

## What is Service Coordination?

Service Coordination is defined as “case management services” that assist students in gaining access to the services recommended in his or her IEP. The case manager will monitor the delivery of the student’s goals and objectives and ensure that they meet the student’s current needs.

**Service Logs are required to be completed for each school by the 10<sup>th</sup> of the following month in the CompuClaim Service Portal:**  
[www.meduclaim.com/serviceportal](http://www.meduclaim.com/serviceportal)

## Description of Medicaid Billable Services

### ***Initial IEP Development***

- The service consists of convening and conducting an IEP team meeting to perform a multi-disciplinary assessment and to develop an initial IEP for a participant. **This service is billed one time in the state of Maryland.**

### ***IEP Review Meeting***

The service consists of the following:

- Interim IEP review
- Review of assessments
- Annual IEP review
- ESY

**The interim IEP review cannot be billed more than 3 times in a 12-month period and only once in a given month.** Additionally, it cannot be billed in conjunction with ongoing service coordination.

### ***Ongoing Service Coordination***

The following are billable ongoing service coordination services:

- At least one contact per month by the case manager in person/face to face with the student or parent, by telephone, email or by written progress note or log with the student’s parent, relating to overseeing the implementation of the student’s IEP and the progress made towards the student’s IEP goals and objectives.
- Coordinate ongoing monitoring of the IEP by discussing with parent and service providers the services needed and identifying any obstacles to utilization of these services.
- Completing the TIENET quarterly progress reports regarding the IEP goals and documenting the student’s progress toward the goals.

## **Writing Samples:**

Written documentation is used to support any method of communication with the parent/legal guardian as it relates to the IEP. When completing a Compuclaim service Log these are examples of what to write in the Comment Section.

### **Example 1:**

Amy has displayed progress toward reaching her IEP goals by completing all assignments willingly, asking for help 90% of the time. She makes predictions and previews the text with relative ease. She uses these skills to help her gain meaning from the text. Amy also has occupational therapy 2 times a week. The occupational therapist has reported that she is making progress on her fine motor skills and therapy goals are appropriate.

### **Example 2:**

Joyce needs some wait time to recall her multiplication facts from 7-9, but is able to complete this task with 80% accuracy. Continued support is needed to display mastery of her Math IEP goals. I understand that she visited her doctor this month to review and evaluate her medication, but there has been no change in Joyce's medication.

### **Example 3:**

Avery is making very minimal progress towards achieving his math, reading and behavioral IEP goals. He is unable to identify numbers and count to 10. He requires continuous prompting and redirecting in order to achieve his goals. Avery is unable to use flash cards to show each individual sound in a word or to outright spell a CVC word without numerous prompts and redirecting. The speech therapist reports that his progress is slow; they will continue with the current plan of treatment and continue to encourage Avery to recognize blends and sounds.

## **Telephone Contact**

When describing a phone call, indicate to whom you spoke, the nature of the call and how it relates to meeting the goals detailed in the student's IEP. Document the discussion with the parent regarding the student's progress towards mastery of the IEP goal. **(Contact must be with parent/guardian only. Voice mail messages cannot be used as a contact type).**

**Here are examples of adequate documentation for the comment section in the IEP Service Log for a telephone contact:**

### **Example1:**

During our phone conversation regarding Brittany's reading, math and written language progress, we discussed that Brittany's OT services were begun as prescribed in the revised IEP. Brittany is responding positively to the services and looks forward to the sessions. We will discuss the progress made by next month."

**Example 2:**

This is documentation of the telephone conversation I had with Delmar's mother. I contacted Delmar's mother regarding his excessive absenteeism and how it is greatly impacting progress towards the mastery of his IEP goals for this year. He may not be able to make up all the work he has missed to achieve his goals. She has agreed to make sure that he comes to school more consistently and on time by developing a reward system. We will look at this attendance again every month.

**Unacceptable Contacts for Medicaid Billing**

Some communications with the parent are not considered billable for Medicaid, such as:

- Field Trip Notices or Flyers
- PTA meetings/Open House or Back to School Notices
- (Announcement of resource fairs (for example, for transition planning)
- Requests to parents for items such as: diapers, lunch money or extra clothing.
- Verifying the student's attendance status without discussing how it relates to the student's progress towards their IEP goals and objectives.
- If you have your own personal letter that you would like to send home with student, it must be individualized in order to bill. Example: ***To the Parents of*** ..... It cannot be a letter that does not have the student's name on it.

**Unacceptable Written Documentation**

Do not document information or encounters that are unrelated to the student's progress towards IEP goals and objectives:

**Unacceptable:** "I spoke to Keila's mother about her graduation gown. We were concerned if it would fit her. It fits and she looks great. We will be taking pictures today."

**Instead write:** "

It was a pleasure discussing with you Keila's upcoming graduation and the requirements that must be met. She has made great progress towards mastery of her IEP goals and is on target to complete all requirements by the deadline."

**Unacceptable:** "The letter was sent to the parent to set up an IEP meeting. I also called the parent to confirm."

**Instead write:** "Prior to the IEP Team Meeting, feel free to contact me if you have further concerns about what you would like addressed at the upcoming IEP Meeting regarding Jeff's current progress. He has achieved most reading/language objectives on his IEP. He will, however, need to concentrate more on his math goals. His speech therapy will continue as well. Thank you for confirming that you will attend the IEP Team Meeting."