

# PRESCHOOL LEAST RESTRICTIVE ENVIRONMENT CONTINUUM

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# Hello!

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# Agenda



Legal Background

Visual Representation of a  
Preschool LRE Continuum

Questions?





# Let's Chat!

What are you hoping to learn during this session?

What questions do you have?

# 1. Legal Background

What are district responsibilities?



# Preschool Special Education

Included under Part B of IDEA

Generally ages 3 through 5 but can be as young as 2-½ years old

Children ages Birth to 3 are included under Part C of IDEA and have a different set of rules regarding “natural environment”



# IDEA § 300.114 LRE Requirements

(2) Each public agency must ensure that-

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and

(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational 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.



## IDEA § 300.42 Supplementary Aids and Services

Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §§ 300.114 through 300.116





## IDEA § 300.115 Continuum of alternative placements

- (a) Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
- (b) The continuum required in paragraph (a) of this section must--
  - (1) Include alternative placements listed in the definition of special education under § 300.38 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and
  - (2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.



# IDEA § 300.116 Placements

In determining the educational placement of a child with a disability, including a preschool child with a disability, each public agency must ensure that--

- (a) The placement decision--
  - (1) Is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and
  - (2) Is made in conformity with the LRE provisions of this subpart, including §§300.114 through 300.118;
- (b) The child's placement--
  - (1) Is determined at least annually;
  - (2) Is based on the child's IEP and
  - (3) Is as close as possible to the child's home;



## IDEA § 300.116 Placements (continued)

- (c) Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled;
- (d) In selecting the LRE, consideration is given to any potential harmful effects on the child or on the quality of services that he or she needs; and
- (e) A child with a disability is not removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum.



## IDEA § 300.208 Permissive use of funds

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- (a) Uses. Notwithstanding §§300.202(a), and 300.162(b), funds provided to an LEA under Part B of the Act may be used for the following activities:
- (1) Services and aids that also benefit nondisabled children. For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP of the child, even if one or more nondisabled children benefit from these services.



# Regular Early Childhood Program - Defined

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A program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs). This may include, but is not limited to the following:

- Head Start
- Kindergarten
- Preschool classes offered to an eligible pre-kindergarten population by the public school system
- Private kindergartens or preschools
- Group child development center or child care



# What if my district does not offer any preschool programs?

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“Public agencies that do not operate programs for preschool children without disabilities are not required to initiate those programs solely to satisfy the LRE requirements of the Act. Public agencies that do not have an inclusive public preschool that can provide all the appropriate services and supports must explore alternative methods to ensure that the LRE requirements are met.”



## Continued...

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Examples of such alternative methods might include placement options in private preschool programs or other community-based settings. Paying for the placement of qualified preschool children with disabilities in a private preschool with children without disabilities is one, but not the only, option ...regulations should allow public agencies to choose an appropriate option to meet the LRE requirements. However, if a public agency determines that placement in a private preschool program is necessary as a means of providing SE and related services to a child with a disability, the program must be at no cost to the parent of the child.”



# Other Guidance Documents

[Dear Colleague Letter from US DOE and OSERS;  
January 9, 2017](#)





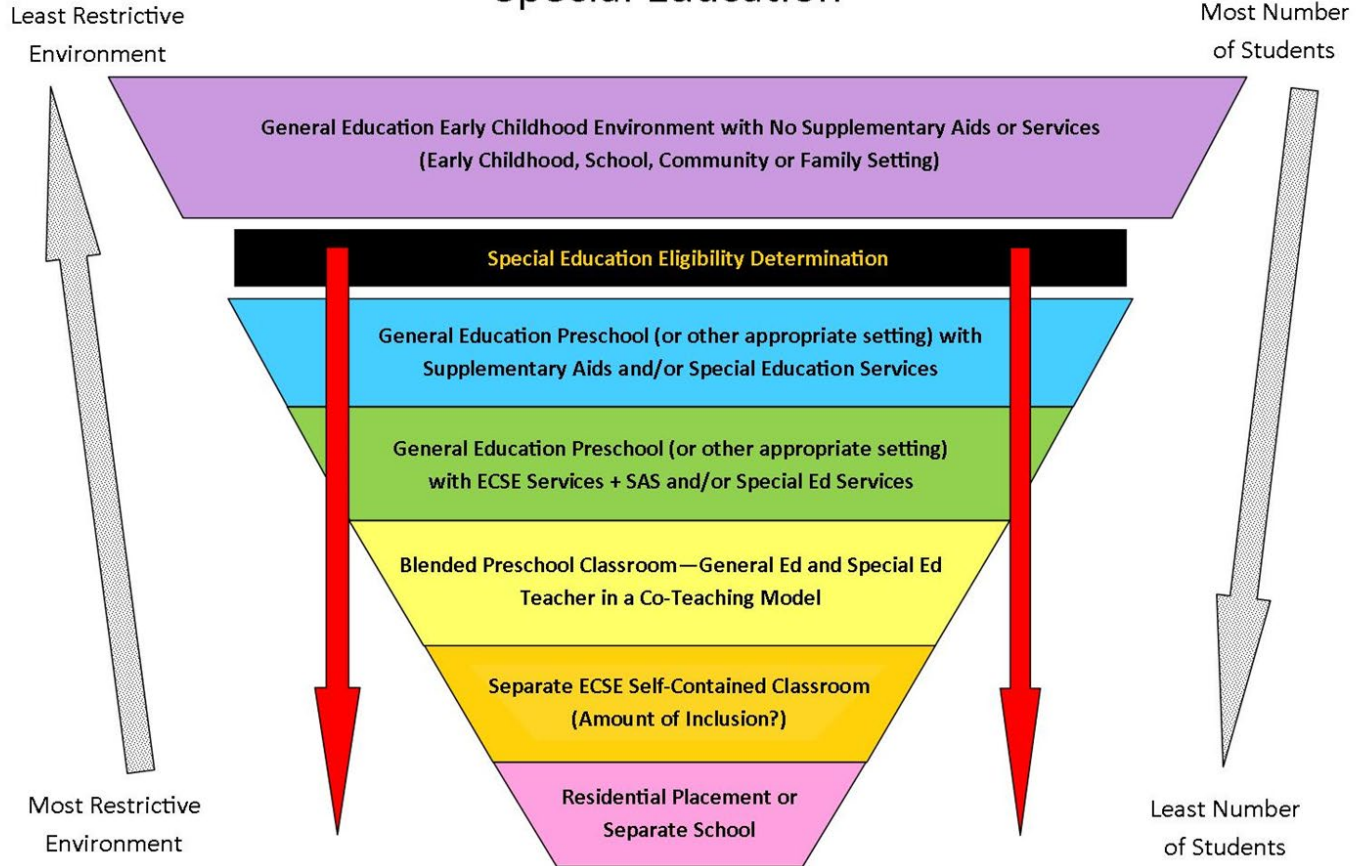
## 2. Visual Representation of a Preschool Continuum

What does your district currently offer?

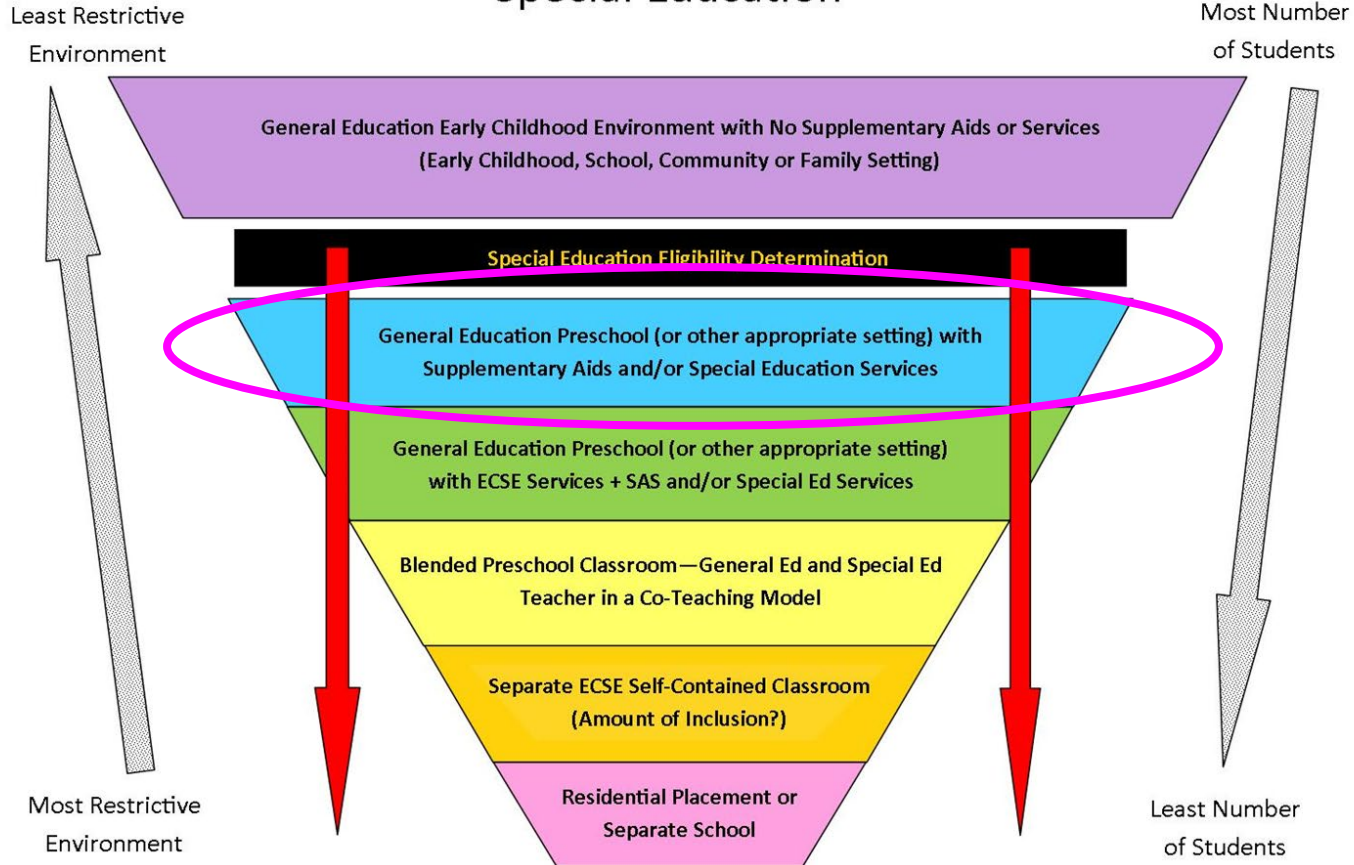
Where are there gaps?/What can be improved?



# Placement Continuum for Early Childhood Special Education



# Placement Continuum for Early Childhood Special Education



# General Education Preschool with SE Supports and Services

Child may be enrolled in a general education preschool program and receive special education services

Includes “Walk in/Drive in” services

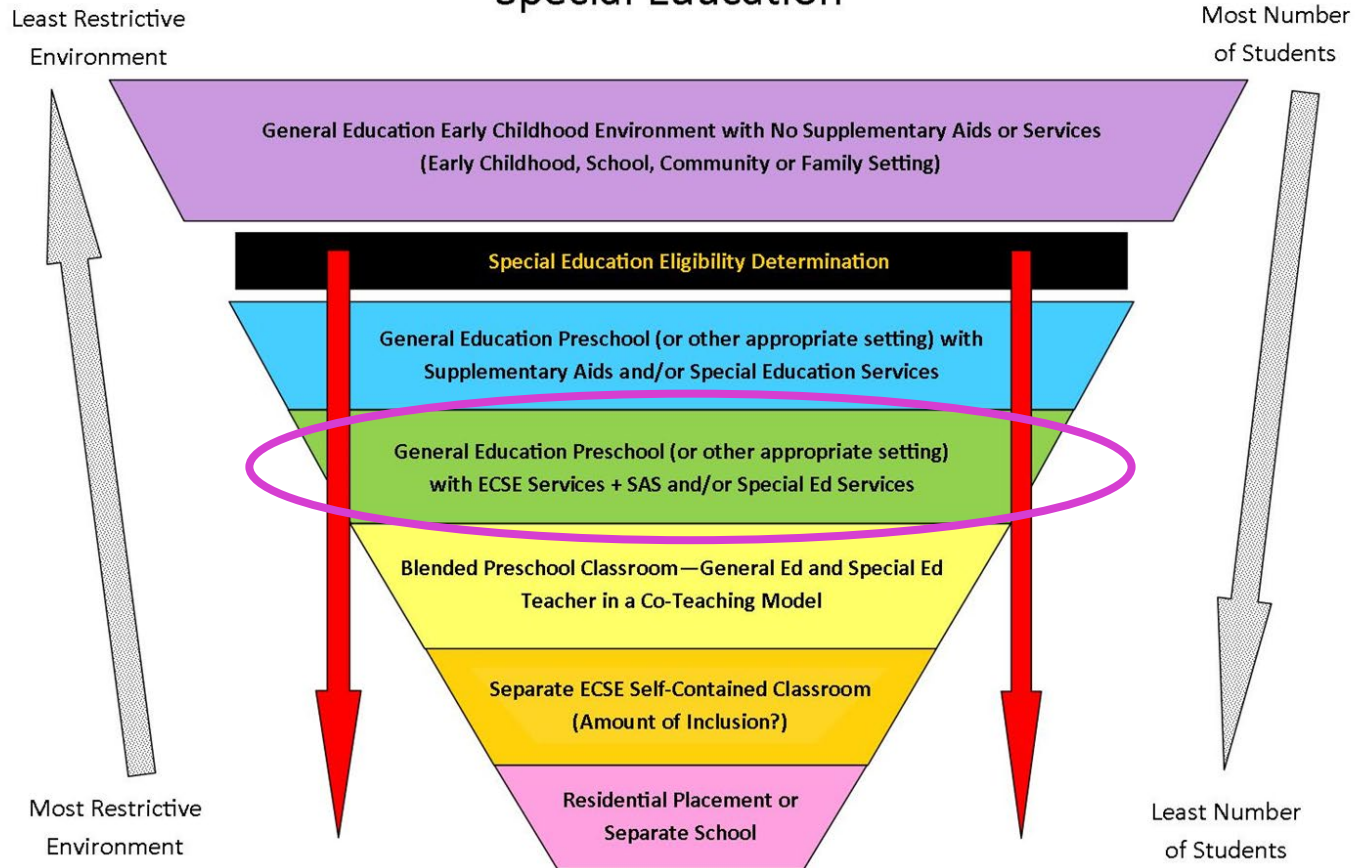
Mainly S/L, but can be other SE services

Supplementary aids and services

Push in vs. Pull out



# Placement Continuum for Early Childhood Special Education



# General Education with ECSE Services

Available to children ages 2.6 through 5

Minimum of 2 hours per week to get FTE (180 hours per year max);  
can be less if that's what the child needs

If a child with a disability is placed in a general ed setting,  
consultation by an ECSE teacher will be considered 1755(3)

Can be provided in an appropriate early childhood, school, family or  
community setting 1755(2)(c)

Approved or endorsed ECSE teacher 1755(2)(a) or an approved  
related service provider under the educational direction of an ECSE  
teacher 1755(2)(b)



# Clarification

## 1755 Direct Services

- Services denoted in the IEP (under Programs) are provided directly by the ECSE Teacher
- ECSE Teacher keeps own records of services provided

## 1755 “Umbrella”

- Related services can also be counted as part of 1755 services
- Include “as part of 1755 services” for each related service to be included in total hrs
- One contact per month by ECSE teacher **minimum**
- ECSE teacher must sign off on related service provider logs



# General Education with ECSE Services

Head Start, GSRP, tuition-based preschool, community child care setting with 1755 ECSE Services

Push in services are strongly encouraged!!

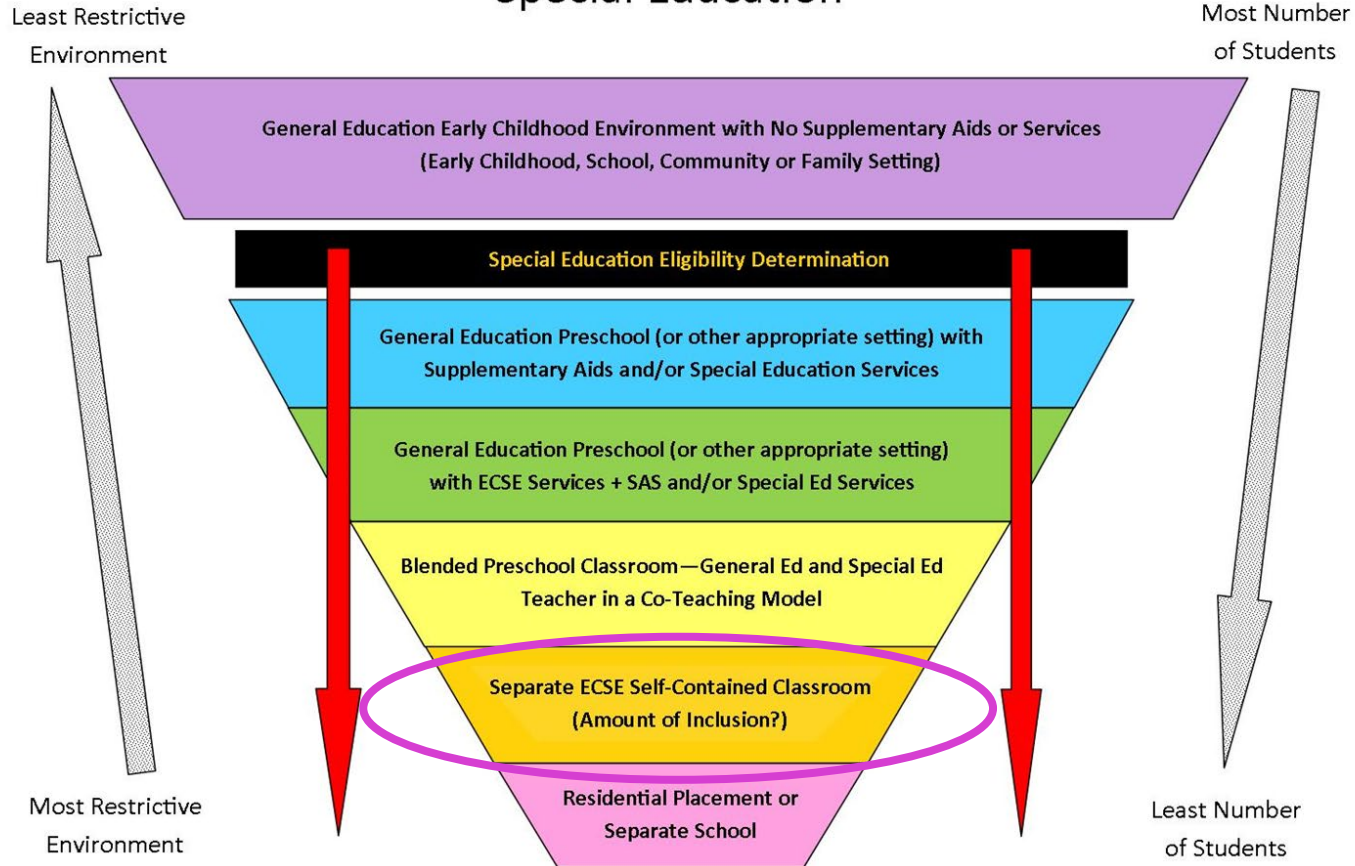
Regular collaboration and consultation is key to ensuring a successful experience

1755 is being used to establish “Play Groups” that simulate a mini-preschool experience and expose children to typically-developing peers while receiving SE support (ECSE Teacher partners with SLP, OT, PT and/or SSW)





# Placement Continuum for Early Childhood Special Education



# ECSE 1754 Program

Minimum of 1 teacher and 1 assistant

Limited to 12 children per session (AM/PM)

Minimum of 360 hours and 144 days per year

1.0 Full time equivalent = 450 hours per year

Typically 2.5-3.0 hours per day, 4-5 days per week

Parent education component

[Link to Oakland Schools Guidance Document](#)



# ECSE 1754 Program

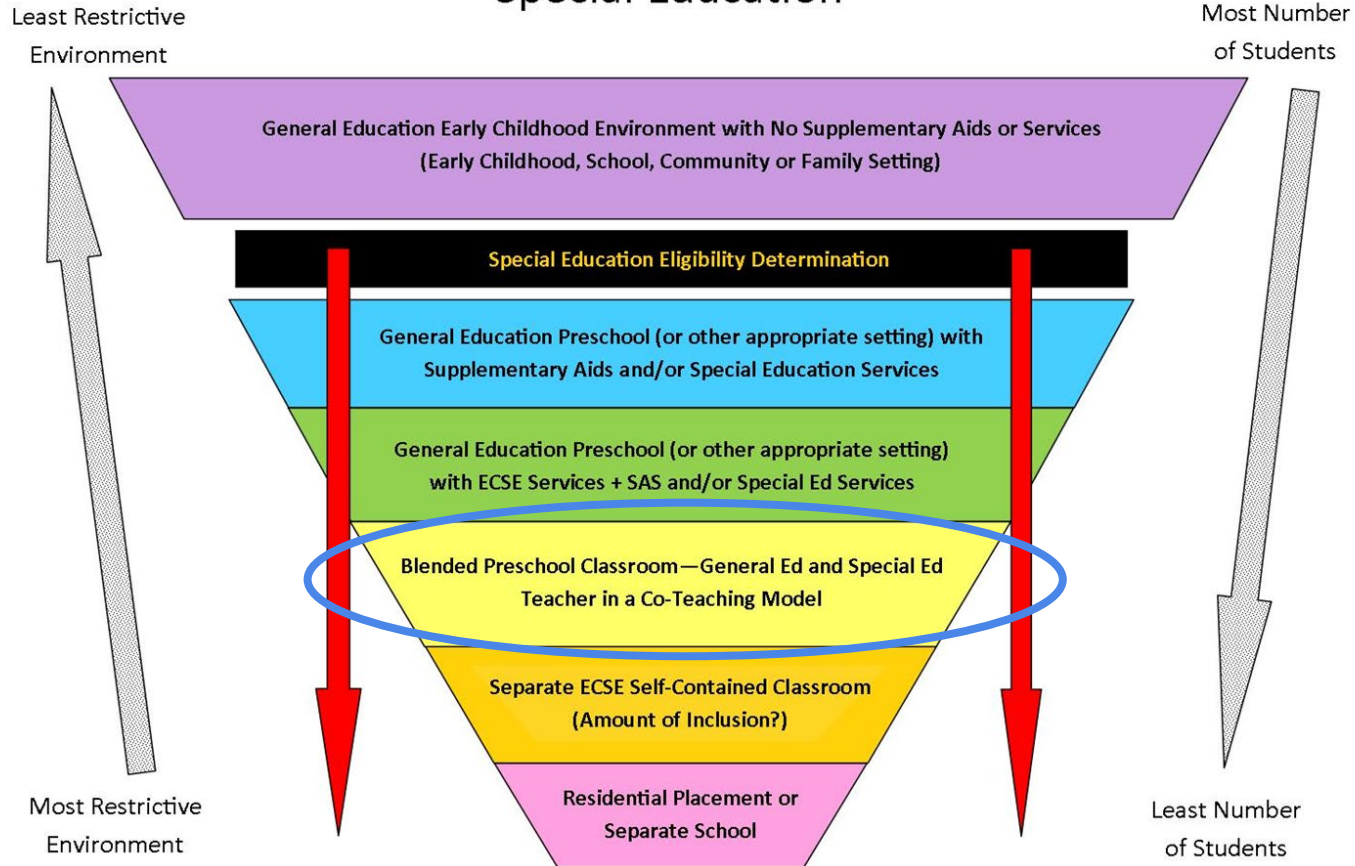
Self-contained program

Exposure to typically-developing role models is important

Can be challenging to arrange opportunities for inclusion



# Placement Continuum for Early Childhood Special Education



# Blended Preschool Program

Combination of a general education program (Head Start, GSRP, tuition-based) and 1754 ECSE Program

1 General Education Teacher and 1 Special Education Teacher + 1-2 paraprofessionals/assistants

At least 50% of students are those without IEPs

Flexibility with numbers

Stricter regulations of the 2 programs are to be upheld



# Blended Preschool Program

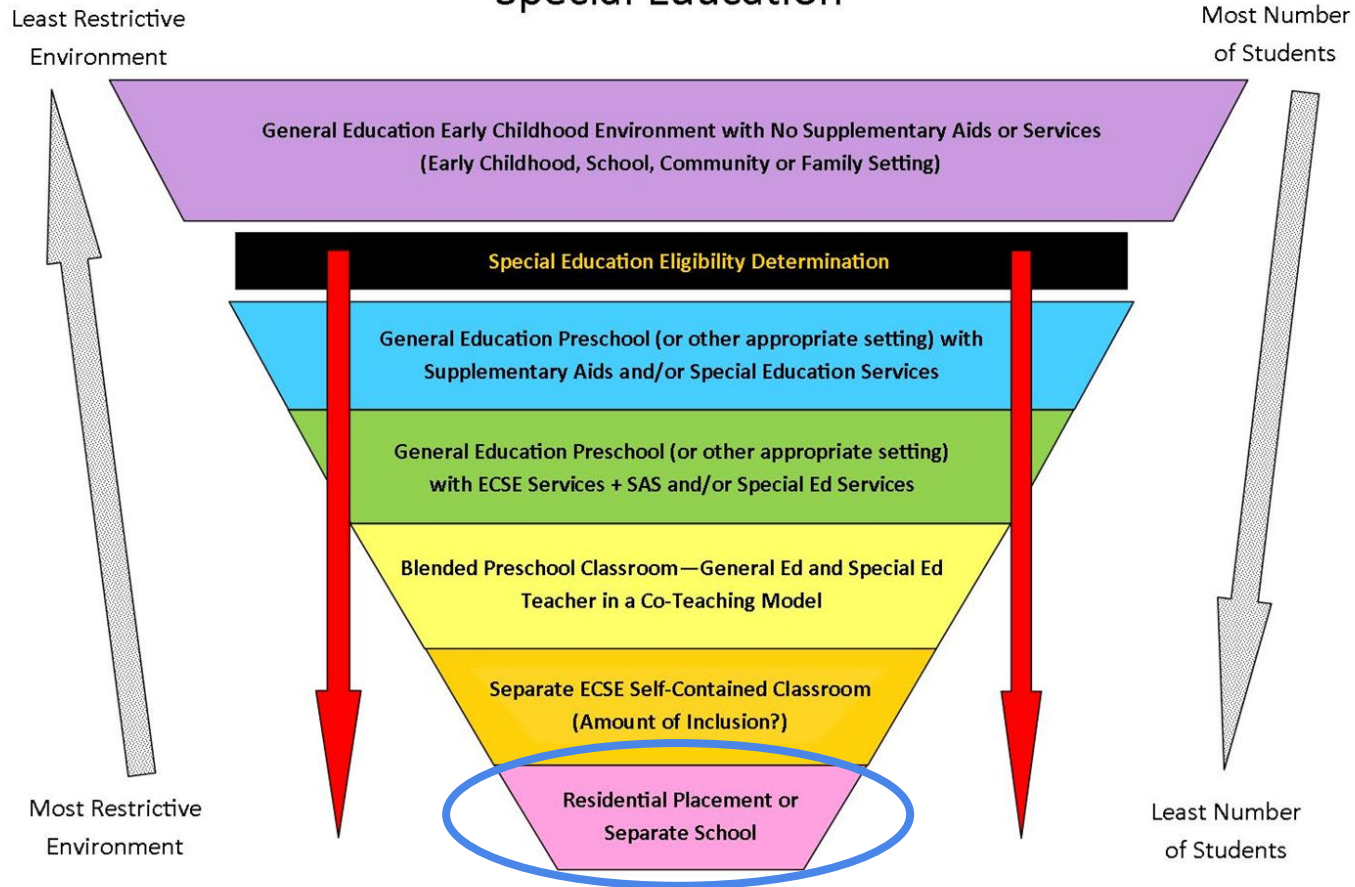
Collaborative co-teaching model

Current financial restrictions prevent one dually-certified teacher from filling both GE and SE teacher roles

Possible to use 1755 EC Services, but can be more challenging to co-teach and meet the needs of some children - not truly “blended”



# Placement Continuum for Early Childhood Special Education



## Residential or Center-Based

Few children placed here at preschool age

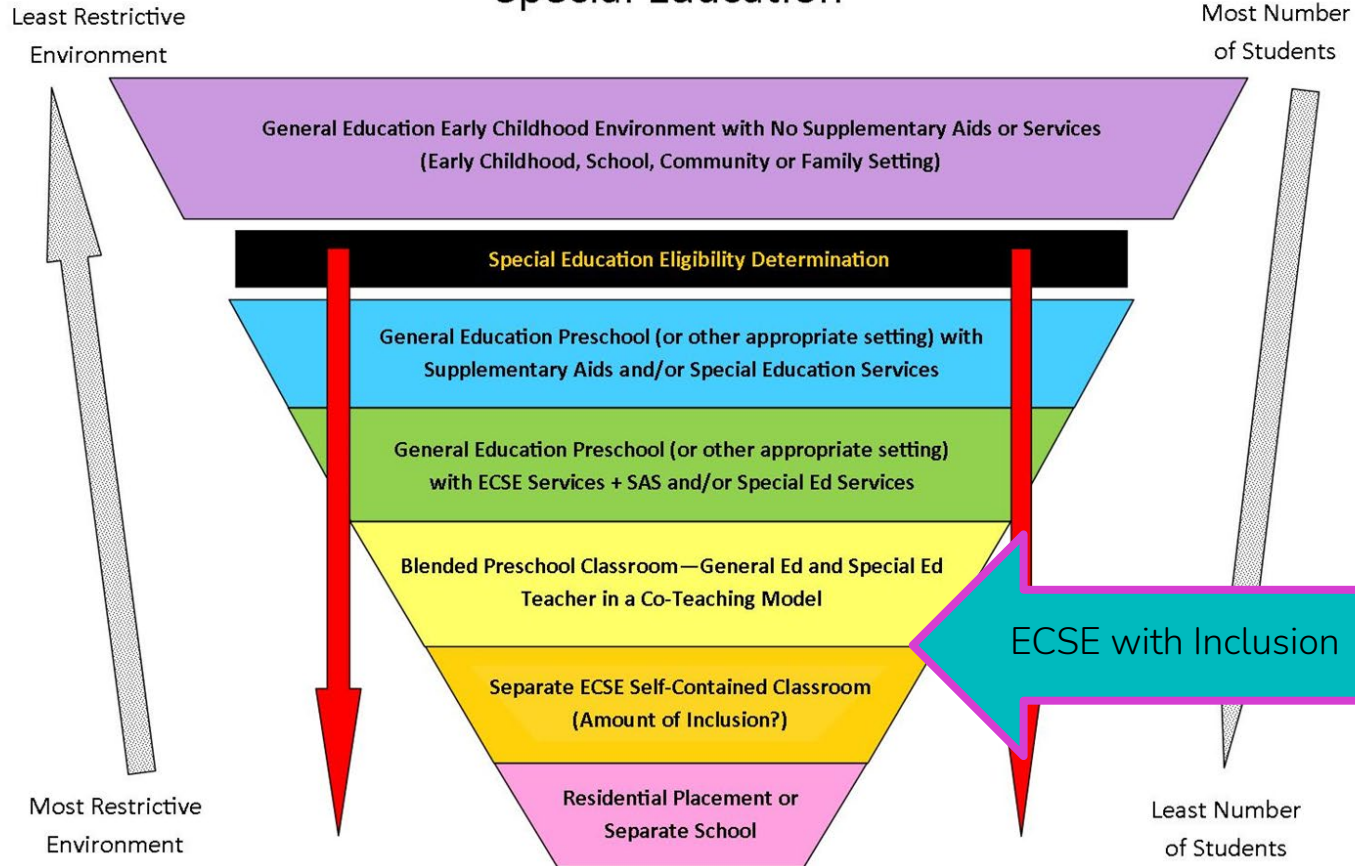
Little to no opportunity to interact with typically-developing peers or exposure to general education expectations

A 1754 ECSE Program placed in a building that does not have other preschoolers can be isolating in a similar manner





# Placement Continuum for Early Childhood Special Education



# 3. Questions?

What can I help you with?





Inclusion = Positive Outcomes



# Evaluation

Scan the QR code below to share your feedback!





# THANK YOU!

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