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OT/PT/SPEECH MANUAL

**UNLOCKING THE POTENTIAL
OF EVERY STUDENT**



**SOUTH BERGEN
JOINTURE COMMISSION**

Board of Education
696 Route 46 West
Teterboro, NJ 07608

TABLE OF CONTENTS

Please note that all pages below are hyperlinked. Clicking on the heading will bring you directly to the page you're searching for.

Job Descriptions

ID Badges

Electronic Key Cards

Work Year Accountability Form

Mileage Logs

Accuscan

Therapy Equipment

Charts/Daily Notes

Report Cards

Evaluations

Home Therapy Services/Home Therapy Services

Annual Reports

Welcome Letter/Prescriptions

Individualized Education Plan (IEP)

Head Therapists' Roles

Schedules

Monthly Logs

SEMI Logs

OT/PT Referral Checklist

Speech Pre-Referral Checklist

Child Study Team

OT/PT Guidelines

Speech Guidelines

JOB DESCRIPTIONS

[Occupational Therapist
Job Description](#)

[Physical Therapist
Job Description](#)

[Speech Therapist
Job Description](#)

ID BADGES

At the start of the school year, all staff must have pictures taken at an SBJC campus or the Hasbrouck Heights SBJC Board Office so an ID badge can be issued. This ID badge needs to be worn at all times while school is in session. Therapists in districts need to wear ID badges so the districts can identify who you are representing. Returning staff can use previously issued badges.

PHYSICAL THERAPISTS: Please note the New Jersey State Board of Physical Therapy Examiners requires that the name lettering on physical therapist ID badges be at least one quarter inch in height. If the ID badges do not meet this requirement, name tags with lettering one quarter inch in height must be worn.

ELECTRONIC KEY CARDS

If the SBJC campus school that a therapist services has an electronic key card access system, the therapist will be issued a key card along with the ID badge. Therapists in SBJC campuses should swipe in and out at the campus each day utilizing the card swipe machine. Therapists in district should use the Kronos application to sign in either their SBJC issued Chromebook or on the Kronos cell phone application. This should also be utilized for after-school evaluations and after-school treatments sessions.

WORK YEAR ACCOUNTABILITY FORM

Each outreach employee is contracted to work 185 days during the school year. The work year accountability form below must be filled out on Google Drive and shared with the administration on a monthly basis. This will allow for easy tracking of work days for both the employee and administration.

[Work Year Accountability Form](#)

MILEAGE LOGS

Therapists are reimbursed for miles traveled between schools during the workday. There is no reimbursement for travel to and from home, at the beginning and end of the day. If there are students seen at home during the day, there is reimbursement for miles traveled. Reimbursement is at the current NJ state employee mileage rate.

It has been requested by the business office that mileage logs be submitted on a quarterly basis. This will allow for reimbursement to occur in a timelier manner. Please note that end of the year mileage logs will be due before June 30th (which is the end of the SBJC fiscal year).

Mileage logs may be completed or mileage may be logged on a purchase order sheet. Either way, a purchase order must be completed with the mileage logs totaling the number of miles traveled each quarter.

[Mileage Log Form](#)

ACCUSCAN

Therapists who treat students in our SBJC campus schools have access to Accuscan to review all IEPs and student information. The user name and password for Accuscan are provided by the IT department to each individual therapist who requires access. You can reach IT at support@njsbjc.org.

THERAPY EQUIPMENT

Campus equipment is available for therapist use in district on a sign out basis only! This borrowed equipment must be returned within one week of sign out.

If long-term use of equipment is necessary, then the therapist needs to contact the CST, school principal, or Director of Related Services to order the equipment. It is not the responsibility of the SBJC to provide all equipment for district services.

SBJC campus equipment must remain at campus schools for use with the students attending those schools. Some mats, scooters and bags of small fine motor supplies are available for sign out and use by therapist in district on an extended basis. These must be returned by the year's end for inventory check.

CHARTS/DAILY NOTES

Therapists should maintain one current file on their students. Files are passed from therapist to therapist at the beginning of each year following assignments.

Only one copy of the current IEP and the previous 3 years' therapist notes are necessary to keep in the OT/PT/ST files. All others should be shredded and disposed of. Current therapy reports, daily notes, daily logs, and report cards should be maintained from the present and previous 3 school years.

Standardized SBJC daily note forms must be used in order to ensure continuity throughout the departments. Daily notes must be recorded each day and maintained as part of the therapist student record. If a student is absent, write the date and "absent" on the daily note sheet.

Full License numbers must be written on each daily note with the therapist name and professional degree earned only. Board certified designations by the APTA or AOTA may also be included after the name, but other certifications achieved through other organizations may not be included in documentation following the therapist's name.

PT daily note forms are on Google Drive and must be maintained in electronic folders on each therapists' computer.

[Occupational Therapy
Daily Notes](#)

[Speech Language Therapy
Daily Notes](#)

[Physical Therapy
Daily Notes](#)

REPORT CARDS (PROGRESS REPORTS)

Report cards are to be done for all campus students quarterly as per the schedule handed out at the beginning of the year. The fifth column was formerly utilized for ESY progress notes, but as per the superintendent, summer progress reports are no longer required.

The report card format is designed to reflect the goals and objectives page from the initial evaluation or annual review.

One copy of each report card is made and given to the teacher one week in advance of the scheduled due date. (The teacher makes necessary number of copies to turn into the child study team, office etc.)

[Occupational Therapy
Progress Report](#)

[Physical Therapy
Progress Report](#)

[Speech Language
Progress Report](#)

EVALUATIONS

Evaluations are to be performed as per assignment by the Director of Related Services. No evaluations are to be done unless the district child study teams have forwarded correct paperwork through the Board Office or the Director. This ensures correct billing and payment for the services performed.

Evaluation assignments are at the discretion of the Director of Related Services based on time availability, location, and student caseload. A request form will be shared via email at the time of assignment with all contact information. This needs to be turned in with the completed evaluation. Occupational, Physical, and Speech therapy evaluations will be submitted to relatedservices@njsbjc.org.

****Please submit all evaluations via email and sign them electronically.**

If all therapists are noted to have a full caseload, with administrative approval, evaluations may be assigned for completion after school. These are performed at additional compensation. **Time**

Sheet for Evaluation Forms need to be submitted with the evaluation. Information must include the child's name, district, date of the evaluation, and time of the evaluation.

Completed evaluations must include the following:

1. Narrative report-in SBJC outline format.
2. Goals and objectives for students requiring services.
3. SEPARATE recommendation sheet to the child study team that provides frequency and durations.

Clearly state on the recommendation sheet that it is NOT to be included in the IEP and is for recommendation purposes ONLY.

Please note that the NJ State Board of Physical Therapy requires that the physical therapist signs and writes his or her license number on each page of the evaluation.

A head therapist or the Director will be performing, as necessary, a peer review for aforementioned components prior to submitting to the district.

[Memo to the Child Study Team](#)

[Time Sheet for Evaluations](#)

EVALUATION TOOLS

The higher-level skills evaluation tool utilized is the Comprehensive South Bergen Motor Assessment Tool. Physical therapists may also use the TGMD-2 for the higher-level skills section of the evaluation.

Occupational therapists may also use Beery Visual Motor Integration, The Test of Visual Perceptual Skills, The Motor Free Visual Perceptual Test, The Test of Hand Writing Skills, and The Detroit Motor Speed and Precision, The Developmental Eye Movement Test, The Bruininks Test of Motor Proficiency and The Sensory Integration Inventory, The Sensory Profile.

Speech therapists may continue to utilize the Expressive One Word Picture Vocabulary Test (EOWPVT), the Receptive One Word Picture Vocabulary Test (ROWPVT), the Oral and Written Language Scales (OWLS), Clinical Evaluation of Language Fundamentals (CELF-P2, CELF-5), the Comprehensive Assessment of Spoken Language-2 (CASL-2), the Test of Primary Language Development (TOLD-P, 4) and the Goldman-Fristoe Test of Articulation.

See the links below for evaluation forms:

[Bonano Pediatric Comprehensive Motor Assessment](#)

[Occupational Therapy Evaluation](#)

[School Physical Therapy Evaluation Form](#)

[Speech and Language Evaluation Summary](#)

HOME THERAPY SERVICES

Districts may request that the SBJC therapists perform school-based therapy services as part of a student's home instruction. This request is made through the Board Office by the district child study team, and it is assigned by either the Director or head therapist. When service is provided during the school day, the student is treated as part of the therapist's caseload. These student cases may, at the discretion of the administration, be assigned for after-school therapy at additional compensation. When home therapy is performed, a daily time sheet must be signed by a parent, guardian, or other adult present at the time of service. The link for this form is provided below and must be completed in addition to the regular daily log. A voucher for after school home services must also be completed. Also, the after school services voucher is on the Google Drive, as is the parent sign-in sheet.

All after school service documents must be submitted by the 1st of the following month to ensure no delays in billing and reimbursement. If documents are delayed in being obtained, a delay may be seen with reimbursement.

[Daily Time Sheet:
Services Provided to
Students at Their Home](#)

[Time Sheet for
After School Services:
Occupational Therapy](#)

[Time Sheet for
After School Services:
Physical Therapy](#)

[Time Sheet for
After School Services:
Speech Therapy](#)

ANNUAL REPORTS

Physical Therapy report format is outlined as follows:

- Focus of therapy
- Progress
- Summary
- Goals and objectives (separate page)
- SEPARATE recommendation sheet.

[Physical Therapy
Annual Review](#)

Occupational Therapy report format follows the evaluation format:

- General information/focus of therapy
- Progress outlined: cognitive, behavior, gross motor, fine motor, visual perceptual, sensory processing, and functional self-care skills.
- Goals and objectives (separate page)
- Separate recommendation sheet.

[Occupational Therapy Report](#)

ST: Speech Therapy Present Level of Performance format is outlined in the sample form linked below:

[Speech and Language IEP
Present Level of Performance](#)

At the beginning of the school year, please notify the child study teams in your district that you need at least 4-6 weeks advance notice for all IEP meetings in order to have time to complete your annual reviews. The Director will also continue to notify the CST directors at the monthly directors' meetings. If you do not receive advanced notice of annual IEP meetings, please notify the Director immediately.

If enough notice is given, reports need to be turned in to CSTs **two weeks** in advance of the expected IEP date.

In district, the annual reports get turned in directly to the CST.

At the campus school, the report should be submitted to classroom teachers if the therapist cannot attend the IEP meeting.

Copies should also be maintained in the OT/PT/ST files.

WELCOME LETTER/PRESCRIPTIONS

Welcome letters are given to the classroom teachers for each child receiving services at the beginning of the school year which introduce the therapists and state the frequency of therapy. Welcome letters are also useful to introduce district parents to the therapist and to the frequency of related services to be provided.

Physical Therapy does not require a prescription for treatment, as New Jersey is a direct access state.

[Welcome Letter \(OT\)](#)

[Welcome Letter \(PT\)](#)

[Welcome Letter \(Speech\)](#)

Please note that state law requires school based therapists to provide district child study teams with their schedules within 30 days of the onset of services for a student.

INDIVIDUALIZED EDUCATION PLAN (IEP)

All related services are driven by the child's IEP. The IEP contains all of the information regarding the child's education and related services frequency, duration, environment, and type of therapy (group vs. individual).

The therapists need to check the IEP prior to the onset of services to ensure that the following components are correct and that services are in compliance with the IEP:

- IEP is current
- Related services page states the frequency, duration, environment, and type of therapy
- Occupational and physical therapy goals and objectives are included in the IEP or are infused into the curricular goals
- Current evaluation or annual review is included in the IEP

If you're assigned to SBJC campuses, IEPs can be found on Accuscan.

If you're assigned to a district, please consult with the Child Study Teams on how to obtain IEP information.

IEPs must also include extended school year information if the child is to receive services over the ESY period. The SBJC provides an ESY program where services for most of the students are half of those offered during the school year. ESY service frequency must be specified in the IEP.

If any of the information mentioned above is not included in the IEP, you must contact the district CST to remedy any discrepancies that are found. This will ensure that the child receives timely and accurate services.

If there is not a current evaluation or annual review, services cannot begin. Therapists must be sure that the child was evaluated or therapists must have pertinent information (annual review or evaluation) from the previous treating therapist in order to initiate appropriate treatment. Again, if this information is not included, contact the CST to get the information expeditiously.

504s

Some students do not have IEPs but do have 504 plans. Most 504 students have plans in the office of the school that they are attending. Therapists need to check with the principal to view a copy of the 504 plans. 504 plans are in effect until they are changed or discontinued. They do not need to be updated yearly.

HEAD THERAPISTS' ROLES

Head therapists function to facilitate efficient and effective service delivery for the SBJC campuses and the districts. The head therapists directly assist the Director of Related Services in the daily operation of related services. These therapists are required to give assistance to other staff therapists in the following areas:

- Student assignment and scheduling
- Departmental administration
- Treatment assistance as necessary
- New therapist orientation
- Student issues on campuses and in districts

If difficulties or issues arise with pupils, parents, teachers, etc., it is required that the treating therapists notify the head therapist or the Director of Related Services immediately. This will allow the therapists and administrators to work together to problem solve and help to give the therapist direction. This will facilitate a support system and quality assurance for the therapists and districts.

All schedules must be submitted to the head therapists, the Director of Related Services, and Board Office Support staff via the Google Drive. *Please note that timely receipt of paperwork by the Director of Related Services is extremely important, and will be reflected in all Observations and Annual Performance Reviews.*

Logs must also be submitted to the head therapists, the Director of Related Services, and Board Office Support staff via Google Drive in real time on a daily basis.

*****Please note: All logs and folders will be distributed to therapists via the Google Drive in September. These logs will be updated by the therapist electronically and submitted via the Google Drive in real time on a daily basis.*

Sign logs electronically with your name, degree, and license number.

SCHEDULES

Following assignments of a caseload, schedules are coordinated and drafted. Schedules need to be as efficient as possible, minimizing travels between schools and districts.

A standard schedule form needs to be used and filled out completely. The schedule is to be filled out and posted on the Google Drive and updated as new sessions are added.

This form needs to include the following components:

- Therapist name
- Date
- Student last name and first name must be included.
- School full name
- School telephone numbers-written at the bottom of schedule for all schools.
- Travel
- Preps (5)
- Lunch

[Blank Schedule](#)

NO student is to be added to a therapist's caseload unless assigned by the head therapist or Director.

NO student is to be discharged by a therapist unless instructed by the head therapist or Director.

Students who are discharged must receive services until the administration receives a stop service request from the district. The head therapist or Director will notify staff when received.

Any changes to the schedule must be submitted to the head therapist, the Director of Related Services, and the Board Office support staff on the day of the change via the Google Drive.

Please also provide schedules to building principals and district principals.

MONTHLY LOGS

Please note: All logs will be distributed to therapists through the Google Drive. These logs will be updated by the therapist electronically and submitted via Google Drive on a daily basis. Sign logs electronically with your name, degree, and license number.

Monthly Related Services Confirmation Roster

In order to maintain an up to date and accurate roster of students in our many campuses and districts that receive related services, it is required that all therapists complete a Monthly Related Services Confirmation Roster (links below). Please post this roster on the Google Drive and update it whenever changes are made to student services.

[Monthly Related Services Confirmation Roster \(OT\)](#)

[Monthly Related Services Confirmation Roster \(PT\)](#)

[Monthly Related Services Confirmation Roster \(Speech\)](#)

District logs:

The district logs are shared in September via Google Drive. Each district has a separate log with the names of students receiving services. These logs should be accurate reflections of services provided. If any inaccuracies in logs are noted, they need to be corrected immediately with notification to the head therapist.

These logs are to be filled out daily to track students' attendance and to allow for proper district billing. When a student is present, place a check mark or '30' to denote the number of minutes of service delivered. If student is absent, place "A" under the date of the absence. When the student is discharged, the name remains but with a notation as to discharge status.

When a new student is added, the list is updated.

Campus logs:

Each therapist must complete his or her own logs on Google Drive based on children assigned. Each district must be separated with only one district per log. This log includes SBJC campus name, the district name, the students from that district, dates of service, and the month. These are to be filled out on the Google Drive and shared with the head therapist, the Director of Related Services, and the Board Office support staff.

BOTH CAMPUS AND DISTRICT LOGS MUST BE SIGNED AND DATED ELECTRONICALLY PRIOR TO SUBMITTING EACH MONTH.

Please read the procedures below for correctly logging therapy:

- All logs should be complete on a daily basis in the Google Drive.
- Within the Logs folder, billing logs will be separated into folders for SBJC Campus, District (Non Jointure schools), and After School logs.
- Naming of logs should be as such:
(Lodi an example of the district.)
 1. SBJC Campus logs - SBJC LODI 22-23
 2. District logs (Non Jointure schools) - Lodi Sept 22-23
 3. After School logs - Lodi After School 22-23
- SBJC Campus logs should be separated by sending district on separate log sheets
- Within SBJC Campus log sheets, the district name should reflect "District: Lodi SBJC"
- Within District log sheets, the district name should reflect "District: Lodi"

- Within After School log sheets, the district name should reflect "District: Lodi After School"
- Any child seen after school will also be on a separate log sheet in the after school folder. All log forms fields should be filled out with the appropriate start date, service dates, school child is seen, and electronic signature. The duration is always 30 min.
- The tab section at the bottom of each log sheet will be used to create the new log sheet for the following month.

Common Issues Regarding Logs

1. If there is a child on your log and that child is seen after school, please do not log the student on your log sheet--delete the student from the daily log sheet and create an after school log on the Google Drive.(The treating therapist needs to create the new log sheet for those students seen after school.) You need to then submit a voucher, parent signature sheet, and the log for that child that will be billed differently than those during the school day.
2. If there is a change in the number of sessions, please change the session# on your log and notate the effective date of the change in the "NOTES" section of the log on the Google Drive. (Please note that any changes must be according to the student's IEP and should not be done until you have a copy of the updated IEP and/or request of change form.)
3. If a child is being seen by more than one therapist, please note who you are sharing with and the number of sessions you are seeing that child. Please notate this in the "NOTES" section of your log.
4. If a child is discharged, please put the date of discharge in the "NOTES" section of the present month and change the frequency to "O" on the log of the following month
5. All logs are to be updated and populated on a daily basis on the Google Drive.

SEMI LOGS

Many of our sending districts now require that we complete SEMI logs so that they can be reimbursed for related services rendered each month. These logs need to be completed on a DAILY BASIS ON GOOGLE DRIVE. The SEMI logs now contain all procedural information for respective professions, so there is no longer a separate procedural sheet needed for reference. The Director of Related Services will email all SEMI lists received from districts on an ongoing basis. Please check your email frequently, as most district communication will take place electronically.

*****Please note: University students are not permitted to sign SEMI log sheets.**

SEMI Forms can be found in your Google Drive folder.

Random Moment Time Study:

As part of the SEMI program, therapists may be asked to fill out a random moment time study (RMTS). When a therapist receives an email regarding a Random Moment in Time Study, they must follow the instructions to complete the RMTS.

E-Z Track

Some districts will require therapists to directly log in to E-Z Track to input SEMI data. The district will provide the therapist with a login and password.

MEDICAID-SEMI FORMS VIA GOOGLE DRIVE

SEMI's will be located in your Google folder under *Medicaid/SEMI Logs*. Within this Medicaid/SEMI folder each district should have its own folder labeled: District 22-23. Students should be listed in separate files located under their specific town folder and labeled as follows: First/Last name District 22-23. Each student file will contain duplicated monthly sheets (similar to log format, bottom tabs). Duplicate forms at the end of the month ONLY (similar procedure as with monthly logs). Change dates listed on "Service Month" AND after "Electronic Signature" to ensure SEMI's are accurate and up to date.

No further action is needed at the end of the month once the SEMI form is complete, it will remain in the Medicaid/Semi folder, no emailing is required.

SEMI FORMS SET UP VIA GOOGLE DRIVE Set up should be as follows:

- 2022 - 2023 (folder already exists)
 - FOLDER NAMED "MEDICAID SEMI" ***folder already exists**
 - FOLDER NAMED "TOWN 22-23" **to be created for each district**
 - ONE FILE PER STUDENT "Chris Hughes Lodi 22-23"
 - "Ellen Kriley Lodi 22-23" **to be created**

At the end of the month, all SEMI forms must be completed in its entirety and accurately.

If another therapist is required to co-sign the document "under direction," please email Chris Hughes with the person needed to be shared on that document and access will be provided.

OT/PT REFERRAL CHECKLIST

OT/PT referral checklists are available for other staff to complete. These forms contain screens that assist staff in determining a possible need for an OT/PT evaluation referral. These forms are given to classroom teachers or other staff when concern is expressed regarding classroom and/or school functioning of a specific child.

The teacher should complete the form and then turn it into the principal when at the campus schools. When in district, the teacher submits the referral checklist to the child study team or building principal (according to district policy). Samples of both forms are below.

[OT Pre-Referral Checklist](#)

[PT Pre-Referral Checklist](#)

SPEECH PRE-REFERRAL CHECKLIST

This checklist should be completed by faculty and given to their building administrator if they are concerned about their student's hearing and/or speech and language development and if their student does not receive speech and language therapy as part of his/her total educational program at the South Bergen Jointure Commission.

[Speech Pre-Referral Checklist for
Preschool Students](#)

CHILD STUDY TEAM

The child study team is devised of a chairperson, social workers, psychologists, and LDT-Cs. A member of the CST functions as a case manager for each student. When in district, therapists must make it a priority to familiarize them with the CST. Schedules and a contact phone number must be given to the CST for each district that the therapist serves. Please also give the CST your home address so that they may mail IEP notices to you within an ample (4-6 weeks prior to the annual meeting) time frame.

Any problems that arise with services must be discussed with the Director of Related Services and/or the head therapist prior to contacting the CST. This will ensure that a proper support system is in place, and it will also ensure that some problems be solved internally without unnecessarily involving the CST.

For campus students, issues must be discussed with the Director of Related Services or the head therapist prior to contacting the CST.

OT/PT GUIDELINES

As related services practitioners, we provide school-based therapy that ensures a child access to education and safe negotiation of the school environment.

We do not provide medically based services, even if indicated. This is outside of the school's realm of therapy focus.

Some APTA and AOTA guidelines are linked below.

[Recommended Guidelines
for PT](#)

[Recommended Guidelines
for OT](#)

*****PTs: Please review the APTA recommended guidelines for school-based services as they were updated as of November 2011.

SPEECH GUIDELINES

Please note that speech-language specialist guidelines are listed in NJAC: 6A: 9-13.6