**SED Updates**

 **September 2015**

Updated September 8, 2015 - OCM

**Career Development and Occupational Studies (CDOS) Commencement Credential-Information for Parents and Business**

**Field Advisory Memo:** The New York State Education Department, Office of Special Education is providing two brochures that districts may use to disseminate key information to parents
and community businesses on the Career Development and Occupational Studies (CDOS) Commencement Credential. These brochures are being issued to assist schools in helping parents and businesses understand and support student attainment of the CDOS Commencement Credential. Both brochures can be accessed on the Office of Special Education's Graduation Requirements page:
<http://www.p12.nysed.gov/specialed/publications/2015-memos/CDOS-memo-August-2015.html>.

In addition, Questions and Answers regarding the CDOS Commencement Credential were also updated and are available at <http://www.p12.nysed.gov/specialed/gradrequirements/documents/CDOS-QA-Feb15revisions8-24-15.pdf>.

**“Dear Colleague” letter**

The U.S. Department of Education, Office of Special Education Programs, has issued a “Dear Colleague” letter that addresses a practice where public agencies may be filing due process complaints concerning the same issue that is the subject of an ongoing State complaint resolution.  OSEP has requested that states share this letter with impartial hearing officers and local school districts to help ensure that the Individuals with Disabilities Education Act (IDEA) Part B’s dispute resolution procedures are used to facilitate the provision of timely and appropriate special education and related services for children with disabilities.

<http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/dcl04152015disputeresolution2q2015.pdf>

**Instructional Technology**

The New York State Education Department (NYSED) has created an application for the electronic collection of district instructional technology plans. As a follow up to the Professional Development on Assistive Technology, please find the link to the EdTech’s Instructional Technology Plans Survey ([**http://www.p12.nysed.gov/technology/**](http://www.p12.nysed.gov/technology/)).  Districts must submit their surveys by October 16, 2015.  The survey includes items that target technology for students with disabilities.  Districts are required to submit their surveys/plans (and receive SED approval) in order to be eligible to receive Smart Schools Bond Act funds.

**Commissioner’s Regulation Part 154 NEW**

**English Language Learners (ELLs) Screening, Identification, Placement, Review, and Exit Criteria**

In the fall of 2014, the Board of Regents adopted the New York State Education Department’s proposed amendments to Part 154 of the Regulations of the Commissioner of Education. The Commissioner's Regulation Part 154 (CR Part 154) establishes the legal requirements for the education of English Language Learners (ELLs) in New York State (NYS). This document is designed to provide regulatory guidance to screening, identification, placement, review, and exit criteria for English Language Learners (ELLs).

ELL Identification Process Chart: **<http://www.p12.nysed.gov/biling/docs/ELLIDCHARTrev.pdf>**

ELL Identification Chart Guidance:

**[http://www.p12.nysed.gov/biling/docs/ELLIDChartGuidance7.1.15.pdf](http://www.p12.nysed.gov/biling/docs/ELLIDChartGuidance7.1.15.pdf%20)**

Other Resources available at:  [**http://www.p12.nysed.gov/biling/bilinged/GuidanceDocuments.htm**](http://www.p12.nysed.gov/biling/bilinged/GuidanceDocuments.htm)

[**Diploma Requirements including Multiple Pathways**](http://www.p12.nysed.gov/ciai/gradreq/2015GradReqPublisherVersion.pdf)

This chart is **applicable to 2008-2015 student cohorts**.

[**http://www.p12.nysed.gov/ciai/gradreq/2015GradReqPublisherVersion.pdf**](http://www.p12.nysed.gov/ciai/gradreq/2015GradReqPublisherVersion.pdf)

**Diploma/Credential Requirements** Revised May 2015

This chart includes information on the **required units of credit and examinations** for a Regents diploma, a Regents diploma with advanced designation, a local diploma, the CDOS Commencement Credential and the Skills and Achievement Commencement Credential. It reflects the regulatory provisions for [**multiple pathways**](http://www.p12.nysed.gov/ciai/multiple-pathways/) as well as the **appeals process and safety nets for students with disabilities**. This chart is **applicable to all student cohorts**.

[**http://www.p12.nysed.gov/ciai/gradreq/DiplomaRequirements/DiplomaAndCredentialSummaryMay2015.pdf**](http://www.p12.nysed.gov/ciai/gradreq/DiplomaRequirements/DiplomaAndCredentialSummaryMay2015.pdf)

**BOARD OF REGENTS – July 20 & 21, 2015**

**College & Career Readiness** Update on the Regents Reform Agenda Presentation: [**http://www.regents.nysed.gov/common/regents/files/meetings/Jul%202015/715fullboardmonampresentation.pdf**](http://www.regents.nysed.gov/common/regents/files/meetings/Jul%202015/715fullboardmonampresentation.pdf)

**School Use of an Opioid Antagonist** Proposed Addition of Section 136.8 of the Commissioner’s Regulations Relating to School Use of an Opioid Antagonist. This permits schools and their employees to administer Narcan in the event of an emergency.

[**http://www.regents.nysed.gov/common/regents/files/meetings/Jul%202015/715p12a1.pdf**](http://www.regents.nysed.gov/common/regents/files/meetings/Jul%202015/715p12a1.pdf)

**New York State Transgender and Gender Nonconforming Students** Guidance Document Specific guidance and examples of how schools can ensure non-discriminatory practices.

**<http://www.regents.nysed.gov/common/regents/files/meetings/Jul%202015/715p12d1.pdf>**

Powerpoint: **<http://www.regents.nysed.gov/common/regents/files/meetings/TransgenderGuidance_0.pdf>**

**PRESCH00L**

**Qualifications of Psychologists Employed by Preschool Special Education MDE Programs Approved Pursuant to Section 4410 of the Education Law NEW**

**Field Advisory Memo: Authorizes a certified school psychologist who is employed by an approved Multidisciplinary Evaluation Program or center-based program to conduct evaluations of preschool children having or suspected of having a disability.**

**Suspension and Expulsion of Preschool Children NEW**

**Field Advisory Memo:**[**Suspension and Expulsion of Preschool Children**](http://www.p12.nysed.gov/specialed/publications/2015-memos/preschool-suspensions-expulsions-memo-july-2015.html)**:** Provides important information regarding federal and State policy to limit and eliminate practices of suspension and expulsion of preschool children; to ensure that a child’s early learning experiences build a positive early foundation to nurture learning and development; and to ensure that challenging behaviors exhibited by preschool children are addressed in the context of a comprehensive approach to behavior support that is designed to teach, nurture and encourage positive social behaviors.

[**http://www.p12.nysed.gov/specialed/publications/2015-memos/preschool-suspensions-expulsions-memo-july-2015.html**](http://www.p12.nysed.gov/specialed/publications/2015-memos/preschool-suspensions-expulsions-memo-july-2015.html)

**June 2015 Regulatory Agenda** [**http://www.regents.nysed.gov/common/regents/files/meetings/Jun%202015/615bra4.pdf**](http://www.regents.nysed.gov/common/regents/files/meetings/Jun%202015/615bra4.pdf)

The June 2015 regulatory agenda is a list and brief description of the subject matter of each rule the Department is considering proposing during the remainder of 2015. **Proposed amendments** to Part 200 include:

* required considerations for CSE and CPSE for determining if a student with a disability needs a **one-to-one teacher aide**;
* recommendations for **home and hospital instruction**;
* conditions of approval and the program standards for **private schools** approved to serve students with disabilities;
* requirements for **special education itinerant services and related services**;
* **curriculum and behavioral standards** and other program and governance quality standards for **preschool special education programs**;
* **preschool rate-setting methodology** and the approval of programs serving preschool students with disabilities; and
* **public school districts as preschool evaluators**.

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