

SUBJECT: PRESCHOOL SPECIAL EDUCATION PROGRAM

The Board recognizes the need for educational programs for three (3) and four (4) year old children with disabilities and directs that administrative practices and procedures be developed to:

- a) Ensure the provision of special education services and programs for each preschool child with a disability residing in the District.
- b) Establish a Committee on Preschool Special Education (CPSE) which shall be comprised in accordance with applicable federal and state law and regulation.
- c) Ensure that parents have received and understand the request for consent for evaluation and re-evaluation of a preschool aged child.

Evaluations for Preschool Children with Disabilities

The District is required to collect entry assessment data in the three (3) outcome areas 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 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).

Annually, one-sixth (1/6) of the school districts in the State will be required to submit exit data on the progress that preschool children made between entry into and exit from preschool special education programs and services in the three (3) outcome areas after having received preschool special education services for at least six (6) months. For each outcome area, schools will be reporting data that will enable the State to determine:

- a) The number of children at exit who reach or maintain functioning at a level comparable to same-aged nondisabled peers;
- b) The number of children who improve functioning; and

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- c) The number of children who do not improve functioning.

In accordance with NYS Education Law Section 4410, SED approved preschool evaluators of three (3) and four year old children suspected of having disabilities must include evaluation information in the three (3) outcome areas described below:

- a) Positive social-emotional skills (including social relationships):
1. Relating to adults;
 2. Relating to other children; and
 3. Following rules related to groups or interacting with others (if older than eighteen (18) months).
- b) Acquisition and use of knowledge and skills (including early language/communication and early literacy):
1. Thinking, reasoning, remembering and problem solving;
 2. Understanding symbols; and
 3. Understanding the physical and social worlds.
- c) Use of appropriate behaviors to meet their needs:
1. Taking care of basic needs (e.g., showing hunger, dressing, toileting, etc.);
 2. Contributing to his/her own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects, if older than 24 months); and
 3. Getting from place to place (mobility) and using tools (e.g., forks, pencils, strings attached to objects).

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)(5) and 200.5

NOTE: Refer also to Policy #7632 -- Appointment and Training of Committee on Preschool Special Education (CPSE) Members

Adopted: 1/24/06
Revised: