Dear Coordinators and Preschool Educators,

The United States Department of Education’s Office of Special Education and Rehabilitative Services released a Dear Colleague letter on January 9, 2017. This letter was to reaffirm the position of the Education Department and the Department of Health and Human Services policy on the inclusion of children with disabilities in early childhood programs. The statute regarding least restrictive environment (LRE) applies equally to preschool and school age children with disabilities. A full continuum of services must be made available. The local education agency (LEA) responsible for providing FAPE to a preschooler with a disability must ensure FAPE is provided in the LRE regardless of whether the LEA operates public preschool programs for children without disabilities. The placement decision must be based on the child’s individualized education program and determined at least annually. The IEP must include an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular early childhood program.

Questions from the LEAs

Must the IEP address all five developmental domains (motor, cognition, communication, adaptive, and social)?

No, the IEP Team should prioritize the needs of the child and focus on skills that will facilitate the child’s ability: a: to function independently, b: to become a member of the classroom community, c: to engage in learning experiences, d: to establish interpersonal relationships, e: to communicate, and f: to meet pre-academic expectations. Area(s) addressed in the IEP are dependent on the needs of the individual child.

FUTURE EVENTS

ALABAMA PROJECT LAUNCH SUMMIT

Better Beginnings for a Brighter Future: Research, Practice, Policy

May 8- Mental Health First Aid Training

May 9- Professional Development Institute

May 10- Summit

Embassy Suites, Montgomery, Alabama

CEUs will be available

Register at www.cvent.com/d/k5q75s.

Save the Date

EI to Preschool Conference
October 23-25, 2017
Huntsville, AL.

All the world is a laboratory to the inquiring mind.

Martin H. Fischer
Toys for Preschool Children

Exposé children to a variety of toys so they can demonstrate appreciation of many toys and develop preferences.

Activity toys - develop coordination, improve small and large motor skills, and balance. Balls, beanbags, tricycles, wagons, skates, jump ropes and kites

Creativity toys - stimulate self-expression. Crayons, finger-paints, watercolors, clay, and cardboard boxes

Learning toys - contribute to the acquisition of knowledge. Books, videos, software, CDs, puzzles, and board games

Open Ended toys - stimulate creativity, sense of humor, sense of discovery, wonder, reasoning, social development, and more. Books, puppets, dolls, and art supplies


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