



MEMORANDUM

To: Directors of Special Education; Early Childhood Special Education Coordinators and Lead Teachers, MARSS Contacts

From: Barbara O'Sullivan, Supervisor of Early Learning Services
Carol Hokenson, Supervisor of Program Finance

Re: Reporting Instructional Settings for Children Ages 3-5 with Disabilities

Date: October 10, 2006

The U.S. Department of Education recently released the approved forms for the upcoming December 1 count of children served under IDEA. The package includes a significant change in the reporting of instructional settings for children ages 3-5. The purpose of this memorandum is to increase the accuracy of instructional setting data reported for young children during the 2006-2007 school year.

The following pages provide guidance necessary to determine the appropriate Primary Disability Instructional Setting for a child, including calculating time in regular early childhood education programs. It is not possible to crosswalk the 3-5 settings used in previous years to the new settings. Accurate reporting will require ECSE teachers to fully understand the new Instructional Settings and communicate each child's new code to your MARSS reporter.

The enclosed Decision Tree on was developed by WESTAT to illustrate the considerations that must be made to report children accurately and may be useful to early childhood special educators and related services providers in determining the appropriate instructional settings for individual children.

MDE requires accurate reporting of Instructional Settings throughout the year. A new enrollment record must be created each time the child's instructional setting changes.

Please address questions regarding the content of this memo to Lisa Backer at lisa.backer@state.mn.us. Questions regarding MARSS reporting should be addressed to Marilyn Loehr at marilyn.loehr@state.mn.us

Determining Instructional Settings for Children Ages 3-5

When determining instructional settings for children ages 3 through 5, use the following rules to decide which MARSS Primary Disability Instructional Setting to use when reporting each child. Please note that the order of the categories does not reflect a continuum from least to most restrictive.

1. The first factor to consider is whether the child attends a regular early childhood program. A regular early childhood program includes at least 50% non-disabled children. If so, the child will be reported using MARSS Primary Disability Instructional Setting 31, 32 or 33. Refer to the instructions in the section below to determine which specific category is appropriate. Early childhood programs include, but are not limited to:
 - Head Start;
 - Kindergarten;
 - Private preschool programs
 - School Readiness
 - Early Childhood Family Education
 - Group child care
 - Reverse mainstream classrooms that include at least 50% children without disabilities

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

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. If so, the child will be reporting using MARSS Primary Disability Instructional Setting 41, 42, or 43 depending upon the location of the special education program. A special education program is one that includes less than 50% children without disabilities and includes, but is not limited to special instruction 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 out-patient basis
 - Other community based settings
 - Separate schools; and
 - Residential facilities
3. 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 service in the home, report the child using MARSS Primary Disability Instructional Setting 45: Home.
4. If the child does not receive any special education services in an early childhood program, a special education program or the home, report the child using MARSS Primary Disability Instructional Setting code 44: Service Provider Location.

Calculating Time in Regular Early Childhood Programs

When determining whether to report a child using Primary Disability Instructional Setting 31, 32, or 33, you must calculate the percentage of time the child spends in a regular early childhood program.

31 = In the regular early childhood program at least 80% of the time

32 = In the regular early childhood program 40% to 79% of the time

33 = In the regular early childhood program less than 40% of the time

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.

Examples

- If the child attends regular early childhood program 6 hours each week and receives special education and related services in a special education program for an additional 15 hours a week, report the child using Primary Disability Instructional Setting 33, in the regular early childhood program less than 40% of time ($6 \div 21 = .29 \times 100 = 29\%$). 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 per 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 a service provider location, report the child using Primary Disability Instructional Setting 31: In a regular early childhood program at least 80% of the time ($6 \div 7.5 = 0.8 \times 100 = 80\%$).
- If a child is pulled out of the regular education program to receive special education, this is considered time outside the regular early childhood program. Include this time in the denominator but not in 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/language services, report the child using MARSS Primary Disability Instructional Setting 32, in the regular early childhood program 40% - 79% of the time ($4 \div 6 = .67 \times 100 = 67\%$).
- Although transportation is a related service the amount of time children spend being transported from a regular early childhood program to another location to receive special education and related services **should not** be included in the calculation. For example, a child is enrolled in child care 8 hours per day, 5 days per week for a total of 40 hours. However, 4 days per week the child is transported by the district to and from a special education program. Round trip transportation takes 2 hours (8 hours weekly) and the special education program is 2.5 hours (10 hours weekly) resulting in a total of 18 hours weekly spent out of the regular early childhood program. The result of the removal is that the child is actually only spending 22 hours in the early childhood education program. Report the child

using MARSS instructional setting 32, in the regular early childhood program 40% - 79% of the time ($22 \div 32 = .69 \times 100 = 69\%$).

The Primary Disability Instructional Settings in MARSS are defined as follows:

- 31 In the regular early childhood program at least 80% of the time.
- 32 In the regular early childhood program 40% to 79% of the time.
- 33 In the regular early childhood program less than 40% of the time.
- 41 Separate class. Children who attended a special education program in a class with less than 50% children without disabilities. Do not include children who also attend a regular early childhood program. These children should be reported using 31-33.
- 42 Separate school. Children 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 using 31-33.
- 43 Residential facility. Children 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 using 31-33.
- 44 Service Provider Location: Children 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. 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 at home and in a service provider location should be reported using MARSS Instructional Setting 45: Home.

- 45 Home. Children 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. Include children who received services both at home and in a service provider location. The term caregiver includes babysitters.

3-5 Setting Decision Tree

