# SESIS for Charter Schools – Train-the-Trainer

## NOTES

**Trainer IDs:**
See assigned IDs

**Participant IDS:**
See assigned IDs

| Time | Duration | Task | Tool | Topic/Talking Point |
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| **11:00-11:45** | **45** | **Intro** | **PPT** | • **Welcome/Agenda/Learning Objectives (1-4)**<br>• **Intro to SESIS (5-6)**<br>-IEP Process Stages (5) – recap the process stages of an IEP if necessary<br>-What is SESIS (6) –note that SESIS is designed to meet state requirements and provide a single electronic record for every student referred to special education<br>• **CSE/Charter School SESIS Responsibilities Overview (7-8)**<br>-(7) most functions related to the IEP process will be handled by your CSE and in most cases current relationships between the Charter and the CSE will remain the same, however SESIS enables charters to complete certain sections of the IEP, do progress reports and request a re-evaluation.<br>-(8) this provides another view of the collaboration between CSEs and Charters, CSEs will own the whole process |
| **11:45-12:00** | **15** | **Login and SESIS Homepage Navigation** | **PPT and Instructor-led Hands-on – Slide 9** | • **Log in to SESIS**<br>url:https://sesistrg.appsolgrp.com, District/School ID: NYCONFIG, User ID: ucharter ## (as provided), password: training1<br>• **Experience the Homepage orientation and navigation (10)**<br>-review navigation panels, quick access, messages (note that while there are currently no messages, we will create and send them as part of the |

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| | | | | training session, Announcements (scheduled system outages, SESIS Weekly Bulletins) and reports. Student caseload is not relevant to Charters NOTE: breadcrumbs via boxes help users orient to where they are in the system, multiple school assignments select school. |
| **12:00-12:30** | **30** | **Search for student and review student Profile** | **Instructor-led Hands-on** | • **Search Student 73 (11)**<br>-we are initially searching a student that has documents in the system to show what a student record looks like (if you are training more than one person at a time, use sequential numbers from student 73, although please ensure that participants know they cannot take this student number with them after training), students can be searched using DOE OSIS, First or Last name.<br>• **Review Student Profile (12)**<br>-student data is fed from the NYCDOE data system, ATS. The system is not editable in SESIS – if you see an error here, contact your CSE<br>-the select arrow is a consistent feature within SESIS – when you see it, clicking on the arrow will reveal additional sections within the current page<br>• **Review Options Under Select (specifically the Special Education Summary) (13)**<br>**-**select the arrow and select the Special Education Summary<br>-guide participants to the box at the top of the page called Process Status – this identifies the last SESIS action taken with the student<br>-Process Stage indicates that Jennifer is a Re-evaluation student<br>-Process Type indicates that Jennifer is in the process of being evaluated. We know this is in progress because the answer to the question – Is this process open? Is YES.<br>-IEP dates pull from SESIS or the legacy system. Compliance dates and current recommended programs and services are all noted on this page.<br>-BEST PRACTICE-it is best practice to go the Special Education Summary Page when you are viewing a student record for the first time to get an overview. This will save time from trying to find the summary information on a student from student documents |

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| | | | | • **Go to Documents from the menu bar (14-17)**<br>**-**this is the student document folder, it is the primary student screen and includes all documents related to the student IEP, documents can be created within the system or faxed in. Note 3 document status – draft, review and final, note breadcrumb. |
| **12:30-1:30** | **60** | **LUNCH** | **LUNCH** | **LUNCH** |
| **1:30 – 2:15** | **45** | **Create Student Documents, fax in documents and send a SESIS message** | **Instructor-led Hands-on** | • **Search charter student ID**<br>-go back to your Home Page and search for a charter student (charter## where ## is your assigned number), select student documents (middle icon)<br>• **Initiate Request for Reevaluation – create and change to review (18)**<br>-this student has no documents, we are going to assume that he is a re-evaluation student<br>-from the Create New Document drop down, select Request for Reevaluation under Referral section. NOTE that in the Comment section it is best practice to enter a descriptor if relevant. This comment is identified in the list in parentheses and makes it easier to identify as many documents are created or faxed into the system.<br>-complete the Request for Reevaluation note that red fields are required and must be completed. Select Save/Done Editing. Do NOT select the Guided Action that appears.<br>-under More Actions, select Change Status of this Document. Change the status to Review. DO NOT SELECT FINAL. Before you accept the change, you may want to send a message to your CSE person to alert them to the request for reevaluation.<br>-Write down the User ID of the person sitting next to you. Note the section called Send a Notification Message to:. Select the Staff/User ID Lookup. In the ID field type the User ID of the person next to you MINUS the “U”. Notice how they are now listed in the box. When you Accept the change of status of the document, it will send a Message to the person you selected and it will show up in their Messages on their home page. Go back to Student Documents by selecting the student’s name |

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| | | | | from the menu bar at the top of the screen.<br>• **Print Physical Examination Form (19)**<br>- you can create the document from Create New Documents<br>- find the Physical Examination document under the Referral section of Create New Document. When you have created the document, select Cancel. Print the document and give it to the parent.<br>• **Fax Physical Examination forms and Documents Related to Assessment (20-22)**<br>-Let's assume you have now received the completed form from a parent. You must now create a specific fax coversheet for the document. Go back to the document you created and open it. Select Cancel. Form the Print icon, select Fax Coversheet. You will be asked to make two selections and enter some dates. Then print the coversheet. If you are training in an environment connected to printers , users can print from the Sandbox. Faxing into the SESIS Sandbox is disabled. Use your browser to go back to the previous screen.<br>• **Send message to CSE via SESIS messaging (23)**<br>-Under the More Actions arrow, select Send Message With Document to send a message to your CSE to let them know the document has been received.<br>• **Create and finalize the Progress Report (24-25)**<br>-Another document that Charters may use is the Progress Report. These are generally used as part of an Annual Review. Can you locate the Progress Report? See if you can create it, complete it and change the status of the document to Final while also sending a message to your neighbor that it is complete.<br>• **Attach Event to Progress Report and send to CSE via SESIS messaging (26-27)** |
| **Time** | **Duration** | **Task** | **Tool** | **Topic/Talking Point** |
| **2:15-2:30** | **15** | **Train-the-Trainer Teach-backs** | **Hands-on** | • **Locate and view student document (5 min) –** Start from Home Page, search student75, open Request for Referral. |

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| | | | | • **Create and Save a student document (5 min) –** Use assigned Charter student. |
| **2:30 – 3:30** | **60** | **Working with and reviewing the IEP** | **Instructor-led Hands-on** | • **Create the IEP**<br>-Using the Charter student, we are going to create the IEP from Create New Documents (though in the real world the CSE would create the IEP)<br>• **Review and discuss sections and contents**<br>**- EDIT -** Present Levels of Performance (31) Similar to Progress Report – PLOPS are required in IEP, Progress Report is optional.<br>**- EDIT -** Measurable Annual Goals (32) – Multiple people can work in this section at a time so users need to be aware that things can change on the fly such as your Goal number. Saving is very important and something that people often forget when they are entering multiple goals. Review entering private goals for future use, including macros and spell check<br>**- VIEW -** Recommended Programs and Services (33)<br>**- VIEW –** Summary (34)<br>**- EDIT -** Reporting Progress to Parents – must be completed in order to do progress reports at a later date after IEP has been finalized.<br>Got to previous student ## and open existing IEP from last year. Go to Measureable Annual Goals section of the IEP, select the reporting period and on the first goal answer the questions on progress. The system prints one page per goal.<br>- **EDIT** - Messaging the CSE once sections of the IEP are complete by using More Actions/Send Message With Document |
| **3:30-3:45** | **15** | **BREAK** | **BREAK** | **BREAK** |
| **3:45 – 4:00** | **15** | **– Train-the-Trainer Teach-backs** | **Hands-on** | • **Fax in external document**<br>• **Create and Save Personal Insert Statements** |
| **4:00– 4:15** | **15** | **SESIS Support Resources** | **Instructor Demo** | • **SESIS Support Resources for Charters (36)**<br>• **SESIS Web portal (37-38)**<br>**Escalation Path (39)** |
| **4:15-4:45** | **30** | **Participant Practice Activities** | **Hands-on** | • **Create a Request for Re-evaluation, change status to review and** |

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| | | | | **message CSE**<br>• **Create a Progress Report, save, finalize, and message the CSE (timed test)** |
| **4:45-5:00** | **15** | **Q & A** | | |