

Section 9

PROGRAM OPERATIONS



Area: CASE LOAD REPORTS

Introduction: The purpose of the monthly case load report is to verify information related to special education students in each program. Student Support Services uses this information to generate state (monthly) and federal (November) reports to receive special education funds.

<i>PROCEDURES</i>	<i>FORMS</i>	<i>RESPONSIBILITY</i>	<i>TIMELINE</i>	<i>SOURCE</i>
1. During the last week of the month, the compliance secretary will email individual class lists to teachers. This list will be used to report changes for the coming count.	Case Load Report	Compliance Secretary	Last week of each month	
2. On the first working day of the month, the compliance secretary will email all special education staff with request for count reports.		Compliance Secretary	1 st working day of the month	
3. The service provider will review his or her list and report any changes via email to the compliance secretary. Note: Supporting documents (IEP, Evaluation, IEP Amendment, etc.) must also be received by the monthly due date.		Service Provider	2 nd working day of month	
4. The compliance secretary will process the case load report and supporting documents, then notify the service provider by email of any discrepancies or any missing documents.		Compliance Secretary	By 5 th working day of the month	
5. The compliance secretary will email report to the building principal if any documents were non-compliant for the count.	Non-Compliant Report	Compliance Secretary	By 10 th of the month	
6. The principal will follow up with the service provider regarding overdue IEPs or evaluations.		Assistant Director/ Principal		

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<p>4. If a device or intervention has been determined to be educationally necessary but not currently available to the student, the IEP team will pursue such assistive technology through the district lending library or determine with an assistive technology specialist/team how the device/equipment will be provided.</p> <p>5. Additional assistive technology services (e.g., assistance in writing goals that include assistive technology, training on the use of specific technology, consultation regarding progress, assistance in acquisition of specific technology through other agencies, etc.) are available by appointment with a member of the assistive technology team.</p>	Team Minutes	IEP Team and AC/AT team member when possible		

Area: REQUESTING ADDITIONAL STAFFING SUPPORT

Introduction: There are times when the IEP team requests additional support for a student due to factors such as extreme physical/ medical needs or ongoing safety concerns. If all team and building efforts have been repeatedly unsuccessful, the team has the option to request additional support.

<i>PROCEDURES</i>	<i>FORMS</i>	<i>RESPONSIBILITY</i>	<i>TIMELINE</i>	<i>SOURCE</i>
<p>The IEP team has demonstrated ongoing efforts to address the student’s medical/physical, behavioral, or academic needs. If the needs continue to be present after repeated efforts, the team contacts the program specialist to consult regarding the student’s needs.</p> <p>If the consultations are not addressing the needs, the assistant director is contacted.</p> <p>The assistant director reviews/researches the issue.</p> <p>If/when the assistant director agrees that there is a need beyond current building resources, he or she requests the building team to complete the Special Education Request for Additional Staffing Form.</p> <p>When the form is approved, paraeducator support may begin the next day, using a substitute until the hiring process is completed. An IEP team meeting must occur to add the paraeducator to the IEP.</p> <p>The team is required to:</p> <ul style="list-style-type: none"> Develop written criteria to reduce the paraeducator time (completely, if possible) and increase student independent functioning. 	<p>Special Education Request for Additional Staffing Form</p> <p>A Written Plan</p>	<p>IEP Team and Assistant Director</p> <p>IEP Team and Assistant Director</p> <p>Assistant Director</p> <p>Assistant Director Building Team</p> <p>Assistant Director and Building Principal</p> <p>Building Team</p>	<p>Ongoing</p> <p>Ongoing</p> <p>As needed</p> <p>Within 5 school days</p> <p>Within 1 day of approval</p> <p>Within 10 school days of when the time has been approved</p>	

Area: ANNUAL REQUIREMENT TO REVIEW 1 on 1 PARAEDUCATOR SUPPORT

Introduction: At least once every year, the IEP team is required to review the need for and amount of paraeducator time for every student receiving 1:1 support.

<i>PROCEDURES</i>	<i>FORMS</i>	<i>RESPONSIBILITY</i>	<i>TIMELINE</i>	<i>SOURCE</i>
The IEP team will review 1:1 paraeducator time for every student receiving this support. At least once each year, the IEP team is required to review, evaluate, and revise or rewrite the plan.	Created by IEP Team	IEP Team	At least once each year	
Consult with the Assistant Director to see if the team needs to complete the Special Education Request for Additional Staffing Form.	Special Education Request for Additional Staffing Form	IEP Team	At Least once annually and prior to writing a new IEP	
If the need is clearly documented and supported, the time continues uninterrupted.	Written Plan	Assistant Director	Within five days of receiving the document	
If the need is not clearly documented, the director will request an IEP meeting to discuss the plan and request for paraeducator time. (The time continues until the decision has been made.)	Written Plan	Assistant Director	As soon as the meeting can be scheduled.	
At least once annually, the process is repeated if the student has <u>any</u> 1:1 time.	Written Plan	IEP Team	Prior to the IEP anniversary date	
The document will be kept in the IEP manager's file and a copy will be maintained by the assistant director.	Written Plan	IEP Teacher and Assistant Director	Annually and ongoing	

Area: REQUESTING **EMERGENCY** 1 on 1 PARAEDUCATOR SUPPORT

Introduction: There are times when the principal requests additional support for a student due to ongoing safety concerns. If building efforts have been repeatedly unsuccessful, the principal has the option to request additional support.

<i>PROCEDURES</i>	<i>FORMS</i>	<i>RESPONSIBILITY</i>	<i>TIMELINE</i>	<i>SOURCE</i>
<p>The IEP team demonstrates ongoing efforts to address the student's behavioral needs.</p> <p>The principal contacts the assistant director to explain the emergency issues.</p> <p>The assistant director and executive director review the request. If needed, ten days of emergency paraeducator time <u>may</u> be granted. This is limited to a maximum of ten days, up to 6.0 hours per day.</p> <p>When approved, paraeducator support may begin the next day, using a substitute.</p>	<p>Emergency Paraeducator Allocation</p>	<p>IEP Team</p> <p>Principal</p> <p>Assistant Director and Executive Director</p> <p>Principal/Office Manager</p>	<p>Emergency</p> <p>As needed</p>	

Area: MEDICAID DOCUMENTATION

Introduction: The Medicaid reimbursement program is a public/private partnership with the goal of acquiring new funds for school districts. The program provides a process to gain Medicaid reimbursements for the cost of providing health-related services to special education students as part of their Individual Education Program (IEP). The Medicaid Reimbursement Program has five rules:

- 1) Students must be in special education.
- 2) Students must be receiving Medicaid benefits.
- 3) The provided services must be considered medically necessary.
- 4) Service providers must maintain Professional Services Logs to document services provided to the students.
- 5) Service providers must be State Licensed and funded with state and/or local dollars.

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<p>1. Professional Services Log</p> <p>The professional services log is accessed via the web. Providers use the web form to document direct services. (Please note that if treatment notes are not submitted on the web, they must be submitted on a separate piece of paper). The treatment notes must stand alone with the student's name and ID number, provider name, and year of service. The provider keeps a copy and submits a copy of the form to the Medicaid secretary. The following is a description of how to complete this form:</p> <ol style="list-style-type: none"> a. Log into the website www.leaderservices.com/wamr. Enter your user name and password. Click login. On the left-hand side of the screen under LOGS, click Professional Service Logs. b. In the search criteria box you will have three choices. Use the drop down menu to select your school. (If you work at more than one school, you must enter each one separately.) A list of your students will not appear. c. Begin by entering the date of service. Choose a treatment code and enter the time in and time out. Then hit the word calculate. If you want to type in your notes, do so. If you are sending notes, enter see attached notes. Progress toward IEP is selected from the drop down menu. If you are satisfied with all your entries, click add record. 	<p>Professional Services Log</p>	<p>OT/PT/SLP Nurse School Psych Audiologist</p>	<p>Submit by the 5th of the month (for prior month's services) to the Medicaid Secretary</p>	<p>Medicaid Reimbursement Program Procedures Manual for Washington</p>

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<p>d. When you have entered all tasks, scroll down the page and view all entries. If you are <i>not satisfied</i>, you can click on the blue delete. Next click on the delete record button. You are now returned to the page to enter any additional tasks.</p> <p>e. If you are satisfied with your entries, click (blue) generate service log for this student. Choose a date from the drop down menu and click generate report. In the yellow box “Your report has been generated,” click on the here. Click Print. <u>Sign and date report</u>.</p> <p>f. If you have entered “<i>see attached notes</i>,” please be sure to send a copy of the notes along with the log to the Medicaid secretary at ESC for her records.</p> <p>g. To access the next record, click on change student located in the upper right-hand corner. Your list of students will appear and you may then work on the next record of your choice.</p> <p>h. When done, Log Out (located in the top right-hand portion of your screen). Records will be pulled for billing on the 5th of each month. Once they have been billed, you may not make any changes.</p> <p>2. Professional Evaluation/Reevaluation This log is kept to document evaluation activities by the provider(s). The provider keeps a copy of the form and submits a copy of the form to the Medicaid secretary. The following is a description of how to complete this form:</p> <p>a. Log into website www.leaderservices.com/wamr. Enter your user name and password. Click login. On the left-hand side of the screen under LOGS, CLICK Professional Service Logs.</p>	Professional Evaluation / Reeval.	OT/PT/SLP/ Psychologist	Ongoing. Submitted to the Medicaid Secretary at the completion of a 3-year reeval. or for an initial eval. of a student.	Medicaid Reimbursement Program Procedures Manual for Washington

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<p>b. You must choose a location in order to view students at your school. Scroll down until you see the name of the student you need. Click on the name. Begin by entering the date of service, select an evaluation procedure code from the drop down menu, and enter minutes. Enter the test performed. Scroll down and click add record.</p> <p>c. You can now enter the next date, procedure code, and minutes. When you have finished entering dates and tasks, scroll down the page and view all entries. If you are not satisfied, you can click on the blue delete. Next click on the delete record button. You are now returned to the page to enter any additional tasks.</p> <p>d. If you are satisfied with your entries, click on the (blue) Generate service log for this student. Choose the month and then click Generate report. In the yellow box “Your report has been generated,” click on the here. Click Print. Sign and date the report. Give one copy of the report to the Medicaid secretary at the ESC for her records.</p> <p>e. When done, Log Out (located in the top right-hand portion of your screen). Records will be pulled for billing on the 5th of each month. Once they have been billed, you may not make changes or add additional information to the record.</p> <p>Direct Services There is only one category of reimbursable services—ongoing therapy services and evaluations. Any and all claims must be for <u>direct</u> therapy or <u>direct</u> testing only.</p>			Medicaid eligible student (for Psychologists, the student must be receiving OT, PT, or SLP services)	

<i>PROCEDURES</i>	<i>FORMS</i>	<i>RESPONSIBILITY</i>	<i>TIMELINE</i>	<i>SOURCE</i>
<p>Medicaid Parent Consent Forms</p> <p>There is a one-page form for the Medicaid Reimbursement Program. This form needs to be obtained only once during the history of the student's enrollment in the district.</p> <p>Parents may choose to not give consent at any given time via a written request. Parents will be given an annual Medicaid Notification at their child's IEP meeting which explains the parent's rights and protections.</p> <p>If there are additional services added to the IEP for which the district will seek reimbursement, a new form must be obtained at that point.</p>	<p>Consent to Verify Medicaid Eligibility & Reimbursement</p>			

Area: Private School Students Using Proportionate Share

Introduction: Public school districts must at least annually conduct a timely and meaningful consultation meeting with parent representatives and officials of nonpublic schools, including home schools, which are within their district’s jurisdiction. The purpose of the consultation meeting is to provide an opportunity for nonpublic school representatives and parents to participate and provide input into the design and development of special education and related services for children with disabilities attending nonpublic schools. All eligible resident and non-resident students attending private schools located in the district may be eligible using proportionate share services.

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<p>1. Private School consultation is an ongoing process which addresses the following topics:</p> <ul style="list-style-type: none"> a. The child find process, including how parentally-placed nonpublic school children suspected of having a disability can participate equitably; and how parents, teachers and nonpublic school officials will be informed of the process. b. The determination of the proportionate share of federal funds available to serve children with disabilities parentally-placed in nonpublic schools, including the determination of how the proportionate share of those funds was calculated. c. The consultation process among the public school district, nonpublic school officials, and nonpublic school parent representatives, including how the process will operate throughout the school year to ensure that these children with disabilities can meaningfully participate in special education services. d. A discussion of how, where and by whom special education services will be provided, including a discussion of: 1) the types of services, including direct services and alternative service delivery mechanisms; 2) how special education services will be apportioned if the proportionate share federal funds are insufficient to serve all eligible children with disabilities parentally-placed in nonpublic schools; and 3) how and when those decisions will be made. e. How, if the school district disagrees with the views of the nonpublic school officials on the provision of services or the types of services (whether provided directly or through a contract), the school district will provide to the nonpublic officials a written explanation of the reasons why the public school district chose not to provide services directly or through a contract 	<p>Private School Written Affirmation</p>	<p>Executive Director, School Psychologist representing private school evaluations Private School Representative and Special Services Records Secretary</p>	<p>Annually in September</p>	<p>WAC 392-172A-04015 WAC 392-172A-04020</p>

<p>2. Upon conclusion of a consultation meeting with nonpublic school representatives and parent representatives, the school district must obtain written affirmation signed by the representatives of the participating nonpublic schools.</p> <p>3. When a student receives equitable services under IDEA’s unilateral enrollment proportionate share process, the services or other supports are described in a Private School Services Plan. Services may occur at the site of the private or public school, depending upon the decisions made about the location of services through the consultation process.</p> <p>4. The Private School Services Plan is developed with the parent, private school representative, Executive Director and appropriate district staff as needed on an annual basis for each eligible student. Each participant signs the Plan and submits to the District Student Support Records Secretary.</p> <p>5. The Private School Services Plans are counted once per year as part of the Federal Child Count.</p>	<p>Private School Services Plan</p>	<p>Parent, private school representative, Executive Director, appropriate district staff</p>	<p>Annually</p> <p>November 1st</p>	<p>WAC 392-172A-01170</p>
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