

Location: ZOOM Meeting	<h1 style="margin: 0;">SELM</h1> <h2 style="margin: 0;">Special education labor management</h2>		ROLES: Facilitator: GinaMarie and Matt Notetaker: Jodi Timekeeper:
	<p>Contract Language to review:</p> <p>12.3 Special Education Labor Management Committee:</p> <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>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.</p> <p>12.3.3 Scope: Topics that the committee shall address include but are not limited to:</p> <ol style="list-style-type: none"> <li>a. Workloads</li> <li>b. Paperwork reduction, duplication, data collection and information management</li> <li>c. Support for IEP due process requirements</li> <li>d. Selection and use of funds for curriculum and materials</li> <li>e. Facilities and working conditions</li> <li>f. Professional development</li> <li>g. Support for schools to deliver focused interventions for students with special needs</li> <li>h. Preparation time</li> <li>i. Residency Program for Special Education</li> <li>J. Loss of prep</li> <li>K. Building sub/ loss of prep</li> </ol> <p><b>Members Present</b> <span style="color: orange;">Caroline Long, Jodi Dezale, Julie Payne-McCullum, Michelle Lee-Reid, Nolan Murphy, Hai-Yen Vo, Meaghan Harvey, Angie McCracken, Kaley Czech.</span></p> <p><b>Observers:</b> <span style="color: orange;">Mackenzie Brill</span></p> <p><b>Absent - multiple people at special ed resource fair, Kris Geiger, Sara, Deeqa, others absent Aria, Gina, Rob, Matt, Almas, Rob</b></p>		<p><b>Date:</b>5/11/23</p> <p><b>Time:</b> 4:30 to 5:30</p> <p><b>Location:</b> MFT - ZOOM</p> <p><a href="https://us06.web.zoom.us/j/88979907904?pwd=eGJIL3ZaVjk2UWtJOUhKdnVESHIKUT09">https://us06.web.zoom.us/j/88979907904?pwd=eGJIL3ZaVjk2UWtJOUhKdnVESHIKUT09</a></p> <p style="color: orange;">May notes in this color</p>
<b>Agenda Topic</b>	<b>Topic Leader-time</b>	<b>Discussion/Information Notes</b>	<b>Actions to take</b>
Check in	2 min		

Updates		<p>CEU? Nolan is going to investigate whether the group can receive CEUs for meeting time. Will send email and include Caroline.</p>	
SOEI/ Best Practices		<p>From Andrew Meierding-</p> <p>In my work in cross departmental collaboration with HR, ARE, and SPED focusing on MPS Academy our new ABS teacher licensure pathway, two needs were identified within our special education department. One of which is the need for a more aligned SOEI framework for our special education teachers. The other is the need for a guide that supports our educators in what defines a quality IEP.</p> <p>I have begun <b>drafting</b> two documents to support these needs and wanted SELMs voice included during the development. I provided you both these documents in the hope you are able to review them and let me know what you think would be the best next steps in the process of gathering input from the rest of the SELM members.</p> <p>I want to reiterate that both of these documents are in <b>DRAFT</b> form. Please do not share either of these documents until we have a more final draft of these frameworks and have decided as a team to move forward in this direction.</p> <p><a href="#">☰ DRAFT- High Quality/Best Practice IEP Guide</a>  <a href="#">DRAFT- High Quality/Best</a></p> <p><a href="#">☰ DRAFT- SPED Teacher Outcomes - Look Fors/SOEI A...</a>  <a href="#">Practice SPED Evaluation Guide</a></p> <p>Documents related to MPS academy new teacher licensure program that SOEI is not user friendly in a special education environment. Compilation of look for documents with attempt to align with SOEI. Working</p>	

		<p>documents in draft form for SELM to provide feedback. Information was collected from SLP manager around role specific resources. Further conversation planned for next month. DPFs and others may then pilot. Matt offered his perspective and to engage in looking at options in this area. Discussion of options such as observation during IEP meeting and following through with document creation and implementation.</p> <p>High Quality/Best practices IEP guide Lead of document includes consult DP manual for more complete information. Considered addition of a not to indicate that the IEP participant list may include other people. Considered possibility of adding page number or hyperlinks to DP manual directly to document. Also discussed possible example language and possible pros/cons. Discussion of parent friendly language point and Nolan shared that there is a training coming up on plain language. Discussion of recommendation for Vocational Rehab counselors that are recommended for high school IEPs - that these people can be difficult to reach. Career tech schools within schools are opening and they have some pieces with this that may make it more accessible. Staff are assigned to certain sites. Discussed when to introduce some of this type of service such as given overview to parents at grade 8 IEP. Importance of adding course substitutions for HS IEPS and graduation plans. Comments welcome in document. Discussion of PCA service plan that involves SEA time related to ADL or medical or health needs. It was recommended that this section mention the personal care plan that documents these PCA services. This is a newer requirement and may need more attention and sign posting the information. Support is available for filling these out - lead of 3rd party billing is Jennifer Whitcomb. Discussion of special education not being a place, inclusion is a right, and language around student with special education needs. Consideration for the statement about ESY as to whether a student could attend summer school without supports. Possible language and case law around ESY and summer opportunities and ESY less needed if parents can provide educational structure.</p> <p>SpEd teacher outcomes -look fors/SOEI aligned May need more discussion about this when Andrew and Deeqa can participate. Unsure of status of this document</p>	
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<p>Evaluation question/  Complex new arrivals</p>		<p>Is there circumstances in which the a piece of an evaluation might happen rather than whole team? Dealing with students returning to public school from ABA programs that have paperwork challenges.</p>	

<p>Next Steps</p>		<p>For Next Year-          SB- Guidelines document- What is SB? What is SB not?          Etc. Should be reviewed each school year at site that have SBs.          Workload Formulas          Progress Reports</p>	
<p><b>Norms:</b></p> <ol style="list-style-type: none"> <li>1. Problem Solving Mindset</li> <li>2. Meeting with a Purpose</li> <li>3. Safe, multi-modal communication</li> <li>4. Non-judgemental, all voices heard in a safe environment</li> <li>5. Be present- limit technology, multitasking, side conversations</li> </ol>		<p><b>Parking Lot:</b></p>	<p><b>Upcoming Dates:</b>          Next School Year.</p>