

Preschool Special Education Program

The Board of Education recognizes the importance and responsibility for making education available to preschool children, aged three and four years old, with disabilities. Each child with a disability will have the opportunity to participate in a free appropriate preschool program in the least restrictive environment. The Board of Education will identify each preschool child thought to have a disability who resides in the district and with the consent of the parent arrange an evaluation.

Committee on Preschool Special Education

The Board of Education shall appoint a Committee on Preschool Special Education comprised of an appropriate professional employed by the district who shall serve as chairperson and a parent of a child with a disability who resides in the district and is enrolled in a preschool or elementary level education program/ In addition a professional who participate in the evaluation of the child and the appropriate licensed or certified professional designated by the agency that is charged with responsibility for the preschool child pursuant to Title One of Public Law 99-457 may serve as members as the Board of Education or legislation shall so designate. The members of this committee will receive training which will allow them to carry out duties.

The primary responsibilities of the committee are:

- a. To make recommendations on classification, evaluation, and educational programs for preschool children who require special education.
 1. To determine if a child has a disability and the category of classification.
 2. To determine the educational program needs of the child.
 3. To recommend a program/placement based on the disability and the child's educational needs.
- b. To make recommendations on the frequency and nature of the appropriate reevaluations of disabled children by appropriate specialists.
- c. To insure that the adequacy of existing special education services and programs is evaluated.
- d. To report annually to the Board of Education the status of each disabled child and each child thought to be disabled in the district.

Student Identification - Evaluation

The policy of the Board of Education is to have all disabled children within its jurisdiction identified, located and evaluated, including children in all public and private agencies and institutions within this jurisdiction. A practical method shall be implemented to determine which children are currently receiving needed special education and related services and which children are not currently receiving needed special education and related services.

Student Individualized Education Program

The Harpursville Central School Board of Education directs that the administration shall have prepared written statements (program) for each disabled child. Such statements shall include:

- a. Statement of present levels of educational performance.
- b. Statement of annual goals including short-term instructional objectives.
- c. Statement of specific educational and related services and instructional materials to be provided.
- d. Statement regarding extent to which child will be able to participate in such services.
- e. Projected date for initiation and anticipated duration of such services.
- f. Appropriate objective criteria and evaluation procedures for determining, at least on an annual basis, whether instructional objectives are being met.
- g. Describe any specialized equipment and adaptive devices needed for the pupil to benefit from education.
- h. Indicate the recommended placement.

Such an Individualized Educational Plan will be developed, or revised, whichever is appropriate, for every disabled child at the beginning of the school year and reviewed or revised periodically, but at least annually or in the event of the person's change in placement.

Parent Involvement

The Board of Education recognizes the rights of the parent to be fully informed of all information relevant to the identification, or change in identification, evaluation and educational placement of a disabled child.

All due process procedures for parents and children in the State Regulations shall be observed by the school district.

Surrogate Parents

In the event that no parent or guardian for a disabled child can be identified or after reasonable efforts, the whereabouts of the parent or guardian cannot be determined, or the disabled child is a ward of the state, the board shall assign an individual to act as a surrogate for the parent. The person selected as a surrogate shall have no interest that conflicts with the

interest of the child he or she represents, and shall have no knowledge of the skills that ensure adequate representation of the child.

It is the duty of the school district to determine whether a child needs a surrogate parent and to assign a surrogate parent in the manner permitted under New York State Law.

Impartial Hearing Officer

In the event of a hearing called as a result of the initial placement or change in identification, evaluation, or educational placement of a disabled child or the provision of a free appropriate public education to the child, an Impartial Hearing Office shall be appointed by the Board of Education.

The Impartial Hearing Office may not be a person who is an employee of this district or who may have a personal or professional interest which would conflict with his or her objectivity in the hearing.

Delivery of Services

When developing Individualized Education Programs for eligible preschool children who are disabled, the Committee on Preschool Special Education shall consider an appropriate program or services from the continuum of service options listed below and shall specify either 10 or 12 months of service. Only preschool programs which have been approved to offer that type of service are authorized to provide such special education services. The continuum of service options for preschool children who are disabled are:

- a. Itinerant services
- b. Special education itinerant services
- c. Special class
- d. Special class in an integrated setting
- e. Home-based services
- f. Transition program
- g. Residential program

First Reading: September 9, 1991

Second Reading and Adoption: September 23, 1991