

Indicator 6 (Results): Least Restrictive Environment (Ages 3-5)

What is the Purpose of Indicator 6?

Results Indicator: Percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school, or residential facility.
- C. Receiving special education and related services in the home.

Indicator Goal: The goal of Indicator 6 is to provide preschool children with disabilities services in the least restrictive environment (LRE) by increasing the number of children attending a regular EC program while receiving services in the EC program and decreasing the number of children attending a separate special education class, separate school or residential facility or receiving services in the home or another location.

Connections to other indicator results: Young children with disabilities who have access to inclusive high-quality early childhood programs and are provided with individualized and appropriate supports enable meaningful connections between children with and without disabilities, learning opportunities to improve child outcomes (Ind. 7), participation in timely transition practices (Ind. 12), fostering of parental involvement (Ind. 8), and the meeting of high expectations.

Regular Early Childhood Program defined: A program that includes a majority (at least 50%) of non-disabled children (i.e., children not on Individual Education Programs (IEP). This category may include but is not limited to: Public or private preschool programs, group child development centers, Head Start, or homebased child-care.

How do I enter or access district data?

- IEP LRE Placement data is entered into SIMS/Infinite Campus throughout the year.
- SIMS Child Count report can be accessed by downloading from SIMS/Infinite Campus for verification.

How is this indicator calculated?

6A [(A1 + B1) ÷ F x 100] = %	Percent = [(# of children ages 3-5 with IEPs attending a regular EC program and receiving the majority of SPED services in the regular EC program) ÷ by the (total # of children ages 3-5 with IEPs)] x 100
6B [(C1 + C2 + C3) ÷ F x 100] = %	Percent = [(# of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100
6C [(D1) ÷ F x 100] = %	Percent = [(# of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.

Least Restrictive Environments	
A1 = Child attends a Reg EC Program 10 hrs. or more per week and receives a majority of special education and/or related service hours in Reg EC program <u>(310)</u>	A2 = Child attends a Reg EC Program 10 hrs. or more per week and receives a majority SPED services in other location (315)
B1 = Child attends a Reg EC Program less than 10 hrs. per week and receives a majority of SPED services in Reg EC program <u>(325)</u>	B2 = Child attends a Reg EC Program less than 10 hrs. per week and receives a majority of SPED services in other location (330)
C1 = Child attends a Special Education Class which includes at least 50% of children with disabilities (i.e., children on IEPs) (335)	C2 = Child attends a Separate School designed for children with disabilities (345) C3 = Child attends a Residential Facility or inpatient medical facility (355)
D1 = Children receiving services at Home (365)	D2 = Children receiving services at provider location (375)

What is the submission timeline?

Districts verify and sign off on Dec. 1 Child Count annually. The state collects data using the December 1st Child Count.

How do i improve my results?

- ✓ What are the district's procedures for determining placement in the LRE?
- ✓ Is the team collaborating with local daycares, preschools, and other early childhood settings to coordinate inclusive services?
- ✓ Utilize the Decision Tree for Coding Age 3-5 LRE to determine appropriate placement
<https://doe.sd.gov/sped/documents/Coding-LRE-22.pdf>

Frequently Asked Questions

Is my district's data accurate?

Verify December 1 Child Count entries in SIMS/Infinite Campus.

- Implement procedures to ensure accuracy of data entry.

What if my district doesn't operate a public preschool?

The LEA (district) *"must ensure that FAPE is provided in the LRE where the child's unique needs (as described in the child's IEP) can be met, regardless of whether the LEA operates public preschool programs for children without disabilities. The LEA must explore alternative methods to ensure that the LRE requirements are met...which may include: (1) providing opportunities for the participation in preschool programs operated by other public agencies (such as Head Start or community-based child care); (2) enrolling the child in private preschool programs for nondisabled preschool children; (3) locating classes for preschool children with disabilities in regular public elementary schools; or (4) providing home-based services."* (OSEP, 2017).

Remember:

Students ages 3-5 in preschool are considered Early Childhood, use 0300 LRE codes, unless they are 5 and in Kindergarten or Junior Kindergarten when 0100 LRE codes will be used.

RESOURCES

1. SD DOE State Performance Plan webpage: <https://doe.sd.gov/sped/SPP.aspx>
2. SD DOE Early Intervention Preschool 619 webpage: <https://doe.sd.gov/sped/Early-Intervention.aspx>
3. Early Childhood Technical Assistance Center: <https://ectacenter.org/topics/inclusion/tools.asp>
4. OSEP Dear Colleague Letter on Preschool Least Restrictive Environments (January 9, 2017)
 - a. <https://www.ed.gov/media/document/dear-colleague-letter-preschool-least-restrictive-environment-january-9-2017-103569.pdf>
 - b. <https://sites.ed.gov/idea/files/idea/policy/speced/guid/idea/memosdcltrs/preschool-lre-dcl-1-10-17.pdf>