

**Commissioner’s Advisory Panel for Special Education Services
February 26-27, 2015
Comfort Inn and Suites, East Greenbush, New York**

Thursday, February 26, 2015

AGENDA ITEM	KEY POINTS DISCUSSION/RECOMMENDATIONS	NEXT STEPS
Welcome and Get Organized	<ul style="list-style-type: none"> ❖ Introduction of new and existing members ❖ SED staff provided instruction on travel reimbursement ❖ Reviewed agenda and materials ❖ Reviewed dates and times for the remaining CAP meeting which is also held on a Thursday (11:00 a.m. – 5:00 p.m.) and Friday (8:30 a.m. – 12:30 p.m.): May 28 and 29, 2015 ❖ Informed members of the following 2015-16 CAP dates and asked them to place a hold on their calendars in addition to notifying their supervisors of these dates: <ul style="list-style-type: none"> • November 5 and 6, 2015 • February 25 and 26, 2016 • June 2 and 3, 2016 ❖ Reviewed 2014-15 yearly plan 	SED staff will e-mail CAP members 2015-16 meeting dates
Minutes	<p>A motion to accept the November 2014 minutes with one amendment (page two of November minutes - change the bullet for OPWDD to say “Transformational agenda focuses on competitive employment and self-direction and provides front door policy access to services) was made and seconded. Motion approved: Minutes approved with amendment</p>	SED staff will make changes as recommended to the November minutes
Public Comment	There was no public comment provided.	
English Language Learners who are Students with Disabilities	<ul style="list-style-type: none"> ❖ SED staff provided the following information on amendments to Part 154 (1-3) of the Regulations of the Commissioner regarding English Language Learners (ELL) who are students with disabilities: <ul style="list-style-type: none"> • Changes in terminology <ul style="list-style-type: none"> ▪ English as a Second Language (ESL) is now called English as a New Language (ENL) • Changes to screening, assessment and identification processes • Responsibilities of a Language Proficiency Team (LPT) and the Committee on Special Education (CSE) • Parent orientation and notification processes • Timelines for identification and placement • Language assistance programs for ELLs • Exit criteria for all students and for students with disabilities 	SED staff will share member questions regarding amendments to Part 154 with those responsible for developing guidance materials

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	<ul style="list-style-type: none"> • Professional development requirements ❖ Member questions were recorded to inform technical assistance needs ❖ Member recommendations: <ul style="list-style-type: none"> • Provide professional development regarding cultural awareness • Special education and bilingual specialists should provide joint training • Provide training for Regional Associates 	
Policy Updates	<ul style="list-style-type: none"> ❖ SED staff provided policy updates and responded to member questions regarding: <ul style="list-style-type: none"> • Chapter 434 of the Laws of 2014: special education parental notification requirements upon a student’s entry into school <ul style="list-style-type: none"> ▪ Members recommended that the Parent’s Guide be updated • Proposed changes to preschool regulations for March 2015 Board of Regents discussion: <ul style="list-style-type: none"> ▪ Reimbursement for Special Education Itinerant Services (SEIS) ▪ Definition of SEIS and provision of direct/indirect services • Potential future amendments to preschool regulations <ul style="list-style-type: none"> ▪ Incentivizing group instruction for preschool students with disabilities ▪ Recommendations for 1-1 aides ▪ Special class in an integrated setting and requirements to provide instruction in Pre-K learning standards ▪ Probation of suspensions for preschool students with disabilities • Extended School Year Application changes • Restraint and Seclusion collaboration among state agencies • Multiple Pathways to a diploma • Posting of Part B Application for public comment • Mandate relief proposals in Executive Budget regarding application for waiver of special education requirements • Council of New York Special Education Administrators (CNYSEA) recommendation to eliminate minimum amount of services for resources room and consultant teacher 	<ul style="list-style-type: none"> ❖ SED staff will e-mail members the Chapter 434 field memorandum ❖ SED staff will e-mail members the Extended School Year Application and the Preschool Board of Regents item Regents item when available ❖ At the May CAP meeting members will discuss the CNYSEA proposal regarding elimination of service minimums for resource room and consultant teacher services

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Information Sharing	<ul style="list-style-type: none"> ❖ Members shared the following information: <ul style="list-style-type: none"> • The role of the newly identified Adult Career and Continuing Education Services (ACCES) - Vocational Rehabilitation (VR) Community Employment Specialists • Additional supports for transition-age students with the passage of the Workforce Investment Opportunity Act (WIOA) • Plans for future identification of VR liaisons for every school in the state • Increased number of students with behavioral and emotional issues and BOCES role in supporting students in their home districts • Increase in the number of students with disabilities and ELL’s in non-public schools • Changes in higher education teacher preparation programs in response to EdTPA • Service capacity issues related to changes in sheltered employment • Proposed Employment Choice Act that will allow individuals to stay in non-integrated settings • Collaboration between Office of Mental Health and Corrections regarding children at risk of residential placement 	
Blueprint for Students with Disabilities’ Success – Group Discussions	<ul style="list-style-type: none"> ❖ SED staff presented the draft Blueprint for Success for Students with Disabilities <ul style="list-style-type: none"> • Members engaged in small group discussion and provided comment/recommendations on key concepts in draft blueprint related to: <ul style="list-style-type: none"> ▪ Meaningful access to instruction in the common core learning standards ▪ Results driven instruction ▪ Data based progress monitoring ▪ School wide systems of behavioral and academic supports ▪ High quality inclusive program ▪ Career development 	Blueprint will be discussed again at the May CAP meeting

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Health Homes	<ul style="list-style-type: none"> ❖ Department of Health (DOH) staff provided information, responded to member questions and engaged members in a discussion about the new Health Homes initiative as a managed care model for Medicaid eligible children. Topics included the following: <ul style="list-style-type: none"> • State partners in development of the Health Homes initiatives • Child eligibility requirements • Referral and enrollment processes and timelines • Services to be provided • Eligibility to be a Health Home provider and timelines for potential providers to submit applications • Confidentiality and consent requirements • Collaboration between CPSE/CSE and Health Homes • Promoting awareness of Health Home services and requirements • Transition from child to adult Health Homes services ❖ Member Recommendations <ul style="list-style-type: none"> • Provide information regarding Health Homes to: <ul style="list-style-type: none"> ▪ Pupil personnel service directors in BOCES ▪ District Superintendents ▪ School health service professionals ▪ CPSE/CSE through CSE Chairperson meetings • Message for families and schools should be brief, crisp, strategic and provided through: <ul style="list-style-type: none"> ▪ Written guidance ▪ Webinars ▪ Regional meetings as coordinated by RSE-TASC 	SED staff will e-mail members the website for the Health Homes initiatives
Annual Performance Report Targets/State Systemic	<ul style="list-style-type: none"> ❖ SED staff reviewed Annual Performance Report (APR) data and responded to member questions regarding 16 of the State Performance Plan indicators for the federal fiscal year 2013 as submitted to the United States Department of Education 	

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Improvement Plan	<p>(USDOE) on February 1, 2015.</p> <ul style="list-style-type: none"> • Members recommended sharing data publically regarding the increase in the graduation rate and decrease in the dropout rate for students with disabilities. <p>❖ Members received information and provided comment on the proposed State Systemic Improvement Plan (SSIP) with respect to the following:</p> <ul style="list-style-type: none"> • Area of focus (grades 3-8 results in literacy) • Baseline data and targets for improvement • Improvement activities • Theory of action • While some members discussed focusing the SSIP on low performing and at risk districts rather than on districts statewide, the general consensus of the panel was to move forward with what was proposed. 	
Deputy Commissioner of NYSED P-12	<p>❖ SED's P:12 Deputy Commissioner, Cosimo Tangorra, Jr. was introduced to members</p>	