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| Location:  ZOOM Meeting | **SELM**  **Special education labor management** | | | ROLES:  Facilitator: Caroline and Gina  Notetaker: Melissa Grossman  Timekeeper: |
|  | **Purpose: To provide feedback on Special Education issues to Sp.Ed Director, HR, and district as a whole. To brainstorm recommendations for policies and procedures.**  **Members Present: Melissa Grossman, Caroline Long,Beatrice Benda,Angela McCracken, Angela Oleszko, Micelle Lee-Reid,Rob Purple, Greta Callahan, Gina Forman, Shekinah Stigler, Karen Bryce, Ginny Nyus, Amy Furman, korto Dixon, Deeqa Hussein, Sara Stack, Kris Geiger, Barb Geisel, Rochelle Cox, Sheila Webb**  Absent: | | | **Date:** 11/12/20  **Time:**  4:00 to 5:00  **Location:**  MFT - ZOOM |
| **Agenda Topic** | **Topic Leader-time** | **Discussion/Information Notes** | | **Actions to take** |
| Check in | 2 min | Introductions | |  |
|  |  | Contract Language to review:  12.3 Special Education Labor Management Committee:  12.3.1 Purpose: A joint committee shall meet on a monthly basis to develop and review policies and practices related to the delivery of student and Special Education services in the District and be proactive in resolving issues of concern to both parties.  12.3.2 Membership: The committee shall consist of an equal number of members appointed by the President of the Federation of teachers, Local 59 and the Superintendent.  12.3.3 Scope: Topics that the committee shall address include but are not limited to:  a. Workloads  b. Paperwork reduction, duplication, data collection and information management  c. Support for IEP due process requirements  d. Selection and use of funds for curriculum and materials  e. Facilities and working conditions  f. Professional development  g. Support for schools to deliver focused interventions for students with special needs  h. Preparation time  i. Residency Program for Special Education  J. Loss of prep  K. Building sub/ loss of prep | |  |
| General | **1 minutes** | Review Norms:  1. Problem Solving Mindset  2. Meeting with a Purpose  3. Safe, multi-modal communication  4. Non-judgemental, all voices heard in a safe environment  5. Be present- limit technology, multitasking, side conversations  6. Equity of voice | | Be-positive, non judgemental, equity of voice, be present-no multi-tasking |
| Updates | 2 min | **Evaluations- Is someone working on making the documents we use for evaluations into google forms? Do the transition formal assessment have an online version we can use?**  Evaluations follow up statements/questions- “We have been mailing out testing protocols to students to complete for each evaluation that are never returned. This is a lot of money with no results. Has this been realized? Can the staff at PIC work on making these forms electric so they can be done with the students through the internet?”  **ANSWER**: Ginny:” all protocols that can be uploaded are on-line at this point. This resource is in google. It will be put on the distance learning portion of the website. When completing interviews , try to have an in person conversation with the parent whenever possible, rather than emailing the interview form for the parent to complete. Formal transition evaluations not required at this time, but will need to be completed when we return to in person learning.” | |  |
| DL | min | Evaluations- Questions -  Alexander/FAQ- **“concerned about workload for SERTs when returning to in person to complete certain evaluations. Should we be moving up re-eval file reviews completed?** “  **ANSWER:**  If a team can come to a consensus on a disability label for re-evaluation, the evaluation summary can be finalized and the new IEP can be written. Initial testing for new educational disability labels requires face to face testing so do not finalize those evaluation summary reports, but in some cases you may be able to finalize the report. For instance, if the team can complete SLD evaluation do so, if PT/OT are on the plan and they have to conduct face to face testing, the team could start services , amend eval and add onto IEP for OT/PT, when return to in person learning.  [Reevaluations](https://minneapolispublicschools.sharepoint.com/sites/SPED/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FSPED%2FShared%20Documents%2FCovid19%2FFAQ%202020%2D2021%2FReevaluation%20FAQs%208%5F12%5F20%2Epdf&parent=%2Fsites%2FSPED%2FShared%20Documents%2FCovid19%2FFAQ%202020%2D2021)  [Initial Evaluations](https://minneapolispublicschools.sharepoint.com/sites/SPED/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FSPED%2FShared%20Documents%2FCovid19%2FFAQ%202020%2D2021%2FInitial%20Evaluation%20FAQs%208%5F12%5F20%2Epdf&parent=%2Fsites%2FSPED%2FShared%20Documents%2FCovid19%2FFAQ%202020%2D2021)  **In person evaluations at Wilder during phase 3** - Sharon  **ANSWER**: Rochelle :” Transportation set up, cleaning protocols in place. We are paused at this point due to dialing back to phase 2. The district is trying to be flexible looking at safety for all. Honoring staff if they want to do evaluations, Kim Mesun is asking teams if they want to participate in eval and can get the family in. People can volunteer and some staff PT/OT have back up people to complete evaluations for staff unable to return to work..  **Return to buildings for special ed student questions -** Guest Angela Olesko, teacher reviewed experience in Georgia**.** Bea Benda, LSN recommend KN95 masks for staff, fit tests-could be way for those with submitted ADA accommodation requests to consider it safe.  Many concerns noted for MPS staff to return in person to non public buildings and contract alternatives at this time. Due to concerns with air quality in the building and non-MPS staff not following safety protocols that MPS has laid out (i.e wearing mask covering nose and mouth; lack of attempt for 6 ft distancing; lack of transparency about ventilation mitigation; lack of ability of LSN to sway them FROM ionizer technology etc during summer planning sessions, lack of supplies evident like sanitizer and wipes also..) Nurse Bea recommended not going into these buildings, using only MPS verified buildings during Covid19 risks. Also recommends Health Office level supplies for SERTS/SEAs doing close intimate contact with students during education/evaluations due to aerolization risk. (MDH has not yet acknowledged this cdc 10.5.20 update).    **Angela: “special education coming back first- Is it a privacy issue? Equity issue bringing them back first?**  **Answer from Rochelle-** explain risk to families.  **Safety is a concern. Will furniture be laid out to allow social distancing? . Staff and student safety are concerns with students that need to be toileted, fed administer medication on site.**  Rochelle and team are looking at these areas :Classroom management: What kind of lessons are we going to teach our students regarding safety wearing masks? How will we Transition back and forth to digital learning? Access to PPE for staff and students? scrubs for staff in certain programs ( i.e. DCD) and can scrubs be washed at schools so teachers do not have to come home in those clothes, training modules for staff,  We have to look at MTSS and ESY . We need to redefine summer school rather than putting kids into more categories” | | . |
| Equity |  | Time for change- How is the over-identification of students of color into special education being addressed? Why is the environment the student is in not looked at (teacher bias, racism, cultural, etc) and addressed before evaluations?  Share data from the last 5 years from MPS.  Information will be shared at 12/20 SELM meeting | | **What can special education do to support equity.?**  We are definitely talking this next month, First thing on the agenda. |
| Curriculum |  | For Federal setting 3 and 4- social studies and science  middle school and high school- math and English | |  |
| Next Steps |  |  | | All |
| **Norms:**  1.. Problem Solving Mindset  2. Meeting with a Purpose  3. Safe, multi-modal communication  4. Non-judgemental, all voices heard in a safe environment  5. Be present- limit technology, multitasking, side conversations | | **Topics to still address this year:**  **What do we like from distance learning and what do we want to keep?** | **Parking Lot:** | |
| **Upcoming Dates:**  12/10/20  1/14/20  2/11/20  3/11/20  4/15/20 ???  5/13/20 | |