

**From:** Robustelli Maria

**Sent:** Wednesday, March 25, 2020 7:16 PM

**To:** Robustelli Maria

**Subject:** Providing Special Education Itinerant Teacher (SEIT) Services to Preschool Students Using a Remote Service Delivery Model

### **Providing Special Education Itinerant Teacher (SEIT) Services to Preschool Students Using a Remote Service Delivery Model**

In-person SEIT is suspended from Wednesday, March 18, until further notice. During this suspension of in-person service, preschoolers should receive their SEIT services remotely<sup>[1]</sup>, to the extent feasible.

Further guidance is expected from New York State Department of Education; therefore, the following information is subject to change.

#### **Remote SEIT Provision**

Providers must use a secure remote learning platform to provide remote SEIT service. We recommend the use of Microsoft Teams. Google Calendar and Google Hangouts may also be used to schedule and deliver SEIT remotely. The platform must have both a visual and an audio component, and both components must be used in every session with the student.

If you believe a child you are serving has exceptional needs and would be put at risk by a long-term suspension of in-person services, please email [specialeducation@schools.nyc.gov](mailto:specialeducation@schools.nyc.gov).

#### **Requirements for remote SEIT provision**

- The provider must follow the IEP SEIT recommendation.
- The provider should call the parent to arrange a schedule for SEIT services, explain the technology required, and determine if the family currently has the device and internet needed for the child to participate in remote SEIT services.
  - If the family does not have the technology required for the child to participate in remote SEIT, the provider should email [specialeducation@schools.nyc.gov](mailto:specialeducation@schools.nyc.gov).
  - If the provider is unable to reach the parent after multiple attempts, the provider should notify the child's CPSE via email.
- The provider should try to ensure to the extent possible that the child is in a space that is quiet and free from distractions (e.g., noises, other conversations, and other people besides the parent or other authorized adult and student).

- The parent or another adult authorized by the parent must be present during the session.

### Documentation requirements for remote SEIT provision

- The requirements for Session Notes and Progress Notes remain unchanged for remote service provision. Providers must also submit any requested progress reports and participate in CPSE meetings by phone, as needed.
- Providers must complete the SEIT service form.
  - The parent must sign the SEIT service form to confirm delivery of the sessions listed.
  - Alternatively, if the parent uses email, the service form may be emailed to the parent's confirmed email address, requesting confirmation of the form's accuracy, and the parent may confirm accuracy by return email attaching the same form. Providers must maintain the email to and from the parent attaching their SEIT service forms and produce the SEIT service forms and the parent's email upon request.
- IEPs will not be amended to reflect remote service provision.
- If a family chooses to suspend a student's participation in remote SEIT, the SEIT provider shall notify the CPSE Administrator in writing within three (3) business days.

### Best practices during remote service provision

- During remote service provision, providers may find that they need to ask the parent more questions to gather information and to use a range of strategies to support parents. Sample questions the SEIT can ask to support collaboration, coaching, and communication with families (as applicable):
  - How has the child been doing since the last SEIT session?
  - Have the strategies from the last session been effective?
    - Has it been easier to use the strategy since the last session?
    - Has the child been displaying progress in the area being addressed?
- If a strategy has not been effective, observe the parent trying it with the child during the session to see how it can be modified to fit the family circumstances better, based on the parent's feedback and ideas.
- Review with the parent the IEP goal(s) they would like to focus on during a session. Based on the child's progress, ask the parent whether they would like to continue working on a particular goal or prefer to work on another.
- Tailor services to any remote early childhood program being provided, and to support the child's progress academically, socially and emotionally, and to participate in age-appropriate activities.

- Adjust instructional methods to meet the individual needs of the child, consistent with the IEP.
  - To the extent possible, coordinate with the child's early childhood teacher.
  - Coordinate with related service providers for the appropriate integration of SEIT and each of the related services the child receives. Gather progress reports and other anecdotal information related to the student's progress from all related service providers to gain a general knowledge of the child's progress, as well as any significant considerations from each related service area.
- Toward the end of each remote session, the provider and the parent should decide together what the next session will look like and what the parent can work on in the interim.
    - Discuss how to know when the child has made progress.
    - Identify areas for generalization across other routine activities when the child has met the criteria for progress.
    - Consider what IEP goals can be worked on during the next session so that it can be scheduled at the actual time of the routine activity, if possible.

### **Billing for Remote SEIT Provision**

The provider should bill for remote SEIT provision in the usual manner. When selecting the location of activity, the provider should select "Location of a Temporary Childcare Arrangement Made by Parent."

### **Supervision of SEIT Providers**

- All approved SEIT providers must have a plan for supervision of staff that describes the manner and method for provision of supervision.
- Supervision involves guidance and oversight of the delivery of SEIT.
- It is the responsibility of the supervisor to provide the appropriate quality and frequency of supervision to ensure safe and effective provision of SEIT.
- Supervisors must be accessible to the teacher by telephone or other means during the time when on-site supervision is not occurring at the site where SEIT is being provided to a student or when SEIT is provided remotely.
- SEIT providers must ensure that they maintain documentation of supervision provided to SEITs.

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[1] This includes indirect SEIT, to the extent provided in support of a teacher who is providing remote instruction to the child during this time period.