Participants

GIna Marie Foreman, Melissa Grossman, Deeqaifrah Huessein, Kaley Czech, Ginny Nyhus, Rob Purple, Sara Stack, Almas Merchant, Julie Payne- McCullum, Valerie Crawford, Sarah Godfrey, Aimee Fearing, Aria Campbell, [Michelle Lee-Reid](mailto:michelle.lee-reid@mpls.k12.mn.us)

Guests to address PT related topic - MaryAnn DeRuiter, ELizabeth Lauer PT/DPF ATC

Review of purpose / contract language

Director Updates - Sara Stack - taking a moment to recognize the work done by special education staff in this hard year and appreciation to committee members for time and participation.

Agenda item - SEA struggle to support in general education classroom. Elaboration on lack of modified plans and inability to get plans ahead of time in order to modify and meet IEP accommodations. Appears to be problems with multiple systems in addressing this type of need across building and teacher level. In some situations SEA staff is able to participate in IEP meetings but this varies across sites. Support staff had the right to know about student accommodations they can advocate for these to general education staff. Encouraged to speak up and advocate for students in getting accommodations provided. Important to empower SEAs to speak up in general education settings in support of students. Discussed Importance of prompting hierarchy and aiming for independence and how expectations may vary across environments. Considered opportunities for conversation among teachers and support staff to convey clear expectations such as addressing prompting levels. Importance of modeling and explaining expectations across settings and not presuming that these pieces are understood. Related services should have a role in creating opportunities to model as well. Some philosophical differences in approaching modeling and directing SEAs. Expectations that teachers and other team members will be directing the work of SEAs. Encouraged staff to continue to ask at building level about scheduling meeting times beyond the student day when ESP staff can participate. One member indicated that the site had indicated funds were not available and encouragement was given to work with DPF to identify funding sources and ways to get meeting time to address issues. Example was given of a differentiation specialist coming in and leading a lesson which allowed the teacher to point out aspects of instruction to support staff and guide the modeling.

Lift and transfer discussion

PT needs an opportunity at the beginning of the school year to do specific training. Beginning of year and annual training. Preference would be for a general 2 part training with background information virtual session and then hands on training with equipment and then student specific guidance provided on site. PTs can have difficulty deciding what site to prioritize with as staff and student groups are formed. Also need to accommodate general training so that everyone has the background when a staff transfer occurs. Department would like space held at the beginning of the school year for equipment training. Jessica Porath has been contacted about setting up the 2 part training. Discussed the priority of cross programming and keeping everyone prepared. Training was created pre- pandemic and can now work toward deepening the resources. Important to provide the training to prevent injury. Existing training was considered basic and wondering about the possibility of developing further training such as equipment specific content. Asked if Kaley would be open to working with Jessica on developing additional training that could be required as part of onboarding. This would extend to the site orientation and site specific onboarding. Discussed the importance of having a whole group trained to address student needs for students to have multiple people and support.

Lack of adequate funding for DCD teacher prep coverage

Schools have to cover the gap between what is provided for gen ed teachers and setting 3 teachers. At one site this resulted in 3 DCD groups being put together and sent to a single specialist with SEAs. The site previously used magnet funding to allow for individual groups. Every student is general ed before they are special ed. It was indicated that it is not preferred to have a segregated specialist class for students with disabilities. It was also mentioned that teachers can cover prep for each other. Special ed is providing a portion of the funding to cover preps. All students are considered when specialist allocation is provided to the building. The basis of funding exists in the building and .1 from special education is an added support that building can match or extend. This should allow for the opportunity to pre teach or re teach. It is intended to be a match of resources and support versatility in scheduling. While this allows the teacher to get a prep period it was mentioned that in some situations that hour is not good educational time for the students. At elementary level it can be difficult to assure that prep time is preserved and students are getting equitable positive education experiences.

Support when caseload has been exposed to COVID

How is it handled and how are SEA and staff supported? Prevention is the best first strategy. Many people have difficulty in roles as parents and educators. Some information available on the special education website about supporting students during student quarantine. Resources here

<https://minneapolispublicschools.sharepoint.com/sites/SPED/SitePages/Paper-Based-Instructional-Supports.aspx>

These are general resources such as management and communication tools that teachers can coach families in use. Teacher is expected to provide additional resources on instructional material. Binders have been created and are being distributed to elementary sites in alphabetical order. Middle and high school resources are coming next. This decision was made based on vaccination timelines. Some extras are available for student quarantining now.

<https://minneapolispublicschools.sharepoint.com/sites/SPED/SitePages/eLearning-Guidance.aspx>

Differences between ELearning for inclement weather and quarantine and differences with when the whole or part of a group is quarantined. Snow day expectations 2 hours of synchronous for setting 3 and resource may be having modifications to google classroom work. Building administrator should be communicating expectations. In elementary/k-5 morning meetings and 2 hours of synchronous learning is likely expected.