



Connective Intervention Services, LLC

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Lopatcong Area School District, NJ Contact Information:

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CIS Contacts

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Connie Cecala

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Ann Lowell

Operations Manager

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When can Related Services Pull Students for Services?

We try our best not to pull students from recess or special areas.

School Schedule and Layout:

- School hours are 7:50-2:35

- If a student arrives to school early, we are allowed to get them from their classroom and take them to speech.

School Information:

- We try our best to be available to attend IEP/Eval/ReEval meetings in person, if we are in the building. If we are not in the building at the time of a meeting we can attend through Microsoft teams, ask another SLP to sit in the meeting for us, or call the parent ahead of the meeting to review our speech therapy information.

Field Work Students:

If you have a student coming into the school, please notify the Special Education Director of the school, as well as Mary McCauley, CIS admin. The student will need to have clearances and they should have them on site at all times. Students are expected to follow all of the same guidelines as our CIS staff. The guidelines can be shared by our staff to the students.

Screening and Evaluation Process:

Screening: The Special Education Director, school psychologists, or social workers will reach out to the speech pathologists, if a screening is warranted for a student.

Evaluations:

- If a CIS speech pathologist is to evaluate a student, this request will come from the Special Education Director.

- The Special Education Director, the School Psychologist, or the school Social Workers, will send out the Permission to Evaluate and inform the SLP when this form has been signed by the parent.

*Currently, Lopat wants their in-house SLP's to complete all evaluations and re-evaluations.

CIS BILLING PROCEDURES:

The timeliness of your CIS Timesheet billing is important so that we can keep invoices within each month. Even if there is a period of time between when you do an evaluation, and when you complete and submit the evaluation report - we are requesting you submit billing statements to Ann Lowell when the services occur, so that the billing can be immediately reported to the school.

Please report the evaluations within the same week that they occurred. If the report is completed weeks later, please bill that within the week of submission to the school.

These two procedures can be recorded separately on your google timesheet, within the month that they occurred. This will help CIS by keeping all invoices for services within the month they occurred, and also allow you to get paid faster for the services you are providing.

Communication within the School:

Expectations and Communication:

1. Please do not cancel therapy sessions without letting the Special Ed. Director know prior to communicating with families.
2. If there are recommendations to increase or decrease services, please discuss these with the Special Ed. Coordinator and the team including the family prior to changing the IEP. This should be a team decision.
3. The Special Education Coordinator will communicate changes in school procedures or changes in the schedule. If a student is pulled for other special education services, request that the special education teachers let you know if any changes occur.
4. The school calendar is available to be printed on the school website so you know which days school is in session. You do not attend in-service days.
5. Have open communication with the classroom and/or special education teachers. Talk to them about the progress of their students and ways they can help in the classroom. Ask questions to help determine where the needs are in the classroom.
6. The Special Education Department has scheduled meetings. As a contractor, you do not participate in these meetings unless specifically requested to be at one. This will occasionally happen and you can then bill for the meeting time if you are required to attend. The Special Education Coordinator will communicate any information that is relevant to you following the meetings.
7. The Special Education Coordinator will communicate with you when progress reports need to be completed so they have time to review them. These are generally completed one week prior to the end of the marking period dates (listed on the school calendar).

Session Notes documentation:

- We do not send individual therapy session notes home with our speech therapy students on a daily basis.
- We keep our own daily notes for our own records and documentation of therapy sessions.

IEP/504 documentation:

The Special Education Coordinator/Social Workers will schedule IEP meetings and will prepare and send the meeting invitation. **It is the expectation that the IEP meetings are attended by the therapists.** This is considered indirect billing time and you may bill for this. Please communicate with the Special Education Coordinator if a situation arises and you can not attend.

If a student receives multiple special education services, the Special Education Director or Social Workers are the case managers, for that particular student. You will be responsible for adding the following:

- Present levels- this includes updated speech information, which should include progress on each individual goal as well as any other observations made during your sessions.
- Student's strengths
- Goals
- Modifications and Specially Designed Instruction (SDIs)
- Services being provided (including location, frequency, beginning and end date)

If the student only receives speech & language services, the speech therapist is responsible for the entire IEP. Each section on the IEP must be completed in IEP Direct. Please remember to include the state testing information for students in or entering 3rd - 5th grades. Confirm that parent input has been sent home. You will be responsible for obtaining teacher input. The Special Education Coordinator can share the link to the input form with you. Email it to all of the teachers that work with the student and provide a date that you need the forms returned by so you have time to follow up if you do not receive them. This includes the arts teachers (Art, Theatre, Music, Dance). When you send the link to the input form, you need to copy the Special Education Coordinator. Plan to send the teacher input forms out a few weeks ahead of the IEP. If the teachers do not send the form back to you by the date you requested, you need to follow up with another email requesting the information again. The school wants input in the IEPs from all of the teachers.

The school added one of the special education teachers as the case manager on all IEPs, including the speech only IEPs. Although the special education teacher may be on the IEP, the speech therapist will write up the IEP and will run the IEP meeting.

Goals/objectives need to be measurable. The goals also need to include how progress will be measured and when progress reports will be provided to the parents. Progress reports are provided quarterly along with the report card (see below under the paperwork section). Each goal also needs to include baseline data.

The Special Education Director will notify SLP when progress notes are to be complete, for each quarter. The Special Education Director will send the progress reports home to the families.

Related Services are not responsible for writing a 504 for a student, however, you may be asked to provide strategies or modifications for a specific 504.

IEP/504 Information:

If a student qualifies for speech/language services ONLY (and not special education services) they will receive an IEP. The SLP is the case manager, and the student will have a full IEP with goals, accommodations/SDI's and progress monitoring.

Finally, if a student has a 504 plan and upgrades to an IEP, the 504 becomes part of the IEP. An IEP "trumps" a 504 plan. In most schools the guidance department handles the 504 plans, and the special ed department handles the IEPs.

There are 13 diagnostic criteria, defined by IDEA 2004, that would qualify a student for an IEP.

A student must be diagnosed with one of the following, and require specially designed instruction, in order to receive an IEP:

1. Mental Retardation (pending language change to Intellectual Disabilities)
2. Hearing Impairment
3. Speech and Language Impairment
4. Visual Impairment (including blindness)
5. Emotional Disturbance
6. Orthopedic Impairment
7. Autism

8. Traumatic Brain Injury (TBI)
9. Other Health Impairment (OHI)
10. Specific Learning Disability (SLD)
11. Deafness
12. Deaf-Blindness
13. Multiple Disabilities

Paperwork and Discharge Folders:

All student files with the original paperwork (permissions, evals, IEPs, NOREPs, etc) are stored and locked in the Special education Director/Social Workers/School Psychologists room. If you need to review a file, you need to request the key from the Special Education Coordinator. Confirm with them to see if there is a sign out sheet for the file. No original files can leave the building.

Once you complete an evaluation, you can let the Special Education Coordinator know it is complete. They will review it and print it out to send home to the family, then file it in the student's main file.

There are also prior evaluations and current/prior IEPs in IEP Direct that can be accessed and reviewed for CIS employees with IEP Direct access. All are welcome to have an account if desired, but we prefer the Speech use IEP Writer.

The preference for 504 and IEP meetings is to use Zoom/Microsoft Teams, where the host's screen can be shared with the parent to view while discussing the 504 or IEP. In an in-person meeting, the parent can be provided a paper draft copy. Upon conclusion of the 504 or IEP meeting, the Special Education Coordinator will send a copy of the draft 504 or IEP, along with the Procedural Safeguards, for the parents' review. If no changes are needed, the plans will be finalized by the Special Education Coordinator in IEP Direct. Finalizing of Invitations and IEPs, and send a copy to the parent via email for them to sign electronically. If the parent is unable to sign electronically, copies will be sent home via the student, for parent signature.. Any documents ready to be signed will be signed by the parent for in-person meetings.

Billing/Payroll:

Billing is submitted by entering your completed treatment dates into your personal Google form as soon as possible in your work day. Payroll is run up to two times a month.

Your hours at the school need to be linked to a specific child's name. Include any planning/paperwork for your sessions in addition to the actual treatment time. Specify the type of service you are providing (such as treatment, evaluation, IEP paperwork, IEP meeting, etc). Your hours for each day should equal the actual amount of time you spend at the school working (minus

time you took for lunch). You may complete paperwork while at home, but you must be specific with the amount of time and type of service you provided for that child (such as “scoring and evaluation write-up”).

In addition to direct treatment, you may bill for time spent doing planning, paperwork, collaborating with the teachers, writing up progress reports, parent contact, writing up IEPs and evaluations, and IEP meetings. You may bill for a school/department meeting only if you are specifically asked to attend. Do not bill for a session that was canceled, such as if a student was absent or unavailable. Typically you can plan to complete paperwork during a canceled session. You can bill for 15 minutes for asynchronous activity prep time.

As a contractor, you do not attend in-services or staff meetings. You are not required to stay at the school for early dismissals and cannot bill for time you stay unless you can document what you bill for (such as “IEP paperwork”). You cannot bill for any school days off (including snow days and two hour delays), unless you are home working on paperwork and can document what you bill.

Please submit all monthly parking payments to Ann Lowell for reimbursement.

Staff Illness:

Providers are solely responsible for determining if they are physically or mentally able to provide services in the school.

If you can not attend sessions because you are sick, please follow this communication guide:

1. Alert your Special Ed advisor via email regarding your need to miss scheduled work due to illness.
2. Contact Mary McCauley to let her know that you can not provide services.

Staff Vacations:

If you are planning on taking a vacation, alert the school to your plans and do make-ups when possible.

Dress Code:

Please dress professionally for any meetings with students and/or families, including virtual sessions, regardless of the time of year.

