

# Fall YWCCSSC Advisory Meeting

September 8, 2020

# AGENDA

1. Introductions
2. Cooperative Organization
  - a. Joint Advisory Board
  - b. Management Board
  - c. Interlocal Agreement
  - d. Funding of Cooperative
3. Special Education Guides
  - a. YWCCSSC Handbook and Policies
  - b. OPI Guide
4. YWCCSSC Staff
  - a. Psychologists
  - b. Speech Therapists
    - i. SLPs
    - ii. Level II Aides
  - c. OTs
  - d. PT
  - e. Office

5. Child Count, Private School Count, and Students Served by Cooperative
6. Covid Related Topics-
  1. Evaluations, Distance Learning Plans, Pivot Plans (FAPE Across Settings)
  2. ESY vs. Summer vs. Covid Support vs. Compensatory Ed
  3. Homeschoolers and District Obligations
  4. 504 and Sped
  5. Coop Staff Response to Covid Concerns, Balance of Service and Contact
11. Hearing Screen Postponement
7. Hiring of Special Education Staff
  7. Certification and Roles
  8. Recruitment Project
8. Early Childhood
  - a. Preschool and Early Kindergarten
  - b. Flexible Funding
  - c. Guides at OPI under Early Childhood
9. Policy Review for 2019-2020
10. Challenges
11. Office
  - a. Monday through Thursday hours
  - b. FAX: 406-839-2345; phone: 406-839-2339
  - c. Address: 2016 Grand Ave., Suite C, Billings ---- Please remind your clerks!

# Cooperative Organization

- ▶ 7-Member Board elected by members of the Joint Advisory Board
  - **Chair John Fitzgerald, Red Lodge**  
7/1/2018 - 6/30/2021
  - **Vice-chair Bill Phillips, Bridger**  
7/1/2020 - 6/30/2023
  - **Teri Harris, Fromberg**  
7/1/2018 - 6/30/2021
  - **Cathi Rude, Blue Creek**  
7/1/2018 - 6/30/2021
  - **Gary Fisher, Broadview**  
7/1/2019- 6/30/2022
  - **Nathan Schmitz, Elder Grove**  
7/1/2019 - 6/30/2022
  - **Alex Ator, Roberts**  
7/1/2020 - 6/30/2023
- ▶ Joint Advisory Board where one representative for each of our 17 districts is appointed by his/her local Board of Trustees
  - Alex Ator
  - Bill Phillips
  - Cathi Rude
  - Clark Begger
  - Brent Lipp
  - Dan Martin
  - Gary Fisher
  - Jason Olson
  - John Fitzgerald
  - John Smith
  - Keith Tresch
  - Luke Shelton
  - Nathan Schmitz
  - Sheila Chouinard
  - Sherry Long
  - Teri Harris
  - Victoria Falls Down

# Purposes and Services of the Cooperative

Including but not limited to---

- ▶ Speech Therapy
- ▶ Occupational Therapy
- ▶ Physical Therapy
- ▶ Psychological Assessments related to IDEA Criteria
- ▶ Coordination with the Montana Hearing Conservation Program
- ▶ Support for FBA's and Intervention Plans
- ▶ Extended School Year Related Services
- ▶ Technical Assistance
- ▶ Assistance with Child Find Responsibilities
- ▶ In-service

# Interlocal Agreement

- ▶ Prepared in 2019; necessitated by our reorganization
- ▶ Submitted to OPI upon receipt of all districts' administrative representatives following local trustee approval
- ▶ In route to the Secretary of State
- ▶ Copy available for review on our website, [www.ywccssc.k12.mt.us](http://www.ywccssc.k12.mt.us)
- ▶ Copies provided to those in attendance

# Current Funding

- ▶ The Cooperative is funded primarily through IDEA Part B funds and IDEA Preschool funds. Our funds are received after the consolidated e-grant for the Cooperative is approved.
- ▶ This approval is based upon all schools submitting their applications and each being approved at the cooperative level . After this step the cooperative as a whole is reviewed.
- ▶ Currently districts are not assessed a membership fee which is unique to Cooperatives.
- ▶ We do receive Medicaid funding based upon service delivery in several areas with speech services being our largest area for generating funds. These are funds that were heavily impacted in 2019-2020 given school closures.

# Budget Comparison between This Year and Last

- ▶ 31% decrease in our annual budget
- ▶ Significant reductions reflected---
  - ▶ Reduction of staff (4 preschool staff, 3 speech aides, 1 psychologist, family school coordinator, behavior specialist)
  - ▶ 4 staff moved to part-time
  - ▶ Reduced office hours
- ▶ CARES monies will offset additional expenses and are targeted for staffing necessitated as a result of departure from normal operations (salaries, benefits, PD, supplies)
- ▶ Assessments for District Matches and Retirement have been forwarded to districts

# MOE, important to meet as a Cooperative!

## Maintenance of Effort Exceptions

- ▶ The voluntary departure, by retirement or otherwise, or departure for just cause, of special education personnel or related services personnel;
- ▶ A decrease in the enrollment of children with disabilities;
- ▶ The termination of the obligation of an LEA, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the state educational agency, because the child -
  - ▶ i. has left the jurisdiction of the LEA;
  - ▶ ii. has reached the age at which the obligation of the LEA to provide a free appropriate public education to the child has terminated;
  - ▶ iii. no longer needs such program of special education; or
- ▶ The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

# Recommended Guides

- ▶ [YWCCSSC Cooperative Policies and Handbook](#), found on website
  - ▶ Policies
  - ▶ Regulations
  - ▶ Procedures
  - ▶ Annual Assignments, schedules etc.
- ▶ OPI “[One Guide](#)” - update expected later this week
- ▶ OPI [Early Childhood](#), see Preschool Special Education tab

# YWCCSSC Staff

Bauer, Jessica	Sp-Lang. Pathologist	Belfry; Luther; Red Lodge; Roberts
Collinson, Konnie	Level II Sp-Lang. Aide	Blue Creek; Broadview; Independent; Molt; Preschool at Independent
Goettlich, Bridgett	Sp-Lang. Pathologist	Preschool at Canyon Creek; Joliet (supervise Brigid Hagerty)
Hagerty, Brigid	Level II Sp-Lang. Aide	Bridger; Fromberg; Morin; Pryor
Harris, Lisa	Sp-Lang. Pathologist	Canyon Creek; Elysian (supervise Konnie Collinson)
Hickey, Kelly	Sp-Lang. Pathologist	Elder Grove; YBGR
Contway, Isha	School Psychologist	Primary Psych: Blue Creek; Broadview; Elysian; Independent; Preschool at Independent; Molt; Morin; Pryor
McNeish, Sonya	School Psychologist	Primary Psych: Belfry; Fromberg; Joliet; Luther; Red Lodge; Roberts
Willis, Steve	School Psychologist	Primary Psych: Bridger; Canyon Creek; Elder Grove; Preschool at Canyon Creek; YBGR
Gizicki, Andrea	Occupational Therapist	Blue Creek; Broadview; Canyon Creek; Elysian; Independent; Preschool at Canyon Creek & Independent; Molt; Morin; Pryor; YBGR
Crilly, Dawn	Occupational Therapist	Belfry; Bridger; Elder Grove; Fromberg; Joliet Luther; Red Lodge; Roberts
Spring, Lauren	Physical Therapist	All Co-op Schools
McSweyn, Tracy	Audiological Tech.	All Co-op Schools
Vogelee, Beth	Administrative Assistant	All Co-op Schools
Heimbigner, Roger & Denise	Business Manager	All Co-op Schools
Underwood, Karen	Director	All Co-op Schools

# Child Count coming soon!

Child Count may be submitted anytime between PRESCRIBED DATES IN EARLY OCTOBER AND MID-NOVEMBER. The six-week period between Child Count day and the deadline provides time for districts to review the Child Count list for accuracy. The Child Count list is generated from data extracted from AIM; therefore, changes to the list must originate in AIM. For instance, a student may be missing from the list because her IEP in AIM is unlocked. Once the IEP is locked and the information is re-imported into the Child Count application, the student will appear on the list.

The following information must be in AIM for students to appear on Child Count:

- a completed, locked IEP;
- a completed, locked Evaluation Report with an age-appropriate disability;
- an age-appropriate Setting of Service; and
- an enrollment on or prior to the Child Count day (October 2).

# Child Count and Private School Counts

- ▶ In accordance with IDEA 2004, every public school district must conduct a child count of all IDEA-eligible students who are parentally enrolled in private elementary and secondary schools within the public school district's boundaries. The child count for these students must be conducted annually on the first Monday of October (to coincide with the Child Count reporting date). A copy of this count must be maintained by the public school, or the special education cooperative on behalf of its member school districts. *The Private School Child Count Form is the basis for calculating the proportionate share of Part B funds for the annual application for Part B/Preschool Allocations.*

- ▶ The Special Education Division is requiring that all districts return the completed and signed Child Count of Parentally Enrolled IDEA -Eligible Students to the division by MID November.
- ▶ In order to be counted on the Child Count of Parentally Enrolled IDEA-Eligible Students, a student must:
  - ▶ Attend a Private School within your district boundaries
  - ▶ Have been identified as having a qualifying disability under IDEA
- ▶ This count must include all IDEA-eligible students whether or not they are receiving special education services through a Services Plan.

# Who Did We Serve? This fall?

- ▶ On as of 1/29/20, 524 K12 students in current Co-op Schools
- ▶ On 1/29/20, 36 Preschool students in current Co-op
- ▶ Areas where our students qualify:
  - ▶ 13.5% students qualified in speech
  - ▶ 42% students, learning disability including some with dyslexia (30.2% last year at state level)
  - ▶ 10% students, other health impaired
  - ▶ 3.6% students, intellectual disability
  - ▶ 3.6% students, autism
  - ▶ 5.4% students, developmental disability (now a criteria in use potentially until 9<sup>th</sup> birthday)
  - ▶ 3.2% students, emotional disturbance
  - ▶ 18% students, multiple disabilities
  - ▶ 3.2% students, multiple disabilities including autism
  - ▶ .2% students, hearing impairment
  - ▶ .6% students, visual impairment
  - ▶ .2% students orthopedic impairment
  - ▶ .1% students, deaf
  - ▶ No students under TBI

# Covid Related Items

- ▶ Documentation, Communication, and More Documentation
  - ▶ Distance Learning Plans
  - ▶ Pivot Plans
  - ▶ Zoom Permissions for Speech and OT
- ▶ No change in timelines; initial ERs are still set at 60-days; annual IEP review dates remain at 1-year; Co-op expectation for re-evaluations remains 60-days
- ▶ PWNs especially important to document reasons for delays and acceptance or rejection of virtual meetings
- ▶ Distinctions need to be understood:
  - ▶ Extended School Year
  - ▶ Summer School
  - ▶ Compensatory Education
  - ▶ Covid Support, Accelerated Plan, Etc.

# Covid Related Items Continued

- ▶ Also take care in sped documents to define terms:
  - ▶ Distance, Blended, On-line, Etc.
  - ▶ ARM definitions (see packet)
- ▶ Child who drop school registration --- importance of documenting district's offer of FAPE; likely no sped services until fall 2021
- ▶ Children in school during these unusual times still need 504/IEPs honored and appropriately revised
- ▶ Co-op Staff travel and services: balance between service and safety for all
- ▶ MT hearing Conservation Project postpones some services this fall

# Hiring Teachers and Service Providers

- ▶ [MSU-B Endorsement Project](#)
- ▶ [MCASE Recruitment Project](#)
- ▶ Limitations of staff not certified in special education nor in endorsement project --- cannot be special education teacher on record; cannot write IEPs or ERs

# Early Childhood Education

- ▶ Preschool and Early Kindergarten
- ▶ Resources at OPI site under Early Childhood
- ▶ Part C to Part B Transition meetings --- your responsibility to attend and address your district's preschool services; ECI will set up the meetings and invite you; you are responsible to provide Procedural Safeguards at Transition meetings
- ▶ Consider flexible funding through Early Kinder
- ▶ Co-op will provide related services; early inclusion of therapists is recommended
- ▶ Battelle Training coming with new test delivery

# New Policies this Year

- ▶ Policies were adopted reflective of COVID-19 as per MtSBA recommendations
- ▶ They are found in the Coop Policies and Handbook on our website

# Recognized Challenges

- ▶ COVID/FAPE
- ▶ Electronic Signatures? Timely processes
- ▶ Effective Communications - TIPS, website, electronic signatures, etc.?
- ▶ Hiring Certified /Licensed Staff
- ▶ In-services
- ▶ Childhood Clinics, Hearing Screens
- ▶ Monitoring in February
- ▶ E-grants
- ▶ Now --- Covid Support; next spring --- ESY; someday ----possible compensatory education

# Best Plan

- ▶ Stay steady and use the processes and documents that are established
- ▶ Protect FAPE; be principled in your decisions:
  - ▶ Free and Appropriate Public Education - Specialized and related services are provided at no charge to families of students with disabilities and are expected to provide meaningful benefit.
  - ▶ Appropriate Evaluations - Nondiscriminatory, valid and reliable assessments will be used to determine eligibility for special education services, develop an IEP, plan for instruction, and monitor student progress.
  - ▶ Individualized Education Program - A process for developing an individual student's educational program, including placement decisions, which informs the document outlining how the program will be implemented.

# Best Plan - Continued

- ▶ Least Restrictive Environment - To the maximum extent appropriate, students with disabilities will be placed in the general education setting with the use of supplementary aides and services prior to consideration of placement in a more restrictive setting. Keep in mind even in hybrid or distance learning settings.
- ▶ Supplementary Aides and Services - Supplementary aides and services encompass a multitude of options for educators to support access, participation, and progress in the general education curriculum and setting. Training provided to teachers, the use of paraprofessionals, behavior intervention plans, or consultative-related services are examples of supplementary aides and services.

# Best Plan - Continued

- ▶ Parental and Student Involvement - To promote shared decision making, parents and students should be participants in the evaluation process and in the development of the IEP. Distance and Pivot Plans need to be specific in how parental input has been recognized and included.
- ▶ Procedural Safeguards - Parents are notified of IEP evaluations and meetings, consent to the evaluation process, participate in making educational decisions, and are provided access to their child's educational records.
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# Best Plan - Continued

- ▶ Zero Reject - Local or state education agencies cannot terminate the educational program of a student with a disability who has been disciplined through exclusionary measures in excess of 10 days, even in the event of a violation of the rules surrounding guns, drugs, and serious bodily injury.
- ▶ Discipline - A manifestation determination review will be performed to decide if a child's behavior is a manifestation of his/her disability. A functional behavioral assessment will be conducted and behavioral intervention plan will be developed.

# YWCCSSC Office

- ▶ We are here to assist Monday through Thursday
- ▶ FAX - 839-2345
- ▶ Phone - 839-2338
- ▶ Address - 2016 Grand Ave., Suite C; Billings, MT 59102