Early Childhood Program Update

IEP Platform:

The State Department of Education is looking to identify a statewide IEP platform. Companies are asked to submit interest in presenting a proposal, if they can meet specific requirements (e.g. ability to interface with Schoolnet, ISEEs, etc.). Companies that are interested can send requests to Richard Henderson, Special Education Director. The platform will be identified by June 1, 2013 with several districts to pilot the system during the 2013/2014 school year, with full implementation by 2014/2015. This platform will be mandatory for all districts.

New Early Childhood IEP:

Idaho will be adopting a new Early Childhood Individual Educational Plan that will embed Child Outcomes into the process. Introductory training was provided to districts this fall and more intensive training will be offered in 6 locations in June. The new forms and process will be mandated starting in August 2013. To help facilitate the transition, additional training is being developed in collaboration with IPUL to be available for parents.

Least Restrictive Environments in Idaho's Special Education Preschool Programs:

The state of Idaho does not fund pre-school programs for non-disabled students resulting in a significant number of services for students with disabilities being delivered in strictly special education placements (50.4%). The initial goal for improvement is to increase placement in regular early childhood programs (e.g., Head Start) 1% annually.

Idaho ensures that all LRE considerations apply to preschool students with disabilities who are entitled to receive special education and related services. Settings for implementing IEPs for students of preschool and kindergarten age are the same as for all other school-age children. LEAs are not required to initiate such programs solely to satisfy LRE requirements. However, the LEA must meet the individual needs of preschool children with disabilities in least restrictive environments by providing alternative settings, which may include:

- Providing opportunities for participation (including part-time) of preschool children with disabilities in other preschool settings operated for preschool children without disabilities by other agencies (Head Start, NAEYC accredited preschools, licensed child care).
- Placing preschool children with disabilities in the following:
 - o Private school programs for preschool children without disabilities; or
 - Private preschool programs that integrate children with and without disabilities;
 and
 - Locating classes for preschool children with disabilities in elementary schools and integrating those children in typical kindergarten, recess, and other activities as individually appropriate.

Targets and Actual Target Data for FFY 2011:

Educational Placement Data for FFY 2011	Education Environment	Special Education Setting Count ¹ (a)	Special Education Child Count, ages 3-5 ² (b)	Educational Placement Percent %=(a/b)*100
6A	Attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	1400	3379	41.4%
6B	Attending a separate special education class, separate school or residential facility	1703	3379	50.4%

¹Special Education Setting Count is reported annually with the Special Education Child Count data collection and includes students with disabilities, ages 3-5.

²Special Education Child Count is the annual Special Education Child Count data collection and

includes students with disabilities, ages 3-5.