**Frontline State Required Fields for Data Reporting on Preschool Students with Disabilities**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | **State Reporting Information** | https://iepdirect.edutech.org/iepdocument/images/iep_icon_help.gif | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | | SIRS CPSE Least Restrictive Environment (LRE) Setting: | Regular Early Childhood Program **– District Entry-drop down** | | | Total Weekly Regular Early Childhood Program Minutes: | 1800 – **District Entry** | | | SIRS CPSE Least Restrictive Environment (LRE):  **Please refer to attachment #1 for selections** | Attending a regular early childhood program for 10 or more hours a week and receiving the majority of hours of special education and related services in the regular early childhood program | \*Manually edited by user | | SIRS CPSE Primary Services Program: | Related Services Only – **Please refer to # 2 for selections** | | | SIRS CPSE Primary Service Provider: | Ontario - UCP FINGER LAKES – **District Entry-drop down** | | | Primary Service Provider SED Code: | 430700997762 **– District entry – drop down** | | | Date of Exit: |  | | | SIRS Exit Reason |  |  | | |

**This regulation applies to all students ages 3-5 with either a preschool disability or a school-age disability who are participating for any number of hours per week in a regular Kindergarten *or* 1st grade *or* in a regular early childhood program.**   
  
*Regular early childhood program* means a program that includes at least 50% non-disabled preschool children.  
*Early Childhood programs* include, but are not limited to:

* + Private Preschools or nursery schools;
  + Head Start;
  + Group child development center or day care (includes day care centers);
  + Preschool classrooms open to an eligible prekindergarten population by the public school system (universal pre-k programs); and
  + Special class in an integrated setting, designed for children with and without disabilities.   
    (Best practice is that these programs include at least 50 percent nondisabled children.)