

November 2009 Special Education Update

Determinations, Non-Compliance, and Significant Disproportionality (Form Package 442)

iGrants Form Package 442 has been posted and contains the following:

1. The district's 2008-09 **Determination Level**.
2. Formal notification of identified **Non-Compliance**. All issues of non-compliance must be corrected by the district **as soon as possible**, and a summary of the correction provided through form package 442 (pages 4 through 6) no later than April 30, 2010. Failure to complete corrections in a timely manner will impact the district's 2009-10 Determination Level (issued November 2010).
3. Formal notification of the district's **Significant Disproportionality** designation for 2008-09, if applicable. If the district is found to be significantly disproportionate, the district must take the following actions **no later than April 30, 2010**:
 - (a) Review and, if appropriate, revise the district's policies, procedures, and practices related to the significantly disproportionate area (identification, discipline, and/or placement of students);
 - (b) Publicly report on any revisions made to their policies, procedures, and practices; and
 - (c) Reserve the maximum amount (15%) of federal flow through funds under WAC 392-172A-06000, consistent with WAC 392-172A-06085, to provide comprehensive coordinated early intervening services (CEIS) to students in the school district, particularly, but not exclusively, students in those groups that were significantly over-identified.

A summary of the policy, procedure, and practice review/revision process, and the district's plan for providing CEIS, must be submitted to OSPI **no later than April 30, 2010**.

If you have any questions about Determinations or Non-Compliance notifications, please contact Jennifer Story at (360) 725-6075 or Jennifer.Story@k12.wa.us. If you have any questions about Significant Disproportionality, please contact Leslie Pyper at (360) 725-6075 or Leslie.Pyper@k12.wa.us.

2008-09 Special Education IDEA and 619 Grants - Final Electronic Expenditure Data Due Date-repeat

The final electronic expenditure data due date for 2008-09 Federal Special Education grants is November 17, 2009. This is the final date to enter expenditures and draw down funds for 2008-09 grants. Please refer to OSPI Bulletin 068-08 for additional information.

Federal Special Education Child Count/LRE and Personnel Data Reports Due Dates

The **Special Education Personnel Employed and Needed Data Report** is due to Sandy Grummick (Sandy.Grummick@k12.wa.us) no later than 5:00 pm **December 17, 2009**. This form is an excel template and submission instructions are located at: http://www.k12.wa.us/SpecialEd/forms.aspx#Federal_Data_Collection for downloading. If you do not receive confirmation within three business days, please resubmit or call Sandy Grummick at 360-725-6075.

Attached to the end of this update are the directions for completing the **Annual Federal Child Count and Least Restrictive Environment (LRE)** data reporting for the 2009-10 school year.

Data are collected on special education students eligible on the date of the federal count. For this year, the federal count date is the first student date in the month of November. For most districts this will occur on November 2, 2009. Student age, LRE and disability category are calculated based on the count date.

Data are to be submitted and validated using CEDARS (<https://eds.ospi.k12.wa.us/Login.aspx>) formerly CSRS. Log in directions are included in the attachment as well as on the OSPI Special Education Forms website. This report

must be validated and locked no later than December 31, 2009. Districts may begin validating their data as soon as the data files are uploaded into CEDARS. For districts who submit to CEDARS weekly, this could be as soon as November 9, 2009.

Please carefully read the submission instructions before beginning. If you do not have access to CEDARS please contact your District Information Technology Security Manager and they will setup access privileges for you to complete this submission process.

Timeline for School District Adoption of Revised Special Education Policies and Procedures

On November 2, 2009, the amended sections of WAC 392-172A went into effect. School districts will need to revise their policies and procedures to reflect these amendments. Submit copies of the newly adopted policies and procedures, along with documentation of their board approval to Tara Canlett, Special Education Section, OSPI on or before **September 30, 2010**.

Federal Fund Application (form packages 265 and 267) – Due December 1, 2009

The 2009-10 federal fund application, which consists of form packages 267 and 265 (271 and 216 for consortiums), is due no later than **5:00 pm on Tuesday, December 1, 2009**.

Form Package:	267 <i>(271 for consortiums)</i>	265 <i>(216 for consortiums)</i>
Contains:	Budget Assurances Child Find CEIS	Self-Evaluation
Deadlines:	Early submission deadline – Budget & Assurances by 5:00 pm on 9/1/09	Final submission deadline – 267 & 265 by 5:00 pm on 12/1/09
Purpose:	To access funds earlier than 12/1/09	To access funds
Failure to meet the 12/1/09 deadline will result in a hold on the district’s funds.		

If form package 267 and/or 265 is not submitted by the December 1 deadline, the IDEA grant(s) for the district will receive a ‘HOLD’ on funds until the form package is submitted. There will also be a hold on funds if the district’s form package 267 and/or 265 has not received final approval 30 days after receiving feedback from OSPI.

If you have questions related to form package 265 (Self-Evaluation), please contact a member of the Program Review Team at (360) 725-6075. If you have questions related to form package 267, please contact a member of the Fiscal Team at (360) 725-6075.

CEDARS Exit Codes Elements C09 and K09

School districts should only enter data in Exit Code K09 if the student is no longer eligible to receiving special education services for one of the four reasons:

- 1 – Re-evaluated and no longer needs Special Education Services
- 2 – Aged Out
- 3 – Graduated with High School Diploma
- 4 – Parent Revokes Consent for Special Education Services

If the student transfers from one school to another within your district, or transfers out of your district, and is still receiving special education services when they move/transfer you will not report an Exit Date or Exit Reason Code in Elements K08 and K09 only report in Elements C08 and C09. For complete details please refer to the CEDARS Data Manual located at <http://www.k12.wa.us/CEDARS>.

Procedural Safeguards Translations Now Available

The Procedural Safeguards – Revised August 2009 have been translated in seven different languages and are now posted on the OSPI website at <http://www.k12.wa.us/SpecialEd/publications.aspx>. The seven translations include Cambodian, Korean, Russian, Spanish, Vietnamese, Somali, and Ukrainian. In addition, there is a straight text of English to use for districts' customized safeguards as well as a full booklet in English.

Teletherapy Pilot Project Sites

OSPI has selected four districts to participate in the Special Education and Related Services Teletherapy Pilot Project for the 2009-2010 school year.

Creston (ESD 101)
Pomeroy (ESD 123)
Queets-Clearwater (ESD 114)
Tacoma (ESD 121)

These districts will be participating in the teletherapy service areas of speech language therapy and/or occupational therapy. Children's Therapy Place (CTP) from Boise, Idaho has been selected as the contractor for the pilot project. CTP has experience with developing telepractice programs via web conferencing.

FREE Research-based Resources for Professional Development

The IRIS Center at Vanderbilt University offers FREE research-based resources that can be used for professional development. These are excellent resources. There are numerous modules, case studies, information briefs, podcasts, and other activities. All have a strong research base and address a variety of topics including, but not limited to, assessment, behavior, differentiated instruction, RTI, school improvement, learning strategies, and transition. All resources are available on-line. Some are available in Spanish. These can be used individually or as a part of a group professional development activity. These resources are located at: <http://iris.peabody.vanderbilt.edu/>

Safety Net Bulletin 067-09 and State Oversight Committee Meeting Dates and Application Deadlines-Repeat

Safety Net Bulletin 067-09 was published October 7, 2009 and is located at <http://www.k12.wa.us/BulletinsMemos/Bulletins2009/B067-09.doc>. This bulletin provides instructions for applying for special education safety net funding for the 2009-2010 school year. Safety net funding is available to school districts with a demonstrated need for special education funding in excess of state and federal funding otherwise provided.

Deadline for Receipt of Application at OSPI	Type of Application	Oversight Committee Meeting Date	Meeting Location
Dec. 18, 2009	High need	Feb. 11-12, 2010	SPSCC, Hawk's Prairie, Room 118
Feb. 19, 2010	Community Impact	Mar. 25-26, 2010	SPSCC, Hawk's Prairie, Room 120
April 2, 2010	High need	June 15-16, 2010	SPSCC, Hawk's Prairie, Room 118
May 4, 2010	Community Impact (Resubmittals Only)	June 15-16, 2010	SPSCC, Hawk's Prairie, Room 118

Applications must be received at OSPI by 5 p.m. on deadline day (see first column above). Faxed and emailed submissions will not be accepted.

For application forms visit the Safety Net Website: <http://www.k12.wa.us/SpecialEd/SafetyNet.aspx>. Please note that an updated version of the IEP Review Form has been posted.

Driving Directions to Meeting Location: http://www.hawksprairie.org/documents/maphawks_000.pdf

For Safety Net Application information, please contact: Mary Ellen Parrish (maryellen.parrish@k12.wa.us) (360) 725-6075.

Technical Assistance Resources – now available-Repeat

[Special Education Technical Assistance Resources](http://www.k12.wa.us/SpecialEd/programreview/TechnicalAssistance.aspx) are now available on OSPI's website (<http://www.k12.wa.us/SpecialEd/programreview/TechnicalAssistance.aspx>). Districts are encouraged to access technical assistance resources in order to improve performance across the 20 indicators of the [State Performance Plan](#). In addition, districts may be required to access technical assistance as a part of enforcement actions related to district determination status.

Technical assistance resources are appropriate for teachers, administrators, parents, students, related services and other staff, and the general community. These resources may also be used for the development of professional learning communities, peer review activities, mentoring for new personnel, staff and parent orientations, and student empowerment. If you have any questions or comments regarding the technical assistance web pages, please contact a member of the Program Review Team at (360) 725-6075.

Evaluation & IEP Technical Assistance Module – revisions August 2009-Repeat

This training module is designed to provide information, guidance, resources, and examples relating to the Individuals with Disabilities Education Act (IDEA 2004) reauthorization and the [WAC Section 392-172A](#). The content of the module will assist special education staff in developing sufficient evaluations and properly formulated Individualized Education Programs (IEPs), with the goal of improving outcomes for students with disabilities in our state.

The Secondary Transition components of this module were **revised August 2009** to align more closely to the new definition of Indicator 13 (transition IEP components) that was issued by the federal Office of Special Education Programs (OSEP) in the spring of 2009. If you have any questions or comments regarding this module, please contact Jennifer Story at (360) 725-6075 or Jennifer.Story@k12.wa.us.

Special Education Accountability Q&A – updated September 2009-Repeat

The **Special Education Accountability Q&A** has been updated, and is now available on OSPI's website (http://www.k12.wa.us/specialed/pubdocs/monitor/SE_Determinations_QA.pdf). This question and answer document addresses the primary federal and state requirements for special education accountability under the Individuals with Disabilities Education Act (IDEA 2004). The document is divided into five sections:

- a. State Performance Plan and the 20 Performance Indicators (questions 1 and 2)
- b. The Four Determination Levels (questions 3 through 15)
- c. Correction of Non-Compliance (questions 16 through 20)
- d. Program Review Process (questions 21 through 23)
- e. Significant Disproportionality (questions 24 through 28)

If you have any questions regarding the Accountability Q&A, please contact Jennifer Story at (360) 725-6075 or Jennifer.Story@k12.wa.us.

FROM OUTSIDE OSPI:

Center for Change in Transition Services

Please contact the Center for Changes with any questions regarding the following information at ccts@seattleu.edu or 206-296-6494.

CCTS is hosting a series of webinars for implementation of the Transition Systemic Framework (TSF) Pilot Project and for general instruction in the transition process. The webinars are free to anyone who wishes to participate. Each session will be held from 3:00-4:00 pm. All that is required is a computer with internet access and a telephone. The access information will be sent to each Special Education Director at least two week prior to each webinar. The schedule is posted on the CCTS website at: <http://www.seattleu.edu/ccts/default.aspx?id=34548>.

FEDERAL CHILD COUNT AND LEAST RESTRICTIVE ENVIRONMENT (LRE) REPORT PURPOSE AND INSTRUCTIONS CEDARS Special Education Federal Count Verification due on or before 12/31/09

Purpose

Federal and state special education regulations require that school districts provide information regarding the numbers and types of special education students by placement option within the district's continuum of alternative placements, as well as the student's disability category, ethnicity, gender, and English Language Learner (ELL) status. The intent of the Least Restrictive Environment (LRE) data is to show the extent to which special education students participate in regular education programs. **The LRE report is based where a student spends their time during the regular school day, not the total minutes of specially designed instruction on the student's IEP. This is not a change in LRE directions or definitions; this has always been the submission process for this data collection.**

District count students who are eligible on the federal count date of November 1, 2009, or the first business day of the month if that day falls on a non-student day. Student's age, LRE, and disability codes are calculated as of the count date.

Child count reports must be completed for all special education students aged 3 to 21 to be counted for the Individuals with Disabilities Education Act (IDEA), Part B. Students below 3 years of age are not included on this report.

Each district's child count and LRE data must be submitted using the **Comprehensive Education Data and Research System (CEDARS)**. Data Files B and K of the CEDARS will include the special education related fields to complete the LRE and child count federal reporting requirements. For information regarding **CEDARS**, please contact customer support at (800) 725-4311 or (360) 725-6371 or by email at Customersupport@k12.wa.us.

The federal special education data must be verified no later than December 31, 2009. If districts discover errors in this submission, they will have until January 8, 2010, to make any changes and have those included in the federal data submission. If districts find errors after January 8, please notify the special education section at OSPI as soon as possible. Data corrected after January 8 will not be included in the federal submission, but are needed for other reporting purposes. Districts may begin verify their data as soon as they have successfully submitted the CEDARS Files.

For an in-depth description of the process and CEDARS submission requirements, refer to the CEDARS Data Manual located at <http://www.k12.wa.us/CEDARS/default.aspx>.

Federal Special Education Reporting Instructions


The Federal Special Education reports are generated based on students who have a valid IEP and current evaluations on the federal count date. For this year that date is November 2, 2009. Student's age, LRE and disability status are based on their date of birth and the count date.




In order for OSPI to generate the Federal Special Education Reports, school districts must complete the following on or before December 31st by 5:00 PM. **It is highly encouraged for districts to submit the data as soon as they have successfully uploaded their files to CEDARS and not wait until the submission deadline.**

1. Log-in to the Education Data System (EDS) <https://eds.ospi.k12.wa.us/Login.aspx> and choose the CEDARS Application.
2. Select your school district from the drop menu if that did not occur automatically at log-in.
3. From the Menu across the top of the screen choose "Reports"

4. Down the left-hand side of your computer screen scroll down to the Special Education/LRE Reports. To ensure this report is error-free, select the Special Education Exception Report, review any exceptions listed in this section before moving on to the next step. Possible exceptions would include (but not be limited to): incorrect LRE Codes based on the students age on the date of the federal count or an incorrect disability code based on the students age on the count date (no students older than 8 years may be counted in the Developmental Delay category).

Enter the Search criteria to create the list of student's needed for these reports. You will need to enter the same search criteria each time so you get the same subset of students. To generate data for this federal count use the count date (11/2/2009) for both the Start and End Dates. The 'as of' date can be the date the data was submitted to CEDARS or if modifications were made, then the use the date that data was saved in CEDARS.

To edit a student's record to make any disability or LRE code changes, choose the Edit Data link at the top of the CEDARS screen. In the "Search For" area choose the student link and enter the search criteria for the student you are correcting. There may be more than one record found so choose the most current for that student and click on the Edit icon ()

- a. If the error is the student's disability category, then edit the District Enrollment section of the student's record and click on the Edit icon (). In the District Enrollment Screen navigate to the Disability Type icon and choose Edit (). A drop-menu will become available and the record can be changed to the correct code. If the student has not been reevaluated to a new disability category, then do not edit the record, just make sure that student remains unchecked in the Special Education Federal Count Validation section (step 4)
- b. If the error is the student's least restrictive environment category, then edit the Special Education section of the student's record and click on the Edit icon (). In the Special Education Screen a drop-menu will become available for the LRE Code and the record can be changed to the correct code or make sure the student remains unchecked in the Special Education Federal Count Validation section (step 4)

Save changes after editing a student's record. Review the Exception report to make sure the changes have been saved.

5. After the review of the Exception report is completed, continue your districts submission by selecting the "Special Education Federal Count Validation" link on the lower left side of the screen. Again, enter the Search Criteria to generate the list of student's to review for validation. Indicate which students have valid IEPs and current evaluations by click the corresponding checkbox. If all students have valid IEPs and current evaluations, you may select the checkbox located in the table header to automatically fill in all the checkboxes. Click "Save" when you are finished. Verify the numbers in each of the reports below.

- [Special Education Report by Disability and Age](#)
- [Special Education Aged 3-5 By Disability and Race/Ethnicity](#)
- [Special Education Aged 6-21 By Disability and Race/Ethnicity](#)
- [LRE Report by Disability and Age](#)
- [Children Aged 3-5 by Setting](#)
- [LRE Report by Race/Ethnicity](#)
- [LRE Report by Gender](#)
- [LRE Report by State Transitional Bilingual Instruction Program Status](#)

All of the reports listed above, the Exceptions Report and the Student details can be downloaded in a variety of formats. We recommend using this feature to help you sort and find data and also to keep file copies.

6. After completing the steps outlined above, you must lock the report so the system understands the submission is completed. To do this, select the Special Education Verification link on the left side of the screen (within the Special Education/LRE reports section). Verify the summary totals are correct for each age group. If they are not correct, go back to Steps 3 and 4 to reconcile the data. When the data are correct, click on the check box stating “By checking this box, I certify that the information provided on this form is to the best of my knowledge complete and accurate as per the CEDARS Special Education Report Business Rules. A knowingly false claim on this report is a criminal offense under U.S. Code, Title 18, Section 1001 or Section 287.” This locks the data and informs the system the district’s data are submitted. Click on the “Save” button then print this page using the Print Friendly link at the top of the screen. **Please make sure the printed copy includes the child count data viewed on the screen.** The district designee must sign the certification statement and mail to the name and address on the form. OSPI will verify this form against the data received through the submission process. Please mail this form to OSPI Special Education, Attn: Amber O’Donnell, PO Box 47200, Olympia, WA 98504-7200.

To make changes to individual student records after the data is locked, please contact OSPI customer support or Sandy Grummick. A new Certification Page must also be resubmitted for any changes to the totals.

For questions regarding child count or LRE, please contact Sandy Grummick at (360) 725-6075 or by email at Sandy.Grummick@k12.wa.us. For information regarding CEDARS, please contact Customer Support at (360) 725-6371 or by email at Customersupport@k12.wa.us.

Data submitted after the due date will be counted as late and will impact your district’s determination level for the following school year. Inaccurate data will be returned for correction. If corrections are made after the reporting deadline, then it will be treated the same as late data submissions.

Reminders:

- Age is the student’s actual age on the **count date**. LRE codes must be reflective of the **student’s age on the count date** (see definitions of LRE codes below).
- Each district must maintain a list of students counted by age/disability and ethnicity/disability for verification or audit purposes.
- Each school district must report all of the special education students it serves; each student must be identified by resident school district.
- These reports include only eligible special education students ages 3 to 21.
- Districts are also encouraged to review previous year’s submission to look for any discrepancies in the current submission.

SECTION A: EDUCATIONAL PLACEMENTS OF SPECIAL EDUCATION STUDENTS AGED 6 TO 21

Section A is an unduplicated count of all special education students ages 6 to 21 by age, disability category, educational setting, race/ethnicity, gender, and ELL status. This count is intended to include all students receiving special education services as reported on the Federal IDEA, Part B Child Count.

CEDARS Element K06	Definitions/Examples
CEDARS Value 1: Report the number of special education students (ages 6 to 21) who spend 80 to 100 percent of the school day in the regular classroom.	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 special education students placed in: <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. • Regular class with special education services provided in resource rooms.

<p>CEDARS Value 2: Report the number of special education students (ages 6 to 21) who spend 40 to 79 percent of the school day in the regular classroom.</p>	<p>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. Do not include children who are reported as receiving education programs in a 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. • Resource rooms with part-time instruction in a regular class.
<p>CEDARS Value 3: Report the number of special education students (ages 6 to 21) who spend 0 to 39 percent of the school day in the regular classroom.</p>	<p>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 are reported as receiving education programs in a 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. • Self-contained special classrooms with full-time special education instruction on a regular school campus.
<p>CEDARS Value 28: Report the number of students (ages 6 to 21) receiving special education and related services in a public or private separate day school facilities.</p>	<p>This includes special education students 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. • Public and private residential facilities, if the student does not live at the facility.
<p>CEDARS Value 29: Report the number of students (ages 6 to 21) receiving special education and related services and lived in public or private residential facilities during the school week.</p>	<p>This includes special education students 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. • 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 received education programs at the facility, but do not live there.</p>
<p>CEDARS Value 30: Report the number of students (ages 6 to 21) receiving special education and related services in correctional facilities.</p>	<p>This includes special education students receiving special education in:</p> <ul style="list-style-type: none"> • Short-term detention facilities (community-based or residential). • Correctional facilities.
<p>CEDARS Value 31: Report the number of students (ages 6 to 21) receiving special education and related services who have been enrolled by their parents or guardians in a private school.</p>	<p>This includes special education students 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.</p> <p>Include children whose parents chose to home-school them, but who receive special education and related services at public expense.</p> <p>Do not include children who are placed in private schools by the LEA.</p>

<p>CEDARS Value 8: Report the number of students (ages 6 to 21) receiving special education and related services in homebound/hospital placements</p>	<p>This may include special education students placed in and receiving special education and related services in:</p> <ul style="list-style-type: none"> • Hospital programs. • Homebound programs—do not include home-schooled students. See 31 above. <p>Do not include special education students whose parents have opted to home-school them and who receive special education at public expense.</p>
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Additional clarification points for special education students aged 6 to 21:

- **Time receiving ELL 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 with non-disabled peers.
- If the environment is not specifically for special education students, then consider it time in the regular classroom.

SECTION B: EDUCATIONAL PLACEMENTS OF SPECIAL EDUCATION STUDENTS AGED 3 THROUGH 5

Rows 1-3: The first factor to consider is whether the child is attending a regular early childhood program as defined below. If so, report the child in one of the three rows (1-3) in Section B “Attending a Regular Early Childhood Program.” 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 percent of time category is appropriate.

CEDARS Element K06	Definitions/Examples
<p>CEDARS Value 32: In the regular early childhood program at least 80 percent of time.</p>	<p>Report those special education students (aged 3 through 5) who attended an early childhood program and were in the early childhood program for at least 80 percent of time (see Instructions for Calculating Time in Regular Early Childhood Programs). Early childhood program: A program that includes at least 50 percent nondisabled children. Early childhood programs include, but are not limited to:</p> <ul style="list-style-type: none"> • Head Start. • Kindergarten. • Reverse mainstream classrooms. • Private preschools. • Preschool classes offered to an eligible pre-kindergarten population by the public school system. • Group child care. <p>Attendance at an early childhood program need not be funded by IDEA, Part B funds.</p>
<p>CEDARS Value 33: In the regular early childhood program 40 percent to 79 percent of time.</p>	<p>Report those special education students (aged 3 through 5) who attended an early childhood program and were in the early childhood program for more than 79 percent, but no less than 40 percent of time (see instructions for Calculating Time in Regular Early Childhood Programs). Early childhood programs include, but are not limited to:</p> <ul style="list-style-type: none"> • Head Start. • Kindergarten. • Reverse mainstream classrooms. • Private preschools. • Preschool classes offered to an eligible pre-kindergarten population by the

	<p>public school system.</p> <ul style="list-style-type: none"> • Group child care. <p>Attendance at an early childhood program need not be funded by IDEA, Part B funds.</p>
<p>CEDARS Value 34: In the regular early childhood program 0 to 39 percent of time.</p>	<p>Report those special education students (aged 3 through 5) who attended an early childhood program and were in the early childhood program for 39 percent or less of time (see instructions for Calculating Time in Regular Early Childhood Programs). Early childhood programs include, but are not limited to:</p> <ul style="list-style-type: none"> • Head Start. • Kindergarten. • Reverse mainstream classrooms. • Private preschools. • Preschool classes offered to an eligible pre-kindergarten population by the public school system. • Group child care. <p>Attendance at an early childhood program need not be funded by IDEA, Part B funds.</p>

Rows 4-6: 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 in one of the three rows (4-6) in Section B “NOT Attending a Regular Early Childhood Program,” 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

The special education program is 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.
- Residential facilities.

CEDARS Element K06	Definitions/Examples
<p>CEDARS Value 35: Separate Class</p>	<p>Report those special education students (aged 3 through 5) who attended a special education program in a class with less than 50 percent nondisabled children (do not include children who also attended a regular early childhood program. These children should be reported in rows 1-3).</p>
<p>CEDARS Value 16: Separate School</p>	<p>Report those special education students (aged 3 through 5) 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 rows 1-3).</p>
<p>CEDARS Value 15: Residential Facility</p>	<p>Report those special education students (aged 3 through 5) 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 rows 1-3).</p>
<p>CEDARS Value 13:</p>	<p>Report those special education students (aged 3 through 5) who received</p>

Home	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.
CEDARS Value 36: Service Provider Location	Report those special education students (aged 3 through 5) 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: <ul style="list-style-type: none"> • Private clinicians' offices. • Clinicians' offices located in school buildings. • Hospital facilities on an outpatient basis. • 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.

Calculating Time In Regular Early Childhood Programs

When determining whether to report a child in Section B, rows 1, 2, or 3, 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 row 2, 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 services 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 at a service provider location, report the child in row 1 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 services, 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 row 2 in the regular early childhood program 40% to 79% of time ($4 \div 6 = .67 * 100 = 67\%$).

Educational Placements of Special Education Students Aged 3 through 5 and 6 to 21— race/ethnicity, gender, and State Transitional Bilingual Instruction Program

Only valid Ethnicity Codes from Appendix Y of the CEDARS Manual may be submitted.

Students Gender and ELL Status:

Report an unduplicated count of all special education students by educational environment, gender and State Transitional Bilingual Instruction Program. Refer to WAC 392-160-005 for the definition of student's eligible for the State Transitional Bilingual Instruction program.