



New York State EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

Office of Special Education News and Notes- May 2016

Engaging Parents as Meaningful Partners in the Special Education Process and the Education of Their Child

Meaningful engagement of parents and family members in a child's special education program is an essential factor to improve results for students with disabilities. Parents need an understanding of the special education process and their rights within this process. They also need to understand what is expected of their child and how they can meaningfully participate in the development of their child's Individualized Education Program (IEP). Resources and professional development include:

Special Education Parent Centers
<http://www.p12.nysed.gov/specialed/techassist/parentcenters.htm>

Early Childhood Direction Centers
<http://www.p12.nysed.gov/specialed/techassist/ecdc/home.html>

Parent Training and Information Centers
<http://www.parentcenterhub.org/find-your-center/>

Family and Community Engagement
<http://www.ed.gov/parent-and-family-engagement>

Educating Our Children Together: A Sourcebook for Effective Family-School-Community Partnerships
(<http://www.p12.nysed.gov/specialed/publications/persprep/cadre.pdf>)

Parental Involvement (Parent Surveys)

Each year, a representative sample of school districts send a Parent Survey to parents with a child receiving special education services. The survey measures the percent of these parents who report that the school facilitated parent involvement as a means of improving services and results for children with disabilities. Approximately 50,000 surveys, in ten languages, are distributed annually. Surveys can be completed by writing on a hard copy, completing a telephone interview, or on-line.

Completed surveys are sent directly to a NYSED vendor and are not seen by school district personnel. School districts receive a summary of the results of the surveys completed by parents from their school districts. Parents are strongly encouraged to complete these surveys if requested to do so by their school district. For more information see

<http://www.p12.nysed.gov/specialed/spp/apr2014/ind8.htm>

Commissioner's Advisory Panel for Special Education Services

The New York State Education Department (NYSED) is currently seeking applications from parents of students with disabilities (ages 3-26) or individuals with disabilities for appointment to the Commissioner's Advisory Panel (CAP) for Special Education Services for a three year term beginning July 1, 2016. For additional, information regarding CAP, see <http://www.p12.nysed.gov/specialed/cap/>

or call (518) 473-2878. Individuals who are interested in consideration for appointment to CAP should send a cover letter and resume to:

New York State Education Department
Office of Special Education Policy Unit
89 Washington Avenue, Room 309 EB
Albany, NY 12234

Youth Advisory Panel



Members of NYSED's Youth Advisory Panel met in May, to share their experiences and thoughts related to self-advocacy and self-determination. Members discussed both supports and challenges to developing these essential skills, as well as steps schools could take to promote self-advocacy and self-determination.

This was the final meeting of the current members of the Youth Advisory Panel whose two-year terms are coming to an end. NYSED is seeking nominations for new members. The panel, established in 2014, advises the Office of Special Education on proposed policies related to the education of students with disabilities. Additional information and the nomination form regarding the Youth Advisory Panel can be found at <http://www.p12.nysed.gov/specialed/youthpanel/home.html>.

New York State Response to Intervention Technical Assistance Center (RtI TAC) – Archived Webinars

The RtI TAC has archived webinars on topics related to RtI. These archived webinars are free and can be accessed at:

<http://www.nysrti.org/page/past-webinars/>.

Archived RtI TAC Webinars:

- Using an Assessment Audit to Create a Lean and Efficient RTI Assessment System for Grades 3-6
- Using an Assessment Audit to Create a Lean and Efficient RTI Assessment System for Grades K-3
- Dialogic Reading As a Tier One Intervention in a Pre-K RtI Model
- Implementing Collaborative Strategic Reading in Grades 4-12
- Culturally Responsive Instruction and Assessment for English Language Learners in an RtI Model
- Using Peer-Assisted Learning Strategies (PALS) as a Class-wide Intervention in Grades 2-6

New York State Pyramid Model

A Master Cadre of trainers from across New York State, along with Behavior Specialists from the NYSED RSE-TASCs completed a series of modules on the Pyramid Model and will begin providing training this summer. This Model is an evidence-based tiered framework which has proven to be an effective approach to building social and emotional competence in early care and education systems. For more information about local training opportunities and to learn more about this effort, please go to: <http://bit.ly/NYpyramid>.



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