Preschool with an IEP



- Preschool Development
- Individuals with Disabilities Education Act (IDEA)
- Free Appropriate Public Education (FAPE)
- Least Restrict Environment (LRE)
- Michigan Administrative Rules for Special Education (MARSE)
- Inclusion
- Individualized Education Program (IEP)
- Procedural Safeguards



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Preschool

- A foundation for cognitive, social, emotional, and physical skills
- PreK for All
- Federal Indicators
 - Indicator 6: Preschool Educational Environments (ages 3 through 5 in Preschool)
 - Indicator 7: Preschool Outcomes
 - Indicator 8: Parent Involvement





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Special Education in Preschool

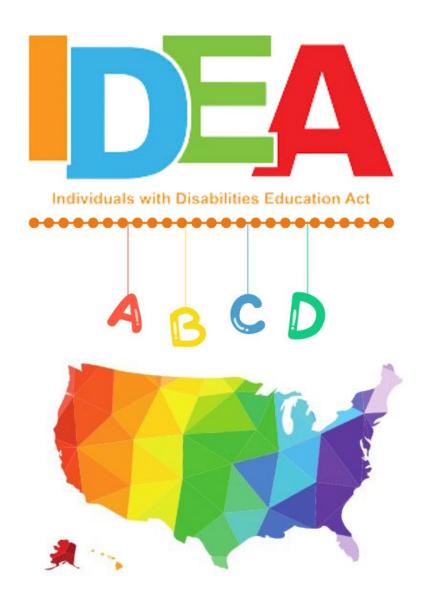
Individuals with Disabilities Education Act (IDEA)



Michigan Administrative Rules for Special Education (MARSE)



Individuals with Disabilities Education Act



Part A – general provisions

Part B – assistance for all children with disabilities

- special education for ages 3-21
- section 619 is specific to preschool

Part C – birth to age 3.

early intervention

Part D – national activities to improve education of children with disabilities



IDEA | Part B | Section 619

 Makes a free appropriate public education (FAPE) available to all children with disabilities 3 to 5 years of age

 Supplement to Part B to further assist states to educate preschool children (3 to 5 years) with identified developmental delays and disabilities by providing special education and related services in accordance with Part B requirements

 Provides an option to serve children, age 2, who will be turning 3 during the school year, allowing a more cohesive and less disruptive transition to a new setting



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IDEA | Free Appropriate Public Education

Free — "without charge" to parents or children

Appropriate — "in keeping with an individualized education program"

Public — "at public expense, under public supervision and direction"

Education — "preschool, elementary... or secondary school..."





IDEA | FAPE



- Create an Individualized Education Program (IEP) based on the student's identified needs
 - Provide services that meet the unique needs of the student
 - Personalize accommodations and/or modifications
 - Discuss Least Restrictive Environment (LRE)
- Provide access to non-academic and extracurricular activities



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IDEA | Least Restrictive Environment



"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, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."



LRE | Placement Continuum

Homebased / Interim Alternative Education Setting

Student receives instruction in the home setting in an IAES determined by the IEP team because of disciplinary action.

Homebound or Hospital

Student receives specialized instruction at home or in a hospital delivered by a general or special education teacher due to a medical condition certified by the attending physician.

Residential School

Student lives in a 24-hour care facility and special education services are delivered by a general education or special education teacher.

Separate School

Student attends a separate school for students with disabilities only and receives specially designed instruction by a special education teacher and has limited to no access to general education and nondisabled peers.

Separate Classroom

Student receives all instruction, including specially designed instruction, delivered by a special education teacher, in a separate location with students with disabilities and has limited to no access to general education or nondisabled peers.

Resource Program

Student participates in general education instruction and receives supplemental specially designed instruction delivered by a special education teacher either in the general education classroom or in another location with students with disabilities.

General Education with Supplementary Instruction and Services

Student participates in general education instruction, alongside students with and without disabilities, delivered by a general education teacher and supplemental specially designed instruction by a special educator.

General Education with Consultation

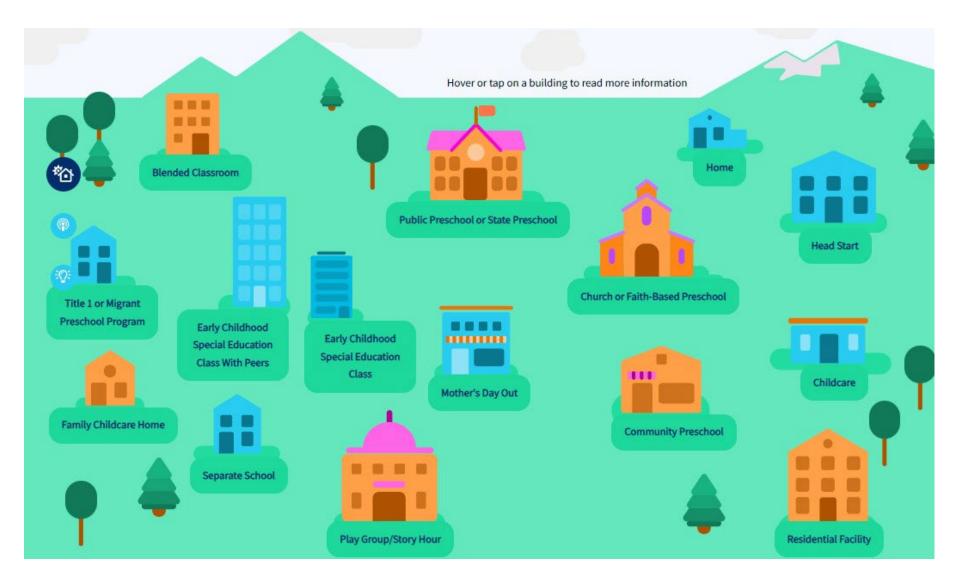
Student fully participates in general education instruction, alongside students with and without disabilities delivered by a general education teacher, whom a special educator advises.

Student fully participates in general education instruction alongside students with and without disabilities.

Number of Students



LRE | Placement Continuum | IDEA DATA Center



Indicator 6:
Preschool
Educational
Environments
(ages 3 through 5 in Preschool)



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Michigan Administrative Rules for Special Education (MARSE)

Thirteen Categories of Eligibility

- 1. Autism Spectrum Disorder
- 2. Cognitive Impairment
- 3. Deaf-Blindness
- 4. Deaf or Hard of Hearing
- 5. Early Childhood Developmental Delay
- 6. Emotional Impairment
- 7. Physical Impairment
- 8. Other Health Impairment
- 9. Severe Multiple Impairments
- 10. Specific Learning Disability
- 11. Speech and Language Impairment
- 12. Traumatic Brain Injury
- 13. Visual impairment





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Inclusion

- True belonging
- Not a place
- Not the same as classroom placement
- Not defined in the Individuals with Disabilities Education Act (IDEA)
- Not defined in the Michigan Administrative Rules for Special Education (MARSE)
- Supported by State and Federal resources





Inclusion | Benefits All

- Inclusion benefits children with disabilities
- Inclusion benefits children without disabilities
- Inclusion benefits educators
- Inclusion benefits the community
- Inclusion benefits parents





Inclusion | Federal and State Resources



POLICY STATEMENT ON INCLUSION OF CHILDREN WITH DISABILITIES IN EARLY CHILDHOOD PROGRAMS (2023)

PRESCHOOL INCLUSION COLLECTIVE ACTION PLAN (2022)



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Individualized Education Program (IEP)



- Occurs at least annually
- Parents are an equal part of the IEP team
- The IEP Team determines services and the LRE
- Development of the IEP
- District Offer of FAPE



IEP | MAF Resources for Families

Written Resources:

- Website
- Family Matters Sheet

Online Trainings:

- Recorded Videos
- Events Calendar

Parent Mentors:

- Mentoring
- IEP Reviews





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Procedural Safeguards

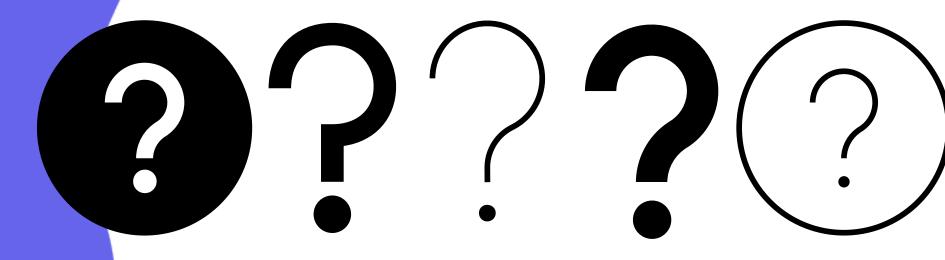
Procedural safeguards are designed to protect the rights of parents, and their child, and provide a way to resolve their disputes.

Some examples of procedural safeguards include the right to:

- Parental Consent
- Prior Witten Notice
- Right to Participate in Decision Making
- Independent Educational Evaluations
- Dispute Resolution







800-552-4821 www.michiganallianceforfamilies.org

Questions



We are here to support you!

- @MichiganAllianceForFamilies
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For more information visit

www.michiganallianceforfamilies.org

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Michigan Alliance for Families



Michigan Alliance for Families is an IDEA Grant Funded Initiative of the Michigan Department of Education, Office of Special Education (MDE-OSE); the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP); and Michigan's Federal Parent-Training and Information Center (PTIC) funded by the U.S. Department of Education, Office of Special Education Programs(OSEP).

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