

From: Suzanne Sanchez  
Sent: Monday, March 13, 2017 11:45 AM

Dear Supervisor,

Please review the below and share with providers as you determine appropriate. Regarding the location of service component, any supervisor who is interested in collaborating in developing additional training materials for staff should let their Manager know as we will be collaborating to develop these materials.

### **Make-Up OT/PT/SP Services**

- DoE is obligated to comply with any NYSED formal findings pertaining to make-up sessions. However, there are certain labor and instructional factors that must be considered in the process of determining how to deliver make-up services
- DoE OT/PT/SP providers are not required to provide more than eight (8) direct treatment sessions per school day as per UFT Contract.
  - Speech providers assigned to middle/high schools are not required to provide more than five (5) 45 minute direct treatments sessions per school days
- Make-up sessions to be provided only as the providers schedule allows
- Make-up sessions to be provided in a manner that is instructionally appropriate for the individual student
- Make-up sessions to be provided in compliance with student IEP recommendations
- In the event neither a DoE provider nor agency provider can provide identified make-up sessions, RSAs will be issued in accordance with the DoE cascade of services. Providers should reach out to their OT/PT/SP Supervisor if any student is identified as requiring make-up services for which they can't provide

### **Location of Service**

- Location of services should be commensurate with IEP annual goals; service should be recommended in a location that supports IEP goal attainment.
- The decision as to the location of service should be made in consideration of the least restrictive environment
- The location where services will be provided needs to be stated specifically enough so the recommendations are clear
- Please see [following] excerpt from NYSED Guide to Quality Individualized Education Program (IEP) Development and Implementation [or visit the SED website to read the guide.](#)
  - *The determination of location for the special education services may influence decisions about the nature and amount of these services and when they should be provided.*
  - *For example, an appropriate location for the related service of occupational therapy may be the English class during which the student may have opportunities for writing activities.*
  - *The location where services will be provided needs to be stated specifically enough so the Committee's recommendations regarding location of services is clear, e.g., English class; gymnasium; separate therapy room; cafeteria; playground; community; special class; general education summer school academic program.*

- *It is not sufficient to simply state “within general education classes or outside general education classes. Nor is it sufficient to indicate “total school environment, natural learning environment or provider’s discretion” as service location. Providers must enter specification(s) where services will take place.*
- *If the IEP team determines that services should be provided in a “separate location,” specific location(s) must be included in the location section of the IEP.*
- *Service recommendations should have a focus on providing support while continuing to build independence.*