

QUESTIONS FOR STAKEHOLDER FEEDBACK

The New York State Education Department Offices of Special Education, Early Learning, State Aide, along with the Rate Setting Unit are conducting a comprehensive review of applicable laws, rules, and regulations to identify how the existing Special Class in an Integrated Setting (SCIS) program requirements could be amended to better serve preschool children in New York State. This framework will serve as a basis to establish a reimbursement recommendation aligned with desired program objectives and expectations. Therefore, rather than being limited by the current program requirements, it is important that the questions for discussion be considered from the perspective of defining quality standards that may be successfully implemented by preschool programs to increase opportunities for inclusion of all students.

In preparation for your participation in the October 26-27, 2017 Stakeholder Meetings, please review the following chart and questions. Participants of the Stakeholder Meetings will be asked to give their considered feedback regarding Items 1-5 below for each of the three inclusion options presented.

Program Expectations:

- FULL DAY: 5-hour instructional day including \leq 30 minute instructional lunch (approved staffing ratios must be maintained during instructional lunch periods), or else 5-hour instructional day with an additional non-instructional lunch period.
- HALF DAY: 2.5-hour instructional day may include \leq 15 minutes for instructional lunch (approved staffing ratios must be maintained during instructional lunch periods), or else 2.5-hour instructional day *with an additional* non-instructional lunch period.
- Staff full-time 1 FTE should be based on a standard work week of 37.5 hours (7.5 hours per day).
- 10-month program operating 180 days, 2-month program operating 30 days, 12-month program operating 210 days.

Direct Care Staff Discussion:

1. Review possible classroom ratios described above and make recommendations.
 - What number of instructional staff [certified Teacher(s) and Teaching Assistant(s)] is needed in each classroom under the various inclusion models?
 - Review Position Title Codes applicable to Teachers and Teaching Assistants and recommend any changes to the definitions/functions. Position Title Codes are attached to this document.
 - Identify the number of instructional staff and associated FTE for each position.
 - How should time for Teacher and Teaching Assistant substitutes be factored into the staffing model?
 - How should time for attendance at IEP meetings be factored into the staffing model?
 - What are the expectations for instructional staff's indirect time (2.5 hours per day for a full-time FTE)?
 - Identify how the cost for each identified position be assigned to the following:
 - Special Education Cost
 - General Education Cost
 - Shared Special Education and General Education Cost (identify sharing ratio)

2. How many sessions would be reasonable to expect a related service provider to conduct within the instructional day if they are a full-time employee? Must discuss standards for the following professionals: Psychologist (licensed), Psychologist (master's level/behavior specialist), Social Worker (licensed LMSW or LCSW), Social Worker (master's level MSW), therapist speech (SLP), Teacher Speech Certified (TSHH), Therapist Occupational, Therapist Physical, Therapy Assistant/Activity Assistant, Nurse:
 - Identify the number of IEP-mandated units (up to a maximum of 10 units per day)
 - Identify the time needed for make-up sessions
 - Identify time, if applicable, needed to oversee or supervise assistants
 - What are the expectations for related service professional's indirect time (2.5 hours per day for a full-time FTE)?
 - How do programs determine their staffing needs to allow for increases in related service sessions throughout the school year?

3. What other direct care positions should be included in the classroom model to provide whole class instruction and/or supports? Some possible Job Titles to discuss: Therapist Speech (SLP), Teacher Speech Certified (TSHH/TSSLD), Therapist Occupational, Therapist Physical, Psychologist (master's level/behavior specialist), Social Worker (licensed LMSW or LCSW), Social Worker (master's level MSW), Behavior Support Specialist (master's level) and Behavior Support Staff (less than master's level).
 - Review Position Title Codes identified by your group and recommend any changes to the definitions/functions. Position Title Codes are attached to this document.
 - Identify the length of time per day or per week dedicated to whole-class instruction/support for each Position Title Code.
 - Determine how staff time may be structured during the instructional day to allow identified Position Title Codes to provide IEP-mandated services and then also perform whole class instruction/support.

4. What direct care positions should be included in the funding model for supervision and/or coordination (i.e. supervising teacher, IEP coordinator, clinical coordinator)?
 - Review Position Title Codes identified by your group and recommend any changes to the definitions/functions. Position Title Codes are attached to this document.
 - Determine the level of staffing needed for each identified Position Title Code.

5. How should direct care positions that may be needed to fulfill specific IEP mandated services, such as assistive technology, orientation and mobility, visual impairment, nursing, bilingual support, music therapy and/or 1:1 aide be treated and funded under a SCIS staffing model?