



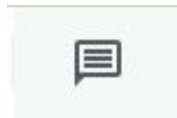
Special Education Advisory Council (SEAC)

April 11, 2022

Housekeeping

Before the start of the meeting please:

- Mute microphone if not sharing
- Sign in to the meeting using Chat
- Submit questions or comments using the Chat feature
- Let us know if you need support using Zoom features



Click on to open comments



**Saint Paul Public Schools
Special Education
Advisory Council**

Welcome & Introductions



Agenda

6:10 p.m. Approve March minutes

6:15 p.m. Inclusion Activity “My Vision for a Good IEP”

6:30 p.m. Special Education, Brenda Natala, Director Specialized Services

- **SEAC Report & Response Follow Up**
- **Suspension and Dismissal data and process**

7:45 p.m. SEAC Forum

7:55 p.m. Meeting Wrap Up

8:00 p.m. Adjourn

6:10 - 6:15 pm

Approve March minutes



Inclusion Activity

My vision for a good IEP meeting:

What I don't want:

6:15 - 7:15 pm

Specialized Services Update



Office of Specialized Services (OSS)

Marcy Doud, Deputy Chief of Schools

Supervises Schools under Division of Schools

Oversight of Special Education, Wellness, Third Party Billing

Legal, Finance, Dispute Resolution



Brenda Natala, Executive Director of Specialized Services

Supervise daily operations of Special Education Birth-21



[OSS Organization Link](#) - schools and supervisors



OSS Supervisors



Jennifer Krueger
Supervisor,
Due Process



Larry Wren
Supervisor
K-12 Schools



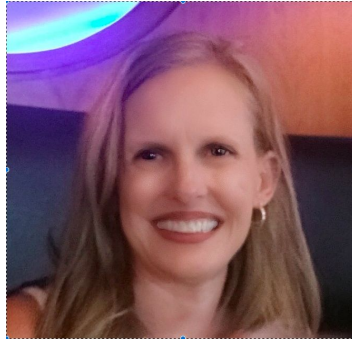
Sarah Zielinski
Supervisor,
ECSE



OSS Supervisors



Chong Thor
Supervisor
K-12 Schools



Amy Johnson
Supervisor
K-12 Schools



Hai Yen Vo
Supervisor
K-12 Schools



COVID Updates

No change in masking policy in March.

Board of Education Meeting: 4/19/2022



Legislative Update - Action Alert

The House omnibus education finance bill would allocate \$1.1 billion to early education through grade 12 for fiscal year 2023 and \$2.2 billion for fiscal years 2024 and 2025.

The Senate unfortunately did not put forward any new funding for priorities such as special education or English Learner programs. The Senate bill would allocate only \$30.7 million for fiscal year 2023 and \$1.4 million for fiscal years 2024 and 2025.

Contact State Senators - out state

Finding their State Senator is easy. 1. Visit <https://www.gis.lcc.mn.gov/iMaps/districts/>

2. Type in their home address to find their State Senator

3. Ask them to call or email their State Senator

What should they ask for?

Ask their State Senator to fully fund special education and English Learner programs. These important, mandated services are underfunded and have required school districts to seek increased property taxes to make up for inadequate state funding. The State Senate can hold down future property tax increases by fully funding special education and English Learner programs.

January 2020 - SEAC 2018-19 Report

SEAC 2018-19 Report covered:

- Purpose
- SEAC membership
- Reported on topic of transition services, gaps and recommendations to improve service delivery and outcomes for students and families in SPPS
- Observations
- Accomplishments
- Recommendations

Eight recommendations for improving transition services



March 2020 - Response to SEAC 2018-19 Report

World Cafe' Summary of Themes

- Reactions to the report
- Where are we now?
- What are obstacles to making Pathways open to all students?
- What's missing from recommendations
- What could be your role in ensuring high school transition success for students receiving specialized services?

Report Recommendations and Response

SEAC Recommendation #1

District continue to commit to collaborate with Ramsey County or other relevant organizations to improve service delivery for SPPS students who happen to need Special Education transition services.

The District agrees to commit to continued collaboration with Ramsey County and other organizations to support students in special education who are in need of transition services. This includes connecting with local colleges and employment sites to develop partnerships.



Recommendation #1 - March 2022

Connections with Ramsey County and other organizations for 14-21 year olds.

- Lisa Carrigan - MDE Pilot Project
- Ramsey County Disabilities Services and Supports Citizens Advisory Council attended by Jackie Kelly and Amy Eelkema

Next steps with Ramsey County

- Connect new Ramsey County and SPPS leadership
- Invite Ramsey County SSWs to IEP meetings

MDE Pilot Project

Person Centered Planning Pilot Project

Purpose: Gather information between agencies to gather data to be used to increase collaboration.

2 Year Project- cut short by COVID added 1 more year.

VRS, State, County, Health, Schools (results pending 6/30).

Tools and resources given to use in IEP meetings.

Discussion on how other team members can be a part of using the tools.

Pilot Project Continued

Identified 21 family members to help give feedback

Changed during COVID

Working at ways with our school social workers to get a better system in place for contact inform. Trying not to duplicate services.

County presented on 3/4/2022 to staff with resources



Pilot Project Continued

Discussion of a tool called the Vault

Feedback regarding IEP Process in general how to make it better.

We are thankful for all of our partnerships and were happy to be a part of how to make our work together stronger!

Transition to Adulthood-Student Led IEP's

Charting the Life Course-Good Day Bad Day

Pathways to ASD Services and Supports



Collaborations

- Ramsey County Disabilities Services and Supports Advisory Committee attended by Jackie Kelly and Amy Eelkema
- Office of College and Career Readiness
 - Personal Learning Plans (PLP) and XELLO
 - Career Pathway Guide (CPG)

Collaboration with Colleges

St. Paul College

- Gateway to College, ages 16-21, credit recovery
- Post Secondary Enrollment Options (PSEO)
- Focus Beyond Evaluation Program



Employment Partnerships

Work Sites

[Minnesota Career Wheel](#)

Specialized Transition Employment Planning Services
(STEPS)

- Contracts
- Vocational Rehabilitation



New Opportunities

Miracle League

Fresh Grounds Coffee Shop

Garden Grant



SEAC Recommendations #6

#6 SEAC collaborate with District and Assistant Superintendent to develop resources about Special Education transition services over the 2019-2020 school year. Create a central location for resources about in school, out of school time and peer to peer resources. Create a method of communicating about resources to families. Make sure families are informed and aware of resources. Consider a Transition Road Map or Tool kit for families.

Transition Toolkits

Pacer Center

[MN Secondary Transition Toolkit for Families: A Guide to Preparing Your Child with a Disability for Life Beyond High School](#)

Ramsey County Disability Services & Supports

[Disability Hub's CtLC](#)

[Arc's Guide to Transition Checklist](#)

[Pacer's Ntl. Parent Center on Transition and Employment](#)



Suspension and Dismissal Data

SEAC Request

Suspensions and Dismissal data for

- Sept 2021- March 2022
- Sept 2019 - March 2020 (year before COVID).

What are the steps the school is supposed to go through before a dismissal or suspension?

Disproportionality Data

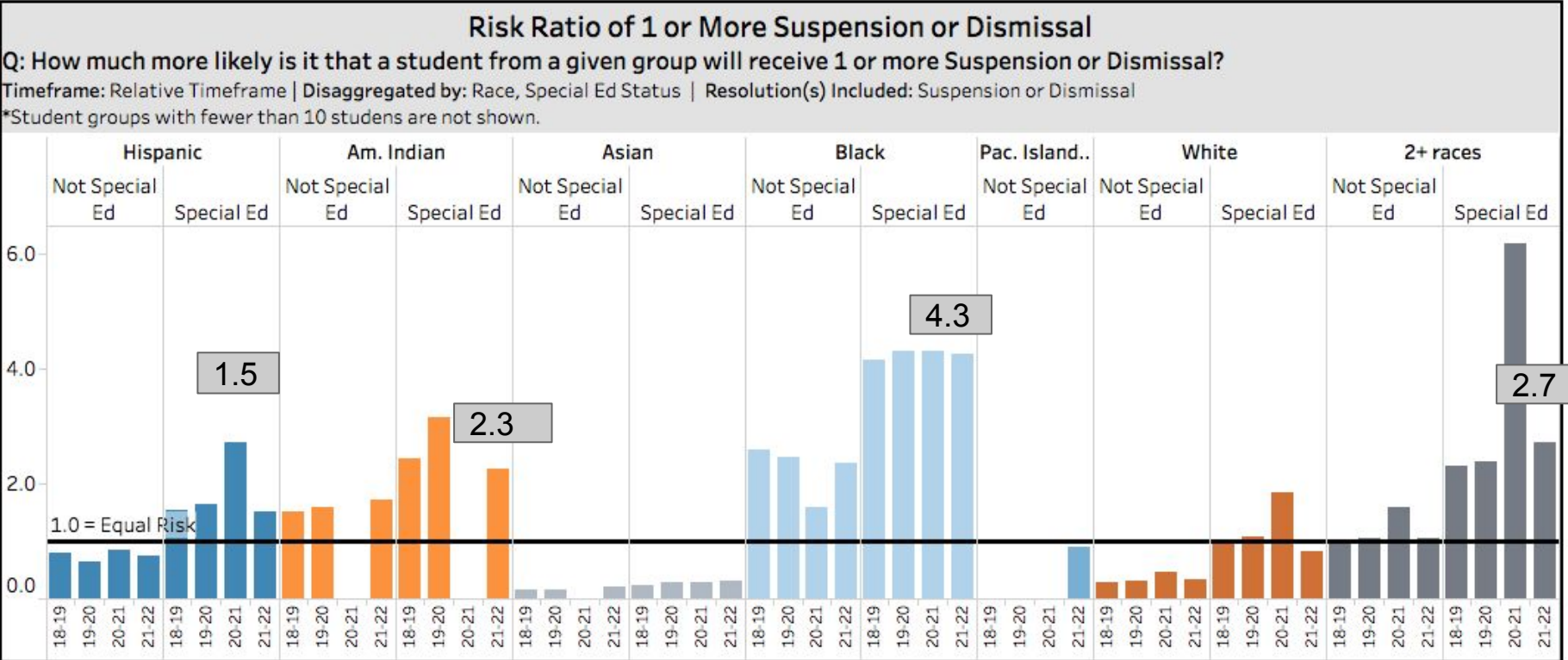
Minnesota Department of Education reviews disproportionality in discipline data.

Indicator 4 measures disproportionate rates of suspension/expulsion for children with IEPs. SPPS is has significant disproportionality for the following student groups:

- Black or African American (previous 4 years)
- Two or more races (new in 2021)

Students with 1 or more suspensions or dismissals from September through March for each school year.

Example: 21-22, Black students in special ed were 4.3 times as likely as other students to receive 1 or more days of suspension or dismissal.



Disproportionality Risk Ratios for 1 or more Suspensions

- In 21-22, Black students...
 - Who are not in special education are 2.5 times more likely to be suspended or dismissed as other students.
 - Who are in special education are 4.3 times more likely to be suspended or dismissed as other students.
- In 21-22, American Indian students in special education are 2.3 times more likely to be suspended.
- In 21-22, Hispanic students are 1.5 times more likely to be suspended.

Number of Suspensions Sept - March

Q: How many incidents of Suspension or Dismissal have occurred?

Row: Race, Column: Special Ed Status by Year, Resolution(s) Included: Suspension or Dismissal

	Not Special Ed					Special Ed				
	17-18	18-19	19-20	20-21	21-22	17-18	18-19	19-20	20-21	21-22
Grand Total	4102	3915	3472	60	3632	2563	2497	2616	48	2274
2+ races	397	401	378	11	362	317	255	345	12	352
Am. Indian	37	71	64	0	62	47	35	48	0	31
Asian	164	218	184	0	277	46	67	50	1	47
Black	2703	2439	2186	30	2218	1617	1603	1576	20	1370
Hispanic	549	516	390	10	448	266	270	311	8	229
Pac. Islander	0	0	0	0	1		0	0	0	0
Unknown					0					
White	252	270	270	9	264	270	267	286	7	245

Number of Suspensions/Dismissals

2021-22 compared to 2019-20 September through March:

- General education suspensions are higher in 21-22
- Special education suspensions are lower in 21-22
 - Students who are two or more races have higher suspensions
 - Black students are lower than 2019-20 but remain disproportionately high compared to other student groups

Note: the data below are as of 3/23/22 and applies a similar timeframe to previous years to allow for comparison.

Q: What percent of students have received a Suspension or Dismissal?

Row: Race, Column: Special Ed Status by Year, Resolution(s) Included: Suspension or Dismissal

	Not Special Ed					Special Ed				
	17-18	18-19	19-20	20-21	21-22	17-18	18-19	19-20	20-21	21-22
Grand Total	6%	6%	6%	0%	5%	14%	13%	13%	0%	12%
2+ races	8%	7%	7%	0%	7%	19%	15%	16%	1%	18%
Am. Indian	8%	10%	11%	0%	11%	14%	17%	22%	0%	16%
Asian	1%	1%	1%	0%	2%	2%	2%	2%	0%	2%
Black	16%	14%	13%	0%	12%	25%	26%	26%	1%	25%
Hispanic	6%	6%	5%	0%	5%	12%	11%	11%	0%	10%
Pac. Islander	0%	0%	0%	0%	6%		0%	0%	0%	0%
White	2%	2%	3%	0%	2%	8%	7%	7%	0%	6%

Suspensions & Dismissals

SPPS Rights and Responsibilities Handbook

- Outlines how SPPS is building positive school culture
- Includes guidelines & regulations regarding behavior
- Fulfills Board of Education policies 506.00, 506.02, 506.03 & MN Statute § 121A.55(a)
 - [SPPS Website: Rights & Responsibilities](#)
 - [Rights & Responsibilities Handbook 2021-22 \(Full Handbook\)](#)

Positive School Culture

- Positive Behavioral Interventions & Supports
 - Tier 1: Supports for all students
 - Tier 2: Some students receive small group supports
 - Tier 3: A few students receive individualized supports
- Restorative Practices
- Social-Emotional Learning
- Mental Health & Wellness



Levels of Response to Behavior Incidents

(see Rights & Responsibilities Handbook)

- Level 1: correct & teach alternative behaviors in classroom (fix it plan, restorative circles)
- Level 2: correct behavior by stressing seriousness of the behavior while keeping student in school (student conference, detention)
- Level 3 : includes school admin & may include dismissal (part to whole day dismissal, refer to Tier 2 or 3 supports)
- Level 4: may result in suspension (removal from school for more than 1 day, alternatives to suspension)
- Level 5: Principal must notify Office of Security & Emergency Management

Special Education and Discipline

- Students with IEPs have additional due process rights related to discipline (suspensions and dismissals)
- Students with disabilities have limitations for how many days they can be removed before certain actions are required (10 days)
- The required actions (IEP team meeting, Functional Behavior Assessment) focus on reducing the likelihood that the behavior will occur again

(See March 2022 SEAC slides for more information)



Discipline Process

- SPPS follows Student Rights & Responsibilities Handbook, Pupil Fair Dismissal Act, & other laws
- If there is a potential for a suspension for more than 1 day, then the student has an informal conference with an administrator Minn. Stat. § 121A.46, subds. 1, 2
- Written notice of suspension is required (with readmit plan) Minn. Stat. § 121A.46, subd. 3
- Readmit plan cannot extend suspension Minn. Stat. § 121A.41, subd. 10

Problem Prevention/Problem Solving

Who is on your team?

- Principal and/or Assistant Principal
- Classroom teachers
- Your child's IEP Manager
- Special Education Supervisor - contact supervisor if needing assistance
- Special Education Director

7:35 - 7:45 pm

SEAC Forum- Discussion & Information Sharing

For the expression of concerns and recommendations pertaining to the education of students with disabilities in SPPS.

SEAC members strive to **discuss & advise on issues of broad importance** to SPPS as a whole.

Personal stories & reflection can be used to inform the group's understanding of broad issues.

Perspectives and confidentiality will be respected.

Members are encouraged to **bring forth concerns & recommendations** without fear of reprisal.

***We ask that names of people are not used.**



7:45 - 8:00 pm

Meeting Wrap Up

- Announcements, events or resources to share
 - [MN Autism Resource Symposium](#)
 - [Charting the LifeCourse Training](#)
 - [Down Syndrome Assoc. Of MN Statewide Conference](#)
 - [DiscoverAbilities Adaptive Sports Clinics](#)
 - [The Ultimate Resource Guide for STEM Students with Autism](#)
 - [SPPS Resources for Families of Students with Disabilities](#)
 - [Dakota County Disability Supports for Young Adults](#)
 - [Pacer's ExCITE Camp](#)
- Tip to share on SEAC Facebook Group?





**Saint Paul Public Schools
Special Education
Advisory Council**

**Next SEAC meeting
Monday, May 2, 2022**



**Saint Paul
PUBLIC SCHOOLS**