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| Location:ZOOM Meeting | **SELM****Special education labor management** | ROLES:Facilitator: Caroline and GinaNotetaker: Melissa GTimekeeper: 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, Kristin Berry, Melissa Grossman, Melissa Hentges,Ginny Nyus, Rochelle Cox, Rob Purple, Sheila Webb, Alicia Miller, Greta Callahan,Michelle Lee-Reid, Jennie Weisberger, Aria Campbell, Jodi Dezale, Sara Stack, Korto Dixon, Deequa Hussein, Kris Geiger, Cathy Dalnes, Gina Forman**Absent: ? | **Date:10/8/20****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. Workloadsb. Paperwork reduction, duplication, data collection and information managementc. Support for IEP due process requirementsd. Selection and use of funds for curriculum and materialse. Facilities and working conditionsf. Professional developmentg. Support for schools to deliver focused interventions for students with special needsh. Preparation timei. Residency Program for Special EducationJ. Loss of prep K. Building sub/ loss of prep   |  |
| General  | **8 minutes** | Review Norms:1. Presumption of positive intentions2. Problem Solving Mindset3. Meeting with a Purpose4. Safe, multi-modal communication5. Non-judgemental, all voices heard in a safe environment6. Be present- limit technology, multitasking, side conversations7. Equity of voice Do we need to make any changes? | Take out number 1 in the norms. Perpetuates racism Intent vs. impact.  |
| Updates |  3 min | Edplan update thank you |  |
| DL | 30 min | **Does every student have what they need?****Access to devices…..**The supply is running low on hotspots. Buildings should be purchasing hotspots for all students. There are Internet vouchers for special education families, please talk with DPF.Comcast has lift spots for high speed internet. How could MPS use these lifts? Directors will help if necessary.**How are things going to be printed and mailed?** Can print and mail at sites or email them to families. Can send the documents through the student email, if the parent does not have an email. Also, Access secretary at your building to mail documents.**Are we short staffed at some buildings?** **If so, who is supporting the other teachers, students, paperwork?****How should the DPFs be assisting?**We are down 3.5 FTE in teachers and down 39.1 SEAS in the district Special education staff should work with building principals for sharing the workload if you are down FTE. Middle and high school keeping close eye on numbers of students coming in and out and if they will need to make changes. The priority is to hire SEA’s at this time especially when/if we return to in person learning. New teachers should pair with a veteran teacher to get support.**Some families were told they would have 10 to 15 minutes of individual services. What is the plan around providing this service?**Deequa will follow up.**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?** Not infringing on copyright rules and regulations, Special education staff can send forms to families , interview students Several protocols have been converted into PDF’s Call Cathy Peterson at PIC Matthew Lau looked at what initial evaluation will look like when we come back face to face. ECSE completes virtual evaluations for their 3-5 year olds. Phase 3 initial evaluation or new disability category label would be part of phase 3. We need to get protocols and equipment in place. **How do we address evaluations for those who are turning 7?** Kim Mesun has said to start evaluation, moving from DD to a school aged label is considered a re-evaluation. The evaluation will need to be completed when we return to face to face. If you need an IEP before the evaluation is complete, try to use DD IEP or if you can’t, put the suspected disability with information gathered to develop the IEP so they can continue receiving all the services they have received in the past. **Can we create a shared resource space on the district website for us to share things we have created for students that others may want to use?** The PIC team is working with David Gorke on this. Resources will be shared in a bank for all teachers. If it’s already developed, staff can share that resource with your lead in your contact area. Communication will be shared out. Subscribe to the google classroom and you can be engaged in the learning if you can’t attend meetings. The List serve needs to be correct for this to happen.**Are you aware of the time it is taking to document contact with students?**  Yes, Rochelle is aware, but documentation has proven to be helpful for staff in certain situations. Michelle Lee-Reid uses a google doc form ( can’t use student names) that is shared with her SEAs and makes a PDF and sends it to the DP clerk to upload those contacts. Other sites have been using pre populated drop downs on a spreadsheet to complete, this could be shared in one drive ( you can use student names) If you need training on how to create these sheets, reach out to the DPF’s**Others concerns?**Attendance of our special education students to related service meetings and completing work.Be gracious and compassionate with families about attendance. Sheila Webb suggested having the students with attendance concerns, connect with an adult, mentor at school to help with logging on, etc. We need to be creative and innovative about how we connect with families.  | Responses under questions in bold.Sara will look into making some of the transition interviews/forms into google docs. |
| 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 evaluation?  | What can special education do to support equity.?Discuss next meeting |
| Curriculum  |  | For Federal setting 3 and 4- social studies and sciencemiddle school and high school- math and English |  |
| Next Steps |  |  | All  |
| **Norms:**1. Presumption of positive intentions2. Problem Solving Mindset3. Meeting with a Purpose4. Safe, multi-modal communication5. Non-judgemental, all voices heard in a safe environment6. Be present- limit technology, multitasking, side conversations | **Topics to still address this year:****What did we like from distance learning and want to keep?** | **Parking Lot:** |
| **Upcoming Dates:**11/12/2012/10/201/14/202/11/203/11/204/15/20 ???5/13/20 |