



THE NEW YORK CITY DEPARTMENT OF EDUCATION

JOEL I. KLEIN, *Chancellor*

DISTRICT 75
DR. SUSAN ERBER, SUPERINTENDENT

#1

Memorandum of Practice

September 1, 2004

To: D. 75 Related Service Providers
From: Helen D. Kaufman
Re: Guidelines for Provision of Related Services for review by School with all Providers

The provision of related services to students in District 75 is essential to support their educational development and meet their IEP goals. This memo serves to highlight and consolidate important policy/guidelines and practice.

I. Rating

- A. Satisfactory performance...Principals are the signatory rating officer for related service personnel who receive a satisfactory rating, including school psychologists, social workers guidance counselors and teachers of speech, hearing and vision services.
- B. "Service in Need of Improvement"... Collaboration/consultation by the principal and the related service supervisor shall occur for observations, planning, professional development and ratings. "U" ratings are co-signed.
- C. At the present time there is no formal rating or evaluation tool by which to measure the performance of our occupational/physical therapists or nursing staff. We will have, by the end of the year an assessment to document their administrative performance within your school.

II. Scheduling Related Services

- A. A coherent, fair, consistent policy for assignment of students to related service providers:
 - When scheduling caseloads, consideration given to assignment by class, age, unit, student need.
 - A provision for new admits, replacement for discharged, or placement on SAR registers.
 - Changing mandates, and entering the resultant changes. (See Attendance Booklet instructions.)
 - Provide updates of admission and discharges from caseload and share this information on a monthly basis with the Related Service Supervisor and Related Service Coordinator.
 - By the 5th day of the each month submit to your Related Service Coordinator the previous month's attendance forms for each student on your caseload which will be sent to SourceCorp for scanning and transfer into CAP.
 - Regular and ongoing communication with parents
- B. A plan to systematically review/update schedules monthly to ensure that all students are served according to mandates, before the generation of an E-1 list:
 - Group mandates are to given priority in scheduling.
 - Individual mandates are follow the scheduling of group service.
 - All students are to receive service.
 - When students are absent, make ups are scheduled
 - Shortage Area (Speech Therapists Only): Use of designated forms to document service; Supervisor approval needed; follow guidelines to complete paperwork; keep accurate records.
 - If E-1 list is generated: Schedules of all the related service provider's caseloads from each site must accompany it.
- C. - The schedules of each related service provider must be reviewed to ensure that programs reflect maximum service to students. If thirty (30) minutes sessions are being followed:

- Psychologists, social workers and guidance counselors should have programs that reflect a minimum of nine (9) sessions. It is expected that schedules will reflect fewer sessions if IEP mandates identify a greater duration of service.
- Service by Speech, Hearing or Vision Teachers should reflect the same number of periods as required by other teaching staff within your school.
- The schedules of occupational and/or physical therapists should also reflect a minimum of eight (8) treatment sessions.

D. Considerations for changes in related service must be discussed with the clinical/discipline supervisor of each related service.

- Team meetings (prep, 100 minutes, prp) and case conferencing allow for the analysis of data, discussion about students progress. *These meetings are #1 forum to review prospective changes with related service supervisor/school administrator before IEP changes are made.* Through the collaboration and cooperation of all staff, we can achieve positive outcomes for students that will lead to greater independence and less reliance on related services.
- A request for a change in related service (increase, decrease, termination) must be accompanied by the team meeting log and a copy of an assessment which indicates what necessitates the need for the change in service.
- The supervisor may attend the IEP meeting as the District Representative to provide some oversight to a mandate change.

E. Practice and Policy: In accordance with previously agreed upon criteria with the UFT, related service providers must be aware and informed that an assignment to a school does not assume an assignment to a specific site. If schedules are not full the provider will be reassigned to an additional site.

F. Responsibilities: The related service provider may assume specific duties as defined by their position.

- Counselors require time to contact community based agencies.
- Speech teachers may be required to conduct AAC evaluations.
- Occupational and physical therapists may need time to perform equipment repairs.
- Teachers of Hearing Impaired require time to maintain FM Units.
- In consultation with the Principal, the provider indicates on schedules the specific times that will be set aside for meetings/phone contacts with parents, agencies, outside providers, attend PPT and IEP meetings, complete logs, EIC reports, various anecdotal/incident reports, or complete documents for student to student sexual harassment or investigations. Where possible any session before or after the student's school day should be used for these non-direct service activities.

All related service activities shall compile information on student progress as a result of therapeutic intervention. Ieps, progress reports and information for reviews shall be current and individualized.

We believe that adherence to these guidelines will lead to positive outcomes for students. We wish you a positive and collaborative school year.

C. LIS
Principals
Related Service Supervisors

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