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Special Education Field Advisory

From: James P. DeLorenzo

Subject: Blueprint for Improved Results for Students with Disabilities

The New York State Education Department (NYSED) has released its **Blueprint for Improved Results for Students with Disabilities**. This Blueprint was developed in consultation with stakeholders and is consistent with the mission of NYSED, Office of Special Education - supported by all offices within NYSED - to ensure that students with disabilities have the opportunities to benefit from high quality instruction, to reach the same standards as all students, and to leave school prepared to successfully transition to post-school learning, living and employment. As rigor and expectations for all students in New York State have increased, policy and practices must be adjusted to support students with disabilities to meet these challenges.

The principles in the Blueprint were carefully selected as those that are essential to achieve the goal of improved results. This statewide framework is intended to clarify expectations for administrators, policy makers and practitioners to improve instruction to prepare students with disabilities for success beginning in the preschool years to lay the foundation for post-secondary readiness and success.

While there are many components or key principles that are important for students with disabilities and their families, this Blueprint focuses on seven core principles and practices supported by research for all students with disabilities. Improving results for students with disabilities requires a renewed focus on these core principles.

1. *Students engage in self-advocacy and are involved in determining their own educational goals and plan.*

2. *Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.*

3. *Teachers design, provide, and assess the effectiveness of specially designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.*

4. *Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.*

5. *Schools provide multi-tiered systems of behavioral and academic support.*

6. *Schools provide high quality inclusive programs and activities.*

7. *Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.*

This Blueprint will be used by the State to develop State policy and guidance and for schools to review their policies and practices to support students with disabilities. Resources to assist school districts in this work will be posted on the Department's website shortly; please be advised the website is currently under construction.

School districts and schools are asked to use these principles to review practice and to identify areas where improvement is needed. The Department will post a Blueprint self-assessment tool to assist schools with this work.

A copy of the Blueprint with key principles and evidence statements is attached. If you have any questions regarding the Blueprint, you may contact the Office of Special Education at (518) 473-2878 and/or the Regional Special Education Technical Assistance Support Center (RSE-TASC) in your region of the State.

Attachment