

Educational Environment / Placement – PL2: 6-21 year olds

(For school district record keeping only)

District:

School:

Student:

SASID:

IEP Dates:

To:

SPECIAL EDUCATION SUMMARY DATA

DOE034

Educational Environment for Students Age 6-21

6-21 Year Olds ONLY:

- 01**-Not currently a special education student age 6-21, but was previously a special education student during the current school year
- 10**-Full Inclusion – special education services outside the general education classroom less than 21% of the time
- 20**-Partial Inclusion – special education services outside the general education classroom 21% to 60% of the time
- 40**-Substantially Separate Classroom – special education services outside the general education classroom more than 60% of the time
- 41**-Public Separate Day School
- 50**-Private Separate Day School
- 60**-Residential School
- 70**-Homebound/Hospital
- 90**-Public Residential Institutional Facilities (DMH and DPH = 0370XXX schools; DYS = 09200300; County House or Dept. of Corrections = 09200500)

For the purpose of this exercise, the total hours per week = 28 hours. This may not necessarily reflect the true hours in a school week.

Case Studies to Assist in Determining Correct Corresponding Educational Environments for DOE034

SCENARIO	DETERMINATION	CORRECT PLACEMENT
Seven year-old Maria spends most of her day in a general education classroom but is removed from the general education classroom for speech therapy and special education services for a total of two hours per day.	2 hours per day X 5 days = 10 hours special education outside the general education setting 10 hours / 28 total hours per week X 100 = 35.7% outside the general education classroom	20-Partial Inclusion special education services outside the general education classroom 21% to 60% of the time
For the entire school day, fourteen year-old Stacy is in a collaborative program located in a building outside the general education environment that provides educational services primarily to students with disabilities.	Stacy does not attend her local public school, but rather attends a public collaborative program in a separate school. She is there during the day and does not spend the night. She receives all her special education services in this school.	41-Public Separate Day School
The district placed Pat at a Massachusetts Approved Private Special Education school. Though still attending this school for half of each day, he is now transitioning back to his local high school where he participates in two general education classes and one special education life skills class.	Pat's placement is at the Massachusetts Approved Private Special Education school. Even though he attends his local high school and is in the general education environment while there, his primary placement is the private separate school.	50-Private Separate Day School
Eight year-old Raymond is a home-schooled student who is provided 4 hours per week of one-to-one occupational therapy.	4 hours receiving special education services outside the general education / 28 total hours X 100 = 14.3% outside general education	10-Full Inclusion special education services outside the general education classroom less than 21% of the time
17 year-old Tamara receives all of her core academics in a special education classroom. She participates in one elective course with her non-disabled peers for one-hour each day.	28 total hours minus 5 hours a week in general education = 23 hours receiving special education outside the general education setting 23 hours receiving special education services outside the general education / 28 total hours X 100 = 82.1% outside the general education	40-Substantially Separate Classroom special education services outside the general education classroom more than 60% of the time
Robert has been attending his local high school where he is primarily in co-taught general education classes. Additionally, he receives 1-hour of special education services in a resource room each day. In November Robert was arrested and is now in a Department of Youth Services facility. He is expected to remain there for three months.	Any SIMS reporting that occurs prior to Robert's arrest in November would be calculated and reported according to his IEP. 5 hours receiving special education services outside the general education / 28 total hours X 100 = 17.9% outside general education.	10-Full Inclusion special education services outside the general education classroom less than 21% of the time
	Any SIMS reporting that occurs while Robert is in the DYS facility should be reported in a public residential institutional facility.	90-Public Residential Institutional Facilities Department of Youth Services SIMS school code = 09200300