



**INSIGHT PA**  
CYBER CHARTER SCHOOL

**RELATED SERVICES**  
**PROCEDURAL MANUAL**  
**INSIGHT PENNSYLVANIA CYBER**  
**CHARTER SCHOOL**  
**(ISPA)**

**PARENT COPY**

**2021 – 2022 SCHOOL YEAR**

SUPPORTED BY:

**Stride**

## Important Information Regarding Related Services


ISPA 2021-2022 School Year

- To benefit from therapy services, it is necessary for your student to attend regularly. ISPA considers absences from therapy the same as an absence from a required school class
- Each family should have a working computer, headset, and webcam. If there are any issues with the equipment, they should notify their therapist, SE teacher and contact the parent IT Department (866.512.2273)
- 24 hours' notice of an absence is required for the scheduled session to be eligible for a make-up. Make-ups must be held within one week of the missed session or they are forfeited.
- **Inclement Weather-** If inclement weather prevents students from attending Face to Face therapy, missed sessions can be made up within 1 week. For ongoing weather events contact your Case Manager and therapist to work out a make-up schedule, otherwise missed sessions will be forfeited. Inclement weather affecting Online therapy will be limited to those weather events that disrupt internet connectivity and electric power. Student will be offered make-up sessions within 1 week of internet connectivity/power being returned. Internet connectivity should not be disrupted by mild weather events.
- **Extended Out of State Travel** – ISPA should be notified at least 4 weeks prior to extended out of state travel. Therapist licensing bodies require therapists to be licensed in the state where the student is physically located. This may result in no therapy services until the student returns. The school will work to determine a therapy schedule for compensatory hours upon the student's return to the state.
- **Student Hospitalization** – ISPA should be notified immediately if a student is hospitalized. Services cannot be placed on hold, but the school will work with you to resume therapy as soon as the student returns to school.
- **Face to Face Therapy** – All Face-to-Face services must be held in an appropriate professional setting such as a clinic, community center, or public library meeting room. Services may NOT be provided in the family home, unless otherwise approved in advance from ISPA for the safety of the therapist and the student.
- **Dress Code** – ISPA dress code must be adhered to by students and family members present during all therapy sessions whether provided online or face to face. The Dress Code is located in the student handbook.
- **Withdrawals/Refusal of Services** – Therapists are responsible for keeping a student on their case load until the paperwork for withdrawal/declining of services is signed and returned to the school. Therapy sessions should be cancelled with 24 hours' notice until the paperwork is signed and returned.

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## 1. Introduction

This manual is designed as a collection of all procedures surrounding related service provision at Insight PA Cyber Charter School (ISPA). Included in this manual are sections with information specifically for school administrators, service providers, therapists, special education case managers, and Insight PA families. Updates or additions to the contents may be made periodically throughout the school year, for which notations will be logged on page two (2) of this manual. The ISPA Related Services Procedural Manual has been reviewed and approved by the Academic Administrator of Special Programs on 05/16/2021. (Approval by Jen Jennings - )

Throughout this manual the following terms are used as defined below:

**AASP**- Academic Administrator of Special Programs (formerly known as Special Programs Manager/SPM)

**AC- Approved Compensatory**- time owed to a student due to delay in beginning services or not receiving services per the student frequency and falling behind as approved by the school.

**Applicant** – utilized in the section of this manual addressing clearances & background checks; refers to the individual seeking a CHRI report to fulfill the FBI clearance requirement.

**AVID**- a system that is part of the invoice process

**Case Manager / SE Teacher** – Special Education Teacher and/or Case Manager; serves as primary point of contact for all IEP-related service management and/or updates

**CAO**-Chief Academic Officer

**CEO** – Chief Executive Officer

**CFO** – Chief Financial Officer

**CMS**- Contract Management System. Where contracts are entered internally and processed through execution

**Evaluation** – procedure consisting of a referral prompted by a signed consent, for which assessment and other data collection steps are taken to produce a comprehensive written report that proposes eligibility and/or educational service needs for an ISPA student

**Evaluator** – the qualified professional(s) assigned to conduct evaluation procedures in their specialty area as specified by a signed consent ISPA has received to prompt the referral.

**ERAF/Evaluation Referral Agreement Form** -

**Executive Director** – ISPA does not have a “Head of School”, but instead holds an Executive Director role.

**IEP Writer** - ISPA’s special education database for writing and storing special education documents for all students, regardless of their need for related service therapies.

**ISPA** – Insight PA Cyber Charter School

**LC/Learning Coach** – Parent/Guardian-designated adult supporting the student’s daily school program access & navigation; Varying levels of support seen with grade/age/family dynamics

**Parent(s) or LG(s)** – the individual(s) with parental or legal guardianship status of an ISPA student.

**Provider** – Independent therapist or company that provides related services

**PR** – Progress Report: Quarterly performance trend data specific to individual therapy skill(s) goal(s); Specific school-based template provided

**RS/Related Service (s)** – any student service that is determined necessary for a student by IEP or 504.

**RSC/Related Service Coordinator** – ISPA-assigned individual in charge of managing related services for the school, primary contact for Providers, Therapist, and SE teachers for all related service correspondence.

**RSM** – Related Service Manager; Stride-managed online database required for all assigned ISPA therapist access

**RSNT** – Stride Related Service National Team

**Service Line** – individual referral for any one service within RSM; verified against invoiced items

**SE** – Special Education

**Smartsheet** – Collaborative web-based tracking tool utilized by ISPA for student enrollment, evaluation tracking, and finalized IEP meeting documents

**Master Compliance Tracker (MCT)** – Primary school-managed special education live metrics

*Tracker; controlled in-house access*

**Enrollment Tracker** – Main school-managed tracking tool maintaining insights into prior school records transfers & compliance actions at onboarding as determined necessary

**ER/RR Tracker(s)** – Evaluation Report Tracker maintains all collaboration & procedural sequences for initial evaluations (Evaluation Report Tracker) & reevaluations (Reevaluation Tracker)

**Therapist** – Independent or 3<sup>rd</sup> party contractor that delivers therapy services who maintains active clearances and professional credentials per area of certification/specialty.

**THO** – “Total Hours Owed”; calculated within the RSM according to student service frequencies & durations specified in each student’s IEP (when applicable), along with school calendar & holiday schedule

## **Manual Distribution Process**

The parent guidance document will be sent by the SE Teacher to all parents whose students receive therapy services at the beginning of the school year and then at each meeting where an initial evaluation is requested and/or therapy services are added to an existing IEP.

## **School Calendar**

The ISPA school year 2021 – 2022 calendar is accessible via the ISPA website, RSM library, and below in this manual for reference. General hours of operation are between 8:00 am and 4:00 pm, Monday through Friday. Therapy and/or evaluation services may be scheduled outside of “normal” school hours (after 4:00 PM) if the family agrees. Only Evaluations are permitted to be scheduled on weekends and holidays if the family agrees. ONLY if agreed upon by the family. Only compensatory hours or Extended School Year (ESY) may be provided on designated school holidays/days off (excluding National holidays) and/or breaks. If a student is scheduled for therapy on holiday or closed school day, it is expected that the therapist will READ the ISPA school calendar and reschedule the student for another day with the exception of Winter and Spring break which would not be made up.

- 1) Any services provided outside of the above guidelines must have prior approval from ISPA.
- 2) Services outside of these guidelines MUST NOT be requested, scheduled, or delivered for any student whose family indicates they do NOT approve.
- 3) No services are to take place the week of December 20, 2021 (2-day weeks are not included in a student’s THO). For any mutually agreed upon sessions that might be attempted during this particular period, Insight PA should provide advanced approval prior to any relevant billing activity

# ISPA 2021 – 2022 School Calendar

## Insight Pennsylvania Cyber Charter School School Year 2021-2022 Calendar

August							September						October						November										
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		
1	2	3	4	5	6	7				1	2	3	4							1	2			1	2	3	4	5	6
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13		
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20		
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27		
29	30	31					26	27	28	29	30	24	25	26	27	28	29	30	28	29	30								
Student Days 2 Teacher Days 10							Student Days 21 Teacher Days 21						Student Days 19 Teacher Days 19						Student Days 18 Teacher Days 20										
December							January						February						March										
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		
			1	2	3	4							1				1	2	3	4	5				1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12		
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19		
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26		
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30	31		27	28	29	30	31					
Student Days 15 Teacher Days 15							Student Days 20 Teacher Days 20						Student Days 18 Teacher Days 19						Student Days 22 Teacher Days 23										
April							May						June						July										
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		
						2	1	2	3	4	5	6	7				1	2	3	4							1	2	
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9		
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16		
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23		
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		24	25	26	27	28	29	30			
Student Days 18 Teacher Days 18							Student Days 21 Teacher Days 21						Student Days 8 Teacher Days 13						Student Days 0 Teacher Days 0										



### Calendar Key

Total Student Days 182  
Total Teacher Days 199

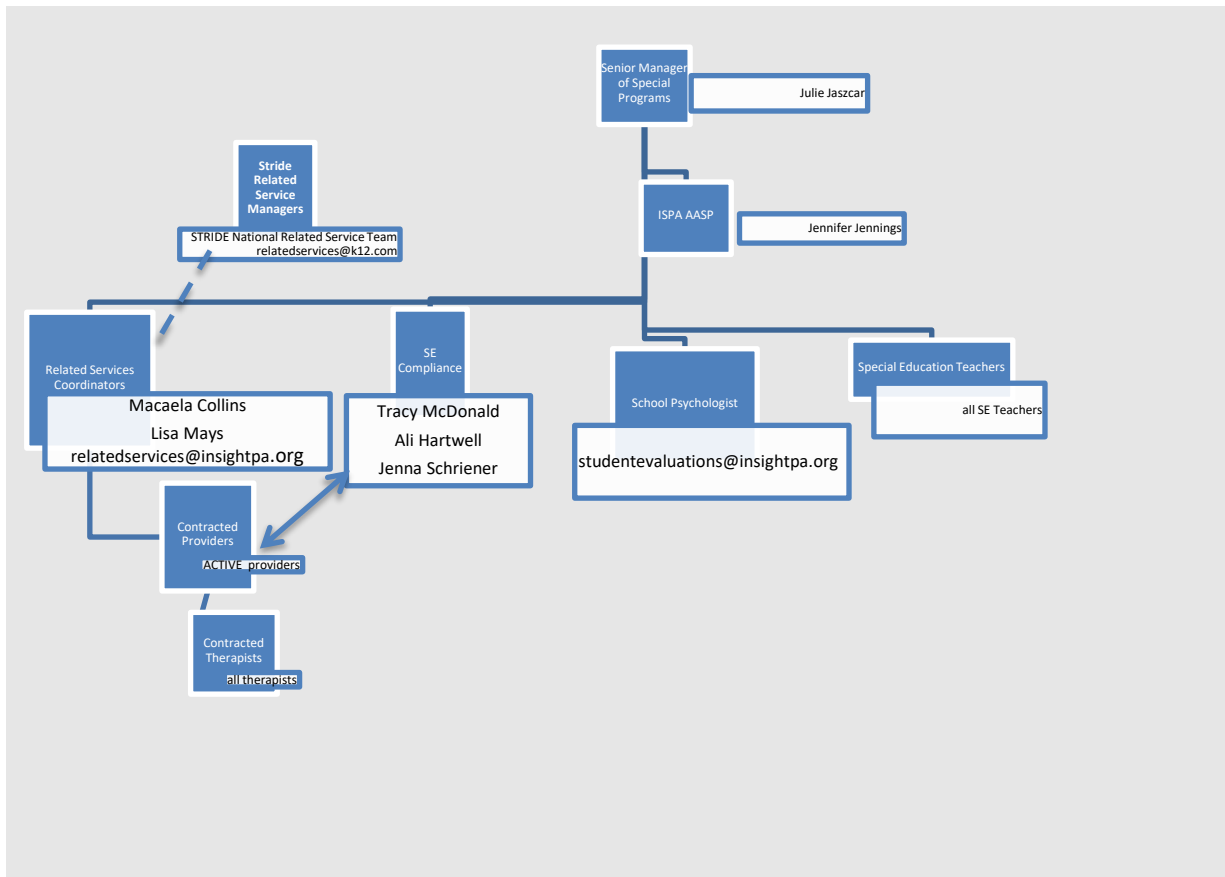
Quarter Schedule		
Quarter	Date	# Days
Q1	11/3/2021	45
Q2	1/21/2022	44
Q3	3/30/2022	46
Q4	6/10/2022	47

- First/Last Student Day of School
- First/Last Teacher Day of School
- School is Closed
- Half Day for Teachers and Students
- Teacher In-Service, No School for Students
- Keystone Testing Window
- PSSA Testing Window

- Aug. 16 & 18 Teachers Start New (16th), Returning (18th)
- Aug. 30 Students First Day
- Aug. 31 ISPA Board of Trustees Meeting
- Sept. 6 Labor Day - School Closed
- Sept. 28 ISPA Board of Trustees Meeting
- Oct. 8 & 11 Fall Break - School Closed
- Oct. 26 ISPA Board of Trustees Meeting
- Nov. 3 Quarter 1 Ends
- Nov. 4 & 5 Teacher In-Service, No School for Students
- Nov. TBD Parent-Teacher Conference Opportunities
- Nov. 23 ISPA Board of Trustees Meeting
- Nov. 25-26 Thanksgiving - No School
- Dec. 22-Jan. 2 Winter Break
- Jan. 17 Martin Luther King Day - No School
- Jan. 21 Quarter 2 Ends
- Jan. 25 ISPA Board of Trustees Meeting
- Jan. TBD Parent-Teacher Conference Opportunities
- Feb. 18 Teacher In-Service, No School for Students

- Feb. 21 Presidents' Day - School Closed
- Feb. 22 ISPA Board of Trustees Meeting
- Mar. 29 ISPA Board of Trustees Meeting
- Mar. 30 Quarter 3 Ends
- Mar. 31 Teacher In-Service, No School for Students
- Apr. 1 School is Closed
- Apr. 15-18 Spring Break - No School for Students
- Apr. 25-May 13 PSSA Window
- Apr. 26 ISPA Board of Trustees Meeting
- May 16-27 Spring Keystone Window
- May 30 Memorial Day - School Closed
- May 31 ISPA Board of Trustees Meeting
- Jun. TBD Prom
- Jun. TBD Graduation
- Jun. 10 Quarter 4 Ends
- Jun. 10 Last Day for Students
- Jun. 17 Last Day for Teachers
- Jun. 28 ISPA Board of Trustees Meeting

## ISPA Related Services Department Organizational Chart



## Identifying Required Services

ISPA is required to provide services to any enrolled student as indicated on his/her current IEP or 504 plan, regardless of where the plan was created. Services are to begin the first day of the student's enrollment or per state or school guidelines.

ISPA currently provides the following services:

- Speech Therapy and Evaluation (Online & F2F)
- Occupational Therapy and Evaluation (Online & F2F)
- School Psychology Services and Evaluation (Online & F2F)
- Physical Therapy and Evaluation (F2F)
- Counseling Services (Online & F2F)
- School Social Work Services (Online & F2F)
- Behavioral Support Services (Online & F2F)

**This list is not exclusive, and any student service deemed necessary by the IEP or 504 team will be provided.**

## Current IEP (in state)

- Provide services
- Start date = first day of enrollment at school
- End date = IEP end date
- If student has PCA or Instructional Aide services will be discerned if continued need exists as the change in model provides a learning coach in individual online instruction.

## Current IEP (out of state)

- Provide comparable services
- Start date = first day of enrollment at school
- End date = IEP end date
- Expect updated IEP within timeline for evaluation process to be completed for PA eligibility to be determined.
- The student will be referred for evaluation process
- If student has PCA or Instructional Aide services will be discerned if continued need exists as the change in model provides a learning coach in individual online instruction.

## Expired IEP with Current Eligibility (in state or out of state- ISPA or Previous School)

- Provide comparable services
- Start date = first day of enrollment at school
- End date = 30 days from enrollment date (for in state)
- For out of state expired IEP's the evaluation process would take place as listed above. The 30 day process may take longer for out of state students.
- Follow up with special education teacher re: schedule for updating IEP, extend end date as needed not to exceed 45 days without AASP approval
- If student has PCA or Instructional Aide services will be discerned if continued need exists as the change in model provides a learning coach in individual online instruction

## Expired IEP with Expired Eligibility (in state or out of state)

- Provide comparable services
- Start date = first day of enrollment at school
- End date = 30 days from enrollment date (for in state)
- For out of state expired IEP's the evaluation process would take place as listed above. The 30 day process may take longer for out of state students.
- Follow up with special education teacher re: schedule for updating IEP, extend end date as needed not to exceed 45 days without AASP approval
- If student has PCA or Instructional Aide services will be discerned if continued need exists as the change in model provides a learning coach in individual online instruction

### School-Based Services Vs. Clinically Based Services

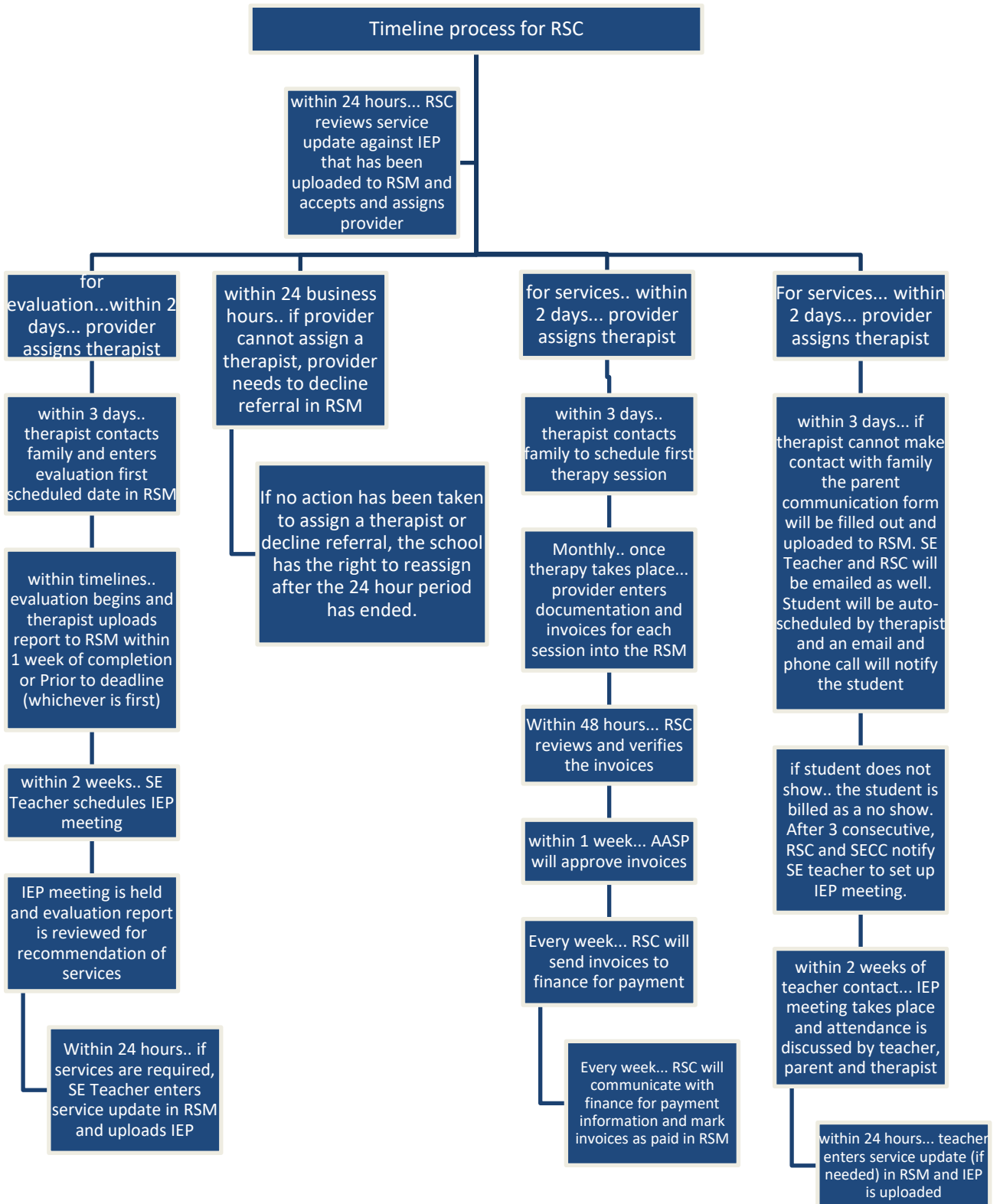
All provided services must be educationally relevant. Services provided by public schools are considered “school-based” services not “clinically-based” services. The below excerpt provides a description of the difference between these two therapy models:



'IDEA requires the provision of related services... in the school setting. The student must have a recognized disability or disorder which adversely affects his/her educational performance which includes developmental, academic, and functional skills. A student may receive a related service under special education as directed by an Individualized Education Program (IEP) or as part of a Section 504 Plan if an educational need is identified. Within the school environment, all related services are provided as a support to enhance the student's ability to access his/her educational program. It is important to realize that if a student has an identifiable therapy need which does not prevent the student from accessing or progressing in his/her educational program, then school-based therapy is not needed. The priorities of educationally based and clinically based therapies are different. The therapists are equally trained and licensed, but the approach and goals for each setting is different. There are some students who have a medical need for therapy but do not have an educational need. Related services are provided only as needed to support the student in meeting his/her educational goals; therefore, the level of...support is dependent upon the student's educational goals. It is important to understand these differences and why the goals are specific for outcomes related to the setting for which the student/patient is present.'

If a therapist/provider is unsure whether their goals and objectives are educationally relevant, they can reach out to the SE Teacher for support.

# ISPA Timeline Flow Chart



## Assigning Providers/Therapists

Providers and therapists are assigned to students based on the following factors:

- School Staff Therapist Availability
- Mode of Service Delivery (F2F vs. Online)
- Location (F2F)
- Availability of therapist
- Rate
- Compliancy of provider/therapist

While we do encourage therapist referrals from parents and school staff, the choice of assignment is made by the related service team. If there is a conflict between a therapist and family and/or SE Teacher, the SE Teacher needs to notify the RSC and the AASP. The situation will be reviewed, and a decision made regarding the possible need to change the therapist assignment. Changes will not be made based solely on parent input. Reassignment will also be dependent upon availability of an alternate therapist.

If a parent refuses therapy services due to the therapist assignment, and there is no evidence of noncompliant behavior or actions on the part of the therapist, ISPA will make every effort for an expedient reassignment. The parent will be encouraged to continue therapy with current therapist until a replacement can be assigned. Any therapy sessions missed due to parent refusal to attend will be classified as No Shows and not be eligible for makeup.

ISPA prefers for therapists to have open availability and will assign as many students as possible to a therapist. ISPA would like to have as few therapists working as possible and will do their best to fill up a therapist's availability. This helps ISPA create a rapport with the therapists.

## Therapist Reassignment Notification

If a therapist has been assigned to a student and needs to be re-assigned for any reason, it is the provider's responsibility to inform the RSC and SE Teacher about the change. A provider should let the SE Teacher and RSC know immediately (**preferably at least 1 week before the change takes place**) that a change needs to take place and why. The current therapist should also notify the parent that a change will be taking place so that the student can prepare for a new therapist and ensure a smooth transition.

If a therapist needs to remove a student from their caseload for any reason (no more room in their schedule, student and therapist issues, communication problems, etc.) the school requests that the provider give a two-week advance notification to the RSC. This will allow the school time to find a new provider/therapist for the student. As soon as the school is made aware that a student might need or want to be removed from a therapist caseload, the same two-week notification procedure will be followed (if possible) to ensure that the therapist has time to notify the appropriate parties they have an opening in their schedule.

## Therapy Service Guidelines

Each student's IEP states the frequency and duration that a student should be seen. This is set up to best meet the student's needs. Services should be delivered within the documented time frame.

Example #1: 2 times per week for 60 minutes each session, is NOT the same as 8 hours per month.

Example #2: 2 times per week for 30 minutes each can be delivered as a one-hour session for that week if it meets student needs and student is able to handle 60-minute session.

The RSC is responsible for calculating and tracking the total number of hours owed (THO) for each service assignment. Providers/therapists are responsible for providing the allotted hours according to the IEP schedule in addition to any assigned compensatory hours owed due to late service assignment. THO is calculated from the service begin date to the end date (or the last of the school year if the end date is past the end of the school year).

### **Monthly/Quarterly/Semester Frequencies**

- Example #1: According to the IEP a student is to be seen 4 hours a month and the student is scheduled at 1 hour per week. The therapist should still complete 4 hours in the month of December. This can be done by adding extra time to regularly scheduled sessions or by adding an extra session before break.
- Example #2: According to the IEP a student is to be seen 1 hour per week and the student is scheduled at 1 hour per week. The therapist is only required to provide therapy during the weeks of school that are in session, so only 3 hours of therapy are owed in December.
- Example #3: According to the IEP a student is to be seen 8 times per quarter, but the quarter is already halfway over when the service is entered. The therapist is required to provide therapy 8 times, unless the note on the service line clearly states that there was THO deducted due to the quarter being partially completed.

### **Approved Compensatory Services**

Compensatory hours may be delivered by extending regular therapy sessions, adding additional sessions to the schedule, or through additional sessions scheduled during school breaks or holidays (excluding summer vacation). Compensatory hours may be delivered by a therapist not assigned to regular therapy services when necessary with prior school approval.

When a student has an AC line and a REG line when initially referred to a therapist, it is preferred that REG therapy sessions are scheduled first, and the student is confirmed as attending. Once REG sessions have been established, AC sessions can be scheduled. When a student is attending REG therapy and AC has begun, AC time should be completed in a timely manner. RSC will review AC lines each month and follow up on time that is still owed and adjust service dates if needed. If AC hours are unable to be delivered in a timely manner by currently assigned therapist, the assignment may be referred to a 2<sup>nd</sup> therapist with school pre-approval.

In the event that a parent requests to decline AC time, ISPA requests that the declination be delivered in writing via email. Once documentation of declination is received by the RSC a note should be made on the service line with time remaining owed about this declination from the parent on making up any time left owed. If a guardian is unresponsive to scheduling AC time the therapist should notify the RSC and Case Manager. The Case Manager should then reach out to the guardian to discuss AC time and document the guardians wishes to schedule or discontinue with the team.

### **Therapy Session Content**

Current IEP goals should be addressed during all therapy sessions. If IEP goals are not current, the therapist is responsible for gathering informal data to determine appropriate goals during the first session(s) of therapy and contacting the SE Teacher to schedule an IEP meeting to add educationally relevant goals to the IEP.

If an IEP expires prior to a new IEP being approved, the therapist should verify with the RSC and SE Teacher if services should be continued **PRIOR** to providing services beyond the expiration date of the current IEP.

## Face to Face Therapy

For all face-to-face services, a parent/guardian **MUST** remain on site during a therapy session or evaluation. If the parent/guardian cannot stay, the therapist/evaluator is **NOT** permitted to continue the session. This will be considered a NO SHOW, and this missed therapy session will **NOT** be made up. The therapist/evaluator is responsible for contacting the student's SE Teacher and ISPA's RSC immediately so these instances can be properly documented and tracked. Any concerns regarding the provision of services can be sent to the related service department.

All face-to-face services must be held in an appropriate professional setting. For the safety of the therapist and student, sessions may **NOT** be provided in the family home, unless otherwise approved in advance by ISPA and an in-home addendum is on file.

A local community center or public library is a good location for many direct services. Often libraries will have study rooms available that offer a private and quiet setting for services. Please note that public restaurants, such as McDonalds or Starbucks, are **NOT** acceptable locations for services. Please try to find a location that has a quiet area in which to work.

If you are having a difficult time finding a location, please contact the ISPA Related Services Team immediately, so they can assist you in finding a location.

For services that require therapist travel, the therapist is responsible for contacting the family the day of the session at least 1 hour in advance prior to travel, to confirm they will be able to attend via the phone number on file. If the parent does not reply prior to the therapist needing to leave to reach the location on time, the session should be billed as a no-show and the RSC should be sent an email immediately so the SE Teacher can follow up as soon as possible.

## In-Home Therapy

A student should be receiving face to face therapy (F2F) in a Public Location or Clinic. If a student has been identified as needing F2F therapy In-Home, an In-Home Addendum must be done for that specific student and signed by the provider and K12 Legal. A written note from the Executive Director must be submitted with this Addendum to Stride Legal. In-Home therapy is rare and should only take place for students who are identified as unable to receive therapy outside of the home. Only one fully executed in-home Addendum is needed per provider, but a letter for each student receiving in-home with that provider must be uploaded to the student documents in RSM.

## Online Therapy

If the therapy scheduled is an online service and the student is unable to attend due to minor technical issues such as poor internet connectivity, notification of this barrier should be reported to the student's special education teacher as well as to [relatedservices@insightpa.org](mailto:relatedservices@insightpa.org). The Student Resource Coordinator or Advisor will be notified so that ISPA can review the situation to determine how to resolve the family's access to the virtual school program.

If internet access is not a factor, and the student is unable to participate in virtual therapy for another reason they will be referred to a therapist who can provide the service face to face until the issue is resolved (or if the IEP team concludes face to face is the appropriate setting for that student services). Any

missed sessions during the transition from online to face to face services should be made up within one calendar month from when the issue is resolved.

If an online therapy session is missed due to technical issues that are resolvable (missing or damaged hardware) but are not corrected within 2 weeks of first missed session, the student will be referred to a therapist who can provide the service face to face. Any missed sessions during the transition from online to face to face will NOT be made up.

In the event a family does not engage in the process of resolving the barriers to online therapy with ISPA's efforts, the relevant service may be adjusted to a 'Noncompliant' status, and billable hours will be discontinued until the family agrees to reengage.

## Dress Code

ISPA dress code must be adhered to during all therapy sessions whether provided face to face or online by therapists and students. Please see the ISPA Student Handbook for the current dress code policy ( <https://www.k12.com/content/dam/schools/ispa/files/ISPA%20Handbook%20SY1920%20UPDATE%209.1.19.pdf> ).

Students shall dress in accordance with the standards described below when attending school events (testing, social outings, field trips)

- Pants must be worn on the waist, so no undergarments are showing
- No halter tops, strapless garments, or garments revealing midriff may be worn to a school event
- No garments that reveal undergarments or that are see through may be worn to a school event
- No hats, stocking caps, doo rags, bandanas may be worn inside buildings at school events
- No clothing that has profanity, drug or offensive slogans may be worn to school events

Therapists are expected to dress according to their company dress policy as long as all requirements listed above for students are also met by that policy.

## Evaluations

Related services are corrective and supportive services that may be necessary for certain students with disabilities to benefit from their special education program. These are designated to provide extra help and support in needed areas, such as speaking or moving. For an IEP team to determine whether a student requires one or more related service as a component of his/her IEP, comprehensive evaluation data must be gathered and reviewed. Related service evaluations may be selected for this reason, when student support teams seek additional data associated with a student's educational needs to make appropriate educational decisions and recommendations.

The purpose of conducting school-based related service evaluations is to gather data and build upon existing information regarding how a student's (known or suspected) disability impacts educational performance, when this data is determined necessary for the evaluation/IEP team to conclude whether:

- A student's unique educational needs are greater than can be addressed by instructional personnel within their educational environment;
- AND The services are necessary for the student to access, and benefit from, their specific educational program;
- AND the absence of related service supports would adversely affect educational performance to the point that appropriate learning would not occur.

Evaluations should be comprehensive, meeting state Medicaid guidelines for evaluations and the information contained with the evaluation should guide the IEP team to be able to determine if the student is eligible for services based on state criteria.

The IEP team will determine the types of evaluations to be conducted and if those evaluations should take place face-to-face or online.

- A therapist must follow the evaluation line within the RSM and must conduct the evaluation in the location assigned. Evaluations cannot be changed from face-to-face or online without the permission of the school or IEP team
- A therapist should use their professional judgement in choosing the specific evaluations to utilize in order to complete the type of assessment needed. These tests must be:
  - Age appropriate for the student;
  - Be in the student's native language; and
  - Appropriate for the location in which it is being given so that results are valid and reliable (If giving online, it must be approved for online administration).
- By accepting an RSM assigned evaluation, a therapist is acknowledging that they can complete the evaluation with valid and reliable results that meet state and federal guidelines.

## Attendance

To benefit from therapy services, it is necessary for the student to attend regularly. ISPA considers absences from therapy the same as an absence from any required school class. ISPA noncompliance processes may be initiated if a student does not follow therapy attendance guidelines.

## Therapy Absenteeism

After three consecutive no shows **OR** if the student has a history of habitual absenteeism, the therapist will notify the Related Services Coordinator ([relatedservices@insightpa.org](mailto:relatedservices@insightpa.org)). The Related Services Coordinator will mark the status of the relevant service 'Noncompliant,' within the RSM database when this notification is received. An email will be sent to the family through Total view, with assigned special education teacher copied to notify of status update.

There are three different types of missed sessions within the RSM defined as below:

No-shows and Cancellations are tracked and can result in a change in student Compliance status for repeated cancelled and/or missed sessions.

**No show** - for therapy or an evaluation session is defined as the student/family missing a scheduled session without notifying the therapist or evaluator of the anticipated absence within 24 hours of the scheduled session time.

**Late Cancellation**- student cancels a pre-scheduled therapy session with less than 24-hour notice to the therapist. A makeup is forfeited.

**Non-Billable Cancellation**- student or therapist cancels a pre-scheduled therapy session with more than 24-hour notice. The student should be offered a makeup session within one week of said missed session. If the therapist or student is unable to make up the pre-cancelled session within one week, the originally scheduled date would be billed as a non-billable cancellation with direct time attached. If a therapist's absence(s) is/are disruptive to the delivery of the student's services as outlined in the IEP, the school has the right to request a change of therapist assignment.

## Makeups

Notice of absence is required 24 hours to scheduled therapy session in order to be eligible for make-up session. The session will be considered 'Canceled' if notice was received within this time frame. Make up session is dependent on availability of therapist and student. (Non-billable)

Makeup sessions must be held within one calendar week of the originally cancelled session, otherwise they are forfeited. This one-week timeframe can be extended with school approval if there are extenuating circumstances.

If the student does not show to a scheduled session and/or does not notify the therapist and/or SE Teacher at least 24 hours prior to the session of the absence, then the session is forfeited and may not be made up later.

Additional details outlining billable vs. non-billable cancellations are within each Provider's contract addendum established with ISPA.

## **Incident Weather**

If incident weather prevents a student from attending F2F therapy sessions, the therapy sessions can be made up within 1 week of the missed session. ISPA considers it appropriate for a family or a therapist/evaluator to cancel a session if the local school district has also cancelled sessions due to the same incident weather system.

If there is an ongoing effects of a major weather event (such as blizzard, ice storm, earthquake, hurricane etc.), that would impact the accessibility of the student to receive therapy (F2F or virtual), the parent/LG should contact the relevant therapist(s) to coordinate a makeup schedule once cleared, otherwise sessions missed will be forfeited after two weeks of not being rescheduled, and billed as non-billable cancellation.

Incident weather affecting online therapy sessions will be limited to those weather events that disrupt internet connectivity and electric power. If a student is unable to consistently maintain internet or electricity in mild weather events, the school may require the student to attend F2F therapy sessions.

Otherwise, the student will be offered make up sessions within 1 week of internet connectivity/power being returned. In the event the student does not make up that session within 1 week, the session missed will be forfeited, and billed as non-billable cancellation. The assigned therapist should notify the RS Coordinator when sessions are missed or interrupted due to technical issues or connectivity.

When conditions are unsafe due to flooding, hurricanes, snow, or tornadoes, school will be cancelled. Providers are encouraged to use professional discretion regarding makeups and billing in these instances. For example, if a tornado warning is issued, a student should not be penalized for taking shelter and not being able to cancel a session in advance. The therapist should offer a makeup session within one week of student resuming normal school activities. In the event the student declines a makeup session, the provider can bill the original session as a no show/late cancellation depending on whether they were notified before or after the missed session. If the student accepts a makeup session within one week, the provider should only bill for the made-up session.

ISPA Operations team should notify the RSC when the school is going to be closed for incident weather. The RSC should then notify all providers and therapists about closure and the process for rescheduling therapy for any students that were scheduled during this time.

## **Out of State Travel**

\*NOTE: This section is subject to revision upon any updates to ISPA Student Handbook

Students who reside out of state for part of the school year or who participate in travel out of state must inform ISPA at least 4 weeks prior to the travel start date.



Therapist licensing bodies require therapists to be licensed in the state in which the service is being provided for online therapies this translates to the state where the student is physically located. Few of ISPA's therapists are licensed in multiple states, which may result in ISPA not being able to provide therapy services while the student is not attending therapy within the state. If this is the case, the school will work with the family to determine a therapy schedule that may include delivery of compensatory hours upon the student's return to the state.

## Medical Hold

In the event a student is placed in a hospital/rehabilitation center or has chronic health or medical concerns where therapy will not be able to take place, ISPA should follow the procedure listed below.

Once the school becomes aware of a student who has the above situations the SE Teacher, provider/therapist and RSC should discuss the procedure for this student. If the student services can be placed on medical hold, the team will discuss when the sessions should begin to be placed on hold. The service line can be marked as "Medical Hold" status if there is documentation in the student file within an IEP, PWN or other school specific document addressing the medical hold PRIOR to marking student in RSM with this status. Students marked as Medical Hold should have a note on the service line regarding anticipated date for resuming services. Medical Hold services should be reviewed by the RSC monthly, at minimum, to ensure the student is still unavailable for services and the anticipated date for resuming services is still accurate by following up with the SE Teacher or AASP. When the student can resume services, the Medical Hold line will be ended with the date prior to the student being available to resume services and a new line will be created with the begin date being the date the student is available and end date matching the IEP. An AC line will also be created to ensure delivery of the hours owed while the service was on Medical Hold. Notes should be made on both the new service line and AC line regarding assignment due to Medical Hold.

The parent is responsible for notifying the school at least one week prior to the student returning to school.

## Withdrawals

When a therapist is notified that a student is going to be withdrawing, the therapist should email the RSC and SE Teacher to notify them. The SE Teacher is responsible for following up with the appropriate parties at the school to determine if the student is officially withdrawing and if the paperwork has already been sent to the parent. The therapist is responsible for keeping the student's therapy slot open until the student is officially withdrawn in the RSM. A therapist can send the therapy reminders to the student and if they notify the therapist they are withdrawn, the therapy session should be billed as a non-billable cancellation. If the therapist sends notice and no one responds to the therapist, it is assumed the student should attend and if they do not show, the session should be billed as a no-show.

## Parent Procedure for Student Attendance:

Therapy services have been determined by your child's IEP team as necessary for your child to be successful in the school environment. If your child does not attend therapy, the benefits of these services will not be realized. In this regard, it is critical that your child attend all scheduled therapy sessions. In addition, as most of our therapists are independent contractors there are additional charges incurred by the school when students do not show for scheduled sessions. The flexibility of our school environment enables you to work directly with your assigned therapist to determine a schedule that works for your family. Please be aware of the school's therapy attendance policy and makeup policy above.

**To report an anticipated absence from a schedule therapy/evaluation session:**

If you know your child is going to miss therapy, please cancel in advance. These sessions cancelled 24 hours in advance can be made up within one week. If the session is not made up within one week the session is considered forfeited.

If your student is scheduled to test during their regularly scheduled therapy time, please cancel in advance with the therapist so that the session can be made up within one week. If you do not cancel the session 24 hours in advance your student will not be able to make up this session.

Please note, therapists are not notified if your child is absent from school on the same day therapy is to take place. Calling the school attendance office, does NOT alert your child's therapist of his/her absence from school and therapy.

Families are advised to contact the assigned therapist/evaluator directly through email AND copy [relatedservices@insightpa.org](mailto:relatedservices@insightpa.org) on that email as well. Phone communication may be accepted as well by the therapist; however, the therapist must send documentation of that phone contact to [relatedservices@insightpa.org](mailto:relatedservices@insightpa.org) upon receipt from the family.

If a family chooses to notify the special education teacher of the absences instead, the special education teacher must forward this notification to [relatedservices@insightpa.org](mailto:relatedservices@insightpa.org).

Parents should notify their SE Teacher if services were added at an IEP meeting and a therapist has not reached out to schedule therapy within 5 days. SE Teachers will check in with families throughout the year to ensure that services are being received.

Therapists should offer any advance cancelled (24+ hour notice) sessions to be made up within one-week. If a therapist does not offer a makeup time, please notify your student's SE teacher and that communication should then be passed on to the RSC to investigate.

**For a pattern of repeated cancellations, defined as 3 cancellations out of the last 5 scheduled sessions,** the student's special education case manager will attempt to coordinate with the associated therapist/evaluator to hold an information IEP meeting with the parent/guardian. The purpose of this meeting will be to review the parameters of the student's therapy needs, and to determine if adjusting the schedule or format of delivery would allow for the student to have more consistent involvement with therapy.

**ISPA may not consider this as a "dismissal" from the service;** rather it will issue a PWN/NOREP citing the patterns of therapy concerns that ISPA must maintain record of the student's therapy/service need, and the special education teacher or other related services representative will continue to request updates regarding the family's ability to reinstate the service. ISPA will consider the student as entitled to the service and will initiate a referral to assign a new therapist/evaluator at the point the family is able to make their child available to access therapy services as their IEP designates.

Missed therapy sessions from the point a parent/guardian provides a signed PWN/NOREP to the point they agree to its reinstatement will be considered forfeited and ISPA will not be obligated to make them up. **If the family does not return the signed PWN/NOREP indicating their agreement within 10 calendar days, ISPA may proceed with the proposed action.**

## **Online Therapy Tech Check Procedure:**

**IMPORTANT:** K12 Tech Support does not perform support or troubleshooting for Provider-sourced therapy meeting rooms OR external hardware; AND is only authorized to support computer-based technical needs for K12-issued computers.

Some online providers may require a 'tech check' with the family to ensure that the student will be able to participate in their online platform. The scheduling of therapy sessions should not be delayed due to an incomplete tech check; however, the provider should make attempts to schedule the tech check before therapy should begin.

**A Tech Check is not considered billable service hours; rather it is an administrative process to ensure student readiness to receive their virtual therapy service.**

If a tech check is unable to be held prior to the first therapy session date, the tech check will be held during the first session the student attends. If a tech check is unable to be scheduled and there are technical issues during the first session, the therapist is responsible for emailing the RSC and SE Teacher immediately with the steps that were taken during the session to attempt to get the technical issues worked out and if the school needs to help resolve the issue before the next scheduled session. Within the RSM providers, therapists and RSCs have access to a "support request" under the Help/Resources tab. They can submit an Online Therapy Platform ticket that will be submitted to the Stride NRST for review and follow up. This survey does not equal technical support. Therapists should work with their company tech team to ensure students can access therapy sessions. If it appears that the platform is the issue, and the therapist has access to another platform within the company, therapists should move students over to that alternate platform for that therapy session and continue to troubleshoot the original platform.

ISPA student computers do not come with webcam hardware activated due to privacy laws or policies. Any student receiving therapy through the virtual service delivery model would require an external webcam to be ordered and sent to them directly.

Providers who are assigned to a virtual therapy service are expected to verify the family is equipped with the necessary hardware for the student to actively participate in and benefit from therapy. If a family does not have an external webcam already set up on the student's computer, the provider may request ISPA approval to ship a webcam to the family through the Equipment Survey link in RSM. This should occur within 5 days of the new virtual therapy service. ISPA will review and approve the shipment as appropriate. \*NOTE: If a student does have access to an appropriate webcam to engage in virtual sessions, ISPA may decline the provider request.

If a student attends the first therapy session and it is determined the student does not have the correct equipment to receive virtual therapy or has not downloaded the provider platform, the session should be billed as a late cancellation. The provider should immediately notify the RSC of any needs for equipment or enter the equipment request in the RSM to submit to the coordinator. The coordinator will work quickly to ensure that the student receives equipment in order to receive therapy by the next scheduled session.

Any requests for webcams (external or need to activate an internal webcam on a Stride issued computer) or headsets should be assigned to the Stride NRST in the RSM and the referral email should be sent with any notes the team might need to process the request. For example, if the student has an internal webcam on their Stride issues computer, but need an additional webcam for therapy, that should be notated in the referral email. The Stride RSNT will submit the request to the Stride IT team and the equipment will be shipped to the student or internal webcam activated. Any requests for OT Kits should be assigned to the provider to send to the student if OT Kits are on the current contract. All other equipment requests (I.E- special chairs, lined paper, books, etc.) should be sent to the AASP to review and confirm whether the school can provide that or reimburse a therapist for providing it. These items are typically billed outside of the RSM.

If the online session is pre-scheduled and everyone logs in to attend, but there are technology issues, the provider should work with the student to clear up any platform related issues. If no resolution is made,

then the session should be billed as a non-billable cancellation and reported to the RSC immediately. The RSC will communicate with the school to determine if the student needs to work with a different provider or if the school IT department can reach out to the student. This session should be offered a makeup within one week. If a makeup is declined the original session should be billed as a non-billable cancellation with direct time attached.

If the technology problem is on the student side (I.E- Virus, software compatibility, etc.) the provider tech team should attempt to help the student get up and running. If no resolution is made, the session should be billed as a non-billable cancellation and the RSC should be notified of the steps that were taken to get the computer working and the outcome. RSC will work with the school to ensure that the student will be able to attend without issue before the next session or possibly moving the student to another provider. This session should be offered a makeup within one week. If a makeup is declined the original session should be billed as a non-billable cancellation with direct time attached.

## **IEP Meeting Attendance & Documentation**

The Pennsylvania Department of Education (PDE) advises IEP teams to include related services personnel on IEP meeting in which the specific service will be addressed. While therapists are expected to be invited to these specific IEP team meetings, they may or may not be able to attend. When specific information about a student's related service needs to be reviewed and considered for changes in format or delivery, the therapist's live participation and/or prior written input can be acceptable. Written input from therapists should include information regarding the student's patterns of functional performance/progress, attendance/engagement in sessions, behavior, health, or other factors which may impact the student's overall performance.

If a therapist is unable to attend an IEP meeting and a substitute therapist is unavailable, the therapist should notify the SE Teacher immediately to see if the meeting can be rescheduled. If the IEP meeting cannot be rescheduled and a therapist is unable to attend, the therapist should notify the SE Teacher via email at least 48 hours prior to the meeting. The SE Teacher should either provide a form for the therapist to fill out with their recommendations or ask questions in the email that the therapist can answer and will be used during the meeting.

## **Extended School Year Services**

In general, extended school year (ESY) refers to special education and/or related services provided beyond the normal school year of a public agency for the purpose of providing FAPE to a student with a disability. These services are distinct from enrichment programs, summer school programs, and compensatory services and are not simply an extension of time. ESY services are not so much a regression and recoupment issue as they are an issue of FAPE. Unrecouped regression, over time, may be evidence that FAPE is not being provided. In other words, it is not the case that a student is entitled to ESY services, but that the student will not receive FAPE if ESY services are not provided. These services, at no cost to the parent, will vary in type, intensity, location, inclusion of related services, and length of time, depending on the individual needs of the student.

### **SE Case Manager Procedure**

Pennsylvania Department of Education (PDE) requires an IEP team review of each student's need for ESY no later than February 28th of each school year. Relatedly, Prior Written Notice/Notice of Recommended Educational Placement (PWN/NOREP) must be sent to families of those recommended for ESY no later than March 31st of each school year.

Any changes to ESY status (added or removed from an IEP) OR service (type/amount/frequency), must be indicated as a "Change to RS" as finalized IEPs are submitted for the student's file.

The consideration of ESY services is a part of the individualized education program (IEP) process. ESY is not a separate planning process since it is part of the IEP process. Thus, an IEP meeting must be held to consider if a student needs ESY services and must be conducted like any other IEP meeting with appropriate prior notice. If seen as separate, it may lead to the segmentation of services for the student and further lead to situations where these services are considered or open to discussion for some students, but not for all. Therefore, a separate IEP should not be developed for ESY services; the current or an amended IEP should be used. Goals must be identified to be worked on during ESY. These will not be new goals rather goals carried over from current regular school year IEP.

In considering whether a student is eligible for ESY services, the IEP team shall consider the following factors, however, no single factor will be considered determinative:

- (i) Regression—whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors which occurs because of an interruption in
- (ii) educational programming.
- (iii) Recoupment—whether the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming.
- (iv) Whether the student’s difficulties with regression and recoupment make it unlikely that the student will maintain the skills and behaviors relevant to IEP goals and objectives.
- (v) The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted.
- (vi) The extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers.
- (vii) The extent to which successive interruptions in educational programming result in a student’s withdrawal from the learning process.
- (viii) Whether the nature or presentation of the student’s disability is severe, which may occur with certain profiles of autism, emotional disturbance, intellectual disability, multiple disabilities, or from conditions causing degenerative impairment with mental involvement and/or severe functional loss.

#### *What Extended School Year Services Are Not*

Because ESY services are uniquely designed to provide FAPE to students with disabilities, it is necessary to emphasize that these services are:

- Not based on the category of student’s disability - services must be based on the student’s unique educational needs;
- Not mandated twelve-month services for all students with disabilities;
- Not a childcare service;
- Not necessarily a continuation of the total IEP provided to a student with a disability during the regular school year;
- Not required to be provided all day, every day, or each day;
- Not an automatic program provision from year to year;
- Not summer school per se, compensatory services, or enrichment programs;
- Not required to be provided in a traditional classroom setting; and
- Not a service to be provided to maximize each student’s potential

#### *Determining the Need for Extended School Year Services*

The determination of need for ESY services must occur within the context of the IEP team meeting.

The IEP team should consider the need for these services at least annually, but must consider the need at other times, if so requested. The request to consider ESY services may be initiated by the parent, the student, the student's SE Teacher(s), related service providers, or administrators.

It is important that the decision regarding whether ESY services are provided not be delayed. The IEP Team should make the decision early enough to ensure that parents can meaningfully exercise their due process rights if they wish to challenge an ESY decision. The IEP Team must remember that it is not acceptable to pre-limit ESY services to a set number of days or hours of service nor restrict the provision of ESY services for administrative convenience. Likewise, ESY services may not be limited by the financial resources of the school system. Students who will not receive FAPE without ESY services are entitled to these services. Therefore, it is not appropriate for a district to limit ESY services to predetermined disability categories, nor to categorically exclude certain students with disabilities.

## Grievances

If a family has a grievance in relation to provision of therapy or evaluations, they should communicate that to their assigned special education teacher (case manager). The SE teacher will then work with the Related Service Coordinator, therapist, and family to resolve the issue. If a resolution is unable to be reached the teacher will notify the RSC via email and copy the Special Education Manager. At that point, ISPA will pursue additional resolution efforts. Should any formal complaint result from an unresolved grievance, the Special Education Manager will communicate any relevant action items and/or guidance to the special education teacher and the RSC.