

ISHA Schools Update 2018

58th Annual Convention, February 8th-10th, 2018

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and Members of the School Affairs Committee

Today's Agenda

- School Affairs Committee Updates
- Searching for Relevant Information
- Severity Matrix and Workload Analysis
- Medicaid Issues
- Q+A, Shout-Outs, and a Few Surprises!!!



School Affairs Committee Update

Membership and Activities

1. Demographics
2. Volunteering
3. Webpage updated and *always* “in progress”
4. Advocacy

Exemplary School Award Revision Proposal

Current qualifications (from ISHA's website)

Exemplary School Award

The Exemplary School Award is awarded:

- To give visible recognition to outstanding speech-language or audiology programs in the Illinois schools and/or to ISHA professionals involved in exemplary school initiatives in Illinois.
- To promote and share quality professional programs with colleagues in the schools state-wide, and to motivate individuals and departments to enrich their own programs.
- To highlight our profession in the media for positive public relations with the citizens of Illinois, thereby strengthening public support for improving school programs.

How to nominate

Directions for Nominating a Colleague and Nomination Application, ISHA's Website

Process and Propose New Language

Recognition at the Annual Luncheon on Saturdays

Illinois Speech-Language Pathology and Audiology Practice Act...

Originally effective in 1989

SB 771, now Public Act 100-0530, signed into law by Governor Rauner on September 22nd, 2017; effective beginning January 1st, 2018; repeal in 2028

Key Changes relevant to SLPs in schools

- Removal of “paraprofessional” in the language
- Inclusion of “remote practice”, a.k.a. TELEPRACTICE/TELE THERAPY
- Performance of basic health screenings
- SLPAs Associates Degree or Bachelors Degree (completion of approved/recognized programs)
- Continuing Education must include 1 hour of ethics content for SLPs, 2 hours for audiologists
- SLPs who supervise must have completed 6 hours of supervision training, and must complete 2 clock hours of continuing education in supervision for each licensing renewal cycle after initial training. “The rules may allow a speech-language pathologist to apply to the Board for an exemption from this training requirement based upon prior supervisory experience.”

For a list of amended sections and a full text of the Practice Act, please use this link:

<http://www.ilga.gov/legislation/BillStatus.asp?DocNum=771&GAID=14&DocTypeID=SB&LegID=10191>

...and Credentials

ISBE Licensure <https://www.isbe.net/Pages/Educator-Licensure-Requirements.aspx>

- PEL Teaching Special PreK to Age 21 Special Education (SLP Teaching) **OR**
- PEL School Support Personnel, Speech-Language Pathologist (Non-Teaching)

IDFPR (state license) <https://www.idfpr.com/profs/SpeechLangAudio.asp>

Lapsed--call IDFPR for assistance 1(888) 473-4858 Licensing Assistance Department

New--apply as all other applicants

ASHA Certificate of Clinical Competence <http://www.asha.org/slp/>

Searching for Relevant Information!

ISHA's Website www.ishail.org (public and member only)

ASHA's Website--SEAL; ASHA State-by-State www.asha.org

Illinois Speech Language and Audiology Practice Act 225 ILCS 110
(Illinois General Assembly) www.ilga.gov

Illinois School Code 105 ILCS 5/School Code (Illinois General Assembly) www.ilga.gov

ISBE's Website www.isbe.net

- Licensure and ELIS
- Illinois Administrative Rules, Part 226 (Part 226.735)

Medicaid Handbooks (LEAs, Therapy Providers J200)

www.illinois.gov/hfs/MedicalProviders/Pages/default.aspx

Eligibility Matrix and Workload Analysis

Published on ISHA's Website in August 2017

Purpose

Dynamic Documents

https://www.ishail.org/filebin/School_Affairs/2017_SM_Revision_5.pdf

https://www.ishail.org/filebin/School_Affairs/5_How_to_Use_the_Severity_Matrix_and_Workload_Analysis_Forms.pdf

Advocacy: Comparing Caseload Model to Workload Analysis

- Brief history--to know where we've been is to know where we can go
- Current needs and practices

Comparison: Caseload vs. Workload Analysis

CASELOAD	WORKLOAD ANALYSIS
<p>(definition) the number of <u>cases</u>, or individuals, handled (as by a clinic or therapist) in a particular period.</p>	<p>(definition) the amount of work that is expected to be done; the amount of work to be done by someone or something.</p>
<p>In the mid 1970s, the statute limiting the number of students serviced by a speech-language pathologist "...shall not exceed 60" (Illinois Administrative Rules) became law.</p> <p>Caseload language means no consideration for the amount of work and/or subsequent effectiveness of interventions, no matter how many students were on a caseload for a particular service provider.</p>	<p>In 2009, ISBE issued a directive to all districts in the state to develop a workload plan for balancing workloads and determining staffing needs with efficacy. ISBE's directive stated that a Workload Plan is, <i>"A best practice approach to ensuring that special education service needs in [your] district can be met through a collaborative, coordinated integration of staffing allocations, resource flexibility and articulation of service delivery."</i></p>
<p>ISBE's 1993 Technical Manual for Speech-Language Pathologists included a Severity Ratings Matrix which enabled the "weighing" of a caseload based on severity of disorder and number of minutes for direct therapy only. 100 units indicated a "FULL" caseload. This, however, still did not take into consideration the increased demands in documentation, communication, collaboration, the gradual return of special needs students to general education classrooms and schools, and regular/quarterly progress reporting.</p> <p>This was the last technical manual published by ISBE.</p>	<p>Since ISBE did not publish any updates to the Severity Ratings Matrix, and because many changes had occurred in the field of speech-language pathology in the school setting, ISHA's School Affairs committee members recognized the need for updating the matrix and information relevant to SLPs in schools. Permission was received from ISBE to revise the matrix. The Eligibility Matrix and Workload Analysis documents are the current resource for school-based SLPs, published on ISHA's website. The Eligibility Matrix and WL documents analyze and weigh the DIRECT MINUTES and INDIRECT ACTIVITIES required to provide FAPE to individual students.</p> <p>The current total workload value for each SLP is considered the equivalent of the caseload maximum of 60 students.</p>

Comparison: Caseload vs. Workload Analysis, continued

CASELOAD	WORKLOAD ANALYSIS
Does not align with current language in the Illinois Administrative Rules (Section 226.735).	Aligns with Illinois Administrative Rules Section 226.735 which states that, “Work load limits shall be based on an analysis of the activities for which the entity’s special educators are responsible and shall encompass, but need not be limited to: 1) individualized instruction; 2) consultative services and other collaboration among staff members; 3) attendance at IEP meetings and other staff conferences; and 4) paperwork and reporting.
Based on the NUMBER of students with identified IEP services. Strictly a number representing the students assigned to each speech-language pathologist.	Based on the NEEDS of each individual student, as identified in his/her IEP, to provide the appropriate services and interventions determined by the IEP team. Takes into consideration ALL activities necessary to provide FAPE to individual students with identified special education and/or speech-language needs.
Does NOT reflect specifics of service provision such as preparation of materials to address unique individual needs; communication with teachers, parents, outside therapists; time to identify needs and goals; preparation of IEP documents, etc.	Involves an analysis and weighing of the amount of time and work needed to provide identified services to fulfill the requirements of the Individualized Education Plan using best practices, materials and programs developed using evidence-based research, in collaboration with all team members relevant to each individual student.
Extremely restrictive to therapists who aim to provide appropriate services to their students. Minimal flexibility; district practices = most SLPs still required to have a caseload of up to 60 students, regardless of the type of program or needs of students.	Can allow for flexibility in considering service delivery options and staffing needs.

Medicaid and NPIs

The Department of Human Services (DHS) issued provider notices in the 2016-2017 school year regarding the need for students who receive speech language pathology services to now have a referral on file for the SLP services in order to bill Medicaid.

The referral can be written by a physician, psychologist, licensed nurse practitioner, or a non-treating SLP (members of the healing arts).

Additional requirements for the referrals/scripts were issued July, 2017...

HFS Notice received on 1/8/2018

The Illinois Department of Healthcare and Family Services notified Local Education Agencies by [provider notice dated July 17, 2017](#) that effective with dates of service beginning January 1, 2018, claims submitted for services that require an order/referral must contain an individual practitioner's NPI as the ordering/referring provider, or the claims will be rejected. **The Department is delaying implementation of this requirement until further notification.** LEAs should continue to enroll their ordering/referring staff in IMPACT in preparation for implementation.

Two Resources Important for SLPs in the School Setting: Chapter 200

- Handbook for Local Education Agencies Chapter U-200 Policy and Procedures Fee-for-Service Medical Services: <https://www.illinois.gov/hfs/SiteCollectionDocuments/Local%20Education%20Agencies%20Hdbk%20Policy%20Links%20Update.pdf>
- Handbook for Providers of Therapy Services Chapter J-200 Policy and Procedures For Therapy Services: <https://www.illinois.gov/hfs/SiteCollectionDocuments/j200.pdf>

Why might I need an NPI number?

NPI = National Provider Identifier

Only those who write referrals (or individually bill insurances ((ie private therapy settings, clinics, etc))) need an NPI number.

An NPI number is individualized to a specific practitioner, not to the location that they provide services at.

The Local Education Agency/district/cooperative has their own Agency NPI number to bill under.

How do I get an NPI Number?

To complete the application online, go to the [National Plan and Provider Enumeration system Web site](#).

<https://nppes.cms.hhs.gov/#/>

For assistance, call 800-465-3203

What if I need to still enroll in IMPACT ?

Questions related to enrolling in IMPACT can be directed to the IMPACT Help Desk:

- By email: IMPACT.HELP@Illinois.gov
- By phone: (877) 782-5565 Listen for IMPACT option.

Why is it Important that I check out policies and procedures regarding Medicaid?

Professional duties

Local Compliance -- ask your special education director or principal to review provider notices with you to ensure that you are keeping accurate records and records can be found in the event of an audit

State and Federal Compliance

Safeguarding funds for future use on behalf of students

What is looked at in a Medicaid Audit?

Medical records for applicants and participants in the Department's Medical Programs (copies of claims alone will not meet this requirement);

- Complete copy of the Individualized Education Programs (IEP) in effect for date of service claimed;
- Daily case documentation or progress notes for date of service claimed;
- Medication Administration Records for all medication given;
- Transportation logs (U-210.213) for all transportation services claimed; and
- Other professional records required to be maintained by applicable federal or state law or regulations (a copy of the license of the provider, signed consent to bill medicaid, and the referral/script for the services).

...and before we all leave...

- Final Qs and As
- Shout Outs to Colleagues
- Request ppt kkockler1975@gmail.com
- Your chance to win...

Contact Us

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