

Indicator 5: Education Environments

Children aged 5 (Kindergarten) - 21

What is the purpose of indicator 5?

Results Indicator: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

Indicator Goal: to the maximum extent appropriate, students with disabilities shall be educated with children who are not disabled and shall be provided special programs and services to meet their individual needs which are coordinated with the regular educational program.

Connections to other indicator results: Placement considerations process impact several of the other indicators. It can relate to Indicator 1: graduation, Indicator 3: proficiency, and Indicator 14: post-school outcomes. If students are in general education curriculum, they can meet the diploma requirements and make improved progress in proficiency areas.

How do I enter or access district data?

December 1 Child Count submitted annually through Infinite Campus and Launchpad: December 1 Child Count: <https://doe.sd.gov/ofm/data-childcount.aspx>

What is the submission timeline?

December 1 Child Count: <https://doe.sd.gov/ofm/data-childcount.aspx>

How is this indicator calculated?

Total Number of Students inside the regular classroom 80 to 100% (100 General Education with Modifications) Total Number of Students with IEPs $\frac{\quad}{\quad} \times 100$	A: Number of students with IEPs ages 5-21 served inside the regular class 80% or more of the day
Total Number of Students inside the regular classroom less than 40% of day (120 Self – Contained) Total Number of Students with IEPs $\frac{\quad}{\quad} \times 100$	B: Number of students with IEPs ages 5-21 served inside the regular class less than 40% of the day
Total Number of Students (separate facility (130)+ residential (140) + home/hospital (150)) Total Number of Students with IEPs $\frac{\quad}{\quad} \times 100$	C: Number of students with IEPs ages 5-21 served in separate schools, residential facilities, or homebound/hospital placements

How do I improve my results?

- Review data by building level, disability category, and other categories to identify district strength and improvement areas.
- Staff trained in determination and documentation for least restrictive environment.
- Develop a school culture that sets a goal that IEP students are educated in regulation education setting to maximum extent possible.
- Collect information from members of IEP teams on biggest challenges to have students in the general education setting. Then address those challenges with appropriate activities.
- Discussion process when students are in more restrictive and how to facilitate IEP to implement more time with peers.

Frequently asked questions

What factors should be considered when determining placement options?

- LRE decisions are based on a student's unique needs and considering where a student can receive their education in order for them to make progress.
- IEP teams should discuss the academic, behavior, functional, and social emotional benefits for each placement option when determining where student will best learn and be supported.
- The IEP team needs to consider the effects on students and peers in the setting.
- Discuss where the student will make progress and still be educated with nondisabled peers.
- How can accommodation, supports, modified assignments, and/or equipment support the student in the general education environment?

RESOURCES

1. Technical assistance documents: <https://doe.sd.gov/sped/IEP.aspx>
 - a. IEP Technical Assistance Guide
 - b. Accommodation Documenting Frequency, Location, and Duration
 - c. Assistive Technology Assistance Guide 2024
 - d. Documenting Annual Goals, Service Time, and Monitoring Progress
2. [IRIS Center: Information Brief: Least Restrictive Environment](#)