



LRE: Placement and B6 Data

**Presented by:
Suzie Perry for ECSE Team**

Technical Assistance for Least Restrictive Environment Data Codes

- SAUs Collaborate with families to make Least Restrictive Environment Decisions
- SAUs Submit Accurate LRE Data



Placement vs. Setting

First: Placement

- Type of educational program or setting
- Level of services and support
- Must be the Least Restrictive Environment
- Schools must make available a continuum of placement options
- A change in placement is a significant change in the student's educational experience
- Parent has input at IEP meeting



Then: Setting

- Physical location where the placement is carried out
- “Where”
- Could change without affecting placement
- Usually decided by the school district



Start With Where the Child Is Currently

Preschool classroom

Private childcare (daycare)

Head start

At home

Special purpose school

Special purpose program

Therapy office

Family childcare

YMCA program

Public PreK program

Self-contained classroom

Others?

Is the Child in a Regular Early Childhood Program?

Regular Early Childhood Program

- Preschool classroom
- Private childcare (daycare)
- Head start
- Family childcare
- YMCA program
- Public PreK program



Not a Regular Early Childhood Program

- Self-contained classroom
- Special purpose program
- Special purpose school
- Therapy office
- At home

Three Questions Drive the Label

Questions:

Definitions:

Class Makeup

Percent of children in the class
with/without disabilities

Hours per Week

10 or more hours or less than 10 hours

Where Special
Education is
Delivered

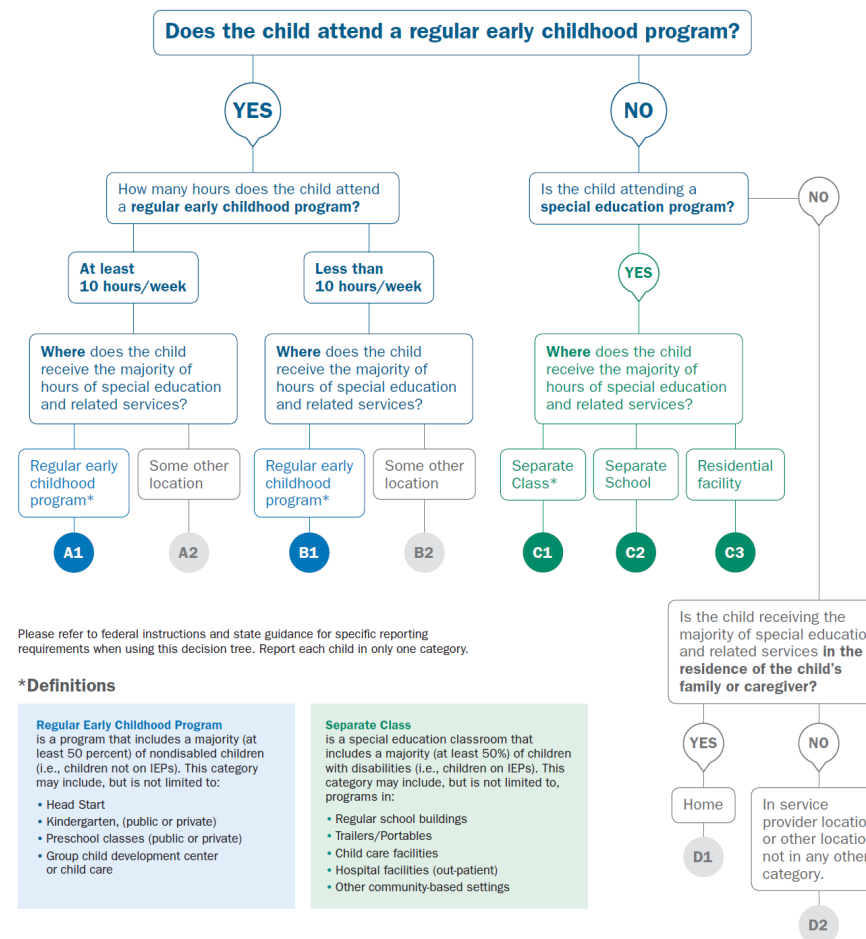
Majority in the regular classroom, or in
some other location

Maine Preschool LRE Data Codes

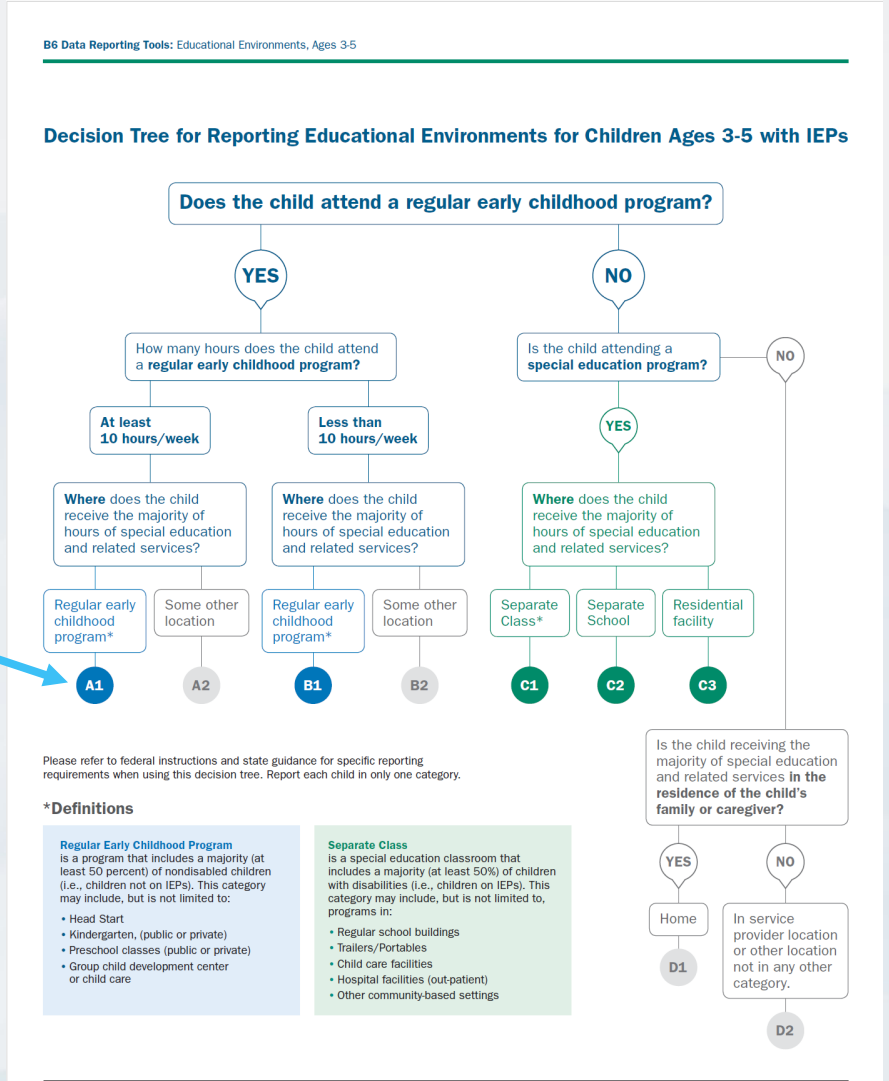
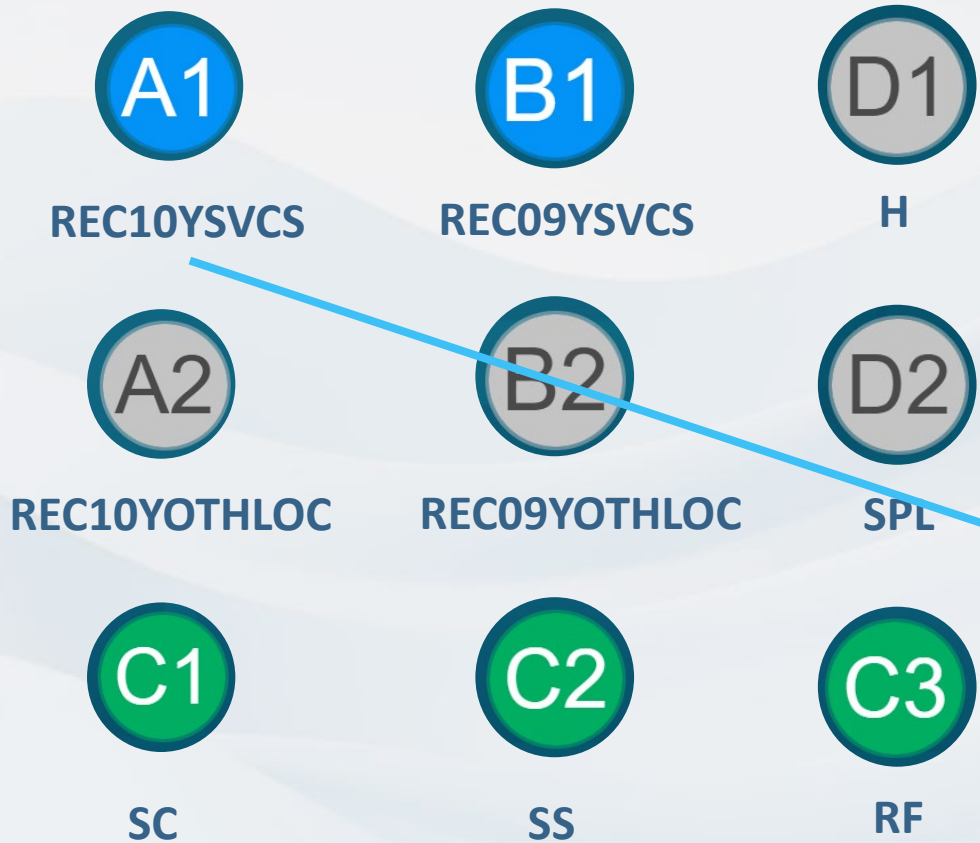
Description	Definition	Code
Other location regular early childhood program (less than 10 hours)	Other location regular early childhood program (less than 10 hours) is the environment in which children ages 3 through 5 attend and in which these children receive special education and related services.	REC09YOTHLOC
Other location regular early childhood program (at least 10 hours)	Other location regular early childhood program (at least 10 hours) is the environment in which children ages 3 through 5 attend and in which these children receive special education and related services.	REC10YOTHLOC
Services regular early childhood program (less than 10 hours)	Services regular early childhood program (less than 10 hours) is the environment in which children ages 3 through 5 attend and in which these children receive special education and related services.	REC09YSVCS
Services regular early childhood program (at least 10 hours)	Services regular early childhood program (at least 10 hours) is the environment in which children ages 3 through 5 attend and in which these children receive special education and related services.	REC10YSVCS
Separate special education class	Separate special education class is the environment in which children ages 3 through 5 attend and in which these children receive special education and related services.	SC
Home	Home is the environment in which children ages 3 through 5 attend and in which these children receive special education and related services.	H
Service provider or other location not in any other category	Service provider or other location not in any other category is the environment in which children ages 3 through 5 attend and in which these children receive special education and related services.	SPL
Separate school	Separate school is the setting in which the student receives special education and related services.	SS
Residential facility	Residential facility is the setting in which the student receives special education and related services.	RF

IDC Data B6 Reporting TA Tool

Decision Tree for Reporting Educational Environments for Children Ages 3-5 with IEPs



IDC Data Labels Matched to Maine's



SPP APR Data Categories

6A

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

A1

REC10YSVCS

B1

REC09YSVCS

6B

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

C1

SC

C2

SS

C3

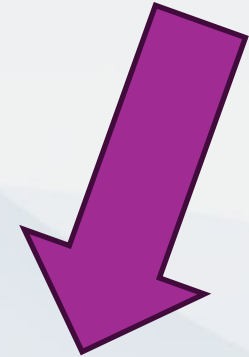
RF

6C

Receiving special education and related services in the home.

D1

H



A2

REC10YOTHLOC

B2

REC09YOTHLOC

D2

SPL

Does the child attend a regular early childhood program?

YES

How many hours does the child attend a regular early childhood program?*

At least 10 hours/week

Less than 10 hours/week

Where does the child receive the majority of hours of special education and related services?

Where does the child receive the majority of hours of special education and related services?

Regular early childhood program

Some other location

Regular early childhood program

Some other location

REC10YSVCS

REC10YOTHLOC

REC09YSVCS

REC09OTHLOC

NO

Is the child attending a special education program? **

NO

YES

Where does the child receive special education and related services?

Separate class

Separate school

Residential facility

SC

SS

RF

Is the child receiving the majority of special education and related services in the residence of the child's family or caregiver?

YES

NO

Home

H

In service provider location or other location not in any other category.

SPL

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 nondisabled children (i.e., children not on IEPs). This category may include, but is not limited to:

- Head Start
- Kindergarten, (public or private)
- Preschool classes (public or private)
- Group child development center or child care

**Special Ed Program

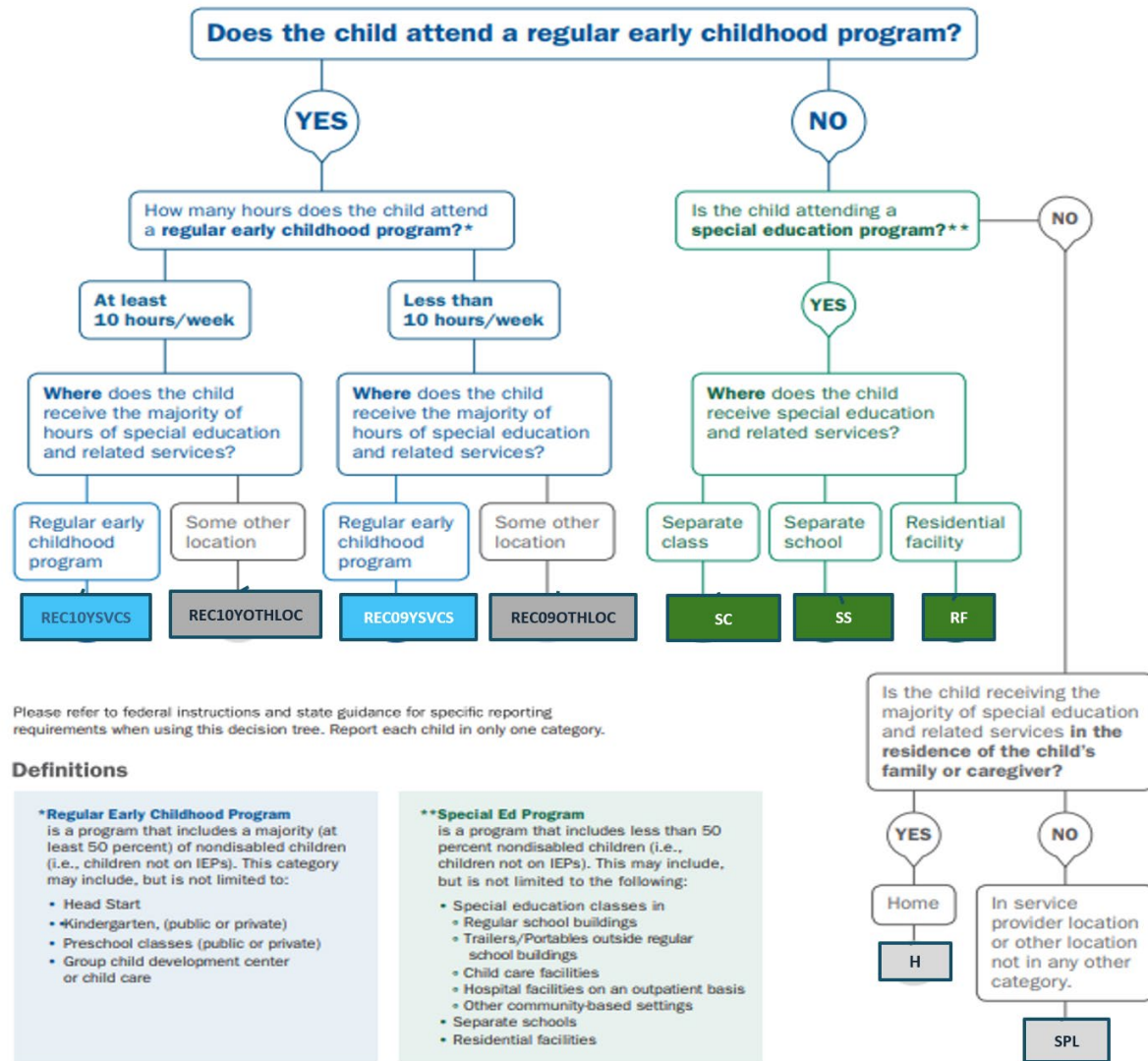
is a program that includes less than 50 percent nondisabled children (i.e., children not on IEPs). This may include, but is not limited to the following:

- 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

Scenarios

1. Marita is a 4-year-old girl who attends a school for children with autism. She resides at the school during the week. **RF**
2. Jackie attends a community based early childhood program 3 days a week for 4 hours each session. Her dad brings her to speech-language services twice a week for an hour each session at the neighborhood school. **REC10YOTHLOC**
3. Jody participates in a private Mother's Day Out preschool program. She attends this program 9 hours per week and receives all special education and related services in her Mother's Day Out classroom. **REC09YSVCS**
4. Althea attends a preschool classroom at the regional school for the blind 2 mornings a week for 4 hours each session, where she receives special education services, including working with the mobility and orientation specialist. She does not attend any other program. **SS**

Decision Tree for Reporting Educational Environments for Children Ages 3-5 with IEPs

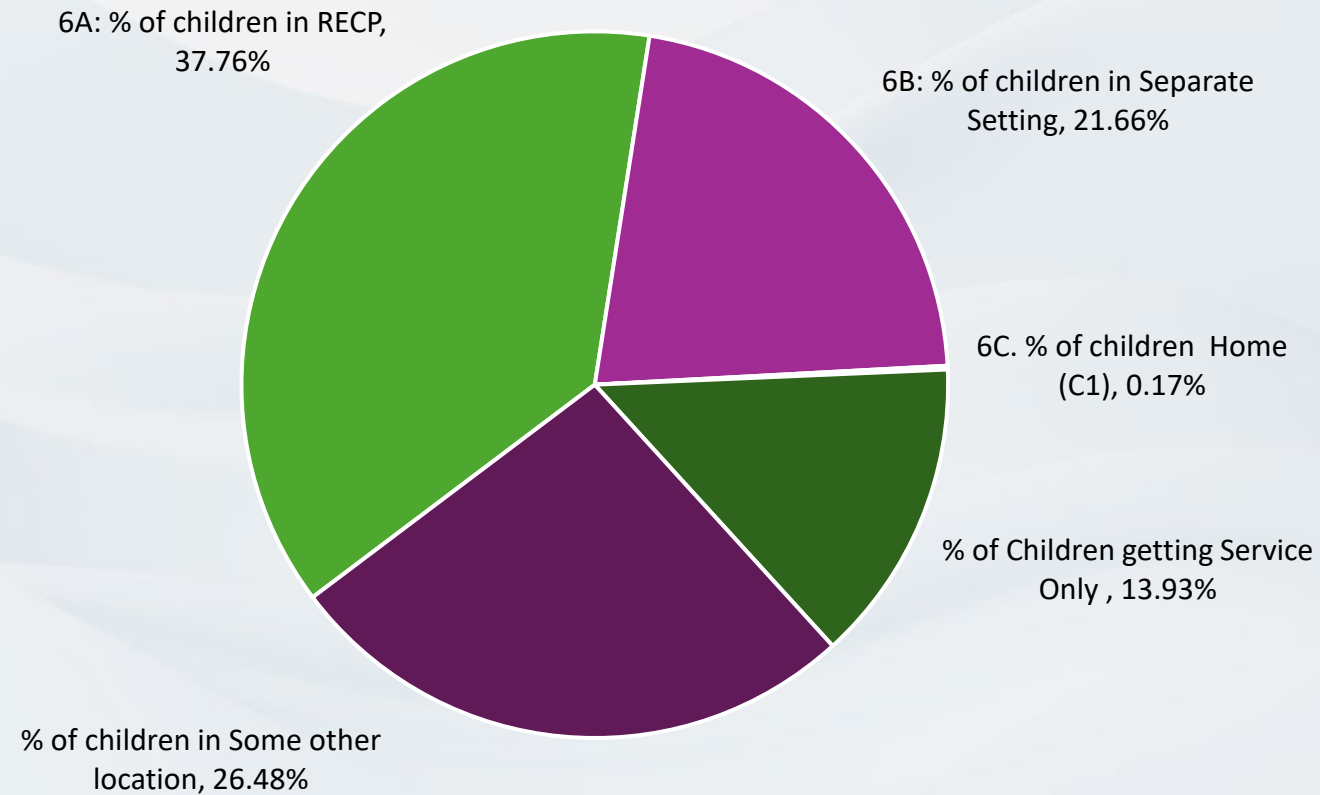


Scenarios, Cont.

- Eddie is 5 years old. He attends a public PreK classroom 25 hours per week and receives all special education and related services in the classroom. **REC10YSVCS**
- John receives special education services in his home. He does not attend preschool or childcare. **H**
- Faun attends a faith-based preschool 2 days during the week for 4 hours a day and receives 30 minutes a week of speech therapy in an office located outside of the classroom. **REC09OTHLOC**
- Trish is 5 years old and goes to the neighborhood school 3 days a week for 4 hours a day to receive her special education services. She attends a classroom where there are 10 children. Six children have IEPs. **SC**
- Tina receives speech therapy 2 times a week for 30 minutes, each session at the neighborhood school. She does not receive any other services or attend any program. **SPL**

SPP APR Results 2025-26

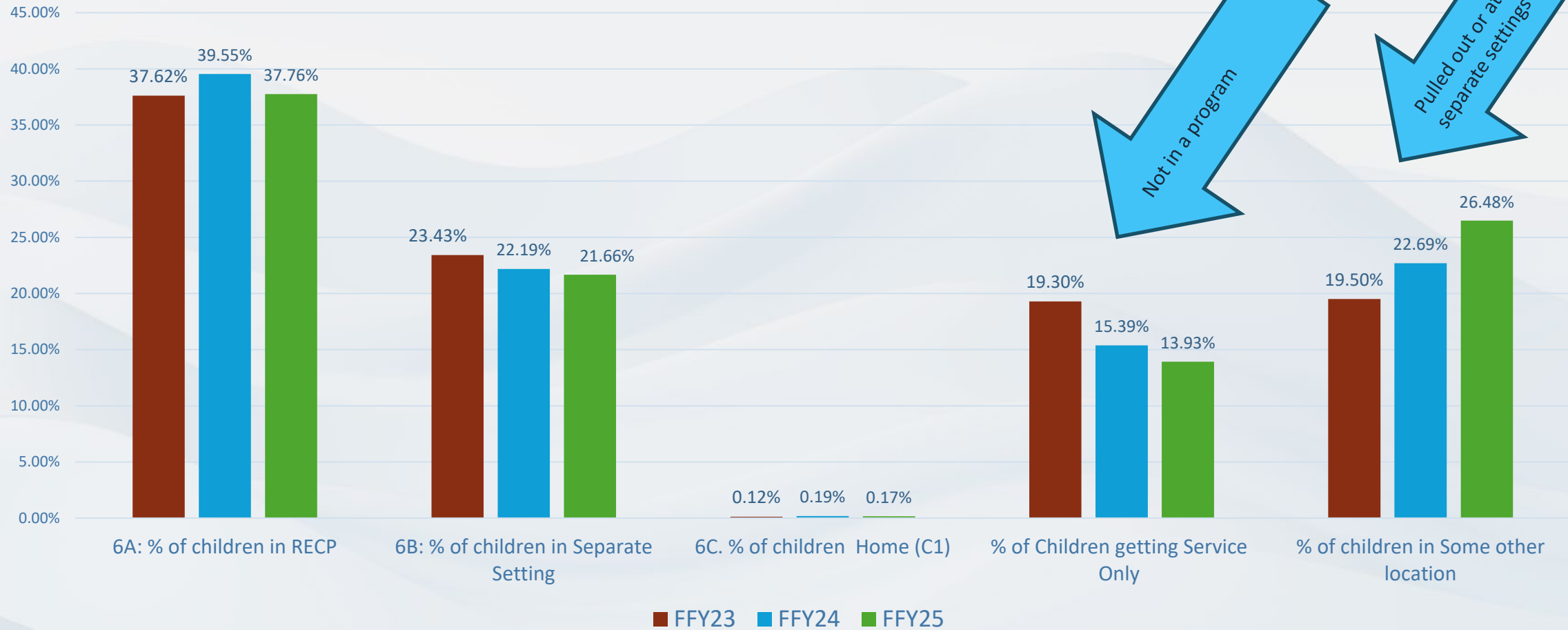
Preschool Environments October 1 Child Count School Year 2025-26



The goal is to have a high degree of confidence in these results.

LRE Data FFY23-FFY25

Preschool LRE --FFY23-FFY25



Questions?

ME Maine Department of Education

LRE: Placement and B6 Data

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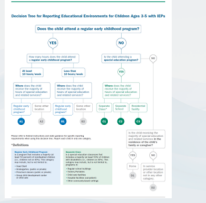
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IEC Data B6 Reporting TA Tool



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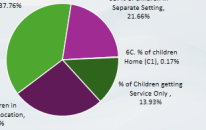
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SPP APR Results 2025-26

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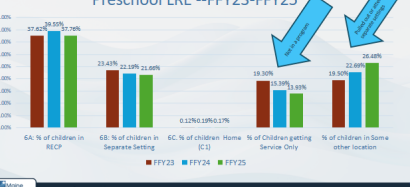


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LRE Data FFY23-FFY25

Preschool LRE --FFY23-FFY25



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Thank You!



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