



# **SPECIAL EDUCATION ITINERANT SERVICES (SEIS)** **POLICY & PROCEDURE HANDBOOK**

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## **I. Introduction**

The purpose of this handbook is to clarify the policies and procedures to be followed as a SEIS (Special Education Itinerant Services) provider for Mid Island Therapy Associates, LLC d/b/a All About Kids (hereafter referred to as “All About Kids” &/or “AAK” &/or “agency”). 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, Putnam County, Dutchess County, and/or Ulster County regulations.

It is intended solely to set forth All About Kids’ policies and procedures which are to be followed by All About Kids’ SEIS 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 SEIS are responsible for ensuring that they are thoroughly familiar with the Regulations of the Commissioner of Education which are available at:

<http://www.p12.nysed.gov/specialed/lawsregs/part200.htm>

Providers of SEIS 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: <http://www.p12.nysed.gov/specialed/preschool/home.html> .

## 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 designated **Coordinator of Services**. As the designated Coordinator of Services, the SEIT will perform required coordination activities including, but not limited to, the **following non-billable activities as directed by NYSED October 2015 Special Education Field Advisory:**

### A. Attend all CPSE and/or CSE Meetings:

The SEIT is required to prepare for and attend all meetings of the CPSE. Attendance at these meetings is mandatory. If you have an unresolvable conflict, please contact your immediate supervisor or program manager.

SEIT providers 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 confer with all team members throughout the year and prior to the CPSE meeting.

### B. Monthly Coordination of Services:

- As the SEIT provider, you are mandated to coordinate **all** related services.
- Minimum 1 x monthly direct contact (via phone, text, email or video conference) with all members of the IEP team, including parent, classroom teacher, SEIT, ST, OT, PT, and Parent Trainer.
- Specifics regarding goals targeted, progress or regression, strategies used and collaborative efforts across disciplines.
- It is the SEIT's responsibility to contact Related Service providers to organize the student's schedule for service delivery.
- These meetings with Related Service providers (and other SEIS providers working with the same child) are scheduled and conducted monthly and must be documented on the *Coordination of Services Enrollment in EnterClaims (RELCOOR)*.
- For EVERY SEIT enrollment, OR if you are the designated Related Service Coordinator on the IEP, a **RELCOOR enrollment** will appear in your EnterClaims for you to document your Coordination of Service each month.
- Create **ONE** Attendance for the last school day of the month to document all of your coordination activities for the entire month. This can be ongoing throughout the month, please make sure you **UPDATE & SAVE** each time you add new information.
- **SEIT Attendance** code will be **NB** for Provided Non-Billable Service.
- Enter all the services the child receives as mandated on their IEP in the "Notes" section.
- List by date all of your coordination activities in the "Response" section. Submit this attendance on your monthly EnterClaims bill, which will allow SEIT supervisor to review and co-sign your coordination log. You can print your log onto the AAK log template after creating your bill in Print Bill

**NOTE:** If one of the related service providers cannot be reached, the SEIT (as the Coordinator of Services) must make **three** attempts to contact the provider and document the dates of each attempt on your RELCOOR. \*\*\*If this occurs, please call your immediate supervisor for assistance.

**C. Scheduling- Arrange the schedule for mandated hours of service delivery:**

SEIT providers are to submit their schedule and the student's schedule upon the start of services and indicate on the Therapist Approval Notice. Whenever changes occur, please submit an updated schedule to AAK and the school. The agency, as well as parents/caregivers and the general education site administrator should know about your schedule and any necessary changes.

**D. Collaboration- Share and gather appropriate information:**

To ensure the integration of services across all domains, it is the SEIT's responsibility to communicate with teachers, parents and related service providers. The SEIT is to discuss carryover with classroom teacher and parent on a regular basis. The SEIT provider serves as a **liaison** between parents, related services providers, the agency and the CPSE when needed. The SEIT is responsible for collecting any information necessary and ensures that all documentation from related service providers is submitted to AAK in a timely fashion.

*\*\*\*If the IEP indicates an additional mandate for "Consultation or Indirect Services" please contact your immediate supervisor for further information.*

**E. Notify parents/caregivers about observations:**

SEIS providers will be observed a minimum of once per year by a SEIT supervisor. AAK conducts and maintains a schedule of SEIT Site Visits and formal observations. Additional observation visits may be scheduled depending on the needs of the child's program and the level of experience and/or performance of the SEIS provider. Parents and/or caregivers are notified regarding prospective observations.

**F. Important procedures to remember:**

- Within one week of initiating SEIS, the SEIT will contact the parent and document whether all Related Services have started as per the IEP mandate. Additionally, if Related Services have **not started**, the SEIT must notify AAK, who will then contact the CPSE.
- The SEIT must complete the "**Notification of Provision for Start of Mandated SEIS &/or Related Services**" form (see Attachment B.) to document the First Attend date & status of Related Services for a student and submit the form to AAK via secure e-mail (note, if you do not have an AAK's e-mail address you must send it as an encrypted e-mail per HIPAA compliance requirements). Any updates, including changes of start date, will be indicated by the SEIT on the monthly Coordination of Services RELCOOR in EnterCLAIMS.
- Submit all SEIS forms to the AAK region of service via secure e-mail to:
  - [lireports@aakcares.com](mailto:lireports@aakcares.com)
  - [westchesterreports@aakcares.com](mailto:westchesterreports@aakcares.com)
  - [HUDSONVALLEY@aakcares.com](mailto:HUDSONVALLEY@aakcares.com)
  - [nycreports@aakcares.com](mailto:nycreports@aakcares.com)
- Each time a new IEP for a child is issued, the SEIT supervisor will conduct an **IEP Implementation Informing Review** with the SEIT, prior to the start of services. This review is to ensure that the SEIT understands their responsibilities in implementing the IEP, as well as responsibilities for being the Coordinator of Services.
- The SEIT will arrange the schedule for service delivery, offering recommendations to resolve scheduling and service delivery issues when appropriate. If any issues occur that the SEIT needs assistance or support with, contact your immediate SEIT supervisor. SEITs must keep parents and teachers updated regarding any schedule changes.

- Share information with Related Service providers for the appropriate integration of SEIS and each of the Related Services the student receives.
- Gather progress reports and anecdotal information relating to the student's progress from all Related Service providers and SEIS, to ensure that the Coordinator of Services has a general knowledge of the child's progress, as well as any significant considerations from each related service area. All About Kids will assist with the collection and distribution of reports as needed.
- Participate in **ALL** meetings of the CPSE after initial placement, including the annual review.
- Provide, at the request of the CPSE, progress information to the parents.
- When appropriate, collaboration and support with the child's general education teacher will occur to support a generalization of the child's skills.
- Conduct activities such as telephone conferences or other communication practices as agreed upon with families / providers.

**NOTE:** In cases where Related Services have **not** started, AAK will share a copy of the notification with the CPSE Administrator. The notification form is to be filed in the child's chart. Any updates on this issue should be noted by the SEIT on the Monthly Coordination note (RELCOOR) in EnterClaims.

### **III. Review of Service Delivery at Case Assignment**

When first assigned a case, the SEIS provider will be emailed an assignment confirmation indicating case information and their SEIT Supervisor and, will follow with a *Therapist Approval Notice (TANs)*, containing the following information:

1. The child's name and address
2. Authorized start and end dates
3. Frequency, duration and location of services
4. Approved SEIT rate

Group Sessions: The CPSE can recommend SEIT services be given in a group on the IEP. If a group is not available, AAK must notify the district and family that an individual session (1:1) will occur until group is formed. In order to group children together, each child's needs would have to be similar.

The Therapist Approval Notice **must** be signed, dated and then sent to AAK as a PDF via secure e-mail 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 may be reassigned to another provider.

#### **A. IEP Access:**

- When first assigned a case, the SEIS provider will be provided access to child's IEP either via secure email or through IEP Direct.
- Upon IEP Access, the SEIS provider must contact their immediate SEIT supervisor to schedule a time for the IEP Implementation Review.
- IEP is confidential and can only be shared by authorized team members such as the district and parent.

#### **B. Mandated IEP Implementation with SEIT Supervisor:**

- IEP Implementation Review must be complete PRIOR to SEIS start date.
- It is the provider's responsibility to review all sections of the child's IEP with their SEIT supervisor, to ensure that CPSE approved services are appropriate and all information is correct.
- During IEP Implementation a review of the IEP start and end date, as well as the mandate, services, goals, if there is a BIP or specific accommodations needed, etc. to ensure that they are correct as well as the anticipated annual review date.
- If the IEP includes an FBA and/or a BIP, this must be documented on the implementation form and an additional review with the ABA Supervisor is required.

**NOTE:** If you notice a mistake that was not addressed during implementation, please contact your SEIT supervisor and alert her/him. When you start services, if you see issues arise, or goals do not appear attainable, or any other issue/concern, please contact your SEIT supervisor.

#### **C. Parent Contact:**

The SEIT must contact the child's parent **within 24 hours** of the case assignment for introduction and to answer any questions the parent may have.

**D. Preschool / Day Care Contact:**

The SEIT is responsible for contacting the child’s preschool or daycare **within 24-48 hours** of the case assignment, for introduction and to establish a schedule.

**E. Submission of the “Notification of Provision of Mandated SEIT &/or Related Services” form (i.e., First Attend form) for start of services:** Within 24 hours of the start date, but no later than one week, of the first day of service, the SEIT is required to complete the “*Notification of Provision of Mandated SEIT &/or Related Services*” form (i.e., First Attend form) (See Attachment B.). This form must be scanned as a PDF to your region’s office. This will serve as confirmation that services have begun. Any questions or concerns may also be addressed at this time.



## **IV. Service Frequency, Duration and Location**

### **A. Frequency and Duration:**

- Frequency and duration of services must be implemented as mandated by the child's IEP.
- Services are typically rendered over 5 days per week within the hours of the school day, unless the IEP or District Administrator gives permission/directives otherwise.
- NYSED mandates that SEIS 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.
- Services shall be provided only on days that the school/district is in session. Each provider should check the calendar for the district they abide by.
- Services shall be provided based on the mandate on the IEP.
- **NOTE:** A make-up must be offered if a substitute cannot be found. Make-Ups must be done within 30 days of the missed session and follow the IEP mandate, location and duration.

### **B. Location:**

- 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.
- The service location is a site that is 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
- 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 childcare location identified by the parent.
- There is nothing in the regulations that prohibit the CPSE from designating on a student's IEP an alternate location for SEIS to be provided, when the regular early childhood program is closed.
- SEIS are generally provided during the hours of a typical school day; however, this is decided on a district-by-district basis.

## V. **Parent Training**

- For a child that receives Parent Training (Counseling Services) on the IEP, provisions must be made to enable parents to provide follow-up intervention activities in the home.
- Parent Training is considered a related service, therefore session notes, quarterly and annual reports are expected to be written on the related service templates found on the AAK website.
- Most of the time, there are no specific goals for this service.
- A SEIT who is providing parent training should review all the goals on the IEP and then speak to the parents (caregivers) of the child and ask what concerns they have at home.
- This service is meant to support/assist parents (caregivers) with their concerns in the home and in the understanding of the needs of their child.
- The person providing this service would help parents acquire the necessary skills that will guide them to support their child's IEP

## **VI. 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). Please see list of Federal Holidays in which services cannot be Provided:

**For all New York State boroughs and counties, services cannot be provided on the following 11 federal holidays:**

<b>January 1<sup>st</sup></b>	<b>New Year's Day</b>
<b>3<sup>rd</sup> Monday in January</b>	<b>Martin Luther King, Jr. Day</b>
<b>3<sup>rd</sup> Monday in February</b>	<b>President's Day</b>
<b>Last Monday in May</b>	<b>Memorial Day</b>
<b>June 19<sup>th</sup></b>	<b>Juneteenth</b>
<b>July 4<sup>th</sup></b>	<b>Independence Day</b>
<b>1<sup>st</sup> Monday in September</b>	<b>Labor Day</b>
<b>2<sup>nd</sup> Monday in October</b>	<b>Columbus Day</b>
<b>2<sup>nd</sup> Monday in November</b>	<b>Veterans Day</b>
<b>4<sup>th</sup> Thursday in November</b>	<b>Thanksgiving Day</b>
<b>December 25<sup>th</sup></b>	<b>Christmas Day</b>

## **VII. Service Provision and Calendars**

- Services are scheduled following the calendar designated on the IEP. School District calendars are available on the district websites and preschool calendars (Private, Parochial, Yeshiva, etc.) may be obtained on school websites or directly from the school or family. If no calendar is designated, please default to the district calendar and notify AAK.
- *All SEITs are responsible for obtaining the calendar for the child they service.*
- The school year (10 months), 180 days, is from September through June and includes only 40 weeks.
- Extended School Year (ESY), for summer services, if authorized, includes 30 days, over 6 consecutive weeks during July and August, unless the IEP specifies designated dates of service delivery.
- SEIS can only be provided during the hours of 8 AM to 6 PM, Monday through Friday.
- Services may be provided on Superintendent's Conference days since they count as one of the 180 mandated days of service. SEIS providers are to follow the snow day policies outlined by each county.
- If a preschool program is closed, but the School District calendar reflects a service day, the SEIT provider is required to make **every** effort to schedule a make-up within 30 days of the missed session. Every attempt **must** be made to make up sessions that are missed.
- It is the responsibility of the SEIT to check with schools and districts to determine closures or openings during inclement weather or other potential unexpected closures.

## **VIII. Absences, Make-Up Sessions, and School Closings**

### **A. Absences:**

- Absences must be documented as follows:
  - An absence note in EnterClaims with correct attendance code (CA/TA), reason for absence and indication if make-up was offered, scheduled or declined. Make-up sessions must reference the absence in Enter Claims Session note.
  - The *Verification of Absence and Make-up Session* form must be completed in cases of teacher or child absence. Absences must include **Verification of Absence and Make-up Session Form** as appropriate for program/service. ONLY use one date per form and indicate if a make-up session was offered. Include make-up session if occurs within the same month. If scheduled for the following month, leave it blank. Submit with billing and email to program office.
  - If a child is absent for five or more **consecutive** days, the SEIT is responsible for completing the *Notification of Extended Non-Delivery of SEIT Services* form and submitting the notification to All About Kids immediately. All About Kids will send notification to the child's district. The school district may communicate with the family to ascertain the cause of the absences and determine if adjustments to the student's Individual Education Plan (IEP) are needed.
- SEIT must notify All About Kids as soon as possible of any teacher absence and confirm whether they are able to provide a make-up.
- If you anticipate or are unable to provide services to a child for a prolonged period, All About Kids **MUST** be notified **IMMEDIATELY**. For any planned or extended teacher absences, All About Kids will make every effort to offer and provide a substitute teacher if the parent agrees.
- SEIT will document if parent accepts or declines a substitute within both their absent session note and *Verification of Absence and Make-up Session* form.
- SEIT must make every effort to ensure their absences are made up within the appropriate time frame.
- SEIT **must** contact All About Kids if any student has ongoing/excessive absences that are impacting service delivery and the child's progress. All About Kids will intervene by contacting the parent to assist in coordinating a mutually acceptable schedule and notify district if any request to amend the IEP is needed.

### **B. Make-Up Sessions:**

- SEIT **must** arrange to provide students with make-up sessions when the missed sessions were missed due to teacher absence.
- Make-ups should consider individual students' needs and should be therapeutically appropriate.
- SEIT may, but is not required to, provide make-up sessions for student absences. All About Kids prefers all missed sessions be made-up according to make-up policy in order to meet authorized mandated service provision.
- Make-up of missed services should be provided in **the SAME duration, length, and location indicated on the child's IEP**, unless otherwise authorized, within 30 days of the missed session, **unless** there is a documented child-specific reason why the make-up session could not be provided within the 30 days.
- Make-up sessions cannot be performed prior to the child missing the session.

- All attempts to schedule or declined make-up attempts must be documented in your monthly RELCOOR with an explanation (example: what was offered) and should be reported to SEIT Supervisor.
- The SEIT must indicate make-up (MU) on the session note in EnterClaims, the actual date that he/she should have seen the child, referencing back to the missed session.
- Make-up sessions may be scheduled on Election Day and on Superintendent's Conference Days. Services and/or make-ups may be provided on days that count as one of the 180 mandated days of the school year.
- SEIT should follow the make-up policies as outlined by each county.

### **C. School Closings:**

- Regarding inclement weather or unexpected school closures (example: snowstorms, etc.) SEIS are to be provided if the IEP location is "open", the child is present AND at the discretion of the provider.
- SEIT should monitor district websites and local news stations for closure, weather and road conditions.
- SEIT should follow the make-up and snow-day policies as outlined by each county.
- SEIT may contact All About Kids with any questions regarding make-up policies due to school closures.

## **IX. 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:**

1. Any parent, at any time, has the right to request a change of service by submitting their request in writing directly to the District, independent of the agency. However, a parent may choose to ask the SEIT and/or All About Kids’ Administrator to submit their request to the District. The request may also be initiated by a SEIT or other Related Service provider. Regardless, the SEIT must coordinate with the Related Service providers to obtain updated and relevant information.
2. The SEIT will submit the request to the agency (AAK) which in turn will be submitted to the district for consideration. The SEIT is NOT to contact the district directly. There are no exceptions.
3. A “***Request for Change in Service***” form (see Attachment C.) must be completed by the SEIS 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 also found on All About Kids’ 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.
4. The SEIT supervisor will review the information and contact the SEIS provider to discuss and formalize the requested IEP changes.
5. Once the “***Request for Change in Service***” form is finalized, the supervisor will contact the CPSE Administrator to determine how the district wants to proceed and submit the “***Request for Change in Service***” documents.
6. The CPSE Administrator determines whether a CPSE meeting needs to be held to formally amend the IEP, or if an Amendment with No Meeting may take place where district obtains parent signature for IEP amendment. All About Kids will notify the SEIS provider. The provider may be required to participate in an IEP Requested Review meeting. A “***CPSE/CSE Meeting Outcome Form***” (please obtain this form from AAK’s website [www.aakcares.com](http://www.aakcares.com)) **must** be completed by the SEIS provider and submitted to their AAK regional office.
7. **NO SEIT** can implement a change in service frequency, duration, or location prior to the district’s approval and receipt of an amended finalized IEP. If this process is not followed, it could jeopardize SEIT reimbursement for services.
8. 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 be true, **BUT** sometimes there could be a misunderstanding of the CPSE Chairperson’s/Administrator’s intent. For example: The amendment in services may not be effective for another month. If a SEIT provides services beyond what the IEP authorizes, the SEIT cannot bill for those sessions.

## **X. Log Notes/Session Notes**

- Log notes/Session notes will be completed in **EnterClaims**, which is an electronic documentation system utilized throughout all All About Kids' regions for SEIS documentation.
- A session note **MUST** be entered in EnterClaims for ALL provided sessions and absences/cancelled sessions.
- Log notes/session notes must be entered and signed contemporaneously as close to the end of the session (within 24-48 hours of a session).

Session note content must:

- Include correct attendance code in accordance with delivery of service. Provider is responsible for choosing the code from the drop-down menu in EnterClaims as listed in the chart below.

<b>Code</b>	<b>Description</b>
<b>P</b>	Provided Service / Provided Related Service Coordination
<b>CA</b>	Child Absence
<b>TA</b>	Therapist Absence
<b>MU</b>	Make-Up Session (missed session must be documented and chosen from drop down)
<b>H</b>	Holiday
<b>SC</b>	School Closed
<b>NB</b>	Provided Non-Billable SEIT Related Service Coordination (RELCOOR)

- Include accurate Start/End Time in accordance with delivery of service. Provider is responsible for entering Start and End Time. Session Note **MUST** reflect **ACTUAL** times the session took place not the scheduled time the session was planned to occur. You **MUST** review the start and end time for each session, modify and confirm for accuracy. If you are typically scheduled to see the child from 8:00AM to 9:00AM, but you arrive at 8:10AM, then your note should indicate 8:10AM to 9:10AM.
- Include statement regarding Parent/Caregiver Presence and Communication.
- Provide a clear and accurate description of what occurred during the session.
- Include information that is individualized and non-repetitious.
- Describe materials (toys, songs, books) and activities (building blocks, coloring) utilized to target IEP goals and objectives. The number of activities should be related to the duration of the session.
- Provide information regarding engagement, behavior, attending and overall performance.
- Include quantitative and qualitative data directly related to the student's goals and objectives which should then be utilized to monitor progress for reporting to families and district.
- Indicate strategies, techniques, type of prompts used, and level of support provided in order to elicit the desired response.
- Any relevant information which may be impacting progress (avoidance, refusal, redirection to attend, absences).
- Include a progress indicator and statement for your continued plan of care/treatment/intervention at least once every two weeks.



## **XI. Individualized Education Plan (IEP)**

An IEP is a written statement for a student with a disability that is developed, reviewed and revised by a Committee on Special Education (CSE), Subcommittee on Special Education or Committee on Preschool Special Education (CPSE). The IEP is the tool that ensures a student with a disability has access to the general education curriculum and is provided the appropriate learning opportunities, accommodations, adaptations, specialized services and supports needed for the student to progress towards achieving the learning standards and to meet his or her unique needs related to the disability. Each student with a disability must have an IEP in effect by the beginning of each school year. Federal and State laws and regulations specify the information that must be documented in each student's IEP.

### **A. IEP Mandated Services**

- IEP services are legally mandated to be provided according to IEP. It is important to maintain confidentiality regarding student services.
- If you cannot follow the IEP mandate or if the IEP mandate is confusing, contact your SEIT supervisor **immediately**. (Do not take it upon yourself to do what you think is best.)
- When the mandate is confusing or seems incorrect, speaking to the parent does **not** authorize you to make any changes (even if the parent said they spoke with the district). Your responsibility is to contact your SEIT supervisor, **no exceptions!**

### **B. Present Levels of Performance**

- Present Levels of Performance (PLOPS) are updated every year in the IEP to include NEW information regarding the student's present levels of performance in the following areas: Academic Achievement, Functional Performance and Learning Characteristics, Social Development, Physical Development, and Management Needs.
- At the Committee meeting, the student's present skills, strengths and individual needs must be discussed and documented. This includes how the student's disability affects his or her participation and progress in the general education curriculum (or for preschool students, participation in appropriate activities), consideration of specific student strengths and needs and concerns of the parents for enhancing the education of their child.
  - PLOPs must include:
    - Degree/Level of Knowledge and Development: How is the child currently functioning?
    - Student's Strengths: What they do well?
    - Needs of the Student: What does the child need to improve?
    - ALL proposed goals must be reflected in the needs section of the IEP. However, not every NEED necessitates a goal.

### **C. IEP Goals and IEP Goal Development:**

**IEP Goals** enable the student to be involved and progress in age-appropriate activities and the general education curriculum, address other educational needs and prepare the student to meet his/her long-term/post-secondary goals.

- ALL IEP goals **MUST** be measurable. **SMART goals are Specific, Measurable, Achievable, Relevant and Time bound.**
  - Annual Goal – What task/skill is the child expected to do?
  - Criteria – Measurement of the child’s performance of the expected task/skill to be achieved?
  - Criteria Period – How long the child is expected to do the task for the goal to be achieved?
  - Method – What tools are used to measure progress?
  - Schedule – How often to evaluate and reflect on progress?
- All CPSE IEP goals should have an annual goal and corresponding **benchmarks or objectives**.
  - Benchmark- Skill stays the same but incrementally increases criteria until Annual criteria is achieved.
  - Short Term Objective: Specific skills chosen to target the Annual Goal either by prerequisite skills, itemized task analysis or scaffolding.
- IEP goals must:
  - Be individualized and address the student’s priority needs.
  - Address Specific skills and needs of the child in order to make the biggest difference for the student in their current educational setting.
  - Be reasonably achieved in one year.
  - Be easily understood and agreed upon by all members of the IEP team including parents.
  - Enable service providers to measure progress or regression supporting your intervention. Data collection must take place during each session.
- If there are any questions as to whether a goal is measurable, appropriate or if no progress is being made, please contact your assigned QA Supervisor to assist. IEP goals that are deemed NOT measurable **MUST** be formally changed through a Request for IEP Amendment/Request for Change Form.
- Goals and objectives **MUST** be entered onto the IEP Draft along with the submission of the Annual Review Report. Current goals that have not been mastered may be entered on the new IEP, with additional goals replacing those goals that have been met.
- All proposed goals **must** have a statement of need in the designated Present Level of Performance section of the IEP. There should be at least one goal written for each need.
- At the CSE level, goals need to be school-based and functional. Goals should directly reflect the student’s performance in the classroom.

## **XII. Progress Reporting (Quarterly and Annual Reports)**

**Progress Reporting** is required quarterly four times per school year and an additional time when ESY Services are provided. Annual Review reports serve as one of the quarterly progress reports.

- Progress reports **must** be completed for each authorized service a child receives from the appropriate provider. When a child receives SEIS from two or more providers, providers **must** coordinate and each sign the submitted report.
- All progress report templates, instructions and county/regional specific requirements are available on the AAK website and will also be reviewed and provided by AAK at AAK Training events or via email. Use of incorrect templates or outdated forms will be returned for resubmission.
- Submit all progress reports to the AAK region of service via secure e-mail to:
  - [lireports@aakcares.com](mailto:lireports@aakcares.com)
  - [westchesterreports@aakcares.com](mailto:westchesterreports@aakcares.com)
  - [HUDSONVALLEREPORTS@AAKCARE.COM](mailto:HUDSONVALLEREPORTS@AAKCARE.COM)
  - [nycreports@aakcares.com](mailto:nycreports@aakcares.com)
- Timely submission of progress reports is REQUIRED. Late submission of quarterly or annual reports will not be tolerated and will result in consideration for future staffing and be considered at annual performance review.
- AAK and/or SEIT will provide the district and family with the completed Quarterly Progress Reports within two weeks of the above-mentioned due dates.

**A. Quarterly Progress Reports** will be completed each quarter for Special Education Itinerant Services (SEIS) and Related Services (Parent Training, OT, PT, ST, Counseling, TOD, and Vision).

- Quarterly Progress Report DUE DATES to AAK:
  - 1<sup>st</sup> Quarter- November 1<sup>st</sup>
  - 2<sup>nd</sup> Quarter- January 15<sup>th</sup>
  - 3<sup>rd</sup> Quarter- April 1<sup>st</sup>
  - 4<sup>th</sup> Quarter- June 15<sup>th</sup>
  - Summer/ESY- August 15<sup>th</sup> only for children receiving Extended Year Services
  - \*CSE Quarterly Reports DUE DATES please refer to each individual district

Quarterly Progress Reports must:

- Be completed as designated by the specific county/region services are provided. This may include county specific templates, AAK templates or entering information into an IEP electronic system, such as IEP Direct.
- Include Progress Marks such as:
  - For Annual Goals:
    - A - Achieved - The student has achieved the goal
    - PS - Progressing Satisfactorily - The student is making satisfactory progress and is expected to achieve the goal.
    - PG - Progressing Gradually - The student is making less than anticipated progress but may still achieve the goal.
    - PS - Progressing Satisfactorily - The student is making satisfactory progress and is expected to achieve the goal.
    - PI - Progressing Inconsistently - The student is making inconsistent progress and may not achieve goal.
    - NA - Not Achieved - The student has not achieved the goal.
  - For Objectives/Benchmarks:

*The information contained herein is the sole property of All About Kids™ and cannot be shared with any other entity without prior written permission from All About Kids™.*

- A - Achieved - The student has achieved the objective/benchmark.
- NA - Not Achieved - The student has not achieved the objective/benchmark.
- NI - Not Introduced - The objective/benchmark has not yet been introduced.
- SC - See Comments
- Include the following content:
  - Child Information, Service Type
  - Date of Report
  - Specific data related to each goal, objective/benchmark reported as # out of # occasions/trials (not only percentages).
  - Prompt level (independently, minimal, moderate, maximum, etc.) -Type of prompt (verbal, visual, physical, model etc.)
  - Context of activities in which data was collected (structured, during play, etc.) - Materials/Activities used (books, games, puzzles, etc.)
  - Any relevant behavioral information which may be affecting progress (avoidance, refusal, redirection to attend, absences)
  - Conclude with the statement “Child’s services will / will not continue as per the current IEP.” Do not include specific recommendations.
  - Name and Signature of Provider(s)
- SEIS Providers must review quarterly reports for accuracy, spelling and grammar and will be reviewed by SEIT Supervisors for Quality Assurance. SEIT Supervisor may reach out to you to modify or correct your submitted report. You must respond immediately and provide a revised report with 24-48 hours of supervisor contact.

**B. Annual Review** reports serve as one of the quarterly progress reports. Annual review reports are completed yearly for students either in the spring or in NYC at the time of their yearly renewal from the onset of special education services.

- An annual review report **must** be written for each authorized service a child receives from the appropriate provider. Annual Review reports will be completed using the appropriate templates for the county/region of service.
- Annual Review Report templates and regional specific information regarding annual review progress reporting can be found on the AAK website: [www.aakcares.com](http://www.aakcares.com). Use of outdated forms will be returned for resubmission.
- Annual Progress Report DUE DATES to AAK:
  - SEITs must refer to IEP for proposed annual review due date for each student on their caseload.
  - SEITs must refer to notification of Annual Review meetings for each student on their caseload.
  - Annual Reports **MUST** be submitted no later than 2 WEEKS PRIOR to proposed/scheduled Annual Review Meeting Date, which is indicated on student’s IEP.

OR

- March 1<sup>st</sup> for students starting September-February. The April quarterly will reference annual report.
- April 15<sup>th</sup> for students starting March-June. The June quarterly will reference annual report.
- NYC “Turning 5” students must have their Annual Reports submitted to AAK by January 15<sup>th</sup>

- AAK and/or SEIT will provide district and family the Annual Review Progress Reports PRIOR to scheduled review/meeting.
- Submit all annual review reports and other any other county/region specific documents to the AAK region of service via secure e-mail to:
  - [lireports@aakcares.com](mailto:lireports@aakcares.com)
  - [westchesterreports@aakcares.com](mailto:westchesterreports@aakcares.com)
  - [Hudsonvalleyreports@aakcares.com](mailto:Hudsonvalleyreports@aakcares.com)
  - [nycreports@aakcares.com](mailto:nycreports@aakcares.com)
- Annual Review Progress Reports must:
  - List annual goals, benchmarks and objectives as listed on the IEP. Indicate appropriate progress marking and provide detailed information regarding current progress.
  - Describe in qualitative detail the progress towards attainment of goals. When data alone may not support a recommendation for services, a strong narrative on the child's performance and progress is essential.
  - Describe the child's CURRENT level of functioning (areas of strength and weakness/areas of need).
  - Utilize and reference informal measures to determine areas of strength and need which include developmental checklists, probe sheets, data collection, norm-referenced info/charts, language sampling, teacher/parent/provider interview and direct observation. NO Formal/Standardized testing should be included in the annual review report unless it is stated in the goals section of the student's IEP as the method of monitoring progress on their specific goals.
  - Include clear, relevant and sufficient quantitative data to help the committee make a recommendation regarding services.
  - Summarize communication between classroom teacher, parents, and other providers. Include method, strategies, shared goals, concerns, and what is working well.
  - In the event a child does not make progress, differentiation of instruction and modifications should be described.
  - Conclude with the statement ***“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.”*** Do not include specific recommendations. Do not include specific recommendations.
  - Consider the audience such as the parents/guardians of the child. Most parents are not familiar with terminology or jargon. Be sure to use language that is easy to understand and is explained when necessary. Also remember to emphasize positive points, strengths, and progress as much as their weaknesses.
  - Exemplify the writer as a trained and knowledgeable teacher.
  - Represent the high-quality standards of All About Kids.
  - Be reviewed by SEIT for accuracy, spelling and grammar.
- If a child's functioning changes significantly from the time of the Annual Review Report to the child's Annual Review meeting, it is the provider's obligation to submit an *updated Annual Review Report* and be ready to review at the meeting. This will allow the CPSE/CSE Chair to understand the child's development in a more current setting.
- Annual Review Reports will be reviewed by SEIT Supervisors for Quality Assurance. SEIT Supervisor may reach out to you to modify or correct your submitted report. You must respond immediately and provide a revised report with 24-48 hours of supervisor contact.

### **C. Recommendation for Continuing, Discharge or Modifying Service at Annual Review:**

- If you feel that the child requires any change in service, including frequency, duration or modification of location for the upcoming academic year, the change **must** be justified in the narrative of the Annual Review report, but specific recommendations not be included.
- Your SEIT Supervisor needs to be informed of any recommendations of modification. Recommendations may be written on an ***In-House Recommendation Form*** only. Do not share any recommendations with families until you consult with your supervisor.
- District may request a re-evaluation for any children pending Discharge from CPSE (Declassification) OR Exiting/Transitioning to CSE/Kindergarten to determine continued eligibility.

### **D. Extended School Year (ESY) Service Requests**

- As indicated in Part 200 Regulations of the Commissioner of Education, once the need to prevent substantial regression is established, the child “may be considered for” ESY if they fall within one of the five categories described in section 200.16(i)(3)(v).
- Children with significant delays and significant regression will be considered for summer services.
- Regression is considered significant when the recoupment period to re-attain the level of mastery is expected to take 8 weeks or more.
- A regression measurement tool **SHOULD** be completed and submitted **PRIOR** to the Annual Review meeting with your annual review report. The regression should also be documented within the report for consistency.
- Use your County/NYC **Regression Tool** or AAK template.
- If ESY Regression is submitted, it does not equate to automatic eligibility for ESY.
- The CPSE makes the final decision regarding ESY eligibility.
- If you believe your student needs summer services, you **MUST** have quantitative and qualitative data to support this.
- Data is required and measured by the **RECOUPMENT** time it takes to regain the former level of mastery held prior to a break/lapse in service.
- It is not usually appropriate to write a rationale for ESY services **AFTER** ESY determination at a meeting has taken place.
- If a district requests you fill out a regression form **AFTER** a meeting and you don’t feel it is necessary, please tell them you need to discuss this with your SEIT supervisor and contact your supervisor immediately.
- If you think you have not had sufficient time to track recoupment after a break before a meeting is held (i.e., if a meeting is held earlier than usual) and that the child will most likely **NOT** recoup the skill in an appropriate amount of time, you may state “insufficient time to track regression data, request to reconvene at a later date” in your report.
- If this is the case, put as much data as you have already into your report.
- Please reach out to your supervisor if you need further assistance in these cases.
- The NYSED criteria for summer services indicates that a child may receive these services **ONLY** if it is determined that the child requires extended school year special education to prevent substantial regression and maintain progress. This kind of regression would mean that it would take more than eight (8) weeks starting in September to recoup the skill(s) or knowledge level the child attained by the end of the prior school year (June), due to the child not receiving services during the summer. The annual review report must provide supporting evidence to meet the criteria for regression to support a recommendation of summer service (Extended School Year Service).

- A statement of observed regression must be included in this rationale. The regression statement follows a typical period of review or reteaching 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 report.

### **XIII. Annual and Program Review IEP Meetings**

#### **A. Attendance**

- All About Kids will notify SEIT, via the CPSE meeting form; approximately two weeks prior to the meeting date whenever possible.
- It is the SEIT's responsibility to contact All About Kids within 24 hours of receiving this notice to confirm attendance at the meeting.
- You are required to participate in the Annual Review meeting. If there is a scheduling conflict, please alert your SEIT supervisor immediately. It is imperative that your appropriate phone number and email address be submitted to both 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 representative directly.
- When attending an in-person or virtual 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 Meeting is to report on progress made on IEP goals and overall current levels of performance.
- SEIT providers as Coordinator of Services 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 specifically asked for your opinion.

#### **B. 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 Outcome Form***", which can be found on the AAK website.
- This includes if services have remained the same or have been changed regarding 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.
- Meetings/Meeting Outcome Form AAK will notify you via email once we receive notification from the district that a meeting (Annual Review OR Program Review) has been scheduled. You will need to confirm your method of participation. Submit Meeting Outcome form directly after meeting to [lireports@aakcares.com](mailto:lireports@aakcares.com). Provider Continuation/Staffing Please indicate on the Meeting Outcome form if you WILL (Yes) or WILL NOT (No) be continuing to service the student for the following school year.



## **XIV. Overview of SEIS Billing Requirements**

- Direct services must be provided Monday through Friday (8am-6pm) for reimbursement unless approval was provided to you in writing by AAK.
- Coordination of Service tasks are non-billable, but documentation must be completed monthly and submitted along with your monthly billing.
- The CPSE billing month starts the 1st of the month and ends the last day of the month.
- CPSE billing is **due MONTHLY on the 3<sup>rd</sup> of the Month** for the previous month's services.
- Monthly billing submission includes but is not limited to the following:
  1. EnterClaims Bill created in EnterClaims and attached as PDF to an email or uploaded to monthly billing folder/file in SharePoint. Include both direct services provided and monthly coordination.
  2. Corresponding Parent/Guardian or Authorized Signature accounting for every session date provided. Signatures are in EnterClaims on session notes and on Weekly SEIS Summary (Only NYC).
  3. Personal Monthly Invoice with Amount Due. The total billable sessions on your EnterClaims bill must match your monthly invoice/pay for that month.
  4. Any other required documents specified for the region/county in which you provide services. Please contact your region's Program Manager or your SEIT Supervisor for clarification.
- Submit a PDF copy of your EnterClaims bill and all other required documentation to:
  - [Billing@aakcares.com](mailto:Billing@aakcares.com)
  - NYC SEITs must also upload required documents to the monthly billing folder in OneDrive/SharePoint.
- Your billing will be reviewed by AAK Billing and Compliance Departments for accuracy and Quality Assurance. They may reach out to you with questions pertaining to your submitted attendances, invoices or other required documentation. You may need to modify or correct your submitted billing. You must respond immediately and provide corrections in EnterClaims with 24-48 hours of the requested attendance being sent back for correction in EnterClaims. Please monitor your home page under Alerts.
- Timely submission of documentation/billing is required. Late submission will not be tolerated and may result in a written warning. Subsequent late submissions may result in a delay in payment and/or further disciplinary action.
- You will be paid monthly for services documented as provided and submitted to AAK via EnterClaims. 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 may choose to have your checks deposited directly into your bank account. If you are interested in this benefit, please contact Human Resources at [HR@aakcares.com](mailto:HR@aakcares.com) .

## **XV. Important Reminders**

The establishment of a positive relationship between a SEIS Provider and parents and preschool teachers is an essential factor in the ultimate success of your clinical intervention with a child.

To ensure a positive partnership with parents and teachers, we provide you with the following important reminders to consider as an All About Kids SEIS provider.

- Appearance counts. As the clinical member of the child's team, how you dress will frequently be the initial factor with 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.
- **Never** discuss issues of billing, fees, or payments with a parent. If you have concerns regarding billing procedures or rates, discuss them with an All About Kids Representative. 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 the parent and/or teacher is important. Parents should be addressed as "Mr." or "Mrs." unless otherwise requested by family. 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 and use hand sanitizer as needed in between. It not only demonstrates a good sense of health and safety awareness but sends the message that this is "work time".
- Be prompt. Lateness can cause tension between you and the parent and / or preschool teacher. It sends a message of not caring. Lateness is unacceptable. Parent and /or the school should be notified of the lateness or absence as soon as possible.
- Do not share recommendations with parents. Talk about the child's growth and the child's current needs. Be clear about your role in this regard. It is the job of the entire CPSE team 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.
- Never serve as Parent Advocate. The role of the SEIT provider is to deliver specific services to a child, not to advocate. Discussions of the CPSE district matters, legal issues are unethical and inappropriate.
- Emergencies always arise. If you cannot continue with a case, the expectation is that you will notify All About Kids as soon as possible and provide a minimum of a 30 day notice, so that a smooth transition of a new provider can be facilitated. We want to avoid any disruption or lapse of a child's treatment. Please refer to your contract.
- Do not call a district CPSE or CSE to discuss any aspect of a case unless directed by All About Kids. Case specific concerns or questions should be directed to your SEIT Supervisor or Program Manager at 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 should not be made or taken during a child's session. Cell phones must be placed on silent mode. Wait until after the session to return any electronic messages. There is no exception to this policy.

## **XVI. New York State Teacher Certification Information**

All New York State certified teachers in possession of an initial teaching certification must apply for a profession certificate or an extension of their initial certificate before their certification expires. Failure to update your credentials with the New York State Education Department will result in immediate removal from any cases you may be servicing as you would no longer be considered a certified 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 the professional certification, you can call BOCES Regional Certification Office(s) for Nassau and Suffolk County to set up an appointment with a Certified Specialist. Should you require AAK to submit verification of paid teaching hours to the State Education Department, please contact our HR department at [hr@aakcares.com](mailto:hr@aakcares.com) with your request, but please note that it is recommended that you do this at least 6 months prior to your certification expiration date in order to ensure proper time for processing. Your initial certification expires five years after the date it was issued.

Once you have received your professional certificate in your discipline, please remember that you must submit this certification to the AAK Provider Compliance Department via HR Cloud for our records, and you must maintain your certificate with the State. NYSED may require holders of a professional certificate in the classroom teaching service or educational leadership service (example: School Building Leader, School District Leader, School District Business Leader) and holders of a Level III Teaching Assistant certificate who are practicing in a New York public school or board of cooperative educational services (BOCES) to complete hours of Continuing Teacher and Leader Education (CTLE) during each five-year registration period.

TEACH WEBSITE: <https://www.highered.nysed.gov/tcert/teach/home.html>



**ALL ABOUT KIDS' SEIS POLICY & PROCEDURE HANDBOOK**  
**RECEIPT/REVIEW ATTESTATION**

This is to attest that I have received the **ALL ABOUT KIDS SEIS POLICY & PROCEDURE HANDBOOK (Revised, 8/2022)** and will act in full accordance with all applicable NY State municipalities, regulations and All About Kids' policies, regulations and memorandums.

This Provider Handbook includes updated information on the following:

- Session note writing and billing via EnterClaims for all regions
- SEIT as the Coordinator of Services via RELCOOR in EnterClaims
- Progress Reporting and Measureable Goals
- AAK Billing Requirements
- Appendix with SEIS forms which can also be found by logging into the the provider page at [aakcares.com](http://aakcares.com)

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 SEIS Provider

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Signature of SEIS Provider

---

Date

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**\*\*\*Once reviewed, signed and dated please email a copy of this scanned as a PDF to your SEIT Supervisor, Regional AAK reports email and [providercompliance@aakcares.com](mailto:providercompliance@aakcares.com) or complete the required task in HR Cloud to be updated with your compliance file.**



**Notification of Provision for Start of Mandated SEIS &/Or Related Services**

DATE: \_\_\_\_\_

FROM: \_\_\_\_\_ (COORDINATOR OF SERVICES-TYPE NAME)

NAME: \_\_\_\_\_ DISTRICT: \_\_\_\_\_

IEP AUTHORIZED START DATE FOR SEIT &/OR RELATED SERVICES: \_\_\_\_\_

As the above child’s Coordinator of Services, 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"/> OT                     | <input type="checkbox"/> PT                     | <input type="checkbox"/> Other _____            |
| <input type="checkbox"/> has started Date _____ | <input type="checkbox"/> has started Date _____ | <input type="checkbox"/> has started Date _____ | <input type="checkbox"/> has started Date _____ |
| <input type="checkbox"/> has not started        | <input type="checkbox"/> has not started        | <input type="checkbox"/> has not started        | <input type="checkbox"/> has not started        |

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

\_\_\_\_\_

IEP START DATE: \_\_\_\_\_ FIRST ATTEND DATE: \_\_\_\_\_

**First Attend Date (FAD) Is After the IEP Start Date, Please Provide Reason:**

- \*Preschool Start Date Was Later Than Child’s IEP Start Date      Preschool Start Date: \_\_\_\_\_
- Other: \_\_\_\_\_ Actual Start Date \_\_\_\_\_

- Make-ups are not required for gap of service as notified above.
- SEIT is required to sign and submit this form to their home base All About Kids’ office upon completion via secure email.
- SEIT must document submission of this form to All About Kids in their Monthly Coordination of Services (RELCOOR) Documentation in EnterClaims.

SEIT/Coordinator of Services: \_\_\_\_\_

Print Name	Signature	Date
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**FOR AAK OFFICE USE ONLY:** This form must be submitted to Child’s CPSE by AAK via encrypted email or fax if Related Services have not started & must be placed in child’s chart with proof of successful transmission (i.e., encrypted e-mail delivery receipt).

Submitted to: \_\_\_\_\_ (print name) District: \_\_\_\_\_ Date: \_\_\_\_\_

Submitted by: \_\_\_\_\_ (print name) Signature: \_\_\_\_\_ Title: \_\_\_\_\_



**Verification of Absence and Make-up Session**

Child Name:

DOB:

District:

SEIT Teacher/Related Service Therapist:

Absence of:

Special Education Itinerant Teacher (SEIT)

Related Service Therapist

Child

Date(s) of Absence:

Reason for Absence:

Duration of Missed Session:

Location of Service:

Make-up Session Offered:  Yes  No

Date of Make-up Session (if given):

Make-up Session Declined By Parent:  Yes  No

Reason if Session is not being made-up:

Signature of SEIS/Related Service Provider:

Date:

Printed Name of Authorized Parent/Caregiver/Teacher:

Signature of Authorized Parent/Caregiver/Teacher:

Date:

**Instructions:**

*An attempt should be made by the SEIT to reschedule missed sessions due to SEIT's absence if his/her schedule permits and the parent(s) agree to reschedule. The SEIT must attempt to inform the parent and AAK at least twenty-four hours in advance if the SEIT is going to be absent. The agency may also notify the parent of absence when needed. If the agency has another SEIT available, this may enable the agency to schedule a substitute SEIT for the session. SEIT to document if a parent accepts or declines offered substitute.*

***A copy of this form must be completed in cases of teacher/therapist/child absence and submitted to AAK.***

Revised 5-25-17, 12-14-17, 2-13-19, 8-4-22



## REQUEST FOR CHANGE IN SERVICE

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Provider Name: \_\_\_\_\_ District: \_\_\_\_\_

Current Service and Frequency: \_\_\_\_\_

Requested Change:

- Discharge from Service
- Decrease in Service to: \_\_\_\_\_
- Increase in Service to: \_\_\_\_\_
- Request Additional Evaluation: \_\_\_\_\_
- Change Service Location to: \_\_\_\_\_
- Other: \_\_\_\_\_

Rationale for Requested Change:

\_\_\_\_\_

Provider Signature

Date

\_\_\_\_\_

All About Kids Supervisor

Date



**Notification of Last Attend Date For SEIS &/or Related Services**

**DATE:** \_\_\_\_\_

**FROM:** \_\_\_\_\_ (COORDINATOR OF SERVICES)

**REGARDING CHILD:** \_\_\_\_\_ (CHILD’S NAME)

**IEP AUTHORIZED END DATE FOR SEIS &/OR RELATED SERVICES:** \_\_\_\_\_

**LOCATION OF SERVICES:** \_\_\_\_\_

**IF THE END DATE OF THE CHILD’S PRESCHOOL IS BEFORE THE END DATE OF THE CHILD’S IEP PLEASE INDICATE:**

Preschool Program’s End Date: \_\_\_\_\_

Last Date of Service: \_\_\_\_\_

Other: \_\_\_\_\_

If different from IEP end date, please provide reason \_\_\_\_\_  
\_\_\_\_\_

- Coordinator of Services is required to submit this form via secure email to All About Kids’ Region of Service
- Coordinator of Services must document submission of this form to All About Kids in their Coordination of Services Log in EnterClaims.

**Coordinator of Services:**

\_\_\_\_\_ Discipline \_\_\_\_\_

Print Name

\_\_\_\_\_ Date \_\_\_\_\_

Signature

**FOR AAK OFFICE USE ONLY: This form must be submitted upon receipt to Child’s CPSE by AAK & must be placed in the 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: \_\_\_\_\_