



## **Description of District 75 Special Education Inclusive Services:**

IDEA and CR Part 200 speak to the requirement of having students with disabilities be educated in the Least Restrictive Environment (LRE) in which their needs can be met. The least restrictive environment rules require that, to the maximum extent appropriate, students with disabilities are educated with students who do not have disabilities. The New York City Department of Education offers a full [continuum of special education services and supports](#) that are offered to students with disabilities so that they are able to access the general education curriculum in their least restrictive environment.

District 75 provides Special Education Inclusive Services that allow students with significant disabilities to access the general education curriculum in their least restrictive environment. Students receiving these services are fully included in all District 1-32 school classes, programs, and activities (including after-school events and other school-sponsored activities). Services by the District 75 special education teacher and programmatic paraprofessional, along with related services, are provided in the general education classroom and/or in a separate location, as per the student's Individualized Education Program (IEP).

The District 75 special education teacher provides mandated instructional and behavioral support and services as per the IEP through direct services in the general education classroom and/or in a separate location. In addition to regular collaboration between the special and general education teachers, the special education teacher can also collaborate with the general education teacher to provide mandated support (indirect service) in adapting and modifying content/ curriculum to allow students with significant disabilities greater access to the general education curriculum.

Students are programmed into general education classrooms in pairs (elementary and middle school) and in triads (high school) to allow for the additional support of a programmatic paraprofessional throughout the school day. It is the responsibility of the programmatic paraprofessional to assist in carrying out the educational plan as created by the general education and special education teachers in the general education District 1-32 school's classrooms. They are also responsible for modeling the strategies decided by the team and providing academic and behavioral support to the students when the special education teacher may not be with that group of students. Implementing and progress monitoring IEP goals, implementing and progress monitoring behavioral intervention plans, and carrying out health and safety protocols are additional responsibilities of the programmatic paraprofessional.

## **Eligibility and IEP**



## District 75 Office of Inclusive Education IEP Information for Students receiving District 75 Special Education Inclusive Services



All students receiving special education services in a special class in a specialized school (District 75) can be recommended to receive District 75 special education support and services in a District 1-32 school. The decision to recommend District 75 Special Education Inclusive Services is made by a student's IEP team and the services are reflected on the student's IEP. The recommendation of these supports provides students with significant disabilities access to the least restrictive environment while continuing to receive special education services through District 75.

Recommendations for District 75 Special Education Inclusive Services must be made at an IEP meeting. While changes to an IEP typically occur during a student's annual review, the process can take place at any time with proper Prior Written Notice to the parents and participation by the appropriate members of the IEP team. Since a recommendation for District 75 Special Education Inclusive Services for a student in a District 75 special class represents a significant move to a student's least restrictive environment, the school psychologist must participate in the IEP meeting, and if necessary conduct a reevaluation before the recommendation is made.

### **\*UPDATE\*** Present Level of Performance section:

IEP teams, considering the impact of the student's disability and the barriers that they may face in accessing the general education curriculum and environment, decide on necessary special education services. For students who receive District 75 Special Education Inclusive Services, the IEP team must decide on the direct and indirect services that a special education teacher needs to provide. The team also decides if the direct services need to be provided in the general education classroom and/ or in a separate location. A description of the supports to be provided by the programmatic paraprofessional must be stated, including the specific student needs that they will be supporting, how they will be providing the support and when and where the supports will be provided.

After describing these supports, a summary statement **must** be added in the Management Needs Section to share the decided upon frequency of support by both the special education teacher and the programmatic paraprofessional. This information will be reiterated in the Recommended Program/ Services Section of the IEP.

**“Based on \_\_\_\_\_(name of student) impact of disability in the areas of \_\_\_\_\_and the decided upon supports, (student) will receive \_\_\_\_\_ periods/ week direct service in the general education classroom \*and/ or \_\_\_\_\_ periods/ week direct service in a separate location by the Special Education Teacher Support Services\*\*and \_\_\_\_\_ periods/ week (or month) indirect service by the Special Education Teacher Support Services from a Specialized School (District 75) and \_\_\_\_\_ periods/ week programmatic paraprofessional support. Programmatic paraprofessional support will be provided in \_\_\_\_\_(add content and location that the student will need support).”**



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\* Direct service can be provided in a general education classroom, in a separate location, or in a combination of both. \*\* Indirect service to specific content area general education teachers can be provided (if appropriate).

### **Recommended Special Education Programs and Services section**

#### **District 75 SETSS**

Before entering this information, it must be decided with the IEP team what services to recommend for this particular student. This decision should be made by reviewing the student's Present Levels of Performance, IEP goals, and other pertinent IEP information. The service recommendation should align with these sections of the IEP.

#### **Questions for teams to consider:**

- How many periods of direct SETSS support does the student require in the general education class (push-in) and in what content areas?
- How many periods of direct SETSS support does the student require in a separate location (pullout) and in what content areas (e.g. ELA, ADL, Career Development, Study Skills, etc.)?
- How many periods of indirect SETSS support (time for collaborative planning with specific content area general education teachers) does this student require and in what content areas?

Once the team has responded to these questions the information is entered into the Recommended Services section of the IEP as follows:

#### **Detailed Steps:**

If "SETSS" is determined to be the recommendation for Special Education teacher supports, then:

1. First column: **Special Education Programs/Services**
  - a. Select "SETSS" from the drop-down list of services, as shown below.
  - b. Once the screen refreshes, another drop down will appear beneath SETSS that asks for the content area of support. Select the first content area in which the student requires direct support in the general education class. In the example below, "Math" was selected.



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SPECIAL EDUCATION PROGRAM/SERVICES	
(Select) v	Special Education Teacher Support Services [SETSS]
(Select)	(Select) v
Special Education Teacher Support Services [SETSS]	Math
Integrated Co-Teaching Services	ELA
Special Class	Social Studies
Travel Training	Sciences
Adapted Physical Education	Art
Other Program	Music
	Health
	Computer
	Other

2. Second column: **Service Delivery Recommendations**
  - a. From the first drop-down menu **Provided by**, select the provider from whom the student will receive SETSS services, either “Community School Provider” or “D75 Provider.”
  - b. Beneath this there is another drop-down menu to indicate whether this particular service is “direct” or “indirect.” Select the appropriate response.
  - c. In the next drop-down menu, select whether it is “Individual” or “group” **service**. Group defaults to 8. Select the appropriate response.
3. From the last drop-down **Language of Service**, select the appropriate language.

4. Third column: **Frequency**

Select how many periods per week this student requires support in this particular content area.

5. Fourth column: **Duration**

You don't need to select anything as **Period** will appear as a response in this column.

SERVICE DELIVERY RECOMMENDATIONS*	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION
Provided by	(Select) v time(s) per week	Period
(Select) v		
Direct Service v ?		
(Select) v service		
Language of Service: *		
(Select) v		

6. Fifth column: **Location**

From the drop-down menu, select the appropriate location from the three options as shown below.

- a. If you are providing services in the general education environment, then select “General Education Classroom.”
- b. If you are servicing the student outside of the general education environment, then select “Separate Location.” Note: In an inclusive setting where students receive SETSS, the only two locations for direct services are the “General Education Classroom” and “Separate Location” (the child does not receive



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SETSS services in a “Special Education Classroom”). You must specify the “Separate Location” for example office.

LOCATION WHERE SERVICE WILL BE PROVIDED
General Education Classroom
(Select)
Special Education Classroom
General Education Classroom
Separate Location

7. Sixth Column: **Projected Beginning / Service Date(s)**

The Initiation Date of the service can be as soon as day after the IEP is finalized.

A completed SETSS service recommendation example:

SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS*	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION	LOCATION WHERE SERVICE WILL BE PROVIDED	PROJECTED BEGINNING / SERVICE DATE(S)
Special Education Teacher Support Services [SETSS] Math	Provided by: D75 Provider Direct Service Individual service Language of Service: English	4 time(s) per week	Period	General Education Classroom	04/16/2012

8. Once the first row of the SETSS recommendation is completed, this process must be repeated by re-entering a new row for each subject in which SETSS is being recommended. For example, if it is being recommended that the student receive direct support in the General Education Classroom for four different subjects, then there must be four different rows entered into this section, in addition to separate rows for any direct service in a Separate Location and/or indirect service that might be recommended.

**\*UPDATE\* Programmatic Paraprofessional**

**Questions for teams to consider:**

- How do the supports from the paraprofessional aid the student with access to and progress with the general education curriculum?
- What do the supports look like?
- When are they to be addressed?
- In what locations and classrooms does the student require support?

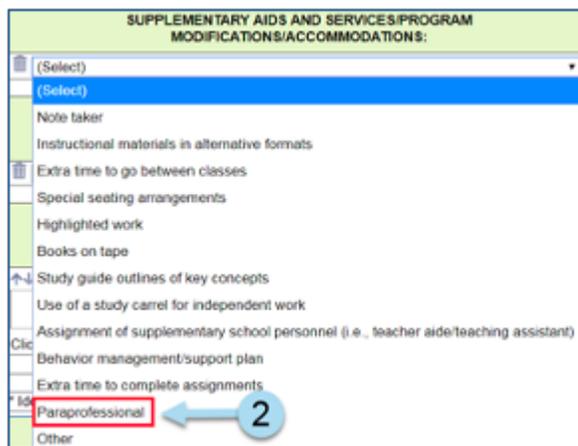


**Detailed Steps:**

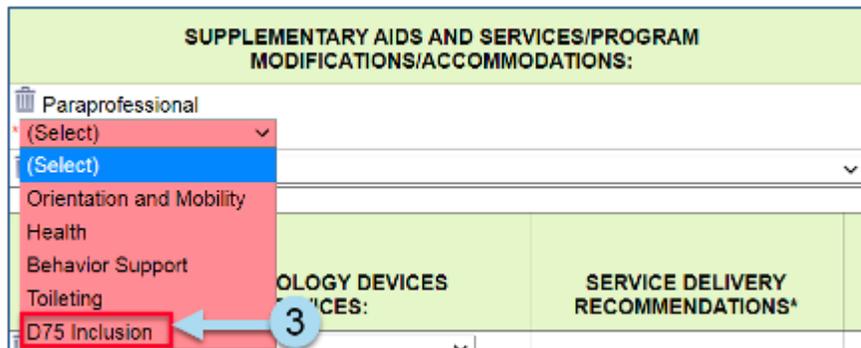
1. Hover over the arrow located at the top left corner of a draft *Individualized Education Program (IEP)*, and click to open the **Recommended Special Education Programs/Services** section.



2. In edit mode, navigate to the *Supplementary Aids and Services/Program Modifications/Accommodations* dropdown menu and select **Paraprofessional**.



3. A new dropdown menu will appear, select **D75 Inclusion** to indicate that the student is in need of a D75 programmatic paraprofessional.



**Note:** The following fields will pre-populate and cannot be edited:



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SERVICE DELIVERY RECOMMENDATIONS – Group Service

FREQUENCY HOW OFTEN PROVIDED - Daily

SERVICE DELIVERY RECOMMENDATIONS*	FREQUENCY HOW OFTEN PROVIDED
Group service	Daily

4. Select the **Duration** indicating the portion of the day that the service will be provided, from the dropdown menu.

\*Reference: .5 = 4 periods out of an 8 period day  
 .8 = 7 periods out of an 8 period day  
 Full Time = 8 periods out of a 8 period day

**Note:** Choosing *Full time* as the length of session will generate a new required textbox (pictured below) located at the top of the form. Complete to provide justification for recommending full-time paraprofessional.

5. Enter the **Projected Beginning / Service Date(s)** and *Service End Date* (if necessary) to complete this section of the form.

6. Click **Save, Done Editing** once this section of the IEP is completed.

A completed D75 Inclusion programmatic Paraprofessional service recommendation example:



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SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS:	SERVICE DELIVERY RECOMMENDATIONS*	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION	LOCATION WHERE SERVICE WILL BE PROVIDED	PROJECTED BEGINNING / SERVICE DATE(S)	SERVICE END DATE (OPTIONAL END DATE)
Paraprofessional D75 Inclusion (Select)	Group service	Daily	(Select) 0.5 0.8 Full time			

D75 Inclusion

Service Delivery Recommendation auto-populates to 'Group Service'

Duration of Length is limited to 0.5, 0.8 and Full Time for 'D75 Inclusion'.

**NOTE: D75 Inclusion Paraprofessional are Programmatic and do NOT need to Encounter Attendance**

## Selecting the Placement Recommendation

### ***Special Transportation/Placement Recommendation:***

*Please note that when you go to this section of the IEP, the Placement Recommendation for a student receiving SETSS services from the D75 Office of Inclusive Services is "NYC DOE School Non-Specialized (District 1-32)," NOT "NYC DOE Specialized School."*