



# A SHARED PATH TO SUCCESS

SPECIAL EDUCATION REFORM  
NYC PUBLIC SCHOOLS



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What is “A Shared Path to Success”?

*A Shared Path to Success* is the NYC Public Schools special education initiative to ensure that all students have access to high-quality, challenging instruction that will prepare them for college, careers and independent living.

When is the right time to discuss LRE?

All students with IEPs will be taught in the least restrictive environment appropriate, as often as possible, in the same classrooms as students without disabilities.

LRE should be discussed at every IEP meeting.

The transition to MS provides another opportunity to discuss LRE and whether combining the transition to MS with a transition to a community school may be appropriate.

Who should receive the application to community MS?

Applications are created for all 5<sup>th</sup> graders.

Application equals choice!

LRE is unique to every child. Talk to families about the full continuum and together decide what is appropriate.

How should we have this conversation with families in advance of the December 13 deadline?

School wide meetings

IEP Meetings

Cover letter with application

At what point does the IEP need to reflect the community school recommendation?

The IEP does not need to have a community school recommendation in order to apply

In order to receive an offer to a community middle school in May, the students IEP would need to reflect a community school recommendation

# Sample Cover Letter

*Family,*

*In line with **A Shared Path to Success**, we want to ensure ALL students have choice when it comes to transitioning to middle school. The transition to middle school is a cross roads in a student's education when, like at every annual review, the team should consider LRE and whether the student may want to simultaneously transition to a community school. Not every family may choose to apply if, with the IEP team, they agree that D75 supports and services continue to be most appropriate. It is the decision of the family, in discussion with the rest of the IEP team, to determine whether to complete the application to consider community school options as well.*

## A Shared Path to Success Framework: Four Strands

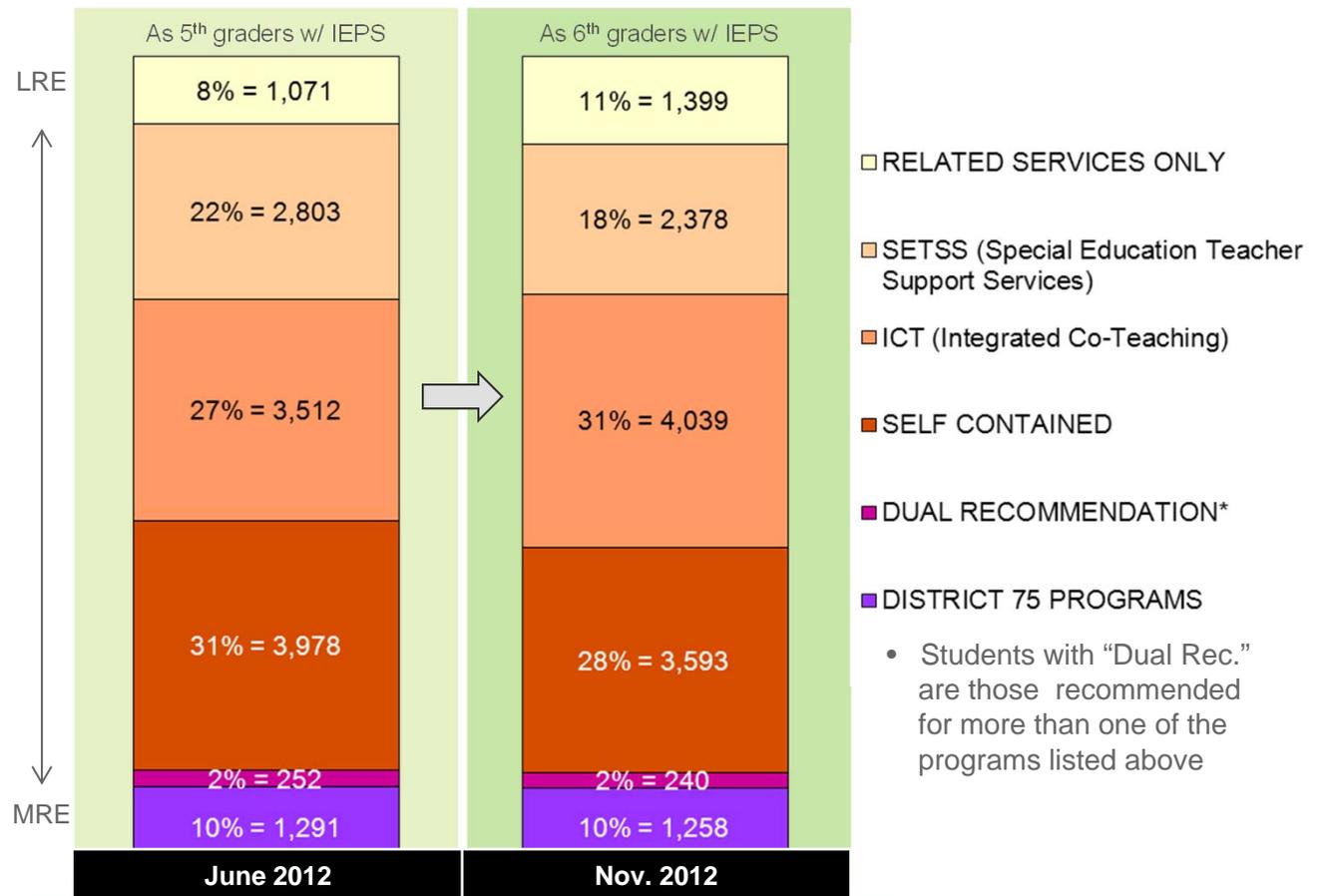
Common Core				
Teacher Effectiveness	Access to LRE and CC	Quality IEPs	Positive Behavioral Supports	Transition Planning
College and Career Readiness				

*A Shared Path to Success* aligns to the work **Common Core**, **teacher effectiveness**, and **college and career readiness** initiatives. In 2013-2014 we will focus on four key strands in order to develop schools' capacity to understand students' needs and develop plans to meet them effectively.

# SE PROGRAM CHANGES FOR SIXTH GRADERS

Students with IEPs articulating into sixth grade this past fall moved to less restrictive environments

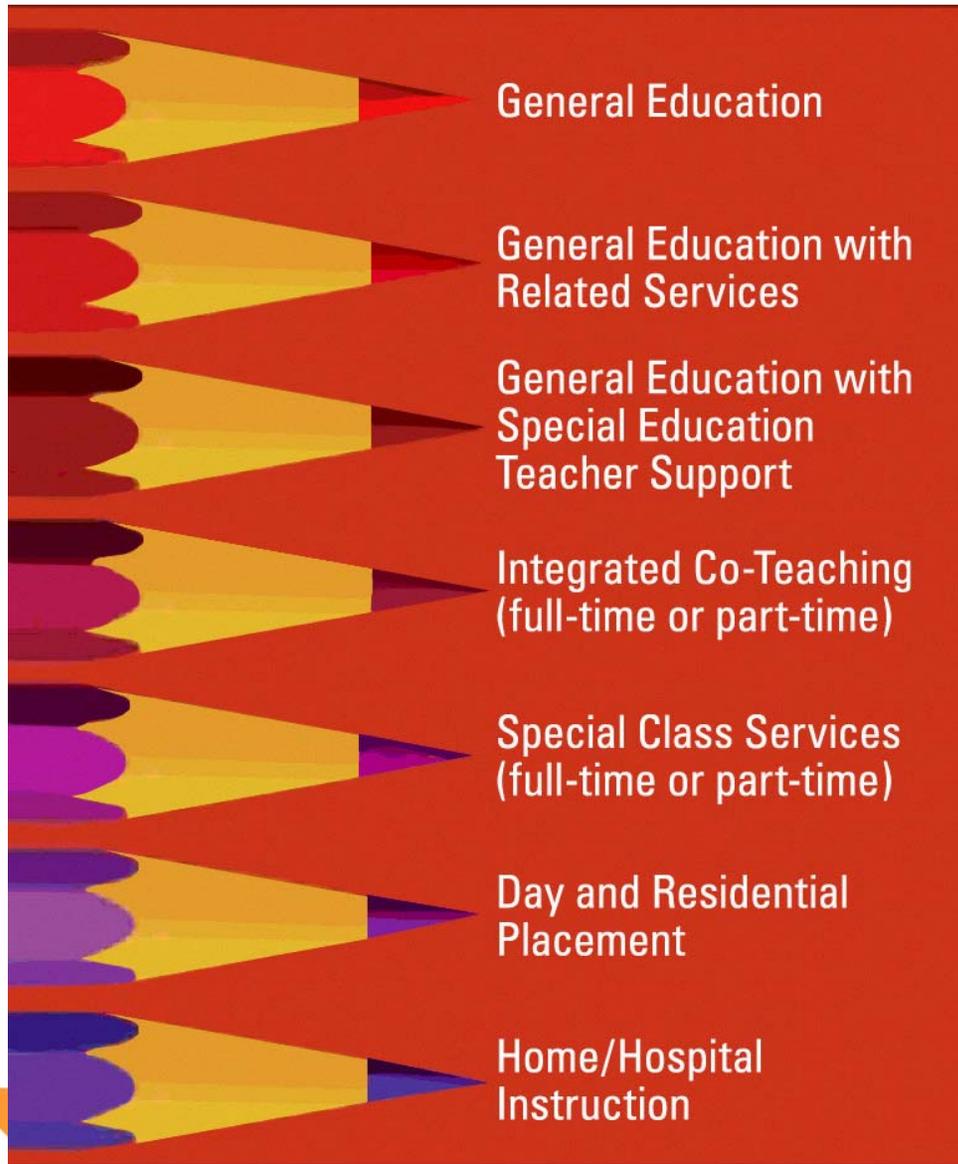
Articulated SY13 6<sup>th</sup> Graders with IEPs n=12,907



When these 12,907 students moved from 5<sup>th</sup> to 6<sup>th</sup> grade:

- ICT recommendations among these students **increased** by 4 percentage points
- Self-contained recommendations among these students **decreased** by 3 percentage points
- Related services only recommendations among these students **increased** by 3 percentage points

# Special Education Services



## Continuum of Services in Community Middle Schools include:

- SETSS
- ICT
- SC (12:1, 12:1:1)
- Specialized Programs

# What is flexible programming?

- Students are scheduled according to their strengths and needs
- School wide structures are in place in order to facilitate this
- School wide resources may be utilized in creative ways
- Teachers' and related service providers' schedules promote flexibility and collaboration

# Sample Middle School Student Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 – 10:00	ELA Special Class	ELA Special Class	ELA Special Class	ELA Special Class	ELA Special Class
10:00 -10:45	SOCIAL STUDIES Direct SETSS (in GE class)	SOCIAL STUDIES	SOCIAL STUDIES Direct SETSS (in GE class)	SOCIAL STUDIES	SOCIAL STUDIES Direct SETSS (in GE class)
10:45 -11:30	ART RM 220	MUSIC RM 221	ART RM 220	MUSIC RM 221	ART RM 220
11:30 -12:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:15 - 1:00	MATH Indirect SETSS*	MATH	MATH	MATH	MATH
1:00 – 1:45	Physical Education	Physical Education/Health	Physical Education	Physical Education/Health	Physical Education
1:45 - 2:30	SCIENCE	SCIENCE Direct SETSS (in gen ed class)	SCIENCE	SCIENCE Direct SETSS (in gen ed class)	SCIENCE
2:30 – 3:00 (period 9 )	Study Skills	Study Skills	Study Skills	Study Skills	Study Skills

Most Restrictive

<<<<<<<<>>>>>>>>

Least Restrictive

\* [Integrated Related Services](#)

# Specialized Programs

Specialized programs are programs that are not currently expected to exist in every community school. They include:

- > ASD Nest
- > ASD Horizon
- > Special Program for Students with Intellectual Disability (ID) Classification
- > Bilingual Special Education
- > District 75 Programs
- > Accessible (Barrier-free)\*

**Remember, students currently in specialized programs in 5<sup>th</sup> grade, should still know about all the choices available for 6<sup>th</sup> grade, beyond just specialized programs as this may be a time the family chooses to transition.**

**If a family does want to continue with the specialized program the student is currently receiving, follow the process outlined.**

# Specialized programs for students with Autism Spectrum Disorders (ASD) in community schools

There are students with autism in all settings, however the DOE offers the following specialized programs in community schools:

- ASD Nest – ICT reduced class size
- ASD Horizon / 8:1:1 – self-contained class
- Intensive K – readiness class, self-contained

## Criteria for ASD Specialized Programs

- Meets the NYSED diagnostic criteria for **autism**
- Average or above average IQ for Nest; average or below average for Horizon
- On or close to age level except in the area of pragmatics for Nest; communicates functionally for Horizon
- Mild to moderate behavioral challenges. No physical aggression or self-injurious behavior

# Programs for students with Intellectual Disabilities (ID)

- It is important to remember that students with ID can and should be educated in an array of program and service delivery models across the continuum.
- Students with ID have equal access to the MS application process and should be encouraged to apply to schools they wish to attend.
- We offer some programs that are specifically for students who benefit from being in a community school and are in need of a specialized program that combines appropriately rigorous instruction with pre-vocational skills.

# Criteria for ID Programs

1. Eligible for classification of ID (as per NYSED, Part 200.1 regulations)
2. Student is alternately assessed (meeting the NYSED criteria for determining a student's participation in NYSAA)
3. The student's need for a program that includes **academics and functional skills** precludes a full time general education setting, but the student is best able to receive education a community school.

# Bilingual Special Education Programs

- If a student has a program recommendation of bilingual special education on their IEP (either ICT full or part time or SC full or part time) DSWDELL and OSE will work together to see if there is a program within a reasonable proximity to the student's home.
- If there is, the site will be offered. If there is not, the student will sometimes be recommended to receive services in another way in the school they would have attended had they not required a bilingual special education program (for example with an alternate placement paraprofessional and ESL services).

# A Shared Path to Success & the Middle School Choice Process

As part of the reform to special education, all schools are expected to meet the needs of all students. Schools are asked to expand the continuum of special education services they have to meet students' unique needs as determined by their IEPs.

As a result, all students should be encouraged to apply to any school on their application. An IEP shouldn't be considered a limitation. Therefore, students with IEPs entering sixth grade will have access to all district middle schools.

More information for schools can be found here:

- Review resources on the Intranet

<http://intranet.nycboe.net/SpecialPopulations/SpecialEd/>

- Every school has a special education achievement coach at their CFN to support implementation in their school, you can find your coach here:

<http://intranet.nycboe.net/SpecialPopulations/school+support+specialists.htm>

# Resources for Schools and Families

Share the NYC DOE's Special Education Website with families

<http://schools.nyc.gov/Academics/SpecialEducation>

If you have any questions, please feel free to email:

[SpecialEducationReform@schools.nyc.gov](mailto:SpecialEducationReform@schools.nyc.gov)

If you have any questions specific to Specialized Programs, email:

[specializedprograms@schools.nyc.gov](mailto:specializedprograms@schools.nyc.gov)