

# **Part B Educational Environments Data Collection for Children Ages 3 through 5**

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# IDEA Statute

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- Section 618 of IDEA requires that states report the number and percentage of children with disabilities who are: “(i) Receiving a free appropriate public education; (ii) Participating in regular education; (iii) In separate classes, separate schools or facilities, or public or private residential facilities.”
- Consistent with section 618, categories for reporting the number and percentage of preschool-aged children with disabilities by educational environment have been updated to reflect a multi-stage procedure to determine the extent of the children’s participation in regular education and the setting in which the child receives the majority of special education and related services.
- The primary focus of the preschool educational environments data collection continues to emphasis the time the child spends in an environment with typically-developing peers and where the child receives special education and related services

# **Past Educational Environments for Children Ages 3 - 5**

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## **A) Children Attending a Regular Early Childhood Program**

(A1) In the regular early childhood program at least 80% of time

(A2) In the regular early childhood program 40 – 79% of time

(A3) In the regular early childhood program less than 40% of time

## **(B) Children Not Attending a Regular Early Childhood Program Attending a Special Education Program**

(B1) Separate Class

(B2) Separate School

(B3) Residential Facility

## **Not Attending a Special Education Program**

(B4) Home

(B5) Service Provider Location

# Revised Educational Environments for Children Ages 3-5

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- (A) Children attending a regular early childhood program at least 10 hour per week;
  - (A1) And receiving the majority of hours of special education and related services ***in the regular early childhood program***
  - (A2) And receiving the majority of hours of special education and related services ***in some other location.***
- (B) Children attending a regular education program less than 10 hours per week:
  - (B1) And receiving the majority of hours of special education and related services ***in the regular early childhood program***
  - (B2) And receiving the majority of hours of special education and related services ***in some other location.***
- (C) Children not attending a regular early childhood program
  - (C1) Separate special education class
  - (C2) Separate school
  - (C3) Residential facility
- (D) Children not attending a regular early childhood program or a special education program ( not included in A, B, C, above)
  - (D1) Home
  - (D2) Service provider location or some other location not in any other category above

# Regular Early Childhood Program

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Children who attend a regular early childhood program that includes at least 50 percent nondisabled children (children not on an IEP). Regular early childhood programs may include Head Start; kindergartens; private **kindergartens** and preschools; preschool classes offered to an eligible pre-kindergarten population by the public school system; and group **child developmental center** and child care.

(A) Children attending a regular early childhood program at least 10 hour per week

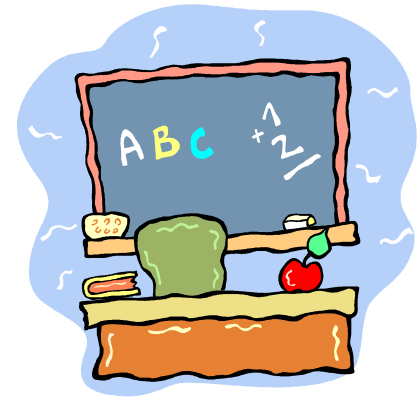
(A1) And receiving the majority of hours of special education and related services ***in the regular early childhood program***

(A2) And receiving the majority of hours of special education and related services ***in some other location.***

(B) Children attending a regular education program less than 10 hours per week:

(B1) And receiving the majority of hours of special education and related services ***in the regular early childhood program***

(B2) And receiving the majority of hours of special education and related services ***in some other location.***



# Special Education Program

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A program that includes less than 50 percent nondisabled children (children not on an IEP). Special education programs include, but are not limited to, special education and related services provided 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; and residential facilities.

C1.**Separate class.** Children who attend a special education program in a class with less than 50% nondisabled children.

C2.**Separate school.** Children who receive education programs in public or private day schools designed specifically for children with disabilities.

C3.**Residential facility.** Children who received education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.

If the child also receives services in the home (D1) or in a service provider location or some other location (D2), report the child in one of the settings listed above.



# Children Not Attending A Special Education Program

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## D1. Home

Children who receive special education and related services in the principle residence of the child's family or caregivers, and who did not attend a regular early childhood program or a special education program provided in a separate class, separate school, or residential facility. The term caregiver includes babysitters.

Children who received special education both in a service provider location and at home should be reported in the home category.

## D2. Service Provider Location or Some other location not in any other category.

Children who receive 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: private clinicians' offices, clinicians' offices located in school buildings, hospital facilities on an outpatient basis, and libraries and other public locations.



# New ECSE Educational Environments

Is the child attending a regular early childhood program? y/n

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If yes, determine the following:

How many hours does the child attend the early childhood program?

At least 10 hours per week or

Less than 10 hours per week

If at least 10 hours per week, where does the child receive the majority of hours of special education and related services.

A1 – in the regular education program

A2 – in some other location.

If less than 10 hours per week, where does the child receive the majority of hours of special education and related services.

B1 – in the regular education program

B2 – in some other location

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If no, is the child attending a special education program? yes/no

If Yes,

C1 – Special Education Classroom

C2 – Separate School

C3 – Residential facility.

If No, is the child receiving special education and related services in the residence of the child's family or caregiver? y/n

If yes,

D1 = Home

If No,

D2 = Service Provide location or some other location that is not in any other category.



# **Is this child attending a regular early childhood program? Y/N**

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**A regular early childhood program includes at least 50 percent nondisabled children.**

**Regular early childhood programs include, but are not limited to:**

- **Head Start;**
- **kindergarten;**
- **reverse mainstream classrooms;**
- **private kindergartens and preschools;**
- **preschool classes offered to an eligible pre-kindergarten population by the public school system; and**
- **group childcare.**

# **Group Childcare Program**

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- **To determine whether a child attends a group childcare program, IEP teams should ask the parent if the child is in a non-residential setting where the other children in care are not related to one another. If the child is in a setting like this, the child should be reported as being in a group childcare program.**
- **If the child is in a home setting where the other children in care may be related to one another, then the child should be reported in the home category. Group childcare would not be the same as in-home babysitters, nannies, caregivers, au pairs, or the home of a neighborhood babysitter or a relative providing childcare.**

# Parent Input

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OSEP expects states to rely on parents to report to IEP teams about the child's educational environment and classroom composition. In turn, the LEA should obtain this information from the appropriate program contact and relay the information to the state.

If the parent does not know whether the child is an educational environment that includes a majority of typically developing children, the IEP team should ask the parent to report whether the program is designed for typically-developing children or children with disabilities. If the program is designed for typically-developing children, then the IEP team should document that the child is attending a regular early childhood program.



# **Yes, the child is attending a Regular Early Childhood Program**

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**If YES**, determine the following:

How many hours does the child attend the early childhood program?

At least 10 hours per week or

Less than 10 hours per week

If at least 10 hours per week, where does the child receive the majority of hours of special education and related services

A1 – in the regular education program

A2 – in some other location

If less than 10 hours per week, where does the child receive the majority of hours of special education and related services?

B1 – in the regular education program

B2 – in some other location

# Scenario 1

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## *Scenario*

The child attends a regular early childhood program for 30 hours a week (5 days a week at 6 hours per day), but is outside of the regular early childhood classroom for 3 hours each week to receive special education services

## *LRE Category*

Report the child in the A2 category – The child receives at least 10 hours per week in a regular early childhood program and receives the majority of hours for special education services in some other location.

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## Scenario 2

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### *Scenario*

The child attends a regular early childhood program for 5 hours a week (5 days a week at 1 hour per day), but is pulled out of the regular early childhood classroom for 3 hours each week to receive special education services

### *LRE Category*

Report the child in the B2 category – The child receives less the 10 hours per week in a regular early childhood program and receives the majority of hours for special education services in some other location.

## Scenario 3

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### *Scenario*

The child attends a regular early childhood program 27 hours a week (3 days a week at 9 hours per day) and receives 5 hours of special education and related service within this setting and 7 hours outside of the regular early childhood setting

### *LRE Category*

Report the child in the A2 category – The child receives at least 10 hours per week in a regular early childhood program and receives the majority of hours for special education services in some other location

# Head Start Scenarios

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## *Scenario*

The child is in a Head Start program, where the majority of children are typically developing, for 9 hours per week (and receives all special education services in the Head Start classroom)

## *LRE Category*

Report the child in the B1 category – The child receives less than 10 hours per week in a regular early childhood program and receives the majority of hours for special education services in the regular education setting

## *Scenario*

The child is in a Head Start program, where the majority of children have disabilities, for 15 hours per week (3 days a week at 5 hours per day) and receives special education services in the Head Start classroom

## *LRE Category*

Since the child is in a setting where the majority of the children have disabilities, the child should be reported in one of the special education program categories



# Kindergarten Scenarios

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## *Scenario*

The child is in a kindergarten program, where the majority of children are typically developing, for 25 hours per week (5 days a week at 5 hours per day) and receives special education services in the kindergarten classroom.

## *LRE Category*

Report the child in the A1 category – The child receives at least 10 hours per week in a regular early childhood program and receives the majority of hours for special education services in the regular education setting.

## *Scenario*

The child is in a kindergarten program, where the majority of children have disabilities, for 25 hours per week (5 days a week at 5 hours per day) and receives special education services in the kindergarten classroom.

## *LRE Category*

Since the child is in a setting where the majority of the children have disabilities, the child should be reported in one of the special education program categories.

## *Scenario*

The child is in a kindergarten program, but the parent does not know the composition of the classroom. The parent reports that the program is designed to serve typically-developing children. The child attends this program for 25 hours per week (5 days a week at 5 hours per day) and receives special education services in the kindergarten classroom.

## *LRE Category*

Report the child in the A1 category – The child receives at least 10 hours per week in a regular early childhood program and receives the majority of hours for special education services in the regular education setting.

# Public and Private Preschool Scenarios

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## *Scenario*

The child is in a preschool program, where the majority of children are typically developing, for 25 hours per week (5 days a week at 5 hours per day) and receives special education services in some other location.

## *LRE Category*

Report the child in the A2 category – The child receives at least 10 hours per week in a regular early childhood program and receives the majority of hours of special education and related services in some other location.

## *Scenario*

The child is in a preschool program, where the majority of children have disabilities, for 25 hours per week (5 days a week at 5 hours per day) and receives special education services in the preschool program.

## *LRE Category*

Since the child is in a setting where the majority of the children have disabilities, the child should be reported in one of the special education program categories.

## *Scenario*

The child is in a preschool program, but the parent does not know the composition of the classroom. The parent reports that the program is designed to serve typically-developing children. The child attends this program for 25 hours per week (5 days a week at 5 hours per day) and receives special education services in the classroom.

## *LRE Category*

Report the child in the A1 category – The child receives at least 10 hours per week in a regular early childhood program and receives the majority of hours for special education services in the regular education setting.

## If NO, is this child attending a special education program? Y/N

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If the IEP team determines that the child is not attending a regular early childhood program, the team will then determine if the child is attending a special education program.

A special education program includes less than 50 percent nondisabled children (children not on IEPs). Special education programs include, but are not limited to: 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; and residential facilities.

C1. **Separate class.** Children who attend a special education program in a class with less than 50% nondisabled children.

C2. **Separate school.** Children who receive education programs in public or private day schools designed specifically for children with disabilities.

C3. **Residential facility.** Children total who received education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.

## **If NO, is the child receiving special education and related services in the residence of the child's family or caregiver? Y/N**

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If the child is not attending a regular early childhood program or a special education program, the IEP team must determine if the child is receiving special education and related services in the Home or at a Service Provider Location.

### **If YES**

#### **D1.Home.**

- Children who receive special education and related services in the principle 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.
- Children who received special education both in a service provider location and at home should be reported in the home category.

### **If NO**

#### **D2.Service provider location.**

- Children who receive 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: private clinicians' offices, clinicians' offices located in school buildings, hospital facilities on an outpatient basis, and libraries and other public locations.

# NEW LRE Revision Deadline

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- ✓ If a child has a preschool IEP,
- ✓ Will not be 6 years of age by or on Dec. 1, 2010 and
- ✓ Will not have a new IEP by Dec. 1 2010

The child's Early Childhood Educational Environment Code must be updated by December 1, 2010

# Educational Environment Comparison

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## Past

Regular early childhood program  
A1, A2, A3

Attending a special education early  
childhood program  
B1, B2, B3

Home - B4

Service Provider Location - B5

## New

Regular early childhood program  
A1, A2, B1, B2

Attending a special education early  
childhood program  
C1, C2, C3

Home - D1

Service Provider location or some  
other location - D2

## **Past Educational Environment Setting “A”** ***Attending a Regular Early Childhood Program***

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If a child's educational environment setting on the current IEP is in one of the past settings in Category A, the child's new educational environment setting will be either “A1” “A2” or “B1” B2” *“Attending a regular early childhood program”*.

Your district will receive a list of these students from NDDPI. The following process will need to be completed by Dec. 1, 2010 for each child on your list.

# District Process to Change Educational Environmental Settings

Using the list of students you have received from NDDPI:

1. Review Section J of the Child's IEP to determine:
  1. How many hours per week the child is the child attending the regular early childhood program?
  2. Where is the child receiving a majority of his/her special education and related services?
  3. Refer to the Educational Environment Worksheet to determine the new educational environment category
2. Go to the child's Profile in TieNet
  - Select – *Eligibility*
  - Select - *Edit*
  - Go to *Setting/Educational Environment*
  - Change to updated Setting
  - *Accept Change*



## **Past Educational Environment “B1 or B2 or B3” Attending a Special Education Early Childhood Program**

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If a child's past educational environment setting on the current IEP is in Category B1, B2, or B3, the child's new educational environment setting will be C1, C2 or C3 “Attending a special education early childhood program”.

The past and new educational environment settings for “Attending a special education early childhood program” have the same definitions.

TieNet will convert these settings automatically in the child's TieNet Profile.

## **Past Educational Environment “B4 or B5” Home or Service Provider Location**

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If a child's educational environment setting on the current IEP is in the Category of B4 or B5, Home or service provider location or some other location, the child's new educational setting will be D1 or D2.

TieNet will covert these environments automatically in the child's TieNet Profile.

# QUESTIONS

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