



Division of Students with Disabilities & English Language Learners



**New York City  
Department of Education**

**Chancellor  
Dennis M. Walcott**



**District 75**

**Gary Hecht  
Superintendent**

**The District 75  
Special Education Teacher Support Services (SETSS)  
Provider Handbook**

**August 2006  
*Revised April 2013***

**Office of Inclusive Education**

**400 First Avenue  
New York, New York 10010  
(212) 802-1519**

## Introduction

*The District 75 Handbook for Special Education Teacher Support Service (SETSS) Providers in Inclusive Classrooms* was developed to address issues and questions SETSS providers have presented over the years. The first publication was compiled in 2006 by Dr. Catherine Rikhye, Instructional Support Specialist, and inclusion coaches Sherryl Berti, Ruchika Chopra and Sandra Ramos.

Included in this up-dated *Handbook* are topics that are addressed in the day-to-day work of the SETSS provider. The focus of the *Handbook* is on procedural issues rather than on educational content and strategies.

Please note that the information in this handbook is accurate as of the current date of publication. We urge all individuals using this handbook to refer to the New York City Department of Education website for the latest updates.

*We dedicate this Handbook to the committed, courageous, knowledgeable and indefatigable District 75 Special Education Teacher Support Service (SETSS) providers who inspire our work and provide outstanding supports to Students from District 75 and general education students in inclusive settings.*

***Special thanks to colleagues who, in various roles, generously provided valuable input and information in reviewing the***

### **The District 75 Special Education Teacher Support Services Provider Handbook:**

Wendy Arrick  
 Carol Barnes  
 Sherryl Berti  
 Ruchika Chopra  
 Donalda Chumney  
 Cassandra Dougherty  
 Peggy Groce  
 Alexandra Guerriero  
 Janet King  
 Jevon Jones  
 Sherri LaFond  
 Roberta McClosley  
 Rosemarie Meckeneck  
 Stacey Minondo  
 Satish Moorthy  
 Sandra Ramos  
 Leslie Redding  
 Cathy Rikhye  
 Tom Roeder  
 Faith Anne Scobbo  
 Sharon Stanberry  
 Aubry Threlkeld  
 Mary Vourlias  
 Steven Weinrich

**TABLE OF CONTENTS**

<i>Getting Started</i>	<i>Page 4</i>
<i>Medical Issues</i>	<i>Page 8</i>
<i>Transportation and Trips</i>	<i>Page 11</i>
<i>Attendance</i>	<i>Page 16</i>
<i>Students Records and Confidentiality</i>	<i>Page 19</i>
<i>Scheduling</i>	<i>Page 21</i>
<i>Teaming</i>	<i>Page 23</i>
<i>Assessments</i>	<i>Page 27</i>
<i>Transition</i>	<i>Page 31</i>
<i>Graduation and Diplomas</i>	<i>Page 34</i>

**GETTING STARTED**

## TO DO LIST

### Before School Starts

- Add students on caseload in SESIS to enable access to new students' IEPs
- Orient incoming students to the school
  - Tour with or without families
  - Familiarize with community school's schedule
- Determine and communicate time and place to report the first day of school
  - For students
  - For District 75 staff
- Ensure transportation is in place with District 75 school
- Obtain supply list for students
- Provide community school with a list of names, grades, and OSIS numbers
- Give Shared Instruction directions to community school
- For High School students participating in Standardized Assessment, ensure that schedules reflect required classes for graduation
- For High School students participating in Alternate Assessment, ensure that schedules reflect age-appropriate, grade level, academic classes and electives

### First 2 Weeks of School

- Introduce new District 75 staff to community school personnel
- Explain community school's behavior plan to students and staff
- Forms
  - Collection of forms for District 75 and community school
    - Emergency contacts
    - Lunch
    - Transportation
    - \_\_\_\_\_
  - Follow procedures for submission of forms
    - To the District 75 school
    - To the community school
- Medical issues
  - Obtain medical alerts from District 75 school
  - Arrange for medication needs with District 75 school
  - Procure other special needs from District 75 school
- Record services in Encounter Attendance (SEIS)
- Chain of communication for emergencies
  - Establish procedures in case of emergency
  - Write & share with all members of team
    - Students

- Families
- Paraprofessionals
- General education teachers
- Related service providers
- Deans

### **Mid-September through Early October**

#### **□ SCHEDULES**

- Create schedules based on Recommended Services
  - Students
  - Paraprofessionals
  - SETSS
  - Related Service
- Distribute schedules to:
  - Students
  - Paraprofessionals
  - Related Service
  - Deans
  - Principals (both schools)
  - General education teachers
  - Site's assistant principal for special education
  - Program's supervisor/ contact
  - Main office
  - Person who hires substitutes
- Post all schedules

#### **□ IEP-AT-A-GLANCE/PRIORITY MATRIX**

- Completed for all students
  - Service Mandates
  - IEP goals
  - Behavior management needs/ plans
  - Test accommodations/alternate assessment criteria
  - Medical alerts

#### **□ Distribute IEP-AT-A-GLANCE/PRIORITY MATRIX**

- Students
- Families
- General education teachers
- Paraprofessionals
- Related service providers

**□ BEHAVIOR PLAN**

- Review and communicate with:
  - Students
  - Families
  - Paraprofessionals
  - General education teachers
  - Related service providers
  - Deans

**□ ASSESSMENT**

- Review and provide assessment accommodations/adaptations as per IEP
- Share accommodations/adaptations with testing coordinator and teachers

**□ COMMUNICATION**

- Day-to-day with:
  - All teachers
  - All paraprofessionals
  - All related service providers
  - Families
    - Emergency contact cards
    - Translator necessary
- Weekly Team meetings
  - Invite participants
  - Define roles
  - Decide on format (rotating or set roles)
  - Set day, time, place

**MEDICAL ISSUES**

## **MEDICAL ISSUES**

The SETSS provider reviews the students' IEPs to determine medical concerns and alerts, and to identify the individuals responsible for medical supports. SETSS providers ensure that medical authorization forms are in the files of students who need medical services. The *Child & Adolescent Health Examination Form* (CH-205) indicates if in-school medication is needed.

Some conditions, such as treatments for asthma, *may* be handled by the teacher or independently by the student; other conditions, such as tube feeding, require the support of a school nurse. When a student who requires the support of a nurse attends a school trip, form CH-205 must indicate the need for the nurse.

SETSS providers must be aware of and share information about students' medical conditions with the educational team. The team needs knowledge and information about:

- prohibited environmental agents
- signs and symptoms of food, insect and/ or medication allergies
- wound dressing care
- medical conditions, such as diabetes and seizure disorders

Before disseminating any medical information, check with your District 75 administrator to ensure the validity of the need-to-know.

The SETSS provider may need to learn about:

- recommended postural positions
- lighting, auditory and other environmental conditions

School nurses are provided by the Office of School Health (OSH) in about 90% of NYCDOE schools that do not have School-Based Health Centers. School nurses provide first aid to all students and skilled nursing services to students with a documented need. Nursing services, required by some students on the school bus, would be indicated on the student's IEP. The nurse provided to the student for the school bus may or may not be the same as the school nurse.

One hundred twenty-six School-Based Health Centers (SBHC) serve approximately 278 DOE schools. Like a doctor's office within a school, SBHC are usually located in areas with limited access to health care. Staffed by a multi-disciplinary, independent institution (not DOE), SBHC serve only students who are enrolled in their SBHC. Parents must sign a *Parental Consent Form* for services to be rendered.

## **MEDICAL FORMS**

All forms are completed and signed by the student's health care provider and, in some instances, parent/guardian consent is required. The *Medication Administration Form* authorizes the delivery of medication to a student while in school; it specifies if:

- the student can carry the medication and self-administer
- the medication needs to be stored and the student can self-administer under supervision
- the medication needs to be stored in a medical room and administered by the nurse

The *Request for Provision of Medically Prescribed Treatment (Non-Medication)* and the accompanying parental consent form must be completed when medical procedures need to be performed at school (examples may include bladder catheterization, postural drainage, dressing change).

If the student has diabetes and requires glucose monitoring, insulin and/ or glucagon administration, a *School Diabetes Management Form* must be completed by the Health Care Practitioner.

**TRANSPORTATION AND TRIPS**

## TRANSPORTATION

### **ELIGIBILITY AND PROCEDURE FOR OBTAINING BUSSING**

The Committee on Special Education determines student eligibility for transportation services and puts it on the student's IEP; the IEP drives the service. Prior to initial service, the family is contacted via mail by the bus company regarding the bus route number, and the time and location of pick-up and drop-off. The family shows this letter to the bus driver at the time of the first pick-up to establish the student's right to service. If the student is initially not picked-up by the bus, the parent will show the letter to the District 75 school. SETSS providers can make a copy of the letter and keep it in the student's file for future reference.

### **DRIVERS AND ATTENDANTS**

The bus company provides a bus driver, and for most buses carrying students receiving supports from District 75, a bus attendant. Certain students are mandated for a transportation paraprofessional or nurse to accompany them on the bus. Bus attendants are responsible for assisting special education students during their ride to and from school. Bus attendants are required to assist each student from the bus to the front door of the school.

Complaints regarding any bus issue must be made directly to the Office of Pupil Transportation. For more information, see Chancellor's Regulation C-100.

### **INITIAL BUS ARRIVAL**

SETSS providers greet the bus as students arrive their first day of school to note the bus route number, the names of the driver and attendant, and the emergency cellular phone number of the attendant. SETSS providers also note the bus vendor name, address and business telephone number as well as the names of all students receiving supports from District 75 on that bus route. This information is useful to follow-up on a late bus or to reassure a concerned parent that a student is *en route*.

### **EARLY/ LATE BUSES**

To find out why a school bus is late, SETSS providers may call the specific bus company.

Chronically late or excessively early buses should be reported to the pupil personnel secretary at the District 75 school and to the District 75 administrator. Keep a record of all bus communications, whether they are by telephone or on-line.

### **CHANGE IN ROUTE OR DROP-OFF**

The Office of Pupil Transportation has a form for a change in route, drop-off or bus stop, or when a student has moved or has established attendance at an after-school program at the community school. This form is called an OPT-199 form; it must be notarized.

### **BUSSING PROCEDURES**

At no time can a student be left unattended. A designated administrator or teacher must be in charge during school bus arrivals and departures; paraprofessionals working with students receiving supports from District 75 cannot be left alone with students without a teacher in charge. This policy is maintained where students are picked-up or dropped-off at school.

### **APPROPRIATE BUS BEHAVIOR AND BUS SUSPENSIONS**

While on the school bus and until directed otherwise, students are to maintain certain behaviors – remaining in her/ his seat, using the seat belt, keeping heads and hands within the school bus, and refraining from fisticuffs. Escorts report grossly inappropriate behaviors on bus anecdotal forms to the community school. After several bus anecdotes, the student may be suspended from the bus for a specified period of time. Chronic behavioral infractions that present a danger to the safety of the rest of the students may result in the student's removal from transportation service.

SETSS providers are expected to maintain copies of any bus anecdotes, to report them to the District 75 school's pupil personnel secretary and to their District 75 administrator. Depending on District 75 school policy, the SETSS provider contacts the home about the bus anecdotal(s) and the possibility of the student's suspension from the bus if behavior is not improved. The family must be informed that it will be their responsibility to provide daily transportation to and from school on the days the student is suspended from the school bus.

### **EARLY DEPARTURES FOR STUDENTS SUPPORTED BY DISTRICT 75**

A student receiving support from District 75 may need to be dismissed before the end of the school day. Reasons may include such events as illness or injury, a family emergency, an inclement weather dismissal or a crisis at the school. Each District 75 and community school may have its own protocol for early dismissal. The SETSS provider needs to confer with the administrators of both schools to establish procedures to follow.

In case of early dismissal, the student who is brought to school by school bus must be returned by school bus or picked up by an authorized adult. The student who is an independent traveler can return unaccompanied by public transportation after the parent has been contacted and oral consent given: a second DOE employee must confirm oral consent with the parent. If a parent cannot be reached, the parental instructions on the student's blue emergency card are to be followed.

In case of any emergency, the SETSS provider contacts the District 75 school, the community school and the family to inform them about the situation. If an adult identified on the student's blue emergency card picks up a student, that individual must have photo identification and sign-out the student using the protocol set by the District 75 and community schools. The SETSS provider must ensure that the community school staff as well as the District 75 school are aware that the student receiving supports from District 75 was signed out by the authorized adult.

### **METRO CARDS**

Students who are independent travelers are given student Metro Cards that provide up to 3 rides per day; a 4-trip Metro Card may be issued to a student whose trip to school requires multiple transfers. Cards are valid from 5:30am until 8:30pm on days when school is in session. A form from the Office of Pupil Transportation (OPT) to initiate service can be obtained on-line or from your District 75 school. Once forms are signed by parents and approved by OPT, Metro Cards are dispersed daily, monthly or by semester by the District 75 school, typically the pupil personnel secretary.

In an off-site program, the SETSS provider contacts her/ his District 75 supervisor to determine the school's procedure to obtain Metro Cards and the protocols needed to account for them. The SETSS provider is usually responsible for securely storing, maintaining and distributing Metro Cards. Distribution may be at the end of the day, the end of the month, or the beginning of a semester. The student must sign for the Metro Card received. A record of the 10-digit Metro Card number and the name of the students to whom it is assigned must be maintained.

Metro Cards can be tracked by number; if the card is lost or stolen, the number can be deleted from the system so it cannot be used by another person. A new Metro Card will be dispensed to the student who reports her/ his card lost or stolen.

### **TRIPS**

After written parental consent is obtained for each excursion, students receiving supports from District 75 attend trips with their community school classmates; students in inclusive classes do not go on trips in a special education cohort. A District 75 educator (typically the SETSS provider and/ or paraprofessional) accompanies the students receiving supports from District 75 and community school students on the trip.

SETSS providers may want to maintain a trip folder to:

- keep a record of scheduled trips
- safeguard signed parent permission slips
- note medical alerts
- document academic activities completed for the trip toward an IEP goal or other assessment tool (Brigance,

New York State Alternate Assessment data collection, etc.)

- store a copy of students' blue emergency cards
- include students' recent photos for identification purposes

If a student receiving supports from District 75 does not return a signed parental permission slip, the SETSS provider can ask the parent to FAX a clear, concise letter noting:

- the student's name
- the date and destination of the trip
- an emergency contact telephone number
- a parental signature

Students receiving supports from District 75 are not permitted to go on field trips in which they do not have parental consent.

Accessibility, special diets, medicine and other specific student supports must be discussed with the District 75 and community school administrators prior to the trip.

Students receiving supports from District 75 have participated in overnight trips, and need to be accompanied by a District 75 representative (parent, educator, etc.). If the District 75 representative is an educator, remuneration on a per session basis can be discussed with the District 75 administrator prior to the trip,

### **TRAVEL TRAINING**

District 75 provides Travel Training for students with special needs, aged 14-21, who have been assessed by Travel Training Teachers and who have parent's permission. The SETSS provider is not responsible for convincing the parent to accept training. This is the job of the Office of Travel Training. Parents or SETSS providers may initiate this service. SETSS providers may contact the Office of Travel Training for more information.

Travel training is short-term, comprehensive, specially designed instruction provided by qualified personnel to high school aged students with disabilities other than blindness or visual impairments in the skills and techniques necessary for independently negotiating the public transportation system. The SETSS provider begins the process by filling out a *Travel Training Referral Form* and a *Pupil Profile* form early in the school year. If referral is completed later in the year, the student may not receive an opportunity for travel training that school year, but may be placed on a waiting list for the next academic year. After the referral form and profile are received, a Travel Training Teacher schedules an individual assessment of the student. If the student is accepted for travel training, one-to-one instruction is provided for approximately a three-week period to teach the student to travel safely and independently on public transit from home to a specific destination, usually to and from the school they attend or to a worksite. This is why the actual daily travel training typically takes place during the school months rather than the summer. SETSS providers should consider this option for their inclusion students once they attain their 14<sup>th</sup> year. The benefits include improved self-esteem, independence, access to their community, and more options for adult living.

**ATTENDANCE**

## ATTENDANCE

Students attend age-appropriate general education classes and extra curricular activities; pull-out (a.k.a. direct service in a separate location) is not more than 20% of the school day, including related services. Attendance is reported to and administered by the District 75 school, although it may be taken by the community school as well.

Attendance in and punctuality to all classes are cornerstones of success. Consistently modeled responsible behavior by staff and the regular attendance of students can build trust and confidence in the school environment.

District 75 staff follows the start and end times of the community school, and is expected to honor all time mandates as expressed in the UFT contract (see NYCDOE website).

### **STUDENT ATTENDANCE AND PUNCTUALITY REPORTING**

SETSS providers are legally responsible for providing and logging the dates and times of supports they deliver on SESIS. SOURCECORP Attendance Booklets will no longer be used. All provider service attendance will now be captured by a computer-based system named Encounter Attendance. This computer-based program is part of the SESIS system and requires that all SETSS Providers build their own caseloads, enter attendance and document service on-line. For additional information please visit the SESIS website.

The District 75 school may also require that daily attendance be reported to the pupil personnel secretary.

In departmentalized programs in which students independently change classes, you may want to have paraprofessionals take attendance in each class; these can be returned to you on a weekly/ monthly basis to determine a student's pattern of attendance/ punctuality.

### STUDENTS WHO ARE NOT IN SCHEDULED LOCATION

If a student receiving services from District 75 is not present in her/ his scheduled location, the SETSS provider and the assigned paraprofessional search for the student. If found, the SETSS provider determines the cause of the absence, documents the incident and conferences with the student when he/ she has returned to a calm state.

Some students may leave the classroom when they feel overwhelmed, angry or frustrated. If a student leaves the room, the paraprofessional or SETSS provider accompanies the student and encourages the student's return to class. If the SETSS provider is not aware of the incident, the paraprofessional informs her/ him of the incident. In these events, the SETSS provider follows the protocols of the District 75 and community administrators.

SETSS providers may want to look for observable student patterns such as escaping to the library or bathroom at a certain time or on particular days. This information may be useful in the development of a *Functional Behavior Analysis (FBA)* and *Behavior Intervention Plan (BIP)*. These plans can create a framework for improving self-regulating behaviors.

### CONSIDERATIONS

Students participate in all school activities, including trips and extracurricular activities, unless stated otherwise on the IEP. If a student who rides a school bus participates in extra-curricular activities that occur after school, after obtaining parental permission, arrange for a change in route drop-off (see TRANSPORTATION).

### **SHARED INSTRUCTION aka DUAL REGISTRATION**

Students receiving services from District 75 in inclusive education programs have dual registration in both the District 75 school and the community school. For middle schools and high schools, this allows attendance to be taken at both schools, and generates schedules and report cards from the community school. For students in community high schools it also generates transcripts; credits can be earned at the community high school and the appropriate diploma granted.

Students are admitted as Shared Instruction students into the elementary, middle or high school where they are taking their courses. They will remain on the register of their District 75 School.

The community school completes the process of Shared Instruction. The SETSS provider can share the below instructions on how this is done.

Elementary, Middle School or High School pupil accounting secretary:

1. Verify that code **999** is on Table 110

Before the school can admit a student as a Shared Instruction, school should verify that they have the Shared Instruction grade code by using the function ATS function **TBLD** and looking at Table 110.

- At the Automate the Schools Primary Menu at the cursor à type in **7** or **MNTN** and press the **right ctrl/red enter** button
- Maintenance Menu, type in **3** or **TBLM** and press the **right ctrl/red enter** button
- Table Maintenance Menu, type in **2** or **TBLD** and press the **right ctrl/red enter** button
- Table Display, cursor should be at TABLE CODE, type in **110** and press the **right ctrl/red enter** button
- There will be a list of grade codes for your school

If you do not see grade code 999 Shared Instruction, you must request that this code be added to your school table. To request: go to ATS

1) RQSA (Enter Action Request)

2) GRA (Add Current / Future Grade code)

2. Once the grade has been created, you must create a class or classes for Shared Instruction students.

**Note:** If there is no Shared Instruction class or classes set up, you must go use the ATS function **CMOD** to add that class using grade code **999**

- At the Automate the Schools Primary Menu at the cursor à type in **7** or **MNTN** and press the **right ctrl/red enter** button
- Maintenance Menu, type in **1** or **CRSE** and press the **right ctrl/red enter** button
- Current Class Menu, type in **1** or **CMOD** and press the **right ctrl/red enter** button
- Current Class Data Add / Change Screen (CMOD), create the class as normal

**CLASS NAME:** Should be the same as the class code

**CLASS DESC:** SHARED INSTRUCTION D75

**GRADES:** 999

- Press the **F2** button to save this information

3. Once the Shared Instruction class or classes are set up, the Students from District 75 can be admitted using ATS function **SHIN**

- At the Automate the Schools Primary Menu at the cursor à type in **3** or **BIOG** and press the **right ctrl/red enter** button

- Biographical Information Menu, type in **1** or **BIOS** and press the **right ctrl/red enter** button

- Biographical by Individual Student

At the cursor à type in **15** press the tab button

Student ID: type in the ID number and press the **right ctrl/red enter** button

- Shared Instruction Functions at the à type in **1** and press the **right ctrl/red enter** button
- Shared Instruction Admit (SIAD) and enter the Shared Instruction Admission date and the official class. Press the **F2** button to save this information.

4. Report RSHI – Shared Instruction Report can be run to see the Shared Instruction students.

- At the Automate the Schools Primary Menu at the cursor à type in **6** or **REPT** and press the **right ctrl/red enter** button
- ATS Reports Menu, type in **3** or **RPBI** and press the **right ctrl/red enter** button
- Biographical Reports, type in **20** or **RSHI** and press the **right ctrl/red enter** button
- Shared Instruction Report, select only one of the following by entering a “Y”

## STAFF ATTENDANCE AND PUNCTUALITY

Attendance of District 75 staff can be maintained in the same manner as it is for all employees at the community school (moving time cards, signing-in, etc.). All staff members are responsible for reporting individual absences on an *OP198* form; this form can be submitted at the end of the month to the District 75 payroll secretary.

### SETSS PROVIDERS

Report your absence/ lateness to the payroll secretary at your District 75 main site before the start of the school day (for further information, see *Chancellor's Regulations C-603*). Determine if a substitute teacher will be sent. Notify the community school about your absence/ lateness, and provide substitute teacher information.

- You may want to establish a communication chain with your paraprofessional team. The SETSS provider contacts one paraprofessional, who then calls another, who then calls another, etc. The team can then adjust their day accordingly.
- If you co-teach, be sure to let your co-teacher know about your absence/ lateness.
- If you support students in a separate location, have substitute lesson plans available and post the location of the lesson(s).
- With your District 75 administration and the paraprofessional team, write a plan stating who will report attendance, handle emergencies, etc. when you are unavailable.
- You must have approval of your District 75 principal before attending any workshop/ training. Bring an *OP201* form to the workshop, have it signed by the presenter, and then return it to the payroll secretary of your District 75 school. For further information, please refer to *Chancellor's Regulations C-601* and *C-604*.

### PARAPROFESSIONALS

Paraprofessionals report absences to the District 75 main site, the community school, and the Paraprofessional Registry before the start of the school day. At the time of the call, the paraprofessional needs to inform the Paraprofessional Registry:

- that the substitute paraprofessional should report to the general education school (NOT to the main site)
- the name of the person and room number at the general education school that the substitute reports to.

The paraprofessional should then call you about the absence/ lateness so that you can adjust schedules as needed.

After the substitute paraprofessional arrives, you may:

- periodically touch base with the substitute paraprofessional.
- immediately report any "red flag" behavior displayed by the substitute (sleeping, reading periodicals, not in class, etc.) to the District 75 payroll secretary; "This person is inappropriate for the site" may be all that you need to state.

### **TROUBLESHOOTING**

Substitutes: Endear yourself to the community school employee who is responsible for substitutes (this is often the school's payroll secretary); ask if she/ he will be a point person for the District 75 substitutes. When a substitute comes into the building, the secretary can refer them to you, or give the substitute:

- copies of all necessary schedules previously supplied by you (student, paraprofessionals, SETSS, transportation)
- a time card for clocking in-out.

Release Time: Some paraprofessionals receive Release Time because they are attending credit bearing college courses. Release Time falls within designated dates that can be given to you by the District 75 administrator. The District 75 administrator will establish the amount of total Release Time. When the Release Time occurs is determined by the needs of the student(s) receiving services from District 75 and can be scheduled for the paraprofessional in the morning, mid-day, or the end of the day. Time can be taken in one chunk or spread throughout the week.

Breaks: Paraprofessionals do not receive preparation nor administrative periods, and are expected to work with students throughout the day with the exception of the paraprofessional's lunch. With your team, develop a plan for bathroom breaks (smoking is not allowed on school property), and regularly scheduled team meetings.

## ATTENDANCE/ PUNCTUALITY QUESTIONS TO DISCUSS WITH YOUR DISTRICT 75 ADMINISTRATOR

### CONCERNING STUDENTS

- AWOL student:
  - What is our Chain of Command?
  - Who searches for the student?
  - How much time is spent searching?
  - Where can I search (outside, in bathrooms)?
  - What do I do if I cannot locate the student?
- Family pick-up:
  - Who needs to be notified and by whom (for example, busing)?
  - Who is allowed to take the student (are there any restriction alerts)?
  - Where are students signed-out?
  - Who signs-out the student?
- Early dismissal of the general education school population:
  - Who gets notified?
  - Who stays with the students?
- Trips:
  - What forms are necessary?
  - Who gets the forms?
- At what point are student absences/lateness's a concern?
  - Who needs to be updated?
  - How frequently does updating occur?
- Daily attendance:
  - Call-in or fax?
  - To whom?
  - By what time?
  - Where do high school students taking NYSAA go during Regents' Week?
- Sharing the safety plan of the community school (you may procure a copy from the AP Organization of the community school):
  - Do students receiving supports from District 75 and staff do anything differently?
  - What is our Emergency Chain of Command?

### CONCERNING STAFF

- Daily attendance:
  - Which daily attendance and punctuality plan should be followed, the District 75 school or the community school?
  - If that of the community school, does the administrator or SETSS provider request this?
- For classes:
  - At what point is poor punctuality reported to District 75 administration?
  - What procedure is followed when staff is not at their assignment?
  - Can staff leave the building to (re)park her /his car?
    - If yes, what procedures must be followed?
  - What does staff do if a family emergency occurs?
  - What procedures are followed if a staff member becomes ill or injured during the day?

**STUDENT RECORDS**  
**AND CONFIDENTIALITY**

## **STUDENT RECORDS AND CONFIDENTIALITY**

### **PARENTS**

Parents of a student who has not reached her/ his 18th birthday have specific rights regarding access to information. According to the Parents' Bill of Rights, the Department of Education and its schools are responsible for providing parents with "access to their child's education records..." "...within 45 days of the day the school receives a request". If parents want to have records explained, they make an appointment to have their child's records explained by school staff; that meeting must be held within a "reasonable time" after the parental request.

Parents have the right to "request that their child's education records be sent to an outside agency..." and/or "have the records sent to another school to which their child has transferred in a timely manner".

Assurance of confidentiality of records is within parental rights as is withholding "their contact information from institutions of higher learning and military recruiters". Parents have the right to require that the school obtain written consent prior to any disclosure of personally identifiable information, except in those instances allowed by the Family Educational Rights and Privacy Act or Chancellor's Regulation A-820.

For additional information, see Parents' Bill of Rights.

### **NON-CUSTODIAL PARENTS**

If the non-custodial parent requests access to the educational records, the District 75 school administrator notifies the custodial parent of the request. If the custodial parent objects, she/ he has 45 days to present to the District 75 school administrator a legally binding document or court order barring access to the non-custodial parent; then, the non-custodial parent is notified that access was denied. If the custodial parent does not object or cannot produce a legally binding document or court order, the non-custodial parent will have access to the student's educational records.

### **STUDENTS**

When a student turns 18 years old, the rights accorded to and consent required of parents is transferred from the parents to the student unless legal guardianship has been established. The student may sign a waiver which provides that, so long as the student continues to attend the school, the student authorizes her/ his parents to exercise all the rights defined in Chancellor's Regulation A-820.

### **DEPARTMENT OF EDUCATION EMPLOYEES**

A DOE employee seeking access to a student's records must have a specific and legitimate educational reason for such access; this is permitted without the consent of the parent or eligible student. Indiscriminate access is not permitted, and the validity of the educational reason is to be determined by the principal of the District 75 school or head of office.

### **THIRD PARTIES INCLUDING THE NYPD AND SCHOOL SAFETY AGENTS**

No information from a student's record may be released to third parties, except upon:

- court order or lawfully issued subpoena
- informed written consent of the student's parent or student if she/ he is 18 years of age or older
- the existence of a health or safety situation

In the above circumstances and in all investigations by the police or other agencies, the SETSS provider immediately contacts her/ his District 75 principal for guidance.

**SCHEDULING**

## **SCHEDULING**

The scheduling of students and staff is dependent upon the student's IEP. It is imperative that the SETSS provider post his/ her schedule and those of students, paraprofessionals and related service providers. All schedules are distributed to District 75 and community school administrators, community school educators teaching students receiving supports from District 75, paraprofessionals, deans, main office staff, students, staff responsible for assigning substitutes, the District 75 supervisor and site Assistant Principal for Special Education (see *To Do Checklist*).

### **STUDENT SCHEDULES**

Students attend age-appropriate general education classes according to the recommended services on the students' IEPs. It is recommended that students are in their general education classes for a minimum of 80% of the school day. If students are removed from the community school environment for more than 20% of the school day, including direct support in a separate location and all related services, you may want to consider ways to provide supports in the general education environment. Students follow the same sequence of classes as do general education students; they do not repeat subjects unless they are students taking standardized assessments, did not pass the class, and are in need of a credit for that class.

### **SETSS PROVIDER SCHEDULES**

When reading the "Recommended Special Education Program and Services" section of the IEP, the SETSS provider first considers each student's mandated periods of direct support in a separate location; this will determine the number of periods of study/ tutorial that will be provided by the SETSS provider. Avoid calling study/ tutorial "resource room" as that represents a different level on the Continuum of Services. Because a maximum of 8 students with IEPs can be supported at one time, the SETSS has some flexibility in scheduling that support. Next, consider which students are mandated for direct support in the general education classroom (see "Recommended Special Education Program and Services" section of the IEP); that mandate will determine the number of periods and content areas that the SETSS provider goes into general education classes. For all students, the content areas needing support can be determined through data collection.

### **PARAPROFESSIONAL SCHEDULES**

The "Present Levels of Performance and Individual Needs," section of the IEP should also state the content areas and number of periods of paraprofessional support required. This information will guide the programming of the paraprofessionals. Paraprofessionals are entitled to lunch without students.

### **RELATED SERVICE PROVIDER SCHEDULES**

Related Service Providers (RSP) may not have flexibility in their schedules particularly if they are traveling from another site. Nonetheless, work with the students' RSPs to create schedules in which students are supported in the general education environment or during tutorial/ study period. Refrain from removing any student from general education classes to receive services.

**TEAMING**

## TEAMING

The adults in the classroom are models of collaboration for the students. They need to demonstrate that any successful team is based on the positive interaction of all the participants, and are members of one community with a common vision working towards clear and articulated goals and strategies.

A student's success is supported through the input of family, friends, educators and related service providers. Teamwork is the activities of those people acting in close association as members of a unit; the input of team members may come from different and equally important perspectives. People are more invested when they participate in determining processes and outcomes.

Different types of meetings serve different purposes and involve different stakeholders. Meetings may be focused on:

- individual students (academic and or behavioral progress, crisis intervention, the IEP)
- groups of students (by grade, learning community, or content area)
- school specific issues (community school staff meetings, departmental or cohort meetings, District 75 organizational meetings)
- systemic challenges and changes.

Below are some suggestions regarding meetings' team compositions and scheduling:

### IEP MEETINGS

To determine who is required to attend Subcommittee (Annual Review, Initial, Reevaluation) or Full Committee IEP meetings, please refer to the *Standard Operating Procedures Manual: The Referral, Evaluation and Placement of School-Age Students with Disabilities*; it can be found on the NYCDOE website.

### WEEKLY TEAM MEETINGS

<b>WEEKLY MEETING</b>
<b>SUGGESTED CORE TEAM MEMBERS</b>
1. SETSS provider
2. Paraprofessionals
3. Related service providers
4. General education teachers
<b>EXPANDED TEAM</b>
5. Administrators
6. Family members
7. Students

The purposes of weekly team meetings are to plan, problem solve and distribute responsibility for supports of the students. Communication regarding students' IEPs, academic, safety, medical, social, behavioral needs, etc. can form the agendas for these meetings. These sessions can also be used for training staff in strategies, policy, directives, and on individual roles in policy implementation.

Team meetings are held weekly at the same time and on the same day; for example, at 1:30PM every Friday. To schedule team meetings, the SETSS provider may first survey her/his team to see if a working lunch is feasible. If not, then, perusing the IEPs will determine when and if the students can be without a paraprofessional for part of the day. Next, the SETSS provider determines a period when students can work on building independence (for example, during gym, related services, math, etc). Pick a day and time for the meeting in which most people can be present.

### PARENT TEACHER CONFERENCES

SETSS providers attend all Parent-Teacher Conferences at the community school, and usually are not asked to attend those at the District 75 school. Paraprofessionals are not required to participate in the evening sessions, but are present during the school-time meetings. Ideally, the SETSS provider and general education teacher meet at the same time with the parents. This may be difficult to schedule and manage, particularly in the upper grades. SETSS providers may want to share a room with a general education teacher during conference time, or may choose to see

parents in a separate location. Ensure that your name and room number are on the master list distributed to families as they enter the school.

Encourage parents to feel comfortable and valued at the conference. Be sure to have a sign-in sheet for parents; make a copy of this for your District 75 administrator. Lollipops, paper and markers can be positive distractions for young siblings who may accompany parents; fruit can be a welcoming gesture to parents who may come directly from work without having eaten lunch or dinner.

**ORGANIZATION MEETINGS**

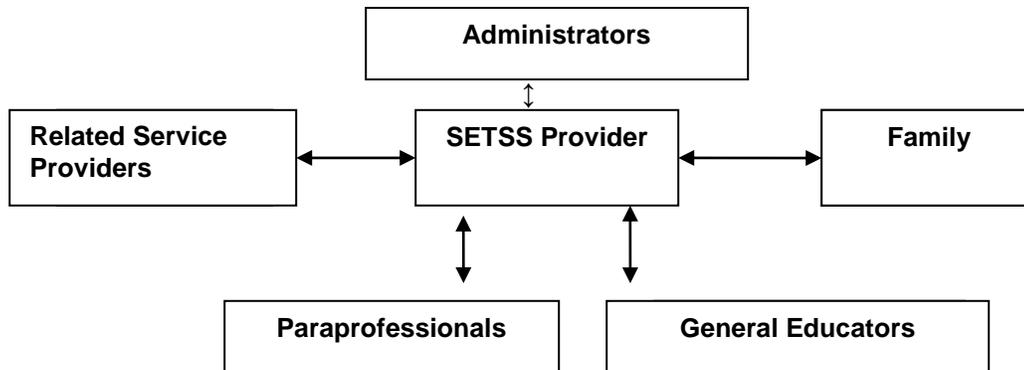
<b>TEAM MEMBERS*</b>
Administrators from all sites
Unit coordinators from all sites
All SETSS Providers
Paraprofessionals
Related Service Providers
Coach
Community school teachers
Anyone having direct connection with the selected topic
* Having direct interaction with students receiving supports from District 75

The purpose of an organization meeting is to familiarize all sites with least restrictive environment (LRE)/ inclusive education options within the school, build capacity at the school level, and to enhance communication and share resources amongst sites and with the District 75 inclusion coach.

**A SUGGESTED CHAIN OF COMMUNICATION**

Some school communities have clearly established pathways for sharing, exchanging and reporting important information. While each school may have a different chain of command, each team needs a clear and concise communication pathway.

First, ask the administrators of the District 75 and community schools their preferred protocols for reporting situations and incidents. The flow-chart below is recommended as an initial framework for a chain of communication. The framework needs to be agreed upon and can be developed further.



The following may be reasons to initiate the communication chain:

- Student driven situations such as student awards, student illness, program or room changes, field trips, behavioral or health crisis, suspension, missing student, ongoing issues regarding student interactions and adjustment, etc.
- Adult driven situations such as sudden personal or family emergencies, staff illness or on-the-job injury, staff not at assigned location, excessive absences and lateness, inappropriate behaviors or dress, confidentiality issues, etc.

- Program driven issues such as general educator absences, schedule or room changes, lack of class availability or diversity, changes in arrival and dismissal time, safety and emergency plans, trips, etc.

### **APPROPRIATE INTERACTIONS**

SETSS providers and paraprofessionals need to interact with students in an appropriate and respectful educator-student relationship. Inappropriate interactions are those that appear too familiar, too affectionate, demeaning, infantilizing or intolerant.

Inappropriate interactions include sexual references, obscene language and/or the sharing of material or words of a violent or discriminatory nature. The exchange of personal contact information or meeting the student online or in person without a school-based and school directed purpose and without parental consent also can constitute an inappropriate interaction.

Remember to maintain socially and chronologically age-appropriate physical interactions with the student. As students move up the age and grade continuum they need to increasingly learn normative social interactions. While hugs and kisses may be appropriate for younger children, by the time students transition to the upper grades, they need to learn more formal interaction strategies.

**ASSESSMENTS**

## ALTERNATE ASSESSMENT

### NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA)

District 75 serves students who participate in standardized and alternate assessments. The federal government and the *Individuals with Disabilities Education Improvement Act (IDEIA) 2004* mandate that all students be assessed. The *New York State Alternate Assessment (NYSAA)* was developed to assess students who have severe cognitive disabilities. The *NYSAA* is a data folio-style assessment in which students demonstrate their performance toward achieving the *New York State Learning Standards and Alternate Grade Level Indicators (AGLI)*.

Students who participate in alternate assessments are scheduled for testing according to their dates of birth and their grades. The New York State Education Department (NYSED) provides a list of birth dates that are aligned with grades 3-8, and one high school year in which students are mandated for testing. SETSS providers need to determine if a student's date of birth (DOB) falls within the age range for testing in that school year. For the data folio, data collection needs to take place during October-February. Evidence of student performance can be obtained in several ways:

- Data collection sheets
- Photographs
- Audio tapes
- Video tapes
- Student work samples

Students are tested in core content areas including English Language Arts (ELA), Math, Science and Social Studies. SETSS providers should check to see which content areas for a specific grade are tested to ensure that accurate evidence is collected.

Data folios are collected by District 75 for scoring in spring; the SETSS provider contacts the District 75 schools' *NYSAA* liaison or District 75 school administrator regarding the collection of the data folio. The data folios are shipped to specific scoring sites. SETSS providers are not responsible for scoring the data folios of their students.

Training in *NYSAA* for District 75 personnel is offered during the school year; ask permission to attend from your District 75 administrator and let your community school administrator know you will be out of the building.

For additional information or questions about students participating in alternate assessment, SETSS providers may contact the Office of Alternate Assessment.

## STANDARDIZED ASSESSMENT

The testing of students receiving supports from District 75, whether in self-contained or inclusive classes, is the responsibility of the District 75 school. Even when the community school provides support, such as ordering test materials or providing certified general educators to score the tests, it is the responsibility of District 75 to ensure tests are:

- Obtained
- Scored
- Registered
- Retained, as per state or city guidelines
- Filed
- Returned, as per state or city guidelines

At the beginning of the school year, the SETSS provider reviews each student's IEP to determine appropriate test modifications and accommodations. The SETSS provider then insures that these mandated accommodations are provided during standardized assessments and every subject area test and quiz given throughout the year.

The SETSS provider identifies and stays in contact with both the District 75 and the community school's Testing Coordinator or Assessment Liaison. These individuals will help you:

- Access test materials
- Order test materials
- Obtain specialized testing materials (e.g., large print)

- Ensure that tests are scored
- Obtain schedules of training on various assessments
- Access changes in testing schedules and/or procedures

The SETSS provider is responsible for insuring that test scores are on the student's permanent record system. If scores are not on the student's record, the SETSS provider alerts the District 75 administrator.

The SETSS provider partners with the community school teachers to use test results and other assessment data to determine student learning priorities and goals to be addressed.

### **ELEMENTARY AND MIDDLE SCHOOL ASSESSMENT**

Currently, testing follows New York State and New York City testing schedules. For students in grades 3-8, standardized assessments and interim assessments are administered.

The SETSS provider is responsible for collecting, scoring and delivering the standardized assessments to the District 75 school.

### **HIGH SCHOOL ASSESSMENT**

The community high school principal is responsible for ordering *Regents* and *Regents Competency Test (RCT)* exams for every student from the New York State Department of Education; SETSS providers ensure that students receiving supports from District 75 are included in the overall count. If additional tests are not ordered for them, the SETSS provider immediately contacts the District 75 administrator; this is an urgent administrator-to-administrator issue.

New York State participates in the low- pass option for the Regents exams. This means that if the student gets between 55 and 64 on the Regents, they have passed the Regents with credit toward a local diploma and do not have to take the RCT. A Regents diploma requires that the student score 65 or above on the Regents exam. The RCT option is only available to students with disabilities who first entered grade 9 prior to September of 2011.

Students may take the RCTs before the Regents exam. However, in order for the RCT credit to be validated, the student must still attempt the Regents. Without taking the Regents exam, either before or after the RCT, the RCT score is invalid.

The SETSS provider:

- Obtains test scores
- Gives them to the District 75 Testing Coordinator or Assessment Liaison
- Ensures RCT and/or Regents grades are recorded on student forms and transcripts
- Ensures RCT and/ or Regents grades are entered into the appropriate accountability system.

Tests are collected and scored by the community school for the students receiving supports through District 75 as well as for the community school students. The *Regents* and *Regents Competency Test (RCT)* must be scored by a teacher certified in teaching the specific subject area. The SETSS provider asks the community school administrator if her/ his staff can grade the assessment of the students receiving supports from District 75. The community school administrator will inform the SETSS provider as to who will inform the community school staff of this. If the community school administrator refuses, the SETSS provider then informs her/ his administrator of the issue. This becomes an administrator-to- administrator discussion.

While the certified general education teacher will score the test, the SETSS provider reviews the completed Regents and/or RCT to inform instruction and intervention. Whenever possible, the SETSS provider obtains the actual Regents and RCT test responses and scoring sheets and maintains them in the student's file.

For Regents and RCT test scores, grades are often entered in the community school's accountability system; the SETSS provider makes certain that this process is completed even if she or he is not the person responsible for actually making the entry.

On the rare occasions when a student receiving supports from District 75 attends a high school that does not have access to Shared Instruction or does not give any or all Regents or RCT exams, procedures for insuring the student

take these exams are made on a case by case basis by the District 75 administrator and District 75. For further information, please call the District 75 Office of Accountability and Assessment.

**TRANSITION**

## TRANSITION

*The Individuals with Disabilities Education Improvement Act (IDEIA) 2004* defines transition services as “a coordinated set of activities” provided to the student with disabilities by the school and other agencies and is designed to be a “results-oriented process” aimed at increasing graduation rates.

The transition process focuses on improving the academic and functional achievement of the student with a disability and facilitating the student’s movement from school to post-school activities including:

- Post-secondary education
- Vocational education
- Integrated employment (including supported employment)
- Continuing and adult education
- Adult services
- Independent living
- Community participation

The federal law mandates that a *Level 1 Vocational Assessment* begin at age 12 and the transition process at age 16; New York State maintains that transition planning begin at age 14. If the SETSS provider receives a student who has not completed the Level 1 assessment, it is her/ his responsibility to administer the assessment even though the student may be older than 12 years.

*IDEIA* adds new requirements that transition services be based on:

- Students strengths as well as their preferences and interests
- A “results oriented” process (as opposed to an earlier requirement for “outcome oriented”)
- Improving the academic as well as the functional achievement of the student

*IDEIA 2004* significantly expands requirements for transition planning. It focuses on the development of:

- Appropriate, measurable post-secondary goals
- Age-appropriate transition assessments
- Training, education, employment and independent living skills

The IEP team, including the student, must:

- Develop goals that reflect student strengths, preferences and interests
- Determine the instruction and educational experiences that will prepare the student for a successful transition from secondary education to post- secondary life

IEP requirements, as articulated in *IDEIA 2004 Section 614 (d) (1) (A) (i) (VIII)* and *Section 615m*, include:

- Measurable post-secondary goals based on age-appropriate transition assessments
- Courses of study designed to assist in reaching those goals
- Clear plans to assist in achieving a standard diploma (classes needed, accommodations, support services, Exit Summary, etc)
- Statement of transfer of parental rights and guardianship at age-of-majority

*IDEIA 2004* also mandates the completion of a *Student Exit Summary* at the time of graduation; this is done by the SETSS provider.

SETSS providers ensure that all mandated transition processes, coordination of services and family involvement are completed, as scheduled by law. This occurs in collaboration with the District 75 school’s Transition Linkage Coordinator (TLC) or other District 75 school personnel responsible for facilitating transition. The SETSS provider also obtains the schedule of transition activities/ meetings the District 75 school is planning for students of transition age and their families. The schedule is shared with Students from District 75 in inclusive classes and their caretakers.

The SETSS provider communicates with the community school’s TLC, assistant principal for special education or guidance counselor responsible for transition services. Establishing this relationship will facilitate Students from

District 75 joining the community school students with or without disabilities in job fairs, family support fairs, transition fairs, college tours and other transition experiences.

It is important for Students from District 75 and their families to have access to these activities at:

- The District 75 school organization
- Borough level meetings and events
- The community school

**GRADUATION AND DIPLOMAS**

## GRADUATION AND DIPLOMAS

Students in alternate assessment programs who receive supports from District 75 in inclusive settings will participate in the community school's graduation with their school cohort, typically at age 17 or 18. Students in standardized assessment programs will graduate when they meet the requirements for a Local or Regents diploma. Students who graduate with a Local Diploma may remain at the school to complete further requirements for a Regents Diploma. Students who participate in alternate assessments move to a transition placement where she/he receives vocational training and other transition supports.

For students in programs for a Local or Regents Diploma, credits and exams (RCT, Regents) for all classes are entered on student transcripts at the end of each marking period. This is done by the community school, however, the SETSS provider is to review and ensure that grades for all courses are submitted and entered.

Students in inclusive programs participate in all of the community school's graduation activities, including:

- School proms (if a parent or District 75 school staff member can accompany the student or if the student is invited to attend independently)
- The school yearbook
- The graduation ceremony

The SETSS provider communicates with the District 75 administration to facilitate discussion with community school leaders to ensure participation in all graduation activities.

Students participating in graduation ceremonies receive one of four diplomas: an Advanced Regents Diploma, a Regents Diploma a Local Diploma or an IEP Diploma. According to the *New York City Department of Education Graduation Requirements for Students with Disabilities entering 9<sup>th</sup> Grade in September 2008-2011*, students attending New York City Public Schools may obtain the following diplomas:

- *Advanced Regents Diploma* is obtained when a student has fulfilled all necessary credit requirements and successfully completed additional criteria, such as completing additional Regents Examinations and earning a 65 or above on all.
- *Regents Diploma* is granted when a student has fulfilled all necessary credit requirements and earned a 65 or above on the 5 required Regents Examinations.
- A *Local High School Diploma* is awarded to students who have passed required RCT Examinations (for students enrolled in Grade 9 prior to September 2011) and courses, or who have scored 55-64 on required Regents Examinations. Students in Grade 9 for the first time in September 2011 only have the Regents (55-64) option to receive a Local Diploma.
- An *IEP Diploma* is granted to *special education students only* when they participate in graduation. This non-Regents endorsed diploma is provided to students receiving special education services who have achieved the educational goals specified on their IEPs, are at least 18 years of age and have attended school for at least 12 years.

An IEP Diploma may be given when the student participates in the community school graduation and may:

- continue in District 75 to progress towards a high school diploma
- or participate in transition programs.

A statement of assurance should accompany the IEP diploma to note that the student will continue to be eligible to attend public school until the student has earned a high school diploma or until the end of the school year of such student's twenty-first birthday, whichever is earlier.

For more information on Graduation and Diplomas, look under Rules and Policies on the New York City Department of Education website.