

INSTRUCTIONS FOR REPORTING PLACEMENT
on
LIST OF STUDENTS RECEIVING SPECIAL EDUCATION
2008-2009 SCHOOL YEAR

General Instructions

For each student listed on the List of Students Receiving Special Education, enter the student's educational placement (A1 through B16) code from the following lists.

To calculate the percentage of time inside the regular classroom, divide the number of hours the student spends inside the regular classroom by the total number of hours in the school day (including lunch, recess and study periods). **The result is multiplied by 100. Time spent outside the regular classroom receiving services unrelated to the youth's disability (e.g., time receiving LEP services) should be considered time inside the regular classroom.**

Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent **inside the regular classroom.**

Specific Instructions

PLACEMENT CODE FOR STUDENTS AGES 6-21

- B9) Regular class 80-100%. *Unduplicated*** number of children with disabilities receiving special education and related services **inside the regular classroom for 80% or more** of the school day. This may include children with disabilities placed in:
- regular class with special education/related services provided within regular classes;
 - regular class with special education/related services provided outside regular classes; or
 - regular class with special education services provided in resource rooms.
- B10) Regular class 40-79%. *Unduplicated*** total includes children with disabilities receiving special education and related services **inside the regular classroom between 40 and 70%** of the school day. This may include children placed in:
- resource rooms with special education/related services provided within the resource room; or
 - resource rooms with part-time instruction in a regular class.
- B11) Regular class 0-39%. *Unduplicated*** total includes children with disabilities receiving special education and related services **inside the regular classroom less than 40% of the school day**. These are children who received special education and related services outside the regular classroom for more than 60 percent of the school day. Do not include children who received education programs in public or private separate day or residential facilities. This category may include children placed in:
- self-contained special classrooms with part-time instruction in a regular class; or
 - self-contained special classrooms with full-time special education instruction on a regular school campus.
- B12) Separate School. *Unduplicated*** total who received education programs in public **or private** separate day school facilities. This includes children with disabilities receiving special education and related services, **at public expense**, for greater than 50 percent of the school day in public **or private** separate schools. This may include children placed in:
- public **and private** day schools for students with disabilities;
 - public **and private** day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day; or
 - public **and private** residential facilities if the student does not live at the facility.

B13) Residential Facility. *Unduplicated* total who received education programs and lived in public **or private** residential facilities during the school week. This includes children with disabilities receiving special education and related services, **at public expense**, for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:

- public **and private** residential schools for students with disabilities; or
- public **and private** residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or regular school buildings for the remainder of the school day.

Do not include students who received education programs at the facility, but do not live there.

B14) Homebound/Hospital. *Unduplicated* total who received education programs in homebound/hospital environment includes children with disabilities placed in and receiving special education and related services in:

- hospital programs, or
- homebound programs.

Do not include children with disabilities whose parents have opted to home-school them and who receive special education at the public expense.

B15) Correctional facilities. **Unduplicated total who received special education in correctional facilities. These data are intended to be a count of all children receiving special education in:**

- short-term detention facilities (community-based or residential), or
- correctional facilities.

B16) Parentally Placed in Private Schools. **Unduplicated total who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan.¹ Include children whose parents chose to home-school them, but who receive special education and related services at the public expense. Do not include children who are placed in private schools by the LEA.**

² A private institution or school is a school NOT under Federal or public supervision or control and may be non-profit or proprietary.

PLACEMENT CODE FOR STUDENTS AGES 3-5

Definitions

Early childhood program. A program that includes at least 50 percent nondisabled children. Early childhood programs include, but are not limited to:

- Head Start;
- kindergarten;
- reverse mainstream classrooms;
- private preschools;
- preschool classes offered to an eligible pre-kindergarten population by the public school system; and
- group child care.

Attendance at an early childhood program need not be funded by IDEA, Part B funds.

Special education program. A program that includes 49% or more children with disabilities. Special education programs include, but are not limited to, special education and related services provided in:

- special education classrooms in regular school buildings;
- special education classrooms in child care facilities, hospital facilities on an outpatient basis, or other community-based settings;
- special education classrooms in trailers or portables outside regular school buildings;
- separate schools; and
- residential facilities.

Home. A setting where a child receives services. Use this placement category if the child DOES NOT also receive services in an early childhood program or a special education program.

Other. A setting that is NOT an early childhood program, a special education program, or a home.

Calculating Time in Regular Early Childhood Programs

When determining whether to report a child in A1, A2, or A3, you must calculate the percentage of time the child spends in a regular early childhood program. The numerator for this calculation is the amount of time per week the child spends in a regular early childhood program. The denominator for this calculation is the *total number of hours the child spends in a regular early childhood program PLUS any time the child spent receiving special education and related services outside of a regular early childhood program*. The result is multiplied by 100. For example,

- If the child attends a regular early childhood program 6 hours a week and receives special education and related services in a special education program for an additional 4 hours a week, report the child in category A2, in the regular early childhood program 40% to 79% of time ($6 \div 10 = .60 * 100 = 60\%$). Include in the denominator any time spent receiving special education in the special education program. This is true even if the child receives little or no special education in the early childhood program.
- If the child attends a regular early childhood program 6 hours a week and receives 1 hour of special education and related services at home and an additional half hour of special

education and related services in an other service provider location, report the child in category A1, in the regular early childhood program at least 80% of time ($6 \div 7.5 = 0.8 * 100 = 80\%$).

- If a child is pulled out of the regular early childhood program to receive special education, this is considered time *outside* the regular early childhood program. Include this time in the denominator but not the numerator of the calculation. For example, if a child attends a regular early childhood program for 6 hours a week, and is pulled out of that environment for 2 hours each week to receive speech instruction, report the child in category A2, in the regular early childhood program 40% to 79% of time ($4 \div 6 = .67 * 100 = 67\%$).

Reporting Placement Categories

The first factor to consider is whether the child is attending a regular early childhood program, as defined above. If so, report the child in categories A1, A2 or A3. Report the child in these categories even if the child receives special education services in other environments.

- A1) Regular Early Childhood Program 80-100%. *Unduplicated* total who attended an early childhood program and were in the early childhood program for at least 80% of time (see Instructions for Calculating Time in Regular Early Childhood Programs).
- A2) Regular Early Childhood Program 40-79%. *Unduplicated* total who attended an early childhood program and were in the early childhood program for no more than 79% but no less than 40% of time (see instructions for Calculating Time in Regular Early Childhood Programs).
- A3) Regular Early Childhood Program 0-39%. *Unduplicated* total who attended an early childhood program and were in the early childhood program for less than 40% of time (see instructions for Calculating Time in Regular Early Childhood Programs).
- A4) Separate class. *Unduplicated* total who attended a special education program in a class with less than 50% nondisabled children. (Do not include children who also attended a regular early childhood program. These children should be reported in categories A1, A2, or A3.)
- A5) Separate school. *Unduplicated* total who received education programs in public or private day schools designed specifically for children with disabilities. (Do not include children who also attended a regular early childhood program. These children should be reported in categories A1, A2, or A3.)
- A6) Residential facility. *Unduplicated* total who received education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. (Do not include children who also attended a regular early childhood program. These children should be reported in categories A1, A2, or A3.)
- A7) Home. *Unduplicated* total who received special education and related services in the principal residence of the child's family or caregivers, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location. The term caregiver includes babysitters.

A8) Other service provider location. *Unduplicated* total who received all of their special education and related services from a service provider, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in:

- private clinicians' offices,
- clinicians' offices located in school buildings,
- hospital facilities on an outpatient basis, and
- libraries and other public locations.

Do not include children who also received special education at home. Children who received special education both in a service provider location and at home should be reported in the home category.

INSTRUCTIONS FOR REPORTING RACE/ETHNICITY
on
LIST OF STUDENTS RECEIVING SPECIAL EDUCATION

2008-2009 SCHOOL YEAR

For each student listed on the List of Students Receiving Special Education, enter the student's race/ethnicity code (A through E) from the following lists.

The race/ethnicity categories are defined as follows:

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| A) American Indian or Alaska Native | A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment. |
| B) Asian or Pacific Islander | A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, of the Pacific Islands, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. The Pacific Islands include Hawaii, Guam, and Samoa. |
| C) Black or African American (not Hispanic) | A person having origins in any of the Black racial groups of Africa. |
| D) Hispanic or Latino | A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. |
| E) White (not Hispanic) | A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. |

Note that children can only be reported in one race/ethnicity category.

INSTRUCTIONS FOR REPORTING GENDER

2008-2009 SCHOOL YEAR

For each student listed on the List of Students Receiving Special Education, enter the student's gender (M or F). If the district submits child count on an electronic database, include a field for "Gender" and enter M or F as applicable.

INSTRUCTIONS FOR REPORTING LIMITED ENGLISH PROFICIENCY STATUS

2008-2009 SCHOOL YEAR

For each student listed on the List of Students Receiving Special Education, enter "L" if the student meets the definition of a limited English proficient student under the ESEA (Elementary and Secondary Education Act). Leave the field blank if the student does not meet the definition of a limited English proficient student. If the district submits child count on an electronic database, include a field for "LEP Status" and enter an L in the field for any student who meets the following definition:

Limited English Proficient. A child who meets the definition of a limited English proficient child under the Elementary and Secondary Education Act, 20 U.S.C. Section 7801(A)(25).

INSTRUCTIONS FOR REPORTING DISABILITIES

2008-2009 SCHOOL YEAR

For each student listed on the List of Students Receiving Special Education, enter the student's disability using the disability code below.

<u>Disability Category</u>	<u>Code</u>
Mental Retardation	ME
Hearing Impairment	AH
Speech/Language Impairment	SL
Visual Impairment	VH
Emotional Disturbance	EH
Orthopedic Impairment	OI
Health Impairment	HI
Learning Disabilities	LD
Deaf-Blind	DB
Multiple Impairments	MU
Traumatic Brain Injury	TB
Autism	AU
Developmental Delay	DD
Gifted and Talented	GT