

Special Education Teacher Support Services in a Blended Learning Environment

Special Education Teacher Support Services (SETSS) are special education services that may be recommended on a student's IEP. In a traditional circumstance, SETSS is delivered in three ways:

- Direct service in a General Education Classroom – SETSS provider meets with students in their regular classroom(s) to address IEP goals and provide instructional supports promoting the student's access to the general education curriculum.
- Direct service in a Separate Location – SETSS provider meets with students in a designated place outside of the regular classroom to address IEP goals, deliver specialized supplementary instruction and supports.
- Indirect service – A special education teacher consults with the general education classroom teacher on behalf of the student.

SETSS is provided to individual students or groups of no more than 8 students at a time (as indicated by the student's IEP) who are grouped by similarity of individual need and for a minimum of 180 minutes per week, and a maximum of 50% of the school day. When grouping students for SETSS, schools must maintain appropriate age and grade ranges.

Schools should plan to provide SETSS to the greatest extent possible as per the frequency, duration and group size indicated on the student's IEP.

When determining how to provide SETSS in a blended learning environment, schools should review the frequency, duration and location on the student's IEP, consider the type of instruction the student requires, and consider if the delivery of instruction is best achieved in person or remotely. The case manager in consultation with the family may use discretion in providing direct service in a general education classroom and direct services in a separate location based on the staffing needs of their school, and in accordance with Health and Safety Guidelines.

The delivery of SETSS in a Blended Learning Environment is documented on the student's Special Education Program Adaptations Document and shared with parents.

Programming Guidance for SETSS

SETSS teachers should follow the [Instructional Principles & Programming Guidance](#).

School building leaders should strongly consider professional development for SETSS providers in evidenced based literacy instruction in the upcoming school year. Direct literacy instruction has been found to be an effective remote learning program when delivered by a trained teacher and can be a meaningful support to students that need direct literacy instruction due to the pandemic.

Fully Remote SETSS

Schools must identify a licensed Special Educator to provide Remote SETSS. The Remote SETSS provider schedule can consist solely of remote students recommended to receive the service. This includes students who are Fully Remote, and students who are blended, on their remote days.

SETSS Providers will deliver synchronous service during the pre-determined time that is scheduled with input from the parent and the student's teacher. SETSS should be scheduled during students' asynchronous periods of time to the greatest extent possible.

Once common planning time, office hours, preparation period, and a duty-free lunch have been included in the teacher's schedule, teachers who will be working remotely may be available to provide other Special Education instruction. For example, if there are students who receive remote learning only and require Special Class instruction, a teacher who works remotely can provide that service if their schedule permits.

Blended On-Site SETSS

Schools must identify a licensed Special Educator to deliver in-person SETSS. In person separate location SETSS should be scheduled during non-core academic subjects, to the greatest extent possible. Should additional periods remain on an in-person SETSS provider schedule, the SETSS provider can be programmed to deliver remote SETSS.

In-person SETSS providers should leverage time allocated to office hours to check in with their students and parents and on their blended remote days.

Blended Remote SETSS

Blended students may receive all or part of their SETSS services on their remote days. Receiving SETSS on a fully remote basis provides several advantages for blended students including continuity with a single provider, increased opportunities for peer interaction, and relief from space and travel constraints imposed by health and safety requirements. The case manager should discuss these considerations with families. The family's preference should be honored if staffing permits.

Should schools be unable to cover all of their students' recommended SETSS periods through personnel dedicated to provide Remote SETSS and Blended On-Site SETSS, schools will program students to receive indirect SETSS on their blended, remote days and contact their B/CO to request support with scheduling and/or a P4 for the outstanding periods.

Additional programming and instructional guidance will be shared with schools on the [COVID-19 Special Education Guidance](#) page of the infohub.

Instructional guidance on SETSS delivery in a Blended Learning Environment can be found [here](#).