



NEBRASKA
DEPARTMENT OF EDUCATION

Guide to Preschool Special Education



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Purpose and Introduction

The purpose of this document is to provide guidance and technical assistance for local school districts and educational service units (ESUs) to implement quality and effective services for preschoolers with disabilities and their families.

Procedures described in this manual meet requirements for implementation of the Individuals with Disabilities Education Act, Part B/619 (IDEA, 2004) and are based on the Nebraska Administration code (NAC) 51, throughout this document referred to as Rule 51 (Nebraska Department of Education [NDE], 2022). In Nebraska, services to young children with disabilities and their families are referred to as early childhood special education (ECSE). These special education programs and related services are designed to serve children ages 3- 5 determined eligible for services under Rule 51-003.15. Per Rule 51, the local education agency is referred to as a “school district” (NDE, 2022).



Photos are for illustrative purposes only. Any person depicted in the photo is a model.

Revised 2024

Preschool Special Education

What began as The Education for All Handicapped Children Act, P.L. 94-142 (1975), is now the Individuals with Disabilities Education and Improvement Act (IDEA, 2004). When the amendments to the IDEA were passed in 1986 (P.L. 99-457), Section 619 was added to include children from ages 3-5 (GovTrack, 2020).

Section 619 of IDEA guarantees a free, appropriate public education (FAPE) for children with delays or disabilities ages 3-5. Under the IDEA, FAPE is defined as an educational program that is individualized and meets a preschool child's unique needs, provides access to the general early childhood curriculum and meets states' early learning standards from which the child receives educational benefit (U.S. Department of Education, Office for Civil Rights, 2010).

School districts are required to locate, identify, and evaluate young children with suspected disabilities

or developmental delays. These delays may occur in the areas of self-help/adaptive behavior, cognitive development, communication, physical development, and/or social-emotional development. School districts are further required to provide services in the least restrictive environment (LRE) where individual needs are addressed within the context of developmentally appropriate activities. Individual needs are addressed within the context of developmentally appropriate activities and IEP goals are integrated into children's learning across everyday routines and learning activities.



Inclusive Environments

Children with disabilities and their families often face challenges when trying to find inclusive early childhood settings. An inclusive environment is one that provides all children, including those with disabilities, with access to the general education curriculum. In early childhood, the curriculum is compatible with the characteristics and learning needs and interests of young children, and it is provided within the context of activities appropriate for young children. Significant work has been done at the federal and state levels to help families and their preschool child with disabilities navigate these challenges. The NDE website includes a pertinent joint policy statement from the Departments of Education and Health and Human Services (updated 2023): <https://www.acf.hhs.gov/sites/default/files/documents/ecd/policy-statement-on-inclusion.pdf>. The main principles of this document are listed below.

Inclusive Environments in Preschool:

- Include children with disabilities in early childhood programs they would participate in if they did not have a disability, allowing them to learn alongside their peers without disabilities.
- Provide high-quality teaching and learning environments that support children's development and enable all children to meet high expectations.
- Intentionally promote children's participation in all learning and social activities, facilitated by individualized accommodations and differentiated interventions and instruction.
- Use high-quality, evidence-based services and supports that are developmentally appropriate, culturally, and linguistically responsive, and foster children's:
 - Acquisition and use of knowledge and skills
 - Use of appropriate behaviors to meet their needs
 - Positive social-emotional skills, including forming friendships with peers
 - A sense of belonging
- Provide services and supports to children with disabilities in early childhood programs with peers without disabilities, integrating them into daily routines and learning and social activities.
- Recognize families as collaborative partners, experts, and engaged decision-makers in their children's lives, treating children with disabilities and their families with respect.
- Ensure supports, such as screening and identification processes, early childhood program and school partnerships, access to and use of data, and professional development, are in place to enable early childhood programs to successfully include all children.

Barriers to Inclusive Environments in Preschool:

- Administrative or personnel convenience. Environments that are chosen based on convenience, rather than the child's best interests.
- Budgetary reasons. Making choices based on budget can lead to inadequate services for children.
- Specialized settings for only children with disabilities. Environments that only serve children with disabilities or special needs may not be inclusive if they do not integrate these children into a broader community of peers with varied abilities.
- Lack of family input. Decisions made without involving the child's family, particularly without informed consent, can lead to a lack of understanding of the child's unique needs.
- Lack of appropriate adaptations and supports. An inclusive environment is one where appropriate modification, supports, and accommodations are made to meet the individual needs of the child, enabling their full participation and success.
- Lack of training. Any adults supporting the child in schools, childcare, and Head Start preschools should be properly trained and equipped to support the specific needs of children with disabilities.

Child Find

Children suspected of having disabilities who are not receiving special education services and support from the school district may be referred by parents, child care providers, preschool teachers, medical professionals or other individuals. It is the responsibility of the school district, or approved cooperative, to identify, locate and evaluate all children with disabilities residing in the state. This includes those children with disabilities who are:

- living on an Indian reservation;
- migrant or homeless;
- wards of the State; or
- attending private schools.

“ School districts are required to locate, identify, and evaluate young children with suspected disabilities or developmental delays.

If you suspect a child has a delay or disability and you are not currently working with a school district or approved cooperative, please use this referral link <https://edn.ne.gov/cms/early-development-network-referral-form> or call Nebraska Child Find at 888-806-6287.

Referral Process

When a referral is received for a child, the school district:

1. Seeks input from parents and referral source about current concerns and reasons for referral;
 2. Reviews current educational and medical records and early childhood data from evidence-based interventions and progress monitoring implemented prior to referral and provided by referring party, if available. Documentation, such as relevant observations, screeners, and assessments should be included as part of the review when Head Start Preschools, community preschools, or child care centers administer those.
 3. Determines whether or not an evaluation needs to be completed; school districts or approved cooperatives are not required or encouraged to use an MTSS or RTI approach prior to a referral for evaluation or as part of determining whether a preschooler is eligible for special education and related services.
 4. If it is determined an evaluation needs to be completed, the school district:
 - If it is determined that an evaluation is not necessary, the school district must provide prior written notice to the parents that no evaluation is needed, along with reasons as to why;
 - When appropriate and with written parental permission can share this information with the referral source.
- Additional guidance on MTSS/RTI in preschool is available at the following link:
- <https://www.education.ne.gov/wp-content/uploads/2018/08/OSEP-Memo-RTI-Cannot-Be-Used-to-Delay-Deny-an-Evaluation-for-Preschool-2016.pdf>

Comprehensive Evaluation

Evaluation is the process used to determine the child's initial and ongoing eligibility for special education services. Its purpose is two-pronged—to determine eligibility, and the need for special education and related services.

The Individuals with Disabilities Education Act (IDEA) requires that special education evaluations be thorough enough to identify all of a student's needs related to their disability, even if those needs aren't typically associated with the student's specific disability category (34 CFR 300.304). These evaluations must be fair, culturally sensitive, and non-discriminatory for students from all backgrounds, including different cultures, races, ethnicities, and socioeconomic statuses.

The information gathered during the evaluation is crucial for planning the student's education, tracking their progress, and making decisions about their

eligibility for special education services. The multi-disciplinary team (MDT), which includes the child's parents, works together to collect reliable data from various sources, ensuring that decisions about the student's needs, strengths, eligibility, and future educational plans are accurate and unbiased.

Both evaluation and assessment are processes used to identify the child's unique strengths and needs within the context of daily routines and activities. This is done in order to develop a dynamic, individualized, and inclusive special education service delivery for each child within the program.

School districts rely on IDEA (IDEA, 2004) and Rule 51 (NDE, 2022) to evaluate the following areas of development:

- **Adaptive development**
(e.g., dressing, eating, toileting)
- **Cognitive development**
(e.g., thinking and learning)
- **Communication**
(e.g., hearing, speaking, language skills)
- **Motor development**
(e.g., physical development, large and small muscle development)
- **Social-emotional development**
(e.g., relating with adults and other children) For additional information on comprehensive evaluations, please refer to: The Nebraska Department of Education, SOS, Statements on Special Education, Comprehensive Evaluation, February, 29, 2024. <https://www.education.ne.gov/nemtss/sos-statements-on-sped/#1738335891368-78655ed0-9e9a>



Eligibility Determination

School districts, approved cooperatives, or ESUs shall provide special education services only to children with disabilities as defined in Rule 51. According to Nebraska Special Education Guidelines, there is a three-part eligibility requirement for a child to be determined eligible for special education services: (1) Meet the eligibility criteria (92 NAC 51.006), (2) Documentation of adverse effect on educational performance, (3) Determination that a need for special education is evident.

If it is determined through an appropriate evaluation that a child has one of the disabilities outlined in Rule 51 (see below), but only needs related services and not specially designed instruction, the child is not considered a child with a disability. However, if the related service provision is required to provide specially designed instruction for the child to access the general curriculum, an IEP should be developed. Under these conditions, the child would be considered a child with a disability (NDE, 2022).

For access to all NDE Eligibility Guidelines, please visit: <https://www.education.ne.gov/sped/eligibility-guidelines/>

Once the evaluation is complete, the multi-disciplinary team (MDT) which includes the child's parents, meets to review and discuss results of the evaluation and determine eligibility based on Rule 51 criteria (NDE, 2022).



Individualized Education Program (IEP)

If the child is determined eligible for special education, then an individualized education program (IEP) is written. While an IEP is required by IDEA (IDEA, 2004), it is more than a written legal document. It is a plan that lays out the child's program for special education instruction, supports, and services needed to be successful in school. Each IEP is designed to meet a child's unique needs. A meeting to develop an IEP for a child must be held within thirty (30) calendar days of a determination that the child needs special education and related services.

The basic tenets of an Individualized Education Program (IEP) for a preschooler are similar to those for older students, but they are tailored to meet the unique developmental needs of young children. Here are the key components:

Present Levels of Performance

This section describes the child's current skills, strengths, and areas of need, covering developmental, academic, social, emotional, and behavioral aspects. It also takes into account how the child's disability affects their ability to participate in age-appropriate activities.

Present levels include a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324. That statement must include the child's present levels of academic achievement and functional performance, including how the child's disability affects their involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children) or for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.

Measurable Annual Goals

The IEP includes specific, measurable goals for the child to work toward during the year. These goals should be developmentally appropriate and related to the child's needs in areas like communication, motor skills, social skills, and adaptive behavior.

Special Education and Related Services

This outlines the specific services the child will receive to support their learning, such as speech therapy, occupational therapy, or special education support, and how often those services will occur. This includes, but is not limited to, assistive technology and transportation, which is available to every preschooler receiving special education services in Nebraska.

Participation in General Education

The IEP specifies the extent to which the preschooler will participate in regular education activities with typically developing peers, and if not, it provides justification for why the child may need a more specialized setting. IDEA states that children who receive special education should learn in the LRE (IDEA, 2004). Two important principles of this part of the law are: (1) preschool children with disabilities should be with other preschoolers in general education to the "maximum extent that is appropriate," and (2) special classes, separate schools, or removal from the general education class should only happen when the child's disability under IDEA is so significant that supplementary aids and services can't provide him or her with an appropriate education.

Accommodations and Modifications

Any adaptations or supports the child will need to access the curriculum, such as additional time, sensory breaks, or visual aids, are included in the IEP.

Assessment and Progress Monitoring

The IEP should outline how the child's progress will be measured, including any assessments or observations that will track their development toward the set goals. The Nebraska Department of Education uses Teaching Strategies GOLD as the state assessment for early childhood.

Transition Planning (if applicable)

For preschoolers nearing the end of their time in preschool special education services, the IEP may begin to include early transition planning to help prepare for entry into kindergarten or other educational settings.

Parent and Team Collaboration

Per Rule 51, the IEP team includes, at minimum, the child's parents, teacher, special education teacher/provider, a school administrator, an individual to interpret evaluation results. (Nebraska Rule 51 https://www.education.ne.gov/wp-content/uploads/2017/10/Clean51_2022.pdf) The IEP process involves the team working together to create a plan that supports the child's needs, with ongoing communication to ensure the child's progress.

The goal of an IEP for preschoolers is to create a supportive, inclusive environment that encourages development and prepares the child for future learning experiences.

Key Considerations for Teams During the IEP Process for Preschool Children Ages 3-5

1. Children learn through everyday interactions and experiences within appropriate routines, play, and activities in inclusive and diverse settings.
2. All families have the capacity to promote their children's learning and development. They are the primary decision makers for the child.
3. Early childhood special educators and related service providers offer support and quality services with families, teachers, and caregivers to promote positive child and family outcomes.
4. The IEP process reflects the child's individual strengths and needs, while acknowledging the priorities and preferences of the family.
5. IEP goals are based on multiple sources of information, including family concerns, authentic assessment, and the existing early childhood curriculum.
6. Early learning experiences are developmentally appropriate and based on Division for Early Childhood's recommended practices (DEC, 2014; ECTA, 2012).

When the IEP is written and agreed upon by the team, the IEP is signed by all participants. Following the development of the IEP, special education and related services must be made available to the child in accordance with the child's IEP.

Least Restrictive Environment (LRE) in Preschool

A preschool child's least restrictive environment means, to the maximum extent appropriate, the young child receives special education services in regular early childhood settings with other children of the same age who do not have disabilities. More specifically, to the maximum extent appropriate, children with disabilities, including those in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occur only when 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 (34 CFR 300.114 through 34 CFR 300.120).

In Nebraska, young children with disabilities may receive their early childhood special education (ECSE) services in a variety of environments, and the full continuum of services must be made available. The child's IEP team will discuss the individual child's needs and determine the type of services, supports, and setting(s) that are appropriate to address those needs.

When determining a child's LRE, the first factor to consider is whether or not the child is attending a regular early childhood program. A "regular early childhood program" is defined as a classroom that includes at least 50 percent nondisabled children. Such a classroom includes, but is not limited to Head Start Preschool, preschool classes offered by the public system, community preschools and group child development centers, or child care.

NDE recognizes the fact that locating available and appropriate regular early childhood programs can be challenging. It is also understood that some school districts have more regular early childhood program options within the community than others. Early childhood LRE decisions must be based on the individual needs of the child. The decision about placement in preschool is guided by the IEP team, including parents, and should not be made based upon school district staff availability. Once the placement has been determined by the IEP team, the school district then offers a location. School districts are required to annually collect and report early childhood special education services and environments data to NDE.

There are instances when the IEP team determines the regular early childhood program is not the child's LRE. According to 92 NAC 51-009.05A, Prior Written Notice (PWN) shall be given to the parents of a child with a disability a reasonable time before a school district or approved cooperative:

- Proposes to initiate or change the identification, evaluation, or educational placement of a child or the provision of a free appropriate public education; or
- Refuses to initiate or change the identification, evaluation, or educational placement of the child per federal and state regulations, a school district must document and provide justification on an initial placement and/or PWN form anytime special education and/or related services are provided outside of the early childhood program.

For additional guidance for Preschool LRE in Nebraska, please go to: <https://www.education.ne.gov/nemtss/early-childhood-special-education-services/>

Assistive Technology

An “assistive technology device” means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of an infant, toddler or child with a disability.

AT devices and services can help improve outcomes for children, develop important skills and abilities, and prepare them for the workforce and life after high school. By providing children with disabilities with the tools they need to succeed, we can help break down barriers and create a more inclusive and equitable educational system for all. It is critical that IEP team members understand how to procure, implement, and evaluate AT devices and services for children with disabilities. The use of AT devices and services is critically important for many children with disabilities as it can greatly improve their educational experience, improve their educational and post-school outcomes, and help develop important skills and abilities. These devices and services must be available, accessible, and appropriate for children with disabilities and their families.

Assistive Technology includes:

1. The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child’s customary environment;
2. Purchasing, leasing, or otherwise providing for the acquisition of AT devices by children with disabilities; (c) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing AT devices;
3. Coordinating and using other therapies, interventions, or services with AT devices, such as those associated with existing education and rehabilitation plans and programs;
4. Training or technical assistance for a child with a disability or, if appropriate, that child’s family; and
5. Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of children with disabilities.

For additional guidance for assistive technology in Nebraska, please go to: <https://atp.nebraska.gov/>

Early Childhood Special Education Assessment

Child assessment is an ongoing process used to inform individualized education program (IEP) development, monitor progress, and measure developmental outcomes for children ages 3-5 on IEPs. School districts must annually collect and report outcome data for each child age 3-5 with a disability in order to meet IDEA requirements. Results Matter Nebraska is a child, program, and family outcomes measurement system designed and implemented to improve programs and supports for all young children served by districts and their community partners, which may include Head Start preschools and other community early childhood programs.

All states are required to collect and report three child outcomes annually:

1. Children gaining positive social-emotional skills (including social relationships);
2. Children acquiring and using knowledge and skills (including early language, communication, and literacy); and
3. Children using appropriate behaviors to meet their needs.

The Nebraska Department of Education uses the Teaching Strategies GOLD assessment to collect data on outcomes for all children six months to five years enrolled in any prekindergarten program provided by a district or ESU, or in partnership with another entity must be included. For more information about the Teaching Strategies GOLD system and assessment requirements, NDE's website at the following link: [**Results Matter Nebraska**](#)



Preschool Suspension and Expulsion

It is crucially important for schools and early childhood programs to support the social, emotional, academic, and behavioral needs of children with disabilities; consider the harmful effects that inappropriate and ineffective discipline can have on child development and outcomes; and invest in alternative strategies and supports to address learning and behavioral needs.

IDEA requires annual reporting of suspension and expulsion data for children, ages 3-5, with disabilities. Given this requirement, it is essential that early childhood special education providers and school districts understand what suspension and expulsion may look like within an early childhood program in order to accurately collect and report this data. The National Center for Pyramid Innovations defines suspension and expulsion as:

- In School/Program Suspension: The child is temporarily removed from classroom and/or class peers. The child is sent to some other part of the school/program (e.g., other classroom, director's office) for part of the day or multiple days in response to problem behavior. This includes when the child is removed from the classroom to spend extended time with administrator, counselor, behavior therapist or other adult.
- Short Term Out-of-School/Program Suspension: The child is sent home for some part of the school/program day in response to problem behavior.
- Out-of-School/Program Suspension: The child is not allowed to return to school/program for one or more days in response to problem behavior. It is considered soft expulsion when asking the family repeatedly to pick up their child because of behavior issues, requiring them to leave or miss work frequently.
- For children with disabilities ages 3-5 served under IDEA (with an IEP or IFSP): Out-of school/program suspension is an instance in which a child is temporarily removed from his/her regular school/program to another setting (e.g., home, behavior center) for at least half a day in response to problem behavior. Out-of school/program suspensions include both removals in which no individualized family service plan (IFSP) or

individualized education program (IEP) services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IFSP or IEP.

Furthermore, expulsion is defined as permanent dismissal of the child from the program in response to problem behavior. This does not include transition to another program, service or classroom (e.g., special education, transitional classroom, or therapeutic preschool program) deemed more appropriate for the child if done in collaboration with the family and the receiving classroom, program or service (National Center for Pyramid Model Innovations, 2020).

If a change of placement is being proposed, districts must provide parents with prior written notice ahead of time if the school district plans to either:

1. Begin or change the identification, evaluation, or educational placement of their child with a disability, or change the services provided to ensure a free appropriate public education (FAPE); or
2. Refuse to begin or change the identification, evaluation, or educational placement of their child, or refuse to change the services provided to ensure a free appropriate public education (FAPE) (Rule 51).

More information on suspension and expulsion in preschool is available at <http://nemtss.unl.edu/pyramid-model/> and <https://challengingbehavior.cbcs.usf.edu/>. <https://drive.google.com/file/d/138ZTMwLLjImDaYU9SwrQWV3hYIGcCly3/view?usp=sharing> <https://www.education.ne.gov/wp-content/uploads/2019/04/shortened-day-guidance-doc-NDE.pdf>

Dual Language Learners with Disabilities

Ensuring that dual language learners (DLLs) with disabilities are appropriately identified and supported is indeed a critical responsibility for school districts. These points highlight the importance of a comprehensive and culturally responsive approach to supporting DLLs with disabilities.

Research Insights

- **Home Language Development:** Building a strong foundation in the child's home language supports learning English and other languages. Multilingualism does not cause confusion or delays; it acts as a resource.
- **Cognitive and Social Benefits:** Multilingualism enhances executive functioning skills and enables participation in family and community culture.
- **Intentional Supports:** Creating inclusive environments with individualized supports for both language and developmental needs is crucial for DLLs with disabilities.

Special Education Considerations

- **Timely Identification:** School districts must identify and evaluate all children who may have a disability, including DLLs, in a timely manner.
- **Appropriate Assessments:** Evaluations must consider the child's English language proficiency to ensure that assessments measure the extent of the disability, not the child's English skills.

- **Home Language Assessments:** Special education eligibility criteria and procedures should be administered in the child's home language.
- **Parental Understanding:** Schools must ensure that parents understand IEP meetings, which may involve providing a translator.
- **Prior Written Notice (PWN):** If the family's home language is not written, the PWN must be translated orally to ensure parents understand the content.

Practical Considerations for Educators

- **Distinguishing Language Difference from Disability:** Educators should consider the child's exposure to their home language, the presence of difficulties in both languages, and the effectiveness of developmentally appropriate strategies.
- **Bilingual SLPs:** Bilingual speech/language pathologists can help distinguish between typical language development and potential disabilities.

<https://iris.peabody.vanderbilt.edu/module/dll/cresource/q1/p02/#conten>

Transition

Transition can occur at multiple points during the child's time receiving special education services.

Examples of transition include: (1) Child's transition into early childhood special education services and early childhood community-based settings (child care or preschool or Head Start Preschool); (2) child's transition into kindergarten/school-age classroom. *The Division for Early Childhood Recommended Practices* emphasizes two important transition practices employed across early childhood programming:

1. Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child's successful adjustment and positive outcomes.
2. Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family (DEC, 2014).

Transition from Early Intervention Services to Preschool

Policies and procedures must be in place to ensure seamless transitions for children and their families as they leave early intervention services and other early childhood programs, so they have timely access to appropriate services. Families need to move smoothly from one program or system to another, or among services within a program or system.

The transition plan must include steps for the toddler with a disability and their family to exit from early intervention services and any transition services that the IFSP Team identifies as needed by that toddler and their family. 34 C.F.R. §§ 303.209(d)(3) and 303.344(h).

Steps included in the IFSP's transition plan should support the child's transition to an early childhood program, and may include the following:

- Preschool services under 92 NAC 51 (Rule 51);
- Public Pre-Kindergarten;
- Head Start Preschool;
- Childcare program;
- Other appropriate early childhood services

The purpose of developing a transition plan is to provide support to children and families exiting early intervention services and to identify roles, responsibilities, and timelines to ensure a smooth transition into special education preschool, other early childhood programs, or appropriate services. <https://sites.ed.gov/idea/files/2023-Early-Childhood-Transition-Questions-and-Answers.pdf>

Transition from Preschool to Kindergarten

Children’s transition from preschool to kindergarten is successful when collaborative relationships exist between the preschool and kindergarten programs. Collaborative planning, clear communication, and a variety of transition activities support child and family preparation for and adjustment to the new setting.

Examples of activities include:

- Forming a team that includes preschool and kindergarten staff, school administrators, families, and other key members to plan, coordinate, and evaluate transition activities that occur before and after the kindergarten year begins.
- Designating one team member to coordinate the development of a transition plan that informs transition from preschool programs, preschool special education programs, or other preschool programs into kindergarten.
- Sharing key records with family member permission to coordinate parents’ and teachers’ participation in an IEP transition meeting.
- Working collaboratively with families to design special education services and supports for the child in the future kindergarten setting.
- Coordinating and meeting with the kindergarten teacher once classroom assignments are finalized.
- Sharing information between kindergarten and preschool program staff about their respective program policies and procedures, so that families receive clear and accurate information about the requirements for kindergarten enrollment.
- Discussing assistive technology that the child is currently using that will be transitioning from preschool to kindergarten and identify training needs for family, child, and staff related to the use of the assistive technology in the new environment. (QIAT, 2000).
- Identifying any new assistive technology needs the child may have within kindergarten along with a plan for providing the assistive technology, training the family, child, and staff to effectively use the assistive technology, and a plan to implement the use of the assistive technology within the context of the IEP. (QIAT, 2000).
- Providing opportunities for families to learn about kindergarten expectations and procedures, visiting the new classroom, and meeting kindergarten and administrative staff. Remind families of open houses, informational meetings, and other kindergarten activities.
- Supporting families to identify goals for their child’s participation in kindergarten. Encourage parents to share their knowledge about their child’s abilities, strengths, interests, and challenges, as well as the different kinds of supports their child will need to succeed in kindergarten.
- Talking with or reading books to children about what they will experience in kindergarten, including kindergarten activities, routines, opportunities, and expectations. Provide opportunities for each child to visit the kindergarten classroom he or she will attend, meet teachers and other children, and observe classroom activities.
- Helping parents learn how they can be involved in their child’s kindergarten classroom once the school year begins. Communicate with family members about how the plans for supporting the child are working and how the child is adjusting in the kindergarten setting. For additional information go to “[**Early Childhood Special Education Services**](#)” on the NDE, Office of Special Education website.

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