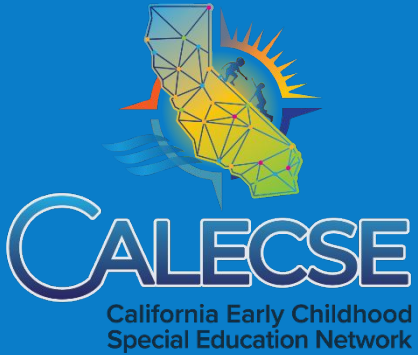




CALECSE

California Early Childhood
Special Education Network

Funded by the California Department of Education (CDE)
Preschool Least Restrictive Environment (LRE):
Indicator 6 Reporting
November 2024



CALECSE

California Early Childhood Special Education Network

Funded by the CDE



Implementation Leadership

Co-Executive Director- Dr. Scott Turner, East San Gabriel Valley SELPA
Co-Executive Director-Melanie Hertig, Irvine Special Education/SELPA
Project Coordinator-Marion Springett, Saddleback Valley USD

Preschool Least Restrictive Environment (LRE) Resources



- September 2015- Joint Policy Statement from U.S. Department of Health and Human Services and U.S. Department of Education Link: <https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf/>
- January 2017- Dear Colleague Letter from U.S. Department of Education's Office of Special Education and Rehabilitation Services Link: https://sites.ed.gov/idea/files/policy_speced_guid_idea_memosdcltrs_preschool-lre-dcl-1-10-17.pdf/
- California Department of Education's Impact Inclusion Workgroup & Inclusive Early Education Resources Links: <https://www.cde.ca.gov/sp/cd/op/impactinclusionworkgroup.asp/> and <https://www.cde.ca.gov/sp/cd/op/ieeresources.asp/>



CaIECSE

California Early Childhood Special Education Network
Funded by the CDE



<https://www.calesce.org>

CaIECSE is a technical assistance project funded under the California Department of Education (CDE) that supports Local Educational Agencies (LEAs), Special Education Local Plan Area (SELPA)s, County Offices of Special Education (COEs), and other Agency Partners in the areas of IDEA Part C to B Transitions, Preschool Assessment Practices, and Preschool Child Find by providing technical assistance, professional learning, and demonstration of tangible practices *that have been proven successful*.

The CaIECSE Network leverages collaboration amongst agencies, disseminates resources, highlights existing exemplar practices, and provides direct technical assistance to improve the capacity, knowledge, collaboration, and implementation of evidence-based practices across agencies throughout California.

The CaIECSE Network is committed to improving outcomes for children and their families by eliminating and addressing barriers to successful transition for California's youngest children with disabilities.

Indicator 6- Preschool LRE



- The U.S. Department of Education requires Indicator 6 Preschool Least Restrictive Environment (LRE) Annual Performance Report (APR) reporting, requiring calculations for:
 - 6a- Percent of preschool students with disabilities ages three through five years (excluding five-year-olds in Kinder or Transitional Kindergarten [TK]) attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program
 - 6b- Percent of preschool students with disabilities ages three through five years (excluding five-year-olds in Kinder or TK) attending a separate special education class, separate school, or residential facility
 - 6c- Percent of preschool students with disabilities ages three through five years (excluding five-year-olds in Kinder or TK) NOT enrolled in a preschool program and receiving the majority of special education and related services in the home

Defining Preschoolers for Indicator 6



- Preschool students include those ages three-five with disabilities enrolled in a preschool program
- The federal definition also considers four-year-old students enrolled in Transitional Kindergarten or Kindergarten as of the October CALPADS census date to be a preschooler
- Five-year-olds in Transitional Kindergarten or Kindergarten as of the October CALPADS census date are considered school age students and fall under Indicator 5- Least Restrictive Environment

Indicator 6 on Annual Performance Reports



OLD FORMATS:

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:

A. Regular early childhood program and receiving a majority of special education and related services in the regular program

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	84	57	67.86%	>42.8%	Yes
B. Separate	84	21	25.00%	<33.4%	Yes

Data Source: December 2016 CASEMIS Submission

6a	Preschool LRE: Regular Program	59.17%	>35.9%	Yes
6b	Preschool LRE: Separate Class	20.83%	<31.4%	Yes

UPDATED FORMAT:

No.	Indicator	Rate	Target	Target Met?
6a	Preschool LRE: Regular Program	8.70%	≥43%	No
6b	Preschool LRE: Separate Class	76.09%	<29%	No
6c	Preschool LRE: Home	2.17%	<3.5%	Yes

How are counts of children reported by Educational Environment (IDEA) Early Childhood?

The ED Facts chart below provides data managers the permitted values used for early childhood educational environment.

Type of Program	Setting	Permitted Values	Code
Children attending a regular early childhood program at least 10 hrs per week	A1 And receiving the majority of hours of special education and related services in the regular early childhood program	Services regular early childhood program (at least 10 hours)	REC10YSVCS
	A2 And receiving the majority of hours of special education and related services in some other location	Other location regular early childhood program (at least 10 hours)	REC10Y0THLOC
Children attending a regular early childhood program less than 10 hrs per week	B1 And receiving the majority of hours of special education and related services in the regular early childhood program	Services regular early childhood program (less than 10 hours)	REC09YSVCS
	B2 And receiving the majority of hours of special education and related services in some other location	Other location regular early childhood program (less than 10 hours)	REC09Y0THLOC
Children attending a special education program (NOT in any regular early childhood program)	C1 Specifically, a separate special education class	Separate class	SC
	C2 Specifically, a separate school	Separate school	SS
	C3 Specifically, a residential facility	Residential facility	RF
Children attending neither a regular early childhood program nor a special education program (Not included in rows above)	D1 And receiving the majority of hours of special education and related services at home	Home	H
	D2 And receiving the majority of hours of special education and related services at the service provider's location or some other location not in any other category	Service provider location	SPL

Note: The chart above uses color coding used in the Decision Tree. The letters/numbers in the measurement formulas are aligned with ED Facts and the IDC Decision Tree. The designation of B6-A and B6-B are unique to the State Performance Plan (SPP) and Annual Performance Report (APR).

Educational Environments Ages Three to Five Reporting Tools Resource



https://ideadata.org/sites/default/files/media/documents/2017-09/4189three_b6_toolkit_revised_sep16.pdf/



TOOL

Decision Tree for Reporting Educational Environments for Children with IEPs Ages 3 through 4 and 5 year olds not in Kindergarten



Does the child attend a regular early childhood program?

(Special Education Program Setting Code: 201)

Yes

How many hours does the child attend a regular early childhood program* (Ten or More Weekly Hours in Setting Indicator)

>10hrs/week

Where does the child receive the majority of hours of special education and related services? (Preschool Program Setting Service Location Code)

Regular Early Childhood Program (Same Location Code: 1)

Some Other Location (Different Location Code: 2)

<10hrs/week

Where does the child receive the majority of hours of special education and related services? (Preschool Program Setting Service Location Code)

Regular Early Childhood Program (Same Location Code: 1)

Some Other Location (Different Location Code: 2)

No

Is the child attending a special education program? (Special Education Program Setting Code: 203, 300, 301)

No

Yes

Where does the child receive special education and related services?

Separate Class (Special Education Program Setting Code: 203)

Separate School (Special Education Program Setting Code: 300)

Residential Facility (Special Education Program Setting Code: 301)

Please refer to federal instructions and state guidance for specific reporting requirements when using this decision tree. Report each child in only one category.

Definitions

***Regular Early Childhood Program** is a program that includes a majority (at least 50 percent) of children without disabilities (i.e., children not on IEPs). This category may include, but is not limited to:

- Head Start
- Kindergarten, (public or private) including Transitional Kindergarten (Note: this is only for students who are not yet 5 years old)
- Preschool classes (public or private)
- Group child development center or child care

****Special Ed Program** is a program that includes less than 50 percent children without disabilities (i.e., children not on IEPs). This may include, but is not limited to the following:

- Special education classes in
 - Regular school buildings
 - Trailers/Portables outside regular school buildings
- Child care facilities
- Hospital facilities on an outpatient basis

Other community-based settings

- Separate schools
- Residential facilities

Is the child receiving the majority of special education and related services in the residence of the child's family or caregiver? (Special Education Program Setting Code: 200)

Yes

Home (Special Education Program Setting Code: 200)

No

In service provider location or other location not in any other category. (Special Education Program Setting Code: 204)



TOOL

Decision Tree for Reporting Educational Environments for Children with IEPs Ages 5 (in Kindergarten¹) up to 22



Does the child attend a regular classroom or public day school or regular independent study or virtual charter?

(Special Education Program Setting Code: 400 or 500)

Yes

How many hours does the child attend a regular setting? (General Education Percentage Range Code: 1, 2, 3)

≥80%

Equal to or Greater than 80 percent (General Education Percentage Range Code: 1)

40% to 79%

40 percent to 79 percent (General Education Percentage Range Code: 2)

<40%

Less than 40 percent (General Education Percentage Range Code: 3)

No

Is the child attending a special education program? (Special Education Program Setting Code: 300, 301, 401, 402, 403)

Yes

Where does the child receive special education and related services?

Separate School (Special Education Program Setting Code: 300)

Residential Facility (Special Education Program Setting Code: 301)

Homebound or Hospital (Special Education Program Setting Code: 401)

Correctional Facility (Special Education Program Setting Code: 402)

Parentally Placed in Private School (Special Education Program Setting Code: 403)

Please refer to federal instructions and state guidance for specific reporting requirements when using this decision tree. Report each child in only one category.

Definitions

1. Kindergarten includes Grade level Kindergarten(K) and Transitional Kindergarten(TK).
2. Regular Setting is a program that includes a majority (at least 50 percent) of children without disabilities (i.e., children not on IEPs).

3. Special Education Program is a program that includes less than 50 percent children without disabilities (i.e., children not on IEPs). This may include, but is not limited to the following:

- Special education classes in
 - Regular school buildings
 - Trailers/Portables outside regular school buildings
- Child care facilities
- Hospital facilities on an outpatient basis
- Other community-based settings
- Separate schools
- Residential facilities

PDF available at: https://highqualityieps.net/uploads/blogs/files/1682three58three26_DecisionTreeForReportingECP_final.pdf/

PDF available at: https://highqualityieps.net/uploads/blogs/files/1682three5840three_DecisionTreeForReportingupto22_Final.pdf/

Does the child attend a regular early childhood program?

(Special Education Program Setting Code: 201)

Yes

No

How many hours does the child attend a regular early childhood program? (Ten or More Weekly Hours in Setting Indicator)

Is the child attending a special education program? (Special Education Program Setting Code: 203, 300, 301)

No

>10hrs /week

<10hrs /week

Yes

Where does the child receive the majority of hours of special education and related services? (Preschool Program Setting Service Location Code)

Where does the child receive the majority of hours of special education and related services? (Preschool Program Setting Service Location Code)

Where does the child receive special education and related services?

Regular Early Childhood Program (Same Location Code: 1)

Some Other Location (Different Location Code: 2)

Regular Early Childhood Program (Same Location Code: 1)

Some Other Location (Different Location Code: 2)

Separate Class (Special Education Program Setting Code: 203)

Separate School (Special Education Program Setting Code: 300)

Residential Facility (Special Education Program Setting Code: 301)

6a	LRE Regular Class	38.81%	≥41%	NO
6b	LRE Separate Schools	26.87%	<31%	YES
6c	LRE Home	16.42%	<3.5%	NO

Please refer to federal instructions and state guidance for specific reporting requirements when using this decision tree. Report each child in only one category.

Definitions

***Regular Early Childhood Program** is a program that includes a majority (at least 50 percent) of children without disabilities (i.e., children not on IEPs). This category may include, but is not limited to:

- Head Start
- Kindergarten, (public or private) including Transitional Kindergarten (Note: this is only for students who are not yet 5 years old)
- Preschool classes (public or private)
- Group child development center or child care

****Special Ed Program** is a program that includes less than 50 percent children without disabilities (i.e., children not on IEPs). This may include, but is not limited to the following:

- Special education classes in
 - Regular school buildings
 - Trailers/Portables outside regular school buildings
 - Child care facilities
 - Hospital facilities on an outpatient basis
- Other community-based settings
 - Separate schools
 - Residential facilities

Is the child receiving the majority of special education and related services in the residence of the child's family or caregiver? (Special Education Program Setting Code: 200)

Yes

No

Home (Special Education Program Setting Code: 200)

In service provider location or other location not in any other category. (Special Education Program Setting Code: 204)

In denominator of the calculations for 6a, 6b and 6c, but not in numerator of any

Educational Setting – Offer of FAPE



Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

----Select One----

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:

- Same as above Different from above

Is the Regular Early Childhood Program ten hours per week or greater?

- Yes No

Will the student's Preschool Program Setting change within the IEP year?

- Yes No

Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

----Select One----

|

----Select One----

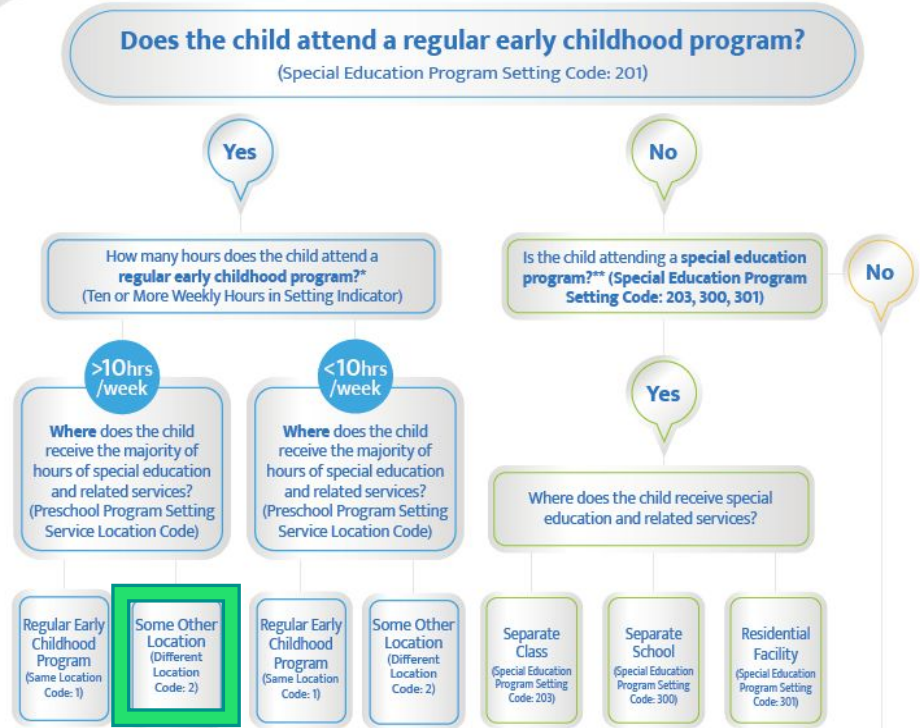
- 200 - Home
- 201 - Regular Early Childhood Program
- 203 - Separate Class
- 204 - Service Provider Location
- 300 - Separate School
- 301 - Residential Facility

Decision Tree for Reporting Educational Environments for Children with IEPs Ages 3 through 4 and 5 year olds not in Kindergarten



Example #1

- Three-year-old student enrolled by parent/guardian in parochial preschool program (greater than 10 hours per week) and attending the District's Speech and Language Center for Free and Appropriate Education (FAPE).



Please refer to federal instructions and state guidance for specific reporting requirements when using this decision tree. Report each child in only one category.

Definitions

***Regular Early Childhood Program** is a program that includes a majority (at least 50 percent) of children without disabilities (i.e., children not on IEPs). This category may include, but is not limited to:

- Head Start
- Kindergarten, (public or private) including Transitional Kindergarten (Note: this is only for students who are not yet 5 years old)
- Preschool classes (public or private)
- Group child development center or child care

****Special Ed Program** is a program that includes less than 50 percent children without disabilities (i.e., children not on IEPs). This may include, but is not limited to the following:

- Special education classes in Regular school buildings
- Trailers/Portables outside regular school buildings
- Child care facilities
- Hospital facilities on an outpatient basis

Other community-based settings

- Separate schools
- Residential facilities

Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

201 - Regular Early Childhood Program

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:

Same as above Different from above

Is the Regular Early Childhood Program ten hours per week or greater?

Yes No

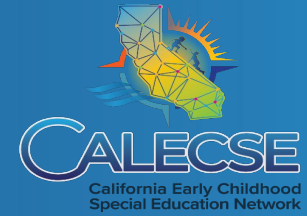
Will the student's Preschool Program Setting change within the IEP year?

Yes No

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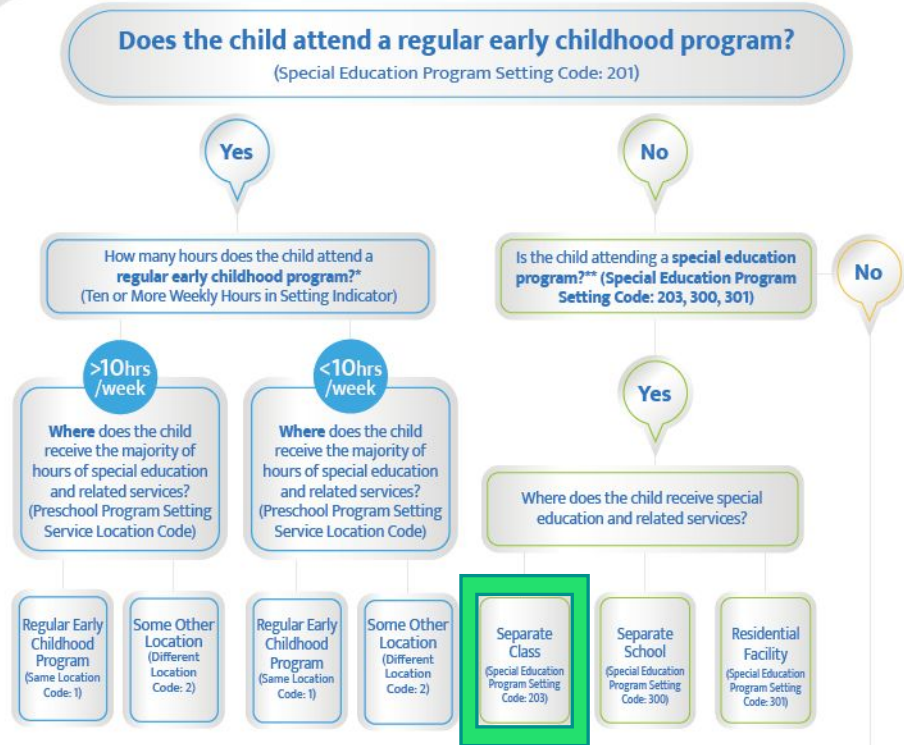
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Decision Tree for Reporting Educational Environments for Children with IEPs Ages 3 through 4 and 5 year olds not in Kindergarten



Example #2

- Three-year-old student attending a Mild/Moderate Special Day Class (SDC) classroom for FAPE.



Please refer to federal instructions and state guidance for specific reporting requirements when using this decision tree. Report each child in only one category.

Definitions

***Regular Early Childhood Program** is a program that includes a majority (at least 50 percent) of children without disabilities (i.e., children not on IEPs). This category may include, but is not limited to:

- Head Start
- Kindergarten, (public or private) including Transitional Kindergarten (Note: this is only for students who are not yet 5 years old)
- Preschool classes (public or private)
- Group child development center or child care

****Special Ed Program** is a program that includes less than 50 percent children without disabilities (i.e., children not on IEPs). This may include, but is not limited to the following:

- Special education classes in
 - Regular school buildings
 - Trailers/Portables outside regular school buildings
 - Child care facilities
 - Hospital facilities on an outpatient basis
- Other community-based settings
 - Separate schools
 - Residential facilities



Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

203 - Separate Class

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:

Same as above Different from above

Is the Regular Early Childhood Program ten hours per week or greater?

Yes No

Will the student's Preschool Program Setting change within the IEP year?

Yes No

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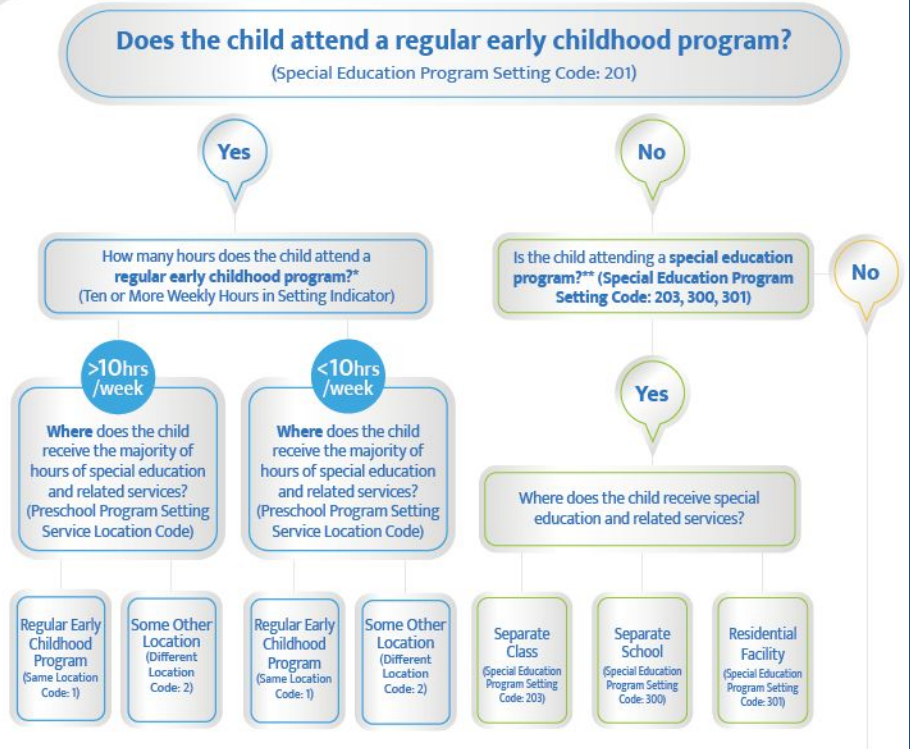
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Decision Tree for Reporting Educational Environments for Children with IEPs Ages 3 through 4 and 5 year olds not in Kindergarten



Example #three

- Four-year-old not enrolled in any program and attending District's Speech and Language Center for FAPE.



Please refer to federal instructions and state guidance for specific reporting requirements when using this decision tree. Report each child in only one category.

Definitions

***Regular Early Childhood Program** is a program that includes a majority (at least 50 percent) of children without disabilities (i.e., children not on IEPs). This category may include, but is not limited to:

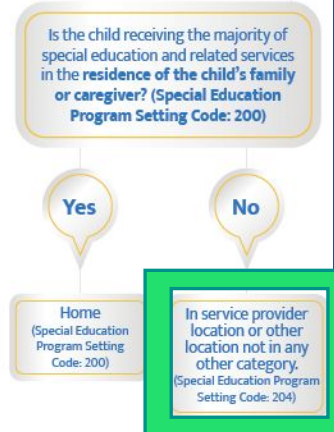
- Head Start
- Kindergarten, (public or private) including Transitional Kindergarten (Note: this is only for students who are not yet 5 years old)
- Preschool classes (public or private)
- Group child development center or child care

****Special Ed Program** is a program that includes less than 50 percent children without disabilities (i.e., children not on IEPs). This may include, but is not limited to the following:

- Special education classes in
 - Regular school buildings
 - Trailers/Portables outside regular school buildings
- Child care facilities
- Hospital facilities on an outpatient basis

Other community-based settings

- Separate schools
- Residential facilities



Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

204 - Service Provider Location

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:

Same as above Different from above

Is the Regular Early Childhood Program ten hours per week or greater?

Yes No

Will the student's Preschool Program Setting change within the IEP year?

Yes No

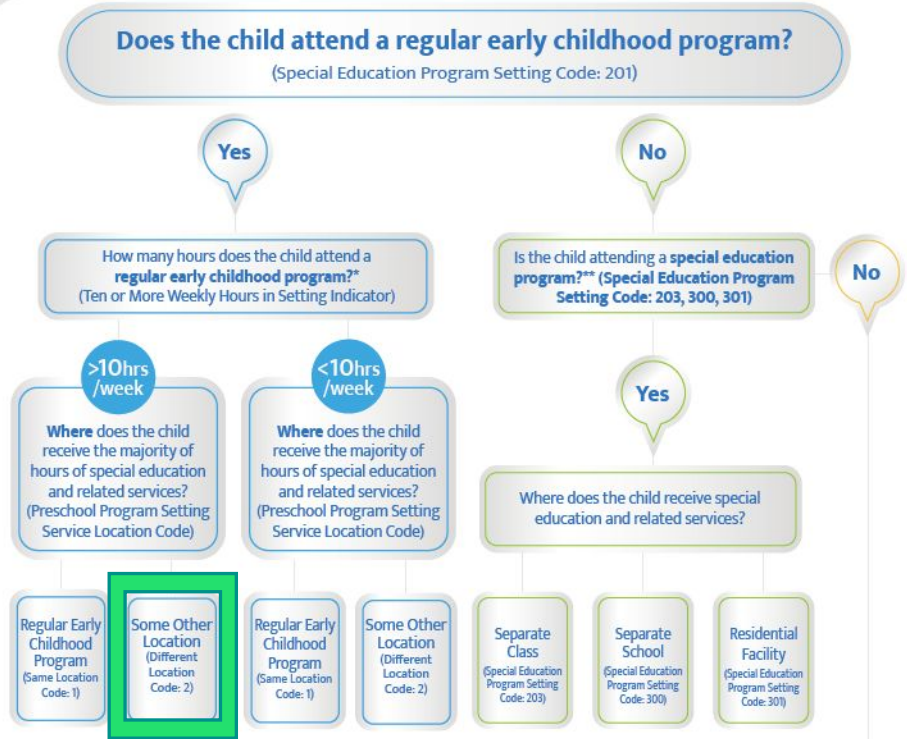
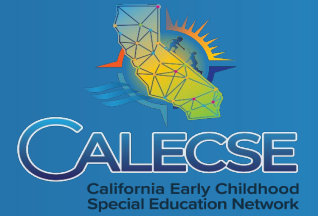
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Decision Tree for Reporting Educational Environments for Children with IEPs Ages 3 through 4 and 5 year olds not in Kindergarten



Example #4

- Four-year-old attending Mild/Mod SDC Preschool Program in morning and Head Start Preschool (greater than 10 hours) in afternoon.



Please refer to federal instructions and state guidance for specific reporting requirements when using this decision tree. Report each child in only one category.

Definitions

***Regular Early Childhood Program** is a program that includes a majority (at least 50 percent) of children without disabilities (i.e., children not on IEPs). This category may include, but is not limited to:

- Head Start
- Kindergarten, (public or private) including Transitional Kindergarten (Note: this is only for students who are not yet 5 years old)
- Preschool classes (public or private)
- Group child development center or child care

****Special Ed Program** is a program that includes less than 50 percent children without disabilities (i.e., children not on IEPs). This may include, but is not limited to the following:

- Special education classes in
 - Regular school buildings
 - Trailers/Portables outside regular school buildings
- Child care facilities
- Hospital facilities on an outpatient basis

Other community-based settings

- Separate schools
- Residential facilities



Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

201 - Regular Early Childhood Program

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:

Same as above Different from above

Is the Regular Early Childhood Program ten hours per week or greater?

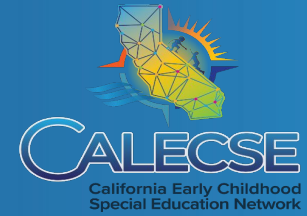
Yes No

Will the student's Preschool Program Setting change within the IEP year?

Yes No

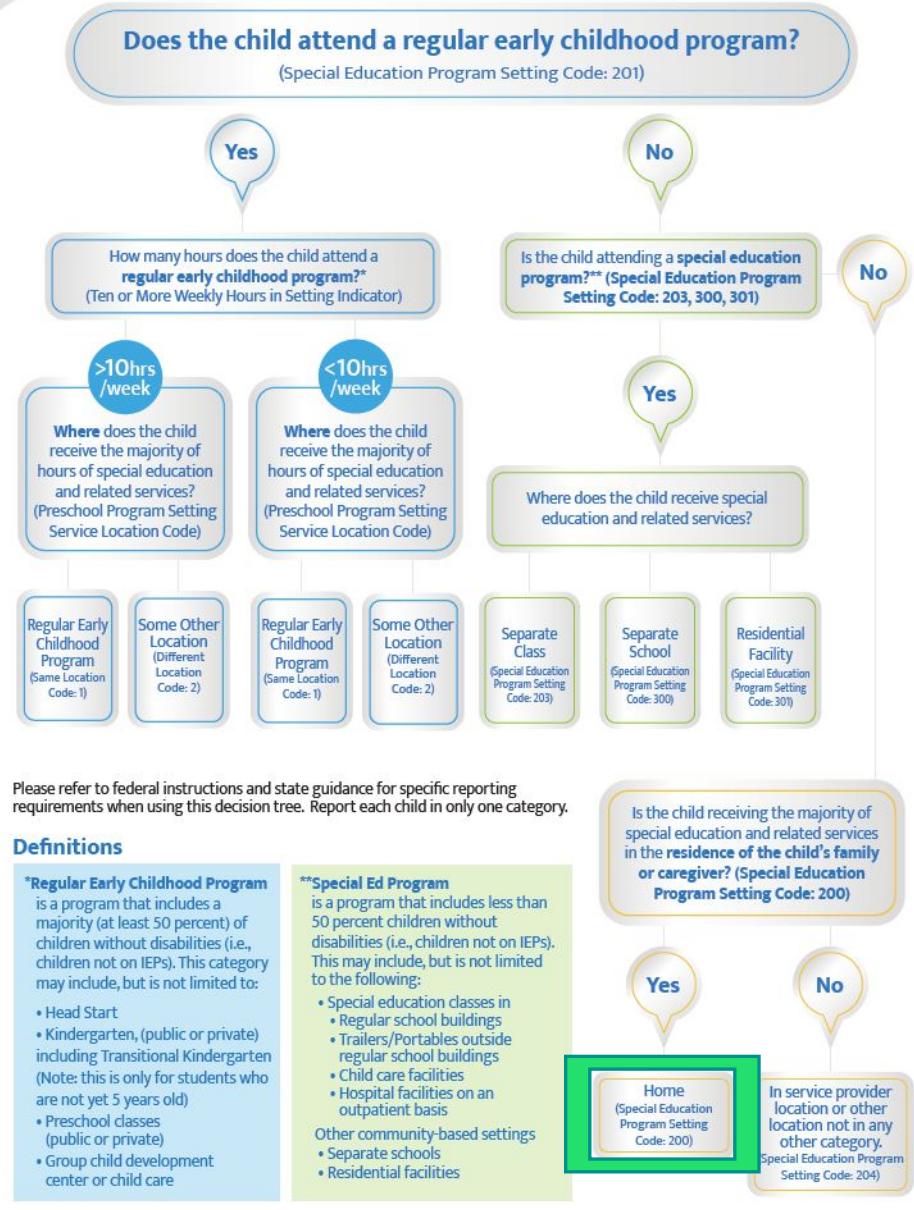
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Decision Tree for Reporting Educational Environments for Children with IEPs Ages 3 through 4 and 5 year olds not in Kindergarten



Example #5

- Three-year-old student receiving all special education and related services in the home based upon the Individualized Education Program (IEP).



Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

200 - Home

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:

Same as above Different from above

Is the Regular Early Childhood Program ten hours per week or greater?

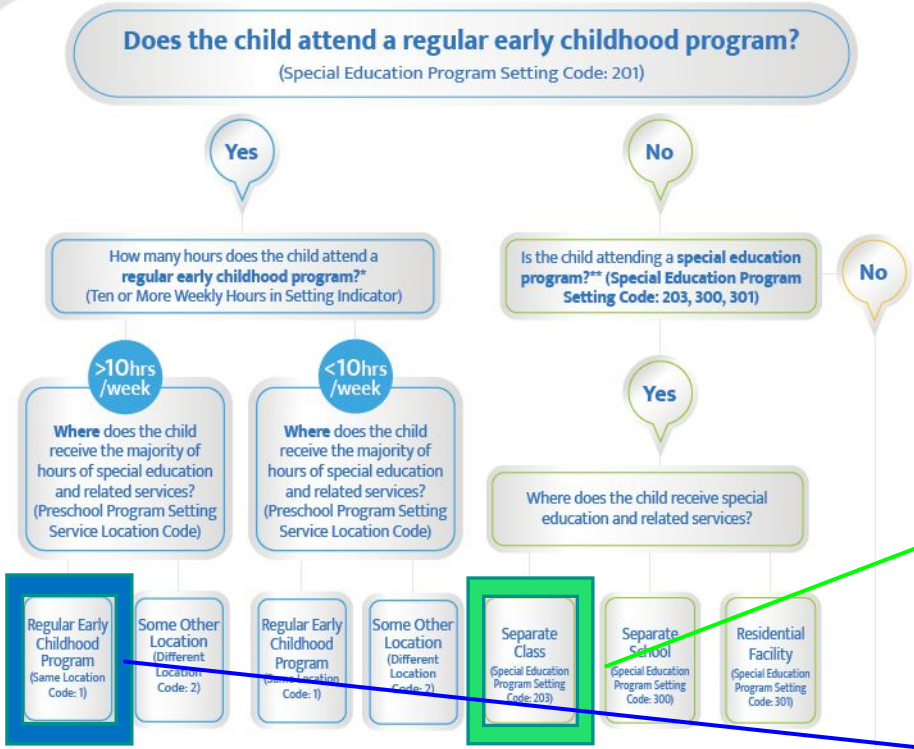
Yes No

Will the student's Preschool Program Setting change within the IEP year?

Yes No

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Decision Tree for Reporting Educational Environments for Children with IEPs Ages 3 through 4 and 5 year olds not in Kindergarten



Please refer to federal instructions and state guidance for specific reporting requirements when using this decision tree. Report each child in only one category.

Definitions

***Regular Early Childhood Program** is a program that includes a majority (at least 50 percent) of children without disabilities (i.e., children not on IEPs). This category may include, but is not limited to:

- Head Start
- Kindergarten, (public or private) including Transitional Kindergarten (Note: this is only for students who are not yet 5 years old)
- Preschool classes (public or private)
- Group child development center or child care

****Special Ed Program** is a program that includes less than 50 percent children without disabilities (i.e., children not on IEPs). This may include, but is not limited to the following:

- Special education classes in
 - Regular school buildings
 - Trailers/Portables outside regular school buildings
 - Child care facilities
 - Hospital facilities on an outpatient basis
- Other community-based settings
 - Separate schools
 - Residential facilities

Example #6

- Four-year-old attending a separate special ed program for Preschool and transitioning to general education TK program (greater than 10 hours per week) in the Fall. Student will be four years old for the duration of the IEP. Will receive majority of special education services in general education TK setting.



Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

203 - Separate Class

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:

Same as above Different from above

Is the Regular Early Childhood Program ten hours per week or greater?

Yes No

Will the student's Preschool Program Setting change within the IEP year?

Yes No

Start Date

08/15/2023

Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

201 - Regular Early Childhood Program

The location where the student receives the majority of their special education services the same as above:

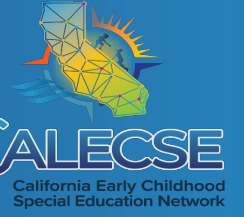
Same as above Different from above

Is the Regular Early Childhood Program ten hours per week or greater?

Yes No

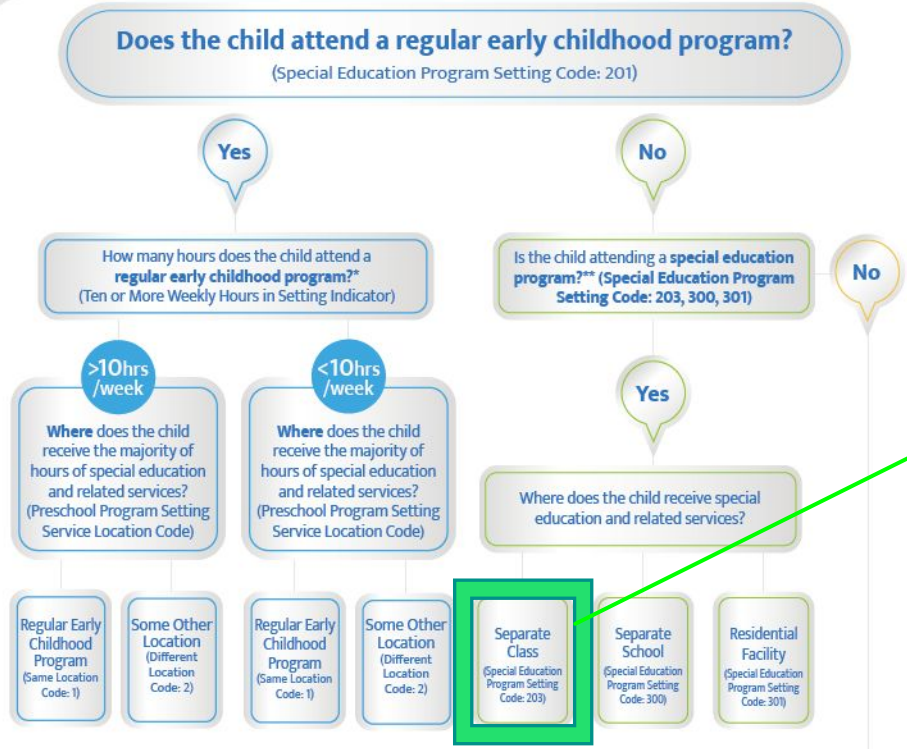
PDF available at:
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Decision Tree for Reporting Educational Environments for Children with IEPs Ages 3 through 4 and 5 year olds not in Kindergarten



Example #7

- Four-year-old attending Mild/Mod SDC Preschool Program and transitioning to general education TK program (greater than 10 hours per week) starting 8/15. Student will turn five years old on 9/15 and will receive the majority of special education services in the general education TK setting.



Please refer to federal instructions and state guidance for specific reporting requirements when using this decision tree. Report each child in only one category.

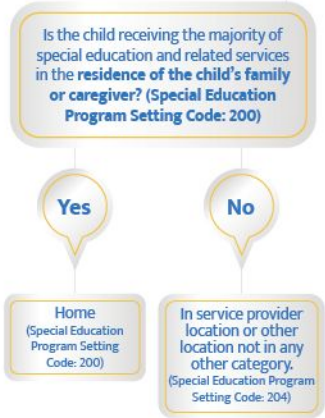
Definitions

***Regular Early Childhood Program** is a program that includes a majority (at least 50 percent) of children without disabilities (i.e., children not on IEPs). This category may include, but is not limited to:

- Head Start
- Kindergarten, (public or private) including Transitional Kindergarten (Note: this is only for students who are not yet 5 years old)
- Preschool classes (public or private)
- Group child development center or child care

****Special Ed Program** is a program that includes less than 50 percent children without disabilities (i.e., children not on IEPs). This may include, but is not limited to the following:

- Special education classes in
 - Regular school buildings
 - Trailers/Portables outside regular school buildings
 - Child care facilities
 - Hospital facilities on an outpatient basis
- Other community-based settings
 - Separate schools
 - Residential facilities



Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

Separate Class
(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:
 Same as above Different from above

Is the Regular Early Childhood Program ten hours per week or greater?
 Yes No

Will the student's Preschool Program Setting change within the IEP year?
 Yes No

Start Date: 08/15/2023
 Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn): 201 - Regular Early Childhood Program

The location where the student receives the majority of their special education services the same as above:
 Same as above Different from above

Is the Regular Early Childhood Program ten hours per week or greater?
 Yes No

Program Setting (TK/Kgn or greater, ages 5-22):

----Select One----

(Note: Percentage of time is required for those that will be 5 and in Transitional Kindergarten/Kindergarten or greater within the duration of this IEP)

% of time student is outside the regular class & extracurricular & non academic activities

% of time student is in the regular class & extracurricular & non academic activities

Will the student's Program Setting change within the IEP year OR will the student turn 5 within the IEP year?
 Yes No

Start Date: 09/15/2023
 Program Setting (TK/Kgn or greater, ages 5-22, within the duration of this IEP): 400 - Regular Classroom/Public Day School

% of time student is outside the regular class & extracurricular & non academic activities: 4

% of time student is in the regular class & extracurricular & non academic activities: 96

Decision Tree for Reporting Educational Environments for Children with IEPs Ages 3 through 4 and 5 year olds not in Kindergarten



Does the child attend a regular early childhood program?
(Special Education Program Setting Code: 201)

Yes

No

How many hours does the child attend a regular early childhood program?
(Ten or More Weekly Hours in Setting Indicator)

Is the child attending a special education program?
(Special Education Program Setting Code: 203, 300, 301)

No

>10hrs /week

<10hrs /week

Yes

Where does the child receive the majority of hours of special education and related services?
(Preschool Program Setting Service Location Code)

Where does the child receive the majority of hours of special education and related services?
(Preschool Program Setting Service Location Code)

Where does the child receive special education and related services?

Regular Early Childhood Program
(Same Location Code: 1)

Some Other Location
(Different Location Code: 2)

Regular Early Childhood Program
(Same Location Code: 1)

Some Other Location
(Different Location Code: 2)

Separate Class
(Special Education Program Setting Code: 203)

Separate School
(Special Education Program Setting Code: 300)

Residential Facility
(Special Education Program Setting Code: 301)

Is the child receiving the majority of special education and related services in the residence of the child's family or caregiver?
(Special Education Program Setting Code: 200)

Yes

No

Home
(Special Education Program Setting Code: 200)

In service provider location or other location not in any other category.
(Special Education Program Setting Code: 204)

Please refer to federal instructions and state guidance for specific reporting requirements when using this decision tree. Report each child in only one category.

Definitions

***Regular Early Childhood Program** is a program that includes a majority (at least 50 percent) of children without disabilities (i.e., children not on IEPs). This category may include, but is not limited to:

- Head Start
- Kindergarten, (public or private) including Transitional Kindergarten (Note: this is only for students who are not yet 5 years old)
- Preschool classes (public or private)
- Group child development center or child care

****Special Ed Program** is a program that includes less than 50 percent children without disabilities (i.e., children not on IEPs). This may include, but is not limited to the following:

- Special education classes in
 - Regular school buildings
 - Trailers/Portables outside regular school buildings
 - Child care facilities
 - Hospital facilities on an outpatient basis
- Other community-based settings
 - Separate schools
 - Residential facilities

Example #8

- Five-year-old not enrolled in any program and attending Local Education Agency's (LEA's) Speech and Language Center for FAPE. Transitioning to general education Kindergarten in the Fall with speech services.



Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

204 - Service Provider Location

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:

Same as above Different from above

Is the Regular Early Childhood Program ten hours per week or greater?

Yes No

Will the student's Preschool Program Setting change within the IEP year?

Yes No

Program Setting (TK/Kgn or greater, ages 5-22):

400 - Regular Classroom/Public Day School

(Note: Percentage of time is required for those that will be 5 and in Transitional Kindergarten/Kindergarten or greater within the duration of this IEP)

% of time student is outside the regular class & extracurricular & non academic activities

4

% of time student is in the regular class & extracurricular & non academic activities

96

Will the student's Program Setting change within the IEP year OR will the student turn 5 within the IEP year?

Yes No

Start Date: 08/15/2023

Program Setting (TK/Kgn or greater, ages 5-22, within the duration of this IEP): 400 - Regular Classroom/Public Day School

% of time student is outside the regular class & extracurricular & non academic activities

4

% of time student is in the regular class & extracurricular & non academic activities

96

Additional Resources



- System Improvement Leads Resources
 - [Indicator 6a video](https://vimeo.com/79097three971/) available at <https://vimeo.com/79097three971/>
 - [Indicator 6b video](https://vimeo.com/790976552/) available at <https://vimeo.com/790976552/>
 - [Indicator 6c video](https://vimeo.com/790977171/) available at <https://vimeo.com/790977171/>
 - [State Performance Plan Indicator Guide](https://systemimprovement.org/uploads/resources/sppi-guide-compliant%204.12.24.pdf/), pages threethree through three8, available at <https://systemimprovement.org/uploads/resources/sppi-guide-compliant%204.12.24.pdf/>



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CALECSE

California Early Childhood
Special Education Network

CALECSE is a technical assistance (TA) project funded under the CDE that will support local educational agencies (LEAs), SELPAs, County Offices of Special Education (COEs), and other Agency Partners in the areas of Individuals with Disabilities Education Act (IDEA) Part C to B Transitions, Preschool Assessment Practices, and Preschool Child Find by providing TA, professional learning, and demonstration of tangible practices *that have been proven successful*. For more information visit:

<http://calecse.org/>

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