



# CP State Conference

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**October 21, 2024**

# Preschool Least Restrictive Environment (LRE) CP State Recommendations



BARRIERS AND  
INCENTIVES FOR  
COLLABORATION



EXPANDING  
CONTINUUM  
OPTIONS



FLEXIBLE RATIOS FOR  
PRESCHOOL  
STUDENTS WITH AND  
WITHOUT  
DISABILITIES



STAFFING  
STANDARDS

# Recommendations: Barriers and incentives for collaboration



## 01

Condition the approval of UPK/PK programs on agreeing to collaborate with 4410 providers where there is a documented regional need for such program.

## 02

Consider an enhanced funding incentive for PK and UPK programs to support needed collaboration in the operation, instruction, and environmental adaptations necessary to operate high quality inclusive programs.

## 03

Exempt all 4410 special class programs from the OCFS day care licensing requirements that are identified barriers to preschool integrated programs.

**Recommendations:  
Expanding  
continuum Options  
Integrated Class with  
Special Education  
Co-teaching for  
Portions of the Day**



In this option students with disabilities would be enrolled in a regular early childhood class, integrated with children without disabilities. The class would be taught by an early childhood teacher.

A special education teacher would provide co-teaching scheduled for each class for equivalent portions of the instructional day (e.g., 1.5 hours per day per class of co-teaching).

A teaching assistant, supported through special education funding, would be assigned to the regular early childhood class. The teaching assistant would work under the general supervision of the special education teacher.



## Recommendations: Expanding continuum Options Special Class with Integrated Programming



Integrated scheduling would be developed collaboratively to ensure appropriate grouping for integrated instructional periods. For example, for preschoolers in a 6:1+1 special class, 3 students with disabilities may participate in a preliteracy instructional period with 3 students from the regular early childhood class taught by the special class teacher. The other 3 students in the special class participate in the preliteracy instructional group with 3 students from the regular childhood class taught by the regular early childhood class teacher with support from a teaching assistant. The teaching assistant would be under the general supervision of the special education teacher.

During the integrated periods, the instruction may be provided either by the special education teacher or the certified regular early childhood teacher.

This option may qualify for an additional paraprofessional to assist with integration.

Tuition funding for each student would be based on the special class tuition, with dual enrollment funding.

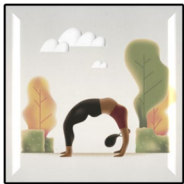
**Recommendations:  
Expanding  
continuum Options  
Special Class in an  
Integrated Building**



In this option, a preschool student with a disability is enrolled in a special class in a building where other early childhood programs are located and has appropriate opportunities for integration during noninstructional periods.

While some preschool special class programs may “co-exist” in integrated buildings, this continuum option is intended to provide for increased cooperative, collaborative and integrated programming for all children attending school at a particular location.

# Flexible ratios for preschool students with and without disabilities



- For purposes of approval and monitoring of a SCIS class, stipulate that not more than 50% are students with disabilities provided however, that students identified as needing related services only after the start of the school year shall not be considered as a student with a disability solely for purposes of meeting the ratio of students with and without disabilities.

POLICY STATEMENT ON  
INCLUSION OF CHILDREN  
WITH DISABILITIES IN  
EARLY CHILDHOOD  
PROGRAMS



# Staffing standards



Integration specialist to work with the 4410 and early childhood programs on scheduling and instructional and behavioral supports.

Behavior specialists to ensure programs implement program-wide systems of positive evidence-based practices.

Social workers to assist in the provision of services to promote student social-emotional competence.

Curriculum specialists to ensure program curriculum is aligned with the NYS PreK learning standards.

Literacy specialists to provide early literacy and emergent reading programs based on developmentally appropriate, effective, and evidence-based instructional practices.

Parent /Transition coordinators to promote the active engagement of parents and support children and families as they transition into kindergarten.

Program nursing staff to provide school nursing services.

Teacher aides/teaching assistants to support new models of integration.

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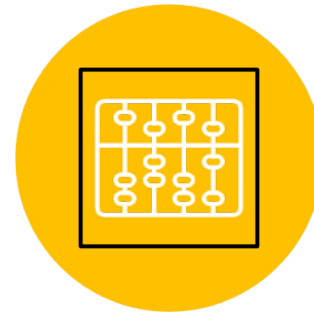
# Tuition Rate Setting Updates and Discussion



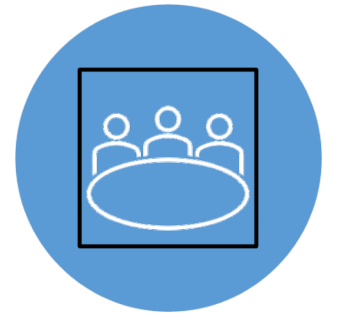
METHODOLOGY  
REDESIGN STUDY



LEGISLATIVE AND  
BUDGET  
PRIORITIES



RSU PROCESSING  
UPDATES



DISCUSSION



# Tuition Rate Setting Methodology Redesign Study

- NYSED tentatively selected consulted to conduct the study
- We're in restricted period under Procurement Lobbying Law
- Contract expected to begin December 1, 2024
- First draft report due November 1, 2026
- OSE issued a staffing standards survey





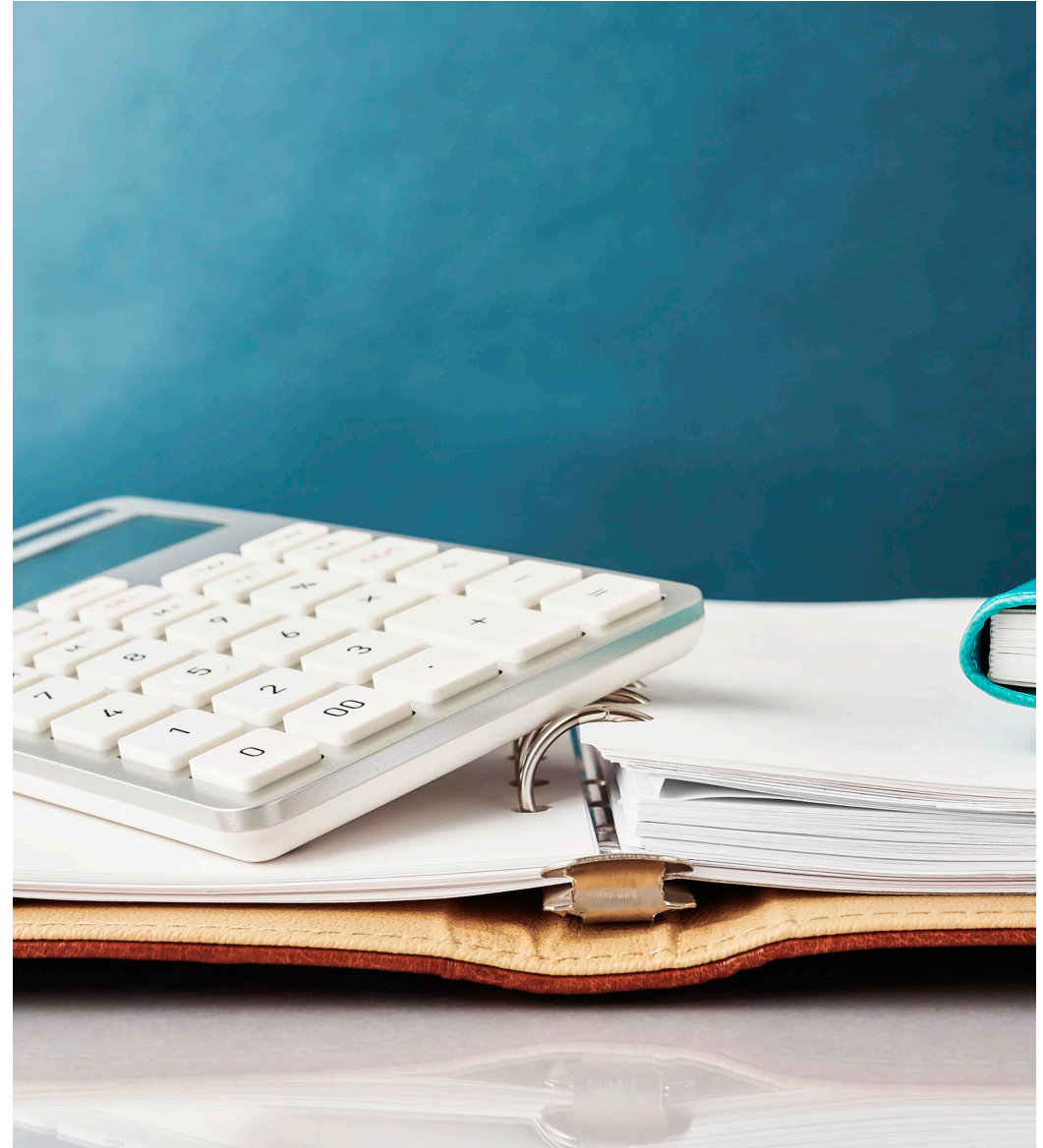
# NYSED Legislative and Budget Priorities

- Several past priorities have been funded/addressed (interim plus, methodology redesign study, e.g.).
- Parity in growth remains a priority
- Board of Regents to approve priorities at December meeting



# Rate Processing Updates

- “Interim plus plus” rates issued by July 1
- Waiver backlog: approx. 40 waivers down from approx. 120 in 2022
- Capital projects backlog: 10 capital projects down from approx. 20 in 2022
- 2024-25 prospective rates: approx 30% calculated





# Discussion

Questions for the group:

- How are the rate setting reforms working for you (e.g., interim plus plus, 65/35 NDC, ability to retain surplus)?
- What are the greatest rate setting concerns currently (e.g., staffing shortage/pay rates, delays in rate setting)?
- Questions for me?

**Thank You!**

