

SPP Indicator 6: Least Restrictive Environment Ages 3-5 Frequently Asked Questions (FAQs)

1. Which children would be assigned an Early Childhood Special Education (ECSE) service location code?

The ECSE service location code applies to all children with disabilities who are ages 3, 4 or 5 counted in the PEIMS fall snapshot date and meet the definition in the Public Education Information Management System (PEIMS) Data Standards in which the ECSE student, ages 3-5, is receiving special education and related services from the local education agency (LEA) in any setting(s) or environment. PEIMS Data Standards information is located on the [PEIMS Data Standards](#) website.¹

2. Who should be responsible for assigning an ECSE service location code?

Individualized Education Program (IEP) committees are responsible for determining frequency, location, and duration of services which in turn directly impacts the determination of location code. Local LEAs are responsible for PEIMS data.

3. Does the “less than 10 hours” or “at least 10 hours” apply to the time a child spends in a regular early childhood program or the time the child spends in the special education program?

The requirement of “at least 10 hours” or “less than 10 hours” per week pertains to the time the child is in attendance in a regular early childhood program.

4. For the purpose of the ECSE service location code, what is the definition of a regular early childhood program?

A 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)
- Prekindergarten (public or private)
- Preschool classes (public or private)
- District or community child care programs
- Group child development center or child care

5. The ECSE service location codes 5, 6, and 8 use the term “in some other location.” What is the meaning of “some other location”?

Some other location refers to any location other than the regular early childhood education setting, such as a therapist room, a resource room, a self-contained room, or a separate class designed for children with disabilities.

¹ LEAs = district and charter schools

6. Which ECSE service location code should be assigned to a “drop in” speech child”?

A child that spends the day at home or with a care giver and is taken to the school to receive speech therapy services would be coded 8. A child that attends a day care center, meeting the definition as a regular early childhood program, less than 10 hours a week, and is taken to the school to receive speech therapy services would be coded 6. A child that attends a day care center, meeting the definition as a regular early childhood program, at least 10 hours a week, and is taken to the school to receive speech therapy services would be coded 5.

7. Does the eligibility requirement for an early childhood pre-kindergarten program affect the ECSE service location code?

Eligibility does not impact the ECSE service location code.

8. Where can I find resources to aid in determining ECSE service location codes?

Resources are found in the SPP Indicator 6 section on TEA’s [Local Educational Agency Reports and Requirements](#) website and the [Texas Student Data System \(TSDS\) Code Tables](#) websites.