**SED Update**

**June 2018**

**Updated May 31, 2018**

**Chapter 32 of the Laws of 2018 Relating to Policies that Allow All Students to Participate in a High School Graduation Ceremony**

* Chapter 32 requires the board of education or the board of trustees of each school district to establish a policy and adopt procedures to allow any student who has been awarded a Skills and Achievement Commencement Credential or Career Development and Occupational Studies Commencement Credential to participate in the graduation ceremony of the student's high school graduating class and all related activities. This provision applies to all students.
* Annual written notice must be provided to all students and their parents or guardians about the policy and procedures adopted by the school district.
* Please see the attached memo titled, “Chapter 32 of the Laws of 2018 Relating to Policies that Allow All Students to Participate in a High School Graduation Ceremony.”

**Questions may be directed to the Office of Information and Reporting Services at 518-474-7965, or** datasupport@nysed.gov**.**

<http://www.p12.nysed.gov/ciai/gradreq/PoliciesthatAllowallStudentstoParticipateinaHighSchoolGraduationCeremony.pdf>

**Introducing New Guidance and Resources for Social Emotional Learning**

The new guidance and resources are available at: <http://www.regents.nysed.gov/common/regents/files/518brd1.pdf>

New resources include:

* A one-page **overview** outlining the *Social Emotional Learning: Essential for Learning, Essential for Life* guidance;
* Full Document of the *Social Emotional Learning: Essential for Learning, Essential for Life* – **a framework for Social Emotional Learning (SEL) in New York**; and
* *New York State Social Emotional Learning* ***Benchmarks***.
* These resources support Guiding Principle #5 of NYSED’s **Blueprint for Improved Results for Students with Disabilities** which requires that schools provide multi-tiered systems of behavioral and academic support.
* The supplemental presentation **Social Emotional Learning: Essential for Learning, Essential for Life** is available at: <http://www.regents.nysed.gov/common/regents/files/Full%20Board%20Monday%20-%20Social%20Emotional%20Learning%20-%20Essential%20for%20Learning%20Essential%20for%20Life.pdf>

**Proposed Amendment of Section 80-5.4 of the Regulations of the Commissioner of Education Relating to the Employment of Substitute Teachers Who Do Not Hold a Valid Teaching Certificate and Are Not Working Towards Certification**

The proposed amendment available at [www.regents.nysed.gov/common/regents/files/518hea1.pdf](http://www.regents.nysed.gov/common/regents/files/518hea1.pdf) is designed to ensure districts continue to be provided with the flexibility needed to address their hiring needs and employ substitute teachers who demonstrate competency in the classroom.

* Currently limited to working no more than 40 days during a school year.
* In extreme circumstances may be employed up to 90 days in a school year.
* A district or BOCES may hire a substitute teacher beyond 90 days when still no available certified teachers, after a good faith recruitment search and a particular substitute teacher, is needed to work with a specific class or group of students until the end of the school year.
* The Department is proposing to **extend the sunset provision to June 30, 2020**.

**Proposed Addition of a New Section 80-3.16 to the Regulations of the Commissioner of Education to Allow Individuals Completing a Program Accredited by the American Speech, Language, and Hearing Association (ASHA) to Obtain an Initial Certificate in Speech and Language Disabilities (All Grades)**

To address the shortage of teachers in speech and language disabilities in New York State, the Department is proposing creating a pathway to obtain an initial certificate in speech and language disabilities:

* Complete a master’s or higher degree program in speech-language pathology accredited by ASHA at a regionally or nationally accredited institution of higher education in the U.S. or its territories;
* Receive a satisfactory passing score on the Educating All Students exam:
* Completed a 150-hour practicum teaching speech and language disabilities in the classroom; and
* Except as otherwise provided in the proposed amendment, complete all other requirements specified in Subpart 80-1 of the Commissioner’s Regulations including all workshops and fingerprinting.

It is anticipated the proposed amendment will be presented to the Board of Regents for adoption at its September 2018 meeting. If adopted, the proposed amendment will become effective on October 3, 2018.

Additional information regarding the proposed pathway is available at:

<http://www.regents.nysed.gov/common/regents/files/518hed3.pdf>

**School Health Services Changes**

Revisions to commissioner’s regulations 136.1-135.3 go into effect 7/1/18.

* Health examinations must now be completed on a required form. <http://www.p12.nysed.gov/sss/documents/ReqNYSSchoolHealthExamForm.pdf>
* Grade levels for health examinations and required screenings have been revised.
* New guidelines are available for Health Examination, Vision Screening, Hearing Screening, and Scoliosis Screening.  Due to changes in screening requirements it is important that school health personnel review the new guidelines.
* The new guidelines and new required health exam form are on our website at <http://www.p12.nysed.gov/sss/documents/SCHOOL_HEALTH_EXAMINATIONS.pdf>
* *Questions may be directed to the Office of Student Support Services, at 518-486-6090, or* studentsupportservices@nysed.gov.

**Proposed Amendment to Section 100.2(kk)(1) of the Commissioner’s Regulations Relating to Reports of Incidents of Harassment, Bullying and/or Discrimination Pursuant to the Dignity for All Students Act (DASA)**

The Board of Regents acted to amend the [Dignity for All Students Act](http://www.nysed.gov/news/2018/board-regents-acts-amend-dignity-all-students-act-regulations) (DASA) regulations to include illustrative examples of types of incidents of harassment, bullying or discrimination to be reported and investigated as possible violations of DASA. The amendment is intended to provide further clarification to school administrators, employees and students on the types of incidents of harassment, bullying and discriminations to be reported to administrators and investigated by the school Dignity Act Coordinator. These reports include:

* A report regarding the denial of access to facilities
* A report regarding application of a dress code
* A report regarding the use of names and pronouns or the pronunciation of names
* A report regarding any other form of harassment, bullying and/or discrimination based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes gender identity and/or expression), or sex.

Public comments will be accepted May 23, 2018, through July 23, 2018. More information can be found at: <http://www.regents.nysed.gov/common/regents/files/518p12a4.pdf>

**Next Board of Regents Meeting: June 11 – 12, 2018**

**NYS Education Department Office of Special Education**

**Special Education Quality Assurance**

**Central Regional Office**

**333 East Washington Street, Suite 210**

**Syracuse, New York 13202**

**(315) 428-4556 Office (315) 428-4555 Fax**

**Special Education Website –** [**http://www.p12.nysed.gov/specialed/**](http://www.p12.nysed.gov/specialed/)