

# Question/Answers from 8/26/2010 webinar on Early Childhood Special Education (ECSE) Educational Environment Changes

## Office of Data System Management

### Determination of Educational Environment:

Q1: If a child attends a regular early childhood program but the SLP pulls him out of the classroom for therapy, would that be 00A5?

A1: Yes, depending on the number of hours the child is attending the regular early childhood program.

Q2: Do you subtract the amount of time from the total hours if receiving P.T, O.T., and speech?

A2: Time that a child is pulled out of the regular program to receive therapies should be removed from the hours attending the regular program.

Q3: If a student spends 25 hours per week in a daycare setting and 20 hours per week in an ECSE program what would the educational environment code be? Does this effect funding?

A3: Assuming that no special education services are provided at the daycare, the most likely code would be 00A5-Attends a regular program for at least 10 hours per week, with the majority of special education services provided in some other location. Since funding is based on expenditures, and expenditures are impacted by the provision of services, there is some relationship between the educational environments and funding, but not a direct link.

Q4: A child only attends our preschool for speech services with the school therapist. Is that coded 00B5?

A4: That depends on whether the child is attending a regular early childhood program for any amount of time. If so, then one of the 00A categories would be used. If not, then 00B5 is probably appropriate.

Q5: If the ECSE program is in another school district and you contract with that program (i.e., the Special Learning Center) would that still be considered 00B1 separate class?

A5: Not necessarily, it just depends on the kind of program/classroom. Generally, the Special Learning Center would be considered a separate school.

Q6: Question about example 2: what if speech therapists serves the child in a separate room at the preschool. Does it matter where the speech therapists serves the child at that regular EC location?

A6: If the separate room is removed from the other children, then that would be a location "other" than the regular program.

Q7: If a child is age 3 and is currently at home, but comes to school for speech services would it be coded 00B5 with the location being at school?

A7: Yes, as long as the child is not spending any time in a regular early childhood program.

Q8: Does it matter if the child who gets the therapy in a separate room while at the preschool?

A8: If the separate room is removed from the other children, then that would be a location "other" than the regular program.

Q9: If a district sends children to an ECSE Program in a neighboring district (part of a Cooperative) is that a separate school?

A9: Not necessarily, it just depends on the kind of program/classroom.

### **Regular vs. Special Education Programs:**

Q10: I am unclear about the 50/50 integrated setting. Is it ECSE or regular environment?

A10: According to OSEP's instructions, a regular early childhood program is a program that includes a majority (at least 50 percent) of nondisabled children, so a 50/50 setting would be considered a regular program for educational environments reporting purposes.

Q11: Would you consider 50/50 a teacher's total caseload or day to day. Some regular education students only come two to three to four days a week. So a teacher's caseload could change day to day.

A11: Using the total caseload is probably the most reasonable approach.

Q12: We have a building that houses early childhood programs, some of which are integrated classrooms and special education services are provided in a classroom setting where typically developing students are also present. Is this considered an early childhood program or do we have to figure early childhood setting based on classroom not building?

A12: To some extent it depends on what's happening throughout the day and whether the children in the various classrooms are kept separated or not. If there is integration between the classrooms, you could consider that a regular early childhood program. If not, you would need to evaluate each classroom based on the percentage of nondisabled children.

Q13: Are babysitters or in-home daycares considered regular early childhood programs?

A13: They can be, but could also be considered "home." The definition for the Home category reads as follows: Children with disabilities who receive special education and related services in the principal residence of the child's family or caregivers, and who do 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.

Q14: Do daycare facilities qualify as a group child development center?

A14: Generally, yes, but see question above regarding "home."

Q15: In reverse-mainstream rooms that are half-sped students, half typical, is that considered a regular or ECSE program?

A15: If there are at least 50% of nondisabled children, it would be considered a regular program.

Q16: Is Head Start considered a regular early childhood program?

A16: Yes

Q17: What if the ECSE classroom is not physically separated from the elementary building?

A17: Evaluate the classroom based on the percentage of typically developing peers. If the classroom has less than 50% of nondisabled children, then it would be considered a separate class.

### **Data Reporting:**

Q18: Do we go back and change the code on students who were previously enrolled and received the "old" code?

A18: You will need the new codes for the MOSIS December Student Core file for the 2010-11 school year, so yes, you will probably need to make a new determination.

Q19: If data only pulled in December. Children who do not enter till after that could their educational environment wait to be determined until next fall?

A19: Yes, you could wait until closer to next December to determine the educational environment.

Q20: Have the vendors in the state been advised of the changes for the Student Information System or do we need to contact them?

A20: Vendors of local SIS programs have been notified about code set changes for MOSIS, however not all IEP vendors may have heard about the changes. It would be a good idea for you to contact your vendors.

Q21: When do we turn this information in?

A21: These data are required in the December MOSIS Student Core file.

Q22: This information will be reported when and through whom? Our spec. ed director or whomever fills out the MOSIS forms?

A22: This information is generally gathered by special education personnel and reported through MOSIS. Work with your MOSIS coordinator on the best way to get the data to them.

#### **Miscellaneous:**

Q23: How does the educational environment effect funding?

A23: Since funding is based on expenditures, and expenditures are impacted by the provision of services, there is some relationship between the educational environments and funding, but not a direct link.

Q24: Why would example 3 revisited placement not be Part-Time EC/Part-time ECSE Setting?

A24: Example 3 Revisited does not suggest that the child is receiving special education services in the regular program. If it did, the placement could have been Part-Time EC/Part-Time ECSE.

Q25: Could you please clarify when a child no longer can carry a diagnosis of YCDD?

A25: See the State Plan for more information, but for reporting purposes, children cannot be reported with a YCDD diagnosis after age 6.