

**INITIAL APPLICATION FOR NEW YORK STATE EDUCATION DEPARTMENT APPROVAL  
TO OPERATE A PRESCHOOL SPECIAL EDUCATION  
AND/OR MULTIDISCIPLINARY EVALUATION PROGRAM**

**Evaluation Criteria – Standard for Acceptance**

**REGIONAL NEED CERTIFICATION STATEMENT**

The Certification Statement verifying regional need for the proposed program was signed by the Regional Associate and the Supervisor of the Special Education Quality Assurance (SEQA) regional office and is attached to the application.

**PART I: GENERAL INFORMATION**

- The original or electronic signature of the chief administrative officer of the proposed program must be provided on the certification and assurances statement
- All fields in sections 1-3 must be completed unless information is clearly not applicable to the proposed program.
- Application must be typed; no handwritten applications will be accepted.

**PART II: PROGRAM DESCRIPTION**

**SECTION 1: PROGRAM MODEL**

**Category**



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	<ul style="list-style-type: none"> <li>• Monitoring timelines,</li> <li>• Tracking due dates (e.g., evaluations, reports)</li> <li>• Maintaining availability of sufficient staff to perform the evaluations within regulatory time frame(s)</li> </ul> <p>10. The plan for supervisory and clinical review of the evaluation process includes regular onsite observations, supervisory meetings and review of written evaluation reports.</p> <p>Individuals responsible for direct supervision of MDE staff evidence an appropriate level of experience in providing evaluations or services to preschool or kindergarten-aged children with disabilities.</p> <p>11. The program identifies a process whereby all evaluators will be trained and/or have access to written materials that clearly prescribe the protocol for Summary Reports of the evaluations.</p> <p>Within the written materials the program will include information recommendations as to the general type, frequency, location and duration of special education services and programs that should be provided.</p> <p>12. table.</p> <p>The program will provide evaluations during regular business hours.</p>

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	<p>students.</p> <p>4. Program provides a clear plan with time frames identified for rescheduling missed SEIS sessions due to staff absences, which includes arrangements for SEIS to be provided by qualified substitute staff or rescheduled by the assigned SEIS teachers.</p> <p>5. The program is operational during regular business hours, five days per week.</p> <p>If services extend beyond regular hours (e.g., 8 am to 5 pm), the described circumstances are reasonable given the population and/or geographic area to be served.</p> <p>6. The district/region to be served is consistent with identified regional need.</p> <p>The program ensures it will be able to provide SEIS at the locations determined by the district, including approved or home, a hospital, a State facility, or a child care location where the parent enrolled the child. The program does not propose to provide SEIS at the site of another of its approved programs (e.g., same site as a Special Class program).</p>
Special Class in an Integrated Setting (SCIS)	<p>1. The proposed population to be served is clearly described and consistent with identified regional need:</p> <ul style="list-style-type: none"> <li>• Disability characteristics</li> <li>• Ages</li> <li>•</li> </ul>

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	<p data-bbox="548 266 1435 394">5. If the SCIS program identifies a collaboration with another regular early childhood program (e.g., Head Start, day care, universal prekindergarten (UPK)), it identifies both the program and the provider.</p> <p data-bbox="597 415 1435 478">The program attaches a program and fiscal collaboration agreement which includes components such as:</p> <ul data-bbox="602 499 1435 930" style="list-style-type: none"> <li data-bbox="602 499 1382 531">• Description of the shared mission, goals and outcomes,</li> <li data-bbox="602 552 1435 615">• Definition of the programmatic and financial responsibilities of the collaborative partners,</li> <li data-bbox="602 636 1409 699">• Delineation of leadership roles and responsibilities by title and/or position,</li> <li data-bbox="602 720 1435 783">• Description of services to be provided by each collaborative partner,</li> <li data-bbox="602 804 1403 835">• Plan for communication, including schedule for meetings,</li> <li data-bbox="602 856 1097 888">• Procedures for conflict resolution,</li> <li data-bbox="602 909 1435 930">• Financial plan which clearly allocates costs based on the</li> </ul>





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2. Mission Statement and Goals	<ul style="list-style-type: none"> <li>• Core mission of the agency is related to early childhood, education and/or services to individuals with disabilities.</li> <li>• Mission statement and goals align with the design elements of the proposed program as identified throughout the application.</li> <li>• Goals and objectives are directed toward providing high quality, child-</li> </ul>



## Category

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<p>9. Programs for students with disabilities who have limited English proficiency</p>	<p>with requirements in federal and State law.</p> <ul style="list-style-type: none"> <li>• There is a clear process for communication with the CPSE regarding disciplinary actions for a preschool student.</li> <li>• Program explicitly states that a preschool student will not be removed or suspended from the program due to behavior.</li> <li>• The program has a concrete plan and process to provide instruction and/or evaluations to students in their native language or other mode of communication, unless it is clearly not feasible to do so. The program minimally refers to a plan that defines staff qualifications, ongoing staff training and identifies available resources.</li> <li>•</li> </ul>

<p>13. IEP Dissemination and Implementation</p>	<ul style="list-style-type: none"><li>• The explanation identifies how (by paper or electronic copy) IEPs will be provided to each teacher and related service provider of the student. For example, staff receives an IEP prior to the arrival.</li><li>• If the agency has a policy that the student's IEP is to be accessed electronically, the policy ensures that the individuals</li></ul>
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<b>Narrative questions 1-7</b>	
<b>Staffing Tables</b>	
1. Staffing Summary	<ul style="list-style-type: none"> <li>• All staff have appropriate certification or professional licenses, as applicable.</li> <li>• Full-time equivalents (FTEs) reflect an adequate number of staff to implement the proposed program.</li> <li>• Staff assignments are clear in terms of FTEs assigned to the proposed program models.</li> <li>• The total number of hours for each staff person does not exceed 40 hours per week (and does not exceed 1.0 FTE).</li> </ul>
2. MDE License/Certification Requirements	<ul style="list-style-type: none"> <li>• Certification and/or Licensure requirements must be listed for physical exam, social history, psychological and student observations.</li> <li>• The type and number of additional evaluation components identified by the program adds support the comprehensiveness and viability of the proposed MDE team.</li> </ul>

**PART III –**

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	<ul style="list-style-type: none"> <li>• If the building inspection report indicates noncompliance in any area, there is evidence that the noncompliance was resolved.</li> </ul>
4. Fire/Disaster Evacuation Plan	<p>A Fire/Disaster evacuation plan is provided which:</p> <ul style="list-style-type: none"> <li>• identifies and clearly posts all evacuation routes within each site where students are located;</li> <li>• identifies emergency sheltering locations for students, but notes that these specific locations may not be publicly posted; and</li> <li>• identifies the procedures to be implemented in the case of emergency evacuation of a nonambulatory disabled student.</li> </ul>

5. Summer Building Use

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**SECTION 3: ACCESSIBILITY**

<p>Accessibility</p>	<ul style="list-style-type: none"> <li>• There is evidence that the site and all functions and services are accessible and usable to individuals with disabilities.</li> <li>• For each site, accessible exterior routes are identified (e.g., handicapped parking, curb cuts, ramps, etc).</li> <li>• For each site accessible interior routes are identified (e.g., access to services, toilets, drinking fountains, etc).</li> <li>• Accessibility is documented through:             <ul style="list-style-type: none"> <li>○ organization familiar with public building and the Americans Disabilities Act ,</li> <li>○ Evidence of resolution of the issues if any areas have been identified as noncompliant, and/or</li> <li>○ A plan to accommodate persons with disabilities in accessing the building.</li> </ul> </li> </ul>
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**PART IV: FISCAL INFORMATION**

**SECTION 1: NARRATIVE**

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<p>1. Access to Financial Records</p>	<ul style="list-style-type: none"> <li>• The agency is able to identify a finite list of individuals, by title, who will have direct access to financial records.</li> <li>• Ite id</li> </ul>





	<ul style="list-style-type: none"> <li>Totals must reconcile with Schedule 4, Line 9.</li> </ul>
3. Projected Nondisabled Revenues (SCIS programs only)	Program has entered information relating to programs with which it will collaborate, including number of student FTEs and projected revenues.
4. General Program Budget	<ul style="list-style-type: none"> <li>Program completes all applicable line items (Lines 1-30).</li> <li>As applicable, amounts for lines 1 and 9 reconcile with Schedules 1 and 2.</li> </ul>

**PART V: CHARACTER AND COMPETENCE REVIEW**

*(A public school district, board of cooperative educational services, State agency or municipality is not required to complete this section of the application)*

Assessment of the character and competence of an applicant is based upon experience and past performance in operating a special education or related services program including records of violations, if any, and whether a substantially consistent high level of care was maintained. Applicants without experience in education services are evaluated based on compliance with laws and practices pertinent to their professional experience.



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and Other Director Level Staff	<p>instructional/evaluation sites.</p> <ul style="list-style-type: none"> <li>• Reasonable distance generally indicates a commute time of less than one hour however, determinations will be made on a case by case basis based on circumstances such as geographic area and transportation situations/options.</li> </ul>
8. Internal Controls	<p>Provision of internal controls is clearly described and includes:</p> <ul style="list-style-type: none"> <li>• Ensuring a quality control environment;</li> <li>• Performing a risk assessment;</li> <li>• Designing effective policies and procedures;</li> <li>• Providing clear communication throughout the agency; and</li> <li>• Conducting ongoing monitoring of policies and procedures.</li> </ul> <p>Internal controls include both <i>preventive</i> control activities (i.e., those that would deter the instance of noncompliance, errors or fraud such as thorough documentation and authorization practices); and <i>detective</i> control activities (i.e., those that identify undesirable "occurrences" after the fact such as reconciliation).</p>
9. Code of Ethics	<p>The Code of Ethics includes a:</p> <ul style="list-style-type: none"> <li>• Conflict of Interest policy,</li> <li>• policy outlining the procedure for reporting fraud, waste and abuse, and</li> <li>• whistleblower policy protecting employees from retaliation for disclosing information concerning acts of wrongdoing, misconduct, malfeasance or other inappropriate behavior. The policy addresses reporting responsibility and procedures, no retaliation, confidentiality and handling of reporting violations.</li> </ul> <p>For a sample Code of Ethics and Conflict of Interest policy, see page 25 of <a href="https://www.irs.gov/pub/irs-pdf/i1023.pdf">https://www.irs.gov/pub/irs-pdf/i1023.pdf</a>.</p>