEA) - Referred to Law Enforcement. If any Instances of Referrals to Law Enforcement for Students with Disabilities (IDEA) are reported, the value for Students With Disabilities (IDEA) - Referred should be greater than zero. |
| <i>ARRS_RC3_S</i> | ARRS-1, ARRS-3 | The number of Instances of Referrals to Law Enforcement for Students With Disabilities (Section 504 only) should be equal to or greater than the total number of Students With Disabilities (Section 504 only) - Referred to Law Enforcement. If any Instances of Referrals to Law Enforcement for Students With Disabilities (Section 504 only) are reported, the value for Students With Disabilities (Section 504 only) - Referred should be greater than zero. |
| <i>ARRS_RC4_S</i> | ARRS-4, ARRS-5 | The number of Instances of School-Related Arrests for Students Without Disabilities should be equal to or greater than the total number of Students Without Disabilities - School-Related Arrests. If any Instances of School-Related Arrests for Students Without Disabilities are reported, the value for Students Without Disabilities – School-Related Arrests should be greater than zero. |
| <i>ARRS_RC5_S</i> | ARRS-4, ARRS-6 | The number of Instances of School-Related Arrests for Students With Disabilities (IDEA) should be equal to or greater than the total number of Students With Disabilities (IDEA) - School-Related Arrests. If any Instances of School-Related Arrests for Students With Disabilities (IDEA) are reported, the value for Students With Disabilities (IDEA) should be greater than zero. |
| <i>ARRS_RC6_S</i> | ARRS-4, ARRS-6 | The number of Instances of School-Related Arrests for Students With Disabilities (Section 504 only) should be equal to or greater than the total number of Students With Disabilities (Section 504 only) - School-Related Arrests. If any Instances of School-Related Arrests for Students With Disabilities (Section 504 only) are reported, the value for Students With Disabilities (Section 504 only) - School-Related Arrests should be greater than zero. |

| <i>Check Number</i> | <i>Associated Questions</i> | <i>Description</i> |
|---------------------|-----------------------------|---|
| <i>COUR_RC1_S</i> | COUR-1, COUR-4a | If a non-zero value is reported for Grade 7/8 Algebra I Classes, then there should be a non-zero value for Student Enrollment in Algebra I – Grades 7 & 8 |
| <i>COUR_RC2_S</i> | COUR-18, COUR-19 | If a non-zero value is reported for Classes in Computer Science Courses, then there should be a non-zero value for Student Enrollment in Computer Science Courses |
| <i>COUR_RC3_S</i> | COUR-20, COUR-21 | If a non-zero value is reported for Classes in Data Science Courses, then there should be a non-zero value for Student Enrollment in Data Science Courses |
| <i>COUR_RC4_S</i> | COUR-7, COUR-12 | If a non-zero value is reported for Classes in Mathematics Courses in High School (Advanced Mathematics), then there should be a non-zero value for Student Enrollment in Mathematics Courses in High School – Advanced Mathematics |
| <i>COUR_RC5_S</i> | COUR-7, COUR-8a, COUR-9a | If a non-zero value is reported for Classes in Mathematics Courses in High School (Algebra I), then there should be a non-zero value for High School Student Enrollment in Algebra I – Grades 9 & 10, Grades 11 & 12 |
| <i>COUR_RC6_S</i> | COUR-7, COUR-11 | If a non-zero value is reported for Classes in Mathematics Courses in High School (Algebra II), then there should be a non-zero value for Student Enrollment in Mathematics Courses in High School – Algebra II |
| <i>COUR_RC7_S</i> | COUR-7, COUR-13 | If a non-zero value is reported for Classes in Mathematics Courses in High School (Calculus), then there should be a non-zero value for Student Enrollment in Mathematics Courses in High School – Calculus |
| <i>COUR_RC8_S</i> | COUR-7, COUR-10 | If a non-zero value is reported for Classes in Mathematics Courses in High School (Geometry), then there should be a non-zero value for Student Enrollment in Mathematics Courses in High School – Geometry |
| <i>COUR_RC9_S</i> | COUR-14, COUR-15 | If a non-zero value is reported for Classes in Science Courses (Biology), then there should be a non-zero value for Student Enrollment in Science Courses – Biology |
| <i>COUR_RC10_S</i> | COUR-14, COUR-16 | If a non-zero value is reported for Classes in Science Courses (Chemistry), then there should be a non-zero value for Student Enrollment in Science Courses – Chemistry |
| <i>COUR_RC11_S</i> | COUR-14, COUR-17 | If a non-zero value is reported for Classes in Science Courses (Physics), then there should be a non-zero value for Student Enrollment in Science Courses – Physics |
| <i>DISC_RC1_S</i> | DISC-11, DISC-12 | The total value for Corporal Punishment - Students Without Disabilities should be less than or equal to than the value reported for Instances of Corporal Punishment - Students Without Disabilities. If any Instances of Corporal Punishment are reported, |

| <i>Check Number</i> | <i>Associated Questions</i> | <i>Description</i> |
|---------------------|-----------------------------|--|
| | | the corresponding value for students subjected to Corporal Punishment must be greater than zero. |
| <i>DISC_RC2_S</i> | DISC-11, DISC-13 | The total value for Corporal Punishment - Students With Disabilities should be less than or equal to the value reported for Instances of Corporal Punishment - Students With Disabilities. If any Instances of Corporal Punishment are reported, the corresponding value for students subjected to Corporal Punishment must be greater than zero. |
| <i>DISC_RC3_S</i> | DISC-22, DISC-23, DISC 25 | The total value for Discipline of Students Without Disabilities - Only One Out-of-School Suspension and Discipline of Students Without Disabilities - More than One Out-of-School Suspension should be less than or equal to the value reported for Instances of Out-of-School Suspension - Students Without Disabilities. If any Instances of Out-of-School suspensions are reported, the total corresponding value for students receiving Only One or More than One Out-of-School Suspension must be greater than zero. |
| <i>DISC_RC4_S</i> | DISC-22, DISC-24, DISC-26 | The total value for Discipline of Students With Disabilities (IDEA) - Only One Out-of-School Suspension and Discipline of Students With Disabilities (IDEA)- More than One Out-of-School Suspension should be less than or equal to the value reported for Instances of Out-of-School Suspension - Students With Disabilities (IDEA). If any Instances of Out-of-School suspensions are reported, the total corresponding value for students receiving Only One or More than One Out-of-School Suspension must be greater than zero. |
| <i>DISC_RC5_S</i> | DISC-22, DISC-24, DISC-26 | The total value for Discipline of Students With Disabilities (504 only) - Only One Out-of-School Suspension and Discipline of Students With Disabilities (504 only)- More than One Out-of-School Suspension should be less than or equal to the value reported for Instances of Out-of-School Suspension - Students With Disabilities (504 only). If any Instances of Out-of-School suspensions are reported, the total corresponding value for students receiving Only One or More than One Out-of-School Suspension must be greater than zero. |
| <i>DISC_RC6_S</i> | DISC-3, DISC-4 | The total number of Preschool Children Without Disabilities Subjected to Corporal Punishment should be less than or equal to the value reported for Instances of Preschool Corporal Punishment - Children Without Disabilities. The count of Preschool Children Without Disabilities who received corporal punishment is equal to the total count of Preschool Children who received corporal punishment minus Students with Disabilities (IDEA) and Students with Disabilities (504 only) who received corporal punishment. If any Instances of Preschool Corporal Punishment are reported, the total corresponding value for |

| <i>Check Number</i> | <i>Associated Questions</i> | <i>Description</i> |
|---------------------|-----------------------------|--|
| | | Preschool Children Subjected to Corporal Punishment must be greater than zero. |
| <i>DISC_RC7_S</i> | DISC-2, DISC-4 | The total number of Preschool Children Subjected to Corporal Punishment should be less than or equal to the value reported for Instances of Preschool Corporal Punishment - All Preschool Children. If any Instances of Preschool Corporal Punishment are reported, the total corresponding value for Preschool Children Subjected to Corporal Punishment must be greater than zero. |
| <i>DISC_RC8_S</i> | DISC-2, DISC-3, DISC-4 | The total number of Preschool Children with Disabilities (IDEA) subjected to corporal punishment should be less than or equal to the value reported for Instances of Preschool Corporal Punishment - Children with Disabilities (IDEA). If any Instances of Preschool Corporal Punishment are reported, the total corresponding value for Preschool Children subjected to Corporal Punishment must be greater than zero. |
| <i>DISC_RC9_S</i> | DISC-3, DISC-4 | The total number of Preschool Children with Disabilities (IDEA and 504 only) Subjected to Corporal Punishment should be less than or equal to the value reported for Instances of Preschool Corporal Punishment - Children with Disabilities (IDEA and 504 only). If any Instances of Preschool Corporal Punishment are reported, the total corresponding value for Preschool Children Subjected to Corporal Punishment must be greater than zero. |
| <i>DISC_RC10_S</i> | DISC-7, DISC-8, DISC-9 | The total number of Preschool Children Without Disabilities that received Only One Out-of-School Suspension or More Than One Out-of-School Suspension should be less than or equal to the value reported for Instances of Out-of-School Suspension for Preschool Children Without Disabilities. If any Instances of Out of School Suspension for Preschool Children are reported, the total corresponding value for Preschool Children with Only One or More Than One Out-of-School Suspensions must be greater than zero. |
| <i>DISC_RC11_S</i> | DISC-6, DISC-8, DISC-9 | The total number of Preschool Children that received Only One Out-of-School Suspension or More Than One Out-of-School Suspension should be less than or equal to the value reported for Instances of Out-of-School Suspension for Preschool Children. If any Instances of Out of School Suspension for Preschool Children are reported, the total corresponding value for Preschool Children with Only One or More Than One Out-of-School Suspensions must be greater than zero. |
| <i>DISC_RC12_S</i> | DISC-6, DISC-8, DISC-9 | The total number of Preschool Children with Disabilities (IDEA) that received Only One Out-of-School Suspension or More Than One Out-of-School Suspension should be less than or equal to the value reported for Instances of Out-of-School Suspension for Preschool Children with Disabilities (IDEA). If any Instances of Out of School Suspension for Preschool Children are reported, the total |

| <i>Check Number</i> | <i>Associated Questions</i> | <i>Description</i> |
|---------------------|-----------------------------|--|
| | | corresponding value for Preschool Children with Only One or More Than One Out-of-School Suspensions must be greater than zero. |
| <i>DISC_RC13_S</i> | DISC-7, DISC-8, DISC-9 | The total number of Preschool Children with Disabilities (504 only) that received Only One Out-of-School Suspension or More Than One Out-of-School Suspension should be less than or equal to the value reported for Instances of Out-of-School Suspension for Preschool Children with Disabilities (504 only). If any Instances of Out of School Suspension for Preschool Children are reported, the total corresponding value for Preschool Children with Only One or More Than One Out-of-School Suspensions must be greater than zero. |
| <i>ENRL_RC1_S</i> | ENRL-1, ENRL-2a | The number of English Learner (EL) students reported by sex in ENRL-1 is not equal to the number of English Learner (EL) students reported by race/ethnicity/sex in ENRL-2a. |
| <i>ENRL_RC2_S</i> | ENRL-1, ENRL-3 | The number of Students with Disabilities (IDEA) reported by sex in ENRL-1 is not equal to the number of Students with Disabilities (IDEA) reported by race/ethnicity/sex in ENRL-3. |
| <i>ENRL_RC3_S</i> | ENRL-1, ENRL-4 | The number of Students with Disabilities (Section 504-only) reported by sex in ENRL-1 is not equal to the number of Students with Disabilities (Section 504-only) reported by race/ethnicity/sex in ENRL-4. |
| <i>PSCH_RC1_S</i> | PSCH-2, PSCH-4 | The total value reported for Preschool Enrollment - English Learners (EL) in PSCH-2, should equal the total value reported for Preschool Enrollment of English Learner Students in PSCH-3a. |
| <i>PSCH_RC2_S</i> | PSCH-2, PSCH-3a | The total value reported for Preschool Enrollment - Students with Disabilities (IDEA) in PSCH-2 should equal the total value reported for Preschool Enrollment of Students with Disabilities - IDEA in PSCH-4. |
| <i>PSCH_RC3_S</i> | PSCH-2, PSCH-5 | The total value reported for Preschool Enrollment - Students with Disabilities (Section 504 only) in PSCH-2 should equal the non-zero value reported for Preschool Enrollment of Students with Disabilities - Section 504 Only in PSCH-5. |
| <i>RSTR_RC1_S</i> | RSTR-1, RSTR-2 | The number of Instances of Mechanical Restraint of Students without Disabilities should be equal to or greater than the number of Students without Disabilities subjected to Mechanical Restraint. The count of Students without Disabilities is the count of Non-IDEA Students minus the count of 504 only students. If any Instances of Mechanical Restraint of Students without Disabilities are reported, the number of Students without Disabilities subjected to Mechanical Restraint should be greater than zero. |
| <i>RSTR_RC2_S</i> | RSTR-1, RSTR-3 | The number of Instances of Mechanical Restraint of Students with Disabilities (IDEA) should be equal to or greater than the number of IDEA Students Subjected to Restraint or Seclusion - Mechanical Restraint. If any Instances of Mechanical Restraint of Students with Disabilities (IDEA) are reported, the number of IDEA Students |

| <i>Check Number</i> | <i>Associated Questions</i> | <i>Description</i> |
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| <i>RSTR_RC3_S</i> | RSTR-1, RSTR-2 | <p>Subjected to Restraint or Seclusion – Mechanical Restraint should be greater than zero.</p> <p>The number of Instances of Mechanical Restraint of Students with Disabilities (Section 504 only) should be equal to or greater than the number of Students with Disabilities (Section 504 only) Subjected to Restraint or Seclusion - Mechanical Restraint. If any Instances of Mechanical Restraint of Students with Disabilities (Section 504 only) are reported, the number of Students with Disabilities (Section 504 only) Subjected to Restraint or Seclusion - Mechanical Restraint should be greater than zero.</p> |
| <i>RSTR_RC4_S</i> | RSTR-1, RSTR-4 | <p>The number of Instances of Physical Restraint of Students without Disabilities should be equal to or greater than the number of Students without Disabilities subjected to Physical Restraint. The count of Students without Disabilities is the count of Non-IDEA Students minus the count of 504 only students. If any Instances of Physical Restraint of Students without Disabilities are reported, the number of Students without Disabilities subjected to Physical Restraint should be greater than zero.</p> |
| <i>RSTR_RC5_S</i> | RSTR-1, RSTR-5 | <p>The number of Instances of Physical Restraint of Students with Disabilities (IDEA) should be equal to or greater than the number of IDEA Students Subjected to Restraint or Seclusion - Physical Restraint. If any Instances of Physical Restraint of Students with Disabilities (IDEA) are reported, the number of IDEA Students Subjected to Restraint or Seclusion – Physical Restraint should be greater than zero.</p> |
| <i>RSTR_RC6_S</i> | RSTR-1, RSTR-4 | <p>The number of Instances of Physical Restraint of Students with Disabilities (Section 504 only) should be equal to or greater than the number of Students with Disabilities (Section 504 only) Subjected to Restraint or Seclusion - Physical Restraint. If any Instances of Physical Restraint of Students with Disabilities (Section 504 only) are reported, the number of Students with Disabilities (Section 504 only) Subjected to Restraint or Seclusion - Physical Restraint should be greater than zero.</p> |
| <i>RSTR_RC7_S</i> | RSTR-1, RSTR-6 | <p>The number of Instances of Seclusion of Students without Disabilities should be equal to or greater than the number of Students without Disabilities subjected to Mechanical Restraint. The count of Students without Disabilities is the count of Non-IDEA Students minus the count of 504 only students. If any Instances of Seclusion of Students without Disabilities are reported, the number of Students without Disabilities subjected to Seclusion should be greater than zero.</p> |
| <i>RSTR_RC8_S</i> | RSTR-1, RSTR-7 | <p>The number of Instances of Seclusion of Students with Disabilities (IDEA) should be equal to or greater than the number of IDEA Students Subjected to Restraint or Seclusion - Seclusion. If any Instances of Seclusion of Students with Disabilities (IDEA) are reported, the number</p> |

| <i>Check Number</i> | <i>Associated Questions</i> | <i>Description</i> |
|---------------------|-----------------------------|---|
| <i>RSTR_RC9_S</i> | RSTR-1, RSTR-6 | <p>of Students with Disabilities (IDEA) Subjected to Seclusion should be greater than zero.</p> <p>The number of Instances of Seclusion of Students with Disabilities (Section 504 Only) should be equal to or greater than the number of Students with Disabilities (Section 504 Only) Students Subjected to Restraint or Seclusion - Seclusion. If any Instances of Seclusion of Students with Disabilities (Section 504 only) are reported, the number of Students with Disabilities (Section 504 only) should be greater than zero.</p> |