

Get Special Populations Ready in the First Two Months of School in SY23-24

This document is **current as of August 1, 2023**. The following list is **not** all-inclusive — you are still required to complete additional tasks such as: ensuring IEPs are shared and discussed with teacher teams, planning appropriate student groups/service delivery models, initial referrals/RTI, and informing your administration and CSE of all students with disabilities and IEPs, and identifying which MLLs/ELLs require additional attention. If you are new to the Special Populations lead role, in addition to reviewing this memo thoroughly, we recommend attending our [special education and MLL/ELL August boot camps](#).^[1]

Acronyms used throughout this document: [CSE – Committees on Special Education](#); CSD – Community School District; RSA – Related Service Authorization; [OPT – Office of Pupil Transportation](#); [SEIS – Special Education Student Information System](#); [RTI – Response to Intervention](#).^[2]

WHAT TO DO	STEPS TO COMPLETION
<p>CSE Team Communication</p> <p>To build working relationship with LEA and get contact information for all required personnel</p>	<ol style="list-style-type: none"> 1. CSEs are organized by district. Identify your CSE and CSE Chairperson. 2. If you have not yet received communication from your CSE, send an introductory email to your CSE chairperson with: <ol style="list-style-type: none"> a. Official school name and DBN (district borough number) b. Point of contact and additional important contacts (school leaders, etc.) c. Any important information that may be relevant to them understanding your school and special education program 3. The CSE will provide your school’s team and their contact information. You should be provided with the contact information for your CSE representative, school psychologist, social worker, and/or Special Education teacher. You may have additional CSE contacts for initials and placement. 4. <OVERDUE> Complete the Appendix C form, which provides the DOE information about your Special Education program. 5. Register for the DOE’s Special Education monthly virtual office hours. This forum is an important time to get updates and ask questions. This registration link will become available via the Charter Schools Weekly communications in the forthcoming weeks. You can sign up for the Charter Schools Weekly newsletter by visiting



	<p>the NYC DOE Charter Office Help Desk, selecting “new ticket,” and under “ticket topic,” choosing “Add to the Charter School Weekly Subscription List.”</p>
<p>Students with IEPs and 504s Review</p> <p>To ensure that students have their program, services and goals met</p>	<ol style="list-style-type: none"> 1. Students should be officially enrolled in your school in ATS by your Operations Team. 2. All students with IEPs should appear on your SESIS roster. Use SESIS to gather more information on your SWDs. Run SEGIS Reports to gather specific compliance information. 3. If IEPs are not appearing in SESIS, reach out to student’s families <i>and</i> your CSE for hard copies of the most recent IEP. <ol style="list-style-type: none"> a. Students not appearing in SESIS is generally due to their not being properly enrolled in ATS. Confirm that your Operations Team has appropriately enrolled them in ATS. 4. Create an organized tracker of all students with IEPs and their mandated services and update frequently. See additional information in the <i>IEP Compliance Dates</i> section in this document.
<p>Galaxy/SEGIS Access</p> <p>To obtain access to IEPs in SESIS</p>	<ol style="list-style-type: none"> 1. Refer to the Galaxy User Guide for more details on the following essential steps: <ol style="list-style-type: none"> a. In Galaxy, add the individual(s) needing SESIS access to the school’s Table of Organization (TO) (pgs. 2-6) b. For SESIS access, be sure to assign the staff member a Special Education teacher role as this will give them access to SESIS. c. A DOE email account and password will be provided in up to 5 business days. d. Individual staff members will be able to access SESIS once this is completed. e. Individual staff members must regularly update passwords as needed in order to maintain SESIS access. f. If there is difficulty with access to SESIS, you will need to submit a DOE help desk ticket. 2. On a monthly basis, schools must certify their Galaxy TO. If a school does not complete certification by the 5th day of the month, all employees on the school’s TO will have their DOE email accounts disabled and will lose access to DOE systems. The school leader or their designee (Table Maintainer) must complete this task.
<p>Guide to Special Education Procedures for Students Attending</p>	<ol style="list-style-type: none"> 1. Review the DOE’s Guide to Special Education Procedures for Students Attending Charter Schools. 2. Review the Collaborative’s annotated version of the Guide to Special Education Procedures for Students Attending Charter Schools.



<p>Charter Schools Review</p>	
<p>Students with Misaligned IEPs Identification</p> <p>To ensure that students with misaligned IEPs are identified for the CSE for a more thorough review</p>	<ol style="list-style-type: none"> 1. Review the information on misalignment in the Guide to Special Education Procedures for Students Attending Charter Schools or the Collaborative’s annotated version of the Guide to Special Education Procedures for Students Attending Charter Schools. 2. Check all current IEP students’ recommended programs and services. Determine which students will not be receiving their full IEP recommended program as per their IEP. This includes differences in program and/or frequency. 3. Identify which students have misaligned IEPs (i.e., have programs listed on their IEPs that are not available to the student at your school). 4. Share with your CSE a complete list of students with misaligned IEPs. In your list, be sure to have student ID numbers as well as an explanation of the misalignment, and request to schedule any misalignment reviews. 5. Keep ongoing data on the progress these students are making and what services you are providing.
<p>Requests for Initial IEPs</p>	<ol style="list-style-type: none"> 1. If you have any initial IEP requests, ensure you are keeping data on student progress and interventions being received. 2. After submitting the initial request letter to your CSE, be sure to also submit this updated Initial Request form.
<p>Related Services</p> <p>To manage related service timelines, ultimately ensuring that students receive these services in a timely manner</p>	<ol style="list-style-type: none"> 1. Related service provisions were transmitted in July 2023. You should already be in touch with your Related Service agencies. Communicate directly with your agencies to assure all services are in place. This is the current list of primary service provider agencies and their contacts. 2. If your primary agencies cannot meet your service needs, let your CSE know in order for them to be transmitted to your secondary and tertiary agencies as per the contract list. 3. Keep in close touch with agencies to assure needs can be met. Communicate issues to your CSE and use the related services escalation protocol if providers are not being secured. A list of key Office of Related Services personnel can be found here. 4. Details regarding related services available to students for SY23-24 can be found on NYC DOE’s website, or here. An important note for you to remember - consent is required anew each year for all remote and in person related services. Providers must contact families to acquire consent before beginning service. DOE email credentials are



	<p>required to access these forms. You should use this format to login: SESISLOGIN@schools.nyc.gov and your current SESIS login. If you have difficulty opening the link to consent or other DOE forms, open in an incognito window.</p> <p>5. Review the Getting Started in Related Services Guide from SY22-23. Note that this is a resource from last school year that will be updated once we receive official SY23-24 guidance from the NYC DOE Related Services team.</p>
<p>Encounter Attendance & First Attend Dates</p> <p>To “first attend” students for proper IDEA billing and other NYS compliance reports</p>	<ol style="list-style-type: none"> 1. DOE Assigned, CSE Transmittals, or RSA Providers – If your related service providers are secured through this pathway, then <u>they</u> are responsible for entering encounter attendance records for all sessions, including the “first encounter” in SESIS. 2. Charter School Providers – If your related service providers are secured through this pathway, then <u>you</u> are responsible for ensuring that they enter an encounter attendance record that reflects the “first encounter” in SESIS. 3. For students that have previously received related services, they should be on the provider’s caseload in SESIS. 4. If the student is not on their caseload, you can download guidance on adding students to SESIS caseloads. 5. If your providers have questions on this process, they can refer to NYC Public Schools’ FAQs on SEGIS Encounter Attendance. 6. If your provider does not have access to SESIS, see the Galaxy/SEGIS section of this document. <i>For more information on SESIS training materials, NYC DOE has section specific resources for your reference here.</i>
<p>IEP Compliance Dates</p> <p>To ensure that the school and CSE staff know student compliance timelines</p>	<ol style="list-style-type: none"> 1. Organize special education information into a spreadsheet that includes student name, student ID number, type of review (i.e., triennial, annual, initial – if known), and date the review is due. Download a sample tracker. 2. When communicating compliance needs to your CSE (related service mandates, annual review dates, 3-year review dates, etc.) you should separate and sort the relevant information from the spreadsheet. Send this clearly organized table to your CSE liaison via email, with the priority at the top being out-of-compliance cases. 3. Follow up with your CSE team frequently to ensure meetings are scheduled and parents are notified.
<p>Special Education Transportation</p>	<ol style="list-style-type: none"> 1. If students require door-to-door transportation, you must ensure that the student’s address and contact information is entered accurately into ATS.



<p>To ensure that students with this related service receive the service</p>	<ol style="list-style-type: none"> 2. Once the CSE confirms the service, it generally takes up to 10 days for the Office of Pupil Transportation (OPT) to process requests to ensure the student gets transportation (i.e. bus). 3. There are now newer procedures to notify families of their child’s busing information - families will no longer be contacted directly via letters from bussing companies or OPT. 4. Information is now available through the family’s NYCSA account on the NYC Department of Education website. 5. The information will include the name of the bus company, route number, pick-up and drop off locations. Once that information is received, and after the bus company does a dry run, the time of pick-up will be created by the bus company and communicated directly to families. Families of charter school students can receive NYCSA codes directly from their charter schools starting mid-September.
<p>NYSAA (New York State Alternate Assessment)-Eligible Students</p> <p>To ensure proper protocol is followed for your NYSAA-eligible students</p>	<ol style="list-style-type: none"> 1. Review IEPs to determine any students that have NYSAA. Review important details and information re: NYSAA here. The NYSAA window for SY 23-24 will be Monday, March 11, 2024 – Friday, June 7, 2024. 2. The birthdate chart for 2023-24 can be found here. 3. You should have received an email from Jaqueline Harnett earlier this spring regarding the upcoming NYSAA administration. If you did not receive this email and need to be added to the NYSAA communication list, then email Jacqueline Harnett at Jacqueline.Harnett@nysed.gov. 4. NYSAA trainings are remote and are pending scheduling for SY23-24. If you need additional teachers added to this PD, you must email Jacqueline Harnett at Jacqueline.Harnett@nysed.gov. 5. NYSAA has a new web link at http://www.nysed.gov/state-assessment/new-york-state-alternate-assessment. 6. The DLM NY webpage also has been updated, but the web link is the same https://dynamiclearningmaps.org/newyork.
<p>Identify Language Needs of Families</p> <p>To provide language access to families</p>	<ol style="list-style-type: none"> 1. Gather information on language of communication (written and oral) of all families and maintain it in ATS and in your school’s database. 2. Communicating with families in a language they understand is mandated under the federal Civil Rights Act of 1964. Inform staff of families’ preferred languages and norm with them on written translation expectations. 3. Norm with staff on oral interpretation expectations. Share up-to-date directions on how to use the DOE’s free over-the-phone interpretation services when speaking with families who need communication in a language other than English.



<p>Potential MLL/ELL Identification and Assessment</p> <p>To ensure that eligible students have their program, services, and goals in place</p>	<ol style="list-style-type: none"> 1. Administer a home language survey to families of students brand new to the NYS public school system (i.e. all incoming Kindergarteners, students who have just moved to NYS from another state or country, and students who are re-entering the system after 2+ years away). Provide translated home language surveys as necessary. 2. Conduct a bilingual informal interview with students whose home language surveys indicate a language other than or in addition to English to determine NYSITELL-eligibility. Download guidance on questions to ask during the informal interview. 3. Enter a final home language code in ATS for the student. <i>A home language other than English indicates that the student needs to take the NYSITELL.</i> If you need to change a home language code in ATS, submit a ticket to the Charter Office Helpdesk at https://charterschools.mojohelpdesk.com/. 4. Run the RLER in ATS for a list of NYSITELL- eligible students. 5. Conduct the Language Proficiency Team process for any NYSITELL-eligible students who have IEPs and, if applicable, indicate a decision not to administer the NYSITELL in the ELLO screen in ATS. For Fall 2023 purposes, the NYSITELL deadline in ATS is Wednesday, September 20. 6. Run the RLBA in ATS to print answer documents for NYSITELL-eligible students. For Fall 2023, the NYSITELL deadline in ATS is Wednesday, September 20. 7. Administer the NYSITELL to eligible students IN PERSON. 8. Scan NYSITELL answer documents into ATS. Download the ATS NYSITELL scanning guide. For Fall 2023 purposes, the NYSITELL deadline is Wednesday, September 20. 9. Run the RLAT in ATS to learn NYSITELL scores. 10. Inform families of NYSITELL score and MLL/ELL status and services (if applicable) in the language of their choice. Download translated parent letters. 11. Host an orientation for parents of newly identified MLLs/ELLs to explain the services MLLs/ELLs receive at your school, introduce them to your school's MLL/ELL point person, and provide them information on the NYSESLAT state exam.
<p>MLL/ELL NYSESLAT Data Review</p>	<ol style="list-style-type: none"> 1. Run the RLAT in ATS to find out how MLLs/ELLs performed on the previous spring's NYSESLAT. NYSESLAT scores are generally published by the end of August. 2. Inform families of students' progress in a language they understand. Provide translated parent letters.



<p>To ensure that student have their program, services and goals met</p>	<ol style="list-style-type: none"> 3. Inform staff of the proficiency levels of the MLLs/ELLs they work with and strategies to help MLL/ELLs reach their new English language development goals. Compile this information in an “at-a-glance” MLL/ELL profile. 4. Inform staff of MLL/ELL testing accommodations and eligible students (current MLLs/ELLs & former MLLs/ELLs within 2 years of exiting MLL/ELL status).
<p>2023-2024 Collaborative Membership</p> <p>To ensure you maximize Collaborative supports</p>	<ol style="list-style-type: none"> 1. Download our 2023-24 Collaborative Membership Overview. 2. Sign up for upcoming workshops on the Collaborative website. 3. Reach out to specialpops@nyccharterschools.org with information about having staff added to our ELL Community of Practice, Counselors/Social Workers Community of Practice, and/or High School Educators Community of Practice list serves or with any questions about how we can support your special populations programs.

