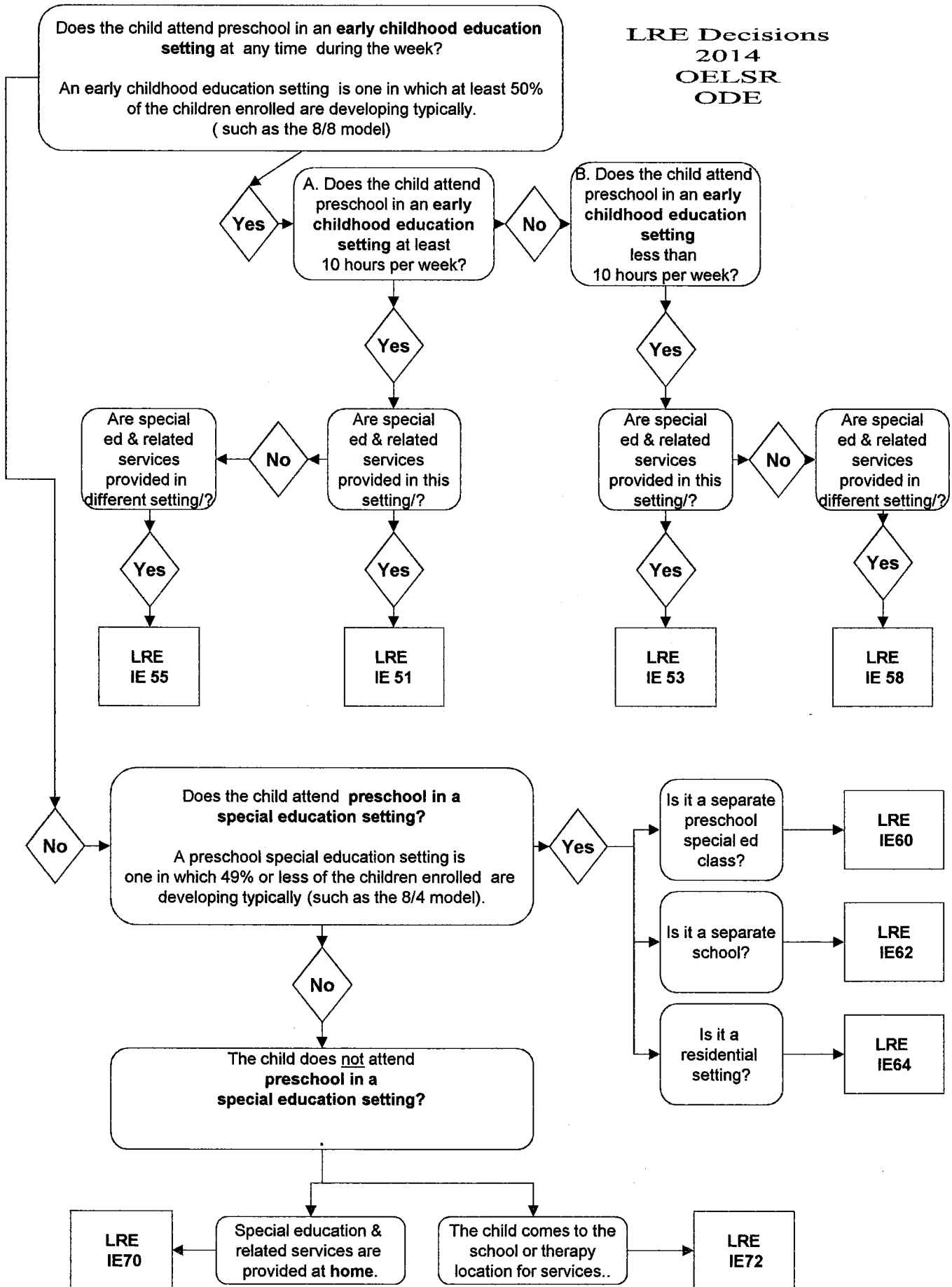


**LRE Decisions
2014
OELSR
ODE**



LRE Decisions: Guidance

A classroom in which the enrollment is composed of at least 50% typically developing children is considered to be an early childhood education setting. Examples include: a) 8 children who are typically developing and 8 children with IEPs, b) 6 children who are typically developing and 6 children with IEPs, c) 14 children who are typically developing and 2 children with IEPs. Many Early Childhood Education Entitlement or Head Start funded classrooms are comprised of a majority of children who are typically developing and a very small number of children who have IEPs. For EMIS, children participating in classrooms described in this section are coded **IE51**.

A preschool special education setting is one in which less than 50% of the children enrolled are typically developing. A class in which there are more children with IEPs than those who are typically developing is considered a special education setting. One example of this model is 8 children with IEPs, and 4 typically developing children. For EMIS, children participating in classrooms described in this section are coded **IE60**.

A separate school is one in which all or nearly all the children enrolled have IEPs. One example is a preschool class for children with autism, located in a school for children with autism. For EMIS, children participating in classrooms described in this section are coded **IE62**.

If a class is located in a school, such as a Board of DD school, but the class has a 50/50 ratio, that **class** is considered an early childhood education setting. For EMIS, children participating in classrooms described above are coded **IE63**.

A child, who receives itinerant teacher and related services at home, for medical reasons, family preference, or other reasons, has a separate code: **IE70**.