

Appendix F: Guidelines for Calculating Educational Environment

Importance of Accurate Educational Environment Reporting

Every state is required to provide an annual report of specific data related to the education of students with disabilities to the U.S. Department of Education. In Pennsylvania, this information is gathered through the PennData reporting system. Data are compiled by the Pennsylvania Department of Education (PDE), Bureau of Special Education (BSE), verified for accuracy and forwarded to the Office of Special Education Programs (OSEP) at the U.S. Department of Education within required timelines.

The Individuals with Disabilities Education Act of 2004 (IDEA 2004), Pennsylvania's State Performance Plan (SPP), and the Gaskin Settlement Agreement have heightened the need for accurate reporting of Educational Environment data. Educational Environment data from each student's Individualized Education Program (IEP) are compiled by the Local Education Agency (LEA) and reported to their respective intermediate unit (IU) for verification of accuracy, and then reported to the PDE/BSE via the PennData reporting system. If Educational Environment data are not reported accurately by the IEP team, the LEA data may not reflect an accurate representation of the LEA's Educational Environment. Inaccurate data reporting may result in negative results for the LEA such as adverse reporting on the Special Education Data Reports as not meeting SPP targets, resulting in possible negative determination status and misidentification for LRE Monitoring.

Identifying Environment

Educational Environment reporting is not an indication of the amount of special education service that a student with a disability receives. Following are the fundamental principles for reporting educational environments:

- If a student is physically placed within an educational environment where students without disabilities are receiving instruction, it is a regular education setting.
- Instruction that occurs outside the classroom, such as within the school or community where interaction occurs with persons without disabilities and includes nondisabled peers and community members is a regular education setting.
- If a student is educated outside a regular school building for more than 50 percent of the day, is receiving instruction in an Approved Private School, Private, Other Public, Hospital/Homebound, Correctional, or Out of State Facility, or Instruction Conducted in the Home, it is considered an other setting.

PennData Reporting: Educational Environment - Section VIII of the IEP Form

There are two parts to Section VIII of the IEP. Each IEP team must select only ONE Educational Environment for the student, and complete either Section A or Section B. As a reference, approximately 96 percent of students with disabilities in Pennsylvania are educated in regular school buildings with nondisabled peers, thus reported in Section A.

VIII. PennData Reporting: Educational Environment (Complete either Section A or B; Select only one Educational Environment)

To calculate the percentage of time inside the regular classroom, divide the number of hours the student spends inside the regular classroom by the total number of hours in the school day (including lunch, recess, and study periods). The result is then multiplied by 100.

Section A: For Students Educated in Regular School Buildings with Nondisabled Peers - Indicate the Percentage of time INSIDE the regular classroom for this student:

Time spent outside the regular classroom receiving services unrelated to the student’s disability (e.g., time receiving ESL 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 inside the regular classroom.

Calculation for This Student:

Column 1	Column 2	Calculation	Indicate Percentage	Percentage Category
Total hours the student spends in the regular education classroom per day	Total hours in a typical school day (including lunch, recess, and study periods)	(Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = %	Section A: The percentage of time child spends inside the regular classroom:	Using the calculation result - select the appropriate percentage category
			_____ % of the day	<input type="checkbox"/> INSIDE the regular classroom 80% or more of the day <input type="checkbox"/> INSIDE the regular classroom 79-40% of the day <input type="checkbox"/> INSIDE the regular classroom less than 40% of the day

Section B: This section required only for students educated OUTSIDE regular school buildings for more than 50 percent of the day - select and indicate the name of school or facility on the line corresponding with the appropriate selection: (If a student spends less than 50 percent of the day in one of these locations, the IEP team must do the calculation in Section A.)

- | | |
|---|---|
| <input type="checkbox"/> Approved Private School (Nonresidential) _____ | <input type="checkbox"/> Other Public Facility (Nonresidential) _____ |
| <input type="checkbox"/> Approved Private School (Residential) _____ | <input type="checkbox"/> Hospital/Homebound _____ |
| <input type="checkbox"/> Other Private Facility (Nonresidential) _____ | <input type="checkbox"/> Correctional Facility _____ |
| <input type="checkbox"/> Other Private Facility (Residential) _____ | <input type="checkbox"/> Out of State Facility _____ |
| <input type="checkbox"/> Other Public Facility (Residential) _____ | <input type="checkbox"/> Instruction Conducted in the Home _____ |

EXAMPLES for Section A: How to Calculate PennData–Educational Environment Percentages

	Column 1 Total hours the student spends in the regular education classroom per day	Column 2 Total hours in a typical school day (including lunch, recess & study periods)	Calculation (Hours inside regular classroom ÷ hours in school day) × 100 = % (Column 1 ÷ Column 2) × 100 = %	Indicate Percentage Section A: The percentage of time child spends inside the regular classroom:
Example 1	5.5	6.5	(5.5 ÷ 6.5) × 100 = 85%	85% of the day(Inside 80% or more of day)
Example 2	3	5	(3 ÷ 5) × 100 = 60%	60% of the day(Inside 79-40% of day)
Example 3	1	5	(1 ÷ 5) × 100 = 20%	20% of the day(Inside less than 40% of day)

**Examples of Educational Environments:
Guidance for IEP Teams**

Example	Rationale for Consideration of Environment	How to report this time on the IEP?
Regular classroom all day with 1:1 paraeducator support provided to student 100% of day	Paraeducator support is an IEP team decision related to the specially designed instruction that a student needs. It does not impact Educational Environment calculation or reporting.	Complete Section A.
Student receives specialized instruction in a full-time special education classroom, taught by special education teacher	This is special education delivered physically outside of the regular education environment.	Complete Section A.
Speech therapy delivered in separate therapy room	This is special education delivered physically outside of the regular education environment.	Complete Section A.
Integrated speech therapy within regular classroom, provided by speech and language therapist	This is special education delivered inside the regular education environment.	Complete Section A.
General education classroom with co-teaching	Co-teaching is an instructional strategy that is provided to all children inside the regular education environment.	Complete Section A.
Alternative Education program - "regular education" if the students with disabilities and nondisabled peers are educated in the program	An alternative education environment that includes both students with disabilities and nondisabled students is a regular education environment.	Complete Section A.

Example	Rationale for Consideration of Environment	How to report this time on the IEP?
Educational time spent in age-appropriate, community-based setting, which includes individuals with and without disabilities (e.g., vocational sites, supermarkets, colleges)	Time spent in community environments with nondisabled peers and community members is a regular education environment.	Complete Section A.
Correctional facilities	Students are not being educated in regular schools.	Complete Section B. Not applicable to time calculated in regular buildings. Write the name of the correctional facility in the space provided.
One-on-one orientation and mobility instruction in halls and stairs of regular education school building with vision therapist.	Considered regular education.	Complete Section A.
Recess with nondisabled students	Recess is part of the school day and participation alongside nondisabled students is a regular education environment.	Complete Section A.
Recess with only students with IEPs	Since no regular education students participate, this activity is a special education activity outside the regular education environment.	Complete Section A.
Peer buddies visit the special education classroom	Even though students without disabilities are physically within the special education classroom, the instruction is still performed by a special education teacher in a special education setting.	Complete Section A.

Example	Rationale for Consideration of Environment	How to report this time on the IEP?
Field trips	Field trips do not occur as part of the typical school day schedule for students.	This does not impact Educational Environment reporting.
Flexible grouping (e.g., for reading instruction)	Flexible grouping is an instructional strategy that does not impact Educational Environment reporting as long as groupings are based on skill levels of all students, with and without disabilities.	Complete Section A.
Instruction Conducted in the Home	Instruction Conducted in the Home is the most restrictive setting along the special education continuum of services.	Complete Section B.
Students engaged in job training in sites within the school setting	Training in actual work settings is considered regular education.	Complete Section A.
Instruction in a sheltered workshop	This is a segregated setting.	If the student is in this setting more than 50 percent of the time, complete Section B of the IEP, checking the box denoting "other public facility, nonresidential." If the student is in this setting less than 50 percent of the time, complete Section A.
Lunch in the cafeteria	Lunch is part of the school day and there are opportunities to interact with students without disabilities.	Complete Section A.

Example	Rationale for Consideration of Environment	How to report this time on the IEP?
Lunch in special education classroom with students with IEPs	Lunch is part of the school day; however, because there are no opportunities to interact with students without disabilities, the student is outside the regular education environment.	Complete Section A.
Other locations (e.g., APSs, Public Separate Facilities)	These settings are not regular school buildings.	If the student is in this setting more than 50 percent of the time, complete Section B of the IEP, checking the box denoting "other public facility, nonresidential." If the student is in this setting less than 50 percent of the time, complete Section A.
Charter Schools	Charter schools are considered LEAs, thus considered regular education school buildings.	Complete Section A.
Cyber Charter Schools	Cyber Charter schools are considered LEAs. This is considered the same environment in which students without disabilities are enrolled.	Complete Section A.

Reminder: Section A of the IEP is completed for students educated in regular buildings with students without disabilities. Statewide, this group represents approximately 96 percent of all students with IEPs. Section B is completed for students educated outside regular school buildings more than 50 percent of the day.