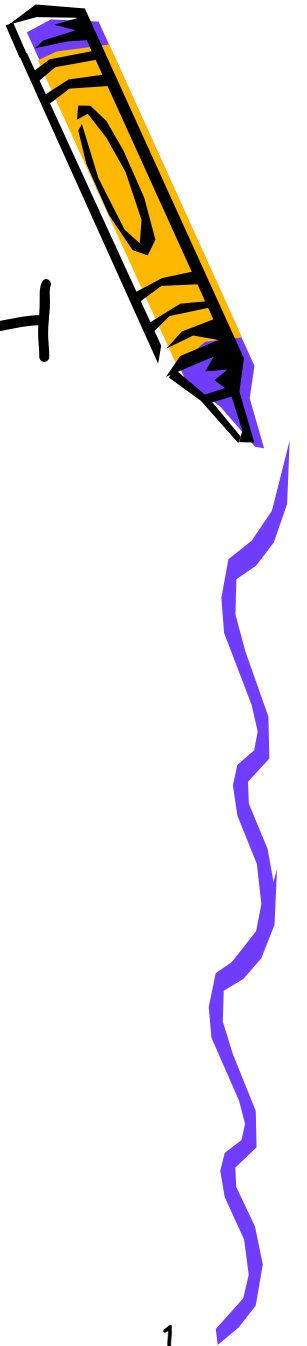


NASSAU COUNTY DEPARTMENT OF HEALTH

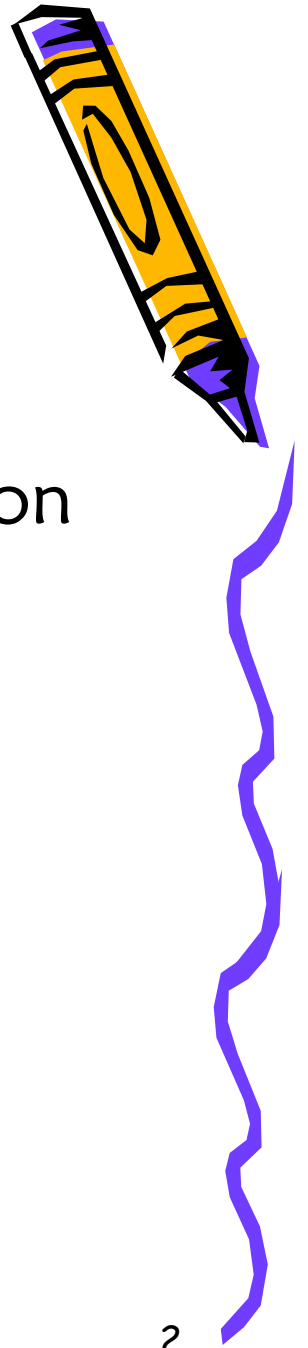


Preschool Special Education Program



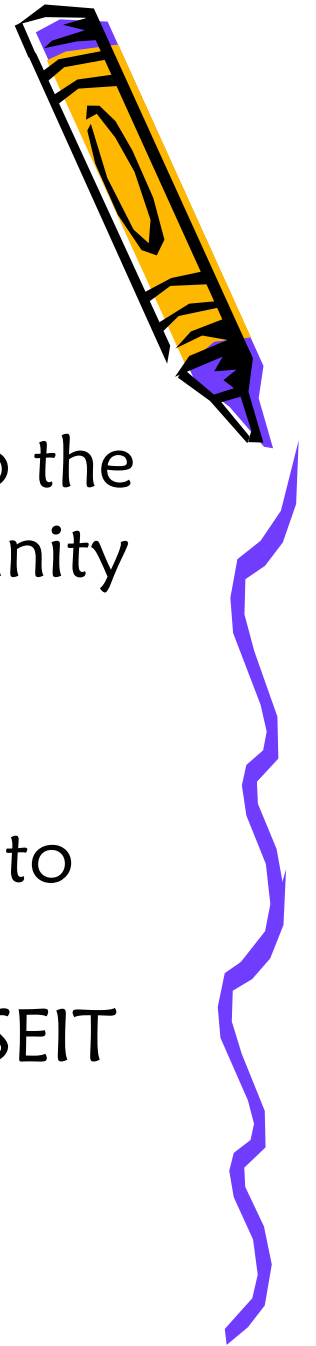
Today's Topics

1. Professional Ethics and Responsibilities
2. Evaluations and Eligibility
3. Committee on Preschool Special Education (CPSE) Meeting
4. Location of Services
5. Continuum of Services
6. Child & Provider Absences
7. Make-Up Policy
8. Delivery of Services
9. Required Paperwork
10. Appendix - Nassau County Forms

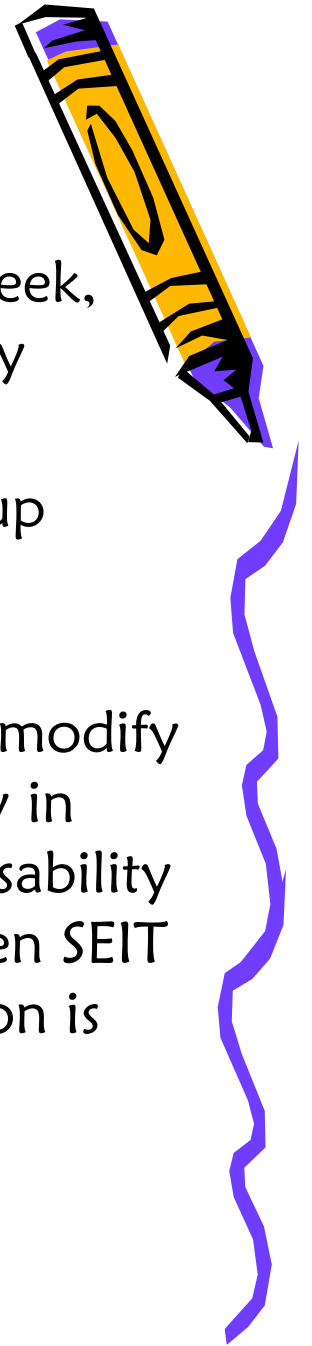


SEIT Services

- The primary goal of SEIT is to provide the necessary special education supports to help the child benefit from participation in a community early childhood program.
- As with all therapies, the goal of the SEIT is to teach the child to function within the educational setting independently without SEIT support.



Delivery Of Services

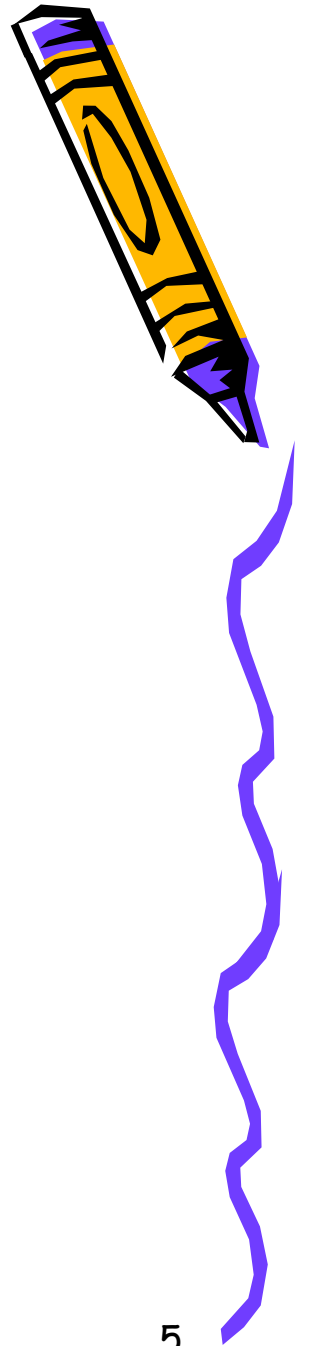


- SEIT services are provided for two or more hours per week, but not for the entire time the child is attending the early childhood setting.
 - Direct Services – specially designed individual or group instruction provided directly to the child
 - Indirect Services – instruction to the child's typical classroom teacher to adjust the environment and/or modify the methodology, materials, or whatever is necessary in order to meet the needs of the preschooler with a disability who attends a typical early childhood program. When SEIT services are provided in the home, family participation is recommended as best practice.



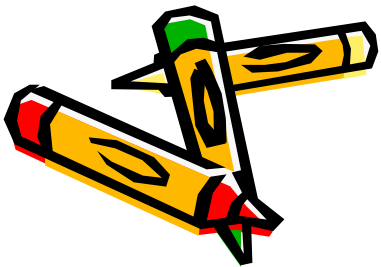
Professional Ethics and Responsibilities

- Qualified personnel
- Awareness of boundaries
- Recognition of child abuse



Suspicion of Abuse

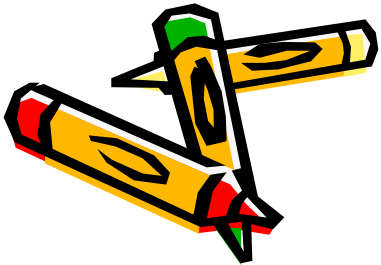
- Any incident regarding suspicion of sexual and/or physical abuse must be documented and immediately reported to:
 - New York State Child Abuse and Maltreatment Register (800-635-1522)
 - Nassau County Police Dept Special Victims Unit (in cases of sexual or physical abuse when the allegation involves non-familial abuse)
 - Nassau County DOH Preschool Director (227-8648, 8:30 am to 4:45 pm)
 - CPSE Chairperson in the district where child receives services
 - For incidents on buses call Penauille Servisair (433-4500)



Transition from Early Intervention to Preschool

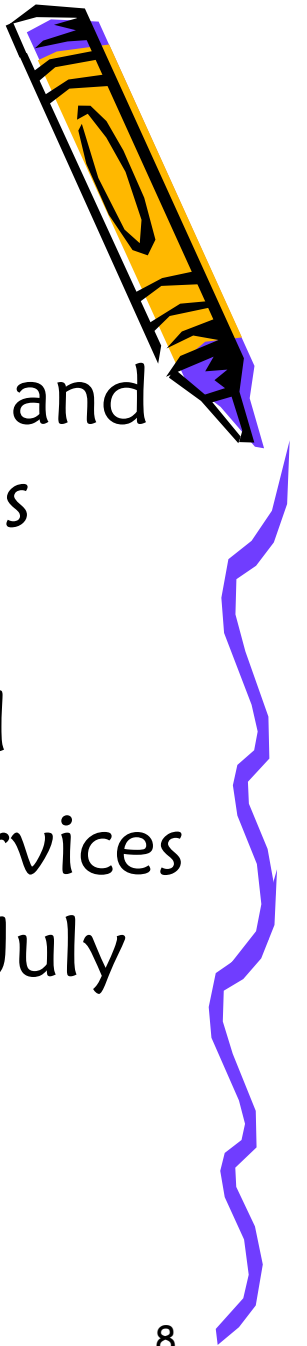
A child's eligibility for the Early Intervention Program ends on the day before his/her third birthday unless:

- the child has been determined eligible for CPSE services at a CPSE meeting
- classified a Preschool Student with a Disability
- An Individualized Education Plan (IEP) is developed.



Preschool Eligibility Age for Services:

- A child turning 3 between January 1st and June 30th is eligible to receive services from their CPSE as of January 2nd.
- A child turning 3 between July 1st and December 31st is eligible to receive services from their CPSE as of July 1st.

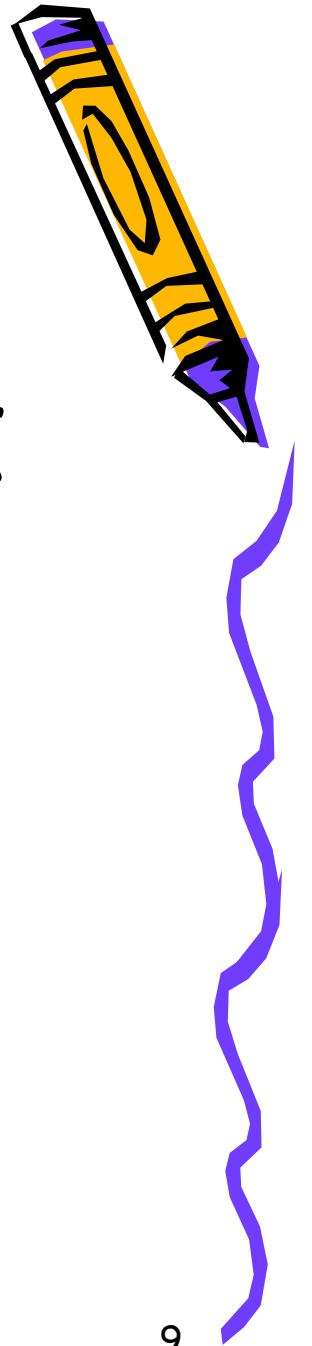


Preschool Eligibility for Evaluations:

A child is eligible for the CPSE evaluation process 4 months prior to the first date of their potential CPSE eligibility for services:

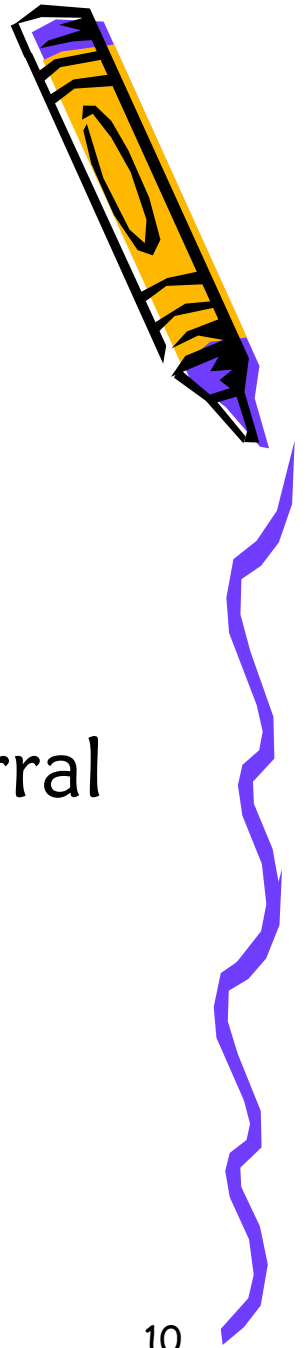
either September 1st

March 1st



How to Make a Referral For an Evaluation

- A written statement to the district
- A parent must make the written referral to the school district

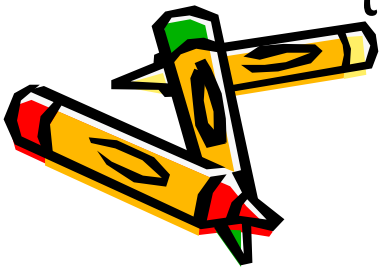


Criteria for Eligibility for Preschool Special Education Program and/or Services



- 12 month delay in one or more functional areas
- 33% delay in one functional area or 25% in each of two functional areas
- 2.0 standard deviations below the mean in one functional area or 1.5 standard deviations below the mean in each of two functional areas

OR



Criteria for Eligibility for Preschool Special Education Program and/or Services (continued)

- A preschool child meets the criteria set forth in the current disability classifications in the Part 200 regulations:

Autism

Deafness

Deaf-blindness

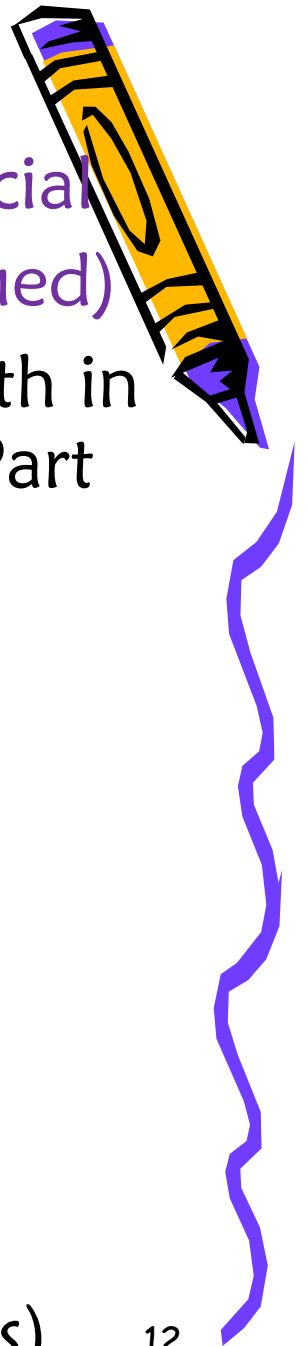
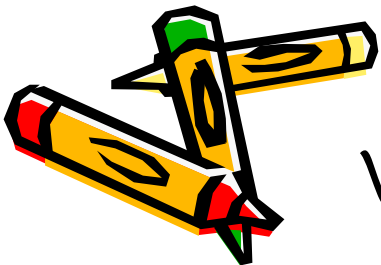
Hearing impairment

Orthopedic Impairment

Other Health Impairment

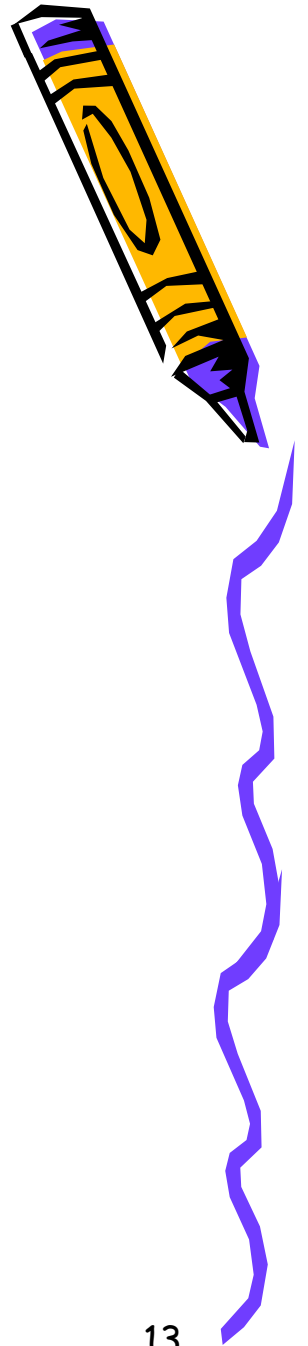
Traumatic Brain Injury

Visual Impairment (including blindness)



Delays and Factors to Consider in Cognitive Development

- Language and Communication
- Adaptive Development
- Social- Emotional Development
- Motor Development



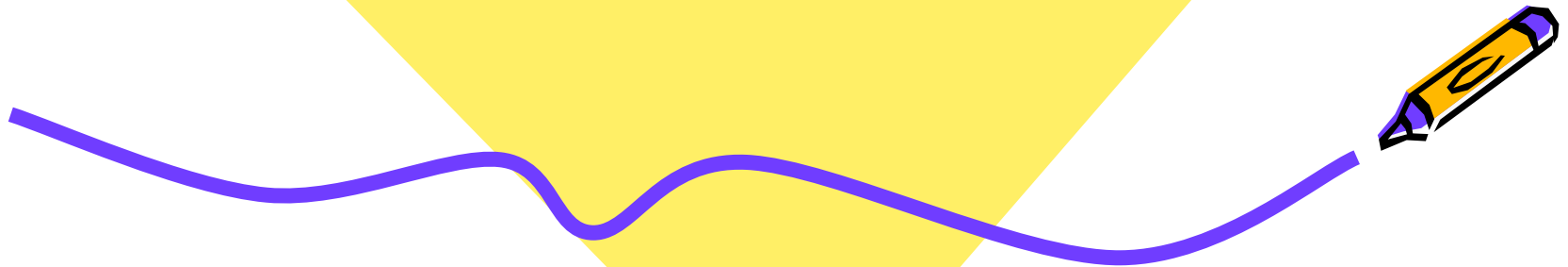


THE COMMITTEE on PRESCHOOL EDUCATION

THE INITIAL CPSE MEETING

CPSE Meeting must take place within 30 school days
from the date parent consent was given.

All CPSE members must be notified in writing



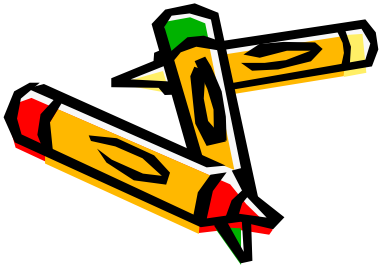
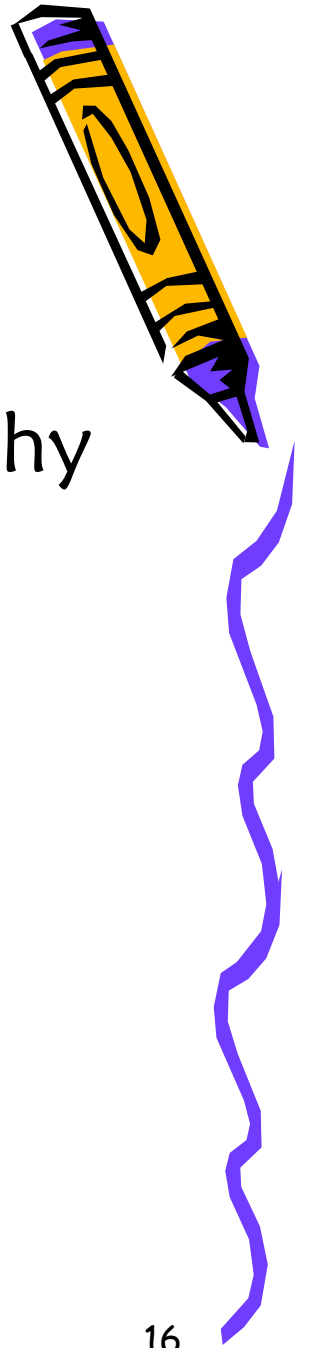
DETERMINING ELIGIBILITY CREATING THE IEP

- Results of evaluations
- Discuss weaknesses and strengths –Present Levels of Performance- (SPAMS/MAPS)
- Review or create goals and objectives
- Eligibility
- Least Restrictive Environment - FAPE
- Child outcomes summary forms

 30 days allowed for placement

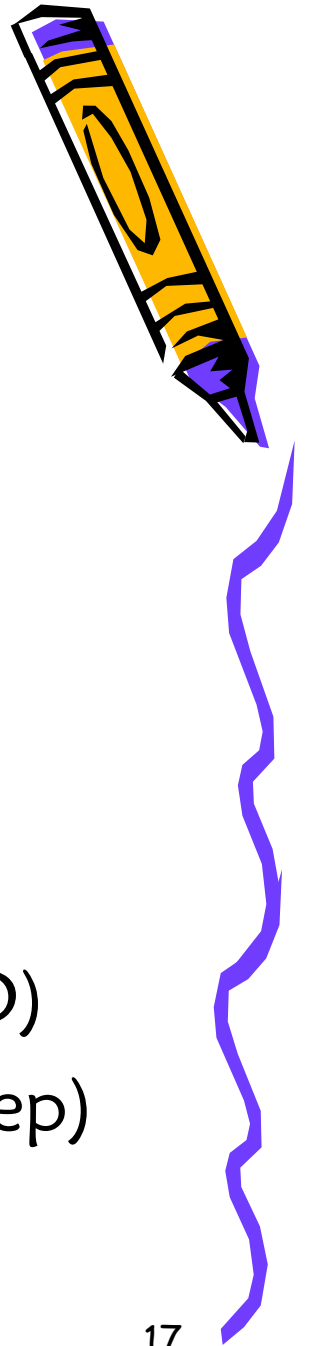
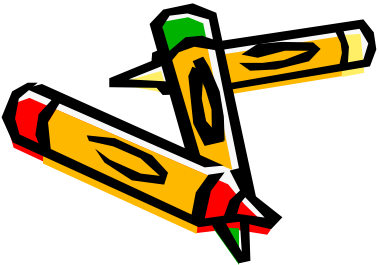
If Child is Ineligible

- Recommendation includes reasons why



MEMBERS of CPSE

- Parent of the Preschool child
- General Education Teacher
- Special Education Teacher
- Representative of School District
- Parent member
- Staff for Interpretation of evaluations
- Others who have knowledge of child
- Early Intervention Official Designee (EIOD)
- Representative of municipality (County Rep)

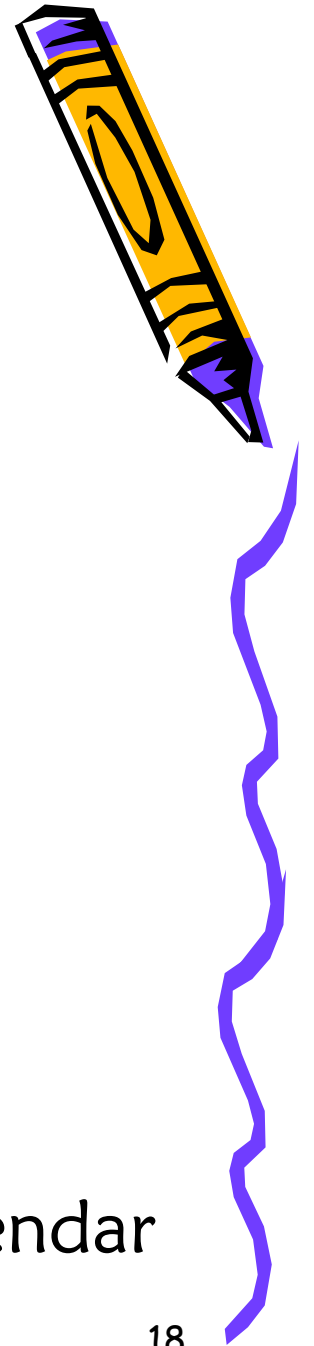


Recommendations of CPSE Committee

- When child is eligible....
- Based on all considerations, recommendations include:
- Frequency
 - Duration
 - Location
 - Ratio

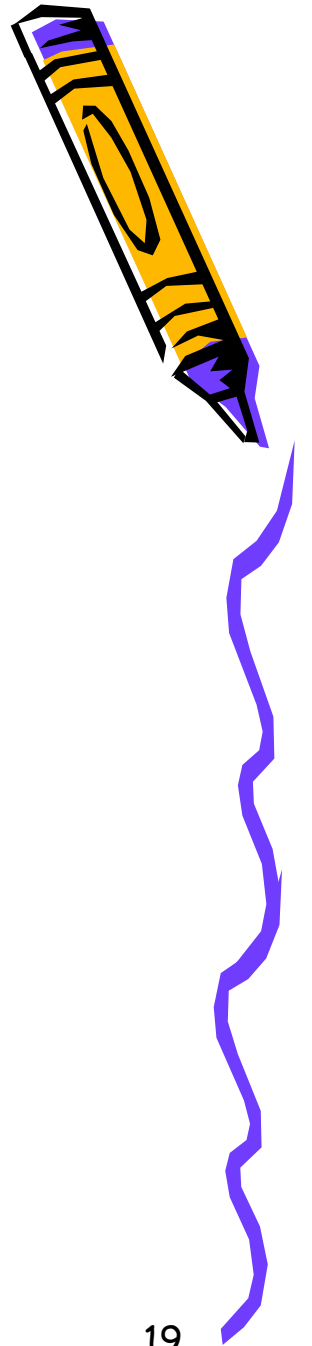


The SD should also specify the calendar the services should follow.

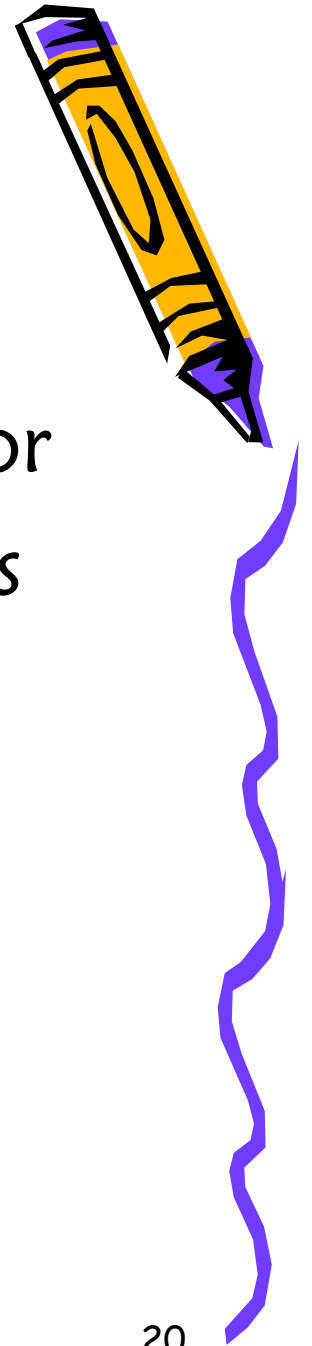


Initiation of Services

- July 2006—Services cannot begin without IEP
- Distribution of IEP
- Providers must review strengths, weaknesses and goals



The Coordinator of Services

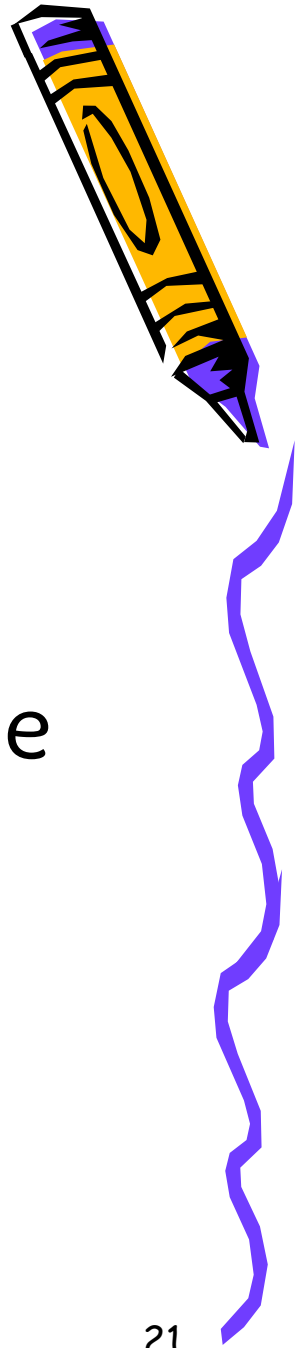


SEIT + related services=SEIT coordinator
1 or more related services=CPSE chooses
coordinator
If special ed class + SEIT=CPSE chooses
coordinator



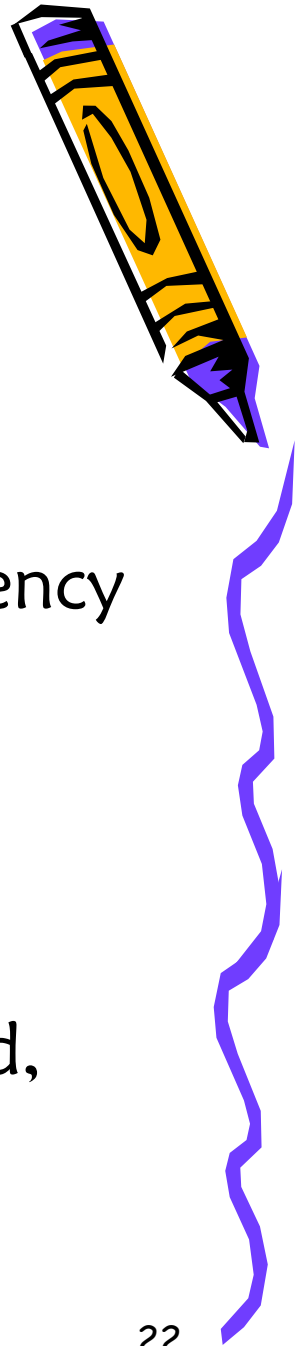
Annual Review after the IEP

- IEP Review
- Question of continued eligibility
- District sends notices of date, time and location of meeting to all members of the CPSE.
- CPSE meeting is held.



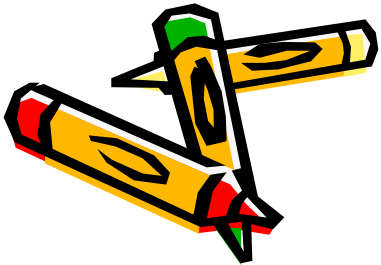
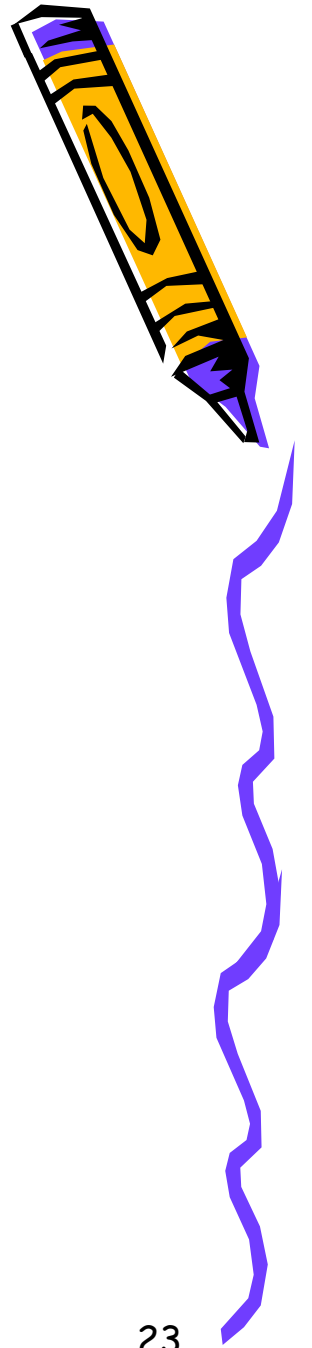
Changing IEP Services

- Changes may be made to IEP if necessary before the Annual Review.
- Provider discusses it with supervisor or agency coordinator then notifies family of recommendation.
- Submit a written request of change to the district.
- If an annual review has been held, an agreement- no meeting form can be signed, otherwise a CPSE meeting must be held before any changes are made to the IEP.



Declassification

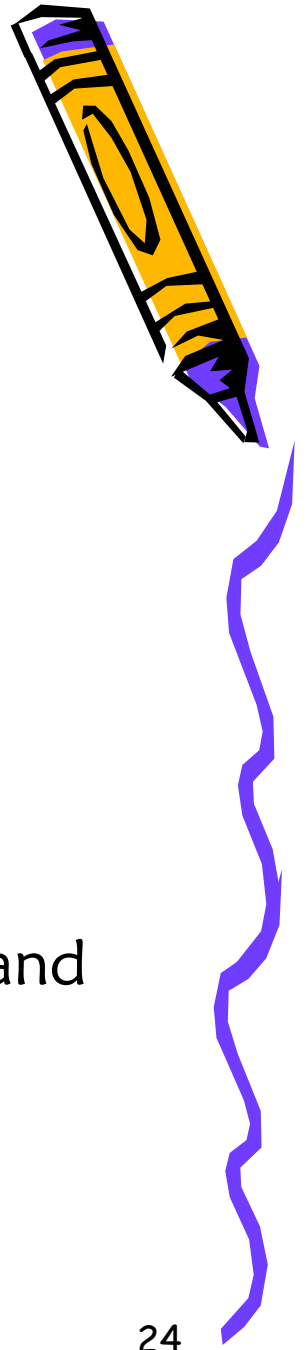
Must happen at a CPSE Meeting



Request for an Additional Evaluation

If additional evaluations are required the provider should contact the agency then the agency will:

- Contact the CPSE Chair
- The CPSE chair will notify parent and obtain the consent for the evaluation
- The parent selects the evaluation site
- The school district will notify the evaluation site and send the request in writing



Transition from CPSE to CSE

- A child is no longer eligible for preschool special education services after August 31 of the year the child becomes kindergarten eligible in the district.
- CPSE determines if the child remains eligible for special education services.
- CPSE is responsible for recommending and providing extended school year (ESY) services for students who are turning 5 and will be kindergarten eligible.



Transition from CPSE to CSE (cont.)

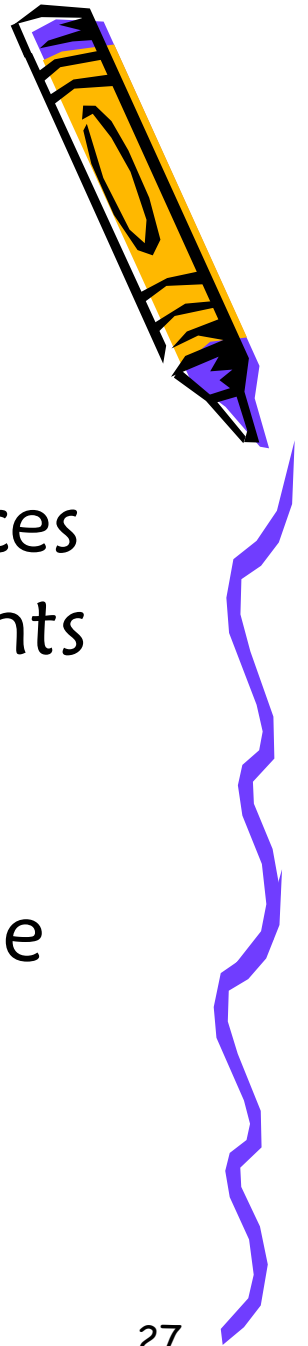
- The CSE determines the programs/ services beginning in September of the year the child is kindergarten eligible.
- Should testing be required for CSE (school age) purposes, it is the school district who is responsible for testing, not the preschool program after July 1st.



Extended School Year Services (ESY)

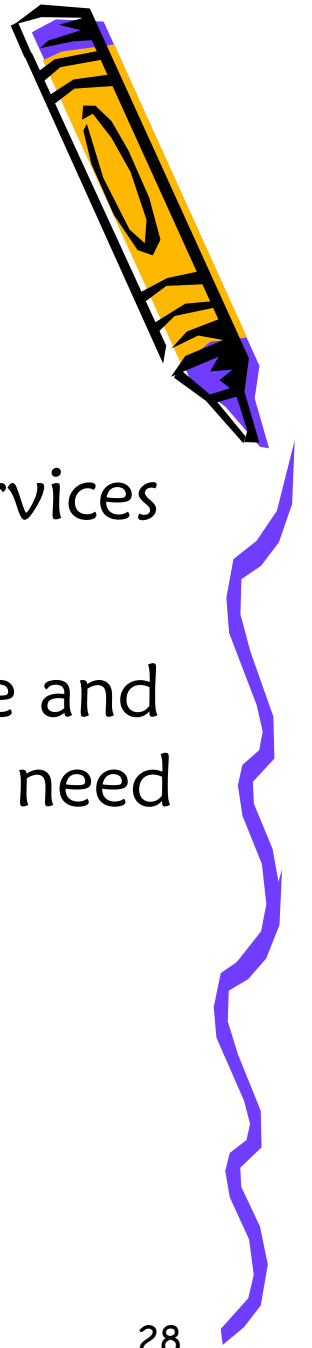
12 month – Summer Services

ESY services are special programs/services that are available to Preschool Students With a Disability (PSWD) who are recommended by the CPSE for such services for at least 30 days during the months of July and August.



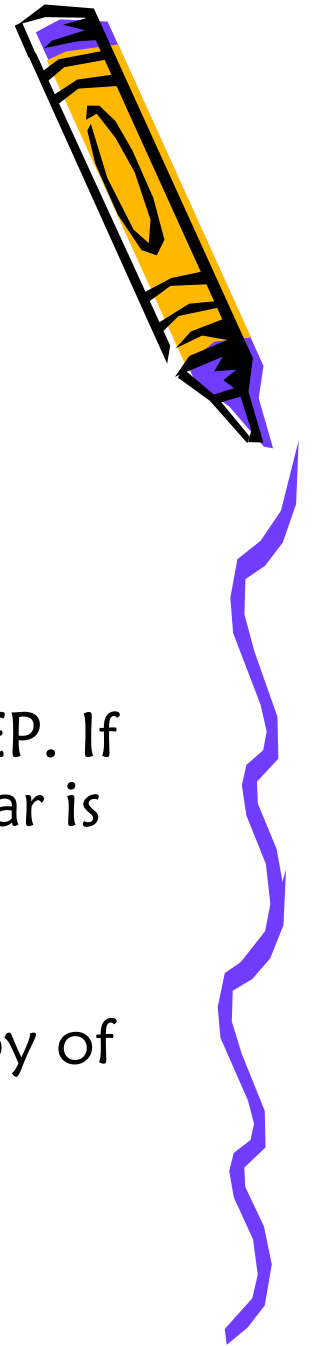
Extended School Year Services (ESY) (cont.)

- The CPSE determines if a student requires extended school year special education services in order to prevent *substantial regression*.
- The CPSE should review both quantitative and qualitative information to substantiate the need for providing an ESY program.



Calendar

- At the child's CPSE meeting, it is determined whether the child's services should follow the school district calendar, program or provider calendar.
- The calendar should be written on the child's IEP. If not, it is assumed that the school district calendar is to be followed.
- Each provider is responsible for obtaining a copy of the school districts/programs calendar.



Calendar

- Services may NOT be scheduled or made-up on weekends, legal holidays or school breaks.

- Legal Holidays Include:

New Years Day

July 4th

Veteran's Day

Martin Luther King Day

Labor Day

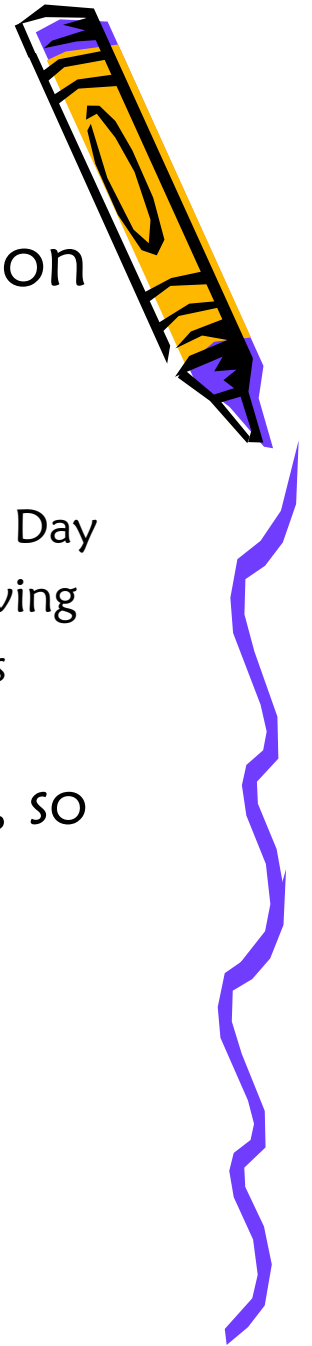
Thanksgiving

Memorial Day

Columbus Day

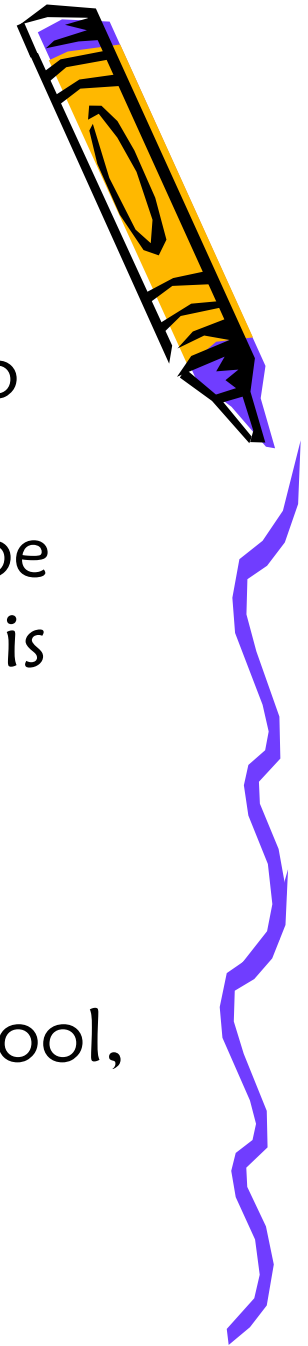
Christmas

- School District/Program breaks vary in their dates, so please be sure to follow the calendar closely.
 - Services MAY be provided on Superintendent's conference days since they count as one of the 180 mandated days of the school year.



Calendar

Unexpected Closings

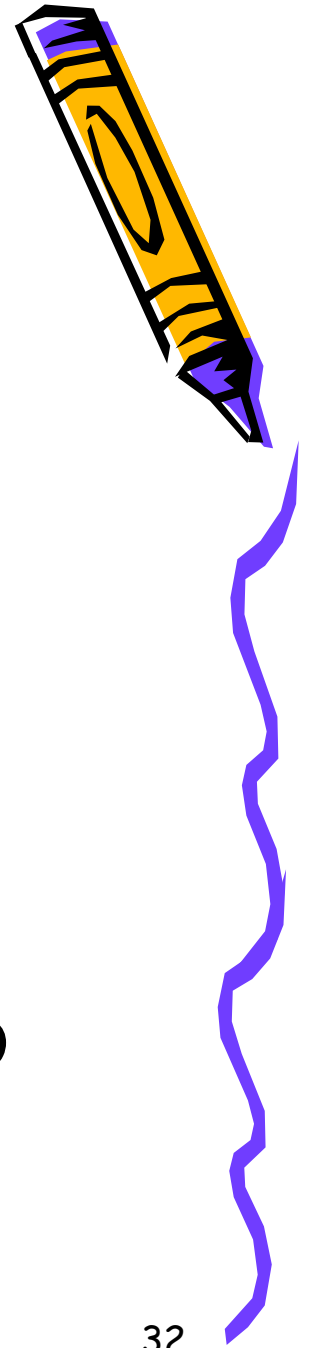


- If a school district closes unexpectedly due to inclement weather conditions or other emergency/unplanned event, services CAN be provided even if the school district calendar is being followed.
- If you are still able to service the child at the location approved on the IEP (home, preschool, etc.) then you may do so.



Nassau Early Childhood Direction Center ECDC

- Information and Referral
- Resources for Families and Children
- Birth – 5 years, disabled or at risk of developing a disability
- Confidential – funded through VESID training and technical assistance

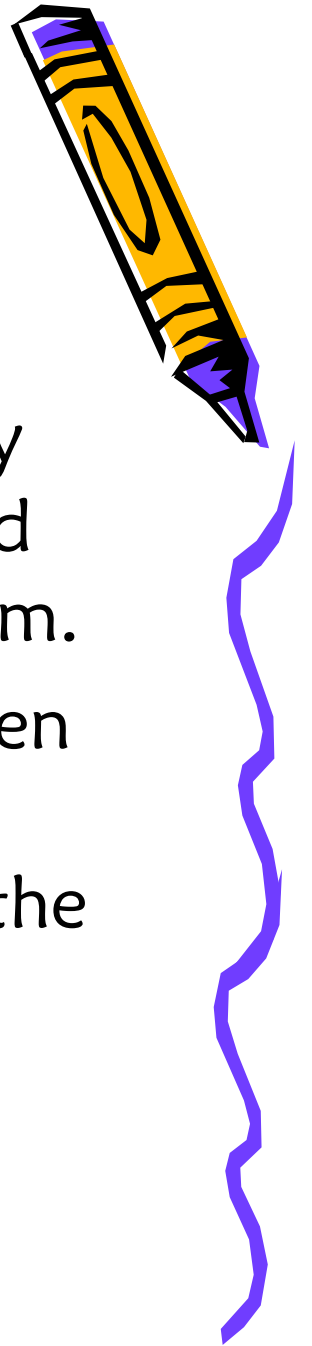




Location of Services

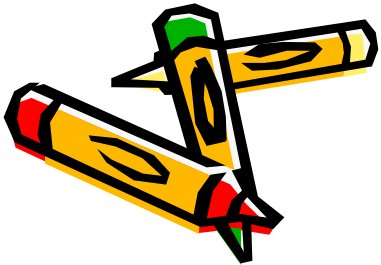
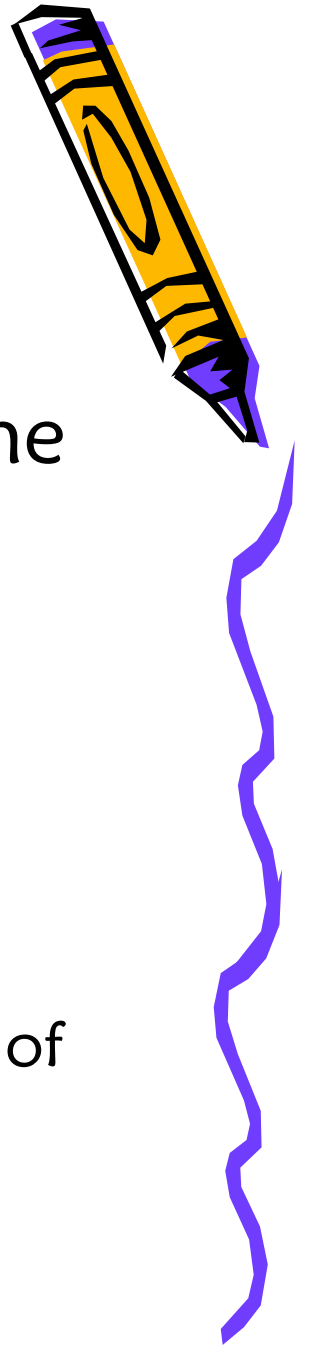
Location of Services

- The service location is a site determined by the school district CPSE and is specified and written in the Individual Education Program.
- Once the location is determined and written on the IEP it cannot be changed without a CPSE meeting or written agreement from the parent and CPSE.



Location of Services

- Services can be approved at any of the following locations:
 - Approved or licensed pre-kindergarten
 - Head Start Program
 - Student's home or Day Care Center
 - Hospital
 - State facility
 - Child care location as defined by section 4410 of the Education law



Location of Services

Working in a Child's Home

- Establish where in the house sessions will be done with the child.
- It is preferable to use the child/family's toys/equipment.
- Parent/caregiver **MUST** remain within close proximity during the session and be available if needed. An adult 18 years or older must be present in the home at all times.
- Do not close doors or go into another area of the house without family permission.
- Do not bring your children, other family members, friends or other non-professionals on a home visit. Obtain parental consent before bringing in a supervisor.
- If you arrive at a home and find an unattended child (there are no parents/adults home) a call is to be made immediately to 911 and the Nassau/Suffolk County Dept. of Health. Stay with the child until the Police arrive at the home.



Location of Services

Working in a Child Care Center/Preschool

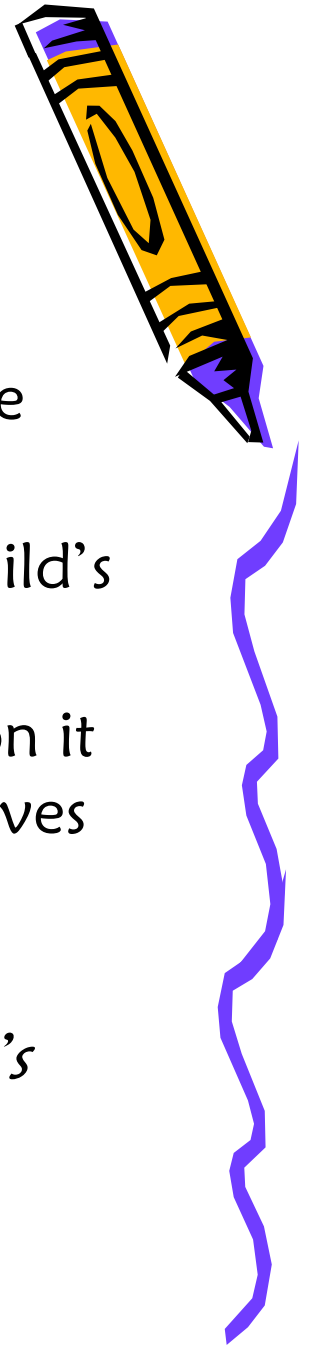


- Preschool service providers need to call the child care facility prior to the start of services to set up a schedule and introduce themselves to the classroom teacher.
- When providing services in a child care center/Preschool provider **must always sign in & sign out.**
- Always follow the rules & regulations of the center/preschool.
- It is encouraged that you obtain a copy of the facility's safety procedures and any other applicable facility policies.
- The provider must implement a procedure for the inclusion of both parent and caregiver for progress updates and any other applicable communications.
- A Consent for Alternate Signature form must be signed by parent when providing services at a child care center/Preschool indicating names of specific teachers, aides, or any other school personnel signing the log notes.



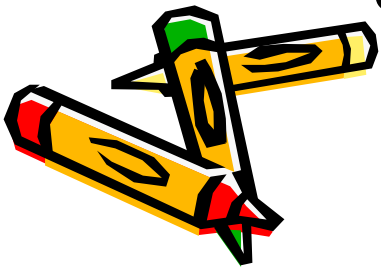
Families as Members of the Team

- Provider's work style should be discussed with the parent/caregiver when beginning services.
- Parents are encouraged to be involved in their child's education.
- If a parent/caregiver is not present during a session it is important to discuss what IEP goals and objectives are being addressed.
- This can be accomplished with phone contact, communication notebook, etc. *It is the provider's responsibility to initiate the contact.*



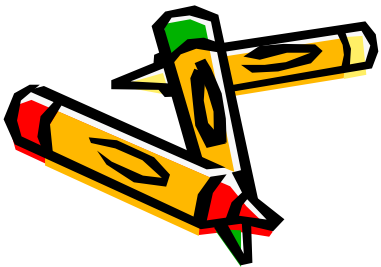
Scheduling

- The provider should keep family/facility considerations in mind (e.g. nap times, work/family schedules, recess, etc.)
- It is important to maintain a consistent schedule throughout the IEP period (e.g. Tues @ 10am, Fri @ 11am) and keep as close to your scheduled appt times as possible.
- Notify the family/caregiver/facility as soon as possible if you will be unavoidably & significantly late.
- If the session must be canceled due to illness or emergency, contact the parent/caregiver/facility directly.



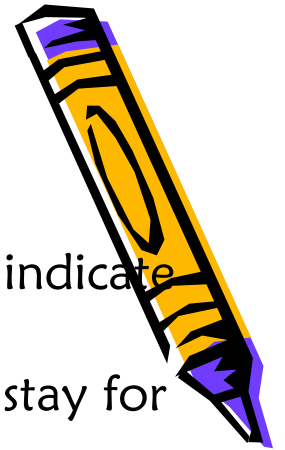
Treatment Log Notes

- Record accurately the date of service rendered and the arrival and departure time. The date of service recorded must be the actual date the service is provided.
- NEVER falsify a date of service for any reason!! NEVER have a parent/caregiver sign in advance or for any other time than that specific date. This is fraudulent and illegal! Any proven falsification of records is possible grounds for revocation of professional license/certification. Full legal action can be pursued.



Treatment Log Notes

- Document ALL canceled sessions including date and reason and indicate who canceled the session (you, parent, teacher, etc).
- Keep your appointed schedule - arrive for sessions on time and stay for the allotted time.
- Treatment logs must be written in black ink only!
- Treatment logs must be signed by the parent/caregiver, which is defined as any person 18 years or older, AFTER each session.
- Treatment logs should include communication with other team members (other SEIT's or related service providers).
- Do NOT use jargon, abbreviations or slang when writing treatment logs.
- Originals of treatment logs should be sent to the agency according to the billing due dates. Delay in submission may result in postponement of payment!
- Treatment logs must be retained in a confidential place for a period of 3 years after the child reaches the age of 18.





Continuum of Services

The CPSE must consider providing services in the LRE according to the following hierarchy:

Related Services only
Special Education Itinerant Teacher (SEIT)
SEIT and Related Services
Special Class in an Integrated Setting (SCIS)
Half Day (2.5 Hours)
Full Day (3-5 Hours)
Special Class (SC)
Half-Day (2.5hours)
Residential

Frequency & Duration

- The NYSED mandates that SEIT services be provided for a minimum of two weekly sessions and each session can be no less than 60 minutes in length.
- Once the appropriate frequency & duration is determined by the CPSE and written on the IEP, it cannot be arbitrarily changed (increased or decreased) by any agency or by the parent. There must be a written agreement letter between the parent and the CPSE and the IEP must be amended.
- Frequency & duration must be **specific** and delivery of services must match what is listed on the IEP.
 - Days per week x minutes per session. Ex: 5x120 weekly must be delivered as 5 days per week for 2 hrs. per day.
 - Total hours per week (10hrs/weekly) is no longer acceptable.



Models of Service Delivery

- Special Class In An Integrated Setting (Centerbased)
 - Consists of Preschool Students with and without disabilities housed within the same classroom space
 - No more than 12 preschool students with disabilities may be in any one classroom
 - Must be staffed by one special education teacher, one non special education teacher and at least one paraprofessional in the same classroom
- Special Class (Centerbased)
 - Consists of students with the same disabilities or differing disabilities in a class staffed by a special education teacher and at least one paraprofessional

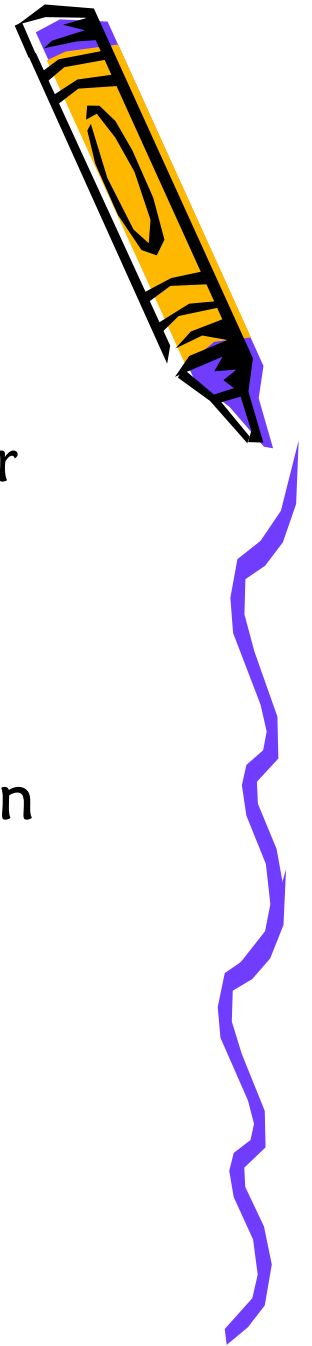




Child & Provider Absences

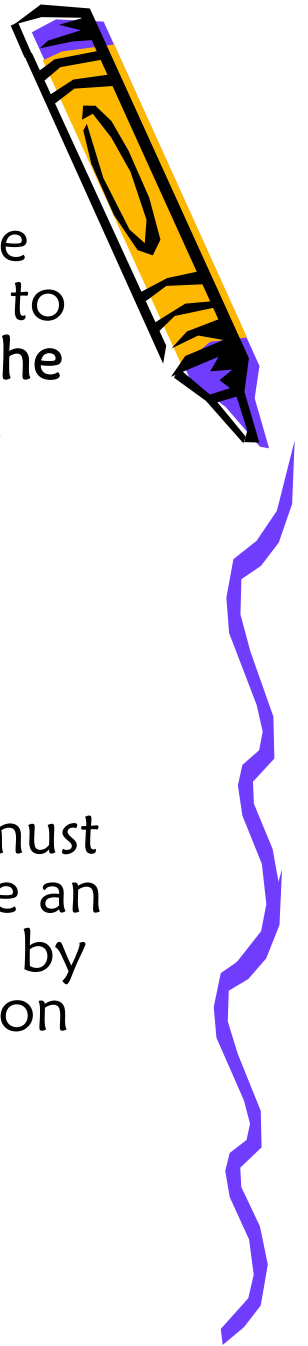
Child Absences

- When sessions are missed due to a child's absence, the log note must indicate an explanation for the child's absence and be signed by the parent or their designee (designee must be listed on Alternate Signature Consent Form).
- The SEIT should always attempt to make up the missed session unless the parent objects. **Verification of Absence and Make-Up Session** form must be completed.
- If a child is habitually missing sessions, the SEIT should immediately notify the agency.



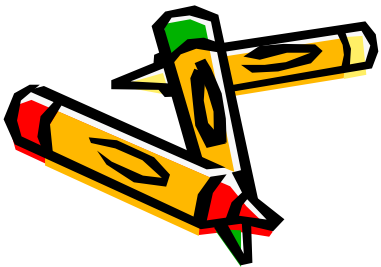
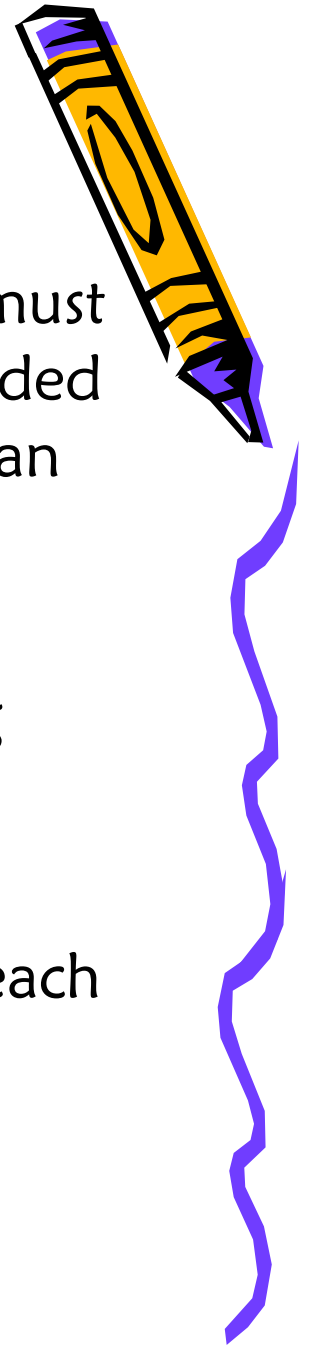
Teacher Absences

- When sessions are missed due to a SEIT's absence, the SEIT must make up the session if the parent(s) agrees to reschedule and when possible the SEIT must inform the parent and their agency at least twenty-four hours in advance if the SEIT is going to be absent.
- A request for a substitute teacher must be made by assigned SEIT at least 24 hrs. in advance.
- Verification of Absence and Make-Up Session form must be completed. In addition, the log note must indicate an explanation for the therapist's absence and be signed by the parent or their designee (designee must be listed on Alternate Signature Consent Form).



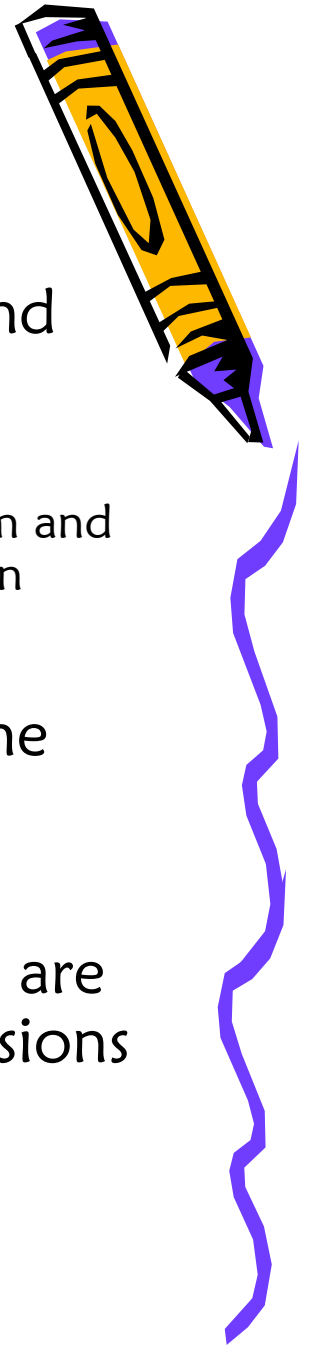
Prolonged Teacher Absence

- In the case of a prolonged teacher absence SEIT's must notify their agency in advance of impending extended absences, so that a qualified replacement teacher can be assigned to the child in a timely fashion.
- SEIT must also inform the parent of the impending absence.
- Absence notes must be completed and signed for each missed session.



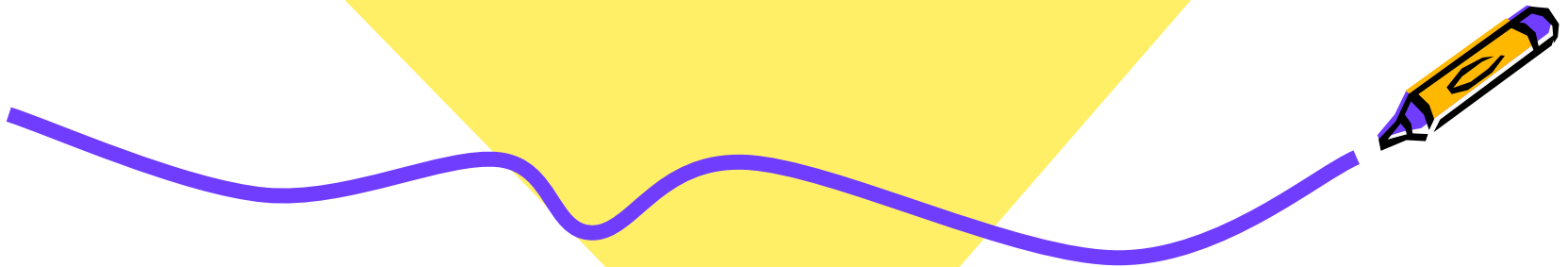
Extended Non-Delivery of SEIT Services Form

- The provider is **REQUIRED** to fill out this form and notify the agency within 24 hours of the child's absence from more than 5 consecutive sessions.
 - Ex: Child misses 6 sessions in a row, SEIT must fill out the form and submit to the agency within 24 hours of that 6th missed session
- This form must be completed and submitted to the agency via fax or email.
- This form should only be filled out when sessions are missed due to child or teacher absences; **NOT** sessions missed due to school breaks.



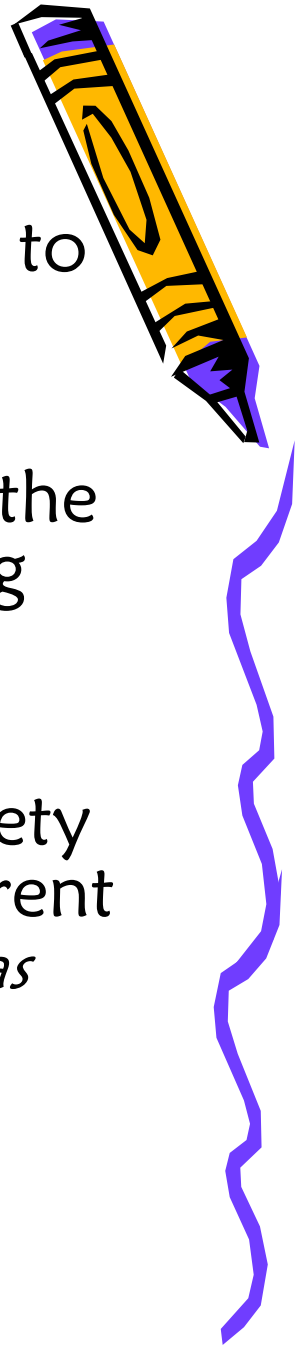


Make-Up Sessions



Make-Up Sessions

- Make-up sessions cannot be performed prior to the missed session.
- The make-up session may be done on a day the child has already received or will be receiving SEIT service.
- Make-up sessions must be done in their entirety (duration) and may not be split among different days (*ex: A 60 minute session **cannot** be made up as 30 minutes on Tuesday and 30 minutes on Friday*).



Make-Up Sessions

- The SEIT should make up the session within a reasonable amount of time and make-ups must be completed within the IEP dates of services.
 - Ex: If a session is missed in March, you have until the end of the IEP period to make up that session.
- Parents must **always** be offered a make-up session and must give consent to that make-up session, regardless of location of services (including school based services).
 - Ex: You provide services at preschool. Parent must be called and informed of missed session and you must offer to make up the session that was missed at the preschool.
- Each make-up session should be documented as such in the log notes signed by the parent or caregiver.



Make-Up Sessions

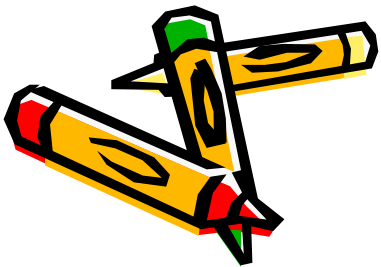
- Any therapist and child absences on or after 4/1/13 are NO LONGER billable since make-up sessions are now required and you have the entire length of the IEP period to conduct a make-up session.
- Verification of Absence and Make-Up Session forms must still be submitted along with your session log notes for both therapist and child absences. On these forms, the following questions must be answered.
 - If a Make-up Session has not yet been scheduled by the time you are submitting the absence note, please enter “TBD” (to be determined) on the Date of Make-Up Session line.*
- You will be required to resubmit any incomplete Verification of Absence and Make-Up Session forms, which may delay payment.



Make-up Session Offered: [☐] Yes [☐] No Date of Make-up Session (if given): _____
Make-up Session Declined By Parent: [☐] Yes [☐] No

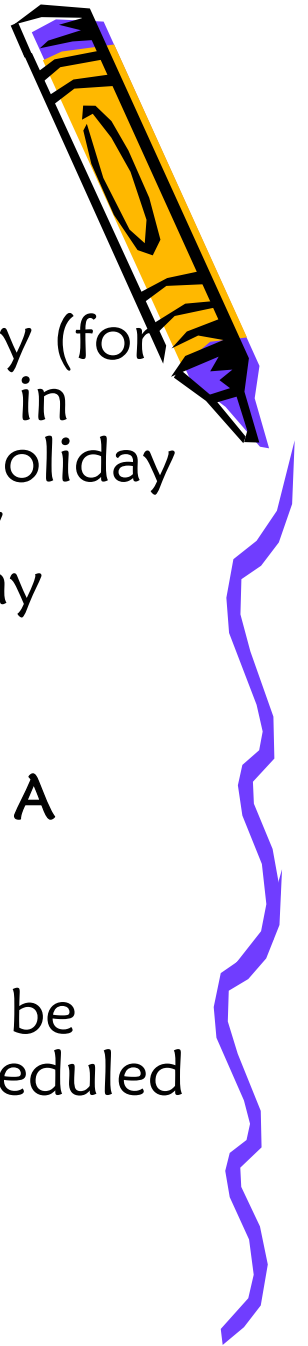
Make-Up Sessions

The New York State Education Department in Albany has requested that Nassau and Suffolk County report any provider agencies not in compliance with the Best Practice guidelines for make-up sessions, specifically agencies not providing consistent make-ups.



Sessions Missed Due To Holidays

- If your regularly scheduled session falls on a holiday (for example, Martin Luther King Day), you know well in advance that services cannot be provided on this holiday (Martin Luther King Day). Therefore, that Monday session should be **RESCHEDULED** for a different day during the same week.
- It is considered a regularly scheduled session, **NOT A MAKE-UP.**
- If sessions are missed due to a holiday they cannot be provided on the same day as another regularly scheduled session.



Sessions Missed Due To Holidays

Examples

- You regularly see a child 3x60 weekly on M, W & F's. Monday is Martin Luther King Jr. Day. You can reschedule your Monday session for Tuesday or Thursday of that same week. You are still fulfilling the 3x60 weekly IEP mandate.
- If the student receives services 5x60 weekly, a session missed due to a Holiday cannot be rescheduled or made-up. In this situation, you must document the session on your log notes as Canceled due to Holiday.

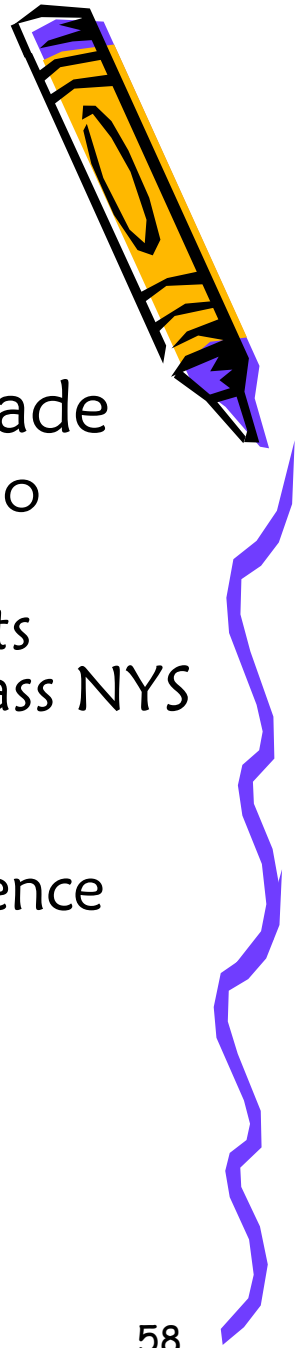




QUALIFIED
PROFESSIONALS

Special Education Teachers

- As of February, 2004 new Special Education certifications
- Students with Disabilities (SWD) Birth -2nd Grade
 - Certificates are issued as initial and professional (no longer permanent)
 - Initial Certificate: 1st Level, must meet requirements aligned with the State's Learning Standards and pass NYS Teacher Certification Exams
 - Professional Certificate: Within 4 years and by competing one year of mentored teaching experience satisfactorily and a master's degree.
- Special Education K-12 Certification



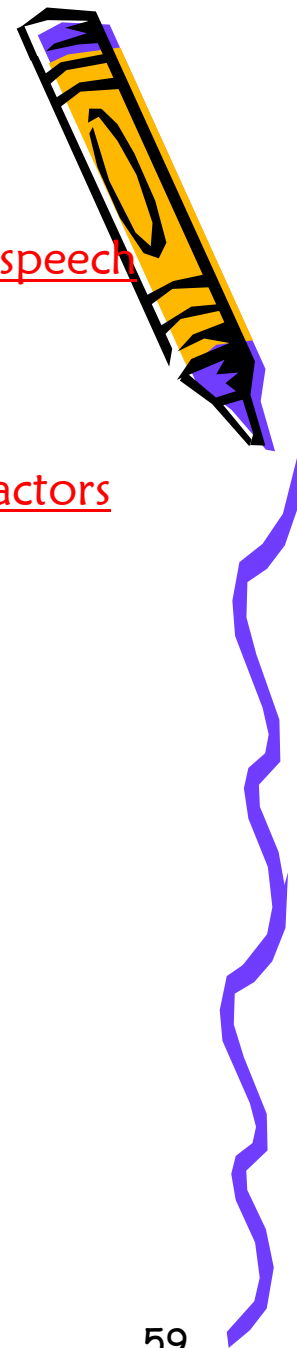
Speech-Language Pathology- Clinical Fellowship Year (CFY)

An individual completing their Clinical Fellowship Year (CFY) may provide speech pathology services or audiology services and/or evaluations:

- Individuals must be employed and supervised
- Individuals completing their CFY cannot be hired as independent contractors
 - CFY and supervision must be in IEP
 - Individuals need TSLD certification

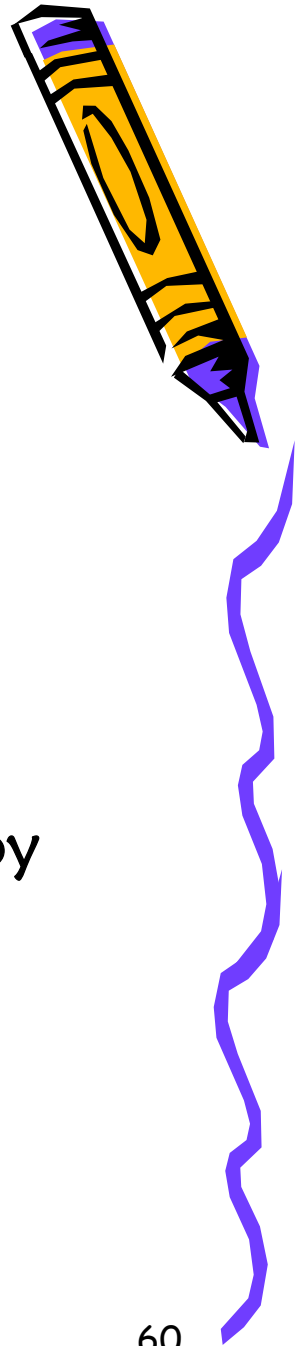
OT and PT Assistants

OT/PT assistants must be supervised *on site* by a licensed occupational /physical therapist



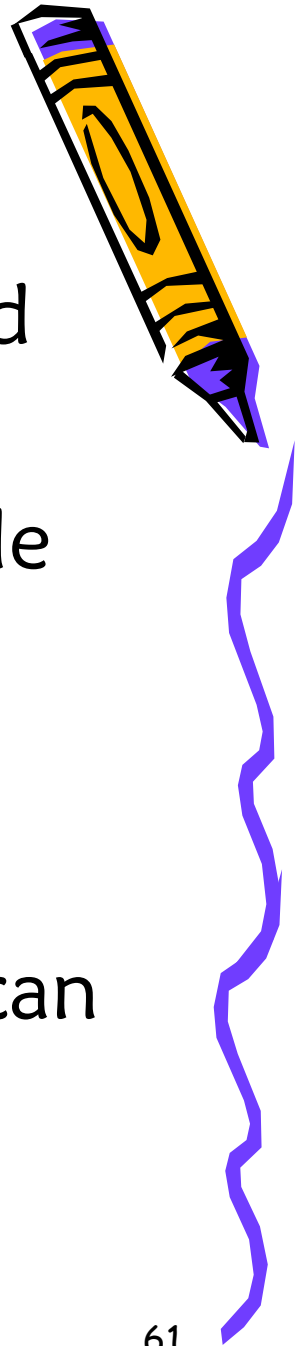
Rx/Therapy Orders to Start

- Who needs?
 - OTs, PTs and STs in order to treat
- Who keeps?
 - *Original*- provider specified on IEP
 - *Copy*- Contractor and School District
- IT IS ILLEGAL TO TREAT WITHOUT Rx / Therapy Orders
- County Formats must be used in order to be considered Medicaid Compliant



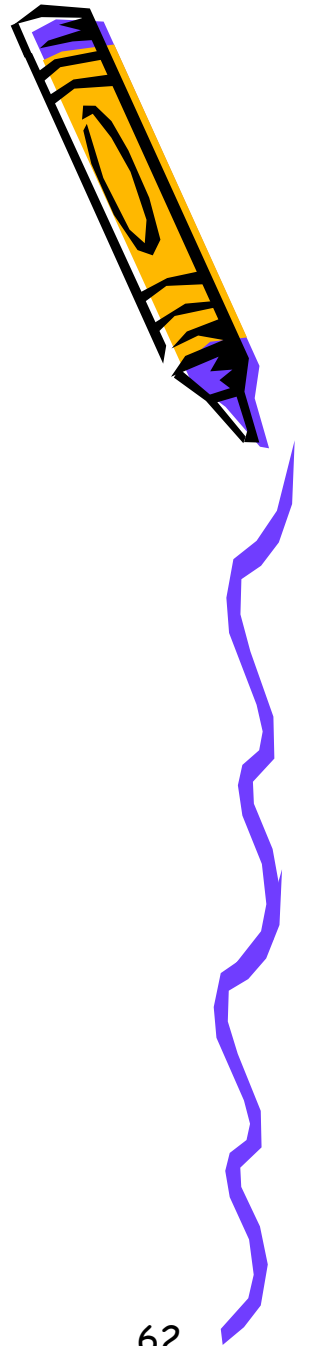
Medical Clearance/Change of Health Status

- Medical clearance should be obtained before any treatment occurs if
 - A child's health status poses possible risk in treatment
 - After a significant change in health status
- Should clearly state that PT and OT can resume without any restrictions



Required Paperwork

- Annual Review Reports
- Progress Reports
- Treatment Logs
- Make Up Policy
- Medicaid
 - Consent forms



Annual Review of The IEP

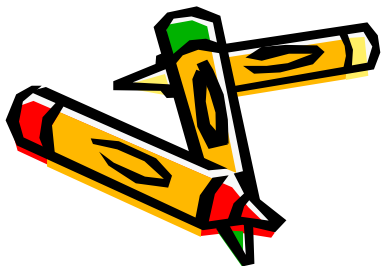
- Each IEP must be reviewed at least annually by the CPSE to determine appropriateness of services and review progress towards goals.
- The CPSE should expect the preschool program/provider to provide the data collected for each goal, consistent with the evaluation criteria established for each annual review.



Formal Vs. Informal Testing

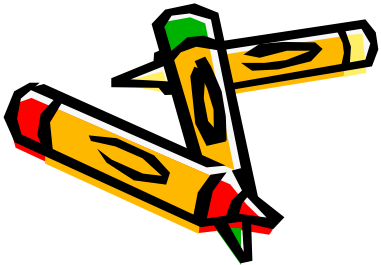


- Formal educational assessments must be conducted by the SEIT for students who are not attending a center based program.
- Formal educational assessments used should be one of the following:
 - » PES-2
 - » DayC-2
- Informal educational assessments must be conducted for any student being formally assessed by their centerbased program or another SEIT agency.
- Informal educational assessments used should be one of the following:
 - » HELP Checklist 3-6 Year
 - » VBMAPP
 - » ABLLS-R



Parental Consent for Formal Testing

- Formal testing cannot be completed without written parental consent.
- School Districts are required to send out Prior Written Notice (PWN) of Annual Review and the Consent for Formal Testing. Once the parent signs and returns the consent, the district should forward the agency a copy. In turn, you will be sent a copy of the consent for your records.
- If not provided with a signed consent prior to testing please have parent sign the Agency Consent form.



General Reminders

- Service providers should introduce themselves as they would like to be addressed. Use last names with appropriate titles unless the parent/caregiver asks you to use first names. You are there as a professional, not a friend. Often times using formal titles helps maintain a professional relationship.
- Texting and phone calls should not be performed during sessions.
- DO NOT drive the child/parent/caregiver anywhere for any reason. Do not take pictures of the child or their family without written permission from the parent/guardian.
- If providing services in a community setting the parent/guardian must remain in the setting for the duration of the session.
- Do not ever discuss personal information or problems, including billing issues with the parent/caregiver. This helps keep boundaries between personal and professional relationships and allows the focus to remain on working with the child.



Best Practice is:

EVERYONE'S
RESPONSIBILITY

