

MCASE Region IV
April 16, 2020
Via GoToMeeting

In attendance: Michelle Halberg, Dan Laughlin, Jessica West-DeJarnatt, Dale Kimmet, Monica Pugh, Christina Olstad, Kaitlin Sonderer, Kim McCauley, Dede Frothingham, Will Dickerson, Jenny Malloy, Chad Berg, Sara Novak, Anne Penn Cox, Sara Jones, Sean Morrison, Sara Novak, Karen Underwood, Shelley Dempsey, Juliana Robinson, Sean Maharg, Kirk Miller

1. **Update from Kirk regarding the LFE Subcommittee on Special Education Funding, preparations for Delegate Assembly and the work being done regarding flexibility requests within IDEA in the CARES Act.** (Kirk)
 - a. Appreciates all the work that everyone is doing in these unique times!
 - b. LFEC Mtg. April 23rd <https://leg.mt.gov/committees/admincom/lfc/>
 - c. HB 357 was in subcommittee meeting March 19th 1-4 pm
 - d. SAM has advocated for a more reasonable base funding
 - e. Lagging by \$2 million dollars for Cooperatives - asking for this to be built in
 - f. Moving from 5% to 9% and infusing the \$2 million
 - g. Leadership of Committee is not supportive
 - h. What is left is the Sped leadership charge/make recommendations to look more similar
 - i. Draft Bill-what is written into the current bill does not include the new discussions about inflation model and need the new model included in the funding formula. Need to develop a more stable plan for how Cooperatives do things. Need to do more work!
 - j. Michelle shared it will be important to look at interagency agreements-we are the Coop providing services to districts. Inflation and A&B funding increases are good for all. We do not all have the same level of support from the Superintendents in funding. Important for CoOps to meet with local districts to influence local control. Be sure to make the ask in the agreements with the local districts to be able to sustain the work of Coops.
 - k. Utilize MCASE to get some support by writing letters to stakeholders to represent the need for the set aside 10% funding. No mechanism to increase funding as everything is at the local level. Ask Superintendents about what the kids in their district is going to need.

2. **Recruitment and Retention - open positions and use of Montana Schools Recruitment Project**
 - a. Lori Ruffier is retiring and Kaitlyn is replacing Lori.
 - b. [Link to Openings](#)
 - c. [Join the Recruitment Project](#)
 - d. [Link to post on NASP:](#)
 - e. Email Teresa Johnston at UM for reimbursement for school psychologist postings: teresa.johnston@umontana.edu
 - f. Open Positions:
 - i. Shields Valley: Sped teacher (7-12)
 - ii. Contact Sara Novak: Anyone looking for a school psych? She had a call from UM. Anisa has an intern looking for placement. Class 5 and in the PhD program. Can be part time and flexible, but needs to be near Missoula.

- iii. Michelle-1.0 FTE School Psych, 1.0 Sped Teacher, part time OT and PT
- iv. Helena School District is looking for a behaviorist.
- v. Bozeman: part time Psych, a few special education teachers
- vi. Anne Penn - Livingston is hiring with small pool of applicants for sped teachers
- vii. Contact Michelle: Francis-living in Bozeman-looking for 1.0 FTE School Psych
- viii. Michelle mentioned someone contacted her about contracting as a sped teacher (Tracey Grazely). This is not allowed through licensure.
- ix. If you are looking for a psych to contract with: Lisa Strow (480-9874)

3. **ESY and extended instruction for special education ("compensatory" services)** (Michelle)

a. [OSEP Q&A from March](#)

b. Discussion:

- i. Meeting this morning with OPI-Michelle asked they provide guidance on this topic.
- ii. If districts that end all services to gen ed result in sped services also ending?
- iii. Utilize data from June 2019-March 2020 as the data to consider for regression. Also use the data for goals during the distance learning.
- iv. How are we addressing staffing? Including students who are not participating in online learning? Looking at Fall and next year for the current closures?
- v. Unknown return time still has to run its course to look at the impact of skills. Current work is mitigating measures. Document consistent contact with families who are not engaging as a good faith offer. Use email, text, call, Google Meet, etc.
- vi. Consider regression and recruitment especially over summer break. What did we see last summer? Was there a loss of skills? Reasonable anticipate with prolonged recoupment due to the significance of a child's disability and transitioning back. Efforts that teachers are doing right now is mitigation. Look at case law. School closure is not about services to bank for later and use for ESY.
- vii. Compare to the rate of learning for gen ed to help frame what the expectations will be for sped services. We won't have answers for this on June 1st and may not on Sept. 1st. Are some districts providing all students extra services? Proficiency on district and state assessments-how does this plan a role.
- viii. Would more students need to be progress monitored and base decisions off of Fall district wide assessments?
- ix. Concerns about completing Fall assessments as soon as we get back in Sept.
- x. MTSS will be important as well as progress monitoring, district assessments. We have Tier 1 issues and not at 80% proficiency. Expect assessment models to recalibrate as well as districts.
- xi. Impact is much larger at lower grades versus High School. Maybe more robust services at the younger grades.

c. District Assessments to utilize for progress monitoring

- i. K-8 MAP
- ii. MAP and STAR some of the younger grades use DIBELS
- iii. Acadience
- iv. Belgrade uses FastBridge, some iReady K-8. STAR at HS.
- v. Bozeman: STAR assessment, K12. working on cost plan for Acadience Reading and Acadience diagnostics
- vi. Helena: Star, iReady, early lit.

- d. NWEA white paper on anticipated "COVID-Slide"
https://www.nwea.org/content/uploads/2020/04/Collaborative-Brief_Covid19-Slide-APR20.pdf
4. CARES Act
- a. [CARES Act PDF \(OPI\)](#)
 - b. What are some bulleted ideas that Coops could ask their Districts in regards to receiving some of the CARES Act funds?
 - i. Increase in mental health support through School Psychologists
 - ii. Support for COVID or a death-mental health
 - iii. Increase in purchases to provide services due to COVID-stay at home
 - 1. Subscriptions to provide services
 - 2. New computers or software
 - iv. Increase in need for evaluations in the Fall due to regression and parent concerns for sped and general education students.
 - v. Increase in enrichment services needed
5. Psychologist Tele-services
- a. Mental Health services through School Psych, Crisis Intervention. OPI has said no to providing these services.
 - b. Sara Novak and Juliana Robinson: The Montana Psych association is working with OPI to get guidance out on Virtual Services. OPI's past guidance is that psychs can not do it.
 - c. Shelley: Because of the governor stating that we could do telehealth, we are having psychs give services. Those kiddos need that support.
 - d. Perry Zerkel letter-use your common sense.
 - e. Telehealth agencies from out of state are trying to come in and deliver these services. Don't understand why someone with a MT license is having this discussion. Bozeman's expectation is you can do it.
 - f. Is it a licensure issue?
 - g. Why would we pay an outside therapist when we have school psychs?
 - h. Manhattan school psych is checking in with students. Waiting on Medicaid billing decision from OPI.
 - i. Not calling it counseling or billing for it. Under crisis response. Sometimes a parent needs to talk. Worried about some of our kids who are not participating and were struggling before the COVID
 - j. Gallatin-Madison is picking up some teletherapy through Shodair.

Next Meeting: April 30, 2020 at 10:00 via GoToMeeting