

## Guidelines for Calculating Level of Integration (Service Level)

*From Student Teacher Accountability Reporting System (STARS) Volume 2 2017-2018*

1. Special education service should include the following:
  - Service to a student from a licensed special education teacher or related service provider (34 CFR 300.24) or licensed speech language pathologist
  - Service to a student from a one-on-one aide or job coach
  - Service to a student from a general education teacher who is implementing curriculum modifications developed jointly with the special education teacher\*
  - Service to a general education teacher from a special education teacher who is consulting on a weekly basis with the general education teacher about classroom modifications for a student

2. Refer to the following state-mandated school day minimums:

Grade	Hours per day	Hours per Week
KF/KN	5.5/2.5	27.5/12.5
1-6	5.5	27.5
7-12	6	30

3. Divide #1 by #2
  - 1% - 10% is Level 1/Minimum/A
  - 11% - 49% is Level 2/Moderate/B
  - 50% or more is Level 3/Extensive/C
  - Approaching a full day is Level 4/Maximum/D
  - For students on block scheduling, divide the total hours of special education service in the whole year by the total hours in the whole year (i.e., For high school, use 6 hrs/day X 5 days/week X 36 weeks/year = 1080 hours) and use the percents above for each count date to determine funding

For students in a 3Y/4Y program, the service level is 4/Maximum/D, EXCEPT for SPEECH ONLY students. If SPEECH ONLY the service level must be 1/Minimum/A or 2/Moderate/B. For students who have reduced-day programs including those in homebound or hospital settings, use the same method for calculating service level as for full-time students. Please note that the student's special education service time is divided by the time in a state-mandated school day, not that student's reduced-hour day.

\*To count service from a general education teacher as part of a student's special education service, that general education teacher must be involved in collaboration with the special education teacher at least twice a week, preferably including common planning time. If the general education teacher is only implementing directions from the special education teacher regarding simple modifications (i.e., sit in an area free from distractions, do half as many problems, allow extended time for tests, read with a partner, etc.), that service is NOT included in a calculation of special education service. Irrespective of the calculation of service level, IEP teams are required to plan and provide the supports and services necessary to ensure that a free appropriate public education is available to every student with exceptionalty.