

Rehabilitative Behavioral Health Services – Psychosocial Rehabilitation Services (PRS) Quality Assurance Checklist			
Review Period: 2022-2023		Date:	Service Reviewed/Procedure Code:
Student:		Medicaid #:	
District:		Reviewer:	
Provider (Staff Name):		Provider (Staff Name):	
Supervisor:		Supervisor:	
CONSENT		MET	COMMENTS/RECOMMENDATIONS
Reference -LEA Manual, Part II – School-Based Rehabilitative Health Services, Chapter 13: Reporting documentation – Release of Information, - Consent to Examinations and Treatment.			
1.1	Is the Consent for Treatment form dated and signed (electronically or handwritten) by the student, parent, legal guardian, or primary caregiver (in case of a minor) or legal representative prior to screening and assessments?		
1.2	Is there a Release of Information Form (electronically or handwritten) signed by the child, child's parent, legal guardian or primary caregiver authorizing the release of any medical information necessary to process Medicaid claims on behalf of the student on file?		
PARENT/CAREGIVER/GUARDIAN (PCG) AGREEMENT		MET	COMMENTS/RECOMMENDATIONS
Reference - LEA Manual, Part II – School-Based Rehabilitative Behavioral Health Services, Chapter 12: Reporting/Documentation, - Documentation Requirements, - Service Specific Documentation Requirements.			
2.1	Is the Parent/Caregiver/Guardian Agreement to Participate in Community Support Services form (for beneficiaries aged 0 through 15) completed, dated and signed (electronically or handwritten) by the student, parent, legal guardian, or primary caregiver (in case of a minor) or legal representative prior to screening and assessments?		
2.2	Is the Parent/Caregiver/Guardian Agreement updated every ninety (90) days?		
DIAGNOSTIC ASSESSMENT (DA) OR MENTAL HEALTH COMPREHENSIVE FOLLOW-UP ASSESSMENT		MET	COMMENTS/RECOMMENDATIONS
Reference – LEA Manual, Part II – School-Based Rehabilitative Behavioral Health Services, Chapter 8: Diagnostic Assessment (DA) Services and Mental Health Comprehensive Assessment Follow-up; Chapter 13: Reporting Documentation. Note: The assessment document must be in the student's file.			
3.1	Is there a DA to cover the year in review?		
3.2	Does the DA include a signature, printed name, title, and date (electronically or handwritten) by the LPHA, or master's level qualified clinical professional? A LMSW may also complete the DA, which must be cosigned by the independently licensed LPHA.		
3.3	If completed by a non-licensed staff does the DA include the co-signature, printed name, title, and date (electronically or handwritten) by the LPHA?		

3.4	Does the DA include the required components: • Student's name, • Medicaid ID number, • Date of the assessment, • Student's demographic information (i.e., age, date of birth, phone number, address, relationship/marital status), • Cultural identity, gender expression, spiritual and sexual orientation, culture and practices, and spiritual beliefs, • Preferred language, • Presenting complaint, • Risk factors, • Mental/behavioral health history, • Psychological history/assessments, • Substance use history, • Exposure to physical abuse, sexual assault or other traumatic events, • Physical health history, • Medical history and medications, • Family history and relationships, • Mental status, • Education and employment history, • Housing/living situation.		
3.5	Does the DA also include these required components: • Initial start date of the RBHS, • Planned service type and frequency for each service, • Referrals for external services, support or treatment, and • Current symptoms or disorder via the current edition of the DSM or the ICD. • An evaluation of the beneficiary for the presence of a mental illness and/or SUD, • This assessment includes a comprehensive bio-psychosocial interview and review of relevant psychological, medical, and educational records, • Clinical interviews with the beneficiary, family members or guardians as appropriate, review of the presenting problems, symptoms and functional deficits, strengths, medical and educational, and • Records and history, including past psychological assessment reports and records.		

	Initial assessments must include a clinical summary that identifies recommendations for and the prioritization of mental health and/or other needed services.		
3.6	Does the Follow-up Assessment include the required components: - Student's name, - Medicaid ID number, - Date of the assessment, - Include the outcome of the assessment, - Identify any referrals resulting from the assessment, - The diagnostic code and the diagnosis, - An evaluation of the beneficiary for the presence of a mental illness and/or SUD, - This assessment includes a comprehensive bio-psychosocial interview and review of relevant psychological, medical, and educational records, - Clinical interviews with the beneficiary, family members or guardians as appropriate, review of the presenting problems, symptoms and functional deficits, strengths, medical and educational, and - Records and history, including past psychological assessment report and records.		
3.7	Was the staff-to-student ratio (i.e., 1:1) met for services rendered?		
3.8	Was the DA completed prior to any RBHS services being rendered?		
3.9	Was the IPOC amended to reflect the recommendations from the Mental Health Comprehensive Follow-up Assessment, if applicable?		
3.10	If RBHS services were not received for 45 consecutive calendar days was medical necessity reestablished by completing a follow-up assessment?		
MEDICAL NECESSITY CRITERIA – SERVICE ADMISSION		MET	COMMENTS/RECOMMENDATIONS
Reference – LEA Manual, Part II – School-Based Rehabilitative Behavioral Health Services, Chapter 9: Covered Populations; Chapter 11, Covered Services and Definitions, - Service-Specific Medical Necessity Criteria.			
4.1	Has the student met PRS admission criteria (A through I) for services? A. The beneficiary has received a DA, which includes a DSM diagnosis that requires and		

	will respond to therapeutic interventions specific to the PRS service description. B. The beneficiary has a SPMI, serious emotional disturbance (SED) and/or SUD, and the symptom-related problems interfere with the individual's functioning and living, working, and/or learning environment. (Children under the age of seven may qualify for these services if they are diagnosed with an applicable Z-code, per the current DSM). C. As a result of the SED, SPMI or SUD, the beneficiary experiences moderate to severe functional impairment that interferes with three or more of the following areas: daily living, personal relationships, school/work settings and/or recreational setting. D. Beneficiary meets three or more of the following criteria as documented on the DA: i. Is not functioning at a level that would be expected of typically developing individuals their age. ii. Is deemed to be at-risk of psychiatric hospitalization and/or out-of-home placement. iii. In the last 90-days, exhibited behavior that resulted in at least one intervention by crisis response, social services or law enforcement. iv. Experiences impaired ability to recognize personal or environmental dangers or significantly inappropriate social behavior. E. The family/caregiver/guardian agrees to be an active beneficiary, which involves participating in interventions to better understand and care for the beneficiary for the purpose of maintaining progress during and after treatment. F. Traditional mental health services (e.g., individual/family/group therapy, MM, etc.) alone are not clinically appropriate to prevent the beneficiary's condition from deteriorating. The level of care provided is determined by the clinician to be the least restrictive and that the benefits to receiving the treatment outweigh any potential harm. G. The service is recommended by a LPHA acting within the scope of his/her professional licensure.		
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	H. The beneficiary is expected to benefit from the intervention and needs would not be better met by any other formal or informal system or support as indicated in the Diagnostic Assessment. I. The score on the age-appropriate assessment tool, completed by the LPHA, indicates need for PRS (private providers only): i. For beneficiaries from birth until 1.5 years, has scored in the 81st percentile or above on the Parenting Stress Index (PSI). ii. For beneficiaries aged 1.5–5 years, has scored in the borderline to clinical range (minimum T score of 65) on at least one syndrome scale and one DSM-oriented scale on the Child Behavior Check List (CBCL). iii. For beneficiaries 6–18 years, has been assigned a minimum CALOCUS-CASII composite score of 17.		
INDIVIDUALIZED PLAN OF CARE (IPOC)		MET	COMMENTS/RECOMMENDATIONS
Reference – LEA Manual, Part II – School-Based Rehabilitative Behavioral Health Services, Chapter 11: Covered Services and Definitions; Chapter 13: Reporting/Documentation – Individualized Plan of Care.			
5.1	Is there an IPOC to cover the year in review?		
5.2	Does the IPOC include the signature, printed name, title, and date (electronically or handwritten) of a Physician, LPHA, LMSW or master’s level qualified clinical professional and team, family members, and student?		
5.3	If the family, legal guardian, legal representative, or primary caregiver did not sign the treatment plan, is the reason documented in the student’s clinical record?		
5.4	Was the IPOC completed, signed, titled, and signature dated (electronically or handwritten) by the LPHA, LMSW or master’s level qualified clinical professional within 30 calendar days of the DA?		
5.5	If core treatment services were provided before the IPOC was completed, was the IPOC completed within 30 days of the DA?		
5.6	Was the DA completed prior to the IPOC?		
5.7	Does the IPOC reflect the recommendations from the DA?		
5.8	Was the IPOC reformulated within 365 calendar days, if applicable?		
5.9	Does the IPOC include the required components: • Student name,		

	• Medicaid ID number, • Contact information (Emergency contacts, including phone numbers, must be listed), • Presenting problems and psychiatric diagnosis, • Justification for treatment, • Confirmation of medical necessity, • Diagnostic and Statistical Manual of Mental Disorders (DSM code) or International Classification of Diseases (ICD), • Specific services, • Goals and objectives, • Specific interventions, • Frequency of services, and • Criteria for achievement and target dates.		
5.10	Did the IPOC include a plan of action for discharge?		
5.11	Did the discharge plan include the following required components: • Anticipated date of discharge from services, • Student's and/or family expected gains to be achieved through participation in treatment and services, and • Anticipated aftercare needed (if applicable).		
5.12	Was an addendum completed when services were added, or frequencies of services was changed to include the signature, title of the clinician, and date it was formulated?		
CLINICAL SERVICE NOTES (CSNs)		MET	COMMENTS/RECOMMENDATIONS
Reference – LEA Manual, Part II – School-Based Rehabilitative Behavioral Health Services, Chapter 13: Reporting/Documentation, -Clinical Service Notes (CSNs); Chapter 14: Billing Guidance – Service Specific Billing Guidance, - Psychosocial Rehabilitation Services (PRS).			
6.1	Are the CSNs present to support all billed claims?		
6.2	Does each CSN include the signature, printed name, title and date (electronically or handwritten) of the qualified staff?		
6.3	Are CSNs co-signed (electronically or handwritten) by the SCLLR licensed supervisor (if applicable)?		
6.4	Do the CSNs include the required components: • Student's name, • Medicaid ID number, • Name of the rehabilitative service and corresponding procedure code, • Number of units of service rendered, • Date of service in a month, day and year format,		

	- Start time and end time for each service delivered, - Location where the service was rendered, - Billing modifiers must match the credentials of the individual rendering the service, - The focus and/or reason for the session or interventions which should be related to treatment objective(s) and/or goal(a) on the IPOC, - Detailed summary of the interventions (e.g., action steps, tools used, techniques utilized, etc.) and involvement of qualified staff with the beneficiary and/or family during each contact or session/meeting, - Individualized response of the student and/or student's family, as applicable, to the interventions and/or treatment rendered at each contact or session/meeting, - General progress of the student to include observations of their conditions/mental status, - Future plan for working with the student and the student's family, and - Manner in which service was delivered: individual or group, if the service was provided in a group setting, number of participants must be identified on the CSN.		
6.5	Were CSNs completed immediately following the delivery of service, but no later than five business days from the date of rendering the service?		
6.6	Does documentation support the number of units billed?		
6.7	Is the staff-to-student ration met for services rendered (individually or in a small group of no more than one staff to eight [1:8] child and adolescent beneficiaries regardless of the payer source of the beneficiaries in the group)?		
6.8	Are services provided within the maximum frequency identified on the IPOC?		
SUPERVISION		MET	COMMENTS/RECOMMENDATIONS
Reference – LEA Manual, Part II – School-Based Rehabilitative Behavioral Health Services, Chapter 10: Eligible Providers – Staff Monitoring/Supervision of Staff.			
7.1	Is there a log documenting supervision of the service provided by any LMSW or unlicensed/uncertified professional at least every 30 days?		

	Note: Services must be clinically supervised by an LPHA licensed at the independent level as stated in the LEA Manual at least every 30 days.		
90-DAY PROGRESS SUMMARY		MET	COMMENTS/RECOMMENDATIONS
Reference – LEA Manual, Part II – School-Based Rehabilitative Behavioral Health Services, Chapter 13: Reporting/Documentation – 90-Day Progress Summary.			
8.1	Are the 90-Day Progress summaries completed at least every 90 calendar days from the initial IPOC?		
8.2	Is each progress summary dated and signed (electronically or handwritten) by the LPHA or other qualified clinical professional?		
8.3	Does each progress Summary include the student's name?		
8.4	Does each progress summary include the student's Medicaid ID number?		
8.5	Does each progress summary document the student's progress towards treatment goals?		
8.6	Does each progress summary document the appropriateness and frequency of services provided?		
8.7	Does each progress summary establish the continued need for treatment?		
8.8	Does each progress summary document the recommendations for continued services or discharge of services as outlined in the success criteria for each objective?		
DISCHARGE SUMMARY		MET	COMMENTS/RECOMMENDATIONS
Reference – LEA Manual, Part II – School Based Rehabilitative Behavioral Health Services, Chapter 13: Reporting/Documentation – Discharge Summary. Beneficiaries should be considered for discharge from treatment or transferred to another level when functioning has significantly improved, no progress to goals, transition to lower/higher levels of care or discharge from treatment.			
9.1	If the student is discharged, is there a discharge summary?		
9.2	Does the discharge summary include the required components: • Date of discharge from program, • Each RBHS service(s) the student received, • Start and end date of each service, • Presenting concerns/condition, diagnosis(es) at time of admission, • Description of the progress, or lack of progress, in achieving planned goals and objectives in the IPOC, • Rationale for discharge from service(s), • Summary of the student's status/presentation at last contact, • Recommendations for possible services and supports needed after discharge for continuity of care, and		

	• Medications prescribed or administered, if applicable, and • Attempts to contact student/family if discharge is unplanned.		
PERSONNEL RECORD		MET	COMMENTS/RECOMMENDATIONS
Reference – Provider Administrative and Billing Manual, Verification of Provider License -Certifications and/or Credentials. LEA Manual, Part II – School-Based Rehabilitative Behavioral Health Services, Chapter 10, Eligible Providers – Maintenance of Staff Credentials.			
10.1	Is the personnel record available and does it contain the following: • An employer verification of staff certification and/or licensure (completed prior to employment and annually thereafter), • Completed and signed employment application form (including criminal disclosure), • Completed and signed job description, • Official college transcripts (with the raised seal, as required until January 1, 2023), • Degree from an accredited college or university, • Verification of licenses and certifications, • A criminal background check (no less than a 10-year search and completed prior to employment and annually thereafter), • State and national sex offender registries check completed prior to employment and annually thereafter, • Child abuse registry checks completed prior to employment and annually thereafter, • Evidence of Professional Sanctions checks for licensed, certified, unlicensed staff prior to employment.		
10.2	Were the staff credentials checked via the SCLLR website and printed with date stamp during the school year in review? (Copies must be stored in the credential file or student's file).		
10.3	Were staff credentials checked via the SCDHHS OIG Exclusion list and printed with date stamp during the year in review? (Copies must be stored in the credential file or the student's file.)		
10.4	Were the staff credentials checked via the Federal OIG Exclusion list and printed with date stamp during the year in review? (Copies must be store in the credential file or student's file.)		
CLINICAL RECORDS AND MAINTENANCE		MET	COMMENTS/RECOMMENDATIONS

Reference – LEA Manual, Part II – School-Based Rehabilitative Behavioral Health Services, Chapter 13: Reporting/Documentation – Documentation Requirements, - Legibility; Abbreviations and Symbols, Error Correction Procedures; Chapter 10: Eligible Providers – Business Requirements.			
11.1	Is the documentation typed or legibly handwritten in dark ink?		
11.2	Are errors corrected according to Medicaid policy and procedures (i.e., draw one line through the error, enter the correction and add signature/initials and date next to the correction)?		
11.3	Is there an abbreviation key available and on file?		
11.4	Is there a signature sheet available that identifies the staff's name, signature, and initials in the file?		
11.5	Are there policies available specific to: • Confidentiality/Protected Health Information • Consent for treatment • Record security and maintenance • Record retention • Use of Secure Electronic Signatures, if applicable • Release of information • Beneficiary's rights and responsibilities • Prohibition of abuse, neglect, and exploitation of beneficiaries • Code of ethics • Freedom of choice • Limited English proficiency • Compliance program (including fraud, waste, and abuse) • Admission and discharge of beneficiaries • Conditions for termination of beneficiaries from services, including: ○ A list of reasons for termination, ○ Methods of averting the termination, ○ Education/consultation with beneficiary and/or family about termination (e.g., resources and options), and ○ Evidence beneficiary/family informed of termination.		