

Michigan Worksheet for Coding Preschool Educational Environments

Section A: Discrete Age Year of Children with Disabilities Ages 3-5 by Educational Environment

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES AGES 3 THROUGH 5 SERVED UNDER IDEA, PART B, BY DISCRETE AGE, YEAR AND EDUCATIONAL ENVIRONMENT.

The reporting categories below distinguish between children participating in regular early childhood programs, in special education programs, or in neither a regular early childhood program nor a special education program. In addition, the reporting categories distinguish where children receive the majority of their special education and related services.

Use the following decision rules to determine the appropriate educational environment category for reporting each preschool child with an Individualized Education Program (IEP). Please note that the order of the categories as listed on the table for reporting preschool children with disabilities does *not* reflect a continuum from least to most restrictive. **Selection of the appropriate reporting category involves a multi-stage procedure – identifying (in column 1) the type of program the child attends, if any, (and the number of hours per week in attendance for column 2), then further identifying (in column 4) the setting in which the child receives the majority of special education and related services.**

- 1. The first factor to consider (column 1) is whether the child is attending a Regular Early Childhood Program, as defined below.**

Regular Early Childhood Program. A Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEP's). This category may include, but is not limited to:

- Head Start;
- kindergartens;
- preschool classes offered to an eligible pre-kindergarten population by the public school system;
- private kindergartens¹ or preschools; and
- group child development center or child care.

If the child is attending a Regular Early Childhood Program, s/he is to be reported within either Row Set A (A1 or A2) or Row Set B (B1 or B2), as directed below. If the child does not attend a Regular Early Childhood Program at all, skip to instruction #2, below.

¹ Include children with disabilities enrolled by their parents in a private elementary school and receiving special education and related services in accordance with a services plan. The private elementary school must be a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law.

Children attending Regular Early Childhood Programs are then classified into one of two subcategories:

Under column 1:

Row set A is for reporting children attending a Regular Early Childhood Program at least 10 hours per week;

If the child attends a Regular Early Childhood Program at least 10 hours per week, refer to the criteria listed under instruction #3, titled 'Reporting Special Education and Related Services Environment,' on the next page, to identify which of categories A1 or A2 (under column 3) best represents the environment in which the child receives the majority of hours of special education and related services.

Row set B is for reporting children attending a Regular Early Childhood Program less than 10 hours per week.

If the child attends a Regular Early Childhood Program less than 10 hours per week, refer to the criteria listed in instruction #3, titled 'Reporting Special Education and Related Services Environment,' on the next page, to identify which of categories B1 or B2 (under column 3) best represents the environment in which the child receives the majority of hours of special education and related services.

2. If the child is NOT at all attending a Regular Early Childhood Program as defined above, the child is to be reported within either Row Set C or Row Set D. Such children would be either 'Attending a Special Education Program (row C1, C2, or C3), OR 'Attending Neither a Regular Early Childhood Education Program Nor a Special Education Program' of any kind, in which case the child would be receiving special education and related services either at Home (row D1) or in a Service Provider Location or some Other Location (row D2).

If the child attends a Special Education Program, as defined below, report the child in row C1, C2, or C3.

Special education program. A Special Education Program includes less than 50 percent nondisabled children (i.e., children not on IEPs). Special education programs include, but are not limited to:

- 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; and
- residential facilities.

Report the child in one of the three bulleted environments listed just above, even if the child also receives special education services in the home (row D1) or in the service provider location or some other location (row D2).

If the child attends neither a Regular Early Childhood Program nor a Special Education Program as defined above, the child is to be reported in either row D1 or D2, dependent upon whether the child receives special education and related services at home (row D1) or in the service provider location or some other location (row D2), as respectively described below:

- (D1) Home. If the child attends **neither** a Regular Early Childhood Program **nor** a Special Education Program, the next factor to consider is whether the child receives some or all of his/her special education **and related** services in the home. **Report the child in this category (D1), even if the child also receives special education and related services in a service provider location or some other location that is not in any other category (D2).**
- (D2) Service Provider location or **some other location not in any other category. If the child attends neither a Regular Early Childhood Program nor a Special Education Program** and does not receive any special education **and related** services in the home, report the child in row D2.

3. Reporting Special Education and Related Services Environment

If you report that a child attends a Regular Early Childhood Program, you must also select the category (in column 4) that best represents the environment in which the child receives the majority of hours of special education and related services and the number of hours that the child spends in the Regular Early Childhood Program each week.

The educational environment categories are as follows:

- Row A1. The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program at least 10 hours per week).
- Row A2. The child is receiving the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program at least 10 hours per week).
- Row B1. The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program less than 10 hours per week).
- Row B2. The child is receiving the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program less than 10 hours per week).

If you report that a child attends a Special Education Program, you must also select the category (in column 3) that best represents the specific type of special education program that the child attends. These programs include:

- Row C1. Separate class. *Unduplicated* total who attended a special education program in a class with less than 50% nondisabled children. (Do not include children who also attended a regular early childhood program. These children should be reported in columns A1, A2, B1 or B2.)
- Row C2. Separate school. *Unduplicated* total 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 columns A1, A2, B1 or B2.)
- Row C3. Residential facility. *Unduplicated* total 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 columns A1, A2, B1 or B2.)

If you report that a child attends neither a Regular Early Childhood Program nor a Special Education Program, you must select the category (in column 3) that best represents the specific environment in which the child receives the majority of hours of special education and related services. These environments include:

- Row D1. Home. *Unduplicated* total who received special education and related services in the principal residence of the child's family or caregivers, and who **attended neither a Regular Early Childhood Program nor 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 **or some other location that is not in any other category (row D2)**. The term caregiver includes babysitters.
- Row D2. Service provider location **or Some Other location that is not in any other category**. *Unduplicated* total who received all of their special education and related services from a service provider **or some other location that is not in any other category**, and who attended **neither a Regular Early Childhood Program nor 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, and
 - hospital facilities on an outpatient basis.