

SPS-Safe School Reopening Task Force – Sub Committee Meeting Notes
Special Education

Date: 6-11-2020

Committee Name: Special education

Attendee Names: Michelle Gwinn, Becky Ramsey, Heather Chase, Kellie Power, Sara Munro, Devony Audet, Jill Homberg, Mary Douthitt, Olivia Moore, Michelle Knokey, Barbara Valley, Spring Shoupe, Brandon Bouge, Jennifer Soter, Julie Shepard, Kellie Power, Rachel Sherwood, Tracey Leyde, Michelle McKenzie, Mark Sherwood, Kristina Baker

Meeting Notes:

- Opening: Introductions
- Discussion of new OSPI Guidance
- List of committee member: goal to represent each area throughout the system in special education, we will create sub-groups. Elementary, Middle school, High school, administration, parents, sped leadership, paraeducators, SLP, are all represented.
- Purpose: Develop recommendation that will go to the district steering committee
- Norms for the committee:
 - Put questions in chat
 - Use the reactions in zoom
 - Refrain from using chat for too many thank you's to decrease length of chat
 - Use personal chat if only applies to one person
 - Be respectful to all shared ideas and perspectives
- Current OSPI Guidelines (55 page document sent to the team prior to the meeting, press conference was today with Chris Reykdal)
 - "to be very clear, it is my expectation that schools will open this fall for in-person instructions" Chris Reykdal
 - Need to follow:
 - 6' social distancing
 - Limit mixing of students
 - Stay home if sick for 14 days
 - Cloth face mask for everyone (unless there is a disability that prevents wearing one)
 - Need more clarity regarding age
 - If cannot physically distance or DOH determines school cannot be in session
 - Split or rotating scheduling with continuous remote learning
 - Phased-in opening with continuous remote learning
 - Continuous learning 2.0
 - Discussion about press conference with OSPI
 - Appreciated that they wanted to make it equitable for all kids
 - Liked that guidance – leaves things open for student needs, such as kids wearing masks if not appropriate, it allows for those who want or need to stay home in addition to those who need kids to come home

- We need to discuss what will happen in fall as we see an increase in COVID currently
 - Face coverings: it says younger students need to be supervised, does not say they do not need to wear them
 - One take away from conference was if the child cannot wear face mask, then need a wider area for that student
 - Need to discuss SLP and other services that do not allow for 6' distancing
- Guiding questions (paraphrased and discussed):
 - **How will sped services be provided in each program to align with DOH and OSPI...**
 - Group 1- Elementary Focus
 - SLP – pull out services – maybe 50% direct services and then send work so see less often in person; parent training; related services – how to determine who would benefit from teletherapy and who in person; could we do partial in person and partial teletherapy (where would they do that in a separate location); teletherapy has worked well for some – could parents opt in to teletherapy; some SLPs/ related services go to more than one school per day; may need to see kids 1:1 with consult or other methods;
 - Could some kids get services outside the school day to allow for them to get reimbursed outside the school day – could you we contract outside the school day or offer for teachers/providers work with them outside the school day (temporary)
 - Resource Room: how to fit all the minutes of the students IEP, will there be leeway with minutes at all, for example if the IEP is 50 minutes and we provide 20 minutes- in RR we blend students and classes in the classes; what is the flexibility in providing SDI (sped teacher design and monitor but they are in gen ed for gen ed teacher to deliver);
 - Preschool – need to find activities they can do at home; many of the behaviors and prompt levels are hand over hand and cannot socially distance, PPE,
 - Potty training – tube feeding, inability to social distance,
 - DI – struggle with limited mixing, mainstreaming, what if limit numbers in the classroom and having support go in to make it meaningful.
 - Makes sure there are lots of options available for parents to select from for their kids and family needs
 - For A/B would it be better to have one group of kids in one day versus 2 separate groups in am and pm –
 - (Group 2)- Middle School Focus
 - We recommend that smaller classes (DI/ABLE/BI- self-contained) should be daily classes since they are smaller self-contained groups anyways.
 - We felt that there should be a solid plan to address students who are at home for various reasons in a resource or lower need groups. We wondered at the ability to have 1 (or more as needed) teacher/s whose job is to teach online classes per grade so that they are able to access a more equitable education from home while not over taxing teachers who are teaching in person.

(Group 3)- High School Focus

- flexible co-teaching models
- non-homeroom places for BI students to cool down
- Cameras and microphones so that students in quarantine may still participate
- every day use of integrated technology so that when we close it is seamless for students to move to online schooling and then back to classroom learning after
- nurse assigned to each building full time

○ **What digital tools are needed for students with moderate and severe disabilities/ What technology needs for students with disability (Training for families, touch screens, larger screens, etc..)**

(All Groups)

- Parent training and student training
- How to use accessibility features
- Parents – where programs are, where to log in, where to get email,
- Accessibility for all – VI and Deaf - they are not able to access information and materials from gen ed and district
- Internet – will families be able to get free hot spots
- How can we access support for the Special Education Technology Center (SETC)
- How to help keep parents engaged in the process as we partner as we have this spring- keeping the momentum
- 1:1 high quality device for all students with disabilities. Device assigned supports individual student needs.
- Same platform for all students

○ **PPE, cleaning, and sanitizing; what specialized PPE do we need? (student and staff)**

Group 1

- Mask where face is visible – D/HH, SLP, kids in DI, young kids need to see expression and emotion,
- Families have asked about Durham cleaning procedures – car seats, etc... needs communicated with families
- Gloves,
- Sanitation process for bathroom, other cleaning, see if process we created is still good- will there be more custodial to clean?, what materials will we need to clean
- Bodily fluids – DI and personal care
- Stagger staff so paras can help clean
- Pre with 2 sessions: Longer days so not have to clean each day in preschool (M/T longer days, other come TH/F and clean on Wednesday
- How often will classroom areas need to be cleaned, desks, common spaces?
- Train staff with PPE, if kids are aggressive - do not want anyone to get hurt with PPE (can that be used to create injury if there was aggression) -

- Is there PPE that is safer for different more aggressive behaviors (such as the quick release lanyards)
 - Student de-escalation tools/manipulatives will need to be individually assigned.
 - No sharing of any items. Individual student baskets
 - Plexi – glass or more dividers
 - PPE – face shield for 1:1 services; they need to be in addition too – clear face shield and protection, would that be necessary with plexi-glass
- **What happens if students cannot or will not wear face coverings?**
 - Without the OSPI guidance for SpEd we did not have any recommendations. Some concerns were implementing it, can we/should we send children home for this?
- **How will we serve minutes when switch between a part-time or completely remote model again?**
 - Concerned about student engagement if we end up in a distance learning model
 - Partner with outside agencies to help support parent and family involvement.
- **Will students in already small setting (ABLE, BI, DI, MHOH) do we need to separate more? Is there enough space to social distance?**
 - As long as there is space it should be okay to have students every day. Might need to look at other spaces within the building (cafeteria, multipurpose room, gym)
- **What PD do we need?**
 - Gen ed on how to provide SDI
 - Teacher and para training on digital tools
 - How to include PPE with CPI training (grabbing PPE)
 - that ALL instructional staff (paras, teachers, SLP's, etc.) be required to be trained on Maslow's hierarchy as well as the effects of trauma on the brain and learning.
 - Trauma informed practices and relationship building

Questions/Wonderings:

1. Preschool in the k model with size
2. Preschool cleaning between sessions
3. Inclusion – kids still access
4. Mixed groups such as SLP and having multiple kids come in and out at the same physical location
5. Desk instead of tables – is that developmentally appropriate – are there options for younger kids?
6. Staff absences- how will we continue services if we cannot find enough special education subs including related service providers.
7. Rules and practices that childcares are using to help inform preschools
8. RR in group setting? Or do we serve them in class
9. Math on laptops or manipulatives?
10. Can staff available and willing provide services in the home – we do have homebound services, need to consider the CBA
11. Can DI, MHOH, ABLE be on different schedule than RR? At secondary it may need to be not an A/B schedule but an A/B/C schedule, since DI is smaller already then, they could come more frequently since less kids in room to start
12. Cubicles to create space.

13. Can parents continue therapy at home – such as teletherapy if they choose? Could they do teletherapy in school setting
14. Extended year with 180 days to rotate schedule
15. Staggered start times – we can make program specific recommendations based
16. Goals in preschool are around collaborative work/play with others, we may need to review goals – need to look at the most important things to work on given the current situation, multiple goals or really focus on the most important skills
17. What are outside services doing to provide safe environment (SLP, OT, behavior therapy, medical facilities, etc..)

Follow Up/Next Steps:

We should have more guidance from OSPI specifically for Sped by next meeting

Goal to have recommendations by June 25th to send to steering committee

Next meeting will focus on narrowing recommendations (3-4 per question) as well as Program specific recommendations.

Next Meeting Date: 6-18-20