

MCASE Region IV
May 14, 2020
Via GoToMeeting

In attendance: Michelle Halberg, Dan Laughlin, Christina Olstad, Kim McCauley, Dede Frothingham, Will Dickerson, Jenny Malloy, Chad Berg, Sara Novak, Sara Jones, Dick Trerise, Char Allred, Juliana Robinson, Kaitlin Sonderer, Jessica West-DeJarnatt, Jody Bartz, Jenifer Cline, Dick Trerise, Sean Maharg, Sean Morrison

1. MCASE MT Schools Recruitment Project

- a. Kaitlin Sonderer's, MT Schools Recruitment Project Director) Contact information: samkms@sammt.org
- b. Update on changes from career fairs to virtual career fairs. Increasing presence through change to brand and website. Advertisement on NASP for all of Montana School Psychs; ASHA for all SLPs as part of MSRP
- c. Park Cooperative- 1 FTE 7-12 Special Ed Teacher, 1 FTE Behavior Analyst
- d. West Yellowstone/GMSEC -1 FTE Special Ed. Teacher * Needs Endorsement Project.
- e. Bozeman probably Sped Teachers, Psychologist, Speech
- f. Sign up special!!! If you sign up now you it will include next year through the end of June 2021
- g. NASP (teresa.johnston@umontana.edu Email Teresa Johnston for reimbursement for NASP ad)

2. CARES Update and flow to Cooperatives (Michelle)

- a. Jenifer Cline shared there will be a letter that goes out to District Superintendents to explain the sharing out the CARES Act emergency funding reserved, or set aside, 10% (i.e. 90% has already been committed to go directly to Districts per the Title I formula). The need for the money to come through the district comparable to the RSBG formula for special education/related services was to avoid Cooperatives receiving the money directly and having obligation to utilize or include in proportionate share of services. Recommendations to wait until the letter comes out as the language is clear. There will be a link in the notice Anne Rainey sent out yesterday or will be sent out today. The allocations will be posted on the OPI website and they have it hyperlinked in the letter.
- b. Email from Dick Trerise for explanation: The state received \$41 million. 90% of that is going to districts for all students. Of the 10% the state set-aside, \$3 million will go to districts and cooperatives specifically for sped related services. The funds can be expended this year or next year. If these funds are used as a

replacement for part of the IDEA Part B allocation, the remaining Part B allocation would become carryover.

3. CEC Legislative Summit (Michelle)

- a. Physical Conferences for CEC have been cancelled. The Summit is open to everyone. Michelle would like us to have a couple of people from each region participate in a targeted and cohesive way to represent MCASE. If interested in representing MCASE, please email Michelle mhalberg@galmadspecialcoop.org
- b. [SELS](#)

4. Guidance/ideas you could share in regards to requests from parents for a 5th year. (Kim McCauley)

- a. Parent request via letter to the district asking for a full year of HS due to concerns about medical absences from 2 years ago around OT and PT services.
- b. Looking at Board Policy, gathering data on goals, organize data, looking at DOB
- c. Michelle shared they had a case where they looked at Substantial completion of IEP goals but was held up on the transition goals.
- d. Chad-Bozeman has several of these yearly. We have policies about regular enrollment procedures, Superintendent discretion and some parameters around discretions. Look at the pathway for graduation. Policy on graduation requirements. Even if completing IEP goals, are there additional goals to work on and transition activities to focus on. Look at specific exit codes if not a full regular diploma we may have an obligation. LRE may not be the school building as their same aged peers are not in a school so we would look more at a community based placement to address transitions and daily life activities.
- e. Michelle-a Junior who is struggling due to COVID and was not doing well prior to COVID with work completion and has completely disengaged during COVID. He was on a 504 with a referral to a sped evaluation. How are we awarding credits? Will-prior to COVID discussed with the family about the student's significant needs. Administration understands the issues are outside the student's control. Use PWN to address the impact and be explicit and transparent about the impact for graduation and post graduation. May grant credits as it would be more harmful to not grant these credits. Meaningful educational benefit. Dual enrollment in 2 Math courses. Do we have any data that the student is successful doing more than a typical student is required to do?
- f. Chad: Give them all A's - <https://medium.com/@manuelrustin/give-them-all-as-7ea4d0cc52ba>
 - i. Chad: "Manny had a 30% before school even closed!" So? Was it impossible for them to turn it around in March and achieve a passing grade by June? Are you that ineffective a teacher? If so, own it and state it publicly. "But they didn't do any of the distance-learning work!" Again, you can't possibly know what a student's pandemic experience is or will

be. There's a chance that an F is deserved. There's also a chance that it'll be a monumental slap in the face to them and their family who are battling odds too unimaginable to attend your little Google Meet appointment."

5. Progress reports (language, data collected from before and after). (Dede Frothingham)

- a. Statement from Dale Kimmet (OPI) to put in a progress report document, "Due to the Covid-19 pandemic and mandatory shut down of schools, the most recent and qualifiable data is limited and does not contain a true picture of overall progress or regression."
- b. Pass on the above information to special education teachers and related service providers.
- c. Document data up to closure and after closure-being specific about progress and services during closure.
- d. Don't mark the dropdown window comments-just use the comment box. Jenny and Sara are still asking staff to mark "Expected to meet the goal" and they go on a Fall Immediate Needs list.
- e. Anyone noting if the student is not engaging in remote learning? Yes tell the story, the truth and will address in the Fall.

6. Endorsement Project (Michelle and Jody)

- a. There is still a mechanism to get a staff into the program.
- b. Jody clarified the candidates would be taking graduate level courses not under grad courses. There will be budget cuts.
- c. Life Scholars is grant funded. This will keep administrators in place and are not accepting new candidates.
- d. Sped Teachers are leaving the field and new teachers coming in are not interested in being a Sped Teacher.
- e. Supervisors of field placement for student teaching are out of the loop on current needs for training, eval/assessment requirements, mental health needs of students, etc. We need to bring the sped teachers in and love them/support them so they will stay beyond the first 3 years.
- f. Program needs to be revamped to meet the needs of the current students and staff.
- g. Need to address CoOp as well as District needs.
- h. Need for the educational program to have access to training on AIM prior to leaving their program.
- i. Jody proposed CEC standards be part of the training during their programs. Teacher placement is struggling with student teachers who do not want to travel for placement. Also need supervisors for the student teachers in remote placements for student teaching. Jenny and Michelle are happy to help support and train student teachers in placements in their CoOps.

7. MCASE Delegate Assembly and Conference (Michelle)

- a. Delegate Assembly will take place over Zoom in July.
- b. The Evening of Excellence where MCASE award winners are recognized has been cancelled.
- c. The SAM Administrator Institute in August will also go to a virtual conference. Great speakers and reasonable cost.
- d. August MCEL will also move to virtual conferences.
- e. MASS/MCASE conference has yet to be determined. MCASE Board Meeting will be scheduled to determine this soon.

Next Meeting: May 28, 2020 @ 10:00