

Preschool Special Education

The Bethany Board of Education (Board) recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit. The Board shall maintain an early intervention program for preschool-aged children identified through the "Birth to Three" screening process under regulations imposed by the Individuals with Disabilities Act (IDEA) which identifies children with special education needs or developmental delays.

The Bethany Public School District's (District) program shall be based upon the "reverse mainstreaming model" which maintains a number of non-disabled (regular education) students who serve as role models for the students with identified special needs. The Director of Special Services is responsible to coordinate and evaluate the program annually to make recommendations to the Superintendent or designee.

The Board authorizes the Superintendent to establish administrative practices and procedures to carry out this responsibility. Such administrative practices and procedures shall include:

1. locating and identifying all preschool children, between the ages of three (3) and five (5), with disabilities pursuant to the relevant provisions of the IDEA. The register of children eligible to receive preschool special education services is to be maintained and revised annually by the Director of Special Services;
2. ensuring that the parents/guardians of preschool-age children with disabilities have received and understand the request for consent for evaluation of their child;
3. developing an Individualized Education Program for each preschool-age child with a disability requiring services;
4. appointing and training appropriately qualified personnel;
5. providing transportation to identified students enrolled in the program;
6. maintaining lists as required by the State Department of Education pertaining to the number of children with disabilities who are being served, as well as those identified disabled students not served;
7. reporting as required to the State Department of Education; and
8. ensuring the smooth transition from infant to preschool program.

The Planning and Placement Team's (PPT) responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability. Children recommended for an educational program may enter at various points throughout the school year.

It is ultimately the responsibility of the Board to provide the appropriate approved preschool program and services for the District children. Should the PPT's determination and recommendations differ from parent/guardian preference, placement may be appealed by a parent/guardian through the procedures outlined in IDEA.

INSTRUCTION

6171.2(b)

If the PPT determines that a child is ineligible for participation in a preschool special education program, a screening for developmental and social-emotional delays using validated assessment tools shall take place for each child. The Board directs the Superintendent or designee to ensure that the District considers that adequate and appropriate space and personnel are made available for such programs and services.

Tuition

Non-disabled (regular education) students enrolled in the reverse mainstreaming preschool program will be required to pay tuition for the program. Identified students will not be charged tuition. The Superintendent will annually establish the tuition rate for the following school year and a monthly payment plan. Failure to make such tuition payments may result in discontinuation of enrollment in the program.

Legal References: Connecticut General Statutes § 10-76a, et seq.
 Connecticut General Statutes § 10-76b, et seq.
 Connecticut General Statutes § 10-76c
 Connecticut General Statutes § 10-76d, et seq.
 Connecticut General Statutes § 10-76e
 Connecticut General Statutes § 10-76f
 Connecticut General Statutes § 10-76g
 Connecticut General Statutes § 10-76h, et seq.
 Connecticut General Statutes § 10-76i
 Connecticut General Statutes § 10-76j
 Connecticut General Statutes § 10-76k
 Connecticut General Statutes § 10-76m
 Connecticut General Statutes § 10-761-1
 Connecticut General Statutes §§ 10-145a-24 through 10-145a-31
 Connecticut General Statutes § 17a-248e
 34 C.F.R. 3000
 American with Disabilities Act, 42 U.S.C. § 12101 et seq.
 Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq., as amended
 Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794

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