



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

Sec. 8 Minnesota Statutes 2004, section 125A.24 (PACs)

In order to increase the involvement of parents of children with disabilities in district policymaking and decision-making, school districts must have a special education advisory council that is incorporated into the district's special education system plan.

Attendees: Amy Eelkema Baxter, Amy Johnson, Amy Suchon, Ashley Ward, Brenda Natala, Calton Sims, Heidi Johnson, Jackie Kelly, Jennifer Alexander, Jennifer Krueger, Larry Wren, Mayra Mariscal, Melissa Weeks, Michele Silvester, Nicole Warner, Oanh Nguyen, Rachael Sewell, RaShonda Muhammad, Roxanne King, Tim Feyma, Tonya Long.

21 people: 9 of 10 members, 6 staff, 6 guests

Special Education Advisory Council (SEAC) Minutes Approved

Date: 03-07-22

Time: 6:00 p.m. - 8:00 p.m.

Location: Virtual meeting via Zoom

Link to [SEAC March 2022 Agenda](#)

5:30 p.m. Optional Pre Meeting Chatter. Join us if you can for an informal check in.

6:00 p.m. Housekeeping, Welcome & Introductions.

6:03 p.m. Melissa Weeks went over some housekeeping items. Introductions/ Share/ Connect: Your name, your child, why you are here.

6:10 p.m. Approve [February meeting minutes](#)

6:10 p.m. Amy Elkema Baxter moved to approve SEAC meeting minutes, RaShonda Muhammad seconded. Minutes were approved and passed.

6:15 p.m. Specialized Services Update, Brenda Natala, Special Education Director

• SEAC Report Response Follow Up

6:25 p.m. Brenda Natala introduced the Special Education Supervisors. [OSS Organization Link](#)
- Reporting that Marcy Doud will continue as Assistant Director of Schools at SPPS until June 30, 2022 and then Superintendent of ISD 287 as of July 1, 2022.

- Brenda Natala was appointed Executive Director of Specialized Services on January 31, 2022.

- The United Hmong with Disabilities National Conference was held on January 22, 2022 [Website](#) . Brenda shared the Hmong with Disabilities National Conference was the most inclusive conference she had been to a model for inclusivity.

- **Possible SPFE Strike:** If a settlement is reached after 9:00 p.m. Monday, March 7th, there will be no school Tuesday, March 8th for a reset day. School would resume as normal on Wednesday.

- **If there is a strike:**

KidSpace - Child Care for ages Pre-K to Grade 5

Breakfast and Lunch provided, Non striking staff provide child care, Special Education services not provided and Special Education transportation not provided.

- **Covid Updates.** [SPPS COVID-19 Website](#)

- **Masking Proposal for Committee of the SPPS School Board on 3/8/22**

If approved:

1. Masks would no longer be required during times of low to medium community case rates in Ramsey County
2. Masks would be required during times of high community case rates in Ramsey County
3. Both a cloth mask and a medical/surgical grade mask would be required for staff delivering direct student support services during times of high community case rates in Ramsey County
4. Staff and students will be supported in the decision to wear or not wear a mask.

[School Board Contact](#)

- **Amy Suchon from Family Engagement presented American Rescue Plan (ARP) Update- Request for Proposal (RFP)**

Deadline extended to March 16: SPPS Seeks Community Partners to Provide Student & Family Services

District investing \$7 million from (ARP) funds through RFP process **February 14, 2021 (Saint Paul, Minn.)**--Saint Paul Public Schools (SPPS) is seeking community partners to provide targeted services to Saint Paul students and families, with a focus on those most impacted by the COVID-19 pandemic. The district has allocated \$7 million of its American Rescue Plan (ARP) funds to this effort to serve students and their family members through partnerships with community organizations and independent providers.

SPPS is prioritizing four categories of student and family services for these funds:

- In-school mental health services and social emotional learning support for students
- After-school enrichment opportunities for middle school students through the [Flipside](#) program
- Support for families most impacted by the pandemic, either in or outside of school

In-school academic support for students most impacted by the pandemic

- Applications from community-based OST programs that are not aligned with the above SPPS programs, but primarily serve SPPS students are welcome.

- **Brenda Natalia presented ARP: Early Childhood.** Three ECSE strategies were allocated ARP funding:

Assessment and Service, Infant Mental Health and Early Childhood Autism Support.

- **ARP: Special Education.**

Special Education Recovery Services and Check and Connect

Check and Connect in rebuilding phase.

-Request to consider: Stipends/funds for families and students to attend enrichment activities and summer activities. Stipends/funds for cost of transportation for students to attend enrichment activities and programs.

-Request for RFPs to support FB students: bringing residents, arts, occupational training, arts, dance, cooking, science, School PTA/PTO

-Request for action:

What does your student need for recovery?

Consider: Assistive Technology and or Materials for Home

- **March 2020 - SEAC Final Report**

Eight recommendations for improving transition services from work completed by SEAC in 2018-2019.

In January 2020 SEAC shared their [18-19 SEAC Report](#) with the Special Education Director, Superintendent, BOE members and District Staff as well as hosted a World Cafe to hear feedback about their report, in March 2020 Marcy Doud, Special Education Director gave her [Response to SEAC Report](#), the next day SPPS schools were closed due to a teacher's strike, the following week SPPS was closed due to the Pandemic.

* for more information about Special Education Transition read

Parents shared many concerns around Special Education Transition shared the difficulty, uncertainty, need for connection, resources and improved plan to have young adults ready for change. Parents shared concern about students being adequately prepared to be successfully employed. Lack of skill building, exposure to employment opportunities, understanding of work accommodations and self advocacy,

- **Suspension and Dismissal data and process**

Students, Families, Communities and School Staff

SPPS data shows significant disproportionality by race for students with special education services.

Disproportionality Data

MDE reviews disproportionality based on these indicators:

- **Indicator 4** measures disproportionate rates of suspension/expulsion for children with IEPs.
- **Indicator 9** measures disproportionate representation of racial and ethnic groups identified as needing special education services.
- **Indicator 10** measures disproportionate representation of racial and ethnic group as identified as needing special education services in specific disability categories.

Suspensions & Dismissals

- [SPPS Website: Rights & Responsibilities](#)
- [Rights & Responsibilities Handbook 2021-22 \(Full Handbook\)](#)

Special Education and Discipline

- Students with IEPs have additional due process rights related to discipline
- 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

Manifestation Determination

- A manifestation determination meeting must be held upon the 11th cumulative day of suspension & for special circumstance behaviors (serious discipline incident)
 - IEP team determines
 - if behavior was directly related to disability
 - if the IEP was being implemented appropriately by the District.
- Result of manifestation determination meeting determines next steps:

Not Manifestation of Disability?

- Child with IEP can be disciplined in the same way that a general education student is disciplined

Manifestation of Disability?

- District may not expel student for a misbehavior that is a manifestation of the student's

disability

- Student stays in current educational setting (exception for special circumstance behavior- drugs, weapons, serious bodily injury)

Other Requirements

- IEP team meeting: Suspension for 6 consecutive days or more, Suspension for 11 cumulative days or more, Removal due to special circumstance behavior (serious discipline incident)
- Functional Behavior Assessment (or review current FBA): Suspension for 11 cumulative days or more, Removal due to special circumstance behavior (serious discipline incident)

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 .

Action Item: Supervisor's shared "How can we better meet needs of student"

Parents can call for an IEP meetings when there is need for a Safety Plan.

When a student is being bullied or a student is bullying.

Action Item: Brenda would like input on "What makes a good IEP meeting"?. SEAC to consider adding to future agenda.

7:15 p.m. SEAC Forum-

The forum allows 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 stories of what is working well, concerns, and or recommendations for discussion within the group. We respectfully ask that names of people are not used.

Discussion around:

- Changing and choosing school programs.
- Preparing for Postsecondary life
- Postsecondary Housing/ Group Homes
- Interest in learning "How to get kids out and working".
- Interest in creating group to explore and share Preparing for Postsecondary Transition
- More substantial connections for students getting a job beyond creating resume and filling out applications.
- Networking and connections for our children receiving special education
- Missing is teaching of skills needed to live independently

7:45 p.m. Meeting Wrap Up -

- Announcement, Event or Resource to share (Because of limitation on time resources were not shared during meeting but added after for minutes)
 - Transition Tip Sheet for Families

- IDD Committee Report
- Agenda items: share with SEAC Executive for consideration
- Tip to share on SEAC Facebook Group

8:00 p.m. Adjourn

8:00 p.m. Meeting adjourned

8:20 p.m. SEAC Executive

Next SEAC meeting: Monday, April 11, 2022 6-8 p.m.