

Office of Related Services

2017-2018 School Year Agency Kickoff

July 17, 2017



Welcome!

Agenda

- Welcome
- Related Services Organizational Structure
- Planning for SY 17-18: Full and Fast Coverage
- Credentialing Do's & Don'ts
- Other Important Reminders
- Systems Updates – Provider Assignment and Para Exception Module
- SESIS FAQs
- Therapeutic Instruction & Best Practices
- Site Visits and Service Level Agreement Terms
- Close

Related Services Organizational Overview

Office of Related Services (ORS) Leadership

Function	Name	Role
Instructional Support and Management	Suzanne Sanchez	Senior Director, Therapeutic Services
	Rachael Sears	Director, Assistive Technology & Speech
	Allison Karty	Director, Physical Therapy
	Darnell Young	Director, Occupational Therapy
Operational Support and Management	Maria DeSimone	Director, Assessments
	Sue Epstein	Director, Compliance & Contract Management
	Seth Gold	Senior Related Services Compliance Administrator
	Linette Palladino	Manager, RS Systems
	Chip Stamm	Director, Procurement, Planning & Analysis
	Michael van Biema	Executive Director, ORS

The FSC/CSE Liaison Function

KEY RESPONSIBILITIES

1. Support Timely and Complete Provision of Services in Accordance with IEP

- Assist with identification of unserved students utilizing various Related Services compliance reports and FSC/CSE transmittal documents.
- Work with ORS, FSCs, CSEs and agencies to identify providers to fill service gaps.
- Work with agencies, schools and FSCs/CSEs to ensure access for providers.

2. Support Accurate Reporting of Service Provision

- Help ensure that all DOE systems accurately reflect IEP mandates, first attend data, attendance/session notes and transmittals, so that students are served in a timely fashion.
- Support FSCs, CSEs and agencies with follow-up and resolution of parent concerns regarding assignment of providers and service quality.
- Work with agencies and independent providers to ensure timely capture of first attend dates; information regarding proposed provider replacement; and other reporting requirements.
- Provide analytical support for completing work strategically and efficiently.

The CFN/CSE Liaison Function

3. Provide Technical and Procedural Support

- Provide support to FSC ASEs and CSE Representatives with transmittal process.
- Answer questions and provide guidance regarding DOE provider assignment procedures, agency contracting protocols and compliance with contract requirements.
- Provide training and professional development to FSC/CSE personnel regarding related service compliance issues.
- Supplement and reinforce training in use of related services systems.

4. Facilitate and Support Communication Between ORS, FSCs, CSEs and Agencies

- Serve as an additional point of contact for FSCs, CSEs and agencies in addressing issues that require resolution.
- Identify, document and communicate agency opportunities to improve service level performance, and support joint efforts to further improve service.
- Help escalate and resolve service issues from parents, advocates, or others that require immediate resolution.
- In close consultation with NPSP, support communication of billing procedures, and work with FSCs, CSEs and agencies to minimize/eliminate billing issues.
- Support efforts to identify the source of billing/payment issues, and to achieve timely resolution of same.

IMPORTANT: FSC ASEs and CSE staff remain the primary agency point of contact for issuance and management of the transmittal process.

FSC Liaisons

FSC Liaison Assignments	
FSCs	FSC Liaison
Queens South Affinity	Karimah Butts
Brooklyn South Brooklyn North Staten Island	Keri Catania
Manhattan Queens North	Melinda Mitchell
Bronx	Marina Morales

CSE Liaisons

CSE Liaison Assignments	
CSE	CSE/CPSE Liaison
1 6	Tanya Cobran
2 3 4	Kacy Francis
5 7 8	Betty Nabie-Corbin
7 8	Janyce Rowe
9 10	Tina Arbetinos

Planning For SY 2017-2018

Transmittal Timing

- We are committed to:
 - Serving all mandates fully – **we need to improve coverage**, including in hardest-to-fill schools and disciplines.
 - Serving all mandates quickly – we need to **start services and confirm first attends earlier**.
- We are planning to transmit earlier this year; anticipated timeframes are as follows:
 - Charter transmittals will start being issued in mid-July, after ATS to SESIS rollover (articulation).
 - NPS transmittals will start being issued in August.
 - D1-32 transmittals will start being issued in late August.
 - We will provide additional information on the above, as well as D75 transmittal timeframes, later in the summer.
- *It is critical that you recruit and plan now in order to be ready.*

SY 17-18 Staffing Projections

Very shortly, we will send you lists of mandates by DBN, including current students and projected T5, middle school and high school articulation information.

- Charter school mandates in your district/disciplines.
- Anticipated D1-32 needs in your district/disciplines.
- **Purpose is to help guide recruitment efforts** in order to ensure that all students are served promptly at the beginning of the school year.
- **DO NOT wait for these estimates**, or feel bound by them, in recruiting providers – they are only a guide based on the information available when they were compiled.
- These are **estimates, NOT orders** – you will receive transmittals as placements proceed. SLA compliance will be assessed based on the transmittals.

SY17-18 Staffing Projection Methodology

- Student mandates will be transmitted to contracted agencies in schools where DOE staff are not available to provide services.
- Supervisors of Speech, OT, and PT have reviewed school caseloads to ensure the accuracy of the projections.
- Factors taken into consideration include:
 - Vacancies resulting from personnel actions (transfers, retirements, LOAs, terminations)
 - Turning 5 weekly sessions, students articulating between grades 5/6 and 8/9, graduating HS seniors
 - SY17/18 weekly session served by contract and RS

Anticipated Charter Process

- Charter Agency Fair was held in early June
 - Review charters' projected requirements and schedules
 - Understand charter expectations
 - Discuss potential placements
- DOE sends projected mandates to agencies for review (per previous slide).
- In early to mid-July, when notified by DOE and where possible, agencies send potential candidates for interviews.
- After ATS to SESIS rollover (articulation) and provider assignment launch, CSEs transmit to agencies.
- Agencies respond to transmittals with proposed assignments, where possible based on prior feedback from interviews.

Credentialing Do's & Don'ts

New Contract = New PETS Roster

Between now and early August, ORS will set up new PETS rosters for all awarded agencies.

- We will copy over your current contract roster to the new roster, so you don't have to reenter everyone. **(DON'T PANIC -- As part of the copying process, all providers will reflect an eligibility date as of the date of the roster copy.)**
- Unless you instruct us to change it, the assignment of the agency supervisor (for use with Provider Assignment) will remain the same. **(If you wish to change your agency supervisor, DO NOTHING and contact Sue Epstein for guidance, as failure to follow a strict set of steps will cause major SESIS and Provider Assignment problems.)**
- As of September 1, you should ONLY use the new contract roster. All old related services rosters will be deactivated, and you will have read-only access.
- Providers seeing students outside of your awarded disciplines/districts are considered independent providers and must be submitted on an independent provider application to Rita Venekas for clearance. **They should not be added to your contract roster (unless you have already entered them because they also do work under your award, in which case they will be cleared under your agency name AND as independent providers on the DOE's master roster of independent providers).**

Agency Credentialing Do's & Don'ts

You can ensure a smooth credentialing process by following the guidelines below:

DO	DON'T
<ul style="list-style-type: none"> You must provide a letter of introduction on your firm's letterhead in the specified format for each provider you wish to register on PETS. 	<ul style="list-style-type: none"> Attempt to enter a provider on PETS or send a provider to us unless they possess all of the required documentation.
<ul style="list-style-type: none"> Provide ALL of the required credentials. 	<ul style="list-style-type: none"> Submit illegible or poor copies of credentials – they must be clear for archiving and Medicaid compliance purposes. Illegible/incomplete documentation will be returned and delay the clearance process.
<ul style="list-style-type: none"> If you enter a new provider on PETS instead of sending them to QPN, you MUST fax their credentials to us immediately, or you will not receive an ID card referral for them, and the provider will be deactivated. 	<ul style="list-style-type: none"> Enter provider on PETS or send a provider to us the day before their assignment is supposed to start – they will not be cleared in time. PROVIDERS MAY NOT SEE STUDENTS UNTIL THEY ARE CLEARED ON PETS.
<ul style="list-style-type: none"> Allow enough time for new providers to be credentialed, fingerprinted and cleared before assigning to students. PROVIDERS MAY NOT SEE STUDENTS UNTIL THEY ARE CLEARED ON PETS. 	<ul style="list-style-type: none"> Don't send unmatched IDs and credentials during the annual credentialing update process – they will be returned to you for proper bundling.
<ul style="list-style-type: none"> During the annual ID renewal process, attach the provider's ID to his/her current credentials, group by discipline, and include a cover sheet listing providers whose IDs are enclosed for renewal. 	<ul style="list-style-type: none"> Send agency staff to QPN to renew IDs individually.
<ul style="list-style-type: none"> If you interview a provider, add to PETS to check their fingerprint status, and then decide not to hire them, deactivate the provider immediately, but DO NOT DELETE. 	<ul style="list-style-type: none"> Have providers with ineligible status call Related Services if their fingerprints do not clear – they must call OPI directly at the number provided. We cannot provide confidential information regarding the reason for failure to clear.
<ul style="list-style-type: none"> Change status of providers who have been arrested to INACTIVE as soon as you are notified. 	<ul style="list-style-type: none"> NEVER SEND A PROVIDER TO SERVICE A STUDENT BEFORE THEY ARE ACTIVE & ELIGIBLE ON PETS.
<ul style="list-style-type: none"> Remove and replace providers immediately when notified regarding an arrest. 	

Other Important Reminders

Important Reminders

- Primary agencies are contractually obligated to provide **CONSISTENT SERVICE IN ALL AREAS.**
- **PROVIDERS MAY NOT SEE STUDENTS UNTIL THEY ARE CLEARED ON PETS.**
- **IN ORDER TO BILL, PROVIDERS MUST BE ACTIVE/ELIGIBLE IN PETS BEFORE STARTING SERVICE. Agencies will not be allowed to bill for providers not fully cleared on PETS prior to starting service – no exceptions.**
- Agencies **MAY NOT HOLD (“PARK”) ACCEPTED TRANSMITTALS** while looking for a provider. **Transmittals accepted and not returned with required information timely will be rescinded and assigned to another tier/agency.**
- Services must be provided at **THE LOCATION SPECIFIED IN THE IEP.**
- **FIRST ATTEND DATES MUST BE SUBMITTED ON A TIMELY BASIS AND IN THE REQUIRED FORMAT** following acceptance of transmittals.
- **PROPOSED REPLACEMENT OF PROVIDERS MUST BE COMMUNICATED IN WRITING** to CSEs and **APPROVED PRIOR TO THE EFFECTIVE SUBSTITUTION DATE** with an appropriate justification. Procedures for seeking approval to change providers are being developed and will be issued shortly.

SEGIS FAQs

How Do I Verify That My Providers are Completing Encounter Attendance Service Records?

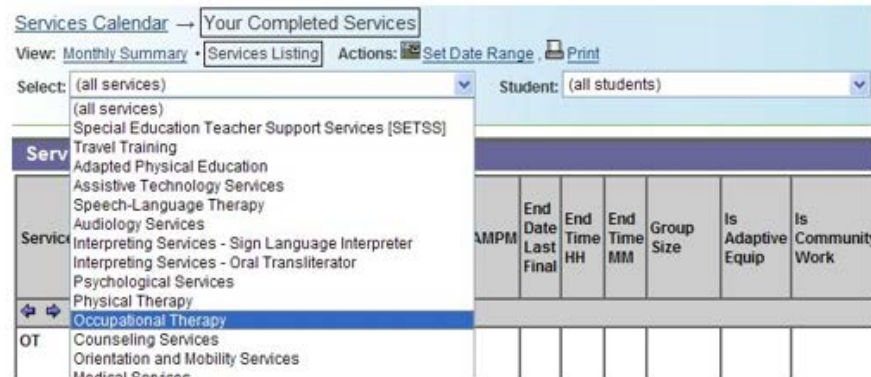
1. Click on the **Service Capture** link on the SESIS homepage.



2. Click on **Reports** and then **My Completed Services** above the Service Calendar.



3. For the View criteria select **Services Listing** and then select the type of service being provided from the dropdown menu.



How Do I Verify That My Providers are Completing Encounter Attendance Service Records?

4. The report will display all the services captured for the month selected. Click Print to display a concise view of the services.
5. While on this screen press Control + A. This action will highlight the entire page. Then right click and select Copy.
6. Open a new excel document, right click, and select Paste. You must save the file in order to insert a pivot table.

NYC Department of Education
 Open... My Home Page Send Message My Calendar
 Services Calendar → Your Completed Services
 View: Monthly Summary Services Listing Actions: Set Date Range Print
 Select: Occupational Therapy Student: (all students)

Service	Date/Time	Minutes	Student	Actual Group Size	AMPM	End Date Last Final	End Time HH	End Time MM	Group Size	Is Ad Eq
OT	06/25/2013 Tue, 12:00 PM	30	Crupi, Micha						12	30

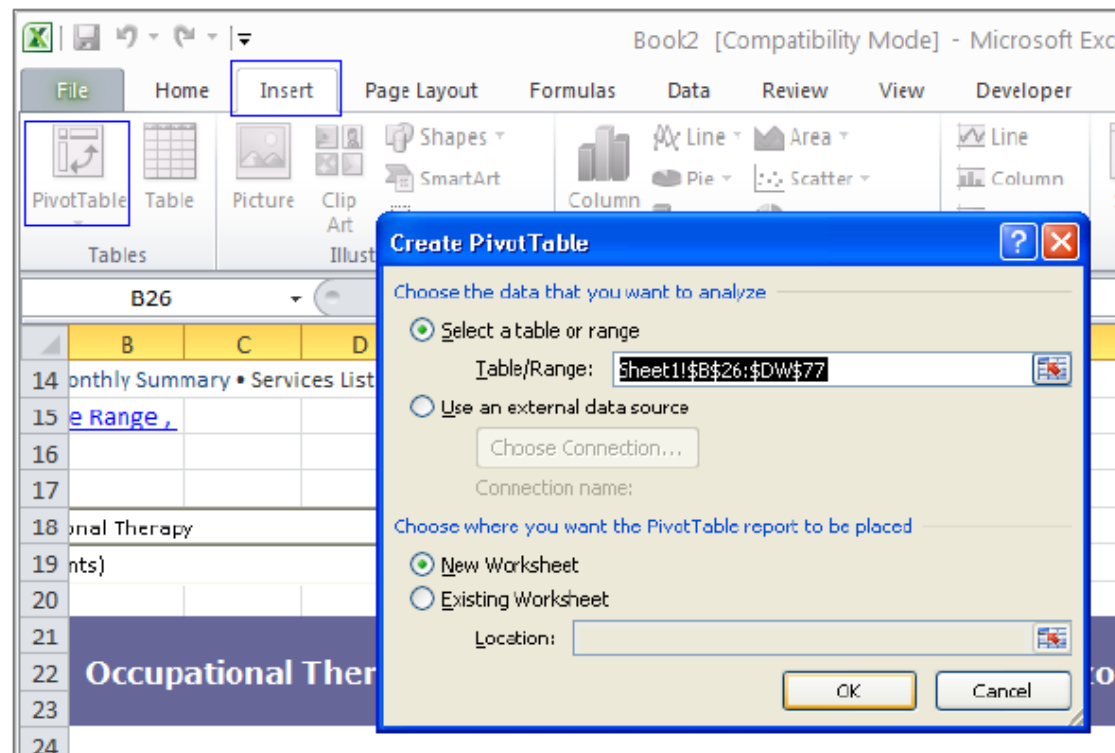
Occupational Therapy Services Completed by [redacted]

Service	Date/Time	Minutes	Student	Actual Group	AMPM	End Date	End Time HH	End Time MM
OT	06/25/2013 Tue, 12:00 PM	30	Crupi, Micha					12 30

- Cut
- Copy**
- Paste
- Select All
- Print...
- Print Preview...
- Search with Google

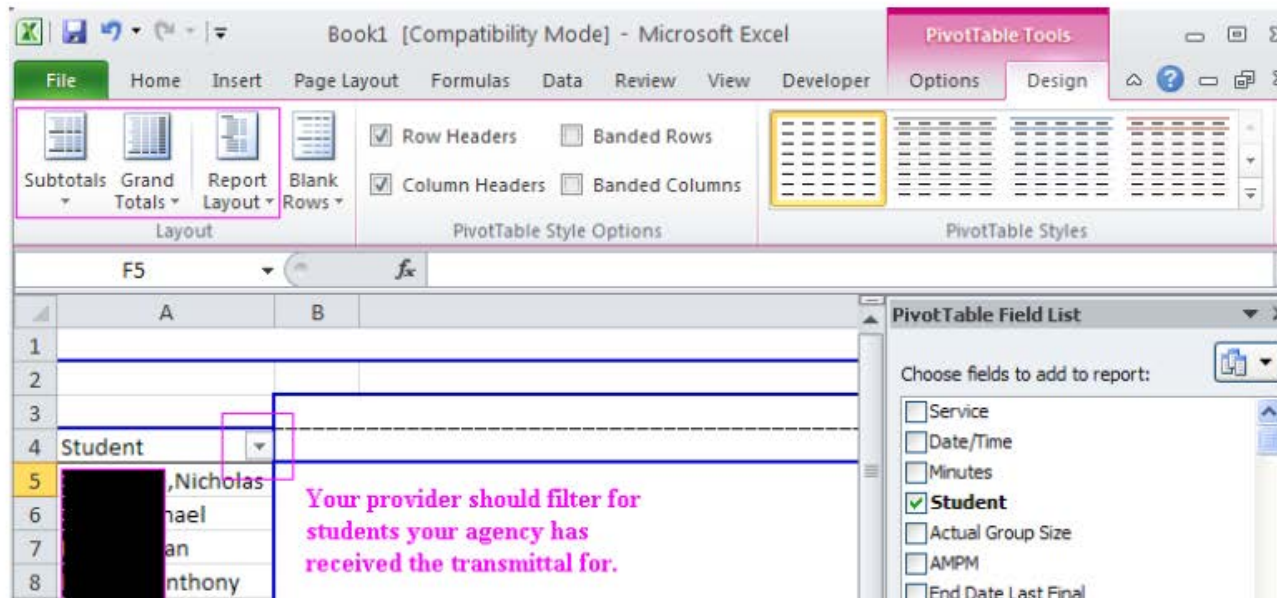
How Do I Verify That My Providers are Completing Encounter Attendance Service Records?

7. Click the Insert Tab on the Excel Tool Bar and select Pivot Table. A “dancing line” will appear around the service capture table. The Table Range will confirm the cells that have been selected for analysis.



How Do I Verify That My Providers are Completing Encounter Attendance Service Records?

8. Select the Design Tab on the Excel tool bar. Excel automatically defaults to have Subtotals and Grand Totals on. You can choose to turn these off. Report Layout will help you control how the fields you select display.
9. Finally select the relevant fields to create a consolidated report of services rendered. Filter the student field to display only the students transmitted to your agency and not your provider's entire caseload.



How do I Reset My SESIS Password?

1. Click on the following link: <https://owa2003.nycboe.net/iisadmpwd/aexp2b.asp>
2. Fill in the requested fields and click OK. You will receive confirmation that your password has been reset.



The screenshot shows a web browser window titled "IIS - Authentication Manager - Internet Explorer, optimi". The address bar displays the URL "https://owa2003.nycboe.net/iisadmpwd/aexp2b.asp". The browser's menu bar includes File, Edit, View, Favorites, Tools, and Help. Below the menu bar, there are several tabs, with the active one being "IIS - Authentication Manager". The main content area displays the "Internet Service Manager for Internet Information Server 6.0" interface. This interface contains a form with the following fields: "Domain" (text box with "Central"), "User ID" (text box with "SUseame3"), "Old password" (password field with 10 dots), "New password" (password field with 10 dots), and "Confirm new password" (password field with 10 dots). At the bottom of the form, there are three buttons: "OK", "Cancel", and "Reset".

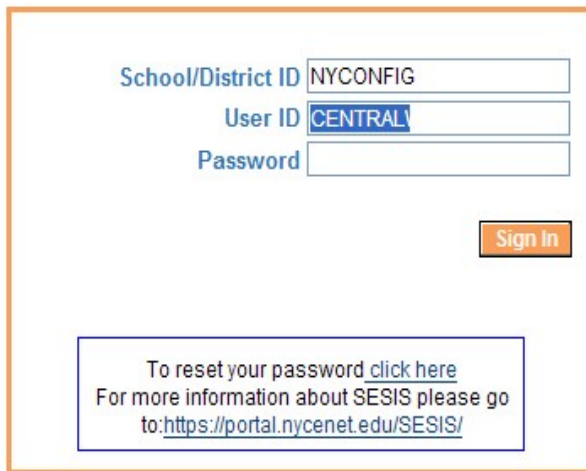
How do I Reset My SESIS Password?

3. You will receive the following error message if your password does not meet DOE security requirements.



How do I Reset My SESIS Password?

You can access the same link above from the SESIS homepage.



School/District ID

User ID

Password

To reset your password [click here](#)
For more information about SESIS please go to: <https://portal.nycenet.edu/SEGIS/>

Welcome to the Password Recovery and Account Confirmation Tool

Click [here](#) for a step-by-step guide to using this tool.

Enter the following information and click Submit.

* Last Name

* Employee ID Employee ID Number is the 7 digits number listed as "Reference Number" on your pay stub. Click [here](#) for example. If you do not have a pay stub, you can obtain your Employee ID by calling HR Connect at (7 18) 935-4000.

* Last 4 digits of SSN

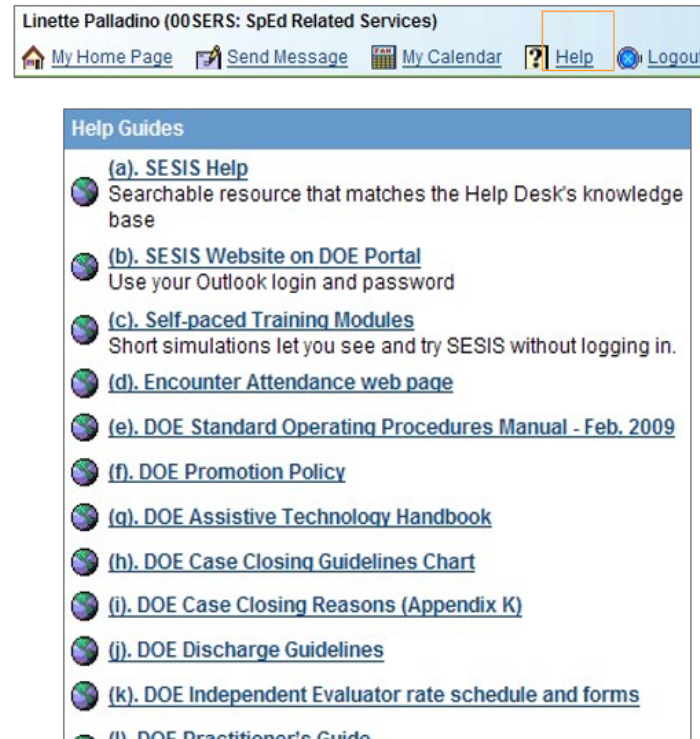
NOTE: Your Employee ID is not the same as your File Number or EIS ID.

If you are not a DOE employee (i.e., you have not been issued an employee ID), please click [here](#) to change your password.

If you have trouble logging in, please click [here](#) to obtain assistance.

Is SESIS Training Available?

- **YES!** You can start training today. There are a number of training resources available through the following site: (Click On The Link Below)
- The site includes links to webinars, PDFs and quick reference guides.
- Alternatively you can access Click-byClick training through the SESIS application (Pictured right.)
- The DOE will be hosting role-based training sessions in August and September at various locations.



Linette Palladino (00SERS: SpEd Related Services)

[My Home Page](#) [Send Message](#) [My Calendar](#) [Help](#) [Logout](#)

Help Guides

- (a). [SE SIS Help](#)
Searchable resource that matches the Help Desk's knowledge base
- (b). [SE SIS Website on DOE Portal](#)
Use your Outlook login and password
- (c). [Self-paced Training Modules](#)
Short simulations let you see and try SESIS without logging in.
- (d). [Encounter Attendance web page](#)
- (e). [DOE Standard Operating Procedures Manual - Feb. 2009](#)
- (f). [DOE Promotion Policy](#)
- (g). [DOE Assistive Technology Handbook](#)
- (h). [DOE Case Closing Guidelines Chart](#)
- (i). [DOE Case Closing Reasons \(Appendix K\)](#)
- (j). [DOE Discharge Guidelines](#)
- (k). [DOE Independent Evaluator rate schedule and forms](#)
- (l). [DOE Practitioner's Guide](#)

[SESIS Training Materials for Related Service Providers](#)

Therapeutic Instruction and Best Practices

School-Based OT and PT Practice Guide Highlights

Purpose of the Practice Guide

- Define and clarify the roles, responsibilities, and procedures to be assumed by occupational and physical therapists working within the NYC DOE.
- Guide decision-making when OT/PT is being considered as a related service for a student.
- For use by:
 - > Therapists
 - > Principals
 - > Other school staff
 - > Parents
 - > Central administrators

Contents of the Practice Guide

Chapter 1: School-Based Occupational and Physical Therapy

Chapter 2: OT, PT and the Academic Intervention Services

Chapter 3: Occupational and Physical Therapy Assessment Process

Chapter 4: Designing a Therapy Intervention Plan

Chapter 5: Determining Continuation of, or Graduation From, Therapy Services

Appendices A and B: List core set of assessments for OT and PT

IDEA and School-Based OT and PT

- IDEA lists OT and PT as related services that *“may be required to assist a child with a disability to benefit from special education.”*

School-Based
Occupational and
Physical Therapy

VS.

Rehabilitative and
Medical OT/PT not
related to school
function

- Some children may qualify for therapy in a more medical and rehabilitative setting; however, if their disabilities do not impede school function, they do not require school-based OT/PT services.

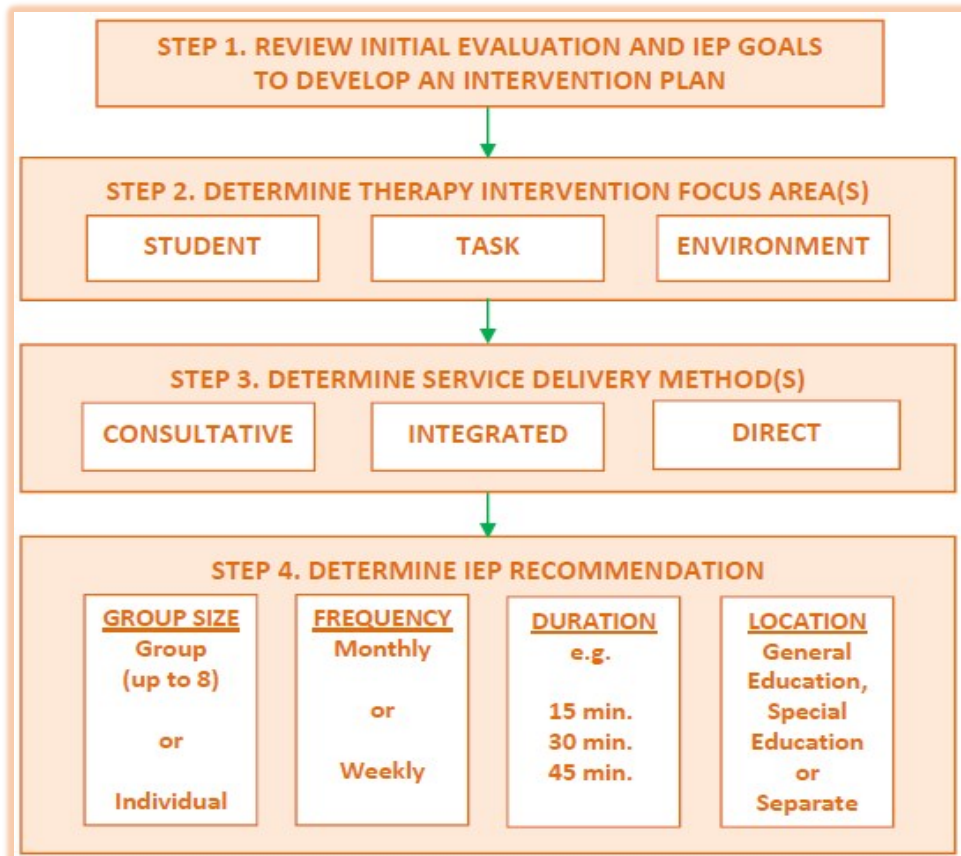
Areas of Expertise- School Based PT

- **Classroom Responsibilities** – Activities necessary for participation in various classroom activities, including adapting to routines, organizing materials, hand skills necessary for manipulating classroom tools and producing written work.
- **Functional Sensory Motor Skills/Environmental Interactions** – Such as staying on task while filtering distractions, interacting cooperatively and appropriately with peers and adults, following directions, observing personal space and utilizing various school equipment safely.
- **Activities of Daily Living** – Self-care activities such as hygiene, toileting, feeding, managing personal materials and devices
- **Transitioning From School to Post-School Activities**

Areas of Expertise- School Based PT

- **School Mobility** – Student’s ability to access various areas of the school via walking, wheelchair or other means of mobility.
- **Classroom activities** – Function related to participating physically and maneuvering within the classroom environment.
- **Accessing (and participating in) the lunchroom, playground, bathroom, transportation, etc.**
- **Transitioning From School to Post-School Activities.**

Intervention



Refer To Step 2

Determining an Intervention Focus Area

In order to achieve the student's IEP goals, the therapist must determine whether the student recommended for OT/PT services requires intervention focused on any or all of the following:

- the student
- the task
- the environment

Focus Area – Student

Emphasis	Examples of When This Focus is Desired	Example Therapy Interventions
<ul style="list-style-type: none">• Remediation or restoration of skills, and promotion of behaviors that would improve participation.• Resources intrinsic to the student, such as body structures and functions, behavior, motivation, skills.	<ul style="list-style-type: none">• For younger children who demonstrate potential for change.• When few previous attempts were made to develop skills.• Student demonstrates developmental readiness for skill acquisition.	<ul style="list-style-type: none">• PT - Acquire new skills required for participation in recess and physical education.• OT - Increase fine motor manipulation skills to enhance mealtime tool usage.

Focus Area – Task

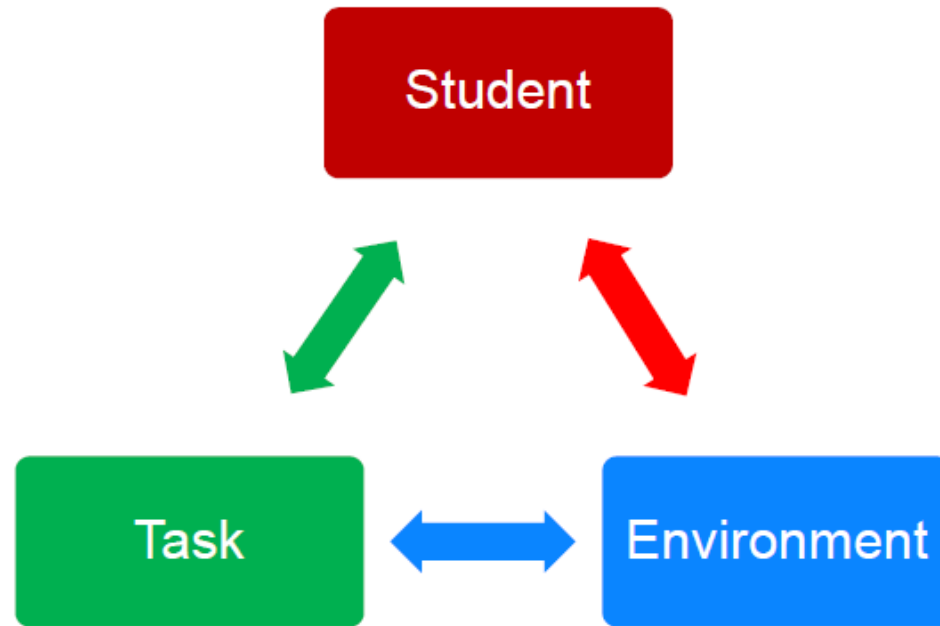
Emphasis	Examples of When This Focus is Desired	Examples of Therapy Interventions
<ul style="list-style-type: none"> Compensating for student's skills – modification of the physical and cognitive demands of an activity to improve student's performance. Resources extrinsic to the student, such as materials used or procedures followed to complete tasks. 	<ul style="list-style-type: none"> When immediate independence and performance is desired. When various interventions have been unsuccessful in changing student's intrinsic resources. When students have greater academic demands and limited time for student-focused skill development. 	<ul style="list-style-type: none"> OT or PT - Change seating configuration so student faces the teacher and the chalkboard. OT - Simplify directions; break down instructions into easy-to-follow steps. OT - Utilize word processor for note-taking. PT - Focus on training student to use wheelchair to go to/from math class, because use of walker is too slow and strenuous.

Focus Area – Environment

Emphasis	Examples of When This Focus is Desired	Examples of Therapy Interventions
<ul style="list-style-type: none">• Compensating for student's skills by modification and adaptation of the environment.• Resources extrinsic to the student such as physical barriers.	<ul style="list-style-type: none">• When there is a significant mismatch between student's performance and environmental demand.• When immediate performance and independence is desired.• When developing life outcomes are a priority.	<ul style="list-style-type: none">• OT or PT - Recommend installation of grab bars in the bathroom.• OT or PT - Recommend rearrangement of classroom furniture to accommodate a student utilizing a wheelchair or walker.

Adapted from Clayton-Krasinsky, D. McEwen, M. Pathways: A Decision-Making Model (2008)

Determining an Intervention Focus Area



The three areas are interrelated and complementary. When designing an intervention plan, the therapist frequently considers all three areas, although often one or two areas may be emphasized over others.

Considerations for Therapy Services at Various Grade Levels

- Students recommended for therapy services at various grade levels may require different forms of intervention.
 - > Younger students who typically demonstrate more potential for change would benefit from intense remediation of skills, while
 - > Compensation via task and environmental modifications become more essential as the student gets older.

	Kindergarten	Elementary	Middle School	High School
Highlight	*in pre-school, there is more focus on social and motor skills *as a student enters kindergarten, there is continued focus on social and motor skills as academic demands are increasing	*high demand on academics; integration of therapy into the class activities becomes essential *maximizing student's ability to be independent in the school environment is important	*high demand on academics as student prepares for high school *some students may be participating in pre-vocational and ADL programs in order to reach their post-secondary goals	*high demand on academics for students transitioning toward further education after high school; some students may be participating in pre-vocational and ADL programs in order to reach their post-secondary goals *therapy services, if needed, typically focuses on transition goals
Intervention Focus Area	*intense remediation of student's skills and behavior *early identification of task and environmental adaptations will help student participate in more school activities sooner	*continued remediation of student's skills in the early elementary years *increasing consideration for task and environmental adaptations, especially, as rate of acquisition of new skills slows down	*increased focus on task and environment as acquisition of new skills via remediation slows down and plateaus *some remediation may be necessary to acquire new skills (with or without use of adaptations) for pre-vocational and ADL programs	*mostly focused on task and environmental adaptations *some remediation may be necessary to acquire new skills (with or without use of adaptations) for pre-vocational and ADL programs
Service Delivery Method	*more direct and integrated *consultative for effective carryover	*increasing integrated and consultative to decrease removal of student from actual class activities *becomes more consultative to identify and implement compensatory task and environmental adaptations that allow student to be as independent as possible	*more consultative to identify and implement compensatory task and environmental adaptations that allow student to be as independent as possible *occasional use of integrated to support proper utilization of adaptations implemented	*consultative to identify, implement and monitor adaptive equipment to accommodate student's disability *integrated if student needs to acquire new skills (with or without adaptations) while participating in pre-vocational and ADL programs
Frequency and Duration	*more frequent weekly mandates to address developmental concerns that affect student's schooling	*decreasing frequency and duration as service moves to more consultative, especially, in later grade levels	*monthly and bi-monthly for consultative & integrated methods *weekly service if student shows potential for acquiring new skills as it pertains to use of adaptations implemented	*monthly or bi-monthly for consultative and integrated methods
Group Size	*individual for intense remediation *group for practice of skills in a social context	*groups are utilized more to emphasize social aspects of sensory, motor and cognitive skills necessary for school participation *individual where intense remediation is still appropriate	*group mandate to promote social skills or when participating in pre-vocational program *individual for practicing utilization of adaptations implemented	*group mandate to improve student's function in the community such as work, mobility, independent and/or assisted living
Example	*kindergarten student: direct and integrated, 1 x 30 x 1 and 1 x 30 x 3, focusing on improving motor components of function to promote participation in the classroom, gym and recess	*1st grade student: consultative and integrated, 1 x 30 x 1, to work on safety and efficiency on stairs; direct, 2x/Mo x 30 x 4, for exercises in the therapy room *5 th gr. student: integrated 2x/Mo x 30 x 1, to improve use of word processor during journal class	*6 th gr. student who just received power wheelchair: consultative and integrated, 2/Mo x 45 x 1, to monitor use of equipment, educate student and staff of wheelchair use, and transfers to/from classroom chair if needed; teacher consultation for strategies to maximize class participation	*senior high school student with moderate cognitive disabilities attending work program outside the school: consultative and integrated, 1/Mo x 45 x 6, joining students at work site; training on home skills together with special education class

Least Restrictive Environment (LRE)

IDEA states that:

“To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are **educated with children who are not disabled.**”

Separation of students from their general education peers via “special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

Least Restrictive Environment (LRE)

When determining intervention focus, service delivery method and IEP mandate, the therapist, together with the IEP team, must first consider the least restrictive environment.

- **Integrated** delivery methods require less separation of student from class activities.
- Keeping **frequency and duration to a minimum** ensures that a student is able to maximize his/her interaction with his/her classroom peers.
- **Group** mandates allow students to practice skills with their peers; individual mandates limit the interaction between students and adults (i.e., therapists).

Consultation

As per the contract:

- Agency therapists must schedule one (1) additional thirty (30) minute session for consultation with school staff, CSE, CPSE, parents, etc., at no charge to the DOE for every ten (10) related service sessions scheduled.
- This consultation must be indicated on the staff member's schedule.
- This consultation will help in the carryover of skills learned during the OT/PT session into the actual classroom/school environment where student requires assistance.

Graduation from Therapy Services

- The ultimate goal of providing OT and PT is to enhance participation in the school environment while limiting the amount of time a student is removed from his/her classroom peers.
- Once the IEP goals are achieved or the student has reached maximal benefit from these services, they must be discontinued, so that the student may remain with his/her peers for academic instruction and age-appropriate socialization.

Resources for Therapists

School-Based OT/PT Practice Guide

- <http://schools.nyc.gov/NR/rdonlyres/C9032E59-70CC-44C6-9F2BA1CEFD3379AE/0/OTPTPracticeGuideOnlineVersion.pdf>

DOE Provider Resources Page

- <http://schools.nyc.gov/Academics/SpecialEducation/ProviderResources/default#O>

School-Based Speech-Language Therapy

“Supports improvement of student achievement through:

- Implementation of curriculum-based assessment and intervention procedures
- Development and implementation of decision making tools for....IEP goal writing and data based decision making that matches instruction to learner needs.”*

* Speech Standards of Practice, NYC DOE, March 2010

Best Practices: Lesson Planning

Lesson planning considerations:

- Reflective of ongoing assessment
- Based on IEP goals and objectives
- Relate to Common Core Learning Standards
- Relate to previous learning and focus on skill development
- Include strategies for use by student and staff
- Encourage active pupil participation in various environments and with different partners
- Foster higher level thinking/questions

Best Practices: Progress Monitoring

- Progress monitoring ongoing as part of each session
- Reported in session notes

Best Practices: Collaboration

- Ongoing collaboration with other staff to share information about student's strengths, needs and useful strategies
- Participation in IEP development and team meetings

Best Practices: IEP Development

- Present Level of Performance (PLOP) used as a basis for goal writing
- Description of progress with examples including data
- Description of strengths and weaknesses
- SMART goals (Specific, Measurable, Achievable, Realistic, and Time bound)
- Goals that are curriculum relevant and SMART(Specific, Measurable, Achievable, Realistic, and Time-bound)
- Goals that relate to PLOP
- Progress dates aligned with school schedule of report cards

Agency Site Visits and Service Level Agreement Expectations

Agency Site Visits

- Cross discipline manager teams (OT/PT/Speech).
- Visits completed at 40 agencies, some have had follow-up visits as well.
- Focus on visits to review:
 - A. *Administrative & School Involvement:* Documentation Review, School Involvement, Space, Resources
 - B. *Workload Review:* Schedule and Caseload Reviews
 - C. *Clinical Observation:* Treatment Session and Consultation

Agency Site Visits (cont'd.)

Trends and Patterns:

- Visits reinforced support of, and collaboration with, DOE.
- Agencies welcomed input and guidance.
- Strengths and needs varied by agency, with many having already established procedures for licensure/certification, use of DOE resources, regular IVR call-ins, etc.
- Continued focus on systematic quality improvement for all areas, especially school involvement, workload reviews and treatment sessions.

Service Level (SLA) Terms and Expectations

- Refer to **Section 3.27 of the RFP**, also incorporated in your contract.
- Goal of SLA is to **guide your successful performance** under the contract by clarifying DOE expectations.
- DOE's **intent is to be reasonable and to work with you** to achieve compliance.
- SLA covers:
 - **Fulfillment rate:** successful response to transmittals.
 - **Fulfillment timeliness:** fulfillment within required timeframes.
 - **Service quality:** consistency of service and support for instruction.
 - **Medicaid** compliance.
 - **Consistent reporting** re: performance on a quarterly basis.

SLA Requirements

SLA #	Service Level Requirement Description	Priority Level
1.	Fill rate: all transmittals (% of transmittals for which there is a provider with a first attend date.) <ul style="list-style-type: none"> • % filled within five days of receipt. • % filled. 	High
2.	Fill rate: hard to fill disciplines/districts/schools. (% of transmittals for which there is a provider with a first attend date, in schools with fill rates in the lowest 20% of all schools.) <ul style="list-style-type: none"> • % transmittals filled within five days of receipt. • % transmittals filled. 	High
3.	DOE Revocation rate. <ul style="list-style-type: none"> • % transmittals revoked by DOE for reasons attributable to contract provider and/or Contractor performance. 	High
4.	Time to fill. <ul style="list-style-type: none"> • Avg. days from transmittal to identification of provider. 	High
5.	Time to fill: hard to fill disciplines/districts/schools. <ul style="list-style-type: none"> • Avg. days from transmittal to identification of provider. 	High
6.	Time to first attend. <ul style="list-style-type: none"> • Avg. days from identification of provider to first attend. 	High

SLA Requirements, Cont'd.

SLA #	Service Level Requirement Description	Priority Level
7.	Consistency of service provision. <ul style="list-style-type: none"> • % of service sessions provided as scheduled (based on encounter attendance.) 	Medium
8.	Consistency of annual/three year review report submission. <ul style="list-style-type: none"> • % of annual/three year review reports submitted by the date specified by DOE representative. 	Medium
9.	Consistency of encounter attendance reporting, including session note completion. <ul style="list-style-type: none"> • % of encounter attendance reports/session notes provided contemporaneously, as defined by DOE based on encounter attendance reporting. 	Medium
10.	% of encounter attendance reports/session notes that are complete and thorough.	Medium
11.	% of speech transmittals for which referrals are completed and submitted prior to first attend for the service.	Medium
12.	Frequency of IEP and teacher conferences attendance. <ul style="list-style-type: none"> • # of IEP and teacher conferences attended per student served. 	Medium
13.	Services provided in school or classroom. <ul style="list-style-type: none"> • % services delivered in school or classroom, where applicable. 	Medium
14.	Staff training. <ul style="list-style-type: none"> • % staff trained as required by contract (need to discuss.) 	Medium
15.	Consistent reporting. <ul style="list-style-type: none"> • % of quarterly reports submitted within a week of the end of the quarter, in required format. 	Medium

SLA Measurement and Reporting

- SLAs are especially critical as we move toward the third year of the contract.
- We are working on a report card, to be shared with you in the near future that will allow you to view your performance over time and relative to other agencies.
- We strongly encourage you to review and monitor your performance regularly, and to ask us if you have questions about our data.
- Results should be used constructively to guide our collective efforts to improve the timeliness and quality of service.

THANK YOU!