

**Commissioner's Advisory Panel for Special Education Services
February 6-7, 2014
Comfort Inn and Suites, East Greenbush, New York
Meeting Notes**

Thursday, February 6, 2014

AGENDA ITEM	KEY POINTS DISCUSSION/RECOMMENDATIONS	NEXT STEPS
Welcome and Get Organized	<ul style="list-style-type: none"> ❖ Member introductions ❖ Reviewed agenda and packets ❖ Reviewed date of final meeting – May 29-30, 2014 ❖ Reviewed dates and times for next year's CAP meetings. The meetings next year will continue to be held on a Thursday (11:00 a.m. – 5:00 p.m.) and Friday (8:30 a.m. – 12:30 p.m.) <ul style="list-style-type: none"> • November 13-14, 2014 • February 26-27, 2015 • May 28-29, 2015 ❖ Members did not have issues with dates for next year 	SED staff will e-mail next year's meeting dates to members.
November Minutes	A motion to accept the November 2013 minutes was made and seconded. Motion approved: Minutes approved	
Public Comment	<ul style="list-style-type: none"> ❖ Member provided information and responded to member questions on: <ul style="list-style-type: none"> • demographics and the structure of services for the Department of Corrections and Community Supervision (DOCCS); and • Council of New York Special Education Administrators ❖ SED staff recommends discussion on issues related to incarcerated youth 	<ul style="list-style-type: none"> ❖ Send DOCCS website to members – http://www.doccs.ny.gov ❖ Discuss at a future CAP meeting issues related to incarcerated youth
Information Sharing	<ul style="list-style-type: none"> ❖ CAP Members shared information on the following: <ul style="list-style-type: none"> • Long Island Association of Special Education Administrators-Annual Conference • Issues with common core implementation • Non-public schools and ensuring services are provided to students with disabilities • Parent movement opting students out of assessment • Impact of tax cap on district budgets • Positive impact of Response to Intervention (RtI) • Individualized Education Program (IEP) review rubric • Behavior/social emotional learning/suspension • Health Care Reform and obtaining health insurance 	

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	<ul style="list-style-type: none"> • Medicare reform • Autism – insurance coverage for applied behavioral analysis • Focus of Adult Career and Continuing Education Services-Vocational Rehabilitation supported employment contracts • District development of work experiences • Lack of residential programs • Need for increased pathways to diploma • Special Education Task Force – annual conference on March 14, 2014 	
Annual Performance Report	<ul style="list-style-type: none"> ❖ SED provided information and responded to member questions regarding data and improvement activities for the State Performance Plan indicators. ❖ CAP members discussed the following: <ul style="list-style-type: none"> ➤ Recommended identifying the average per pupil with a disability cost and correlation to student results. ➤ Expressed concern regarding decrease in variety of courses available (for example, art, shop, music, etc.) – and potential impact on dropout rates. Recommended districts look at this as possible root cause for dropping out. ➤ Strategies to increase access to integrated preschool placements. Recommended parent center training on promoting importance of integrated settings and focus on Universal Pre-K as means to increasing integrated opportunities. ➤ Recommended districts take an in-depth look at their data and how the data correlates to other data (e.g. suspension and dropout rate) to assist in determining root causes for specific data trends. ➤ Trend in one district to increase the number of special classes as a strategy to address attainment of common core learning standards for students with disabilities. Recommend increased monitoring on number of special class placements. 	<ul style="list-style-type: none"> ❖ SED staff will send CAP members APR and 5 year graduation rate ❖ Discuss 4 and 5 year graduation rates at future CAP meeting
Elementary and Secondary Education Act Waiver	<ul style="list-style-type: none"> ❖ SED staff provided information on public comment in response to the draft proposed ESEA Waiver, noting significant national comment in opposition. SED staff summarized the public comment as follows. <ul style="list-style-type: none"> • The majority of public comments were in opposition to the proposed waiver with the reasons being concern regarding lowering student expectations and school compliance 	

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(ESEA)	<p>with proposed criteria.</p> <ul style="list-style-type: none"> • The primary reasons in support of the proposal note it as an opportunity to close the achievement gap and decrease the emotional impact on students currently assessed at levels beyond their instructional levels. ❖ SED staff provided information on changes to the waiver proposal based on public comment received and discussions with advocacy groups. The proposed changes included adding a public reporting requirement, modifications to the accountability measure and better defining the student group. ❖ Members discussed the unintended consequences of the accountability measure and the potential for improper implementation at the district level. They stressed the importance of relying on the Committee of Special Education to make good decisions regarding student identification for this assessment and the need to educate individuals regarding the benefits of the proposal. The majority of members supported the revised proposal. 	
Safe Schools Task Force	<ul style="list-style-type: none"> ❖ The Assistant Commissioner of SED's Student Support Services and Director of SED's Student Support Services provided information on the Regents reform agenda regarding the Safe Schools Task Force. ❖ Member comments/recommendations: <ul style="list-style-type: none"> • Provide increased technical assistance on cyber bullying. • Provide information to schools on the qualities of a "safe school". Look at case studies to identify specific strategies and policy changes needed to be a safe school. • Link Safe Schools Task Force initiatives to existing initiatives (i.e. Positive Behavior Interventions and Supports) • Increase dissemination of Social Emotional Development and Learning Guidelines. • Social emotional and academic supports are equally important. • Do not equate the student's emotional health to the fact that the student is a student with a disability. Not all students with disabilities have emotional issues. 	
General Education Diploma (GED)	<ul style="list-style-type: none"> ❖ SED staff provided information on the new High School Equivalency (HSE) exam (CTB McGraw Hill's test called Test Assessing Secondary Completion (TASC)). ❖ Member comments/recommendations: <ul style="list-style-type: none"> • Recommend focusing on public perception of high school equivalency, noting the 	

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	<p>importance of highlighting the high school equivalency as a positive outcome as it provides access to college.</p> <ul style="list-style-type: none"> • Recommend longitudinal study on pass scores and post school success • Expressed concerns regarding \$10.00 per person fee for readiness test 	

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Teacher Performance Assessment (edTPA)	The Assistant Commissioners of the Office of Assessment Policy Development and Administration and the Office of Higher Education Teacher Certification provided information and responded to member questions, focusing on the purpose of the edTPA and the confidentiality requirements.	
Engaging Parents in the Common Core Learning Standards	<ul style="list-style-type: none"> ❖ SED staff presented information addressing the needs of students with disabilities related to instruction in the Common Core Learning Standards (CCLS). ❖ Members engaged in small group discussions to recommend potential questions for parents to consider asking teachers and CSEs related to implementation of the CCLS. Members recommended the following: <ul style="list-style-type: none"> • Developing check lists, charts, and summaries of expected grade-level outcomes for students. • Define and give examples of modifications, learning strategies, teaching strategies and supplemental supports that students may benefit from. • Simplify language and use common vocabulary. • When developing the student's IEP, focus on the child's present levels of performance and frame questions around that. • Encourage parents to ask questions throughout the school year (e.g., after each progress report is received) • Include questions related to the type of assistive technology that a student may benefit from. • Include this information in the Parent's Guide to Special Education. • Continue to stress that Rtl is for all students. • Provide training to CSEs regarding CCLS. 	<ul style="list-style-type: none"> ❖ Members to send names of teachers who have effectively implemented CCLS. ❖ SED staff will send the power point on CCLS at the meeting.
State Policy	<ul style="list-style-type: none"> ❖ SED staff provided policy updates and responded to member questions on the following: <ul style="list-style-type: none"> • Additional parent member on CPSE • Preschool legislation – Chapter 545, Laws of 2013 • Recently adopted Impartial Hearing regulations 	

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	<ul style="list-style-type: none">• Regulations related to the Justice Center• Response to Intervention technical assistance initiatives	