



Third Party Reimbursement for Nursing Services on an IEP (Individualized Education Program)

Slide 1

Third Party Reimbursement for Nursing Services on an IEP (Individualized Education Program)



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The content of this module was completed working in collaboration with the MN Departments of Education, Human Services and Health and was made possible through COVID-19 Public Health Workforce supplemental funding from the CDC, administered by the MDH in collaboration with [Brightworksmn.org](https://brightworksmn.org). 2024



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Slide Title

An introduction to the Role of the Licensed School Nurse in the Special Education Process

Slide Text and Image Description

Image: Brightworks Minnesota Service Cooperative logo, Minnesota Department of Education logo, Minnesota Department of Health logo

Text:

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THIRD PARTY REIMBURSEMENT FOR NURSING SERVICES ON AN IEP (INDIVIDUALIZED EDUCATION PROGRAM): PRESENTATION SUMMARY

The content of this module was completed working in collaboration with the MN Department of Education and the MN Department of Health and was made possible through COVID-19 Public Health Workforce supplemental funding from the CDC, administered by the MDH in collaboration with Brightworksmn.org. 2024

Summary

This module is one of three modules developed to help provide information and guidance on the role of the Licensed School Nurse in Special Education. This is one of 3 training modules. The other 2 modules include:

1. An Introduction to the Role of the Licensed School Nurse in the Special Education Process
2. Third Party Reimbursement for Personal Care Assistance Services and the Role of the Qualified Professional

The content of this module was completed working in collaboration with the MN Departments of Education, Human Services and Health and was made possible through COVID-19 Public Health Workforce supplemental funding from the CDC, administered by the MDH in collaboration with Brightworksmn.org.

Slide 2

Objectives

Participants will be able to:

- Describe the big picture role of the nurse in accessing funding sources for nursing services listed on the IEP.
- Understand how Time and Effort impacts Third-Party Reimbursement (TPR).
- Apply information to access funding sources for IEP related services according to statute and following Minnesota Department of Education (MDE) and Department of Human Services (DHS) guidance.
- Understand best practices and realize the variability among district billing processes.

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Slide Title

Objectives

Slide Text and Image Description

Text Only:

Participants will be able to:

- Describe the big picture role of the nurse in accessing funding sources for nursing services
- Understand how Time and Effort impacts Third-Party Reimbursement
- Apply the information gained to access funding sources for IEP related services according to statute and following guidance provided by (MDE) and (DHS)
- And lastly, understand best practices and realize the variability among district billing processes.

Summary

After viewing this module, you will be able to

- Describe the big picture role of the nurse in accessing funding sources for nursing services
- Understand how Time and Effort impacts Third-Party Reimbursement
- Apply the information gained to access funding sources for IEP related services according to statute and following guidance provided by (MDE) and (DHS)
- And lastly, understand best practices and realize the variability among district billing processes.

When putting together these modules, we worked very closely with MDE, MDH and DHS to provide best practice guidance but we realize that districts may vary on how they carry out this guidance.

Slide 3

Medicaid in Education: Interchangeable Terms

- Third-Party Reimbursement (TPR)
- Third Party Billing (TPB)
- Medical Assistance, Medicaid, (MA) Billing
- MN Health Care Programs (MHCP)

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Slide Title

Medicaid in Education: Interchangeable Terms

Slide Text and Image Description

Text Only:

- Third-Party Reimbursement (TPR)
- Third Party Billing (TPB)
- Medical Assistance, Medicaid, (MA) Billing
- MN Health Care Programs (MHCP)

Summary

There are several interchangeable terms when referring to billing for IEP health related services in education.

- Third Party Reimbursement or TPR
- Third Party Billing
- Medical Assistance, Medicaid or MA billing
- and MHCP

Slide 4

Why Seek TPR for IEP Nursing Services?

- **State law mandates** schools to seek reimbursement for IEP related services. Legal requirement ([MN 125A.21, Subd. 2 Third-party reimbursement](#)).
- Third-Party Reimbursement helps to access **funds to support** Minnesota schools in building capacity to provide better health and behavioral health services to students. ([MDE – Medicaid in Education](#))
- Use of Third-Party Revenue (MN section 125A.21, subdivision 3)
 - (1) **administrative costs** of obtaining reimbursements.
 - (2) **training** and **professional development** to improve the district's ability to access third-party payments.
 - (3) reimbursements for the **benefit of students** with an IEP or Individualized Family Service Plan (IFSP) in the district.

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Slide Title

Why Seek TPR for IEP Nursing Services?

Slide Text and Image Description

Text Only:

- **State law mandates** schools to seek reimbursement for IEP related services. Legal requirement [MN 125A.21, Subd. 2 Third-party reimbursement](#) (<https://www.revisor.mn.gov/statutes/cite/125A.21>).
- Third-Party Reimbursement helps to access **funds to support** Minnesota schools in building capacity to provide better health and behavioral health services to students. ([MDE - Medicaid in Education \(https://education.mn.gov/MDE/dse/sped/med/\)](#))
- Use of Third-Party Revenue (MN section 125A.21, subdivision 3)
 - (1) **administrative costs** of obtaining reimbursements.
 - (2) **training** and **professional development** to improve the district's ability to access third-party payments.
 - (3) reimbursements for the **benefit of students** with an IEP or Individualized Family Service Plan (IFSP) in the district.

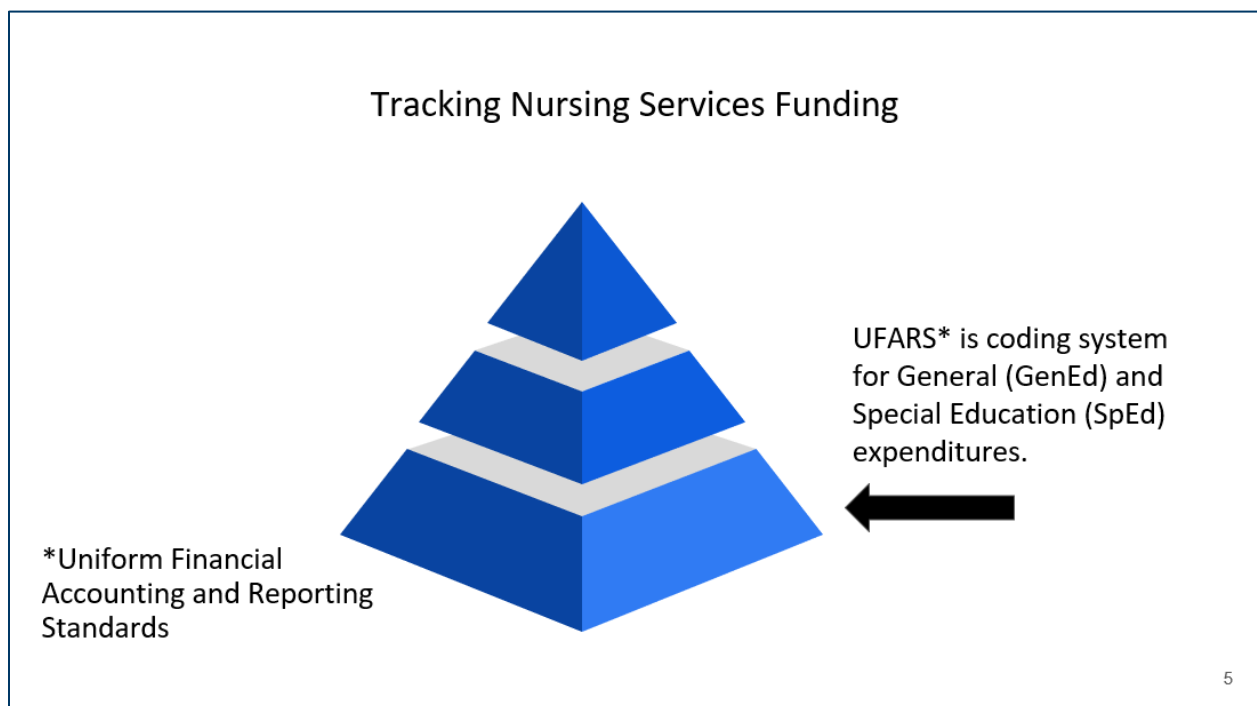
Summary

State law mandates schools to seek reimbursement that is otherwise covered by the child's health coverage. This includes medical assistance. Third Party Reimbursement helps schools access additional funds to help meet the needs of students' physical and mental health. Statute defines that Third Party Funds can be used for

- the **administrative cost** of obtaining reimbursement
- **training** and **professional development** to improve the district's ability to access third-party payments
- **and** use reimbursements for the **benefit of students** who have an IEP or IFSP.

For example, TPR funds can be used to purchase equipment needed to help meet the needs of a student who has an IEP, such as a changing table, stander or lift. Funds can also be used to help with staffing.

Slide 5



Slide Title

Tracking Nursing Services Funding

Slide Text and Image Description

Image:

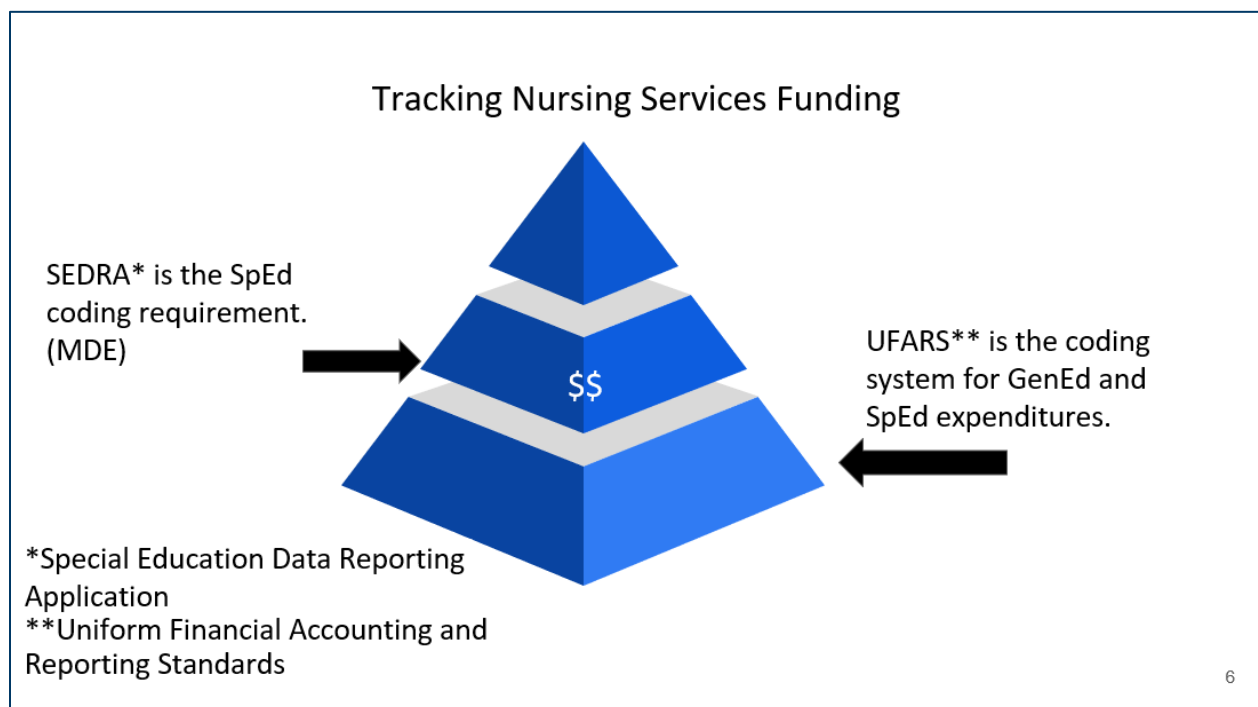
Pyramid with three layers with an arrow pointing to the bottom layer that says UFARS* is a coding system for General (GenEd) and Special Education (SpEd expenditures).

Text: *Uniform Financial Accounting and Reporting Standards

Summary

Tracking the sources of funding in Minnesota schools. It is important to be familiar with terms around funding to understand the billing process. At the bottom of the pyramid is UFARS, or the Uniform Financial Accounting and Reporting Standards. UFARS is the coding system in MN for all general education and special education expenditures.

Slide 6



Slide Title

Tracking Nursing Services Funding

Slide Text and Image Description

Image:

Pyramid with three layers. Middle layer has two dollar signs in it. There is an arrow pointing to the bottom layer that says UFARS** is a coding system for General (GenEd) and Special Education (SpEd expenditures). A second arrow is pointing the middle layer that says SEDRA* is the SpEd coding requirement. (MDE)

Text:

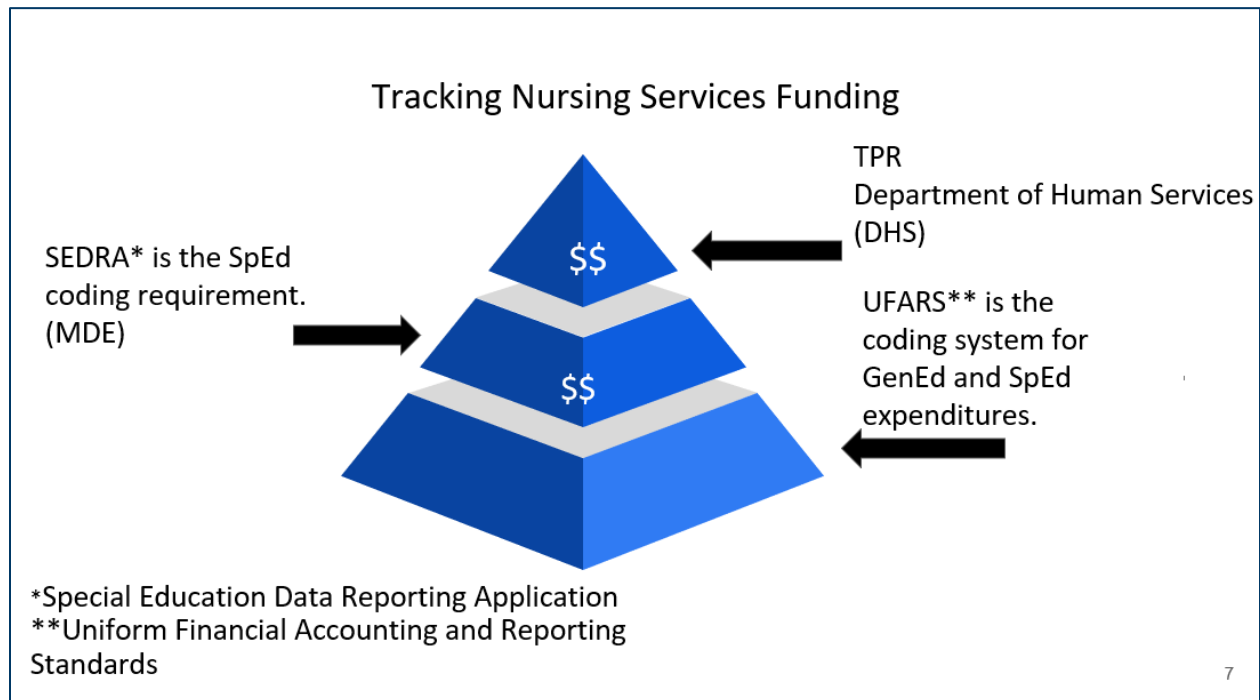
*Special Education Data Reporting Application

**Uniform Financial Accounting and Reporting Standards

Summary

On the next level of the pyramid, MDE requires that all special education expenditures are to be entered into a system called SEDRA or the Special Education Data Reporting Application. This includes nursing and all other health related service providers such as PT, OT, and speech services. This is a funding source for districts. SEDRA will be explained in greater detail in future slides.

Slide 7



THIRD PARTY REIMBURSEMENT FOR NURSING SERVICES ON AN IEP (INDIVIDUALIZED EDUCATION PROGRAM): PRESENTATION SUMMARY

Slide Title

Tracking Nursing Services Funding

Slide Text and Image Description

Image:

Pyramid with three layers. Top layer has two dollar signs in it. Middle layer has two dollar signs in it. There is an arrow pointing to the bottom layer that says UFARS** is a coding system for General (GenEd) and Special Education (SpEd expenditures). A second arrow is pointing the middle layer that says SEDRA* is the SpEd coding requirement. (MDE). A third arrow is pointing to the top layer that says TPR Department of Human Services (DHS)

Text:

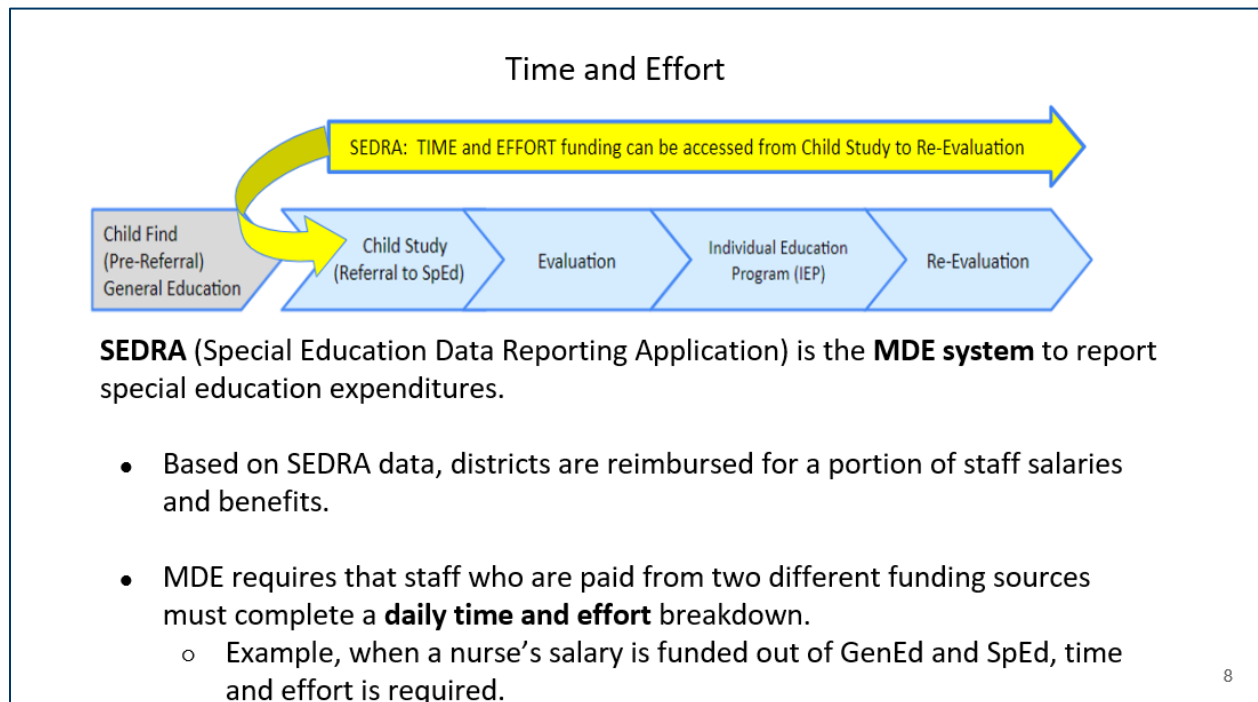
*Special Education Data Reporting Application

**Uniform Financial Accounting and Reporting Standards

Summary

At the top level of the pyramid is Third Party Reimbursement. DHS provides third party reimbursement for IEP health related services. TPR rates are calculated from the data entered into SEDRA. If a position, such as a nurse, OT, or PT, is not entered into SEDRA, the district is not able to receive reimbursement for that IEP health related service. SEDRA and 3rd Party Billing are separate funding sources or “pots” of money.

Slide 8



Slide Title

Time and Effort

Slide Text and Image Description

Image:

5 step process

1. Child Find (Pre-referral) for general education students
2. Child Study (Referral to SpEd)
3. Evaluation
4. Individual Education Program (IEP)
5. Re-Evaluation

Top arrow starting at step 2, Child Study, that says SEDRA: Time and effort funding can be accessed from child study to re-evaluation.

Text:

[Special Education Data Reporting Application \(SEDRA\)](https://education.mn.gov/MDE/dse/datasub/SEDRA/)
(<https://education.mn.gov/MDE/dse/datasub/SEDRA/>) is the **MDE system** to report special education expenditures.

THIRD PARTY REIMBURSEMENT FOR NURSING SERVICES ON AN IEP (INDIVIDUALIZED EDUCATION PROGRAM): PRESENTATION SUMMARY

- Based on SEDRA data, districts are reimbursed for a portion of staff salaries and benefits.
- MDE requires that staff who are paid from two different funding sources must complete a **daily time and effort** breakdown.
 - Example, when a nurse's salary is funded out of GenEd and SpEd, time and effort is required.

Summary

We are now going to take a closer look at SEDRA to understand how SEDRA impacts third party reimbursement (TPR) in schools. To review, SEDRA is the MDE system where schools enter their special education expenditures. Based on what is entered into SEDRA, schools can receive reimbursement for a portion of salaries and benefits related to special education. MDE requires that any staff who is paid out of 2 different funding sources complete a daily Time and Effort breakdown for the time worked within each funding source. For example, many nurses are paid out of general education and special education, so therefore they **MUST** complete a Time and Effort breakdown. This is a requirement even if you are not billing for 3rd Party Reimbursement.

The key takeaway related to SEDRA is to find out how your salary is funded from your supervisor or special education director and if you are required to complete Time and Effort.

Slide 9

Daily Time and Effort Documentation

School	Name of School																												
Employee Name	First and Last Name																												
Employee Title	School Nurse, RN																												
Time Period (Month/Year):	23-Sep																												
		Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Total Hour	%					
SPED	IEP Nursing Services	2	2	2	2	2			2	2	2	2	2			2	2	2	2	2			30						
	SPED Meetings				2	1																	4						
	SPED Assessments	1								1	1	1								1			5						
	SPED Paperwork					1							1							1			3						
Gen ED	GenEd Nursing Services	5	6	4	5	5			6	5	5	5	5			6	5	6	5	5			78	65.0%					
	Total SPED hours	3	2	4	3	3			2	3	3	3	3			2	3	2	3	3			42	35.0%					
	Total hours	8	8	8	8	8			8	8	8	8	8			8	8	8	8	8			120						

SAMPLE **Description of Activities**

Date	Time, Activity, Student Initials
9/1/2023	8-10am IEP Svcs HT, LP, NB, SW, DR, BT
Mon, 1st	10:00 - 11:00 SPED Health/ Physical Assessment

[Time and Effort - sample](#)

- Percentage estimates of SpEd time or short term time studies **Do Not Qualify** as Time and Effort.
- Time and Effort and Personnel Activity Record (PAR) might be used interchangeably.
- Time and Effort is not required if working in 100% GenEd or 100% SpEd.

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Slide Title

Daily Time and Effort Documentation

Slide Text and Image Description

Image:

Screen shot of an example of daily time and effort documentation separating nurse time in special education activities from general education activities.

Text:

[Time and Effort – sample](https://docs.google.com/spreadsheets/d/17xekzE_TRbbtnTD7aA5ZZODE8hFuYq3R/edit?gid=1175662785#gid=1175662785)

https://docs.google.com/spreadsheets/d/17xekzE_TRbbtnTD7aA5ZZODE8hFuYq3R/edit?gid=1175662785#gid=1175662785

- Percentage estimates of SpEd time or short-term time studies **Do Not Qualify** as Time and Effort.
- Time and Effort and Personnel Activity Record (PAR) might be used interchangeably.
- Time and Effort is not required if working 100% GenEd or 100% SpEd.

Summary

This is a clip of a partial month using MDE's Time and Effort example that they have provided for a nurse. In this example, it is an 8-hour workday. You can customize for how many hours you work in a day. Note that you must have the time broken down either by hour or minutes for each funding source. On the MDE sample, there is a breakdown for Special Education and General Education. In addition to the time spent working in each area, there is further breakdown for the special education time that includes student initials and the time frame spent working with or related to the student. This is where district variability comes in. Some districts utilize their Student Information System to document the description of activity breakdown in the student health record. Time and effort should be completed daily.

Note: Percentage estimates of SpEd time or short-term time studies Do Not Qualify as Time and Effort, Time and Effort and Personnel Activity Record (PAR) might be used interchangeably, Time and Effort is not required if working in 100% GenEd or 100% SpEd.

We have provided a sample of a Time and Effort form that was created from the MDE sample, and we have included instructions. You do not have to use this form, but it is available if you would like to use it.

Slide 10

The Bottom Line

If a nurse has no allocated costs reported in SEDRA then there is no “cost”.

No cost = No rates = No 3rd Party Reimbursement.



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Slide Title

The Bottom Line

Slide Text and Image Description

Image:

Decorative: Clipboard that says bottom line.

Text:

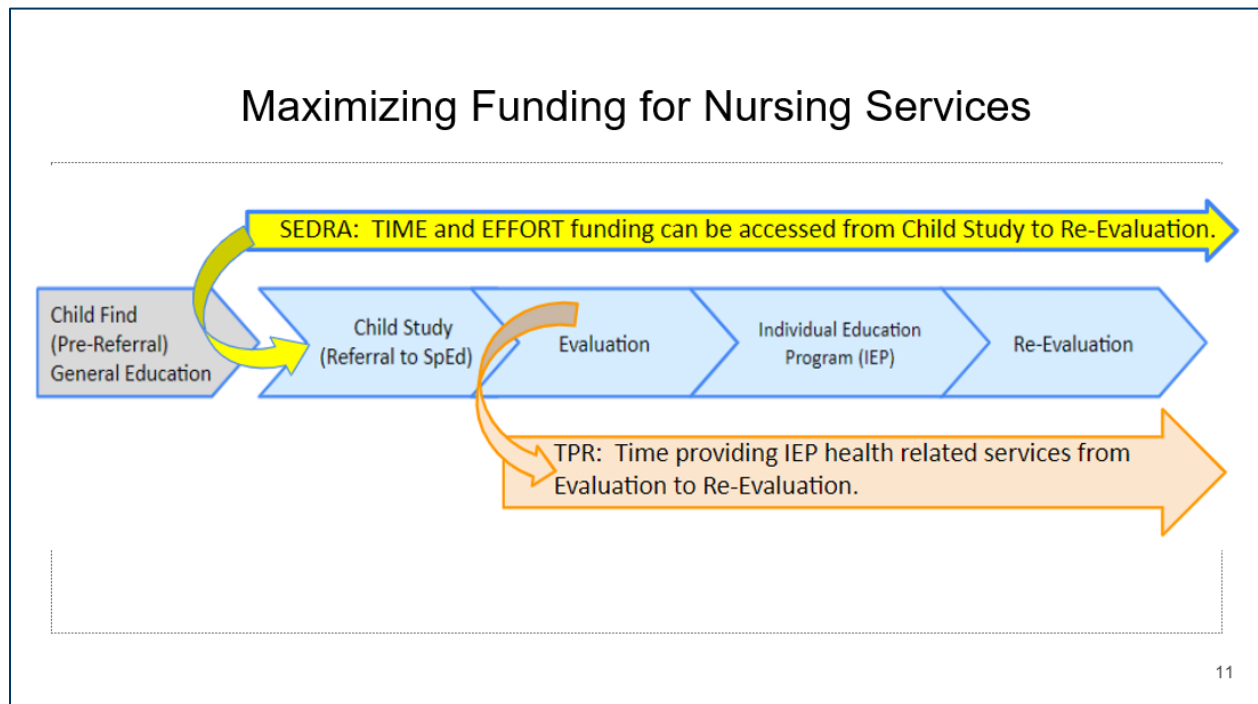
If a nurse has no allocated costs reported in SEDRA then there is no “cost”.

No cost = No rates = No Third-Party Reimbursement.

Summary

The bottom line and summary of what has just been discussed is that if a nurse has no allocated costs reported into SEDRA then there is no cost. No cost equals no rates which equals no third-party reimbursement. Consider this scenario, a nurse shared with us that she has been submitting for Third Party Billing for several years and just recently learned that her rate was zero because she was not entered into SEDRA.

Slide 11



Slide Title

Maximizing Funding for Nursing Services

Slide Text and Image Description

Image Only:

5 step process

1. Child Find (Pre-referral) for general education students
2. Child Study (Referral to SpEd)
3. Evaluation
4. Individual Education Program (IEP)
5. Re-Evaluation

Top arrow starting at step 2, Child Study, that says SEDRA: Time and effort funding can be accessed from child study to re-evaluation.

Bottom arrow starting at step 3, Evaluation, that says TPR: Time providing IEP health related services from evaluation to re-evaluation.

THIRD PARTY REIMBURSEMENT FOR NURSING SERVICES ON AN IEP (INDIVIDUALIZED EDUCATION PROGRAM): PRESENTATION SUMMARY

Summary

This graphic shows a summary of the two sources or “pots” of money that can be accessed for nursing as well as other health related providers such as PT, OT, and Speech. SEDRA, which includes Time and Effort if you are split funded, is one source - This includes the time spent working from child study through re-evaluation.

Third party reimbursement is another source of funding. Your time that is spent working in the IEP process from evaluation through re-evaluation can be reimbursed. SEDRA and TPR are different but related.

Slide 12

Time and Effort  Billable Time

	Time and Effort	Billable
Evaluation process (data collection, interpretation and writing report)	X	X
Time spent writing the IEP (PLAAFP, accommodations and service grid)	X	X
Time spent in IEP and evaluation meetings	X	
Chronic Disease Management for students with an IEP	X	X (when on IEP)
Medication management for students with an IEP	X	X (when on IEP)
Writing plans of care (health , emergency, PCA)	X	
Administering medications to students with an IEP	X	X (when on IEP)
Providing treatments/procedures to students with an IEP	X	X (when on IEP)
Training and supervision	X	

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Slide Title

Time and Effort is not equal to Billable Time

THIRD PARTY REIMBURSEMENT FOR NURSING SERVICES ON AN IEP
(INDIVIDUALIZED EDUCATION PROGRAM): PRESENTATION SUMMARY

Slide Text and Image Description

Table depicted in slide:

	Time and Effort	Billable
Evaluation process (data collection, interpretation, and writing report)	x	x
Time spent writing the IEP (PLAAFP, accommodations, and service grid)	x	x
Time spent in IEP and evaluation meetings	x	
Chronic Disease Management for students with an IEP	x	x (when on IEP)
Medication management for students with an IEP	x	x (when on IEP)
Writing plans of care (health, emergency, PCA)	x	
Administering medication to students with an IEP	x	x (when on IEP)
Providing treatments/procedures to students with an IEP	x	x (when on IEP)
Training and supervision	x	

Summary

This grid breaks down the differences and will make more sense after we continue walking through what time is considered billable.

Slide 13

TPR for Nursing Services: Who is Qualified to Submit?

Professional Nurses:

- Registered Nurse (RN) – Has a current Minnesota (MN) Board of Nursing (BON) professional nursing license.
- Public Health Nurse (RN/PHN) – Has a current MN BON license and is certified in public health nursing by MN BON.
- Licensed School Nurse (RN/LSN) – Has a current MN BON professional nursing license and also has a MN Board of Teaching license as a school nurse. Public health nursing certification is a prerequisite for licensure as a school nurse.

Practical Nurses:

- Licensed Practical Nurse (LPN) – Has a current MN BON practical nursing license.

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Slide Title

TPR for Nursing Services: Who is Qualified to Submit?

Slide Text and Image Description

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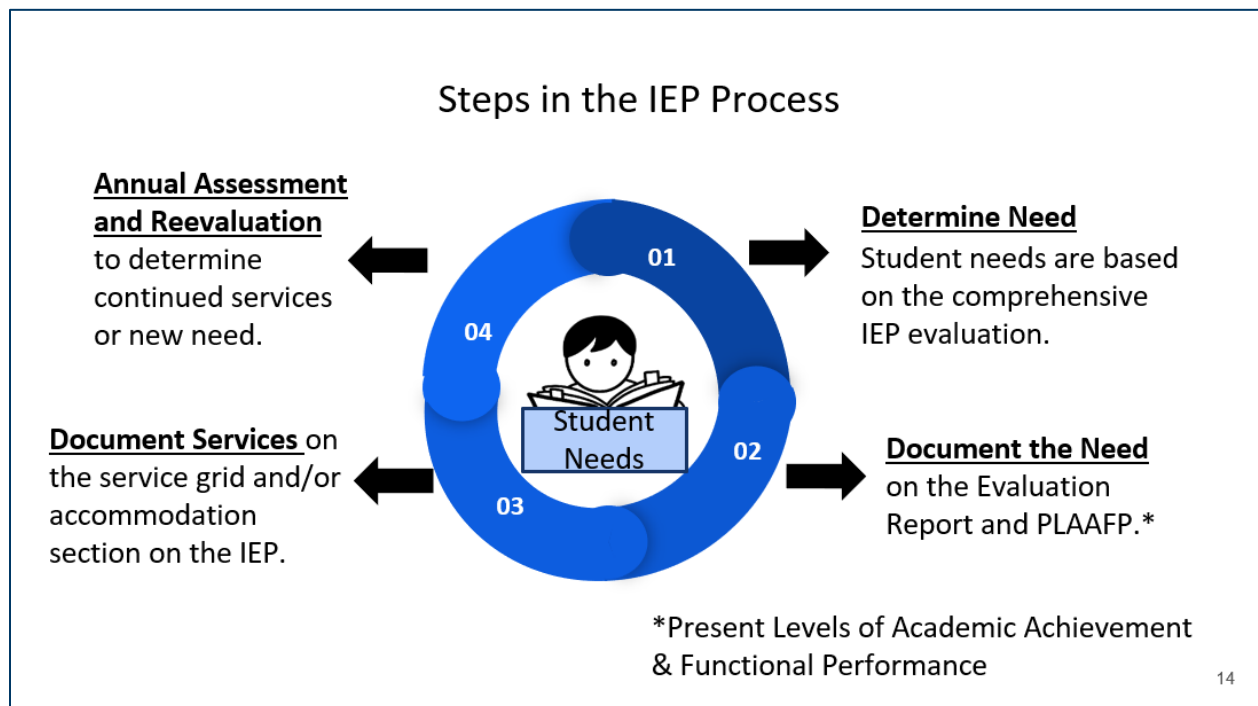
Practical Nurses:

- Licensed Practical Nurse (LPN) – Has a current MN BON practical nursing license.

Summary

Who is qualified to submit for third-party reimbursement for nursing services? Professional nurses that include the Registered Nurse, the Public Health Nurse and Licensed School Nurse can submit for reimbursement as well as the Licensed Practical Nurse. It is important to note that while both the professional and the practical nurse are able to submit for billing, they are not able to submit for the same services since they have different scopes of practice. For more details regarding scope of practice, refer to the Minnesota Board of Nursing website.

Slide 14



Slide Title

Steps in the IEP Process

Slide Text and Image Description

Image:

Circle with numbers indicating steps one through four surrounding a child with a book open that says "student needs". Arrows point outward identifying the steps.

Step 1: Determine Need – student needs are based on the comprehensive IEP evaluation.

Step 2: Document the Need on the evaluation report and PLAAFP*.

Step 3: Document Services on the service grid and/or accommodation section on the IEP.

THIRD PARTY REIMBURSEMENT FOR NURSING SERVICES ON AN IEP (INDIVIDUALIZED EDUCATION PROGRAM): PRESENTATION SUMMARY

Step 4: Annual Assessment and Reevaluation to determine continued services or new need.

Text:

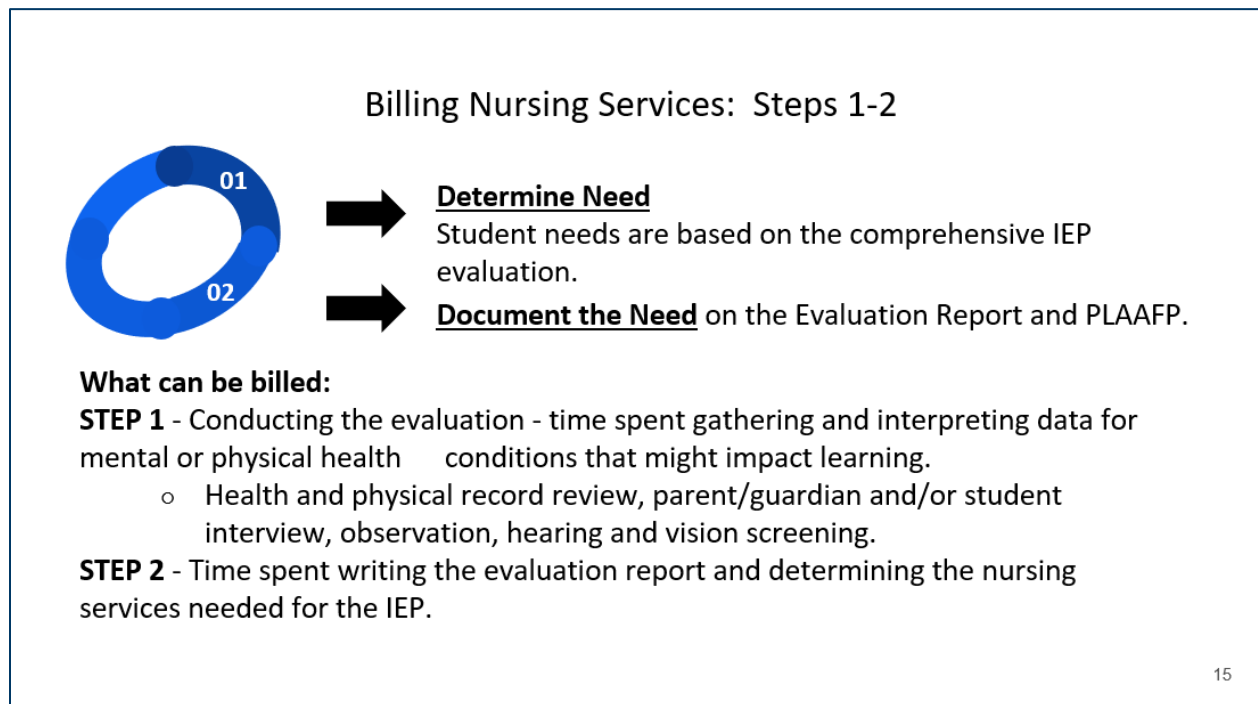
*Present Levels of Academic Achievement & Functional Performance

Summary

Even before we think about third party billing, we must make sure that we are identifying and meeting the needs of the student. It is only after that is in place, should we consider what is billable. To review, in step 1 student need is determined based on a comprehensive evaluation. In Step 2, the need is documented on the evaluation report and in the PLAAFP or the Present levels. In Step 3, Document the services on the service grid and accommodation section and in step 4. Conduct an annual assessment and 3-year reevaluation to determine continued services or if there is a new need.

We will now review each step in the IEP process to determine what is billable.

Slide 15



Slide Title

Billing Nursing Services: Steps 1-2

Slide Text and Image Description

Image:

Circle with 01 and 02 for steps one and two. Arrow for step one saying Determine Need – student needs are based on the comprehensive IEP evaluation. Arrow for step two saying Document the Need on the evaluation report and PLAAFP.

Text:

What can be billed:

STEP 1 - Conducting the evaluation - time spent gathering and interpreting data for mental or physical health conditions that might impact learning.

- Health and physical record review, parent/guardian and/or student interview, observation, hearing and vision screening.

STEP 2 - Time spent writing the evaluation report and determining the nursing services needed for the IEP.

Summary

What can be billed or reimbursed in steps one and two? The Time spent conducting the evaluation can be billed. This includes the time spent gathering and interpreting the data for mental or physical conditions that might impact learning. This may include the health and physical record review, parent or student interview, student observation, and hearing and vision screening. You are also able to bill for the Time spent writing the evaluation report and determining the nursing services that will be required on the IEP. The key takeaways here are to determine who submits billing for your district. It is important to work closely and collaboratively with this person since there are often questions that arise around billing. Also, that the evaluation time can be submitted even if the student is not eligible for an IEP or for IEP nursing services.

Slide 16

Billing for an Evaluation

Billing example:

- MM/DD/YYYY - (10:00 - 10:20 am) - Hearing and vision screening.
- MM/DD/YYYY - (9:15 - 10:00 am) - Interpret health and physical records to determine educational impact.
- MM/DD/YYYY - (8:00am - 8:15 am) - Parent/guardian interview.
- **MM/DD/YYYY** - (1:45pm - 3:15 pm) - Evaluation report write up.
 - Use the **final date of evaluation** to reflect the **total evaluation minutes** under **ONE** entry or *unit.
*If a child receives a service on the same day as the final date of evaluation, add the service time to the evaluation time for that specific date and bill as 1 unit of evaluation.

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Slide Title

Billing for Evaluation

Slide Text and Image Description

Text Only:

Billing example:

- MM/DD/YYYY - (10:00 - 10:20 am) - Hearing and vision screening.
- MM/DD/YYYY - (9:15 - 10:00 am) - Interpret health and physical records to determine educational impact.
- MM/DD/YYYY - (8:00am - 8:15 am) - Parent/guardian interview.
- **MM/DD/YYYY** - (1:45pm - 3:15 pm) - Evaluation report write up.
 - Use the **final date of evaluation** to reflect the **total evaluation minutes** under **ONE** entry or *unit.
*If a child receives a service on the same day as the final date of evaluation, add the service time to the evaluation time for that specific date and bill as 1 unit of evaluation.

Summary

An example has been provided as to how evaluation time should be documented into your billing software. The date and actual times must be noted when conducting each step of the evaluation. While there may be times when you are able to complete the entire evaluation in one day, generally, the evaluation is conducted over several days. The final date of when the evaluation report is written is the date used to submit for all the evaluation time. You will include documentation of all the evaluation activities under the final date. DHS refers to this as one unit of time. Some students' evaluations may be more complex due to special health needs and require a great deal of time to complete as compared to conducting an uncomplicated evaluation for a single diagnosis. It is important to capture the actual time spent conducting the evaluation to maximize funding.

DHS also allows you to bill for a nursing service if it is conducted on the same day that the evaluation is being submitted. For example, if you are conducting a re-evaluation for a student who receives a tube feeding every day, you can add the tube feeding time to the total unit of evaluation time.

Remember that the details for each evaluation activity must be documented in the billing software and in the student health record unless you are documenting the details in your billing software. For example, a nurse will document that hearing and vision was completed in the billing software and then record the hearing and vision results and outcomes in the student's health record. It is also important to ask how you will document the evaluation activities in your district.

Slide 17

ICD-10-CM (International Classification of Disease)

Federal law requires schools to report an individual ICD-10-CM code for health-related services that are billed.

To bill:

- ICD-10-CM code
- Document activity
- Start and stop times

ICD codes are the 'cornerstone' of disease classification in HIPAA (Health Insurance Portability and Accountability Act) covered entities at the federal, state, and local level. Codes are used for disease surveillance, tracking patient care, and claims reimbursement.

Slide Title

ICD-10-CM (International Classification of Disease)

Slide Text and Image Description

Text Only:

Federal law requires schools to report an individual ICD-10-CM code for health-related services that are billed.

To bill:

- ICD-10-CM code
- Document activity
- Start and stop times

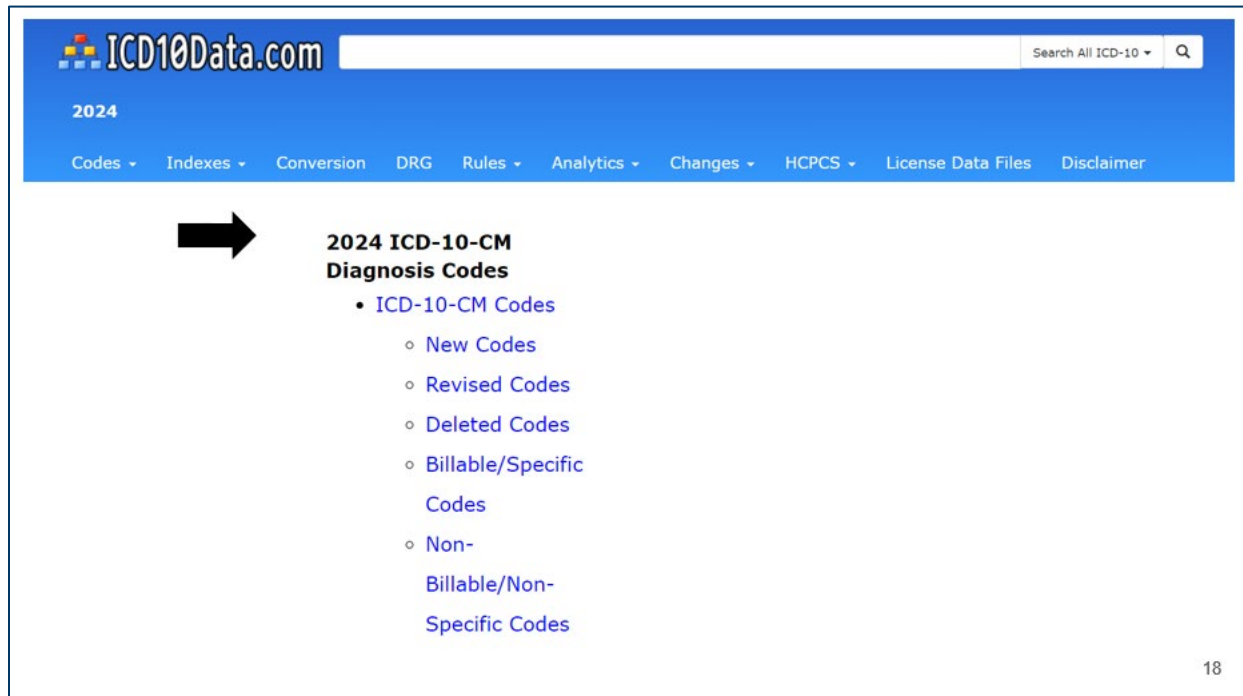
ICD codes (https://www.cdc.gov/nchs/icd/icd-10-cm/?CDC_AAref_Val=https://www.cdc.gov/nchs/icd/icd-10-cm.htm) are the ‘cornerstone’ of disease classification in HIPAA (Health Insurance Portability and Accountability Act) covered entities at the federal, state, and local level. Codes are used for disease surveillance, tracking patient care, and claims reimbursement.

Summary

Another requirement for billing is that federal law requires schools to report ICD-10-CM codes for IEP health-related services. An individual ICD-10 code must be assigned for each specific service provided as well as an ICD 10 code assigned to the evaluation. In order to bill for a health-related service, you must have an ICD-10 code assigned, document the activity and note the start and stop time for each activity. To further explain ICD 10 codes, they are the ‘cornerstone’ of disease classification in *HIPAA-covered entities. Schools generally operate under FERPA as it relates to data privacy, but when schools begin billing for services, this is when it moves into HIPAA privacy laws and regulations. These codes are used for disease surveillance, tracking care, and claims reimbursement.

It is best practice to have the related service provider determine the appropriate ICD-10 code. They are the health professional and would be best qualified to assign the most appropriate code. Also, ICD-10 codes can change at any time, so it is important to refer to the ICD10data.com website for up-to-date codes.

Slide 18



Slide Title

No Title – Shows webpage: [ICD10Data.com homepage \(https://www.icd10data.com\)](https://www.icd10data.com)

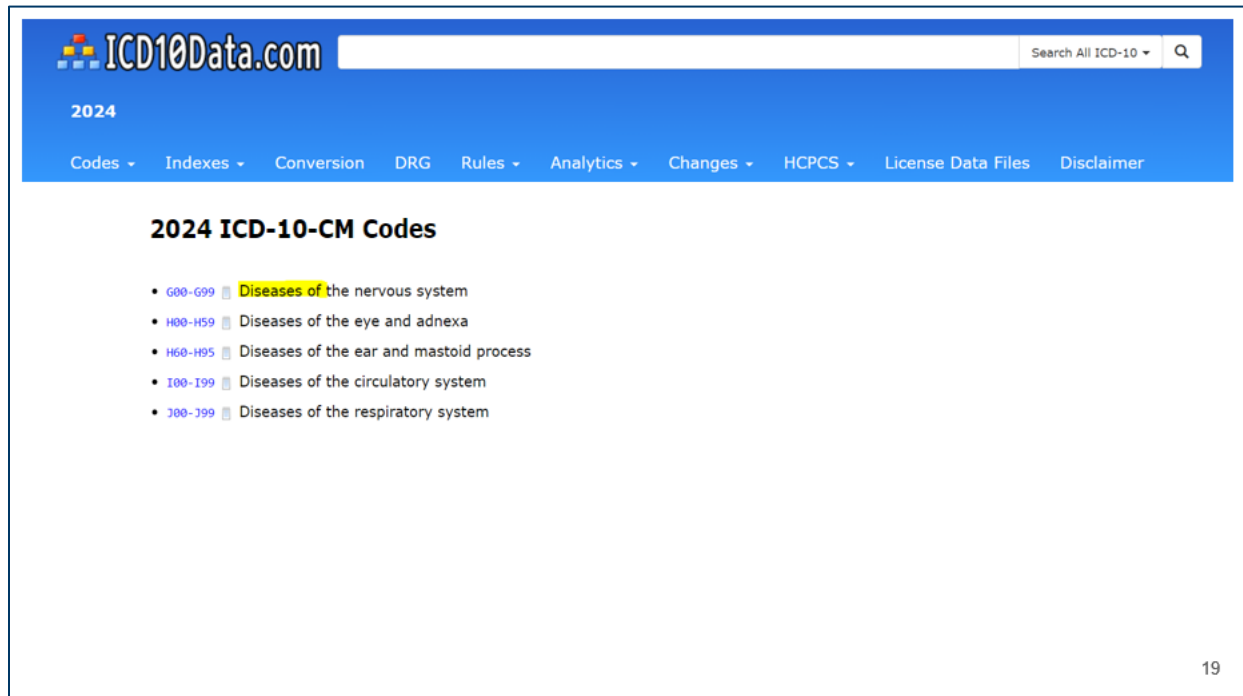
Slide Text and Image Description

Screenshot of [ICD10Data.com homepage \(https://www.icd10data.com\)](https://www.icd10data.com) 2024 ICD-10-CM Diagnosis Codes section.

Summary

The next several slides will show you how to search for a code using the ICD10data.com website. You first look under the current year diagnosis codes.

Slide 19



Slide Title

No Title – Shows webpage: [ICD10Data.com \(https://www.icd10data.com/ICD10CM/Codes\)](https://www.icd10data.com/ICD10CM/Codes)

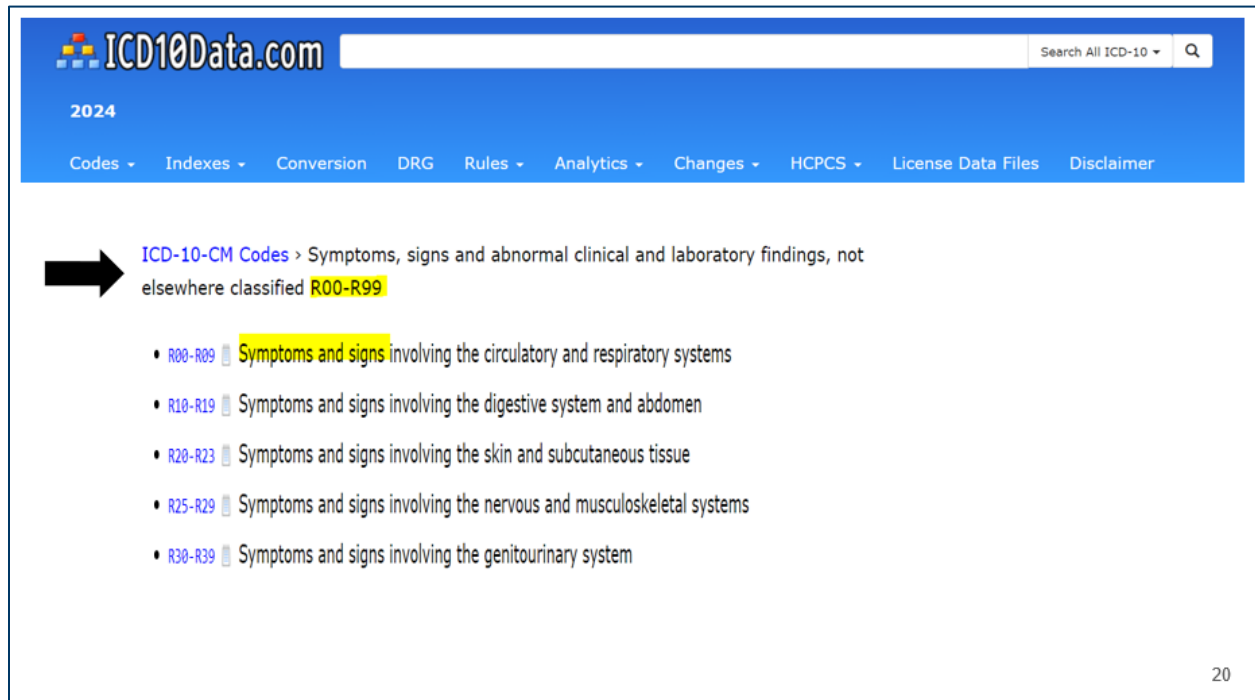
Slide Text and Image Description

Screenshot of [ICD10Data.com \(https://www.icd10data.com/ICD10CM/Codes\)](https://www.icd10data.com/ICD10CM/Codes) with 'diseases of' highlighted.

Summary

After clicking on the current year's diagnosis codes, you will see the diagnosis codes are then broken down into body systems.

Slide 20



Slide Title

No Title – Shows webpage: [ICD10Data.com \(https://www.icd10data.com/ICD10CM/Codes/R00-R99\)](https://www.icd10data.com/ICD10CM/Codes/R00-R99)

Slide Text and Image Description

Screenshot of [ICD10Data.com \(https://www.icd10data.com/ICD10CM/Codes/R00-R99\)](https://www.icd10data.com/ICD10CM/Codes/R00-R99) with R codes R00-R99 highlighted, and symptoms and signs highlighted.

Summary

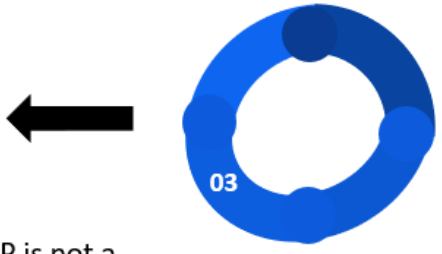
If the student's medical provider has not provided a diagnosis or ICD-10 code, you can look under the R codes to search for a symptom or sign. For example, if a student experiences complaints of frequent palpitations and racing heart but they do not have an actual diagnosis at this time, an R code for symptoms and signs involving the circulatory and respiratory systems could be used. Z codes may also be used to find the most applicable code.

It is important to know that by assigning an ICD 10 code for the evaluation or service conducted in the school, the related service provider is not impacting the students medical home chart or billing. This code is only assigned to the services provided in school.

Slide 21

Billing Nursing Services: Step 3

Document Services on the service grid and/or accommodation section on the IEP.



While time spent documenting on the IEP is not a billable service, it is a crucial step for future billing and reimbursement.

- If a nursing service isn't on the IEP, the service cannot be billed.
- No Documentation = No Payment or Reimbursement.
- The service grid is not an indicator of what can be billed.
- Just because a student requires a service during the day, it does not mean that is billable.

21

Slide Title

Billing Nursing Services: Step 3

Slide Text and Image Description

Image:

Circle with 03 for step three. Arrow pointing to description of step 3: Document Services on the service grid and/or accommodation section on the IEP.

Text:

While time spent documenting on the IEP is not a billable service, it is a crucial step for future billing and reimbursement.

- If a nursing service isn't on the IEP, the service cannot be billed.
- No Documentation = No Payment or Reimbursement.
- The service grid is not an indicator of what can be billed.
- Just because a student requires a service during the day, it does not mean that is billable.

Summary

To review, in step 1 student need was determined and in step 2 the need was documented in the evaluation report and Present levels. Now In step 3, the services are documented in the IEP on the service grid and/or the accommodation section. The time spent documenting or writing the report of the nursing services are not billable. Keep in mind that if the nursing service is not listed on the IEP the service cannot be billed. No documentation means no payment or reimbursement. And remember, the service grid is not an indicator of what can be billed. For example, just because something is listed as an indirect service, that does not indicate if it is a billable service. Also, documenting on the service grid alone is not sufficient. You must document the services that will be provided in the accommodation section. Just because it is documented on the IEP, it does not mean that it is billable. You must reference the DHS IEP manual to determine what is a billable service.

Slide 22

Billing Nursing Services: Step 4

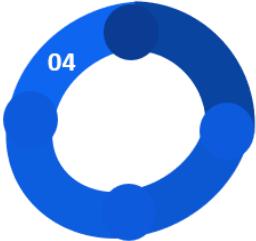
What can be billed:

Annual Assessment:

- Review of current health and physical status.
- Determine if needs are reflected accurately on the IEP.

3 year Re-Evaluation:

- Start process over from step 1.
- Comprehensive nursing evaluation.



22

Slide Title

Billing Nursing Services: Step 4

Slide Text and Image Description

Image:

Circle with 04 for step four. Arrow pointing left. Step four of the IEP process is Annual Assessment and Re-Evaluation.

Text:

What can be billed:

Annual Assessment:

- Review of current health and physical status.
- Determine if needs are reflected accurately on the IEP.

3-year Re-Evaluation:

- Start process over from step 1.
- Comprehensive nursing evaluation.

Summary

Step 4 is the annual assessment and re-evaluation, and both are billable. An annual assessment reviews the health and physical status and determines if the needs are accurately reflected on the IEP, if there is continued need or if there is a new need that should be added to the IEP. A 3-year reevaluation is required where you will start the IEP process over at step 1, beginning with a comprehensive evaluation.

Slide 23

Covered and Non-covered Services - [DHS IEP Manual](#)

The screenshot displays the DHS IEP Manual website. At the top, there's a navigation bar with links like 'DHS Home', 'CountyLink Home', 'Manuals Home', 'Bulletins', and 'Advanced Search'. Below this, a 'Provider Manual' section is visible. The main heading is 'Individualized Education Program (IEP) Services', with a 'Revised: March 15, 2023' note. An 'Overview' section states that Minnesota Health Care Programs (MHCP) pay the federal share of MHCP covered IEP health-related services for eligible children under age 21. Below the overview, there are two highlighted sections: 'Covered and Noncovered IEP Health-Related Services' and 'Nursing Services'. Each section contains a list of links to specific topics.

Covered and Noncovered IEP Health-Related Services	Nursing Services
Overview Initial Evaluations, Reevaluations and Health-Related Assessments Eligible Providers Covered Health-Related Components of an IEP Evaluation or Reevaluation Noncovered Components of a IEP Evaluation or Reevaluation Covered IEP Health-Related Services Coverage Criteria for all IEP Health-Related Services Services Not Covered by IEP Funding	Overview Authorization and Orders Qualified Services Providers Covered Services Noncovered Services Health Records and Documentation Billing

23

Slide Title

Covered and Non-covered Services – [DHS IEP Manual](#)

(https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=DHS16_151385)

Slide Text and Image Description

Image Only:

Screenshot of the DHS IEP Manual including different sections: Covered and Noncovered IEP Health-Related Services and Nursing Services with Covered and Noncovered IEP Health-Related Services highlighted and Nursing Services Highlighted.

Summary

The next several slides will review key areas of the DHS IEP manual that are important to reference when determining covered and non-covered services. This slide shows the two important areas. First is the covered and noncovered IEP Health-Related Services that applies to ALL services providers such as nurses, PT, OT, and Speech. The second is the Nursing Services section that applies only to nursing.

Slide 24

Covered Services in the IEP Process

Covered and Noncovered IEP Health-Related Services

- [Overview](#)
- [Initial Evaluations, Reevaluations and Health-Related Assessments](#)
- [Eligible Providers](#)
- [Covered Health-Related Components of an IEP Evaluation or Reevaluation](#)
- [Noncovered Components of a IEP Evaluation or Reevaluation](#)
- [Covered IEP Health-Related Services](#)
- [Coverage Criteria for all IEP Health-Related Services](#)
- [Services Not Covered by IEP Funding](#)

Initial Evaluations, Reevaluations and **Health-Related Assessments:**

- Health-related evaluations and assessments when conducted for the purpose of **identifying health-related needs** for the IEP/IFSP **OR** to **determine continued coverage**, even if the service does not get added to, or result in an IEP.

Covered Health-Related components of the IEP Evaluation or Reevaluation:

- Face-to-face **health related assessments.**
- **Interpreting** health-related assessment results.
- **Writing a report of the health-related assessment results.**

24

Slide Title

Covered Services in the IEP Process

Slide Text and Image Description

Image:

Screen shot from the [DHS Individualized Education Program \(IEP\) Services section Covered and Noncovered IEP Health-Related Services](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) (https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) with Covered and Noncovered Services highlighted.

Text:

Initial Evaluations, Reevaluations and **Health-Related Assessments:**

- Health-related evaluations and assessments when conducted for the purpose of **identifying health-related needs** for the IEP/IFSP **OR** to **determine continued coverage**, even if the service does not get added to, or result in an IEP.

Covered Health-Related components of the IEP Evaluation or Reevaluation:

- Face-to-face **health related assessments.**
- **Interpreting** health-related assessment results.
- **Writing a report of the health-related assessment results.**

Summary

There are two sections in the Covered and Noncovered IEP Health-Related Services section that addresses Evaluations and Assessments that apply to nursing. The first addresses Evaluations, reevaluations, and health related assessments. It states that health-related evaluations and assessment when conducted for the purpose of identifying health related needs for the IEP OR to determine continued coverage, even if it doesn't get added to or result in an IEP is billable.

The second section addresses components of the IEP evaluation and reevaluation that are billable. These include face to face health related assessments, interpreting health related assessment results and writing the health-related report of the assessment results.

It is important to note that writing a report includes documenting the assessment results on the evaluation report, PLAAFP or present levels, service grid and accommodation section of the IEP.

Slide 25

Coverage Criteria for All IEP Health-Related Services

Covered and Noncovered IEP Health-Related Services

- [Overview](#)
- [Initial Evaluations, Reevaluations and Health-Related Assessments](#)
- [Eligible Providers](#)
- [Covered Health-Related Components of an IEP Evaluation or Reevaluation](#)
- [Noncovered Components of a IEP Evaluation or Reevaluation](#)
- [Covered IEP Health-Related Services](#)
- [Coverage Criteria for all IEP Health-Related Services](#)
- [Services Not Covered by IEP Funding](#)

- **Medically necessary.**
- A health-related service that is necessary for the child to **benefit from their education.**
- **Covered by MA.**
- Authorized by the child's IEP or IFSP team.
- **Documented in the child's IEP or IFSP** (including extended year).
- **Documented in the child's health record.**
- Provided by a qualified service provider within their **scope of practice and licensure.**
- Provided during the **school day** (including during the **extended school year (ESY).**

• **Eligible Children** – under 22 years old or have not graduated from the 12th grade.

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Slide Title

Coverage Criteria for All IEP Health-Related Services

Slide Text and Image Description

Image:

Screen shot from [DHS Individualized Education Program \(IEP\) Services section Covered and Noncovered IEP Health-Related Services](#)
(https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&Revision

THIRD PARTY REIMBURSEMENT FOR NURSING SERVICES ON AN IEP (INDIVIDUALIZED EDUCATION PROGRAM): PRESENTATION SUMMARY

[SelectionMethod=LatestReleased&dDocName=dhs16_151385](#)] with arrow pointing to Coverage Criteria for all IEP Health-Related Services

Text:

- **Medically necessary.**
- A health-related service that is necessary for the child to **benefit from their education.**
- **Covered by MA.**
- Authorized by the child's IEP or IFSP team.
- **Documented in the child's IEP or IFSP** (including extended year).
- **Documented in the child's health record.**
- Provided by a qualified service provider within their **scope of practice and licensure.**
- Provided during the **school day** (including during the **extended school year (ESY).**

Eligible Children

(https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_185200#ec) – under 22 years old or have not graduated from the 12th grade

Summary

There is another section of this part of the manual that addresses coverage criteria for all IEP health related services. The slide shows the entire list. Those that are bolded often come into question. The service must be medically necessary. Next, If the service is necessary for the child to benefit from their education. It is a covered service even if the service is not related to the area in which they qualified. For example, a student may qualify for speech, but they also have diabetes. Nursing services are needed for the student to attend school and benefit from their education. Another coverage criteria is that the service must be covered by Medical assistance. Currently private insurances do not cover school health related services. Also, the service must be documented on the IEP or IFSP. Each time the service is provided, it must be documented in the child's health record. The service must also be provided within the scope of practice and licensure of the provider. A service can also be billed during the extended school year. This is important to keep in mind when considering ways to maximize funding. DHS defines that eligible students must be under age 22 or have not graduated from the 12th grade.

Slide 26

Authorization and Orders

Nursing Services

- [Overview](#)
- [Authorization and Orders](#)
- [Qualified Services Providers](#)
- [Covered Services](#)
- [Noncovered Services](#)
- [Health Records and Documentation](#)
- [Billing](#)

The IEP team authorizes health-related services included in the IEP/IFSP.

Medical orders are necessary for some nursing services

- medication administration.
- some medically necessary treatments and procedures.

Orders must:

- ICD 10 and description to verify medical necessity.
- Describe the actual service.
- Signed and dated by a physician, advanced practice registered nurse, nurse practitioner or physician assistant.
- Required each school year with date span no more than one year.
- Be in place before services are billed.

26

Slide Title

Authorization and Orders

Slide Text and Image Description

Image:

Screen shot from [DHS Individualized Education Program \(IEP\) Services section Nursing Services](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) (https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) with Nursing Services highlighted.

Text:

The IEP team authorizes health-related services included in the IEP/IFSP.

Medical orders are necessary for some nursing services

- medication administration.
- some medically necessary treatments and procedures.

Orders must:

- ICD 10 and description to verify medical necessity.
- Describe the actual service.

THIRD PARTY REIMBURSEMENT FOR NURSING SERVICES ON AN IEP (INDIVIDUALIZED EDUCATION PROGRAM): PRESENTATION SUMMARY

- Signed and dated by a physician, advanced practice registered nurse, nurse practitioner or physician assistant.
- Required each school year with date span no more than one year.
- Be in place before services are billed.

Summary

Under the Nursing Services section of the manual, DHS provides requirements for authorization and orders. While the IEP team authorizes the service that is included on the IEP or IFSP, medical orders are necessary for some nursing services. Examples include when a student needs a medication or a treatment during the school day such as catheterization or blood glucose checks. A medical order must include an ICD-10 and description to verify medical necessity, describe the service or action needed, be signed, and dated by the medical provider and is required each school year with a span no longer than one year. It is also important to note that the authorization of the IEP and the medical order must be in place before services are billed.

Slide 27

Covered [Nursing Services](#)

Nursing Services

- [Overview](#)
- [Authorization and Orders](#)
- [Qualified Services Providers](#)
- [Covered Services](#) ←
- [Noncovered Services](#)
- [Health Records and Documentation](#)
- [Billing](#)

Covered nursing services include **face-to-face** and **non-face-to-face** nursing services when identified and included in the child's IEP/IFSP in order for a child to attend school and receive (FAPE) during the school day.

Activities of daily living services **provided by a nurse are only covered** when the IEP indicates a one-on-one nurse is required all day at school.

27

Slide Title

Covered Nursing Services

Slide Text and Image Description

Image:

Screen shot from [DHS Individualized Education Program \(IEP\) Services section Nursing Services](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) (https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) with Nursing Services highlighted.

Summary

The Nursing services section of the manual provides a list of Covered services specifically for billable nursing activities. Covered Nursing services include both face to face and non-face-to-face services that are identified on the IEP for the child to attend school and receive FAPE.

Nurses often provide assistance with activities of daily living such as toileting and transferring. ADLs are only considered a billable nursing service if the IEP indicates that the student requires a one-on-one nurse.

Slide 28

Covered Nursing Services

- Provide eligible nursing services that are ordered by a licensed healthcare provider.
- **Medication management**
 - Review and adherence to, effectiveness, adverse reactions and collaboration with health care professionals and parent/guardian.
- Education and counseling about medication or chronic health condition.
- **Independent nursing interventions** based on the observation and monitoring of the child's health status and nursing services provided.
- **Chronic disease management** related to the medical condition identified on the IEP.
 - Observation and monitoring, collaborating, coordinating with the health care providers and parent/guardian regarding questions, changes or concerns on the child's condition.

28

Slide Title

Covered Nursing Services: Chronic Disease Management

Slide Text and Image Description

Text Only:

- Provide eligible nursing services that are ordered by a licensed healthcare provider.
- **Medication management**
 - Review and adherence to, effectiveness, adverse reactions and collaboration with health care professionals and parent/guardian.
- Education and counseling about medication or chronic health condition.
- **Independent nursing interventions** based on the observation and monitoring of the child's health status and nursing services provided.
- **Chronic disease management** related to the medical condition identified on the IEP.
 - Observation and monitoring, collaborating, coordinating with the health care providers and parent/guardian regarding questions, changes or concerns on the child's condition.

Summary

Billable nursing services include providing a service that is ordered by a medical provider, medication management, education and counseling about medication or a health condition, independent nursing interventions, and chronic disease management.

Bolded are those that have newly clarified language to parallel terminology with nursing practice. For example, medication management includes reviewing the medications that a student is taking and if they are taking it as ordered, determining the effectiveness of the medication to make sure that it is working and assessing to determine if there are any side effects to the medication. It is important to keep in mind that medication management also includes collaboration with the medical provider or parent regarding questions or concerns about the medications.

An example of independent nursing interventions might be that a student has a history of encopresis or holding back bowel movements. As the nurse, you may put into place a bowel program to assist the student. Another example would be for a student who wears an AFO or Ankle Foot Orthotic and you notice that there is redness and soreness at the ankle. You determine that the AFO has been placed without the necessary padding. You contact the parent to share the assessment and request the padding. You then monitor to make sure that the pressure area has been relieved.

Chronic disease management is another covered service when it is related to the medical condition identified on the IEP. Chronic disease management includes observation, monitoring, collaborating, and coordinating with medical providers and parents regarding questions, changes, or concerns about the student's condition.

Slide 29

Covered Nursing Services: Chronic Disease Management

Plan, implement, and evaluate the school health services required to address the needs of the student with a chronic health condition. (National Association of School Nurses)

Examples of diagnoses that may require chronic disease management:

- Asthma, Cystic Fibrosis and other lung diseases
- Heart disease
- Diabetes and other metabolic disorders
- Food allergy management such as celiac disease and anaphylaxis
- Mental Health condition
- Neurologic diseases such as cerebral palsy
- Neurodevelopmental disorders such as Attention Deficit Hyperactivity Disorder and Autism
- Seizure disorders

29

Slide Title

Covered Nursing Services: Chronic Disease Management

Slide Text and Image Description

Text Only:

Plan, implement, and evaluate the school health services required to address the needs of the student with a chronic health condition. (National Association of School Nurses)

Examples of diagnoses that may require chronic disease management:

- Asthma, Cystic Fibrosis, and other lung diseases
- Heart disease
- Diabetes and other metabolic disorders
- Food allergy management such as celiac disease and anaphylaxis
- Mental Health condition
- Neurologic diseases such as cerebral palsy
- Neurodevelopmental disorders such as Attention Deficit Hyperactivity Disorder and Autism
- Seizure disorders

Summary

Here is additional information regarding chronic disease management. According to the National Association of School Nurses (NASN), chronic disease management includes planning, implementing, and evaluating the school health service required to address the needs of the student who has a chronic health condition. Some examples of diagnoses that might require chronic disease management are asthma, diabetes, food allergies, a mental health condition and the list goes on and on. Another example of chronic disease management would be for a student who has a seizure disorder. You monitor for the frequency of seizure activity and notice that the student is having several more seizures each week. You contact the parent to report the seizure activity. The parent or nurse (if there is a release of information on file) then contacts the physician to report the findings and to receive new medication orders and an updated emergency plan. Keep in mind, to bill for a service, it must be written on the IEP AND in the student's health record when the service is provided.

Slide 30

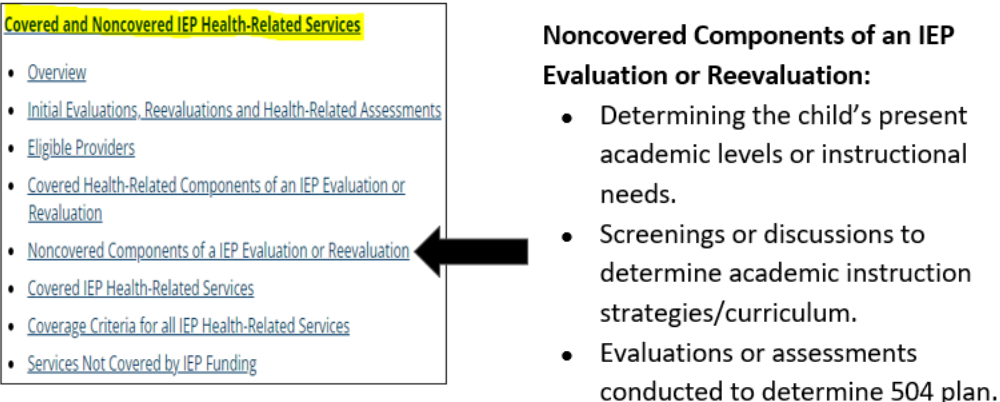
Non-covered Services

Covered and Noncovered IEP Health-Related Services

- [Overview](#)
- [Initial Evaluations, Reevaluations and Health-Related Assessments](#)
- [Eligible Providers](#)
- [Covered Health-Related Components of an IEP Evaluation or Reevaluation](#)
- [Noncovered Components of a IEP Evaluation or Reevaluation](#)
- [Covered IEP Health-Related Services](#)
- [Coverage Criteria for all IEP Health-Related Services](#)
- [Services Not Covered by IEP Funding](#)

Noncovered Components of an IEP Evaluation or Reevaluation:

- Determining the child's present academic levels or instructional needs.
- Screenings or discussions to determine academic instruction strategies/curriculum.
- Evaluations or assessments conducted to determine 504 plan.



30

Slide Title

Non-covered Services

Slide Text and Image Description

Image:

Screen shot from DHS Individualized Education Program (IEP) Services section Covered and Noncovered IEP Health-Related Services
(https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) with Covered and Noncovered IEP Health-Related Services highlighted with arrow pointing to Noncovered components of IEP evaluation or reevaluation and arrow pointing to Noncovered components of an IEP evaluation and reevaluation.

Text:

Noncovered Components of an IEP Evaluation or Reevaluation:

- Determining the child's present academic levels or instructional needs.
- Screenings or discussions to determine academic instruction strategies/curriculum.
- Evaluations or assessments conducted to determine 504 plan.

Summary

Beginning with the Covered and Noncovered IEP Health-Related Services section of the DHS manual, it lists noncovered components of an IEP evaluation and reevaluation that apply to all health-related providers. You will see that what is non-covered relates to academics and 504 evaluations.

Slide 31

Services Not Covered by IEP Funding (*not all inclusive*)

Covered and Noncovered IEP Health-Related Services

- Overview
- Initial Evaluations, Reevaluations and Health-Related Assessments
- Eligible Providers
- Covered Health-Related Components of an IEP Evaluation or Reevaluation
- Noncovered Components of a IEP Evaluation or Reevaluation
- Covered IEP Health-Related Services
- Coverage Criteria for all IEP Health-Related Services
- Services Not Covered by IEP Funding

- Services provided by a **teacher, teacher's aide, bus drivers and monitors.**
- **Observation and consultation except** as specifically included under covered mental health services, **nursing services** and PCA services.
- Services provided in before or after school programs or activities.
- **Attending staff meetings, supervising staff, developing treatment plans, consulting and meeting with parents, teachers and other staff, documenting services and billing activities.**
- IEP activities including planning, developing or writing the IEP, meetings, consultation and communications.
- Services that are not face-to-face except as covered under IEP evaluations.

31

Slide Title

Services Not Covered by IEP Funding (*not all inclusive*)

Slide Text and Image Description

Image:

Screen shot from [DHS Individualized Education Program \(IEP\) Services section Covered and Noncovered IEP Health-Related Services](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) (https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) with Covered and Noncovered IEP Health-Related Services highlighted with arrow pointing to Services not covered by IEP funding.

Text:

- Services provided by a **teacher, teacher's aide, bus drivers and monitors.**
- **Observation and consultation except** as specifically included under covered mental health services, **nursing services** and PCA services.
- Services provided in before or after school programs or activities.
- **Attending staff meetings, supervising staff, developing treatment plans, consulting and meeting with parents, teachers and other staff, documenting services and billing activities.**
- IEP activities including planning, developing, or writing the IEP, meetings, consultation, and communications.
- Services that are not face-to-face except as covered under IEP evaluations.

Summary

There is a section titled Services not covered by IEP Funding. The list on the right is not all inclusive but includes the ones most related to nursing services. While nurses often delegate to teachers, aides and others, services provided by a teacher, teacher's aide, bus driver or bus monitor, these are not billable. Other activities that are not billable include:

observation and consultation EXCEPT as specifically included under the nursing services section is not billable, attending meetings, supervising staff, developing treatment plans, documenting services in the student's health record or conducting billing activities and consultation related to IEP activities.

Keep in mind that consultation and non-face to face services are not covered but are a covered service related to IEP evaluations, medication, and chronic disease management under the covered nursing services section. This is a good example of why it is important to become familiar with and reference both sections of the manual.

Slide 32

Non-covered Nursing Services

Nursing Services

- [Overview](#)
- [Authorization and Orders](#)
- [Qualified Services Providers](#)
- [Covered Services](#)
- [Noncovered Services](#) ←
- [Health Records and Documentation](#)
- [Billing](#)

- Services not authorized or documented in the child's IEP/IFSP or health record (including during extended school year).
- Services that are not face-to-face services (example, consultation) **except** as covered under IEP evaluations, or when providing medication management or chronic disease management.
- Medical care and administering medications and treatment for acute and episodic illnesses and injury.

32

Slide Title

Non-covered Nursing Services

(https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_185212)

Slide Text and Image Description

Image:

Screen shot from DHS Individualized Education Program (IEP) Services section Nursing Services (https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) with Nursing Services highlighted and arrow pointing to Noncovered services.

Text:

- Services not authorized or documented in the child's IEP/IFSP or health record (including during extended school year).
- Services that are not face-to-face services (example, consultation) **except** as covered under IEP evaluations, or when providing medication management or chronic disease management.
- Medical care and administering medications and treatment for acute and episodic illnesses and injury.

Summary

The Nursing services section of the manual specifies non-covered services specific to nursing. This portion of the manual was also updated as we worked through the process of developing this module. The updated language better aligns with nursing practice and the Nurse Practice Act. These include services that are not authorized or documented in the IEP or health record, services that are not face to face EXCEPT for as covered under IEP evaluations or while providing medication management or chronic disease management.

Slide 33

Non-covered *Nursing Services*

Nursing Services

- [Overview](#)
- [Authorization and Orders](#)
- [Qualified Services Providers](#)
- [Covered Services](#)
- [Noncovered Services](#) ←
- [Health Records and Documentation](#)
- [Billing](#)

- Classroom health education such as first aid or substance prevention classes.
- Services delegated to or provided by someone who is not a nurse or personal care assistant (PCA).
- Training or supervision of nursing cares.
- Supplies for the health office.
- Time spent writing the PCA plan of care and individualized health plan (IHP) or emergency care plan (ECP).

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Slide Title

Non-covered *Nursing Services*

(https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_185212)

Slide Text and Image Description

Image:

Screen shot from [DHS Individualized Education Program \(IEP\) Services section Nursing Services](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) (https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) with Nursing Services highlighted and arrow pointing to Noncovered services.

Text:

- Classroom health education such as first aid or substance prevention classes.
- Services delegated to or provided by someone who is not a nurse or personal care assistant (PCA).
- Training or supervision of nursing cares.
- Supplies for the health office.
- Time spent writing the PCA plan of care and individualized health plan (IHP) or emergency care plan (ECP).

Summary

Providing health education such as first aid and substance prevention classes, services delegated to or provided by someone other than a nurse or PCA and training or supervision of nursing cares are not billable. This includes to a health assistants or PCA. Training and supervision are important, but these activities are not billable. Also, supplies for the health office and the time spent writing the PCA plan of care or other health plans are not billable.

Key takeaways are that while supervising, training, developing health plans, attending meetings and 504 activities are not billable, they should be reported in Time and Effort which can help bring funding into your district and have an impact on your billing rates.

Keep in mind that an RN or LSN may delegate medication that can be self-administered as well as other treatments and procedures. These delegated functions may be billable under PCA services. Reference the PCA Services portion of the manual to determine PCA billable activities.

Slide 34

Record Keeping and Documentation



- [Overview](#)
- [Health Service Records](#)
- [Assistive Technology Devices](#)
- [Special Transportation](#)
- [Personal Care Assistant \(PCA\) Services](#)
- [Occupational Therapy, Physical Therapy, Speech and Language Pathology, Audiology, Mental Health, Nursing, and Interpreter Services](#)
- [Co-Therapy and Co-Treatment](#)
- [Service Time and Encounters](#)
- [Record Retention](#)

Each entry in the health service record must contain (not all inclusive):

- The recipient's name and date of service provided.
- Documentation of the actual services provided (IEP/IFSP is not sufficient documentation of services).
- Length of time spent with the recipient (start and end time).
- Signature and title of the person who provided the service.
- Documentation of required supervision and direction.

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Slide Title

Record Keeping and Documentation

Slide Text and Image Description

Image:

Screen shot from DHS Individualized Education Program (IEP) Services section Record Keeping and Documentation ([DHS Individualized Education Program \(IEP\) Services section Record Keeping and Documentation](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) (https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) with Record Keeping and Documentation highlighted and arrow pointing to Health Services Records.

Text:

Each entry in the health service record must contain (not all inclusive):

- The recipient's name and date of service provided.
- Documentation of the actual services provided (IEP/IFSP is not sufficient documentation of services).
- Length of time spent with the recipient (start and end time).
- Signature and title of the person who provided the service.
- Documentation of required supervision and direction.

Summary

There is also a section in the manual that talks about Record Keeping and Documentation. The manual states that each entry in the health service record must contain to whom, when and what service was provided, length of time taken including a start and stop time and signature of who provided the service. Supervision and training provided must be documented. This section also states that the IEP or IFSP documentation alone is not sufficient. The provider must document each time a service is provided. If it's not documented, it's not done. The service must be documented on the IEP AND in the student's health record.

Slide 35

Nurse on Special Transportation

Special Transportation Services

- [Overview](#)
- [Authorization](#)
- [Eligible Children](#)
- [Eligible Service Providers](#)
- [Covered Special Transportation Trip](#)
- [Noncovered Special Transportation Services](#)
- [Documentation Specific to Special Transportation](#)
- [Health Records and Documentation](#)
- [Billing](#)

Special transportation is considered a **related service** to access and attend school and receive (FAPE) as other children without a disability.

Some students may require a nurse in order to access or remain on the special transportation vehicle.

- If a nurse is required on the bus, they are considered the adaptation, similar to a wheelchair, special car seat or harness.
- A nurse is assigned to a specific child during transport and the **need is identified** in the IEP.
- When a child requires a nurse during the trip, bill the special **transportation** service **and** the **nurse** on 2 **separate** claims.

Special Transportation Log - sample Additional sample forms can be found on MDE's Sharepoint. For access, email mde.special-ed@state.mn.us.

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Slide Title

Nurse on Special Transportation

Slide Text and Image Description

Image:

[Individualized Education Program \(IEP\) Section Special Transportation Services \(https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385\)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) with Special Transportation Services highlighted.

THIRD PARTY REIMBURSEMENT FOR NURSING SERVICES ON AN IEP (INDIVIDUALIZED EDUCATION PROGRAM): PRESENTATION SUMMARY

Text:

Special transportation is considered a **related service** to access and attend school and receive (FAPE) as other children without a disability.

Some students may require a nurse in order to access or remain on the special transportation vehicle.

- If a nurse is required on the bus, they are considered the adaptation, similar to a wheelchair, special car seat or harness.
- A nurse is assigned to a specific child during transport and the **need is identified** in the IEP.
- When a child requires a nurse during the trip, bill the special **transportation** service **and** the **nurse** on 2 **separate** claims.

[Special Transportation Log – sample](#)

https://docs.google.com/document/d/1BTAYQk6GbILW9dvwU_QlkgIQ20i7W6c/edit

Additional sample forms can be found on MDE's SharePoint. For access, email mde.special-ed@state.mn.us.

Summary

There is also a section in the manual that talks about Special Transportation. Special transportation is considered a related service when it is needed for the student to access and attend school and receive FAPE or a Free and Appropriate Public Education as other children without a disability.

Some students may require a nurse to access or remain on the special transportation vehicle. For example, when a student has a tracheostomy, and a nurse is required to maintain the airway and immediately replace the trach in the event that it becomes dislodged. There are a few points from the manual to consider: In order to bill for a nurse while on special transportation: If the nurse is required to ride the bus or other school transportation in order to meet the needs of the student, they are considered the adaptation, similar to a wheelchair, special car seat or harness, the nurse must be assigned to a specific student during transport and the need is clearly identified on the IEP and when a child requires a nurse during the trip, the district can bill for both transportation AND the nurse on separate claims. One for the nurse's time and one for the special transportation trip. This is another example of how to maximize your reimbursement.

Slide 36

Contracted Nursing Services

- When a school district is paying for the IEP nursing service, they may submit for reimbursement.
- The district nurse and the IEP team assures that nursing is on the IEP regardless of who is the contractor.
- Examples of contracted nurses may include:
 - Agency Nurse
 - Consultant Nurse
 - Public Health Nurse

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Slide Title

Contracted Nursing Services

Slide Text and Image Description

Text Only:

- When a school district is paying for the IEP nursing service, they may submit for reimbursement.
- The district nurse and the IEP team assures that nursing is on the IEP regardless of who is the contractor.
- Examples of contracted nurses may include:
 - Agency Nurse
 - Consultant Nurse
 - Public Health Nurse

Summary

Here are a few considerations when billing for contracted Nursing Services. When a district is paying for the IEP nursing service, they may submit for reimbursement. The district nurse works with the IEP team to determine the need and ensures that the services are listed on the IEP regardless of who is providing the service, whether that be a district nurse or contracted

nurse. A contractor may include a public health nurse, an agency nurse or a nurse consultant. For example, A district might contract with an agency nurse to provide one-on-one nursing for a student who requires continuous monitoring for a complex medical condition such as a student who requires airway maintenance. A nurse needs to accompany them from the time they board the bus until the time they return home on the bus. It is important to keep in mind that the contractor must provide the medical orders and documentation of the services to the district. Also, it is important to ask who is responsible for putting into place contracts for your district so you can ensure that the language on the document includes sharing of medical orders and documentation of services.

Slide 37

Consent Form for Health-Related Services

Part B school districts may obtain informed parent consent in two ways:

1. With school consent forms (e.g. the MDE recommendation form)

OR

2. The Minnesota Health Care Programs (MHCP) application.

*The two options for obtaining consent impose different timelines for billing. With school district consent making immediate billing possible and the MHCP application options requiring a waiting period up to one year during which parents at some point have re-enrolled in MA and have provided their consent at that time.

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Slide Title

Consent Form for Health-Related Services

Slide Text and Image Description

Text Only:

Part B school districts may obtain informed parent consent in two ways:

1. With school consent forms (e.g. the MDE recommendation form)

OR

2. The Minnesota Health Care Programs (MHCP) application.

*The two options for obtaining consent impose different timelines for billing. With school district consent making immediate billing possible and the MHCP application options requiring a waiting period up to one year during which parents at some point have re-enrolled in MA and have provided their consent at that time.

Summary

Another requirement for billing for IEP health-related services is securing consent. This applies to both Part B and Part C. A key takeaway is to determine who is responsible for obtaining the signed consent for your District. Questions regarding the consent should be directed to MDE.

Slide 38

Consent Form for Health-Related Services

Part C school districts must obtain informed parent consent:

1. With a signed consent form

and

2. Received a **Written annual Notice Related to Third Party Billing for IFSP Health-Related Services.**

*MCHP application can not be used as a signed informed consent under Part C.

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Slide Title

Consent Form for Health-Related Services

Slide Text and Image Description

Text Only:

Part C school districts must obtain informed parent consent:

1. With a signed consent form

and

2. Received a **Written annual Notice Related to Third Party Billing for IFSP Health-Related Services.**

*MCHP application cannot be used as a signed informed consent under Part C.

Summary

No additional information. Discussed in slide 37.

Slide 39



Requirements for Accessing TPR for IEP Nursing Services

1. Do time and effort (if split funded).
2. Student must be less than 22 years and on Medical Assistance.
3. The service must be necessary for the student to benefit from their education.
4. The need must be authorized by the IEP team .
5. The need must be documented on both the IEP and in health record.
6. Service provided by a qualified service provider.
7. Service provided during the school day.
8. There must be a signed consent.
9. Follow the DHS IEP Health Related Service Provider Manual.

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Slide Title

Requirements for Accessing TPR for IEP Nursing Services

Slide Text and Image Description

Image:

Child reading a book with the words “student needs”.

Text:

1. Do time and effort (if split funded).
2. Student must be less than 22 years and on Medical Assistance.
3. The service must be necessary for the student to benefit from their education.
4. The need must be authorized by the IEP team.

THIRD PARTY REIMBURSEMENT FOR NURSING SERVICES ON AN IEP (INDIVIDUALIZED EDUCATION PROGRAM): PRESENTATION SUMMARY

5. The need must be documented on both the IEP and in health record.
6. Service provided by a qualified service provider.
7. Service provided during the school day.
8. There must be a signed consent.
9. Follow the DHS IEP Health Related Service Provider Manual.

Summary

To summarize, here are the requirements for accessing third party reimbursement for nursing services.

First, determine if a daily time and effort needs to be completed.

The student must be under age 22 and is on Medical Assistance. Currently, only medical assistance provides reimbursement for IEP services, not private insurance. Insurance status is considered confidential. Best practice is that you document the need and services that are the same for all students whether it is billable or not. Typically, the biller for the district is the person responsible for determining insurance status, securing insurance denials and submitting claims.

The service must be necessary for the student to benefit from their education.

The need must be authorized by the IEP team.

The need must be documented on the IEP **and** in the service provided must be documented in the student's health record.

The service must be provided by a qualified service provider. In the case of a nurse, it must be provided within their scope of practice.

The service must be provided during the school day.

There must be a signed consent.

And you must follow the DHS IEP Health Related Service provider manual.

Slide 40

Resources

- Department of Human Services
 - [Individual Education Program \(IEP\) Services](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385)
(https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385)
- [ICD10Data.com](https://www.icd10data.com) (<https://www.icd10data.com>)
- Minnesota Department of Education
 - [Special Education](https://education.mn.gov/MDE/dse/sped/) (<https://education.mn.gov/MDE/dse/sped/>)
 - [Medicaid in Education](https://education.mn.gov/MDE/dse/sped/med/) (<https://education.mn.gov/MDE/dse/sped/med/>)
 - [Special Education Funding Guide](https://education.mn.gov/MDE/dse/schfin/sped/guide/)
(<https://education.mn.gov/MDE/dse/schfin/sped/guide/>)
 - [School Health Services](https://education.mn.gov/MDE/dse/health/svcs/) (<https://education.mn.gov/MDE/dse/health/svcs/>)
 - [SharePoint](mailto:mde.special-ed@state.mn.us) (mde.special-ed@state.mn.us)

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Slide Title

Resources

Slide Text and Image Description

Text Only:

- Department of Human Services
 - [Individual Education Program \(IEP\) Services](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385)
(https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385)
- [ICD10Data.com](https://www.icd10data.com) (<https://www.icd10data.com>)
- Minnesota Department of Education
 - [Special Education](https://education.mn.gov/MDE/dse/sped/) (<https://education.mn.gov/MDE/dse/sped/>)
 - [Medicaid in Education](https://education.mn.gov/MDE/dse/sped/med/) (<https://education.mn.gov/MDE/dse/sped/med/>)
 - [Special Education Funding Guide](https://education.mn.gov/MDE/dse/schfin/sped/guide/)
(<https://education.mn.gov/MDE/dse/schfin/sped/guide/>)
 - [School Health Services](https://education.mn.gov/MDE/dse/health/svcs/) (<https://education.mn.gov/MDE/dse/health/svcs/>)
 - [SharePoint](mailto:mde.special-ed@state.mn.us) (mde.special-ed@state.mn.us)

Summary

We have included resources for your reference including DHS, MDE, MDH as well as many other helpful resources.

Slide 41

Resources

- Minnesota Department of Health
 - School Health Services
(<https://www.health.state.mn.us/people/childreneyouth/schoolhealth/index.html>)
- Minnesota Board of Nursing
 - Scope of Practice (<https://mn.gov/boards/nursing/practice/nursing-practice-topics/scope-of-practice.jsp>)
- National Association of School Nurses
 - Improving Care for Students with Chronic Health Conditions
(<https://learn.nasn.org/courses/25340>)
- Pacer Center (<https://www.pacer.org/parent/>)

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Slide Title

Resources

Slide Text and Image Description

Text Only:

- Minnesota Department of Health
 - School Health Services
(<https://www.health.state.mn.us/people/childreneyouth/schoolhealth/index.html>)
- Minnesota Board of Nursing
 - Scope of Practice (<https://mn.gov/boards/nursing/practice/nursing-practice-topics/scope-of-practice.jsp>)
- National Association of School Nurses
 - Improving Care for Students with Chronic Health Conditions
(<https://learn.nasn.org/courses/25340>)

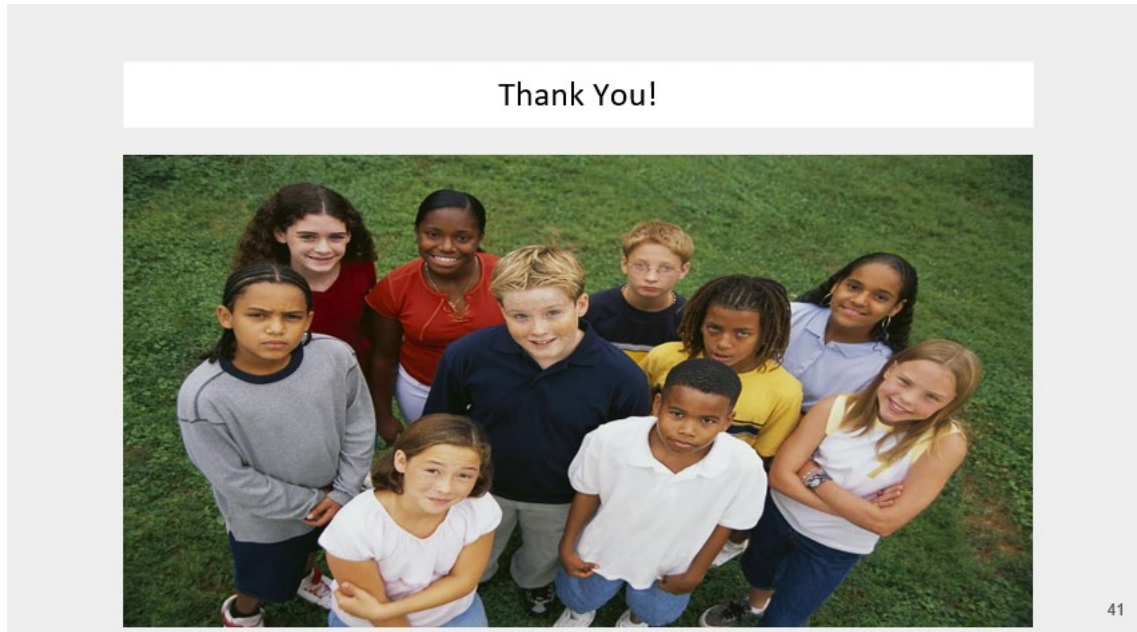
THIRD PARTY REIMBURSEMENT FOR NURSING SERVICES ON AN IEP (INDIVIDUALIZED EDUCATION PROGRAM): PRESENTATION SUMMARY

- [Pacer Center \(https://www.pacer.org/parent/\)](https://www.pacer.org/parent/)

Summary

We have included resources for your reference including DHS, MDE, MDH as well as many other helpful resources.

Slide 42



Slide Title

Thank You!

Slide Text and Image Description

Image Only:

Decorative: Group of adolescents.

Summary

We have included resources for your reference including DHS, MDE, MDH as well as many other helpful resources.

THIRD PARTY REIMBURSEMENT FOR NURSING SERVICES ON AN IEP
(INDIVIDUALIZED EDUCATION PROGRAM): PRESENTATION SUMMARY

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08/09/2024

To obtain this information in a different format, email: mde.healthyyouth@state.mn.us

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