



## Preschool Special Education Guidance for Least Restrictive Environment (LRE) (Indicator 6) Updated February 2021

IDEA includes a strong preference for children with disabilities to be educated alongside their peers without disabilities. Over 30 years of research tells us children with disabilities make significant developmental and learning gains in inclusive settings (Grisham-Brown, Pretti-Frontczak, Hawkins, & Winchell, 2009); and, children without disabilities also show positive developmental outcomes in inclusive settings (Diamond & Huang, 2005). This guidance document spotlights the LRE codes Indiana uses when special education services are provided to children attending a Regular Early Childhood Program.

Over the past few years, there has been some confusion about which LRE codes to use when children attend a *Regular Early Childhood Program* (e.g., childcare, Head Start, On My Way PreK program, etc.). This confusion has led to some errors in determining and reporting the correct LRE code. The Decision Tree for Coding Early Childhood Special Education Environments [Link and QR Code on back], has helped to eliminate some of this confusion, and we hope the following information will eliminate further confusion.

### Answering these two questions can help lead to the correct LRE Code:

1. How many hours is the child attending a regular Early Childhood program?
2. Where are the majority of services being delivered?

# Hours/week in a Regular Early Childhood Program	Majority of special education services delivered in:	
	Alongside peers (in class)	Some other location (away from peers)
< 10	LRE Code 28	LRE Code 29
> 10	LRE Code 26	LRE Code 27

### Let's Practice!

If a student attends three hours total of regular early childhood programming at a public school, as well as attends a community-based preschool an additional 17 hours each week, and the services are mostly provided at the back table in an inclusive classroom setting, what is this student's LRE?

1. Less than 10 hours/week (<10 hrs/wk); or
2. 10 or more hours/week (≥10 hrs/wk)
  1. In the Regular Early Childhood Program classroom alongside his/her peers without disabilities and as part of typical classroom activities (*In Classroom*); or
  2. In some other location which may include, pull-out, 1:1 therapy setting, special education or resource room classroom, or in the same room as the regular EC program but not with peers (*Some other location*)

Answer: 27



## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

### LRE Q and A

**Q:** *Why would providing services at a back table in the classroom be considered a change in LRE, if the child is still in the classroom with peers?*

**A:** This is a change in LRE if the services are provided at a time peers are working together and the student with an IEP is brought to the back of the room/table without peers (another location other than with peer interaction).

**Q:** *If a student is five years old in kindergarten, and parentally placed in the homeschool setting, what is his/her LRE?*

**A:** Students who are 5 and have been parentally placed in homeschool and are in grade KG must be reported with code 56. (Use Codes 26 through 38 if less than 6 years old as of December 1 and enrolled in grade PK, as PK cannot be considered homeschooled.)

## Resource Roundup

**LRE Webinar Recording:** View a past [webinar](#) where we walk through a few situations and process out loud how we arrived at a certain LRE.

**Short Share Series:** Office of Special Education's Preschool Inclusion Project [Short Share series](#) in Moodle as a PGP course.

**Updated Decision Tree:** Updated Decision Tree for Coding Early Childhood Special Education Environments. Additionally, the Early Childhood Center (ECC) out of IU offers an online [Decision Tree](#).

Looking for early learning updates from the Indiana Department of Education, and the latest Early Childhood resources, updates, research, events, and spotlight work being done around the state? Visit [IDOE's Early Learning Homepage](#) and scroll to the bottom to sign up for our monthly newsletter #INspirEDearly. While you're on the home page, check out some of our newest resources including the Foundations Guidance, the Early Learning Family Guides, and Mighty Moments in Early Learning: Routine-based interventions for families.

Looking for updates from the Office of Special Education? Have you heard the buzz about our Moodle Community, but cannot remember how to sign up? Use this [link](#) for website access, instructions, and access code!

February 2, 2021 the Early Childhood Center (ECC) will launch a free four-month webinar series, *What it Takes to Implement Effective Preschool Inclusive Services*, open to all early education providers and administrators. It will address evidence-based practices proven to effectively include children who are at risk or have disabilities in early education settings. The ECC will post a weekly, pre-recorded, short (approximately 30 minutes), self-guided webinar the first three weeks of the month, the fourth week will include a live forum posted by an ECC staff member to discuss the monthly topics. Learn more [here](#).