

A group of seven diverse preschool children are shown from the waist up, standing in a row against a plain white background. They are all smiling and have their hands raised high in the air, some with fingers spread. The children are wearing colorful clothing: a pink dress, a striped cardigan, a pink top, a yellow cardigan, a blue t-shirt, a pink top, and an orange t-shirt. The overall mood is joyful and energetic.

An Overview of Preschool LRE

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2018 Chairpersons Conference
Lake Placid

Welcome and Introductions

Dawn Appleby-Quackenbush

RSE TASC Regional Special Education Technical Assistance Support Center

Ellen Burns

ECDC Capital District/North Country Early Childhood Direction Center



Agenda

- What is LRE?
- Preschool Continuum
- NYS LRE Stats
- SED Initiatives





BLUEPRINT FOR IMPROVED RESULTS
FOR STUDENTS WITH DISABILITIES

Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

*Teachers design, provide, and assess the effectiveness of **pecially** designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.*

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Schools provide multi-tiered systems of behavioral and academic support.

Schools provide high quality inclusive programs and activities.

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

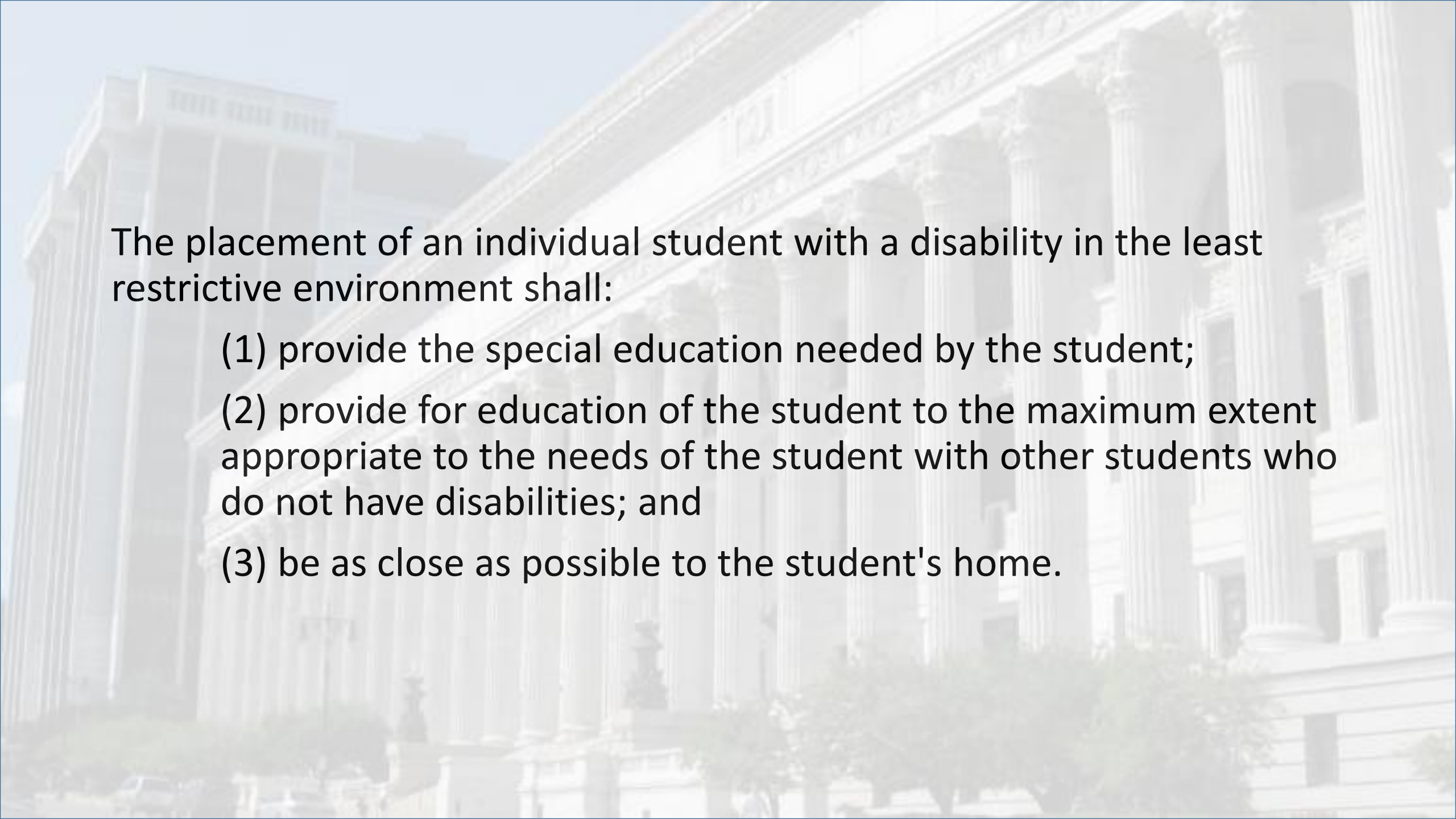
State Performance Plan Indicators



- **Indicator 6: Least Restrictive Environment**
Percent of preschool children with IEPs receiving services in settings with typical peers.
- **Indicator 7: Preschool Outcomes**
Percent of preschool children with IEPs who demonstrate improved social-emotional skills, acquisition and use of knowledge and skills, and appropriate behavior
- **Indicator 8: Parental Involvement**
Percent of parents of students with IEPs reporting via a survey that the school facilitated parent involvement as a means of improving services and results.
- **Indicator 11: Child Find**
Percent of children with parental consent to evaluate, who were evaluated within State required timelines.
- **Indicator 12: Early Childhood Transition**
Percent of children referred by Early Intervention Services who were found eligible for pre-school age services and had an IEP implemented by their 3rd birthday.

Part 200.1 cc

Least restrictive environment means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved.



The placement of an individual student with a disability in the least restrictive environment shall:

- (1) provide the special education needed by the student;
- (2) provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities; and
- (3) be as close as possible to the student's home.

Why is Preschool LRE important:

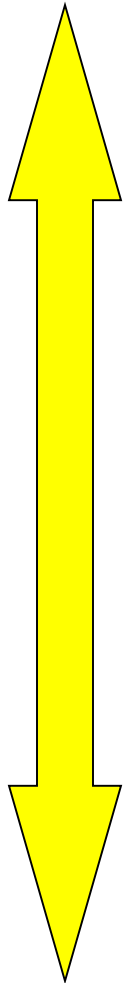
- **sense of belonging and membership**
- **positive social relationships and friendships**
- **development and learning**
- **community acceptance**
- **typical early childhood activities and daily routines**
- **opportunity for children with and without disabilities to interact and establish friendships**
- **preparing children to live successfully within their communities and society**
- **LRE placement decisions at the school age level**

Why is Preschool LRE important?

- Federal guaranteed right
- LRE requirements of the Individuals with Disabilities Education Act (IDEA) apply to preschool students
 - **Strong preference** for educating preschool students in regular classes along side their nondisabled peers
 - School districts must make the **full continuum** of placement options available to all preschool students
 - States and districts must engage in **ongoing long and short term planning** to ensure that the full continuum of placements is available

Special Education Preschool Programs & Services

Sections 200.16(i), 200.9(f)



Related Services

Special Education Itinerant Service (SEIS) (SEIT)

Related Services & SEIS (SEIT)

Special Class/Integrated Setting

Special Class

Maximum class size - 12:1:1

12-month Special Services/Programs

Preschool Environments

STATEWIDE DATA

Indicator 6: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

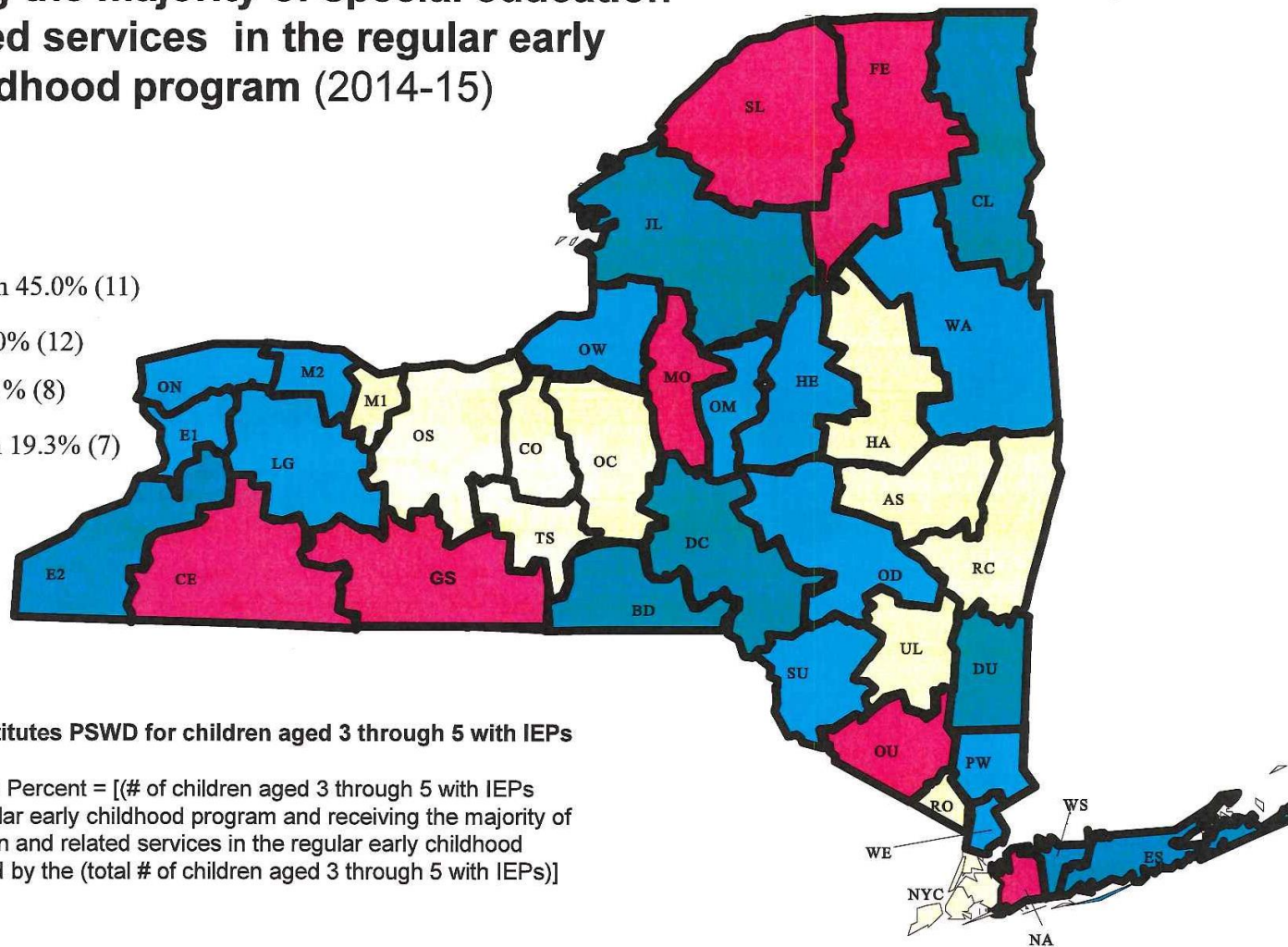
(Baseline 2011)

	FFY	2011	2012	2013	2014	2015
A	Target \geq		42.70%	42.90%	43.50%	43.50%
	Data	42.20%	43.70%	42.92%	43.19%	41.94%
B	Target \leq		26.30%	23.77%	22.00%	21.00%
	Data	26.80%	23.51%	23.77%	22.65%	23.86%

**Percent of Preschool Students with Disabilities (PSWD)
attending a regular early childhood program
and receiving the majority of special education
and related services in the regular early
childhood program (2014-15)**

Measurement A – PSWD Only

- More than 45.0% (11)
- 32.2 -45.0% (12)
- 19.3-32.1% (8)
- Less than 19.3% (7)



This map substitutes PSWD for children aged 3 through 5 with IEPs

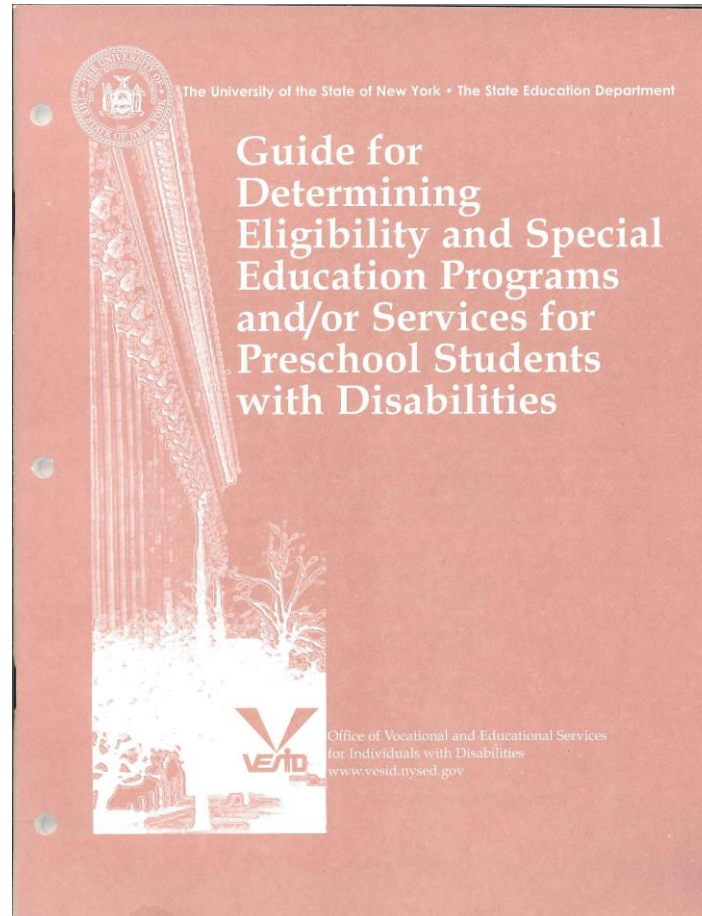
Measurement A: Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

LRE considerations at preschool

- Head Start
- UPK, EPK
- Nursery School
- Child Care
- Parent responsibility
- SED regulations
- OCFS regulations
- Head Start Regulations



<http://www.p12.nysed.gov/specialed/publications/preschool/guide/home.html>



Defining High Quality Inclusion

- Instruction and configuration of classrooms and activities include both students with and without disabilities
- Students with disabilities are held to high expectations for achievement
- Special education and general education teachers intentionally plan teaching lessons to promote the participation and progress of students with disabilities in learning and social activities
- Individualized accommodations, supports, and specially-designed instruction are provided to students with disabilities to participate and progress in regular education classes and activities
- Evidence-based services and supports are used to foster the cognitive, communication, physical, behavioral and social-emotional development of students with disabilities.

US Dept. of Education policy statement on Inclusion of Children with Disabilities in Early Childhood Programs

SED History Promoting LRE

- Require LRE documentation in IEP
- Business plan requirement
- Moratorium on separate preschool programs
- LRE is a key performance Indicator
- Pyramid Initiative
- Regional LRE Forums
- SPP 6 Workgroup



Blue Ribbon Committee on Early Childhood

- Board of Regents convened the Early Childhood Blue Ribbon in September 2017
- Committee met 3 times across the state
- The charge of the committee is to develop and propose a series of policy recommendations that reflect informed judgement, innovative best practices and collaborative efforts that will result in NYS having the opportunity to implement high quality early childhood and education programs with highly effective educators that will help our youngest learners get a healthy and great start to become ready for kindergarten, stay on track to graduate from high school, and be successful in life

8 Priority Areas:



1. Age appropriate standards, curriculum, and assessment
2. Comprehensive family and community engagement
3. Comprehensive and coordinated support services that support the full range of developmental pathways among all early childhood service providers
4. Recruitment, preparation and professional development of high quality teachers and leaders across all programs

5. Sustained and coordinated funding structure
6. Coherent and comprehensive early childhood policy
7. High quality instructional programs and services
8. Quality, evaluation, and accountability



Recommendations to the Board of Regents:

December 2017

- \$20M to expand the Pre-K program to approx. 2,000 4 year olds in 40 districts, targeting areas of high needs first, and phasing in additional funds over subsequent years until Pre-K is fully universal for 4 year olds in NYS.
- Provide \$300,000 to conduct a cost study to validate the actual cost of a high quality prekindergarten program for all 4 year olds, with appropriate weightings for areas of economic disadvantage, emergent multilingual learners, and students with disabilities, followed by a similar study for 3 year olds.
- Provide \$6M for pilot programs which will target funding to half day and full day 10 month and summer inclusion prekindergarten programs for three and four year old children

- Provide \$2M to establish 5 Early Learning Regional Technical Assistance Centers (TAC) to provide support to early care and educational settings (including mental health consultation, training in the use of Pyramid Model, professional development on implementing high quality early childhood education)
- Provide \$2.5M to adopt and implement a competency based approach in preservice teacher preparation programs and in service professional development for new and existing educators and leaders, ensuring that all teachers are prepared to teach all students, especially as the student population continues to increase in diversity.

- Provide \$500,000 to fund the first step toward the creation of a unified HIPAA and FERPA compliant data system to meet the needs of children and families by tracking all screening and assessment services to capture and share relevant and useful results with parents, educators, health care organizations and other agencies
- Provide \$700,000 as a first step toward the implementation of a comprehensive developmental screening process for all children zero to eight that includes vision, hearing, physical and dental health, speech and language skills, fine and gross motor skills and social, emotional and cognitive development

SCIS (Special Class Integrated Setting)

Workgroup:

- Convened a group in September 2017 to review SCIS program methodology and to gather suggestions around changes to the model to expand the continuum of currently available programs
- Short term solutions
- Long term solutions

2015 Federal Policy on Inclusion of Young Children with Disabilities

- US Department of Education joint policy statement on inclusion of children with disabilities in early childhood programs:

“Though this policy statement focuses on including young children with disabilities in early childhood programs, it is our shared vision that all people be meaningfully included in all facets of society throughout the life course. This begins in early childhood programs and continues into schools, places of employment, and the broader community. **Inclusion in early childhood programs can set a trajectory for inclusion across the life course, making it critical that we include individuals with disabilities in all facets of society from birth**”

Resources:

- www.engageny.org Promoting Inclusion of Students with Disabilities; November 2016
- Special Education Field Advisory: December 2015; *School Districts Responsibilities to Provide Students with Disabilities with Specially Designed Instruction and Related Services in the Least Restrictive Environment*
- FFY 2014 Part B State Performance Plan (SPP) Annual Performance Report (APPR)
- NYS Board of Regents Early Childhood Workgroup's Blue Ribbon Committee Final Budget Recommendations; December 2017
- Regional Forum on Preschool LRE Rockland BOCES; June 2014

Thank You

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