Early Childhood IEP Considerations

To meet funding documentation requirements the following wording needs to be used. There is different wording for Head Start vs. a District funded preschool (whether run or subcontracted by a school district).

These are examples:

For enrollment in Head Start....“Attends Head Start 20 hours with 90 program hours per semester funded by the school district.  “

Or for District Preschool:  “Attends Preschool 12 hours a week funded by the school district.  “

Documentation should represent actual hours of attendance which vary by site.

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children without disabilities; and special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Preschool classrooms cannot have more than 50% of their students enrolled with an IEP.

Preschool Placement Options

(FROM OSEP MEMO Feb. 29, 2012)

The public agency responsible for providing FAPE to a preschool child with a disability must ensure that FAPE is provided in the LRE where the child’s unique needs (as described in the child’s IEP) can be met, regardless of whether the local educational agency (LEA) operates public preschool programs for children without disabilities. An LEA may provide special education and related services to a preschool child with a disability in a variety of settings, including a regular kindergarten class, public or private preschool program, community-based child care facility or in the child’s home.

Children transitioning from preschool to kindergarten who will turn 6 prior to Dec. 1st must have a school-aged educational environment. A transition staffing from preschool to Kindergarten will be planned to document the changes in services from preschool to Kindergarten. Students who receive speech and language services only do not need a transition IEP meeting if services have been documented on the previous IEP as to how those services will change upon attending Kindergarten and if neglected, an IEP amendment can be completed for speech only services.