Special Education
Folder Reviews and Next Steps

SHARS 2021

Presented by
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THANK YOU!

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Special Education is monitored in numerous ways.
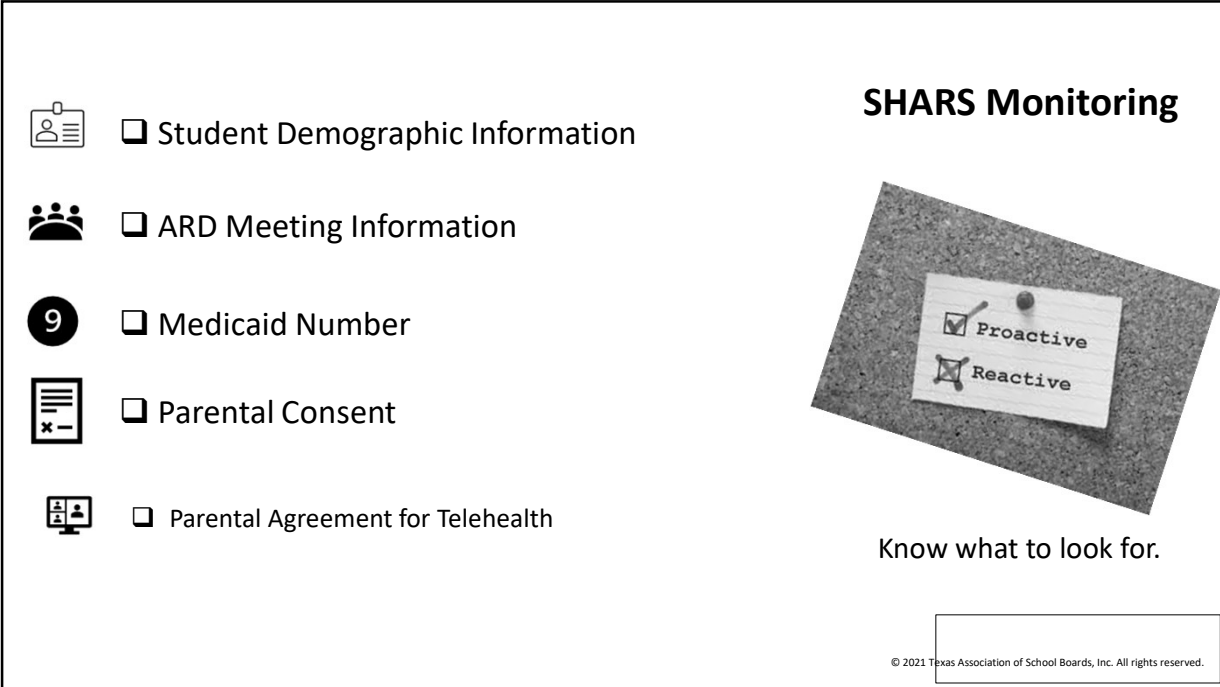
- o Examples
    - o Results Driven Accountability (RDA)
    - o State Performance Plan (SPP) Indicators
    - o State Accountability
    - o State of Texas Assessments of Academic Readiness (STAAR)
    - o TEA Cyclical Monitoring
    - o TEA Dyslexia Monitoring
    - o Significant Disproportionality

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❑ Student Demographic Information

❑ ARD Meeting Information

❑ Medicaid Number

❑ Parental Consent

❑ Parental Agreement for Telehealth

SHARS Monitoring

☑ Proactive
☒ Reactive

Know what to look for.

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❑ Service Logs

SHARS Monitoring

    ❑ Specialized Transportation Service

    ❑ Nursing/Medication Administration/Physician Services

    ❑ Personal Care Services

    ❑ Assessments/Evaluations

    ❑ Other: OT, PT, SI, counseling, psychological services, audiological therapy

❑ License or Certification for each provider

Know what to look for.

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Ramifications of Non-compliance

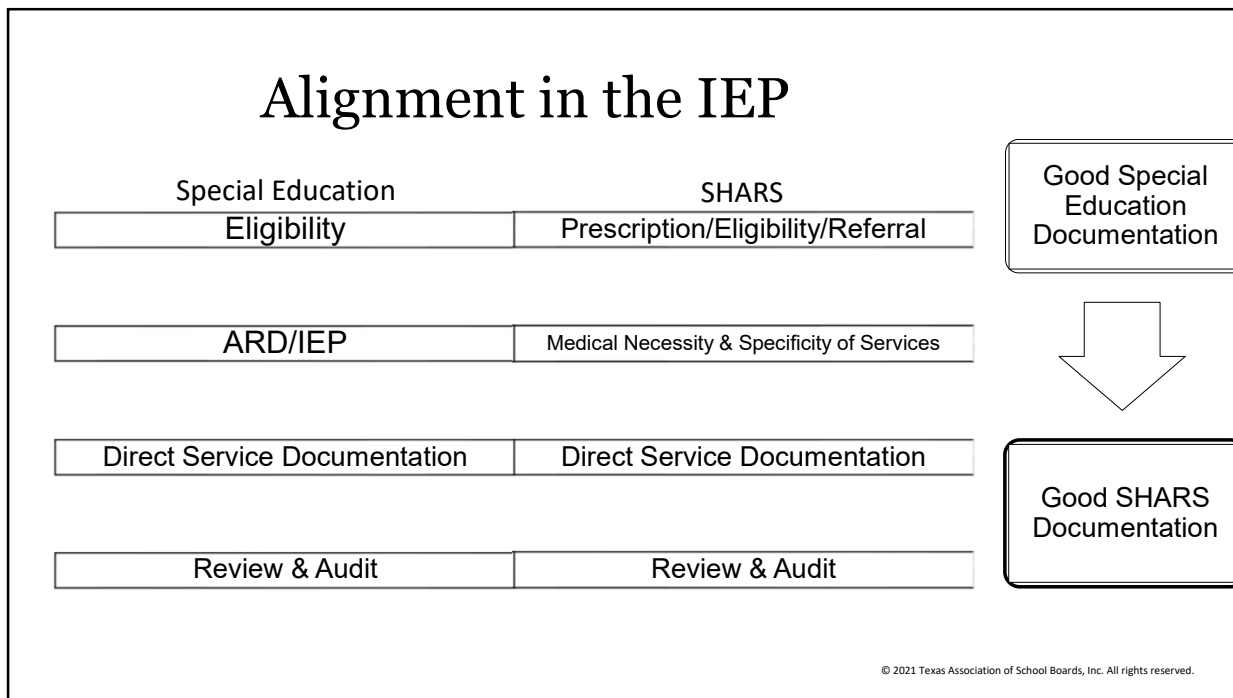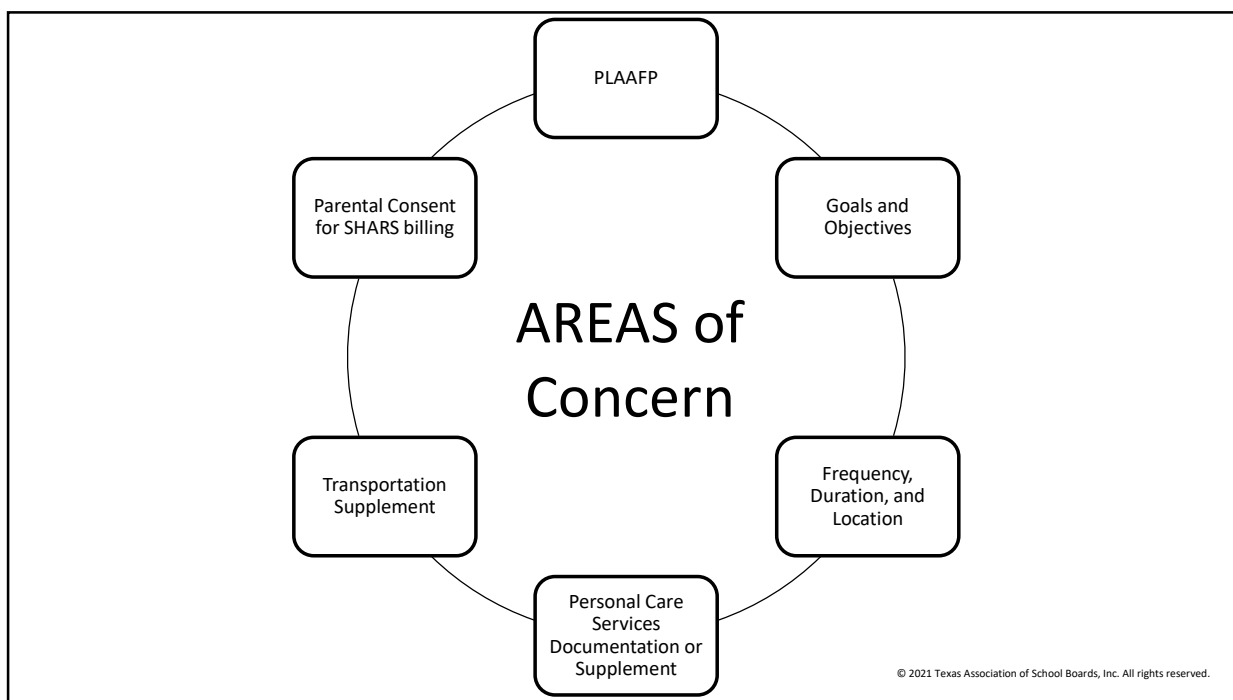|		
• Action Plans • TEA Involvement • Work with attorneys • Provide additional documentation	• Multiple staff involved • Litigation is costly • Pay back money • Medicaid fraud	• Students • Staff • Parents
Time	Money	Frustration

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Folder Review

- The purpose of the ARD Committee is to determine the services a student needs in order to receive FAPE.
- The IEP is the written document of the ARD Committee decisions.
- The IEP is not written in order to bill SHARS. SHARS can be billed because the student meets the necessary requirements, and the appropriate documentation is available.

Alignment in the IEP

Special Education	SHARS
Eligibility	Prescription/Eligibility/Referral
ARD/IEP	Medical Necessity & Specificity of Services
Direct Service Documentation	Direct Service Documentation
Review & Audit	Review & Audit

Good Special Education Documentation

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Good SHARS Documentation

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PLAAFP

Parental Consent for SHARS billing

Goals and Objectives

AREAS of Concern

Transportation Supplement

Frequency, Duration, and Location

Personal Care Services Documentation or Supplement

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PLAAFP

- Foundation for the development of the IEP.
- Statement(s) on how the disability affects involvement and progress in the general curriculum
- Academic AND Functional
- Include
  - Clear, objective data
  - Student's strengths, needs, skill gaps
  - How gaps affect student learning and participation
  - How disability impacts progress in general curriculum
  - Other information to help the ARD Committee plan
- Excellent place to document medical need

TIP: Create a template and/or a checklist for staff

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Goals and Objectives

- Measurable annual goals
  - Meet student's needs that result from their disability in order to be involved and progress in general curriculum
  - Address EACH of the child's other educational needs that result from the disability
- Must include
  - Timeframe = amount of time in the goal period, usually number of weeks or an end date
  - Condition = resources or supports needed
  - Behavior = performance being monitored, an action that can be observed and measured
  - Criterion = how much, how often, or to what level the behavior must occur to show the goal has been achieved

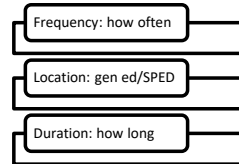- Objectives are required for a student taking an alternate assessment

IEP Annual Goal Development Q & A

https://projects.esc20.net/upload/page/0096/docs/1%20Individualized_Education_Plan_IEP_Q_and_A_2017.pdf

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Frequency, Location, Duration

Frequency: how often

Location: gen ed/SPED

Duration: how long

- Clearly stated in a manner that can be understood by all
- Required for EACH IEP service or support
- Impact coding and funding
- Frequency – daily or weekly increments
- Duration – number of minutes and start/end dates

TEA Frequency, Location, Duration

https://tea.texas.gov/sites/default/files/DocumentingtheFrequency%2CLocationandDurationofRelatedServices.pdf

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Personal Care Services

- Medical necessity established in FIE and the IEP
- Service based on identified handicapping condition
- Does not include time other services are provided
- Include
  - Individual, group, both
  - PCS activities
  - Frequency, location, duration
  - Reason(s) for PCS

Personal Care Services Is/Is Not

https://tea.texas.gov/sites/default/files/Personal%20Care%20Services%20Is%20and%20Is%20NOT.pdf

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Transportation

- Specialized transportation is not the same as special transportation.
  - Provided to/from a Medicaid service for the day the claim is made
  - Medicaid service is in IEP
  - IEP includes the type of adaptation required and why the student needs the adaptation
  - Student requires transportation in a school bus adapted to serve the needs of a student with a disability
- A specially adapted vehicle has been physically modified
  - Air conditioning
  - Wheelchair lift
  - Harnesses or protective restraint devices
- If all buses in the district have these features it is not considered a special adaption.
- Bus monitor is not a special adaption but may be billable as PCS with correct documentation.

TIP: Carefully review the transportation supplement to ensure all information is included and accurate.

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Parental Consent

- Must obtain written parental **consent** before releasing a child's personally identifiable information for billing purposes to a public benefits or insurance program for the first time.
- Required to notify parents
  - Third-Party Liability information (TPL)
  - Participation in SHARS is optional
  - Right to withdraw at any time
- Written parental **notification** is required annually thereafter.
  - District will decide how this notification will occur
    - Annual ARD Committee meeting
    - Beginning of each school year

TIP: Establish a process for notifying relevant staff if a parent withdraws consent.

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Service Logs

- Required SHARS elements
    - Date of Service
    - First/Last Name of Student
    - Start/End Time
    - Activity Performed
    - Student Medicaid Number
    - Total Billable Minutes
    - Legible Signature/Initials for each event
    - Student in attendance on dates of service
    - Service matches ARD/IEP

Where are service logs maintained **?**

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Folder Review Process

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❑ Establish a systematic folder review process to ensure that documentation is
  ❑ Consistent with best practices,
  ❑ Meets requirements in local, state, and federal regulations,
  ❑ Assures that students are receiving necessary and appropriate services,
  ❑ Includes necessary SHARS information.

❑ Use a spreadsheet or checklist to capture relevant information
  ❑ https://www.tasb.org/members/services/student-solutions-online/
  ❑ https://tea.Texas.gov/sites/default/files/SHARS%20Self%20Monitoring%20Tool%282020-2021%29.pdf

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WHY DO IT?

Increase knowledge of expected processes and procedures	Improve chances of consistent compliance
	Systematic Folder Review Process
Potentially avoid TEA (or worse) intervention, litigation	Allow more time to focus on providing services for STUDENT SUCCESS!

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Resources

Student Solutions

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- Esc 18 Legal Framework for the Child-Centered Special Education Process
  - Website framework.esc18.net
  - Phone App

App Store Preview

Open the Mac App Store to buy and download apps.

Legal Framework--SpEd
Region 18 ESC
Cityon Systems, Inc.
Designed for iPad

★★★★★ 5.0 • 2 Ratings

Free

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FAPE
TRANSFER ARDs
COMPARABLE SERVICES

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- TEA Student Attendance Accounting Handbook
  https://tea.texas.gov/finance-and-grants/financial-compliance/student-attendance-accounting-handbook

- Navigate Life Texas ARD Process Overview
  https://www.navigatelifetexas.org/en/education-schools/ard-process

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- HHSC SHARS
  https://rad.hhs.texas.gov/acute-care/school-health-and-related-services-shars

- TEA SHARS
  https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/school-health-and-related-services

- Texas Administrative Code Rules (for SHARS)
  https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=1&pt=15&ch=355&sch=A&rl=Y
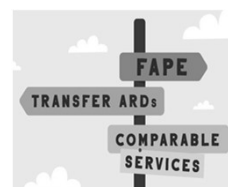
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TASB
SHARS information

(https://www.tasb.org/services/special-education-solutions.aspx)

Resources

- SHARS 2021 Conference information
- TASA, TASB, and TASBO comments on the pending changes to the Texas Health and Human Services Commission's new SHARS policy (2021)
- COVID-19 SHARS and MAC frequently asked questions
- Quarterly *SHARS Matters* e-newsletter
- Free monthly school Medicaid webinar schedule

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Take Aways

Student Solutions

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Take Aways

Be proactive. Understand monitoring requirements	Align policies, procedures, and practices.	Establish expectations for documentation of services.	Provide training and support to ALL staff.
Regularly monitor documentation and share areas of concern.	Know and use resources to stay current.	Communicate and collaborate at all levels.	QUESTIONS?

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We are ready to work with you to identify your most pressing needs and tailor solutions to address them!

Thank you!

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