

<p>Location: ZOOM Meeting</p>	<p>SELM</p> <p>Special education labor management</p>		<p>ROLES: Facilitator: Caroline and Matt Notetaker: Jodi Timekeeper:</p>
	<p>Contract Language to review:</p> <p>12.3 Special Education Labor Management Committee: 12.3.1 Purpose: A joint committee shall meet on a monthly basis to develop and review policies and practices related to the delivery of student and Special Education services in the District and be proactive in resolving issues of concern to both parties. 12.3.2 Membership: The committee shall consist of an equal number of members appointed by the President of the Federation of teachers, Local 59 and the Superintendent. 12.3.3 Scope: Topics that the committee shall address include but are not limited to:</p> <ul style="list-style-type: none"> a. Workloads b. Paperwork reduction, duplication, data collection and information management c. Support for IEP due process requirements d. Selection and use of funds for curriculum and materials e. Facilities and working conditions f. Professional development g. Support for schools to deliver focused interventions for students with special needs h. Preparation time i. Residency Program for Special Education J. Loss of prep K. Building sub/ loss of prep <p>Members Present 2/14/24 Andrew Meierding, Director, Caroline Long SERT, Matt Pellowski, SERT, Nolan Murphy monitoring and compliance, Julie Payne-McCullum ECSE, Meagan Harvey, setting 4, Rob Purple, school psych, Kaley Czech OT//PT manager, Courtney Holmes director, Michele Lee-Reid setting 3 DCD, Summer Pavon school nurse, Jennifer Frisbie social worker, Jodi Dezale SLP,</p>		<p>Date:2/14/24</p> <p>Time: 4:30 to 5:30</p> <p>Location: MFT - ZOOM</p> <p>https://us06.web.zoom.us/j/81524334132?pwd=xIGGvRQzvakbwmZePZDb9Gcaa2zdJK.1</p>
<p>Agenda Topic</p>	<p>Topic Leader-time</p>	<p>Discussion/Information Notes</p>	<p>Actions to take</p>

Check in	2 min	<p>Purpose Connector: Where did you spend Super Bowl Sunday? And did you buy Usher tickets yet?</p>	
Updates		<p>12.3.1 Purpose: A joint committee shall meet on a monthly basis to develop and review policies and practices related to the delivery of student and Special Education services in the District and be proactive in resolving issues of concern to both parties.</p> <p>What buildings are short staffed and what supports are being given? How are students getting their service minutes met in buildings that are short staffed?</p> <p>Concerns were raised about how to manage low or missing staff member positions, Special Ed Department is providing support via teacher emeritus staff for due process support, coaching and other assistance. Each director has a fe people to assign as supports .Have recently begun working with a staffing agency. Realigning district level supports into positions as needed. THE secondary DPF and itinerant support. Using staffing adjustment and asking teacher with special ed license that moved into intervention positions as well. Compliance office manager is meeting with those sites most impacted to go over spreadsheets and help maintain compliance. Schedules are being re worked for staff and students to help assure obligations are being met..Camden heavily impacted but other sites also significantly impacted. Teachers can work with building admin and special ed director assigned to their school to problem solve and address shortages as well as working with Nolan to address compliance. SOme protocols exist for tracking missed service and how to make up - if it leads to educational harm how to address compensatory education.</p> <p>In one situation a general education teacher was concerned about student behavior secondary to missed SEL support that has resulted in disciplinary action. Nolan can work toward sharing the protocols that have been established to help better understand the recommended responses but responsibility falls to principals.to make decisions on a case by case basis.</p>	

		<p>Questions about sites where issues have been chronic and addressing situations when building administrator has not been supportive to staff.</p> <p>Senior leadership has approved a contact with a staffing agency to help recruit candidates. Those candidates are then sent through MPS processes and names are sent to admins in high need buildings. Directors have shared recommendations on how to potentially identify candidates but actually hiring continues to go through buildings and HR. Resources are being shared with principals to help them know how to reach out to district people that connect directly to staffing agency.</p> <p>The early contract pool has been created for next year and directors are reaching out to connect with colleges and universities to let people know they can be applying for early contract access.</p> <p>With the staffing adjustments that have been happening the rates of out of compliance issues are near to more expected levels and significant progress has been made in getting back to being in compliance.</p> <p>Question was raised about how missing services are tracked and situations when compensatory services may be warranted, Comp ed is an agreement between district and family when it may have reached a level of educational harm. Monitoring and compliance should be involved if comp ed is being considered. Sometimes staff training is required to avoid potential future issues and not make up services. An IEP meeting should take place to determine whether services can be provided in different way. Missed services does not automatically lead to comp ed if the complaint determines it didn't rise to the level of educational harm.</p> <p>Non public- How can families suspend services without revoking? Is the team responsible for continuing to follow deadline for a student who has suspended service?</p> <p>Non public FAQ has recently addressed this, https://docs.google.com/document/d/1zZUxXILWqInp6_5IdTVBdtpDJzuD6wGaTcsPuClrY-0/edit</p>	
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SB	Hai-Yen & Courtney	<p>Guidelines document- What is SB? What is SB not? SB- Etc. Should be reviewed each school year at sites that have SBs.</p> <ul style="list-style-type: none"> - Workload concerns — combining SB with other workloads - Misconceptions - Who should be responsible for the paperwork? <p>School Based (SB) services provide staffing allocation from SPED Department (1.0 FTE SPED teacher and 2 SEAs) to serve students with significant social-emotional-behavioral needs, across a variety of disability areas, within their community school. The SB teacher serves multi-categorical federal setting III students with Social Emotional Behavioral needs within a self-contained program delivery model. School Based services allow schools to keep students with federally setting III IEPs in their community school while customizing the student schedule, SPED services, and access to social-emotional-behavioral curriculum and</p>	

		instruction. SB teachers serve as case manager for 10 students (Max 12) based on workload and student unique needs as well as categorical disability.	
Planning time with SEAs		Benefits of planning time with SEAs Can money saved by vacancies be used for planning time? Matt's school story	
Edplan		Can we start adding features to Edplan to help reduce workload?	
Next Steps		From May 2023 meeting- For Next Year- Workload Formulas Progress Reports	

<p>Norms:</p> <ol style="list-style-type: none">1. Problem Solving Mindset2. Meeting with a Purpose3. Safe, multi-modal communication4. Non-judgemental, all voices heard in a safe environment5. Be present- limit technology, multitasking, side conversations6. Be aware of your participation		<p>Parking Lot:</p> <p>Upcoming Dates:</p> <p>3/13/24</p> <p>4/17/24</p> <p>5/8/24</p> <p>6/12/24</p>
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