

Special Education Child Count December 1, 2011



Reporting Instructions

**12/1/2011 Child Count Data
Due No Later Than December 15, 2011**

**6/30/2012 Exited Student Data
Due No Later Than July 15, 2012**



General Supervision and Monitoring Team
(802) 828-1499

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Important Things to Remember

One Child Count Application for the Year

There are no CD's for this year Child Count Application, all the programming to submit both the December 1st and June 30th Collections can be obtained via Department of Education Secure FTP server. Complete instructions of how to access this server are available at the website: http://education.vermont.gov/new/html/pgm_IT/data_collection.html.

A username name a password will be sent to the contact person in a separate email.

Primary Contact Information: Address and Telephone Number

We use the home address and telephone numbers supplied in Child Count to contact families and/or students to gather data for our Annual Performance Report (APR) to the US Department of Education's Office of Special Education Programs (OSEP). Specifically, parents of all eligible students are mailed a survey every year to gauge their involvement with the Special Education process. We also call a subset of exited students to perform the Post Secondary Outcomes Survey. Your continued attention to providing us with accurate contact information is appreciated.

Assurance Forms

Please do not return the assurance form report included in your Child Count Application when you submit your data. This assurance form report is for your information only.

After the December 1, 2011 Child Count data has been received from all supervisory unions, the Vermont Department of Education will clean and compile all submitted data and e-mail an assurance form to each special education director. This assurance form is used as a final verification of the data you submit and should be signed and mailed to the Department. Please contact us immediately if you have any questions about the information listed on the assurance form we send you.

Assurance forms are not required for the June 30, 2012 Exited Student data.

Exited Student Data

Exited Student data is due July 15, 2012. Only report students who were included in the December 1, 2011 Child Count and exited between December 2, 2011 and June 30, 2012. Do not report new students in this collection.

Data Field Definitions
(Listed In Order on Add/Edit Student Record Form)

Student ID #:

Unique 7-digit number assigned to each Vermont student by the Vermont Department of Education. Districts cannot enter information into this field.

Last Name:

The student's last name to a maximum of 36 characters. Acceptable values include characters A through Z and hyphens ("-"). No apostrophes. Upper case only.

First Name:

The student's first name to a maximum of 20 characters. Acceptable values include characters A through Z and hyphens ("-"). No apostrophes. Upper case only.

Middle Name:

The student's middle name to a maximum of 20 characters. Acceptable values include characters A through Z and hyphens ("-"). No apostrophes. Upper case only.

Generation Code:

The student's generation, e.g., II or JR, to a maximum of 3 characters. Acceptable values include A through Z. Upper case only.

Birthdate:

The student's date of birth in mm/dd/yyyy format.

Gender:

The student's gender. Acceptable values include M (male) or F (female).

Grade:

The student's appropriate grade placement. Select from the list of values given. Please refer to Grade Definitions on page 7.

Primary Language:

The primary language of the parent, legal guardian, or adult student. This indicates what language the Parental Rights should be in when presented to the parent, etc. Select from the list of values given.

Ethnicity:

Select whether the student is or is not of Hispanic or Latino origin. Please see page 12 for complete definitions of Race and Ethnicity as standardized for federal statistics and reporting by the Office of Management and Budget (OMB).

Town:

The name of the town that is educationally responsible for the student. The educationally responsible town is usually the student's town of residence unless the student is parentally placed. Select from the list of values given.

Race:

Select Y (yes) or N (no) for each of the five race categories, regardless of whether or not the student is of Hispanic origin. Note that more than one race category may be selected as Y (yes), regardless of ethnicity. Please see page 12 for complete definitions of Race and Ethnicity as standardized for federal statistics and reporting by the Office of Management and Budget (OMB).

Initial Evaluation Date:

Enter the date of the meeting at which the initial eligibility was decided. Format mm/dd/yyyy.

Most Recent Evaluation/Agreement to Continue:

The date of completion of the last evaluation **OR** the date of the meeting that all parties agreed (by signed agreement) to continue without a new comprehensive evaluation. **Do not** enter the date that the next evaluation is due. Format mm/dd/yyyy.

IEP Meeting Date:

The date of the meeting at which the most recent IEP (Individualized Education Program) or most recent ISP (IDEA Services Plan) was completed. **Do not** enter the date that the next IEP/ISP is due. Format mm/dd/yyyy.

Primary Disability:

The primary disability category (as defined in 2361 and 2362.1 of the Vermont Department of Education Special Education Regulations) that was identified in the evaluation report.

Secondary Disability:

If applicable, a secondary disability category (as defined in 2361 and 2362.1 of the Vermont Department of Education Special Education Regulations) that was identified in the evaluation report.

Autism Spectrum:

The diagnosis for students who have a diagnosis on the autism spectrum.

ADD/ADHD:

Select Y (yes) or N (no) to indicate whether or not the student has a diagnosis of ADD or ADHD.

DD Qualification:

If developmental delay was identified as a disability in the evaluation report, select the appropriate Developmental Delay Qualifying Domain. If developmental delay was not identified as a disability in the evaluation report, select "Not applicable" as the Developmental Delay Qualifying Domain.

Case Manager:

The initials of the special educator who has been designated on the IEP as the IEP manager. Acceptable values include A through Z with a maximum length of 3 characters.

Placement:

Select the educational environment (i.e., placement category) that best indicates the setting in which the student has been placed by their IEP for educational services. Please remember that all placement categories must be aligned with the child's age as of December 1, 2011. The appropriate placement categories are defined for children ages 3 to 5 and for children ages 6 to 21. Placements are to be considered in terms of placements due to the disability of the child and as directed by the IEP. Please refer to the placement/educational environment definitions on pages 8–11.

Multi-year Plan:

Select Y (yes) or N (no) to indicate whether or not the student has a multi-year plan.

Coordinated Service Plan:

Select Y (yes) or N (no) to indicate whether the student has a Coordinated Service Plan.

Child Count Category:

The appropriate funding category for this student, as certified on the Assurance Form. Select from the list of values given.

Custody Status:

Select the custody status of the student. If you need to verify a student in State's custody (DCF), you may contact Donna Trucksess at (802) 828-5931.

Exit Date:

The date that the student exited from special education and stopped receiving special education services. Only dates between 07/1/2011 and 12/1/2011 will be accepted in the December submission, and only dates between 12/2/2011 and 6/30/2012 will be accepted in the July submission. If you discover exits prior to these time periods that have not already been reported to the Vermont Department of Education, please fax the details (student name, student ID number, date of birth, exit date, and exit reason) to Lucinda Morabito at (802) 828-0573. Format mm/dd/yyyy.

Exit Code (Reason):

The most appropriate reason why the student is no longer receiving special education services. Select from the list of values given. Please refer to page 13 for detailed Exit Reason Definitions.

Referred From Part C:

Select Y (yes) or N (no) to indicate whether or not the student was referred from a Part C program.

Notes:

Use this area to enter information which might be useful to the Vermont Department of Education.

School Location:

The name of the school, program, or center that the student attends. Please select from the list given. If you do not find the name that you are looking for, please call the IT Helpdesk at (802) 828-3777. Please note the following:

- If you select "Day School or Other Non-Residential Program Outside Of Vermont," "Residential School or Program Outside of Vermont," "Vermont Residential School or Program," "Vermont Alternative Program," or "Tutorial Services–Any Setting" from the drop-down menu, you will be asked to complete name and location information for the alternative facility. (Note: alternative facility information is optional for the "Tutorial Services–Any Setting" option.)
- The "Home Study Student" category is for those students who are at home for their education as the result of *parental choice*, not the disability of the child. Please see Educational Environment Definitions: Ages 6 to 21 on page 10 for further discussion of home schooled students.
- If the child's *disability* requires him or her to be home or hospital bound, then choose one of the following facility options: "Home or Hospital Bound Student Outside of Vermont" or "Vermont Home or Hospital Bound Student."

Primary Contact Name:

The name of the primary contact for the student.

Primary Address, City, State, and Zip:

The mailing address information for the student's primary contact.

Primary Contact Telephone Number:

The telephone number for the student's primary contact.

Primary Contact Rights:

Select Y (yes) or N (no) to indicate whether or not the primary contact for mailing actually has parental rights.

Primary Contact Role:

The relationship of the primary contact with the student. Select Parent, Adult Student, DCF, Education Surrogate Parent, Foster Parent, or Guardian.

Disability Codes

These codes are used for both primary disability and secondary disability. The definitions can be found in sections 2361 and 2362.1 of the Vermont Board of Education Special Education Regulations.

Disability	
1	Learning Impairment
2	Hard of Hearing
3	Deaf
4	Speech or Language Impairment
5	Visual Impairment
6	Emotional Disturbance
7	Orthopedic Impairment
8	Other Health Impairment
9	Specific Learning Disability
10	Deaf-Blindness
11	Multiple Disabilities
12	Developmental Delay
13	Traumatic Brain Injury
14	Autism Spectrum Disorder

Autism Spectrum Codes

Autism Spectrum	
0	None
1	Autism
2	Asperger Syndrome
3	Pervasive Developmental Disorder (PDD-NOS)
4	Rett Syndrome
5	Childhood Disintegrative Disorder

Developmental Delay Qualifying Domain

DD Qualification Domain	
0	Not applicable (not Developmental Delay)
1	Receptive and/or Expressive Communication
2	Adaptive Development
3	Social and/or Emotional Development
4	Physical Development
5	Cognitive Skills
6	Any combination of two or more of the above
7	Other qualifying reasons

Code	Grade Definitions
EE	Essential Early Education: All eligible children ages 3 to 5 with significant development delays or handicapping conditions enrolled in EEE.
KP	Kindergarten Part-time: An educational program of one year operating less than five full days a week that is adapted to the needs of pupils who will attend first grade the following year (Ages 4–8).
KF	Kindergarten Full-time: An educational program of one year operating a full five days a week that is adapted to the needs of pupils who will attend first grade the following year (Ages 4–8).
01	First Grade: Ages 5–9.
02	Second Grade: Ages 6–10.
03	Third Grade: Ages 7–11.
04	Fourth Grade: Ages 8–12.
05	Fifth Grade: Ages 9–13.
06	Sixth Grade: Ages 10–14.
07	Seventh Grade: Ages 11–15.
08	Eighth Grade: Ages 12–16.
09	Ninth Grade: Ages 13–17.
10	Tenth Grade: Ages 14–18.
11	Eleventh Grade: Ages 15–19.
12	Twelfth Grade: Ages 17–21.
AW	Adult without Diploma: Students who are older than 19 years of age and who have not received a regular high school diploma (Ages 19-21). These students are usually in a regularly prescribed program of study and are working toward a high school diploma. May also include students who have enrolled in Technical Centers specifically to upgrade their abilities in the area of employment.

Code Educational Environment Definitions: Ages 3 to 5

(Definitional category listing does not reflect a continuum from least to most restrictive. Also see Appendix A–Early Childhood Educational Environment Examples.)

An educational environment represents the setting in which a child with disabilities has been placed for educational services **by their IEP.**

Ages 3 to 5 Regular Early Childhood Program: A regular early childhood program is a program that includes a majority (at least 50 percent) of non-disabled children (i.e., children not on IEPs). The determination of whether a program may be considered a regular early childhood program must be made at the time each child’s IEP is written. A regular early childhood program may include, but is not limited to:

- Regular kindergarten classes (e.g., a five-year-old enrolled in kindergarten);
- Public or private preschools;
- Head Start centers;
- Group child development centers or group child care; and
- Preschool classes offered to an eligible pre-kindergarten population by the public school system.

Once the determination is made as to whether the child’s program can be a regular early childhood program, it must be noted whether the child will be attending the program for at least 10 hours per week or less than 10 hours per week. The final determination to be made is where the child will receive the majority of hours of special education and related services. The choices are:

- Receiving majority of hours of special education and related services in the regular early childhood program; or
- Receiving majority of hours of special education and related services in some other location.

This results in four possible educational environments for a regular early childhood program:

- 29 Ages 3 to 5: Attends Reg EC Prog >10 hrs/wk and receives majority of service hrs in Reg EC Prog**
- 30 Ages 3 to 5: Attends Reg EC Prog >10 hrs/wk and receives majority of service hrs in other location**
- 31 Ages 3 to 5: Attends Reg EC Prog <10 hrs/wk and receives majority of service hrs in Reg EC Prog**
- 32 Ages 3 to 5: Attends Reg EC Prog <10 hrs/wk and receives majority of service hrs in other location**

The remaining options for reporting educational environments for ages 3 to 5 are:

- 26 Ages 3 to 5: In Special Ed. Program–Separate Class:**
Child who attends a special education program in a class with less than 50 percent non-

disabled children (i.e., children not on IEPs). Do not include students who also attend a regular early childhood program.

27 Ages 3 to 5: In Special Ed. Program–Residential Facility:

Child who attends a special education program in a publicly or privately operated residential school or in a medical facility on an inpatient basis. Do not include students who also attend a regular early childhood program.

28 Ages 3 to 5: In Special Ed. Program–Separate School:

Child who attends a special education program in a public or private day school designed specifically for children with disabilities. Do not include students who also attend a regular early childhood program.

24 Ages 3 to 5: Not Attending Special Ed. Program–Services at Home:

Placement for students receiving all of their special education and related services in the principal residence of the child’s family or caregivers.

Children who received special education services both at home and in a service provider location should be reported in the "Ages 3 to 5: Not Attending Special Ed. Program–Services at Home" category.

25 Ages 3 to 5: Not Attending Special Ed. Program–Services at Service Provider Location:

Placement for students receiving 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; or
- Libraries and other public locations.

Do not include children who also received special education services at home. Children who received special education services both at home and in a service provider location should be reported in the "Ages 3 to 5: Not Attending Special Ed. Program–Services at Home" category.

Code

Educational Environment Definitions: Ages 6 to 21

(Definitional category listing does not reflect a continuum from least to most restrictive. Also see Appendix B–Ages 6 to 21 Educational Environment Information.)

An educational environment represents the setting in which a child with disabilities has been placed for educational services **by their IEP**.

To calculate the percentage of time *inside* the regular classroom, divide the number of hours the youth receives special education and related services inside the regular classroom by the total number of hours in the school day (including lunch, recess, and study periods). If a student does not attend for a full school day, the calculation should only include the number of hours that the student attends school. 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.

Education 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 with non-disabled peers.

Home-schooled students: The educational environment (the home) for home-schooled students is a result of parental choice, not the disability of the child. Therefore, the home is considered a regular class placement. For these students who receive special education and related services provided by the local educational agency, the number of hours outside the regular classroom is the number of hours the youth spends in separate special education environments (e.g., resource rooms, self-contained special education classrooms, and separate schools).

1 Ages 6–21: Homebound/Hospital:

Placement for students placed in and receiving special education and related services in homebound programs or hospital programs.

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

19 Ages 6–21: Residential Facility–Public or Private:

Placement for students who receive IEP-determined education programs and who **live in residential facilities during the school week**. This includes children with disabilities who receive special education and related services, at public expense, for greater than 50 percent of the school day in private residential facilities. This may include children placed in:

- Residential schools for students with disabilities; or
- 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.

20 Ages 6–21: Separate School–Public or Private:

Placement for students who receive special education and related services for greater than 50 percent of the school day in separate schools. This may include children placed in:

- Day schools for students with disabilities;
- 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
- Residential facilities **if the student does not live at the facility.**

7 Ages 6–21: Inside Regular Ed Class < 40% of time:

Placement for students with disabilities receiving special education and related services inside the regular classroom less than 40 percent of the day. (These are children who received special education and related services outside the regular classroom for more than 60 percent of the school day.) This does not include children receiving educational 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.

8 Ages 6–21: Inside Regular Ed Class > 80% of time:

Placement for students with disabilities receiving special education and related services inside the regular classroom for 80 percent or more of the school day. (These are children who received special education and related services outside the regular classroom for less than 21 percent 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.

10 Ages 6–21: Inside Regular Ed Class 40% to 79% of time:

Placement for students with disabilities receiving special education and related services inside the regular classroom no more than 79 percent of day and no less than 40 percent of the day. (These are children who received special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent 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.

3 Ages 6–21: Correctional Facilities–Unduplicated:

Placement for students with disabilities receiving special education and related services in a Correctional Facility such as Woodside Juvenile Rehabilitation Center.

Race and Ethnicity Definitions

In November 1997, the Office of Management and Budget (OMB) announced its decision concerning the revision of Race and Ethnic Standards for Federal Statistics and Administrative Reporting. In that announcement, OMB reported that there would be five racial categories—American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White—and one ethnic category—Hispanic or Latino. The definition for each category, as provided by OMB, is listed below. Please note that more than one race may be selected, regardless of ethnicity.

Race

- **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.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Ethnicity

- **Hispanic or Latino:** A person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

Code

Exit Reason Definitions

- 1 Graduated with Regular High School Diploma:**
Students who exited an educational program through the receipt of a high school diploma identical to that for which students without disabilities are eligible. These are students who met the same standards for graduation as those for students without disabilities.
- 2 Received Certificate:**
Students who exited an educational program through the receipt of a certificate of completion, modified diploma, or some similar document.
- 3 Reached Maximum Age:**
Students who exited special education because of reaching the maximum age for receipt of special education services (age 22), including students with disabilities who reached the maximum age and did not receive a diploma.
- 4 Dropped Out:**
Students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other exit reasons described. This includes dropouts, runaways, expulsions, status unknown, and students who moved and are not known to be continuing in another educational program.
- 5 Transferred to Regular Education:**
Students who were receiving special education at the start of the reporting period (12/2/2010–12/1/2011), but at some point during that year **returned to regular education** as determined by their IEP. These are students who no longer have an IEP and are receiving all of their educational services from a regular education program.
- 6 Died:**
A student who is no longer attending because he or she died.
- 7 Moved, known to be continuing:**
Students who moved out of the district or otherwise transferred to another district and are **known** to be continuing in an educational program. There need not be evidence that the student is continuing in special education, only that he or she is continuing in an educational program. This includes transfers and students in residential drug/alcohol rehabilitation centers or correctional facilities.
- 9 Revocation of Consent:**
Students who cease to receive special education and related services due to revocation of consent, either by a parent if the student is under 18 years of age, or by the student if the student is 18 years of age or older.

Child Count Funding Categories

Code	Description	Applies To:
2	IDEA Services Plan	Parentally placed students receiving services under an IDEA Services Plan. The most recent evaluation must be less than three years old, and the latest services plan must be less than one year old.
3	Unilateral Placement no services	Parentally placed students receiving <u>no</u> services. The most recent evaluation should be less than three years old.
4	IDEA B age 3–21	The most recent evaluation must be less than three years old, and the latest IEP must be less than one year old.
6	IEP Paperwork Out of Compliance or Maximum Age	The most recent evaluation is more than three years old and/or the latest IEP is more than one year old.
7	ISP Paperwork Out of Compliance or Maximum Age	The most recent evaluation is more than three years old and/or the latest IDEA Services Plan is more than one year old.

Contact List

Program and data questions regarding the collection, as well as any feedback on the collection:

Child Count Help Line
(802) 828-1499

Lucinda Morabito, Data and Reporting Coordinator
(802) 828-3483
lucinda.morabito@state.vt.us

Questions concerning the CD, import/export of files, and the Microsoft Access program:

IT Helpdesk
(802) 828-3777

Appendix A—Early Childhood Educational Environment Examples

1. Julie is 4 years old and attends a community-based, regular early childhood setting for 34 hours each week. She also participates in the school-based early education classroom where she receives special education services for 6 hours each week; 12 of the 15 children in this classroom are on IEPs.

Given this scenario, Julie:

- Is in a regular early childhood program for more than 10 hours per week;
- Receives all services outside the regular early childhood program; and
- Should be reported as "Ages 3 to 5: Attends Reg EC Prog >10 hrs/wk and receives majority of service hrs in other location."

2. Ethan is 3 years old and stays home with his mother and younger sister. He attends a Pre-K/Head Start collaborative classroom in his local elementary school. Ethan receives 8 hours of special education services that are embedded across the curriculum and routines of the day. More than half of the children in his classroom are not on IEPs.

Given this scenario, Ethan:

- Is in a regular early childhood program for less than 10 hours per week and receives all services there; and
- Should be reported as "Ages 3 to 5: Attends Reg EC Prog <10 hrs/wk and receives majority of service hrs in Reg EC Prog."

3. Amanda is 4.5 years old and stays at home with her mother. Her mother takes her to the local elementary school twice a week in order for her to receive speech therapy directly from the Speech Language Pathologist.

Given this scenario, Amanda:

- Does not attend a regular early childhood program at all; and
- Should be reported as "Ages 3 to 5: Not Attending Special Ed. Program—Services at Service Provider Location."

4. Justin is 5.5 years old and attends a full-day inclusive kindergarten program 7 hours a day, 5 days a week. He is pulled out for speech services with a Speech Language Pathologist for 1 hour, 3 times each week.

Given this scenario, Justin:

- Is in a regular early childhood program for greater than 10 hours per week; and
- Should be reported as "Ages 3 to 5: Attends Reg EC Prog >10 hrs/wk and receives majority of service hrs in Reg EC Prog."

Appendix B—Ages 6 to 21 Educational Environment Information and Examples

The US Department of Education's Office of Special Education Programs (OSEP) provides this instruction on how to determine how to report placement:

"To calculate the percentage of time inside the regular classroom, divide the number of hours the youth 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 inside the regular classroom."

To make this calculation, you must know the length of the school day, including lunch, recess, and study periods, where the student is attending school. Vermont Statutes (16 VSA §1071 (b)) make the school board responsible for determining the length of the school day, as long as the minimums set by the State Board are satisfied. Those minimums, contained in State Board of Education Manual of Rules and Practices, rule 2312, are:

- Kindergarten: 2 instructional hours;
- Grades 1–2: 4 instructional hours, including recess and excluding lunch;
- Grades 3–8: 5.5 instructional hours, including recess and excluding lunch; and
- Grades 9–12: 5.5 instructional hours, excluding recess and lunch.

Examples:

1. John is in 4th grade and attends a school which has a 6 ½ hour day. He is in the regular classroom all day, except for 1 hour, 3 days each week, when he goes to a Speech Language Pathologist. The school week is 32.5 hours (6.5 x 5), and John is inside the regular classroom 29.5 hours (32.5 – 3). To calculate percentage: $29.5 \div 32.5 = .907 \times 100 = 90.7\%$. John should be reported as "Ages 6 – 21: Inside Regular Ed Class > 80% of time."
2. Mary is in 10th grade and attends a school which has a 6-hour day. She sees a School Psychologist for 1 hour twice each week and attends a program for ED students 1 day each week. The school week is 30 hours (6 x 5), and Mary is inside the regular classroom 22 hours [30 – (6+2)]. To calculate percentage: $22 \div 30 = .733 \times 100 = 73.3\%$. Mary should be reported as "Ages 6 – 21: Inside Regular Ed Class 40% to 79% of time."
3. Tom is in 3rd grade at a school which has a 5.5-hour day. He receives instructional services outside the regular classroom for 4 hours each day. The school week is 27.5 (5.5 x 5), and Tom is inside the regular classroom 7.5 hours [27.5 – (5 x 4)]. To calculate percentage, $7.5 \div 27.5 = .273 \times 100 = 27.3\%$. Tom should be reported as "Ages 6 – 21: Inside Regular Ed Class < 40% of time."

4. Connie is in 12th grade and takes 3, 90 minute classes each day, all in the regular classroom, and spends 45 minutes with a tutor in the resource room 3 days each week. In addition, she works in a supported position at a local grocery store for 4 hours, 2 days per week, and spends a total of 90 minutes each week receiving one-on-one services from a social worker, a Vocational Rehabilitation counselor, and a psychologist. On the days she doesn't work, Connie has a 30-minute lunch period at school and a 20-minute homeroom. Connie's school week is 37.45 hours (22.5 in class, 2.25 in resource room, 8 at work, 1.5 receiving services, and 3.2 in lunch and home room), of which 3.75 hours are outside the regular education environment. To calculate percentage, $33.7 [37.45 - 3.75] \div 37.45 = .899 \times 100 = 89.9\%$. Connie should be reported as "Ages 6 – 21: Inside Regular Ed Class > 80% of time."