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.

<table>
<thead>
<tr>
<th>FFY</th>
<th>2020</th>
<th>2021</th>
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<td>Target A ≥</td>
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<td>Target B ≤</td>
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<tr>
<td>Target C ≤</td>
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**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 ALSDE web site to review the nine LRE codes for preschool children ages three through kindergarten.

The ALSDE provides special education services to children in the least restrictive environment (LRE) that allows each child to benefit from special education services in the environment most appropriate to the child’s needs. 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 service provider location. 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.

The IEP must include an explanation of the extent to which the child will not participate with nondisabled children in the regular class.

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?”

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 14: Home.

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

ALSDE Special Education Services
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