

**Commissioner's Advisory Panel for Special Education Services  
May 30-31, 2013  
Comfort Inn and Suites, East Greenbush, New York  
Meeting Notes**

**Thursday, May 30, 2013**

AGENDA ITEM	KEY POINTS DISCUSSION/RECOMMENDATIONS	NEXT STEPS
<b>Welcome and Get Organized</b>	<ul style="list-style-type: none"> <li>❖ Member introductions</li> <li>❖ Reviewed agenda and packets</li> <li>❖ Reviewed dates and times for next year's CAP meetings - Meetings next year will continue to be held on Thursdays (11:00 a.m. – 5:00 p.m.) and Fridays (8:30 a.m. – 12:30 p.m.). Scheduled dates are:               <ul style="list-style-type: none"> <li>• November 7 and 8, 2013</li> <li>• February 6 and 7, 2014</li> <li>• May 29 and 30, 2014</li> </ul> </li> </ul>	SED staff to send meeting dates to members
<b>February Minutes</b>	A motion to accept the February 2013 minutes was made and seconded. Motion approved: Minutes approved	
<b>Public Comment</b>	<ul style="list-style-type: none"> <li>❖ Reevaluation Issues               <ul style="list-style-type: none"> <li>• Some districts refuse to reevaluate and/or are not providing evaluations requested.</li> <li>• Parents need more information regarding reevaluations and what is required.</li> </ul> </li> <li>❖ Safe Act - Additional technical assistance for schools for individuals with mental health issues</li> <li>❖ One to One Aides and Least Restrictive Environment - Some think a one to one aide makes a setting more restrictive.</li> <li>❖ Public Comment Process - Members expressed concern that it was difficult to get members of the public to attend CAP meeting to provide public comment. SED staff reviewed parameters for public comment.               <ul style="list-style-type: none"> <li>• Must be related to:                   <ul style="list-style-type: none"> <li>○ education of students with disabilities;</li> <li>○ systemic issues; or</li> <li>○ policy and technical assistance needs and recommendations.</li> </ul> </li> <li>• Cannot be district or child specific</li> <li>• CAP members are responsible for seeking comments and issues from constituents and providing that information at meetings.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ SED will provide information about evaluation requirements to Parent Centers.</li> <li>❖ Future CAP agenda will include time for general discussion on issues related to the education of students with disabilities and policy and technical assistance implications.</li> </ul>

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<b>State Policy</b>	<ul style="list-style-type: none"> <li>❖ SED staff provided information and facilitated a discussion with members regarding the following:               <ul style="list-style-type: none"> <li>• Planned expansion of Department-sponsored technical assistance and other projects funded with Individuals with Disabilities Education Act (IDEA) discretionary dollars;</li> <li>• Justice Center;</li> <li>• Preschool Special Education;</li> <li>• BOCES Space Plan;</li> <li>• Parental Consent to Bill Insurance;</li> <li>• Autism Insurance Act;</li> <li>• Potential State Performance Plan Changes;</li> <li>• Office of Mental Health Day Treatment Programs;</li> <li>• Sequestration</li> </ul> </li>   <li>❖ Members recommended the following:               <ul style="list-style-type: none"> <li>• Parent Centers focus on youth self advocacy and self determination</li> <li>• Presentation at a future CAP meeting on the Affordable Care Act; Autism Insurance Act and Medical Home Initiative</li> </ul> </li> </ul>	
<b>Information Sharing</b>	<p>CAP Members provided comment and/or recommendations on the following:</p> <ul style="list-style-type: none"> <li>❖ Recommend faculty in teacher preparation programs receive training about Common Core, Universal Design for Learning and explicit instruction</li> <li>❖ Transition program at SUNY Geneseo for high school students to obtain college experience while in high school</li> <li>❖ Vocational Rehabilitation Youth Employment Services</li> <li>❖ Office of Mental Health group focused on improving collaboration with districts</li> <li>❖ Stress that teachers are facing related to budget cuts, program cuts, APPR, Common Core and district insolvency. Recommend change be introduced gradually to be effective and sustainable.</li> <li>❖ Programs sharing special education services across districts due to funding cuts</li> <li>❖ Department of Corrections – Respect Institute – training teachers on how to communicate</li> </ul>	

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	<p>better with clients</p> <ul style="list-style-type: none"> <li>❖ Vocational Rehabilitation/Office of Special Education Memorandum of Understanding</li> </ul>	
<b>Impartial Hearing Decisions</b>	<ul style="list-style-type: none"> <li>❖ SED staff discussed and provided data and information on impartial hearings, resolution sessions and mediation in NYS; responded to questions and facilitated discussion with members</li> <li>❖ Member Discussion/Recommendations Regarding Impartial Hearings: <ul style="list-style-type: none"> <li>• Suggested educating parents about State complaint process</li> <li>• Expressed concern about limited use of resolution sessions</li> </ul> </li> </ul>	
<b>Individualized Education Program (IEP) Facilitation</b>	<ul style="list-style-type: none"> <li>❖ SED staff provided information on the purpose of IEP facilitation, the role of IEP facilitators and how it is used and funded in other states.</li> <li>❖ Member Discussion and Recommendations Regarding IEP facilitation: <ul style="list-style-type: none"> <li>• Need more discussion and education on benefits of process</li> <li>• Facilitator should be knowledgeable about IEP process and special education</li> <li>• Facilitator should be district selected and State trained</li> <li>• All facilitators should have the same training</li> <li>• Train CSE chairpersons to run more effective meetings</li> <li>• Concerns regarding: <ul style="list-style-type: none"> <li>○ Impact of creating additional level for parents and districts to engage in</li> <li>○ Potential resistance from parents and districts</li> <li>○ Introducing this concept in midst of many other changes</li> <li>○ Destroying the recording of discussion that is part of a facilitated IEP meeting</li> </ul> </li> </ul> </li> </ul>	

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<b>Discussion with SED Leadership</b>	<ul style="list-style-type: none"> <li>❖ SED Leadership discussed Race to the Top Initiatives, Pathways to Graduation and other topics as raised by CAP including:               <ul style="list-style-type: none"> <li>• Need for increased mechanisms to communicate with parents</li> <li>• SAVE Legislation</li> <li>• Common Core</li> <li>• English language learners (ELL) and Students with Disabilities</li> <li>• Career Development and Occupational Studies (CDOS) Credential</li> </ul> </li> <li>❖ Member Comments and Recommendations               <ul style="list-style-type: none"> <li>• Parent Communication - Rely more on special education Parent Centers to disseminate information</li> <li>• SAVE Legislation -Give districts concrete examples of what works to promote safe and healthy schools</li> <li>• Common Core Standards:                   <ul style="list-style-type: none"> <li>○ Change and additional expectations are difficult with budget cuts and loss of teachers.</li> <li>○ Some districts have no professional development on the Common Core.</li> <li>○ There are limited monies to bring in experts.</li> <li>○ Parental involvement – bring parents and professionals together as equal partners and provide joint trainings</li> </ul> </li> <li>• ELLs and Students with Disabilities:                   <ul style="list-style-type: none"> <li>○ Provide information on national research</li> <li>○ Appoint statewide committee and national steering group to advise SED</li> </ul> </li> <li>• CDOS Credential:                   <ul style="list-style-type: none"> <li>○ Focus on marketing credential to employers, parents, students</li> <li>○ Need additional diploma options</li> </ul> </li> </ul> </li> </ul>	<p>Members will send recommendations and information regarding:</p> <ul style="list-style-type: none"> <li>❖ Strategies to improve communication with parents;</li> <li>❖ Districts that are proactively and effectively focusing on safe and healthy schools;</li> <li>❖ Strategies for leveraging professional development on the Common Core, including scaffolding for students with disabilities and ELLs</li> <li>❖ Districts in which transition planning and services are effective</li> </ul>
<b>Alternate Assessment</b>	<ul style="list-style-type: none"> <li>❖ SED staff provided an update on changes being made to the 2013-14 New York State Alternate Assessment (NYSAA):</li> </ul>	

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<b>Changes</b>	<ul style="list-style-type: none"> <li>❖ Member Recommendations and Comments:               <ul style="list-style-type: none"> <li>• Districts often over-identify students for NYSAA.</li> <li>• Recommend providing additional guidance for CSE chairpersons on who is eligible and what is meant by severe disability.</li> <li>• Strong recommendation that other diploma options be developed for all students not able to pass Regents assessments.</li> <li>• Students are concerned that not passing Regents exams will result in teachers losing their jobs.</li> </ul> </li> </ul>	
<b>CAP Accomplishments and Goals</b>	<ul style="list-style-type: none"> <li>❖ During the 2012-13 school year, members received information and provided comment on the following policies:               <ul style="list-style-type: none"> <li>• Least restrictive environment (preschool and school age);</li> <li>• State Performance Plan and Annual Performance Report data, targets and interventions;</li> <li>• Special education dispute resolution, including impartial hearing data and the process for mediation in NYS;</li> <li>• IEP facilitation;</li> <li>• CDOS Commencement Credential; and</li> <li>• Changes to NYSAA.</li> </ul> </li> <li>❖ Member recommendations regarding the structure of meetings:               <ul style="list-style-type: none"> <li>• Establish committees and task groups to work on specific issues between CAP meetings</li> <li>• Spotlight a member or two at each meeting and have them discuss activities they are engaged in related to the education of students with disabilities</li> <li>• Increased time for discussion around specific topics and suggested the following issues for discussion in 2013-14:                   <ul style="list-style-type: none"> <li>○ School capacity to address needs of students with mental health issues</li> <li>○ IDEA/Elementary and Secondary Education Act, if scheduled for reauthorization</li> </ul> </li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>○ Information on the Common Core Learning Standards and specially designed instruction</li> <li>○ Student performance on new Common Core 3-8 assessments               <ul style="list-style-type: none"> <li>▪ Multiple diploma options</li> <li>▪ Strategies for engaging students in career planning - presentation on Career Zone</li> <li>▪ Changes in Office for People with Developmental Disabilities, Adult Career and Continuing Education Services Vocational Rehabilitation policies regarding competitive employment for students with disabilities</li> <li>▪ Students with disabilities that are ELLs</li> <li>▪ Violence prevention and bullying</li> <li>▪ Restraint and seclusion</li> <li>▪ Issues related to students in Juvenile Justice system</li> </ul> </li> </ul> <p>****Please note that during the 2012-13 school year, the November meeting was canceled due to Hurricane Sandy and the second day of the February meeting was canceled due to a winter storm.</p>	
<b>CDOS Credential</b>	Staff provided a brief update on the CDOS Credential	