

C4S (Caring for Students) – How to log Services and Monthly Summaries

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Relay Service Portal link - <https://serviceportal.compuclaim.com>

Log-in Information:

- Client ID: WISD
- Email address: your district email address
- Password: the password you set the first time you logged into the system
- If you forget, click “Forgot password?” and a temporary password will be emailed to you.

Managing your Caseload

To add students to your caseload, click tab titled **Manage Caseload** (upper right).

Uncheck the box for: “Only Show Active Students”

Type in Last Name, First Name, hit enter and click add. **BOLD** means student is Medicaid eligible.

Logging Services

- Click **Wizards**, top right
- Click **Service Log by Student Wizard**
- Check the box of the student you are logging services for and click **Next**
- Calendar for the current month will appear
- Date of service you are logging, check the box and click **Next**
- **Service Log** is pre-selected. Click **Continue** and the Service Log pops up

Service Date - prefilled based upon the date you selected on the calendar

For **Service Type** – select the service type that best describes the service you are providing.
Notice the ‘timed’ codes and select accordingly, if applicable.

Examples of Service Types

Service Type*
[Not Selected]
[Not Selected]
H0002 HA Behavioral Hlth Scrn to determine elig for treatment prog
99484 HA Care Mgt Services for Behavioral Health Conditions
T1016 HA Case Mgt - care coordination to meet beh. hlth needs
H2011 HA Crisis Intervention Service, Per 15 minutes
S9484 HA Crisis Intervention Service, Per Hour
96127 HA Eval: Brief Emotional/Behavioral Assessment
96110 HA Eval: Developmental Screen w/score

Presenting Problem – select the reason for the service. In this field, it is easiest to type in the first few letters of the reason you’re seeing the student, such as “c-o-u-n” for counseling ...

Presenting Problem*

coun

- C4S: Counseling, unspecified: : Z71.9
- C4S: Other specified counseling: : Z71.89
- C4S: Counseling related to sexual attitude, behavior and orientation: : Z70.0
- C4S: Encounter for mental health services for victim of parental child abuse: : Z69.010
- C4S: Encounter for screening examination for certain developmental disorders in childhood, other dev delay: : Z13.49
- C4S: Encounter for screening examination for certain developmental disorders in childhood, milestones delay: : Z13.42
- C4S: Encounter for screening examination for certain developmental disorders in childhood, autism screening: : Z13.41

NOTE: If you have knowledge of a specific diagnosis in the student’s record, it’s fine to select that from the list. You are encouraged to use Z codes as a general reason for seeing a student.

Service Times – enter start/end times in hours and minutes. Select a.m. or p.m.

Group Size – if providing group therapy, enter the number of students.

Progress Report – select the appropriate response from the drop-down menu, in your professional opinion. If progress does not pertain to your session note, select “Not Applicable”.

Location

- 03-School
- 12-Home
- 02-Telehealth

Location – remember to select 02-Telehealth when applicable.

Comments Field:

Comments*

This area serves as your "session note". Include enough detail to allow reconstruction of what transpired for each service. (e.g., who was present, what was done, how did the student respond or what was the outcome, plan going forward, or next steps) Note: If providing services via telehealth, incl. a statement: Services provided via Zoom (Google Classroom,etc) during Covid.

Areas Covered/Assessed*

Prior to 30 days Post 30 days - POC created

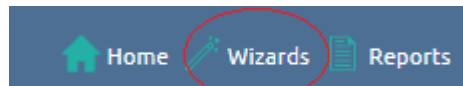
Areas Covered/Assessed: All services that address a crisis situation can be submitted for 30 calendar days before a Plan of Care must be developed and in place.

*If the service is for a crisis situation and within 30 calendar days of your first service for the student, check the box **Prior to 30 days**.

*If the service is not for a crisis and a Plan of Care is developed, select **Post 30 days - POC created**.

Then Click: **Save Service Log**

To Edit or Delete a Pending Logged Service:



Click the **Wizards** tab



Edit Student Service Logs
Select pending service logs for editing

Click on **Edit Student Service Logs**

All services in a Pending Status will pop up

Click the **Edit** tab and update your service log accordingly.

		Provider	Student	Student Age	Date Entered	Date Deleted	Status
Edit	Delete	Fake, TEST	AAASample, Jane	26	9/26/2022		Pending
Edit	Delete	Fake, TEST	AAASample, Jane	26	5/10/2022		Pending
Edit	Delete	Fake, TEST	AAASample, Jane	26	5/10/2022		Pending
Edit	Delete	Fake, TEST	AAASample, Jane	26	5/3/2022		Pending
Edit	Delete	Fake, TEST	AAASample, Jane	26	5/10/2022		Pending
Edit	Delete	Fake, TEST	AAASample, Jane	26	5/10/2022		Pending

Monthly Progress Summaries:

You are required to complete a monthly progress summary at the end of each month in order to meet a federal requirement that services be summarized on a monthly basis to **include student progress and/or any significant changes to the student’s plan of care.**

From the homepage, click **Wizards > Monthly Summary Wizard**

You will see services that you entered that require a monthly summary:

Last Name	First Name	Birthdate	Month	
A Sample	Entry	1/1/2001	February 2020	Enter Monthly Summary
A Sample	Entry	1/1/2001	April 2020	Enter Monthly Summary

Click the **Enter Monthly Summary** tab.

Service Date defaults to today’s date in a current month, or the last day of the month for past months.

Enter your summary notes. Click the tab: **Save and go to the Next Summary.**

When you are finished entering your last summary, click the tab **Save and Return to List** (see below)

Service Date*

4/23/2020

Comments*



Save and Return to List

Save and go to Next Summary

Skip Summary

Return to List

|

Reports

There are built- in reports so that you can view and track your work. Click the Reports

Reports

Logging Summary

Detailed Student Report

Monthly Student Log

You can create spreadsheets, PDFs, and print your data.

C4S- Social Work, Psychological & Counseling Services Tip Sheet

Provider notes must include enough detail to allow reconstruction of what transpired for each service.

Requires Monthly Progress Summary - Must include evaluation of progress and summarize the services reported during the month & must be dated in the month the services were provided - *using the last school day of the month is recommended*

All logged services are due the 15th of the following month (eg. September due October 15th)

Service Type/Procedure Code	Service Type/Description
H0002 HA Behavioral Hlth Scrn to determine elig for treatment prog	Behavioral health screening to determine eligibility for admission to treatment program (alcohol and/or drug screen)
99484 HA Care Mgt Services for Behavioral Health Conditions	Work on Functional Behavior Assessments (FBAs) and Positive Behavior Support Plans (FBSPs) Providing assessment and care management services, including the administration of validated rating scales; behavioral health care planning in relation to behavioral/psychiatric health problems, including revision for students who are not progressing or whose status changes; provision of psychosocial interventions.
T1016 HA Case Mgt- care coordination to meet beh. hlth needs	Process of assessing, planning, collaborating, and advocating for services and support systems to meet student's individual and/or family's comprehensive physical and behavioral health needs
Crisis Intervention Services- Can be provided to any student. Service not listed in IEP/IFSP, 504, or Health Plan	
H2011 HA Crisis Intervention Service, Per 15 minutes	Crisis Intervention mental health services, per 15 minutes. Unscheduled activities provided for the purpose of resolving an immediate crisis situation. Activities include crisis response, assessment, referral, and direct therapy
S9484 HA Crisis Intervention Service, Per hour	Crisis Intervention mental health services, per hour. Unscheduled activities provided for the purpose of resolving an immediate crisis situation. Activities include crisis response, assessment, referral, and direct therapy
Social Work Evaluation	
96127 HA Eval: Brief Emotional/Behavioral Assessment	Brief emotional/behavioral assessment (eg depression inventory, attention-deficit/hyperactivity disorder (ADHD) scale, with scoring and documentation, per standardized instrument
96110 HA Eval: Developmental Screen w/ score	Developmental Screen with scoring and documentation, per standardized instrument.
96112 HA Eval: Developmental Testing 31 to 76 minutes	Developmental testing (including assessment of fine and/or gross motor, language, cognitive level, social, memory, and/or executive functions by standardized developmental instruments when performed)
96112 HA:96113 HA Eval: Developmental Testing 77+ minutes	Same as above with additional time. Select the above procedure until you reach 76 minutes. Select this procedure to record time of testing at 77 minutes and beyond.
H0031 HA Eval: Mental Health Assessment	Evaluation of the student's overall mental health functioning
Service Type/Procedure Code	Service Type/Description
90846 HA Family Psychotherapy [conjoint] w/o student- must be in POC	Family psychotherapy (conjoint psychotherapy) <i>without</i> the student present. Focus is on family dynamics. Limit one session per day
90847 HA Family Psychotherapy [conjoint] w/student- must be in POC	Family psychotherapy (conjoint psychotherapy) <i>with</i> student present. Focus is on family dynamics. Limit one session per day
90853 HA Group Therapy, 2-8 student	Two to eight students present in therapy group. Limit one session per day
H0004 HA Individual Behavioral Health Counseling	Behavioral health counseling per 15 minutes - addresses mental health and substance use disorder

90785 HA:90832 HA Psychotherapy Int Complex 16-37 min w/student and/or family	Interactive complexity is used in conjunction with psychotherapy when factors complicate the delivery of service. Common issues that exist: <ul style="list-style-type: none"> - Maladaptive Communication (i.e. high anxiety, reactivity or disagreement) - Caregiver’s emotions or behaviors interfere with implementation of treatment plan - Mandated reporting such as in situations or abuse or neglect - Use of play equipment devices or an interpreter due to lack of fluency or undeveloped verbal skills
90785 HA:90834 HA Psychotherapy Int Complex 38-52 min w/student and/or family	Same as above with additional time. Select the above procedure until you reach 37 minutes. Select this procedure to record time of testing at 38 minutes and beyond.
90837 HA Psychotherapy Per Hour	Treatment of a mental or emotional disorder with student and/or family, insight oriented, behavior modifying
90832 HA Psychotherapy, 16 to 37 minutes w/student and/or family	Treatment of a mental or emotional disorder with student and/or family, insight oriented, behavior modifying
90834 HA Psychotherapy, 38 to 52 minutes w/student and/or family	Treatment of a mental or emotional disorder with student and/or family, insight oriented, behavior modifying
Telepractice	
Seventeen (17) telepractice codes available for virtual (visual/audio) services.	
Service Types- to use for record keeping purposes only	
Non-billable entry	
Student absent	
Student not available	
Provider absent	
Provider not available	
General Service Information	
Developmental testing is medically related testing (not performed for educational purposes) provided to determine if motor, speech, language and/or psychological problems exist, or to detect the presence of any developmental delays. Testing is accomplished by the combination of several testing procedures and includes the evaluation of the student’s history and observation.	
<ul style="list-style-type: none"> - Whenever possible, and when age-appropriate, standardized objective measurements are to be used (e.g. Denver II) for students under the age of six. Administering the tests must generate material that is formulated into a report. - Developmental testing done for educational purposes cannot be billed to Medicaid. 	
Therapy in the classroom <u>is a billable service...</u>	
<ul style="list-style-type: none"> • When there is separation from an on-going classroom lesson; e.g., you take a student or a small group of students to the back of the classroom or out into the hall, etc. • When the student’s focus is on the therapist, not the classroom teacher. 	
<i>It is not a billable service if therapy is provided as part of a regular classroom activity or if you are assisting student(s) with a lesson in session.</i>	

If you have any questions, please contact the Medicaid Department
Anisa Isap - aisap@washtenawisd.org - 734-994-8100, x1556

Caseload Grouping Option

OVERVIEW

There will be a new function added to the Service Log by Student Wizard. The reason for the update to Service log by student wizard is to help Providers to locate their students easier/faster when having large amounts of students to choose from. Providers will be able break up the large list into sub-groups. For example, if a provider is in multiple districts those students would only populate in that district group created. Perhaps they work at a high school and then a middle school, she could also choose that as a group. Another possibility is if certain kids are seen on certain days of the week, one could choose Monday, Tuesday, and so forth as potential groups.

The Objective

- Improve data entry process
- Improve caseload management

Instruction of use:

You can create groups in two areas in the service portal.

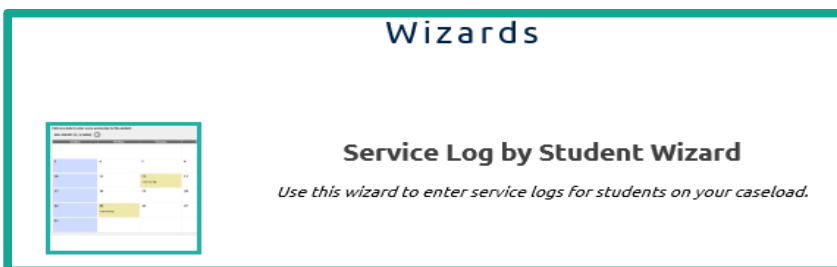
1. The first option is on the home/ default page. Click My Groups.



Or the second option would be to enter the wizards page.



ServiceLogByStudentWizard.aspx



To start using the new feature click CREATE a GROUP button.

Service Log by Student Wizard

Select one or more students to enter service logs for...

Create a Group

Select All
Select None

However, if a user does not want to use the new feature, they can log a service from their home page and click on a student or go into the wizards button and select a student like normal.

Manage Student Groupings

Add and Delete students from a group, you can also filter by clicking the headers.

My Group Names

New	Group Name
No data to display	

Choose The Group:

Choose The Student(s):

Students to add

#	GroupName	UIC	StudentFirstName	StudentLastName
Empty				

Collapse All Rows
Expand All Rows

My Student Groups

#	Group Name	FullNameUIC
No data to display		

No data to paginate
Page size:

Then select New.

My Group Names

New	Group Name
<p>Group Name: <input style="width: 100%;" type="text"/></p> <p style="text-align: right;">Update Cancel</p>	

Type In the group name in text field. Click update.

To edit the group name, click edit. Fix the group name or click delete to erase completely.

New	Group Name
	Monday
Group Name: <input type="text" value="Monday"/> Update Cancel	
Edit Delete	Middle school
Edit Delete	Afternoon Kiddos

After the group name is created. Select which group you would like to add students to. Click close.

Choose The Group: [Close](#)

Choose The Student(s): [Close](#)

#	GroupName	UIC	StudentLastName

[Save Groups](#)

Choose the students by clicking a checkmark to the left of the student full name. After selecting multiple students, click close.

Click the select button to preview the names chosen for the group. If you like what you see, click, Save Group. If you would like to change re select the group and kiddos. Then select and save group.

Choose The Group: [Close](#)

Choose The Student(s): [Close](#) Choose students to add into your selected group

#	GroupName	UIC	Full Name UIC	First Name	Last Name	UIC
			<input type="checkbox"/> tester, tesr UIC: temp778889	tesr	tester	temp778889
			<input type="checkbox"/> tester, tester UIC: 1234567891	tester	tester	1234567891

[Select](#) [Close](#)

[Save Group](#)

Choose The Group:

Choose The Student(s):

Students to add				
#	GroupName	UIC	StudentFirstName	StudentLastName
Delete	WED	temp778889	tesr	tester
Delete	WED	1234567891	tester	tester

The group will display on the bottom in My student group Grid view.

Group Name ▾

My Student Groups		
#	Group Name	FullNameUIC
<input type="checkbox"/>	Group Name: Monday	
<input type="checkbox"/>	Group Name: Tuesday	

Page 1 of 1 (2 items) Page size:

- 1) **Collapse All Rows:** This will shrink all the rows in the Grid view
- 2) **Expand All Rows:** This will Expand all the rows inside the Grid view

Once you have made the initial Group names, the following process will be easy to search your caseload and pick students from then on. Just go to the servicelobybystudentwizard page select the dropdown choose the group and your list of students will populate. If you choose not to use the new dropdown you don't have to and the normal page with all your caseload will populate right away.



search a group to filter by...

Create a Group

- Morning Class
- Mid Afternoon class
- Afternoon Class
- Elementary School Students
- Middle School Students

Select All Select None

<input type="checkbox"/>	Test,Test 0000000000	<input type="checkbox"/>	Test,Test 0000000000
<input type="checkbox"/>	Test,Test 0000000000	<input type="checkbox"/>	Test,Test 0000000000

To go back to the ALL Caseload that you originally have, after selecting a group, just click the X or Wizards from the toolbar.

test

Create a Group

Random Moment Time Studies - a Guideline for Direct Service Providers

When chosen, you will receive an email from miaop@pcgus.com that you have been randomly selected to complete a web-based random moment time study. The time study gathers information on the activities that school staff are performing and classifies these activities based on whether they are educational or related to the delivery of designated health services that could be federally matched by Medicaid.

It is important that the person who reviews and assigns a code to your answers understands your activity. Please follow these guidelines: Use medical terms, when applicable, to describe activities which are health related in nature.

Using detail and providing thorough responses will help to avoid follow-up questions.

Best Practice: Respond the same day, or w/in 24 hrs, while information for that moment in time is fresh in your mind.

Question 1- Who was with you?

Too Vague	Detailed Response
A student	A student who is severely, multiply impaired
A parent	A parent of a student with autism
A teacher	The SXI classroom teacher
A principal and staff	The principal of our center program for special ed. students, along with the OT and PT and Social Worker

Question 2 – What were you doing?

Too Vague	Detailed Response
Seeing a student	Providing individual therapy to a student. We worked on her goal of answering simple WH questions with decreasing cues.
Compiling Data	Compiling medical evaluations and assessments for an upcoming IEP
Looking at records ... or Paperwork	Reviewing a student’s history and medical records to prepare for an IEP... or ... Documenting a student’s progress on IEP goals

Question 3- Why were you doing this activity

Too Vague	Detailed Response
Planning	We are holding an IEP. Our team is recommending a change in certification from speech impairment to autism spectrum disorder. I will be presenting evaluation results.
Per IEP goals	The student is non-verbal and needs support for effective communication during her activities of daily living due to multiple impairments
Student needed assistance	Student was having difficulty breathing, probably due to seasonal allergies ... or ... Student needs help with actuation due to limited hand strength

Question 4 - Is the service you provided part of the child’s medical plan of care or for which medical necessity has been determined? Options: Pick One

- Yes – IEP/IFSP
- Yes – Medical Plan of Care other than an IEP/IFSP (i.e. 504 plan, student health plan, nursing plan, physician’s order, crisis intervention services)
- Medical necessity established in other method
- No, or N/A

Random Moment Time Study AT • A • GLANCE

Frequently Asked Questions: RMTS

What is the Random Moment Time Study (RMTS)?

The RMTS is the federally accepted method of documenting the amount of staff time spent on direct service and administrative outreach activities.

What is the purpose of the RMTS?

The RMTS is a program requirement that helps schools receive federal reimbursement for time spent on allowable related activities.

What is my role in the RMTS?

Your role is to respond to all moments you have been selected for in a timely manner.

How did I get selected to complete an RMTS survey?

Your district's RMTS coordinator identified you as a person who performs activities related to Medicaid and health-related services as part of your job.

How many RMTS surveys will I get?

It varies, but people typically receive 0-5 surveys per quarter.

How long does it take to complete an RMTS survey?

The survey is five questions and can usually be completed in less than five minutes.

How should I respond to the RMTS survey questions?

- Provide truthful and thorough responses. There are no wrong answers, but remember to answer completely and accurately. Do not include student names.
- The survey is asking about one minute in time. When answering your RMTS survey, provide specific information about that sixty second period.

Tips for specific situations:

IF YOU WERE...	TELL US...
In an IEP meeting	What was the single topic of discussion at your assigned RMTS time?
Conducting an assessment	What type of assessment were you conducting?
Discussing a student	What was the single topic of discussion at your assigned RMTS time?
On a prep period	What were you preparing at the time of your moment?
Completing an IEP	What specific part of the IEP was being worked on at the time of your moment?
Working on an IEP goal	What specific goal was being worked on at the time of your moment?
Working on email	What was the content of the specific email you were reading or writing?
Driving to next location	What was the first task completed upon arriving at your next location?
Completing multiple tasks	What one specific task was being completed at the exact time of your moment?
At a conference/training/PD	What was the topic of discussion at the time of your moment?

Final Tips:

- When responding to the "why" question, think about the intended outcome of the activity you were doing.
- You should not drop everything to complete your RMTS survey. However, you should complete it as soon as possible after the moment passes. Ideally, complete the RMTS survey before leaving work for the day.
- If you are absent, not scheduled, or leaving work before your moment occurs, complete it the next day.
- If you are not working with a student at the time of your moment, that is fine. You should still complete the moment and respond with the activity you were doing at that date and time.