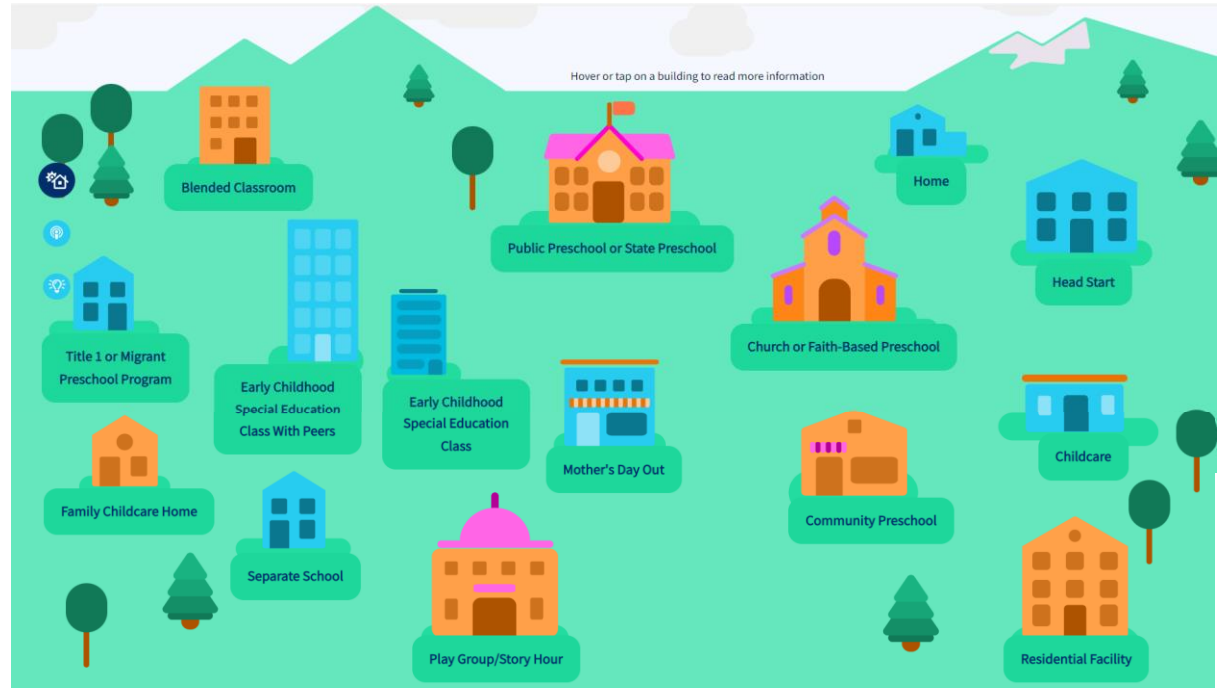


Service Delivery Scenarios in Early Childhood Special Education

Services, Settings, Enrollment, and Funding
Considerations

Goal: Inclusion in a Mixed Delivery System

- A variety of settings can support the delivery of Specially Designed Instruction (SDI) in the least restrictive setting for the child.
- A Regular Early Childhood Program is the least restrictive—the majority of children in the class are non-disabled

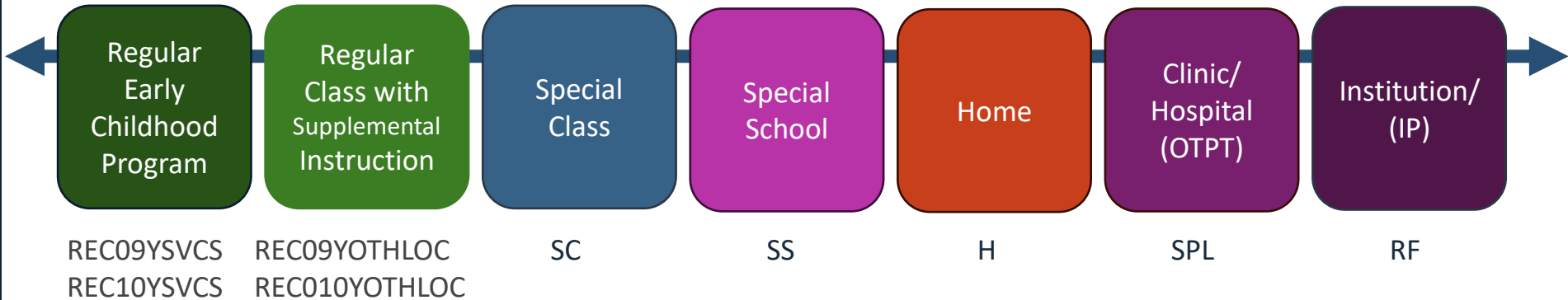


[Preschool Environments Toolkit - Introduction \(ideadata.org\)](http://ideadata.org)

Continuum of Placement Options

Least Restrictive to Most Restrictive

...must ensure that a continuum of alternative placements is available.





Least Restrictive Environment Categories in Early Childhood Special Education

Attending a Regular Early Childhood Program
(more than 50% non-disabled children)

REC10YSVCS

AT LEAST 10 hours per week; receiving majority of special education and related services in REGULAR EARLY CHILDHOOD PROGRAM

REC09YSVCS

LESS THAN 10 hours per week; receiving majority of special education and related services in REGULAR EARLY CHILDHOOD PROGRAM

REC10YOTHLOC

REGULAR EARLY CHILDHOOD PROGRAM, more than 10 hours per week, services in some other location

REC09YOTHLOC

REGULAR EARLY CHILDHOOD PROGRAM, less than 10 hours per week, services in some other location

Attending a Special Education Program Only
(less than 50% non-disabled children)

SC

Children attending a separate class, majority of children in class have a disability, NOT in a Regular Early Childhood Program

SS

Children attending a special education program, NOT in any regular early childhood program; Specifically, in a separate school

RF

Children attending a special education program; Specifically, a residential facility or in-patient hospital

Not Attending a Regular or Special Education Classroom

SPL

Children are neither attending a regular early childhood program or special education program, majority of hours of special education and related services at the service provider's location

H

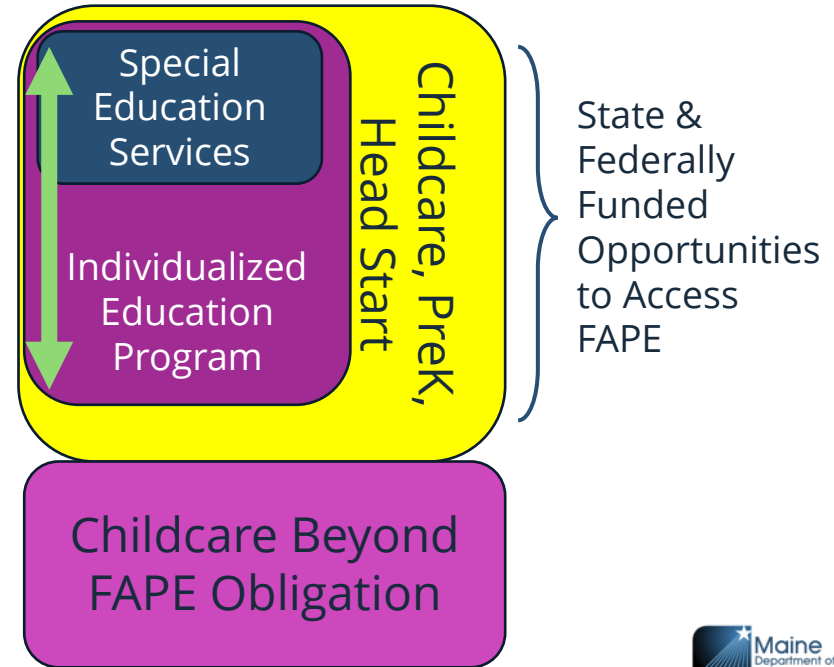
Children attending neither a regular early childhood program nor a special education program, and receiving the majority of hours of special education and related services at home

Requirements of Free Appropriate Public Education (FAPE)

- **Free**— Special education provided at public expense, under public supervision, at no cost to the parent
- **Appropriate**—Special education that meets the standards of the SEA; For preschool children, designed to participate in appropriate activities; Confers meaningful educational benefit, in Least Restrictive Environment
- **Public**—Special education in an appropriate preschool, elementary school, or secondary school in the state
- **Education**—Special education that is provided in conformity with an individualized education program (IEP)

Entitled to FAPE in Early Childhood Special Education

- IEP teams decide what services and supports are needed to ensure child makes progress in general education curriculum.
- Often children will need a package of supports and services to benefit from the regular early childhood program.
- [05-071 Chapter 124 Page 7---5.02 Public preschool time](#) Instructional time for public preschool programs shall be a minimum of 10 hours per week.
- Families may need yet additional supports, beyond what is offered as part of a public preschool program, such as childcare, which may or may not be state-funded.

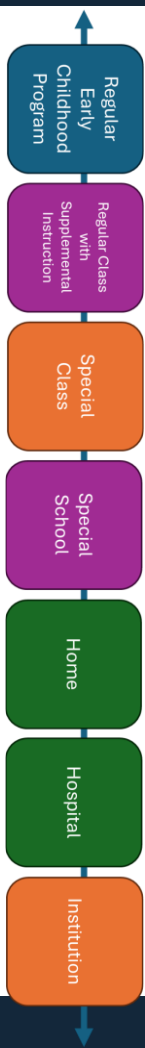


Consider Current Child and Family Circumstances



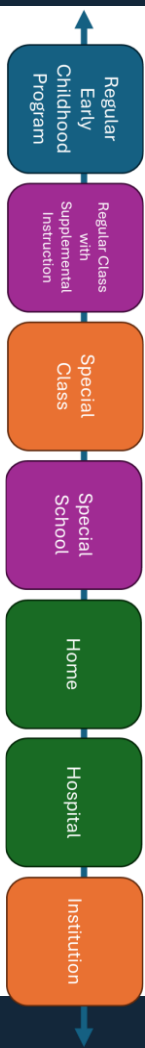
IEP Team Conversations for Each of the Scenarios

- Where is the child currently?
- What does the family want/need?
- What kinds of programs are available in the district and the community?
- What are the child's needs (and eligibility) based on the IEP (services, programs, hours)?
- What options were considered and what decisions did the IEP team make?
- What is the child's Least Restrictive Environment?
- What is the LRE code?
- What are the district's next steps (funding, arranging services, enrollment)?



Scenario 1a

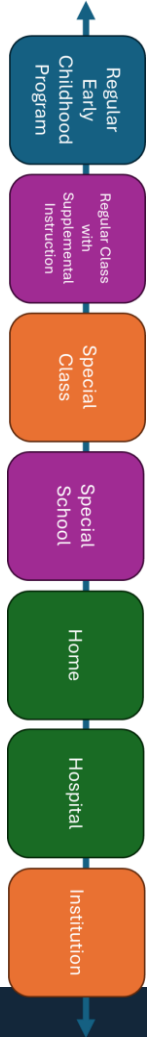
- **Child currently:** 4-year-old child currently in a childcare program 30-40 hours per week in the district boundaries.
- **Family wants:** Full-day childcare because parent works.
- **Special Ed Needs on IEP:** total 3 hours per week special education services (SDI); IEP team says child needs a program to have access to a FAPE.
- **District has:** SAU has a special education classroom for preschool aged children with disabilities (self-contained), licensed childcare center in boundaries.
- **Decision of IEP team:** After discussion with childcare center, FAPE offer is for child to remain in the current childcare setting and district will deliver special education services to child in that setting. District will pay for the 10 hours per week (3 special education and 7 general education). Parent responsible for the remainder of the time that is childcare.
- **LRE placement determined:** IEP team recommends RECP 10 hours per week
- **LRE Code:** REC10YSVCS--Regular early childhood program, more than 10 hours per week, services in the classroom.
- **Next Steps for district:** Complete an MOU between district and the childcare. Enroll the child in the district as “Student attending public school in resident SAU”.



Scenario 1b

- **Child currently:** Three-year-old child in a childcare program 30-40 hours per week
- **Family wants:** Full day childcare because parent works.
- **Special Ed Needs on IEP:** 1 hour per week special education services (SDI); IEP team says child needs a program to have access to a FAPE (Ch. 101; 6 hours per week); So, delivery of 1 hour of SDI during a program that operates 6 or more hours per week.
- **Placement determined**—child eligible and is the LRE recommended is a RECP
- **LRE Code:** REC10YSVCS--Regular early childhood program, more than 10 hours per week, services in the classroom.
- **District has:** CDS approved programs (half-day and full day), Head Start, In-District PreK program (6 hrs./wk. and extended day for full day/full week), a local childcare program (2 stars-5 days per week 40 hours per week)
- **Decision of IEP team:** Child will be offered the district PreK program with the extended day option; District will be responsible for 6 hours per week (5 hrs. general education and 1-hour special education). Parent will pay for remaining childcare time. District agrees to transport the child on district provided transportation.
- **Next Steps for district:** Enroll child in the district PreK program + extended day. PreK registration to indicate the portion the parent will cover. Services initiated upon 1st day of attendance.

Scenario 2



- **Child currently:** 4 years old child in a Head Start program 30 hours per week
- **Family wants:** Child to remain in the Head Start program, (non-district) in a separate location, within district boundaries
- **Special Ed Needs on IEP:** 6 hours per week special education (SDI); IEP team says child needs a program to get FAPE.
- **District has:** District PreK program (10 hrs./wk. and extended day), local childcare programs (2 stars), Full day Head Start program (where child currently attends);
- **Decision of IEP team:** Child will attend the Head Start program and will be transported back to district (because the two programs are in two separate locations for services as there was no provider to travel to the program (no itinerant service model). Services could be delivered at a therapy setting OR might attend the district program (closer to parent's home and worked out logistically). No Gen Ed funds needed since Head Start is free, special education funds pay for the special education services (therapy and transportation).
- **Placement determined**-child eligible and the LRE recommended is a RECP with services in a separate location.
- **LRE Code:** Regular early childhood program, more than 10 hours per week, services in some other location REC10YOTHLOC
- **Next Steps for district:** Ensure continued enrollment in HS program. Create an MOU or update the MOU between the district and HS. Arrange transportation, direct, and related services.

Scenario 3

- **Child currently:** 3 years old child at home
- **Family wants:** To have interactions with peers in a preschool program
- **Special Ed Needs on IEP:** 3 hours per week special education (SDI); IEP team says child needs a program to generalize communication skill development.
- **District has:** District has full day and half day PreK program, and local childcare programs (2 stars)
- **Decision of IEP team:** Child will attend district half day program 2x/week and parent will transport. Services will be delivered in the PreK classroom. Special education is responsible for all costs since IEP says child needs program.
- **Placement determined:** Regular Early Childhood Program, less than 6 hours per week, services in the classroom was decided.
- **LRE Code:** REC09YSVCS
- **Next Steps for district:** enroll in district program.

Regular
Early
Childhood
Program

Regular Class
with
Supplemental
Instruction

Special
Class

Special
School

Home

Hospital

Institution

Scenario 4

Regular
Early
Childhood
Program

Regular Class
with
Supplemental
Instruction

Special
Class

Special
School

Home

Hospital

Institution

- **Child currently:** 5 years old, in childcare program outside of district boundaries for 3 days per week, 3 hours per day (9hrs per week)
- **Family wants:** Wants him to have interactions with peers in a preschool program, says he can't tolerate more than a few times per week. Parent wants child to remain in the program he has been successful in for the first time, and is near parent's work, sibling also attends.
- **Special Education Needs on IEP:** Hours of Special Ed on IEP: 3 hours per week special education (SDI and related services); IEP team says child needs a program to access FAPE
- **Placement determined:** Child eligible and a Regular Early Childhood Program, less than 10 hours per week, services in some other location was decided.
- **LRE Code:** REC09YSVCS Regular Education Program Services in Classroom
- **District has:** In-District PreK program (10 hrs./wk.), local childcare programs (2 stars), and Head Start in its boundaries.
- **Decision of IEP team:** District offers In-District PreK program (10 hrs./wk.). Parent rejects offer and requests delivery of 3 hours per day week of SDI at child's current location. The IEP team reaches consensus to allow child to remain in current program. Services will be delivered in the program. District will contract with CDS to provide services, IEP reviews, COS assessment, administrative costs. District will pay for the 3 hours of SDI and the remaining 6 hours of childcare to have access to the program as part of the FAPE obligation. Parent will continue to transport child to Child Care.
- **Next Steps for district:** Contract with CDs to provide services. Contract/ MOU with Child Care to provide preschool programming. Enroll child in the district of residence. District is responsible for the child and oversees the administration of the FAPE.

Scenario 5

- **Child currently:** 5 years old, never attended RECP; attended a SC class operated 5 dpw, 3hrs/day.
- **Family wants:** Wants him to have interactions with typical peers in a preschool program; may need adult support to access instructional program. Needs transportation.
- **Special Ed Needs on IEP:** 8 hours per week special education (SDI, related services, Supp aids and services); IEP team says child needs a program (like what he had in CDS).
- **Placement determined:** Child eligible and has been in a Separate Class but district decided RECP 10 or more hours is now appropriate.
- **LRE Code:** REC10YSVCS
- **District has:** District has full day and half day Regular Early Childhood programs, local childcare programs (2 stars), and Head Start to offer in the district boundaries.
- **Decision of IEP team:** District offers the half-day program daily. Special education services will be delivered in the program. If district has a RECP, all of the funding is the responsibility of the district (none of the time is childcare—all SpEd.) If the district did not have a RECP, they could create one, or they could enroll the child in a childcare program, a head start, or a CDS RECP preschool program and provide funding if necessary.
- **Next Steps for district:** If they have a program, enroll and provide transportation and services. If they do not have a program, and a different option is taken, develop MOU with Head Start, contract with CDS to provide services. Enroll child as attending being in district of residence

Regular
Early
Childhood
Program

Regular Class
with
Supplemental
Instruction

Special
Class

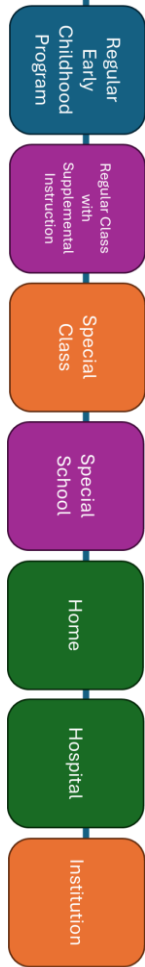
Special
School

Home

Hospital

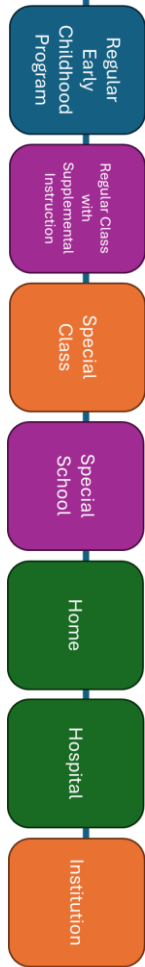
Institution

Scenario 6



- **Child currently:** Three years old, needs a service (e.g., speech)
- **Family wants:** Parents not interested in preschool setting; does not have a car
- **Special Ed Needs on IEP:** 20 minutes, 3x per week. Does not need a program.
- **District has:** District has full continuum of placement options, Head Start, and childcare to offer in the district boundaries.
- **Decision of IEP team:** Special education services will be offered at a therapeutic setting. Parent doesn't have access to a car everyday therapy is scheduled. A bus will transport child or parent reimbursement for allowable transportation costs will be provided on a scheduled basis.
- **Placement determined**-child eligible and will not be attending any other preschool or childcare program.
- **LRE Code:** SPL
- **Next Steps for district:** District to enroll and arrange for transportation and services. Enroll child as attending being in district of residence.

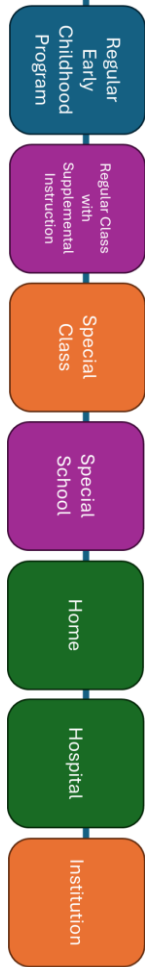
Scenario 7



- **Child currently:** 4-year-old child who currently attends an unlicensed childcare (not 2 star)
- **Family wants:** To keep him in the current program that meets for 30 hrs./wk.
- **Special Ed Needs on IEP:** Child needs a therapy service 2x per week for total of 60 minutes.
- **District has:** District has half-day program, local childcare programs (with and without 2 stars)
- **Decision of IEP team:** IEP team considers parent preference; however, program does not meet the criteria for a location for services (not 2 stars). District offers services outlined on the IEP at their location. Child will remain in current childcare program and be transported to 2x/week by district. Services will be delivered in the therapy office. District responsible to pay for the therapy services
- **Placement determined:** Regular Early Childhood Program, more than 10 hours per week, services in some other location
- **LRE Code:** REC10YOTHLOC
- **Next Steps for district:** Enroll child. Arrange for therapy services and transportation.

Scenario 8

- **Child currently:** 4 Years Old attending public Pre-K in an elementary school
- **Family wants:** Parent wants child to remain in both currently attended programs (Head Start and Public Prek)
- **Special Ed Needs on IEP:** 30 minutes, 3x per week special education (SDI); IEP team says child needs a program to generalize skill development.
- **District has:** District has half-day PreK program, and local childcare programs (2 stars)
- **Decision of IEP team:** Child will attend public PreK for ½ day and ½ day at Head Start. Special Education services will be delivered in both settings.
- **Placement determined:** Regular Early Childhood Program, Services in the Classroom
- **LRE Code:** REC10YSVCS
- **Next Steps for district:** Enroll the child as a student, establish MOU with Head Start, determine which services are provided in the two locations, contract with providers for those services



References and Resources

- [Team Decisions for Preschool Special Education Services Guiding Questions](#)
- [Preschool LRE Reference Points and Discussion Prompts](#)
- [Effective IEP Process Action Review](#)
- [HP 219, LD 345](#) Bill Passed to Transition FAPE/Child Find to SAUs from CDS by July 1, 2028.
- [05-071 Chapter 124 \(maine.gov\)](#)
- [Questions and Answers on Serving Children with Disabilities Placed by Their Parents in Private Schools \(PDF\)](#)

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