

**MCASE Region IV**  
**April 2, 2020**  
**Via GoToMeeting**

**In attendance:** Michelle Halberg, Dan Laughlin, Jessica West-DeJarnatt, Dick Trerise, Jenifer Cline, Juliana Robinson Sean Maharg, Neil Harvey, Kim McCauley, Dede Frothingham, Shelley Dempsey, Jody Bartz, Will Dickerson, Jenny Malloy, Chad Berg, Sara Novak, Vaughn Kauffman, Jenifer Cline, Anne Penn Cox, Sara Jones, Charlotte Allred, Kirk Miller

OPI shared the purpose of representatives attending the meeting is to observe, see what everyone is doing, gather and answer questions to assist other regions.

**TeleHealth Overview**

It was previously recommended that Districts send a letter to gain parent permission regarding telehealth. Are we still required to do so?

[Medicaid Guidance](#) states that there is no change to Medicaid billing.

Chad Berg discussed referencing the OPI website for guidance ([OPI: COVID-19](#)) and DPHHS ([DPHHS page regarding therapy](#)). No expectation to replicate a minute by minute schedule as if we were providing in-person services. Inform parents in writing as to what services will look like during school closures. If providing through telehealth services, bill for it. If providing consultative services, do not bill. Define what online learning looks like:

- Anticipated “minutes” for real-time direct services such as online or virtual instruction or instructional telephone calls needed for direct student support, including Related Services.
- Anticipated “minutes” for instructional consultation with families and caregivers, as a supplemental aid/service.
- Please describe, but do not assign “minutes” for asynchronous instruction such as emails with students and families, recorded videos, online assignments, take-home packets, and take-home activities.

Bozeman is completing a [Simple Amendment](#) (form Chad has created) or adding specific information about online learning, which goals, etc. in the PWN for Annual or Amendments. Jen Cline suggested replacing school closures with “building closures.” Also change the title description of Services During COVID Pandemic. It is like an Amendment and the service providers impacted by the building closures should be part of the discussion and the case manager completes the form in collaboration with parents.

Teletherapy platform: Belgrade/Dede - purchased one; Shodair is providing tele-therapy and billing medicaid - still unsure about billing for evaluations (school psychologist is not licensed under Dept of Labor and education licensure)

Zoom use for teletherapy: [Health and Human Services \(HHS.gov\)](https://www.hhs.gov/) Don't live stream on Facebook for example but can use private; same with Google Classroom, make it private group

Platforms that are commonly being used:

- Web X
- Seesaw : "as parent using SeeSaw hard to navigate at times"
- Google Meet (can set up meetings easily through Google Calendar)
- Zoom : OSMO projector with Zoom
- GoToMeeting

The group discussed barriers to online services:

- Rural Montana struggling with consistent internet services
- Cell phone services
- Technology literacy for staff and parents

### **How are Districts/Coops documenting contact with parents?**

GMSEC and Bozeman- Google file and shared document so all on the team can see and not duplicate. Logs regarding IEP goals also shared in this way (i.e. includes student engagement)

Park County Coop- Use contact log as this can be printed and used if challenged. It is one place that all can access. Allowing case managers to build their own working file to utilize for progress reports and data collection.

[CASE](#) - excel document

[Specialized Instruction Log](#)

Keep it simple!!

The group discussed the consideration of the impact on Special Ed staff in regards to the creation of new forms, data collection systems and parent observations of sessions.

### **How are Districts using para-educators?**

- Prepping packets, food delivery
- Offering tutoring/homework supports
- Paid as if working a full day
- Given computers to access at home
- Face to face contact through the online platform
- Video reading a book

- Just maintaining the connection with students
- Professional Development opportunities

Precaution: paras do not make instructional decisions, confidentiality, referring questions to case manager

### **How are electronic signatures being used?**

- OPI will provide guidance soon. This is difficult to define because of all the variables. Signature for annual and initial consent is needed.
- Sarah Novak was able to get an example from a medical facility to experiment with it. For PWN, the parent can review it and approve so we don't have to track parents down later.
- Can it be done through Adobe?
- Documenting verbal approval and implementation in the PWN or Notes and locking document.
- Would like grace period to extend and not have to go back and get all the signatures as buildings were ordered by the Governor to be closed due to COVID.
- Write in notes and in PWN that parents attended via phone or video.
- Can the case manager sign for a parent?
- Mail home for review and approval, once it is received back the IEP can be implemented.
- Document who is attending and how they are attending the virtual meetings. Then the education/district team members do not need to go back and sign. Similar to if someone called into the meeting.
- Some Districts/Coops have staff that are self quarantined or ordered quarantined and cannot go to the building to print or mail documents.

### **If school psychologist aren't allowed to provide teleservices, how are people providing those counseling services that are in the IEP?**

- Billing Medicaid for those services are not approved at this time.
- Services can be provided based on the IEP through teleservices, but not billed for.
- Making contact with parents and students to help provide resources to address anxiety, establishing a schedule at home, etc. Also supporting team meetings in meetings to take notes and PWN
- OPI Special Ed. is coordinating with MASP guidance and the licensure components.  
[NASP](#)

### **How are Districts/Coops addressing Extended School Year Services?**

- CASE Webinar discusses to separate ESY from the school closure. Base it on the data gathered prior to the closure.
- Districts should consider whether the student learned what they should have during this closure time? Benchmarks could be used.

- What do we do if parents are refusing current services and would likely ask for compensatory services? Continue to document all “good faith efforts” and means of representation (on-line/video conference) materials

**What are Districts doing for their most severe students and parents have limited resources and students have limited ability to access?**

- Packets of information
- Pre-recorded Videos
- Community partners-RBTs are going into some of the homes. Case managers collaborate on activities.
- Conover Program - <https://online.conovercompany.com/>
- <http://www.vcuautismcenter.org> is another good resource
- Provide Ipad with activities for those without internet access
- Unique Learning System - <https://www.n2y.com/unique-learning-system/>
- N2Y - <https://www.n2y.com/>
- AWARE RBT partner with case manager (need eyes on and report any abuse)