



THE STEPPING STONES GROUP

Transforming Lives Together

The Stepping Stones Group IBSS Employee Handbook

Updated June 2025

HR Approved 6/24/2025

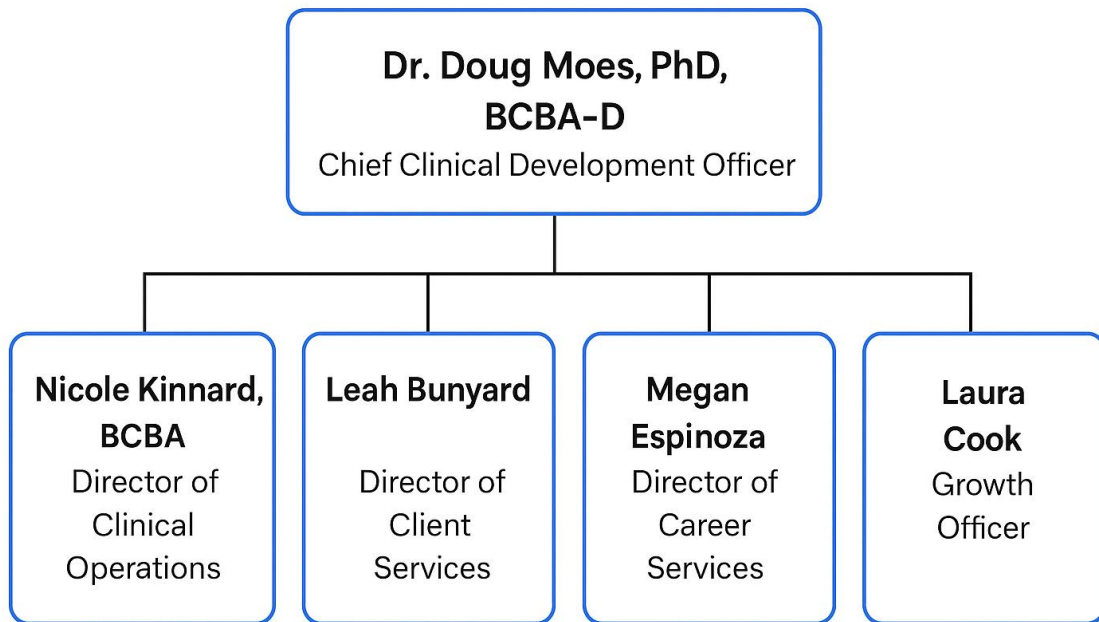
For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

INTRODUCTION: IBSS Program Overview

Who We Are

The Intensive Behavioral and Specialized Services (IBSS) division is a programmatic service arm of our organization, delivering comprehensive school-based support through interdisciplinary teams. Our model is designed to serve students with intensive behavioral and educational needs within school settings by embedding structured, high-quality services that help districts retain students in the least restrictive environment.

IBSS Leadership Structure



For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

Program Goal

The primary goal of the IBSS program is to support student success in the least restrictive environment by:

- Reducing the need for out-of-district placements
- Improving behavioral, social-emotional, and academic outcomes
- Partnering with districts to build and sustain high-quality internal supports
- Building internal district capacity through collaboration and staff development

Classroom Structure

Each classroom is designed with a ratio-based staffing model, individualized based on student needs and district agreements. While the following structure represents a typical classroom setup, the model may vary based on site-specific requirements and student profiles:

- 1 Special Education Teacher
- 2–4 RBTs or BTs depending on the needs of a students
- Shared oversight from Program Supervisor(s)
- Managed by Program Manager(s)

Behavior Support Response Team Structure

The Behavior Support Response Team (BSRT) is a specialized support system within the IBSS program designed to provide immediate, on-the-ground assistance in response to behavioral escalations, student safety concerns, and high-intensity support needs across classrooms. BSRT members are trained professionals who work collaboratively with site-

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

based teams to stabilize situations, reinforce behavior plan implementation, and ensure staff and student safety.

Team Composition:

- RBT/BTs assigned to BSRT rotate across classrooms and/or programs based on real time needs
- Program Supervisor(s) (BCBA/BCaBA's) provide direct, clinical oversight of the team
- Program Manager (BCBA/BCaBA's) coordinates daily assignments and ensures all staff members are integrated into school routines.

SECTION 1: Code of Conduct & Professional Expectations

This section sets the foundation for how all staff conduct themselves within the IBSS program. As representatives of both our company and the districts we serve, every team member is expected to model professionalism, empathy, and consistency in every interaction — with students, colleagues, families, and school partners.

Our goal is to create safe, inclusive, and effective learning environments through high-quality service delivery and respectful collaboration. The expectations outlined in this section are grounded in integrity, accountability, and shared responsibility, and serve as the baseline for how we support not only our students but one another.

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

While each role has specific responsibilities, the professional standards listed here apply to all staff and are essential for building trust, maintaining compliance, and delivering excellent care across every classroom and district we serve.

Professional Communication

All IBSS staff are expected to communicate professionally, respectfully, and supportively. Whether you are engaging with students, families, school personnel, or your colleagues, your tone, language, and content should reflect empathy, clarity, and purpose.

Professional communication includes:

- Using respectful, person-first language with and about students
- Maintaining calm, solution-focused interactions,
- Responding to emails and messages in a timely fashion to following school/site protocol
- Avoiding slang, sarcasm, or inappropriate humor in school environments
- Ensuring all written documentation is clear, objective, and free of judgmental language
- Communication should be adapted for the audience (e.g., families, administrators, teammates), but always uphold the values of collaboration, discretion, and student-centered care.

Dress code

- All employees should wear attire and groom themselves appropriately for their work environment.
- Employees are expected to dress in a manner normally acceptable in professional business establishments.
- Hair should be clean and neatly trimmed. Employees are encouraged to tie back long hair, dreads, braids, twists, etc to avoid injury that could be caused by students' behavior
- Sideburns, moustaches, and beards should be neatly trimmed
- Clothing that reveals too much cleavage or other exposed skin is not appropriate
- Perfume, cologne, or after shave should be used sparingly

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

- Logos, pictures, and words which appear on clothing, should be appropriate for the workplace and not offensive to anyone with whom you come in contact

Appropriate use of technology

Cell phone, headphones/air pods for business purposes (e.g., contacting your Program Supervisor or Program Manager, etc.) when on duty during your shift. Therefore, headphones/air pods should not be worn when on duty. Personal use of your cell phone, headphones/air pods should be reserved for rest and meal break periods only.

Based on your position, SSG equips our employees with the devices necessary to complete all of their job duties with HIPAA compliance. Employees are to use work-issued devices for work purposes only to perform their job duties and avoid the use of personal devices. Personal devices may only be used in a HIPAA compliant manner for urgent situations or by prior approval from their Manager when necessary for work purposes. Examples of an urgent circumstance may include the need to make a phone call during an emergency, such as the need to notify a supervisor of a client's behavioral escalation or a job-related accident/injury. Employees further acknowledge that use of personal devices may put their device at risk of being damaged. If an employee prefers not to use their personal device for any work purposes, the employee can communicate this to their Program Manager.

Role-Specific

Program Manager

- Model professionalism, accountability, and leadership across all interactions
- Uphold BACB ethical standards and maintain clinical professionalism
- Maintain confidentiality and manage sensitive information discreetly
- Respond promptly and clearly to communication from staff and school administrators
- Uphold respectful, solution-focused communication in person and in writing

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

- Dress in business casual or school-appropriate attire for visibility and professionalism
- Ensure all staff adhere to communication, attendance, and conduct policies
- Limit personal phone use during school hours; use technology only for work purposes
- Represent the organization with integrity in meetings, emails, and on site
- Follow through on commitments and model follow-up and accountability
- Maintain healthy, professional boundaries with staff and school partners

Program Supervisor

- Uphold BACB ethical standards and maintain clinical professionalism
- Provide clear, respectful feedback and coaching to staff
- Communicate behaviorally relevant updates with discretion and objectivity
- Use calm, supportive language in all crisis or high-pressure situations
- Dress professionally while maintaining mobility for school-based work
- Secure behavior data and supervision logs using approved tools and platforms
- Limit personal technology use during work hours; prioritize data and support tasks
- Avoid personal or dual relationships with staff or families
- Participate actively in team and leadership communications
- Represent the values of the organization in every setting

Special Education Teacher

- Maintain a structured, respectful, and inclusive classroom environment
- Communicate clearly and professionally with families and support teams
- Uphold confidentiality around student needs, records, and family information
- Lead by example in tone, language, and consistency
- Dress in professional, school-appropriate attire aligned with classroom needs
- Maintain ethical documentation practices for IEPs and incident reports
- Avoid the use of personal devices during instructional time
- Set a positive tone for classroom culture and conflict resolution

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

- Report concerns promptly to the Program Manager or Program Supervisor
- Collaborate respectfully and professionally with interdisciplinary staff

RBT / BT

- Arrive on time, check in with Program Manager or Program Supervisor, and follow assigned schedule
- Use calm, professional language with students, staff, and peers
- Follow lead staff direction and behavior plans with fidelity
- Avoid discussing student information with anyone outside the approved team
- Dress comfortably but professionally; follow school guidelines
- Limit phone use to emergencies or approved data collection systems
- Maintain appropriate, professional boundaries with students and families
- Accept feedback respectfully and ask for clarification when needed
- Document data accurately and communicate concerns through proper channels
- Represent the organization positively in all school settings

SECTION 2: Roles & Responsibilities

The IBSS program operates within an interdisciplinary team model designed to provide cohesive, student-centered support. Each team member plays a distinct and critical role in the success of the program, contributing unique expertise to address the behavioral, academic, and social-emotional needs of students. While responsibilities vary by discipline, collaboration is essential—our model thrives on open communication, shared problem-solving, and coordinated service delivery. This section outlines the general expectations for all team members and provides role-specific responsibilities to ensure alignment, accountability, and clarity in our work across diverse school settings.

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

General expectations across service delivery

All staff are expected to provide consistent, high-quality support aligned with student needs, district expectations, and the mission of the IBSS program. This includes arriving prepared, following individualized plans with fidelity, maintaining accurate documentation, and engaging in proactive communication with teammates and stakeholders. Staff must uphold ethical and professional standards, respect classroom routines, and remain flexible in responding to dynamic student and program needs. Regardless of role, every team member is responsible for contributing to a safe, structured, and inclusive learning environment where students can thrive.

Role-Specific Responsibilities

Program Managers

- Oversee daily staffing, schedule planning, and coverage coordination
- Act as the primary liaison between the district, school administrators, and the IBSS team
- Monitor overall program performance, attendance, and team engagement
- Support onboarding and orientation of all on-site staff
- Maintain and submit daily sign-in sheets/attendance at the end of the pay period
- Collaborate with Program Supervisors to resolve clinical or behavioral concerns
- Lead regular team check-ins and participate in stakeholder meetings
- Support team morale, coaching, and informal performance feedback
- Ensure adherence to compliance requirements and documentation standards
- Deliver required RBT supervision in accordance with BACB and state standards.
- Participate in and contribute to IEP meetings and parent communications
- Maintain supervision logs, progress notes, and observation records
- Support crisis debriefs and behavior incident reviews
- Participate in the hiring process by conducting interviews for school-based positions
- Coordinate with leadership and Director of Recruitment to ensure interview documentation and feedback are submitted appropriately

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

- Provide site-specific insight to help determine candidate fit

Program Supervisors

- Deliver required RBT supervision in accordance with BACB and state standards
- Conduct fidelity checks and observations to monitor plan implementation
- Collaborate with Special Education teachers to integrate behavior supports into instruction
- Analyze behavior data and update support plans as needed
- Participate in and contribute to IEP meetings and parent communications
- Train staff on proactive strategies, de-escalation techniques, and data collection
- Provide direct coaching and feedback to RBTs/BTs
- Maintain supervision logs, progress notes, and observation records
- Support crisis debriefs and behavior incident reviews

Special Education Teachers

- Develop and implement lesson plans aligned to IEP goals
- Maintain a structured, visual, and predictable classroom environment
- Collaborate daily with RBTs/BTs and Program Supervisors to support student behavior plans
- Track and report academic and behavioral data for IEP progress
- Facilitate inclusion opportunities when appropriate
- Communicate regularly with families regarding student progress
- Lead and document IEP meetings in collaboration with district staff
- Monitor classroom safety and crisis response protocols
- Support training of new classroom staff in classroom systems and expectations

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

RBTs/BTs

- Implement individualized behavior plans and skill acquisition programs
- Collect real-time data on target behaviors and goals
- Participate in regular supervision and feedback sessions
- Follow classroom routines and teacher-led instructional activities
- Use proactive behavior strategies and approved de-escalation techniques
- Communicate student progress and concerns to Program Managers/Program Supervisors and teachers
- Maintain confidentiality and adhere to ethical boundaries
- Report absences, injuries, or incidents immediately to Program Manager/Program Supervisor
- Engage in ongoing training and supervision as required by certification and company policy

Section 3: Documentation, Supervision & Continuous Growth

Accurate documentation, meaningful supervision, and professional development are all essential to maintaining quality services and ensuring student success. This section outlines expectations for how staff document their work, participate in supervision, and engage in training and continuous improvement. Together, these elements support individual accountability, legal compliance, and the long-term impact of the IBSS program.

General Expectations

All staff are expected to complete all documentation accurately, objectively, and on time, using the approved systems and tools provided by the company. Employees must participate fully in required supervision and training activities, including those mandated by the company, BACB (if applicable), or state-specific guidelines. Staff are responsible for tracking data, performance, and progress using assigned platforms and submitting

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

materials in accordance with established deadlines. Everyone is expected to respond to feedback professionally, apply it in practice, and take ownership of their own growth and performance as part of a continuous improvement model.

Orientation Process

All new staff must complete an orientation program that combines online modules with in-person or virtual support, tailored to their job title and the state in which they are placed. Orientation includes training on company values, ethics, and expectations, and essential topics such as documentation systems, student data privacy, crisis response protocols, mandated reporting, and behavior plan fidelity. State-specific requirements—such as local laws on mandated reporting or physical intervention—are also addressed to ensure compliance. While it is ideal for all orientation modules to be completed prior to starting, staff may begin working in the school setting if permitted by the district, with the understanding that all required orientation must be fully completed within the designated period (typically within 30 days). Orientation is designed to prepare each team member for successful, compliant service delivery.

Supervision

- RBTs must receive supervision according to BACB requirements:
 - Minimum 5% of hours supervised monthly
 - At least 2 face-to-face contacts per month
 - At least 1 observation during service delivery
 - All supervision must be documented using approved logs
- All other staff receive monthly supervision from the Program Manager/Program Supervisor using a standardized form to:
 - Track performance, attendance, and incidents
 - Identify supports or areas of growth
 - Document coaching or feedback
 - Prepare for end-of-year performance evaluations used in renewal decisions

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

Continuous Improvement Expectations

All team members are expected to engage in continuous professional growth by being open to feedback and proactive in asking questions. Staff should regularly reflect on their performance and make necessary adjustments to improve service quality and collaboration. Active participation in team debriefs, supervision sessions, and ongoing training is essential to maintaining consistency and accountability. Employees are encouraged to communicate challenges early and seek support when needed, while also staying current with all role-specific documentation and compliance requirements.

End-of-Year Renewal Process

The IBSS program uses a formal renewal process to evaluate whether staff will be invited to return for the following school year. This process is based on a combination of performance documentation, supervision data, professional conduct, and program alignment.

A structured Staff Performance Assessment will be used to guide renewal decisions. This tool is designed to ensure fair, consistent evaluation across roles and sites.

The Assessment may Include:

- Supervision participation and responsiveness to feedback
- Accuracy and timeliness of documentation
- Attendance and call-out frequency
- Communication and professionalism
- Adherence to clinical, instructional, and behavioral protocols
- Collaboration and contribution to the team

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

Renewal decisions will be shared with employees before the end of the school year. Non-renewal may result from persistent performance concerns, policy violations, or lack of program alignment.

Role-Specific Responsibilities

Program Manager

- Complete and submit monthly check-out forms
- Maintain staff sign-in/sign-out logs
- Deliver RBT supervision that meets BACB, company, and state guidelines
- Complete classroom assessments as directed
- Submit supervision documentation for all assigned staff monthly
- Participate in weekly leadership meetings and annual evaluations
- Track incident data, trends, and follow-up
- Support onboarding and staff development at each site
- Be proficient in all SSG-required documentation systems and procedures
- Initiate and implement Performance Improvement Plans (PIP) as need in collaboration with Director of Clinical Operations and HR
- Document staff performance concerns and progress consistently throughout the PIP process
- Provide coaching, feedback, and check-ins aligned with the plan's goals
- Participate in weekly meeting with IBSS leadership to review team performance, classroom data, and site-specific needs
- Program Managers are responsible for leading the renewal process for all assigned staff
- Program Managers will support the assessment by providing input on clinical fidelity, documentation quality, and behavior plan implementation
- Program Managers will collaborate to complete the Staff Performance Assessment Tool for each team member, including RBTs, BTs, and Special Education Teachers

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

- Program Managers will present assessment results during end-of-year meetings and submit final recommendations to the Director of Clinical Operations and the Director of Career Services.

Program Supervisor

- Deliver RBT supervision that meets BACB, company, and state guidelines
- Complete fidelity checks and performance feedback
- Document all supervision, observations, and behavior plan updates
- Analyze and review behavior data for accuracy and trends
- Participate in CEUs, team trainings, and performance debriefs
- Collaborate with Program Managers and teachers to improve plan implementation
- Maintain proficiency with all documentation platforms and compliance expectations
- Participate in meetings with IBSS leadership to discuss clinical integrity, supervision of quality and student progress, as needed.
- Support the Staff Performance Assessment by providing input on clinical fidelity, documentation quality, and behavior plan implementation

Special Education Teacher

- Collect and report IEP goal progress accurately and on schedule
- Maintain classroom-level data for instruction and behavior
- Document communication with families and team members
- Participate in IEP meetings, team trainings, and coaching sessions
- Communicate clearly about service gaps or classroom needs

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

- Use feedback from the Program Manager or Program Supervisor to improve systems or routines

RBT / BT

- Complete real-time notes and data tracking
- Follow the student's behavior plan and document all relevant behaviors
- Submit daily documentation using approved tools
- Participate in required supervision
- Respond to coaching with openness and implement changes as directed
- Track and report on fidelity of plan implementation

Section 4: Safety, Crisis Response & Incident Reporting

The safety and well-being of students and staff is a top priority in the IBSS program. This section outlines how to respond to crises, what constitutes a reportable incident, and how to follow through with appropriate documentation and communication. All staff are expected to act quickly, calmly, and within their training to manage emergencies and ensure timely reporting. Clear escalation and documentation processes are critical to student support, staff accountability, and district trust.

The purpose of the Company's Incident Report form is to document the circumstances around unusual and/or significant incidents that take place during or as a result of our service delivery in sufficient detail to allow for appropriate understanding, response, follow up, and resolution to adequately manage risks and maintain the well-being of our clients, employees, the agency, and related third parties. As soon as possible following the incident (within 24 hours), the employee involved, or witness to the incident, must notify their Program Manager/Program Supervisor of the incident and then complete and submit

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

the Incident Report Form to their Manager or Supervisor for review and to coordinate a response that is consistent with Company policies.

The following situations require immediate action and formal documentation:

- Suspected of Child Abuse or Neglect
- Student is a danger to self or others
- Student Death
- Student is injured
- Student hospital
- Student medical emergency
- Physical restraint used with student
- Student engaged in property destruction
- Student diagnosed with or exposed to communicable disease/parasite (Not COVID-19)
- Alleged harassment involving student
- Staff Injured
- Confidentiality Breach related to student records of personal Information
- Someone makes a claim or grievance against the agency (notify your director)
- Other (at the discretion of the Program Manager/Program Supervisor)

Crisis Response Expectations

- RBTs/BTs should follow the lead of the Special Education Teacher, Program Supervisor and/or Program Manager during any behavioral or safety event.
- Special Education Teachers lead the classroom response and initiate emergency procedures if needed.

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

- Program Supervisors and Program Managers support de-escalation, assess behavioral components, coordinate broader site-level response, notify leadership, and ensure documentation is completed.
- All staff must remain calm, follow training, and prioritize safety.

Documentation & Incident Reporting

- All behavioral, injury, or safety-related events must be formally documented through the district and SSG (IBSS Incident Form).
- Notify your Program Manager/Program Supervisor immediately
- The Program Manager is responsible for completing the Incident Report Form and submitting it to leadership within 24 hours (or district-specific timeline), and initiating district procedures.
- The Program Supervisor and Special Education Teacher provide input and context as needed.
- Staff directly involved in the incident may be asked for a written statement.

Mandated Reporting

- If a staff member suspects abuse or neglect, they are required to immediately notify your Program Manager/Program Supervisor, Risk Management Team and Human Resources.
- Program Managers will work with district personnel or designated mandated reporters to help file official reports per state law.
- All staff are responsible for promptly reporting incidents that impact student safety, well-being, or service delivery. This includes behavioral escalations, injuries, suspected abuse or neglect, elopement, property damage, and any safety concerns involving students or staff. In addition to internal procedures, some incidents may require mandated reporting to school districts or child welfare agencies, depending on local regulations.

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

Role-Specific Responsibilities

Program Manager

- Respond to incident reports from staff
- Complete and submit the Incident Report Form when necessary
- Notify leadership and district personnel as required
- Coordinate with the Program Supervisor and Teacher for follow-up or staffing adjustments
- Ensure crisis plans are current and accessible at each site
- Track incident trends to inform team support or retraining

Program Supervisor

- Support behavior de-escalation and provide in-the-moment coaching
- Assist the Program Manager in reviewing and documenting behavioral incidents
- Evaluate fidelity of the behavior plan and modify if needed
- Participate in crisis debriefs and retraining
- Notify Program Manager and leadership of any clinical or safety concerns
- Support mandated reporting when required

Special Education Teacher

- Lead crisis response in the classroom and activate safety plans
- Notify the Program Manager and Program Supervisor immediately following any incident
- Assist with documentation and communication with school staff
- Maintain a calm, structured environment during and after crises
- Communicate with families, when appropriate, following school protocol
- Support debriefs and plan updates after repeated incidents

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

- Follow lead staff instructions during behavioral crises or emergencies
- Report all incidents to the Program Manager or Program Supervisor immediately
- Never complete an incident report independently unless instructed
- Participate in post-incident debriefs and retraining
- Remain calm and consistent in crisis situations
- Use approved strategies

SECTION 5: Scheduling, Attendance and Communication Standards

Regular attendance is essential to supporting student success and team consistency. All staff are expected to follow the company's call-out procedures when unable to report to work.

- Notice Required: Staff should notify the Program Supervisor, Program Manager, and Classroom Teacher as early as possible — ideally at least 2 hours before the scheduled shift.
- Call-Out Form: Staff must also complete and submit the official SSG Call-Out Form as part of the notification process.
- Call-Out Limits: Employees are permitted a maximum of 10% callouts per month (e.g., no more than 2 days for a 20-day schedule).
- Excessive or Unexcused Call-Outs (e.g., no notice, no form submitted) may result in disciplinary action.
- Emergencies & Extended Absences: In cases of medical or emergency leave, additional documentation (such as a doctor's note) may be required.
- For full call-out procedures, disciplinary steps, and qualifying sick leave, refer to the **IBSS SSG Call-Out Policy** or contact hr.loa@ssg-healthcare.com. A copy of the full policy can also be requested from your Program Manager.

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

Daily Check-In & Sign-In Policy

To maintain student safety, ensure appropriate staffing coverage, and allow for prompt crisis response, all staff must follow the daily check-in and sign-in procedures outlined below:

- All staff are required to **sign in and out each day** using the approved log or electronic tracking system at their assigned school site
- Staff must check in with the Program Manager and/or Program Supervisor, and assigned classroom teacher upon arrival each day to confirm:
 - Their assignment
 - Any schedule changes
 - Student updates or concerns

These procedures are essential not only for time tracking but also for ensuring that all students have proper supervision and crisis response coverage throughout the day.

All staff are expected to use appropriate communication channels to ensure timely, coordinated support and documentation. When you are unable to report to work or will be late:

- Notify your on-site Program Manager and Program Supervisor as soon as possible
- Contact the school/district site if required by local procedures
- Complete the district-specific absence notification Form to alert the timecard approver and ensure accurate payroll documentation
- Failure to notify through all required channels may result in timecard discrepancies or delays in coverage planning. Always communicate absences with professionalism and as much notice as possible.

When incidents, concerns, or unexpected events occur, staff must follow a clear chain of communication to ensure that appropriate support and documentation is provided. All staff are required to report issues immediately to the on-site Program Manager and/or Program Supervisor — this includes behavioral incidents, student injuries, suspected abuse, staff conflict, parent complaints, or any disruption to service delivery.

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

- Failure to escalate promptly may delay student support, safety responses, or required reporting. When in doubt, always err on the side of over-communicating.

Timekeeping in Kronos & Hour Types

All employees are expected to accurately track time using Kronos, the company's designated timekeeping system. Proper classification and daily submission of hours are essential for payroll, compliance, and service accountability.

Clocking In and Out

- Staff must clock in and out in Kronos daily, reflecting actual time worked.
- Time entries should reflect your actual time worked
- Missed punches must be corrected by notifying your Program Manager immediately
- Falsifying or working additional time outside of your normally scheduled hours without approval is a policy violation and may lead to disciplinary action

Billable Hours vs. Corporate Hours

To ensure accurate categorization of time:

- **Billable hours** = Time directly spent working with students, delivering services, or completing documentation required by the district
- **Corporate hours** = Time spent on team meetings, supervision, training, travel between sites (if applicable), or administrative tasks not tied to a student

Staff should contact their Program Manager if they are unsure how to classify a particular activity.

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

Communication and Escalation Standards

Clear, professional communication is essential for supporting students and maintaining team coordination. All staff are expected to use appropriate communication channels and escalate issues immediately when they arise.

When to Escalate

Staff should report the following immediately to the on-site Program Manager and/or Program Supervisor:

- Behavioral incidents or student escalations
- Student or staff injuries
- Suspected abuse or neglect
- Parent complaints
- Staff conflicts or policy violations
- Any disruption to services or schedules

Failure to escalate promptly could delay student support, required reporting, and team response efforts. When in doubt, over-communicate rather than delay.

Role-Specific Responsibilities

Program Managers and Program Supervisors

- Collaborate with the school/district to plan and maintain staff schedules
- Plan for known coverage needed
- Ensure all SSG staff check in with you daily
- Maintain a daily sign in/sign out log at each school site
- Review the log daily to confirm staff attendance and punctuality

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

- At the end of the pay period, email the completed log to Leah Bunyard at Leah.bunyard@ssg-healthcare.com
- Serve as the primary point of contact with district stakeholders and school administrators
- Use Microsoft Teams and email to track follow-ups and document conversations
- Respond to staff inquiries and incidents promptly and with discretion
- Escalate critical issues to company leadership immediately
- Ensure that all team members follow absence notification protocols
- Maintain regular contact with Special Education Teacher, and assigned behavior staff
- Provide timely feedback and support through coaching conversations
- Document supervision and communication with RBTs using approved tools
- Communicate with families and district personnel only when authorized
- Report any clinical, documentation, or safety concerns to leadership
- Support coverage planning by being informed of staffing updates

Special Education Teachers

- Notify the Program Manager/Program Supervisor of any disruptions to student services
- Coordinate with RBTs/BTs and related service staff member to integrate supports into instruction
- Maintain instructional flow even when absences or unexpected changes occur
- Communicate absences or late arrivals as early as possible to your Program Supervisor and/or Program Manager
- Check in with the Program Manager/Program Supervisor at the start of each shift
- Communicate regularly with families regarding student progress and concerns
- Use approved platforms (email, Teams, district systems) for all parent contact
- Collaborate daily with behavior staff and Program Supervisor and/or Program Manager

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

- Notify Program Manager and/or Program Supervisor of any classroom concerns or service interruptions
- Keep accurate logs of IEP-related and team communication
- Follow school-specific protocols for contacting administrators

RBTs/BTs

- Daily presence and punctuality
- Be on time and ready to begin working at your assigned start time
- Check in with the Program Manager/Program Supervisor at the start of each shift
- Upon arrival to your assigned classroom, check in with the teacher to clarify how they would like you to support the classroom for the day
- Check in frequently with the classroom teacher to ensure you are aligned with what would be helpful for them.
- Communicate absences or late arrivals as early as possible to your Program Manager and/or Program Supervisor
- Check in with the Program Manager or Program Supervisor daily at the start of shift
- Report behavior incidents, absences, or concerns immediately to lead staff
- Use approved tools (Teams, session notes) to document relevant observations
- Ask for clarification when unsure of plans, expectations, or student protocols
- Follow proper chain of command for concerns or support

SECTION 6: FERPA, HIPAA, and Confidentiality

FERPA

As a provider of services in school settings, you are entrusted with access to sensitive student information. As an employee of the Company, you may be granted access to student records which contain individually identifiable information which is protected by

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

the Family Educational Rights and Privacy Act of 1974 (“FERPA”). All student records must be preserved and kept confidential in accordance with FERPA standards. Any personally identifiable information about students/patients/clients obtained by employees may not be disclosed to any third party without the written consent of the student’s parent/guardian and must be used only for the provision of therapy services. Employees may have access to student records, and such access is granted solely on the need to fulfill employment responsibilities. Employees will not copy, store, disclose or otherwise use such information except in the fulfillment of these responsibilities and as permitted by law. Any intentional disclosure of information to any unauthorized person at any time in the future could result in criminal and civil penalties. Willful or unauthorized disclosure of such information also violates the Company’s policy and could constitute cause for disciplinary action up to and including termination of employment regardless of whether criminal or civil penalties are imposed.

- Do not share any student information with individuals not directly involved in the student's care or education.
- Avoid discussing student needs, diagnoses, or incidents in public areas (e.g., hallways, staff lounges).
- Use secure, approved platforms (e.g., Microsoft Teams, encrypted systems) for all written communication and documentation.
- Store physical documents (data sheets, IEPs, notes) in secure, locked locations when not in use.
- Do not store or transport student records on personal devices or email accounts.
- If a privacy breach occurs (e.g., lost data, misdirected email), report it to your Program Manager and HR.

HIPPA

Employees will comply with the Standards for Privacy of Individually Identifiable Health Information under the Health Insurance Portability and Accountability Act (HIPAA) of 1996. Employees are expected to comply with Company privacy and security HIPAA policies and uphold the following:

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

- Employees will treat all information furnished by the facility with confidentiality unless otherwise allowed herein.
- Disclosures of Protected Health Information (“PHI”) are permitted only for purposes of treatment, payment, or healthcare operations and employee access to PHI is limited to only that information needed for performance of services.
- Employees may not copy, record or remove any PHI or confidential information from any facility except with the approval of their onsite supervisor at the facility.
- Employees may not disclose to any third party any PHI or any information regarding students/patients/clients.
- Employees may not sell PHI and may not use PHI for unlawful purposes.
- Employees may not disclose to any third party the identity of any physicians that have treated or are treating students or patients.
- Employees must destroy or return all PHI data received from or created on the behalf of any facility upon termination.
- Employees must report in writing to the Company for any use and/or disclosure of PHI that is not permitted by this Agreement. The report required must be made within thirty (30) days of discovering such unauthorized use and/or disclosure. All unauthorized disclosures must be reported to the CEO or the President and COO.
- Employees will provide the information required for the facility to meet its obligations to provide an accounting of disclosures of PHI.

Role-Specific Responsibilities

Program Manager

- Ensure all staff follow confidentiality protocols at their assigned sites
- Monitor that documentation is securely stored and shared only through approved platforms
- Report and escalate any suspected breaches of confidentiality
- Model professional, discreet communication with school partners and families

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

Program Supervisor

- Protect behavior data, session notes, and clinical records
- Only share behavior or supervision information with authorized team members
- Ensure supervision logs are stored and transmitted securely
- Maintain confidentiality during debriefs, coaching, and data reviews

Special Education Teacher

- Protect all student academic and behavioral records (IEPs, progress notes, assessments)
- Communicate with families using district-approved systems only
- Do not disclose student information to unauthorized staff or volunteers
- Store all printed records in locked cabinets or district-approved storage

RBT / BT

- Never share student information with other students, families, or staff not on the student's team
- Only discuss student needs with the assigned teacher, Program Supervisor, Program Manager, or district personnel
- Use initials or coded identifiers if required to share notes
- Keep all data secure and report any misplaced or lost records immediately

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

Appendix: Role-Based Timeline of Duties

This appendix outlines the core responsibilities for each role in the IBSS program, organized by daily, weekly, monthly, grading period, and end-of-year expectations. It serves as a practical reference to help staff stay aligned with program goals, maintain compliance, and support consistent, high-quality service delivery across the school year. While some responsibilities are routine, others are tied to specific deadlines or performance checkpoints. This timeline is designed to promote proactive planning, accountability, and collaboration throughout every phase of the academic calendar.

Program Manager / Program Supervisor Responsibilities

Everyday Responsibilities

- Check in with all site-based staff
- Monitor attendance and scheduling coverage
- Support crisis response and team communication
- Ensure documentation is being collected and maintained
- Model professional behavior and communication

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

Weekly Priorities

- Submit weekly check-out form to leadership
- Review classroom and staffing data for trends
- Conduct walkthroughs and informal observations
- Attend leadership meeting (Program Manager) or team debrief (Program Supervisor)
- Support supervision or feedback discussions

Monthly Responsibilities

- Complete monthly supervision forms
- Submit classroom data or performance updates
- Participate in formal incident reviews or trend analysis
- Monitor call-out trends and follow up on issues
- Check fidelity of plan implementation across classrooms

Quarterly Responsibilities

- Conduct formal classroom or staff performance reviews
- Review and adjust coverage and scheduling plans
- Evaluate incident and documentation trends
- Support PIP planning or coaching cycles
- Submit quarterly data snapshots to leadership

End-of-Year Responsibilities

- Complete final staff performance assessments for renewals
- Submit all documentation (logs, trends, forms)
- Participate in end-of-year leadership debriefs
- Support staff transitions and classroom close-out

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

- Ensure documentation is archived per protocol

Special Education Teacher Responsibilities

Everyday Responsibilities

- Deliver IEP-aligned instruction
- Maintain classroom routines and structure
- Collaborate with behavior staff and related services
- Collect daily data on academic and behavior goals
- Communicate regularly with students and classroom team

Weekly Priorities

- Review student data and progress toward IEP goals
- Communicate any concerns to the Program Manager or Program Supervisor
- Coordinate with support staff on service delivery
- Update instructional plans based on student response
- Check in with families as needed

Monthly Responsibilities

- Submit IEP progress updates to the district (as required)
- Submit classroom data to IBSS leadership
- Adjust instructional plans based on performance trends
- Participate in monthly classroom reviews

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

- Communicate with Program Managers and/or Program Supervisors regarding student needs
- Document training or meeting participation

Quarterly Responsibilities

- Update IEP goals and documentation
- Participate in parent-teacher conferences or IEP reviews
- Communicate quarterly progress with families
- Adjust classroom supports based on team input
- Participate in formal classroom observations

End-of-Year Responsibilities

- Submit final IEP documentation and progress reports
- Close out classroom records and student portfolios
- Participate in transition planning meetings
- Support classroom clean-up and materials check-in
- Debrief with team on yearly successes and challenges

RBT / BT Responsibilities

Everyday Responsibilities

- Follow classroom schedule and behavior plans for all students
- Collect accurate data and submit notes
- Check in with lead staff at start of shift
- Maintain professional boundaries and confidentiality

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

- Support classroom activities and transitions

Weekly Priorities

- Participate in supervision sessions
- Share progress updates or concerns with lead staff
- Review student progress and adjust strategies as directed
- Follow up on feedback provided in prior session
- Prepare materials and visuals for student plans

Monthly Expectations

- Submit all daily session notes and behavior data on time
- Attend classroom or team meetings as scheduled
- Implement behavior plans with fidelity; request clarification if unclear
- Reflect on feedback from PM/PS and adjust strategies as needed
- Report any recurring barriers to behavior plan implementation to the Program Supervisor
- Review and update data collection tools if directed by the Supervisor

Grading Period / Quarterly Expectations

- Support preparation for IEP reviews or data summaries by ensuring all student data is current and complete
- Participate in formal fidelity checks or observations by the Program Supervisor and/or Program Manager
- Identify students showing strong progress or needing plan updates and communicate with your Supervisor
- Participate in team check-ins or debriefs focused on student outcomes and classroom trends
- Reflect on personal performance and request support or retraining if needed

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail

End-of-Year Expectations

- Submit final data and session notes
- Participate in an end-of-year supervision review and reflection
- Assist in classroom clean-up, material organization, and closure activities
- Support student transitions or end-of-year routines as directed
- Reflect on growth over the year and participate in renewal conversations if applicable
- Ensure all training hours and supervision documentation are up to date

For full details regarding the policies and procedures of The Stepping Stones Group, please refer to the official Company Handbook, which serves as the authoritative source of information and guidance. In the event of any discrepancies or questions, the provisions set forth in the Company Handbook shall prevail