Procedures for School Based Therapy

***J**oint **E**ducational **S**ervices in **S**pecial **E**ducation*

Revised October 2016- DRAFT

1. A student should already be eligible for Special Education before receiving related services or about to be referred for an initial evaluation. The Case Conference Committee determines how the impaired ability affects the student's educational performance or ability to function in the educational settings before he or she is referred for therapy.

2. The school based therapy program was originally designed to serve students with Emotional Disabilities (ED) as their primary or secondary classification. Students with an ED are automatically offered School Based Therapy in the case conference.

3. Students with a classification other than ED may have School Based Therapy added to his or her IEP based on the student's educational disability and needs for which he or she is placed. The disability and needs should match the services and provisions. The therapist must be given some background information on the student to determine if School Based Therapy is appropriate. Examples may include a copy of a classroom observation, parent interview, discipline reports, evaluation data, medical reports, or previous school records.

4. After all pertinent information has been reviewed, the School Based Therapist will determine if this Related Service is appropriate for the student and sign off on the decision before the Case Conference. The therapist will either attend the conference or notify the TOR or case conference chairperson.

5. In order for the therapist to provide School Based Therapy, the student must have it written into their IEP under Related Services. The therapist will work from the behavior goals/objectives already written into the IEP by the TOR.

Administrative Guidelines for School Based Therapy

The School Based Therapist will make every effort to meet therapy requirements as stated in the student's IEP; however, events that are both scheduled and unscheduled may interfere with routine therapy sessions. To provide consistency in handling such situations, JESSE will support the following recommendations:

- When school is cancelled due to inclement weather, attempts will be made to make up missed therapy sessions during the school year.

- If the therapist is absent due to illness or personal business, minutes will be added to the next sessions to make up the time.
- When a student is absent, therapy will not be made up unless the student’s absences extend past two scheduled sessions during one illness. After two missed sessions or an extended illness, reasonable attempts will be made to make up therapy time.

- Therapist will always give regular therapy sessions priority over case conferences, unless attendance at a case conference is essential as determined by the therapist, staff, and parent request.

- When a therapist must attend a case conference, arrangements will be made to make up any missed therapy sessions.

- The therapist assigned to the building will be the one who works with the students in that building.

Consultation by other team members may be done if necessary.

School Corporation School Based Therapist

Connie Erickson-Loucks	Tim Goode
Plymouth	Argos
John Glenn	Triton
Oregon-Davis	Culver
Union North	North Judson
Knox ES	Knox MS & HS
SAVE classroom	SAVE classroom

Revised Nov. 2016

School Based Therapy
Related Service Checklist

This checklist has been designed to assist teachers and other personnel in establishing appropriate School Based Therapy referrals by starting the communication early regarding a student. Please follow the checklist process below.

Student Name _____

Date_____ Teacher of Record_____

School _____

Primary Disability _____ Secondary Disability_____

____ If the student's primary or secondary disability classification is Emotional Disability (ED), school based therapy can automatically be offered in the case conference. Contact School Based Therapist as soon as possible to get involved.

____ If the student's disability is something other than ED, the Teacher of Record provides student background information to the School Based Therapist to determine if the Related Service is appropriate and relevant to the the student's educational needs as per the IEP. Background information may be provided via IEP, psych reports, progress reports, discipline records, and/or any other relevant documentation. Communication regarding other factors is also highly recommended.

____ After all pertinent information has been reviewed, the School Based Therapist will contact Teacher of Record will their recommendation of the Related Service.

____ Upon determination of School-Based Therapy services, service times and frequency by the School-Based Therapist, a case conference must be held to add the Related Service to the IEP.

____ If the School Based Therapist is unable to attend the case conference, the TOR needs to confirm with the therapist that the Related Service was selected and written into the finalized IEP. The TOR, SBT, or CC Coordinator may add the Related Service to the IEP.

Date sent to therapist:_____

School-Based Therapist _____

School Based Therapy Recommendation? ____ Yes _____ No Date: _____

Comments: _____

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