



Northern Lights Special Education Cooperative

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Special Education Services Documentation Guidelines

Correct documentation of special education services is crucial for programming accuracy and has fiscal implications. Accurate records assist in service delivery, workload analyses, and tuition billing. All services are directly related to the disability.

Nursing Services:

Documentation is required in both the service grid and accommodations. Direct and Indirect times are stated for face-to-face nursing care, medication administration and medication management related to the disability.

Example: *"5 minutes Direct/15 minutes Indirect 1 x per day"* on service grid. Accommodations: *"Based on student's diagnosis of _____, nursing services include regular medication administration and medication management."* Medication management may include: documentation of side effects, communication with medical community and family, and ongoing monitoring.

Special Transportation:

Special transportation has its own area on the services page and requires documentation. It is only allowed when it is related to the disability. If you are not sure about the MARSS transportation code, talk to your district's MARSS Coordinator.

Example: *"Due to aggressive behaviors, John will be transported to and from school in a separate vehicle."*

Paraprofessional:

Documentation of paraprofessional support has its own area on the services page. One to one support implies consistent adult supervision. One exclusive paraprofessional is not required for one to one status. A statement explaining multiple paraprofessionals should be written in the "Specific Responsibilities of the Paraprofessional" field. To determine one to one status, ask the question, *"If the student were to leave the room, would the adult follow?"* If the answer is "yes", the support implies one to one status. It is imperative to check the "Child Specific Paraprofessional Support" box for programming and fiscal accuracy.

Example: *"Consistent support will be provided to the student for self-cares, monitoring, and redirection. Due to his disability, (student) requires adult support for managing clothing during toileting, and monitoring and redirection due to his vulnerability."*

Access to paraprofessional support within a classroom (program) where multiple students are served is documented in the accommodations.

Example: *“Student will have access to adult support for managing materials and implementing accommodations in the classroom.”*

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