



St. Francis de Sales Catholic Academy

"A Faith Filled Future"

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St. Francis de Sales Special Education Services Guidelines

St. Francis de Sales Catholic Academy acknowledges and celebrates the wide variety of learning styles that students bring with them, and the **Academy** demonstrates its commitment to meeting the needs of all students by providing appropriate practices and services.

Research shows that there are many ways to help children learn and to ensure those who need additional supports are successful. The following are some guidelines that we here at St. Francis ask parents and providers to follow. **These guidelines are as of March 14th 2019 and can be changed at any time.**

Testing Accommodations

At this time St. Francis de Sales can only accommodate testing accommodations for Diocesan Standardized Tests (Terranovas) and New York State Assessments (Grades 4, 6, and 7). Testing accommodations in most cases cannot be made for local exams, quizzes, or other assessments at this time. To be considered for testing accommodations, an up to date IESP is needed or a completed up to date 504 form needs to be filled out.

Teachers make every effort to honor extended time testing accommodations on local tests. However, not all accommodations can be honored for all tests. **A separate testing location can only be provided during NYS testing and Terra Nova Testing.** Other testing accommodations will be honored when possible within the classroom setting.

SETSS Services

Special Education Teacher Support Services (SETSS) are **pecially designed and supplemental** instruction provided by a special education teacher. These services help your child stay in the general education classroom while receiving services from a special education teacher. The special education teacher may work directly with your child to

St. Francis de Sales Catholic Academy

“A Faith Filled Future”

support participation in a general education classroom and provide direct specially designed and supplemental instruction to your child. This may include adapting the content being taught or using different instructional methods such as visual aids, highlighted work sheets and simplified directions. The special education teacher may also work with your child’s general education teacher to adjust the learning environment and/ or modify and adapt instructional techniques and methods to meet your child’s individual needs.

- SETSS may be provided in the general education classroom, or in a separate location outside of the general education classroom or in any combination of general education classroom and a separate location;
- When SETSS are provided in a group, the group may not include more than eight students;
- SETSS may be provided for as few as three hours a week and as much as 50% of each day;
- Your child’s IESP must state the number of periods a week that the services will be provided, whether those services will be provided directly with your child or indirectly with his or her general education teacher and where the services will be provided.

Providers when scheduling a students program should use the following guidelines. Since SETSS is a supplemental and support program every effort should be made not to pull the child out of a mandated class. (ELA, Math, Science, Social Studies, Religion, and Physical Education)

SETSS providers have use of St. Francis de Sales school from 7:15am to 5:30pm on most school days, and it is in the schools opinion that services be done before or after school either in school, at home, or at a SETSS providers place of business.

If services were to be done during the school day, providers are asked to pull children out of non-mandated classes such as (Spanish, STEM, and Art)

If a schedule cannot be worked out before/after school or completed during non-mandated classes, providers will have to work out with the school a schedule that is least disruptive to a child’s academic program. This should only be done as a last resort to make sure that the child is serviced.

St. Francis de Sales Catholic Academy

“A Faith Filled Future”

If services are provided during the school day, the school will approve schedules for the SETSS to be provided that are the least disruptive to the child’s educational program.

Children should be seen together by grade and all children should be working on the same material during each session. It is expected that SETSS teachers communicate regularly with parents to keep them informed of what is being covered during sessions either by email or by communication notebook.

Sessions will be reflective of what is happening in the classroom and IESP goals.

Testing will not occur during SETSS sessions.

SETSS providers and teachers will communicate in person or through email prior to sessions, so SETSS sessions can reflect classroom work.

If schedule changes are made during the school day due to programs created by the school, make up sessions can occur during lunch periods with parent approval. If schedule changes are necessary due to absences by SETSS providers, make up sessions will be scheduled either during lunch with parent approval or directly with parents outside of the school day.

OT/Speech Services

Related services are provided to advance the achievement of a student with a disability in connection with his or her educational program.

The fundamental objective of related services is to help maximize each student’s ability to achieve his or her educational goals. Related services should be delivered in the least restrictive environment, and as much as appropriate, schools should integrate them into the classroom. Related services should be closely coordinated with the student’s teachers, other instructional personnel, and parents/guardians in support of instructional goals. Each related service should be reassessed annually in conjunction with the review of the student’s IESP. The following are examples of related services that may be recommended:

Occupational Therapy: This will help your child maintain, improve or restore adaptive and functional skills, including fine motor skills and oral motor skills in all educational activities.

Speech/Language Therapy: Services to help in the way your child understands sounds and language (called auditory processing), or with articulation or phonological skills, comprehension, use of syntax, pragmatics, voice production and fluency.

St. Francis de Sales Catholic Academy

“A Faith Filled Future”

Any related services that are recommended for your child will be indicated on the IESP. The IESP provides the number of times a week or month. Your child's related services may change, as your child gets older.

Your child should receive the service (this is called the “frequency”) and the length of the session (this is called the “duration”), the maximum group size (if your child will be provided services in a group), the language in which the service must be provided and whether the service will be provided in your child's classroom or in a separate location outside of the classroom (this is the “location”).

Providers when scheduling a students program should use the following guidelines.

Related Service providers have use of St. Francis de Sales school from 7:15am to 3:00pm on most school days, and it is in the schools opinion that services be done before or after school either in school, at home, or at a related service providers place of business.

If services were to be done during the school day, providers are asked to pull children out of non-mandated classes such as (Spanish, STEM, and Art)

If a schedule cannot be worked out before/after school or completed during non-mandated classes, providers will have to work out with the school a schedule that is least disruptive to a child's academic program.

Finding a Provider

If you are a parent who has a child that is new to related services or SETSS you may find yourself asking the question of how do I find a provider for my child?

SETSS: An authorization for SETSS (called a P4 Authorization) will be issued by the CSE. The P4 Authorization will allow you to identify an appropriately licensed independent provider of SETSS at no cost to you. You will also be provided with information regarding whom to contact at the DOE for assistance if you have questions or are unable to locate an available SETSS provider.

St. Francis de Sales Catholic Academy

“A Faith Filled Future”

For SETSS services the school has a list of approved NYC DOE providers that is available to you. We also have a few local providers that already have a relationship with the school that we can put you in touch with.

OT/Speech Services: The DOE will arrange services using staff from agencies under contract with the DOE.

In cases where the contract agency staff is not available, you will be issued a Related Service Authorization (RSA). The RSA allows you to identify an appropriately licensed independent provider of the service *at no cost to you*. You will be provided with information about available independent providers, instructions about how to use the RSA and information regarding whom to contact at the DOE for assistance if you have questions or are unable to locate an available provider. Many if not all of the providers that have been used here at St. Francis de Sales have signed up with either the primary or secondary agency of their service.

Please be aware that all providers are not employees of St. Francis de Sales School. The Department of Education not St. Francis is responsible for the assigning providers with students.

We here at St. Francis will advocate for the child and his/her family, yet we are not the final decision makers when it comes to providers and related services. The NYC Department of Education is responsible for writing the child's IESP and for making the decision if a certain provider can serve your child. If you ever have any questions you can contact us here at the school at (718) 634-2775 or the Committee on Preschool Special Education (CPSE) or Committee* on Special Education (CSE) at (718) 642-5715.

Parent Options

As a parent, you have the right and responsibility to make sure you fully understand what is in your child's IESP before you consent to services. There are times when you may not agree with the recommendation about your child's education as described in the IESP. You have the right to challenge decisions about your child's eligibility, evaluation, services and placement. If you disagree with the CSE's actions or refusal to take action in these matters, you have several options:

1) Ask for Mediation: During Mediation, you and a member of the IESP Team sit down with

St. Francis de Sales Catholic Academy

“A Faith Filled Future”

a neutral third party who assists and encourages you and the Department of Education to reach an agreement. You can make a request for mediation to your child’s CSE Office.

2) Request for an Impartial Hearing: As a parent, you have the right to request what is known as an Impartial Hearing. This is a legal proceeding. During an Impartial Hearing, you will appear before an Impartial Hearing Officer (not a DOE employee) and present your side of the story. The Hearing Officer will listen to you and the representative from the DOE, take evidence from witnesses and documents and make a written determination regarding how to resolve the issues that you have raised.

Once an Impartial Hearing is requested, “pendency,” (sometimes called “stay-put”) applies. This means that your child will remain in his or her current placement for the duration of any due process proceedings until the matter is resolved or you have reached an agreement with the DOE.

Impartial Hearing requests must be made in writing to the Impartial Hearing Office at:

Office of Impartial Hearings

131 Livingston Street

Room 201

Brooklyn, New York 11201 (718) 935-3280

