

Placement Definitions

Beginning School Year 2010-2011

- I. When reporting educational environments for children ages 3 through 5 (age is based on the age of the child on the child count day), use the following decision rules to determine which environment to use when reporting each child.

Type Of Program	Setting	Permitted Values
1. A. Children attending a regular early childhood program at least 10 hrs per week User Entered	And receiving the majority of hours of special education and related services in the regular early childhood program	PI - services regular early childhood program (at least 10 hours)
	And receiving the majority of hours of special education and related services in some other location	PJ - other location regular early childhood program (at least 10 hours)
1. B. Children attending a regular early childhood program less than 10 hrs per week User Entered	And receiving the majority of hours of special education and related services in the regular early childhood program	PK - services regular early childhood program (less than 10 hours)
	And receiving the majority of hours of special education and related services in some other location	PL - other location regular early childhood program (less than 10 hours)
2. Children not attending a regular early childhood program or kindergarten User Entered	A) attending a special education program:	PG - Separate Class
		PF - Separate School
		PE - Residential Facility
	B) not attending a special education program:	PC - Home
		PH - Service Provider Location

1. The first factor to consider is whether the child is attending a regular early childhood program, as defined below. If so, report the child as PI, PJ, PK, or PL. Report the child in one of these environments even if the child receives special education services in other environments. Refer to the instructions in the section below to determine which category is appropriate.

Regular Early childhood program (PI, PJ, PK, or PL): A Regular Early Childhood is a program that includes at least **50 percent nondisabled children**. Regular Early Childhood programs include, but are not limited to:

- Head Start;
- kindergarten;
- private kindergartens or preschools;
- preschool classes offered to an eligible pre-kindergarten population by the public school system; and
- group child development center or child care.

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

If you decide your 3 to 5 year old is in an early childhood program, calculate their time using the Calculating Time in Regular Early Childhood Programs section below. The Excel 3 to 5 Educational Environment form may be used for this calculation.

2. If the child does not attend a regular early childhood program or kindergarten, the next factor to consider is whether the child attends a special education program, as defined below. If so, report the child as PG, PF, or PE according to the location of the special education program. Report the child in one of these environments even if the child also receives special education at home or in a service provider location.

Special education program (PG, PF, PE): A program that includes **less than 50 percent nondisabled children**. Special education programs include, but are not limited to, special education and related services provided in special education classrooms in:

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

3. Home (PC): If the child does not attend a regular early childhood program or a special education program, the next factor to consider is whether the child receives some or all of his/her special education services in the home. If the child receives **any** of his/her special education services in the home, report the child as PC.
4. Service provider location (PH): If the child does **not** receive **any** special education services in the home, report the child as PH.

Calculating Time in Regular Early Childhood Programs

When determining whether to report a child as PI, PJ, PK, or PL, you must determine the number of hours the child attends a regular early childhood program and where they are receiving services. For example,

- If the child attends a regular early childhood program 26 hours a week and receives 1 hour of special education and related services at that site, report the child as PI - Reg Early Prog => 10 Hrs - Services in Reg Prog.
- 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 at that site for an additional 3 hours a week, report the child as PK, Reg Early Prog < 10 Hrs - Services in Reg Prog.
- If the child attends a regular early childhood program 16 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 at a service provider location, report the child as PJ - Reg Early Prog => 10 Hrs - Services in Other Location.

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- If the child attends a regular early childhood program 8 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 at a service provider location, report the child as PL - Reg Early Prog < 10 Hrs - Services in Other Location.

MSIS Code	Description	Explanation of Code for 3 to 5 Year Olds
PI	In The Regular Early Childhood Program At Least 10 Hours per Week and Receiving the Majority of Hours of Special Education and Related Services in the Regular Early Childhood Program User Entered	<i>Unduplicated</i> total who attend an early childhood program for at least 10 hours per week and receive the majority of hours of Special Education and related services in the regular early childhood program.
PJ	In The Regular Early Childhood Program At Least 10 Hours per Week and Receiving the Majority of Hours of Special Education and Related Services in Some Other Location User Entered	<i>Unduplicated</i> total who attend an early childhood program for at least 10 hours per week and receive the majority of hours of Special Education and related services in some other location.
PK	In The Regular Early Childhood Program Less than 10 Hours per Week and Receiving the Majority of Hours of Special Education and Related Services in the Regular Early Childhood Program User Entered	<i>Unduplicated</i> total who attend an early childhood program less than 10 hours per week and receive the majority of hours of Special Education and related services in the regular early childhood program.

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MSIS Code	Description	Explanation of Code for 3 to 5 Year Olds
PL	In The Regular Early Childhood Program Less than 10 Hours per Week and Receiving the Majority of Hours of Special Education and Related Services in Some Other Location User Entered	<i>Unduplicated</i> total who attend an early childhood program less than 10 hours per week and receive the majority of hours of Special Education and related services in some other location.
PC	Home User Entered	<i>Unduplicated</i> total who receive 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.
PE	Residential Facility User Entered	<i>Unduplicated</i> total who receive 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 as PI, PJ, PK, or PL).
PF	Separate School User Entered	<i>Unduplicated</i> total who receive 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 as PI, PJ, PK, or PL).
PG	Separate Class User Entered	<i>Unduplicated</i> total who attend a special education program in a class with less than 50% non-disabled children. (Do not include children who also attended a regular early childhood program. These children should be reported as PI, PJ, PK, or PL).
PH	Service Provider Location User Entered	<i>Unduplicated</i> total who receive 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: <ul style="list-style-type: none"> -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.

Placement Definitions

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II. When reporting educational environments for children ages 6 through 21 (age is based on the age of the child on the child count day), use the following decision rules to determine which environment to use when reporting each child. Users will be required to enter a placement in MSIS based on the student's IEP. The information below explains how MSIS will calculate the student's placement. There will be a report in MSIS that will allow you to compare any differences so that the differences may be corrected.

1. For students 6 – 21 years old, MSIS will calculate the student's placement. MSIS reviews the student's schedule and pulls any course codes that do not begin with a 13 (all SPED course codes begin with a 13). If student has all course codes beginning with 13, MSIS automatically assigns SC for the student's placement.
2. MSIS reviews the class population of the regular ed period to determine if there are 50% or more regular ed students in the class. If there are not (meaning there are more SPED students than regular ed students in the regular ed course), MSIS does not include that period in the LRE calculation.
3. Using the regular ed course codes, MSIS pulls the minutes for the period from the teacher's schedule associated with that period in the student's schedule.
4. The following course codes are hard-code exceptions to pulling minutes. MSIS will use only 60 minutes for the following (this is to address the issue that many districts code these courses for teachers with 300 or more minutes):
 - 340111 Physical Education Grades 7-8
 - 500903 Band Middle
 - 509905 Band Elementary
 - 500935 Music Choral Middle
 - 500992 Music Performing Middle
 - 500101 Visual Arts - Middle
 - 500701 Arts Integrated in the Middle School Class
 - 500710 Arts Integrated in Regular Elementary
 - 662003 Creatively Gifted
 - 349902 Physical Education Grades PK-6
 - 509901 Band 9-12
 - 500901 Music General Middle
 - 500991 Music Performing Elementary
 - 509904 Music Elementary
 - 500102 Visual Arts - Elementary
 - 500702 Art Grade 8
 - 662001 Intellectually Gifted
 - 662004 Artistically Gifted
5. For A/B Schedules, MSIS will double the denominator, total instructional minutes, lunch, and recess in the numerator to allow MSIS to look at the total 2-day schedule.
6. To calculate Least Restrictive Environment (LRE) for a SPED student, MSIS will use the following formula:
$$\frac{\text{(Total Regular Education Minutes + Recess/Break + Lunch)}}{\text{(Instructional Time + Recess/Break + Lunch)}}$$
7. Total Regular Education Minutes - look at the student's schedule for regular education courses (the majority of the students in the class also have to be regular ed) - check for the time listed on the teacher's schedule - add all the regular times in the student's schedule together for the Total Regular Education Minutes.
8. Recess/Break - will be pulled from the Instructional Minutes on the School Demographics screen.
9. Lunch - will be pulled from the Instructional Minutes on the School Demographics screen.
10. Instructional Time - will be pulled from the Instructional Minutes on the School Demographics screen.

Adapted from Federal Table 3 Instructions, revised with specifics for MS and MSIS data entry. July 2010

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Code in MSIS	Description	Explanation of Code for 6 to 21 Year Olds
SA	<p>Inside regular class 80% or more of day</p> <p style="text-align: center;">MSIS Calculated and User Entered*</p>	<p><i>Unduplicated</i> total who were inside the regular classroom for 80 percent or more of the school day. (These are children who receive 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:</p> <ul style="list-style-type: none"> - 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.
SB	<p>Inside Regular Class 79-40% Of Day</p> <p style="text-align: center;">MSIS Calculated and User Entered *</p>	<p><i>Unduplicated</i> total who were inside the regular classroom between 40 and 79% of the day. (These are children who receive special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day.) Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This may include children placed in:</p> <ul style="list-style-type: none"> - resource rooms with special education/related services provided within the resource room; or - resource rooms with part-time instruction in a regular class.
SC	<p>Inside Regular Class Less Than 40% Of Day</p> <p style="text-align: center;">MSIS Calculated and User Entered *</p>	<p><i>Unduplicated</i> total who were inside the regular classroom less than 40 percent of the day. (These are children who receive special education and related services outside the regular classroom for more than 60 percent of the school day.) Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This category may include children placed in:</p> <ul style="list-style-type: none"> - 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.
SD	<p>Separate School</p> <p style="text-align: center;">User Entered</p>	<p><i>Unduplicated</i> total who receive 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:</p> <ul style="list-style-type: none"> - 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 <u>if</u> the student does not live at the facility.

Adapted from Federal Table 3 Instructions, revised with specifics for MS and MSIS data entry. July 2010

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SF	Residential Facility User Entered	<p><i>Unduplicated</i> total who receive education programs and live 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:</p> <ul style="list-style-type: none"> - 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. <p>Do not include students who receive education programs at the facility, but do not live there.</p>
SH	Home/Hospital User Entered	<p><i>Unduplicated</i> total who receive education programs in homebound/hospital environment includes children with disabilities placed in and receiving special education and related services in:</p> <ul style="list-style-type: none"> - hospital programs, or - homebound programs. <p>Do not include children with disabilities whose parents have opted to home-school them and who receive special education at the public expense.</p>
SI	Correctional Facilities User Entered	<p>Unduplicated total who receive special education in correctional facilities. These data are intended to be a count of all children receiving special education in:</p> <ul style="list-style-type: none"> - short-term detention facilities (community-based or residential), or - correctional facilities.
SJ	Parentally Placed In Private Schools User Entered	<p>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. (A private institution or school is a school NOT under Federal or public supervision or control and may be non-profit or proprietary.) 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.</p>

*** NOTE: ALL placements are user entered for school 500 students regardless of age. MSIS does not calculate placement for any students in school 500.**