

Policy and Procedures

District 75 Special Education Inclusive Services are an opportunity for students with disabilities to receive special education services from District 75 while participating in the general education curriculum at a community school. Students receive services from a District 75 Special Education Teacher, and if appropriate, related services and paraprofessional support, from District 75 providers. Students learn in age-appropriate general education classes, receive instruction from a general education teacher, and participate in school programs with students with and without disabilities. This document is intended to support District 75 and community school administrators and staff in implementing these collaborative services.

QUICKLINKS

OVERVIEW

ELIGIBILITY

POLICY

IMPLEMENTATION

OVERVIEW

1. What are District 75 Special Education Inclusive Services?

District 75 Special Education Inclusive Services allows students with disabilities to access the general education curriculum in their least restrictive environment. Students receiving these services are fully included in all community school classes, programs, and activities (including after-school events and other school-sponsored activities). Services by the District 75 Special Education Teacher can be provided in the general education classroom and/or in a separate location, as per the student's Individualized Education Program (IEP). District 75 Inclusive Services have also been known as a District 75 Inclusion Program or District 75 SETSS program.

For students receiving these services, District 75 and community schools provide shared instruction. This means that students are on both schools' registers and that both schools oversee the students' academic course work and special education supports and services. Please see [question 8](#) for more information on shared instruction.

2. Where are District 75 Special Education Inclusive Services offered?

District 75 Inclusive Services are not offered in every community school; however these services are provided to students at every grade level (kindergarten through grade 12 and in some college based settings) and in every borough based on the student's IEP mandates. Please contact the Office of Inclusive Education at 212-802-1519 for a complete list of community schools where these services are offered.

3. How are District 75 Inclusive Services funded?

Community schools receive funding for students attending their school through the Fair Student Funding (FSF) allocation formula. FSF provides funding based on student attributes. Each student and their special need(s) have a weight assigned that translates to a per capita dollar amount. Students who receive District 75 Inclusive Services are added to the community school's general education register, where they will generate funding based on the established weights and per capita, which differ by grade span. The District 75 School receives the funding for the special education services that are provided to the students as per the student's IEP mandates. The Regional School Net Register (RSNR) -Report for each of the community schools will reflect the students receiving District 75 Inclusive Services on their class list. Additional guidance on how these services are funded is available [here](#).

ELIGIBILITY

4. Who is eligible to receive District 75 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 supports and services in a community school. The decision to recommend District 75 Inclusive Services must always be made by the student's Committee on Special Education (CSE) and be based on the individual student's strengths and needs.

5. Who recommends a student for District 75 Inclusive Services?

Recommendations for District 75 Inclusive Services must be made by the student's school-based or district CSE 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 written notice to the parents and participation by the appropriate members of the CSE. Since a recommendation for District 75 Inclusive Services represents a significant move to a student's least restrictive environment (LRE), the school psychologist must participate in the IEP meeting, and if necessary conduct a reevaluation before the recommendation is made.

The transition to middle and high school are also points when all recommended special education services should be reconsidered. This is a time for the CSE to reconsider the student's strengths and anticipate his/her needs in a new school environment. For example, if a student has been in a District 75 special class, articulation to a middle school may be the time to consider a transition to receiving Special Education Services from a District 75 provider in a community school. Similarly, if a student has been receiving District 75 Inclusive Services, articulation to a new school may be time to consider transition of special education services to community school providers.

6. How are District 75 Inclusive Services reflected on the IEP?

A recommendation for District 75 Inclusive Services is reflected in both the Recommended Special Education Programs/Services and the Special Transportation/Placement Recommendations sections of the IEP.

- **Recommended Special Education Programs/Services**

- If the recommendation for a student is to receive supports of Special Education Teacher Support Services, District 75 is listed as the “provider” under “Service Delivery Recommendations.”
- As is the case with all special education programs/services recommendations, the CSE is to indicate how frequently the services will be provided, the duration of those services, the location where the services will be provided and the projected beginning date of the service.
- **Placement Recommendation** – When completing the Special Transportation/Placement Recommendation, all students recommended for District 75 Inclusive Services must have a placement recommendation of **NYC DOE Community School**.

See [guidance](#) for additional information on how to document SETSS from a District 75 provider on the IEP in SESIS.

7. What is the placement process for students recommended for District 75 Special Education Inclusive Services?

Once a student is recommended to receive District 75 Special Education Inclusive Services, the CSE is to contact the District 75 Placement Office with the student’s referral. The District 75 Placement Office then reviews the recommendation and surveys the number of students receiving similar services at the community school closest to the student’s home district. If a seat is available, the District 75 Placement Office will offer a placement and an offer letter will be sent to the student. If a seat is not available, the District 75 Placement Office will explore seat availability at other community schools in neighboring districts that also have these services. Because a student can be recommended for District 75 Inclusive Services at any point in time, the placement process is ongoing and is not limited to the academic school year.

The placement process for students with disabilities articulating to middle school or high school varies based on whether the student’s recommendation for special education services is changing or remaining the same. The matrix below explains the enrollment process for each scenario for students recommended to receive District 75 Inclusive Services.

Middle School and High School Admissions Matrix for District 75 Students		
Current Program Recommendation	Next Year’s Program Recommendation	Enrollment Process
District 75 Inclusive Services	All SE services provided by the Community School	MS Choice Process or HS Choice Process
District 75 Inclusive Services	District 75 Inclusive Services	District 75 Process
Special Class in District 75 program	District 75 Inclusive Services	District 75 Process
Special Class in District 75 program	Special Class in District 75 program	District 75 Process

POLICY

8. What is shared instruction?

For students receiving these services, District 75 and community schools provide shared instruction. This means that students are on both schools' registers and both schools oversee the students' academic course of study and special education supports and services. The goal of shared instruction is to ensure continuity of instruction and supports students to remain on track to meet academic requirements and receive the appropriate special education supports and services in their least restrictive environment. At all grade levels, this means collaborating on the student's course of study to:

- Ensure the student is appropriately programmed for courses and exams;
- Ensure the student receives his/her mandated special education supports and services;
- Monitor a student's progress against grade level standards and his/her IEP goals; and
- Serve as a member of the student's CSE and participate in IEP meetings.

At a high school level, this also means ensuring students are on track to meet graduation requirements, in accordance with NYSED regulations. See the [High School Academic Policy Guide](#) for more information on graduation requirements and diploma and credential options.

9. What is each school's role and responsibility under shared instruction?

While the community school and District 75 are to form a collaborative relationship and communicate on a regular basis, each school is the primary owner of certain tasks and responsibilities. The community school is primarily responsible for the student's academics while District 75 is primarily responsible for the student's special education supports and services. Specific roles and responsibilities are outlined below:

- **Community School Responsibilities:**
 - Ensure participation of the general education teachers in the IEP process for the student's;
 - Program the student's courses and exams to ensure the student remains on track for grade promotion and, as appropriate, meeting graduation requirements;
 - Provide daily instruction and corresponding curricular materials;
 - Administer local standard assessments;
 - Administer Regents exams;
 - Implement testing accommodations, as written on the student's IEP;
 - Record course grades, credits, and test scores in STARS;
 - Make promotion decisions, based on the promotion criteria outlined in the student's IEP;
 - Issue a high school diploma and/or commencement credential, if/when the student meets the appropriate requirements; and
 - Designate a teacher or other staff member (such as the guidance counselor or assistant principal) to serve as the primary point of contact for the District 75 providers.
- **District 75 (School and Special Education Teacher) Responsibilities**
 - Participate and case manage the IEP process for students on their case load.
 - Schedule and conduct special education evaluations and IEP meetings;
 - Draft the IEP and related documents (such as a Behavioral Intervention Plan);
 - Implement a Behavioral Intervention Plan, as appropriate;

- Initiate provider assignment of all District 75 providers (i.e. SETSS, related services, and paraprofessional services) in SESIS;
- Provide special education services recommended on the student's IEP;
- After Office of School Health has approved and an IEP is finalized in SESIS, enter bussing and special transportation accommodations into ATS ;
- Collect progress reports, classroom observations, and other evaluations from the community school;
- Administer NYSED ELA and Math exams for grades 3-8;
- Administer alternate assessments, including the New York State Alternate Assessment (NYSAA);
- Take daily attendance and input attendance data into ATS; and
- Designate a staff member in addition to the District 75 provider to serve as the primary point of contact for the community school.

10. How is shared instruction indicated in ATS?

Students that receive special education services from District 75 providers in community schools are to remain on the District 75 School's register in ATS, but will be admitted to the community elementary, middle or high school where they will be taking courses as shared instruction students.

- Students enrolled in a District 75 school maintain their affiliation with that school while attending a full day instructional program at a DOE community school. The community school initiates shared instruction the first day of the academic year.
- If a student transfers mid-year into a community school and is recommended to receive District 75 special education services, shared instruction is initiated on the day these services are to be implemented, per the IEP.
- Transfers:
 - All transfers and discharges in shared instruction must be completed by the student's community school, in accordance with the [NYCDOE Transfer and Discharge Guidelines](#).
 - The District 75 School will also need to transfer or discharge the student on their system accordingly and contact the District 75 Placement Office to make the appropriate transfer.
- Discharges: The District 75 School notifies the community school of the upcoming discharge (either from that community school or from the DOE) and ensures that the community school discharges the student from shared instruction.

Additional instructions for entering shared instruction in ATS can be found [here](#).

11. What diploma and commencement credentials are available to students receiving District 75 Inclusive Services?

All students, including students with IEPs, are encouraged to work toward the highest diploma option available. Students receiving District 75 Inclusive Services should have access to academic experiences required to earn a Regents diploma throughout high school. The following resources outline the requirements for the diplomas and commencement credentials available to students with IEPs:

- For information about the course credit and exam requirements for an Advanced Regents, Regents, or local diploma, see the [High School Academic Policy Guide](#).

- Currently, students with disabilities may earn a local diploma by scoring 55 or higher on five required Regents exams. A new compensatory option also allows students with IEPs to earn a local diploma with one or two Regents exam scores of 45-54. See this [document](#) for more information about the compensatory option.
- The Career Development and Occupational Studies (CDOS) Commencement Credential is a non-diploma exiting credential available to students with IEPs who participate in standard assessments. See this [guidance](#) for more information on CDOS requirements.
- For information on the Skills and Achievement Commencement Credential, the sole exiting credential for students participating in alternate assessments, see this [document](#).

Diplomas and/or commencement credentials should be implemented and awarded in alignment with the overall transition planning process for students with IEPs. For guidance on transition planning and services, contact your Administrator of Special Education (ASE) or special education instructional coach.

12. Which school is accountable for a student’s high school academic achievements?

The last school that a student is enrolled in on June 30th of their 4th year of high school, is held accountable for the graduating status of the student. This would also be true for the student who moves to another school for their 5th or 6th year. When/ if a student who was receiving District 75 Inclusive Services is transferred to the register of the community school (as a student receiving special education services from the community school) and is awarded a Local, Regents or Advanced Regents diploma from that school, he/she is added to the graduation rate of that community school.

IMPLEMENTATION

13. Do students receiving District 75 Inclusive Services receive testing accommodations?

Testing accommodations are to be provided during State and local exams, according to a student’s IEP, so long as they do not alter the skills the tests are trying to measure. Please see the [Testing Accommodations FAQ](#) for information on what testing accommodations are permissible on local and State exams.

The District 75 staff are responsible for communicating a student’s testing accommodations to the community school testing coordinator; the community school is responsible for implementing the testing accommodations appropriately. This collaborative relationship ensures students participate in all examinations as appropriate, and receive their mandated testing accommodations during those exams. Additionally, District 75 special education providers can proctor State exams and assist the community school in supporting all students, not just students receiving District 75 Inclusive Services, who require testing accommodations.

14. Which school administers NY State ELA and Math (Grades 3-8) assessments to students receiving District 75 Inclusive Services?

District 75 staff is to ensure all students receiving their services take the appropriate exams by confirming that their District 75 school has ordered the test booklets for the students. Answer booklets are to be returned to the District 75 Assessment Office, where they will be scored with the booklets of all other students in District 75 schools. NY State ELA and Math exams for grades 3-8 must be administered in accordance with the [NYSED elementary/intermediate assessment administration schedule](#), which includes a make-up period.

15. Which school administers NY State Regents exams to students receiving District 75 Inclusive Services?

The community school is responsible for administering Regents exams for all students on their registers, including students receiving District 75 Inclusive Services. Scan sheets are generated by the community school and are printed through ATS. Scan sheets along with test booklets are provided to appropriate teachers to administer assessment. Upon completion of exams, teachers return all exam materials of the students with the other community school students.

Exams must be given according to the [NYSED Regents Examination schedule](#). There are no make-up exams administered for the Regents, but all students have the opportunity to take an exam during the next administration. Again, all testing accommodations are to be provided by the community school to the student, per his/her IEP.

16. What are the procedures for administering alternate assessments?

District 75 is responsible for administering alternate assessments, including NYSAA, to all students who are recommended to participate in alternate assessments and receive special education supports and services from a District 75 provider. These assessments must be administered in accordance with the student's IEP, during the [NYSED alternate assessment administration period](#).

17. What are the procedures for administering local exams and other periodic assessments to students receiving District 75 Inclusive Services?

Students who receive special education services from a District 75 provider in a community school and are recommended to participate in standard assessments are to take part in the same assessments as their peers in the community school classes. In the case that the assessment is provided by an outside vendor, such as Pearson, the community school is responsible for sending biographical information of all students, including students receiving District 75 Inclusive Services, to the assessment companies (such a Pearson) to ensure that all students receive appropriate testing materials.

18. Can District 75 providers serve students with disabilities who attend the community school but are not on their case load?

District 75 funds special education staff to meet the mandates of students receiving District 75 special education services in the community school. After meeting the IEP mandates for these students, the District 75 providers can serve additional students from the community school. The community and District 75 School should collaborate and discuss how this resource can be shared. One way to share the resource is for the District 75 special educator to also provide service to the students in the community school. The recommendation on the IEP in SESIS for a specific type of SETSS provider, District 75 or community school does not prevent the District 75 special educator from serving both groups. If the special educator is on both tables of organization, as a non-compensated employee for the community school, then the mandates are being met.

19. What supports are available for community school staff?

The staff of the District 75 Office of Inclusive Education are available to provide in-school professional development and coaching support to the community school staff on topics including, but not limited to, teaming and collaboration, behavior, instructional supports, and building an inclusive community. All workshops offered by any District 75 department are also available to the collaborating community school staff. Information and registration for these can be found at district75pd.org.