

PRESCHOOL SPECIAL EDUCATION PROGRAM

The Board of Education is committed to providing all students with disabilities a free appropriate public education. The Board shall appoint a Committee on Preschool Special Education (CPSE) to identify, evaluate and recommend the classification, program and placement of each preschool student with a disability as defined under the Individuals with Disabilities Education Act. The Board shall also appoint subcommittees, if necessary, to ensure the timely evaluation and placement of students.

It is the responsibility of the Board to arrange for the appropriate services based on the CPSE's recommendations, and to ensure that services are initiated within the time periods required by law. Should the Board disagree with the recommendation of the CPSE, the Board will send the recommendation back to the CPSE so that it may schedule a timely meeting to review the Board's concerns.

The Board authorizes and directs the Superintendent of Schools to establish and maintain administrative practices and procedures:

- a) To ensure that each preschool student with a disability residing in the District has the opportunity to participate in preschool programs;
- b) To ensure that students with disabilities are provided with appropriate special education in the least restrictive environment and, to the maximum extent appropriate, participate in a program with their non-disabled peers;
- c) To identify and maintain data on and information about students with disabilities residing in the District, including preschool students who are homeless or wards of the State, and for reporting to the State Education Department the number of preschool children with disabilities that are being served, as well as those not served;
- d) For the purpose of ensuring the confidentiality and non-disclosure of personally identifiable information or records, including IEPs and amendments thereto, pertaining to a student with a disability except in accordance with federal and state laws;
- e) For the purpose of ensuring that parents have received and understand the request for consent for evaluation of a preschool student;
- f) For the appropriate declassification of preschool students with disabilities;
- g) To ensure that all instructional materials used by the District are available in a useable alternative format in accordance with the needs of a classified student who is blind or print disabled and in compliance with the National Instructional Materials Accessibility Standard;
- h) For appointing and training appropriate qualified personnel including the members of the CPSE; and
- i) For the selection and appointment of impartial hearing officers.

Evaluations for Preschool Children with Disabilities

The District is required to collect entry assessment data in the three (3) outcome areas (positive social emotional skills, acquisition of knowledge and skills and use of appropriate behaviors to meet their needs) on all preschool children who receive an initial evaluation. As currently required by Commissioner's Regulation Section 200.5, a parent must be fully informed about the proposed initial evaluation and must provide consent for an initial evaluation. This would include a description of the proposed evaluation.

The CPSE will receive entry-level assessment results in the three (3) outcome areas from approved preschool evaluators conducting initial evaluations on all preschool children suspected of having disabilities. The CPSE will then meet to determine the child's eligibility for preschool education programs and/or services and complete the Child Outcomes Summary Form to determine the child's entry level of functioning in the three (3) outcome areas for all preschool children evaluated and found to be eligible. The form is be kept in the student's record until the exit assessment information is due as a way to summarize complex assessment information in a format so that the data can be aggregated and reported to the State Education Department (SED).

Individuals with Disabilities Act (IDEA), 20 United States Code (USC) Section 1400 et seq.
Education Law Section 4410

8 New York Code of Rules and Regulations (NYCRR) Sections 200.2(b)(2), 200.2(b)(5) and 200.5

Adopted August 20, 1998; Amended April 13, 2006 pursuant to Resolution No. 2005-06: 735;
February 16, 2012 pursuant to Resolution No. 2011-12: 557