



Alabama State Department of Education
Special Education Services
P.O. Box 302101 Montgomery, AL 36130-2101



334.694.4782



speced@alsde.edu



quick tips...

Essential information and/or interesting facts from the Alabama State Department of Education (ALSDE), Special Education Services (SES) section.

for Preschool

INDICATOR 6: PRESCHOOL LRE

INDICATOR 6: PRESCHOOL LEAST RESTRICTIVE ENVIRONMENT (LRE)

Percent of children ages three through kindergarten with Individualized Education Programs (IEPs) 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.

Measurement A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. (LRE 20, 22)

- **LRE20: Attends a regular early childhood program at least 10 hours per week and receives the majority of special education services in the regular early childhood environment.**

Examples: LEA preschool inclusion classes, daycare, community preschool classes, Head Start classes, First Class Pre-K and LEA funded placement in private preschool programs with at least 50% non-disabled children.

- **LRE22: Attends a regular early childhood program less than 10 hours per week and receives the majority of special education services in the regular early childhood environment.**

Examples: LEA preschool inclusion classes, daycare, community preschool classes, Head Start classes, First Class Pre-K, and LEA funded placement in private preschool programs with at least 50% non-disabled children.

Measurement B. Separate special education class, separate school or residential facility. (LRE 18, 17, 16)

- **LRE 18: Separate Class**
Attends a special education program and is not attending a regular early childhood program or kindergarten. Do NOT include students who also attend a regular early childhood program. Example: self-contained special education class.
- **LRE 17: Separate School**
Attends a special education program and is not in any regular early childhood programs or kindergarten. Example: private/public day school designed for children with disabilities.
- **LRE 16: Residential Facility**
Attends a special education program and is not in any regular early childhood programs or kindergarten. Example: residential school or medical facility.

Measurement C. Receiving special education and related services in the home. (LRE 14)

- **LRE 14: Home**
Does not attend any regular early childhood program or special education program and receives the majority of special education and related services in the residence of the child's family or caregiver.
- The term caregiver includes babysitters.

The Alabama State Department of Education, Special Education Services, and stakeholders revised the targets for Indicator 6 in 2021. Data from FY 20 (SY 20 -20) was used to establish the new targets below.

<u>FFY</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>
Target A ≥	%	%	%	%	%	%
Target B ≤	%	%	%	%	%	%
Target C ≤	%	%	%	%	%	%

**An LRE decision flowchart to help determine the most appropriate LRE for preschool children is located on the ALSDE, SES web site under Preschool - General Information.



Important Reminders:

Know your system's Indicator 6 percentages for Measurements A, B, and C. Determine if your LEA is meeting the state target by reviewing your LEA Performance Profile. If your LEA is not meeting the targets, determine the reasons why this is occurring. Consider if there were LRE coding errors or whether the LREs selected were appropriate for the child's needs. Develop a plan to improve appropriate LRE determination.

Review and understand the LRE codes for preschool. Keep the list easily accessible for IEP Teams to consult when determining the appropriate least restrictive environment (LRE) for the provision of preschool special education services. Refer to the Child Count Help Document on the ALSDE web site to review the nine LRE codes for preschool children ages three through kindergarten.

Review the January 9, 2017, Dear Colleague letter from OSEP (Preschool LRE 1-9-17) posted under "Preschool - General Information" on the special education page of the ALSDE web site. All IEP Team members should be aware of this information:

- The purpose of this letter is "to reiterate that the least restrictive environment (LRE) requirements ... are fully applicable to the placement of preschool children with disabilities."
- The statute regarding LRE applies equally to preschool and school-age children with disabilities.
- "Further, special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."
- "The term 'regular class' includes a preschool setting with typically developing peers."
- A Regular Early Childhood Program is "one that includes a majority (at least 50%) nondisabled students."
- The IEP must include an explanation of the extent to which the child will not participate with nondisabled children in the regular class.
- "... the [IEP Team] must consider whether supplementary aids and services could be provided [that would] enable the education of the child in the regular education setting to be achieved satisfactorily."

Know the options for providing preschool special education services in 'regular class' environments. Examples of regular class environments may include community-based preschool classes, private preschool, Head Start, daycare, LEA inclusion classes, First Class Pre-K, and LEA-funded placements in private preschool programs. All of these regular classes must include a majority (at least 50%) of non-disabled children. Generally, LEAs are able to serve more children with typical peers if they choose to provide services in both community preschool classes and LEA inclusion classes.

The IEP Team must determine LRE based on the individual needs of the child and not on what is available or convenient for the LEA or the special education teacher. Always ask, "Can this child participate in a regular early childhood class with appropriate accommodations and supports?"

The IEP Team must consider the continuum of least restrictive environments the child may need. LRE is not a 'one size fits all' type of decision. Be sure to individualize the specially designed instruction in the most appropriate environment required for the child to participate in age-appropriate activities with typical peers.

LRE codes 14, 19, 21, or 23, in which services are provided without typical peers, will impact the results of Measurements A and B in each LEA's System Performance Profile. IEP Teams must be sure that the child is not removed from the regular education environment unless the nature and severity of the disability of the child is such that education in regular classes with the use of supplementary aids and services could not be achieved satisfactorily.

LRE 19: Service Provider Location.

Child does not attend a regular early childhood program, special education program, or kindergarten and receives services in a service provider location.

Examples: Child does not attend an LEA preschool inclusion class, daycare, community preschool class, Head Start, First Class Pre-K, LEA funded placement in a private preschool program, self-contained special education class/playgroup or kindergarten and receives speech instruction in an SLP's office/room located in a school building or receives OT in a hospital facility on an outpatient basis.

LRE 14: Home.

Child does not attend a regular early childhood program, special education program, or kindergarten and receives special education services at home.

When selecting home as the least restrictive environment, IEP Teams should be sure that the child has not been removed from the regular education environment unless the nature and severity of the disability of the child is such that education in regular classes with the use of supplementary aids and services could not be achieved satisfactorily. Consider LRE 14 to be reserved for use with children with disabilities of a severe nature. Home lacks the typical peer interaction that research has shown to enhance and stimulate growth and learning.

LRE 21: Attends a regular early childhood program at least 10 hours per week and receives the majority of special education services in Other location.

Examples: Child participates at least 10 hours per week in an LEA preschool inclusion class, daycare, community preschool class, Head Start class, First Class Pre-K class, or an LEA funded placement in a private preschool program and receives special education services in a room in the building away from the environment with the typical peers.

LRE 23: Attends a regular early childhood program less than 10 hours per week and receives the majority of special education services in Other location.

Examples: Child participates less than 10 hours per week in an LEA preschool inclusion class, daycare, community preschool class, Head Start class, First Class Pre-K class, or an LEA funded placement in a private preschool program and receives special education services in a room in the building away from the environment with the typical peers.