**SED Update**

**December 2015**

Updated December 9, 2015 OCM & CiTi

**special education**

Special Education Field Advisory Memo: [Amendment of the Commissioner's Regulations to Allow an Exemption of a Student with a Disability from Instruction in Hands-only Cardiopulmonary Resuscitation and the Use of Automated External Defibrillators](http://www.p12.nysed.gov/specialed/publications/2015-memos/exemption-from-hands-only-cpr-and-aed-instruction.html)

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Section 100.2(c)(11) of Commissioner’s Regulations requires that all students complete hands-only instruction in cardiopulmonary resuscitation (CPR) and instruction in the use of Automated External Defibrillators (AEDs) at least once between grades 9-12 prior to graduation.  The Board of Regents approved an amendment to these regulations to allow a Committee on Special Education (CSE) or a Multidisciplinary Team (MDT) pursuant to Section 504 of the Rehabilitation Act to determine, on an individual student basis, if a student with a disability should be excused from the requirement for instruction in hands-only CPR and the use of AEDs.

The US Department of Education has issued a **“Dear Colleague Letter: Clarification of FAPE and Alignment with State Academic Standards”**

[**http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-fape-11-17-2015.pdf**](http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-fape-11-17-2015.pdf)

The cornerstone of the *Individuals with Disabilities Education Act* (*IDEA*) is the entitlement of each eligible child with a disability to a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet the child’s unique needs and that prepare the child for further education, employment, and independent living.  The primary vehicle for providing FAPE is through an appropriately developed individualized education program (IEP) that is based on the individual needs of the child.  This [**policy letter**](file:///C:\F:Chairs%20update%20Information2015-16Novemberwww2.ed.govpolicyspecedguidideamemosdcltrsguidance-on-fape-11-17-2015.pdf) clarifies that IEPs for children with disabilities must be aligned with state academic content standards for the grade in which a child is enrolled.

In addition to the guidance, the Department also is sharing resources for parents and educators aimed at helping students with disabilities succeed in school careers and life:

* **Website Featuring Best Practices from the Field** - The Department created a [**new website**](http://ccrs.osepideasthatwork.org/) to house resources developed by its grantees on effective IEPs, instructional practices, assessments, student engagement, school climate, home and school partnerships, and post-school transition.

[**http://ccrs.osepideasthatwork.org/**](http://ccrs.osepideasthatwork.org/)

* **Classroom Strategies for Teachers** - The Department compiled [**tips for teachers**](https://www.osepideasthatwork.org/evidencebasedclassroomstrategies) with evidence-based, positive, proactive and responsive classroom behavior intervention and support strategies. The techniques are aimed at helping capitalize on instructional time and decrease disruptions. [**https://www.osepideasthatwork.org/evidencebasedclassroomstrategies/**](https://www.osepideasthatwork.org/evidencebasedclassroomstrategies/)
* **Positive Behavioral Interventions and Support (PBIS) Implementation Blueprint for Educators** - The National Technical Assistance Center on Positive Behavioral Interventions and Supports prepared a [**new two-part blueprint**](https://www.pbis.org/blueprint/implementation-blueprint) on teaching behavioral expectations throughout schools. [**https://www.pbis.org/blueprint/implementation-blueprint**](https://www.pbis.org/blueprint/implementation-blueprint)
* **Tip Sheets for Parent** - The [**tip sheets**](http://www.parentcenterhub.org/repository/age-of-majority-parentguide/) developed by the National Technical Assistance Center on Transition in collaboration with the Center for Parent Information and Resources are meant to help children with disabilities successfully reach adulthood. The tip sheets include information on financial management, healthcare and independent living.

[**http://www.parentcenterhub.org/repository/age-of-majority-parentguide/**](http://www.parentcenterhub.org/repository/age-of-majority-parentguide/)

President Gerald Ford signed the Education for All Handicapped Children Act (Public Law 94-142) into law on Nov. 29, 1975. At the time, an estimated one million children with disabilities were excluded from public schools and were thus separate from their nondisabled peers. Four decades later, most students with disabilities are educated alongside nondisabled students in regular classrooms.

**BOARD OF REGENTS – November 16 & 17, 2015  
Policy Relating to the Placement of Students with Disabilities in the Least Restrictive**

**Environment**

[**http://www.regents.nysed.gov/common/regents/files/1115p12d2.pdf**](http://www.regents.nysed.gov/common/regents/files/1115p12d2.pdf)

Upon review of improvements the State has made in LRE practices and analysis of the data, the Department finds that the current focus of policy action needs to be at the individual school district level to ensure that each school district policies, procedures and **practices ensure high-quality inclusive programs for both preschool and school age students with disabilities.**

**Supplemental Presentation:**

[**http://www.regents.nysed.gov/common/regents/files/P12-Inclusion%20.pdf**](http://www.regents.nysed.gov/common/regents/files/P12-Inclusion%20.pdf)

**PRESCH00L – Reminder of link to page for public comment**

**Proposed Amendment of Sections 200.4, 200.9, 200.16 and 200.20 of the Commissioner’s Regulations, Relating to Preschool Special Education Programs and Services**

<http://www.p12.nysed.gov/specialed/publications/2015memos/SeekingpubliccommentonproposedamendmentofRegulations.html>

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