Office of Related Services

2017-2018
New Contract
Agency Orientation

July 17, 2017

Department of
Education

Welcome!

Agenda

- Welcome
- DOE Structure
- Special Education Objectives and the Special Education Reform
- School Based Related Services
- Provision of Services
- Agency Responsibilities Under the Contract
- Projected OT, PT and Speech Staffing Requirements for September
- Systems – Eligibility, First Attend, Encounter Attendance, and Invoicing

NYC DOE Structure

RS Contract Administration Functions

- Liaison between Responsibility Center and Agencies
- Maintain Registry of Independent Providers
- Assistance with PETS Account
- Registration Process (Fingerprinting, Photo ID cards)
- Clinical support And professional Development for OT, PT and Speech services

Liaison between Responsibility Center & Agencies

ORS supports and provides guidance:

- Disseminate DOE communications important to the provision of related services
- Provide clarification regarding roles and responsibilities
- Provide discipline-specific information as it relates to the provision of related services

Clinical Support and Professional Development for OT, PT and Speech Services

The purpose of school-based occupational, physical and speech therapy is to help students access the academic environment and participate to the maximum extent possible in educationally related activities.

Registration Process (Credentialing, Fingerprinting & Photo ID Cards)

In order to see any student, a provider must have:

- Clear fingerprint results posted in the DOE system (State and Federal)
- A digital photo and signature retained in the DOE database
- DOE-required licensure/certification and current registration certificate

Personnel Eligibility Tracking System (PETS)

- Contract agencies must add each staff member to their PETS roster.
- Providers must be currently cleared to work ***prior to providing any services*** or being given access to confidential student information.
- Providers cannot be assigned unless/until they are cleared on PETS.
- Vendor Portal checks for PETS clearance before allowing agencies to bill. ***Agencies cannot bill for providers who are not cleared on PETS.***
- Agencies ***must assign a single employee*** as Agency Supervisor to manage the Provider Assignment process.

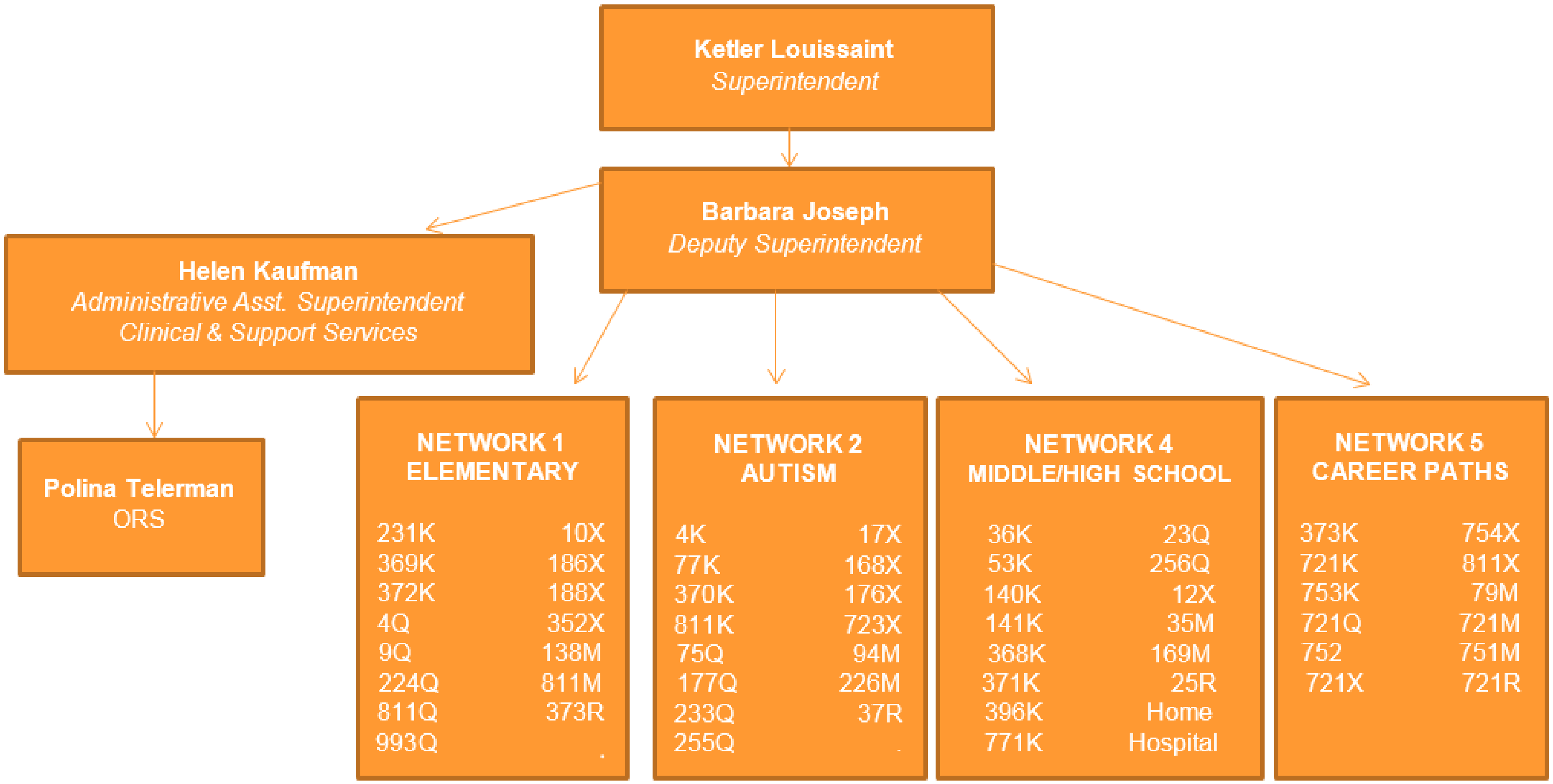
Field Support Centers

Rigorous Academics	Adult Development & Professional Learning	Support Plans for Struggling Schools & Leaders	Operational Services	Access & Support for all Students	Family & Community Engagement

- **Bronx (Districts 7, 8, 9, 10, 11, 12)**
  1 Fordham Plaza, Bronx, 10458 and 1230 Zerega Ave., Bronx, 10462
- **Brooklyn North (Districts 13, 14, 15, 16, 19, 23, 32)**
  131 Livingston St., Brooklyn, 11201
- **Brooklyn South (Districts 17, 18, 20, 21, 22)**
  415 89th St., Brooklyn, 11209 and 5613 Flatlands Ave., Brooklyn, 11234
- **Manhattan (Districts 1, 2, 3, 4, 5, 6)**
  333 7th Avenue, Manhattan, 10001
- **Queens North (Districts 24, 25, 26, 30)**
  28-11 Queens Plaza North, Queens, 11101
- **Queens South (Districts 27, 28, 29)**
  8201 Rockaway Blvd., Queens, 11416
- **Staten Island (District 31)**
  Petrides Complex, 715 Ocean Terrace, Staten Island, 10301
- **Affinity Group**
  131 Livingston St., Brooklyn, 11201

DISTRICT 75

District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, sensory impaired and/or multiply disabled. District 75 consists of 56 school organizations, home and hospital instruction, and vision and hearing services. D75 schools and programs are located at more than 310 sites in the 5 boroughs and Syosset, New York.



Department of Education

Committees on Special Education and Committees on Preschool Special Education

- There are 10 CSE offices.
- These offices are responsible for arranging the provision of related services for school-age students that attend private, parochial and charter schools in the geographic districts under the jurisdiction of each CSE office.
- Committees on Preschool Education (CPSE) Administrators are located in these 10 offices and are responsible for ensuring the provision of special education services to all preschool students with a disability residing in the geographic districts under the jurisdiction of the CSE office.

NYC DOE Provider Contact & Resources

NYC Department of Education

Special Education Objectives and the Special Education Reform

Overview of DOE Special Education Reform

Equity of Access to Schools and Classrooms

- Students with disabilities attend the same school as they would without an IEP

Access to Common Core Standards

- High academic standards

Development of High-Quality IEPs

- Flexible program; students schedules utilizing the full continuum of services

More students with disabilities graduating from high school ready for college and careers and improved learning and greater success for *all students—with or without disabilities.*

LRE: What the research shows…

The more time students with disabilities spend in a general education classroom:

- the higher their scores on standardized tests of reading and math
- the fewer their absences from school
- the fewer their referrals for disruptive behavior
- the better their outcomes after high school in the areas of employment and independent living

These results were found for all students with disabilities, regardless of:

- their classification;
- the severity of their disability;
- their gender; or
- their family's socio-economic status (Wagner, Newman, Cameto, Levine, & Garza, 2006)

The performance of students without disabilities is not compromised by the presence of students with disabilities.

- In fact, they derive benefits from their involvement (McGregor & Vogelsberg, 1998)

Department of Education

School Based Related Services

School Based Related Services

- Related services typically provided by the DOE include physical and occupational therapy, speech-language therapy and audiology services, counseling services, interpreting services, psychological services, and orientation/mobility services, hearing services, vision services, assistive technology and paraprofessionals.

- Occupational, physical and speech therapy are considered related services under IDEA, and may be implemented in a variety of ways within the school system to best meet a student's individual academic and functional needs.

Related Services Guiding Philosophy

- 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 always be delivered in the least restrictive environment and, as much as appropriate, integrated 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 a review of the student's IEP.

School-Based Services vs. The Medical Model

Approach to Service	Medical Model	School-Based Model
Who decides services?	Doctor, therapist	**School team (teacher, related services, parent, student)**
What is the focus of therapy?	Impairment, function	**Participation in academics and other school functions**
Where does therapy occur?	Therapy room	**Classroom, hallway, stairs, playground, lunchroom, etc.**
How is therapy delivered?	Typically 1:1	**1:1, group, with peers**

NYC Department of Education

School Based Speech & Language Services

- School-based speech providers are the communication and language experts in schools.
- School-based speech providers are related service providers who promote positive learning outcomes for students in need of speech and language remediation.
- School-based speech providers assess speech and language to determine whether the student's academic progress is due to disorders of speech, language, and communication.

School-Based Speech Therapy

- Supporting academic success – collaborating with educators to meet academic needs by providing language and literacy support;
- **Developing communication skills –** by addressing the following areas of need, including :
  - Ability to understand and use language (auditory processing, comprehension, grammar/syntax, and vocabulary)
  - Articulation/phonological skills
  - Social language development/pragmatics
  - Fluency, voice/resonance; and
- **Providing culturally competent services –** Differentiating language delay/disorder vs. language difference.
- Speech & Language services may be recommended when additional support is necessary to improve the student's listening, speaking, reading and writing skills.

What is Assistive Technology?

- The Individuals with Disability Education Act (IDEA) classifies Assistive Technology as:

  "… any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a person with a disability." http://idea.ed.gov

- Assistive technology is recommended, when appropriate, to enable a student to access his/her instructional program and meet his/her individual educational needs.
- All assistive technology devices or services a child requires are listed on his/her IEP.

Department of Education

Assistive Technology and the Curriculum

- AT addresses barriers and ensures that all students have equal access to the school curriculum.
- AT allows students to achieve their full potential and participate in classroom activities along with their peers.
- Many factors are considered when identifying an AT need, including student strengths, educational goals, personal needs and preferences, social needs and environmental needs.

School Based Occupational Therapy Services

- Support student function related to a student's ability to access the educational environment.
- Classroom Responsibilities: Activities necessary for participation in classroom activities – e.g., adapting to routines, organizing materials, hand skills for manipulating classroom tools and producing written work.
- Functional Sensory Motor Skills/Environmental Interactions: Staying on task, interacting 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.
- Occupational Therapy can occur in a small group setting, in or out of the classroom, meeting each student's needs in the natural educational environment.

School Based Physical Therapy Services

- Support student function related to a student’s ability to access the educational environment.
- 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.
- Physical therapy is recommended when such support is necessary to allow a student to access his/her educational environment.

How is Therapy Provided?

- Determined by individual student need as part of the assessment process, including consultation with classroom staff and recommended on a student's IEP.
- Should be provided in the Least Restrictive Environment (LRE) – e.g., classroom, lunchroom, gym, wherever the disability is impacting the student.
- Services may be provided in an individual or group setting.

Individual OT/PT/SP Services May be Recommended When:

- Specialized techniques that cannot be provided in a group are needed.
- The desired skills and their practice require privacy.
- Intensive interventions, with maximum opportunities for repetition and learning new skills, is needed.
- The student's behavior, attention, and/or other factors are managed most appropriately on an individual basis.

Services in a Group Setting May be Recommended When:

- Peer relationships support or aid the attainment of IEP goals.
- Common interests, values or skills create an optimal context for learning.
- Skills can be practiced most effectively in the presence of others.
- Students demonstrate the ability to function in a group.

Collaboration

- Related Services are most effective when parents, teachers, therapists and students work together.

- Services should be provided in connection with the student's classroom and curriculum as much as possible.

- Just like the rest of the IEP, related service recommendations should be reviewed during the Annual Review process.

Graduation from OT/PT/SP Services

A student may be considered for graduation from OT or PT services when:

- The student’s goals were met or exceeded.
- Student has plateaued and reached maximum potential.
- The student’s goals are no longer valid given a change in context.

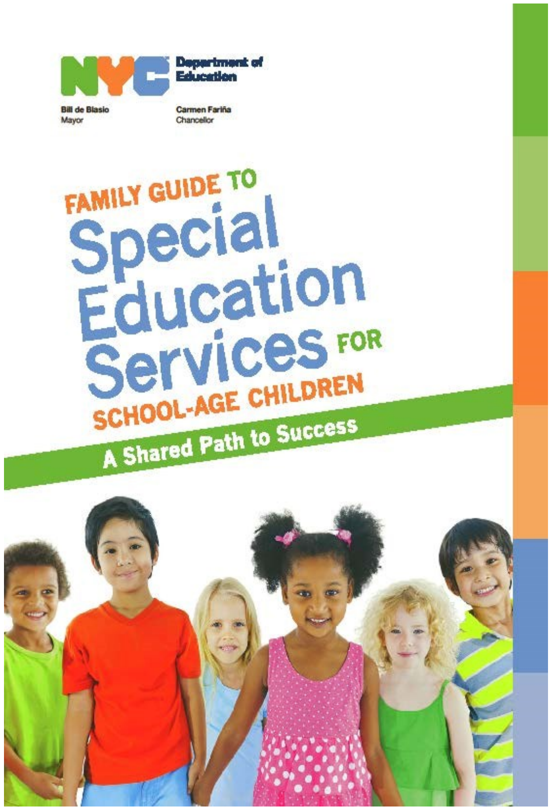
Parents Supporting Students at Home

There are many things families can do to enhance their children's function at school and home.

- Provide daily exercise and play opportunities for your child. Find out what activities they enjoy and include these on a regular basis. Outdoor exercise is especially beneficial for children.
- Ask your child's OT or PT provider about which exercises or activities will benefit them at home. For example, if your child has difficulty with eye-hand coordination, the OT or PT may have ideas of activities and games you can play with your child at home to improve this area.
- Find out about community activities for your child that may improve skills and increase opportunities to socialize with peers. Examples include classes at the Y, local gymnastics or martial arts studios and Boys/Girls clubs.

Resources for Families: Family Guide

Looking for information regarding Related Services? Click here to view the Family Guide to Special Education for School-Age Services:



More Important Documents

Resources for Families: Other Related Service Information

- Additional information on related services and therapies is available on the Related Services Page of the DOE website.
- Parents may also find it helpful to review the following web resources, which have been prepared by professional OT, PT and Speech organizations for use by families:

OT	American OT Association - About OT - Children and Youth
PT	American PT Association - Physical Therapy Health Center for Children
Speech	American Speech-Language-Hearing Association - Child Speech and Language

Provision of Services

Arrival at School

- Providers must carry and present an official NYC DOE photo-identification card.

- Providers must record their arrival and departure on a form designated by the principal or designee. This may include:
  - > Sign-in form
  - > Time card

Scheduling

- Providers must coordinate their schedule with the classroom teacher.
- All agency providers are required to take a 30-minute unpaid lunch hour after working for five (5) hours in a school.
- Services may only be provided during the following hours for grades indicated:
  - > Preschool – 6 AM to 8 PM
  - > Elem. grades K-2 – 6 AM to 8 PM
  - > Elem. grades 3-5 – 6 AM to 9 PM
  - > Middle and high school grades 6-12 – 6 AM to 10 PM

Scheduling

- For a minimum of every ten (10) Related Service sessions scheduled, the provider must schedule two (2) additional thirty (30) minute sessions for consultation with school staff, CFN, CSE, CPSE, parents, etc. This time shall not be billed separately to DOE.

- Missed sessions may not be provided on the same day that a regular session is scheduled. Contractors may, however, provide a missed session on another day during the same week (Monday-Sunday).

Attendance – Start Date

- Providers are required to use SESIS Provider Assignment to record the initial start date of service (also referred to as the First Attend Date, or FAD) for each school aged student on their caseload.
- Pre-school first attend dates are provided via the Excel based transmittal process.

School Aged Services Calendar

- Related services may be provided during the school year only on days on which the student's school is in session for students.
- DOE calendar for students in DOE schools.
- Charter school calendar for Charter students (some start early.)
- IESP services may not begin before September 1 or continue after June 30; and the total number of sessions provided during the 10month school year may not exceed the total number of sessions that would be provided to a student with the same mandate attending a DOE school, based on a 180-day school year.
- May include legal or other holidays for students in non-DOE schools.
- Number of sessions provided in a week may not exceed the number mandated by the IEP/IESP; multiple sessions of the same related service not allowed in a day unless the IEP/IESP requires it.
- Para services may be provided on any instructional day.

Pre-School Services Calendar

- For students receiving related services only or related services in conjunction with a Special Education Itinerant Services (SEIT) program (i.e., not attending a State approved public (DOE) or private preschool special class or SCIS):
- For students attending preschool, services may be provided on any day the student's preschool is in session for students.
- For students not attending a preschool, services may be provided only on days that DOE preschools are in session for students.
- For students eligible for extended school year services, unless otherwise specified in the IEP, related services for the summer may be provided during any six (6) weeks between July 1 and August 31.
- For students attending an early childhood program (e.g., a regular preschool program or Head Start program) and/or receiving Special Education Itinerant Services (SEIT), related services should be aligned to the program and/or SEIT program calendar, whenever possible and appropriate subject to the bullets above.
- Number of sessions provided in a week may not exceed the number mandated by the IEP/IESP; multiple sessions of the same related service not allowed in a day unless the IEP/IESP requires it.
- Para services may be provided on any instructional day.

Mandatory Meetings

- At the request of the Responsibility Center, contract agency providers are required to participate in DOE or school meetings or trainings in topics that include, among others:
  - > Medicaid compliance
  - > Practice guidelines and procedures
  - > Due process procedures
  - > Service delivery, report writing, record-keeping
  - > SESIS
  - > IEP meetings, Impartial Hearings
- Such attendance shall be at no charge to the DOE.

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Preparation/Report Writing

- Contractor staff members are responsible for completion of various types of reports at no additional charge to the DOE.
  - Encounter Attendance
  - IEP
  - Progress Report on the IEP

Encounter Attendance & Session Notes

- Encounter attendance and session notes must be entered on SESIS contemporaneously – i.e., immediately following or shortly after sessions are completed, and no later than 7 days following the session.
- Session notes should be descriptive – i.e., not the same session after session.
- Session notes should indicate the student's progress (or lack thereof) with relation to the IEP goals.
- Session notes must be certified by checking the box at the bottom of the EA session note page.
- For information regarding recording encounter attendance in SESIS, for school aged students, see the SESIS training webpage:

  SESIS Training Materials for Related Service Providers

Why I My Caseload Empty?

- Students automatically populate on a provider’s caseload after they have successfully been attached to the student’s mandate in Provider Assignment.

Why is Vendor Portal Displaying the Wrong Mandate Information?

- Vendor Portal displays the mandate as first attended in Provider Assignment.

IEP

- At least forty-five (45) days prior to an IEP review, and/or when required by the DOE, the agency/provider shall submit a report in SESIS or in any other manner designated by the DOE concerning the progress of each student.

Progress Report on the IEP

- The agency shall require each provider to document the progress of goals in the appropriate section designated on the student’s IEP.
- This information must be entered in SESIS or other mechanisms prescribed by the DOE using DOE templates.

Agency Responsibilities Under the Contract

Department of Education

Establishing & Maintaining Provider Eligibility

- Contract agencies must have a PETS roster established for their contract number.
- After entering a provider on PETS, agencies must immediately send a Letter of Introduction and DOE-required licensure/certification to ORS by email (hdastas@schools.nyc.gov or hlicori@schools.nyc.gov) or fax (718-391-8174).
- Once this information is received, ORS will email the agency a photo ID authorization form to give to the provider to take to Court Street after finishing the next step.
- The provider will receive a system-generated "nomination email" that must be opened immediately and acted on.
- The provider must complete an online background (morals) questionnaire.

Establishing & Maintaining Provider Eligibility

- The provider must generate an official DOE fingerprint referral form.
- Provider must take the Photo ID referral form and fingerprint referral form to 65 Court St., Brooklyn, NY 11201. Fingerprinting is $130, payable by check, money order or credit/debit card. **Old photo ID and fingerprint referral forms are not accepted by Court Street personnel. Providers will be turned away and instructed to return with the proper documentation.**
- **All providers must be DOE-fingerprinted. Transfers from other agencies are no longer accepted.**
- Photo-identification cards are released to the contract agency once the provider has received security clearance.

Department of Education

Establishing & Maintaining Provider Eligibility

- **Failure by agencies and/or providers to follow proper procedure will result in agencies being required to physically send providers to ORS at Queens Plaza with documentation before going to Court Street.**
- Agencies must send provider ID cards and current licensure documentation for all providers to ORS annually, at which time photo-identification cards are revalidated (prior to the start of the new school year).
- Contract agencies must ensure that all providers are entered into PETS and continue to monitor/update their status.
- If contract agency is notified that a provider has a problem code, the appropriate steps must be taken (provider is removed from providing services, made inactive on PETS and photo-identification card must be returned).

Medicaid and Related Service Contracts

Some Contract Terms

- You must screen relevant employees against 3 exclusion lists every month.
  > We will ask you to certify that this has been done.

- Session notes must be completed within 7 days of service.

- Session notes must be descriptive.

Commitment to Compliance

- Everyone must participate in compliance training

  > Contact Medicaid@schools.nyc.gov for details.

- The DOE compliance plan is on the public website (search for “Medicaid Compliance”)

- Report suspected fraud to

  > DOE’s anonymous hotline: 877-393-5432

  > NYS Medicaid Inspector General: 877-873-7283

SLPs, Please Complete Referrals

- SLPs providing speech are given a prompt to complete an order for services.

- Please do this, even if your order is that the service is not “medically” necessary.
  - You can indicate that the service is not “medically” necessary.
  - We know it is “educationally” necessary, so this will not affect the child’s treatment plan.

Department of Education

Service Level Agreement

Terms & Expectations

Quarterly Progress Reporting

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.) • % 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.) • % transmittals filled within five days of receipt. • % transmittals filled.	High
3.	DOE Revocation rate. • % transmittals revoked by DOE for reasons attributable to contract provider and/or Contractor performance.	High
4.	Time to fill. • Avg. days from transmittal to identification of provider.	High
5.	Time to fill: hard to fill disciplines/districts/schools. • Avg. days from transmittal to identification of provider.	High
6.	Time to first attend. • Avg. days from identification of provider to first attend.	High

Department of Education

SLA Requirements, Cont'd.

SLA #	Service Level Requirement Description	Priority Level
7.	Consistency of service provision. • % of service sessions provided as scheduled (based on encounter attendance.)	Medium
8.	Consistency of annual/three year review report submission. • % 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. • % 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. • # of IEP and teacher conferences attended per student served.	Medium
13.	Services provided in school or classroom. • % services delivered in school or classroom, where applicable.	Medium
14.	Staff training. • % staff trained as required by contract (need to discuss.)	Medium
15.	Consistent reporting. • % of quarterly reports submitted within a week of the end of the quarter, in required format.	Medium

SLA Measurement and Reporting

- SLA **terms apply as of the start of the contract;** final measures are still under development and will be shared with you over the next several months.
- While the DOE will be tracking these measures internally, **you are required to implement and monitor** your own compliance reporting, and to submit same to ORCS on a quarterly basis.
- Reporting should include what you are doing to address any **areas that require improvement**.
- Initially, **performance will be measured relative to your peers**; ultimately, absolute minimum requirements will be established for each SLA term.

SLA Enforcement

- Will be **based on data you and your providers enter** in SESIS: timely entry/accuracy are important.
- DOE **will meet with firms periodically** to review performance and to discuss areas that require improvement.
- **Primarily applicable to primary and secondary agencies**, but useful guide for tertiary firms; all firms must report.
- SLA reporting, performance, and responsiveness to areas that require improvement **will be considered by the DOE as an important factor** in determining:
- Whether or not an agency should maintain their **primary and secondary assignments**; and
- Whether or not to offer **contract renewals**.

Department of Education

DOE Ethics Officer/Conflicts of Interest

Department of Education

DOE Ethics Office Conflicts of Interest for DOE Employees

- DOE employees must comply with the New York City Conflicts of Interest Laws, and Chancellor's Regulation C-110 on ethics and conflicts of interest.
- The definition of DOE employees covers all part-time DOE employees, including, but not limited to, substitute teachers.
- DOE employees **cannot** work for agencies providing Related Services, SETSS, or SEIT in New York City (NYC).
- DOE employees can provide Early Intervention (EI) services for children ages 0-3 only at agencies in NYC.
- DOE employees may be able to work for agencies outside NYC with DOE permission and a waiver from the NYC Conflicts of Interest Board.
- ***DOE employees are prohibited from accepting gifts from any person or firm doing business with the City.***

Department of Education

DOE Ethics Officer - Conflicts of Interest for DOE Employees

- DOE employees on a leave of absence are generally prohibited from working while on leave unless they receive special written permission from the DOE. DOE employees on leave are also still subject to all Conflicts of Interest Laws and Chancellor's Regulations
- DOE employees cannot work for agencies in NYC for one (1) year after they leave the DOE (except former employees can provide EI services for children 0-3 only).
  - ✓ If a DOE employee is on leave and then resigns, the date of their 1-year post employment ban prohibiting them from appearing before the DOE starts from the date of their official resignation.

Projected OT, PT and Speech Staffing Requirements for September

Initial SY17 Staffing Projections

- DOE will compile **preliminary, estimated agency staffing requirements by school** for OT, PT, and Speech, which will be emailed to applicable primary and secondary agencies shortly.

- 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 limited information available when they were compiled.

- These are **estimates, NOT orders**: you will receive transmittals as placements proceed. SLA compliance will assessed based on the transmittals.

Systems

Eligibility, Encounter Attendance/First Attend, and Invoicing

Personal Eligibility Tracking System (PETS)

PETS - Personnel Eligibility Tracking System

PETS Login Page

- The DOE uses a system to ensure that vendors meet their security clearance requirements.
  - > Vendors receive background security information to ensure compliance with contractual obligations.
  - > Simplifies process of receiving notifications in an electronic format.
  - > Allows the DOE to quickly identify and contact vendor when existing vendor staff are arrested or other problems.
- Who needs to be background checked? All agency staff of DOE programs who…
  - > Have contact with NYCDOE students, or
  - > Have access to information about NYCDOE students

Vendor employees may NOT see students until their security clearance is "ELIGIBLE" in PETS. Agencies will not be paid for providers who see children before they receive clearance to do so.

BACKGROUND CHECK PROCEDURES:

- Background investigation includes:
  - > Fingerprinting
  - > Answering “moral” questions (e.g., Have you been fired from a job, etc.)
  - > Additional information as necessary
- Fingerprinting services are provided at the NYCDOE HR Connect WalkIn Center (Fingerprinting Unit).
  - > 65 Court Street, Room 102, Brooklyn NY
  - > The fingerprinting fee is $130
- Individuals must present:
  - > One form of picture ID (government issued)
  - > A system generated fingerprint referral form
  - > Photo ID referral form issued by ORS

PETS is the Source of all SESIS/PA Access

- SESIS access for agency and independent providers is provisioned 7-10 days after the provider becomes active and eligible in PETS.
- The provider's SESIS username will be sent to the email address entered on their profile when they were registered in PETS. A separate email containing their password will also be sent.
- **ONE** staff member must be assigned with the work title of **Agency Supervisor**. The Agency Supervisor will be the person managing the Provider Assignment process.
- The Agency Supervisor should be an agency staffer whose work title is not expected to change any time soon.
- Agencies **CANNOT** assign more than one agency supervisor per roster. Failure to observe this rule may result in delayed or seriously disrupted access to Provider Assignment, which will cause an agency to be unable to accept mandates.
- Agency supervisors **CANNOT** have any other associations in PETS. They cannot be listed on any other agency rosters or as independent providers. If you are an agency supervisor and are unsure of your current status with in PETS, please contact the Office of Related Services.
- All changes to an agency's agency supervisor must be coordinated through the Office of Related Services.

ONGOING RESPONSIBILITIES:

- To continue doing business with the DOE, your ongoing responsibilities include:
  - > Review your rosters on a regular basis (daily if needed)
  - > Update your rosters as new staff is newly hired or let go
  - > Take the appropriate actions when instructed by the DOE (e.g., remove from contact with students)

REMEMBER…

- ***Providers must complete the background investigation process* and *be cleared BEFORE seeing DOE students.***
- ***There are NO exceptions to this rule.***
- ***Agencies who assign providers before they are cleared to provide service WILL NOT BE PAID for the time between when the provider began providing services and the date on which they cleared.***

PETS QUESTIONS:

- For PETS technical questions, please use the “Contact Us” feature within PETS.
- For PETS functional questions, please use the “Contact Us” feature within PETS or email: PETSAdminSupport@schools.nyc.gov
- For questions related to fingerprinting issues only, please contact Nick Labetti at nlabetti@school.gov.
- For questions concerning a person’s fingerprint results or ineligibility status, contact the Office of Related Services, and we will instruct OPI to contact the provider.

Special Education Student Information System (SESIS) / Provider Assignment

SESIS

- Encounter Attendance
- Service Reporting
- Training

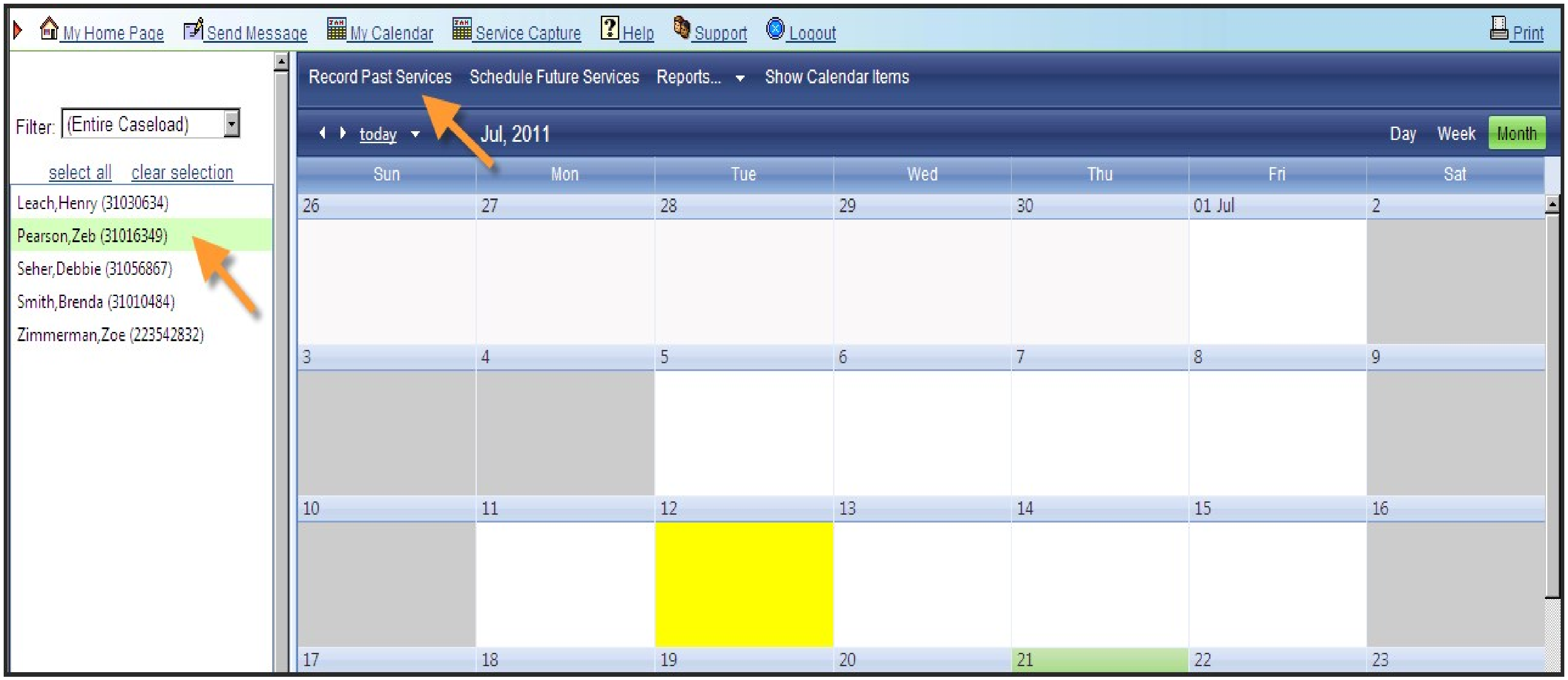
Department of Education

SESIS Encounter Attendance – Process

- Providers record First Attend Date (FAD) in Provider Assignment. The student will then appear on the provider's **Student Caseload** in SESIS within 48 hours of being first-attended.
- The **Service Capture** calendar:
  - > Lists all students to whom you will provide services (your student "caseload")
  - > Displays the current month's calendar and shades non-service dates in grey
  - > Utilizes color coding to indicate the status of the service record, once input
  - > Offers multiple viewing and printing options
  - > Provides Encounter Attendance reports
- Services can be input on a **Service Record** for services delivered in past, current and future months; services can be input for one student for one or multiple days, and multiple students for one or multiple days.
- If the student does not appear on the provider's caseload, please contact the FSC or CSE that transmitted the mandate to your agency in order to have the student manually added to the provider's caseload.

SESIS Encounter Attendance – Services Calendar

Once in the **Services Calendar**, select a student in your **Student Caseload** and click on the **Record Past Services** link



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SESIS Encounter Attendance – Service Record

The Encounter Attendance **Service Record** form displays to document the service provided to the student.

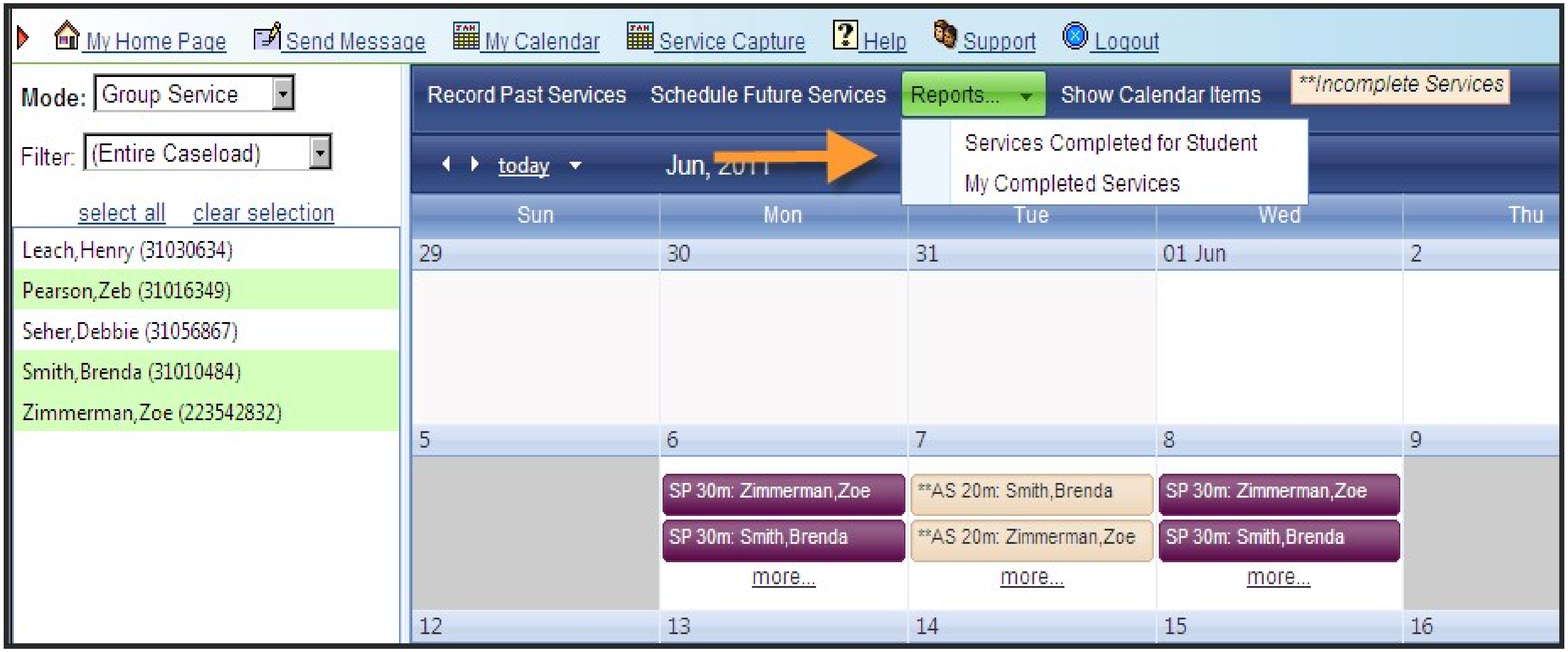
Date of Service And Start Time*	07/08/2011 at 10 AM (hh:mm)
End Time	10 : 30 AM
Service Type *	Speech-Language Therapy
Session Type	Direct Service
Duration	30 minutes
Group Size	(Select)
Service Location	(Select)
Service Description	☐ Speech / Language Reevaluation ☐ Augmentive Alternative Communication Reevaluation ☐ Articulation/ Intelligibility ☐ Phonology ☐ Phonemic Awareness ☐ Voice ☐ Fluency ☐ Auditory Processing ☐ Augmentive Alternative Communication ☐ Sensory Processing ☐ Attention, memory, and problem solving ☐ Language- Vocabulary/ Semantics ☐ Language- Narrative/Expository discourse ☐ Language - Morphology/Syntax ☐ Language - Pragmatics/ Social Scripts

SESIS Encounter Attendance – Service Reports

Two Encounter Attendance reports can be viewed or printed:

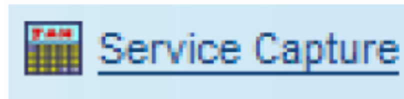
> Services Completed for Student

> My Completed Services

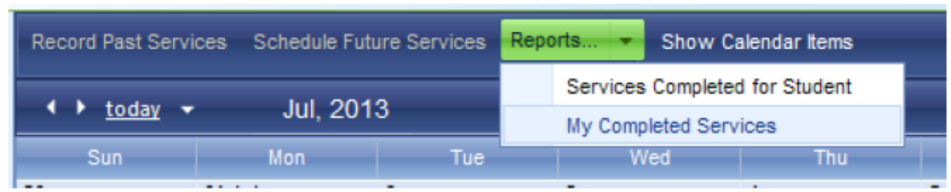


How do I export my encounter attendance service records?

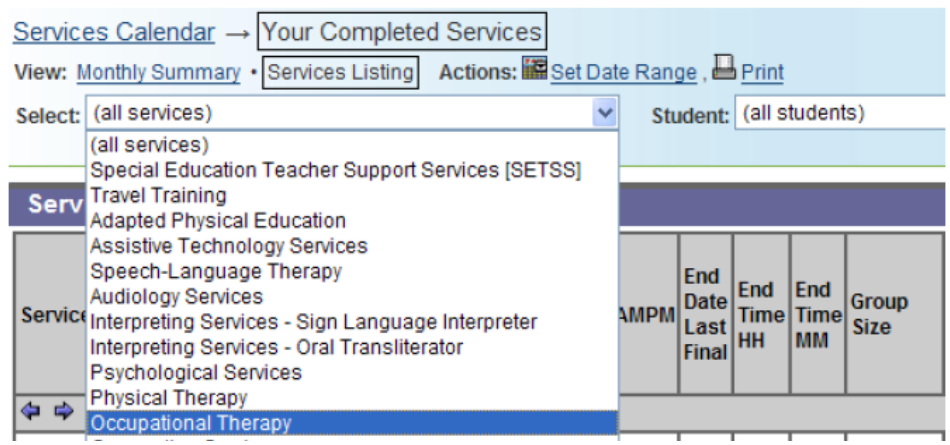
1. Click on the **Service Capture** link on the SESIS homepage.



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.



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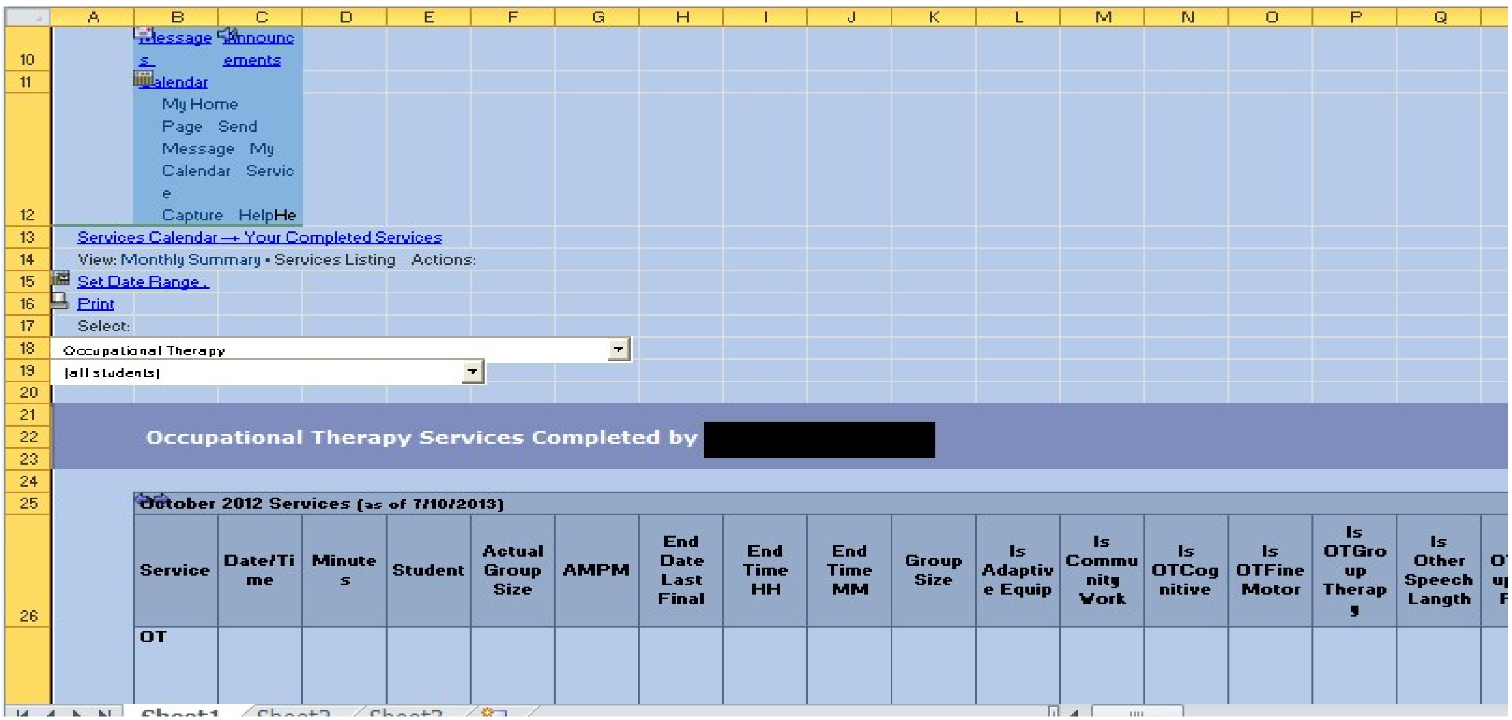
How do I export my encounter attendance service records?

4. The report will display all the services captured for the month selected.

5. While on this screen press Control + A. This action will highlight the entire page. Then right click and select Copy.

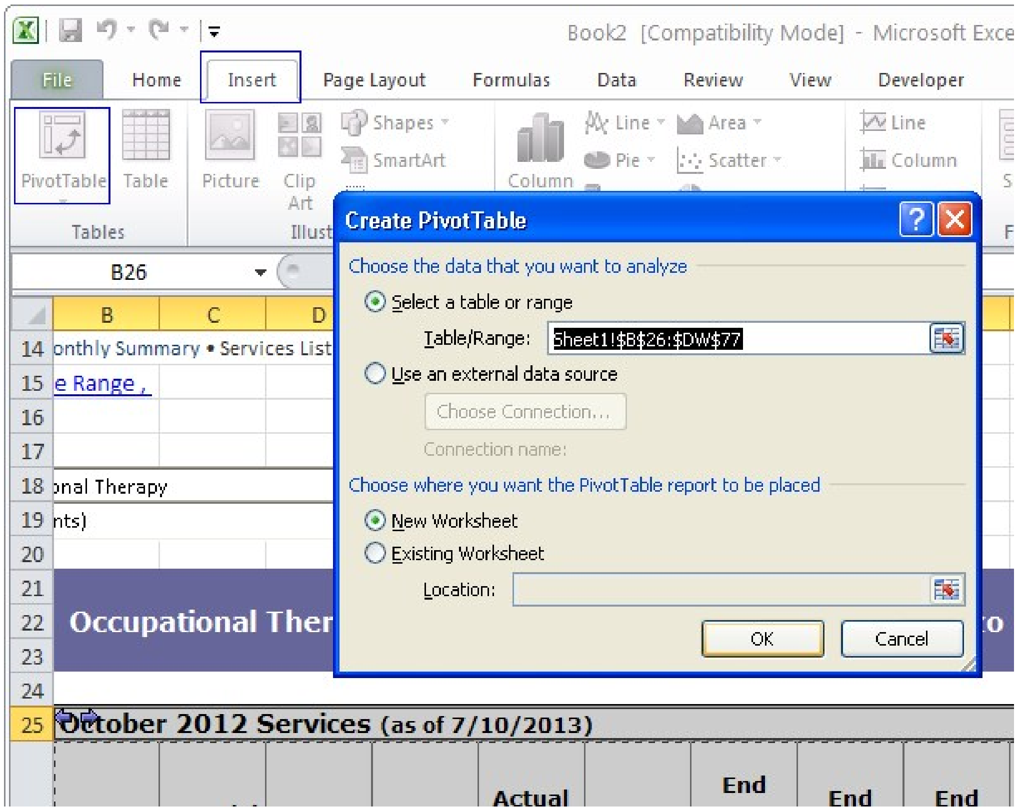
6. Open a new Excel document, right click, and select Paste.



Department of Education

How do I export my encounter attendance service records?

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



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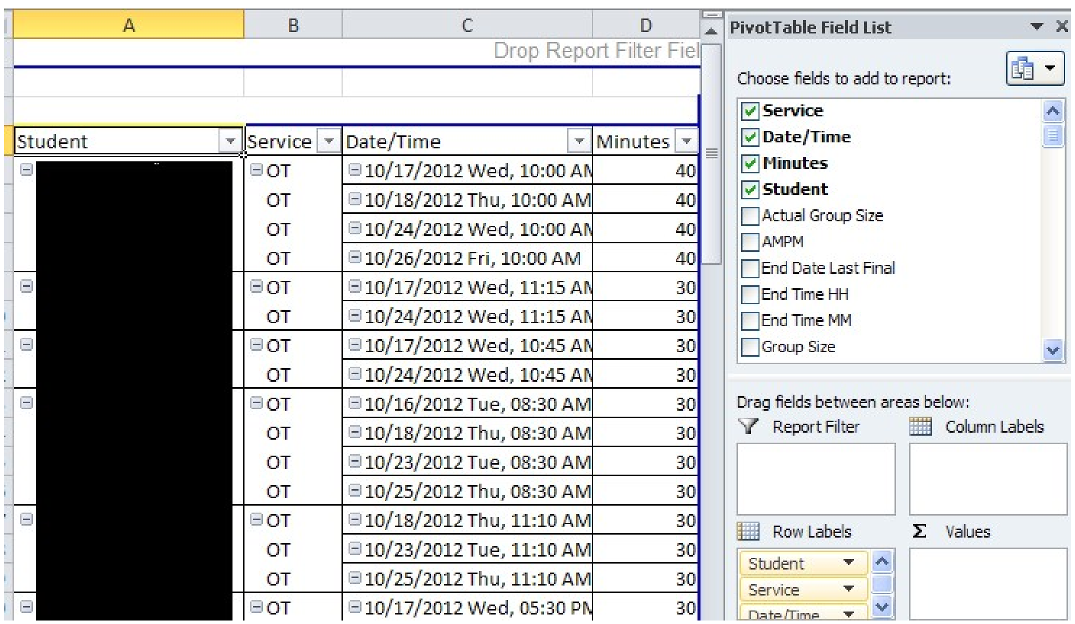
How do I export my encounter attendance service records?

8. Copy and paste the Service Capture Data onto a new sheet.

9. Click the Insert tab on the Excel toolbar and select Pivot Page. A "dancing line will appear around the service capture table. The Table Range will confirm the cells that have been selected for analysis.

10. You can then select the relevant fields to create a consolidated report of services rendered.



PROVIDER ASSIGNMENT

(School Aged Services Only)

Provider Assignment

- What is Provider Assignment?
  - *Facilitates assignment of DOE, contract agency and independent providers to school-age service recommendations.*
  - *Allows service providers and supervisors to assign providers to recommended services.*
- How does it impact current procedures?
  - *Formerly, the DOE relied on CAP and SEC to transmit mandates for school-aged students recommended for Related Services.* ***Provider Assignment makes these systems obsolete and eliminates the need to call first attend dates into IVR.***
  - *Decreases processing time for provision of related services.*

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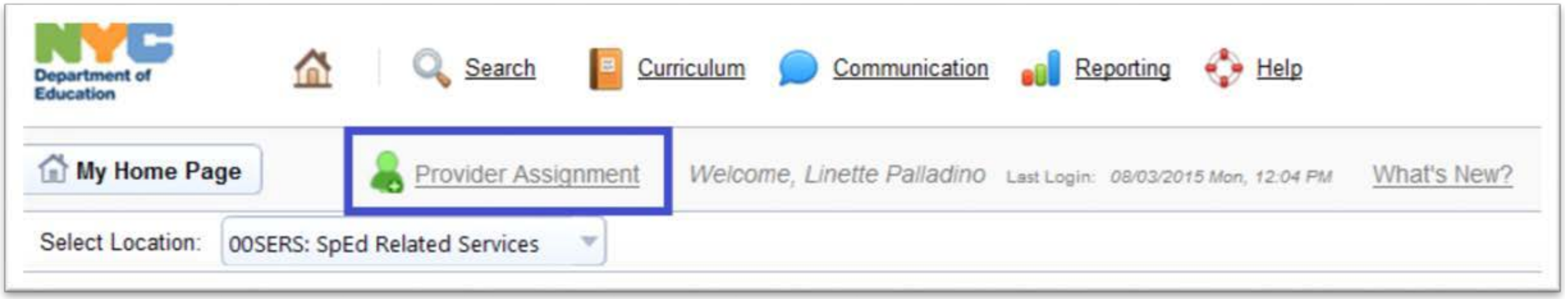
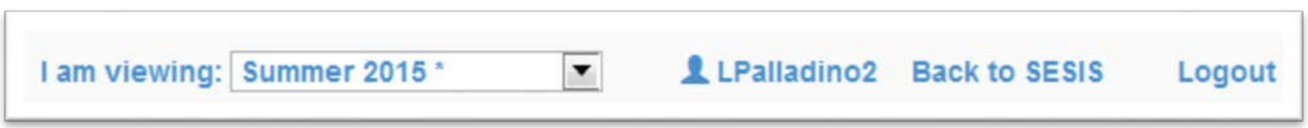
Provider Assignment

- How do I to get to Provider Assignment?
  - *Navigate to Provider Assignment from the SESIS homepage.*

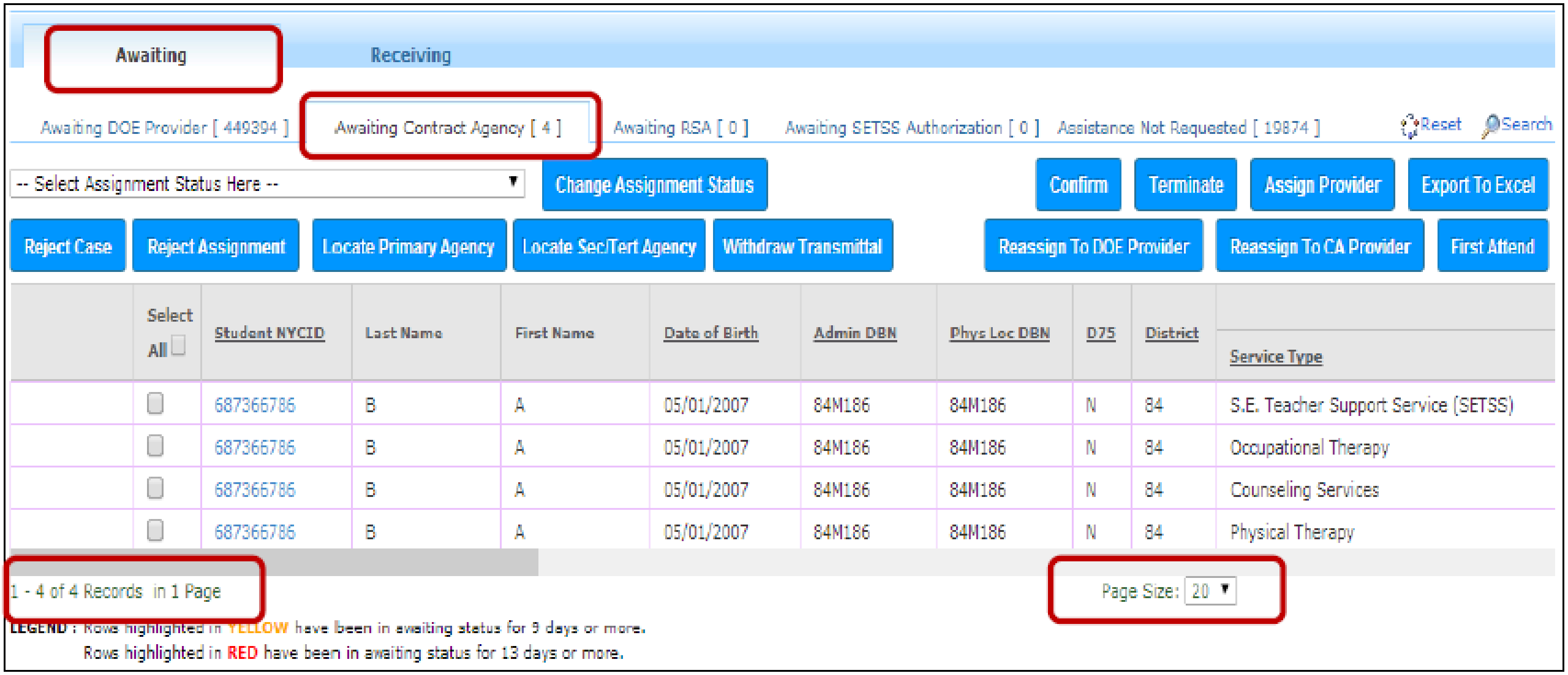


- Where in Provider Assignment do I find the service recommendations awaiting a provider?
  - *The Provider Assignment Main Screen lists service recommendations for a student awaiting a Contract Agency Provider in the Awaiting Contract Agency sub-tab. It is important to take note of the school year you are currently viewing in Provider Assignment.*



Provider Assignment Main Screen

- Click on the Awaiting *Contract Agency* sub-tab within the *Awaiting* tab.
- Each service recommendation for a student is listed on a separate row.
- The default number of rows displayed is 20, but can be changed if needed.
- Horizontal scrolling options are provided at the bottom of the screen.
- The lower left corner of the screen indicates which rows of the total number of rows are currently displayed.



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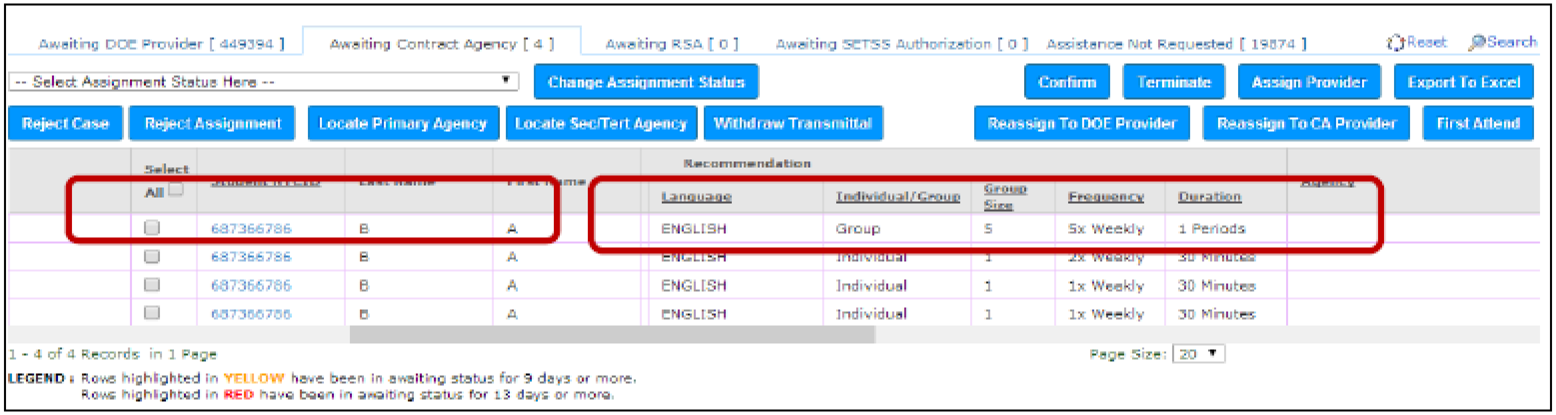
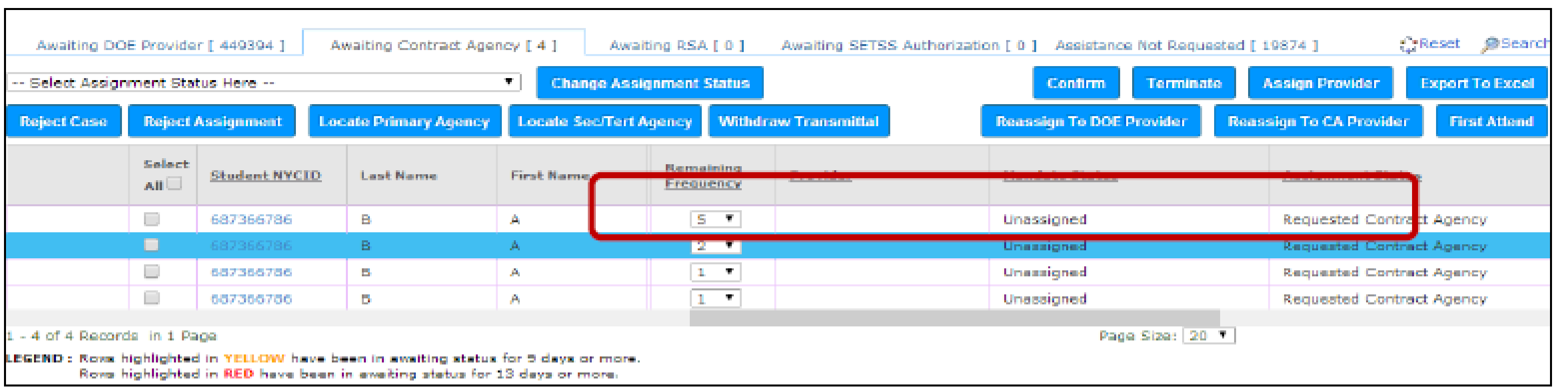
Provider Assignment Main Screen

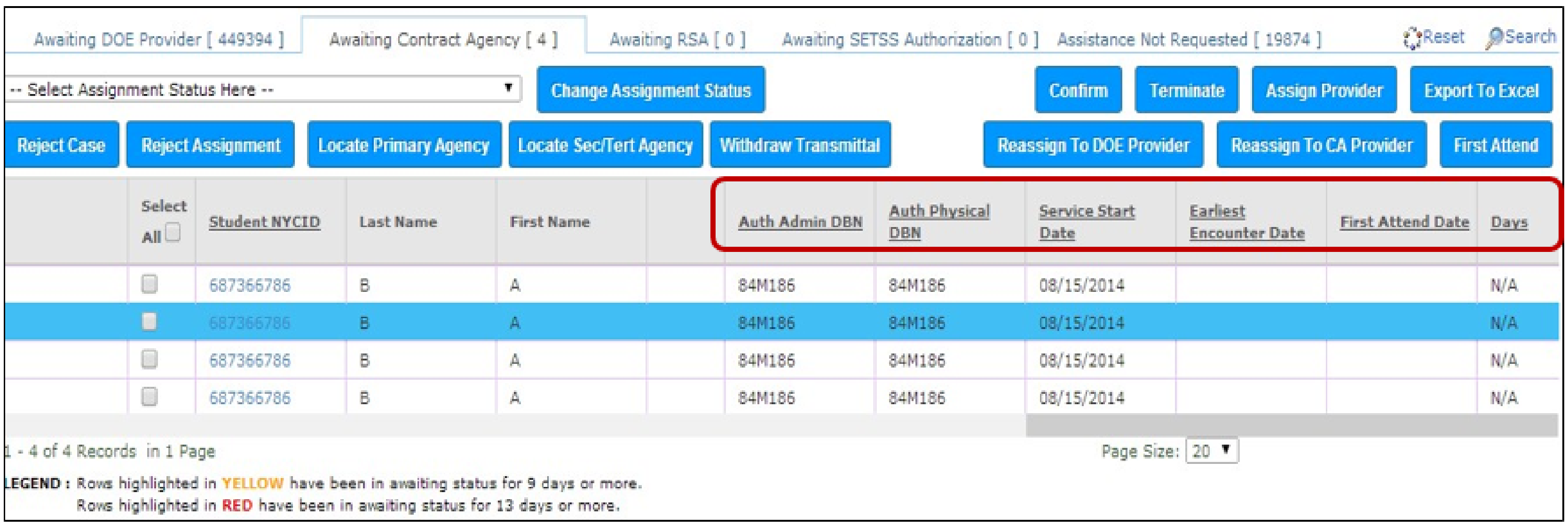
- Scrolling horizontally displays more information regarding the student's location, mandate, and assignment status.





Provider Assignment Main Screen

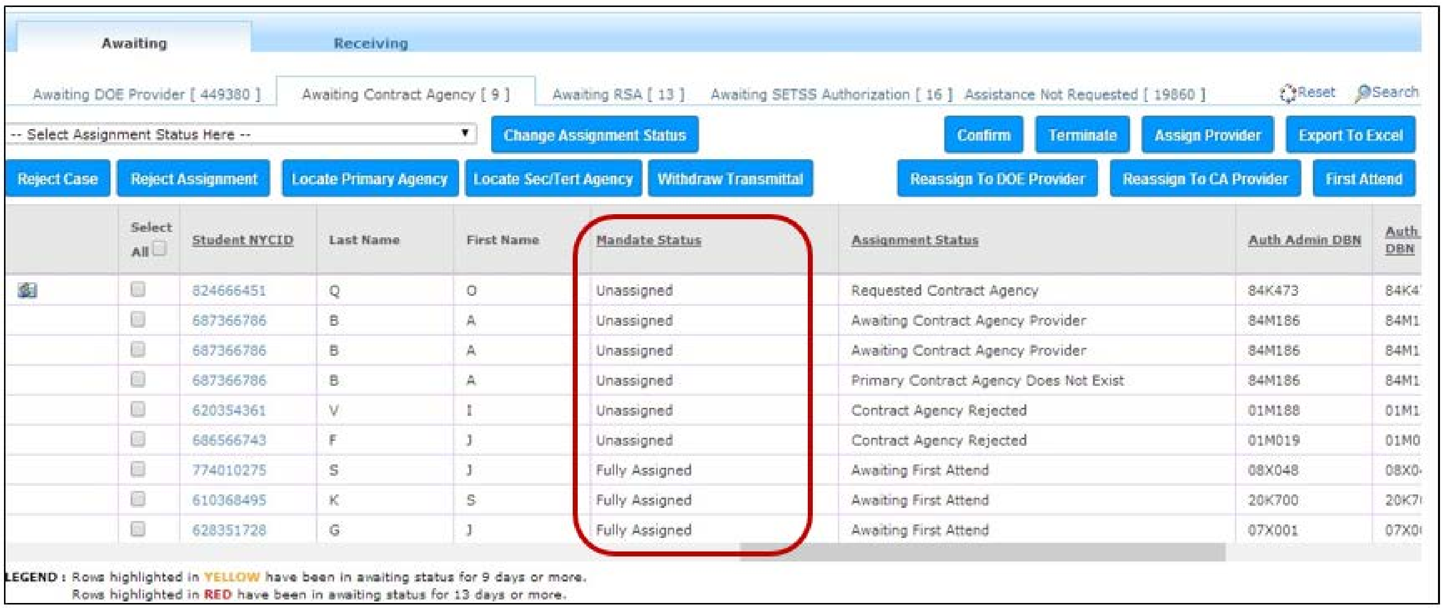
- The Authorized Physical DBN indicates where services will be delivered, determines which agencies Provider Assignment will query to fill the mandate, and it is the billing district. (School aged services are determined by the physical district in which the student attends school.)
- Note that agency personnel cannot view the same buttons as DOE personnel (e.g., Locate Primary Agency or Locate Sec/Tert Agency).



Department of Education

Mandate Status

- The value of the **Mandate Status** for a service recommendation can be:
  - **Unassigned** – the mandate is awaiting a provider
  - **Partially Assigned** – the mandate has been split, and a portion of the frequency is still awaiting a provider
  - **Fully Assigned** – the entire frequency for a mandate has been assigned to a service provider

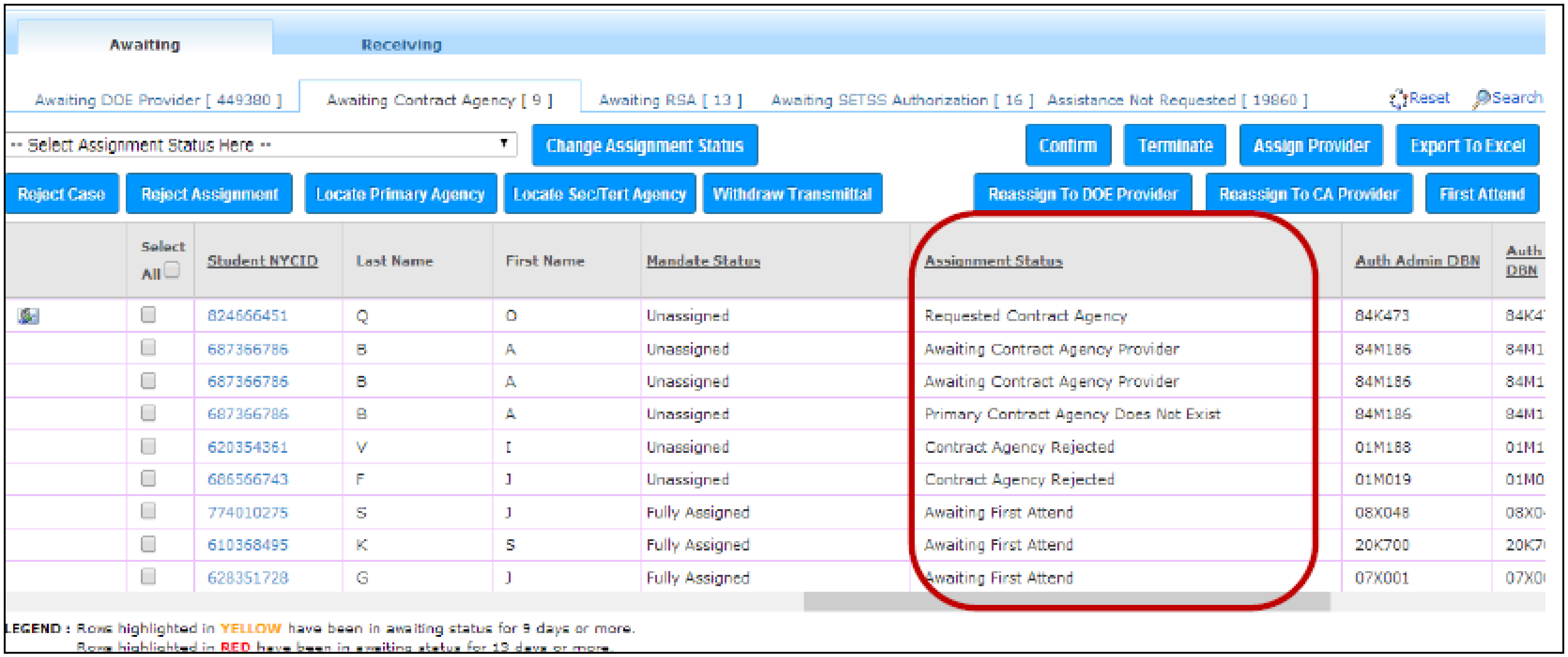


Department of Education

Assignment Status

- The **Assignment Status** column provides information to both DOE and agency staff – i.e., whether a service recommendation is **Awaiting Contract Agency Provider**, **Contract Agency Rejected**, or **Awaiting First Attend**.

- Agency personnel will only be able to see a subset of the Assignment Status values that are relevant to their needs.

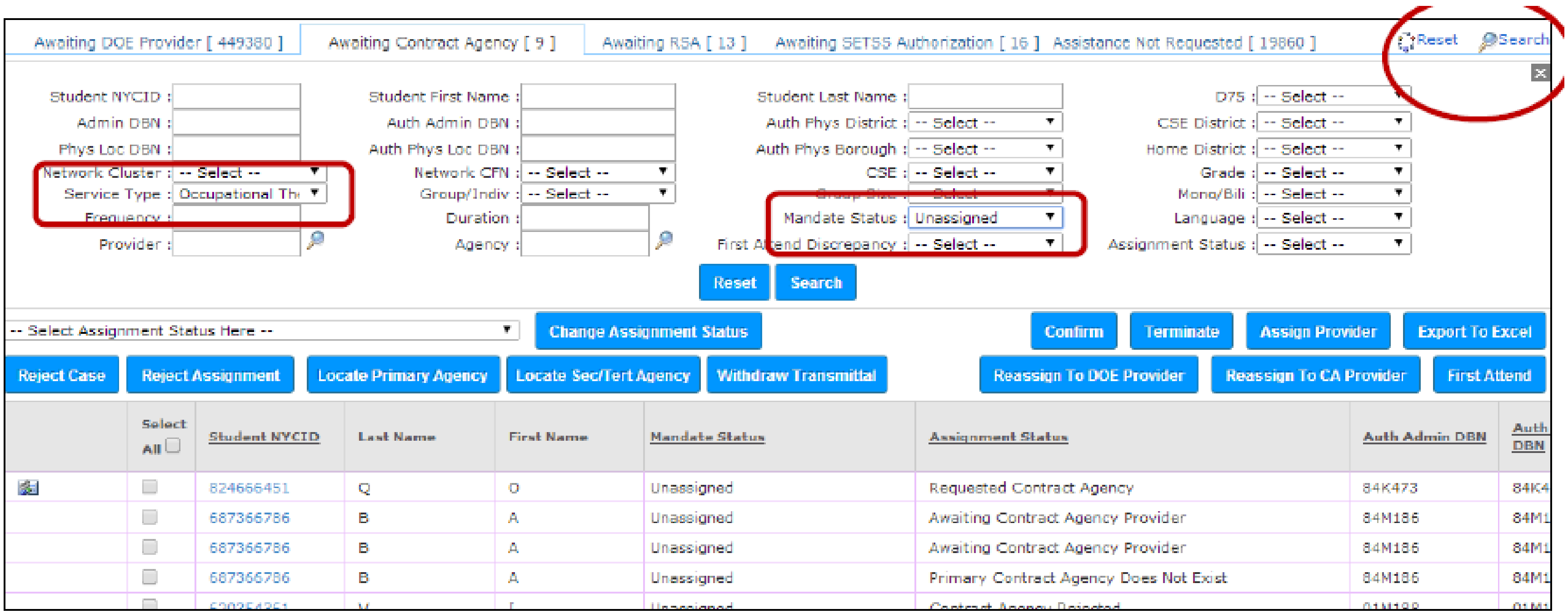


	Select All	Student NYCID	Last Name	First Name	Mandate Status	Assignment Status	Auth Admin DBN	Auth DBN
		824666451	Q	O	Unassigned	Requested Contract Agency	84K473	84K4
		687366786	B	A	Unassigned	Awaiting Contract Agency Provider	84M186	84M1
		687366786	B	A	Unassigned	Awaiting Contract Agency Provider	84M186	84M1
		687366786	B	A	Unassigned	Primary Contract Agency Does Not Exist	84M186	84M1
		620354361	V	I	Unassigned	Contract Agency Rejected	01M188	01M1
		686566743	F	J	Unassigned	Contract Agency Rejected	01M019	01M0
		774010275	S	J	Fully Assigned	Awaiting First Attend	08X048	08X0
		610368495	K	S	Fully Assigned	Awaiting First Attend	20K700	20K7
		628351728	G	J	Fully Assigned	Awaiting First Attend	07X001	07X0

LEGEND : Rows highlighted in YELLOW have been in awaiting status for 9 days or more.
Rows highlighted in RED have been in awaiting status for 13 days or more.

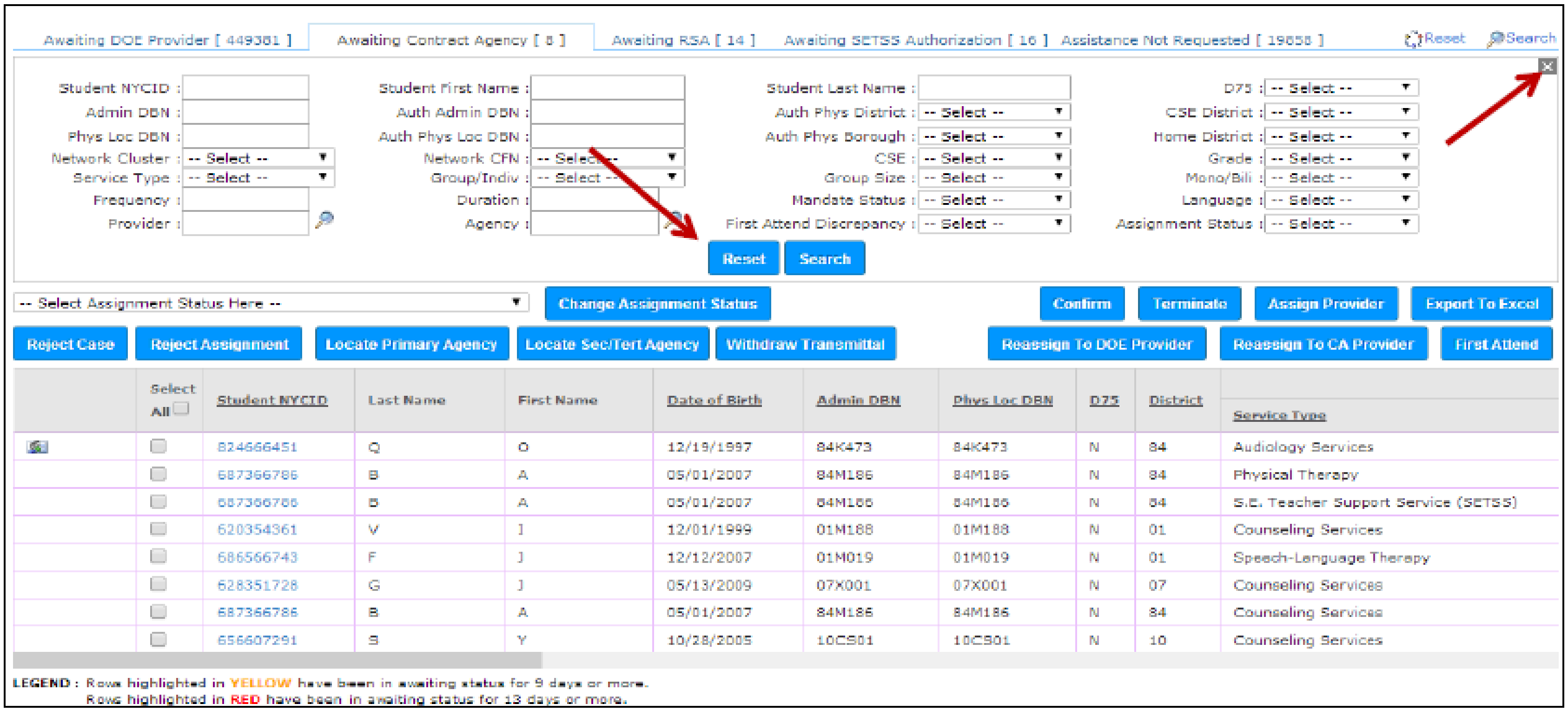
Search for a Service Recommendation

The Search panel provides filters to restrict the list to only a subset of service recommendations. For example, in the screen below, the **Service Type** and **Mandate Status** fields contain values indicating that the search results will be Occupational Therapy service recommendations not assigned a service provider.



Resetting and Closing the Search Panel

- Click the **Reset** button to reset / clear any filters you established and start a new search.
- Click on the **X** in the upper right corner to close the Search Panel and minimize vertical scrolling.



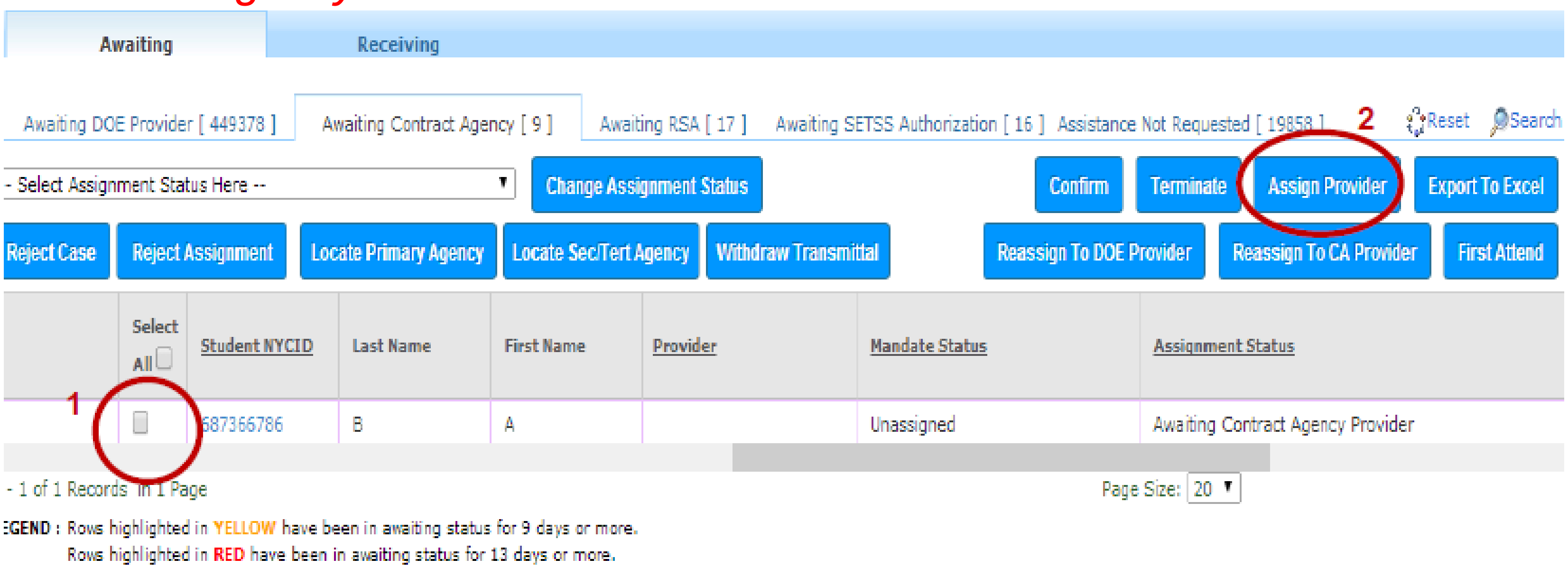
Department of Education

Agency Supervisor: Assign a Provider – Full Mandate

The Agency Supervisor must assign a provider or reject a case within 5 days:

1. Select the mandate(s) by checking the box to the left of the Student NYCID.
2. Click on the **Assign Provider** button.

*Failure to meet the 5-day deadline will result in the **Assignment Status** being automatically changed to **Contract Agency Timeout** and the mandate removed from the contract agency's caseload.*

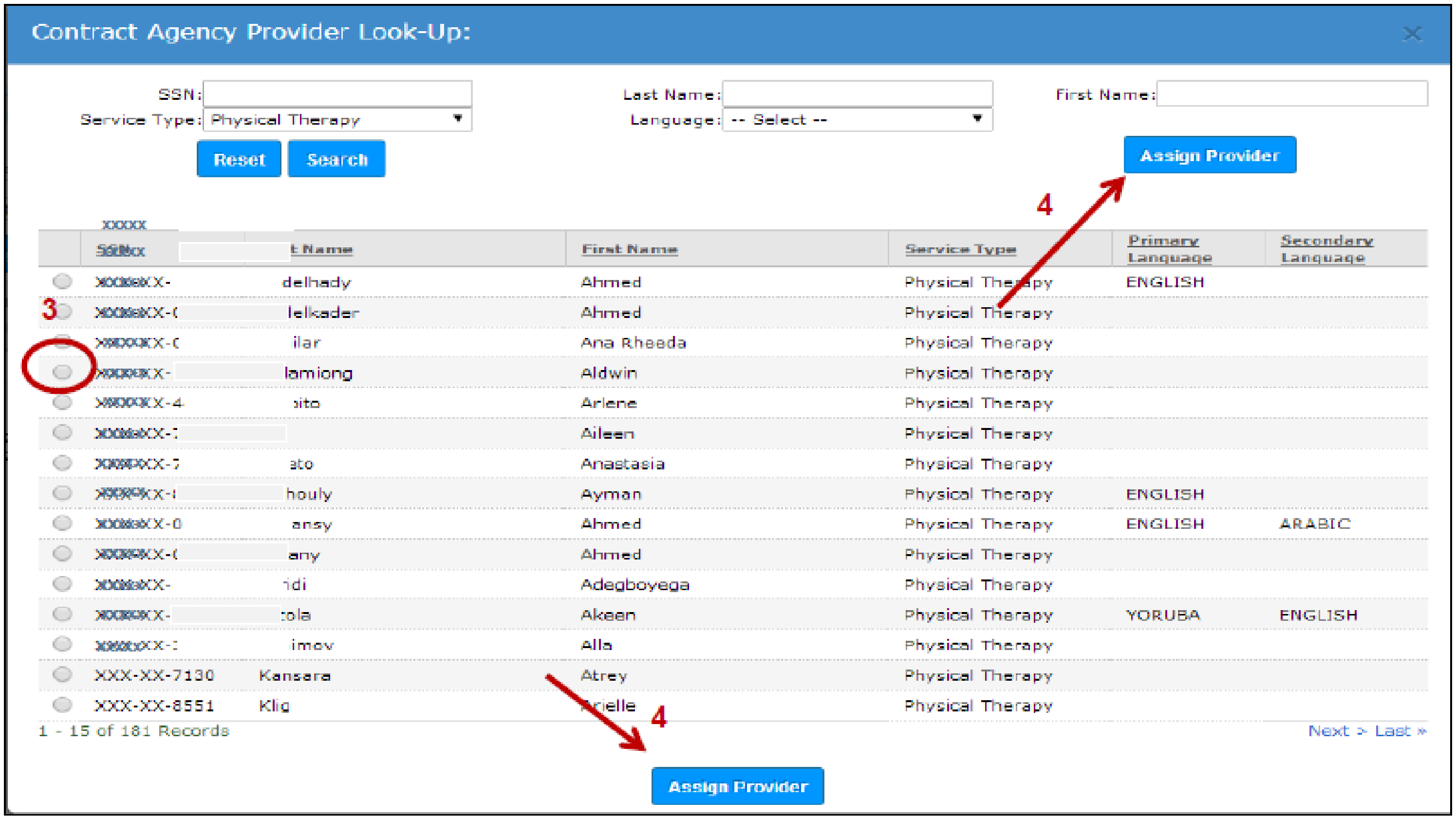


Department of Education

Agency Supervisor: Assign a Provider – Full Mandate

3. When the Contract Agency Provider Look-Up window opens, select a provider by clicking on the radio button to the left of the provider's SSN.

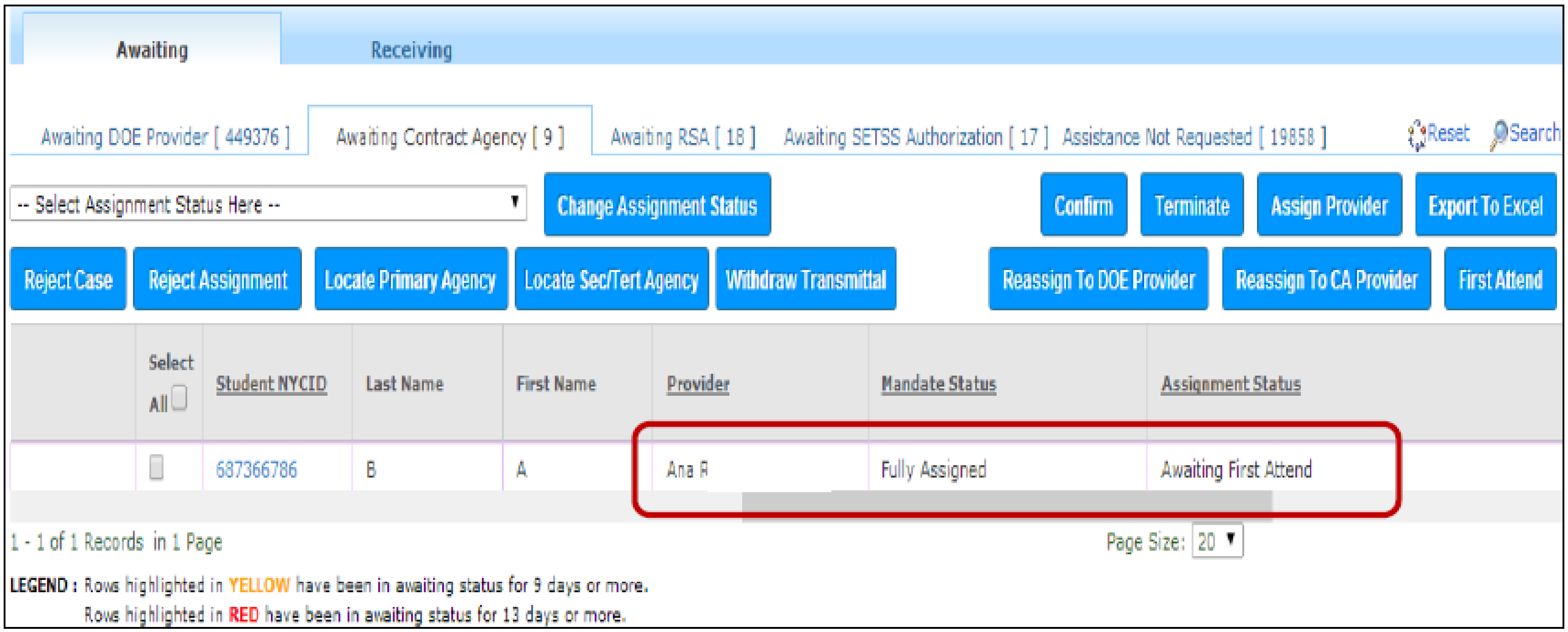
4. Click on the **Assign Provider** button.



Department of Education

Agency Supervisor: Assign a Provider – Full Mandate

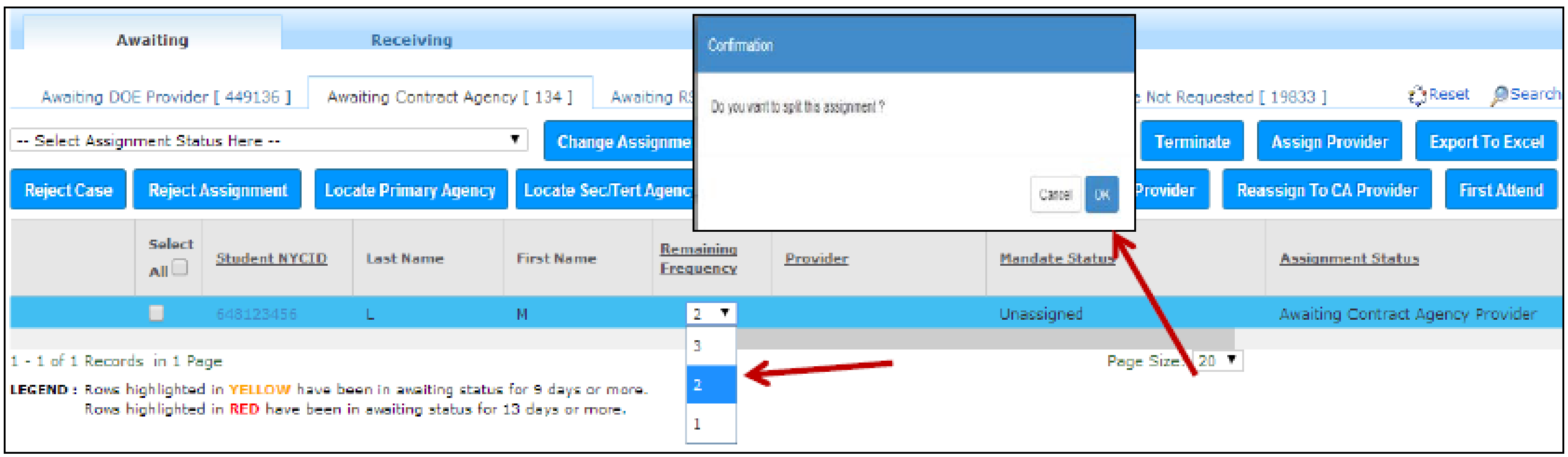
- The provider's name will appear in the mandate row.
- The **Mandate Status** will change to **Fully Assigned**.
- The **Assignment Status** will change to **Awaiting First Attend**.



Department of Education

Agency Supervisor: Assign a Provider – SPLIT Mandate

1. Search for the mandate using the Search Panel.
2. Scroll horizontally to confirm that no provider has been assigned.
3. Click on the dropdown arrow for the Remaining Frequency and select the number of sessions the provider will be able to service.
4. Click OK in the Confirmation window to split the mandate.

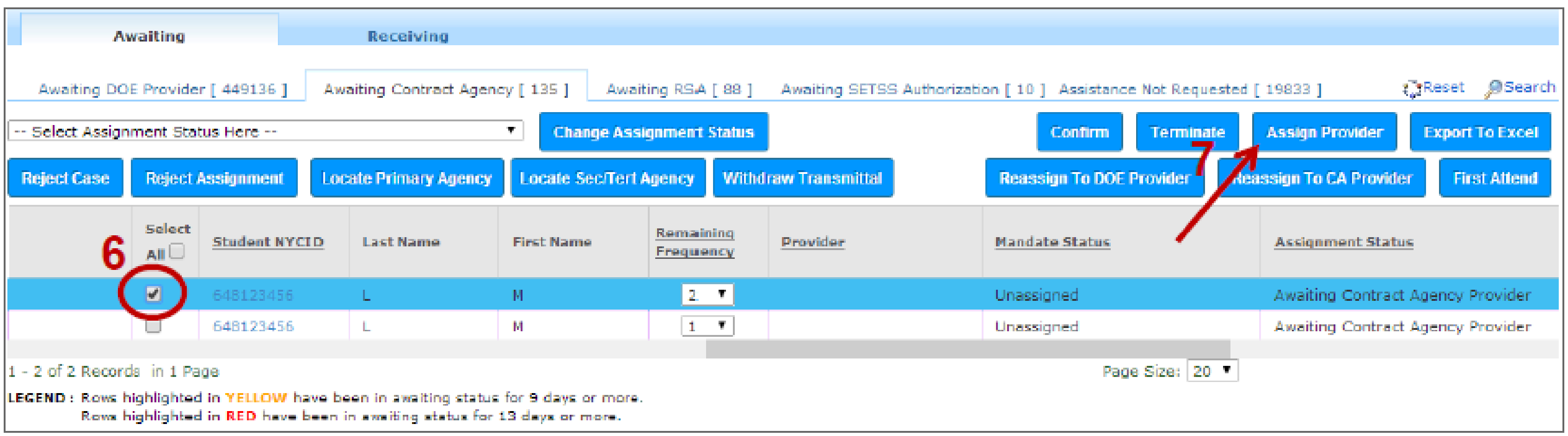


Agency Supervisor: Assign a Provider – SPLIT Mandate

5. When the screen refreshes, a new row will display below the row where you modified the **Remaining Frequency**.

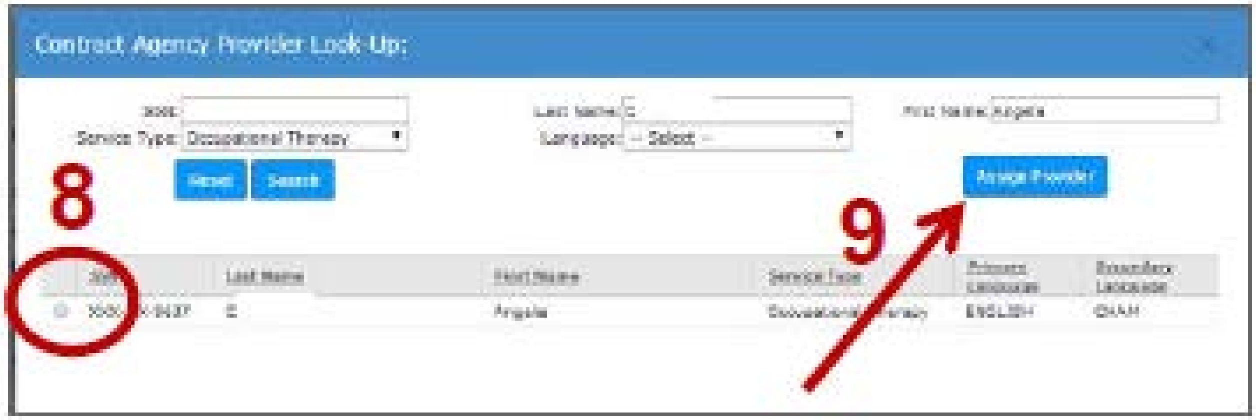
6. Place a checkmark next to the student's ID.

7. Click on **Assign Provider**.



Agency Supervisor: Assign a Provider – SPLIT Mandate

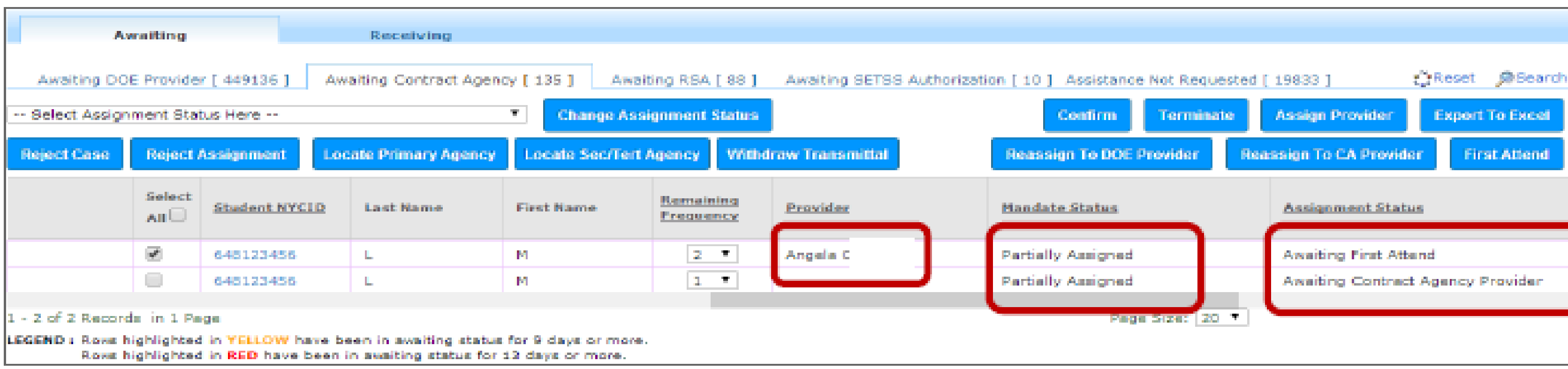
8. Search for the provider and place a checkmark next to the provider's SSN.



Agency Supervisor: Assign a Provider – SPLIT Mandate

8. Click on **Assign Provider**.

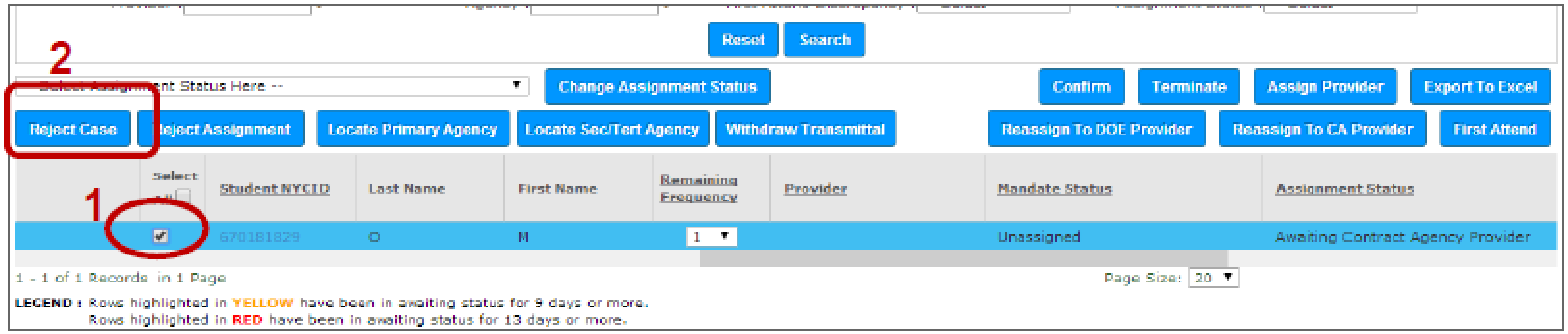
- Upon return to the grid, the provider's name will be listed for the mandate that was split.
- The Mandate Status is now **Partially Assigned;** this will change to **Fully Assigned** when the remaining frequency is assigned to a provider.
- The Assignment Status is now **Awaiting First Attend** for the frequency assigned to a provider.



Department of Education

Primary Agency Supervisor Rejects Case

1. Select the mandate by placing a checkmark to the left of the Student NYCID.
2. Click on the **Reject Case** button.



3. Select a reason for rejecting the case from the drop-down list in the Reject Case window.
4. Click **OK**.

Department of Education

The Secondary/Tertiary Contract Agency Bidding Process

When attempts to assign a primary contract agency are unsuccessful, the DOE will commence a bidding process with secondary and tertiary agencies.

- Secondary/tertiary agency supervisors receive a SESIS Inbox message soliciting them to bid on a service recommendation. The notification will contain a link that goes directly to the *Submit Bids* screen. (The *Submit Bids* screen can also be accessed from the Provider Assignment Home Page.)

- As a best practice agency supervisors should check the Bid Process tab on a daily basis and not depend on receiving an inbox message.

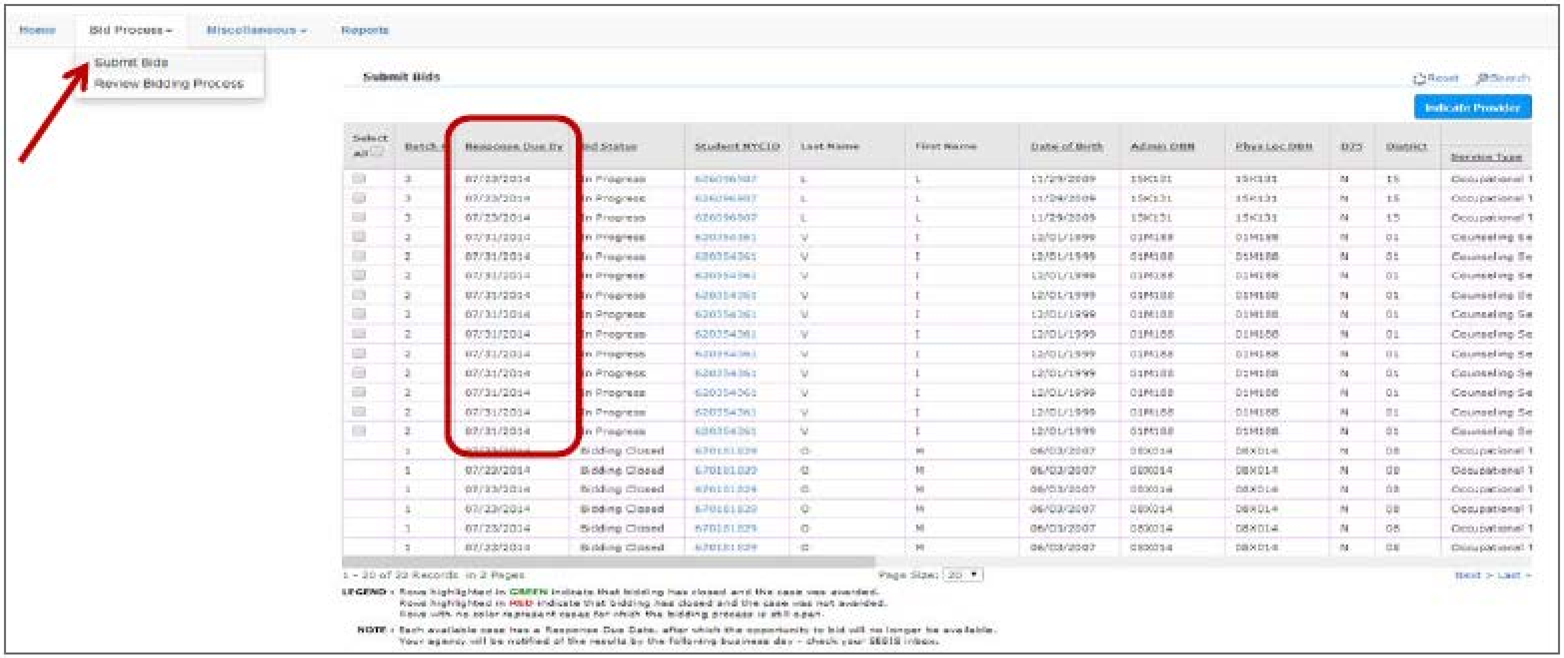
- The agency supervisor must submit a bid by the ***Response Due By*** date.

- To reject a bid, do not respond to the solicitation to bid.

Department of Education

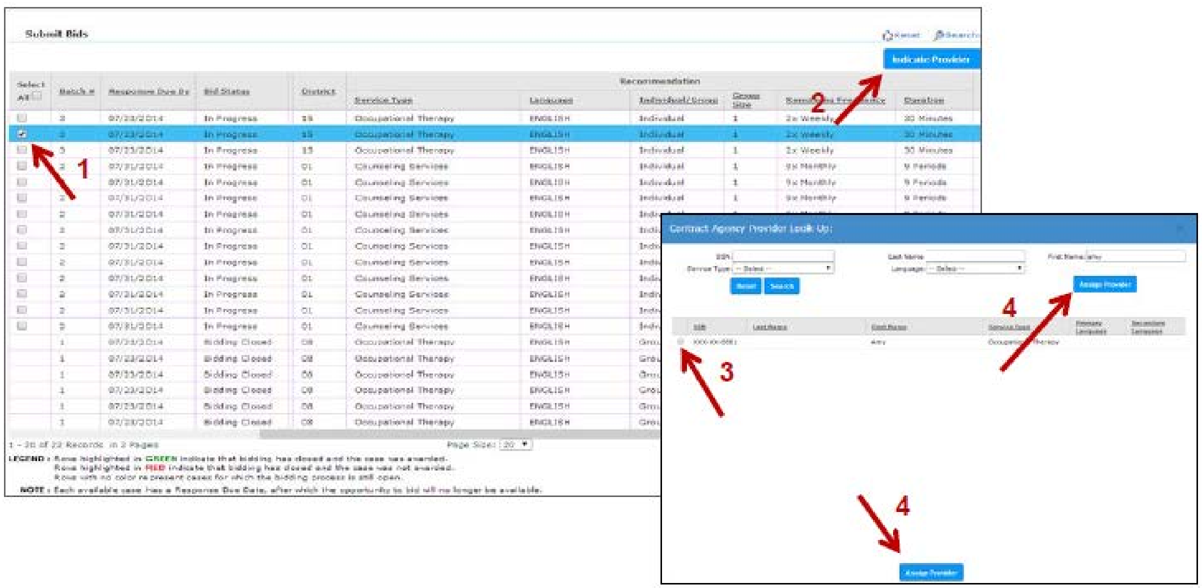
The Secondary/Tertiary Contract Agency Bidding Process

- To accept the bid, click **Submit Bids** under the Bids Process menu.



The Secondary/Tertiary Contract Agency Bidding Process – Assign Provider

1. Agency supervisor selects the mandate(s) being bid on by placing a checkmark in the row.
2. Click on **Indicate Provider**.
3. Select the provider in the Contract Agency Provider Look-Up window.
4. Click **Assign Provider**.
5. Click **OK** in the confirmation pop-up window.

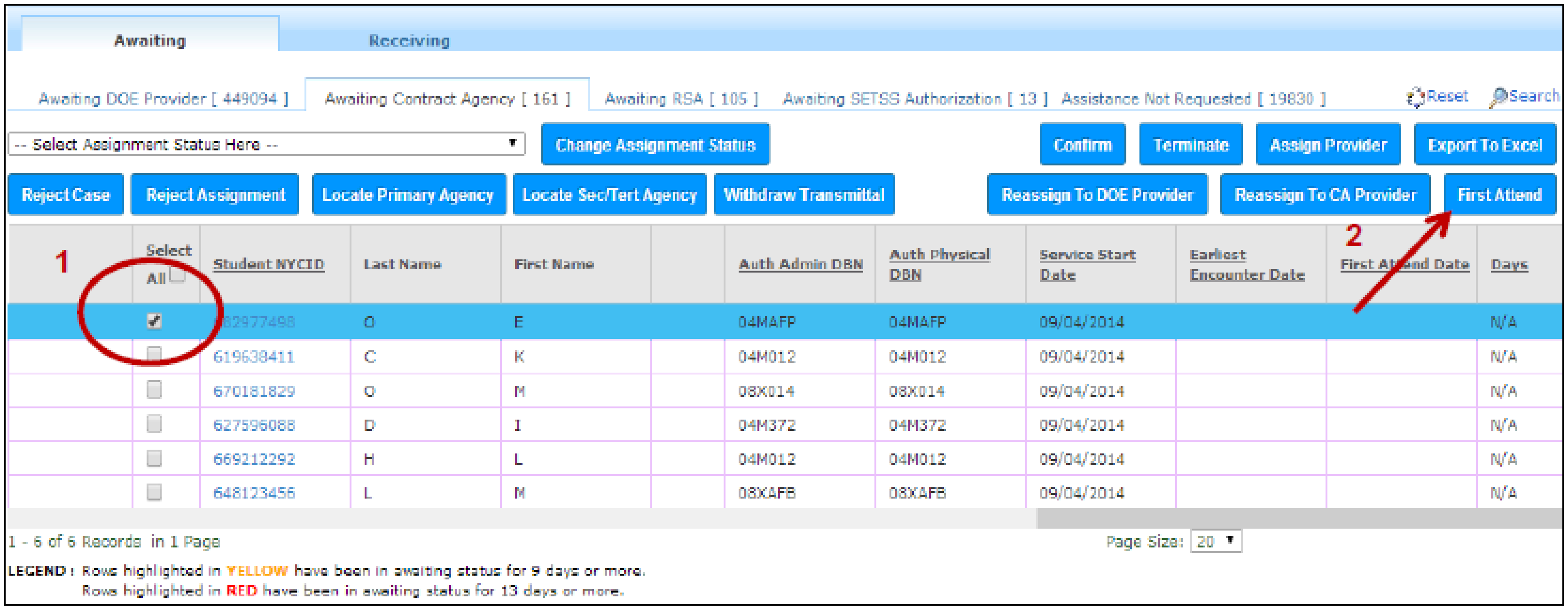


The Secondary/Tertiary Contract Agency Bidding Process

- DOE staff will monitor the bidding process prior to the Response Due Date.
- Once the Response Due Date arrives, DOE staff will select the agency to award the service recommendation. Responding agencies are awarded based on cascade order. If 2 agencies with the same cascade number respond, the agency that responded earliest will be awarded.
- **Assignment Status** values on the service recommendation reflect the progress of the mandate through the contract agency assignment process:
  - Pending Contract Agency Responses
  - Bidding Completed/Ready to Award
  - Awaiting First Attend

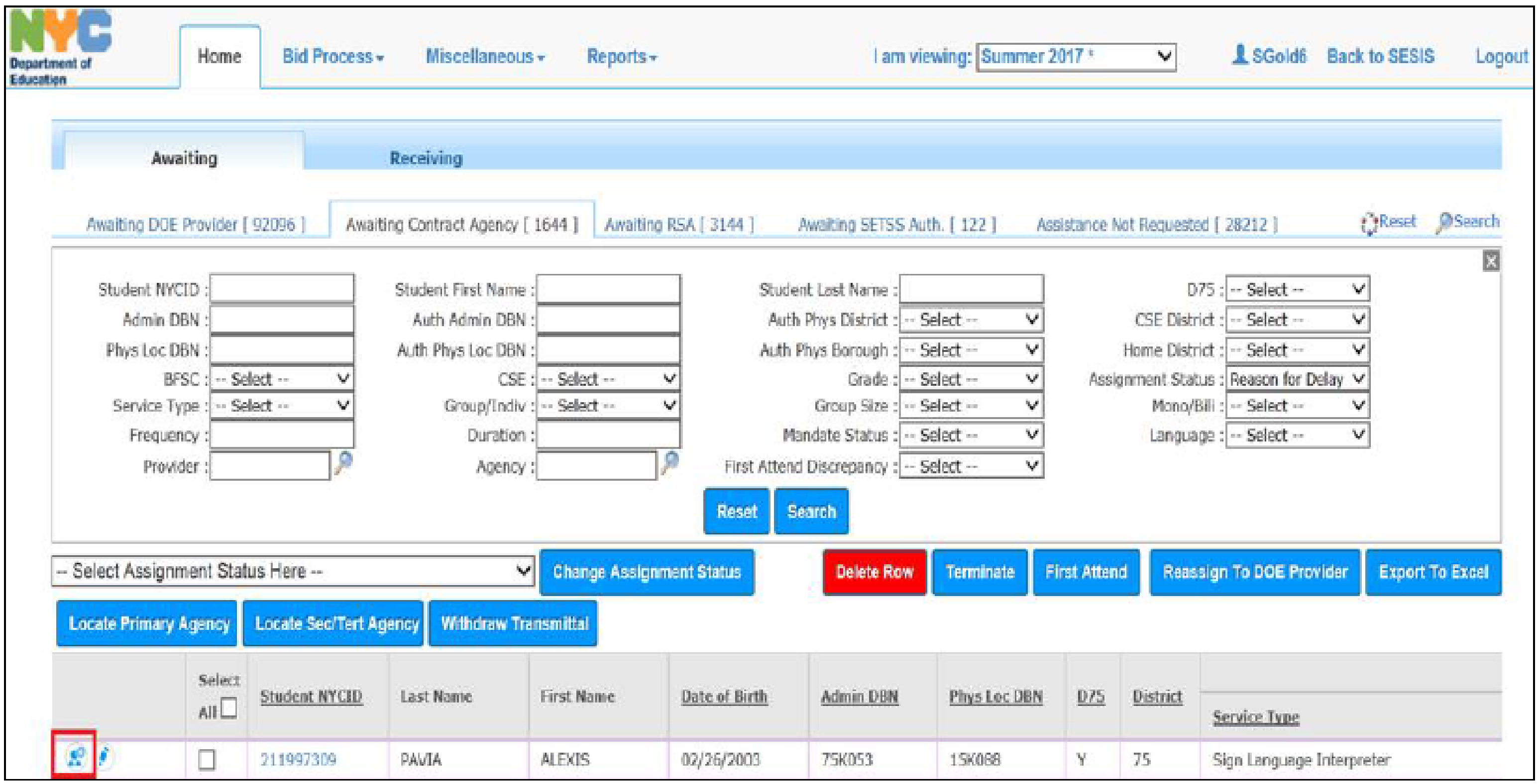
First Attend

1. The agency provider searches for mandates that are Awaiting First Attend.
2. Select the row and click on **First Attend**.



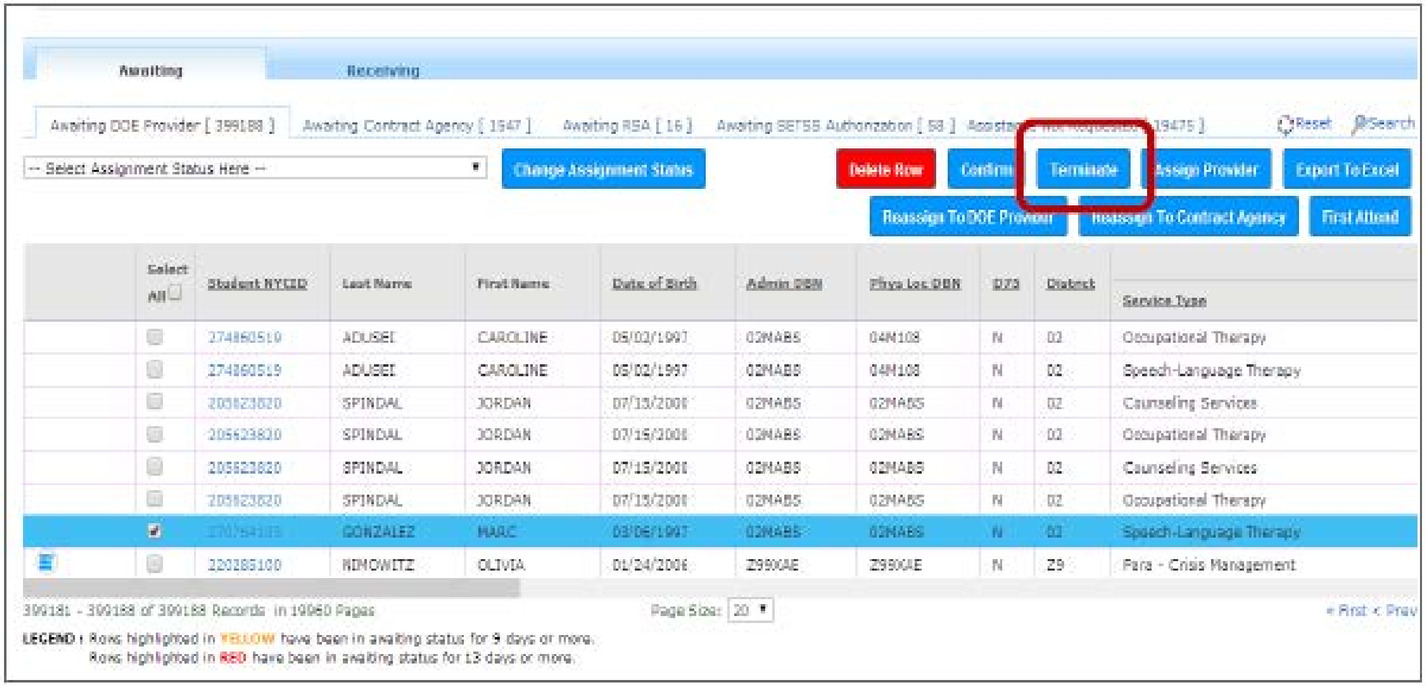
First Attend, cont’d.

1. If a student mandate is not first attended within 5 days of being awarded, the assignment status will default to *Reason for Delay Needed*.
2. Clear the “Reason Needed for Delay Status” by clicking the “Talking Person” icon (see screenshot below) and use the dropdown menu to select a reason for the delay.
3. The assignment status will revert back to Awaiting First Attend and allow the user to proceed with first attend entry.



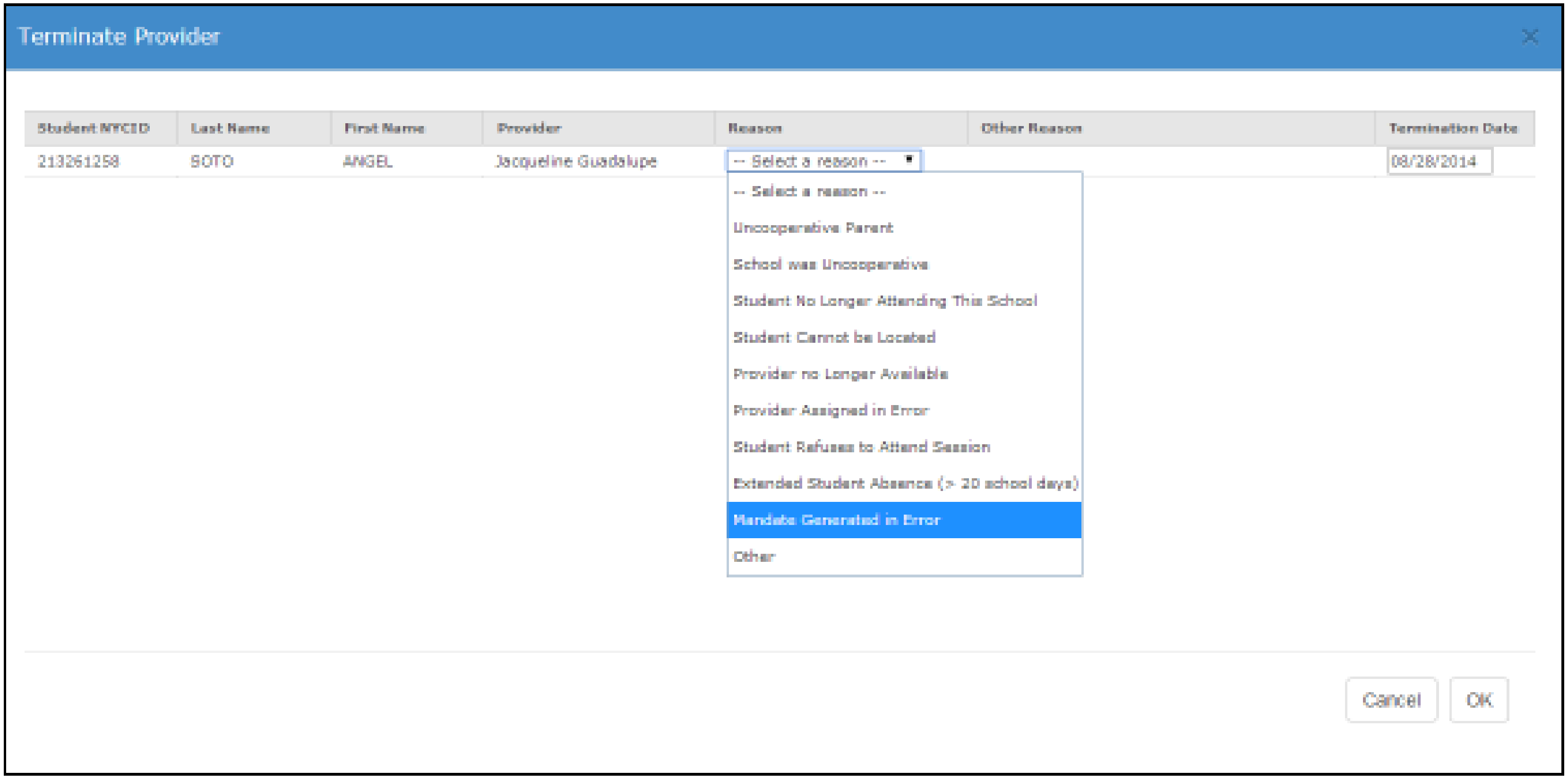
Terminating a Mandate

1. DOE staff will monitor the bidding process prior to the Response Due Date.
2. Click the checkbox adjacent to the mandate and click Terminate



Terminating a Mandate cont'd.

3. In the Terminate Provider pop-up window that appears, select the appropriate reason code.

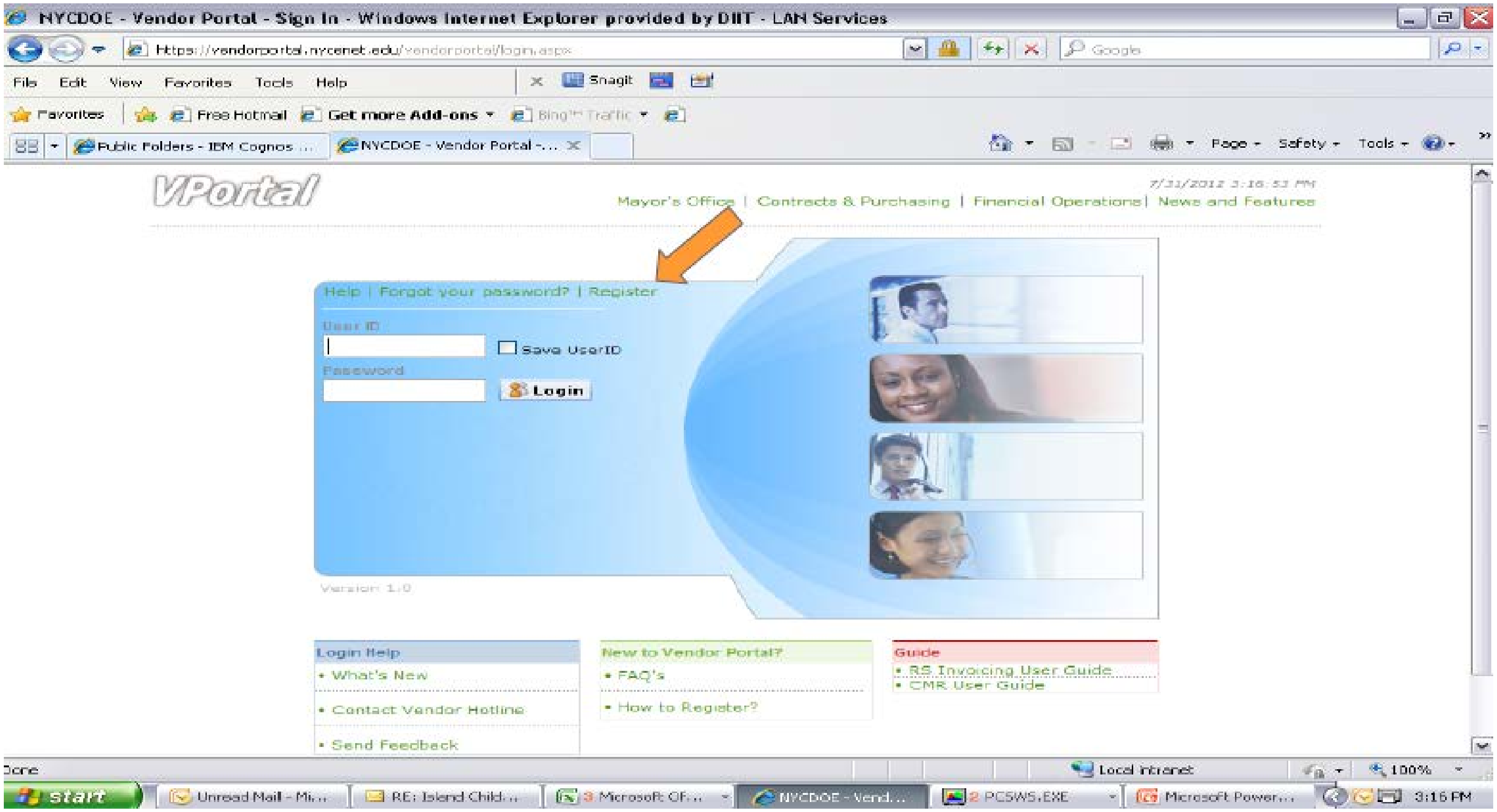


Department of Education

Invoicing – Vendor Portal

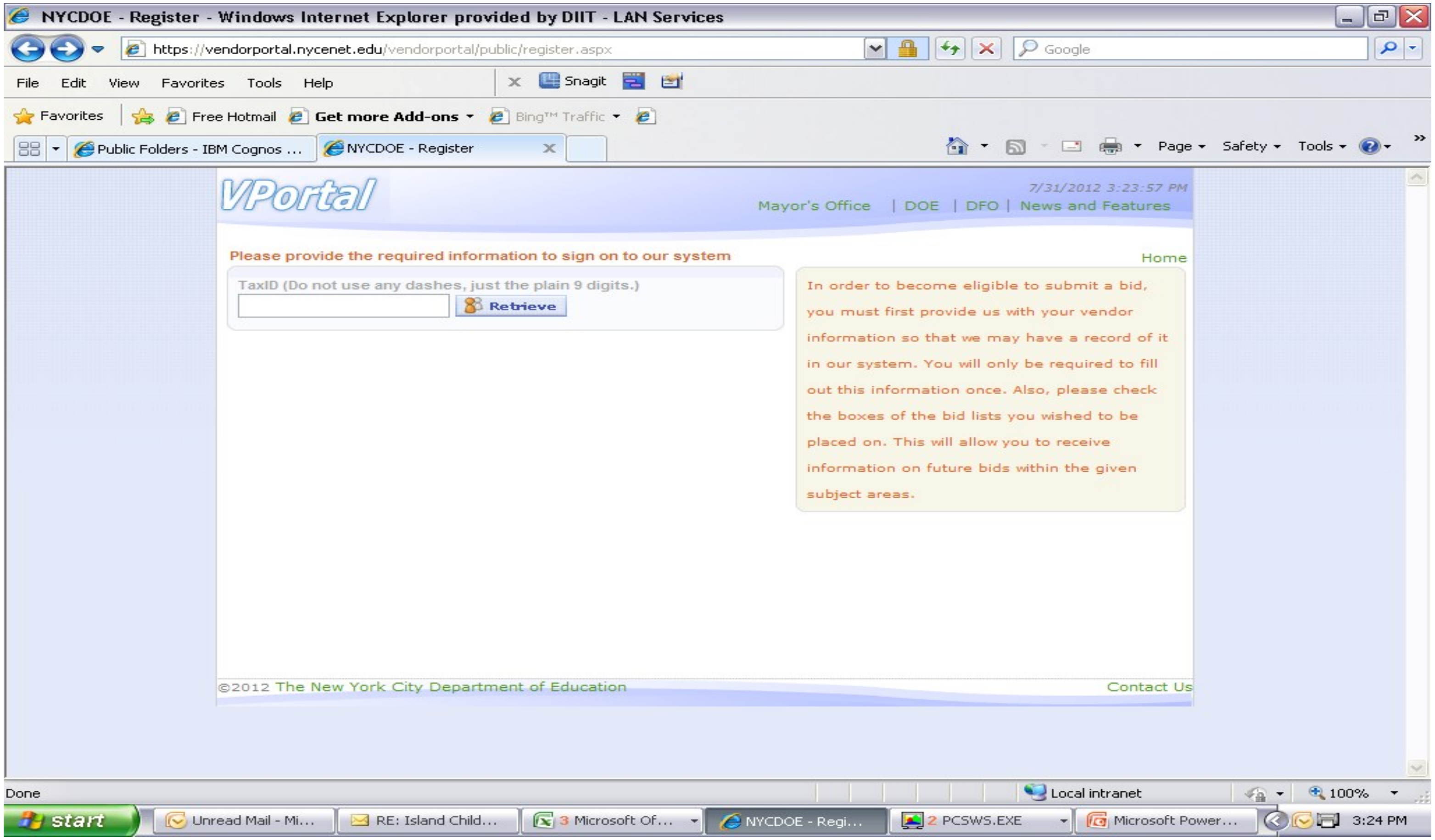
Vendor Portal Homepage

Agency must first register through the Vendor Portal



Invoicing – Vendor Portal cont'd.

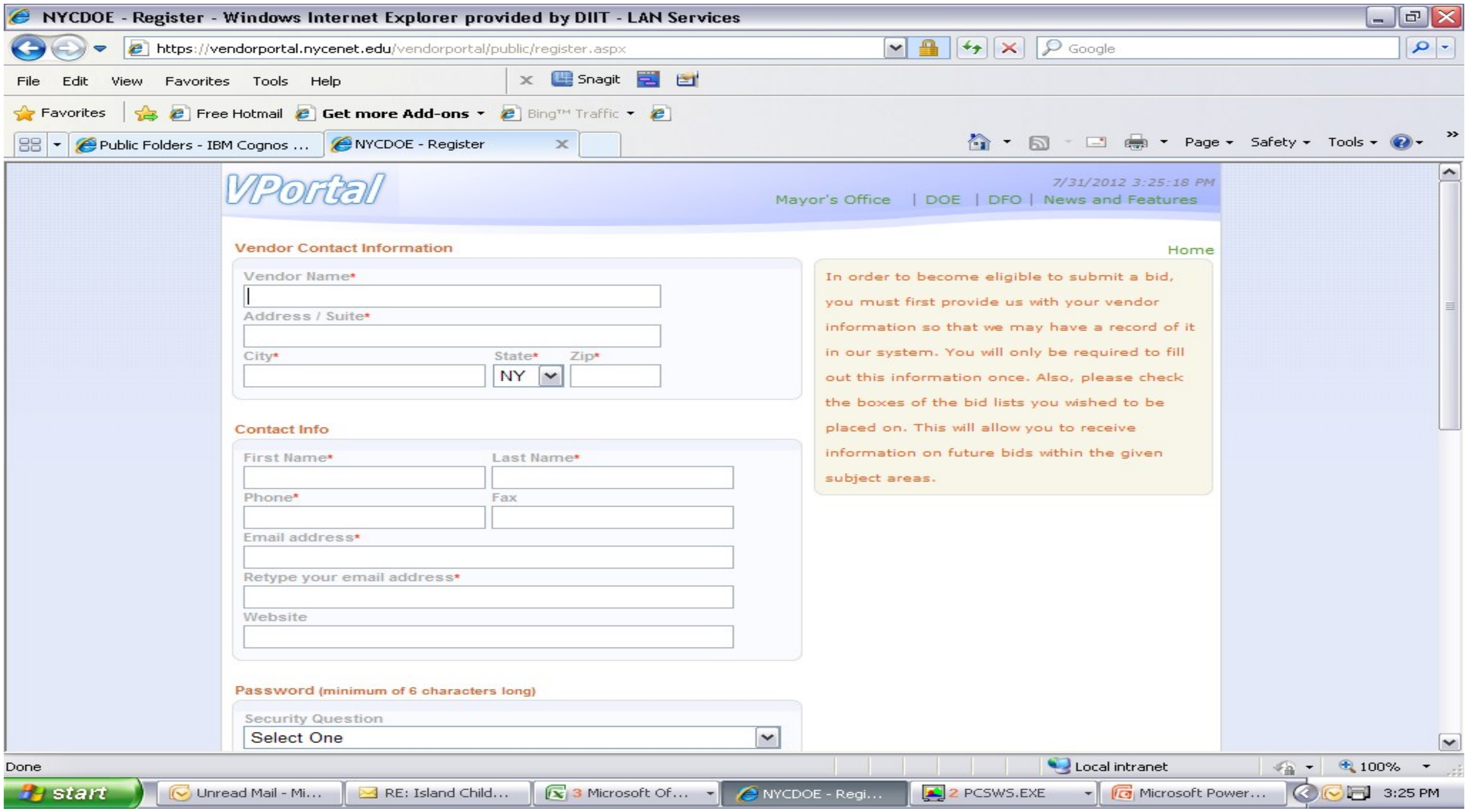
Enter your agency's tax identification number



Department of Education

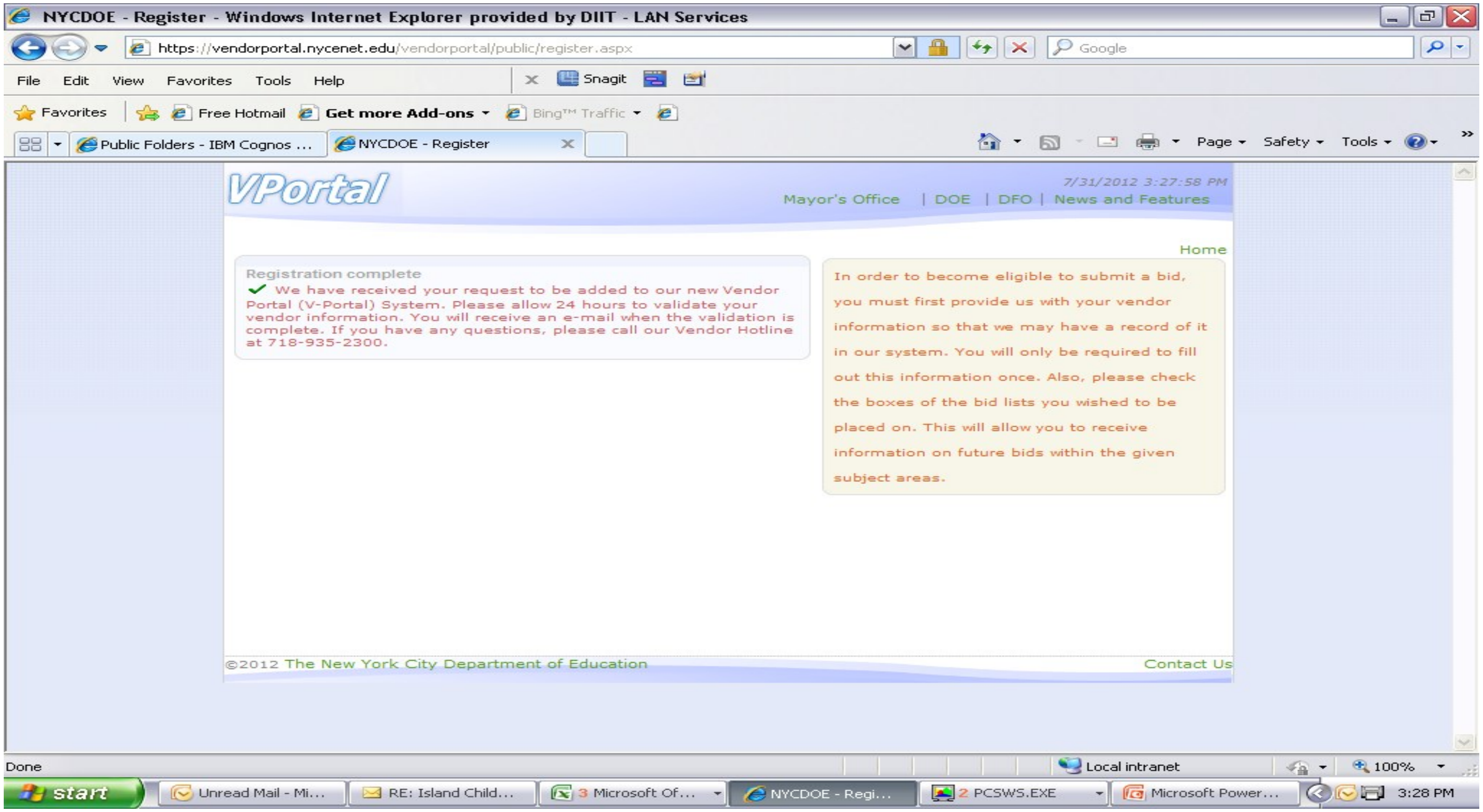
Invoicing – Vendor Portal cont'd.

Enter contact information. You must keep this information current, as the DOE will use this information to contact you if needed.



Invoicing – Vendor Portal cont'd.

You will receive an email within 24 hours confirming your registration. If you do not receive an email, call 718-935-2300.



Invoicing – Vendor Portal cont'd.

- Agencies must retain hard copies of invoices for 7 years, for auditing purposes.
- Agencies must use the DOE invoice located at the link below.

(http://schools.nyc.gov/NR/rdonlyres/D5686C4D-4C2A-4297-9D8F-F389BD8E2737/101110/RSA7Arvsd31711.pdf)

Invoicing – Vendor Portal cont'd.

Important Links

Vendor Portal Homepage

Vendor Portal Support rswebsupport@schools.nyc.gov

Thank You!