**SED Update**

**November 2015**

Updated November 9, 2015

**special education**

**NEW – Revised test administration start date for 2015-2016 New York State Alternate Assessment in Science and Social Studies.**

The purpose of this memorandum is to inform school administrators and staff of the revised and expanded test administration period for the New York State Alternate Assessment (NYSAA) in science and social studies for the 2015-16 school year.

[**http://www.p12.nysed.gov/specialed/publications/2015memos/documents/NovemberNYSAAFieldMemo2015-16RevisedDates.pdf**](http://www.p12.nysed.gov/specialed/publications/2015memos/documents/NovemberNYSAAFieldMemo2015-16RevisedDates.pdf)

**NEW – Guidance for the Transition to Unified English Braille (UEB)**

The purose of this memorandum to provide information to school personnel regarding their responsibilities for preparing students who use English Braille American Edition (EBAE) to transition to Unified English Braille (UEB), as well as to provide resources for teachers for professional development.

[**http://www.p12.nysed.gov/specialed/publications/2015memos/documents/GuidancefortheTransitiontoUnifiedEnglishBraille.pdf**](http://www.p12.nysed.gov/specialed/publications/2015memos/documents/GuidancefortheTransitiontoUnifiedEnglishBraille.pdf)

**NEW – Initial Individual Evaluations of Children Transitioning From EI to CPSE**

The New York State Education Department, Office of Special Education, has released guidance relating to initial individual evaluations of children transitioning from an early intervention program (EIP) to preschool special education services

[**http://www.p12.nysed.gov/specialed/publications/2015memos/documents/EvaluationsofChildrenTransitioningfromEIPtoPreschoolSpecialEd.pdf**](http://www.p12.nysed.gov/specialed/publications/2015memos/documents/EvaluationsofChildrenTransitioningfromEIPtoPreschoolSpecialEd.pdf)

**NEW –** **Federal Guidance** Letter Related to **Learning Disabilities**

The U.S. Department of Education, Office of Special Education and Rehabilitation Services (OSERS) has received communications from stakeholders, including parents, advocacy groups, and national disability organizations, who believe that state and local educational agencies (SEAs and LEAs) are reluctant to reference or use dyslexia, dyscalculia, and dysgraphia in evaluations, eligibility determinations, or in developing the individualized education program (IEP) under the IDEA.  In response, OSERS has issued a policy guidance letter which clarifies that **there is nothing in the IDEA that would prohibit the use of the terms dyslexia, dyscalculia and dysgraphia in IDEA evaluation, eligibility determinations, or IEP documents.**

[**http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf**](http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf)

**Public Comment**

At the September 2015 Regents meeting, the Board of Regents discussed **proposed regulations** to allow a student with a disability with the option to graduate with a Local Diploma via **appeal of a score of 55 on a Regents exam** provided the student meets all other conditions for appeal and are otherwise eligible to graduate in January 2016 and thereafter.   A copy of the proposed amendment can be found at: [**http://www.regents.nysed.gov/common/regents/files/meetings/Sep%202015/915p12d3revised.pdf**](http://www.regents.nysed.gov/common/regents/files/meetings/Sep%202015/915p12d3revised.pdf)**.**

The Department is accepting public comment on the proposed amendment **until November 23, 2015**. **Comments should be submitted to:**

James P. DeLorenzo, Assistant Commissioner

Office of Special Education

New York State Education Department

89 Washington Avenue

Room 309EB

Albany, NY 12234

Attention: Proposed Amendment - section 100.5(d)(7)

Email: **spedpubliccomment@nysed.gov**

Field Advisory Memo:[**Individualized Education Program (IEP) Facilitation Pilot Program**](http://www.p12.nysed.gov/specialed/publications/2015-memos/IEPFacilitationFieldAdvisory.html)

The New York State Education Department, Office of Special Education, has released guidance relating to the initiation of a three-year pilot program of the early dispute resolution option of Individualized Education Program (IEP) Facilitation in two regions of the state: Long Island and two Community Schools in New York City (District 10 in the Bronx and District 24 in Queens).  Please find the memorandum posted on the Office of Special Education’s website at:

[**http://www.p12.nysed.gov/specialed/dueprocess/iep-facilitation/IEPFacilitation.html**](http://www.p12.nysed.gov/specialed/dueprocess/iep-facilitation/IEPFacilitation.html)

**BOARD OF REGENTS – October 26 & 27, 2015**

**Commissioner’s Update** [**http://www.regents.nysed.gov/common/regents/files/meetings/Oct%202015/CommissionersFullBoardUpdate10.26.15.pdf**](http://www.regents.nysed.gov/common/regents/files/meetings/Oct%202015/CommissionersFullBoardUpdate10.26.15.pdf)

A brief overview of what’s next for the Common Core Learning Standards and NYS Assessments, Changes for the Spring 2016 3-8 Assessments and Teacher Evaluation

Proposed amendment of §100.5(g)(1)(i) of the Commissioner's Regulations relating to the **transition to** the **Regents Examination in English Language Arts (Common Core)** [**http://www.regents.nysed.gov/common/regents/files/meetings/Oct%202015/1015p12a1.pdf**](http://www.regents.nysed.gov/common/regents/files/meetings/Oct%202015/1015p12a1.pdf)

The proposed amendment would extend flexibility to the final two administrations of the Regents Comprehensive Examination in English (2005 Learning Standards) in January and June 2016. This flexibility would continue to apply only to students who began grade 9 prior to 2013 and have already had access to the Regents Comprehensive Examination in English (2005 Learning Standards).

***New York State Safe Schools Task Force: Status Update*** [***http://www.regents.nysed.gov/common/regents/files/meetings/Oct%202015/1015p12d1.pdf***](http://www.regents.nysed.gov/common/regents/files/meetings/Oct%202015/1015p12d1.pdf)

The Department continues to make promoting school climate and school safety a priority. Over the course of the 2014-15 school year, the Department worked toward the implementation of the 36 Task Force recommendations. To date, approximately two-thirds of the recommendations are in progress or completed.

It is recommended that the Board of Regents direct staff to continue implementing the recommendations of the New York State Safe Schools Task Force and to draft regulation changes, where appropriate, to bring back to the Board for review and adoption.

***PowerPoint Presentation***[***New York State Safe Schools Task Force: Status Update***](http://www.regents.nysed.gov/common/regents/files/meetings/SSTFUpdateOct2015.pdf)

[***http://www.regents.nysed.gov/common/regents/files/meetings//SSTFUpdateOct2015.pdf***](http://www.regents.nysed.gov/common/regents/files/meetings//SSTFUpdateOct2015.pdf)

**Targeted Improvement Activities and Resources to Improve Results for Students With Disabilities** [**http://www.regents.nysed.gov/common/regents/files/meetings/Oct%202015/1015p12accesd2.pdf**](http://www.regents.nysed.gov/common/regents/files/meetings/Oct%202015/1015p12accesd2.pdf)

This item provides information regarding the New York State Education Department’s ***Blueprint for Improved Results for Students with Disabilities*** as well as an overview of **Proposed Improvement Activities** planned during the 2015-16 school year. School districts and schools are encouraged to use the principles from the *Blueprint for Improved Results for Students with Disabilities* to review practice and to identify areas where improvement is needed.

**Supplemental Presentation:**

[**http://www.regents.nysed.gov/common/regents/files/meetings//p12-accesBlueprintforImprovedResultsforStudentswithDisabilities10.19.15.pdf**](http://www.regents.nysed.gov/common/regents/files/meetings//p12-accesBlueprintforImprovedResultsforStudentswithDisabilities10.19.15.pdf)

**Transition Planning and Services for Students with Disabilities** [**http://www.regents.nysed.gov/common/regents/files/meetings/Oct%202015/1015p12accesd3.pdf**](http://www.regents.nysed.gov/common/regents/files/meetings/Oct%202015/1015p12accesd3.pdf)

This item provides updated information on Department initiatives to improve transition planning and services and employment outcomes for students with disabilities.

**PRESCH00L**

**Special Education Itinerant Services**

The New York State Education Department, Office of Special Education, has released guidance relating to **Special Education Itinerant Services** (SEIS) to ensure providers have a common understanding of the State’s laws, regulations and policy relating to **individualized education program (IEP) development and implementation, SEIS provider responsibilities, and billing for SEIS sessions.**   Please find the memorandum posted on the Office of Special Education’s website at:

[**http://www.p12.nysed.gov/specialed/publications/2015-memos/SpecialEducationItinerantServicesforPreschoolChildrenwithDisabilitiesSEIS.html**](http://www.p12.nysed.gov/specialed/publications/2015-memos/SpecialEducationItinerantServicesforPreschoolChildrenwithDisabilitiesSEIS.html)

**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.regents.nysed.gov/common/regents/files/meetings/Oct%202015/1015p12accesd1.pdf**](http://www.regents.nysed.gov/common/regents/files/meetings/Oct%202015/1015p12accesd1.pdf)

Proposed policy changes that will be presented for adoption at the January 2016 Board of Regents meeting include:

* Requirement that CSE and CPSE make certain considerations prior to determining that a student needs a one-to-one aide;
* SEIS teacher must assist the child’s teacher in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a preschool student with a disability who attends an early childhood program;
* SEIS must be provided during the regular school day and cannot be provided as individualized or group instruction at the site of the approved SEIS provider (except for extenuating health and safety reasons or when a student needs to receive such services at home based on documented medical or special needs of the preschool student);
* Preschool special class programs must provide all related services specified in students’ IEPs during the school day;
* Requirements for each approved preschool program

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