

Medicaid and Schools

for

Behavioral & Mental Health Providers

(School Counselors, School Psychologists, & School Social Workers)

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Agenda

- What is Medicaid and Schools
- Current Challenges & Concerns
- Laws, Regulations, & Scope
- How are School Divisions Reimbursed for Services
- RMTS
- Direct Services & Interim Claiming

Goals

- ✓ Increase knowledge on Medicaid and Schools
- ✓ Encourage participation from more School Based Mental Health professionals
- ✓ Have fun learning and growing together!

Common Abbreviations

- VDOE – Virginia Department of Education
- ORP – Ordering, Referring, and Prescribing Provider
- NPI – National Provider Identifier
- DMAS – Department of Medical Assistance Services
- SPA – State Plan Amendment
- CMS – Centers for Medicare and Medicaid Services
- ICD-10 – International Classification of Diseases, 10th Edition
- CPT Code – Current Procedural Terminology
- DHP – Department of Health Professions
- RMTS – Random Moment Time Study
- CBR – Cost-Based Reimbursement

Medicaid and Schools?

- Access & Opportunities
- Healthcare in Medical, Community, and Educational Settings.
- School Counselors, School Psychologists, and School Social Workers as Healthcare Service Providers.

Health Services



Medical



Community



Educational

Is this a new initiative?

- 1965 – Medicaid
- 1988 – Medicaid and Schools
- 1991 – Medicaid and Schools in Virginia
- 2022 – Virginia’s Medicaid and Schools Expansion

- 2024 - 105 out of 131 LEAs participated
 - 44 out of the 105 claimed “expanded” Non-IEP Services
 - 69 Divisions participated for Behavioral Health Services
 - 37 out of the 69 participated in expanded (Non-IEP) Behavioral Health Services
- **2026 – Celebrate 35 years of the Virginia Medicaid and Schools Program!**

We’ve been doing this awhile and doing it well!

What are some of the challenges and concerns relating to Medicaid and Schools?

- Provider-to-Provider Training
- Background information relating to the Medicaid and Schools program
- Laws & Regulations related to all Medicaid qualified mental/behavioral health providers
- Education Laws & Regulations regarding mental and behavioral health
- Scope of Practice for all qualified (school-based) mental and behavioral health providers
- How the Medicaid and Schools programs works
- Responding to a RMTS moment
- Documentation, including clinical impressions and Medicaid requirement of a “diagnosis”
- Choosing CPT codes for interim claiming
- Personal Care Services for mental and behavioral health providers
- Supervision

What do you mean by Provider-to-Provider Training?

- Sharing of experiences
- Consultation and Supervision
- Support and Guidance

“If you know about school counseling, school psychology, or school social work then you actually know about Medicaid and Schools...”

LEA Provider Manual

https://vamedicaid.dmas.virginia.gov/pdf_chapter/local-education-agency/#gsc.tab=0

Laws, Regulations, and Scope...Oh, My!

Where do I find information about laws, regulations, and scope of practice?

Virginia Law

- [Code of Virginia](#)
- [Administrative Code](#)

VDOE

- [Regulations Governing Special Education Programs for Children with Disabilities in Virginia](#)
- [Regulations Regarding School Guidance and Counseling Programs in the Public Schools of Virginia](#)
- [Guidance for the Provision of Specialized Student Support Positions in Virginia](#)

Licensure for School Personnel

- [Licensure Regulations for School Personnel](#)
- [School Counselor](#)
- [School Psychologist](#)
- [School Social Worker](#)

Privacy Laws

- [FERPA](#)
- [HIPAA](#)

Department of Health Professions

- <https://www.dhp.virginia.gov/>

Health Care Professionals working in Schools

“...the school setting offers a unique opportunity to enroll children in Medicaid and facilitate access to coverage as well as provide health services directly to ANY Medicaid enrolled children. Schools provide a venue to enhance early identification of health needs and connect students to a broad range of health care services, including behavioral health resources.”

- *Centers for Medicare and Medicaid Services, May 2023*

<https://www.medicaid.gov/resources-for-states/medicaid-state-technical-assistance/medicaid-and-school-based-services/index.html>

What does it mean by “qualified provider”?

- DMAS Qualified-Provider
- Licensed through DHP or VDOE

When we talk about qualified providers for Medicaid and Schools we are talking about behavioral/mental health professionals who are licensed through the Department of Health Professions or the Virginia Department of Education and meet Medicaid requirements in order for services to be reimbursable.

School Counselors, School Psychologists, School Social Workers as Qualified Healthcare Service Providers!

LEA Provider Manual – Chapter 2

https://vamedicaid.dmas.virginia.gov/sites/default/files/2024-01/Local%20Educat%20Agency%20-%20Chapter%202%20%28updated%201.12.24%29_Final.pdf

Health Care Professionals working in Education

- As a provider working under the scope of your license, you are a health care provider, providing services in an education setting.
- Anytime that you are wearing your discipline's "hat" remember that you are bringing your skills, training, experience and scope of license to the work that you are doing, including:
 - Direct services with student(s)
 - Preparation/planning for services and paperwork/follow-up activities related to services (report writing, documentation, etc.)
 - Bringing your skills/training/license to contribute to a meeting, consultation, communication, coordination, training and other similar activities.
- When you are doing an activity that can be done by an unlicensed provider (lunch duty, bus duty, teaching, etc.), this is considered educational.
- It's important to keep your role as a health care professional in mind when responding to the RMTS. (More to come on RMTS later in this presentation.)

How are School Divisions Reimbursed?

Cost-Based Reimbursement

- Costs for providing services
- RMTS
- % of students

**Contractors do not participate in the RMTS but costs are included in the cost-settlement process.*

**Interim claims are submitted by school divisions to show that services are being provided.*

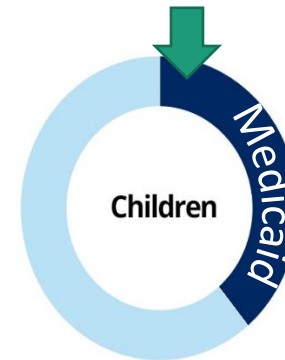
How are school divisions reimbursed? (Continued)



School spends \$
providing
student health
and support
services



The percentage of
staff time spent
directly with
students providing
services

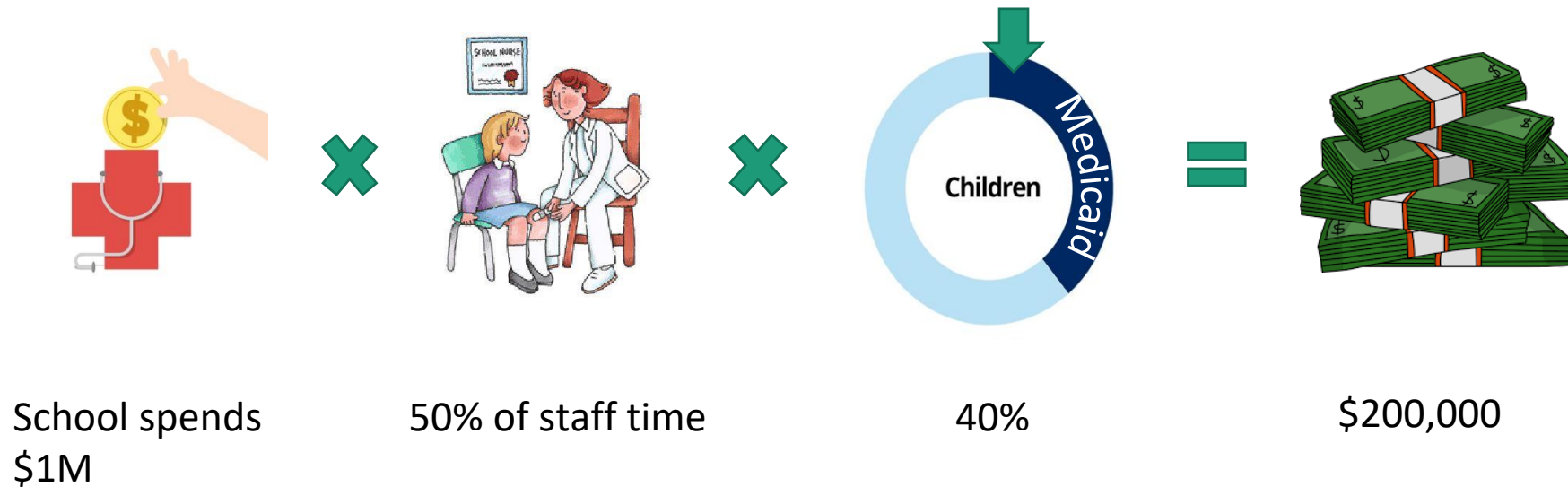


The proportion of
students with
Medicaid



Allowable
expenditures

An Example of How School Divisions are Reimbursed



\$200,000 of the total spending can be “claimed”. Federal government then reimburses a portion of this amount.

Random Moment Time Study

Did you know?

- The Random Moment Time Study (RMTS) determines how much federal funding your school division is eligible to receive through the Medicaid and Schools program.
- Reimbursement is not based on “billing” for services.
- Reimbursement is based on how all the school-based staff across the state answer their “moments.”
- RMTS is actually a statewide group project! The responses from each individual staff member impact reimbursement for your school division, and for all school divisions in the state!



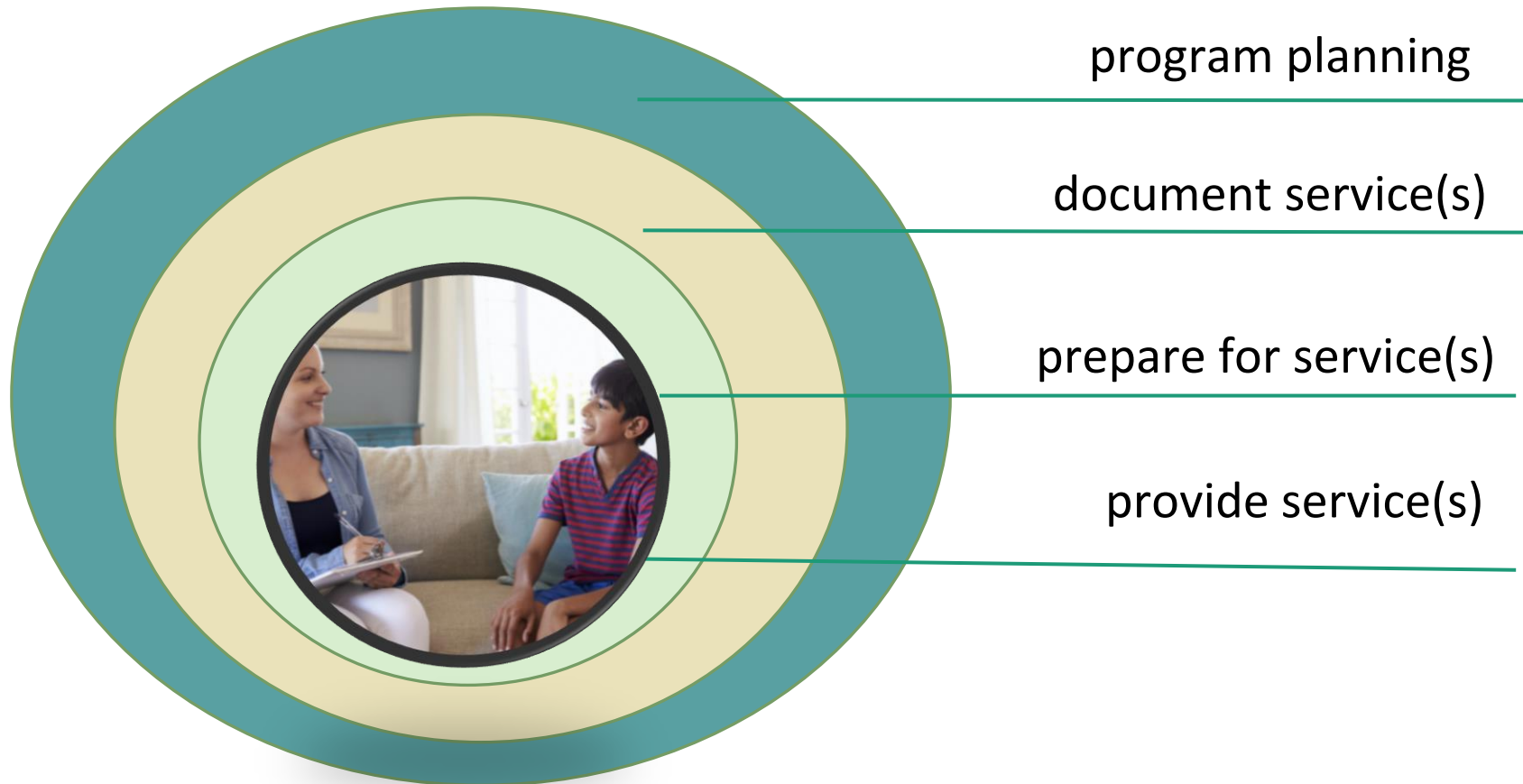
Health-Related work activities go far beyond time spent directly with students

Reimbursable work activities are generally categorized for Medicaid purposes into two categories:

- Direct health care services, including all components that are integral to the delivery of services
- Medicaid “Administrative” activities

Medicaid Direct Service Reimbursable Work Activities

It's all about **PROVIDING** health care services in a school setting:



Medicaid Administrative (Indirect Service) Reimbursable Work Activities

It's all about ACCESS to health care services:

Outreach

Care Coordination

Follow-up Monitoring

Collaborating

Translating

Referring

Arranging Transportation

School Services on the Continuum of Care

School-based practitioners provide important health-related services on the continuum of care for the children you serve.



Continuum of Care


- School division direct services are an important healthcare component on the continuum of care in a school setting.
- Other healthcare providers, such as long- term care providers and hospital providers, are also on the continuum.
- All services on the continuum represent important **health care** services.
- The direct services that school divisions provide are not “less than” other services and settings.
- When students receive services both in-school and out, the services that school divisions provide do not duplicate services in other settings, but rather compliment them.
- Schools provide important **health care** services, which when taken together with community-based services, can address the full scope of services that kids need on the complete continuum of care.

Since so much of your day is spent “wearing your licensed hat” and doing things that support student behavioral health, what does that look like when responding to a random moment?



Vignette 1: School Mental Health Professional testing/ evaluating a student

- Could be testing one or many aspects of a student's functioning in the school environment, including memory, cognition, executive functioning, reasoning, verbal and non-verbal communication, behavior, etc.
- As a school mental health professional, you are providing the testing/evaluation service under your scope and standards of practice.



***These are
skilled health-
related
services!***

Vignette 1: School Mental Health Professional testing/ evaluating a student (2)

Question 1 asks you to determine if the service provided was regarding academic skills or health care:

Q1: What type of activity were you doing?

- a) WORKING WITH STUDENT(S): **GENERAL EDUCATION / ACADEMICS** skills / issues / needs (including educational components of a special education student's IEP)
- b) WORKING WITH STUDENT(S): **HEALTH CARE that is NOT related to Special Education** (e.g., PT, OT, SPL, AUD, Nursing, dental, vision, hearing, mental and/or behavioral health)
- c) WORKING WITH STUDENT(S): **SPECIAL EDUCATION RELATED SERVICES** (e.g. PT, OT, SLP, AUD, Nursing, vision, hearing, mental and/or behavioral health)
- d) Additional answer choices below...

Vignette 1: School Mental Health Professional testing/ evaluating a student (3)

If you indicate that you were working on education/academic skills, then the choices to Question 2 follow that type of activity:

Q1: What type of activity were you doing?

- a) WORKING WITH STUDENT(S): **GENERAL EDUCATION / ACADEMICS** skills / issues / needs (including educational components of a special education student's IEP)

Q2: What, specifically, were you doing?

- a) **TEACHING** or tutoring an academic subject
- b) **COUNSELING** services for **EDUCATIONAL, ACADEMIC or SOCIAL needs** (including course selection, schedule changes, career or college counseling, etc.)
- c) **ACADEMIC TESTING** (includes proctoring AP exams, statewide testing, etc.)
- d) **Other choices...**

Vignette 1: School Mental Health Professional testing/ evaluating a student (4)

If you indicate that you were working on health care that is not provided per a special education plan, then the choices to Question 2 follow that type of activity:

Q1: What type of activity were you doing?

- a) WORKING WITH STUDENT(S): **HEALTH CARE that is NOT related to Special Education** (e.g., PT, OT, SPL, AUD, Nursing, dental, vision, hearing, mental and/or behavioral health)

Q2: What, specifically, were you doing?

- a) Providing AUDIOLOGY service or evaluation
- b) Providing OCCUPATIONAL or PHYSICAL THERAPY service or evaluation
- c) Providing SPEECH-LANGUAGE THERAPY service or evaluation
- d) Providing MENTAL or **BEHAVIORAL HEALTH** counseling service / intervention or evaluation (includes adaptive behavior treatment and substance use disorder treatment)
- e) Other choices below...

Vignette 1: School Mental Health Professional testing/ evaluating a student (5)

If you indicate that you were working on special education related services, then the choices to Question 2 follow that type of activity:

Q1: What type of activity were you doing?

- a) WORKING WITH STUDENT(S): **SPECIAL EDUCATION RELATED SERVICES** (e.g. PT, OT, SLP, AUD, Nursing, vision, hearing, mental and/or behavioral health)

Q2: What, specifically, were you doing?

- a) Providing AUDIOLOGY service or evaluation
- b) Providing OCCUPATIONAL or PHYSICAL THERAPY service or evaluation
- c) Providing SPEECH-LANGUAGE THERAPY service or evaluation
- d) Providing MENTAL or **BEHAVIORAL HEALTH** counseling service / intervention or evaluation (includes adaptive behavior treatment and substance use disorder treatment)
- e) Other choices below...

Vignette 1: School Mental Health Professional testing/ evaluating a student (6)

Q3: Was this activity pursuant to a student's IEP?

- a) Yes, my work activity was pursuant to a student's IEP
- b) No, my work activity was not pursuant to a student's IEP

Q4: Who were you working or interacting with?


- a) Student(s)
- b) Student(s) and School Staff
- c) Other choices...

Q5: Why were you performing this activity?

- a) This was an **INITIAL EVALUATION** of a student to determine if mental/behavioral health-related services are needed, which I performed within the scope of practice allowed by my clinical license.
- b) **RE-EVALUATION FOR DETERMINATION TO CONTINUE IEP SERVICES OR DISCHARGE:** and/or to adjust the plan of care or treatment plan, which I performed within the scope of practice allowed by my clinical license.
- c) Other choices...

Vignette 2: School Mental Health Professional completing a socio-cultural assessment

- A *socio-cultural assessment* is an in-depth procedure used to understand a child's and/or family's strengths and needs in the areas of functioning, family and individual history, and the symptoms and impacts of trauma.
- There are a variety of evidenced-based tools available to use, based on the school BH professional's clinical judgment as to what is most appropriate for the situation.




***This is a skilled
health-related
service!***

Vignette 2: School Mental Health Professional completing a socio-cultural assessment (2)

Q1: What type of activity were you doing?


- a) Planning or participating in **MEETING / CONVERSATION** regarding SPECIFIC STUDENT(S), including phone and email conversations

Q2: What, specifically, were you doing?

- a) **EDUCATION / ACADEMIC** or **SOCIAL** related PARENT MEETING / CONFERENCE / COMMUNICATION (including phone or email)
- b) **EDUCATIONAL, ACADEMIC, VOCATIONAL** or **SOCIAL** services - FOCUS: any other MEETING / COMMUNICATION / CONSULTATION regarding EDUCATIONAL OR ACADEMIC issues for a specific student (other than an IEP or Section 504 meeting)
-  c) **HEALTH-related** PARENT MEETING / CONFERENCE / COMMUNICATION (including phone or email but NOT an IEP, IFSP or 504 meeting)
- d) **HEALTH-related** - FOCUS: any other MEETING / COMMUNICATION / CONSULTATION regarding HEALTH / MEDICAL issues for a specific student (other than an IEP / IFSP or Section 504 meeting)
- e) Other choices...

Vignette 3: School Mental Health Professional planning/ preparing to conduct a threat assessment

- The role of a school psychologist, social worker, or counselor in threat assessments is not about student “discipline” or “emergency preparedness.”
- Threat assessment stems from a concern about a threat of violence, but the behavioral health professional’s role is primarily support-focused and aims to evaluate and classify the threat and determine appropriate response and intervention
- This may include suicide risk assessment.



***This is a skilled
health-related
service!***

Vignette 3: School Mental Health Professional planning/ preparing to conduct a threat assessment (2)

Q1: What type of activity were you doing?

- a) Working with student(s) regarding **EDUCATION / ACADEMICS** skills / issues / needs

Q2: What, specifically, were you doing?


- a) **TEACHING** or tutoring an academic subject
- b) **COUNSELING** services for **EDUCATIONAL, ACADEMIC or SOCIAL** needs
(including course selection, schedule changes, career or college counseling, etc.)
- c) **ACADEMIC TESTING** (includes proctoring AP exams, statewide testing, etc.)
- d) Other choices...

Vignette 3: School Mental Health Professional planning/ preparing to conduct a threat assessment (3)

Q1: What type of activity were you doing?

- a) Working with student(s) regarding **HEALTH CARE** (e.g., PT, OT, SPL, Nursing, dental, vision, hearing, mental and/or behavioral health)

Q2: What, specifically, were you doing?

- a) Providing **MENTAL** or **BEHAVIORAL HEALTH** Counseling Service / Intervention or Evaluation (includes adaptive behavior treatment and substance use disorder treatment)
-  b) Providing **CRISIS INTERVENTION** services for urgent HEALTH needs (for example: suicide risk or threat assessment, overdose, urgent behavioral or physical health interventions)
- c) **OBSERVATION** of student(s) for the purpose of assessing HEALTH-related needs (PT, OT, SPL, psychological, etc.)
- d) Other choices...

Vignette 4: Attendance Team Meeting


- Any school mental health professional (*psychologist, social worker, counselor*) participates in a school Attendance Team to provide the clinical perspective of your license and training.
- The Attendance Team has a goal of improving attendance and preventing truancy to increase student academic success.
- The school mental health professional is qualified to assess the barriers and challenges a student faces that contribute to poor attendance (*e.g., social/emotional stress, family issues and limitations, and health concerns*).
- You bring your skilled expertise to address health-related concerns to this meeting/effort.

Vignette 4: Attendance Team Meeting (2)

Q1: What type of activity were you doing?

- a) Planning or participating in **MEETING / CONVERSATION** regarding **SPECIFIC STUDENT(S)**, including phone and email conversations

Q2: What, specifically, were you doing?


- a) **EDUCATIONAL, ACADEMIC** or **SOCIAL** related PARENT MEETING / CONFERENCE / COMMUNICATION (including phone or email)
- b) **EDUCATIONAL, ACADEMIC, VOCATIONAL** or **SOCIAL** services - FOCUS: any other MEETING / COMMUNICATION / CONSULTATION regarding EDUCATIONAL OR ACADEMIC issues for a specific student (other than an IEP or Section 504 meeting)
- c) **HEALTH-related** PARENT MEETING / CONFERENCE / COMMUNICATION (including phone or email but NOT and IEP, IFSP or 504 meeting)
-  d) **HEALTH-related** - FOCUS: any other MEETING / COMMUNICATION / CONSULTATION regarding HEALTH / MEDICAL issues for a specific student (other than an IEP / IFSP or Section 504 meeting)
- e) Other choices...

Vignette 4: Attendance Team Meeting (3)

Q1: What type of activity were you doing?

- a) Planning or participating in **GENERAL MEETING / CONVERSATION** - NOT regarding any specific student(s), including phone and email conversations

Q2: What, specifically, were you doing?

- a) **EDUCATIONAL, ACADEMIC, VOCATIONAL** or **SOCIAL** services - FOCUS: Staff / Faculty / Department or other meeting
- b) **BEHAVIOR / DISCIPLINE** - FOCUS: Staff / Faculty / Department or other meeting
-  c) **HEALTH-related** - FOCUS: Staff / Faculty / Department or other meeting
- d) **None of the above** (*after selecting this response, a text box will open for you to type your answer*)
- e) Other choices...

Vignette 5: Consultation with a teacher


- School mental health professionals (*psychologists, social workers, counselors*) collaborate and consult with other professionals in the school (*teachers, administrators, etc.*), to help support student behavioral health.
- When consulting with a teacher, it's important to clearly identify whether you are truly:
 - **Mentoring/modeling** teaching practices to improve behavior (discipline) management of their classroom, or
 - **Observing students** in the classroom through the lens of your expertise and training for the purpose(s) of: identifying a need for implementation of MTSS/ other interventions or determining the need for further assessment or evaluation.

Vignette 5: Consultation with a teacher (2)

Q1: What type of activity were you doing?

- a) Planning or participating in **MEETING / CONVERSATION** regarding SPECIFIC STUDENT(S), including phone and email conversations

Q2: What, specifically, were you doing?

- a) **EDUCATIONAL, ACADEMIC, VOCATIONAL** or **SOCIAL** services - FOCUS: any other MEETING / COMMUNICATION / CONSULTATION regarding EDUCATIONAL OR ACADEMIC issues for a specific student (other than an IEP or Section 504 meeting)
-  b) **HEALTH-related** - FOCUS: any other MEETING / COMMUNICATION / CONSULTATION regarding HEALTH / MEDICAL issues for a specific student (other than an IEP / IFSP or Section 504 meeting)
- c) **None of the above** (*after selecting this response, a text box will open for you to type your answer*)
- d) Other choices...

Vignette 6: School Mental Health Professional providing school-based counseling services

- Could be any form of direct counseling services provided to individuals and groups of students.
- As a school BH professional, you are providing the counseling service under your scope and standards of practice.



Vignette 6: School Mental Health Professional providing school-based counseling services (2)

Q1: What type of activity were you doing?

- a) Working with student(s) regarding **EDUCATION / ACADEMICS** skills / issues / needs

Q2: What, specifically, were you doing?

- a) **TEACHING** or tutoring an academic subject
- b) **COUNSELING** services for **EDUCATIONAL, ACADEMIC or SOCIAL** needs (including course selection, schedule changes, career or college counseling, etc.)
- c) **ACADEMIC TESTING** (includes proctoring AP exams, statewide testing, etc.)
- d) Other choices...

Vignette 6: School Mental Health Professional providing school-based counseling services (3)

Q1: What type of activity were you doing?

- a) Working with student(s) regarding **HEALTH CARE** (*e.g., PT, OT, SPL, Nursing, dental, vision, hearing, mental and/or behavioral health*)

Q2: What, specifically, were you doing?



- a) Providing **MENTAL** or **BEHAVIORAL HEALTH** Counseling Service / Intervention or Evaluation (*includes adaptive behavior treatment and substance use disorder treatment*)
- b) Providing **CRISIS INTERVENTION** services for urgent HEALTH needs (*e.g., suicide risk or threat assessment, overdose, urgent behavioral or physical health interventions*)
- c) **OBSERVATION** of student(s) for the purpose of assessing HEALTH-related needs (*PT, OT, SPL, psychological, etc.*)
- d) **Other choices...**

Health Care Professionals working in Education

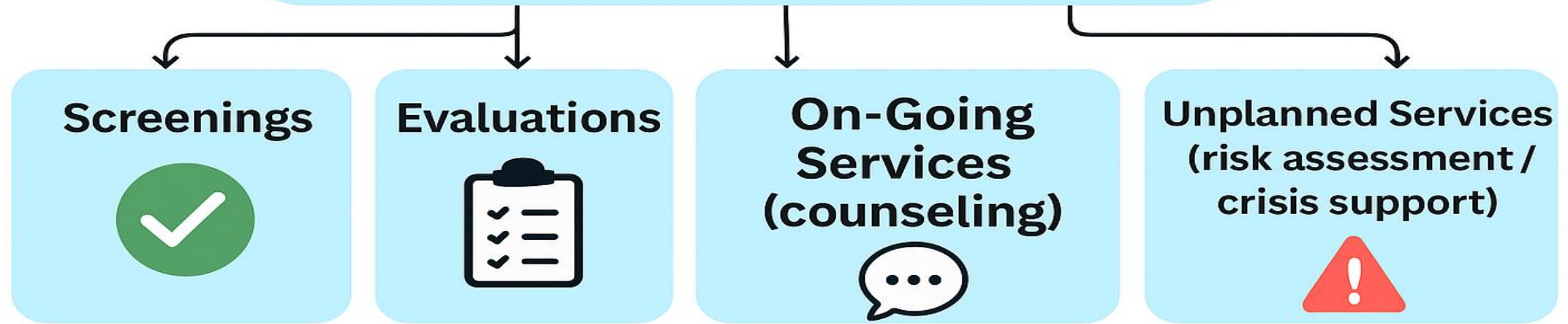
- As a provider working under the scope of your license, you are a health care provider, providing services in an education setting.
- Anytime that you are wearing your discipline's "hat" remember that you are bringing your skills, training, experience and scope of license to the work that you are doing, including:
 - Direct services with student(s)
 - Preparation/planning for services and paperwork/follow-up activities related to services (report writing, documentation, etc.)
 - Bringing your skills/training/license to contribute to a meeting, consultation, communication, coordination, training and other similar activities.
- When you are doing an activity that can be done by an unlicensed provider (lunch duty, bus duty, teaching, etc.), this is considered educational.
- It's important to keep your role as a health care professional in mind when responding to the RMTS.

Direct Services & Interim Claiming

What kinds of behavioral/mental health services are we talking about?

- Assessment & Data-Collection
- Interventions to address emotional, behavioral, and social needs
- Interventions designed for other staff to address emotional, behavioral, and social needs
- Interventions to address crisis situations

DMAS Covered Services



School Psychologist
DMAS Qualified
Provider



School Social Worker
DMAS Qualified
Provider



School Counselor
DMAS Qualified
Provider

Covered Services Requirements

Requirements	Typically Documented	Provider Checklist
Medicaid Enrollment	✓	--
Follows laws and regulations	✓	
Determined to be necessary by a qualified provider (School Psychologist, School Social Workers, School Counselor)	✓	
Assessments completed to determine need for school-based services	✓	
Services provided by a School Counselor, School Social Worker, or School Psychologist or under their supervision	✓	
Services are documented	✓	
Associated with a clinical impression or diagnosis	✓	
Written plan for service/treatment for on-going services	✓	
Interim claim submitted	✓	

LEA Provider Manual – Chapters 4 & 6

https://vamedicaid.dmas.virginia.gov/sites/default/files/2024-01/Local%20Educator%20Agency%20-%20Chapter%204%20-%28updated%201.12.24%29_Final.pdf

https://vamedicaid.dmas.virginia.gov/sites/default/files/2024-01/Local%20Educator%20Agency%20-%20Chapter%206%20-%28updated%201.12.24%29_Final.pdf

How do we document “need”?

- Referral information and documents from school-based teams.
- Documentation of parent, staff, or student requests for assistance
- Intervention or treatment plan
- IEP or 504 Plan
- Recommended based on results of a screening or evaluation
- Service documentation for Unplanned Services

What is the service record?

- Your working file
- Log of dates, times, and types of services.
- Includes supporting information such as notes, data collection, protocols, etc.
- Includes reports and intervention plans
- Records of services must be retained for not less than six years after the last date of service

LEA Provider Manual – Chapter 6

https://vamedicaid.dmas.virginia.gov/sites/default/files/2024-01/Local%20Educator%20Agency%20-%20Chapter%206%20%28updated%201.12.24%29_Final.pdf

How do I choose the right CPT code for interim claiming?

- Evaluations - 90791
- Screenings - 96110
- Individual Counseling - 90832
- Group Counseling - 90853
- Family Counseling - 90846
- Family Counseling w/ student present - 90847
- Unplanned - 90839

Keep it simple & find the best fit...

Assigning a CPT Code: Examples

A school counselor, school psychologist, or school social worker may be...

Providing short-term individual sessions for a student on coping with depression. This is CPT Code 90832.

Completing an evaluation including a rating scale and obtaining relevant background information. Use code 90791.

Conducting a suicide risk assessment. Consider CPT codes of 90839 or 90791

Following substance use protocol and meeting with parents and student to discuss substance use and appropriate coping skills. This could be 90847.

Providing small group on stress management for students struggling with stress and anxiety. This is CPT Code 90853.

What is the ICD Diagnosis Code Requirement?

Translates as the “reason” for providing a school-based healthcare service

- Using ICD-10 applicable codes to express how you have identified presenting concerns and needs of a student.
- Documentation requirement for submitting interim claims.
- Does not have to be use in any school reporting (evaluation reports, intervention plans, IEP).

Resources

- DSM-5-TR
- ICD-10 Manual
- <https://www.icd10data.com/>

Examples of ICD 10-Codes for Behavioral Health/Mental Health Providers

- F70-Mild Intellectual Disability
- F81.0-Specific Reading Disorder
- F81.2-Specific Mathematics Disorder
- F81.81-Disorder of Written Expression
- F41.1-Generalized Anxiety Disorder
- F93.0-Separation Anxiety Disorder
- F34.8-Disruptive Mood Dysregulation Disorder
- F32.0-Mild Major Depressive Disorder Single episode

Examples of ICD R-Codes for Behavioral Health/Mental Health Providers

- R45.0-Nervousness
- R46.81-Obsessive Compulsive Behavior
- R45.86-Emotional Lability
- R45.1-Restlessness and Agitation
- R46.6-Undue Concern and Preoccupation with Stressful Events
- R41.83-Borderline Intellectual Functioning
- R62.0-Delayed Milestone in Childhood
- R45.2-Unhappiness
- R45.4-Irritability and Anger
- R45.8-Low Self-Esteem
- R45.82-Worries

Assigning an ICD-10 Code: Examples

Use ICD-10 code that most closely represents student information regarding the “reason” for providing the service.

*Use F-Codes or R-Codes

If a screening was completed to screen for symptoms relating to depression use an ICD-10 code for depression or related symptoms.

If providing counseling with a student struggling with anxiousness use an ICD-10 code for anxiety disorders.

If a student has been evaluated due to difficulties relating to attention and activity level use an ICD-10 code for ADHD.

Examples of Behavioral/Mental Health Evaluations and Screenings

- Evaluations for determining eligibility for special education
- Evaluations for determining eligibility for 504
- Mental Health screenings
- Functional Behavioral Assessments
- Pre-intervention data collection
- Interviews with students
- Suicide Risk Assessments
- Threat Assessment

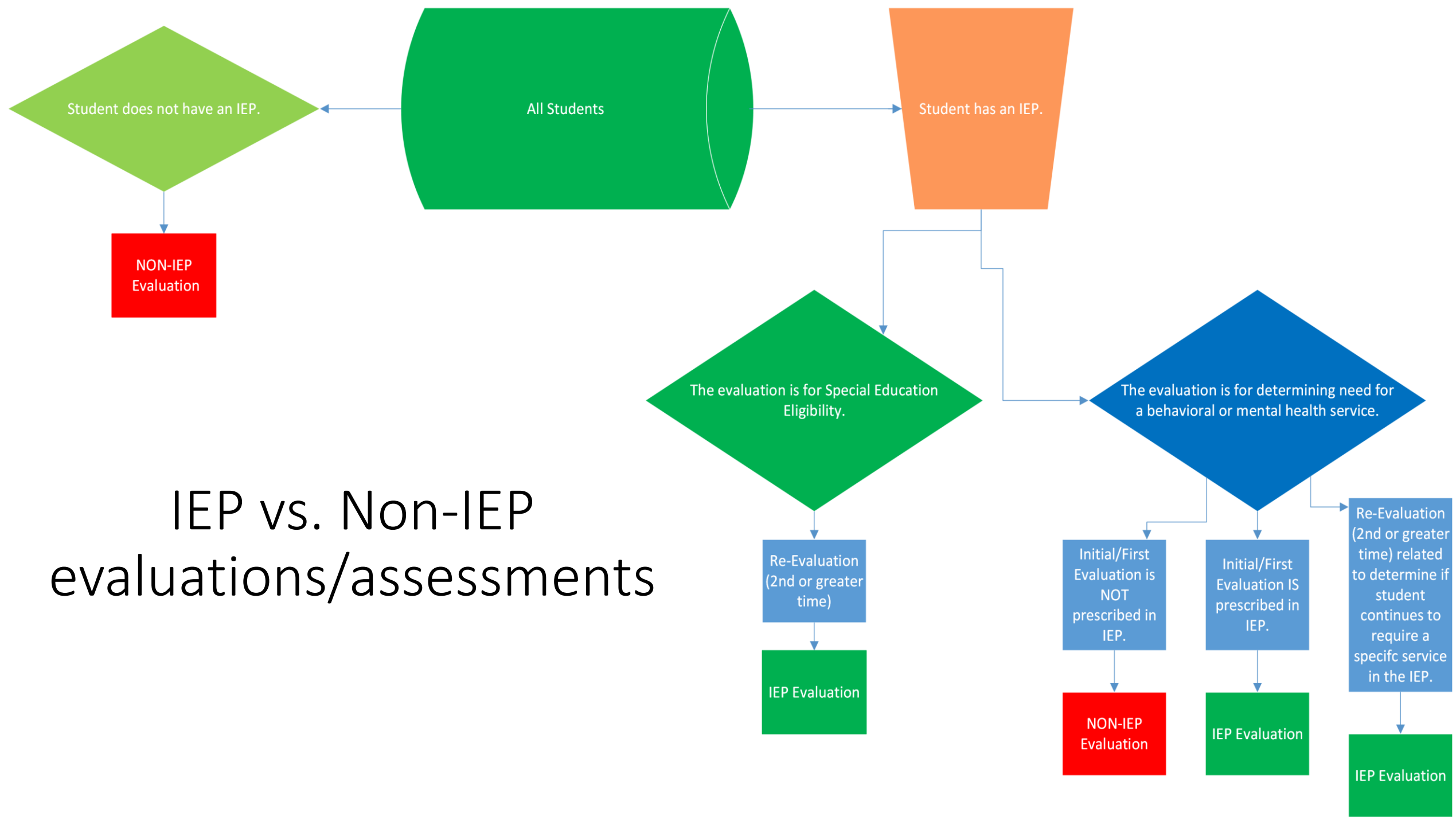
**Evaluations & screenings are not limited to these examples.*

Service-Specific Evaluations must also...

- Be performed by a school counselor, school psychologist, or school social worker or a school psychology intern under the supervision of a school psychologist.
- Be completed for the purpose of determining a student's need for school-based services.
- Include diagnostic or clinical impressions based on the evaluation.

IEP vs Non-IEP Evaluations/Assessments

1. Child not determined to be eligible for special education yet: Any evaluations would be non-IEP
2. Child found eligible for special education prior to the date of the evaluation, and has an IEP:
 - a. If the initial/first evaluation is prescribed in the IEP, then it's an IEP evaluation
 - b. If the initial/first evaluation is not prescribed in the IEP, then it's a non-IEP evaluation
 - c. If it's a re-evaluation (2nd or greater time) related to determining whether the child continues to be eligible, it's an IEP evaluation
 - d. If it's a re-evaluation (2nd or greater time) related to determining whether the child continues to require a specific service in their IEP, it's an IEP evaluation



Supervision activities for Medicaid and Schools...

- Supervision of psychological testing technicians.

Examples:

- *School psychology intern assists with cognitive testing as part of a comprehensive evaluation completed by a school psychologist. The school psychologist and school psychology intern meet to discuss evaluation session and the information is included in the evaluation report.*

Documentation Requirements for Screenings...

Documentation Requirement	Required by Medicaid	Provider Checklist
Purpose of Screening	✓	
Screening tool(s) used	✓	
Findings	✓	
Suggestions (if applicable)	✓	

Documentation Requirements for Evaluations...

Documentation Requirement	Required by Medicaid	Provider Checklist
Reason for Referral	✓	
Description of functioning	✓	
Relevant Background Info	✓	
Sources of information and assessments used	✓	
Interpretation of test data	✓	
Summary & Impressions	✓	
Suggestions	✓	

Examples of On-going Behavioral/Mental Health Services

- Individual intervention time to help a student learn how to cope with feelings of sadness
- Counseling sessions to help a student learn strategies to manage impulsive behavior or anger
- Anxiety Group for youth
- Meetings with parent and student to address substance use

On-Going Behavioral/Mental Health Services must also...

- Be provided by a school counselor, school psychologist, or school social worker.
- Be informed by an evaluation by a qualified provider.
- Be directed by a written plan developed by a school counselor, school psychologist, or school social worker.

Documentation Requirements for On-going Behavioral/Mental Health Services...

Documentation Requirement	Required by Medicaid	Provider Checklist
Evaluation by a qualified provider	✓	
An intervention plan that includes:		
• Presenting issue or diagnosis	✓	
• Goals relating to presenting issue	✓	
• Type of Services (Individual, Group, Family)	✓	
• Timeframe Services will be needed (i.e., 1 month, 6 weeks)	✓	
• Frequency and duration of intervention (i.e., 1 weekly 30-minute session)	✓	
• Documentation of family/caregiver participation in the plan for treatment (if applicable)	✓	

Documentation for intervention sessions must also...

Documentation Requirement	Required by Medicaid	Provider Checklist
Identify the person providing the service.	✓	
Identify the type of session (Individual, Group, Family)	✓	
Note the date and length of session	✓	
Note the total number of students for group sessions	✓	
Include information on how the session related to the goals from the intervention plan	✓	
Include a description of student participation during the session including progress or lack thereof	✓	
Provide a description of the plan for the next session	✓	

Examples of Unplanned Behavioral/Mental Health Services

- Suicide Risk Assessment and Screening
- Suicide Intervention and management
- Helping a student who may be experiencing a panic attack
- Threat Assessment and Management
- Helping a student who stops by to see you because of strong feelings of anger
- Meeting with parent and student to respond to and plan support for substance use.

Unplanned Behavioral/Mental Health Services must also...

- Be provided by a school counselor, school psychologist, or school social worker.
- Be provided to students who are experiencing acute behavioral health symptoms requiring immediate attention to assess, de-escalate, and/or determine need for additional, planned services.

Documentation Requirement	Required by Medicaid	Provider Checklist
Description of activity performed (assessment or counseling)	✓	
Length of session	✓	
Level of student participation	✓	
Plan or recommendations	✓	

What is Personal Care?

- *Includes a range of “assistance activities” provided by unlicensed staff to help students participate in school.*

Examples of Personal Care Services:

- Prompting and Redirection
- Following a reinforcement schedule for a student exhibiting desired behavior
- Escorting students through building
- De-escalation

LEA Provider Manual – Chapter 6

https://vamedicaid.dmas.virginia.gov/sites/default/files/2024-01/Local%20Educat%20Agency%20-%20Chapter%206%20%28updated%201.12.24%29_Final.pdf

Personal Care Services must also...

- Be performed by unlicensed staff under the supervision of a school counselor, school psychologist, or school social worker.
- Follow a written plan developed by school counselor, school psychologist, or school social worker.

Documentation Requirement	Required by Medicaid	Provider Checklist
Intervention Plan that includes:		
• Diagnosis or identifying clinical issue to be addressed	✓	
• Description of intervention including frequency of service	✓	
• Measurable long-term goals	✓	
• Date service begins	✓	
Service Log which includes:		
• Date and amount of time of service	✓	
• Activity	✓	
• Student Response	✓	

Supervision of Unlicensed Staff

- Supervision of unlicensed staff providing assistance services covered as Personal Care.

Example:

- *An instructional assistant is following an intervention plan developed by a school counselor, school psychologist, or school social worker to monitor attention and provide verbal redirection every 10 minutes during math class. This is observed and discussed with the instructional assistant at least 1 time per 9 weeks.*

How to make this all work...

- Be Confident!
- Use the LEA Provider Manual and other available resources.
- Simplify, Personalize, and Plan for successful implementation of services and program requirements.
- Look at Medicaid as a tool for student success!
- Work together and talk about Medicaid and Schools more often.

“We are already doing Medicaid and Schools, so let’s participate in Medicaid and Schools...”

Resources and Contact Information

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