



Third Party Reimbursement for Personal Care Assistance Services and the Role of the Qualified Professional

Slide 1

Third Party Reimbursement for Personal Care Assistance Services and the Role of the Qualified Professional



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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. 2024



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Slide Title

Third Party Reimbursement for Personal Care Assistance Services and the Role of the Qualified Professional

Slide Text and Image Description

Image:

Brightworks Minnesota Service Cooperative logo, Minnesota Department of Education logo, Minnesota Department of Human Services logo, and Minnesota Department of Health logo

THIRD PARTY REIMBURSEMENT FOR PERSONAL CARE ASSISTANCE SERVICES AND THE ROLE OF THE QUALIFIED PROFESSIONAL: PRESENTATION SUMMARY

Text:

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Summary

Welcome to Third-Party Reimbursement for Personal Care Assistance Services and the Role of the Qualified Professional.

This is one of three training modules completed to provide guidance and guidance around the role of the nurse in special education and billing guidance for IEP nursing and PCA services and was completed in 2024. The names of the other two modules include:

1. An Introduction to the Role of the Licensed School Nurse in the Special Education Process
2. Third Party Reimbursement for Nursing Services on an IEP (Individualized Education Program)

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

Slide 2

Objectives

Participants will be able to:

- Describe Personal Care Assistance (PCA) and billing requirements for IEP (Individualized Education Program) PCA services.
- Describe the Department of Human Services (DHS) PCA certification.
- Review the qualifications and duties of the qualified professional (QP).
- Understand best practices and realize the variability among district processes.

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Objectives

Slide Text and Image Description

Text only:

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- Review the qualifications and duties of the qualified professional (QP).
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Summary

Following this module, participants will be able to:


- Describe Personal Care Assistance (PCA) and billing requirements for Individual Education Program (IEP) PCA services.
- Describe the Department of Human Services (DHS) PCA certification process.

- Review the qualifications and duties of the qualified professional (QP).
- and understand best practices and realize that variability exists among district processes.

Slide 3

PCA Services in Schools

Minnesota Health Care Programs (MHCP) covers PCA services so that students with disabilities can attend school and receive a Free Appropriate Public Education (FAPE).



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Slide Title

PCA Services in Schools

Slide Text and Image Description

Image:

Child with a book open that says “student needs”.

Text:

Minnesota Health Care Programs (MHCP) covers PCA services so that students with disabilities can attend school and receive a Free Appropriate Public Education (FAPE).

Summary

Minnesota Health Care Plans cover PCA service in schools so that students with a disability can attend school and receive a free and appropriate education (FAPE).

All children ages three through 21 have the right to FAPE which ensures that students with disabilities have the same rights to public education as those with a disabling condition.

It is important to remember that PCA services are an essential aspect of ensuring equity for all students with disabilities in schools. For example, when a PCA assists a student to access the table in the cafeteria to eat lunch with their peers. We must be focused on a student's needs, even when an activity may or may not be billable.

Slide 4

Interchangeable Terms in Schools

<u>School Staff</u>	<u>Medicaid in Education</u>
<ul style="list-style-type: none">● Paraprofessional (Para)● Personal Care Assistant (PCA)● Unlicensed Assistive Personnel (UAP)	<ul style="list-style-type: none">● Third-Party Reimbursement (TPR)● Third Party Billing● Medical Assistance (MA) Billing● MN Health Care Programs (MHCP)

Personal Care **Assistance** refers to the **service**.
Personal Care **Assistant** or support worker is the **person** who is trained and certified.

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Slide Title

Interchangeable Terms in Schools

Slide Text and Image Description

Text only:

School Staff

- Paraprofessional (Para)
- Personal Care Assistant (PCA)
- Unlicensed Assistive Personnel (UAP)

Medicaid in Education

- Third-Party Reimbursement (TPR)
- Third Party Billing

- Medical Assistance (MA) Billing
- MN Health Care Programs (MHCP)

Personal Care **Assistance** refers to the **service**.

Personal Care **Assistant** or support worker is the **person** who is trained and certified.

Summary

There are terms that mean the same thing in schools:

Some examples for staffing include paraprofessional or Para, personal care assistant or PCA, or unlicensed Assistive Personnel or UAP.

There are also interchangeable terms For Medicaid in education and they include Third-Party Reimbursement, Third Party Billing, Medical Assistance (MA billing) and MN Health Care Programs. In this module, we will be referring to billing as Third-Party Reimbursement.

Please note the distinction between Personal Care Assistance meaning the service that is being provided and Personal Care Assistant or support worker is the person who is trained and certified.

Slide 5

Why Seek TPR for PCA Services in Schools?

- **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](#))
- Use of Third-Party Revenue ([MN section 125A.21, Subd. 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 Individual Education Plan (IEP) or Individualized Family Service Plan (IFSP) in the district.

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Slide Title

Why Seek TPR for PCA Services in Schools?

Slide Text and Image Description

Text only:

- **State law mandates** schools to seek reimbursement for IEP related services. Legal requirement ([125A.21, Subd. 2 Third-Party Reimbursement \(https://www.revisor.mn.gov/statutes/cite/125A.21\)](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 \(https://education.mn.gov/MDE/dse/sped/med/\)](https://education.mn.gov/MDE/dse/sped/med/))
- Use of Third-Party Revenue ([MN section 125A.21, Subd. 3 Use of reimbursements \(https://www.revisor.mn.gov/statutes/cite/125A.21\)](https://www.revisor.mn.gov/statutes/cite/125A.21))

(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 Individual Education Plan (IEP) or Individualized Family Service Plan (IFSP) in the district.

Summary

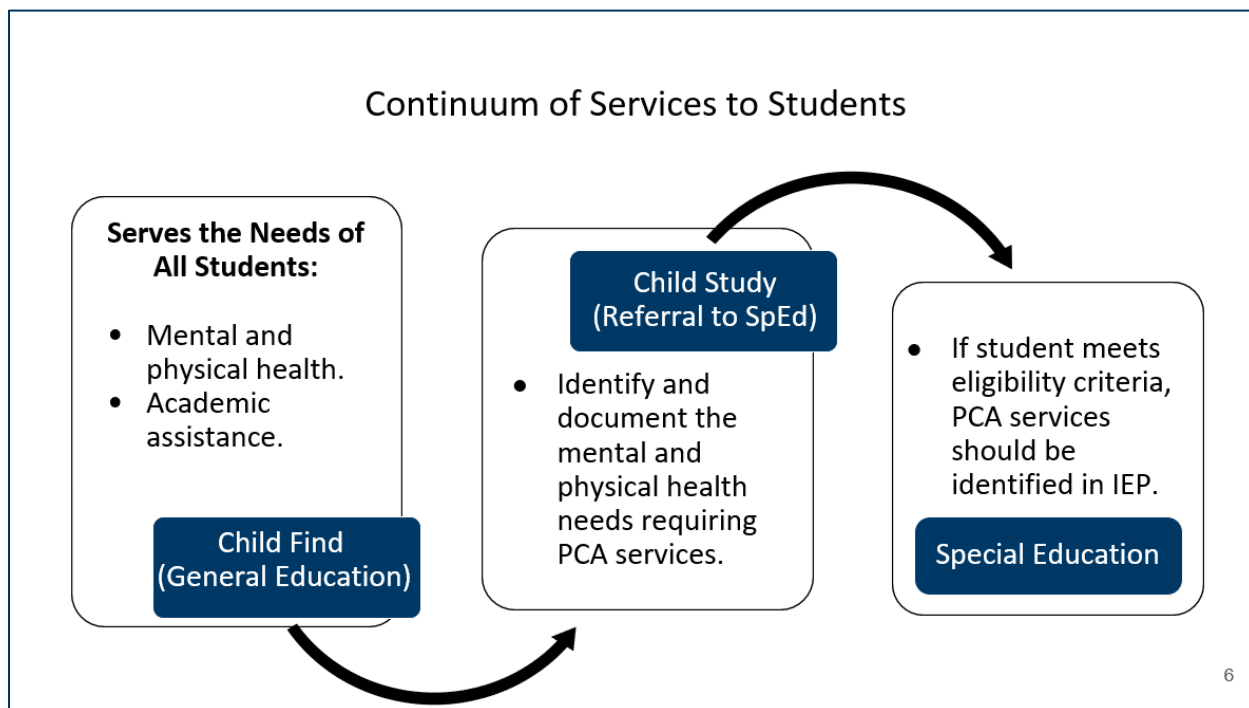
First, it is required by law. Minnesota statute states that districts shall seek reimbursement for the cost of services whenever that service is otherwise covered by the child's health coverage.

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 districts can reallocate reimbursements for the benefit of students who have an IEP or IFSP (an individualized family service plan).

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.

Slide 6



Slide Title

Continuum of Services to Students

Slide Text and Image Description

Text within shapes:

Shape 1: Child Find (General Education): Serves the Needs of All Students:

- Mental and physical health.
- Academic assistance.

Shape 2: Child Study (Referral to SpEd):

- Identify and document the mental and physical health needs requiring PCA services.

Shape 3: Special Education:

- If student meets eligibility criteria, PCA services should be identified in IEP.

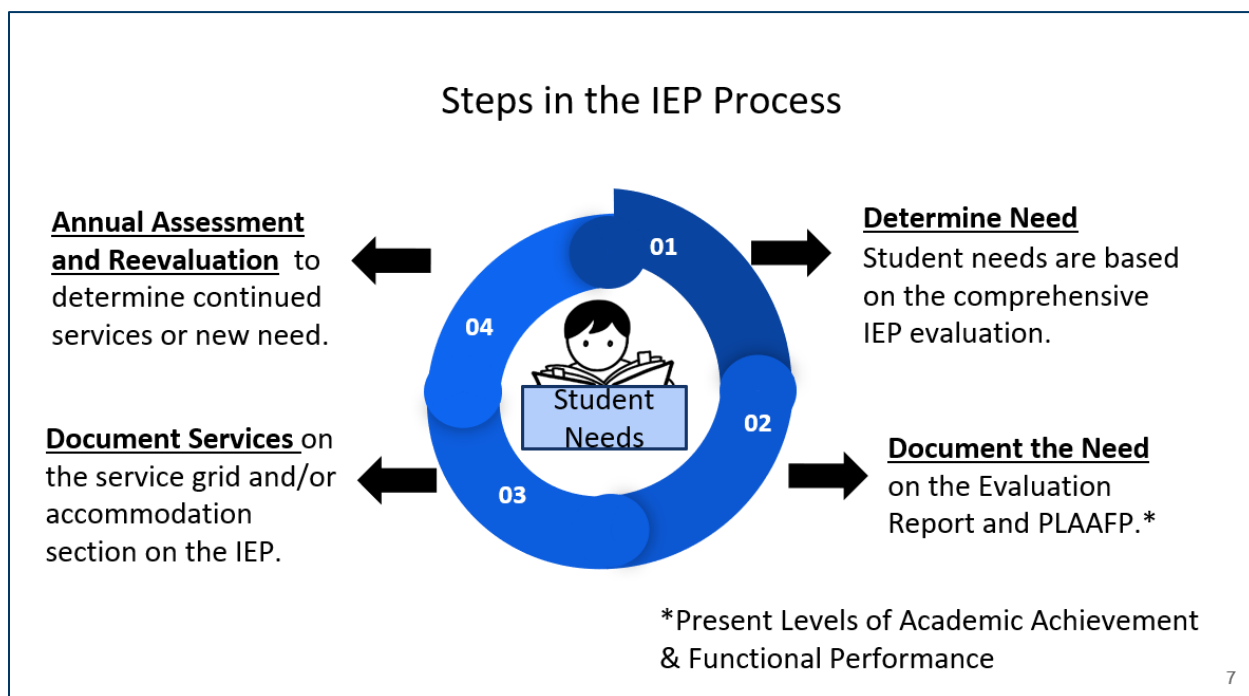
Summary

Students may be identified and served across a continuum of services. The steps in the diagram broadly describe the role of child find, child study and special education in relation to PCA services and student needs.

The child find process is part of general education and functions to identify and address students' mental, physical and/or academic needs. In child find, students may receive assistance from a general education paraprofessional or para in a classroom or during an activity.

Moving across the continuum, when the supports in child find are not successful, it is in Child Study where we start to identify the needs that might include special education PCA services. And then, if a student meets eligibility criteria for Special Education services, this is the step where the need for PCA services would be identified in the IEP.

Slide 7



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.

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

Text:

*Present Levels of Academic Achievement & Functional Performance

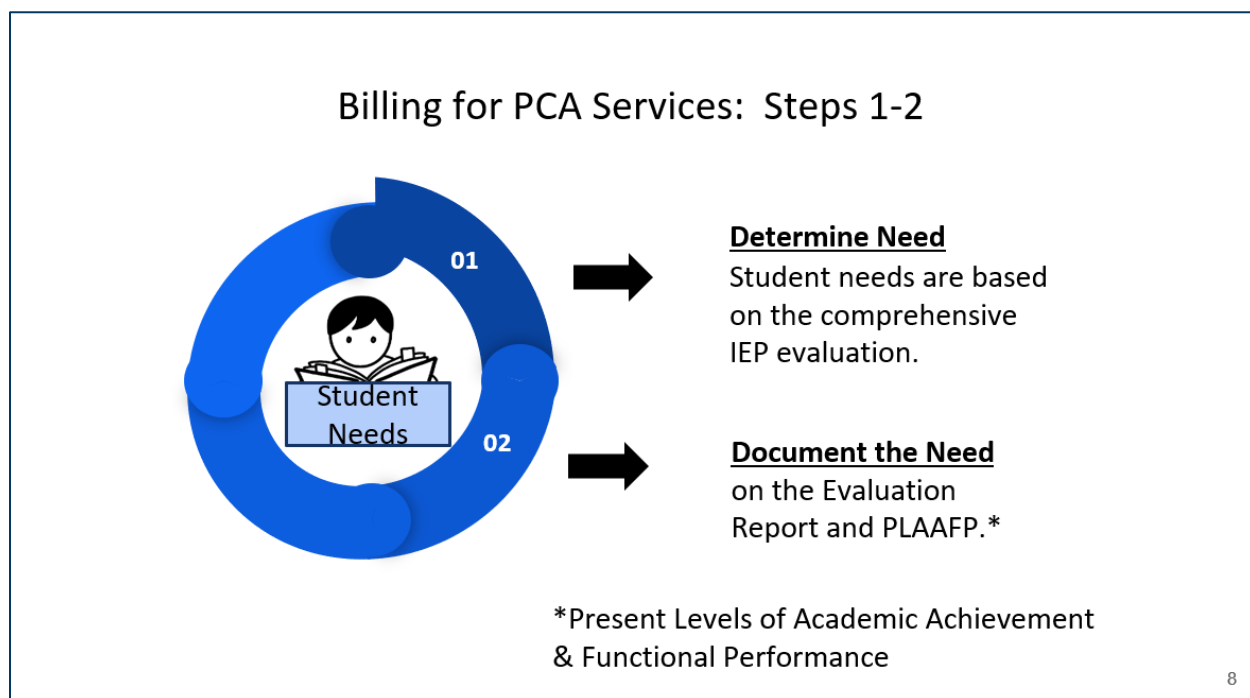
Summary

This graphic shows the four main steps in the IEP process:

- Determining the students need.
- Documenting the Need on the evaluation report and the PLAAFP (Present Levels of Academic Achievement Functional Performance).
- Documenting the service and document on the IEP service grid and/or accommodation section.
- Annual assessment and 3-year evaluation to determine ongoing need.

We will now go into greater detail in each step of the process. Remember that students and their needs are always the center of our work.

Slide 8



Slide Title

Billing for PCA Services: Steps 1-2

Slide Text and Image Description

Image:

Circle with numbers indicating steps one and two 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*.

Text:

*Present Levels of Academic Achievement & Functional Performance

Summary

Once a student is referred for a Special education evaluation, the steps of the IEP process begin.

In Step one, the needs of the student such, as assistance with toileting or eating, are determined, and based on the comprehensive IEP evaluation. The word comprehensive is key as it includes the work of teachers, therapists, and nursing. Then, in Step two, the needs are documented in the evaluation report and on the PLAAFP. The evaluation report is an essential tool in the overall IEP process.

A key takeaway is that if the need for PCA services is not documented on the evaluation report, the service cannot be billed.

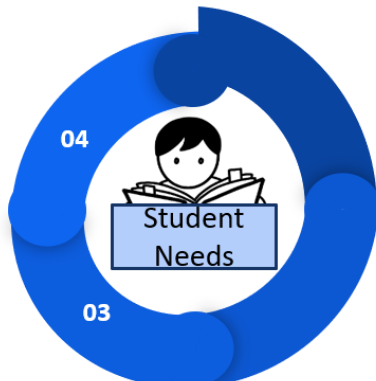
Slide 9

Billing for PCA Services: Step 3-4

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

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

PCA Accommodation Statement - samples



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Slide Title

Billing for PCA Services: Steps 3-4

Slide Text and Image Description

Image:

Circle with numbers indicating steps three and four surrounding a child with a book open that says “student needs”. Arrows point outward identifying the steps.

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

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

Text:

[PCA Accommodation Statement – samples](#)

https://docs.google.com/document/d/1mCANrvTwUP3X_6ZAsEMCGxWLDcBL300e/edit

Summary

In Step three Document the services on the service grid and/or in the accommodations section.

In Step four, conduct an annual assessment and three year evaluation to determine ongoing need or document if the student has a new need.

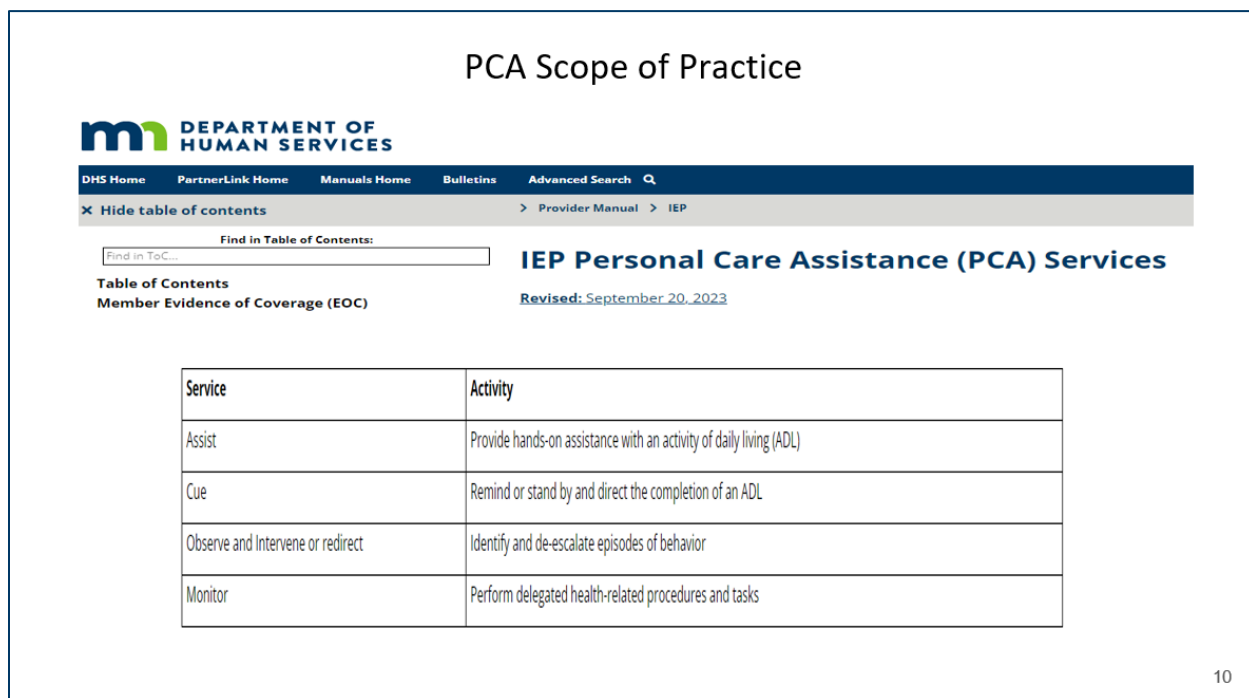
Just because a student requires a service during the day, it does not mean that is billable.

Key items to remember in these steps are that Districts are responsible for providing the services needed, regardless of where they are documented on the IEP.

If the PCA Service isn't documented on the IEP, the service cannot be billed.

PCA accommodation statement samples have been provided and should be reviewed to meet your district standards.

Slide 10



PCA Scope of Practice

mn DEPARTMENT OF HUMAN SERVICES

DHS Home PartnerLink Home Manuals Home Bulletins Advanced Search Q

X Hide table of contents > Provider Manual > IEP

Find in Table of Contents:

IEP Personal Care Assistance (PCA) Services
Revised: September 20, 2023

Table of Contents
Member Evidence of Coverage (EOC)

Service	Activity
Assist	Provide hands-on assistance with an activity of daily living (ADL)
Cue	Remind or stand by and direct the completion of an ADL
Observe and Intervene or redirect	Identify and de-escalate episodes of behavior
Monitor	Perform delegated health-related procedures and tasks

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Slide Title

PCA Scope of Practice

Slide Text and Image Description

Image only:


Screenshot of [Department of Human Services \(DHS\) webpage IEP Personal Care Assistance \(PCA\) Services: Scope of Services section](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=DHS16_185220)
(https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=DHS16_185220)

Summary

This slide shows a clip of the DHS IEP manual where they define the PCA scope of practice or role in four different ways. The first is to provide hands-on assistance with an Activity of Daily Living (ADL). The second is cue, which means to remind or verbal prompt or stand by and direct the completion of an ADL. The next is to observe, intervene or direct, which means to identify and de-escalate episodes of behavior. Lastly, DHS defines monitoring as performing delegated health procedures and tasks.

Slide 11

Three Areas of Covered PCA Services



The screenshot displays the Minnesota Department of Human Services website. The main heading is "IEP Personal Care Assistance (PCA) Services", revised on September 20, 2023. A table of contents is shown, listing several topics. Three items are highlighted in yellow: "Activities of Daily Living (ADL's)", "Level 1 Behaviors", and "Other Health-related Procedures and Tasks".

- [Overview](#)
- [Eligible Providers](#)
- [People Eligible to Provide PCA Services](#)
- [Required Training](#)
- [Scope of PCA Services](#)
- [Eligible Recipients](#)
- [Covered Services](#)
- [Activities of Daily Living \(ADL's\)](#)
- [Level 1 Behaviors](#)
- [Other Health-related Procedures and Tasks](#)

Slide Title

Three Areas of Covered PCA Services

Slide Text and Image Description

Image only:

Screenshot of Individualized Education Program (IEP) Services section [Personal Care Assistance Services](#)

(https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) with Activities of Daily Living (ADL's), Level 1 Behaviors, and Other Health-related Procedures and Tasks highlighted.

Summary

This slide shows a clip of the manual and the section of the three areas of covered PCA service areas. These include Activities of Daily Living (or ADL's), Level 1 Behaviors and Other health-related Procedures and Tasks. We are now going to review the three service areas.

Slide 12

Covered PCA Services: ADL's

Personal Care Assistance Services

- [Overview](#)
- [Eligible Providers](#)
- [People Eligible to Provide PCA Services](#)
- [Required Training](#)
- [Scope of PCA Services](#)
- [Eligible Recipients](#)
- [Covered Services](#)
- **Activities of Daily Living (ADL's)**
- [Level 1 Behaviors](#)
- [Other Health-related Procedures and Tasks](#)

- Dressing
- Grooming
- Bathing
- Eating
- Transfers
- Mobility
- Positioning
- Toileting

PCA scope of practice includes:

- Hands on assistance
- Cueing or verbal prompting
- Stand-by supervision

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Slide Title

Covered PCA Services: ADL's

Slide Text and Image Description

Image:

Screenshot of Individualized Education Program (IEP) Services section [Personal Care Assistance Services](#)

(https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) with Activities of Daily Living (ADL's) highlighted.

Text:

- Dressing
- Grooming

THIRD PARTY REIMBURSEMENT FOR PERSONAL CARE ASSISTANCE SERVICES AND THE ROLE OF THE QUALIFIED PROFESSIONAL: PRESENTATION SUMMARY

- Bathing
- Eating
- Transfers
- Mobility
- Positioning
- Toileting

PCA scope of practice includes:

- Hands on assistance
- Cueing or verbal prompting
- Stand-by supervision

Summary

Billable ADL's are listed in the center of this slide. To review, the PCA scope of practice or role includes hands on assistance, cuing or verbal prompting and stand by supervision from the beginning to the completion of the activity.

As an example, imagine you are assisting a student with lunch which might include hand washing before lunch, getting through the lunch line, observing and monitor the student during lunch for choking, encouraging sips of water, cleaning up the tray and washing their hands and face after lunch and directing them back to the classroom or to the next activity. It is important to capture the entire time that is spent providing the activity.

Slide 13

Covered PCA Services: Level 1 Behaviors

Personal Care Assistance Services

- [Overview](#)
- [Eligible Providers](#)
- [People Eligible to Provide PCA Services](#)
- [Required Training](#)
- [Scope of PCA Services](#)
- [Eligible Recipients](#)
- [Covered Services](#)
- [Activities of Daily Living \(ADL's\)](#)
- **Level 1 Behaviors**
- [Other Health-related Procedures and Tasks](#)

A student who has a mental or physical health condition that requires immediate response from a PCA through **observation, intervention or redirection** in order to identify and de-escalate:

1. **Injury to self** or
2. **Injury to others,** or
3. **Damage to property.**

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Slide Title

Covered PCA Services: Level 1 Behaviors

Slide Text and Image Description

Image:

Screenshot of Individualized Education Program (IEP) Services section [Personal Care Assistance Services](#) (https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) with Level 1 Behaviors highlighted.

Text:

A student who has a mental or physical health condition that requires immediate response from a PCA through **observation, intervention or redirection** in order to identify and de-escalate:

1. **Injury to self** or
2. **Injury to others,** or
3. **Damage to property.**

Summary

The second covered service is Level 1 Behaviors.

According to DHS, a student with a Level 1 Behavior has a mental or physical health condition that requires immediate response from a PCA through observation, intervention, or redirection to identify and de-escalate injury to self, injury to others, or damage to property.

Slide 14

Covered PCA Services: Level 1 Behaviors

Personal Care Assistance Services

- [Overview](#)
- [Eligible Providers](#)
- [People Eligible to Provide PCA Services](#)
- [Required Training](#)
- [Scope of PCA Services](#)
- [Eligible Recipients](#)
- [Covered Services](#)
- [Activities of Daily Living \(ADL's\)](#)
- **Level 1 Behaviors**
- [Other Health-related Procedures and Tasks](#)

The increased vulnerability due to cognitive deficits or socially inappropriate behavior of a student who is verbally aggressive or resistant to care must relate back to:

- Medical need.
- Need would otherwise prevent the student from attending school.
- Behavior would put the student, another person or property in harm's way.

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Slide Title

Covered PCA Services: Level 1 Behaviors

Slide Text and Image Description

Image:

Screenshot of Individualized Education Program (IEP) Services section [Personal Care Assistance Services](#)

(https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) with Level 1 Behaviors highlighted.

Text:

The increased vulnerability due to cognitive deficits or socially inappropriate behavior of a student who is verbally aggressive or resistant to care must relate back to:

- Medical need.
- Need would otherwise prevent the student from attending school.
- Behavior would put the student, another person or property in harm’s way.

Summary

The increased vulnerability due to cognitive deficits or socially inappropriate behavior of a student who is verbally aggressive or resistant to care must relate back to the student’s medical need, whether the need would otherwise prevent the student from attending school, and whether the behavior would put the student, another person or property in harm's way. For example, a student who frequently jabs other students and staff with their pencil, throws laptop devices and other items within reach. Keep in mind that this student might not yet have a medical diagnosis from a licensed provider, but this behavior is still considered billable.

Slide 15

Examples of Level 1 Behaviors		
Self-Injurious	Physical Injury to Others	Destruction of Property
Hitting	Hitting	Breaking Windows, Lamps or Furniture
Biting Oneself	Biting	Tearing Clothes
Head Banging	Pinching	Setting Fires
Burning Oneself	Scratching	Using Tools or Objects to Damage Property
Self-Poking or Stabbing	Kicking	
Ingesting Foreign Substances		
Pulling Out Hair		
Suicide Threats		

A Level 1 behavior is billable when the behavior is **daily or episodic and ongoing.**

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Slide Title

Examples of Level 1 Behaviors

Slide Text and Image Description

Table depicted in slide:

Self-Injurious	Physical Injury to Others	Destruction of Property
Hitting	Hitting	Breaking Windows, Lamps, or Furniture
Biting Oneself	Biting	Tearing Clothes
Head Banging	Pinching	Setting Fires
Burning Oneself	Scratching	Using Tools or Objects to Damage Property
Self-Poking or Stabbing	Kicking	
Pulling Out Hair		
Suicide Threats		

Text:

A Level 1 behavior is billable when the behavior is **daily or episodic and ongoing**.

Summary

These are examples of Level 1 behaviors listed in the DHS Manual.


Oftentimes, the details of the behavior and the intervention are included in a Behavior Plan which is a part of the IEP. Sometimes we think of only aggressive or more difficult behaviors. It is important to consider *all* behaviors when determining if they are billable. For example, a student with anxiety who picks at their fingers until they bleed could be considered a Level 1 behavior. It is important to remember that DHS considers a Level 1 behavior billable when it is daily or episodic and ongoing.

Slide 16

Covered PCA Service: Other Health Related Procedures and Tasks

Personal Care Assistance Services

- [Overview](#)
- [Eligible Providers](#)
- [People Eligible to Provide PCA Services](#)
- [Required Training](#)
- [Scope of PCA Services](#)
- [Eligible Recipients](#)
- [Covered Services](#)
- [Activities of Daily Living \(ADL's\)](#)
- [Level 1 Behaviors](#)
- [Other Health-related Procedures and Tasks](#)



- Range of motion.
- Assist the student with self-administration of their own medication.
 - Remind them to take the medication, deliver the medication, and assist them with opening the container.
- Interventions for seizure disorders that occur more than two times per week and require physical assistance to maintain safety.
- Procedures for complex health-related needs if delegated, trained, supervised and documented by a registered nurse.
 - Gastrostomy tube cares and feedings, oral suctioning, bladder catheterization.

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Slide Title

Covered PCA Service: Other Health Related Procedures and Tasks

Slide Text and Image Description

Image:

Screenshot of Individualized Education Program (IEP) Services section [Personal Care Assistance Services](#)

(https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) with Other Health-related Procedures and Tasks highlighted.

Text:

- Range of motion.
- Assist the student with self-administration of their own medication.
 - Remind them to take the medication, deliver the medication, and assist them with opening the container.
- Interventions for seizure disorders that occur more than two times per week and require physical assistance to maintain safety.

THIRD PARTY REIMBURSEMENT FOR PERSONAL CARE ASSISTANCE SERVICES AND THE ROLE OF THE QUALIFIED PROFESSIONAL: PRESENTATION SUMMARY

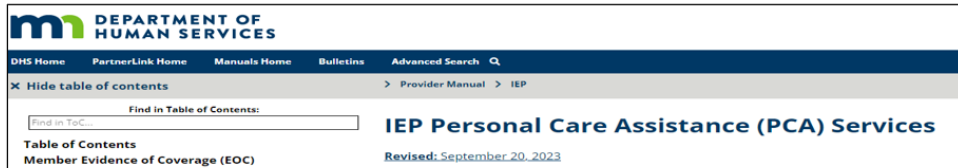
- Procedures for complex health-related needs if delegated, trained, supervised and documented by a registered nurse.
 - Gastrostomy tube cares and feedings, oral suctioning, bladder catheterization.

Summary

The last covered PCA service is other Health Related Procedures and Tasks. This includes range of motion and assisting students who can self-administer their own medications but need assistance with reminders of the time to take the medication, the medication needs to be delivered to the classroom or the student needs assistance opening the container. Other covered services include when providing intervention for a seizure disorder when there are two or more seizures a week and the student needs intervention for safety and completing procedures for complex health related needs. The LSN or RN must determine these and delegate to the PCA as appropriate. Two examples include tube feedings and bladder catheterization.

Slide 17

Full Day Billable PCA Services



The screenshot shows the Department of Human Services website. At the top, there is a navigation bar with links for 'DHS Home', 'PartnerLink Home', 'Manuals Home', 'Bulletins', and 'Advanced Search'. Below this is a search bar with the text 'Find in Table of Contents:'. The main heading is 'IEP Personal Care Assistance (PCA) Services', with a sub-heading 'Table of Contents' and 'Member Evidence of Coverage (EOC)'. A revision date of 'Revised: September 20, 2023' is also visible.

There may be situations that require a PCA to assist with ADLs and monitor a student for health-related concerns for an entire school day.

- This may be for a student who is medically fragile and needs assistance with multiple ADLs, needs constant intervention or redirection of behaviors, or both.
- Documentation must clearly identify the student’s medical needs, why constant care is needed and how the services provided relate to the student’s medical need.

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Slide Title

Full Day Billable PCA Services

Slide Text and Image Description

Image:

Screenshot of Individualized Education Program (IEP) Services
(https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385)

Text:

There may be situations that require a PCA to assist with ADLs and monitor a student for health-related concerns for an entire school day.

- This may be for a student who is medically fragile and needs assistance with multiple ADLs, needs constant intervention or redirection of behaviors, or both.
- Documentation must clearly identify the student's medical needs, why constant care is needed and how the services provided relate to the student's medical need.

Summary

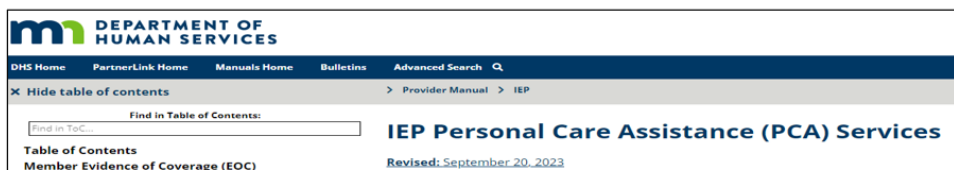
The manual provides guidance for when students may require full day assistance. There may be situations that require a PCA to assist with ADLs and monitor a student for health-related concerns for an entire school day.

This may be for a student who is medically fragile and needs assistance with multiple ADLs, needs constant intervention or redirection of behaviors, or both. Documentation must clearly identify the student's medical needs, why constant care is needed and how the services provided relate to the student's medical need.

It is important to understand that medical need may not be based on a medical diagnosis. The IEP Team determines the medical need based on the Special Education comprehensive evaluation.

Slide 18

Full Day Non-billable PCA Services



Not billable:

- PCA to sit with a student to watch for a behavior that occurs infrequently or to keep them on task with their educational activities or assignments.
- PCA to assist a student to stay on task, listen to the teacher, intervene during loud outburst or when grabbing other student's materials or generally disrupting the class.

18

Slide Title

Full Day Non-billable PCA Services

Slide Text and Image Description

Image:

Screenshot of [Individualized 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)

Text:

Not billable:

- PCA to sit with a student to watch for a behavior that occurs infrequently or to keep them on task with their educational activities or assignments.
- PCA to assist a student to stay on task, listen to the teacher, intervene during loud outburst or when grabbing other student's materials or generally disrupting the class.

Summary

The manual provides 2 examples of non-billable activities. The first example is when a PCA sits

with a student to watch for a behavior that occurs infrequently or to keep the student on task with their educational activities or assignments. The second example includes when a PCA assists a student to stay on task, listen to the teacher, intervene during loud outbursts or when grabbing other student's materials or generally disrupting the class.

Slide 19

Non-covered PCA Services

Personal Care Assistance Services

- [Overview](#)
- [Eligible Providers](#)
- [People Eligible to Provide PCA Services](#)
- [Required Training](#)
- [Scope of PCA Services](#)
- [Eligible Recipients](#)
- [Covered Services](#)
- [Activities of Daily Living \(ADL's\)](#)
- [Level 1 Behaviors](#)
- [Other Health-related Procedures and Tasks](#)
- [Noncovered Services](#)

Services are not covered when provided by a:

- **PCA** that is not **certified, trained or supervised**.
- **Substitute** that is not certified, trained or supervised.
- **Parent**, stepparent, guardian, or foster parent.

Services are not covered when a PCA provides continuous monitoring for:

- Student who might **run away without opportunity to elope**.
- **Behaviors** that occur **infrequently**.
- Monitoring juvenile offenders.
- Babysitting.
- Help with **jobs or job training**.

19

Slide Title

Non-covered PCA Services

Slide Text and Image Description

Image:

Screenshot of Individualized Education Program (IEP) Services section [Personal Care Assistance Services](#)

(https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) with Noncovered Services highlighted.

Text:

Services are not covered when provided by a:

- **PCA** that is not **certified, trained, or supervised**.
- **Substitute** that is not certified, trained, or supervised.

THIRD PARTY REIMBURSEMENT FOR PERSONAL CARE ASSISTANCE SERVICES AND THE ROLE OF THE QUALIFIED PROFESSIONAL: PRESENTATION SUMMARY

- **Parent**, stepparent, guardian, or foster parent.

Services are not covered when a PCA provides continuous monitoring for:

- Student who might **run away without opportunity to elope**.
- **Behaviors** that occur **infrequently**.
- Monitoring juvenile offenders.
- Babysitting.
- Help with **jobs or job training**.

Summary

We are now moving from covered to noncovered PCA Services. Bolded are areas that are often areas of confusion.

PCA Services are not covered when provided by a PCA and/or substitute that is not certified, trained, or supervised, or when provided by the parent, stepparent, guardian, or foster parent.

Continuous monitoring is not covered for students who might run away without the opportunity to elope. For example, would be in a classroom where there is a teacher and a PCA and the student is being monitored and observed to prevent them from escaping. The continuous monitoring of the student is not covered because they do not have the ability to escape.

The DHS IEP manual states that services provided by a teacher, teacher's aid, bus driver and bus monitor are not billable.

The nurse can bill for providing ADL's only when the IEP indicates that a one-to-one nurse is required at school. Links are provided to the specific section of the manual to locate this information.

Job training is not covered but if the PCA is at the job training site and a student requires assistance with toileting, lunch and behavior, those services are billable.

Slide 20

Non-covered PCA Services (continued)

- Before/after school activities.
- Assistance with instrumental activities such as meal planning, finances, etc.
- Mental health behavioral aid.
- Restraining a child.
- Care that requires a **trained nurse**.
- Hearing aid checks.
- Services to a student who does not have an IEP.
- Services that would reasonably require **assistance** for a child of that age.
- Activities that teach and/or ensure that a student is staying on task in the classroom.

20

Slide Title

Non-covered PCA Services (continued)

Slide Text and Image Description

Text Only:

- Before/after school activities.
- Assistance with instrumental activities such as meal planning, finances, etc.
- Mental health behavioral aid.
- Restraining a child.
- Care that requires a **trained nurse**.
- Hearing aid checks.
- Services to a student who does not have an IEP.
- Services that would reasonably require **assistance** for a child of that age.
- Activities that teach and/or ensure that a student is staying on task in the classroom.

Summary

Continuing through the noncovered services taken from the manual. Examples have been provided for those that are bolded.

Care that requires a trained nurse. Nurses can delegate specific duties to PCA's but this description is related to tasks that have an assessment and/or other complexities that can't be delegated. These activities may be billable by the nurse.

Services that would reasonably require assistance for a child of that age, can also be confusing. For example, if a child is three, diapered and is toilet training but has the developmental capacity to learn that skill like other typical three-year-olds, it is not billable. If the student, however, has physical or developmental deficits that will prevent them from being toilet trained and is diapered, toileting may be considered billable. As always, each student's needs must be individualized.

Slide 21

Eligible Providers: Who Can Be a PCA in Schools?

Personal Care Assistance Services

- [Overview](#)
- **[Eligible Providers](#)**
- [People Eligible to Provide PCA Services](#)
- [Required Training](#)
- [Scope of PCA Services](#)
- [Eligible Recipients](#)

- Complete the required DHS PCA training.
- Receive training and supervision from a QP.
- Be at least 18 years of age.
- Effective communication with the student and QP.
- Provide services according to the plan of care.
- Respond to students' needs and report changes to the QP.
- Maintain all required documentation.
- Employed by the district or agency to provide PCA services.

21

Slide Title

Eligible Providers: Who Can Be a PCA in Schools?

Slide Text and Image Description

Image:

Screenshot of Individualized Education Program (IEP) Services section [Personal Care Assistance 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 Eligible Providers highlighted.

Text:

- Complete the required DHS PCA training.
- Receive training and supervision from a QP.
- Be at least 18 years of age.
- Effective communication with the student and QP.
- Provide services according to the plan of care.
- Respond to students' needs and report changes to the QP.
- Maintain all required documentation.
- Employed by the district or agency to provide PCA services.

Summary

Who can be a PCA in schools? A PCA must complete the required DHS training, receive training and supervision from the Qualified Professional or QP and effectively communicate with the QP. The QP role and scope will be covered in future slides.

The PCA must be at least 18 years of age, provide services following the plan of care, be able to respond to the student's needs, maintain all required documentation and finally, be employed by the district or contracted agency.

Slide 22

Required PCA Training

<ul style="list-style-type: none">● Certification as a PCA is a required if the district will be billing for TPR.● PCA certification test is free and can be taken as many times as needed to pass.	<ul style="list-style-type: none">● DHS PCA program is titled Community First Services and Supports (CFSS) program.● CFSS supports people enrolled in Minnesota’s Health Care Programs (MHCP) with needs for daily activities to remain independent.● Students may have a PCA/Support Worker at home and at school.
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*If a paraprofessional is not certified, the service cannot be reimbursed.

22

Slide Title

Required PCA Training

Slide Text and Image Description

Text Only:

- Certification as a PCA is **a required** if the district will be billing for TPR.
- PCA certification test is free and can be taken as many times as needed to pass.
- DHS PCA program is titled Community First Services and Supports (CFSS) program.
- CFSS supports people enrolled in Minnesota’s Health Care Programs (MHCP) with needs for daily activities to remain independent.
- Students may have a PCA/Support Worker at home and at school.

*If a paraprofessional is not certified, the service cannot be reimbursed.

Summary

DHS is transitioning the PCA program to Community First Services and Supports (CFSS). Students may have a PCA or support person at school and home to assist with ADL’s. Districts should ensure that staff who will be providing PCA services in this training. PCA workers who

took the test after April 15, 2020, and have a certificate titled “PCA and CFSS Support Worker Training” do not need to retake the training.

PCA workers who took the test before April 15, 2020, and have a certificate titled “Personal Care Assistant Training” will need to complete the training.

Districts should review their entire roster of PCA staff for accuracy.

Remember that if a paraprofessional is not certified, the services cannot be reimbursed. Take advantage of maximizing the funding for your SpEd programs whenever you can.

Slide 23

FAQs for the Certification Process

DHS has [Frequently Asked Certification Questions](#) such as:

What if an employee can't find their past certificate?

- There is a certificate look up. Remind employees to keep a copy of their certificate.

What if an employee needs to update their name or email on file?

- They can submit a request.

Does DHS have a training?

- Yes. Districts might include the training during an onboarding event for staff needing to be certified.

23

Slide Title

FAQs for the Certification Process

Slide Text and Image Description

Text Only:

DHS has [Frequently Asked Certification Questions](#) (<https://registrationcourses.dhs.state.mn.us/PCACourse/cfss/more-information.html>) such as:

What if an employee can't find their past certificate?

- There is a certificate look up. Remind employees to keep a copy of their certificate.

What if an employee needs to update their name or email on file?

- They can submit a request.

Does DHS have a training?

- Yes. Districts might include the training during an onboarding event for staff needing to be certified.

Summary

The DHS has a section titled, frequently asked Questions (FAQ's) about certifications.

Listed are a few examples: Currently, employees who were previously certified do not need to take the test over. Staff can look up their certificate and there is also training available. Adults can have a difficult time thinking about taking a test. This certification can be taken as many times as needed to pass and attain the certificate. Districts might arrange for staff to take the certification during an onboarding event, before or after school and/or during non-student days, or possibly training is a prerequisite for employment.

Slide 24

Student Plan of Care

Personal Care Assistance Services

- [Overview](#)
- [Eligible Providers](#)
- [People Eligible to Provide PCA Services](#)
- [Required Training](#)
- [Scope of PCA Services](#)
- [Eligible Recipients](#)
- [Covered Services](#)
- [Activities of Daily Living \(ADL's\)](#)
- [Level 1 Behaviors](#)
- [Other Health-related Procedures and Tasks](#)
- [Noncovered Services](#)
- [Documentation](#)
- [PCA Time Studies](#)
- [PCA Plan of Care](#)

- Is a written description of the medically necessary services the student will need during the school day.
- The student plan of care must be:
 - Developed by a Qualified Professional (QP) working within their scope of practice.
 - Completed within the first week of starting PCA services.
 - Updated when there is a change of service or need.
 - Reviewed annually.
 - Embedded in the IEP or may be a separate document.
 - Immediately available to the PCA who is providing the services.

24

Slide Title

Student Plan of Care

Slide Text and Image Description

Image:

Screenshot of Individualized Education Program (IEP) Services section [Personal Care Assistance 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 PCA Plan of Care highlighted.

Text:

- Is a written description of the medically necessary services the student will need during the school day.
- The student plan of care must be:
 - Developed by a Qualified Professional (QP) working within their scope of practice.
 - Completed within the first week of starting PCA services.
 - Updated when there is a change of service or need.
 - Reviewed annually.
 - Embedded in the IEP or may be a separate document.
 - Immediately available to the PCA who is providing the services.

Summary

The manual also states that a written plan of care is required when billing for PCA services. The students' plan of care is a written description of the medically necessary services needed during the school day. The plan must be developed by the Qualified Professional (QP) working within their scope of practice, it must be completed within the first week of starting PCA services, be updated when there is a change in service or need and be reviewed and/or updated at least annually.

The plan of care may be embedded in the IEP or be a separate document. Either way, the plan of care must be immediately available to the PCA who is providing the service.

It is important to ask where the student plans are located and to keep the plans in an accessible and confidential location.

Slide 25

Required Components of the Student Plan of Care

Personal Care Assistance Services

- [Overview](#)
- [Eligible Providers](#)
- [People Eligible to Provide PCA Services](#)
- [Required Training](#)
- [Scope of PCA Services](#)
- [Eligible Recipients](#)
- [Covered Services](#)
- [Activities of Daily Living \(ADL's\)](#)
- [Level 1 Behaviors](#)
- [Other Health-related Procedures and Tasks](#)
- [Noncovered Services](#)
- [Documentation](#)
- [PCA Time Studies](#)
- **PCA Plan of Care**

- Start and end date of the plan of care.
- Name and identification number, date of birth, parent/guardian, and immediate access to emergency contact information.
- List of special instructions related to the student cares.
- Information regarding the diagnosis and/or signs and symptoms that are creating the need for service.
- Identify the ADL's, Level 1 behaviors or health related needs.
- Steps to address safety and vulnerability of the student.
- Date, name, and signature of the QP.

25

Slide Title

Required Components of the Student Care of Care

Slide Text and Image Description

Image:

Screenshot of Individualized Education Program (IEP) Services section [Personal Care Assistance Services](#)

(https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) with PCA Plan of Care highlighted.

Text:

- Start and end date of the plan of care.
- Name and identification number, date of birth, parent/guardian, and immediate access to emergency contact information.
- List of special instructions related to the student cares.
- Information regarding the diagnosis and/or signs and symptoms that are creating the need for service.
- Identify the ADL's, Level 1 behaviors, or health related needs.

- Steps to address safety and vulnerability of the student.
- Date, name, and signature of the QP.

Summary

When the QP writes the plan, it must include the requirements set by DHS. This includes the start and end date of the plan, identification and demographic information of the students' contacts, special instructions related to care for the student and information about the diagnosis and/or the signs and symptoms that are creating the need for the service. The care plan must identify all the ADL's, Level 1 behaviors or health related needs and steps to address safety and vulnerability. The QP must sign and date the plan. A key takeaway is that student demographic and emergency contact information does not have to be on the plan of care but must be accessible to the PCA. Many districts keep this information in their computer system.

Slide 26

Sample ADL Plan of Care for Eating	
IEP Accommodation Statement: Student has Cerebral Palsy (CP) and Tremors resulting in the inability to grasp or hold utensils. The student will require assistance with eating.	PCA Plan of Care Includes: <ul style="list-style-type: none">● Escort the student from the classroom to the lunchroom.● Assist the student with hand washing before eating.● Stay in the lunch line or classroom with the student helping with food, carrying tray to the table where they will eat.● Open cartons and containers of liquid, insert straw into drink, cut food when applicable, sit with the student to assist with hand-over-hand assistance when eating.● Clean the student's face and hands, inspect clothing, clean up the table, dispose of or stack dishes after eating.● Escort student back to classroom or next scheduled activity (recess, restroom).

26

Slide Title

Sample ADL Plan of Care for Eating

Slide Text and Image Description

Text Only:

IEP Accommodation Statement:

Student has Cerebral Palsy (CP) and Tremors resulting in the inability to grasp or hold utensils. The student will require assistance with eating.

PCA Plan of Care Includes:

- Escort the student from the classroom to the lunchroom.
- Assist the student with hand washing before eating.
- Stay in the lunch line or classroom with the student helping with food, carrying tray to the table where they will eat.
- Open cartons and containers of liquid, insert straw into drink, cut food when applicable, sit with the student to assist with hand-over-hand assistance when eating.
- Clean the student's face and hands, inspect clothing, clean up the table, dispose of or stack dishes after eating.
- Escort student back to classroom or next scheduled activity (recess, restroom).

Summary

This is a sample plan of care for eating. As referenced in step 3 of the IEP process, the students' need for PCA services must be included in the IEP and described in the accommodation section. In this example the accommodation statement is that the student has CP and Tremors and is unable to grasp or hold a utensil and requires assistance with eating.

Key components in the plan of care would be escorting the student to the lunchroom, assisting with hand washing, staying with the student in the lunch line and assisting them with opening containers and providing hand over hand assistance when eating, assisting with cleaning up after eating and escorting the student to the next activity. The plan of care provides the step-by-step details for the PCA to meet the needs of the student. In this example, you will note that the plan describes the activities from the time the student leaves the classroom until escorted to the next activity.

Slide 27

Sample ADL Plan of Care for Toileting

<p>IEP Accommodation Statement: The student has developmental delays and requires assistance with toileting.</p>	<p>PCA Plan of Care Includes:</p> <ul style="list-style-type: none">● Escort the student from the classroom to the restroom.● Unfasten or remove clothing and pull-up. Position student on toilet, clean after toileting, observe for rash or redness, put on a new pull-up, redress student, and fasten clothing.● Encourage student independence throughout the process.● Use hands-on assistance to help the student with washing and drying hands.● Escort student back to classroom or next scheduled activity (recess, music).
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27

Slide Title

Sample ADL Plan of Care for Toileting

Slide Text and Image Description

Text Only:

IEP Accommodation Statement:

The student has developmental delays and requires assistance with toileting.

PCA Plan of Care Includes:

- Escort the student from the classroom to the restroom.
- Unfasten or remove clothing and pull-up. Position student on toilet, clean after toileting, observe for rash or redness, put on a new pull-up, redress student, and fasten clothing.
- Encourage student independence throughout the process.
- Use hands-on assistance to help the student with washing and drying hands.
- Escort student back to classroom or next scheduled activity (recess, music).

Summary

Another example of a student plan of care is for toileting. In this example, the accommodation statement is that the student has developmental delays and requires assistance with toileting.

The plan, or the steps to complete the process, describe the activity from the start to the stop of the activity. Due to developmental delays, this student requires assistance to be escorted to/ from the classroom. Escorting the student in this example could be considered mobility or could be included as part of toileting.

It is important to include in the plan what aspects of the care the student can do themselves so that there is progress towards independence.

Keep in mind that the Plan of Care needs to be readily available and stored confidentially to protect the student's privacy.

The level of detail in the plan of care is not required in the IEP accommodation statement unless the IEP is being used as the plan of care.

Slide 28

Sample Plan of Care for a Level 1 Behavior

<p>IEP Accommodation Statement: Student has a diagnosis of Oppositional Defiant Disorder and needs PCA support to observe for, intervene, and redirect when the student displays dysregulated behaviors.</p>	<p>PCA Plan of Care or Behavior Plan Includes:</p> <ul style="list-style-type: none">• When questioned or told to do things, the student may hit, kick, and spit.• PCA will stay close to the student in unstructured situations including in the halls, at lunch and at recess to observe for, intervene, and redirect behaviors.• PCA will use the calming strategies (list strategies).
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28

Slide Title

Sample Plan of Care for a Level 1 Behavior

Slide Text and Image Description

Text Only:

IEP Accommodation Statement:

Student has a diagnosis of Oppositional Defiant Disorder and needs PCA support to **observe** for, **intervene**, and **redirect** when the student displays dysregulated behaviors.

PCA Plan of Care or Behavior Plan Includes:

- When questioned or told to do things, the student may hit, kick, and spit.
- PCA will stay close to the student in unstructured situations including in the halls, at lunch and at recess to observe for, intervene, and redirect behaviors.
- PCA will use the calming strategies (list strategies).

Summary


This is an example of a Plan of Care or Behavior Plan for Level One Behaviors

The accommodation statement reads that the student has the diagnosis of Oppositional Defiant Disorder and needs PCA support to observe for, intervene and redirect when the student displays dysregulated behaviors. The plan of care or behavior plan includes specific details to keep the PCA and student safe, such as, when the student is questioned or told to do something, the student may hit, kick or spit, PCA will stay close to the student in unstructured situations including in the halls, at lunch and at recess to observe, intervene and redirect behaviors and the PCA will use calming strategies described in the attached Behavior Support Plan.

The development of the plan of care, including a behavior plan, is done with a team approach that is coordinated, collaborative and it is consistent with the needs of the student. This is important because if a student with a behavior plan comes into the health office/room, health staff should be following the interventions and actions written in the plan. It is important to find out what your district uses as a plan of care for behaviors.

Slide 29

Qualified Professional (QP)

- [Covered Services](#)
- [Activities of Daily Living \(ADL's\)](#)
- [Level 1 Behaviors](#)
- [Other Health-related Procedures and Tasks](#)
- [Noncovered Services](#)
- [Documentation](#)
- [PCA Time Studies](#)
- [PCA Plan of Care](#)
- [Activities Checklist](#)
- [Supervision](#)
- **QP Qualifications** 
- [QP Duties](#)

A QP may be any of the following:

- Professional nurse
- Special education teacher
- Occupational therapist
- Physical therapist
- Speech language pathologist
- Licensed school psychologist
- Licensed school social worker
- Mental health professionals
- Audiologist

Qualifications are based on:

- Service Provided
- License
- Certification
- Scope of Practice
- Professional Responsibilities
- Professional Experience

29

Slide Title

Qualified Professional (QP)

Slide Text and Image Description

Image:

Screenshot of Individualized Education Program (IEP) Services section [Personal Care Assistance Services](#)

(https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) with QP Qualifications highlighted.

Text:

A QP may be any of the following:

- Professional nurse
- Special education teacher
- Occupational therapist
- Physical therapist
- Speech language pathologist

THIRD PARTY REIMBURSEMENT FOR PERSONAL CARE ASSISTANCE SERVICES AND THE ROLE OF THE QUALIFIED PROFESSIONAL: PRESENTATION SUMMARY

- Licensed school psychologist
- Licensed school social worker
- Mental health professionals
- Audiologist

Qualifications are based on:

- Service Provided
- License
- Certification
- Scope of Practice
- Professional Responsibilities
- Professional Experience

Summary

The Qualified Professional is a term that is specific to the Third-Party Reimbursement program and is included in the DHS IEP manual. QP refers to any of the licensed staff that ranges from professional nurse, special education teacher, OT/PT, Speech Language Pathologist (SLP) down to the audiologist. Note that the professional nurse includes the RN or LSN only and not the Licensed Practical Nurse (LPN). A professional nurse is defined by the MN Nurse Practice Act.


QP qualifications are based on the service provided, the license or certification the person holds and, very importantly, their scope of practice. Scope of practice indicates that the services the student is receiving are a covered service in the professional's licensure. In addition, the person's professional responsibilities and experience is a consideration.

The QP may be a different professional based on the district practices, and the services the student is receiving. For example, a district may not have access to a physical therapist and the school nurse may be designated as the QP for supervision and training on transferring and range of motion. Another example would be for a student with a level 1 behavior. The QP might be the school nurse or might be the special education teacher, depending on their professional training and experience.

Slide 30

Personal Care Assistance Services

- [Overview](#)
- [Eligible Providers](#)
- [People Eligible to Provide PCA Services](#)
- [Required Training](#)
- [Scope of PCA Services](#)
- [Eligible Recipients](#)
- [Covered Services](#)
- [Activities of Daily Living \(ADL's\)](#)
- [Level 1 Behaviors](#)
- [Other Health-related Procedures and Tasks](#)
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- [PCA Time Studies](#)
- [PCA Plan of Care](#)
- [Activities Checklist](#)
- [Supervision](#)
- [QP Qualifications](#)
- [QP Duties](#)



Duties of the QP

- Train, supervise, and evaluate the person providing the PCA services.
 - Supervision is done through use of **direct training, observation, return demonstration, and consultation** with school staff, student, and the parent/guardian.
 - Confirm PCA qualifications.
 - Appropriately assigns tasks.
 - Complete the PCA plan of care within the first week of services.
- Review PCA's documentation of services on the activity checklist.
- Documents training, communication, initial and periodic evaluations of the PCA services, and what actions are needed to improve services.

30

Slide Title

Duties of the QP

Slide Text and Image Description

Image:

Screenshot of Individualized Education Program (IEP) Services section [Personal Care Assistance Services](#)

(https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) with QP duties highlighted.

Text:

- Train, supervise, and evaluate the person providing the PCA services.
 - Supervision is done through use of **direct training, observation, return demonstration, and consultation** with school staff, student, and the parent/guardian.
 - Confirm PCA qualifications.
 - Appropriately assigns tasks.
 - Complete the PCA plan of care within the first week of services.

- Review PCA's documentation of services on the activity checklist.
- Documents training, communication, initial and periodic evaluations of the PCA services, and what actions are needed to improve services.

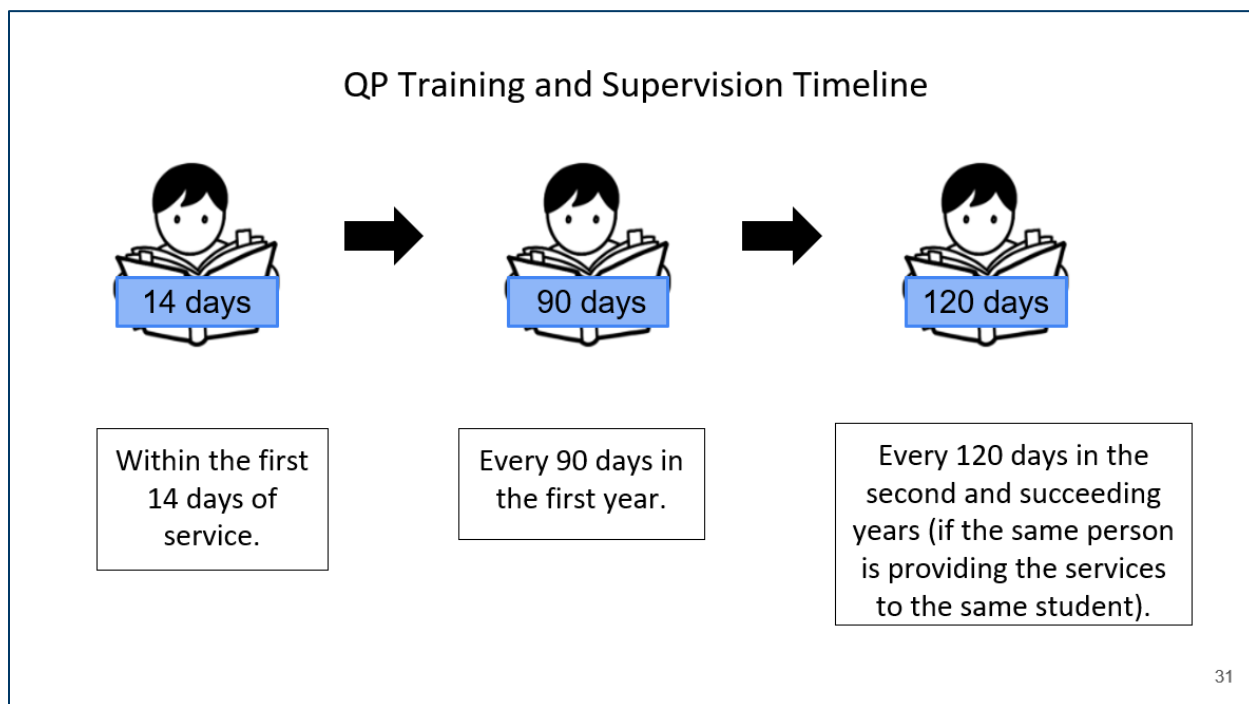
Summary

The Duties of the QP include training, supervising, and evaluating the person providing the PCA services. This is done with direct training, observation, return demonstration and consultation.

The QP assures that the PCA keeps up to date in their documentation of the services on the activity's checklist and documents training, communication, initial and periodic evaluation of the PCA services and what actions are needed to improve services.

Remember that the QP duties of training, supervision, and evaluation are not a billable service, but they can be included in daily time and effort if the QP is paid out of more than one funding source.

Slide 31



Slide Title

QP Training and Supervision Timeline

Slide Text and Image Description

Image:

Student reading a book with “14 days” written on it. Arrow pointing to student reading a book with “90 days” written on it. Arrow pointing to student reading a book with “120 days” written on it.

Text:

Box 1: Within the first 14 days of services.

Box 2: Every 90 days in the first year.

Box 3: Every 120 days in the second and succeeding years (if the same person is providing the services to the same student).

Summary

DHS has set timeline requirements for QP Training and Supervision

The QP must train the PCA within 14 days of starting services and supervise every 90 days in the first year and every 120 days after the first year if the same PCA is working with the same student. Often, school districts will decide it is easier to supervise every 90 days because of changes in staff and ease of tracking. An action item here to determine your district's training and supervision guidelines and know that you might have to train more often if the student's needs change or if staff changes.

Slide 32

QP Training and Supervision Timeline

The diagram illustrates a timeline for QP training and supervision. It features three icons of a student reading a book, connected by arrows. The first icon is labeled '14 days', the second '90 days', and the third '120 days'.

It is a federal crime to provide false information on personal care service billings for medical assistance payment. Your signature verifies the time and services entered are accurate and that the services were performed as specified in the PCA care plan.

Designated person who can verify the child named on this form received the PCA services identified in the Activities section (either Actual Time or Time Study) and for dates of service listed. The designated person may be the PCA supervisor, school nurse, IEP case manager, special education teacher or school social worker.

NAME OF DESIGNATED PERSON (type or print)	SIGNATURE	DATE
---	-----------	------

The supervisor must sign and date below if he or she conducts a periodic evaluation and supervision visit during the time identified on the activity checklist above.

NAME OF SUPERVISOR (type or print)	TITLE	SIGNATURE	DATE OF SUPERVISION <input type="radio"/> 14 days <input type="radio"/> 90 days <input type="radio"/> 120 days
------------------------------------	-------	-----------	---

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Slide Title

QP Training and Supervision Timeline

Slide Text and Image Description

Image 1:

Student reading a book with “14 days” written on it. Arrow pointing to student reading a book with “90 days” written on it. Arrow pointing to student reading a book with “120 days” written on it.

Image 2:

Screenshot of [DHS IEP Services Personal Care Assistance Activities Checklist](https://edocs.dhs.state.mn.us/lfserver/Public/DHS-4122C-ENG-pform) (<https://edocs.dhs.state.mn.us/lfserver/Public/DHS-4122C-ENG-pform>)

Summary

This slide shows a clip from the DHS Activities Checklist that includes the 14, 90, and 120 day schedule. Districts may use the DHS Activities Checklist or create their own documentation that includes the date of supervision.

Slide 33

PCA 10-day Time Study vs. Actual Time

DHS allows two options for ongoing documentation of PCA services:

- **10-day Time Study** - Report the averaged daily time per day based on a 10-day time study.

[PCA 10-Day Time Study - including instructions - sample](#)

- **Actual Time** – Report the actual time for each daily task using a start and end time for each covered PCA services provided in a day.

[DHS IEP Services Personal Care Assistance Activities Checklist \(3/18\)](#)

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Slide Title

PCA 10-day Time Study vs. Actual Time

Slide Text and Image Description

Text only:

DHS allows two options for ongoing documentation of PCA services:

- **10-day Time Study** - Report the averaged daily time per day based on a 10-day time study.

[PCA 10-Day Time Study - including instructions - sample](#)

<https://docs.google.com/spreadsheets/d/1SA4sPO5xbcM7ldb0kE2MKt3kz13ajemq/edit>

- **Actual Time** – Report the actual time for each daily task using a start and end time for each covered PCA services provided in a day.

[DHS IEP Services Personal Care Assistance Activities Checklist \(3/18\)](#)

edocs.dhs.state.mn.us/lfserver/Public/DHS-4122C-ENG-pform)

Summary

DHS allows two options for ongoing documentation of PCA services, a 10-day time study and actual time. The 10-day time study option is frequently used. It records the start and stop time of each ADL or behavior over a 10-day time period. At the end of the ten days the activity is then averaged moving forward. A 10-day Time Study sample form that includes instructions, definitions of ADL's and 10-day documentation tabs on the bottom of the spreadsheet has been linked.

The second option is to keep track of start and stop times on a daily basis. This may be an option for tracking time for some students with Level 1 behaviors. DHS has provided a sample form that can be used, it is titled, IEP services personal care assistance activities checklist. Districts may use their own form as long as it contains the same components in the DHS sample form.

There are two considerations to keep in mind. A 10-day time study must be redone at least every 2 years unless there are significant changes in the plan of care, and it is best practice is to do a time study when the student transitions to a new level such as from early childhood to elementary, or from elementary to middle school.

Slide 34

Documentation Using a 10-day Time Study

Complete required daily documentation of the services provided.

- Date and **initial once daily** to verify that the activities on the care plan were provided.
- Note if the student was absent for all or part of the day.

[PCA Activity Checklist Based on a 10 Day Time Study - sample](#)

[DHS IEP Services Personal Care Assistance Activities Checklist
\(3/18\)](#)

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Slide Title

Documentation Using a 10-day Time Study

Slide Text and Image Description

Text only:

Complete required daily documentation of the services provided.

- Date and **initial once daily** to verify that the activities on the care plan were provided.
- Note if the student was absent for all or part of the day.

PCA Activity Checklist Based on a 10 Day Time Study – sample

https://docs.google.com/document/d/1fQDahQybqrABci7QnFgWKdaQ_z8722zw/edit

[DHS IEP Services Personal Care Assistance Activities Checklist \(3/18\)](https://edocs.dhs.state.mn.us/lfserver/Public/DHS-4122C-ENG-pform)

[\(edocs.dhs.state.mn.us/lfserver/Public/DHS-4122C-ENG-pform\)](https://edocs.dhs.state.mn.us/lfserver/Public/DHS-4122C-ENG-pform)

Summary


If you have chosen the option of a 10-day time study, after the time study is completed, you only need to date and initial to verify that the activities on the care plan were provided. This includes noting if the student was absent for all or part of the day. For example, they had a medical appointment and left the school after lunch or arrived late to school.

We have linked a PCA Activity Checklist based on a 10-day time study sample and the DHS IEP Services PCA Activities Checklist. Again, you are not required to use these particular forms. Your district can create a different form as long as it has the same components as the DHS Checklist.

Keep in mind that districts must keep all billing documentation and the related service provider documentation for at least five years for all related service providers. Refer to your district policy on record retention.

Slide 35

Time Study Case Study Examples - 2022

 **MINNESOTA**

Third Party Billing
Case Study Examples about Documentation for Time Studies
*Individualized Education Program (IEP) and
Individualized Family Service Plan (IFSP)*

Presented by the Minnesota Departments of Human Services (DHS)
and Minnesota Department of Education (MDE) and
Teacher Emily

This slide deck and 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

Time Study Case Study Examples - 2022

Slide Text and Image Description

Image:

Screen shot of presentation: Third Party Billing: Case Study Examples about Documentation for Time Studies

Text:

This slide deck and additional sample forms can be found on MDE's SharePoint. For access, email mde.special-ed@state.mn.us.

Summary

In 2022, DHS and MDE presented Case Study Examples on how to document time studies. This training slide deck can be found on MDE's SharePoint. For access to SharePoint, email MDE.

Slide 36

PCA: Special Transportation Adaptation

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 Log - sample](#)

- A wheel chair lift, special car seat, harness or seat belt, safety vest or other pieces of **equipment** that are needed.
- **PCA** is assigned to a specific student during transport when there is a history of the need for continuous redirection or intervention due to at least one **level 1 behavior**, or the student displays increased vulnerabilities or socially inappropriate behaviors that would cause injury to themselves, others or damage to the vehicle or the property of others.

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Slide Title

PCA: Special Transportation Adaptation

Slide Text and Image Description

Image:

Screenshot of Individualized Education Program (IEP) Services section [Special Transportation Services](#)

(https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_151385) with Special Transportation Services highlighted.

Text:

- A wheelchair lift, special car seat, harness or seat belt, safety vest or other pieces of **equipment** that are needed.
- **PCA** is assigned to a specific student during transport when there is a history of the need for continuous redirection or intervention due to at least one **level 1 behavior**, or the student displays increased vulnerabilities or socially inappropriate behaviors that would cause injury to themselves, others or damage to the vehicle or the property of others.

Summary

The DHS manual states the vehicle must have adaptations that are specific to the needs of the student. Some students may require a PCA in order to access or remain on the special transportation. In this case, the PCA is considered the adaptation similar to a wheelchair, special car seat, harness or other equipment.

There are a few points to remember if a PCA is required on special transportation. The PCA must be assigned to a specific student during transport when there is a history of the need for continuous redirection or intervention due to at least one level 1 behavior, or the student displays increased vulnerabilities or socially inappropriate behaviors that would cause injury to themselves, others or damage to the vehicle or the property of others.

A sample Special Transportation log has been linked for your use if you do not have one in your district.

Slide 37

PCA: Special Transportation Adaptation

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](#)

- A **PCA** can care for **up to three students** when appropriate and reasonable for each student that displays infrequent level 1 behaviors. (For example, one **PCA** may sit between two students to intervene or redirect episodic level 1 behaviors during transport.)
- When a student requires the care of a **PCA** during the special transportation trip. Bill the special transportation service and the **PCA** service on **two separate claims**.

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Slide Title

PCA: Special Transportation Adaptation

Slide Text and Image Description

Image:

Screenshot of Individualized Education Program (IEP) Services 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.

Text:

- A **PCA** can care for **up to three students** when appropriate and reasonable for each student that displays infrequent level 1 behaviors. (For example, one **PCA** may sit between two students to intervene or redirect episodic level 1 behaviors during transport.)
- When a student requires the care of a **PCA** during the special transportation trip. Bill the special transportation service and the **PCA** service on **two separate claims**.

Summary

A PCA can care for up to three students when appropriate and reasonable for each student that displays infrequent level 1 behaviors. For example, one PCA may sit between two students to intervene or redirect episodic level 1 behaviors during transport. When a student requires the care of a PCA during the special transportation trip. Bill the special transportation service and the PCA service on two separate claims. This is another example of maximizing your reimbursement.

Slide 38

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

It is important to know that to bill for IEP health related services, a consent is required for both Part B and part C. It is important to determine who is responsible for obtaining the signed

consent for your district. Questions regarding the consent for IEP health-related Services should be directed to the Minnesota Department of Education.

Slide 39

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 from previous slide about consent.

Slide 40



Student
Needs

Requirements for TPR for PCA Services

1. Services documented in the IEP.
2. Plan of care.
3. Training and supervision.
4. Medical Assistance.
5. Signed consent.
6. PCA certification.
7. 10-day time study – actual time.
8. Activities checklist.

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Slide Title

Requirements for TPR for PCA Services

Slide Text and Image Description

Image:

Student reading a book with words “student needs”.

Text:

1. Services documented in the IEP.
2. Plan of care.
3. Training and supervision.
4. Medical Assistance.
5. Signed consent.
6. PCA certification.
7. 10-day time study – actual time.
8. Activities checklist.

Summary

First, document the service on the IEP and have ongoing documentation for the services provided. Next, a plan of care must be developed by the QP.

Then the QP does training, supervision and evaluation of the PCA delivering the services.

You must verify the student is on Medical Assistance. Currently, only medical assistance provides reimbursement for IEP services, not private insurance. Insurance status is considered confidential. Typically, the biller for your district is the person responsible for determining insurance status, securing insurance denials and submitting claims.

Once verified, secure consent before billing occurs.

Then, ensure the PCA is certified.

A 10-day time study and/or actual time spent on PCA service must be completed.

The PCA completes the activities checklist.

These are the requirements for PCA and the QP related to Third-Party Reimbursement.

Slide 41

Resources

Department of Human Services:

- [DHS - Individualized 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)
- [DHS IEP Services Personal Care Assistance Activities Checklist](https://edocs.dhs.state.mn.us/lfserver/Public/DHS-4122C-ENG-pform)
(<https://edocs.dhs.state.mn.us/lfserver/Public/DHS-4122C-ENG-pform>) (3/18)
- [Special transportation documentation requirements](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_188688)
(https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_188688)
- [PCA and CFSS Training and Tests](https://registrationcourses.dhs.state.mn.us/PCACourse/cfss/more-information.html)
(<https://registrationcourses.dhs.state.mn.us/PCACourse/cfss/more-information.html>) ⁴¹

Slide Title

Resources

Slide Text and Image Description

Text Only:

Department of Human Services:

- [DHS - Individualized 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)
- [DHS IEP Services Personal Care Assistance Activities Checklist](https://edocs.dhs.state.mn.us/lfserver/Public/DHS-4122C-ENG-pform)
(<https://edocs.dhs.state.mn.us/lfserver/Public/DHS-4122C-ENG-pform>) (3/18)
- [Special transportation documentation requirements](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_188688)
(https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_188688)
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(<https://registrationcourses.dhs.state.mn.us/PCACourse/cfss/more-information.html>)

Summary

We have included resources for your reference including the information from DHS.

Slide 42

Resources
MN Department of Education:
● Medicaid in Education (https://education.mn.gov/MDE/dse/sped/med/)
● School Health Services (https://education.mn.gov/MDE/dse/health/svcs/)
● Special Education SharePoint Access – email mde.special-ed@state.mn.us
MN Department of Health:
● School Health Services (https://www.health.state.mn.us/people/childreneyouth/schoolhealth/index.html)
2023 MN Statutes
● 125A.21 Third Party Payment (https://www.revisor.mn.gov/statutes/cite/125A.21)
Pacer Center (https://www.pacer.org/parent/)

Slide Title

Resources

Slide Text and Image Description

Text only:

MN Department of Education:

- [Medicaid in Education \(https://education.mn.gov/MDE/dse/sped/med/\)](https://education.mn.gov/MDE/dse/sped/med/)
- [School Health Services \(https://education.mn.gov/MDE/dse/health/svcs/\)](https://education.mn.gov/MDE/dse/health/svcs/)
- Special Education SharePoint Access – email mde.special-ed@state.mn.us

MN Department of Health: [School Health Services](https://www.health.state.mn.us/people/childreneyouth/schoolhealth/index.html)
(<https://www.health.state.mn.us/people/childreneyouth/schoolhealth/index.html>)

2023 MN Statutes [125A.21 Third Party Payment](https://www.revisor.mn.gov/statutes/cite/125A.21)
(<https://www.revisor.mn.gov/statutes/cite/125A.21>)

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

Summary

We've also included the resources for your reference from MDE and MDH.

Slide 43

Thank You!



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Slide Title

Thank You!

Slide Text and Image Description

Image Only:

Decorative: Group of adolescents.

Summary

Thank you. This presentation was prepared in consultation with the MN Dept of Education, Dept of Human Services, and the Dept of Health. Thank you for your attention, interest, and your work with students.

THIRD PARTY REIMBURSEMENT FOR PERSONAL CARE ASSISTANCE SERVICES AND
THE ROLE OF THE QUALIFIED PROFESSIONAL: 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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