

PRESCHOOL PROGRAM
MODIFICATION REQUEST APPLICATION
FOR APPROVAL TO EXPAND AND/OR MODIFY AN
APPROVED TO (A) JT EQ 2 612 7 reW* nBT/F1 9

Category	Evaluation Criteria Standard for Acceptance
3. Building Inspection Report	<p>Building inspection reports for each site are provided that show the inspection was conducted by an appropriate local Code Enforcement Official and completed no more than one year prior to the date of application.</p> <p>If the building inspection report indicates noncompliance in any area, there is evidence that the noncompliance was resolved.</p>
4. Fire/Disaster Evacuation Plan	<p>A Fire/Disaster evacuation plan is provided which:</p> <ul style="list-style-type: none"> identifies and clearly posts all evacuation routes within each site where students are located; identifies emergency sheltering locations for students, but notes that these specific locations may not be publicly posted; and identifies the procedures to be implemented in the case of emergency evacuation of a nonambulatory disabled student.

5. Summer Building Use

Consideration will be given to less than 50 square feet per student if

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	<p>evaluations, functional behavior assessments and speech and language evaluations).</p> <p>4. If the agency is proposing to expand services to an additional geographic area, 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>5. table. The program will provide evaluations during regular business hours.</p> <p>6. The counties listed are consistent with the approved regional need.</p>
Special Education Itinerant Services (SEIS)	<p>1. There is a clear, sufficient and detailed description of the proposed change.</p> <p>2. The additional projected number of students to be served by the program is consistent with the regional need identified by the program and certified by the NYSED SEQA Regional Office.</p> <p>3. Proposed additional projected population to be served is clearly described: Levels of functioning are identified in relation to social-emotional skills; early language/communication and early literacy and use of appropriate behaviors to meet their needs. Student management needs.</p> <p>4. The proposed number of teachers to be hired is consistent with the proposed number of students to be served. The sample weekly schedule provides reasonable planning and travel time, while maximizing case load efficiencies.</p> <p>5. 20 students.</p> <p>6. The program is operational during regular business hours, five days per week. 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>7. The additional district/region to be served is consistent with identified</p>

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	Certificate issued by the Office of Children and Family Services.
Special Class (SC)	<ol style="list-style-type: none"> 1. There is a clear, sufficient and detailed description of the proposed change. 2. The proposed population to be served is clearly described and consistent with identified regional need: <ul style="list-style-type: none"> Number of students; Levels of functioning are identified in relation to social-emotional skills; early language/ communication and early literacy and use of appropriate behaviors to meet their needs; and Student management needs. 3. The proposed additional number of SC classes is consistent with projected numbers of students to be served and consistent with the regional need identified by the program and certified by the NYSED SEQA Regional Office. 4. The proposed class size(s) for preschool students does not exceed an enrollment of 12 students with disabilities. <p>The maximum class sizes are consistent with section 200.6(h)(4) of the Regulations of the Commissioner of Education and are proposed as one or more of the following:</p> <ul style="list-style-type: none"> 12 students to one teacher (plus additional staff) 8 students to one teacher (plus additional staff) 6 students to one teacher (plus additional staff) <p>No other class size options will be considered (e.g., 7 students to one teacher plus additional staff).</p> 5. The program provides a comprehensive list of related services it is able to provide that is sufficient to meet anticipated IEP needs of

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	<p>Related services are scheduled within the instructional day.</p> <p>For half-day SC programs, not less than 2½ hours of instructional time is identified, excluding lunch and transportation.</p> <p>For full-day SC programs, not less than 5 hours of instructional time is identified, excluding lunch and transportation.</p> <p>For less than full-day, but more than half-day sessions, the program provides its rationale explaining the need for this exception.</p> <p>The half-day and full-day sessions are operational during regular business hours.</p> <p>7. Programs proposing to serve three or more children for more than three hours a day have attached a Day Care license or Registration Certificate issued by the Office of Children and Family Services.</p>

SECTION 4: BUDGET INFORMATION

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1. Projected Personal Services (for SCIS and/or SC)	<p>Program lists all positions in the appropriate Nondirect or Direct Care table, including proposed salary and FTE.</p> <p>Totals must reconcile with Schedule 4, Line 1.</p>
2. Projected Contracted Services (for SCIS and/or SC)	<p>Program lists its projected contracted services, including number of hours, whether services are direct or nondirect care.</p> <p>Totals must reconcile with Schedule 4, Line 9.</p>
3. Projected Nondisabled Revenues (SCIS programs only)	<p>Program has entered information relating to programs with which it will collaborate, including number of student FTEs and projected revenues.</p>
4. General Program Budget	<p>Program completes all applicable line items (Lines 1-30).</p> <p>As applicable, amounts for lines 1 and 9 reconcile with Schedules 1 and 2.</p>

SECTION 5: 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

SECTION 6: GOVERNANCE AND INTERNAL CONTROLS

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

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1. Governance Structure	There is a clear, sufficient and detailed description of the governance structure of the agency. The role that executive and management staff will have in establishing policies is clearly articulated.
2. Conflict of Interest procedures	

