



**Implementation Plan for the Reform of Special Education:  
A Two-Year Phase-in Process Focusing on the  
Advancement of Student Learning and Achievement**

# Guiding Principles

1. Every school should educate and embrace the overwhelming majority of students with disabilities. A cohort of students with low-incidence disabilities or highly specialized needs will continue to be clustered in specialized instructional programs in community and/or specialized schools.
2. Hold all schools and students with disabilities accountable for goals that are standards-based. IEPs should reflect New York State learning standards and emphasize long-term educational outcomes.
3. All schools should have the curricular, instructional, and scheduling flexibility needed to meet the diverse needs of students with disabilities with accountability outcomes.
4. Schools must be active partners with parents of students with disabilities.
5. School accountability measures, funding formulas, and enrollment policies and practices will be aligned with the foregoing principles.

# Two-Year Implementation Timeline

Time Frame	What will change?	How will we support the change?
Spring/ Summer 2010	<ul style="list-style-type: none"> <li>• Networks and schools will be informed that by September 2011 all schools will embrace and educate the overwhelming majority of students with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a "toolkit" to support networks and schools in meeting the diverse needs of students with IEPs.</li> <li>• Identify approximately 10 networks of schools, predominately Children First Networks, to participate for the 2010-2011 school year.</li> <li>• Train and provide technical support to the participating 10 networks of schools.</li> <li>• Convene citywide conference for parents of Students with Disabilities and English Language Learners.</li> <li>• Develop policy proposals for funding, enrollment and accountability.</li> </ul>
2010-2011 School Year	<ul style="list-style-type: none"> <li>• Participating schools will develop and implement appropriate and meaningful IEPs for all their students using the full-flexibility of the continuum.</li> <li>• Participating schools will serve all students who are currently in their school as well as students who are placed through choice or other articulation processes.</li> <li>• Students will not move out of or into participating schools as a result of changes in IEPs unless there is a demonstrated need for a highly specialized setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide training and technical support for the participating 10 networks of schools.</li> <li>• Revise "toolkit" and policies based on experiences in participating schools and networks.</li> <li>• Launch training for the remaining networks and schools system-wide.</li> <li>• Finalize system-wide funding, enrollment and accountability.</li> <li>• Continue to serve many of our students with low-incidence disabilities or highly specialized needs in D75.</li> </ul>

## Two-Year Implementation Timeline (continued)

Time Frame	What will change?	How will we support the change?
2011-2012 School Year	<ul style="list-style-type: none"> <li>• All schools will serve all currently attending students.</li> <li>• Articulation processes and over-the-counter processes will be the same for students with IEPs as they are for non-disabled students. In other words, as students move at articulation points, they will attend the school that they would attend if they did not have an IEP and will participate in choice processes in the same manner as their non-disabled peers.</li> <li>• All schools will develop and implement meaningful and appropriate IEPs for all their students using the full flexibility of the continuum; students will not move from school to school as a result of changes in IEPs unless there is a demonstrated need for a highly specialized setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide ongoing training and technical support for networks and schools.</li> <li>• Continue to update "toolkit" and policies based on experiences in schools and networks.</li> <li>• Continue to serve a focused population of many of our students with low-incidence disabilities or highly specialized needs in D75.</li> </ul>

## Getting Ready: Expanding Our Capacity

The Chief Achievement Office is developing and will support the implementation of the tools and resources needed to build upon the existing knowledge base of our school communities. Our capacity building effort is supported cross-functionally by the Cabinet and will be implemented in collaboration with the Division of School Support. We will continue to invite the feedback of our many partners.

The “toolkit” will inform the instructional and operational processes --- reinforcing the vision of student achievement and success. Critical elements include:

- **Academics & Instructional Supports:** *e.g.*, ELA, Math, Social Studies, Science, Arts, Related Services
- **Social, Emotional and Behavioral Development:** *e.g.*, Classroom Management Strategies, School-Wide Systems, Individual Interventions
- **School Operations:** *e.g.*, Scheduling, Staffing, Budget & Funding, Data Systems, Compliance
- **Long Term Planning:** *e.g.*, Transition Planning, Graduation Planning, Articulation Planning

Our ongoing capacity building work will emphasize school-wide instructional coherence as described in the *Well-Developed* section of the *Quality Review*.