



STAFF/CURRICULUM
DEVELOPMENT
NETWORK OF NEW
YORK STATE

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OFFICE OF SPECIAL EDUCATION

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Individuals with Disabilities Education Act

State Performance Plan/Annual Performance Report

IDEA STATE PERFORMANCE PLAN/ANNUAL PERFORMANCE REPORT

- The Individuals with Disabilities Education Act (IDEA) requires each state to develop a state performance plan (SPP)/annual performance report (APR) that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation.
- States are required to submit a state SPP at least every six years. Each year, states must report against the targets in its SPP in an APR.

The Office of Special Education Programs uses information from the SPP/APR to annually determine if the state:

<p>Meets requirements and purposes of the IDEA</p>	<p>Needs assistance in implementing the requirements of Part B of the IDEA</p>	<p>Needs intervention in implementing the requirements of Part B of the IDEA</p>	<p>Needs substantial intervention in implementing the requirements of Part B of the IDEA</p>
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Indicator 1: Graduation Rates

State Established Targets

Indicator 2: Drop-Out Rates

State Established Targets

Indicator 3: Assessment

State Established Targets

Indicator 4: Suspension/Expulsion

State Established Targets

Indicator 5: Least Restrictive Environment – School Age

State Established Targets

Indicator 6: Least Restrictive Environment – Preschool

State Established Targets

Indicator 7: Preschool Outcomes

State Established Targets

Indicator 8: Parental Involvement

State Established Targets

Indicator 9: Disproportionality in Special Education by Race/Ethnicity

Targets must be 0%.

Indicator 10: Disproportionality in Classification/Placement by Race/Ethnicity

Targets must be 0%.

Indicator 11: Child Find

Targets must be 100%.

Indicator 12: Early Childhood Transition

Targets must be 100%.

Indicator 13: Secondary Transition

Targets must be 100%.

Indicator 14: Post-School Outcomes

State Established Targets

Indicator 15: Hearing Requests Resolved by Resolution Session

State Established Targets

Indicator 16: Mediation Agreements

State Established Targets

Indicator 17: State Systemic Improvement Plan

State Established Targets

**OSEP
establishes
compliance
targets (those
that are either
0% or 100%)
while States
establish
performance
targets**

STAKEHOLDER ENGAGEMENT

- Next year's SPP/APR FFY 2020 submission (February 2022) will be the first in a new six-year cycle.
- The Office of Special Education will be soliciting broad stakeholder input on:
 - establishing targets for indicators for which new targets are needed for FFY 2020-2025; and
 - improvement activities for each of the 17 indicators





TARGETS AND IMPROVEMENT ACTIVITIES



Targets

- Targets must be:
 - Rigorous, yet achievable
 - Based on analysis of current and trend data
 - Show improvement over baseline
 - Set with the advice of stakeholders

Improvement Activities

- NYSED will:
 - provide stakeholders with information and obtain stakeholder input on current improvement activities designed to improve compliance and results for students with disabilities; and
 - obtain stakeholder input on other improvement activities to consider

STAKEHOLDER ENGAGEMENT PROCESS

- Summer 2021
 - Develop and post webinars and informational materials on each indicator
 - Solicit contact information from stakeholders interested in participating in discussions
- Fall 2021
 - Conduct live, facilitated virtual meetings with stakeholders to discuss and obtain stakeholder input on current and trend data, proposed targets, improvement activities, and evaluating progress.

Regional Resource Planning and Support to Educational Organizations

REGIONAL RESOURCE PLANNING

Process of using data driven decision making to strategically deploy the Office of Special Education's Educational Partnership resources to empower educational organizations (e.g., district, schools, approved private schools, special act schools, preschools, and agencies) and families to improve equity, access, opportunities and outcomes for all students with disabilities.

THREE LEVELS OF SUPPORT PROVIDED TO EDUCATIONAL ORGANIZATIONS (EO)

REGIONAL LEARNINGS
TARGETED SKILLS GROUPS
SUPPORT PLANS

REGIONAL LEARNINGS

- Professional development that provides background information, set a foundation for future learning, and/or support districts in the exploration and adoption of usable innovations/evidence-based practices.
- Trainings are offered virtually and in-person. A targeted EO can be directed to attend/take advantage of particular regional learning options.

TARGETED SKILLS GROUP (TSG)

- Small group meetings to learn/develop new skills using a cohort model
- The group meets periodically for a specified length of time. A TSG can be created within one district or across multiple districts.
- Targeted or identified districts/schools are required to attend to focus in-depth on a particular issue.

SUPPORT PLANS

- Directed systems change work utilizing a team approach through targeted professional development and technical assistance
- Embedded weekly support
- Progress monitoring and outcomes data collected and reported
- Available to identified districts/schools only

Multi-tiered Systems of Support - Integrated (MTSS-I)

MULTI-TIERED SYSTEMS OF SUPPORT- INTEGRATED (MTSS-I)

NYSED is establishing a Statewide, evidence-based, integrated multi-tiered system of supports (MTSS-I) that integrates academics, behavior and social-emotional support.

STATE PERSONNEL DEVELOPMENT GRANT (SPDG)

- The SPDG program is a competitive funding opportunity provided by the United States Department of Education (USDE). Grants are awarded to state educational agencies to help them reform and improve their systems for personnel preparation and professional development of individuals providing early intervention, educational, and transition services to improve results for children with disabilities.
- NYSED was awarded the 5-year SPDG grant in October 2020.

MTSS-I CENTER

NYSED is using its SPDG award to create an MTSS-I Center to:

- develop MTSS-I materials, in collaboration with NYSED and the OSE Educational Partnership, that will be available on our website for all schools;
- provide coaching to approximately 50 school districts across the State in MTSS-I;
- provide coaching to OSE Educational Partnership professional development specialists to increase Statewide capacity to support districts in the implementation of MTSS-I; and
- collaborate with Institutes of Higher Education (IHEs) to increase the integration of MTSS-I in teacher preparatory curricula.

SUPPORT PROVIDED TO EACH DISTRICT THAT RECEIVES AN MTSS-I GRANT

Each district will be provided three years of direct support to each designated school. Direct support will include:

- In year 1, each district will be provided with 5 professional development days.
- In year 2, each district will be provided with 5½ professional development days.
- In year 3, each district will be provided with 6 professional development days.

Site visits will occur within individual schools, with the frequency determined based on needs. Additionally, MTSS-I coaches will be available via e-mail, phone and/or virtually to each school for ongoing technical assistance across the life of the project.

HIGHER EDUCATION MTSS-I CONSORTIUM

- A Higher Education MTSS-I Consortium is being created and specifically focused on special education teacher training institutions that also have general education teacher training programs to participate in a consortium to support and expand the inclusion of the MTSS-I developed through the SPDG in teacher preparation program curriculum and student teaching opportunities throughout the State.
- Invitations will be sent to all of the teacher preparation programs in the State to engage with the MTSS-I Center to infuse current information into teacher preparation curriculum on elements of MTSS-I and virtual/hybrid instruction of students.

Potential Changes to the Term Emotional Disturbance

Should the New York State Education Department consider replacing the term “emotional disturbance” in section 200.1(oz.)(4) of the Commissioner’s Regulations?

EMOTIONAL DISTURBANCE DEFINITION

- **Emotional Disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:**
 - **an inability to learn that cannot be explained by intellectual, sensory, or health factors;**
 - **an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;**
 - **inappropriate types of behavior or feelings under normal circumstances;**
 - **a generally pervasive mood of unhappiness or depression; or**
 - **a tendency to develop physical symptoms or fears associated with personal or school problems.**

The term includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance.

TERMINOLOGY USED IN OTHER STATES

Terms	Number of States
“emotional disturbance” or “serious emotional disturbance”	27
“emotional disability” or “serious emotional disability”	12
variation of “emotional/behavioral disability or disorder”	8
“emotional impairment”	2
“behavior disorder”	1
“emotional disturbance” as a secondary descriptor	2

STAKEHOLDER QUESTIONS

- Do you think the term “Emotional disturbance” has any negative meaning?
- Should the State Education Department (SED) consider using a different term when for this disability classification?
- Terms used by other states include: “Emotional Disability”, “Emotional/Behavioral Disability or Disorder,” “Serious Emotional Disturbance,” “Serious Emotional Disability or Disorder” and “Emotional Impairment.” What term do you think SED should consider using?

Statewide Network for Special Education (SNSE)

SNSE

- SNSE is designed to be a statewide feedback loop in special education that spans from the SEA to the district level. This network includes NYSED staff, DS, BOCES Special Education Directors, and Educational Partnership staff. A small group Leadership Team meets twice a month to plan for the monthly SNSE meeting.
- Information from the SNSE is turnkeyed by the BOCES Special Education Directors to their component school districts.
- SNSE serves as a key special education stakeholder group for NYSED.

SNSE – PRIORITY TOPICS

- The Provision of Special Education Programs and Services in the 2021 Extended School Year and the 2021-22 School Year
- Special Education Teacher Certification Structure
- Planning and Programming for Extended School Year – Summer 2021

Thank you!

Questions?