

MCASE Region IV  
Meeting Agenda with Minutes  
01/25/18 at 11:00 a.m

**Present:** Chad Berg , Libby Child, Shelley Dempsey, Deanna Frothingham , Sara Jones, Dan Laughlin, Michelle Halberg, Sean Maharg, Jenny Malloy, Richard Trerise, Susie Hedalen, Frank Podobnik Kirk Miller, Pat Audet

**Location:** SAM Office: 900 N. Montana Ave. #A4, Helena

1. **Chad/Susie/Kirk and Frank:** ESSA State Plan - Where do students with significant cognitive disabilities (who receive instruction aligned with [Alternate Achievement Standards](#)) fall in the plan? Discuss how Indicator 1, 2 and 4 tie-in to this past summer's changes to IDEA which brings it into alignment with ESSA (e.g. definition of a regular high school diploma, alternate achievement standards).

No discussion currently about alternate graduation diploma. OSEP alignment to alternate standards and grade standards letter encourages goals talk about ambitious goals but continued working with the student “where they are at”. Alt. Assessment and ability to reflect growth still needs work in data collection models.

Graduation per regular requirements or with modifications discussed. Students within 4-yr. cohort are counted and those students in 5yr track to graduation are not counted but also not counted as drop out. In Montana, any student with or without special education can graduate with a modified diploma.

Smarter Balanced-the percentage of students dropped (75%) because there are non standard accommodations that cause the test to be invalid, (e.g reading accommodations for reading assessment) They are considered as novice if given these accommodations (i.e. reading to student).

Alternate Achievement Standards -have they been adopted by the Board of Public Ed? Frank does not think they have been adopted. Need to go back to a formal process to get them adopted. Susie shared that the MELs standards have recently been adopted. Alt. Assessment-where does it stand? Frank shared that we were allowed to use it. Shift from Juno to new leadership has left this on the table. Appropriate to amend to include alternate achievement standards and assessment.

Chad has follow up questions on standard vs non standard accommodations. There will be discussion at a later time. There will be an assessment conference where these will be discussed.

Graduation and termination of FAPE and the link to age of attendance limits. This discussion coming up at the point of decision making regarding alternate assessment in the IEP. June 30th regulations tend to point to the need to have these discussion earlier in the child's educational career/IEPs.

Writing IEPs to align with the alt standards? Alt put in place to make sure kids participate in statewide assessments. Child takes alt assessment then the understanding would be that they are being taught in alignment with the alt standards for student with significant cognitive. Trying to support a shift to alt standards. We need standard adoption, inclusion and thought about the 1% calculation, recognize those with sig cog disability recognized in the ESSA process, guidance on impact of FAPE, professional development after the adoption, expectation that teachers understand the standards-design instruction in alignment which guides/shapes professional development. There are some things in the works from the state level-recruit a person for the professional development-taking steps to address this. No alt diploma-relieve pressure on districts. The discussion about how long a child stays in the elem. level is an important discussion i.e. a 14 year old 5th grader.

Take this discussion to MCASE membership at the MCEC Conference to share that OPI does have some action plans at this time. Will make a decision by Feb. 12th as to whether OPI will be able to include discussion on the agenda at MCEC.

Non Standard Accommodations on the SBAC: putting restrictions on this-in the TIDE system there should be some restrictions. IEP teams do have the rights to determine the students needs for state testing. Disconnect between what is listed under Supplemental supports in the IEP vs accommodations on the state assessment. There is a tool that you would load in the students needs and then it would generate a list of appropriate accommodations. Working on this tool. Encourage to use the interim testing tool on the SBAC to trial the accommodations. State approved are the non standard accommodations. We need to have a better understanding of what is a non standard accommodations. There will be some changes in the system this year.

2. **Kirk/Michelle**: Delegate Assembly

Kirk reviewed appointment process for Delegate Assembly. Anyone interested in representing Region IV should contact Karen Underwood, MCASE President, so she knows of your interest to be appointed.

SAM Advocacy Priorities and Resolutions at SAM website [MCASE Advocacy](#)

School based mental health issues were brought to the table in 1999. Currently, counseling services by the school psych that are listed in the IEP are Medicaid billable services. Current budget cuts are impacting the community based supports which will mean families will turn to the districts for the supports.

3. **Shelley/All**: CSPD Region IV Professional Development opportunities to Shelly if you are not on Region IV mailing list. Contact Lora Griffen at [griffsmeadow@gmail.com](mailto:griffsmeadow@gmail.com)

Life Centered Education Curriculum through Region IV CSPD, contact Denille Miller if interested in learning more.

TEACCH Training will be held August 9th and 10th in Helena.  
Tessie Rose Bailey Transition training

<https://sites.google.com/site/regionivcspd/>

4. **Shelley**: How are others using STAR/MAP diagnostic information to write goals? How are districts incorporating standard aligned goals into IEPs.?

The standards as a mechanism of description in the PLAAFP and then skill set to move toward standard in the goal.

Goal book discussed as a mechanism to support standard alignment, intensity of support with curriculum and learning activities ideas.

<https://www.goalbookapp.com>

Don't use particular assessments within the goal. Continued to describe skill hierarchy within assessment predicted rate of change.

5. **Shelly:** Continuous renewal of contracts: Does anyone have language regarding renewal process (e.g. if not renewed by certain date).

Some have protocol with dates for evaluation and renewal of contract that align with superintendent contract.

6. **Michelle:** Are there any updates for Recruitment Project?  
<mailto:https://saom.memberclicks.net/mcase-recruitment-project?subject=Recruitment Project>  
RISE4MT advocating for education career pathways at the High School level with dual credits

Recruitment and Retention: Dual credit course may be offered that could highlight education as a career pathway offered in high schools. RISE4MT is working on this. SAM is linking Montana Recruitment Project to RISE4MT to assist in recruitment.

7. **Other:**
  - a. **Shelley:** How is salary determined for staff. Please send salary matrix for staff to Shelly.