New York City Department of Education
School Based
Speech and Language Therapy
Practice Guide

Speech-Language
NYC DOE
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Introduction

The Individuals with Disabilities Education Act (IDEA) mandates a free and appropriate public education in the least restrictive environment for students who are eligible for special education services from the ages of 3 to 21 years. Speech-Language therapy is considered related services under IDEA and may be implemented in a variety of ways within the school system to best meet a student’s individual academic and functional needs.

The School-Based Speech-Language Services Practice Guide defines and clarifies the roles, responsibilities, and procedures to be assumed by Teachers of Speech Improvement working within the New York City Department of Education. This document is intended to support Teachers of Speech Improvement as a related service for students.

For more information regarding IDEA please visit https://sites.ed.gov/idea/about-idea/
IDEA and School Based Speech and Language Therapy
The Individuals with Disabilities Education Improvement Act, 2004 reauthorized IDEA and meant to “help children learn better by promoting accountability for results, enhancing parent involvement, using proven practices and materials, providing more flexibility, and reducing paperwork burdens for teachers, states and local school districts”. Part B of IDEA (Section 300.101) mandates a Free and Appropriate Public Education (FAPE) in the least restrictive environment for students who are eligible for special education services from the ages of 3 to 21 years (IDEA)

Speech and language therapy is considered a related service and should be delivered within the school system in the least restrictive environment to meet a student’s individual academic and functional needs as mandated in the student’s Individualized Education Plan.

ASHA and Role of School Based Speech and Language Therapy
The American Speech-Language-Hearing Association (ASHA) has revised the role of school-based Speech and Language therapy based on the shifts that have occurred impacting the scope of professional practices through educational reform and revisions in legal mandates with student outcomes at its epicenter.

Please visit https://www.asha.org/policy/PI2010-00317/#AP1 for more information

ASHA identifies several critical responsibilities that impact the role of speech language pathologists in school settings including:
- Providing services to students across all levels (pre-k through high school) who present with a variety of communication disorders including language, speech sound disorders, fluency, and voice/resonance. (See below under Areas of Expertise of School Based Speech and Language Therapy)
- Ensuring that services are provided when the disorder has an impact on the education of students. Services must be directly related to improving access to curriculum and has an impact on the education of the students.
- Providing students with quality, culturally competent services and ensuring that students with a language disorder are differentiated from students with a language difference.
- Supporting the literacy skills of students by addressing the language underpinnings of literacy development.
- Addressing the linguistic and meta-linguistics foundations to support access to curriculum.
Speech and language pathologists not only provide mandated services, but partner with colleagues within the school, the families, and the larger community. According to ASHA, Speech Language Pathologists are charged with a range of responsibilities to support the student’s individualized needs in order to meet state and district standards including using Evidenced Based Practices (EBP) when involved in prevention of academic failure (i.e. RTI), identifying students with speech and language disorders/delays, providing individualized intervention using EBP in the least restrictive environment, utilizing data collection and analysis to drive instruction, and responsible for meeting federal, state, and city mandates.

Effective and efficient school-based therapy addresses speech and language-based needs of students with the goal of enabling students to learn and apply skills independently across the curriculum and to transfer skills to a wide range of academic tasks and interactions. Evidenced based practice should drive instruction as well as shape service delivery model along a continuum and ongoing eligibility for services. Furthermore, collaboration with other school professionals, families, communities, and students is cited as a critical element of the reform.

All Speech Language Pathologists are required to adhere to ASHA’s code of Ethics, provide student centered care by engaging in Inter-professional Practice and continue to develop cultural competence throughout their career. Please click on links below for further guidance and support.

https://www.asha.org/practice/ethics/
https://www.asha.org/practice/ipe-ipp/
https://www.asha.org/practice-portal/professional-issues/cultural-competence/

Office of Related Service Guiding Philosophy
Speech and language therapy is offered through the Office of Related Services, the Division of Specialized Instruction. The departments within the Office of Related Services all share a unified vision that is shaped by the mission statement as stated in the Guiding Philosophy, as referenced in Chancellor’s Memo, 3/20/2012 Principals’ Weekly:

Related services are provided to advance the achievement of a student with a disability in connection with his or her educational program. The fundamental objective of related services is to help maximize each student’s ability to achieve his or her educational goals. Related services should always be delivered in the least restrictive environment, and as much as appropriate, schools should integrate them into the classroom. Related services should be closely coordinated with the student’s teachers, other instructional personnel, and parents/guardians in support of instructional goals. Each related service should be re-assessed annually in conjunction with the review of the student’s IEP.
Areas of Expertise of School Based Speech and Language Therapy
Throughout IDEA, NCLB and ASHA’s position statements regarding the role of speech and language pathologists/Teachers of Speech Improvement in the school setting, there are common and recurring themes, particularly: educational relevance, achievement of educational goals, and collaborative intervention.

School Based Speech and Language Therapy is indicated when:
- Speech-language issues are significantly impeding academic participation and progress.
- Pre-referral strategies (if available) and supports have not proven sufficient to address student need.
- Other special education supports or other school staff are unable to adequately address the area of concern.

Speech-Language services support student academic achievement include, but are not limited to the following areas:
- Cognition, including attention, memory, problem solving, and executive functioning
- Language, including listening, processing, speaking, reading, writing, and pragmatics
- Speech production, including articulation, phonology, and motor planning/execution
- Fluency, including stuttering and cluttering
- Vocal Quality, including volume, quality, and resonance

License, Certification, and Continuing Education Requirements
A Speech Teacher (TSI) may be licensed by the state as a Teacher of Students with Speech and Language Disabilities (TSSLD) or Teacher of Speech and Hearing Handicapped (TSHH) and obtain a New York State License for Speech and Language Pathology. Additionally, a TSI who holds a NY State License can hold a Certificate of Clinical Competence which is nationally recognized and granted through the American Speech-Language-Hearing Association (ASHA).

TSSLD (formerly known as TSHH)
The initial TSSH or TSSLD, which allows you to work in a school is valid for five years and leads to a Professional certificate. In order to maintain validity of the professional certificate you are required to complete 100 CTLE hours, in the content area, during every five-year registration period.

It is your responsibility to ensure your license and certification are valid and up to date. Additionally, you are responsible for maintaining your continuing education hours for each area of certification and license. Please make sure to visit NYSED.gov using proceeding link (http://www.highered.nysed.gov/tcert/certificate/certprocess.html).
Mentoring is required for initial certificate holders, with some exceptions and is reported by the public school through TEACH. Please see the Frequently Asked Questions About Mentoring Requirement [http://www.highered.nysed.gov/tcert/faqmentoring.html#eighteen](http://www.highered.nysed.gov/tcert/faqmentoring.html#eighteen)

If you are a new Teacher of Speech Improvement, with an initial certificate and fewer than two years of teaching experience, a mentor will be assigned through your school. If you are not assigned a mentor, please reach out to your principal. For more information regarding mentoring please visit [https://infohub.nyced.org/nyc-doe-roles/teachers-at-the-doe/new-teacher-support/working-with-your-mentor](https://infohub.nyced.org/nyc-doe-roles/teachers-at-the-doe/new-teacher-support/working-with-your-mentor)

**New York State License for Speech and Language Pathology**
To obtain information regarding New York State licensure requirements, please visit [http://www.op.nysed.gov/prof/slp/speechlic.htm](http://www.op.nysed.gov/prof/slp/speechlic.htm)

The New York State Education Department has issued a continuing educational study requirement for all those possessing NYS Speech Pathology Licensure. In order to maintain your license, Speech and Language Pathologists are required to complete 30 hours of continuing competency hours every three-year registration period (20 in the professional area and 10 in a related area). NYS schools are approved as sponsors of in-service training provided to teachers of students with speech and hearing disabilities.

Please follow proceeding link for more information: [http://www.op.nysed.gov/prof/slp/speechcefaq.htm](http://www.op.nysed.gov/prof/slp/speechcefaq.htm)

Teachers of Speech Improvement, who hold a NYS License for Speech and Language Pathology are eligible for Medicaid reimbursement and must maintain valid credentials to continue to remain eligible. For further information please visit [https://infohub.nyced.org/partners-and-providers/special-ed-partners/medicaid](https://infohub.nyced.org/partners-and-providers/special-ed-partners/medicaid)

Holders of Professional English to Speakers of Other Languages certificates or Bilingual Extension Annotations are required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

All other Professional certificate holders must complete a minimum of 15 percent of the required CTLE clock hours in language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.
ASHA Certificate of Clinical Competence

Please visit the proceeding ASHA website to apply for certification in Speech Language Pathology [https://www.asha.org/certification/SLPCertification/](https://www.asha.org/certification/SLPCertification/).

Requirements to maintain your Certificate of Clinical Competence (CCC) includes completing 30 professional hours/Certification Maintenance Hours (CMHs) of professional learning opportunity during every three-year certification interval, abiding by ASHA’s Code of Ethics, and maintaining affiliation with ASHA. As of January 2020, certificate holders are required to obtain at least 1 hour in the area of ethics. Please follow the proceeding link to obtain more information regarding accepted Professional Development activities, compliance, and frequently asked questions [https://www.asha.org/Certification/maintain-ccc/](https://www.asha.org/Certification/maintain-ccc/).

Please note, all clinical supervisors and Clinical Fellowship mentors must have a minimum of 2 hours of professional development in the area of supervision/clinical instruction.

ASHA Clinical Fellowship (CF)

Completion of your CF experience is required prior to submission of your ASHA Certification (Clinical Certificate of Completion). Please visit the proceeding link to learn more about the clinical fellowship, duration, qualifications, and responsibilities. [https://www.asha.org/certification/Clinical-Fellowship/](https://www.asha.org/certification/Clinical-Fellowship/)

The CF experience is a minimum of 1,260 hours AND 36 weeks. It is divided into three segments (420 hours each). Each segment should include a minimum of 6 hours of direct observation and 6 hours of indirect observations, equating to 18 hours of direct supervision and 18 hours of indirect supervision. Please refer to above mentioned link for explicit instructions on qualifications, responsibilities, and paperwork submission.

If you need ASHA CFY Supervision and/or mentoring (TSSLD requirement) contact your supervisor.

Additional support/contacts:
- ASHA 1-800-498-2071
- NYS Department of Education 1-518-474-3817
- Office of the Professions

Maintaining Track of State License and Certification Requirements and Deadlines

Each Teacher of Speech Improvement is responsible for ensuring that all the requirements are met to obtain and maintain his/her licensure and certification. The continuing education courses may count towards all three requirements; however, the hours may be counted differently and are subject to certain parameters. Courses taken from an approved American Speech-Language Hearing Association (ASHA) CE provider are acceptable towards meeting the CTLE requirement as long as they are documented with the ASHA CE Registry.
Please make sure to visit ASHA and NYSED to ensure you meet the continuing competency requirements for each period. “Each licensed speech-language pathologist is required to complete 30 hours of continuing competency learning activities during every three year registration cycle. Of these 30 hours, at least 20 must be completed in a professional area.” [http://www.op.nysed.gov/prof/slpaspeechce.htm](http://www.op.nysed.gov/prof/slpaspeechce.htm)

One ASHA CEU equals 10 hours of CTLE or continuing education hours.

Participants in DOE CTLE approved courses may be provided with a Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate, depending on presenter. Speech providers are responsible for maintaining their own records of attendance.

Each Teacher of Speech Improvement (TSI) is responsible for maintaining written records of supervision contact hours and conferences/courses as well as paying for fees as required. Although courses may be offered by their schools, supervisor of speech improvement, district, or borough; the burden of keeping track of certification hours continues to ultimately fall on each individual TSI.

Furthermore, each TSI is responsible and accountable to following school procedures when attending Professional Learning Opportunities (PLOs), obtaining permission from school administration, and informing his/her Supervisor of Speech Improvement. Please note that approval from school administrator must be obtained in advance and providers should schedule make-up sessions as their schedule allows.

During the PLO, regardless of format (in person or remote), each TSI is expected to maintain professional behavior, attend the PLO for its entirety (as the schedule may vary from the usual workday) and follow requirements for each PLO attended. TSIs are expected to attend on time so they can register and complete required attendance forms. If the PLO offers ASHA CEUs, TSIs are required to include their ASHA ID as well as submit requested paperwork including attendance and learner outcome. In order for TSIs to receive credit, they need to be present for the entire PLO. Failure to do so will result in participants being ineligible for CE credit. Additionally, TSIs are expected to integrate learned information during intervention as appropriate.

Speak with your payroll secretary and/or human resource liaison of your school and appropriate website for assistance with licensing/certification questions. As a reminder, the information from the PLO is expected to be implemented as appropriate.
Responsibilities of Teachers of Speech Improvement

The Individuals with Disabilities Education Act (IDEA) mandates a free and appropriate public education in the least restrictive environment for students who are eligible for special education services from the ages of 3 to 21 years. Occupational, physical and speech therapy are considered related services under IDEA and are provided to students whose deficits impact their academic achievement. These services may be implemented in a variety of ways within the school system to best meet a student’s individual academic and functional needs. The goal of Speech services in school include enabling students to learn and apply skills independently; supporting transfer skills to a wide range of academic tasks and interactions; and when indicated by student progress and academic performance the team considers movement to a least restrictive environment.

As RS Providers it is critical to be in alignment with instructional priorities and academic standards. Collaboration is key to success. Our responsibility continues to be to know our students by establishing a baseline of their skills. Teachers are charged with focusing on ensuring continuity and priority learning. This will mean focusing on skills and concepts from the previous grade and building upon them for future learning. Our responsibility is to continue to focus on IEP goals and ensure lessons are linked to the Priority NYS Learning Standards identified by the teacher. Our focus continues to be supporting student's ability to access the curriculum through intervention that develops use of underlying skills and strategies that can support their ability to connect to the classroom learning.

Teachers of Speech Improvement are a critical part of the unique team that collaborate to support the student’s ability to successfully perform in the academic environment. Responsibilities include:

- Provision of speech and language therapy services to students with IEPs
- Session planning and researching materials for sessions
- Developing daily lesson plans
- Data collection and progress monitoring
- Collaboration with teachers, parents, and students
- Assisting teachers in adapting their classrooms and curriculum to facilitate learning for all children. For example, use of graphic organizers, preferential seating, pre-teaching concepts/strategies.
- Modeling or demonstrating strategies to use with individual students when providing in-classroom services
- Discussion/interviews with administrators, teachers, parents, and students
- Conferencing with administrators, teachers, parents, and students
- Conducting Authentic Assessment (formal and informal testing)
- Conduct screenings and participate in collaborative decision-making process when at risk students are identified, if scheduling allows
- Conducting screenings if scheduling allows and sharing findings with the team to support with next steps
• Writing progress reports and annual review reports
• Participating in the transition planning process
• Reviewing a student’s evaluation, records, class work, homework, etc.
• Writing IEP goals (Speech and Language) that includes the S.M.A.R.T. criteria
• Incorporating Next Generation Learning Standards within speech sessions
• Attending professional learning opportunities
• Participating in Committee meetings as appropriate
• Participating in other meetings as appropriate
• Attending parent-teacher conferences
• Responding to parent and teacher concerns
• Scheduling sessions
• Delivering quality lessons directly related to the IEP goals and ability to access the curriculum
• Completing session notes contemporaneously that reflect student’s progress towards meeting IEP goals (Encounter Attendance)
• Completing progress reports when not in attendance in IEP meetings as per the SOPM
The Special Education Assessment Process

Section 504 of the Rehabilitation Act of 1973 provides that “no otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . .”


As such, all qualified students with disabilities are entitled to a free and appropriate public education (FAPE). The NYC DOE has a special education process in place that ensures that there is an assessment protocol in place that identifies students with disabilities. The process ensures that students, who meet eligibility requirements, are educated with students without disabilities to the greatest extent possible. It further safeguards that evaluation and placement decisions are made in accord with appropriate procedures. The special education process ensures that education services meets individual student needs through adherence to procedural safeguards regarding identifications, evaluation, and placement.

Please refer to the SOPM for further information regarding the Special Education process, development of the IEP, continuation of services, and discharge from services.

Referral Process

Often the referral process many begin with an informal speech screening conducted by the speech provider in the school if schedule allows.

The formal referral process begins once a request for assessment is made by parent or certain authorized school personnel AND parental consent received.

Please refer to the SOPM for detailed information regarding the initial referral process, provision of academic intervention services, time-line from date of referral, required assessments, and procedures.

A speech and language assessment may be requested as part of the referral process in addition to the required assessments if there are concerns regarding communication competencies. The initial speech and language evaluation may be completed either through a Department of Education Central School-Based Evaluation Team (CSET) evaluator, DOE evaluator during per session activities, as well as agency or independent evaluator.

Purpose of Speech and Language Therapy Evaluations

The purpose of a speech and language therapy evaluation is to provide a clear description of the student’s strengths and needs as it relates to the student’s ability to access the curriculum and function in the school environment. The evaluation should address the area(s) of
concern; synthesize information gathered from parents and school; integrate formal, informal, authentic and dynamic assessments; and utilize information gathered from classroom observation to determine if the student meets eligibility criteria.

**Determining Need for Speech and Language Therapy Services**

Student qualifies for speech if delay/deficit in overall speech and language skills adversely affects student’s ability to:

- Access curriculum
- Perform in the school environment
- Understand, express, and exchange information
- Interact with others across environments

*(ASHA, 2010)*

The goal of speech services in school setting is to:

- Enable students to learn and apply skills independently
- Transfer skills to a wide range of academic tasks and interactions
- Reduce and eliminate need for individual service
- Reduce and eliminate need for group service
- When indicated by student progress and academic performance, discharge from speech therapy should be considered

Under IDEA 2004, all NYCDOE students are entitled to an evaluation that uses evaluation materials that are not discriminatory on a racial or cultural basis; valid and reliable; and able to distinguish a disability from:

- Lack of adequate instruction in reading
- Lack of adequate instruction in math, and
- Limited English proficiency

Therefore, the speech and language evaluation must consider social, cultural factors as well as diverse linguistic factors. Please see ASHA to learn more about scope of services, code of ethics, and cultural competence.

Please refer to the SOPM regarding the special education evaluation and its ancillary documents including language of assessment information regarding Multi-lingual Learners (MLLs) who have been identified with an English Language Learner status.

Please note that as per the Policy guidance for Bilingual Assessment for Non-ELL students, language of assessment and language of services do not need to match language of instruction and are based on a variety of factors and individual student needs. The Supervisor of Psychology must be consulted when considering a bilingual evaluation of a non-ENL student.

It is critical to note that the purpose of a bilingual speech and language evaluation is to **determine if the student presents with a language difference or meets the criteria for speech and language delay or disorder.**

**Quality Individualized Education Program (IEP)**
Chancellor’s Regulations
As a DOE employee, it is your responsibility to familiarize yourself with, and adhere to, the Chancellor’s Regulations https://www.schools.nyc.gov/school-life/policies-for-all/chancellors-regulations

The Individualized Education Program (IEP) is developed by members of the IEP team, which is comprised of general and special educators, parents, and students if appropriate. Please refer to the SOPM for detailed information regarding more information regarding required members of the IEP team, as it differs based on the type of meeting, eligibility requirements, and development of the IEP.

Please follow the proceeding link to learn more about Individualized Education Program Guides, Processes, and Resources: https://infohub.nyced.org/nyc-doe-topics/specialized-areas/special-education/sesis/iep-guides-process-and-resources

The IEP meeting is held following a battery of assessments that provide a clear hologram of the student’s strengths and needs. The IEP team will discuss information presented from a variety of sources and determine if the student meets the eligibility criteria for special education. During the meeting, the team collaboratively develops a quality IEP that:

- Meets the unique needs of the student
- Allows the student to participate in general education setting and access the curriculum to the maximum extent possible
- Considers evaluation information to identify individual needs of the student that impact their ability to access their curriculum
- Ensures that special education service is a SERVICE not a place and provided by providers who are skilled to help students meet functional goals

(NY State Educational Dept., Feb 2010)

The IEP is the foundation of the Special Education Process. It is a critical accountability tool that ensures planning and collaborative efforts between professionals and parents. The IEP is designed to identify services necessary to support the student in order to ensure access to a Free and Appropriate Public Education. It is a live, legal document that should be re-assessed at least annually and re-developed as necessary to ensure each student has specifically designed instruction necessary to access the general education curriculum.

For detailed information regarding developing the Individualized Education plan, please visit the SOPM

Attendance and Participation in IEP Meetings:
School psychologists are typically the case managers; however, the Teachers of Speech Improvement are charged with responsibilities of case manager for students who are recommended for speech services only. Please refer to the SOPM for information on role and responsibilities if acting as the case manager. If you are not the case manager, attendance is recommended, especially when a service modification is being considered. An example of a modification would be a change in mandate from more restrictive to less restrictive as in moving students along the continuum from individual services to group services.

Preparation for the IEP Meeting:
TSI is responsible for completing Present Level of Performance (PLOP), annual goals, and short-term objectives if applicable (for CPSE and alternative assessment students). Progress towards meeting goals should be indicated and progress report submitted as appropriate. The Present level of Performance (PLOP), which is derived in part from the evaluations completed as part of the special education process, connects assessment, performance, and curriculum. The PLOP, which should be in narrative form, identifies the student’s strengths as they relate to access and participation in the curriculum. It also identifies the unique needs of the student and their impact on the student’s ability to access the curriculum and participate in school. It is from the identified needs in the PLOP that Specific, Measurable, Achievable, Realistic, and Time bound (SMART) goals are generated. Each goal is intended to address the student’s unique needs related to his or her disability. Once the goals are identified, they guide the provision of instructional strategies specific to the student’s needs. Identified needs are then used to generate goals resulting in determination of appropriate related service and service delivery model to address the needs in various areas of development, including cognition, communication, social development, and physical development.

A student is eligible for special education services if:

- The student meets the criteria for one or more of the 13 disability classifications listed under IDEA; AND
- The student requires special education services to benefit from instruction; AND
- The determining factor in making the eligibility determination is not limited English proficiency or lack of instruction in reading or math.
## Speech and Language Therapy in School

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<thead>
<tr>
<th>School-Based Teacher of Speech Improvement</th>
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<tbody>
<tr>
<td><strong>How does it start?</strong></td>
<td>Teacher, parent/guardian or other involved person can request the school to consider an evaluation. The school team would take appropriate next steps which may include Multi-tiered Support Services (MTSS) speech screening, and evaluation.</td>
</tr>
<tr>
<td><strong>Who decides need and scope for service?</strong></td>
<td>The IEP team uses multiple sources of information to determine the need and scope of ST services that may be required for a student in order to meet the goals set forth on the IEP.</td>
</tr>
<tr>
<td><strong>What is the focus of the service?</strong></td>
<td>To address goals as indicated on the IEP to support the student’s ability to access the curriculum.</td>
</tr>
<tr>
<td><strong>Where do the services occur?</strong></td>
<td>To the greatest extent possible, services are provided in the least restrictive environment; however, the location of services is determined based on where the goal can best be met.</td>
</tr>
<tr>
<td><strong>How are services delivered?</strong></td>
<td>Service delivery methods include direct and integrated. Services are delivered in collaboration with school staff. The student’s teacher, paraprofessional (if applicable) are trained for effective carryover and support of skills as they are generalized across settings and content areas. However, only a licensed TSI may provide the related service of Speech.</td>
</tr>
<tr>
<td><strong>How is the impact of services documented?</strong></td>
<td>Documentation must relate to the student’s progress towards his/her IEP goals. Progress monitoring is ongoing throughout the cycle of the IEP.</td>
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### Effective School Based Speech and Language Therapy

Speech Teachers (TSIs) work with students across all levels from pre-k through high school. They provide services to students who present with a variety of speech and language delays and disorders. Effective therapy only occurs when TSIs work in collaboration and partnership with the classroom teacher, other professionals, and the family. Effective school-based therapy is characterized by:

- Educational relevance
- Language and literacy support
- Culturally competent services
• Addressing language-based needs of curricular learning (cognitive and linguistic underpinnings of the curriculum)
• Ongoing progress monitoring

Effective speech and language therapy assists students in acquiring the cognitive, language underpinnings of the curriculum by maintaining an instructional focus and sharing responsibility for student success through:

• Ensuring academic success – Collaborating with educators to meet educational needs by providing language and literacy support, including varied strategies that provide differentiated to meet individual student needs
• Ensuring academic success for all students through inter-professional practice by partnering with teachers to develop strategies for differentiated support and periodically re-assessing and adapting support as needed.

• Providing culturally competent services – Differentiating language delay/disorder vs. language difference
• Development of communicative competence – including:
  o Ability to understand and use language (spoken and written language)
  o Articulation/phonological skills
  o Social language development
  o Fluency
  o Voice/resonance

Conflicts of Interest (Chancellor’s Regulation C-110)
“Officials and employees shall not solicit, negotiate for, or engage in any private business, transaction, or professional or political activity during the hours they are scheduled to work for the New York City Department of Education or on Department of Education property. This includes lunch periods, preparation periods, breaks, or any other time that the official or employee is deemed officially to be performing Department of Education duties.”

Conflicts of interest prevent DOE OT/PT/ST staff from providing outside therapy service to children ages 3-21 with some exceptions. RSA Waiver allows DOE OT/PT/ST to provide RSA services for school-age students attending DOE public schools in a district other than where therapist currently works or parochial, private or religious schools in any district including where the therapist currently works. This waiver does not apply to CPSE students. RS cannot evaluate or provide services to pre-school students as an RSA provider.

Contact your supervisor to apply for the RSA waiver to determine next steps

Chapter 408
Each student will have a file that contains all relevant educational information including, student profile, documents such as social history, medical history, evaluations, reports, and the IEP. Always look for the most recently dated finalized IEP.
All educational staff including related service providers are required to sign the Chapter 408 Related Service Verification Form prior to beginning services at the beginning of each school year and when a new IEP is developed. The principal at each school assigns a designee who will be responsible for ensuring each professional understands the specific expectations and limitations for implementing the IEP for each student. By signing the verification form, each TSI verifies that:

- You have been informed, prior to implementation of the IEP, of your responsibility to implement the recommendations on the student’s IEP, including the responsibility to provide specific accommodations, program modifications, supports and/or services for the student in accordance with the IEP.
- You have electronic access or received a copy of the IEP for the student listed below.
- You have been informed that the contents of the IEP must be reviewed with all paraprofessionals who provide service to the student. This includes all classroom and IEP-mandated paraprofessionals.
- You have been informed that you must ensure that all paraprofessionals who work under your direction understand the needs of the student as it relates to their role as paraprofessionals and you must review the IEP with them on an ongoing basis.
- You have been informed that student IEPs must remain confidential and should not be disclosed to any other person(s) consistent with the School District’s Policy for ensuring confidentiality of student records. IEPs must be kept in a secure locked location.

**Student Centered Instruction: Supporting the Whole Child**

New York State Education Department [Culturally Responsive Sustaining Framework](https://www.weteachnyc.org) to “help education stakeholders create student-centered learning environments that affirm cultural identities; foster positive academic outcomes; develop students’ abilities to connect across lines of difference; elevate historically marginalized voices; empower students as agents of social change; and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking. The framework was designed to support education stakeholders in developing and implementing policies that educate all students effectively and equitably, as well as provide appropriate supports and services to promote positive student outcomes.”

Teachers of Speech Improvement (TSIs) cannot work in isolation and should be part of their school community and collaborate with their colleagues to provide student centered and strength-based services. This includes supporting the student’s social-emotional learning by providing an environment that is culturally responsive and in alignment with the Instructional Leadership Framework and Supportive Environment Framework.

For more information, please visit the proceeding link: [INFOHUB social-emotional-learning](https://www.weteachnyc.org) and [https://www.weteachnyc.org](https://www.weteachnyc.org) as well as resources found in ASHA [https://www.asha.org/practice/multicultural/](https://www.asha.org/practice/multicultural/)

ASHA has included cultural competence as part of our ethical responsibility to “provide ethically appropriate services to all populations while recognizing their own cultural/linguistic background or life experience and that of their client/patient/student.”
Culture and cultural diversity can incorporate a variety of factors, including but not limited to age, disability, ethnicity, gender identity (encompasses gender expression), national origin (encompasses related aspects e.g., ancestry, culture, language, dialect, citizenship, and immigration status), race, religion, sex, sexual orientation, and veteran status. Linguistic diversity can accompany cultural diversity. As the 21st century has moved forward, the ethnic, cultural, and linguistic makeup of the United States has been changing steadily. The different traditions, beliefs, and values present in the United States have created one of the most diverse societies in history. Audiologists, speech-language pathologists, and speech, language, and hearing scientists practicing in the 21st century must recognize the similarities among culturally diverse populations while respecting and acknowledging the important differences that make people distinct and that can affect service delivery, research, and professional/supervisory relationships. Please visit the proceeding link for more guidance.

https://www.asha.org/practice/ethics/cultural-and-linguistic-competence/

NYCDOE Infohub (INFOHUB, social-emotional-learning) also has information, resources, and guidelines to provide support addressing race, trauma, mindfulness to support you in understanding the importance of being part of a school community and developing a supportive environment. The Related Service Department is committed to Diversity, Equity, and inclusion in the provision of OT, PT and ST services. Individuals should feel valued, have a sense of belonging, and be respected while accessing and participating in society regardless of internal or external factors that make every individual unique. Regardless of platform all RS Providers are expected to create a supportive learning environment which includes:

- Setting routines
- Allowing time for reflection and transition
- Social-emotional connection
- Positive feedback and shaping of behaviors
- Culturally responsive intervention
- Growth mindset (strength-based approach)

Health and Safety Guidelines

All Teachers of Speech Improvement (TSI) should familiarize themselves with the Department of Education’s Health and Safely guidance and protocol. Information related to safety of staff and students are available on the Infohub. Each TSI is responsible to ensure all safety and emergency guidance and protocols shared by school(s) are followed and can check in with school administrators regarding the school(s) safety plan. This includes understanding your role and ensuring your emergency contact information is updated in each school. Additionally, it includes hand washing/sanitizing before and after each session as well as being responsible for cleaning their space and materials after each session.

All therapeutic material/equipment can spread disease when children put them in their mouths, touch them after putting their hands in their mouths during play or eating, or after toileting with inadequate hand hygiene. Small therapeutic material/equipment with hard surfaces (ex. plastic toys) can be set aside for cleaning. Therapeutic material with soft or porous surfaces (ex. plush toys, board books) should not be used. Wooden blocks can be used if they can be appropriately cleaned after each use. Materials or equipment that cannot be cleaned and sanitized should not be used. Items that students have placed in their mouths or that are otherwise contaminated by body secretion or excretion should be set aside until they are cleaned.
are cleaned by hand with water and detergent, rinsed, sanitized, and air-dried. Play with plastic or play foods, play dishes and utensils, should be closely supervised to prevent shared mouthing of these items. Indoor material or equipment should not be shared between groups of children unless they are washed and sanitized before being moved from one group to the other.

**Caseloads and Scheduling**

Caseloads
Teachers of Speech Improvement (TSIs) are mandated to provide services immediately upon receiving their caseloads as they continue to finalize their schedules. The names of the students mandated for speech services can be provided by the related service point person or designee. It can also be gathered by speaking to teachers, parents, principal, and school nurse. The TSIs are expected to collaborate with colleagues to develop caseloads.

A list of mandated students can also be accessed through SESIS by generating a Related Service Recommendation Report ([https://infohub.nycdoe.org/nyc-doe-topics/specialized-areas/special-education/ESIS/ESIS-related-reports](https://infohub.nycdoe.org/nyc-doe-topics/specialized-areas/special-education/ESIS/ESIS-related-reports))

**Please contact your supervisor for support if you need assistance identifying students mandated for services or developing a caseload.**

**Speech/Language Therapy Schedules (Electronic Workload/Caseload)**

All Teachers of Speech Improvement are required to submit a schedule/caseload form as requested (either via e-mail or electronically) to their supervisor based on the Professional Responsibilities timeline sent out by Central or whenever major modifications are made.

Please use the form/link requested by your supervisor and complete requested information, including your name, building, start/end time of our building(s), effective date of your schedule, last name, first initial and IEP mandate for each student, and clearly delineated school if you are providing services more than one school. Please follow appropriate submission requirements and ensure your schedule reflects your entire teaching day. If assigned to multiple schools, complete ONE online Caseload Form. The Same form filled out in September should be updated periodically during the school year. Updates include: addition of new students; modification, continuation or termination of mandates based on recently concluded IEP meetings; and transfer of students to other schools. As a reminder, it is not necessary to have finalized schedule in order to initiate therapy. Schedules are to be submitted three times per year electronically to your supervisor and school’s administration or when any significant changes occur with date of effect clearly indicated. A copy of your schedule, without student names, should be posted reflecting your location for each period. Please make sure to inform your supervisor if there are unserved students in your school(s).

Typically, there are 8 – 30-minute sessions per day/ up to a maximum of 40 per week, or 5 – 45-minute sessions per day/ 25 per week. Students must be seen according to their IEP mandate and group size consistent with functional grouping.
TSIs must maintain copies of all schedules and updates if they are not using electronic workload/caseload. Current schedules must be forwarded to speech supervisors, principals, related service coordinators, unit teachers and/or classroom teachers as per school-based policy. TSIs are expected to support the district’s emphasis on collaboration by utilizing a variety of collaborative service delivery models, and strategies such as block scheduling and serving whole classes.

**Elementary School Schedule:**
- Maximum of 40 teaching periods (speech sessions) per week
- 8 speech periods per day, with the exception of the clinical testing day which should be a 45-minute period
- 1 preparation and 1 duty free lunch period daily
- SESIS time clearly indicated
- Allow up to a 5 minute interval between each session for pick up/drop off except for beginning/end of preparation periods, professional periods, and lunch

**Intermediate, Junior High, and High School Schedule**
- Total of 25 teaching periods per week
- Total of 5 preparation periods (1 per day)
- Total of 5 administration periods (1 per day)
- 1 duty free lunch per day
- SESIS time clearly indicated

**Tips/Best Practices When Creating your Schedule**
- When possible, select a caseload by classroom, grade, and mandate
- There should be no more than three-year age/grade difference
- Collaborate with colleagues
- The most recent, finalized IEP is to be followed
- IEP should be reviewed individually (as per Chapter 408) to ensure you understand the student’s strengths/needs, review recommendations, and are aware of any special alerts
- Be flexible and expect that your schedule will change during the year
- Look at majority of caseload’s lunch period to determine your lunch period
- If possible, block schedule students in the same class to push in for longer periods as well as allow for make-up sessions
- If possible, block schedule students on the same floor/wing to reduce your travel time between sessions
- Confer and collaborate with other teachers (SETSS, ESL) and related service providers
- Updated schedule is required to be submitted following significant modifications with date of effect clearly indicated
- If there are more than one TSI in each school, there should be collaboration to ensure that each student’s needs are met and opportunities for collaboration with teachers are optimized.
Please contact your supervisor if one provider is not able to meet the student’s mandate.

Travel time, between one and five minutes, should be indicated to ensure the student has received his/her full mandate for service as noted on their IEP. It is not necessary to include it when:
  - You travel to your first session
  - You travel to and from lunch
  - You travel to your PRP, Administrative Time/SESIS

For D75: Any additional time in your schedule, not described above, should be used to support related activities with students and be clearly indicated on your schedule (e.g., “In Y46, “J.A.R. with X18””).
**Determining a Service Delivery Model**

The service delivery model is determined by the need and must consider the continuum of service provision. This continuum includes frequency, location, and duration of services. To the extent possible, therapy should be provided in the least restrictive environment and integrated in the student’s natural environment. Therapy should be delivered in collaboration with school staff for effective carryover of skills.

- Continually assess student skills and needs in order to move students along the continuum towards the Least Restrictive Environment (LRE).
  - This includes increasing group sizes (i.e., elementary schools 3-4, middle school 4-6, high school 6-8), decreasing frequency as it applies to each individual student and changing location to in-classroom services.
- Research (Elbaum, Vaugh, Hughes, Moody and Schumm, 2000) found that instruction in groups of 6-8 was generally more effective than smaller or larger groups or one-to-one instruction.
  - “Students who are taught in groups rather than tutored have more opportunity for peer interactions and more practice in academically related skills, such as turn taking, listening to others, and making contributions.” - *Explicit Instruction: Effective and Efficient Teaching* by Anita L. Archer and Charles A. Hughes

**Service Delivery**

Please refer to the SOPM for the continuum of services and considerations for Intensity of Services and Least Restrictive Environment.

**Multi-Tiered System of Support (MTSS)**

“A Multi-Tiered System of Supports (MTSS) is a whole school, prevention-based framework for improving learning outcomes for all students through a layered continuum of evidence-based practices and systems. It is a continuous-improvement framework in which data-based problem-solving and decision-making is practiced across all levels of the educational system for supporting students. There is a complementary relationship between academic achievement and social/emotional/behavioral performance. This framework integrates behavioral and academic supports and serves to produce enhanced teaching and learning environments through their linkage”


At Risk services are a program option that allows you to see students prior to referral for special education services, if your schedule allows, after all mandated students are scheduled. These services should be researched based and aligned with learning standards. Parental permission is required prior to initiating services. Service provision of mandated students always takes precedence of at-risk services. The program is 6-8 weeks in duration prior to determination of next steps. Attendance and information regarding progress should be
maintained. At-risk students can be grouped with mandated students, but group size cannot exceed mandate of the IEP mandated students.

**Arranging for Related Services**
Services are to be provided in accordance with the most recent FINALIZED IEP. Students that are unable to be fit within your schedule, must be assigned by following the Cascade of Services for Provision of Related Services (https://infohub.nyced.org/docs/default-source/default-document-library/cascade-of-services.pdf)

**Period Six/Shortage Area Prep:**
Period Six/Shortage is granted as per the cascade and UFT regulations and is part of the cascade of services prior to seeking agency coverage.

- Shortage is approved by your Speech Supervisor only if your current schedule is maximized.
- It cannot begin until approved by your speech supervisor following provision of the most recent schedule and proposed shortage schedule, with the understanding that the TSI is still able to complete expected tasks, including completing Encounter Attendance for all students contemporaneously.
- Approved shortage must be worked for the full 45-minute PRP period and documented as such on the provider schedule as well as Encounter Attendance entries.
- Should shortage be available, sessions are required to be maximized according to students’ mandates and therapy should be provided for the full duration of the preparation period. Shortage should be clearly indicated on your schedule as “working prep” with the student’s name and mandates on the schedule.
- Supervisor must be notified if there is any change in your schedule
- Schedules should be revised accordingly.

**Planning and Executing Sessions**

**First Session**
On the first day of school that students are present, begin to observe students in their classrooms. Use the classroom observation as a guideline to familiarize yourself with your students. The students should be scheduled according to the most recent finalized IEP but should be seen as soon as possible. Encounter Attendance must be completed as soon as possible after every provision of service. Do not wait until having a finalized schedule and/or caseload to enter your first session. First Attend is recorded automatically when you enter your first Encounter Attendance in SESIS. Encounter Attendance should be entered contemporaneously, indicating exactly what was provided with the actual service location, group size, start time and end time. Do not wait until having a finalized schedule and/or caseload.

As per UFT-DOE Contract, RS providers are required to

- Enter the FIRST encounter attendance record for all mandated sessions for every student in accordance with the student’s IEP mandate contemporaneously (as close to service date as possible).
- Enter a certified encounter attendance record for all mandated sessions for every student contemporaneously.
Encounter attendance and other SESIS related work should be completed contemporaneously as soon as possible following provision of services. As per the UFT/DOE arbitration you have a minimum of 155 minutes per week during regular school hours for SESIS work. Please contact your supervisor if this time is not allotted to you or if there are any issues impeding your ability to complete this responsibility. Please visit SEIS Training Material for support in completing Encounter Attendance, including the Encounter Attendance FAQ document, scheduling and recording service records, and other SESIS related resources.

It is important to note that your session note (encounter attendance) will not reflect as “encountered” unless:

- The Service Type matches
- Language of Service matches
- Grouping matches (For example, if student is mandated for group services and is seen only in a group of 1, please make sure to indicate a group mandate rather than individual).
  - Indicate exactly what was provided with the actual group size, start time and end time.
- **The session type is “service provided” and session note is certified.** Your session note should reflect a description of services as provided for each session. The duration should be within 5 minutes of the mandated duration.

Please note, TSIs are subject to disciplinary action if student attendance is misrepresented; Therefore, provided sessions must correlate with student attendance and session evaluations.

Please follow best practices when entering Encounter Attendance (EA) as they are part of the student’s legal educational record and may be accessed by all members of the IEP team, including the parents at any time. The EA notes must be individualized to the student and directly related to the IEP goals. The EA notes must be cohesive, concise, and easily understood by any member of the IEP team reading the document. The EA note should objectively answer “what was the outcome and how was it achieved?”

The session note in encounter attendance is described as a "brief description of the student’s progress made by receiving the service during the session". It is documentation of sessions that are part of the student's record of intervention and is referenced to by all members of the IEP team, including the parents. The session notes, along with formal, informal, and authentic assessment, shapes and informs intervention plan.

**Encounter Attendance/Session Note includes:**

- Student’s name
- Specific type of service provided
- Individual or group with actual group size in attendance for that particular session
- The setting in which the service was rendered
- Date and time the service was rendered
- Brief description of the student’s progress made by receiving the service during the session documenting that the servicing provider delivered certain diagnostic and/or treatment services
- Name, title, signature (signified by certifying the session note)
Core Elements of a session note:
- Individualized to the student's needs
- Directly related to IEP goal(s)
- Objectively answer the question "What was the outcome and how was it achieved?"
- Document any important/pertinent information such as:
  - Change in strategy/cue
  - Specific data impacting future session if appropriate
  - Specific event/context related to the session
  - Response to peers/interaction with peers for group sessions

*Session notes should be cohesive, concise, and easily understood by any reader.*

**TSIs: Less Intensive Services (LIS)**
Students’ mandates should be assessed at every annual, requested, or triennial review, and modified as needed.
More restrictive mandate modifications must be discussed with your supervisor with documentation to support the change.

An Intranet video on how to Encounter Attendance can be found in the SESIS WIKI page. [https://infohub.nyced.org/partners-and-providers/special-ed-partners/SESIS-related-services-providers](https://infohub.nyced.org/partners-and-providers/special-ed-partners/SESIS-related-services-providers)

**Notify Parents of Services**
The Speech Teacher should notify the parents in writing as soon as services begin. A parent notification letter form will be generated and can be used as well. Maintain ongoing communication via preferred method. Parent outreach and communication can be logged in SESIS Events. Please remember events is part of the student’s legal document and professionalism should always be maintained when entering any information.

**Referrals**
Referrals should be completed within ten days of initially providing services as per the IEP mandate. Referrals are to be completed within ten days whenever there is a change in mandate or provider. Please visit [https://infohub.nyced.org/partners-and-providers/special-ed-partners/medicaid](https://infohub.nyced.org/partners-and-providers/special-ed-partners/medicaid)

The TSI must enter their determination regarding whether the student's speech services are "medically necessary." NY law defines "medically necessary medical, dental, and remedial care, services and supplies" as those necessary to prevent, diagnose, correct or cure conditions in the person that .. Interfere with such person's capacity for normal activity .. and which are furnished by an eligible person in accordance with state law." Medical necessity indicate that the student would not be able to access the curriculum without the mandated speech services on the IEP. Without the speech services recommended on IEP, the student would not be able to normally participate in their education, therefore the service is medically necessary. If the TSI responsible for completion of the referral does not believe the student’s services are medically necessary, he/she should follow up with the IEP team while continuing services recommended on the IEP and reach out to your supervisor.
Lesson Plans and Completing Paperwork

Chancellor Circular 28 states “The development of lesson plans by and for the use of the teacher is a professional responsibility vital to effective teaching. The organization, format, notation, and other physical aspects of the lesson plan are appropriately within the discretion of each teacher.”

- Paperwork and lesson plans should be completed during preparation periods, administrative periods, and other work hours when you are not providing mandated services.
- Teachers of Speech Improvement are responsible for preparing intervention/lesson plans for each session, including in-classroom sessions.
- Lesson plans should include date, student name, and measurable target objective aligned to IEP goal, plan to target the identified objectives with method of data collection, evidence of differentiated instruction.
- All TSIs are required to have a daily lesson plan.
- Plans should be differentiated to support student speech/language needs.
- Lesson plans and progress monitoring should reflect the IEP goals/outcomes for each student on your caseload.
- The lesson plan for the session should be available for review and discussion during an observation.

Elements of a Rigorous Lesson

- Targets IEP goals
- Aligned to curriculum
- Clear point of entry, based on baseline assessment and/or student progress
- Materials support session objective, aligned with skills necessary to access the classroom curriculum
- Clear beginning, middle, end with exit activity that connects to classroom
- Connection to prior knowledge to objective of lesson
- Supports students in applying strategies for learning
- Student is clearly aware of objective, expectations, and progress
- Lesson is well paced, and activities support lesson objective
- Student is engaged and focused
- Effective management techniques are utilized as needed/appropriate
- There is a clear connection to curriculum
- Therapeutic techniques and strategies are appropriate

Aligning to the Classroom

- Refer to the Next Generation Learning Standards as well as your school’s curriculum when designing intervention. Intervention should be directly related to the student’s performance in the school setting. Consult with your students’ classroom teachers.

Responding to Parent Concerns
Discuss specific concerns with parents. Follow your school’s Response to Intervention Guidelines. If concerns persist, the School Assessment Team can proceed with recommending appropriate evaluations.

**Make-up Sessions**
Any time a session is not provided, it is the responsibility of the Speech Teacher to collaborate with the classroom teacher to schedule and provide a make-up session when possible.

You cannot provide a make up for the same mandate on the same day as a regularly scheduled session. If necessary and educationally appropriate, you can provide make ups for a different mandate. For example, if a student receives individual services, you can provide make up group services if educationally appropriate. If a speech teacher is out of work for an extended period of time, please notify your speech supervisor, and the speech supervisor will locate coverage for that school.

DOE is obligated to comply with any NYSED formal findings pertaining to make-up sessions. However, there are certain labor and instructional factors that must be considered in the process of determining how to deliver make-up services.

DOE OT/PT/SP providers are not required to provide more than eight (8) direct treatment sessions per school day as per UFT Contract

- TSIs assigned to middle/high schools are not required to provide more than five (5) 45 minute direct treatments sessions per school days
- Make-up sessions to be provided only as the providers schedule allows and in a manner that is instructionally appropriate for the individual student
- Make-up sessions to be provided in compliance with student IEP recommendations

Any TSI who experiences difficulty in providing make-up sessions, or would like guidance on how to best schedule and organize make-up sessions, should contact his/her immediate supervisor.
Evidence-Based Practice and Movement along the Continuum

Throughout the individualized treatment of each student, TSIs should ensure that each aspect of service delivery, including frequency, location, and duration, be continuously assessed to meet the student’s needs. The student’s strengths should be leveraged as skills develop to support and improve student’s needs. Decisions regarding lesson specific treatment delivery plans and options should be based on evidenced based practices, ongoing progress monitoring, and collaboration with both classroom staff and family. Provision of services should be fluid and based on the ever-changing skills of the students and the ongoing needs as it relates to the student’s ability to access the curriculum (ASHA, 2017).

TSIs should consider changing the service delivery options at each juncture, taking into consideration the student’s strengths, needs, and educational demands. The combination of service delivery factors is important to consider, so that students receive optimal intervention intensity to ensure that efficient and effective change occurs (Baker, 2012; Williams, 2012). Combining service delivery models allows you to focus on the individual needs of students, ensure the educational relevance of speech-language services, and reflect on treatment effectiveness ASHA, School-Based Service Delivery in Speech-Language Pathology.

As of December 8, 2010, Part 200 Regulations of the Commissioner supported the individualization of service delivery options and repealed minimum frequency and duration requirements.
Individualized Ongoing Assessment
Each student should be assessed on an ongoing basis to assess skills and needs. It is imperative to remember our role in ensuring each student is able to access the curriculum.

We use an educational model to:
- Hold educational relevance
- Maximize each student’s ability to access the curriculum and achieve educational goals
- Deliver service in the Least Restrictive Environment
- Integrate intervention with the classroom curriculum and delivered through a collaborative framework whenever possible

Considerations for Service Modifications include:
- Rate of Progress: Student performance appears to be unusual when compared with peers or standard
- Discrepancy from Peers and Standards: Student communication behavior is meaningfully and reliably different when compared to CCSS, developmental norms, and/or peer standards
- Instructional Need: Potential for change in communication skill

Service Delivery Model
The service delivery model is determined by individual student need as part of the assessment process, including consultation with classroom staff and team meeting members. Services should be provided in the least restrictive environment and mandate recommendations should be reviewed at minimum annually as part of the quality IEP development process.

Location of Service
**General education or special education classroom** services are provided to students during actual classroom or school activities alongside their peers. **Separate** location indicates therapy services provided to a student separate from their classroom peers. If the team determines that the student would benefit from receiving services both in and out of the classroom, multiple mandates can be stated on the IEP (e.g. 1 x 30, individual, general education classroom & 1 x 30, group, separate). **You should first consider the natural environment** when deciding location of service. Providing services in the natural environment allows a student to learn and practice skills in the location where actual school activities with classroom peers occur.

There should be a connection between the PLOP, annual goal and location of services for a student. The location where services will need to be provided, needs to be stated specifically enough so the recommendations are clear. You can list more than one location if appropriate.

**Movement along the continuum** may include change in
- Group size
- Frequency
- Duration
- Location

**Mandate Relief**
- As of December 8, 2010, there is no minimum frequency and duration requirement.
- Regulations of the Commissioner Part 200.6 do provide that the frequency, duration, and location of such service shall be in the IEP based upon the individual student’s need for the service.

**Caseload Size**
For students with disabilities determined to need speech and language services, the total caseload of such students for teachers providing such services shall not exceed 65.

**Documenting Progress**
In addition to completing Encounter Attendance contemporaneously as soon as possible, during the year, speech teachers may need to complete:

**IEP Progress Report**
- IEP Progress Reports include updating the PLOP and measurable goals in the IEP. This is completed in alignment with the report card and one additional time in the summer, if the student is in a twelve-month program. To mark progress in SESIS towards a student’s IEP goal, select **Edit this Section** when viewing the goal and mark the appropriate information.
- Progress monitoring may take the form of both qualitative (data without numbers: open ended questions, interviews, observations, behaviors) and quantitative data (data that is measured by numbers: percentages, fractions).

**Progress Report**
A progress report is required if you are not participating in the IEP meeting, as well as in preparation for triennial, and decertification. The progress report should indicate the student’s current level of performance, progress toward meeting the IEP goals, proposed goals, and recommendations.

Present Level of Performance
The Present Level of Performance (PLOP) is the foundation for the IEP, in particular the annual goals and recommended programs. It should summarize individual strengths, identify specific needs, provide information regarding current level of functioning and include information regarding how the student is progressing towards the NYS Learning Standards. It should be written in parent friendly language and include information regarding how the student’s needs are impacting his/her ability to participate in the classroom and access the curriculum. For further information please refer to the SOPM.

IEP Goals
IEP goals are derived directly from the needs described in the PLOP and should be related to skills the student’s needs to achieve to access curriculum in alignment with Next Generation Learning Standards. The goals must be specific and measurable as well as achievable within one year. Please refer to the SOPM for further guidance.

Amendments
Amendments cannot be made to:
- Change the language of service
- Move student to a more restrictive environment
- Make any changes that impacts the Present Level of Performance such as changing goals due to significant progress.

Reconvene of the IEP occurs when:
- Requested review
- New information is provided
- Change impacting Present Level of Performance

Annual Review
Annual Reviews are completed one time per year before the conference date noted on the IEP.
- Speech Teachers should comply with school policies, and follow directions provided by their school organizations for completing and updating students’ IEPs.
- Speech teachers are encouraged to attend IEP meetings if possible but are mandated to act as the case manager for speech only students. The case manager is “responsible” for ensuring that the evaluation and placement processes are completed within the required timelines’.

Re-Evaluation/Three Year Mandated Review
- Occurs to assess the student’s performance over the three -year period and requires a progress report be completed as part of the process. This includes use of, informal, authentic, and/or dynamic assessment (unless formal assessment is mandated).
• “A reevaluation must be conducted at least once every three years and when:
  o the school/CSE determines that the student’s educational or related service needs warrant a reevaluation, including after improved academic achievement and functional performance; or
  o Upon request of the parent or the student’s teacher; except that a reevaluation need not take place more frequently than once a year unless the parent and school/CSE agree otherwise.

A reevaluation:
  o must be conducted by a multidisciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of the student’s disability; and
  o Must be sufficient to determine the student’s individual needs, educational progress and achievement, the student’s ability to participate in instructional programs in regular education and the student’s continuing eligibility for special education. Information gathered as part of the reevaluation will assist the IEP team in determining the student’s individual needs, educational progress and achievement, ability to participate in instructional programs in general education, and continuing eligibility for special education services.” (SOPM, 2018) Please refer to the SOPM for further guidance and speak to your supervisor.

• Student may have a mandated three-year re-evaluation or a requested re-evaluation either by the guardian(s), DOE, or non-DOE (i.e. Impartial Hearing Officer). Please refer to the SOPM for further information and guidance on re-evaluations, needs for consent and additional testing.

• Reevaluation of a student is required by IDEA (34CFR300.534) to determine that a child no longer has a disability. Reevaluation should include current performance data and IEP progress data. Exit decisions must be individualized, based on developmental norms, progress data collected, assessment information and the current best practices as determined by the IEP Team.

Considerations for Service Modifications
Related services in schools should follow an academic model. Ensure movement along the continuum may include change in group size, frequency, duration, and location of service. Consider:

• Rate of Progress:
  o Student performance appears to be unusual when compared with peers or standard

• Discrepancy from Peers and Standards:
  o Student communication behavior is meaningfully and reliably different when compared to CCSS, developmental norms, and/or peer standards

• Instructional Need:
  o Potential for change in communication skill

Determining Decertification from speech-language services
• The ultimate goal of providing speech-language therapy services is to enhance participation in the school environment to ensure the student is able to participate and achieve in the general education curriculum.

• https://www.schools.nyc.gov/special-education/the-iep-process/the-iep


• Re-evaluation of a student is required by IDEA (34CFR 300.534) to determine if a child no longer has a disability. https://sites.ed.gov/idea/

• This re-evaluation would include information gathered from ongoing progress monitoring data along with current evaluation of skills and student’s generalization of skills. Exit decisions must be individualized, based on developmental norms, progress data collected, assessment information, and the current best practices as determined by the IEP team.

_Escalations, Mediations, and Impartial Hearings_

*Please contact your Speech Supervisor if there is an issue*

Student information should be available on request. Each student should have current assessments and any other information that cannot be accessed on SESIS either organized digitally or in speech folder. The speech folder that includes (but not limited to): current assessments and any important information that cannot be accessed on SESIS. These confidential files should be kept current and up to date, as well as be secured in a safe place.

_SESIS Progress Reports and Evaluations*

Forms for Progress Reports and Evaluations can be found on SESIS. Templates for Progress Reports and Evaluations can be found on the NYCDOE Speech Padlet.

Progress reports are not required for school-age students at the time of annual review if the provider is present at the IEP meeting.

All staff working with pre-school students are required to complete a progress report at the time of the IEP, regardless of attendance.
Provision of Services to Students Mandated for Bilingual Services
Please refer to the SOPM regarding guidance on Developing the IEP, determining the language of instruction and services for the English as a New Language Learners. The IEP team determines the language of Instruction and services. As a reminder, students who are English as a New Language (ENL) students are ineligible for services if they do not meet the eligibility criteria and if delay is due to limited English proficiency.

Please note that as per the Special Education Policy Guidance distributed on 2/19/15, Language of Assessment for Students in the Special Education Assessment Process “there is no requirement that the language of instruction and the language of speech and language therapy be the same. A student may be recommended for monolingual instruction yet may be appropriately recommended for bilingual speech and language therapy; and a student may be recommended for bilingual instruction yet may be appropriately recommended for monolingual speech and language therapy”.

Please note that a student receiving monolingual instruction with bilingual speech therapy is classified as an ENL student and should receive ENL services, in conjunction to any other services rendered. If it is determined that the student presents with a language delay or disorder, rather than a language difference, the team recommends the language of service based on student’s individual need and language of dominance, “not the availability of a bilingual program or service “. It is the responsibility of the DOE to provide bilingual services as mandated on the IEP.

Provision of Services for Interim Monolinguial Services
If, after all efforts have been made to secure a bilingual TSI, the team should consider if it is appropriate to recommend interim monolingual speech services until a bilingual TSI is secured. Efforts will continue to be made to secure a bilingual provider. Providers must have received mandatory 2-day ISP training to provide services for these students.

Recommendation and provision of ISP should not be automatic and should be based on a variety of factors to determine if student would benefit from monolingual speech services. If ISP services are not appropriate at the time of the IEP meeting AND a bilingual provider has not been assigned, ISP can be considered again during an annual review to re-assess if ISP is appropriate.

Students who are appropriate for service via ISP are those who:
• Do not speak or understand any conventional language and/or use non-symbolic language
• Demonstrate emerging receptive and expressive language skills and knowledge in English, while still being dominant in their preferred language
Students not appropriate for this service delivery option would be those who have fluency in their native language, but no basic communication skills in English. For these students, appropriateness of ISP should be monitored throughout the school year as language skills in English develop and as long as a bilingual provider has not been secured.

**** Please note the language of instruction is based on student’s needs and NOT on availability of services **** Please refer to the SOPM for further information regarding ISP services and recording ISP recommendation.

*** Additionally, please note that the DOE must continue to seek a bilingual provider for students who are receiving ISP services and issue an RSA by law. ISP services are provided UNTIL a bilingual provider is secured ***

There are specific requirements TSIs need to meet prior to providing ISP services. The TSI must have:

- The basic 10 hours of training in ENL methodology
- Additional 10 hours of specialized training on speech and communication issues specific to ELL students with disabilities.
- An additional 5 hours of professional development is required upon the provider’s assignment to serve a student recommended for interim monolingual speech-language therapy

To record ISP on the IEP:

- Discussion with parent and signed waiver to amend IEP without a meeting
- Recommended Service Page – Related Services
- Select “Other” and enter statement (as many characters fit in the space allotted) – “Interim Monolingual Speech-Language Therapy in English pending Bilingual availability.”
- Include frequency, duration and group size
- This may differ from the original bilingual recommendation, as deemed appropriate by the provider
- Goals
- Must be appropriate

PLOP

- Include statement: “Interim Monolingual Speech-Language Therapy in English pending Bilingual availability.”
- To record Encounter Attendance for students being served via ISP:
  - service – “Other”
  - Language of Service – English

Changing Language of Instruction

When making decisions regarding recommendations for an ENL/MLL student or a non-ENL/MLL student who was evaluated bilingually, at least one licensed bilingual professional needs to participate in the initial and any subsequent meetings regarding bilingual services. If a student is receiving Interim Monolingual Services, a bilingual evaluation is warranted.
Changing Language of Service on the IEP:

- The language of service for Speech-Language Therapy can only be changed on an IEP if the student is receiving services from a bilingual provider and considers various factors.

- If a student is recommended for service in a language other than English and/or are being served via ISP, but the provider feels the student has developed increased proficiency and dominance in English:
  - Discuss with the parent and request re-evaluation
  - A bilingual provider will be assigned to evaluate the student and recommended appropriate language of service.

- SLPs cannot create referrals for students served via ISP.
Provision of Services to Pre-K Students

Teachers of Speech Improvement are responsible for providing services as per most recent FINALIZED IEP for pre-k students, including completing encounter attendance, pre-k progress report, and completing PLOP and IEP goals during the annual review. Teachers of Speech Improvement collaborate with school teams to identify preschoolers mandated to receive services. Any pre-k student that cannot be served by DOE Teachers of Speech Improvement must be identified. Teachers should contact their speech supervisors if services cannot be provided. The Committee of Preschool Special Education is responsible for ensuring agency coverage is obtained. Speech supervisor can then collaborate with CSE chairperson who can then relate the communication to CPSE administrator assigned to the student, in order to secure services via agency contractor.

The purpose of the pre-k for all expansion is to prepare and ensure that students are prepared for entering kindergarten with the skills necessary to succeed. Rigor and educationally relevant services are expected as rigorous instruction, supportive environment and collaborations with teachers and families will lead to success. Related services are provided to support the needs of preschoolers with disabilities and help advance their skills. Focus of pre-k services include development of cognition, language, pre-literacy skills, as well as play/social-emotional skills. Collaboration with teachers and parents continue to be critical.

Foundation for Common Core and the 10 interdisciplinary units provide guidelines for rigorous instruction. **STI is not responsible for teaching the CCLS, but target behaviors should align with the Standards.**


https://infohub.nyced.org/partners-and-providers/early-childhood/early-childhood-educators

Committees on Preschool Special Education (CPSEs) coordinate and carry-out the special education process for preschool children ages 3 to 5. The CPSE Administrator is the case manager for each pre-k student. Teachers of Speech Improvement are responsible for completing the pre-k progress report and creating goals for the IEP. Pre-K students require long term and short-term objectives. Progress report is uploaded in SESIS as “Document Related to Pre-K Assessment”.

Although CPSE is the case manager for all pre-k students, the SEIT can also be the case manager and can reach out to gather information.
TSIs are responsible to keep track of annual reviews and complete all necessary paperwork prior to the meeting. TSIs are encouraged to participate in meetings but they can participate by phone to avoid cancelling sessions to travel to the meeting.

All T-5 reports are due in January.

**Special Programs-ASD**

Teachers of Speech Improvement collaborate with school teams and support teams. There are trainings provided by NYU Nest project. TSIs are expected to turn-key information about SDI to the school teams. Differentiated SDI program based on grade levels. TSIs are responsible for provision of mandated services and progress monitoring. TSIs are typically trained over the summer. Support and additional trainings are provided by ASD programs and the Office of Related Services

Different ASD Programs include:

**Nest (with a focus on SDI – Social Development Intervention)**

- Class structure: Integrated Collaborative Teaching (ICT)
- Supported by NYU Nest project and NYC DOE ASD Programs
- Speech providers are typically trained over the summer

**Horizon (with a focus on – Social Curriculum)**

- Class ratio 8:1:1
- Supported by NYC DOE ASD Programs
- Progress monitoring is done through "Rethink"

**Students Requiring Assistive Technology**

- Assistive Technology is any piece of equipment, product, or system used to increase, maintain, or improve functional capabilities of a person with a disability.
- AAC: You may need to provide relevant information in the communication section of the CAT referral if you have a student you believe would be a candidate for Assistive Technology.
- Refer to DOE assistive Technology handbook found through SESIS training materials and help guides.

**Students with Hearing Issues**

- If you have a student with recommendations for hearing aids or an FM system/device, work with the IEP team to contact the CSE audiologist.

**Students in Need of Home Instruction**

- Provides educational services to students who cannot be accommodated in school due to physical or medical condition.
D75 TSIs: Mealtime/Dietary Accommodations
The Office of School Foods has developed a standard operating procedure for special dietary accommodations (i.e. - puree food menu options). These options are available at every school.
Should you have a student on your caseload in need of a dietary modification/accommodation, please review the SOP/Process Description Form; this form will describe the procedures needed to obtain dietary accommodations.
All modifications and accommodations must be documented on the IEP and tracked using the Dietary Accommodations NYC DOE School Food Services - Student Tracking Log.
Personnel Data
Ongoing communication is critical between the TSI and supervisor. Please make sure your supervisor has your most current contact information.

- Personnel Data Forms should be completed by new hires and submitted to supervisor.
- Personnel Change Forms should be submitted as they occur to inform of changes to any of the requested information and submitted to supervisor.
- Forms and resources provided by Citywide Speech Services (CSS) are located in the CSS Outlook Group. These documents should be used to support best clinical practices.

Individualized Support
Teachers of Speech Improvement are supported directly by Supervisors of Speech Improvement. Individualized support is provided through Professional Learning Opportunities, ongoing communication, and in person meetings.

Teachers of Speech Improvement are provided with a Teacher Performance Review annually in accordance with guidelines outlined in Teaching for the 21st Century. Tenured teachers are able to select Option A following approval of proposals to Speech Supervisor. Refer to Teaching for the 21st Century.

Annual Performance Option (APO)
Only tenured satisfactory speech teachers are eligible to request an Annual Performance Option (APO) in lieu of traditional supervisory observations. This option must be discussed and approved by your supervisor. APO proposals must have merit and reflect substantive S/L content.

A written proposal should be presented for supervisory approval by the end of October. It should reflect the following key components:
- Identify the rationale(s) for your APO topic. Provide research-based references and evidence of best practices to support your decision.
- Identify specific/measurable learner outcomes for yourself and the students. Learner outcomes should target new objectives and drive teacher activities that are beyond the scope of routine responsibilities.
- Baseline assessment/data must be gathered at the beginning of the project. Create a plan for data collection -- identify how you will collect pre/post data and attach documentation to your proposal.
• Describe the steps/activities you will engage in to support your goals – research, journal/book reviews, participation in targeted staff development workshops.

Proposals will be reviewed and approved by your supervisor. If approved, a written letter will be generated advising you of the status of your APO. The approval letter may include suggestions/modifications to your original proposal, so please review carefully to ensure follow through. Periodic reviews will be conducted by your supervisor to discuss progress towards APO learner outcomes. By February, a written update/medial review will be required which summarizes students’ outcomes and/or provides rationales for any project modifications.

The APO must be concluded by the end of May. A final summary of your APO outcomes will be required which includes:
• Summary of learner outcomes for yourself and students.
• Attached data collection sheets displaying progress towards learner outcomes.
• Student work samples, if applicable (video, pictures, etc.)
• A written letter will be issued by the supervisor to document the completion of a successful APO.

A final presentation of your APO outcomes will be conducted.

Formal and Informal Observations
• Observations of TSIs are conducted by the speech supervisor, school administrator (principal and/or assistant principal or principal designee)
• Formal observations are not subject to Advance and are rated as satisfactory or unsatisfactory

Professional Learning Opportunities
TSIs are provided with individualized Professional Learning Opportunities (PLOs) through the Department of Education and DSISS: Department of Speech and Language Therapy. These opportunities are offered to support you and improve your intervention. Please check your e-mail regularly for DOE professional learning opportunity notifications and obtain permission from school administrators to attend any PLOs. If you are absent from the DOE PLO, please inform your supervisor as soon as possible. You are required to follow the time ordered agenda for each PLO.

Professional Development Offerings & Registration
Speech Teachers are expected to attend professional development to stay current with district initiatives and therapy practices.
You must attend supervisory-sponsored professional development workshops.
All professional learning workshops, including those sponsored by CSS (mandatory and optional), can be accessed via the NYCDOE Speech Padlet.
To enroll in workshops, you will need to register with your DOE email and a password.
In addition to registering via the padlet an OP-201 form to verify attendance may be required by your school and can be obtained from the payroll secretary.
Please notify and request approval from your supervisor and principal when registering for any workshop(s).
Full professional development workshops and staff meetings will be 6 hours and 50 minutes.
Professional Development Expectations
Prior to attending:
Once registered, if participants are unable to attend, they should withdraw from PDs using the NYCDOE Speech padlet and notify the presenter(s).
If required by your school, participants should bring the OP-201 to be signed by the presenters as proof of attendance.
Bring necessary handouts/materials that may have been emailed prior to the workshop.

Attendance at workshop:
Participants will arrive on time, at 8:10 am. Anyone arriving past 8:25 am will be considered late.
There will also be an afternoon sign in.
Schools and supervisors are notified of time and attendance.
Participants should notify presenter at the beginning of the workshop if they need to use their phone for personal or for work purposes.
Participants will notify presenter if he/she needs to leave early, and will have principal approval.
Professionalism is expected during all workshops and meetings. Participants will refrain from unrelated texting, computer use, and conversation.

Permission to Attend External Conferences
OP-221 form is required for attending professional learning opportunities outside of the DOE. This form can be obtained from your payroll secretary.
Please notify and request approval from your supervisor and principal when registering for any external workshop(s).
Complete the OP-221 at least one month prior to the conference and have it signed by your principal.

Time and Attendance
- Please follow the procedures and protocols for time and attendance for your school(s).
- If you are going to be absent or late, please call your payroll secretary at the school(s) you are expected to be present at and notify your Speech Supervisor.
- Please follow procedures and protocol at your school(s) if you are late or leave early.
- Please follow procedures and protocol for your school when attending any Professional Learning Opportunity and obtain permission from your Principal and notify your Speech Supervisor.
- The same expectations regarding attendance is to be followed when attending a PLO. Please note the time of the PLO as you are expected to be on time and attend for the duration of the PLO. Plan your schedule accordingly.

Student Teachers
All student teacher requests and placements should be made through your Speech Supervisor as all requests must be made through the Office of Scholarship and Incentives and proper paperwork must be completed. Please note that student teacher placements must be approved by school administrator.
Any requests for observations must be approved by your Speech Supervisor and the school administration.

**Communication**
All TSIs are to use their DOE e-mail when corresponding to colleagues, supervisors, and parents. Use of DOE e-mail for personal business is prohibited. You are responsible for checking your e-mail regularly as that is the primary mode of communication. Please check your e-mail for information regarding Professional Learning Opportunities, administrative visits, observations, compliance, etc. Please make sure to respond to any correspondence as soon as possible (within 24 hours). Any information entered in events in SESIS are part of the student’s legal document and should be related to student specific information only. It is critical to maintain confidentiality at all times. Contact 718-935-5100 if there are any issues with Outlook. To obtain an email address, speak with your building principal and/or supervisor. You can also contact the DOE Helpdesk at 718-935-5100 for further assistance. There is additional information in the DITT Intranet webpage. If your need to be assigned an e-mail account and password, speak with your building principal and/or supervisor; you may want to contact the DOE Help Desk at 718-935-5100 for further assistance. There is additional information in the Division of Instructional and Information (DIIT) webpage.

**Equipment/Material**
The building principal assigns workspace in school buildings based upon the needs and the population of the school building. Every school has a designated school aide or personnel assigned to distribute available supplies. Locate the school custodian and find out procedures for moving furniture. Speak to the principal about ordering furniture, if necessary. Individual schools may have a budget for educational materials. Consult with your principal and share materials with colleagues. Teacher’s Choice may be used towards items. Additionally, funds may be available through the Office of Related Services. **Please contact your supervisor regarding needs and they may be able to support if funds become available.**

**Human Resources**
Payroll secretary in your payroll school handles payroll and will help resolve any payroll issues.

**DOE Photo ID**
You can get a photo identification card at 65 Court Street, Room 102 Brooklyn NY 11201. You will need to bring a photo ID and an official request letter from your school/principal with your name, social security #, title, and location, dated within 30 days.

**DOE Parking Permit**
If your current assignment is itinerant and you travel between schools during the day, contact your speech supervisors.

**SESIS Navigation**
*Logging In*
Log-in to SESIS using your DOE email username and password.
National Provider Identification Number

A NPI is a health care provider identification number used by the federal government and many private health care organizations to track health care providers. The number is “information free,” meaning it is not made up of one’s birth date or other identifying information. This identifying information is maintained by the federal government and is not released to the public. However, clinicians’ names and practice locations will be publicly available through the system.

To obtain an NPI, go to https://nppes.cms.hhs.gov/NPPES/Welcome.do

Follow the instructions on the screen, noting the following:

- Make sure you apply for an individual (as opposed to group) NPI
- When asked if you are a sole proprietor, you should answer yes
- When asked for a business address and a practice location you may enter your work location. If you work in more than one school please enter your payroll location (where you receive your pay check or pay stub).
- When asked to supply a contact person, please supply your own information; you may use your DOE phone number and email address
- The taxonomy code for a Speech Language Pathologist is 235Z00000X
- You will need your currently active license number for the application

If you are having problems using this system, please call: 1-800-465-3203 (NPI Toll-Free)
(1-800-692-2326 (NPI TTY))

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<td>Application form on line:</td>
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<td><a href="https://www.emedny.org/info/ProviderEnrollment/index.aspx">https://www.emedny.org/info/ProviderEnrollment/index.aspx</a> and click on “Therapist (OT, PT, Speech)</td>
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<tr>
<td>Send completed application to: Computer Sciences Corporation</td>
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<tr>
<td>PO Box 4603 Rensselaer, NY 12144-</td>
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Please refer to the proceeding link for information regarding Medicaid, including Forms and Letters, Medicaid Compliance, and Frequently Asked Questions.

https://www.schools.nyc.gov/about-us/programs/medicaid

Speech-Language Referrals are to be completed within 10 days of first serving a student and confirms that the IEP was reviewed and that the IEP confirms the student requires services in order to participate in the educational environment. A new referral needs to be completed when there are any changes to the student's mandates.

- The SLP must enter their determination regarding whether the student's speech services are "medically necessary."
- NY law defines "medically necessary medical, dental, and remedial care, services and supplies" as those necessary to prevent, diagnose, correct or cure conditions in the person that .. Interfere with such person's capacity for normal activity... and which are furnished by an eligible person in accordance with state law."
- Without the speech services recommended on IEP, the student would not be able to normally participate in their education, therefore the service is medically necessary.
- If the SLP responsible for completion of the referral does not believe the student’s services are medically necessary, he/she should:
  - Select the option reflecting that determination on the referral
  - Follow up with the student’s IEP team for future consideration of the service
  - Continue the service as currently recommended on the IEP
  - Notify your speech supervisor for support in determining next steps

NYCDOE SPEECH PROFESSIONAL RESPONSIBILITIES

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<th>ADMINISTRATIVE ITEM</th>
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<th>FOR/TO</th>
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<td>Workload/Caseload</td>
<td>4 times annually (As well as throughout the year as significant changes occur)</td>
<td>Related Service Coordinator, Principal Speech Supervisor, Posted in therapy room/area</td>
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<td>Professional Log</td>
<td>Organized by end of September with ongoing updates</td>
<td>S/L Provider</td>
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<tr>
<td>Individual Education Plans</td>
<td>Annually and/or as requested</td>
<td>SESIS</td>
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<tr>
<td>S/L Evaluation Form</td>
<td>Due for triennials, initial evaluations, re-evaluations</td>
<td>SESIS</td>
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<tr>
<td>S/L Progress Report</td>
<td>Required to substantiate all S/L mandate changes (i.e., frequency, duration, group size or terminations)</td>
<td>SESIS</td>
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<tr>
<td>Task</td>
<td>Details</td>
<td>Responsible Party</td>
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<td>Must be completed when not in attendance at IEP annual review</td>
<td>Must be completed for preschool students at the time of the IEP, regardless of attendance</td>
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<tr>
<td>AAC/AT Evaluations (Team or School-Based)</td>
<td>As needed for students in need of individual communication systems</td>
<td>SESIS</td>
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<tr>
<td>Students’ Communication Systems Form</td>
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<td>SL Provider Classroom Teacher</td>
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<td>Mealtime/Feeding Plan</td>
<td>Ongoing for students with feeding needs</td>
<td>Student Speech Folder Classroom Teacher Mealtime Management Staff</td>
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Appendix

New York City Map of Districts

District 75: citywide
Resources:

NYC DOE
The DOE website, www.schools.nyc.gov has been updated and is more family centered. Navigate through the Department of Education website to learn about the School Support Structure. The New York City’s school support structure has evolved over the years into one that is dynamic and responsive to individual school and community needs. Visit the DOE website to learn about the School support Structure. Please visit the Employee Info Hub for all employee related information/systems www.schools.nyc.gov

Quick Reference Resource for Teachers of Speech Improvement
Google Drive (pending publication): Speech Padlet: https://padlet.com/lhuntley8/d830q8reowf1 D75 Speech Padlet

ASHA Speech Language Pathology Medical Review Guidelines:  
- http://www.asha.org
- http://www.asha.org/policy/PI2010-00317/
- https://www.asha.org/SLP/schools/School-Based-Service-Delivery-in-Speech-Language-Pathology/

New York State Education Department Medicaid Practice Guidelines for Speech:  
- www.oms.nysed.gov/medicaid/services/speech_therapy/home.html

NYSED School and Preschool Supportive Health Services Program Q & A:  
- http://www.oms.nysed.gov/medicaid/q_and_a/

Family Guide for Students with Disabilities  

Speech Resources:  
- https://sites.google.com/site/officeofrelatedservices/home/speech-and-language

SOPM  

UFT Website  
- http://www.uft.org/chapters/speech-improvement
For more information regarding developing a Quality IEP please go to link below:


- [https://servicecenter.nycenet.edu/selfsupport/](https://servicecenter.nycenet.edu/selfsupport/)

- [http://www.highered.nysed.gov/home.html](http://www.highered.nysed.gov/home.html)

Certification:


- [http://www.op.nysed.gov/prof/slp/speechcefaq.htm](http://www.op.nysed.gov/prof/slp/speechcefaq.htm)

- [http://www.asha.org/certification/maintain-ccc](http://www.asha.org/certification/maintain-ccc)

‘Citywide Speech Services’ Group

Forms & Resources

Required:

*Personnel Data Form (digital)*

*Personnel Data Change Form (digital)*

*Workload/Caseload Form*

*Intervention/Lesson Plan (various)*

*Progress monitoring (various)*

**Recommended/Resources (will be available on padlet and google drive)**

*Professional Log*

*Parent Communication Log*

*Session Note Documentation*

*Clinical Record Book Cover Sheet*

*Beginning of Services Parent Letter*

*Communication Dictionary Form*

*Communication Systems*

*AAC Checklists*

*Key Questions*

*Task Analysis*

*Sample Intervention Plans*
SESIS Progress Report and Evaluation Templates

Intervisitation Form

Parent Communication Letters (various)

Food Services Feeding Forms - SOP/Process Description Form, Dietary Accommodations
NYC DOE School Food Services - Student Tracking Log
High School Worksite and Transition Guide

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<td>D75</td>
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<td>Connelly</td>
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<td>Coursey</td>
<td>Tara</td>
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<td>Culbert</td>
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<td>Queens South</td>
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<td>Joy</td>
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<td>D75</td>
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<td>Gina</td>
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