Section 24 of the Arkansas Department of Education Special Education and Related Services

This is a Companion to the 2018-19 Catastrophic User Guide available at the following link:


Updated January 7, 2019
Reminder: Private School Survey

The Private School Survey will open Dec. 1, 2018, and must be completed online by **December 16, 2018.**

The completed survey should be printed after submission and mailed to:

Special Education Private School Survey  
Special Education Finance  
Arkansas Department of Education  
1401 W. Capitol, Suite 450  
Little Rock, AR 72201
Reminder: Early Childhood Survey

The Early Childhood Survey will open Dec. 1, 2018, and must be completed online by March 1, 2019.
Federal guidance indicates need for preapproval of out of state travel.

The Request Form can be found in Indistar by opening the Excel file in Part 2 of the school age June 1, 2018-19 application form.

### Request Form for Out of State Travel

#### Federal Preschool (6710)

<table>
<thead>
<tr>
<th>Fund</th>
<th>Function</th>
<th>Object</th>
<th>% of Fund</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.00%</td>
<td>$ -</td>
</tr>
</tbody>
</table>

Please include the following information:

1) Title of conference, dates and location

2) Who will be attending, (titles of staff members)

3) Break down of estimated cost (travel, lodging, registration...)

4) How will this conference improve outcomes for students with disabilities and align with staff PGP plans?

Is the estimated cost included in the current budget?

Special Ed Supervisor’s Signature/Date

Superintendent’s Signature/Date

ADE USE ONLY

ADE SPECIAL ED/OFFICIAL Date
The Catastrophic Registry will open this year in MySPED on **December 1, 2018**.

Student information for each student **MUST** be entered and saved in the Catastrophic Registry by the end of day **February 6, 2019**.

  * **Students CANNOT be entered after February 6, 2019.**
  * Projected costs and account codes may be entered at any time.
  * Database will close **Feb 6 and reopen February 15**.

Each student listed in the Catastrophic Occurrences Registry **MUST** have final costs (with complete account codes) entered and saved in the Registry and **SUBMITTED by May 1, 2019**.

  * Final costs may be submitted any time after February 15, 2019.
    * These costs may be revised and saved as often as needed until May 1, 2019.
  * After all has been completed, **hit the SUBMIT button before May 1, 2019**.
Important Notes

• Superintendent Certification for Catastrophic Claims must be faxed to 501-682-4313 or mailed to SPED Finance by May 1, 2019.
• The Superintendent’s Certification shows the amount claimed and the date submitted for each Catastrophic Occurrences Student claim.
  • If either the amount or date submitted do not appear on the report, the submission for the Student claim for Catastrophic Occurrences is NOT complete!
    • The Submit Tab must be clicked first before it is officially submitted.
    • Check page 1 to see if it says “Successfully submitted”.
    • Once the Submit button has been hit, changes cannot be made.

• Student IEPs may be submitted at any time between February 15, 2019, and May 1, 2019.
What Constitutes Catastrophic?

Individual cases where costs associated with special education and related services required by an IEP are:

- Unduly expensive
- Extraordinary
- Beyond the normal and routine special education and related services
Funding

• Amount available for 2018-19 is $13,020,000.
• Reimbursements are determined after all revenue offsets are applied which include:
  • Title VI-B per student average (varies for each district)
  • Medicaid Reimbursement- estimate for entire year
  • Other funds received (ESY, Third Party Liability, etc.)
• Grants and Data will preload the Title VI-B amount.
• Claims for preschool children must be submitted through the resident school district.
  • Districts/Co-ops with eligible children should contact Special Ed Finance.
• Reimbursement of catastrophic claims after offsets:
  • 100% of the first $15,000
  • 80% of the next $35,000
  • 50% of the next $50,000

• Reimbursement for catastrophic claim amounts will be pro-rated if total requests for reimbursement exceed the amount of funds available in the Catastrophic Occurrences fund.
Points to Remember

- Submitting a claim does not ensure that the claim will be funded.

- IEP decisions for the provision of supports and services should not be based on the availability of catastrophic (or any other funds).

- Complete the Catastrophic Occurrence Registry information found on MySPED to justify request for catastrophic funding and SUBMIT the claim in the system.

- Amount that MUST be spent varies by district.
  - VI-B average per pupil allocation varies by district

Formula: Total Allowable Claims minus (-) VI-B average per pupil allocation and other offsets (Medicaid, Third Party Liability, ESY, etc.) must equal (=) or exceed $15,000 as the minimum expenditure necessary to meet eligibility requirement.
• Required Medicaid questions are located at the top of the student main page, as well as explanations for Medicaid filing.

• Medicaid questions verify that the district has exhausted all means of monetary support.

• The demographic information and questions must be entered before the February 6 deadline.
  • If you make a mistake in the demographic information you cannot make changes.
    • The student must be deleted and reentered.
    • This cannot be done after the February 6 closure date.
    • **Double check yourself for accuracy.**

• On the main screen, a *Paraprofessional Verification Report* is available for districts to check accuracy.
Eligibility Criteria

Catastrophic
2018-19
Eligibility Criteria for Catastrophic Occurrence

• The student must be currently enrolled in the district at time of submission.
• A district is deemed eligible to apply for reimbursement for a catastrophic occurrence when the costs associated with an individual student, after offsets from other available revenue sources, equals or exceeds $15,000.
• The costs must be incurred solely as a result of the provision of special education and related services to the individual student.
  • The services must be documented in the student’s IEP pages sent to Special Ed Finance.
• **Private Duty Nurse (PDN)**

Private Duty Nursing services are those medically necessary services provided by a Registered Nurse and/or Licensed Practical Nurse under the direction of the recipient’s physician. Private Duty Nursing services may be covered for ventilator-dependent recipients when determined medically necessary and prescribed by a physician.

Other areas that meet the requirements of PDN are:
- Intravenous Drugs (e.g. chemotherapy, pain relief, or prolonged IV antibiotics);
- Respiratory – Tracheostomy or Oxygen Supplementation;
- Total Care Support for ADLs and close patient monitoring; and
- Hyper alimentation – parenteral or enteral.

• **Personal Care Assistant (PCA)**

Personal care services assist with a child’s daily living physical dependency needs. Routines and activities of daily living might include:

- Bathing
- Bladder and bowel requirements
- Dressing and eating
- Personal Hygiene
- Mobility and Ambulation
- Incidental housekeeping, laundry, shopping

The personal care assistant must be trained by a Registered Nurse in the specific areas needed to meet the needs of the student. The IEP should document the specific needs of the student, and PCA should be included in the related services section of the IEP.
Definitions

• **Paraprofessional (para)**
A paraprofessional, in connection with special education, is a staff member other than a teacher who works directly with students with disabilities under the direct supervision of a teacher or other licensed professional, and who has received appropriate training pertaining to the tasks and activities he/she is asked to perform and who meets state-established qualification standards.

• **Teacher**
A Special Ed program code is required for all SPED teachers, function range 1200-1299. Specially designed instruction is designed to support the needs of students with disabilities as defined in the Individuals with Disabilities Education Act (IDEA).

*******************************
The function code used in eFinance for the SPED teacher claimed establishes the student/teacher ratio to be used in descriptions and calculations within the Catastrophic claim, **regardless** of the actual number of students in the classroom.

*******************************
Eligible Costs Include
(if documented in student’s IEP pages)

The pro-rata share of

- Teacher whose primary assignment is the student (See previous slide)
- Paraprofessional whose primary assignment is the student
- Pro-rata share of the required 1:6 paraprofessional
- Speech language pathologist
- Physical therapist
- Occupational therapist
- Private duty nursing services (see definition)
- Personal care assistant (see definition)
- Specialized transportation aide
- Specialized transportation bus driver
- Training of staff
  - must be student specific and included in the IEP
  - only include the pro-rata share for the student
Eligible Costs Include
(if documented in student’s IEP pages)

- Specialized equipment
- Extended school year services (include the offset)
- Medicaid State Match (include the offset)
- Contracted services of a special day school facility
- Any special education funding source (including Title VI-B)

- **Personal Care costs can be included if the personal care paraprofessional has received training required for Medicaid billing**
  
  Documentation of personal care assistant training must be submitted with IEP

- Paraprofessional or nurse’s cost associated with specialized transportation needs of the student can be included if documented on IEP pages
Once you have logged into MySPED Resource with the district password, place the cursor over **Finance**. A drop down menu will display. Place the cursor over **Catastrophic Occurrence Registry** and click **Claim Submission**.
What’s New to the FY19 Catastrophic Registry

• First page has a list of the due dates and reminders.
• All students submitted in the prior year will be in the LEA registry.
• The student’s grade level will be rolled up to next grade.
• Delete those that will no longer be submitted.
• Update any incorrect student information of those who will be submitted.
• Answer the four questions on all students.
• Once this information is entered, the registry list of students will say “complete” as each one is finished.
Catastrophic Registry

Once a student registry has been edited or added, the review status will change to New or Complete.

SCREEN: Catastrophic Occurrence Registry
LEA: 9999 ADE - SPECIAL EDUCATION UNIT
MESSAGE:

- Catastrophic opens for new FY on Dec 1st
- Add Student link is available from Dec 1st to Feb 6th only
- Demographics data is available for editing from Dec 1st to Feb 6th only
- Catastrophic closes on Feb 6th with read ability; editing any data is not allowed

- Catastrophic opens back on Feb 15th for claim submissions
- Only the students with Review Status 'Complete' or 'NEW' will be displayed on the Catastrophic Student List after Feb 14th
- All the costs related data is available for editing from Dec 1st to May 1st (excluding Feb 7th to Feb 14th)
- Submit Claim feature is available from Feb 15th to May 1st only
- Catastrophic closes on May 1st with read ability; editing any data is not allowed

- Catastrophic is locked from Jul 15th to Nov 30th with display only of students list

Add Student

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>SSN</th>
<th>Grand Total</th>
<th>Submission Date</th>
<th>Fund Approval</th>
<th>Fund Amount</th>
<th>Review Status</th>
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</thead>
<tbody>
<tr>
<td>Test</td>
<td>Test</td>
<td>1234</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pending</td>
</tr>
<tr>
<td>Test III</td>
<td>Test</td>
<td>4545</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NEW</td>
</tr>
<tr>
<td>Tim</td>
<td>Tom</td>
<td>0808</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pending</td>
</tr>
</tbody>
</table>
Required Questions

This information will roll over from last year. Grade will roll up to next grade.

These answers can be updated until Feb. 6.
• All questions at the top of the student main screen must be answered for a claim to be considered.

• If the student has a personal care assistant (PCA), the PCA must be trained according to Medicaid guidelines and the district should be attempting to bill Medicaid.

**Requirement**

• The district will be required to submit documentation of the training if the training was provided by someone other than Medicaid in the Schools (MITS) staff.

• If the PCA is not trained, an explanation is required as to why the PCA has not received the training.

• The district should attempt to bill Medicaid for PCA.
This may be completed at any time.
Pro-ration of Staff

- Time calculation used for paraprofessionals and other staff must match the time written in the IEP.
  - Calculation used must be included in the comment section.
  - Include in the comment section, the **full salary** and benefits and the calculation for determining the pro-rata share.
• The 21 digit account code must drive the calculation for pro-rating the teacher.

• If a student, whose placement is considered self-contained, is receiving services in the resource classroom, this must be explained in the comment section with the pro-rata calculation.

  • Self-Contained in the Resource Classroom may be pro-rated at 6.67% (1:15) and must be stated in the comment section.

• The 21 digit account code must be a SPED code.
• Districts can include pro-rata share of self-contained teacher’s salary & benefits
  • SC 1:6 16.67% X ______ (Sal & Ben) = $_____
  • SC 1:10 10.00% X ______ (Sal & Ben) = $_____
  • SC 1:15 6.67% X ______ (Sal & Ben) = $_____ 

Utilize the comment section of Instructional Cost Section of Registry to indicate special class option (1:6, 1:10, or 1:15)* and show the specific calculation (identify as letter a or b or c...).

Example: a) Special Class 1:10; Salary--$38,000 X .10 = $3,800; Benefits--$9,500 X .10 = $950.

*Based on current year’s Cycle 4 report.

Self-Contained in the Resource Classroom may be pro-rated at 6.67% (1:15) and must be stated in the comment section.
**Example: Coding/Calculation**

<table>
<thead>
<tr>
<th>Name</th>
<th>Account code</th>
<th>Salary $</th>
<th>Benefits $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Teacher</td>
<td>100012400662000061110</td>
<td>7053.00</td>
<td>1763.00</td>
</tr>
<tr>
<td>Mrs. Para</td>
<td>200012400662000061120</td>
<td>4677.20</td>
<td>1169.20</td>
</tr>
</tbody>
</table>

Calculation for example above:

A) Teacher

- Special Class 1:10. Salary $70,528 x 10%=$7,053. Benefits $17,632 x 10%=$1,763

B) Special Education Para

- Special Ed Para to student ratio 1:5. Salary $23,386/5=$4677.20. Benefits $5,846/5=$1169.20

*Regardless of the actual number/count of students in the classroom, the account code ratio is used in the calculation of the teacher.*
### Example: Comment Section

<table>
<thead>
<tr>
<th>Instructional Costs</th>
<th>Related Service Costs</th>
<th>Direct Service Costs</th>
<th>Offsets</th>
<th>Actual Claim</th>
<th>Print Preview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Costs:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Special Education Teacher (Prorating is permissible for 1:6, 1:10 and 1:15)</td>
<td>Sped Teacher</td>
<td>100012500142000061110</td>
<td>10808.00</td>
<td>2702.00</td>
<td></td>
</tr>
<tr>
<td>b) Speech Language Pathologist (Prorating the Salary is permissible)</td>
<td>Sped Para</td>
<td>570212500142000061120</td>
<td>5013.00</td>
<td>1254.00</td>
<td></td>
</tr>
<tr>
<td>c) Special Education Para</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Other Costs1 (Specify):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Other Costs2 (Specify):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: 21 digit code that matches APSCN records is required.*

For Student Para, is this a self-contained 1:6 settings

How many Paras are in the classroom?

What is the Student to Para ratio for this student and Para?

In the comment section below, explain how each amount claimed in a), b), c), d) and e) above was determined. (Record the appropriate letter for each amount and provide the explanation beside that letter.)

a) Special class 1:6 Salary $64,838 x 16.67%=$10808 Benefits $16,210 x 16.67%=$2,702

b) Special ed para to student ratio 1:4. Salary $20,054/4= $5,013. Benefits $5014/4= $1,254
Medicaid

- Expenditures coded for Medicaid Match must include the Medicaid offset (*Offset is required unless description indicates that provider receives Medicaid reimbursement and claim does not include a cost for the services*).

- If related services such as PT, OT and Speech are contracted and the district does not bill the Medicaid, indicate under the Related Service Cost tab in comments.

- If the claim indicates that Medicaid has been billed, **an offset must be entered or explanation included in comment section**.
  - There should be an offset when Medicaid was collectable.

- Medicaid offset should be reasonable with the other Medicaid information on the claim.

- **Estimate what should be received for the year**, not just what has been received at the time of submission.
Reminders

- Appropriate 21-digit APSCN/eFinance account codes MUST be used for ALL costs (except fringe benefits) included in the claim.
- Funding from Medicaid, Third Party Liability, ESY, etc. MUST be attempted.
- Description of services for each expenditure MUST be provided.
- Description of how costs for each service was determined MUST be provided.

Example: a) Speech Therapist provides one-to-one services for 20 minute sessions three times each week. Cost determined by multiplying ST hourly rate of $60 per hour times one hr. per wk. times 36 wks. The calculation is $60 \times 1 \times 36 = $2,160.
• Other offsets include: Medicaid, Third Party Liability, ESY, or other funding sources
  • Medicaid Offsets **must be entered** if Medicaid was billed. **Estimates for the remainder of the year must be included.**
• If a contractor bills and collects Medicaid for services, the district is still responsible for the Medicaid Match.
• Minimum amount that MUST be spent to qualify for Catastrophic varies by district.
• Formula:
  • $15,000 + VI-B average per pupil allocation + other offsets = minimum expenditure required to meet eligibility
Ineligible Costs

Catastrophic

2018-19
Ineligible Costs Include, but are Not Limited To

• Basic costs of the classroom, such as the maintenance and operation of the classroom
• Basic materials and supplies, such as food, diapers, gloves, wipes, Ensure
• Basic transportation, such as mileage and fuel
• Other routine and normal costs associated with the provision of special education and related services to children with disabilities
• Cafeteria prep time for special diets
• Administrative staff such as Principal, Vice-Principal, LEA Supervisor
• Cost of evaluation for determining if a student is eligible for special education services
The cost of a Residential facility
Expenditures claimed for entire amount of salaries & benefits of the teacher without indicating in the comment section that the teacher worked full-time to provide services on a one-to-one basis for the student
Expenditures coded to Fund/Source 2244 or 1244 (ESY) but not included in the ESY funds received as an offset
• Offset is required
Medicaid offset if not reasonable with the other Medicaid information on the claim
• Estimate what should be received for the entire year, not just what has been received at the time of submission
Ineligible Costs Include, but are Not Limited to

- Expenditures reported
  - without indicating the 21-digit account codes
  - with incomplete codes
  - **with incorrect** codes
  - with codes that are not SPED codes
  - without the **correct** 21-digit account code for each cost (The 21-digit code listed must match records in eFinance.)

- Expenditures for the **entire salary & benefits** of paraprofessionals claimed for each student when more than one student was served

- Expenditures for the entire salary & benefits of paraprofessionals that were included in the instruction section and also included as a pro-rated share of salaries & benefits for personal care
Ineligible Costs Include, but are Not Limited to

- Expenditures for Substitute teachers or Sub-Teach
- Expenditures for Adaptive PE, Art, or other Specials
- Expenditures for Medicaid billing services
- Expenditures for construction, renovation, repair, and ADA access
- Expenditures for training that are not student specific and/or not included in the IEP
Common Mistakes

• Failure to include correct social security number for student or failure to record correct name of student
• Failure to check that the name on the IEP is the same as the student profile
• Failure to indicate whether the special class was self-contained 1:6; 1:10; 1:15; the number of paraprofessionals in the classroom; or the student to paraprofessional ratio for paraprofessionals
• Failure to indicate how the cost claimed was determined
• Failure to have correct classroom account code
• Failure to indicate that attempts had been made to obtain Medicaid or other Third Party Insurance and an explanation in the comment section provided
Common Mistakes

- Failure to check time for the Para across several students
- Account codes do not match classroom description/calculation
- Using number of students in class for pro-rating teacher instead of classroom service type specified by account code
- Lack of explanation/calculation in comment boxes
- Not estimating Medicaid/Medicaid State Match for the entire year
- Supports/services not documented in IEP pages
- Claiming the same para on multiple students without pro-rating the salary
- Superintendent’s Certification sent before all claims were completed in the system
IEP Documentation

Catastrophic
2018-19
What to Document in the IEP

- All supports and services claimed for Catastrophic must be documented on the IEP pages sent to SPED Finance in order to be considered.
- Please submit the IEP for the current year that supports the requested expenditures.
- If more than one IEP was used throughout the year, submit all IEPs.
Examples:

- Related services
- Need for specialized equipment
- Need for Assistive Technology, including Augmentative Communication Devices
- Need for student-specific, specialized professional development
- Extra staffing services: personal care, one-to-one paraprofessional etc.
- Need for specialized transportation and transportation para
- Need for specific supports for specialized transportation
Do specify the amount/times for staffing services provided
  • personal care minutes/hours
  • paraprofessional and/or bus aide supervision minutes/hours
  • minutes of related services

Not required to use brand names in IEP or specific devices
  • Districts may document an Augmentative Communication Device without specifying an iPad or Vanguard, etc.
  • Districts may document de-escalation and restraint training without specifying PCM, CPI, etc.
Districts will need to document specific details about specialized transportation services in the student profile or another section of the IEP. Most IEP teams document the specialized transportation service under related services.

- Information should be provided in an additional section concerning any specialized transportation needs (e.g., staffing or equipment)
- Pro-rate the driver and bus paraprofessional
Where to Document in the IEP

• The following IEP pages are to be mailed to SPED Finance. Please be aware that these are the only pages read for a claim.
  • Page 1-Student Information
  • Present Level of Academic and Functional Performance
  • Consideration of Special Factors
  • ESY Services
  • Schedule of Services
  • Related Services
  • Least Restrictive Environment Considerations

• Please note your LEA # on the front page of each IEP and place the IEPs in alphabetical order, according to students’ last names.

• Please do not send the entire IEP.
## Consideration of Special Factors

<table>
<thead>
<tr>
<th>Name:</th>
<th>Consideration of Special Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Check yes or no whether the IEP team considers each special factor to be relevant to this child.</td>
</tr>
<tr>
<td></td>
<td>Language needs so related to the ESY for a child who is not English learner:</td>
</tr>
<tr>
<td></td>
<td>Instruction is needed if oral expression is impaired, or reading is impaired, unless determined inappropriate based on evaluation:</td>
</tr>
<tr>
<td></td>
<td>Communication needs, and for the child who is deaf or hard of hearing, the language and communication needs and opportunities for communication and interaction in the child’s native language and communication mode:</td>
</tr>
<tr>
<td></td>
<td>Assistive technology devices and services:</td>
</tr>
<tr>
<td></td>
<td>Positive behavioral interventions and supports and other strategies to address behavior:</td>
</tr>
<tr>
<td></td>
<td>Supplemental educational and related services and accommodations and supports for instruction in general education or other education related settings:</td>
</tr>
<tr>
<td></td>
<td>Any other factors that need consideration:</td>
</tr>
</tbody>
</table>

Form IEP/IEP: INDIANA - No Postsecondary Transition

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## ESY Services

**Extended School Year (ESY):**
- [ ] ESY will be considered as a legal date
- [ ] ESY is not necessary (Document services below)

### Participation in Program Options, Nonacademic, and Extracurricular Activities

The district ensures that the child will have an equal opportunity to participate in program options, nonacademic and/or extracurricular activities and services offered by the district.
**Schedule of Services**

### Related Services (Services Summary)

<table>
<thead>
<tr>
<th>Related Services</th>
<th>Time/Amount</th>
<th>Frequency</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>None Needed</td>
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*Please type if a service is needed.*

<table>
<thead>
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<th>Related Services</th>
<th>Time/Amount</th>
<th>Frequency</th>
<th>Setting</th>
</tr>
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<tbody>
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*Please type if a service is needed.*

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<thead>
<tr>
<th>Related Services</th>
<th>Time/Amount</th>
<th>Frequency</th>
<th>Setting</th>
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<tbody>
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<td>Related Services</td>
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*Please type if a service is needed.*

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Name: [Name]

<table>
<thead>
<tr>
<th>Service Schedule of Services</th>
<th>Time/Amount</th>
<th>Frequency</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Services</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech/Language Services</td>
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<td></td>
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</tr>
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Name: [Name]

<table>
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<tr>
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<th>Time/Amount</th>
<th>Frequency</th>
<th>Setting</th>
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*Please type if a service is needed.*

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<th>Time/Amount</th>
<th>Frequency</th>
<th>Setting</th>
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</table>

*Please type if a service is needed.*

---

Name: [Name]

<table>
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<th>Time/Amount</th>
<th>Frequency</th>
<th>Setting</th>
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<tr>
<td>Direct Instruction</td>
<td></td>
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</tr>
<tr>
<td>Speech/Language Services</td>
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</tr>
</tbody>
</table>

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Name: [Name]

<table>
<thead>
<tr>
<th>Service Summary</th>
<th>Time/Amount</th>
<th>Frequency</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related Services</td>
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*Please type if a service is needed.*

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Name: [Name]

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<tr>
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<tr>
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</table>

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Least Restrictive Environment

<table>
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<tr>
<th>Name:</th>
</tr>
</thead>
</table>

**Least Restrictive Environment Considerations**

**Extent of Participation in General Education**

- Yes
- No

Indicate the reasons why the IEP team determined that provision of services in the general education setting was not appropriate for the child.

- The child's acquisition of academic/developmental skills cannot be addressed through modification/adaptation of the general curriculum.
- Small group instruction is necessary for the child to acquire skills specified in the IEP.
- Instructional strategies specified in the child's IEP require a degree of structure that cannot be implemented in the general education classroom.
- The child requires monitoring and consultation with general education personnel.
- The child requires provision of supplementary aids/services.
- The IEP is focused on significantly important or fulfilling socialization of others.
- Additional individualized instruction is needed to facilitate learning.
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If yes, explain why the IEP requires other arrangements.

**The Continuum of Placements for the Least Restrictive Environment (LRE) includes regular classes with inclusive service (IS), regular class 70% or more (SC), regular class 40% to 69% (HC), regular class less than 40% (SC), Specialized Day Treatment, Special Education School, Hospital Program, and Functional Independence.**

**Continuum of Placement:**

- Regular Class with Inclusive Service (IS)
- Regular Class 70% or more (SC)
- Regular Class 40% to 69% (HC)
- Regular Class Less Than 40% (SC)
- Specialized Day Treatment
- Special Education School
- Hospital Program

Amount of time in general education setting: % of time per week
Prior to Submission

Catastrophic
2018-19
Points to Ponder Before Submission

• Ensure the IEP includes services that are provided and included on the student’s Catastrophic Registry claim.

• Verify with the district business office that the 21-digit eFinance account function code entered in the Registry matches the function code used in eFinance and is the correct function code for the specific class (i.e., 1:6 is function code 1250).

• Identify the method for determining the extraordinary costs for special education and related services.

• Verify the student name and I.D. number entered in the Registry matches the student’s name shown on the IEP (no nicknames).
Points to Ponder Before Submission

• Confirm attempts have been made to obtain Medicaid, Third Party Liability, ESY, or other funding sources.

• Confirm that the training and/or certification of paraprofessionals providing personal care to students meets the required training for Medicaid Reimbursement.
  • Send documentation of training.

• Explain under related services if Medicaid State Match is included, but no services are listed (contractor does own billing).

• Put LEA # on front page of each IEP before submitting.

• Place IEPs in alphabetical order.
Paraprofessional Verification Report

Districts have the ability to pull a verification of paras entered for all student claims. This is a valuable tool for checking accuracy before submitting - located on the main Registry screen.
### Paraprofessional Verification Report

**ADE Special Education Unit**

**Report Date:** [Date]

**Fiscal Year:** [Year]

**Note:** Please verify the paraprofessional information on this report and make corrections in the catastrophic application if needed.

Check this report again after making any corrections.

#### LEA: 9999 - ADE - Special Education Unit

<table>
<thead>
<tr>
<th>#</th>
<th>Student Name</th>
<th>Paraprofessional Name</th>
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<td>7</td>
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<td>PC Related JD</td>
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</tbody>
</table>

**Report Summary for LEA 9999**

Distinct count of catastrophic students: **2**
Distinct count of paraprofessionals: **8**
Important Notes and Deadlines

Catastrophic
2018-19
The Catastrophic Registry will open in MySPED on **December 1, 2018**.

Student information for each student, MUST be entered and saved in the Catastrophic Registry by the end of day **February 6, 2019**.

- Students **CANNOT be entered after February 6, 2019**.
- Projected costs and account codes may be entered at any time.
- Database will close **Feb 6 and reopen February 15**.

Each student listed in the Catastrophic Occurrences Registry who is to be submitted for reimbursement MUST have final costs (with complete account codes) **entered and saved in the Registry and SUBMITTED by May 1, 2019**.

- Final costs may be submitted any time after February 15, 2019.
- These costs may be revised and saved as often as needed until **May 1, 2019**.

After all has been completed, **hit the SUBMIT button before May 1, 2019**.
Important Notes

• Superintendent Certification for Catastrophic Claims must be faxed to 501-682-4313 or mailed to SPED Finance by **May 1, 2019**.

• The Superintendent’s Certification shows the amount claimed and the date submitted for each Catastrophic Occurrences Student claimed.

• If either the amount or date submitted do not appear on the report, the submission for the Student claimed for Catastrophic Occurrences is NOT complete!

• **The Submit Tab** must be clicked first before it is officially submitted.
  • Check page 1 to see if it says **“Successfully submitted”**.
  • Once the Submit button has been hit, changes cannot be made.

• The IEPs for students may be submitted at any time between **February 15, 2019**, and **May 1, 2019**.
Mailing the IEPs

• DO NOT e-mail the IEPs.
• Districts will need to send designated pages of the IEP for each Eligible Student to the Special Education Unit via regular mail.
• Please mail the forms to:

  ADE Special Education Unit
  Attn: Catastrophic Funding
  1401 West Capitol, Suite 450
  Little Rock, AR 72201
Submit questions to Chris Foley via email: 
christina.foley@arkansas.gov

More information is on the Special Education website 
https://arksped.k12.ar.us/FundingAndFinance/CatastrophicOccurences.html