



DEPARTMENT OF ECONOMIC SECURITY

Your Partner For A Stronger Arizona

DIVISION OF DEVELOPMENTAL DISABILITIES

SERVICES AND SUPPORTS FOR MEMBERS USING REMOTE LEARNING DURING THE COVID-19 EMERGENCY

September 8, 2020

Purpose: To provide guidance for supporting members who are using online, Remote Learning for part or all of their school day during the COVID-19 emergency.

Responsibility of Schools and Planning Teams

The school team will identify the special education and related services in the IEP/504 plan and the setting most appropriate for them to be delivered.

The DDD planning team will identify medically necessary services in the member's planning document.

In Person vs Remote Learning

Some members may have difficulties using technology, have challenges attending to tasks or demonstrating goal directed behavior, or have challenging behavior which may make remote learning during the school day difficult. Parents may need to reconvene their Individualized Education Plan (IEP) or 504 teams if additional support is needed for the member's school day. The provision of a Free Appropriate Public Education (FAPE) is based upon the individual needs of the student. Members of the IEP team, including the parent, should determine whether the student requires in-person instruction in order to receive a FAPE. Parents should visit the [Arizona Department of Education \(ADE\) Exceptional Student Services \(ESS\) COVID-19 webpage](#) for more information about special education and virtual vs in-person schooling.

Identifying the School Day

Remote learning can be delivered in either a synchronous or asynchronous manner. "Synchronous learning" is online learning with scheduled, real-time virtual instruction. Students virtually attend the classroom each day and submit assignments and participate as they would if they were attending in person. "Asynchronous learning" is online learning supported through a virtual platform with teacher-created lessons and assignments. Work is scheduled and completed as determined by each member/family. Some schools have models that combine both delivery methods; with learning time scheduled by the school and learning time scheduled by the student/family. Some schools are also offering hybrid models that include both in-person and remote learning.

The Support Coordinator should use documentation from the member's IEP or 504 plan, and published school learning plans (such as on a school district website) to identify the schedules for in-person, synchronous, and hybrid models. Parents should provide additional information to the Support Coordinator regarding the learning schedules they establish for each member who is in a part- or full-time asynchronous learning model.

Assessing for Medically Necessary Services to Support Remote Learning

Beginning September 8, 2020, the Division may assess for and authorize Attendant Care and Nursing services to support members who are Remote Learning. This assessment will include:

- Documenting member's "school day" in the daily schedule section of the planning document.
- Determining member's need for support during identified remote learning time. Examples include difficulty using the technology, need for supervision due to safety concerns, need for consistent redirection, physical support, behavioral support or other similar need.
- Identifying the support available to the member for remote learning. Examples include parents/step-parents, primary caregivers, siblings, neighbors or in-home school personnel.
- If parents/step-parents, legal representatives or primary caregivers are unavailable, the reason why (e.g. work, school, other) must be documented.

Parents/step-parents, legal representatives or primary caregivers are not eligible to be paid to provide support during remote learning time. Parents may continue to be paid direct care workers for their minor children for authorized services provided outside of remote learning time.

Members who live in their family home

If the assessment identifies support needs and the member does not have available natural supports, Attendant Care and Nursing services are the services currently available to address this need.

Habilitation services may not be assessed to support the member during the school day ([42 CFR § 440.180 - Home and community-based waiver services](#)).

Qualified Vendors and Providers

If a Qualified Vendor or provider identifies services that are being used to support the school day that are not authorized as such, they shall contact the Support Coordinator or District Nurse to request a planning meeting. Services authorized to support remote learning shall be delivered as outlined in the Qualified Vendor or Independent Provider Agreement, using currently established service codes. Specific service codes for services delivered for the purpose of supporting members in remote learning are being developed. These codes will be implemented in the next six (6) weeks. Vendors should begin making adjustments to their billing systems to accommodate these codes using the existing HCPCS for the code below. The current service codes listed below are staying in the system and will be used for non-remote learning time.

Description	Current Service Code	New Service Code (Remote Learning)
Attendant Care	ATC	ALE
Nursing, Continuous	HN1	HRE
Nursing, Visit	HNV	HRV
Nursing, Intermittent	HN9	HNE