

ISHA School Affairs Update 2020

Presented at the 60th Annual Convention
February 6th, 7th, and 8th, 2020

Karen Kockler and Diane Barnes-Maguire, Co-Chairs
and Members of the School Affairs Committee



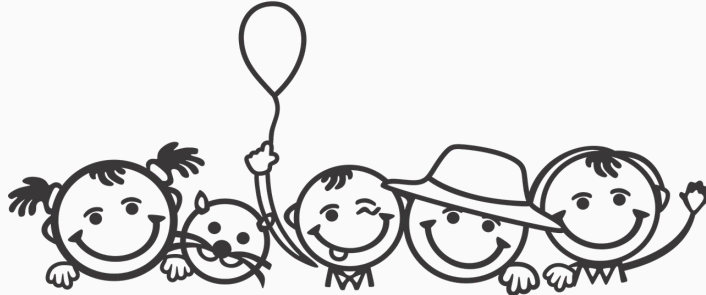
Introductions and Disclosures

FINANCIAL...

Karen and Diane gain nothing financially by presenting today!

NON-FINANCIAL...

Karen and Diane are co-chairs of the School Affairs committee.



Today's Agenda

School Affairs Committee Updates

Current Hot Topics--

New Laws

SLPs Subbing for Classroom Teachers

AT/AAC

Best Practices

Ethics

Soft Skills Article

Medicaid Issues

Q&A, Shout-Outs!!!

Laundromat Library Raffle...and the Winners are...



School Affairs Committee Update

Membership and Activities

1. Demographics: 2019-20 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, Important Resources
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!

- See our display in the Exhibit Hall....BE SURE TO STOP BY! If you donated a new or used book, you received a raffle ticket and were entered into the drawing for one of several prizes created to help you launch your own LL!!!!
- Illinois now has 5-7 laundromat libraries...three of them launched by our own SLPs!!!
- Work with PTOs/PTAs? NHS Program Sponsors in High Schools? Retired SLPs?
- 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/>

ASHA's Guidance: School Walkouts or Strikes

<https://www.asha.org/SLP/schools/ASHA-Guidance-on-Walkouts-or-Strikes/>

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

ASHA Letter to ISHA re: Chicago Strike <https://www.ishail.org/asha-letter-to-isha-on-chicago-public-schools-walkout>

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.
- AT/AAC (add link)

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

Eligibility Guide and Workload Analysis-- Section I

ILLINOIS Speech-Language Pathology Guide Section One: Eligibility Guidelines Section Two: Workload Analysis

Illinois Speech-Language Hearing Association
Division of Professional Services
School Affairs Committee

Diane Barnes-Maguire, Eds, CCC/SLP-L, and Karen Kockler, MA, CCC/SLP-L
Revision December 2019

Section One: ILLINOIS SPEECH-LANGUAGE PATHOLOGY ELIGIBILITY GUIDELINES

RATING OF DISORDER	TYPICAL DEVELOPMENTAL EXPECTATIONS	MINIMAL DIFFERENCE(S) 15 <i>mspx</i> (.60 <i>mpm</i>)	MILD 30 <i>mspx</i> (1.20 <i>mpm</i>)	MODERATE 60 <i>mspx</i> (.240 <i>mpm</i>)	SEVERE 90 <i>mspx</i> (.360 <i>mpm</i>)	PROFOUND 120 <i>mspx</i> (.480 <i>mpm</i>)
Description of Severity	No measurable effect on academic performance or social function.	Impairment minimally affects the individual's ability to communicate within academic settings and/or other social situations, as noted by at least one other familiar listener such as teacher, parent, sibling, and/or peer.	Impairment mildly affects the individual's ability to communicate within academic settings and/or other social situations, as noted by at least one other familiar listener such as teacher, parent, sibling, and/or peer.	Impairment interferes with the individual's ability to communicate within academic settings and/or other social situations, as noted by at least one other familiar listener such as teacher, parent, sibling, and/or peer.	Impairment limits the individual's ability to communicate effectively within academic settings and/or social situations. Environmental and/or individual concern is evident and documented.	Impairment prevents the individual from communicating effectively within any setting, including academic settings and/or social situations. Functional communication is absent or significantly limited.
EXPRESSIVE LANGUAGE (Academic, Verbal/Social Communication)	The individual demonstrates age-appropriate communication skills in expressive language, for academic as well as social purposes, as measured by two or more index/composite scores and/or language samples. Less than 1.0 deviation below the mean standard score. Language quotient or SS of 86 or above; 16th percentile or above. Developmental expectations are based on Brown's Stages of Language Development, norms referenced at age/age, and norms listed in standardized measures. Academic and teacher report suggest that grade level expectations are being met by the individual independently.	The individual exhibits weaknesses in organization of thought, syntax and morphology on informal screenings or assessments, despite an overall passing criterion score. Curriculum-based measurements (CBMs) and teacher report suggest that the student struggles to meet grade level expectations solely through general education supports. A negative impact on academic performance (oral and/or written expression) is noted. Consultation with teaching staff may be warranted. The individual may be considered for RTI (Tier 2) speech language support.	The individual presents with mild deficits in organization of thought, syntax and morphology as measured by two or more index/composite scores. Performance falls from 1-1.5 standard deviations below the mean standard score. Language quotient or standard score of 78-85; 7-15th percentile ranks. Academic data ¹ and teacher report suggest that grade level expectations cannot be managed solely through general education supports.	The individual presents with moderate deficits in organization of thought, syntax and morphology as measured by two or more index or composite scores. Performance falls from 1.5-2.5 deviations below the mean standard score. Language quotient or standard score of 70-77; 2nd-8th percentile ranks. Academic data ¹ and teacher report suggest that grade level expectations cannot be managed solely through general education supports.	The individual presents with severe deficits in organization of thought, syntax and morphology as measured by two or more diagnostic index/composite scores (if standardized tests can be administered). Performance is greater than 2.5 deviations below the mean standard score. Language quotient or standard score at or below 70; 2nd percentile rank or below. Academic data ¹ and teacher report suggest that grade level expectations cannot be managed through general and/or special education supports alone.	The individual presents with profound deficits in organization of thought, syntax and morphology, which prevent effective communication within academic and/or social situations. Valid standardized measures may be difficult to obtain. Performance is greater than 2.5 deviations below the mean standard score. Language quotient or standard score at or below 70; 2nd percentile rank or below. Academic data ¹ and teacher report suggest that grade level expectations cannot be managed through general and/or special education supports alone.
SOCIAL/ PRAGMATIC LANGUAGE ASD	The individual demonstrates age-appropriate communication skills as noted during social interactions, and by two or more index/composite scores on standardized measurements of nonverbal language learning, problem-solving and other critical thinking skills. Academic data and teacher report suggest that grade level expectations are being met by the individual independently.	The individual presents with inconsistent skills during social interactions, reluctance to answer questions or contribute to discussions, and/or inappropriate or off-topic responses. Scores for criterion-referenced screening tools have been "met" despite these demonstrated differences. Consultation with teaching staff and/or support personnel (i.e. social worker, counselor) may be warranted. The individual may be considered for RTI (Tier 2) speech language support based on consultation and/or whether or not the student receives other services (eg. participation in a social skills group).	The individual presents with mild deficits in social communication skills and/or development of nonverbal language skills. Performance falls from 1-1.5 standard deviations below the mean standard score. Language quotient or standard score of 78-85; 7-15th percentile ranks. Academic data ¹ and teacher report suggest that grade level expectations cannot be managed solely through general education supports.	The individual presents with moderate deficits in social communication skills and/or development of nonverbal language skills. Performance falls from 1.5-2.5 deviations below the mean standard score. Language quotient or standard score of 70-77; 2nd-8th percentile ranks. Academic data ¹ and teacher report suggest that grade level expectations cannot be managed solely through general education supports.	The individual presents with severe deficits in social communication skills and/or development of nonverbal language skills. Performance is greater than 2.5 deviations below the mean standard score. Language quotient or standard score at or below 70; 2nd percentile rank or below. Academic data ¹ and teacher report suggest that grade level expectations cannot be managed through general and/or special education supports alone.	The individual presents with profound deficits in social communication skills and/or development of nonverbal language skills. Valid standardized measures may be difficult to obtain. Performance is greater than 2.5 deviations below the mean standard score. Language quotient or standard score at or below 70; 2nd percentile rank or below. Academic data ¹ and teacher report suggest that grade level expectations cannot be managed through general and/or special education supports alone.

EG and WL--Section 2, page 11

Section Two: ILLINOIS SPEECH-LANGUAGE PATHOLOGY WORKLOAD ANALYSIS and SUMMARY



NOTE: Complete ONE form per student on caseload. This form is for SERVICE PROVIDER USE ONLY, and is not intended to become part of the student's permanent record.

STUDENT NAME: _____	DOB: _____	GR/TCHR: _____	SCHOOL YEAR: _____	DATE: _____
SPECIAL EDUCATION SERVICES (per IEP, check all that apply):	<input type="checkbox"/> Sp-Language Impaired	<input type="checkbox"/> Other Health Impaired	<input type="checkbox"/> Occupational Therapy	<input type="checkbox"/> Physical Therapy
	<input type="checkbox"/> Specific Learn. Dis.	<input type="checkbox"/> Autism Spectrum Dis.	<input type="checkbox"/> Vision Itinerant	<input type="checkbox"/> Orient. & Mobility
	<input type="checkbox"/> Developmental Delay	<input type="checkbox"/> Social Work	<input type="checkbox"/> Hearing Itinerant	<input type="checkbox"/> Other (specify): _____
SSP NAME: _____	TITLE: _____	<input type="checkbox"/> Case Manager	<input type="checkbox"/> Service Provider	<input type="checkbox"/> Both CM + SP

Factors that influence need, frequency, duration, and intensity of service(s). MARK/IDENTIFY ALL THAT APPLY TO THIS STUDENT.

Activities required to provide FAPE, per IEP, for this student.	AVERAGE/TYPICAL TIME NEEDED*	NOTE:	Optional; document any critical information that may assist future decisions.	ACTUAL TIME NEEDED In minutes per month
Student is referred for consultation with teacher and/or observation.	253 mpm	NOTE: _____		0
Student is referred for screening and/or MTSS/Rtl.	306 mpm	NOTE: _____		0
NO DIRECT services; Consult or Monitor Only.	75 mpm	NOTE: _____		0
This student requires an initial evaluation or a 3-yr re-evaluation this year (180 minutes within 60 days, one time during the year = 20 mpm).	360 mpm	NOTE: _____		0
Communications/networking with parents, outside agencies.	96 mpm	NOTE: _____		0
Attendance and participation in meetings (i.e. domain, eligibility and/or initial IEPs, annual reviews, P/T conferences, transition meetings, etc.).	558 mpm	NOTE: _____		0
DIRECT INTERVENTION SERVICES as determined by utilizing the Eligibility Guide and clinical judgment. Choose the amount of time most appropriate for this student (weekly or monthly minutes). If a varied service delivery is documented on the IEP, enter a total amount of time allotted for direct services (eg. group and individual services, push-in, etc.).	Min Diff: 60 mpm Mild Dis: 120 mpm Mod Dis: 240 mpm Severe Dis: 360 mpm Profound Dis: 480 mpm	NOTE: _____		0
Outpatient/Home Program for minimal difference/mild articulation deficits only.	30 mpm	NOTE: _____		0
Scheduling students for therapy services, evaluations, classroom observations, etc., as needed.	170 mpm	NOTE: _____		0
Case Management responsibilities: scheduling meetings, preparing paperwork, maintaining files, etc.	366 mpm	NOTE: _____		0
Record-keeping, progress monitoring and reporting, Medicaid billing, Fee for Service/Administrative Outreach, etc.	396 mpm	NOTE: _____		0
Preparation and provision of specific oral-motor tools, and/or home practice materials.	141 mpm	NOTE: _____		0
Individualized or specialized therapy program/materials needed (eg. social language stories, picture/visual cues and/or schedules, low tech AAC, PROMPT, Therapeutic Listening, etc.).	237 mpm	NOTE: _____		0
Assistive Technology communication needs; training, use, maintenance of equipment for mid to high tech devices.	170 mpm	NOTE: _____		0
Academic supports (eg. RTI/MTSS), curriculum modifications, team meetings, teacher/support staff consultations and/or trainings.	197 mpm	NOTE: _____		0
Behavioral factors; student may exhibit chronic and/or severe aggression which has required the development of and/or implementation of a Behavioral Intervention Plan (BIP).	143 mpm	NOTE: _____		0
TRAVEL TIME (between buildings or to off-site/homebound services).	71 mpm	NOTE: _____		0
TOTAL WORKLOAD MINUTES PER MONTH REQUIRED TO PROVIDE FAPE FOR THIS STUDENT =				0

*Based on 2019 ISHA School Affairs Survey of Illinois Speech Language Pathologists employed by school districts.

EG and WL--Section 2, page 12

Section Two: ILLINOIS SPEECH-LANGUAGE PATHOLOGY WORKLOAD ANALYSIS and SUMMARY

This form is for Service Provider and/or Administrator Use Only														
NOTE: Only ONE COMPLETED WL2 FORM is required per Speech-Language Pathologist or Audiologist because each of these forms provides TOTAL numbers for workload and time for each SLP/AuD.														
CALCULATION OF TOTAL WORKLOAD and/or FTE based on WEEKLY/MONTHLY MINUTES														
NAME/TITLE OF SERVICE PROVIDER:			SCHOOL YEAR:				DATE COMPLETED:							
CURRENT CASELOAD	STUDENT INITIALS	TOTAL WL MPM	STUDENT INITIALS	TOTAL WL MPM	STUDENT INITIALS	TOTAL WL MPM	STUDENT INITIALS	TOTAL WL MPM	STUDENT INITIALS	TOTAL WL MPM	TYPE OF DISORDER	TOTAL #		
Illinois Administrative Rule 226.735 (Illinois Special Education Law) first requires an analysis of the work an SLP will be required to provide to each student in order to ensure FAPE, and secondly, ensures to the SLP that at no time shall his/her caseload be more than 60 students. Workload analysis first, then ensure no more than 60 students. Depending on workload analysis, an SLP may have significantly fewer than 60 students on his/her caseload, and should not be required to service more than workload allows.											OM/Apraxia		TOTAL # OF STUDENTS ON CASELOAD =	
											Articulation			
											Phonological Disorder			
												Receptive Language		TOTAL WORKLOAD MIN/MONTH =
												Expressive Language		
												Fluency		
												Voice		
												CAPD		
												ASD		
												TBI		
												OHI (ADHD, physical, etc.)		
												Hearing Impairment		
												Vision Impairment		
											Intellectual Deficits			
											Emotional/Behavioral			
											Other:			

TOTAL WORKLOAD MIN/MONTH based on analysis (add all student WL minutes) = _____

ADD CONTRACTUAL PLAN TIME MIN/MONTH = _____

ADD CONTRACTUAL LUNCH TIME MIN/MONTH = _____

ADD SUPERVISION TIME (SLPA, CF, Mentoring) if any = _____

ADD OTHER DISTRICT/BLDG REQUIRED MEETINGS and/or DUTIES = _____

TOTAL OF ALL TIME NEEDED BY THIS SERVICE PROVIDER (WL+PT+LT+SP+Migs/Duties) = _____

TOTAL OF ALL TIME NEEDED BY THIS SERVICE PROVIDER _____

LESS TOTAL MIN/MONTH CONTRACTUAL/WORK TIME FOR THIS SP - _____

AMOUNT OF OVERLOAD (if ALL TIME NEEDED is greater than CONTRACTUAL TIME) = _____
 [This overload could/should be covered by another or add'l SLP.]

To calculate FTE = $\frac{\text{Total Workload}}{\text{Total Contract Time}}$ = _____ = FTE

(formula above: total workload divided by total contract time = FTE)

Sample Result of Workload Analysis

TOTAL WORKLOAD MIN/MONTH based on analysis (add all student WL minutes)	=	11,252 mpm
TOTAL CONTRACTUAL PLAN TIME MIN/MONTH	=	1200 mpm
TOTAL CONTRACTUAL LUNCH TIME MIN/MONTH	=	800 mpm
TOTAL SUPERVISION TIME (SLPA, CF, Mentoring) if any	=	0 mpm
TOTAL OTHER DISTRICT/BLDG REQUIRED MEETINGS and/or DUTIES	=	150 mpm
TOTAL OF ALL TIME NEEDED BY THIS SERVICE PROVIDER	=	13,402 mpm
TOTAL CONTRACTUAL TIME FOR THIS SERVICE PROVIDER	=	<u>-9000 mpm</u>
AMOUNT OF OVERLOAD (or time to apply toward add'l staff)	=	-4402 mpm

FTE = 13,402 divided by 9,000 = 1.489 or the equivalent of 1.5 SLPs

The New Law PA 101-0515

- Full Text available here--
<http://www.ilga.gov/legislation/publicacts/fulltext.asp?name=101-0515&GA=101&SessionId=108&DocTypeId=HB&DocNum=3586&GAID=15&Session=>
- Legal interpretation by the special education law firm of Kriha Boucek--
<https://krihaboucek.com/hb-3586-ga/>
- Some resources for you
 - OSEP Letters (next slide)
 - FREE Service Log chart (in 2 slides) if you can use it! Targets all the requirements of PA 101-0515. This will also be posted on ISHA's School Affairs Webpage. However, most districts utilize online documentation.

OSEP Letters Relevant to Missed Sessions

OSEP Letter to Catherine Clarke, ASHA, Reaffirms 2007 Statements:

- Who determines minutes?
- Missed services.
- <https://www2.ed.gov/policy/speced/guid/idea/letters/2007-1/clarke030807disability1q2007.pdf>

OSEP Letter to David Kane, Esq., 2018

- Addresses the issue of missed services due to scheduled state assessments
- Participation in state assessments addressed in IEP and part of FAPE, therefore not a denial
- LEA not obligated to make up minutes due to parent choice to keep child home on testing days.
- <https://sites.ed.gov/idea/files/letter-to-letter-to-kane-4-18-18.pdf>

IEP YEAR: _____

SPEECH-LANGUAGE PATHOLOGY

Student Name: _____

RELATED SERVICE LOG

DATE OF SERVICE	THERAPIST'S INITIALS	LOCATION OF SERVICE 1 Therapy Room, 2 Classroom, 3 Home, 4 Other	# of MINUTES Time In, Time Out	TYPE OF SERVICE Direct or Consult	NOTES Goals/Benchmarks Targeted, Relevant Observations

New Sexual Harassment Training Requirement

- New law in effect as of January 1st, 2020
- Requires 1 hour of Sexual Harassment Training/CE per renewal cycle for the IDFPR license (every two years; next renewal October, 2021)
- Details and FAQs available through IDFPR and by clicking on the following link--

<https://www.idfpr.com/FAQ/DPR/DPR%20Sexual%20harassment%20prevention%20CE.pdf>

Student Seclusion and Restraint

- Addresses the restraint of students and use of time out rooms.
- **Guidelines and FAQs: Emergency Regulations for the Use of Time Out and Restraint** (ISBE's 31-page document, released in December 2019) available online using this link--
<https://www.isbe.net/Documents/Guidance-FAQs-Time-out-Restraint.pdf#search=student%20seclusion%20and%20restraint>

SLPs Subbing in the Classroom



- Be a team player, if/when your workload and schedule allow for it;
- Yes, you are qualified (PEL); no Sub license required;
- First obligation, by law, is to provide IEP minutes;
- Sub pay for time given (usually negotiated as part of your union's Collective Bargaining Agreement.)

Assistive Technology/AAC Considerations

- According to IDEA, AT device means any item, piece of equipment, or product system, whether acquired commercially or off the shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of a child with a disability.
- AT Services directly assist a child with a disability in the selection, acquisition, and use of an AT device.
- Evaluation, functional evaluation in the child's customary environment, purchasing/leasing of device; selecting/designing/fitting/customizing/adapting, Coordinating and use of other therapies with AT; Training or technical assistance of child, family, and other professionals or employers.
- Is AT needed to meet FAPE?

Assistive Technology/AAC Considerations

- Helping staff members and parents understand the difference between using a device for AAC (a student's voice) and playing (Criscuola, August 2019).
- Treatment vs screen time as a reinforcer.
- Tiered level of supports (global first steps to collect data, increased needs receive additional support trials, more focused individual assessments for more involved needs).
- Data collection and review to help guide next steps in evaluation and treatment.
- Newly Revised Illinois Assistive Tech Manual to be published in 2020.

Best Practices

- Know and abide by your workplace rules, contracts, and directives.
- Work collaboratively and creatively to provide evidence based services services in the Least Restrictive Environment (EB in LRE) (Murza, 2019).
 - Coaching, Alternative locations of services, generalization (Backward Design), Collaborative planning, Interprofessional Practice (IPP) (Coleman & McHale-Small, 2019).
 - Helping students own their goals and learn to adopt growth mindset
 - Celebrating successes with students across environments (advocating for the students while demonstrating what SLPs can help students achieve)

Ethics

- In order to renew your IDFPR license, you must have ongoing education in the area of Ethics. This went into effect with the 2019 renewals.
- In order to renew your ASHA CCC you will now also have to have ongoing education in the area of Ethics.
- <https://www.asha.org/Code-of-Ethics/>

A little break...for humor's sake!

Scheduling clients...

A Speech-Language
Pathologist's version
of Tetris.



someecards
user card

I wish I was a schwa.

They're never
stressed!

Soft Skills in the Workplace!

Preparing Middle and High School Students for Future Success

- ASHA Leader, December 2019 Issue
<https://leader.pubs.asha.org/doi/10.1044/leader.FTR2.24122019.52>
- Recognizing our role in helping young people develop important skills such as communication, a positive attitude and politeness, professionalism, teamwork, problem-solving and critical thinking.
- Often valued more than academic skills.
- These skills will be the skills that shape the success of our students as they move forward in the workplace.

How Soft Skills Impact Workload

- Time Management, Communication, Problem Solving, Adaptability, Initiative, Teamwork, and Civility are soft skills that are greatly needed by 21st century employees.
- SLPs can help articulate the need to link transition goals to these areas.
- Interprofessional Practice while supporting students to develop these skills can help address the needs while in middle and high school.
- Alternative delivery methods to teach the skills will require SLPs to consider working with other professionals.

Changing Scale of Workload

- Making Functional Differences in our students
- How to practice at the top of your license (SLPAs, Audiology Assistants, paraprofessionals, IPP) utilizing your specific expertise and skills
- Multi-Tiered Systems of Support (MTSS) to proactively meet the needs of students to meet the standards
 - ◆ Evidence Based Funding Model in the state of Illinois
 - ◆ Coaching

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 referring practitioner must be enrolled in IMPACT.

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

Why might I need an NPI number?

NPI = National Provider Identifier

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

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

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 website at

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

For assistance, call 800-465-3203

Here is a slide presentation that may provide some helpful tips!

<https://www.cms.gov/Outreach-and-Education/Outreach/NPC/Downloads/2017-07-12-NPI-Presentation.pdf>

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).

The provider on the referral/script must be enrolled in IMPACT in order for claims to be processed, as of January 1, 2020.

...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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