

## Navigating the 2020-2021 School Year: ODDS Guidance for Case Management Entities and Families

### **Background:**

The Office of Developmental Disabilities Services (ODDS) recognizes the difficulty of juggling school, in-home services, and family and work life during the COVID-19 pandemic. For this reason, ODDS is releasing this updated guidance to help families of children and the professionals that support them understand the role of ODDS-funded services during the 2020-21 school year.

ODDS-funded services, including attendant care, can only be used to support desired outcomes identified in a youth's Individual Support Plan (ISP). ODDS-funded services cannot be used for educational assistance, instruction or services included in the student's Individualized Education Program (IEP), whether at home or at the school. This is a federal restriction on Medicaid services provided through ODDS, not a state or ODDS regulation.

### **The Role of Attendant Care:**

Attendant care includes monitoring, cueing, reminding, standby assistance, reassurance, redirection, hands-on assistance, and/or set-up assistance for a child to complete various activities throughout the day. These are called "activities of daily living" or "ADLs" such as dressing and eating and "instrumental activities of daily living" or "IADLs" such as meal preparation. In addition, attendant care can help with health-related tasks and positive behavior interventions. All these tasks are described in a child's Individual Support Plan (ISP).

### **Attendant Care and School:**

During a typical school year, attendant care cannot be provided during the school day. But this year looks different. In some circumstances, attendant care can be provided while a child is engaged in comprehensive distance learning through their local school district. For example, an older child watching a video lesson or attending a virtual class may need positioning, hydration, and hygiene supports and a bathroom break, with a provider

standing by ready to deliver this support when needed. This is allowable if these needs are identified in the child's ISP.

An ODDS-funded provider cannot provide tutoring, home schooling, childcare, or instructional services. Their role in the home is limited to assisting with the ADL, IADL, health and behavior-related tasks that occur throughout the day and as indicated in the child's ISP.

Here are some more examples of what this might look like during the 2020-21 school year:

- Rosa is 11 years old. She needs support with medication management, tube feeding, positioning, transferring, feeding and hydration support throughout the day. She is in school from 9 a.m. until 1 p.m., three days per week with several breaks in between. She needs near-constant supervision due to medical risks and has a highly trained Personal Support Worker (PSW). This PSW support can be delivered any time, even during her school day, due to the nature of Rosa's medical and ADL/IADL needs. Rosa's PSW's schedule is determined by Rosa's family and changes throughout the year as needed. Rosa's PSW cannot assist Rosa with her math test, help her write an essay, provide hand-over-hand support to complete school assignments, or provide any other academic services. Those are the responsibility of the school district and may require parent/family support to be successful.
- Christopher is 17 years old. He is very independent and needs occasional reminders to brush his teeth, change his clothes, complete his chores, and wash his hands. He sometimes needs support with communication, such as understanding context and knowing how to respond appropriately. Christopher has an agency Direct Support Professional (DSP). Christopher is in a hybrid program, where he attends school in person two days per week, attends online two days per week, and has Fridays off. On the days where he is home and attending school online, Christopher's DSP helps him get ready for the day by providing reminders and preparing his breakfast. Then the DSP clocks out, and Christopher navigates his online program independently, with a few challenges here and there needing additional help from his teacher. Christopher's dad works from home and is available in case of emergency. After online school time, Christopher's DSP returns and assists with chores and preparations

for the next day. On Fridays, the DSP is with Christopher most of the day.

- Abby is nine years old. She has a positive behavior support plan, and needs frequent sensory breaks, opportunities for physical activity, reassurance, and reminders to keep herself safe throughout the day. She requires line-of-sight supervision at all times due to a history of self-injurious behaviors and property destruction. Abby is attending an online program, customized for her unique needs, for two hours per day. During online schooling, Abby's trained PSW offers redirection, reassurance, and notices when Abby starts to escalate and needs to take a quick break to move around and then come back to her computer. Abby's PSW does not provide curriculum modifications, participate in educational decision making or act as an instructional assistant for Abby or her teacher. Abby's grandma is home during the day and provides educational support and homework help as needed.

### **Provider Progress Notes:**

Personal Support Workers and Direct Support Professionals should continue to document the ADL, IADL, health-related and behavior-related tasks they provide in support of a child or young adult's ISP goals in their progress notes.

### **Questions:**

Individuals and parents/guardians can contact their Services Coordinator or Personal Agent with questions about the services authorized in their ISP. Additionally, individuals and parents/guardians can request an ISP meeting at any time.

For questions about special education services and advocacy support, individuals and parents/guardians are encouraged to reach out to the child's IEP team, their district's special education director, or [FACT Oregon](#).

Services Coordinators/Personal Agents and other Case Management Entity staff can contact Carrie Salehiamin, [carrie.a.salehiamin@dhsosha.state.or.us](mailto:carrie.a.salehiamin@dhsosha.state.or.us), with questions.