



State Performance
Plan/
Annual Performance
Report
2020-2025

Individuals with Disabilities
Education Act (IDEA)

January 2022



**IDEA STATE
PERFORMANCE
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ENGAGEMENT**



Indicator 6 – Preschool Least Restrictive Environment

Least Restrictive Environment



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A preschool child with a disability is entitled to all the rights and protections guaranteed under Part B of the IDEA, including the right to be educated in the least restrictive environment.



Part B least restrictive environment requirements include a strong preference for educating children with disabilities in regular classes alongside their peers without disabilities.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

January 9, 2017

Dear Colleague:

We are writing to reaffirm the position of the U.S. Department of Education (ED or Department) that all young children with disabilities should have access to inclusive high-quality early childhood programs where they are provided with individualized and appropriate supports to enable them to meet high expectations. Over the last few years, States and communities have made progress in expanding early learning opportunities for young children, with all but four States investing in free public preschool programs.¹ The Federal government, while aligning with the movement of States, has led several efforts to increase access to and the quality of early childhood programs, such as the Preschool Development Grants and expansion of Head Start. States have focused on improving the quality of early learning programs, including the development of early learning program standards and incorporating these into Quality Rating and Improvement Systems (QRIS).²

In September 2015, ED and the U.S. Department of Health and Human Services (HHS) issued a [policy statement on promoting inclusion](#) in early childhood programs to set a vision on this issue and provide recommendations to States, local educational agencies (LEAs), schools, and public and private early childhood programs.³ Despite the expansion of early childhood programs, there has not yet been a proportionate expansion of inclusive early learning opportunities for young children with disabilities. Given this concern and the ED-HHS policy statement on early childhood inclusion, the Office of Special Education Programs (OSEP) is updating the February 29, 2012, Dear Colleague Letter (DCL) to reaffirm our commitment to inclusive preschool

USDE Guidance on LRE

- USDE Guidance [Dear Colleague Letter \(DCL\) related to Preschool Least Restrictive Environments \(LRE\) \(PDF\)](#) issued January 2017
- Describes the importance of preschool inclusion and outlines preschool least restrictive environment requirements.

State Performance Plan Indicator 6

Preschool Least Restrictive Environment

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

↑ Improvement = More Children with Disabilities Attending a Regular Early Childhood Program

B. Separate special education class, separate school, or residential facility.

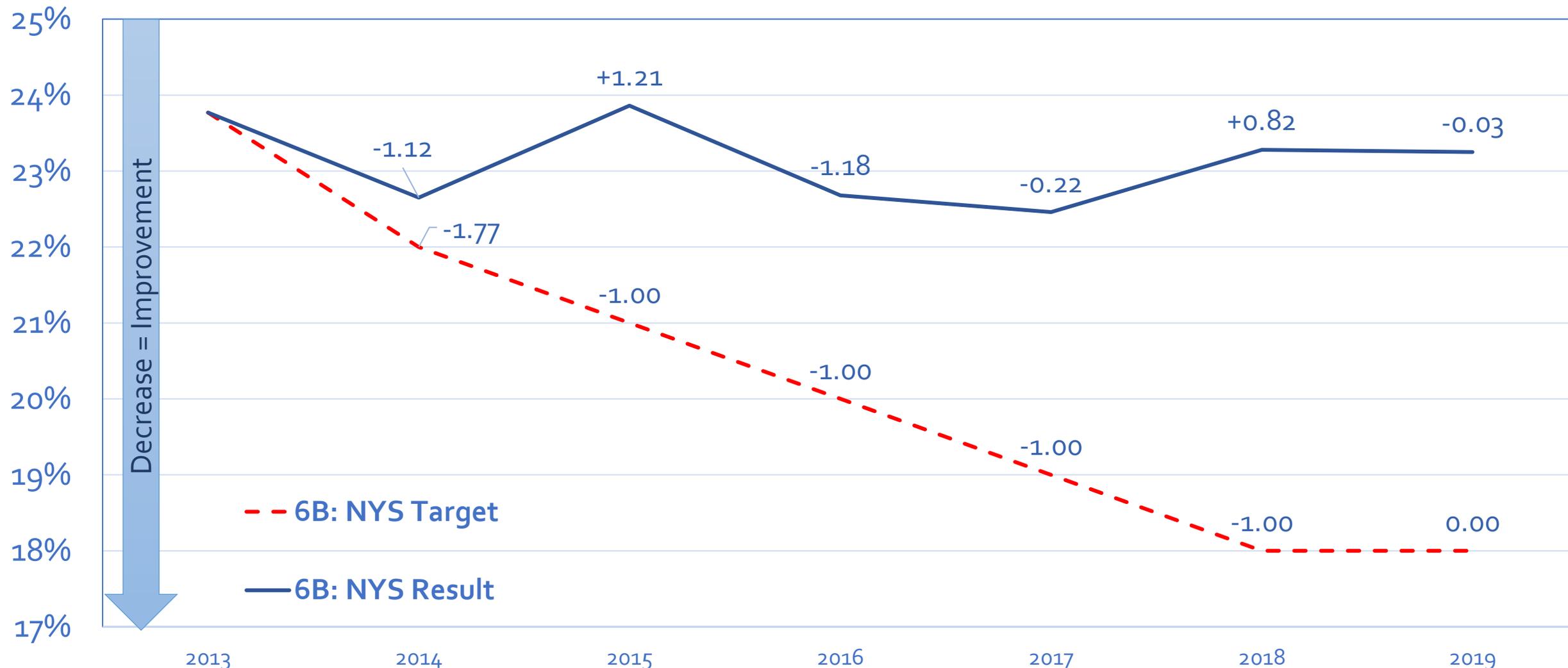
↓ Improvement = Fewer Children with Disabilities Receiving Services in a Separate Class Setting

C. Receiving special education and related services in the home.

↓ Improvement = Fewer Children with Disabilities Receiving Services in the Home Setting

New York State SPP 2013-19 Targets and Actuals

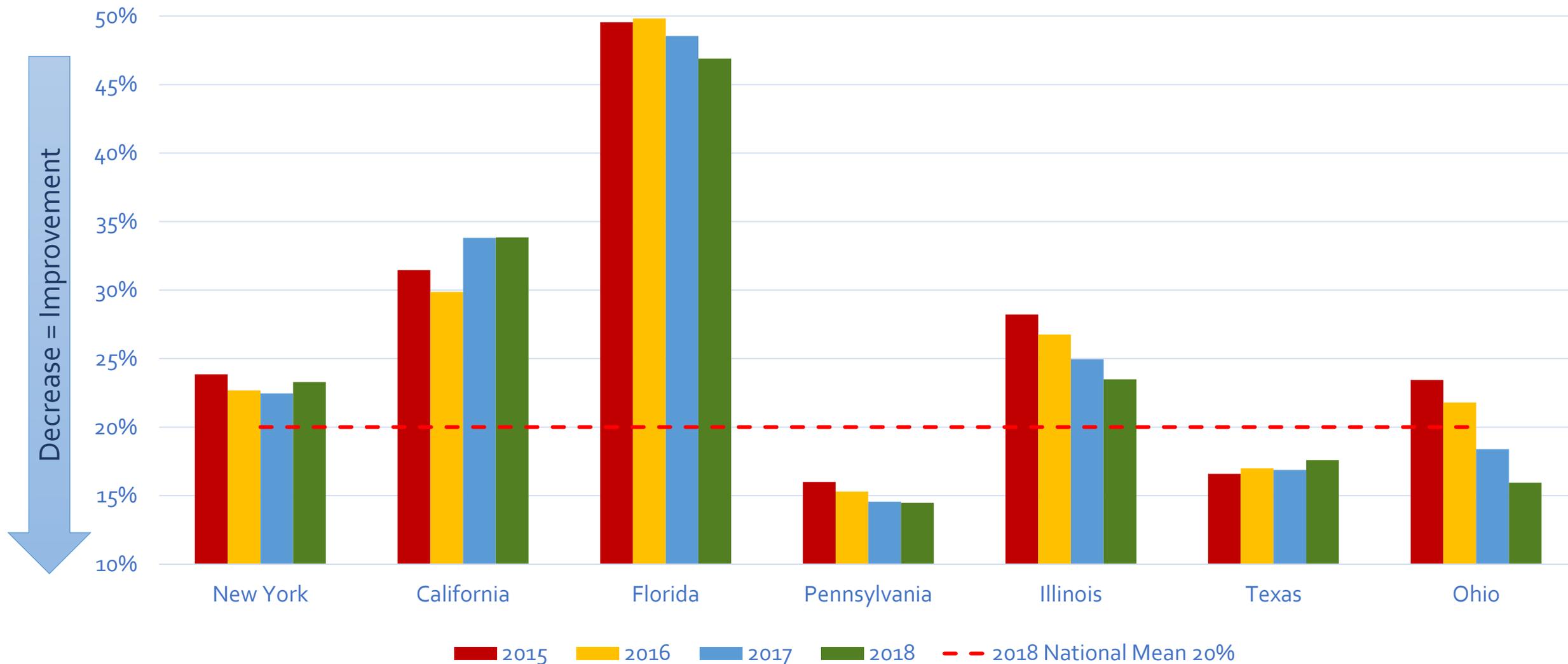
Indicator 6B: Separate Class, School or Facility



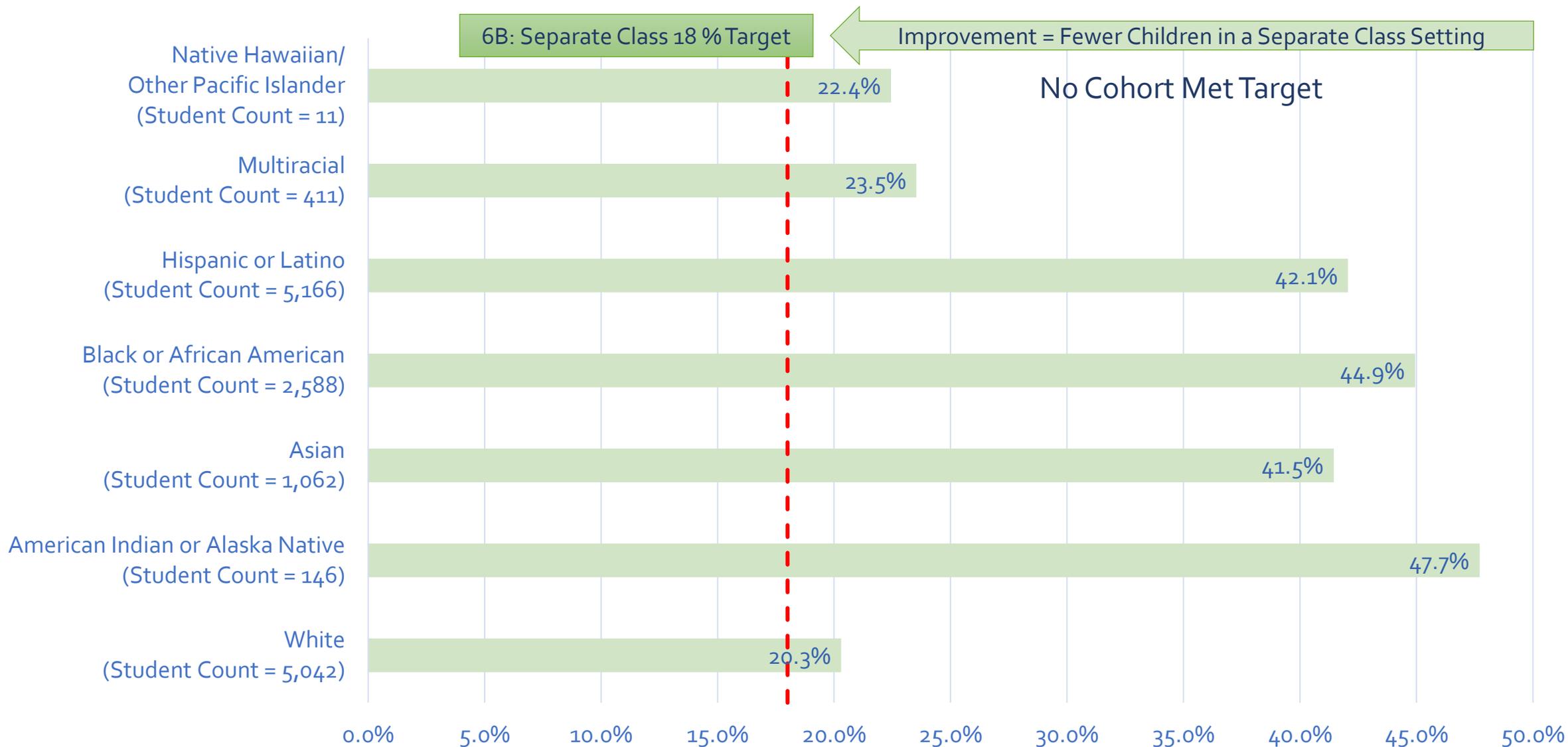


States Results Comparison

Indicator 6B: Separate Class Setting

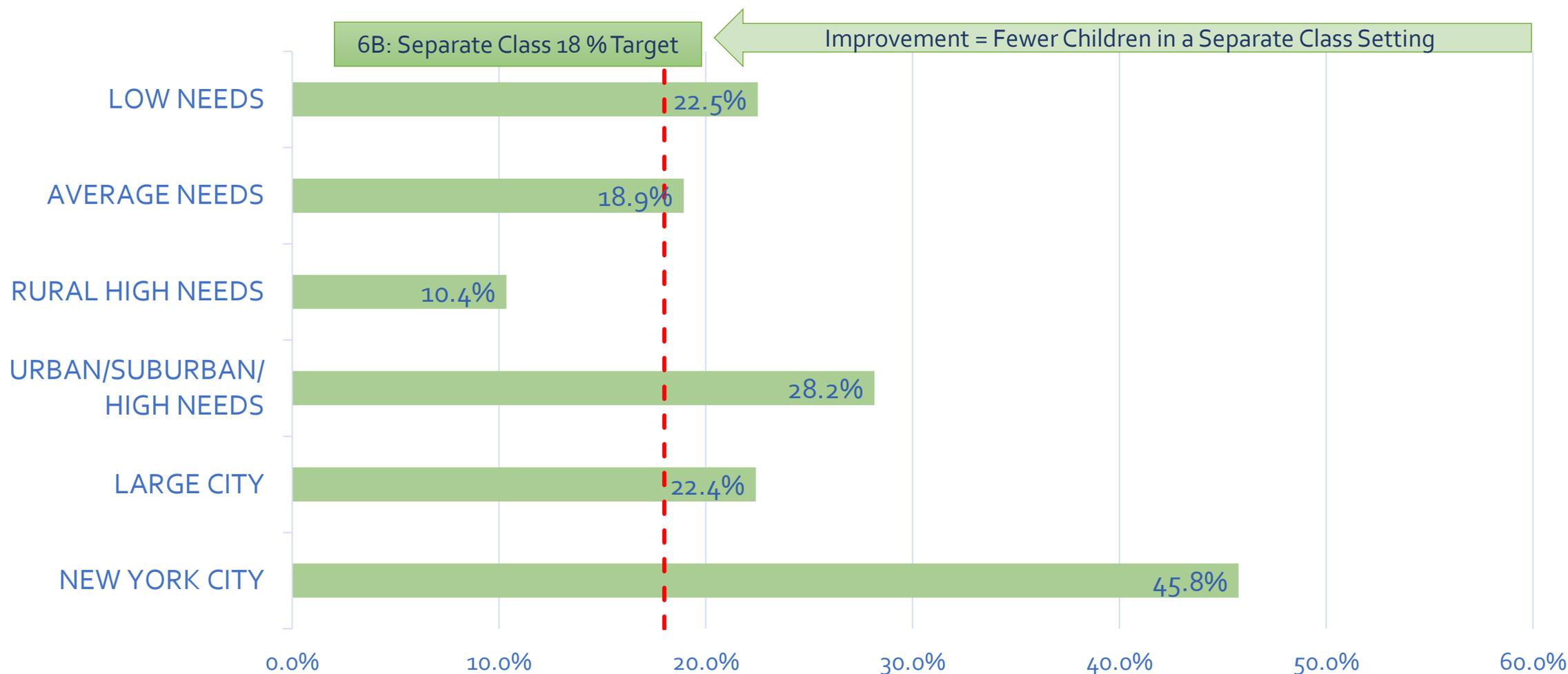


Indicator 6B: Separate Class Setting Student Data by Race and Ethnicity (2019)



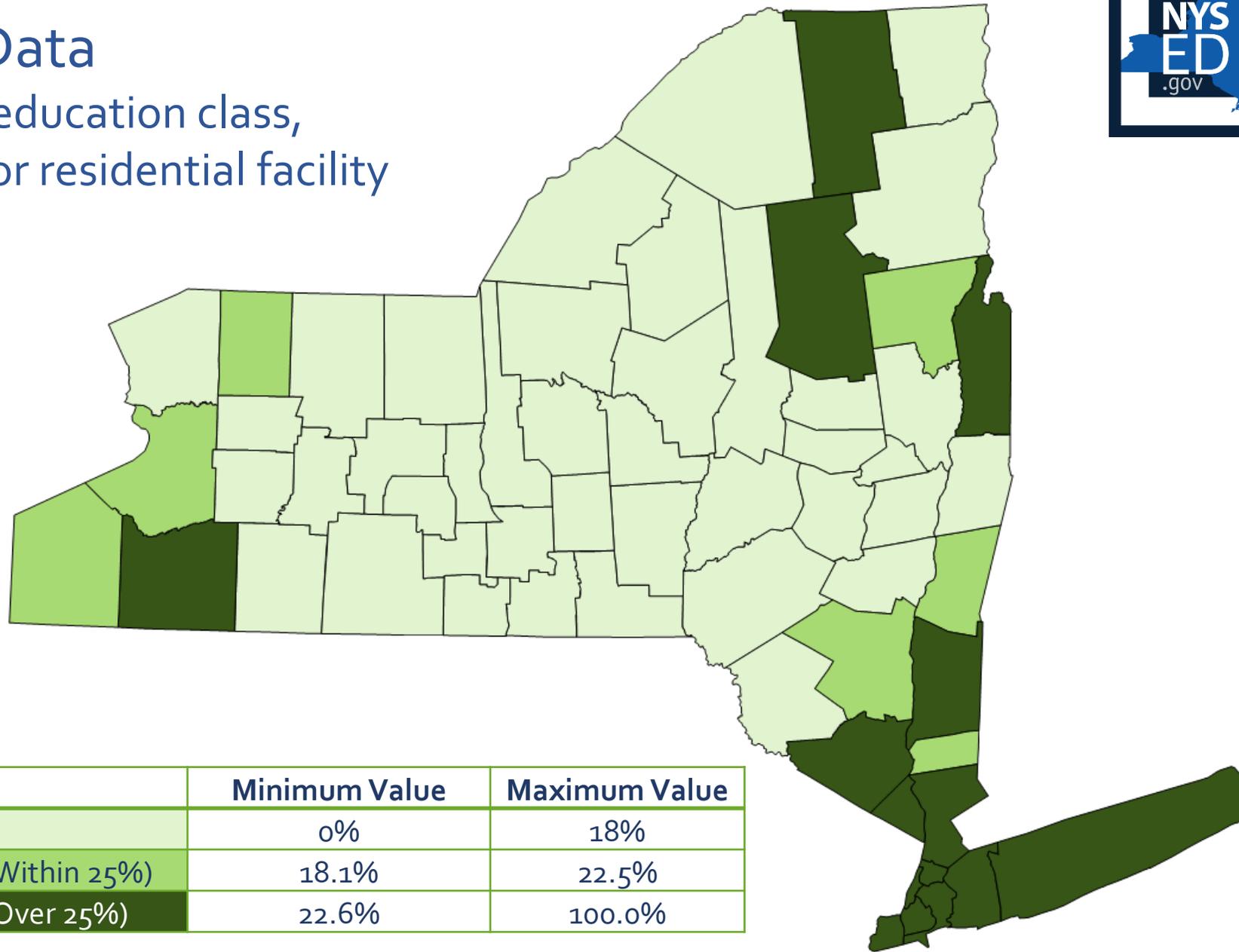


Indicator 6B: Separate Class Setting Needs/Resource Capacity (2019)



Regional 6B Data

Separate special education class,
separate school, or residential facility



County Level Data	Minimum Value	Maximum Value
Met Target	0%	18%
Did not Meet Target (Within 25%)	18.1%	22.5%
Did not Meet Target (Over 25%)	22.6%	100.0%

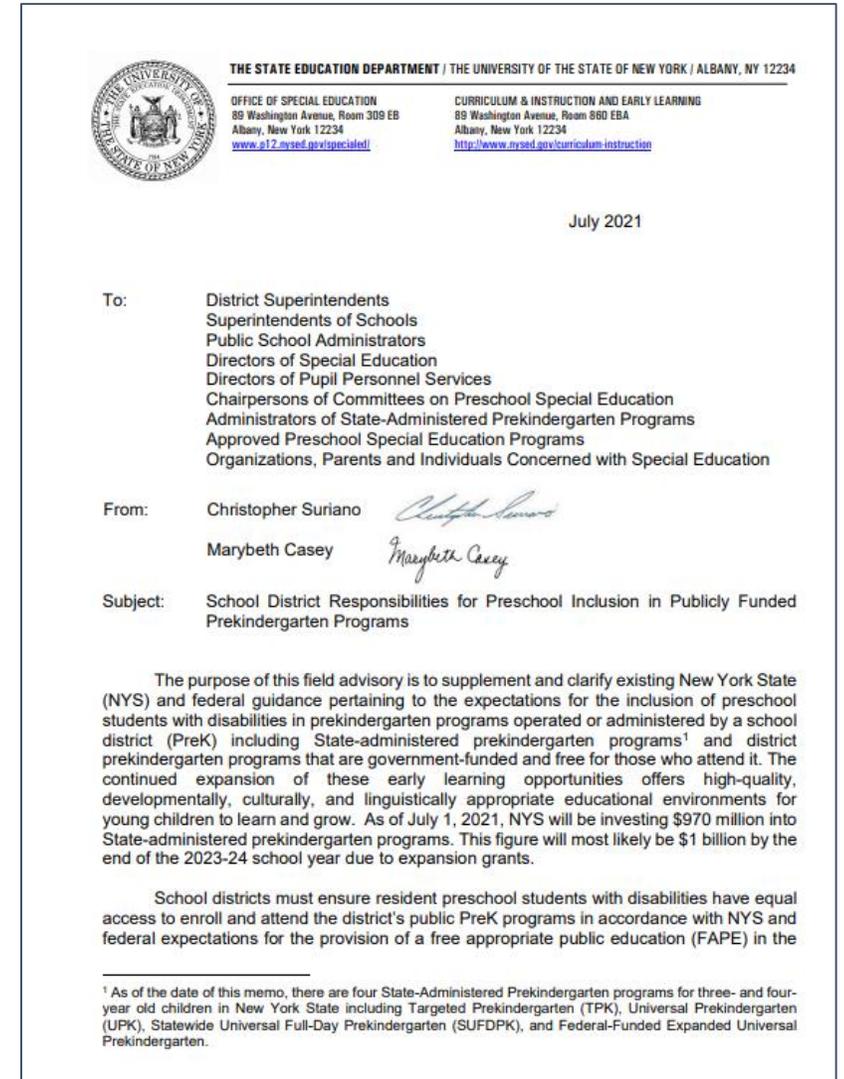
Promoting Preschool Inclusion in PreK Programs



Joint NYSED guidance issued in July 2021 titled “School District Responsibilities for Preschool Inclusion in Publicly Funded Prekindergarten (PreK) Programs.”

This guidance outlines:

- that publicly funded PreK programs must be leveraged to meet preschool least restrictive environment responsibilities; and
- ensure meaningful preschool inclusion.



Early Childhood Cross-System Collaboration



NEW YORK STATE OF OPPORTUNITY. Council on Children and Families

NYS Birth through Five Project
NYS B5
Promoting equity and access to quality early childhood programs for all young children and families in NYS
nysb5@cct.ny.gov

NYSB5 Renewal Projects
2020-2022
Reference Guide

The activities described in this document are supported by the Preschool Development Grant Birth through Five Initiative (PDGB5), Grant Number 90TP005902, from the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. Its contents are solely the responsibility of the authors and do not necessarily represent the official view of the United States Department of Health and Human Services, Administration for Children and Families.

Your "How to" Guide

Blending & Braiding Funds to Support Early Childhood Education Programs

Family Investments

Government Funds

Private Funds

Cost

Scope

Time

NYS B5

NEW YORK STATE Council on Children and Families

NYCDOE Preschool Inclusion Efforts



Benefits of Inclusion

Inclusive settings, such as general education or SCIS classrooms, allow children with and without disabilities to learn alongside one another. Inclusion promotes academic growth, independence, and social-emotional development.

Research on inclusion in early childhood has shown that:

- BOTH children with AND without disabilities benefit from inclusion:
 - Children with disabilities learn from their peers, and develop greater communication, social-emotional, and adaptive behavior skills.
 - Children without disabilities develop a greater acceptance of diversity and more empathetic social behaviors.
- Children with disabilities educated in inclusion classrooms:
 - Develop stronger language and math skills.
 - Are more likely to have social interactions with their peers, which allows them to create larger networks of friends and acquire social skills.
 - Tend to be absent fewer days from school.

As a reminder, 3-K and Pre-K for All offer inclusive settings. Refer to section I on pages 7-9 for more information on those programs and how to apply.

- The New York City Department of Education is implementing a comprehensive plan to promote preschool inclusion.
- More preschool students with disabilities will receive most of their services in a regular early childhood classroom.
- The number of preschool students receiving services in a separate special class program will be reduced.



Educational Partnership Resources

Targeted Professional Development Improvement Strategies



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Trainings impacting Preschool Least Restrictive Environment include, but are not limited to:

Classroom Management Training

CPSE/CSE Chairperson Training

Creating the Individualized Education Program

Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP) Toolkit

Using the FBA/BIP Process to Support Students Needing Intensive Interventions

Function Based Thinking in Preschool

Introduction to the Behavior Pathways

Specially Designed Instruction Series

Positive Behavior Interventions and Supports Tier 1 & Tier 2 Team Training

Positive Solutions for Families: Pyramid Model

Preschool Special Education Process

Using the Competing Behavior Pathway to Identify Interventions



Examples of Potential New Improvement Strategies

1

Create a parent resource to describe the benefits of preschool inclusion and outline their child's right to receive preschool special education programs and related services in the least restrictive environment.

2

Require districts to review their Indicator 6 data in aggregate and also by race and ethnicity. For districts not meeting Indicator 6 targets, or if a disparity is found in the race and ethnicity data, districts would be required to complete a [Local District Preschool Inclusion Self-Assessment](#).

3

Create a targeted monitoring activity to review and document Committee on Preschool Special Education decision-making processes pertaining to preschool inclusion. Include documentation that the parent was informed of their child's rights to receive services in the least restrictive environment.

4

Amend regulation to expand the preschool continuum in New York State to include more flexible models for preschool special education delivery in the regular early childhood program environment.

New York State School District SPP Data



Additional information on SPP Indicator data may be found in school district "Special Education Data" reports available at data.nysed.gov

data.nysed.gov COUNTIES BOCES **DISTRICTS** SCHOOLS HIGHER EDUCATION DOWNLOADS PARENTS

Please select a district to view more information.

You can navigate directly to a dataset or click on a district name to view profile information.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

ADDISON CSD	ADIRONDACK CSD	AFTON CSD
2019-20 2018-19 Archive	2019-20 2018-19 Archive	2019-20 2018-19 Archive
STUDENT DATA	STUDENT DATA	STUDENT DATA
Enrollment Data	Enrollment Data	Enrollment Data
English Language Learners Data	English Language Learners Data	English Language Learners Data
Special Education Data	Special Education Data	Special Education Data
SCHOOL DATA	SCHOOL DATA	SCHOOL DATA
School Report Card	School Report Card	School Report Card
High School Graduation Rate	High School Graduation Rate	High School Graduation Rate
High School Graduation Pathways Data	High School Graduation Pathways Data	High School Graduation Pathways Data
	AP & IB Report	AP & IB Report

THANK YOU

