



TOOL

Decision Tree for Reporting Educational Environments for Children with IEPs Ages 3 through 4 and 5 year olds not in Kindergarten



Does the child attend a regular early childhood program?

(Special Education Program Setting Code: 201)

Yes

No

How many hours does the child attend a **regular early childhood program**?* (Ten or More Weekly Hours in Setting Indicator)

Is the child attending a **special education program**?** (Special Education Program Setting Code: 203, 300, 301)

No

>10hrs /week

<10hrs /week

Yes

Where does the child receive the majority of hours of special education and related services? (Preschool Program Setting Service Location Code)

Where does the child receive the majority of hours of special education and related services? (Preschool Program Setting Service Location Code)

Where does the child receive special education and related services?

Regular Early Childhood Program (Same Location Code: 1)

Some Other Location (Different Location Code: 2)

Regular Early Childhood Program (Same Location Code: 1)

Some Other Location (Different Location Code: 2)

Separate Class (Special Education Program Setting Code: 203)

Separate School (Special Education Program Setting Code: 300)

Residential Facility (Special Education Program Setting Code: 301)

1, 2, 3

4

3,

4

5, 6

Please refer to federal instructions and state guidance for specific reporting requirements when using this decision tree. Report each child in only one category.

Definitions

*Regular Early Childhood Program

is a program that includes a majority (at least 50 percent) of children without disabilities (i.e., children not on IEPs). This category may include, but is not limited to:

- Head Start
- Kindergarten, (public or private) including Transitional Kindergarten (Note: this is only for students who are not yet 5 years old)
- Preschool classes (public or private)
- Group child development center or child care

**Special Ed Program

is a program that includes less than 50 percent children without disabilities (i.e., children not on IEPs). This may include, but is not limited to the following:

- Special education classes in
 - Regular school buildings
 - Trailers/Portables outside regular school buildings
 - Child care facilities
 - Hospital facilities on an outpatient basis
- Other community-based settings
 - Separate schools
 - Residential facilities

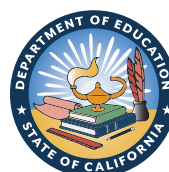
Is the child receiving the majority of special education and related services in the **residence of the child's family or caregiver**? (Special Education Program Setting Code: 200)

Yes

No

Home (Special Education Program Setting Code: 200)

In service provider location or other location not in any other category. (Special Education Program Setting Code: 204)



TUSD PK Service Delivery Models

1. Inclusion w/state PK
2. Co-Taught w/state PK
3. Drop in Speech or ILG (Push In Model) + Reg ECP
4. Drop in Speech or ILG (Pull Out Model) + Reg ECP
5. MM SDC
6. AUT SDC
7. Drop in Speech or ILG - No Reg ECP