



Our Students. Their Moment.

# Proposed Regulations Relating to Preschool Special Education

New York State Board of Regents  
October 2015



# Critical Areas for Action

- ➡ Improve outcomes for preschool children with disabilities
- ➡ Increase the percentage of students in high quality inclusive programs
- ➡ Improve quality of instruction through training and support to teachers
- ➡ Increase percentage of students achieving at levels 2 and above on State assessments
- ➡ Ensure appropriate graduation options
- ➡ Enhance transition activities to improve post-secondary outcomes

# Outcome Data



44% of preschool students with disabilities are performing below age expectations in early literacy by the time they turned age 6



52% are reported as having behavioral and emotional challenges that will interfere with their ability to succeed in school

# Background Information

- **APRIL DISCUSSION** – suspensions and expulsions of preschool children
- **JUNE DISCUSSION** – shared data on preschool outcomes and findings from preschool monitoring reviews and discussed several recommendations to improve the provision of preschool special education and outcomes through policy reforms
- **STAKEHOLDER** discussions following the June meeting

# Areas of Proposed Amendments

- Use of One-to-One Aides
  - Special Education Itinerant Services (SEIS)
  - Provision of Related Services
  - Curriculum and Instructional Standards
    - PreK for the Common Core
    - Early Literacy
  - Quality of Behavioral Supports
- Prohibit Suspensions and Expulsions
  - Data Reporting and Progress Monitoring
  - Parental Engagement
  - Make up of Missed Services

# Next Steps

- 45-day public comment period – public hearings
- Presented for adoption at the January 2016 Board of Regents meeting,
- If approved in January, effective on January 27, 2016, with certain requirements delayed until September 2016.

