

**Long Island**

**New York Therapy Placement Services**

**Special Programs**

**Special Education Itinerant Services (SEIS)**

**Policies and Procedures**

**Manual**

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**What are SEIS Services?**

* Special Education Itinerant Services (SEIS) services are an educational service alternative to providing special education in a center-based program and are to be provided by a certified special education teacher.
* Services are provided in **direct** and/or **indirect** services.
* **Direct**:

Direct SEIS is specially designed instruction provided by a certified special education teacher of an approved program on an itinerant basis (which means the special education teacher travels to the site of the childcare setting where the child is attending during the day).

* **Indirect**:

Indirect SEIS means consultation provided by a certified special education teacher to assist the child’s regular early childhood program teacher in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a preschool student with a disability who attends an early childhood program.

**Reviewing the IEP**

**Once Assigned a Case, Review the IEP:**

* The SEIS Manager, Andrea Stuto, will inform SEIS providers of their responsibility for implementing the IEP.
* If a provider is new to taking SEIS cases, the SEIS provider must make arrangements with the SEIS Manager, Andrea Stuto, to review the SEIS Manual, policies, procedures and regulations ***before*** starting a case.
* When NYTPS receives a finalized IEP from the school district, the Preschool Coordinator will email the provider the IEP Direct or Clear Track codes. ***Providers cannot start services until they receive confirmation from the Preschool Coordinator assigned to the school district.***

* IEPs are accessed on IEP Direct (Frontline) [www.iepdirect.com](http://www.iepdirect.com) or Clear Track <http://cleartrack.esboces.org>
* The SEIS provider is responsible to retrieve and print a copy of the IEP from IEP direct (Frontline) or Clear Track prior to implementation and working with the student.
* SEIS providers must always have an updated copy of the child’s IEP when providing services
* SEIS providers must address the goals on the IEP
* Parent requests for changes to an IEP need to be directed to the CPSE & the parent must be the person contacting the CPSE
* Changes become effective as per CPSE direction and IEP correction or addendum

**IEP Goals**

* SEIS providers must read the IEP in its entirety prior to working with the student.
* SEIS’ ***must*** read a student’s goals ***prior*** to working with the student and must address such goals appropriately.
* Goals must be written on the IEP. If the IEP does not have appropriate goals and/or if the goals need to be changed, please contact the Preschool Coordinator assigned to the district.
* Goals must be reported as specified on the IEP.
* Note the method in which progress is to be assessed, as well as, criteria for successful achievement and schedule.
* SEIS providers **must** take daily data on IEP goals. For example, if data collection is the method indicated on the IEP, then SEIS providers must collect data. If a check list is the method indicated on the IEP, then the SEIS provider must maintain check lists. SEIS providers must keep data as specified on the IEP. The CPSE is looking for concrete data during the Annual Review. Data will show and be able to prove regression or intense need for a recommendation of an increase/decrease in services or a recommendation for summer services.

**Implementing the IEP**

It is the SEIS provider’s responsibility to provide specific accommodations, program modifications, supports and/or services for the student in accordance with the IEP. Before starting SEIS services, SEIS providers must review the IEP in its entirety. The SEIS provider will review the IEP in its entirety with the SEIS Manager, Andrea Stuto.

***SEIS providers cannot provide services until the information on the IEP is correct and confirmed with the school CPSE.***

**Service Location:**

* Service location is determined by the CPSE and is indicated on the student’s IEP.
* Services must be delivered at the location mandated on the IEP.
* Location cannot be changed without a CPSE meeting and an IEP amendment from the CPSE. The parent(s) or legal guardian(s) would have to notify the CPSE to change the location written on the IEP.

**Frequency and Duration:**

* NYSED mandates that SEIS services are to be provided for a **minimum** of two hours per week.
* If the CPSE has not met the mandated 2-hour minimum, it is the responsibility of the SEIS and NYTPS to notify the CPSE to make the necessary changes. The SEIS provider will notify the SEIS Manager, Andrea Stuto and Andrea Stuto will notify the CPSE and document all communication attempts to inform the CPSE of the discrepancy.
* Until the IEP is amended, SEIS services are to be provided as specified on the IEP.
* Frequency and duration cannot be changed without notification to the CPSE.
* The parent and CPSE must have a written agreement and the IEP must be amended.
* The CPSE may reconvene to discuss changes.
* If the SEIS would like the CPSE to reconvene, a ***Preschool Meeting Request*** form must be completed. This fillable form is located on the NYTPS website, [www.nytps.com](http://www.nytps.com) under the Preschool tab, and must be reviewed by the SEIS Manager, Andrea Stuto.

**Overlapping Sessions:**

***Generally, SEIS and related services are scheduled to be provided in separate times periods and do not overlap. Based on the needs of individual students, the CPSE may recommend that SEIS and related services be provided within the same time period. In this case, the IEP should specify that it is necessary to deliver the two services at the same time. If the IEP does not state that co-treatment is approved, YOU MUST NOT SEE THE CHILD AT THE SAME TIME AS ANOTHER PROVIDER.***

**SEIS Sessions**

* SEIS providers are responsible to ensure that special education services provided are specially-designed instruction to aid the preschool child with a disability to benefit from the regular early childhood program and to participate in age-appropriate activities. The learning environment and instructional methods are adjusted to meet the individual needs of the preschool child.
* SEIS services are Monday-Friday only and start at **8am** and end at **6pm**. ***If SEIS services need to occur before 8am or after 6pm, inform the Preschool Coordinator assigned to the district immediately, as NYTPS needs CPSE approval.***
* Parent or teacher must sign the ***EnterCLAIMS Session Note*** form after ***each*** session (add date, time in & time out). Session notes cannot be written during the session.
* If anyone other than the parent/guardian is signing the forms, then the ***Parental Consent for Alternate Signature*** form must be completed by the parent.
* When providing services at a school, children **cannot** be pulled out of the classroom to work 1:1 unless it is mandated on the IEP.
* Session notes are completed ***after*** each session.
* A session does not start when the provider signs-in at the school or enters the home. A session starts at the time the provider is settled in the classroom or home and is ready to work with the child.
* When providing services in a school, the provider ***must*** follow the school’s sign in & sign out protocols.
* A session must be completed in the ***entire duration***, ***frequency and location*** as mandated on the IEP. For example, if the duration reads 60 minutes on an IEP, then services must be for 60 minutes.

**Parent Involvement:**

* Review & have the parent sign the ***Provider and Family/Preschool Personnel Agreement for Services*** at the first session with parent and when necessary (for Suffolk County only).
* Review the child’s progress toward completion of goals and discharge.
* Communicate via communication notebook, phone and/or email.
* Communication with the parent(s)/guardian(s) on a consistent basis.

**Service Calendar**

* The CPSE determines whether a child’s services are to follow the CPSE calendar or preschool/daycare calendar.
* **Please note: *If the IEP follows the preschool/daycare calendar, it will read that on the IEP. If the IEP does not indicate which calendar to follow, it automatically defaults to the school district calendar.***
* The SEIS provider will obtain a copy of the school calendar if the IEP follows the preschool calendar. The school calendar is faxed or uploaded to the preschool department.
* Services ***cannot*** be scheduled on legal holidays.

New Year’s Day July 4th Veteran’s Day

Martin Luther King Day Labor Day Thanksgiving

Memorial Day Christmas Columbus Day

* Services **cannot** be scheduled or made-up on weekends.
* Services **can** occur on Superintendent’s Conference days.
* If a preschool is closed, but the school district is open, a session cannot be held at the home in place of a school session unless home is indicated as a location on the IEP. SEIS providers must follow the mandated location on the IEP.

**Session Notes**

* Session notes are entered on **EnterCLAIMS**

**Session Notes Must Include the Following Information:**

* **IEP Goal:** State the IEP goal(s) being addressed. The number of goals targeted per session note will vary based on the student’s needs, number of goals and the frequency and duration of services.
* **Goal Progress:** Enter progress in trials or percentages (must match the IEP).
* **Notes Section:** State how you are addressing the goal (i.e., what activity did you do?)
* **Response Section:** State how the child responded to the activity and the type of support you provided.
* **Session Progress:** From the drop-down box, choose one of the following: no progress, limited progress, progress, regression.

**EnterCLAIMS Session Note Example**

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**Notes:**

**Activity/lesson:**

A timer and visual cue card are used to help with transitioning from one activity to the next appropriately. The timer starts at 5 minutes and the child is given a time warning each minute. A "first, then" visual cue card is paired with the timer so he can visually see what he is currently working on and what is happening next. He is starting to learn that when the times beeps, it is time to clean up and go to the next activity.

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**Response:**

(Name of child) continues to need verbal and visual supports in order to transition from one activity to the next appropriately. He is able to transition appropriately with these proactive strategies. Recently, he requested to add the pictures to the "first, then" visual cue card. He responds well to specific verbal praise and high fives.

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**Absences & Make-up Sessions**

**Absences:**

* Providers are encouraged to offer make-ups for child absences whenever possible.
* If a child is habitually absent, please contact the SEIS Manager, Andrea Stuto, immediately. Andrea Stuto must inform the CPSE.
* If a child misses 5 consecutive sessions, a ***Notification of Extended Non-Delivery of Service*** form must be completed and submitted to the billing department. This form is located on the NYTPS website under the Preschool tab.
* If the SEIS provider is absent, the provider must inform the family and/or school and the agency at least 24 hours before the absence.
* SEIS providers ***must*** provide make-up sessions when the missed sessions were due to a ***teacher*** absence.
* When a SEIS provider is absent, and cannot provide a make-up session, he/she must contact NYTPS to arrange for a substitute teacher.
* If a substitute teacher is providing coverage, the SEIS must ensure that the substitute teacher is informed with lesson plans, IEP recommendations and emergency contact information.
* Absences and make-up sessions are documented on the ***EnterCLAIMS Session Note***.
* If a SEIS is going to be absent for more than 5 consecutive sessions, the SEIS Manager, Andrea Stuto, must be notified.

**Make-up Sessions:**

* Make-up sessions can only be scheduled ***after*** a missed session.
* SEIS has 30 calendar days to provide a make-up session, but it is recommended to provide the make-up within the first 10 days.
* The SEIS will ensure that make-up sessions are provided in a timely manner in accordance with the student's IEP regarding duration, frequency, and location.
* Absences & make-up sessions must be documented on the ***EnterCLAIMS Session Note***.
* For teacher absences, make-ups are required unless the parent objects. If you are providing SEIS in a school/daycare, the parent cannot decline a make-up. You will work out a schedule with the classroom teacher that works best for the child.

**Absences & Make-up Sessions Continued**

**Please note:**

* Make-ups can be scheduled on Election Day, Washington’s Birthday, or Lincoln’s Birthday. If any of these holidays fall within a school break, you may not treat. Follow the calendar that is specified on the IEP.
* Make-up sessions can be done on a day the child is already receiving SEIS services.
* Make-up sessions must be completed in the duration mandated on the IEP. For example, if services are 2x/90, then the make-up session must be completed in a 90-minute session. Make-up session cannot be completed in 30-minute increments.
* Make-up sessions can be provided if the school is closed due to parent-teacher conferences.

**Progress Reports**

***Due to HIPPA Regulations, reports cannot be emailed.***

**Progress Reports are completed in accordance with the student’s IEP.**

**Please note: Not all IEPs are the same and some CPSEs follow quarterly schedules and other CPSEs follow trimester schedules. Check the progress report schedule indicated on the IEP.**

**SEIS Services / Suffolk & Nassau County:**

* Progress marks and comments for each goal & objective are entered into IEP Direct (Frontline) or Clear Track

**Parent Training Services / Suffolk & Nassau County:**

* A written progress report is completed.
* The progress report template is located on the NYTPS website, [www.nytps.com](http://www.nytps.com) under the Preschool tab.
* The progress report is either uploaded on the NYTPS website or faxed to the Preschool Department at 631-546-7409.

**Preschool Quarterly Report Sign Off Sheet:**

The ***Preschool Quarterly Report Sign off Sheet*** must be completed for SEIS and Parent Training services.

* ***Submit the Preschool Quarterly Report Sign Off Sheet*** upon completion (fillable form on [www.nytps.com](http://www.nytps.com) under the Preschool tab.

**Annual Review Report**

***Due to HIPPA Regulations, reports cannot be emailed.***

**All Annual Reviews are due in the office on MARCH 1st**. If a meeting is held before March 1st, therapists will be notified by the CPSE Coordinator. Reports must be submitted a minimum of **10** business days **before** a CPSE meeting.

**Annual Review Reports for Suffolk & Nassau County:**

* Use the annual review form titled ***SEIS Service Annual Review Progress Report*** for annual reviews. This form is on the NYTPS website, [www.nytps.com](http://www.nytps.com), and is submitted electronically under the ***“Submit/Upload Documents”*** tab on the NYTPS website.
* Annual reviews ***no longer require testing***, unless requested by the school CPSE. Please put a short sentence in this section indicating the CPSE has not requested additional testing at this time.
* When a child is discharged or transitions to CSE, an outcome summary on IEP Direct must be completed by the SEIS.

**Reports Must Reflect:**

* + Current level of functioning
  + IEP goals
  + Progress towards goals
  + Continued eligibility determined by the CPSE.
  + Recommendations **(must be on a separate page of the report).** Recommendations cannot state frequency and duration. You can state: It is recommended that SEIS services continue, increase, decrease, discontinue due to \_\_\_\_\_. The decision regarding SEIS services will be made by the CPSE team.

**Rationale:**

* Rationales are needed for a request for summer services, or an increase or decrease in services. You must have data to show regression.

**Who Writes the Rationale?:**

1. Rationales are written by the person requesting the service. If the SEIS is making the request, then the SEIS must write it. If the CPSE is deciding, then the CPSE should write it.
2. Rationales are to include all information required to justify the service and the request. This may include scores, time sequences, and any other justification.

**Regression Statements:**

* All regression statements must show substantial regression over a period of time longer than a few days. It must be specific to the goals learned.
* Documentation needs to show high need or regression with clinical data or by building a ***strong*** clinical case.
* According to guidance published by the NYSED, a child can be said to experience substantial regression if it is anticipated that the child will need an equal amount of time to re-learn what was already learned prior to the break of service. Example: John needed 8 sessions to initially learn how to request his needs in two-word phrases. After missing 8 sessions in a row, it took John 8 sessions to re-learn how to request his needs in two-word phrases.

**CPSE Meetings**

* You **MUST** attend **all** CPSE meetings in person or by phone. You are a NYSED required member of the committee.
* Have all important paperwork to NYTPS **10** business days before the meeting date.
* Do not write frequency, duration, location, type of classroom or provision of services on the Annual Review Report or discuss with parents prior to the meeting.
* You can write: increase services, decrease services, continue services or discontinue services.
* You can indicate continue, decrease, increase, or discharge with the parent prior to the meeting. Make sure your documentation (Annual Review Report) to the CPSE supports what you are indicating.

***Do not become argumentative with the CPSE over service provision. If you disagree with the decision, you can explain why, but you must have documentation that supports your position.***

**SEIS as Coordinator of Services**

**Service Coordination is entered on EnterCLAIMS**

As of January 1st, 2016, a **new policy** was put in place regarding Service Coordination for all Suffolk and Nassau County SEIS Providers.

As per New York State Department of Education regulations,***ALL****SEIS providers* must document service coordination for each SEIS case they service, regardless of whether there are related services attached to the case. These coordinated services are to include *any* activity outside of directly servicing the child.

***Service coordination can be submitted every 2 weeks with billing or at the end of every month. Service Coordination is completed on EnterCLAIMS.***

* The SEIS is almost always the Coordinator of Services
* Service coordination is non-billable.

**Service Coordination functions must include the following:**

* Document all communication attempts if other service providers, classroom teacher or parent(s) are unavailable.
* Conferencing with other service providers (OT, PT, Speech) at least one time per month.
* Conferencing with the pre-school classroom teacher at least one time per month.
* Conferencing with the student's parents at least one time per month.
* Preparation for and attendance at CPSE meetings
* Classroom Observation
* Travel for the purpose of the above stated functions

**Other Responsibilities as Coordinator of Services:**

1. Review schedule for delivery of services and help providers resolve scheduling issues as necessary.
2. Meet with or contact related service providers to discuss goals, progress, recommendations, and share information.
3. Meet with or contact parent to discuss goals, objectives, plans for achieving goals, and progress to date.
4. Gather progress reports and information from related services providers to be able to present information from other therapists at CPSE meetings.
5. Conduct telephone conferences with parents, service providers, CPSE, etc. as necessary.
6. Attend CPSE meetings. This is not billable.
7. Establish and oversee a communication book utilized by the parent, SEIS and other providers, and classroom personnel.
8. Collaborate with related service providers and classroom team to meet IEP goals.
9. Demonstrate appropriate activities to parent so that they may carryover activities.

**SEIS Service Coordination**

**EXAMPLES**

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**Parent Training**

* Parent Training is not a stand-alone service. The child must be receiving a related service, SEIS, or a program.
* Parent Training can ***only*** occur Monday – Friday. Services start at **8am** and must end at **6pm*. If Parent Training needs to occur before 8am or after 6pm, inform the Preschool Coordinator assigned to the district immediately, as NYTPS needs CPSE approval.***
* Parent Training is a related service, and you must have your ***malpractice insurance*** in order to provide services.
* Listen to the parent’s concerns and direct your training accordingly. Create parent training goals with the family.
* Parent training goals are not on an IEP.
* Parent Training requires a ***written*** quarterly progress report & annual review report.
* ***SEIS*** ***Service Coordination*** form is **not** completed for parent training.

**Session Notes:**

* Session notes are completed & submitted electronically on ***EnterCLAIMS***
* Parent Training and SEIS session notes ***must*** be separate
* Session notes are completed ***after*** the session

**Absences:**

* Absences & make-up sessions are documented on the ***EnterCLAIMS Session Note***.

**Make-up Sessions:**

* Nassau County: A make-up session must be made within **30 business days** of the missed session.
* Suffolk County: A make-up session must be made within **10 business days** of the missed session.
* A make-up session **cannot** be provided BEFORE a missed session.
* A make-up session **cannot** be provided on the same day as a regular session.
* A make-up session must be made up in its entirety (the entire mandated duration in one make-up session).

**Billing**

* Submit billing weekly, bi-weekly, or monthly. Payment is processed bi-weekly.
* SEIS & parent training billing must be submitted separately on **EnterCLAIMS.**

**BEHAVIOR MANAGEMENT**

***The use of verbal or physical punishment to control the behavior of children during sessions is strictly prohibited.***

The Agency adheres solely to the use of supportive actions and positive interventions appropriate for the preschool special education children served. Varied behavior management techniques are an important part of the job, and SEIS providers are required to diligently apply these techniques. Updates on effective behavior management techniques are provided during the scheduled annual professional development training sessions as well as through email and scheduled observations. The SEIS provider’s role is to help their students develop control over and take responsibility for their own behavior. ***Providers must collect data and regularly monitor student progress, in addition to adjusting the student’s instruction as necessary.***

The following list of behavior modification techniques can be used (***NYTPS prohibits the use of aversive interventions)***:

* Modify materials
* Modify instructions/breakdown tasks
* Modify the environment if needed (lights, sounds, re-arrange desks & chairs, etc.)
* Provide reinforcement
* Follow least preferred activity with most preferred activity
* Provide visual support
* Close teacher proximity
* First, then visual cue cards
* Picture activity schedules
* Social stories
* Token economy system
* Timers & time warnings
* Fidget toys
* Transition items
* Modeling
* Feelings book (If I feel \_\_\_\_, I can \_\_\_\_\_)

***Please contact the SEIS Manager, Andrea Stuto, when there are behavioral concerns.***

**FBA/BIP**

***\*\**** All requests for FBA’s and/or BIP’s must be approved from the school CPSE in writing before implementing.

**An FBA includes:**

* + Identification of the problem behavior
  + Definition of the behavior in concrete terms
  + Identification of the factors that contribute to the behavior
  + Formulation of a hypothesis regarding the general conditions under which a behavior occurs and probable consequences that serve to maintain it.
  + Baseline Data

**An FBA may be based on:**

* + Information obtained from direct observation
  + Information from the student, teacher, and related service providers.
  + A review of available student records.
  + An FBA cannot be based solely on a student’s history.
  + An FBA must provide a baseline of the student’s problem behaviors documenting frequency, duration, intensity, and latency across activities, settings, people, and times of the day that the behavior occurs.

**Information must be recorded in sufficient detail to form the basis of a BIP that addresses:**

* + Antecedent behaviors
  + Reinforcing consequences of the behavior
  + Recommendations for teaching alternative skills or behaviors
  + An assessment of the student’s preferences for reinforcement.

**Behavior Intervention Plan**

**CPSE must consider the development of a BIP when:**

* + A more restrictive placement is being considered due to a student’s behavior.
  + The student’s behavior impedes on his/her learning or that of others despite school/classroom interventions.
  + The student’s behavior places him/her or others at risk.

**The BIP must identify:**

* + Baseline measure of the problem behavior to establish performance criteria and evaluate intervention effectiveness.
  + Intervention strategies to alter antecedent events, prevent occurrence of the behavior, teach alternative behaviors, and provide consequences for targeted inappropriate behaviors and acceptable alternative behaviors.
  + If a BIP is developed for a child receiving SEIS services, the SEIS will implement the BIP as part of the provision of services.
  + Results of monitoring must be recorded and reported to the parents and CPSE as indicated by the schedule on the BIP.

**SEIS Supervision**

Clinical supervision is both a concept and a process designed to improve teaching performance. The desired outcome from this process is to develop professionally responsible teachers who are committed to self-improvement through help from others, reflection on practice, and self-correction and to enable teachers to perform effectively while efficiently maintaining required standards.

**What SEIS Supervision Looks Like**

* **Performance Evaluation by the SEIS Manager & Assistant SEIS Manager:**

Each SEIS provider must have one performance evaluation/observation per year by the SEIS Manager and/or Assistant SEIS Manager. Please see the attached form to know what is expected of the SEIS during the performance evaluation.

*If the SEIS shows some weaknesses during the performance evaluation, the SEIS Manager and/or Assistant SEIS Manager will conference outside of the evaluation with the SEIS provider regarding ways to improve the session. At this time, another performance evaluation will be set up to view changes that were made to reflect self-improvement.*

* **Individual and/or Group Mandatory Conferences/Training/Professional Development**

Each SEIS provider must attend a mandatory conference or a mandatory individual conference with the direct supervisor once per year. SEIS providers will be notified of any professional development opportunities or mandatory trainings.

*If the SEIS provider fails to attend the mandatory conference a written documentation of failure to attend will be stored in their file and emailed to the therapist.*

* **Written Reports and/or Session Notes**

Once per year, the SEIS providers written annual review report and/or session notes will be quality assured by the direct supervisor.

*If there are issues during this quality assurance, the SEIS provider will be contacted by the direct supervisor. Changes will be discussed, and a timeline will be given on when these changes must be made and the report re-submitted.*

If there is a failure to participate in any of the above mentioned NYTPS Supervisory Protocols, there may be a result in reduced referrals for the SEIS and/or removal from our registry.

**SEIS Performance Evaluation / Observation**

**Example**

**SEIS Provider:**

**Child’s Name (*initials only*):**

**Date of Observation:**

**Location of Observation:**

**Mark each item according to the following scale:**

**S = Satisfactory**

**I = Improvement Needed**

**N = Not Observed**

**U = Unsatisfactory**

1. The provider has a hard copy of the IEP.
2. The provider has a NYTPS ID Badge.
3. The provider addresses the IEP goals.
4. The following goal was targeted:
5. The provider worked on the goal by:
6. Materials are organized and available.
7. The provider takes data on the IEP goals.
8. The provider displays evidence of teacher preparation.
9. The provider is aware of the schedule and provides adequate pacing.
10. The provider maintains student interest and attention.
11. The provider utilized positive reinforcement strategies.
12. The provider addresses the child’s developmental level and skills.
13. The provider maintains regular communication with all members of the team (teachers, parents/guardians, related services providers, etc.).

**Emergency Procedures**

**Emergency Contact Information & Allergic Reaction Plan Form:**

The SEIS provider will have the parent(s)/guardian(s) complete this form. If the child has any allergies or any other medical alerts, the provider must discuss with the parent(s)/guardian(s) a plan for emergency treatment to be utilized until medical personnel arrive. This form is to be kept with the SEIS provider while providing services. A copy is kept on file with the child’s records.

**Child Injury or Accident:**

In case of an emergency, (e.g., injury, accident, natural disaster, etc.) the provider’s priority is to ensure the safety of the child and themselves. Once the child is safe, the provider will notify the necessary person(s), which includes the parent(s)/guardian(s) and the SEIS Manager, Andrea Stuto. If a child needs medical help, this may involve calling for emergency medical help, 911, or using First Aid to ensure that the child is safe. The provider will complete an ***Incident Report*** as appropriate.

**How to Access Forms:**

* The forms are located on the NYTPS website, [www.nytps.com](http://www.nytps.com), under the preschool tab.

**How to Submit Forms:**

* These forms are either faxed or uploaded to the Preschool Department
* Fax Number: 631-546-7409

**Confidentiality Policy**

Every employee should consider all NYTPSSP and client business in a confidential nature and treat it accordingly. Since we serve the public, it is essential that employees treat information about therapists, school CPSEs, our internal operations, and internal records with absolute confidentiality. The basic policy of caution and discretion in handling of confidential information extends to both external and internal disclosure. An employee may not, at any time, either during the term of employment or at any time thereafter, communicate, divulge, or disclose or utilize, directly or indirectly, to any person, company, association, partnership or corporation, any knowledge or information received during the course of employment with respect to any matters affecting or relating to the business and affairs of NYTPSSP, its clients, therapists or school CPSEs. All employees must be careful not to inadvertently disclose sensitive client information through their conversations with clients, other employees or any other third parties in public places.

Confidential and/or sensitive information includes, but is not limited to, information about our internal operations, internal records, therapists and school CPSEs, financial information, Human Resources information, personnel issues, communications with legal counsel, personal health information as defined under the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”), education records as defined under FERPA, and all personally identifiable information about NYTPS’ employees, providers or clients, including name, address, treatment information, diagnosis, school CPSE, or any information or combination of personal characteristics that would make it possible to identify a particular child, parent, other family members, or treatment/diagnosis of the child.

Company documents are confidential and must be protected. Individuals not employed by the company should not be left unaccompanied at a desk or in a room with files, papers, correspondence, or memoranda. Documents should not be left unattended in common areas.

If a media representative contacts an employee for information relating to the Company, its business, and its clients, the NYTPSSP policy is to direct all such inquiries to their SEIS Manager, Andrea Stuto.

Confidential information obtained as a result of employment with the Company is not to be used by an employee for the purpose of furthering any private interest, or as a means of making personal gains. Uses of disclosure of such information can result in civil or criminal penalties, both for the individuals involved and for NYTPSSP.

## **POLICY FOR CONFIDENTIALITY OF CHILDREN’S RECORDS**

All employees, independent contractors, consultants, and volunteers with access to personally identifiable information are required to be informed about and to adhere to New York Therapy’s confidentiality policy created to protect children’s personally identifiable information.

In accordance with the Federal Educational Rights and Privacy Acts (FERPA), child records and other material contained therein which are personally identifiable are confidential and may not be released or made available to persons other than those authorized. All approved providers and service coordinators must adhere to FERPA. Only agency staff, administrators, service coordinators, and providers who have a need to know will have access to children’s records. No staff member may duplicate or remove from the premises any personally identifiable data relating to any child receiving services without the explicit permission of the agency administrative staff. No provider or employee shall display in a public area lists, schedules, notices, etc. which reveal the name of a child.

Child records contain sensitive information (such as sexual or physical abuse, HIV status, or laboratory tests performed on an individual for HIV-related illness, treatment for mental illness, the child’s parentage, etc.) and must be protected from unauthorized access. Written parental consent must be obtained before personally identifiable information is disclosed to anyone other than authorized individuals. Released information will be specific to the consent signed by the parent or legal guardian which must include the name of the entity making the request, the records to be released, the purpose for which the records are requested, the date the parent signed the consent, and the signature and relationship to the child of the signer. Information appropriate to the request will be released and sensitive information will be protected. If the request is granted, the individual(s) receiving child records must be informed about, and be required to adhere to, the confidentiality policies and procedures of NYTPS, Inc. as well as all other legal requirements for protecting child records containing sensitive information.

## **HIPAA-PRIVACY RULE**

Under the provisions of HIPAA Privacy Rule, all information that is categorized as **Personal Health Information** (PHI) and **Electronic Personal Health Information** (ePHI) must be treated with extreme confidentiality. The rule is intended to provide strong legal protections to ensure the privacy of individual health information, without interfering with patient access to treatment, health care operations, or quality of care. Our office will, without exception, follow the HIPPA Privacy Rule and all HIPAA guidelines

**Electronic Records Policy**

All electronic records pertaining to children in our care are maintained in accordance with the Federal Educational Rights and Privacy Acts (FERPA) and all office personnel and professional staff must adhere to FERPA. Authorized staff have access to electronic data through password protected systems. User rights/access are set internally, and passwords change every 90 days. Backup storage devices are encrypted at the time of backups.  
  
**Records Transportation Policy**

Any child records being transported are to be secured in a locked box ensuring that confidentiality is maintained.

### Records Storage and Maintenance Policies

1. Child records are kept in secured locked cabinets located in our office or stored electronically in our document management system. All users are given a unique username and password. If a paper file is accessed, NYTPS authorized staff members will document access using NYTPS “Record of Student Access Form” with name, date, and reason. NYTPS uses a secure password protected computer tracking system (C.L.A.I.M.S) which documents significant information/dates/events (e.g., progress notes, meetings, dates of service, etc.). Paper records are shredded and destroyed to ensure confidentiality is maintained.
2. The parent or legal guardian of a child may review and inspect the record of their child (i.e., prior to a CPSE meeting or hearing and in no case later than 45 days after the request was made). As an agency, we may presume that the parent has authority to inspect and review records relating to their child unless we have been advised that the parent does not have the authority under applicable State law governing matters such as guardianship, separation, and divorce. Parents have a right to request an amendment to their child’s record when the parent believes the information contained in the record is inaccurate, misleading or violates the privacy or any other rights of their child, including the opportunity for a hearing. Written requests to amend a child’s records should be sent to New York Therapy Placement Services at 299 Hallock Avenue, Port Jefferson Station, NY 11776. If NYTPS, Inc. decides not to amend the record as requested; we will inform the parent or guardian of this decision. If information in the record is found to be inaccurate, misleading, or to violate the privacy of the child/family, the provider will amend the information and NYTPS will inform the family.
3. Parent(s) or legal guardian(s) should make a written request to access their child’s education records. Verbal requests will be accepted if the parent(s) or legal guardian(s) is unable to make a written request. Requests for access to a child’s record by an unauthorized person will need written parental consent. The request must include the child’s date of birth and service dates. A fee not to exceed 10 cents per page for the first copy and 25 cents per page for additional copies will be charged to copy records unless the fee prevents the parents from inspecting and reviewing the records. No fees will be charged for records relating to evaluations and assessments or for the search and retrieval of records.
4. Providers who are licensed, registered, or certified under NYS law will retain records in accordance with the laws and regulations of their profession, and/or with the requirements of the programs in which they work.

### Correspondence Policies

No correspondence or record of one child shall reveal the name of another child or family.  When information regarding a child or family is contained in records that include information regarding multiple children, only information pertaining to that child will be released as appropriate and in accordance with our confidentiality procedures. No provider shall verbally convey information about a child or family without written parental consent. Files will be kept available for review by those authorized during working hours at New York Therapy Placement Service, Inc. Only individuals who collect or use information for the express purposes of facilitating the child’s care should be authorized to routinely access a child’s record.

### Email

Email should not be used to transmit confidential and/or sensitive information or PHI, unless it is password protected, encrypted, or protected by firewall, or secured by another security measure approved by the Company.  The email should contain a disclaimer with instructions if the receiver is not the intended recipient:

“The information contained in this electronic e-mail transmission and any attachments are intended only for the use of the individual or entity to whom or to which it is addressed, and may contain information that is privileged, confidential and exempt from disclosure under applicable law. If the reader of this communication is not the intended recipient, or the employee or agent responsible for delivering this communication to the intended recipient, you are hereby notified that any dissemination, distribution, copying or disclosure of this communication and any attachment is strictly prohibited. If you have received this transmission in error, please notify the sender immediately by telephone and electronic mail and delete the original communication and any attachment from any computer, server or other electronic recording or storage device or medium. Receipt by anyone other than the intended recipient is not a waiver of any privilege. Thank you.”

**Fax**

Fax may be used to transmit records for children in our care if the receiver’s fax is determined to be secure.  The fax cover should contain a disclaimer with instructions if the receiver is not the intended recipient:

The PHI information (Protected Health Information) contained in this facsimile message is legally privileged and confidential information intended only for the use of the individual or entity named above.  If the reader of this message is not the intended recipient, you are hereby notified that any dissemination, distribution or copy of this telecopy is strictly prohibited.  Any other use is a violation of Federal Law (HIPAA) and will be reported as such.  If you have received this telecopy in error, please immediately notify us by telephone and return the original message to us at the address above via the United States Postal Office. 

**Billing Policy**

**Nassau County Billing Coordinator**: Colleen Lam

Email: [colleen.lam@nytps.com](mailto:colleen.lam@nytps.com)

**Suffolk County Billing Coordinator**: Kim Vecchio

Email: [kim.vecchio@nytps.com](mailto:kim.vecchio@nytps.com)

***\*\*Please note: Due to HIPPA Regulations, billing cannot be emailed.\*******\****

* All session notes must be completed & signed on ***EnterCLAIMS.***
* All sessions are documented on ***EnterCLAIMS***(provided sessions, therapist absences, child absences, school closings, etc.).
* Make-up sessions **must** be marked as “make-ups” on the ***EnterCLAIMS Session Note*** with “make-up for” dates added.
* If a child misses 5 or more **consecutive** sessions, complete a ***Non-Delivery of Extended Services*** form. This form is faxed or uploaded to the **preschool department**.
* A ***Parental Consent for Alternate Signature*** form is **required** when anyone other than the parent/guardian signs the ***EnterCLAIMS Session Notes***.
* Billing must be submitted by **4pm** 8 days prior to each highlighted pay date. Any billing submitted ***after*** 4pm will be processed with the next billing cycle. This information is located on the SEIS payroll calendar. The SEIS Payroll Calendar is location on the NYTPS website under the billing tab.

**Forms Needed When Starting a New Case**

The following forms need to be completed at the **start** of each **new case** and returned to NYTPS within the first ***2 weeks of starting a case:***

1. **SEIS Expectations Document:**

* This document must be completed for all SEIS services. One copy is given to the school or parent/guardian & one copy is submitted to NYTPS. Read **How to Submit Forms** below.

1. **Emergency Contact Information & Allergic Reaction Plan:**

* This form is completed whether or not the child has allergies.

1. **Parental Consent for Alternate Signature:**

* Must be completed if anyone other than the Parent is signing the forms.

1. **Provider and Family/Preschool Personnel Agreement for Services:**

* For Suffolk County only

**How to Access Forms:**

* The forms are located on the NYTPS website under the preschool tab.

**How to Submit Forms:**

* The forms are either uploaded to the NYTPS website or faxed to the preschool department.

**Fax #:** 631-546-7409

**Do’s and Don’ts**

* Be honest with everyone you work with, including yourself.
* Be ethical- it’s your reputation on the line daily.
* Report to the parent often regarding their child’s success and areas that still require improvements.
* Review the ***Provider and Family/Preschool Personnel Agreement for Services*** (Suffolk County only) with the parent on the first session of meeting and whenever necessary.
* Create a schedule with the family or preschool and maintain the schedule created. Occasional, small variations are ok. But remember, families and pre-school staff are expecting you. It is important to always be timely and professional.
* Do not discuss frequency, duration, location, type of service or other issues that are the decisions of the CPSE. You can state whether to increase, decrease, continue or discontinue services.
* Do not ask for what cannot be justified. You must take data at each session.
* Always maintain complete professionalism.
* If you need extra support, please reach out to the SEIS Manager, Andrea Stuto.

**Preschool Coordinators**

The Preschool Coordinators are assigned to specific school districts. The Preschool Coordinators will help you with the following:

* Give you your username and password for the NYTPS website
* Email you the IEP Codes when we receive the finalized IEP. ***You cannot start services until you receive this email from the Preschool Coordinator.***
* Add the child you are working with to your caseload
* Inform you if the child is having any CPSE meetings that you need to attend (program review, annual review, etc.)
* Contact the Preschool Coordinator if you need an IEP draft open to add goals

***The school district split list is located on the website,*** [***www.nytps.com***](http://www.nytps.com) ***under the Preschool tab.***

**NYTPS Company Contacts**

**Office Phone Number:** 631-473-4284

**Preschool Department** **Fax:** 631-546-7409

|  |  |  |
| --- | --- | --- |
| Title | Name | Email |
| SEIS Manager/Recruitment & Quality Assurance Specialist | Andrea Stuto | [andrea.stuto@nytps.com](mailto:andrea.stuto@nytps.com) |
| Assistant SEIS Manager & Outreach Coordinator | Vicki Margulies | vicki.margulies@nytps.com |
| Preschool Coordinator | Andrea Levy | [andrea.levy@nytps.com](mailto:andrea.levy@nytps.com) |
| Preschool Coordinator | Melissa Benanti | [melissa.benanti@nytps.com](mailto:melissa.benanti@nytps.com) |
| Suffolk County Billing Coordinator | Kim Vecchio | [kim.vecchio@nytps.com](mailto:kim.vecchio@nytps.com) |
| Nassau County Billing Coordinator | Colleen Lam | [colleen.lam@nytps.com](mailto:colleen.lam@nytps.com) |
| Compliance Coordinator | Hillary Teger | [hillary.teger@nytps.com](mailto:hillary.teger@nytps.com) |

**NYTPS Website**

**Please note: All forms mentioned in this SEIS Manual are located on the NYTPS website,** [**www.nytps.com**](http://www.nytps.com) **under the Preschool tab.**

**Additional Information on the NYTPS Website:**

* Start Up Forms
* Service Forms
* Progress Report Template
* Annual Review Forms
* FBA/BIP Information
* Compliance Forms
* Billing
* Submit/Upload Documents
* Tips & Resources
* EnterCLAIMS- click on the EnterCLAIMS tab for the following:
  1. EnterCLAIMS Training Video for SEIS SC (SEIS Service Coordination)
  2. EnterCLAIMS Training Video
  3. FAQ for SEIS Teachers
  4. How to Create an EnterCLAIMS Account
  5. Instructions for SEIS Providers
  6. Instructions for SEIS Service Coordination
  7. Instructions on How to Verify Credentials
  8. Parent Guardian Signature Instructions for the Parent