INDICATOR 6 (Results)
Least Restrictive Environment Ages 3-5

Measurement: Percent of children ages 3 through 5 with IEPs attending a:

A.) Regular early childhood (EC) program and receiving the majority of special education/related services in the regularly early childhood program; **and**

B.) Separate special education class, separate school or residential facility.

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 another location.

Indicator Connections: Young children with disabilities who have access to inclusive high-quality early childhood programs and are provided with individualized and appropriate supports enables: 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), the meeting of high expectations.

Regular Early Childhood Program is a program that includes a majority (at least 50%) of non-disabled children (i.e. children not on IEP's). This category may include, but is not limited to: Public or private Kindergarten, public or private preschool programs, group child development centers or home-based child care.

Entering/Accessing Your Data

Indicator Access Points

- 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.

Submission Timeline

- **District Submission:** Districts verify and sign off on Dec. 1 Child Count annually.

- The State collects data using the December 1st Child Count.

Essential Question 1: Are young children with disabilities entering kindergarten ready to learn?

Calculation Guide

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 **(310)**

A2 = Child attends a Reg EC Program 10 hrs. *or more* per week and receives a majority of special education in another location **(315)**

B1 = Child attends a Reg EC Program *less than* 10 hrs. per week and receives a majority of special education and/or related service hours **(325)**

B2 = Child attends a Reg EC Program *less than* 10 hrs. per week and receives majority of special education in another 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 impatient medical facility **(355)**

D1 = Children receiving services at Home **(365)**

D2 = Children receiving services at provider location **(375)**

F = Total of **All** EC students **(310, 315, 325, 330, 335, 345, 355, 365, 375)**

6A: (A1 +B1) ÷ F x 100 = % receiving majority of services in the Reg EC program

6B: [(C1+ C2 + C3) ÷ F] x 100 = % receiving majority of services in a separate class, school, or residential facility.

Calculation Example

A1= 2 Regular EC Program ≥10 hrs. & receives majority of sped services (310)

A2 = 0 Regular EC Program ≥10 hrs. & receives majority of sped services in another location (315)

B1 = 2 Regular EC Program ≤ 10 hrs. & SPED services are provided there (325)

B2 = 2 Regular EC Program ≤ 10 hrs. & SPED services are provided in another location (330)

C1 = 10 Separate SPED classroom with at least 50% (335)

C2 = 0 Separate School (345)

C3 = 0 Residential Facility (355)

F = 20 total of **All** EC students

6A: (2 + 2) ÷ 20 X 100 = 20% receiving majority of services in the Reg EC program

6B: [(10 + 0 + 0) ÷ 20] X 100 = 50% receiving majority of services in a separate class, school, or residential facility

🔍 Analyzing Your Data

Indicator Targets	SY1314	SY1415	SY1516	SY1617	SY1718	SY1819
Indicator 6A ≥	21.45%	21.45%	21.45%	21.45%	21.55%	21.65%

*Targets are set every 6 years

Improving Your Results

Not happy with your 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?
Are you utilizing the [Decision Tree for Coding Age 3-5 LRE](#) to determine appropriate placement?

Frequently Asked Questions

Is my district's data accurate?
Check the information entered into SIMS/Infinite Campus by the district for December 1st Child Count. 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:**
On Child Count, students ages 3-5 are considered Early Childhood using the 300 LRE codes, even if in kindergarten.

Resources

1. SD DOE State Performance Plan webpage: http://doe.sd.gov/oess/sped-SPP.aspx
2. Decision Tree for Coding Age 3-5 LRE:
   http://www.doe.sd.gov/oess/documents/CodingLRE.pdf
3. Interactive B6 Reporting Tool for determining LRE: https://b6tools.ideadata.org/SD
4. SD DOE Early Intervention Preschool 619 webpage: http://doe.sd.gov/oess/sped-earlyIntervention619.aspx
5. Early Childhood Technical Assistance Center: http://ectacenter.org/eco/index.asp
6. OSEP Dear Colleague Letter on Preschool Least Restrictive Environments (January 9, 2017)
   https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/preschool-lre-dcl-1-10-17.pdf
7. Frank Porter Graham Child Development Institute: http://npdci.fpg.unc.edu/