

ISHA Schools Update 2019

59th Annual Convention, February 7th-9th 2019

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and Members of the School Affairs Committee

Today's Agenda

School Affairs Committee Updates

Information-Gathering

Medicaid Issues

Paying it Forward -- SLP students, CFY, mentoring

ASHA Connect July 2019, ISHA Pre-Conference

Q&A, Shout-Outs!!!



School Affairs Committee Update

Membership and Activities

1. Demographics: 2018-19 Membership
2. Volunteering for ISHA Committees:
 - a. Why get involved? What's in it for ISHA and the profession?
 - b. Why should I get involved? What's in it for ME and my colleagues?
3. School Affairs Webpage
4. Advocacy

Advocacy Comes in Many Forms

ASHA's "I Contribute" Campaign

The "I Contribute" Toolkit provides SLPs and Audiologists with Tools, Strategies, and Resources to plan and carry out effective advocacy and leadership opportunities to increase knowledge and awareness about the valuable contributions of school-based SLPs and Audiologists. Topics include professional learning reflection tools, resources for promoting and implementing the "I Contribute" Campaign and Challenge, and Trending Issues for School-Based SLPs and Audiologists.

To access the "I Contribute" Toolkit electronically: app.box.com/s/hwvypdkvgelit0z6h9ufbdzatsxxrd7i

Laundromat Library Initiative--Illinois' Turn!

- Possible to recruit NHS members or other students from local high schools for community project.
- Retired SLPs?
- Work with PTOs/PTAs?
- www.laundromatlibraryleague.org

Searching for Relevant Information!

ASHA's Website--SEAL; ASHA State-by-State; Practice Portal, CE. www.asha.org

ASHA's OSEP Letter of Guidance: Determination of Minutes, Location for Services; Missed Sessions
<https://www.asha.org/News/2016/OSEP-Reaffirms-Guidance-on-Missed-Services/>

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

Illinois Speech Language and Audiology Practice Act 225 ILCS 110
(Illinois General Assembly) <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1325&ChapterID=24>

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); link under Special Education.

Searching for Relevant Information...continued

Medicaid Handbooks

- Handbook for Local Education Agencies:
<https://www.illinois.gov/hfs/SiteCollectionDocuments/092818LEAHdbkPolicyAudiologyRefFinal.pdf>
- Handbook for Providers of Therapy: <https://www.illinois.gov/hfs/SiteCollectionDocuments/j200.pdf>
- Subscribe to Email Notifications for HFS Updates:
<https://www.illinois.gov/hfs/MedicalProviders/notices/Pages/default.aspx>

Illinois Compiled Statutes (ILCS)...Education:

<http://www.ilga.gov/legislation/ilcs/ilcs2.asp?ChapterID=17>

Joint Committee on Administrative Rules (JCAR)...Professions & Occupations:

<ftp://www.ilga.gov/jcar/admincode/068/06801465sections.html>

OSEP Letter to ASHA Clarifying IDEA Components

OSEP Letter Reaffirms 2007 Statements:

- Who determines minutes?
- Missed services.

<https://leader.pubs.asha.org/doi/full/10.1044/leader.NIB3.21032016.8>

Original OSEP Letter 2007:

<https://www.asha.org/uploadedFiles/advocacy/federal/idea/OSEPResponseLetterGuidance.pdf>

State requirements regarding Assistive Technology during an IEP Meeting

Somewhere within the notices regarding the meeting, the documents will now contain a statement that the IEP Team will discuss whether your child requires Assistive Technology (AT) to receive a Free Appropriate Public Education (FAPE). The Illinois State Board of Education Assistive Technology Program can be reached by calling toll-free (866) 262-6663 or by going to:

www.isbe.net/Pages/Special-Education-Assistive-Technology.aspx

Statements within the IEP Regarding AT

Within the IEP*, you will then need to consider [Yes or No] if Assistive technology devices and/or services are needed for the student. If yes, please specify needed AT. If no, specify why AT is not needed to access FAPE.

*Accommodations page

Eligibility Matrix and Workload Analysis

Published on ISHA's Website in August 2017; form updated 2018.

Purpose--consistency throughout the state, district to district.

Dynamic Documents--NEW! Fillable .pdf Workload Form!

https://www.ishail.org/filebin/School_Affairs/2018_Illinois_Speech-Language_Pathology_Eligibility_Matrix_and_Workload_Analysis.pdf (elig matrix)

https://www.ishail.org/filebin/School_Affairs/2018_Workload_Analysis_Form_and_Guide_for_Values_Worksheet.pdf (fillable workload form)

https://www.ishail.org/filebin/School_Affairs/5_How_to_Use_the_Severity_Matrix_and_Workload_Analysis_Forms.pdf (guidelines, descriptions, examples)

Advocacy

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.

An Introduction to ASHA's Workload Calculator

The School Affairs Committee is previewing the **DRAFT** of ASHA's Workload Calculator. Until the Schools Service Team at ASHA receives feedback, they ask that access not be published widely at this time. Feedback includes responses to the following questions:

1. **How relevant is this to your school-based members? Please explain.**
2. **How clear are the instructions? Please provide specific feedback.**
3. **Are the visualizations clear? If not, what could be changed (please specify which visualization you are referring to in your comments.)**
4. **Will this calculator work with your state guidelines?**
5. **Is there any additional information that should be captured by the calculator?**
6. **Do you think this tool will help to inform your administrators and serve as an advocacy tool for a manageable workload?**
7. **What tasks should be added or deleted from the list of activities?**

Update Relative to 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 have a referral on file for the SLP services in order to bill Medicaid.

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

The referral/script is to be retained with the documentation of services in the event of an audit.

HFS Notice received on 12/28/2018

“A November 9, 2018 informational notice informed providers that effective with dates of service on and after January 1, 2019, the Department of Healthcare and Family Services would require all claims for services that require an ordering or referring practitioner contain the name and NPI of the practitioner who ordered, referred, or prescribed such services.”

“To ensure that this billing requirement is met, and that affected ordering or referring physicians or other professionals may get enrolled in the IL Medical Assistance Program through IMPACT, the Department is **DELAYING IMPLEMENTATION of the billing requirement...UNTIL JULY 1, 2019**. LEAs should continue to enroll their ordering/referring staff in IMPACT in preparation for implementation.

→ **HFS Notice in full:** <https://www.illinois.gov/hfs/MedicalProviders/notices/Pages/prn181228a.aspx>

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/092818LEAHdbkPolicyAudiologyRefFinal.pdf>
- Handbook for Providers of Therapy Services Chapter J-200 Policy and Procedures For Therapy Services: <https://www.illinois.gov/hfs/SiteCollectionDocuments/j200.pdf>

HFS Notice Received on 9/28/2018

Per [42 CFR 440.110](#), diagnostic, screening, preventive, or corrective services provided by or under the direction of an audiologist must be referred by a physician or other licensed practitioner of the healing arts within the scope of his or her practice under State law.

A referral will be required for audiology services effective with dates of service on and after January 1, 2019. The referral must be updated annually and maintained in the student's health record.

U-210.1 Audiology Services 1-1-19

Service Description: Audiology services necessary for the development/documented in student's IEP/IFSP include, but are not limited to:

- Evaluations, tests, tasks, and interviews to identify hearing loss in a student whose auditory sensitivity and acuity are so deficient as to interfere with normal functioning
- Auditory training and speech reading • Counseling and guidance regarding hearing loss
- Determining the need for group and individual amplification
- Providing for selection and fitting of hearing aids & Evaluating the effectiveness of amplification

Handbook for Providers of Audiology Services

Re-issue effective 1-11-19

<https://www.illinois.gov/hfs/SiteCollectionDocuments/e200.pdf>

There is no appendix; readers are referred to the previously issued [Provider Handbook Supplement](#).

As the Provider Handbooks are re-issued the individual appendices will be eliminated and providers will be directed to the [Handbook Supplement](#).

Read the Handbook in entirety and utilize it in conjunction with the [Handbook for Providers of Medical Services](#), General Policy and Procedures in order to ensure you understand procedures and policies for reimbursement of services.

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/#/).

<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).

Current Issues Impacting SLP + Audiology Services in the Schools

Ethics

Best Practices

Managing the Workload

Establishing worth of services we provide

ASHA Connect July 2019, ISHA Pre-Conference

...and before we all leave...

- Final Qs and As
- Shout Outs to Colleagues
- Request ppt kkockler1975@gmail.com
or look for it to be posted on ISHA's School Affairs Webpage!
- Your chance to win...

Contact Us

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