



New York State EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

Office of Special Education

News and Notes- February 2016

Blueprint for Improved Results for Students with Disabilities

The *Blueprint for Success for Students with Disabilities* clarifies expectations for administrators, policy makers and practitioners to improve instruction and outcomes and prepare students with disabilities for post-secondary readiness and success. Schools should use these principles to review their programs and practices to identify areas where improvements are needed.

<http://www.p12.nysed.gov/specialed/publications/2015-memos/blueprint-for-improved-results-for-students-with-disabilities.html>

Testing Accommodations

A memorandum reminding schools of their responsibility to ensure appropriate identification and implementation of testing accommodations for students with disabilities and students who are English Language Learners (ELLs) is posted at: <http://www.p12.nysed.gov/specialed/timely.htm>.

IEP Facilitation

NYSED's pilot IEP Facilitation Program has been initiated in Long Island and in some regions of New York City. For information on IEP Facilitation and to print a brochure for parents and schools, see:

<http://www.p12.nysed.gov/specialed/duerprocess/iep-facilitation/IEPFacilitation.html>

Cardiopulmonary Resuscitation (CPR) Instructional Requirement

The Board of Regents approved regulations to allow the Committee on Special Education (CSE) to exempt a student with a disability from instruction in hands-only CPR and the use of automated external defibrillators (AEDs) for the student who is physically or cognitively unable to perform the tasks included in such instruction as required by section 100.2(c)(11) of the Commissioner's regulations. A copy of the regulations can be accessed at:

<http://www.regents.nysed.gov/common/regents/files/216p12a1.pdf>

Least Restrictive Environment (LRE)

In December 2015, the Office issued a Field Advisory relating to LRE placements of students with disabilities, including actions each school district should take to conduct an in-depth review of its data and to assess the quality of its inclusive programs for students with disabilities.

<http://www.p12.nysed.gov/specialed/publications/2015-memos/least-restrictive-environment-district-responsibilities.html>

Applications to Exceed the One Percent Cap for Accountability for Students Taking the New York State Alternate Assessment

School districts are reminded that applications are due by April 1, 2016 to request an exception to exceed the 1.0

percent cap in counting as proficient and advanced for accountability purposes, the scores of students with the most significant cognitive disabilities based on alternate academic achievement standards. <http://www.p12.nysed.gov/specialed/applications/2015-16-application-exception-to-one-percent-cap.html>

Professional Development and Technical Assistance:

New York State’s Response to Intervention Technical Assistance Center is sponsoring regional sessions on **Multi-Tiered Systems of Support** (MTSS). MTSS is a school-wide, data-driven prevention model designed to maximize the impact of academic and behavioral instruction and intervention on student outcomes. Regional sessions are scheduled as follows:

- Tuesday, March 8, 2016 - Courtyard Marriott - Saratoga Springs, New York (Registration is at capacity - waitlist only)
- Wednesday, March 9, 2016 - Radisson Hotel - New Rochelle, New York
- Wednesday, May 11, 2016 - Ramada Hotel - Getzville, New York
- Thursday, May 12, 2016 - Melville Marriott - Melville, New York

To learn more about these regional training sessions please refer to the NYS RtI TAC website at: <http://www.nysrti.org/page/on-site-trainings/>. If you have any questions regarding this memorandum, please contact Jason O’Connell at (518) 486-7462.

2015-2016 Regional Forums - Restorative Relationships with Students who Display Challenging Behavior

The New York State Positive Behavioral Interventions and Supports Technical Assistance Center (NYS PBIS-TAC), in partnership with the Regional Special Education Technical Assistance Support Centers (RSE-TASC) Behavioral Specialists will be presenting 12 one-day regional

forums across New York State. For information and a schedule see:

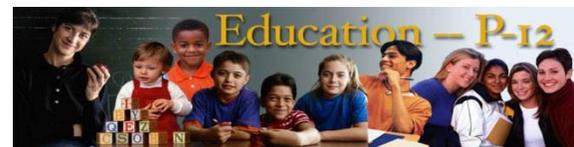
<http://nyspbis.org/RegionalForum1516/PBISRegionalTrainingBrochure2015-16with%20NYC.pdf>

New York State Pyramid Model Partnership

The New York State Pyramid Model Partnership is conducting a brief survey to better understand and respond to the needs of early childhood providers in supporting young children who exhibit challenging behaviors. All early learning programs are being asked to participate in the survey and respond by Friday, March 18, 2016. Survey responses will be confidential and results summarized to help improve practices in New York State. Included at the end of this survey is a link to a list of helpful early childhood resources on social and emotional development. **Take the survey here:**

<http://bit.ly/CCFSURVEY>
(also available in [Spanish](#)).

For more information on the New York State Pyramid Model Partnership and about local trainings, beginning in July 2016, on ways to better support young children’s healthy social and emotional development, please visit <http://bit.ly/NYpyramid>. These trainings will be for providers, teachers, administrators and others who work with children birth to 8 years of age.



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