**SED Update**

**March 2016**

Updated March 3, 2016 OCM BOCES

**SPECIAL EDUCATION**

**Posted 2/7/16: Special Education Field Advisory Memo: Testing Accommodations for Students with Disabilities and English Language Learners**

<http://www.p12.nysed.gov/specialed/timely.htm>l

This memorandum reminds districts of their responsibility to ensure that English Language Learners (ELLs) and students with disabilities receive appropriate testing accommodations.

**Board of Regents: February 22-23, 2016 Meeting**

**Update on Next Steps: Policy relating to the Placement of Students with Disabilities in the Least Restrictive Environment**

<http://www.regents.nysed.gov/common/regents/files/216p12d2.pdf>

In December 2015, the LRE field advisory was released. School districts were advised to take immediate actions including:

* Ensure access to the full continuum of special education programs and services;
* Ensure CSE and CPSE include parents and understand their responsibilities for LRE determinations;
* Assess and address the provision of a high quality inclusive settings; and
* Review, discuss and develop plans addressing LRE data.
* In January 2016, District Superintendents discussed the memo and data. RSE TASC was provided with training and information.

Next Steps:

* Public comment and engagement in regional forum discussions
* Development of an “LRE self-review” document

**School-Justice Partnerships to Keep Youth in School and Out of Courts**

<http://www.regents.nysed.gov/common/regents/files/216p12d3.pdf>

Discussion on the New York State Permanent Judicial Commission on Justice for Children’s work in regard to the school-justice connection that results in too many school-aged children spending time in court, being suspended or expelled from school, or placed in juvenile justice facilities. Discusses key strategies that enable children to become successful, productive adults.  With the agreement of the Board of Regents, staff will take the following actions to improve outcomes for our students:

* Continue to engage with key stakeholders to promote school-justice partnerships;
* Develop recommendations and more comprehensively deliver technical assistance that will more clearly define uniform discipline policies and practices;
* Assist school districts to implement strategies to reduce the frequency that suspensions and expulsions are used throughout the school year, especially for youth of color, students with disabilities, and English language learners;
* Improve data collection processes to inform decisions on addressing youth-related issues;
* Build frameworks in schools and institute strategies that promote and measure school climate; and
* When funding becomes available, provide professional development for administrators, teachers and community.

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