



Preschool Least Restrictive Environment (LRE)



SEAC Meeting
October 20, 2023





Desired Outcomes

- 1 Explore different preschool environments for children ages 3 through 5 in which special education services may be provided.
- 2 Review the trend data for Indicator 6: Preschool Least Restrictive Environment.





Preschool Environments





IDEA Data Collection Requirements

Annually, states must report to the US Department of Education, Office of Special Education Programs (OSEP) on:

- the program in which children ages 3 through 5 attend,
and
- the setting in which these children receive special
education and related services.



Monitoring Priority - Indicator 6

Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program;
- B. Separate special education class, separate school or residential facility;
and
- C. Receiving special education and related services in the home.



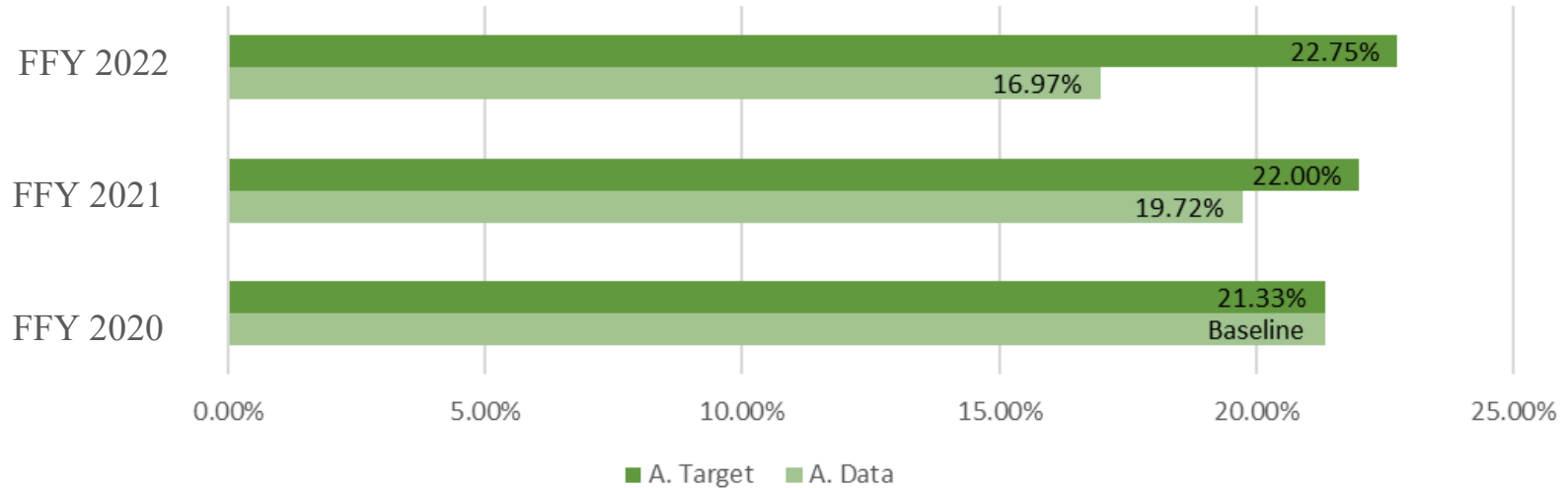


Educational Environments IDEA Early Childhood Descriptions

Services in Regular Early Childhood Program (at least 10 hours)	Attending a regular early childhood (EC) program at least 10 hours per week and received the majority of hours of special education and related services in the regular EC program.
Other Location Regular Early Childhood Program (at least 10 hours)	Attending a regular early childhood program at least 10 hours per week and received the majority of hours of special education and related services in some other location.
Services in Regular Early Childhood Program (less than 10 hours)	Attending a regular early childhood (EC) program less than 10 hours per week and received the majority of hours of special education and related services in the regular EC program.
Other Location Regular Early Childhood Program (less than 10 hours)	Attending a regular early childhood program less than 10 hours per week and received the majority of hours of special education and related services in some other location.
Separate Class	Attending a special education program (NOT in any regular early childhood program), and receiving special education and related services in a separate education class.
Separate School	Attending a special education program (NOT in any regular early childhood program), and receiving special education and related services in a separate school.
Residential Facility	Attending a special education program (NOT in any regular early childhood program) and receiving special education and related services in a Residential Facility.
Home	Attending neither a regular early childhood program nor a special education program (Not included in rows above) and receiving the majority of hours of special education and related services at home.
Service Provider Location	Attending neither a regular early childhood program nor a special education program (Not included in rows above) 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.

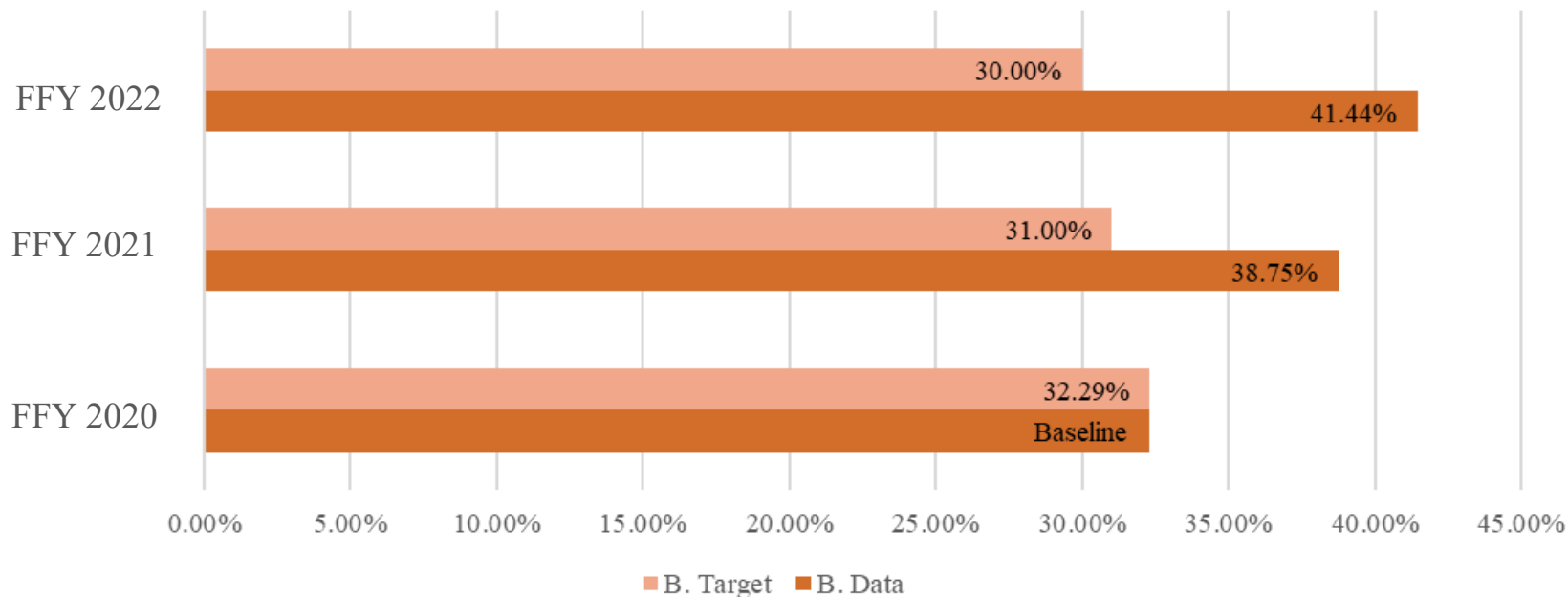


A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.



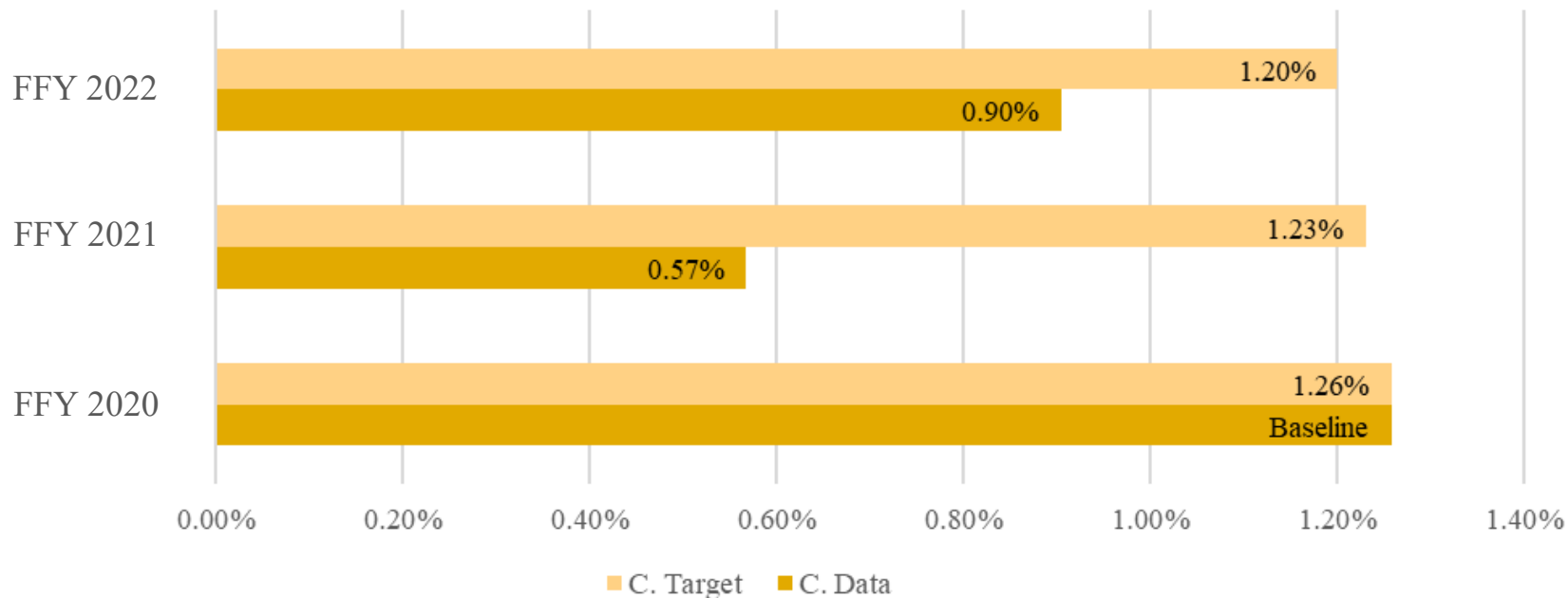


B. Separate special education class, separate school, or residential facility.





C. Receiving special education and related services in the home.





Comparison to the Nation

Percent of children ages 3 through 5 (early childhood) served under IDEA by educational environment: Fall 2020								
	Regular Early Childhood Program			Separate Class	Separate School	Residential Facility	Home	Service Provider Location
	At least 10 hours per week and the majority of program	At least 10 hours per week and majority elsewhere	Less than 10 hours per week and majority in program					
All States	34.8	12.9	5.0	4.1	27.7	2.3	<0.05	9.1
Hawaii	11.7	3.0	9.6	40.4	31.9	0.40	0.10	1.7

Source: [44th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education, 2022](#)



Community Resources

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Preschool Environments

FAPE in the LRE for Preschool Children

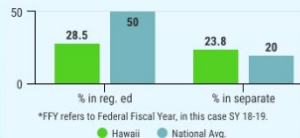
What it measures:

The percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program;
- B. Separate special education class, separate school, or residential facility; and
- C. **NEW** Receiving special education and related services in the home.

Hawaii is behind most states in including preschoolers.

Comparison with Nat'l Data FFY 2018*



OSEP recently changed the measurement for Preschool LRE



The old measurement included all 3-5 yr. olds. The new measurement for FFY 2020 and beyond removes 5 yr. olds who are attending Kindergarten.

New baselines (green bars) showing % of preschoolers for 6A & 6B.



1.26%

of preschoolers received special education at home in FFY 2020

Indicator 6C

The targets for Indicator 6B & 6C should remain low.

OSEP expects that most children would attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program.

Potential Improvement Activities



Universal Preschool



More training in Inclusive practices



Expanding partnerships



Community Resources

Preschool Outcomes

Parent input is valuable and important in order to assess the whole child. The Hawaii State Department of Education measures growth in preschool aged children 3-5 years with an Individualized Education Program (IEP). Student's skills are assessed as they continue to grow and learn. Talk with your child's teacher or IEP team to see how you can support your child's early learning.



Social-Emotional Skills

This outcome measures:

- Playing and interacting with adults & other children
- Learning how to manage their feelings
- Understanding and following rules

Parent feedback to the school can include:

- How my child expresses their feelings
- How my child interacts with others in the community

Knowledge & Skills

This outcome measures:

- Thinking, problem solving & remembering
- Displaying an interest in learning
- Understanding and communicating thoughts & ideas

Parent feedback to the school can include:

- What skills and activities my child does well
- What skills and activities my child finds difficult



Meeting Own Needs

This outcome measures:

- Self-care like feeding, toileting, dressing & grooming
- Using objects like a crayons, utensils & switches as tools
- Acting appropriately to get what they want

Parent feedback to the school can include:

- How my child takes care of their basic needs
- How my child uses tools in their day to day life





Resources

- ❑ [Dear Colleague Letter related to Preschool LRE](#)
- ❑ [Breadth of the Three Preschool Outcomes](#)
- ❑ [US Dept. of Health and Human Services & USDOE joint statement](#)