

**Commissioner's Advisory Panel for Special Education Services
November 13-14, 2014
Comfort Inn and Suites, East Greenbush, New York
Meeting Notes**

Thursday, November 13, 2014

AGENDA ITEM	KEY POINTS DISCUSSION/RECOMMENDATIONS	NEXT STEPS
Welcome and Get Organized	<ul style="list-style-type: none"> ❖ Introduction of new and existing members ❖ Reviewed by-laws, agenda and materials ❖ Reviewed dates and times for the remaining CAP meetings which are also held on Thursdays (11:00 a.m. – 5:00 p.m.) and Fridays (8:30 a.m. – 12:30 p.m.). The scheduled dates are: <ul style="list-style-type: none"> • February 26 and 27, 2015 • May 28 and 29, 2015 	
Minutes	A motion to accept the May 2014 minutes was made and seconded. Motion approved: Minutes approved	
Election of Officers	Members voted and elected vice chairperson and secretary – Yvonne Sinisgalli as vice chairperson and Annmarie Urso as secretary.	
Public Comment	<ul style="list-style-type: none"> ❖ There was no official public comment provided. ❖ Members informally shared the following issues and concerns: <ul style="list-style-type: none"> • Impact on districts of increase in undocumented students/immigrants with significant trauma and needs • Higher Education – edTPA: relief with some initial requirements provides additional time to update personnel preparation programs • Individuals with Disabilities Education Act (IDEA) and Elementary and Secondary Education Act (ESEA) reauthorizations likely to be delayed; anticipated response to intervention (Rtl) will be part of ESEA • Concerns remain on common core implementation for students with disabilities, parents opting out of assessments and the impact of student assessment results on teacher performance evaluations • Limited information in some schools regarding transition services <ul style="list-style-type: none"> ▪ SED staff described new initiatives related to transition – community employment specialists ▪ SED recently revised the transition section of the Adult Career and Continuing Education (ACCES) vocational rehabilitation (VR) application • New partnership developed between Youth Power and the Department of Labor (DOL) 	

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	<ul style="list-style-type: none"> ▪ Series of webinars for DOL youth service professionals on self-advocacy and youth needs • Recommend teaching youth about how to talk to employers about experiences and benefits of their work towards the Career Development and Occupational Studies (CDOS) Commencement Credential. • Recommended increased information on CDOS Commencement Credential for administrators. • Juvenile Justice and Closer to Home Initiatives <ul style="list-style-type: none"> ▪ Many students transitioning from juvenile facilities are not doing well ▪ Limited supports and resources for these students in schools ▪ Students often receiving homebound instruction ▪ There needs to be a better plan to transition student back to school ▪ There needs to be better communication between school and mental health professionals for students with major mental health issues ▪ Recommend amending regulations to award credits to students in juvenile justice system provided certain criteria are met ▪ Recommend further discussion at CAP on issues related to students in juvenile justice and correctional facilities • The revised New York State Alternate Assessment (NYSAA) is often too difficult for students with significant needs • Office For People With Developmental Disabilities (OPWDD) – Transformational Agenda focuses on competitive employment and self-direction and provides front door policy access to services • Developmental Disabilities Planning Council (DDPC) <ul style="list-style-type: none"> ▪ DDPC has a yearlong contract with the Alberti Center to assist with research on bullying. Alberti Center will write a research report for the DDPC on bullying prevention for adults and children with disabilities. • New York State Special Education Task Force (NYSETF) <ul style="list-style-type: none"> ▪ Originally formed as a local task force in the Capital Region focused on educational outcomes for students with disabilities ▪ Because of the outstanding success of the model, the Capital District Task Force 	

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	<p>agreed to promote the development of Task Forces in other regions across the State ultimately forming the NYSETF</p> <ul style="list-style-type: none"> • Bridges Program in Orange County <ul style="list-style-type: none"> ▪ Nationally recognized program serving schools to build campus environments that are respectful of diversity where everyone feels safe, welcome and respected. 	
Discussion with Assistant Commissioner	<p>SED Leadership provided information and responded to member questions regarding:</p> <ul style="list-style-type: none"> ❖ Chapter 501 of the Laws of 2012 ("Protection of People with Special Needs Act") <ul style="list-style-type: none"> • Established the Justice Center for the Protection of People with Special Needs • Created uniform safeguards to protect vulnerable persons against abuse and neglect and established requirements for the notification and investigation of allegations of abuse and neglect of individuals placed in residential schools or facilities • SED created a new Incident Management Unit to conduct investigations in approved private schools with residential programs. ❖ Youth Advisory Panel - a new initiative developed by SED which provides youth perspective on educational issues and policies ❖ Preschool initiatives - preschool rate setting study report is due to the Legislature next month ❖ CDOS Commencement Credential technical assistance initiatives and next steps ❖ Multiple Pathways to Graduation ❖ Charter schools and services for students with disabilities 	
Policy Updates	<p>SED staff provided information on the following:</p> <ul style="list-style-type: none"> ❖ Part 154 of the Regulations of the Commissioner related to English Language Learners who are students with disabilities ❖ Development of a new alternate assessment for students with significant disabilities ❖ Due Process System <ul style="list-style-type: none"> • contracted out for independent study of New York State's two tier system • SED's draft proposed compliance agreement with USDOE regarding timeliness of decisions for appeals to Office of State Review • IEP Facilitation will be implemented in the spring 	

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Multiple Pathways	<p>SED staff provided information regarding proposed pathways to graduation and responded to member questions:</p> <ul style="list-style-type: none"> ❖ Reviewed vision for multiple pathways – college and career readiness ❖ Goal – by 2015 New York State will offer all students an established set of assessment pathways that are grounded in the Common Core Learning Standards, allow for student choices and have demonstrated effective outcomes for students. ❖ Reviewed: <ul style="list-style-type: none"> • current New York State requirements for a Regents Diploma • existing flexibility options • proposed requirements on 4 + 1 assessment pathway for graduation and Social Studies coursework and assessment requirements • next steps <p>Member comments regarding alternate pathways:</p> <ul style="list-style-type: none"> ❖ Math tends to be the barrier test for students to graduate, not Global Studies ❖ Alternate pathways can’t be based only on high stakes tests ❖ Students with disabilities do not have adequate access to Career and Technical Education (CTE) programs <ul style="list-style-type: none"> • Scheduling issues related to completion of CTE coursework and diploma requirements and the time necessary to receive special education services • Criteria for enrollment in CTE programs is competitive from an academic perspective • Limited number of CTE slots due to fiscal constraints. SED staff clarified that districts can’t deny student access to CTE program due to lack of slots. • Recommend advocating for funds from legislature to offer more CTE programs. • From a policy perspective, need to make sure students with disabilities have equal access to CTE courses. ❖ There needs to be increased cross system collaboration around CTE with DOL, ACCES, schools and Workforce Investment Boards. ❖ Some districts have eliminated art and music programs which will impact pathways. 	<p>SED staff notify members in January regarding status of proposed amendments to multiple pathways to diploma</p>

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State Systemic Improvement Plan (SSIP)	<ul style="list-style-type: none"> ❖ SED staff reviewed information and facilitated member discussion on NYS's proposed SSIP. Topics included stakeholder input on: <ul style="list-style-type: none"> • Data analysis • Measurable results • Infrastructure • Theory of action ❖ Members engaged in small group discussion and submitted individual recommendations to SED ❖ Members recommended the following: <ul style="list-style-type: none"> • Disaggregate data by: <ul style="list-style-type: none"> ▪ Socio-economic class for low performing schools ▪ Each Big 5 City School District ▪ Grades 3-8 English Language Arts (ELA) results for hearing impaired students • Look at declassification rate from preschool to school-age and school-age declassification rates • Look at districts who are doing well with grades 3-8 Assessments to inform SSIP decisions • Increase teacher preparation requirements related to reading and math instruction through amendments to Part 80 requirements • Work of New York University Technical Assistance Center on Disportionality is excellent; recommend mandating this training for districts • Increased intensity and depth of professional development on RtI ❖ Members were generally supportive of proposed SSIP. Some members expressed concern regarding use of ELA test results for students identified as having a learning disability 	

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Unified Sports	<ul style="list-style-type: none"> ❖ Members from the New York State Public High School Athletic Association (NYSPHSAA) and the New York State Special Olympics provided information on the Unified Sports Program as a collaboration between the two organizations to provide authentic and inclusive high school athletic competition for students with and without disabilities ❖ A high school student discussed her personal experience as a Youth Activation Leader for the program ❖ A parent and her son who was a Unified Sports Athlete presented on their experiences related to being involved in Unified Sports ❖ Participants discussed the positive impact of the program upon school culture, student friendships, increased expectations, inclusive environments and the importance of participation in extracurricular activities. 	
Annual Performance Report Targets	<ul style="list-style-type: none"> ❖ SED staff provided information on current data for each of the State Performance Plan indicators and proposed targets and responded to member questions. ❖ Members engaged in discussion regarding targets and were generally supportive of proposed targets. 	