- 3. 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:
  - 12 students to one teacher (plus additional staff)
  - 8 students to one teacher (plus additionalstaff)
  - 6 students to one teacher (plus additionalstaff)

No other class size options will be considered (e.g., 7 students to one teacher plus additional staff).

The chronological age range within 12:1+1, 8:1+1 and 6:1+1 special classes of students with disabilities who are less than 16 years of age does not exceed 36 months. (There are no chronological age-range limitations for students in 12:1+(3:1) special classes or for students with disabilities in special classes who are 16 years of age or older.)

- 4. The plan describes how students will be grouped, for instructional purposes, based on similarity of needs.
- 5. The program provides a comprehensive list of related services it will provide that is sufficient to meet anticipated IEP needs of students enrolled in the program.
  - The projected caseloads of related service providers are consistent with the identified population to be served. The caseload of each teacher providing speech and language services does not exceed 65 students and is consistent with the population to be served.
- 6. The program proposes a daily schedule which reflects inclusion of meaningful and age-appropriate instructional activities from arrival to dismissal.
  - Related services are scheduled within the instructional day. The program is operational during regular business hours.

Section 2: Policies, Procedures and Practices

Category	Evaluation Criteria ì Standard for Acceptance
Agency Background     Information	Applicant has relevant background in the field of P-12 education and/or special education or a related field (e.g., professions) and/or adult services for individuals with disabilities.
Mission Statement and Goals	Core mission of the agency is related to education and/or services to individuals with disabilities.
	Mission statement and goals align with the design elements of the proposed program as identified throughout the application.
	Goals and objectives are directed toward providing high quality, student- centered programs and services reflecting best practice procedures and

Category

Evaluation Criteria

Evaluation Criteria Ì Standard for Acceptance

Category

Category	Evaluation Criteria ì Standard for Acceptance
11. Use of Psychotropic Medication	<ul> <li>If a program plans to use psychotropic medication:</li> <li>a copy of the policy has been attached to the application, and</li> <li>there is an appropriate process identified to ensure that the agency provides a copy of the policy to the CSEs and parents prior to a students acceptance into the program.</li> </ul>
12. Confidentiality	<ul> <li>The policies ensure:</li> <li>the confidentiality of personally identifiable information at the collection, storage, disclosure, and destruction stages;</li> <li>the designation of one agency official as being responsible for ensuring confidentiality of personally identifiable information;</li> <li>maintenance of a list of names and positions of the employees within the agency who have access to personally identifiable information; and</li> <li>a plan to safeguard student information in the event of technology failure or natural disasters.</li> </ul>
13. Individualized Education Program (IEP) Development	<ul> <li>The agency ensures:</li> <li>professional staff will attend or participate in CSE meetings through such means as telephone conference calls, and</li> <li>coverage for teachers who need to participate in CSE meetings.</li> </ul>

14. IEP Dissemination and

# Category

## Evaluation Criteria ì Standard for Acceptance

- o Health, safety and security procedures
- o Staff code of conduct
- Whistleblower policies
- Working with parents
- o Culturally responsive education
- o Roles and responsibilities for participation in CSE

### Category

### Evaluation Criteria i Standard for Acceptance

of students;

- provided at different times throughout the year in a manner which will ensure that all students receive this instruction; and
- provided by individuals who possess appropriate knowledge and training.
- The program plans to use an incident review committee to review reportable incidents and implement corrective actions, and describeshow:
  - the committee is composed of at least one member of the governing body of the residential school and includes, but is not limited to, direct support staff; a o

Category	Evaluation Criteria ì Standard for Acceptance
	applicable.
	Full-time equivalents (FTEs) reflect an adequate number of staff to implement the proposed program.
	<ul> <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. Student/Staff Data

The maximum class sizes must be consistent with section 200.6(h)(4) of the Regulations of the Commissioner of Education and be proposed as one or more of the following:

- 12 students to one teacher (plus additional staff)
- 8 students to onoposed

Category	Evaluation Criteria ì Standard for Acceptance
4. Fire/Disaster Evacuation Plan	<ul> <li>A Fire/Disaster evacuation plan is provided which identifies:</li> <li>and clearly posts all evacuation routes within each site where students are located;</li> <li>emergency sheltering locations for students, but notes that these specific locations may not be publicly posted; and</li> <li>the procedures to be implemented in the case of emergency evacuation of a nonambulatory disabled student.</li> </ul>
5. Summer Building Use	<ul> <li>For each identified site which operates during the months of July and August, the description of how the climate will be controlled during the instructional day is reasonable to ensure students can comfortably and safely attend.</li> <li>If the building is not air conditioned, it indicates what measures (e.g., fans, window air conditioning units) will be taken to ensure the safety and comfort of students and staff.</li> </ul>

## SECTION 2: FLOOR PLANS

#### **SECTION 3: ACCESSIBILITY**

#### Accessibility

- There is evidence that the site and all functions and services are accessible and usable to individuals with disabilities.
- For each site, accessible exterior routes are identified (e.g., handicapped parking, curb cuts, ramps, etc).
- For each site accessible interior routes are identified (e.g., access to services, toilets, drinking fountains, etc).
- Accessibility is documented through:
  - o Architect's letter submitted by architect or engineer or organization familiar with public

	•	Totals in Schedule 1 must reconcile with Schedule 3, Line 1.
Projected Contracted     Services	•	Program lists its projected contracted services, including number ofhours, whether services are direct or nondirect care.
	•	Totals in Schedule 2 must reconcile with Schedule 3, Line 9.
3. General Program Budget	•	Program completes all applicable line items (Lines 1-29).

• As applicable, amounts for lines 1

Category	Evaluation Criteria ì Standard for Acceptance
	The Statement is signed and notarized.

Note: Concerns resulting from Character and Competence disclosures will be referred to the Office of Professions.

PART VI: GOVERNANCE AND INTERNAL CONTROLS