



SPECIAL EDUCATION ITINERANT TEACHER

PROVIDER HANDBOOK

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I. Introduction

The purpose of this handbook is to clarify the policies and procedures to be followed as a SEIT (Special Education Itinerant Teacher) provider for All About Kids. It incorporates guidelines set forth by the New York State Education Laws and Regulations. It is not intended to be a comprehensive document covering all New York State Education Laws, nor is it intended to be a comprehensive document covering Nassau County, Suffolk County, New York City, Westchester County, Orange County, and/or Putnam County regulations.

It is intended solely to set forth All About Kids' policies and procedures which are to be followed by All About Kids SEIT providers. It is not a replacement for other required documents, but serves only as a guidance document. The provider is expected to read, be knowledgeable and implement all New York State, Nassau County, Suffolk County, New York City, Westchester County, Orange County, Putnam County, and/or laws and policies pertaining to their discipline and county of service. Therefore, all providers of SEIT services are responsible for ensuring that they are thoroughly familiar with the Regulations of the Commissioner of Education which are available at:

www.vesid.nysed.gov/specialed/publications/lawsandregs/200contents

Providers of SEIT services must also be familiar with all New York State guidance documents, including periodic updates pertaining to educational programs for preschool students with disabilities. These are available at:

www.vesid.nysed.gov/specialed/publications

II. SEIT as Coordinator of Services

When the child's IEP includes SEIT services and one or more related services, the child's SEIT is always the *Coordinator of Services*. Coordination of services is particularly important when the child has more than one SEIT provider. As the designated Coordinator of Services, the SEIT will perform appropriate coordination activities including, but not limited to, the **following required non-billable activities**:

A. Attend all CPSE and/or CSE Meetings

The SEIT is required to prepare for and attend all IEP meetings. Attendance at these meetings is mandatory. A Substitute teacher will be offered if IEP meeting is conducted at the time you have regular session.

B. Coordinator of Service Log-Related Services

SEIT providers are mandated to coordinate all related services. It is the SEIT's responsibility to contact related service providers in order to organize student's schedule. The SEIT is required to complete the ***Coordinator of Service Log*** and return it to our office via email or fax on a monthly basis.

The SEIT will discuss student's progress, monthly assessment results, and future goals and shared strategies during multidisciplinary meetings. Multidisciplinary meetings with related service providers (and other SEIT providers working with the same child) are scheduled and conducted on monthly basis. SEITS should inform parents about results of the meeting.

1. Within one week of initiating SEIT services, the SEIT will contact the parent and document whether all related services have started as per IEP mandates. Additionally, if related services have not started, the SEIT will notify AAK who will in turn notify the CPSE of this information.
2. SEIT will complete "Notification of Provision of Related Services" form and submit to AAK. Additionally, this information will be indicated by the SEIT on the monthly SEIT coordination log notes.
3. Each time a new IEP for a child is issued, the SEIT supervisor will conduct an IEP Implementation Informing Review prior to the SEIT's start of services to review the SEIT responsibilities, in implementing the IEP and as coordinator of services. This includes:*
 - a. Arranging the schedule for service delivery, offering recommendations, to resolve scheduling and service delivery issues when appropriate, keeping parents and teachers updated regarding any schedule changes.
 - b. Sharing information with related service providers for the appropriate integration of SEIS and each of the related services the student receives.
 - c. Gathering progress reports and anecdotal information relating to the student's progress from all related service providers and SEIS to ensure that the SEIT as coordinator of services has a general knowledge of the child's progress, as well as any significant considerations from each related service area. The SEIT will discuss student's progress, monthly assessment results, and future goals and shared strategies during multidisciplinary meetings. Multidisciplinary meetings with related service providers (and other SEIT providers working with the same child) are scheduled and conducted on monthly basis. SEITS should inform parents about results of the meeting.

- d. Attending all meetings of the CPSE after initial placement, including the annual review.
- e. Providing progress information to the parents.
- f. Ensuring, when appropriate, to work with and share information with child's regular ed teacher to support generalization of child's skills.
- g. Conducting activities such as telephone conferences or other communication practices.

In cases where related services have not started, AAK staffing coordinator will share a copy of the notification form with the CPSE Administrator. The notification form is to be filed in the child's chart. Updates on this issue will be noted by the SEIT on the monthly SEIT coordination log. Sample form below.

*Source: NYSED October, 2015 Special Education Field Advisory.

Notification of Provision of Mandated Related Services

TO: All About Kids

DATE: _____

FROM SEIT PROVIDER NAME: _____

RE CHILD NAME: _____

IEP AUTHORIZED START DATE FOR RELATED SERVICES: _____

As the above child's SEIT, I have contacted the parent/guardian who has reported the current status for the mandated related services for their child:

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> Speech
<input type="checkbox"/> has started
<input type="checkbox"/> has not started | <input type="checkbox"/> OT
<input type="checkbox"/> has started
<input type="checkbox"/> has not started | <input type="checkbox"/> PT
<input type="checkbox"/> has started
<input type="checkbox"/> has not started | <input type="checkbox"/> Other _____
<input type="checkbox"/> has started
<input type="checkbox"/> has not started |
|---|---|---|--|

Reason for not starting as per parent, for each service: _____

*SEIT is required to fax this form to their home base AAK office upon completion:

Plainview 516-576-2131 NYC 5 Boros 718-706-9595 Westchester 914-251-0905 Washingtonville 845-614-5465

*SEIT is to document submission of this form to AAK in coordination of services log.

SEIT/Coordinator of Related Services:

Print Name

Date

Signature

FOR AAK OFFICE USE ONLY: This form must be submitted upon receipt to Child's CPSE by AAK if Related Services have not started, & must be placed in child's chart with proof of successful transmission (i.e., successful secure fax transmission report or encrypted e-mail delivery receipt).

Submitted to: _____ (print name) District: _____ Date: _____

Submitted by: _____ (print name) Signature: _____ Title: _____

Submitted by: _____ Title: _____ Date: _____

AAK Notification of Provision of Mandated Related Services Form rev 6-21-17
(NYSED Regulatory Citation #§200.16 (f) (2))

C. Arrange a schedule for mandated hours of service delivery

Please submit copies of your schedule and student's schedule when you start providing services and at the beginning of school year. Whenever changes occur, submit an updated copy. The agency as well as parents and caregivers should know about your schedule and changes in it.

D. Share and gather appropriate information

In order to ensure the integration of services across all domains, it is the SEIT's responsibility to speak with teachers, parents and related service providers. Discuss carryover with classroom teacher or parent after each session.

All related service quarterly and annual review reports are submitted in a timely fashion.

SEIT provider serves as a liaison between parents, related services providers, the agency and the CPSE when needed.

E. Make-up Policy Letter

Upon beginning a case, the SEIT must have parents sign a ***Make-Up Policy*** letter. Please obtain this from the parent when you start working with the student, keep a copy for yourself and give the original to All About Kids.

F. Notify parents/caregivers about observations

You will be observed minimum twice a year by SEIT supervisor. Please, notify parents and/or caregivers regarding perspective observations.

III. Service Delivery

When first assigned a case, the SEIT provider will be emailed a Therapist Approval Notice which contains the following information:

- the child's name and address,
- authorized start and end dates,
- frequency and location of service,
- approved SEIT rate.

This Therapist Approval Notice must be signed, dated, and faxed or emailed to our office within 48 hours. This form serves as a contract that the therapist has accepted the case. If this form is not received within two days of receipt, the case will be reassigned to another provider.

A. Reviewing the IEP

When first assigned a case, the SEIT provider will be emailed the child's IEP. On Long Island, the SEIT will be given access to view the IEP through IEP Direct.

It is the provider's responsibility to review all sections of the child's IEP to ensure that CPSE approved services is appropriate and all information is correct. Be sure to note if the IEP also includes an FBA and/or BIP. In addition, review start and end dates to be sure that they are accurate.

B. Parent Contact

The SEIT must contact the child's parent within 24 hours of receipt of the IEP, for the purpose of introduction and to answer any questions the parent may have.

C. Preschool/Daycare Contact

The SEIT is responsible for contacting the child's preschool or daycare within 24 hours of receipt of the IEP, for the purpose of introduction and to establish a schedule.

D. Submission of First Attend Form

Within 24 hours of the first day of service, the SEIT is required to complete the First Attend Form. This is to be emailed or faxed to the office. This will serve as a confirmation that services have begun. Any questions or concerns may also be addressed at this time.

IV. Service Frequency, Duration and Location

Frequency and Duration

- A. Frequency and duration of services must be implemented as mandated by the child's IEP.
- B. NYSED mandates that SEIT services are to be provided for a minimum of two (2) weekly sessions and that each session can be no less than sixty (60) minutes in length.
- C. There is nothing in regulations that prohibits the provision of SEIS (Special Education Itinerant Services) outside of the regular school day.
- D. The State does not establish a maximum number of sessions for special education services needed by a student (s).

Location

- A. In keeping with the New York State Department of Education (NYSED) policy regarding Least Restrictive Environment (LRE), the CPSE must first consider service delivery sites where the child can learn close to home with other children of the same age who do not have disabilities.

- B. The service location is a site determined by the school district Committee on Preschool Special Education (CPSE) and is specified and written in the Individual Education Plan (IEP). The service location is written on the IEP and cannot be changed without a new IEP resulting from a CPSE meeting
- C. Such sites may include, but are not limited to, an approved licensed pre-kindergarten or Head-Start program, the student’s home, a hospital, a State facility, or a child care location.
- D. There is nothing in regulations that prohibits CPSE from designating on a student’s IEP an alternate location for SEIS to be provided when the regular early childhood program is closed.
- E. SEIT services are generally provided during the hours of a typical school day. However, this is decided on a district by district basis.

V. Authorized Dates of Service

Federal holidays are designated by the United States Congress in Title V of the United States Code (5 U.S.C. § 6103).

For all New York State boroughs and counties, services cannot be provided on the following federal holidays:

January 1 st	New Year’s Day
3 rd Monday in January	Martin Luther King, Jr. Day
3 rd Monday in February	Washington’s Birthday
Last Monday in May	Memorial Day
1 st Monday in September	Labor Day
2 nd Monday in October	Columbus Day
4 th Thursday in November	Thanksgiving Day
December 25 th	Christmas Day

VI. Service Calendars

All SEIT’s are responsible for obtaining the calendar for the child they service

Nassau and Suffolk Counties

The IEP will contain the specific calendar that should be followed for the child’s services. All School calendars can be accessed by the district’s website. Services may be provided on Superintendent’s conference days since they count as one of the 180 mandated days of service.

SEIT providers are to follow the snow day policies outlined by each county. Every attempt must be made to make up sessions missed due to snow days. See “Snow Days” section.

New York City

SEIT services are scheduled following the New York City School district’s calendar ONLY.

School calendars can be accessed through the New York City Department of Education’s website (nycdoe.gov)

For the New York City boroughs, SEIT services can only be provided during the hours of 8 a.m. and 6 p.m., Monday through Friday.

If a daycare, head start, or preschool program is closed, but the NYC School district’s calendar reflects a service day, the SEIT provider is to make every effort to either provide services at the child’s house (if the child’s IEP lists “home/school” as the location of service) or schedule a make-up session during the next day that both the NYC School districts and the child’s school are open.

With regard to inclement weather (i.e., snow storm, hurricane) SEIT services are to be provided unless the New York City Schools are closed. If the New York City Schools are closed, but the preschools/daycares are open, then services cannot be provided.

It is the responsibility of the SEIT to check both the All About Kids website and the New York City Department of Education’s website in the morning to determine whether the New York City’s Schools are closed, or not.

Westchester and Orange Counties

SEIT services are scheduled following the school district’s calendar.

School calendars can be accessed by the district’s website.

Putnam County

Putnam County provides All About Kids with a “SEIT Calendar” for each child receiving SEIT services.

That SEIT Calendar provides specific treatment dates for that child.

This calendar will be provided to the SEIT provider.

VII. Absences, Make-Up Sessions, School Closings

A. Absences

1. The “*Verification of Absence and Make-up Session*” form must be completed in cases of teacher or child absence. This is to be submitted within the payroll period and either faxed or emailed to our office. Email addresses are as follows:

Long Island: SEIT-TA-LI@allaboutkidsny.com

Westchester: SEIT-TA-West@allaboutkidsny.com

2. Reason for absence must be stated on absence note AND log note.
3. An absence note MUST be submitted with payroll for EVERY missed session not made up.
4. Absence notes must be submitted for both a student absence and a SEIT absence, unless not required by a county.
5. If a child is absent for **more than five consecutive** days (Nassau County) or **five or more** days (Suffolk County), the SEIT is responsible for submitting the “*Notification of Extended Non-Delivery of SEIT Services*” form. In addition, All About Kids should be notified immediately.

B. Make-up Sessions

1. Missed sessions due to SEIT absence and Child Absence must be made up within thirty (30) days.
2. Make-up sessions may be scheduled on Election Day, Washington’s Birthday, and Lincoln’s Birthday, Superintendent’s Conference Day.
3. Offer the child’s parent a make-up session. All attempts to provide a make-up session must be documented in the log notes (i.e., what was offered).
4. Should a parent decline, it must be noted in your log notes with an explanation.
5. After two scheduled attempts have been declined by the parent, SEIT provider must contact the SEIT Supervisor. SEIT Supervisor will intervene by contacting the parent to assist in scheduling a mutually acceptable date within the required 30 days.
6. Inform AAK immediately and confirm whether or not the treating therapist will be able to provide a makeup.
7. Scheduling a make-up session is the SEIT provider’s primary responsibility. Only under extenuating circumstances will a substitute SEIT be provided.
8. Make-up sessions must be done in their authorized entirety (duration) and may be split among different days (ex: 30 minutes on Tuesday, and 30 minutes of Friday).
9. Parents must consent to the make-up session. Make-up sessions cannot be performed prior to the child missing the session.

10. The make-up session may be done on a day the child has already received or will be receiving SEIT services.
11. The log note must indicate an explanation for the child's absence and be signed by the parent or their designee. Each make-up session must be documented as such in the log notes signed by the parent or caregiver. The make-up session may be done on a day the child has already or will be receiving SEIT service. Make-up sessions cannot be performed prior to the missed session.
12. The SEIT must indicate in the attendance section on the makeup date, the actual date that he/she should have seen the child so the make-up can be referenced back to the missed session.

*PLEASE NOTE: If you anticipate or are unable to provide service to a child for a prolonged period of time, All About Kids must be IMMEDIATELY notified. This will allow ample time to find a temporary replacement for you during your period of absence.

C. School Closings

Nassau and Suffolk Counties

- A. If a school district closes due to inclement weather or another emergency, SEIT services can be provided. However, if the IEP says to treat in the child's preschool, and that preschool is closed, services cannot be provided at home, and a make-up must be offered. The SEIT has 30 working days to make up the session after it is missed.
- B. However, in the counties outside of the boroughs of New York City, if a make up for a missed session is not possible within the same week, the SEIT has the option of scheduling a make-up session during the first two weeks of the following month. The log note must indicate an explanation for the child's absence and be signed by the parent or their designee. Each make-up session must be documented as such in the log notes signed by the parent/caregiver.

New York City

- A. It is the SEIT's responsibility to make up the missed session(s) within that week except for services provided in the boroughs of New York City where the emergency closing is to be indicated as such in the attendance. In the boroughs of New York City, when the school districts are closed whether due to a holiday, or emergency closure, there are no makeups for SEIT services.

Westchester, Orange, Putnam County

- A. If a school district closes due to inclement weather or another emergency, SEIT services are not to be provided. Unless notified in writing by the child's school district, approval for make-up services during the school holidays or closings are not permitted.

VIII. Change of Service Request

NYSED Regulation 200.4 (e) (4) "If the student's parent, teacher or an administrator of the school or agency believes that the program or placement recommended in the IEP is no longer appropriate, such party may refer the student to the Committee on Special Education for review, provided that the student shall remain in the current placement pending a new recommendation of the Committee on Special Education, unless the Board and Parent otherwise agree."

The following processes must be followed for Change of Service Request:

- Any parent at any time has the right to make the above request in writing directly to CPSE, independent of the agency. However, a parent may choose to ask the SEIT and/or All About Kids' Administrator to submit their request to CPSE. The request may also be initiated by a SEIT. Regardless, the SEIT will then complete coordination with related service providers to obtain updated and relevant information.
- The SEIT will submit the request to the agency which will in turn submit it to the district for consideration. The SEIT is not to contact the district directly. There are no exceptions.
- A "Request for Change in Service Delivery" form must be completed by the SEIT provider and submitted to the supervisor at All About Kids. This form should reflect supporting comprehensive data about the student's strengths and weaknesses. This form is found on our website. When appropriate, a parent will be asked by the agency to compose their own letter to be included in the submission to the district.
- The SEIT supervisor will review the information and contact the SEIT provider to discuss and formalize the requested IEP changes.
- Once the Change of Service Document is finalized, the supervisor will contact the CPSE Administrator to determine how the district wants to proceed and submit the "Request for Service Delivery" documents.
- If the CPSE Chairperson/Administrator determines that a CPSE meeting needs to be held to formally approve the request, All About Kids will notify the SEIT provider and the SEIT provider will need to attend that meeting. Whether the SEIT attends in person or via teleconference, a "CPSE/CSE Meeting Recommendation Form" must be completed by the SEIT provider and submitted to the office. Only upon receiving information regarding recommendations authorized by the CPSE, can the SEIT discuss the recommendations with the parent. The SEIT provider is not to discuss any recommended changes prior to this.

- No SEIT can implement a change in service frequency, duration, or location prior to the district approval and receipt of an amended IEP. Not following this process could jeopardize SEIT reimbursement for services.
- Even if a parent informs a SEIT that the CPSE has approved and amended the child's service, do not implement the change until you verify with the agency and receive the amended IEP. Parental information may well be true, but sometimes the parent misunderstands the CPSE Chairperson's / Administrator's intent- for example, the amendment in service may not be effective for another month. Remember – if a SEIT provides services beyond what the IEP authorizes, the SEIT cannot bill for those sessions.

IX. Log Notes/Treatment Logs

- Offices using "EnterClaims" do not require handwritten treatment logs (session notes) as they are entered into the software program.
- Offices not using "EnterClaims" must use the appropriate forms for their locale. Completed and signed log notes are to be submitted to All About Kids as part of the billing packet. NPI numbers must be entered onto the treatment logs. Signed and dated originals are to be submitted, but copies are to be retained by the provider. White-out is not to be used on any document.
- "EnterClaims" does not require separate submission of treatment logs as they are generated by the software
- If the parent wishes to permit a caregiver to sign the log notes, the parent must complete a "Parent/Guardian Consent for Alternate Verification Signature" form.
- Treatment logs must reflect ACTUAL times of session, not scheduled times. As an example, if your scheduled time was 8:00AM to 9:00AM, but you began at 8:10AM, then your log should reflect 8:10AM to 9:10AM.

X. Overview of All About Kids Billing Requirements

All billing forms can be accessed on our website (allaboutkidsny.com). Be certain to use current forms only. Previous forms will not be accepted. Complete all billing documents in black ink only.

- All billing information must be submitted to:

All About Kids
255 Executive Drive Suite
LL-105
Plainview, NY 11803
Attn: Billing Department

- Only original forms will be accepted. Submission of copies will be returned and your payment will be delayed.
- All billing is due on the fifth of the month following the service.
- Late submission of billing paperwork will result in an initial written warning.
- Subsequent late submissions will result in a delay in payment.
- Example:

- For services provided in the month of September, the check date for those services will be October 30th.
- Service Date: September, 2012
Billing Submitted: October 5, 2012
Payment: October 31, 2012
- Note: If the last day of the month falls on a weekend, payment date will be the Friday before.
- Taxes will be deducted from paychecks for SEIT services.
- You are now entitled to have your earnings deposited directly into your bank account. If you are interested in this benefit, please contact Human Resources at (516) 576 – 0962

- Long Island Complete billing packet must include:

- Verification of Absence and Make-Up Session
- CPSE/SEIT/ABA AAK Billing Form
- Notification of Extended Non-Delivery of Services
- Nassau / Suffolk County Confirmation of Delivery of Services
- Printout of Enter-Claims bill
- Printout of Enter-Claims notes
- Personal Invoice
- Appropriate Absence Forms (if applicable)
- County Attendance Grid (if applicable)

- Consent Form for Alternate Signature (which must be submitted with the first invoice for each new case.)

XI. IEP Requirements

A. Writing IEP Goals:

- Goals and objectives must be entered onto the child's IEP prior to the submission of the Annual Review report. Current goals which have not been mastered may be entered on the new IEP, with additional goals replacing those which have been met.
- There should be 3 -4 goals written for each domain.
- Every goal must have a statement of need in the designated SPAM/PLP section.
- At the CSE level, goals need to be school-based and functional. Goals should directly reflect the child's performance in the classroom.

Nassau and Suffolk County/New York City

The child's IEP with the following sections completed:

- Signed Parental Consent for Annual Review Testing (All About Kids form)
- Evaluations / Reports
- Standardized Test Results
- Academic Achievement, Functional Performance and Learning Characteristics
- Social Development
- Physical Development
- Management Needs
- Measurable Goals and Benchmarks
- Preschool Evaluation Form (under "Additional State Forms")
- Preschool Outcome (under "Additional State Forms")
- In-House Recommendation Form for the coming academic year and current Summer session (if applicable Parental Consent for Evaluation)
- Parental Consent for Evaluation

XII. ANNUAL REVIEW REPORTS/QUARTERLY REPORTS

A. Forms and Submissions

Quarterly Report Due Dates:

November 10th

January 10th

*March 10th

June 10th

**August 10th

Annual Report Due Dates:

Long Island: Typically march 10th, but may be other date depending on IEP date or District request.

Westchester: Typically march 10th, but may be other date depending on IEP date or District request.

NYC: one month prior to expiration of child's IEP

Requirements:

- All Reports must be typed and formatted with the county-specific template. All templates are available on our website. Use of outdated forms will be returned for resubmission.
- Do Not make any recommendations. Instead, please use the following statement:
 - Quarterly: "Child's services will/will not continue as per the current IEP"
 - Annually: "Final recommendations are to be discussed during the Annual Review Committee on Preschool Special Education (or Committee on Special Education) meeting where actual determination of services will be made."
- All reports are to be reviewed by AAK by due dates. Late submission of quarterly reports will result in a delay in reimbursement.
- Parent Training done by a SEIT provider, must be written on a Related Service Quarterly Report form. Related Service Quarterly Reports are available on the All About Kids website.
- A report must be written for each authorized service a child receives from the appropriate provider.
- When a child receives SEIT services from two separate providers, both providers must sign the submitted report.
 - * Generally the same as the Annual Review Progress report for Long Island and Westchester
 - ** Only for children receiving Extended Year Service
- **Signatures and license numbers are required on all reports. *Signatures and license numbers are not required on Quarterly and/or Annual Review Progress report forms from Nassau or Suffolk counties.***

- All members of an ABA team must have their signatures on the Annual Review Report. Only one report is required, but all signatures must be present.
- If the child attends a center-based program, the center-based program is responsible for the formal testing portion.
- Reports are to be submitted via encrypted email using the following office specific addresses:
 - nycreports@allaboutkidsny.com
 - lireports@allaboutkidsny.com
 - westchesterreports@allaboutkidsny.com

B. Content of Quarterly and Annual Review Progress Reports must include:

- A statement of all services the child is currently receiving.
- A listing of all IEP goals and progress marks for each goal.
- A comprehensive discussion of child’s current progress toward achievement of IEP goal(s) and child’s current functioning level.
- A discussion of child’s current areas of concern.
- A discussion of accommodations required to assist the child in the achievement of IEP goals.
- A minimum use of educational jargon, but when used, to be explained parenthetically.

Written Recommendations:

- Recommendations are not to be included in the narrative of either a Quarterly Review or Annual Review progress report.
- The Quarterly Review Progress report form contains the following statement in lieu of a recommendation:
 - “Services will/will not continue as per the child’s current IEP.”
- The Annual Review Progress report form contains the following statement in lieu of a recommendation:
 - “Final recommendations are to be discussed during the Annual Review Committee on Preschool Special Education (or Committee on Special Education) meeting where actual determination of services will be made.”
- Above statements are to be included in “Conclusion” sections.

Reporting Test Scores:

Specific focus for Annual Review Progress reports when formal, standardized testing is required:

- A statistical analysis of testing data, including standard scores, scaled scores, percentile rankings, standard deviations, and standard error of measurement, as appropriate for each assessment instrument.
- The complete name and edition of the assessment instrument.

- Where test was administered and the child’s social/emotional response to the testing experience.
- Raw scores are not to be reported.

For non-standardized tests and when criteria assessment is utilized, Percentages of Delay may be reported, including bi-lingual children for which no standardized test is available.

All reports received by AAK will be read for program compliance and approved by AAK program supervisor prior to submission to district. Those reports not meeting quality standards as noted above will be returned for revision and resubmission to the therapist or teacher.

Continuing or Modifying the Delivery of Service:

If you feel that the child requires any change in service, including frequency, duration or modification of location for the coming academic year, the change must be justified in the narrative of the Annual Review report. Your Field Supervisor must be informed of any recommendations of modification prior to submitting the report. Recommendations are to be written on the In-House Recommendation Form only. Do not share any recommendations with families until you consult with your Field Supervisor.

Discharge from CPSE (Declassification) or Transitioning to CSE

- All children exiting from CPSE must be tested in all five domains, when requested by a child’s school district. Any of the following assessment instruments are to be used:
 - Developmental Assessment of Young Children-2nd Edition (DAYC-2)
 - Preschool Evaluation Scale – 2nd Edition (PES-2)
 - Vineland Adaptive Behavior Scales- 3rd Edition (VABS-3)
- If a child receiving SEIT service is also enrolled in a Center-Based special education program, it will be the obligation of that program to complete all testing. In this case, however, the SEIT provider must still submit an Annual Review report without any formal testing included.
- The type of Special Education placement for a child transitioning to CSE may not be specified as it is a recommendation.

XIII. Extended School Year (ESY) Service Requests

- The SEIT is required to complete the “Substantial Regression Data” form when seeking summer services.
- Both quantitative and qualitative data must be included in this rationale statement.
- A statement of observed regression must be included in this rationale. This regression statement follows a typical period of review or re-teaching which ranges between 20 and 40 school days. As a guideline for determining eligibility for an extended school year program, a review period of eight weeks or more would indicate that substantial regression has occurred.

- All documentation supporting a request for Extended School Year Service must accompany the Annual Review packet.

The New York State criteria for summer services indicates that a child may receive summer services only if the child is impaired to the point that it would take greater than eight (8) weeks starting in September to recoup the regression obtained by the child not getting services during the summer. Your annual review report must provide supporting evidence to meet the criteria for regression to support a recommendation of summer service (Extended School Year Service). This documentation includes:

- Daily log notes consisting of corresponding documentation for regression during the service delivery as a result of a break in service due to illness, vacation, etc.
 - Use it as a recording of the content of that session
 - Indicate which goal(s) was worked on, the material used, and the child's response to the session
 - Assess goals/objectives at every session and record the level of performance, as stated on the IEP (e.g., 3 out of 5, 80%, etc.)
 - Provide a child's performance as both a percentage and as a relative figure (3 out of 5)
 - After the break, assess goals/objectives and keep a record of the number of sessions required to reach recoupment

Data tracking regression during an extended break in service such as holiday week breaks in service. (see Regression and Recoupment Tool)

- Please note that breaks in service do not include weekends.

Please keep the following in mind when for Recommending Extended Year Service (ESY) -
(Summer Services)

- It is a decisions based on quantifiable information.
- It is more than a statement of a child's regression over a break in service.
- It is a demonstration of the number of sessions it takes for a child to return to his/her pre-break functioning level. In other words, it's all about recoupment.

Annual Review Reports – General Requirements

- Late submission of Annual Review and completed IEP documentation will result in a delay in reimbursement.
- For children who are transitioning to Kindergarten (CSE), the type of Special Education service (i.e., Self-Contained, Resource Room, etc.) must not be specified.
- If a child’s functioning changes from the time of the writing of the Annual Review Report to the child’s Annual Review meeting, it is the provider’s obligation to submit an “Educational Addendum”. This will allow the CPSE/CSE Chair to understand the child’s development in a more current setting.

Annual Report packets will only be accepted if the child’s IEP has been completed and updated. It is part of the Annual Review packet.

- Late submission of Annual Review Progress reports will result in a delay in reimbursement.
- Access to IEP Direct requires a User ID and Password. It is the responsibility of each provider to contact All About Kids in order to obtain this information for the districts involved. This is only applicable to children receiving SEIT services in Nassau County or Suffolk County.
- Annual Review Progress reports are to be submitted via email using the following office specific addresses:
 - nycreports@allaboutkidsny.com
 - lireports@allaboutkidsny.com
 - westchesterreports@allaboutkidsny.com
- If the provider has encrypted software, those reports may also be submitted via email

Annual Review Reports – Area Specific Requirements

Nassau and Suffolk County

A complete Annual Review packet for Long Island consists of:

- The All About Kids Annual Review Checklist must be completed.
- Signed Parental Consent for Annual Review Testing (All About Kids form).
- Annual Review Report which includes formal standardized testing results.
- In-House Recommendation Form for the coming academic year and current summer session (if applicable).
- Regression Data Forms (see website) if Extended School Year services are being recommended.
- IEP Direct:
 - 3-4 Measurable goals with appropriate criteria
 - 2 Benchmarks per goal (only for CPSE)
 - Input of all Annual Review Testing data.
 - Preschool Evaluation Form (under “Additional State Forms”)

- Preschool Outcome (under “Additional State Forms”)
- CPSE Transition to CSE:
 - Fall goals, SPAMS, and testing entered onto CSE IEP draft.
 - PES or VABS Scores administered, included in report, and entered into IEP Direct.
 - Child Outcome Summary Form submitted and entered into IEP Direct.

New York City

Reports are due two months prior to the expiration of the child’s IEP unless the child is “aging-out” of preschool and will be attending Kindergarten in September.

All children who are “aging-out” of preschool must have their Annual Reports done by February 10th in order for the NYCDOE School Based Support Teams to be able to timely determine whether there will be a need for continued services, or not, at the kindergarten level.

An Annual Review Progress Report may replace one Quarterly Review Progress report that is due on or about the same time as the Annual Report.

A complete Annual Review packet for New York City consists of:

- Signed Parental Consent for Annual Review Testing (All About Kids form)
- Annual Review Report which includes formal standardized testing results.
- A Complete IEP with data included.
- Academic Achievement, Functional Performance and Learning Characteristics.
- Social Development
- Physical Development (include any changes in health)
- Management Needs
- Effects of Student Needs on Involvement and Progress (include notes for this section, but section completed by CPSE Chairperson at meeting). Measurable Annual Goals and Short Term Objectives (these should be completed in SMART goal format:
 - Specific – What is it exactly that you would like?
 - Measurable – How will you know when you’ve got it?
 - Achievable – Are you capable of the goal? Do you have the necessary experience /training to achieve it?
 - Relevant – How realistic is it?
 - Time Related – When would you like it by?

Westchester County, Orange County, Putnam County

The child’s Annual Review Progress Report (no formal standardized testing is required for a child’s Annual Review unless specifically requested by the child’s CPSE.

A complete Annual Review packet for Westchester consists of:

- Signed Parental Consent for Annual Review Testing (All About Kids form)
- Annual Review Report which includes results of formal standardized testing
- Rationale for Extended School Year Service form (if applicable)
- Regression Data Form if ESY services are being recommended (form on website)
- In-House Recommendation Form for the coming academic year and current summer session (if applicable)

XIV. Attending Annual Review Meetings

Things to Keep in Mind:

- All About Kids will notify therapists, via the CPSE meeting form, approximately two weeks prior to the meeting date whenever possible.
- It is the therapist's responsibility to contact All About Kids within 24 hours of receiving this notice in order to confirm attendance at the meeting.
- Due to scheduling conflicts, if you are unable to attend the meeting, you must be available for a teleconference. It is imperative that the appropriate phone number be submitted both to All About Kids and the school district prior to the meeting. If after approximately ten minutes of the scheduled meeting time the school district has not called the phone number where you can be reached, you are to call the school district directly.
- If a related service provider is required to be physically present at an IEP meeting, they can only bill 30 minutes (regardless how long the meeting lasts).
- When attending a CPSE or CSE meeting, you are a representative of All About Kids. Please conduct yourself accordingly. Dress in professional and appropriate attire.
- Your role as a member of the CPSE or CSE is to report on both the test scores and progress made during therapeutic sessions.
- SEIT providers and Coordinators of Service must be thoroughly familiar and fully prepared to speak for all disciplines and reports at the meeting. It is a mandated part of the responsibility of the Coordinator of Services to have conferred with all team members throughout the year and prior to the CPSE meeting. It is not your responsibility to state your recommendations, unless specifically asked by the Chairperson. As a professional, it is not your role to disagree or agree to services, unless otherwise specifically asked for your opinion.

Reporting Results of the Annual Review Meeting to All About Kids

- All results of the Annual Review Meeting must be reported to All About Kids within 24 hours of the meeting using the “CPSE/CSE Meeting Recommendation” form.
 - This includes if services have remained the same or have been changed with regard to frequency, duration and/or location of SEIT services.
 - If you are unsure of the outcome of the meeting, or if no formal recommendations were put in place, you must inform All About Kids about that situation.

- The “CPSE/CSE Meeting Recommendation” form” must be completed by the All About Kids representative at the meeting and forwarded to All About Kids immediately following the child’s Annual Review Meeting. This form will be made available to you prior to the child’s Annual Review meeting.

Documentation Required for Annual Review Meetings

The child’s Annual Review Progress report, including Cover Sheet.

(Instructions for completing a child’s IEP with IEPDirect are available on the All About Kids website.)

XV. Important Reminders

The establishment of a positive relationship between a SEIT Provider and either a parent or preschool teacher is a mandated and critical element in the ultimate success of your clinical intervention with a child. In order to ensure a positive partnership with parents and teachers, we provide you with things to consider as an All About Kids SEIT provider.

- Appearance counts. As the clinical member of the child's team, how you dress will very frequently be the initial factor in how you are perceived. Providers must dress in a professional manner when entering a child's home or preschool. This means a "business casual" appearance. Jeans are unacceptable.
- Never discuss issues of billing, fees, or payments with a parent. If you have concerns regarding billing procedures or rates, discuss them with All About Kids. Parents are not to be put in the middle of any billing issues; it is unethical and prohibited by All About Kids.
- Maintaining a professional relationship with parent and/or teacher is important. Parents should be addressed as "Mr." or "Mrs." It is critical that you keep very clear boundaries, and this means that while you should certainly be friendly, you must avoid crossing the line from being friendly to being friends. Personal conversations with parents and/or teachers are unacceptable and are to be avoided. You represent the child's educational needs, and your sole obligation is to meet that child's IEP goals. Don't let parents see you as company for them.
- Wash hands when entering a child's home or preschool. It not only demonstrates a good sense of health and safety awareness, but sends the message that this is "work time".
- Be prompt. Lateness causes tensions between you and the parent and/or preschool teacher. It sends a message of not caring. Lateness is unacceptable and not tolerated.
- Do not share recommendations with parents. Talk about the child's growth, the child's current needs. Be clear about your role in this regard. It is the job of the entire CPSE to review findings and then discuss issues of eligibility and service. You are not there to advocate, and maintaining a professional relationship with a child's family will help you to avoid becoming the family advocate.
- Emergencies always arise. In the event that you cannot continue with a case, the expectation is that you will notify All About Kids as soon as possible so that a smooth transition to a new provider can be facilitated. We want to avoid any disruption or lapse of a child's treatment.
- Never call a district CPSE or CSE to discuss any aspect of a case. Your concerns or questions should be directed to All About Kids. If questions need to be addressed to the child's CPSE/CSE, All About Kids will be the liaison. There are no exceptions.
- It is the policy of All About Kids that phone calls and texts may not be made or taken during a child's session. Cell phones must be on silent mode. Wait until after the session to return any electronic messages. There is no exception to this policy.
- Never serve as Parent Advocate. The role of the SEIT provider is to deliver specific services to a child, not to advocate. Discussions of CPSE functioning, legal issues are unethical and inappropriate.

XVI. New York State Teacher Certification Information

All New York State certified teachers who possess an initial certificate must apply for a professional certificate before their New York State certification expires. If your certificate expires, you will be removed from any and all cases you are currently on. According to New York State, you are now considered an uncertified teacher.

All New York State certificate holders who have an initial certificate can access the TEACH website to determine what is required to obtain their professional certification for their discipline. If you have already done so and are unsure if you qualify for professional certification, you can call the BOCES Regional Certification Office(s) for Nassau and Suffolk County to set up an appointment with a Certification Specialist. It is recommended that you do this at least 6 months prior to your certificate expiring. Your initial certification expires after five years from the date on your certification.

Once you have received your professional certificate in your discipline, please remember that you must maintain your certificate by completing 175 hours of professional development every five years if you teach in a NYS public school. If you work solely for agencies, or a non-public school, you are required to have 157.5 hours (deduction of 10%) for every five years.



This is to attest that I have received and will act in full accordance with all applicable NY State municipalities, regulations and All About Kids policies, regulations and memorandums. The information contained within was fully explained to me, and all of my questions were answered to my satisfaction.

The information and discussion included, but was not limited to:

- The importance of professional appearance and behavior.
- The importance of maintaining professional boundaries with parents and teachers.
- Billing Procedures and Policy.
- Dates for billing and report submission.
- Appropriate use of Treatment Logs
- Quarterly Report policies and procedures.
- Annual Review testing and Annual Review policies and procedures.
- The importance of the Therapist Approval Notice.

Further, I understand that as a professional, it is my responsibility to be aware of All About Kids' policies and procedures, as well as NYSED Special Education regulations as they relate to my discipline.

(Print Name of SEIT Provider)

(Signature of SEIT Provider)

(Date)