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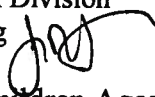
DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

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MEMORANDUM

DATE: March 21, 2014

TO: Directors, Exceptional Children Programs
Directors, Charter Schools
Preschool Coordinators, Exceptional Children Programs

FROM: William J. Hussey, Exceptional Children Division 
John R. Pruette, Office of Early Learning 

RE: Reporting Educational Settings for Children Ages 3-5 with Disabilities

The U.S. Department of Education requires states to 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." This data is taken from the December 1st child count and is also used for the State Performance Plan/Annual Performance Report for Indicator 6 (Early Childhood Educational Environments). The Department is required to include kindergartners who will still be age 5 on December 1st into this data set. The purpose of this memo is to increase the accuracy of educational setting data reported for this population.

The following pages provide guidance necessary to determine the appropriate Continuum of Educational Alternative Placements for a child in this age group. Accurate reporting will require staff working with kindergartners who will still be age 5 on December 1st to fully understand the Early Childhood Settings and to input them appropriately into CECAS.

The attached Decision Tree illustrates the considerations that must be made to report children accurately and may be useful to determine the appropriate setting for individual children. The attached Questions and Answers document provides additional guidance and clarification.

Please address questions regarding the content of this memo to Dr. Vivian James at vivian.james@dpi.nc.gov or Dr. Norman Allard at norman.allard@dpi.nc.gov. Questions regarding CECAS reporting should be addressed to the NCDPI Help Desk at (919) 807-4357. You may also email the help desk at cecas.incidents@its.nc.gov.

Attachments

JRP/WJH/VKJ/jr

C: Quentin Parker
Joe Simmons
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OFFICE OF EARLY LEARNING

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Determining Educational Settings for Children Ages 3-5

The first factor to consider is whether the child attends a regular early childhood program. The child's enrollment in a regular early childhood program does not need to be funded by IDEA, Part B or be based on an IEP Team decision to be considered. The definition of a Regular Early Childhood Program (RECP) class is defined as a preschool or kindergarten class where at least 50% of children enrolled are nondisabled and do not have an IEP. A Special Education Program (Separate) class includes less than 50 percent nondisabled children (i.e., children not on IEPs).

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

- Kindergarten,
- State-funded NC PreK program,
- Title I,
- Head Start,
- Child care,
- Community preschool programs,
- Blended classrooms.

If a class composition changes categories from RECP to Separate during the course of the school year, then IEPs need to reflect the change at the next annual review.

For each child who **DOES** attend a regular early childhood program, the IEP Team must then consider the number of hours per week the child spends in the early childhood program and whether or not the child receives the majority of special education and related services in that classroom.:

CECAS Code	Description
RECP 10 HRS OR MORE (3-5)	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). This includes, but is not limited to early childhood, child care, or kindergarten programs.
RECP 10 HRS OR MORE - OTHER LOCATION (3-5)	The child is receiving the majority of hours of special education and related services in some other location such as a service provider location or special education classroom (and the child attends a Regular Early Childhood Program at least 10 hours per week). This includes, but is not limited to early childhood, child care, or kindergarten programs.
RECP LESS THAN 10 HOURS (3-5)	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). This includes, but is

not limited to early childhood, child care, or kindergarten programs.

RECP LESS THAN 10 HRS -
OTHER LOCATION (3-5)

The child is receiving the majority of hours of special education and related services in some other location such as a service provider location or special education classroom (and the child attends a Regular Early Childhood Program less than 10 hours per week). This includes, but is not limited to early childhood, child care, or kindergarten programs.

If the child **DOES NOT** attend a regular early childhood, child care or kindergarten program, the next factor to consider is whether the child attends a special education program. A special education program is one that includes less than 50% children without disabilities and includes, but is not limited to special instruction and related services provided in:

CECAS Code

Description

SEP Separate Class (Age 3-5)

Special education classrooms in:

- Regular school buildings
- Trailers or portable outside regular school buildings
- Child care facilities
- Hospitals facilities on an out-patient basis
- Other community based settings

SEP Separate School (Age 3-5)

Separate schools. Preschool or kindergarten classes housed within separate schools that contain school aged separate classes. Please note that Developmental Day Programs should not be counted as a Separate School unless it is housed within a Separate School that also serves school aged children.

SEP Residential Facility (Age 3-5)

Residential facilities. Children who receive education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.

If the child **DOES NOT** attend a regular early childhood program or a special education program, the next factor is whether the child receives some of all of his/her special education services in the home. If the child receives any of his/her services in the home report the child:

CECAS Code

Description

Home - Not RECP or SEP (Age 3-5)

Home. Children 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 nor a special education program. Include children who received services both at home and in a service

provider location.

If a child **DOES NOT** receive any special education services in an early childhood program, a special education program or the home, report the child:

CECAS Code

Description

Service Provider Loc. - Not RECP or SEP (Age 3-5)

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. For example, speech therapy provided in:

- Private clinicians' offices
- Clinicians' offices located in school buildings
- Hospital facilities on an outpatient basis, and
- Libraries and other public locations

Do not include children who also receive special education at home. Children who received special education both at home and in a service provider location should be reported in the Home setting.

Examples:

- A child attends a child care center (regular early childhood program) 30 hours each week and receives the majority of his/her special education and related services within the child care classroom. *The child's setting is: RECP 10 HRS OR MORE (3-5). Attends a regular early childhood program for at least 10 hours per week and receives the majority of special education services in that classroom.*
- A child attends a faith-based classroom three half days for a total of 7.5 hours per week. There are no other children in the class that receive special education and related services. The child receives all special services in the classroom. *The child's setting is: RECP LESS THAN 10 HOURS (3-5). Attends a regular early childhood program for less than 10 hours per week and receives the majority of special education services in that classroom.*
- A child attends an NC PreK class (regular early childhood program) operated in a private child care center for 32 hours each week. He/she receives 2 hours of special education services from an itinerant special education teacher from the LEA and she works with the child in the classroom. He/she also receives 1 hour of speech therapy (related service) from a Speech-Language Pathologist from the LEA and she removes the child from the classroom to work with the child. *The child's setting is: RECP 10 HRS OR MORE (3-5). Attends a regular early childhood program for at least 10 hours per week and receives the majority of special education services (by the itinerant teacher) in that classroom.*
- A child attends kindergarten (regular early childhood program) for 32 hours each week. He/she receives speech/language services in a resource room: *The child's setting is: RECP 10 HRS OR MORE - OTHER LOCATION (3-5). Attends a regular early childhood program for 10 hours a week or more and receives the majority of special education services in some other location.*