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| **Indicator Six: Early Childhood Environments [Ages 3-5 (Not in Kindergarten)]** |
| **6A) Settings: In a regular early childhood program and receiving the majority of services in a regular education early childhood program.****6B) Settings: In a separate special education class, separate school, or residential facility.***\*Targets are established by longitudinal data, trends, state and national averages, and input from stakeholder groups.* |
| **Discuss the resources and services provided to ensure appropriate early childhood placement.** |
| 1. Indicate the number of inclusive/regular education early childhood classroom placements available and used to serve children with disabilities in the LEA by the following types:

State Voluntary PreK (VPK): \_\_\_\_\_\_ Head Start: \_\_\_\_\_\_\_Title 1: \_\_\_\_\_\_\_\_LEA funded: \_\_\_\_\_Other (specify): \_\_\_\_\_Describe inclusive/regular education classroom placements available in your LEA beyond Head Start, VPK, and Title 1.  |
| 1. What percentage of Head Start seats are filled by children with disabilities?

Describe barriers and/or helpful factors related to children with disabilities attending Head Start.What percentage of total VPK seats are filled by children with disabilities?Describe barriers and/or helpful factors related to children with disabilities attending VPK. |
| 1. Describe how the LEA collaborates with community-based childcare programs to support children (ages 3-5) with disabilities.

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| 1. Describe regular education environments that are currently available and used for children with disabilities who are three years old. (Also provide information for older preschoolers as noted below)

Four-year-old children with disabilities who cannot attend VPK (e.g., due to income or no available seats):Five-year-old children with disabilities who do not attend kindergarten: |
| 1. Describe how the district ensures the IEP team always begins with the regular education setting first and only considers a separate setting or removal from the regular education setting if the nature or severity of the disability is such that education in the regular education classes with the use of supplementary aids and services cannot be achieved.
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| 1. Describe the process of determining where and how special education and related services (Speech, OT, PT, transportation) will be provided.

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| 1. Describe the extent to which the LEA provides integrated special education and related services to children ages 3-5 (not in K) in the regular education environment. Provide the percentage of children with disabilities (not in kindergarten) who receive at least 50 percent of their special education and related services in the regular education environment.
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| 1. Describe the level of collaboration between general education teachers, special education teachers, and related service providers.
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| 1. Describe the process by which the LEA evaluates, builds, and maintains capacity to support preschool children with disabilities.
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| 1. Describe the processes for engaging in periodic review of all preschoolers in self-contained classrooms within the LEA or served in the home to consider if the child’s needs can be met within the general education classroom.
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| 1. Describe the process of transitioning children out of self-contained classrooms or the home, including planning to set children up for success.
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| 1. Describe how the LEA increases and supports the enrollment of preschoolers with disabilities in the LRE by increasing services such as:
	1. Training in differentiated instruction and generalization
	2. Ongoing consultative services for staff including teacher assistants
	3. Scheduled collaborative planning time for general and special education staff (e.g., weekly common planning time)
	4. In-class support
	5. Positive behavioral support programs
	6. Assistive technology
	7. Integrated related services
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| 1. Describe how the LEA ensures that the IEP services page and LRE statements clearly indicate where special education and related services will be taking place and to what extent the child will not be with children without a disability.

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| 1. Describe how the LEA clearly and thoroughly documents the rationale for all placement decisions and the locations of services, including those for initial IEPs.
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| 1. Describe staff training on collecting, entering, and reporting early childhood environment data (Indicator 6).
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| 1. Describe the process in place for verifying that all early childhood IEP environment data for children ages three through five (not in kindergarten) are reviewed for accuracy and updated as needed.
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| 1. Describe the LEA’s technical assistance needs related to the LRE determination process and/or indicator 6 related data collection.
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| **Evidence** |
| [ ] Review of selected IEPs[ ] Review of selected PWNs[ ] Table 3 report data review [ ] Staff interviews | [ ]  Classroom observations[ ]  Review of case manager schedules [ ]  Review of paraprofessional schedules[ ]  Other |
| **Department of Education Evaluation/Comments/Best Practices** |
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