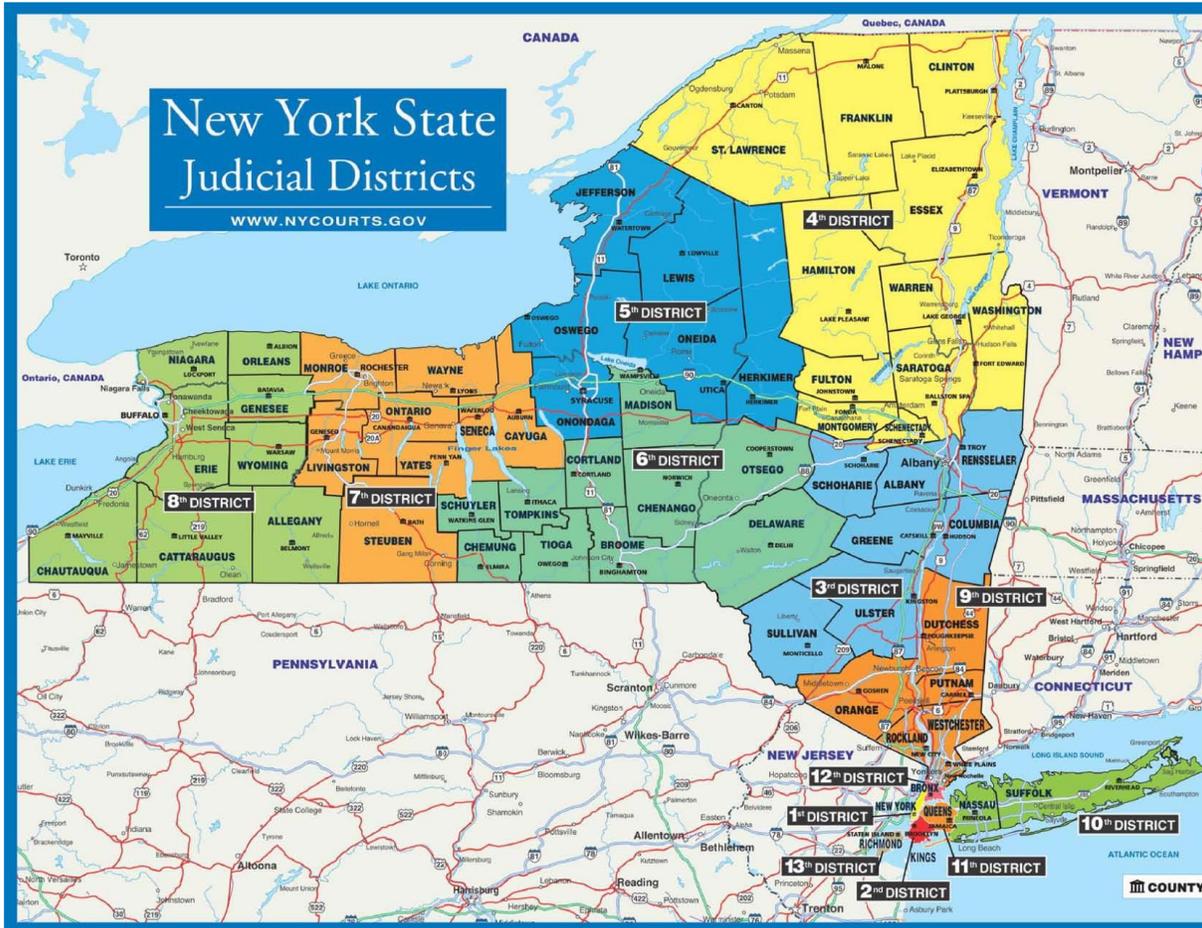


**SPECIAL CLASS INTEGRATED  
SETTING PROGRAMS  
IN NEW YORK STATE**

**Survey of School District, BOCES and  
CPSE Chairs and/or Committee Members**

# 242 Survey Responses

## 231 School Districts, 3 BOCES, 8 County Representatives



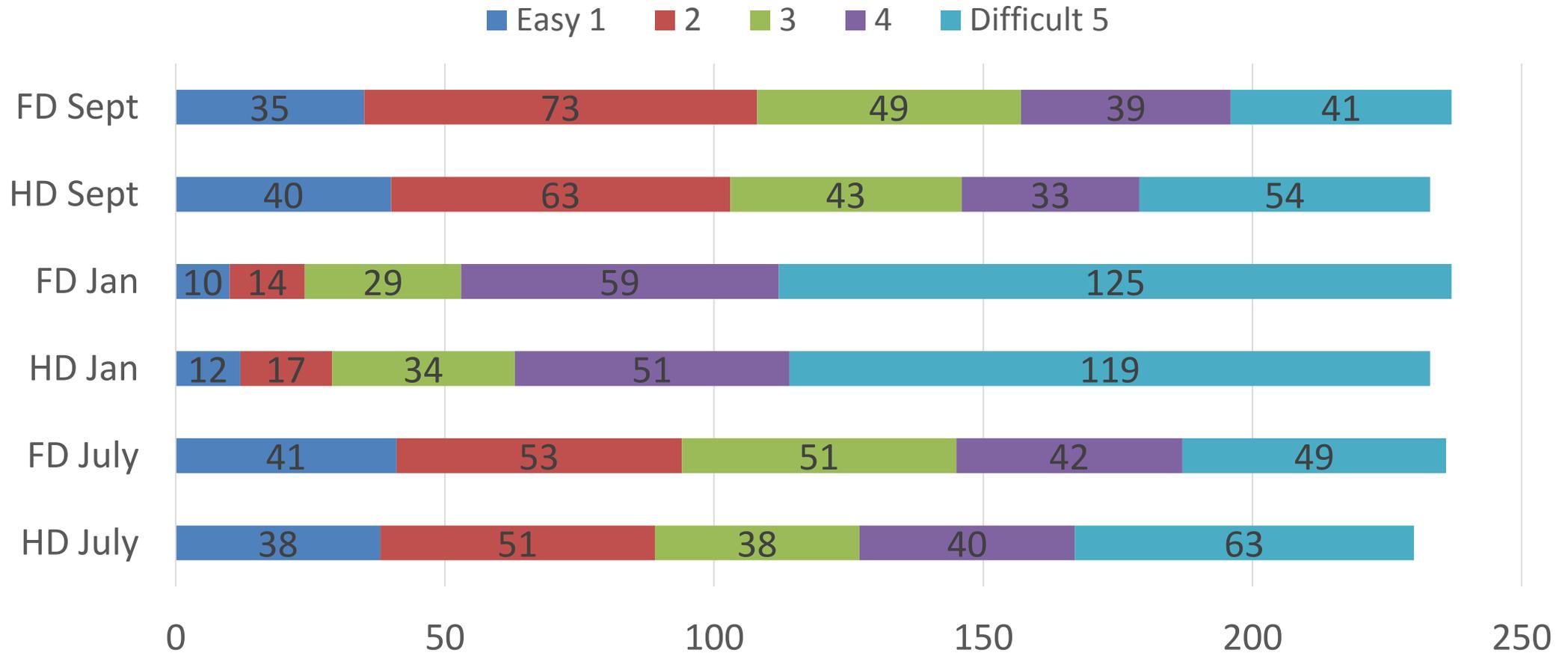
Judicial District	# of Responses	School District Need/Resource			
		High N/RC: Urban-Suburban	High N/RC: Rural	Average N/RC	Low N/RC
1,2,11,12,13	1				
3	15	1	3	10	1
4	29	1	11	17	0
5	28	4	11	12	0
6	38	3	20	15	0
7	18	0	3	15	0
8	38	4	14	18	2
9	23	0	0	14	8
10	41	1	0	14	26
<b>Total</b>	<b>231</b>	<b>14</b>	<b>62</b>	<b>115</b>	<b>37</b>

Of the 231 school districts, three Large City School Districts Responded: Syracuse, Yonkers and New York City

Responses identifying the programs in the district that serve preschool students with disabilities in early childhood settings with typically developing peers:

<u>Type of inclusive programs:</u>	Special Class Integrated Setting	Special Education Itinerant Services	Related Services	State Admin. Pre-k	Early Head Start/ Head Start	Daycare
Available in the district	216	221	230	147	171	194
Not available in the district	18	17	8	91	64	43
<u>Total Districts Reporting</u>	234	238	238	238	235	237

# Rankings of the difficulty finding SCIS placements (half/full day, September, January, July)



Number of Districts Reporting  
Survey of School Districts, BOCES and CPSEs - September 2017

Are there equal SCIS opportunities for students placed at 3 years of age vs 4 years of age?

Total YES - Equal Opportunities for 3 year olds	182
Total NO – Not Equal Opportunities of 3 year olds	52
<u>Total Districts Reporting</u>	234

Is there a need for more SCIS programs in the region?

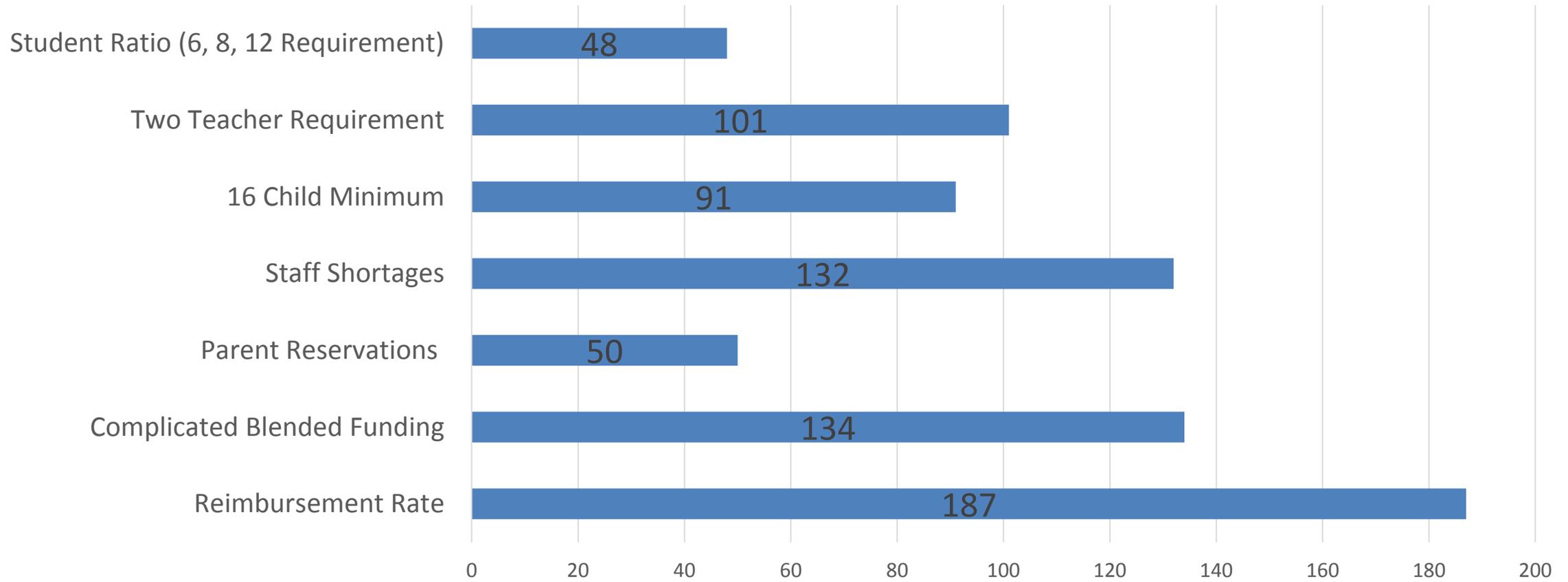
<u>Number of Districts Need for full-day SCIS</u>	<u>Number of Districts Need for half-day SCIS</u>	<u>Number of Districts No Additional SCIS Need</u>
188	140	32

Only 21 school districts operate approved SCIS programs.

Districts who do not were asked why:

- Funding does not support the costs of operating a program
- District does not offer any programs for typically developing preschool-age students
- Small district/not enough student enrollment to support a program
- Lack of physical space
- Other approved programs fulfill the SCIS need in the region
- Shortage of appropriately qualified special education and related service staff – including bilingual professionals
- Cumbersome application process, complex and restrictive program requirements

# Applicable challenges to operating a SCIS program from survey list provided:



Number of Districts Identifying the Challenge

Survey of School Districts, BOCES and CPSEs - September 2017

What improvements or changes are needed to increase the number of preschool students with disabilities receiving services within a State Administered Pre-K?

- Access to sustainable funding for State Administered Pre-K
- Increased funding to cover preschool special education expenses
- Less complicated reimbursement methodology – funding must be timely and cover the cost of the program
- Programmatic flexibility in staffing standards and class size/student ratios
- Ability to count a student receiving related services only as a typically developing student in a SCIS classroom
- Less burdensome application process
- More education, training and professional development for staff
- Funding for creating new facility space and transportation costs
- Increased guidance on the benefits of inclusion – requirements/set-asides for State Administered Pre-K programs to operate SCIS

The Districts that operate a State Administered Pre-K programs identified how preschool students with disabilities are served in the program:

# of surveyed Districts Operating State Admin. Pre-K	Preschool students with disabilities served by:			
	Special Education Itinerant Services	Related Services	District Operated SCIS	District Collaborated SCIS
161	134	156	16	46

In addition to the previously named challenges associated with operating a SCIS program, Districts identified the following challenges with increasing opportunities for inclusion within State Administered Pre-K:

- Lack of SEIS providers
- Long waitlist for evaluations

What school-age models or methods of integration could be applied to the State Administered Pre-K program for preschool students with disabilities?

- Integrated co-teaching or consultant teaching models
- The push-in model, which offers more classroom-based services that benefit all students
- Onsite special education and related service providers for consistency and greater access to services, and to support all staff and students as a whole class resource
- Small groups, guided reading groups, and resource rooms
- Students placed in self-contained classes should be mainstreamed with typical students as appropriate; lunch, recess, specials and/or some academic areas
- Provide additional training and professional development in child-development strategies, behavioral/sensory/adaptive materials
- Create more regional programs between districts or BOCES to share staff and space

The most challenging fiscal issue(s) facing area preschool integrated early childhood programs:

- Reimbursement rates for SCIS do not cover total expenses
- Lack of funding for State Administered Pre-K
- Funding (both SCIS and State Administered Pre-K) is not predictable year to year
- Salary differential between preschool and district
- SCIS student numbers fluctuate making enrollment-based funding difficult
- Reimbursement rates are not structured to support lower enrollment of students with disabilities (per pupil dollar amount)
- Limited options to combine resources to support rural districts
- Funding process is too complicated
- Burden to taxpayers (property tax cap) prevents districts from generating local funds to support preschool programs
- Funding is needed for start-up costs, facility space and transportation

The most challenging regulatory issue(s) facing preschool integrated early childhood programs:

- Requirement for two full-time certified teachers in the classroom
- Special education teachers certified in grades 1-6 are not qualified to provide preschool special education services
- Rigid classroom ratios; class sizes of 6, 8 or 12 do not align with general education preschool programs
- Students receiving related services only count as preschool students with a disability in SCIS classrooms
- Regulatory requirement for a minimum of 16 students when applying to operate a preschool special education program
- Cumbersome approval process; paperwork requirements are overwhelming
- Lack of qualified evaluators, lack of appropriately qualified related service providers and special education instructional staff

## What should SED know when developing its recommendation to improve preschool opportunities for inclusion?

- Funding must be adequate, predictable, and straightforward to support and sustain programs
- The specific needs of each district should be factored into funding (not a one size solution)
- Districts need options for sharing resources
- There is a need for wraparound services for both students with and without disabilities in order for children to participate in preschool programs
- There is a need for more professional development and training around developmentally appropriate programming, behavioral support, and mental health needs
- SED should develop recommendations and funding that would encourage public school districts to run SCIS programs
- Preschool requirements should be closer aligned to school-age requirements to get more district participation
- Reduce administrative burdens (paperwork) and provide start-up funding