

The background features several large, colorful, abstract swirls in shades of purple, green, and blue. Scattered throughout are numerous small, yellow, triangular shapes that resemble sun rays or confetti. The overall aesthetic is bright and celebratory.

Staff and Parents Influence Success of Third Party Billing

**Presented By: Dr. Barbara Burke
Trina King – Third Party Billing Specialist
Sandy Douglas – Secretary
Ken Nitsche - Parent**



Staff and Parents Influence Success of Third Party Billing

- This program demonstrates how a local school district's Special Education Parent Advisory Council (PAC) is involved and takes the initiative to gain parental support for the District's efforts to secure Medicaid reimbursement. Staff and a parent from the White Bear Lake School District will describe their strategies for success, the ways they report revenues and expenditures to the PAC members, and how their district utilizes Medicaid reimbursement based on the PAC's priorities.
- The presentation will also include pictures of students using equipment and materials purchased with Medicaid reimbursement.

The background features several large, overlapping, curved shapes in shades of green, purple, and light blue. Scattered throughout are numerous small, yellow, triangular shapes, some pointing upwards and some downwards, creating a festive or celebratory atmosphere.

Staff and Parents Influence Success of Third Party Billing

White Bear Lake Area Public School District 624

Staff and Parents Influence Success of Third Party Billing

BACKGROUND

- MDE encourages LEAs to embark on Third Party Billing, 1991
- MN River Valley Coop, NE Metro 916 & several other districts give it a try
- Mixed results, gradually faded away
- MDE renewed TPB initiatives, 2001



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Flashback to Early '90's

- System Barriers
 - 'Medically-related services' on IEPs
- School Staff Reticence
 - Impact on workload & assignments
- Parent & Family Issues
 - Potential to limit future revenue

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The cost of securing Third Party Revenue for IEP medically related services exceeded revenue generated.

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INSANITY

- Doing the same thing over and over and expecting different results

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What's in place in 2001, that is different than the '90's?

- **State TPB Interagency Consultant to address system barriers, provide training make TPB for IEPs work**
- **Chair of District's Parent Advisory Council (PAC) was knowledgeable about MN's MA (Medical Assistance) system & influential at state, county and local levels**
- **Older & wiser Director, knew that staff, parents and administration all had to work together to make this effort beneficial for students**

Initial Parent Perspective

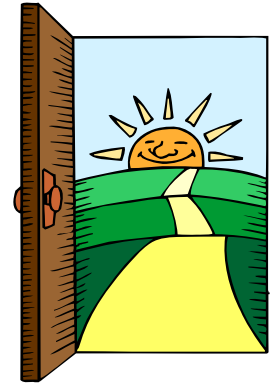
Ken Nitsche

- **Significant Concerns –**
 - Opposed to TPB for IEP related services**
 - Potential to impact level of MA support for families
 - Not FREE as in FAPE
 - District use of TPB revenue for general fund
 - Can't control what insurance companies do
 - HMO's won't cooperate
- **Open to Discussion - Met over coffee...**

Initial Director Perspective

- **Been there – Done that !**
 - Federal Requirement to secure Third Party Revenue
 - Additional revenue could benefit students with disabilities by enhancing the quality of their educational experiences
 - District can't do it alone, we need to work together: parents, administrators & staff
 - Need a 'win-win' solution to make it work
 - Might be possible
- **Open to Discussion - Met over coffee...**

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Tentative Agreement

- **IF...** We could find a way to address parental concerns **THEN** perhaps we could work through system barriers with staff & other agencies
- **PAC** would be the best group to help us identify, address & hopefully resolve issues to make **TPB** work
- Improved educational services for **KIDS WITH DISABILITIES** would be our motivating factor

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Parent Concern

- TPB revenue will go to general fund, no benefit to SE kids
- TPB will negatively impact parent-child finances and may dictate service provider rather than staff expertise
- Funds will be used to offset reductions in state aid for regular & special ed
- Student/Parent MA funds will be decreased by the amount accessed by school district

District Assurance

All funds recovered through TPB must be used for Special Educ.

FAPE (FREE and Appropriate) regardless of TPB permission

PAC establish priorities and provide oversight to insure proper use of these funds.

State law insures that a child's monthly, annual and lifetime limits for MA State Plan and/or "waivered" services will NOT be impacted by MA-IEP billing

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Parent Concern

- Parents won't even know how much the district is charging/receiving for services provided to their child
- The District can't control what Insurance Companies do and they can change the rules of a policy at any time; therefore, we could never know whether it's FAPE or not
- Parent insurance may change and TPB could now negatively impact family, but district continues to bill.

District Assurance

Parents will receive notification of all payments received by the District for their children.

The District will NOT recover funds through a private insurance company or HMO if doing so would impact or has the potential to impact the child's families life-time cap.

Parental consent is voluntary, reviewed annually and can be revoked at any time. If there are problems, we will work with you to resolve these problems.

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- By final PAC meeting of 2002, we began to gain confidence that we could successfully use third party revenue to improve services to students with disabilities
- Created a brochure to use for parent information and staff training
- And, PAC members agreed to serve as resources to talk *parent – to - parent* about the District's safety provisions and the potential benefits of TPB for students

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Next Steps - Preparation

- Worked all the assurances through the District's system
- Prepared training materials
- Trained staff on process, responsibilities, etc.
 - provided 'practice' and modeling and support for how to talk with parents about TPB
- Provided coordinator support to staff to get started
- Assigned facilitation of 'paperwork' to Sandy Douglas
- Assigned Trina King to oversee development of the system, review of IEPs, etc.
- Hired billing company to do some of the leg work
- Sent information to parents (didn't ask permission, yet)
- Gradual implementation using annual IEP date

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*Miracle of
miracles...*

it began to work !





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PAC AS OVERSEERS OF THIRD PARTY BILLING

When looking at the money generated the special education department believed it best to have the parents of the special education students be major deciders as to how the money would be spent.



PAC's MONITORING OF TPB

- Quarterly meetings to report TPB activity
- Major expenditures are approved by PAC



Report to Parents

A look back at Third Party Billing:

- We started billing the school year 01/02. The following is a look back at how it has changed during the last 6 years
- 01-02 Income from TPB was \$10,000 – billing for approximately 12 students
- 02-03 Income from TPB was \$134,000 – billing for approximately 60 students
- 03-04 Income from TPB was \$357,000 – billing for approximately 90 students



Report to Parents cont'd

- 04-05 Income from TPB was \$76,260 – billing for approximately 90 students (rates were set to high so we had to pay back thousands of dollars)
- 05-06 Income from TPB was \$88,000 – Billing for approximately 95 students
- 06-07 Income from TPB was \$192,000 – Billing for approximately 155 students
- Earnings as of 7/1/07 - \$335,653.29



THIRD PARTY BILLING IN WHITE BEAR LAKE SCHOOL DISTRICT

- Yearly In-service of all staff
- E-mail correspondence of doc sheets
- E-mail or in-service of staff concerns



Outside Support

- TPB Support Group
- Cathy Griffin, MDE TPB Reimbursement Policy Specialist
- School Project, billing agent
- Minnesota Department of Human Services trainings



PROCEDURES FOR TPB IN WHITE BEAR LAKE SCHOOL DISTRICT

- Consent for TPB presented at IEP meeting
- Consent and IEP sent to TPB office
- Information recorded on data base
- Forms sent to Billing agent, School Project
- Doc Sheets developed and e-mailed to WBL



Procedures (cont'd)

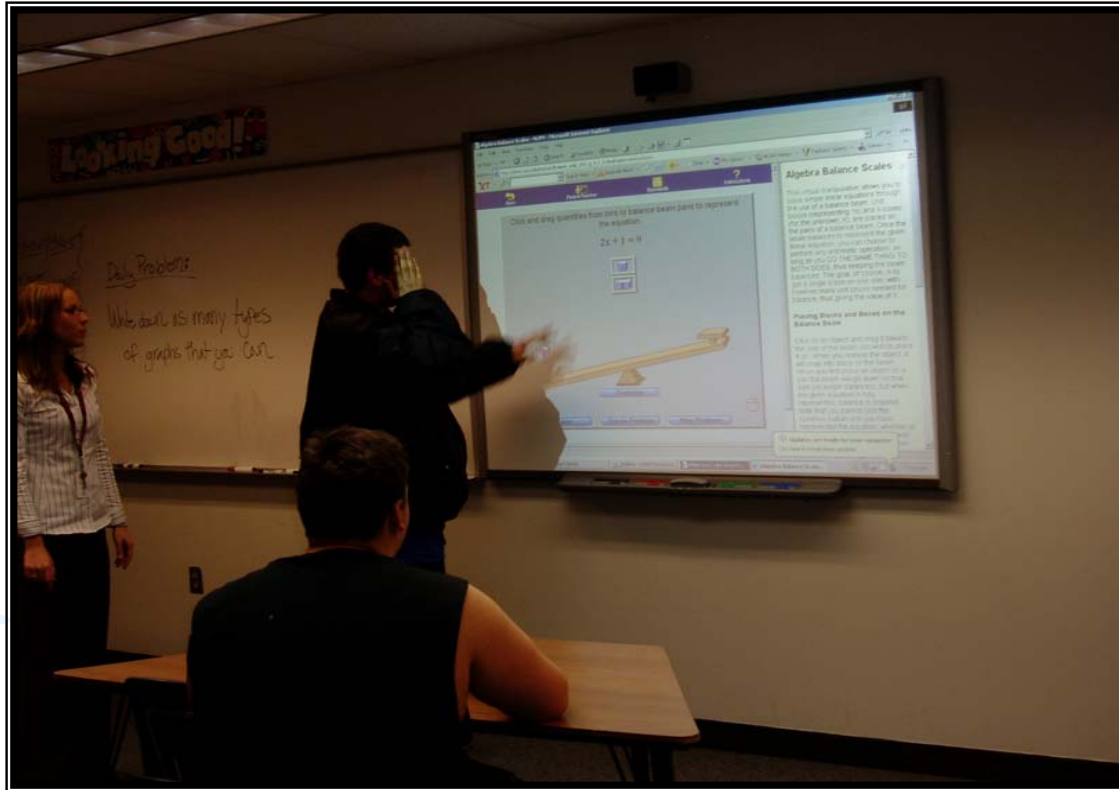
- Sheets sent to providers in district
- At the end of the month, completed sheets sent back and recorded and forwarded on to School Project
- School Project sends report
- Review of new IEP's for services
- Coordinate with providers to assure accuracy



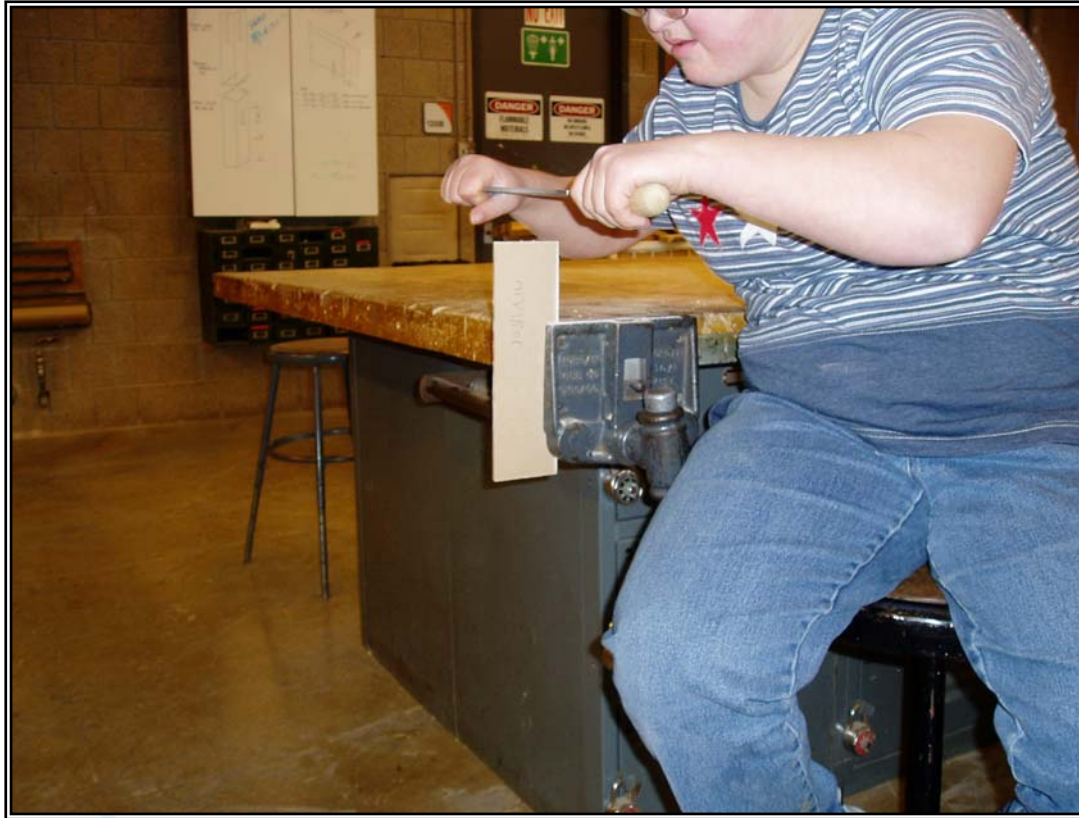
Frequent Questions Asked by Parents and Staff

- If I sign the form, will it affect my benefits?
- What can I spend the TPB money on?
- How do parents even know about TPB?
- If I don't sign the form, will my special education services that my child receives at school be affected?
- How do we know what services to bill for?

THIRD PARTY BILLING EXPENDITURES



Smartboards in regular and special education classrooms with collaborative math teachers.



A DCD student is working on a bird-house in shop class.



Students giving back to the community by building a softball pitching machine.



These are oral stimulation devices for students.



The We Family Program helps elementary DCD students learn about their family and community.



This student is playing with a sensory toy. It can light up and vibrate.

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*Miracle of
miracles...
it's working!*

