**AGREEMENT BETWEEN**

**Independent School District**

**196 Rosemount, Minnesota (ISD 196)**

**And**

**Dakota County United Educators**

**Local #2006, Education Minnesota AFT, NEA, AFL-CIO (DCUE)**

**Special Education**

1. **Link to special education page with parameters for each subgroup. (Coming Soon)**
2. **Home Visits**

Per the MDE 2020-2021 Planning Guidance for Minnesota Schools released on July 2, 2020, the following was noted with regard to Early Intervention services in the home in a hybrid model: “Early intervention services will be conducted in settings that can ensure compliance with guidance provided by the Minnesota Department of Health, including social distancing.” AND “A school district or charter school may allow school staff to visit a student outside their home to provide ECSE services and build and preserve relationships with the student and their families. School staff should not enter a student’s home. Staff, and families shall follow current MDH and CDC Guidance.”

1. **Special Education, Counselors, Psychologists, Speech-Language, Occupational and Physical Therapists and other Related-Service Providers**

The parties agree to meet at the request of either party to address implementing guidance from MDE in order to provide equitable and appropriate education for students with special needs during Distance Learning.

* 1. Special education teachers and paraprofessionals will work collaboratively with core content teachers to adapt lessons to meet the needs of students in a remote learning environment and ensure that lessons and activities are appropriate, as documented in the student’s IEP.
	2. All students with a 504 plan or IEP will be provided continuity of learning through a variety of resources during distance learning and/or a hybrid model, as appropriate.
	3. Related Service Providers (e.g., Adapted PE, PT, OT, PI, Speech), will prepare appropriate distance learning and/or hybrid model activities.
	4. The parties agree that the school-based multidisciplinary IEP team, along with the parent or guardian, with guidance from the special education leadership team, are in the best position to make decisions related to the social, emotional, and academic development of the student as well as the duration and intensity of delivery service(s) needed and to provide to over FAPE as defined by state and federal guidance..
	5. Virtual tools shall be used whenever possible to hold any necessary IEP meetings and to meet and collaborate on a student’s IEP.
	6. School psychologists may provide appointments for students for social, emotional and/or behavioral needs as deemed necessary by the psychologists, as well as communicate with families to provide support. Any scheduled appointments may be conducted by telephone or virtual tools, so long as the privacy of employees, students, and/or families can be guaranteed.
	7. Speech and language pathologists, occupational therapists and physical therapists may provide individual and/or group lessons in a variety of formats including in person, via email, by telephone, or other virtual tools, as appropriate.