Frequently Asked Questions
Annual Performance Report (APR) Indicator 6
Preschool Environments – Least Restrictive Environment (LRE)

The Individuals with Disabilities Education Act (IDEA) Part B requires that eligible children with disabilities ages 3 through 21 are provided a free appropriate public education (FAPE) and that they receive special education and related services in their least restrictive environment (LRE). *See* 20 U.S.C. § 1412. The IDEA regulations for preschool LRE require that preschool children with disabilities ages 3 through 5 are educated, to the maximum extent appropriate, with nondisabled peers. U.S. Department of Education (ED), *Dear Colleague Letter* (Jan. 9, 2017).[1] In exercising its monitoring responsibilities, the state educational agency (SEA) must ensure that local educational agencies (LEAs) provide a full continuum of placement options for preschool children with disabilities. *See* 20 U.S.C. § 1412(a)(5).

Under 20 U.S.C. § 1416(b), the U.S. Department of Education's Office of Special Education Programs (OSEP) requires each SEA and state lead agency to develop a State Performance Plan (SPP) that evaluates the state's efforts to implement the requirements and purposes of the IDEA. The plan includes baseline data, measurable and rigorous targets, and a plan for refinement for all Annual Performance Report (APR) data indicators. Because a child's LRE is individually defined and may be one of many placement options on a continuum, APR Indicator 6 (preschool LRE) is not a compliance indicator with a target of 100 percent. However, the SEA sets rigorous targets for Indicator 6 each year. Indicator 6 is federally defined in terms of the clear preference and intention of LRE as defined in IDEA. Therefore, OSEP expects all states to:

1. increase the percentage of children who are enrolled in and receiving the majority of their special education and related services in the regular early childhood program,
2. decrease the percentage of children enrolled in a special education program, *and*
3. decrease the percentage of young children receiving special education and related services in the home.

This document addresses frequently asked questions about preschool LRE and is intended to provide information to LEAs for reporting APR Indicator 6 – preschool environment data to the Tennessee Department of Education (department).

Indicator 6 – Preschool Environments: LRE measures the percent of preschool children ages 3-5 (not in kindergarten) with an individualized education program (IEP) or Individualized Service Plan (ISP) who are enrolled in one of the following:

- (6a) regular early childhood program and receiving the majority (i.e., 50 percent or more) of special education and related services in the regular early childhood program;
- (6b) separate special education class, separate school, or residential facility; *or*
- (6c) are receiving special education and related services in the home.

[1] Available at https://sites.ed.gov/idea/files/policy_speced_guid_idea_memosdcltrs_preschool-lre-dcl-1-10-17.pdf.

TN Department of Education

Definitions:

Inclusive/Integrated services - special education and related services are provided (embedded) within the general education program (e.g., classroom, playground) with services delivered within the daily routines and activities in which all children in the class participate (e.g., direct instruction, circle time, centers). Inclusion provides equal access to instruction and participation in contextually relevant and rich learning experiences within the environment. See *Integrating Therapy into the Classroom* for examples of inclusive integrated services.

Least Restrictive Environment (LRE) – to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational 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 (20 U.S.C. § 1412, 34 C.F.R. § 300.114(5)(A)).

Majority of services – 50 percent or more of special education and related services are integrated within the regular early childhood program (see integrated services definition).

Office of Special Education Programs (OSEP) – a division of the U.S. Department of Education (USED) that provides oversight and support for entities charged with protecting the educational rights of children with disabilities, ages 3 to 22.

Regular early childhood program – (RECP) a program that includes *at least* 50 percent of children *without* IEPs and includes public (LEA) general education preschool classrooms, private preschool classrooms, Head Start, Voluntary Pre-K (VPK), licensed group child development centers, or licensed childcare.

Residential facility – a public or privately operated residential school or residential medical facility where the student resides on an inpatient basis.

Separate school – a school designed specifically for students with disabilities in either a public or private day school setting.

Special education classroom – a classroom that includes *less than* 50 percent children *without* IEPs and may include, but is not limited to, classrooms in general school buildings, trailers/portables, childcare facilities, outpatient hospital facilities, or other community-based settings.

TN PULSE– (Tennessee Planning for Unique Learning and Success)(formerly EdPlan/EasyIEP) – the state-wide software system managed by the department that is used to collect, store, and manage data collection for students with disabilities, ages 3 to 22, as they progress through Part B of the IDEA. All LEAs access and utilize this system to maintain student records.

Preschool LRE

1. ***When discussing LRE, the terms "inclusion" and "inclusive" are often used. How is "inclusion" defined?***

   Within the context of early childhood education, "inclusion" is defined by the Division for Early Childhood (DEC) of the Council of Exceptional Children (CEC) and the National Association for the Education of Young Children (NAEYC):

   "Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high-quality early childhood programs and services are access, participation, and support."

   The U.S. Departments of Health and Human Services and Education (2015) provide this definition:

   "Inclusion in early childhood programs refers to including children with disabilities in early childhood programs, together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; and using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers, and sense of belonging. This applies to all young children with disabilities, from those with the mildest disabilities to those with the most significant disabilities."

2. ***Why is the inclusion of children with disabilities in regular early childhood programs important?***

   In the Dear Colleague Letter, the U.S. Department of Education states, "[LRE] requirements reflect IDEA's strong preference for educating students with disabilities in regular classes with appropriate aids and supports." Children with disabilities should be active participants in the general education classroom with services integrated and embedded into the classroom. Meaningful inclusion moves beyond simply placing children with disabilities in the same room as their general education peers; meaningful inclusion occurs when children with disabilities are fully included in all social and learning opportunities. Decades of research support the benefits of inclusion for young children with and without disabilities:

   - Children with disabilities can be effectively educated in inclusive programs using specialized instruction (Barton & Smith, 2014; U.S. Departments of Health and Human Services and Education, 2017).
   - High-quality inclusive settings are the only environments with data consistently supporting children's superior learning (Strain, 2016).
   - Fully inclusive options have been shown to work for children across disability groups and levels of severity (Strain, 2016; U.S. Departments of Health and Human Services and Education, 2017).
   - Inclusion in high-quality early childhood settings promotes cognitive, communication, and social skills development of young children with disabilities (Strain, 2016; U.S. Departments of

Health and Human Services and Education, 2017).

Further, benefits for typical peers in an inclusive classroom versus a non-inclusive classroom include the following (Strain, 2016; U.S. Departments of Health and Human Services and Education, 2017):

- Equal or greater cognitive and language skills
- Fewer challenging behaviors
- More advanced social skills
- More accepting attitudes toward individuals who are different
- Increased leadership and helping skills, self-esteem, and confidence

3. ***How is Indicator 6 (preschool LRE) different from Indicator 5 (school-age LRE)?***

APR Indicator 6 quantifies each LEA's provision of LRE for preschool children with disabilities. Indicator 5 data document how much time a (K-12) student with an IEP spends in a general education setting (e.g., 80 percent of the day). Rather than using the percentage of the day criteria, Indicator 6 preschool environments data are determined by the child's educational placement (e.g., classroom enrollment) and the percentage of IEP service hours integrated or delivered *within* the regular early childhood program.

4. ***Is an LEA required to have a preschool general education classroom and a preschool special education classroom each year to have a continuum of placements?***

In the Policy Statement on the Inclusion of Children with Disabilities in Early Childhood Programs (2017), the U.S. Departments of Health and Human Services and Education state the following:

> *"LRE… requires a continuum of placement options be available to best meet the diverse needs of children with disabilities and presumes that the first placement option considered for each child with a disability is the regular classroom the child would attend if he or she did not have a disability. Thus, before a child with a disability can be placed outside of the regular educational environment, the full range of supplementary aids and services that could be provided to facilitate the child's placement in the regular classroom setting must be considered."*

Due to IDEA's strong expectations for including preschool children in general education programs, LEAs must always have available regular early childhood program options for enrolling and serving young children with disabilities (ages 3-5, not in kindergarten). These options include public preschool programs, such as LEA-funded general education preschool classrooms, state-funded Voluntary Pre-K (VPK) classrooms, and federally funded Head Start classroom(s), as well as private preschool classroom(s), licensed group child development centers, and licensed childcare. VPK and Head Start programs do have income and age eligibility restrictions, as well as enrollment space limitations. Also, while an LEA may not always operate a preschool special education classroom, the LEA must be prepared to provide, or contract with a private entity to provide, such placement if the IEP team determines a preschool special education classroom to be the child's LRE.

Note: Individualized placement decisions are determined only by the child's IEP team and must be based on the needs of the child, not classroom availability or administrative convenience. A prior written notice (PWN) is required for each child and must include documentation of all LRE placement options discussed by the IEP team, including actions proposed or refused by the LEA.

5. ***Some LEAs do not offer a general education preschool program for three-year-old children. Is the LEA required to have available a regular early childhood program for the youngest preschoolers with disabilities?***
   Yes. The IDEA LRE provisions apply to three-year-old children with disabilities even if the LEA does not operate a public preschool program for this age group. The OSEP's Dear Colleague Letter (2017) emphasizes that an LEA must "ensure that a 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 or not the LEA operates public preschool programs for children without disabilities." As with all students with disabilities, the IEP team must consider the general education environment *first* with any supplemental aids and supports needed to meet the child's individualized needs *before* moving to a more restrictive placement option.

6. ***Can an IDEA 619 classroom qualify as a regular early childhood program?***
   Yes. As long as the IDEA 619 classroom maintains an enrollment of fifty percent or more children *without* IEPs, it is considered a regular early childhood program. For preschool environment (i.e., Indicator 6) data collection purposes, the definitions of a regular early childhood program and a special education program are independent of any label placed on the classroom.

7. ***Is an LEA required to have a general education preschool classroom(s) in addition to its Voluntary Pre-K (VPK) classroom(s)?***
   An LEA is required to provide FAPE in the child's LRE and cannot rely solely on utilizing VPK classrooms to meet federal requirements as the VPK program has income and age eligibility restrictions or may not have enrollment space available when needed. The VPK scope of services lists that applicants must be three- or four-years old on or before Aug. 15 for the enrolling school year. Because the VPK program only enrolls income-eligible three- or four-year-olds with or without IEPs, the LEA must have in place general education preschool placement options for all children with IEPs, including any children who do not meet the VPK eligibility requirements. LEAs will need to maintain general education preschool classrooms to provide inclusive enrollment capacity throughout the school year for children with disabilities, ages 3-5 (not in kindergarten), who cannot enroll in VPK (or other regular early childhood preschool program) for any reason.

8. ***Since OSEP defines a regular early childhood program as having 50 percent or more children without IEPs, is it acceptable to plan for classrooms to have a 50/50 split of children with disabilities and without disabilities?***
   Although a 50/50 split meets the OSEP definition, a more natural proportion of children with disabilities to children without disabilities (e.g., 2-4 children with disabilities in a class of 20) is recommended, and best supports a high-quality inclusive classroom that meets the needs of all children (Strain, 2016). LEAs should consider that the enrollment ratio in a preschool classroom may fluctuate as children with disabilities are added throughout the year, making it harder to maintain a 50/50 split classroom.

9. ***We created a general education preschool classroom with an enrollment of 50 percent children with IEPs and 50 percent children without IEPs. It is now mid-year; can we add a child with an IEP whose LRE is a general education classroom to this inclusive classroom?***
   If a child with an IEP is added to such a classroom ratio, the classroom will no longer meet OSEP's

definition of a regular early childhood program. This would be problematic for at least two reasons:

a. Because the classroom would now be considered a special education classroom, the classroom's teacher would need an appropriate early childhood special education endorsement, which the current teacher may not have; *and*
b. The LEA would now no longer be providing LRE to any new or currently enrolled child in this classroom whose LRE is a general education preschool classroom.

Note: It is important for LEAs to closely monitor and maintain each general education preschool classroom's enrollment to continue to meet OSEP's definition of a regular early childhood program. The IEP team must not change a child's LRE in response to the demographics of the classroom changing (i.e., the classroom definition changing from a general education classroom to a special education classroom). A child's LRE must always be determined by the IEP team based on the child's individualized needs, not on administrative convenience.

10. ***Are special education and related services required to be integrated (or embedded) within the daily routines and activities of the general education preschool classroom?***

The IEP team must convene to determine placement, individualized needs, and special education and related services for each child. OSEP's expectations regarding Indicator 6 and the measurement of preschool LRE call for children to be enrolled in and receiving the majority (50 percent or more) of their special education and related services in a regular early childhood program, to the greatest extent possible. Thus, when determining LRE for a preschool child, the IEP team must consider both placement and service provision by ensuring a full continuum of placement options are considered for each child. A child with a disability must *not* be removed from educational opportunities in age-appropriate general education classrooms based solely on needed modifications in the general education curriculum. Services delivered in a location that removes the child from the opportunity to interact with nondisabled children during ongoing typical preschool activities and routines do ***not*** qualify as services being received in the regular early childhood program (Ed*Facts*, SY 2020-21, FS089, p. 10).[2] The following lists service delivery models that should be counted as taking place "in some other location" when determining if 50 percent or more of a child's services are being provided in the general education preschool setting:

- 1:1 pull-aside (in the general education classroom or playground)
- 1:1 pull-out
- Pull-out or pull-aside of a small group comprised only of children with disabilities (either within or outside of the general education classroom)
- Pull-out of a small group of children with and without disabilities

Special education and related services should be integrated into the daily routines of the general education preschool classroom, to the greatest extent possible, for each child.

11. ***Is a 5-year-old with an IEP who is age-eligible required to go to kindergarten? Can the parent choose to delay the child's enrollment in kindergarten, choosing instead for the child to continue to receive preschool special education and related services in the child's LRE?***

    While the IEP team, including the parent, makes the LRE determination, the child's enrollment in kindergarten is ultimately the parent's decision. Because compulsory education in Tennessee begins at age six, a 5-year-old child with a disability is not required to enroll in kindergarten. Thus, a parent can choose to postpone his/her child's enrollment in kindergarten, just as parents of a nondisabled child may choose to do. If a parent elects to delay kindergarten enrollment, the LEA must continue to provide the child with a FAPE in the child's LRE, as determined by the IEP team, and as documented on the PWN. As the child still retains the right to LRE, the IEP team should not change the child's LRE to a more restrictive option (e.g., drop-in services) simply because the child has become age-eligible for kindergarten and the parent has chosen to delay kindergarten enrollment. Please note, children who are age-eligible for kindergarten cannot be enrolled in VPK or Head Start as these programs have strict eligibility restrictions, including age limitations (see question 7 for more information).

Data Collection

12. ***For Indicator 6 purposes, is a child's preschool LRE placement data populated automatically by TN PULSE based on the services page of the IEP?***

    No. TN PULSE does not generate the child's Indicator 6 LRE data from information included in the child's IEP. The data source for measuring the percent of preschool children who are enrolled in **and receiving the majority of their special education and related services in** a general education setting (or 6A data) is derived from each LEA's December 1 – *Table 3* child count report generated in TN PULSE. The *Table 3* report captures and categorizes that data by placement (environment) and by the age of the child. To meet Indicator 6 requirements, LEA staff must enter the child's accurate educational placement data in the preschool section of the child's record in TN PULSE. Indicator 6 data is collected by completing the Decision Tree for Coding Educational Environments (Preschool LRE) in TN PULSE during IEP team meetings.

13. ***What is the Decision Tree for Coding Educational Environments (Preschool LRE) and how is it used to provide Indicator 6 data?***

    A decision tree is used to create a structure for collecting Indicator 6 data. When providing a child's educational environment data in the preschool section of the child's TN PULSE record, LEA staff respond to a series of questions based on the child's educational placement determination and information from the family. Upon finishing the questionnaire, the child's LRE placement is categorized for data collection purposes (e.g., A1: enrolled in and receiving the majority of special education and related services in the regular early childhood program; C1: enrolled in a special education classroom, etc.).

Note: For reference purposes, the preschool environments decision tree can be found in the early childhood resource library on the TN PULSE home page. To enter or update educational environment data in TN PULSE, select the "Preschool" option from the "Student Info" drop-down menu of the child's record. The preschool section will open to the Preschool LRE page for the user to enter the data by answering the decision tree questions.

14. Is LRE placement data required for a child with a services plan (ISP)?

Yes. To finalize a preschool child's ISP, LRE data should be input to TN PULSE to document the child's educational placement category.

15. When should the educational environment data be updated for preschool children with IEPs or ISPs?

During all initial IEP meetings for preschool children, ages three through five (not in kindergarten), preschool LRE data must be entered to document the child's initial placement. In addition, any time the IEP team determines a change of placement for a preschool child with disabilities, the child's preschool LRE data must be updated to reflect the new placement decisions. In addition to entering the educational environment data, a detailed PWN must be uploaded to TN PULSE to document the LRE placement decisions.

16. What is the difference between the Indicator 6 placement categories A1 and A2?

A1 is defined as children attending a regular early childhood program *at least 10 hours per week*...and *RECEIVING* the majority of special education and related services *IN THE REGULAR EARLY CHILDHOOD PROGRAM*.

A2 is defined as children attending a regular early childhood program *less than 10 hours per week*...and *RECEIVING* the majority of special education and related services *IN SOME OTHER LOCATION*.

Consider the following scenario: Sarah is enrolled in a general education preschool program 5 days a week for 5.5 hours per day. She receives 30 minutes of special education intervention 1 time per week (integrated within center time in the general education classroom). She is also pulled-out for 30 minutes of speech therapy 2 times per week. Since Sarah is enrolled in a general education preschool program more than 10 hours per week, the determination of her placement category depends on where she is receiving the majority of the service hours included on her IEP. She is pulled-out for more than half of her special education and related services; therefore, her placement category should be listed as "A2".

17. When determining where the majority of (50 percent or more) special education and related services are provided, do you consider services paid for by the family?

No. The location of services question in the decision tree questionnaire only refers to LEA-provided services. For example, when a child with a disability is enrolled in Head Start or childcare setting and the LEA's occupational therapist (OT) provides integrated therapy to the child *in* the Head Start classroom or childcare setting, the service would be counted when determining where the majority of

services are provided. If the parent pays for the OT to work with her child after school, this service would not be considered for data collection purposes.

18. ***Are informal programs such as "Mother's Day Out" or a community play group considered regular early childhood programs for Indicator 6 data collection purposes?***

No. Although offering natural opportunities for children with and without disabilities to be together, these informal programs do not count as regular early childhood programs because such programs typically do not use a state-approved curriculum and are not certified as following state standards.

19. ***If a child is enrolled by the family in licensed childcare, should that be considered when reporting Indicator 6 data?***

Yes. LEAs should consider childcare funded by the family when determining if the child is enrolled in a regular early childhood program. For example, if the family has enrolled their child in a licensed public preschool program in the community (e.g., Happy Days Childcare) for part of the school week, the child would be considered enrolled in a regular early childhood program, even if also enrolled in a special education classroom in the LEA (Ed*Facts*, SY 2020-21, FS089, p. 11).

Head Start, VPK, private preschool, a licensed group child development center, and licensed childcare are non-LEA programs that meet OSEP's definition of a regular early childhood program.

20. ***The last placement option on the decision tree for preschool environments is "D2: service provider or some other location that is not in any other category." How is D2 defined and when is it the appropriate placement category for a child?***

The placement category of D2 represents the IEP team's determination that the child's LRE is a service provider location or other location not included in any other placement category. A D2 placement is more restrictive than a placement in a general education preschool classroom, but like other more restrictive LRE options, it may be appropriate per the IEP team's individualized decisions related to providing a child FAPE. However, IEP teams should be careful not to use drop-in services (D2) or other more restrictive placements in response to classroom availability constraints or administrative convenience. Examples of D2 environments include a private clinician's office, a therapist's classroom/office in a school building (i.e., drop-in services), hospital facilities outpatient, and libraries and other public locations. A child should not have a D2 placement categorization if the child is enrolled in a regular early childhood program, a special education program (i.e., special education class, separate school, or residential facility), or receives any LEA-provided services in the home.

21. ***Why do children receiving drop-in (D2) services only "count against us" in meeting the Indicator 6 APR target?***

OSEP requires all children with a preschool placement (i.e., an IEP or ISP) to be counted in the Indicator 6 data. The foremost goal is for the LEA to meet the legal requirement of providing each child FAPE in his/her LRE. Therefore, if the child's IEP team decides that the appropriate LRE is a service provider location (e.g., drop-in services at the neighborhood elementary school), that is what must be provided.

The APR Indicator 6 target is secondary. However, if IEP teams consistently follow procedures to ensure that the LEA's preschool LRE policy is being implemented, the LEA will meet the APR Indicator 6 target.

22. The term "attend" is sometimes used in documents relating to Indicator 6 (preschool LRE). When considering if a child is attending a regular early childhood program, does the child need to be enrolled in the program vs. attending as a 'visitor' for a portion of time?

Yes. LEAs should consider the classroom where the child is enrolled when determining if the child is "attending" a regular early childhood program. According to the U.S. Department of Education, "Children with disabilities being enrolled in a regular early childhood program most closely aligns with the intent of the least restrictive environment provisions of the IDEA" (Ed*Facts*, SY 2019-20, FS089, p.11).

Therefore, a preschool child with a disability who only spends time in a general education classroom (e.g., visits the kindergarten classroom or plays on the playground with a VPK class) *cannot* be counted as "attending" a regular early childhood program.

Note: If a child only receives drop-in or walk-in services, the child is not considered enrolled in a regular early childhood program (see question 19 for more information about drop-in services).

23. What is meant by "typical week" in the decision tree question: "Is the student attending a regular early childhood program at any time during the typical week?"

A typical week is what the child does *consistently across time* during the school year. For example, a child enrolled in a community-based licensed childcare program two afternoons per week would be counted as attending a regular early childhood program.

24. How does the IEP reflect the child's Indicator 6 preschool placement?

Information on the child's IEP service page and details included in the LRE and general education statements should clearly reflect the child's LRE placement and service(s) and location(s) that correspond to the child's Indicator 6 educational placement/LRE category entered in TN PULSE. For example, if the child's Indicator 6 category is A1 (i.e., enrolled 10 or more hours in a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program), the IEP services page should document that at least 50 percent of services are provided in the general education setting.

Type of Service	Provider Title	Sessions Per	Time Per Session	Hours Per Week	Beginning - Ending Dates	Location of Services
Speech and Language Therapy	Speech Language Pathologist	1 times/W	30 minutes	0.5	10/20/2023 - 10/19/2024	General Education
Speech and Language Therapy	Speech Language Pathologist	1 times/W	30 minutes	0.5	10/20/2023 - 10/19/2024	Special Ed Setting

The LRE statements should clearly include an answer to the following questions:

- *Where is the child enrolled?*
- *To what extent are services provided outside of the regular preschool setting?*

For example, a description of "*the extent, if any, the student will not participate with non-disabled peers in the regular class*" could include the following example, "*Billy is enrolled in VPK and all of his services are integrated in the VPK classroom's daily activities and routines, except pull-out speech therapy provided once per week for 30 minutes.*"

25. When does the IEP's preschool LRE justification statement need to be completed?

The LRE and general education section of the IEP requires responding to the following preschool LRE justification statement for 3-, 4-, and 5-year-olds not in kindergarten:

> *If the child's LRE is not enrollment with integrated IDEA services in a general education preschool program (i.e., classroom with 50 percent or more children who do not have an IEP), provide a description of the child's LRE and a rationale for the LRE decision. If the team is choosing a placement option that is not a general educational environment, please include evidence and data indicating why the child will only benefit from a non-general education setting without the presence of 50% or more typical peers, even with the use of supplemental aids and services.*

TN PULSE will not finalize a preschool child's IEP if this LRE justification statement has not been completed. An appropriate justification statement might include a description of supplemental aids and services considered and an explanation of why these options are not sufficient to support the child's general education enrollment. If the child is enrolled in and receiving 50 percent or more of his/her IEP service hours in the regular preschool environment, note that as the justification statement.

26. What steps does the LEA need to take to ensure the fidelity and quality of Indicator 6 data reporting?

- Develop Preschool LRE policy and procedures and provide regular training to ensure IEP teams are making individualized LRE placement determinations and discussing a full continuum of placement options for each child in accordance with IDEA requirements: *34 CFR § 300.114(a)(2), 34 CFR § 300.42, 34 CFR § 300.320(a)(4).*
- Ensure IEP team members understand and consistently use the *Decision Tree for Coding Educational Environments* questionnaire to accurately enter preschool LRE data in TN PULSE.
- Provide consistent monitoring to ensure the IEP (e.g., services, LRE and preschool justification statements) and the child's Indicator 6 placement category align.
- Review the TN PULSE *Table 3* report (PDF version) regularly to support data-driven planning.
- Prior to the December 1 data pull each year, review the *Table 1 and 3 Details* (XL spreadsheet) report to ensure that each child's placement categorization is correct.
- Ensure that the IEP teams provide a detailed PWN that documents the IEP team's LRE discussion and decision. The PWN is the LEA's evidence that LRE was properly discussed and determined in accordance with IDEA.

Contact Information

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References

DEC/NAEYC. (2009). Early childhood inclusion: A summary. Chapel Hill: The University of North Carolina, FPG Child Development Institute. Retrieved on June 10, 2022, Executive Summary - Inclusion (decdocs.org).

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Strain, P. (2016). Preschool inclusion: What's the evidence, what gets in the way, and what do high-quality programs look like? [Webinar transcript and PowerPoint] retrieved on June 10, 2022, ECTA Center: Inclusion: Research and Studies.

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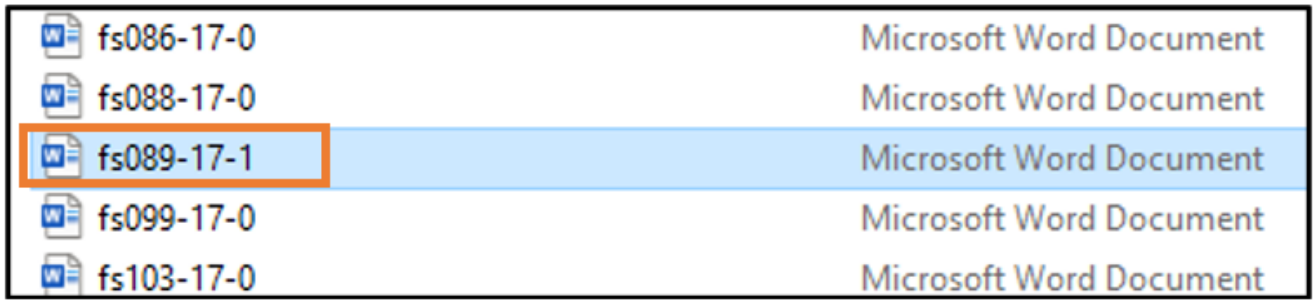
U.S. Departments of Health and Human Services and Education (2017). Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs. Retrieved on June 10, 2022, Policy Statement on Early Childhood Inclusion

U.S. Departments of Education and Health and Human Services (Nov. 28, 4023). Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs. Retrieved on Feb. 15, 2024.

Instructions for Accessing Ed*Facts*

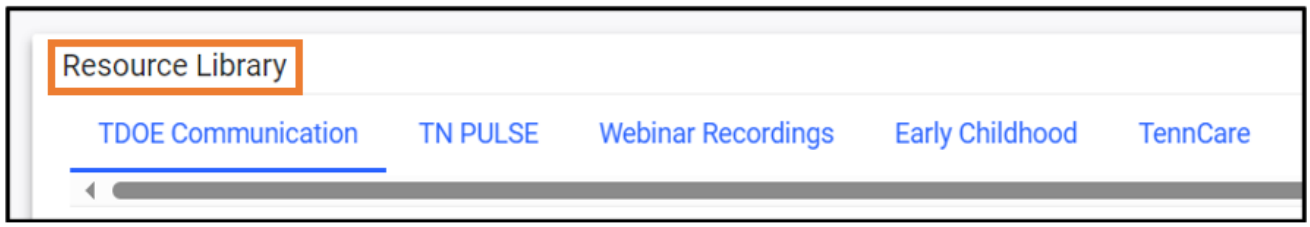
After clicking on **the Ed*Facts* link**, download the *Zip file for "**SY 2020-21**."*

Next, to open the *Early Childhood File Specification* document, click on "***fs089-17-1***."

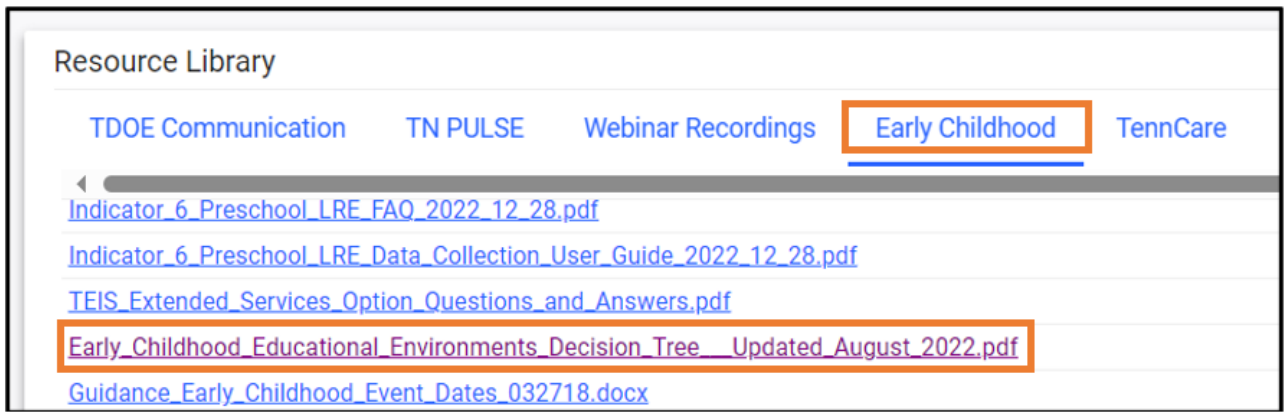


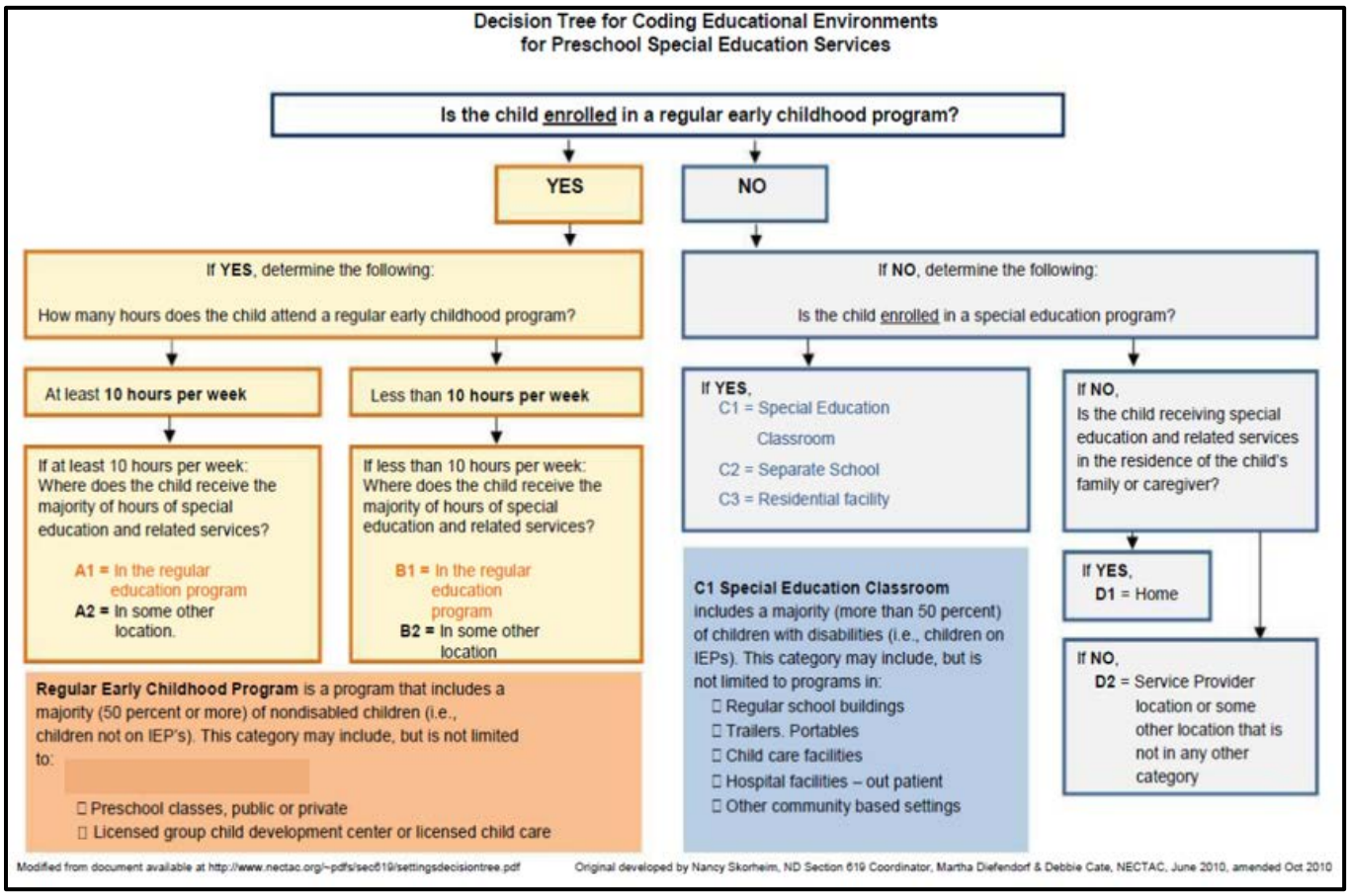
Instructions for Accessing the Decision Tree in TN PULSE

For accessing the Educational Environments Decision Tree, please navigate to the main page of TN PULSE and scroll down to the Resource Library section.



Next, click on the Early Childhood tab and scroll down to the Early Childhood Educational Environments Decision Tree document.




Decision Tree for Coding Educational Environments
for Preschool Special Education Services
Is the child enrolled in a regular early childhood program?
YES
NO
If YES, determine the following:
How many hours does the child attend a regular early childhood program?
At least 10 hours per week
Less than 10 hours per week
If at least 10 hours per week: Where does the child receive the majority of hours of special education and related services?
A1 = In the regular education program
A2 = In some other location.
If less than 10 hours per week: Where does the child receive the majority of hours of special education and related services?
B1 = In the regular education program
B2 = In some other location
Regular Early Childhood Program is a program that includes a majority (50 percent or more) of nondisabled children (i.e., children not on IEP's). This category may include, but is not limited to:
Preschool classes, public or private
Licensed group child development center or licensed child care
If NO, determine the following:
Is the child enrolled in a special education program?
If YES,
C1 = Special Education Classroom
C2 = Separate School
C3 = Residential facility
C1 Special Education Classroom includes a majority (more than 50 percent) of children with disabilities (i.e., children on IEPs). This category may include, but is not limited to programs in:
Regular school buildings
Trailers. Portables
Child care facilities
Hospital facilities – out patient
Other community based settings
If NO,
Is the child receiving special education and related services in the residence of the child's family or caregiver?
If YES,
D1 = Home
If NO,
D2 = Service Provider location or some other location that is not in any other category
Modified from document available at http://www.nectac.org/~pdfs/sec619/settingsdecisiontree.pdf
Original developed by Nancy Skorheim, ND Section 619 Coordinator, Martha Diefendorf & Debbie Cate, NECTAC, June 2010, amended Oct 2010