

## **Region IV MCASE Meeting**

October 29, 2020 at 9:00 AM

Via Google Meet Link:

**Participants:** Michelle Halberg, Dan Laughlin, Kim McCauley, Will Dickerson, Jenny Malloy, Chad Berg, Sara Novak, Sara Jones, Mary Beth Pummel, Dick Trerise, Juliana Robinson, Jessica West-DeJarnatt, Jody Bartz, Dick Trerise, Sean Maharg, Shelley Dempsey

### **AGENDA:**

1. Governor's CRF funds (Michelle and Sara N.)
  - a. CoOp Directors received the survey to identify what they would spend the money on. They collectively met to try to get on the same page. Will be a quick turn around as the funds need to be obligated by the end of Dec. Superintendents have received the same survey. Sara N. recorded the meeting and will send it out.
  - b. Kirk has been advocating for one big lump sum of money to support special education. Funds transfer into an account for those expenses related to COVID that these expenses could be coded to this budget. Staff quarantined, no vehicle to put them in for increased travel, need to recruit, cost of online educational materials, etc.
  - c. What will be the impact of taking these funds in relation to other revenue Coops receive (i.e. carryover usage)?
  - d. The loss of Medicaid revenue is a huge impact.
2. Evaluations- duplicated testing by private providers (Sara N.)
  - a. Great Divide had 3 in Oct. referral source, taking kids to outside evaluations. There can be a conflict on assessments.
  - b. Bozeman has this often. They get a release to have their eval teams collaborate so they do not invalidate testing.
  - c. Family Outreach asked a school psych to complete an eval so they could have a report they needed to get the child on a wait list. It backfired. Then a request was made to write a separate report than what was completed in the ER paperwork. School psych let them know that the ER is the report.
3. What are Cooperatives doing for space...renting, leasing, buying? (Shelley)
  - a. Prickley Pear Coop currently pays \$400 but rent is going up to \$1200. Share the building with the bus drivers. (Shelley)
  - b. Had to move to a modular next to the school current 2 year lease \$1200 total (Jenny)
  - c. Own building in Deer Lodge. They used to have 2 offices which makes it difficult for the access to CoOp cars. Staff is working from home so they closed 1 office. (Sara N.)

- d. Owners are out of state and have increased rent a couple of times. They will give a couple of years contract. \$12,000 annually. Have looked for another place but they cannot find anything reasonable. No utilities. Shared bathroom with everyone in the building. (Michelle)
4. SPED Transportation (Kim)
- a. 1 bus route for sped students but no students are riding the bus. Do they need to continue to have a designated bus route? Transportation for all kids is funded and levied for all-gen ed students. Discontinue a bus concerned about MOE? Program change-can use federal funds for transportation and this is not a MOE issue. Use 280 funds allowable cost. If the costs go down it will affect MOE but you have a justification for it. Not an allowable exception but can appeal it and show a reduction in services. Would advise not to overly worry about it right now. Use bus to deliver meals depends on how they code it. Have a shared discussion with Business Managers about how they are coding. Can reach out to OPI for further guidance.
5. Foster care/guardianship: (Kim)
- a. What resources do other districts/coops use in these situations?
    - i. First, get a court order from the DPHHS case worker. Foster parents have been granted educational decision making. DPHHS think they are the representative parent. Use the OPI guidance to educate DPHHS on their role. It is a very complex process. Reach out to Sara J. or any of the other colleagues as it really depends on who is identified as “parent.”
6. Survey Templates (Jody)
- a. Templates will be sent through Jenny to all Directors. Directors will send on to staff and possibly parents. A second round will have a different focus.
  - b. Survey will take about 10 minutes.
  - c. Data will be collected around region IV and then analyzed and results be sent back to directors.
7. General Ed Curriculum when a student is Remote that is NOT Google Classroom/Internet (Michelle)
- a. Districts and parents struggling to access distance learning.
  - b. Actual textbooks have gone away (specifically in middle and high school)
  - c. What is working for kids who can't access virtual learning or it isn't the best model:
    - i. Teachers are struggling to make things accessible.
    - ii. Sped teachers are delivering accommodated materials to homes.
    - iii. Simply using phone conversations to at least have dialogue and give access.
    - iv. Principals are returning to leaning toward having actual work completed.

- v. District provides the chromebook, platform, training and still has families and students who are not successful. Teachers say “these kids should be able to do X and Y.” Some of the students are at a higher risk of failing due to layers of obstacles. Just because they have a level of access does not mean they have a successful level of access with accommodations/modifications/instructional level or based on the individual student’s needs. In person doing well but at home not engaging. Having these conversations with gen ed can be difficult.
- vi. Student shut down-principal says he is not qualified as a virtual student. Student’s anxiety is so high and in an eval. Increased consequences...calling SRO, truancy. What is the outcome you want? Leading the team through the discussion about compassion can be difficult. Help me understand your position on this. What does support for reg ed students in your class look like? If the building and leadership team does not lean into the [UDL resources](#), it is difficult to have a conversation. Concerns that parents are going to come back and say the student did not get an education because the student could not access a virtual platform. As a CoOp Director, she provides recommendations and it is up to the administrator to act on the recommendation or not. Knowing the family will not act on their rights is not a justification to do what is right for the student and family.

8. OPI Transfer to MCASE \$20,000 - Top three SEB (Michelle)

- a. There are additional monies that need to be obligated by OPI.
  - i. Could be purchases of materials:
    1. SEL, Trauma Informed, State Trainings, etc.--How can it be accessible for all across the state.
    2. Items that could be purchased on behalf of regions?
    3. Measurement Tools for at-risk students?
      - a. DECA for pk aged students
      - b. DIAL for pk aged students
      - c. ACES
      - d. SSIS SEL (Social Skills Improvement System Social Emotional Learning assessment. Ages 4-14 (Juliana Robinson- For the SSIS rating scales, I swear almost every student has AU flagged - just an FYI.)
      - e. We have been using DESSA for our screener in Anaconda. We love it. It also has targeted interventions..
      - f. <https://apertureed.com/products-solutions/dessa-system-2/dessa-overview/>
      - g. SSBD - Systematic Screening for Behavior Disorders, Teacher driven. Basc-Bess, on-line screener. Can include student, teacher and parent.

- h. <https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Behavior/SSIS-Social-Emotional-Learning-Edition/p/100001940.html>

- ii. Has to be obligated by December 30th.

9. Special Ed Teacher Support Group (Michelle)

- a. Set up Zoom or Google Meetings
- b. Weekly trainings for the first semester (Jenny)
  - i. Building a team culture and ensuring they know they don't have to do it all on their own. Training Agenda below:

Beginning of the SPED Process

- Child Find
- Referral
- Evaluation Roles and Responsibilities

Special Education Evaluation Process

- Academic Testing
- Classroom Based Assessment
- Implications from testing
- Testing Overview

Writing an IEP

- IEP Roles and Responsibilities
- IEP PLAFFS
- IEP goal writing
- Data collection
- Prior Written Notice

Communicating with a Team

- Accommodations Documentation
- Parent Communication
- Collaboration with Speech Pathologist, School Psychologist, OT and PT
- Caseload responsibilities

Mock ERT and IEP run through

Paperwork

- Overall compliance
- File Reviews for OPI

- c. Support for socially and emotionally through this trying time.

10. State Reported Data and Child Find (Jenny and Shelley)

- a. Bozeman: Secretary in Sped Office
- b. CoOp: Jenny, Sara N. clerk runs report-larger schools collaboratively works with Sara N., Michelle-Executive Assistant for the CoOp in collaboration with Michelle
- c. Can take weeks to clean up records. Each year there is clean up.

11. Open MCASE President-Elect position (Michelle)

- a. Consider nominating someone, or yourself, for the MCASE President Elect position. Take a peek at the MCASE Roles and Duties description:  
[https://saom.memberclicks.net/assets/MCASE/MCASE\\_Governing\\_Documents/1-6-14%20final%20mcase%20duties%20and%20responsibilites.pdf](https://saom.memberclicks.net/assets/MCASE/MCASE_Governing_Documents/1-6-14%20final%20mcase%20duties%20and%20responsibilites.pdf)
- b. Awards will be on the MCASE website
  - i. Connect with Shelly (CEC) to do awards in Feb.

**Next Meeting: December 3rd at 9:30 via Google Meet (meeting link to come)**