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| Location:  ZOOM Meeting | **SELM**  **Special education labor management** | | | ROLES:  Facilitator: Caroline and Gina  Notetaker: Melissa and Jodi  Timekeeper: Gina |
|  | **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:**  **Caroline Long, Melissa Hentges, Rochelle Cox, Greta Callahan, Rob Purple, Kris Geiger, Deeqaifrah Hussein, Angie McCracken, Sheila Webb, Melissa Grossman, Jennie Weisenger, Kristin Berry, Aria Campbell, Jodi Dezale, Matthew Lau, Sara Stack, Ginny Nyus, Michelle Lee Reid, Gina Theesfeld, Korto Dixon,**  Absent: | | | **Date:** 12/10/20  **Time:**  4:00 to 5:00  **Location:**  MFT - ZOOM |
| **Agenda Topic** | **Topic Leader-time** | **Discussion/Information Notes** | | **Actions to take** |
| Check in | 0 min | Introductions  -When I think of Equity in Special Education in MPS this one word comes to mind… (please share the word as you introduce yourself) | |  |
|  |  | 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 | **0 minutes** | Review Norms:  1. Problem Solving Mindset  2. Meeting with a Purpose  3. Safe, multimodal communication  4. Non-judgemental, all voices heard in a safe environment  5. Be present- limit technology, multitasking, side conversations  6. Equity of voice | |  |
| Updates | min | [Eval protocols that have google folders as well as software based protocols](https://minneapolispublicschools.sharepoint.com/sites/SPED/Shared%20Documents/Copy%20of%20Evaluation%20Assessments%20by%20Disability%20Category--%20Tests%20by%20Disability%20Category%20Soon%20to%20be%20our%20final%20-%20please%20use%20this%20for%20edit%20.pdf?CT=1607114876179&OR=ItemsView) posted on SPED intranet: | |  |
| Equity |  | -Data from Special Education circle back and check  Equity for special ed.  **ANSWER** - data from Rochelle Cox/Matthew Lau  Enrollment count for EBD by ethnicity- child count data via Charlie Kippley- 10 year trend showing 1 slide/piece of data of complex issue. Enrollment count of number of students with primary EBD for the last 10 years. Downward trend with many possible reasons (total enrollment etc.) Data line showing SNAP and SLD together, 3 other major categories ASD, EBD, OHD  Native American and African American students are above expected risk for EBD label when compared to other ethnic groups. Trend over time showed relative risk for African Americans decreasing and increasing for Native students. Further analysis of black students with home language of English vs family report of a different home language(Somali, East African, Amheric). Black students with a home language of English continue to have a high risk ratio. (really high risk of placement in special ed as EBD relative to more groups. From MDE if the district is found to be over 3x risk ratio for certain demographics have to put dollars toward addressing the discrepancy. Looked at students coming in form out of district and found significantly higher risk for MPS newcomers. Also looked at 15-16 to 17-18 and determined that risk was decreasing for newly identified students. Starting a book club for gen ed teachers with the Office of Black Student achievement to educate and discuss reducing EBD labeling. (Understanding Black Male Learning Styles and Keeping Black Boys out of SPecial Education by Dr. Jawanza Kunjufu) Also Quest consulting group, working to do some education around EBD labels and implications. Also starting a youth leadership program using song writing to help develop leadership skills in the identified population. ALso looking at how to remove label when no longer needed. Next year MPS will be moved off the MDE concern list.  Based on the child find data which is collected December 1. Most recent available data is from December 1 2019. Early in the process Rochelle looked through a year's worth of initial EBD evaluations for Black students and assembled a parent /community group to look at what was causing over identification and began to chip away at the problem practices. We continue to have work to do via MTSS process and need to look at behavior and discipline and how they are defined. Looking at all black students and considering reframing to change mindset and culture - what is the approach from the community before even reaching school age and once entering school. Importance of support rather than ongoing reprimands and trauma being part of the school and community experience. Need to practice EVERYONE taking an active role in calling out racism. Several committee members of color shared the experience of helping families process and cope with trauma and the feeling of risk when calling things out as racism. Concerns voiced that black women on SELM have had negative experiences with some in positions of leadership that make these conversations difficult. Further discussion over the importance of reflection, feedback, and interpersonal relationships. Need to better explain to parents the steps in the evaluation process and long term impacts. Address how to educate students about the services they receive.  Curriculum transformation committee info  Who is responsible? Looked at some information and resources. In starting with special ed curriculum transformation identified 54 items to address. Considering focus groups and gathering feedback for PD in spring and next fall. Issues such as over representation in SPED, differentiating trauma from disability. Ongoing issues of inequitable special education practices.  Shared by Sara Stack with the committee:  https://docs.google.com/spreadsheets/d/1khYELRYxAlTl9GQo00Rl2ASe8vZKsVbOAXGJjDN\_baA/edit#gid=381115594  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?  How do we support our students when it comes to Equity?  **Thoughts/Questions**  How do we bring it into our foundation of our conversations at all levels?  What does Equity mean for special education? What does it look like and how do we want it to look in the future?   * Attendance and trauma   -Do we have teachers that are able to share their voice and their experience to help facilitate growth in our community?  -Devices  - Working parents of the BIPOC/female and multi roles while at home ( how to support)  -Shock of recognition or understanding  -BIPOC children/students and trauma  -our BIPOC staff and trauma  -racialized complex trauma and our scholars  -How to create retention with our BIPOC staff after this year  -Abolition mindset  -  Books  - We Want To Do More Than Survive  -My Grandmother’s Hands  -Pushout the Criminalization of Black Girls in Schools  - | | What can special education do to support equity.?  Discuss next meeting  How do we support when we are still learning how to process in a system that is learning to understand their “shock of BIPOC reality?” |
| Curriculum |  | For Federal setting 3 and 4- social studies and science  middle school and high school- math and English | |  |
| Summer Programming | Rochelle |  | |  |
| 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:** | **Parking Lot:** | |
| **Upcoming Dates:**  1/14/20  2/11/20  3/11/20  4/15/20  5/13/20 | |