



VICTOR: 590 Fishers Station Dr., Suite 130
Victor, New York 14564

GATES: 2765 Buffalo Rd., Suite 1B
Rochester, New York 14624

Phone: (585) 924-7207
Fax: (585) 924-7049
www.clinassoc.com

Dear Parent/Guardian:

The Administrative Team of Clinical Associates of the Finger Lakes is happy to welcome you to our agency. In this packet, you will find information that will help you become better acquainted with our agency's policies and services, as well as some suggestions to help your child make the best progress in therapy. Your provider(s) will be reviewing this information with you during one of your first scheduled visits. Please keep this information handy for future reference.

As therapy progresses, you may have some additional questions or concerns regarding your child's service. We encourage you to address them first with your service provider(s). If concerns persist or you still have questions, please call the office at (585) 924-7207 and request to speak with Cynthia Anderson or Laura Fenn; we will work together with you to address them.

We are looking forward to a productive and enjoyable relationship with you and your child.

Sincerely,

A handwritten signature in cursive script that reads 'Laura Fenn'.

Laura A. Fenn
CEO/Director

A handwritten signature in cursive script that reads 'Cynthia L. Anderson'.

Cynthia L. Anderson
Program Director



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2026-2027 Calendar

PSE/CSE: CHECK SPECIFIC DISTRICT CALENDARS

CHECK DISTRICT CALENDARS FOR ANY SLIGHT VARIANCE IN HOLIDAY/RECESS

EARLY INTERVENTION SESSIONS ARE ALLOWED ON ANY DAY OF THE YEAR

September 7	Monday	Labor Day (No PSE/CSE Sessions)
Week of Sept 2 or 8	Tuesday	PSE/CSE sessions begin – District start dates vary – check district calendars
October 12	Monday	Columbus/Indigenous Peoples' Day (No PSE/CSE Sessions)
November 11	Tuesday	Veteran's Day Observance (No PSE/CSE Sessions)
November 26	Thursday	Thanksgiving (No PSE/CSES Sessions)
December Recess	Days vary by district	Holiday District Recess (start dates vary, check district calendar)
January 4	Monday	Most PSE/CSE Sessions resume (check district calendar)
January 18	Monday	Martin Luther King, Jr. Day (No PSE/CSE Sessions)
February 15	Monday	President's Day (No PSE/CSE Sessions)
February Break	Dates vary	Winter Recess (check district calendar, dates vary, some districts are only off for two days)
Spring Break	Dates vary	Spring District Recess (check district calendar, dates vary, some are one week, some are two weeks)
May 28	Monday	Memorial Day (No PSE/CSE Sessions)
June 18	Friday	Juneteenth (No PSE/CSE Sessions)
June 22 - 25	Last day of school	Dates vary, check district calendar carefully

SAFETY CONSIDERATIONS

Most services for your child will proceed smoothly and routinely.

There are rare circumstances in which CAFL staff has been instructed, for safety reasons, to temporarily suspend services. These include, but are not limited to:

1. Illness of the child receiving services.
2. Severe weather and hazardous road conditions.
3. Sidewalks and driveways are not adequately cleared of snow. Please make a clear path for the provider to use when walking to your door. Please make sure your driveway is adequately cleared of snow.
4. Structural instability, lack of adequate heat, or potential gas leaks in the building in which the child is being seen.
5. Threatening and/or unpredictable behavior of an animal or adult where services are being provided. Please remove your animal from the treatment area and place in a kennel or another room.
6. Indications of dangerous and/or illegal activity occurring in or near the area where the child is being seen.
7. Family is not able to adhere to safety guidelines for in-person sessions outlined below.

SICK POLICY

Generally, any time a student/staff member is experiencing any of the following, therapy should be cancelled:

1. Vomiting
2. Diarrhea
3. Fever 100 degrees or higher
4. Contagious Diseases (e.g. pink eye, chicken pox, etc.)

The student/staff member should be clear of the above or have not taken medication for 24 hours prior to therapy being conducted.

Early Intervention make-up sessions will be provided in accordance with the provisions of your child's IFSP and the Early Intervention Program Visit Policy. Pre-school and School-age make-up sessions will be provided in accordance with the guidance provided by the New York State Education Department.

If an in-person session must be canceled and replaced with a tele-therapy session, the tele-therapy session is instead of, and not in addition to, the in-person session. Tele-therapy sessions are approved for Early Intervention children if there is prior written parent/guardian consent in place. Tele-therapy for preschool and school-age children is only available for speech therapy and requires prior written consent from the parent/guardian and documentation on the IEP.

If these guidelines are followed, we should be able to provide services more efficiently and decrease the spread of illnesses between students and staff. We thank you for your efforts and support!



GETTING THE MOST OUT OF SERVICES FOR YOUR CHILD

Your child has a special job to do, and you can help. The following are some tips to help your child benefit most from the services designed by highly-trained professionals specifically for him/her.

1. **PREPARE A PLACE** - You can help your child by preparing a place for him or her to work that is quiet, orderly, and designed to help your child succeed. Put yourself in your child's position. What would make this work easier? Create a setting where your child can attend and get his or her work done well, without the distractions of music, television shows, or pets. Please put pets in another room or locked in their crate. Our providers have been instructed to not provide therapy in a room where a pet is loose.
2. **PREPARE YOUR CHILD** - When does your child do best? Most likely not when he/she is tired, hungry, anxious, or in need of clean clothes or a diaper. Children work best when they are feeling comfortable. Please be certain that your child is fed, clean, awakened from his/her nap in plenty of time to become alert, and anticipating the arrival of the service provider. Please turn off any televisions or devices before the provider arrives. Let your child know that you expect him or her to cooperate and remain attentive during therapy.
3. **AVOID INTERRUPTIONS** - You are the best person to manage your household while your child is working. Your child has a limited amount of time to focus on these important activities. Protect this time by making certain that your child is ready to begin immediately and will have the opportunity to work without distractions. Be prepared to keep pets and other children occupied and out of sight of the therapy area. If you have something to discuss with your provider, let him or her know at the beginning of the session so that he or she can build in the time you need at the end of the session.
4. **STAY INVOLVED** – Our goal is to teach you to become your child's teacher. Your level of participation is best determined through discussion with your child's provider(s). This may take the form of being in the room with your child during therapy or listening on the periphery. Some parents like to use a baby monitor so that they can listen in on their child's therapy without distracting their child. It is also important to always be available to speak with the provider at the time of departure to maintain communication. Alternative forms of communication can be discussed with your provider(s) if your child is receiving services in the presence of another caregiver.
5. **STAY PRESENT** - A parent, legal guardian, or caregiver must be on the premises at all times and be available to attend to potential personal needs of the child (e.g., comforting, toileting, diapering, medicating, feeding) that may arise while the child is participating in a therapy session. In addition, it is recommended that the parent, legal guardian, or caregiver be available to actively participate in the session to the extent appropriate. In New York State, various statutes state that a child is no longer considered a minor once they attain the age of 18. As a result, the caregiver must be at least 18 years old and be able to understand and incorporate the information and guidance given by the provider.
6. **STAY INFORMED** - You remain the most knowledgeable expert on your child. Keep your child's service provider informed about your child's progress and work with them to develop strategies to make the most of therapy.



7. **PREPARE YOUR DRIVEWAY** - Many children receive services in their own home. Therapists must bring materials to your child. During the winter months, please keep your driveway and walkways clear so that your provider can safely park in your driveway and enter your home with the armful of activities designed for your child to enjoy. Our therapists have been instructed to contact their supervisor if access to the home is too challenging in the winter months.
8. **OFFER PRAISE** - Your child is working hard on something that is difficult and perhaps even unpleasant for him or her to do. Let your child know how proud you are of this effort and reward his or her persistence without pressuring your child to perform. Working independently on the activities recommended by the therapist will help your child progress even faster.
9. **PHOTOS/VIDEOS** -You may also wish to photo/video your child to document progress or share strategies/techniques with other caregivers. It is our policy that any photo/video of your child and his/her providers should not be posted on any form of social media. In addition, your provider(s) name and/or the name of this agency should never be referenced if you choose to share the video with caregivers.

***PLEASE NOTE:** Secondhand smoke causes numerous health problems in infants and children, including more frequent and severe asthma attacks, respiratory infections, ear infections, and sudden infant death syndrome (SIDS). We ask that you refrain from smoking and/or vaping in your home when our provider is working with your child.*

https://www.cdc.gov/tobacco/data_statistics/fact_sheets/secondhand_smoke/health_effects/index.htm

Edibles, or food and drink products infused with cannabis, have some different risks than smoked cannabis, including a greater risk of poisoning. Some cannabis edibles have packaging designed to mimic the appearance of well-known branded snacks and candy that appeal to children, which increases the risk for unintentional ingestion. Children who consume THC-containing products can become very sick.

<https://www.cdc.gov/cannabis/health-effects/>



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TELE-THERAPY SERVICES

BENEFITS AND LIMITATIONS

Tele-therapy continues to be a therapy delivery option for early intervention students. Only speech therapy can be provided via tele-therapy for preschool and school-age students. Prior written consent for both EI services and for speech PSE/CSE services is required. PSE and CSE services also require documentation on the child's IEP permitting the delivery of tele-therapy sessions.

There may be times when delivery of a session or sessions via tele-therapy makes the most sense for you and your child. When tele-therapy is chosen as a service delivery option, these services will fulfill the service mandate in the child's IFSP/IEP and are not being delivered in addition to the services your child is authorized to receive. A child will not be denied services if the parent/guardian does not consent to tele-therapy services or if they request to receive services in-person.

Tele-therapy means that services must be delivered using non-public audio and video at the same time for the duration of the session. A caregiver must participate consistently throughout the entire 30-minute session (or duration identified on IEP) with the child. Tele-therapy does not mean having a telephone call with the therapist or teacher. In the event that the video component of a tele-therapy sessions becomes unavailable during the session, an audio only service may be continued in order to complete the session. With tele-therapy, teachers and therapists address the same treatment goals as during in-person sessions. It is important to prepare your child for a tele-therapy session. Please make sure they are comfortable (fed, dry, awakened from their nap in plenty of time to become alert) and anticipating the session.

WHAT YOU WILL NEED TO PROVIDE:

- Computer, laptop, tablet/iPad, or smartphone with a webcam
- Good internet connection
- A quiet room with good lighting and relatively free of distractions, such as music, television, siblings, or pets that could make paying attention difficult for your child

BENEFITS OF TELE-THERAPY

Tele-therapy allows for therapy sessions to take place remotely, which can be beneficial for children who have difficulty traveling to therapy appointments or for families who live in rural or underserved areas. In terms of conditions, tele-therapy can be especially beneficial for children with chronic conditions, such as cerebral palsy, or children with complex needs, such as those with multiple diagnoses or seizures, who require frequent therapy sessions. Another important aspect to consider is that tele-therapy can also be beneficial for children who have difficulty with social interactions, such as children with autism or social anxiety, as it may make them feel more comfortable and less anxious by allowing them to be in their natural environment, e.g., at home.

Tele-therapy may also be used if a family member is ill and it is not wise for the provider to be in your home. This can make it easier to access services, and can also help to reduce the number of missed appointments.

Tele-therapy also allows for real-time observation of the child during therapy, which can help the therapist to better understand the child's abilities and difficulties. This can help the therapist to make more accurate assessments and to tailor therapy to the child's specific needs. It allows parents to participate as well.

Tele-therapy can also allow for more frequent therapy sessions, which can help to improve outcomes. Additionally, tele-therapy can allow for greater flexibility in scheduling, which can help to accommodate busy families by not taking into account travel and commute times.

Tele-therapy can also provide opportunities for parent education and training, which can help to support the child's progress and carryover of skills learned in therapy to the home and community setting. This is because sessions can take place in the home, in the natural environment.

LIMITATIONS OF TELE-THERAPY

Tele-therapy should not be the only form of therapy provided and should be integrated with other forms of therapy, where possible. Tele-therapy can be a valuable tool to complement in-person therapy, but it's not a replacement for in-person therapy when it's needed.

Tele-therapy is not suitable for all children and all conditions, so it's important to work with a qualified therapist who has experience with tele-therapy, and can provide appropriate care for your child's needs. Have a list of questions to ask ahead of time. Note that there are certain limitations to tele-therapy that may affect the quality of therapy. For example, it can be more difficult to provide hands-on interventions and to observe the child's movements and interactions in the physical environment.

Tele-therapy sessions require appropriate technology and internet connection. It's important to ensure that the child and family have access to the necessary equipment, such as a computer or tablet with a camera and microphone, and that the internet connection is stable enough to support a tele-therapy session. Ensure that the child is comfortable with using technology and that they are able to participate in the session. It's important to do a test run to make sure that everything is working properly before the actual session.

REQUIRED GUIDELINES:

The teacher or therapist will follow guidelines for providing virtual or tele-therapy services in order to ensure appropriate delivery and continuum of care:

- Competence must be obtained prior to offering services and continually reassessed to ensure the provider is servicing clients legally and ethically according to state laws, and individual discipline.
- Services shall be provided in a private, HIPAA and FERPA compliant space without risk of breach of protected patient information for both the service provider and the client.
- Technology devices must be accessible, with as substantial ease of use as for a person without physical or cognitive challenges. The client/facilitator must be able to interact appropriately, and services and devices must be compliant with the Individuals with Disabilities Act (IDEA) for students served under this law.
- If clinical expertise demonstrates that virtual services are no longer appropriate, due to progress, lack of progress, limitations of virtual services, or any other circumstance, the virtual service provider shall cease services.
- Documentation and record keeping must adhere to all federal, state, local and/or district laws. Providers must note that the therapy services were provided virtually.
- The therapy services must be a minimum of 30 minutes or the length identified on the IFSP/IEP.
- EI tele-therapy consent must be in place prior to the delivery of an early intervention tele-therapy session.
- PSE/CSE speech tele-therapy consent must be in place prior to the delivery of a PSE/CSE speech tele-therapy session. Documentation permitting the use of tele-therapy for speech services must also be present on the child's IEP.

Dear Parents,

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. FERPA affords parents, guardians, Individual acting as a parent in the absence of parent or guardian, and students over 18 years of age certain rights with respect to the student's educational record. These rights include:

- **The right to inspect and review the student's educational record within 45 days of Clinical Associates of the Finger Lakes' (CAFL) receipt of a written request.** Parents, guardians or eligible students should submit a written request to the Agency to review or inspect a record.
- **The right to request an amendment to the record, if it is believed to be inaccurate, misleading, or otherwise in violation of the student's privacy rights.** This request must be submitted to CAFL in writing, and a response will be made within 45 days. If a parent is unable to submit a written request, a verbal request will be accepted. If the amendment is not agreed upon, you have the right to request a hearing.
- **The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.** Service providers, supervisors, office staff, Program Director and the Director are authorized to access records to facilitate appropriate service provision and the educational process. Your signature on a general release form indicates your permission to have your child's file accessed for quality assurance purposes. FERPA allows disclosure of records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - ✓ School officials with legitimate educational interest;
 - ✓ Other schools to which a student is transferring;
 - ✓ Specified officials for audit or evaluation purposes;
 - ✓ To comply with a judicial order or lawfully issued subpoena;
 - ✓ Appropriate officials in cases of health and safety emergencies; and
 - ✓ State and local authorities, within a juvenile justice system, pursuant to specific State law.
- **The right to file a complaint concerning an alleged failure by CAFL or its providers to comply with the requirements of FERPA.** Directions and forms for filing a complaint are located at: <https://studentprivacy.ed.gov/file-a-complaint>

Complaints must be received within 180 days from the date that the individual submitting the complaint first learned of the circumstances of the alleged violation. Complaints should contain specific allegations of fact, giving reasonable cause to believe a violation has occurred, including relevant date; names and titles of those involved; a specific description of the record around which the violation occurred; a description of contact with any officials regarding the manner; and any additional evidence that would be helpful.

If you have any questions, please do not hesitate to contact me at (585) 924-7207.

Sincerely,



Cynthia L. Anderson
Program Director
Compliance Officer



ATTENDANCE POLICY

Dear Parent/Guardian:

Welcome to Clinical Associates of the Finger Lakes (CAFL)! We share your goal that therapy be a successful and fun experience. Family participation and regular attendance are critical to your child's progress. When sessions are provided in your home, a community site, or via tele-therapy, you, a caregiver, or guardian must be present and accessible for the entire session. You play an important role in helping your child meet goals; that is why we have an attendance policy.

Here is what you need to know:

- Your child should attend all therapy sessions
- Please notify your therapist at least 24 hours in advance if your child is going to miss a scheduled therapy session.
- If you do not notify your provider and the child misses the scheduled appointment, the following will occur:
 - First No-Show Appointment: You will receive a reminder of the 24-hour advance notice cancellation policy
 - Second No-Show Appointment: You will receive a notice that the service will end in 30 days
- If your child regularly misses appointments, even with the 24-hour advance notice, the following will occur:
 - If attendance drops below 75%, the number of approved therapy sessions your child receives may be reduced OR you will receive notice that the service will end in 30 days.
 - If your child's service ends due to low attendance, you may have to wait for a new therapist and time slot
- Your therapist should notify you at least 24 hours in advance if they are going to miss a scheduled therapy session. If your child's teacher/therapist regularly misses or is late for scheduled appointments, you may talk to the teacher/therapist about your concerns or call our office and ask to speak with Cindy Anderson, Program Director or Laura Fenn, Director/CEO

Concerns may also arise when any of the following occur:

- the child misses two (2) or more scheduled sessions over a month's time
- consistent lateness, rescheduling, or location changes happen
- the child will not be available for therapy for three weeks or more
- family is not adhering to health and safety requirements

The teacher/provider will make every effort to reschedule canceled visits. Canceled in-person sessions may be delivered via tele-therapy for a make-up session if delivered within the confines of regulations. The Early Intervention tele-therapy consent is required to be in place prior to the delivery of a tele-therapy session. Tele-therapy is only available for speech services for the preschool or school-age child if prior written parent/guardian consent is in place and tele-therapy approval is documented on the IEP.

The Early Intervention Ongoing Service Coordinator (OSC), Committee on Preschool Special Education (CPSE) or Committee on Special Education (CSE) Chairperson will also be informed of the attendance issue and plan.

If your child will not be available for therapy for three weeks or more, a conversation is necessary with your therapist and the CPSE, CSE Chairperson or the OSC to determine whether or not services can be continued with CAFL. Once the child is available to resume therapy, the family must notify the OSC, CPSE or CSE Chairperson who must contact CAFL's Intake Department. If CAFL still has provider availability, services may resume. If not, the family will need to work with the OSC, CPSE or CSE Chairperson to find a new agency to provide therapy services.

Thank you for your help in these efforts. It is a pleasure to work together to make your child's services the best they can be.

Sincerely,

Laura Fenn

Laura Fenn, Director/CEO



Dear Parent/Guardian:

We are delighted to have the opportunity to provide service to you and your child as we work together to develop skills necessary for your child's growth and development. We are committed to working with you. Our goal is to give your child the best possible start to his/her educational experience by providing quality professional services through appropriate developmental activities.

As part of our service to your family and our staff, we have developed a program that will allow our staff to support one another, as well as our families. Our experience has shown that when families are given a team of professionals working together to achieve goals and objectives, everyone benefits. To that end, we will be having professionals from our agency providing observational and consultative support to one another throughout the year. In practice, this will look like observations of therapy. This observer may ask if you have any questions that we can address for you. Some of these observations may take place in person and some may happen via tele-therapy.

Please be aware that our providers are mandated reporters. If they have reasonable cause to suspect child abuse or maltreatment, they are legally required to report their concerns to Child Protective Services.

We welcome your feedback regarding how services are proceeding for your child. If you choose, you can go to our website, www.clinassoc.com and go the **Contact Us** page; click on the Parent Feedback form, complete and submit. As always, should you have any questions about this, or any other aspect of your child's program or the services we offer, please feel free to contact me.

Sincerely,

Laura Fenn

Laura Fenn
CEO/Director



How to Be Ready for a Visit:

- Tell your providers how you want to be contacted
- Know when your child's visits are scheduled.
- Keep your scheduled visit time available on a regular basis.
- Be ready when your provider arrives. Clear your driveway/ walkways of snow. Put pets in another room or pet cage.
- Call providers if you ever need to cancel or reschedule a visit.

- Take phone calls from your providers and Service Coordinator (if your child is in EI)
- Return messages promptly.
- If there is an ongoing problem with the scheduled visit, discuss this with your provider.
- EI: You may also contact your EI Service Coordinator as she/he can adjust the frequency of visits.



What to do if you need to cancel a visit:

Call or Text your provider at least 24 hours before the scheduled session.

Talk with your provider about the possibility of rescheduling the missed visit.

Early Intervention: make ups can only be provided AFTER a missed visit and must be made up within 14 days of the missed visit. Makeups cannot be provided for family vacations.

Avoid frequent missed visits

If visits are cancelled without 24-hour advance notice or a provider arrives at a home for a scheduled appointment and there is no one at home the following will occur:



1st Time: Your provider will call to reschedule and review the Attendance expectations with you.

2nd Time: A letter will be sent to the EI Service Coordinator or District chairperson explaining current challenges. You may receive a letter giving 30-day notice of services ending OR possible reduction in service frequency.

NOTE: Communication with your providers and EI Service Coordinator is key to finding solutions.

Every Visit Matters

Good Communication Strategies for Parents and Providers

- *Call or Text if you are running late.*
- *Answer your phone, check messages .*
- *Return calls/texts promptly.*
- *Be aware of the scheduling concerns of both families and providers.*
- *EI: Contact the Service Coordinator to get some help finding a solution.*



YOUR SIGNATURE

You will be asked to sign for each visit made by your therapist. Be sure to:

- Only sign on the actual day of the visit
- Be sure that the Time in & Time out on the form are accurate.

Dear Parents/Caregivers/Classroom Teachers,

We would like to provide you with some information related to an important aspect of therapy sessions which involves the use of cell phones and/or tablets. While technology should not be the focus of therapy, it has been shown to be an effective tool when used properly.

Our therapists work to address each child's specific needs by using a range of strategies to promote progress. In some therapy sessions, a phone or tablet may be used as a tool to support the child's learning, communication, motor, sensory, social or behavioral objectives. Below, please find some ways technology may be incorporated into sessions and how it can be beneficial.

Reasons for Using Technology During Sessions:

1. **Engagement and Motivation:** For many students, technology offers an engaging and interactive way to learn. Educational or fun apps may enhance a child's attention or participation during sessions or be used as a reward for non-preferred participation in a task.
2. **Personalized Learning:** These devices allow us to tailor activities specifically to the child's needs. Using apps designed for social skills, pre-academic concepts, direction following, etc. can allow us to modify the pace and difficulty of activities in real time, providing an individualized approach and supporting your efforts in the classroom.
3. **Visual and Auditory Support:** Many apps offer visual aids, auditory cues, and interactive features that support transitions, prolong attention and improve many other age-expected skills. These multi-modal cues can help support the child to better understand or retain concepts.
4. **Data Tracking and Documentation:** There are many useful HIPAA compliant apps that can be used during therapy to chart progress and document specific issues, successes or needs. This data is valuable for monitoring child development and progress, as well as any regression in skills.

Please be assured that all technology used in therapy session by our therapists is purposeful and aligned with the child's individualized goals. If you have questions or concerns about this, the therapist(s) would be happy to discuss it further with you. Our agency looks forward to a collaborative and positive relationship with you, centered on providing a rich learning environment for the students we support.

Sincerely,



Laura A. Fenn
CEO/Director



Cynthia L. Anderson
Program Director

