

<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:</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> <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 4/17/24 Caroline Long, SERT contract alternative, Matt Pellowski SERT, Matthew Lau, Psych, Carissa Tebben, ECSE lead, Andrew Meieirding, Elementary director, Julie Payne-McCullum, ECSE, Aria Campbell, Meagan Harvey Setting 4, Summer PaVon, Deeqa Hussein, Executive Director, Michelle Lee-Reid, HS setting 3, Jose Rodriguez, Hai-Yen Vo, Director, Jennifer Frisbie, Valerie Crawford, SB</p>	<p>Date:4/17/24</p> <p>Time: 4:30 to 5:30</p> <p>Location: MFT - ZOOM</p> <p>https://us06 web.zoom.u s/j/8152433 4132?pwd=x iGGvRQzvak bwmZePZDb 9Gcaa2zdJK .1</p>

Agenda Topic	Topic Leader-time	Discussion/Information Notes	Actions to take
Check in	2 min	Purpose	
Updates	10 min	<p>Introductions</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>Review of Norms</p> <p>Change of structure to meeting Reviewed this change to 3 minutes, consider making timer more visible.</p> <p>3/13/24 Discussed monitoring time in order to balance participation and assure all issues are addressed with additional questions posted in document for follow up. General guideline of keeping contributions to around 2 minutes and allowing the option for someone else to speak, adding timekeeper.</p> <p>In June, we would like to do a review of SELM progress. Did we meet the criteria outlined in the contract?</p> <p>Discussion of progress report out to members, creation of fully accessible rolling agenda, and some of the recent accomplishments of the group.</p>	
SB	Hai-Yen & Courtney 30 mins	<p>Guidelines document- What is SB? What is SB not? SB- Etc. Should be reviewed each school year at sites that have SBs. -What would these procedures look like?</p> <p>Review considerations, Deeqa explained that SB is comparable to other setting 3 programs and questioned whether all setting 3 programs would receive similar review. Response indicated that SB had more potential misconceptions and was more in need of review than what other programs may need. It was acknowledged that</p>	

		<p>implementation has become somewhat messy and that success has varied across sites. Options for giving some site autonomy and make things equitable. Consider the possibility of conversation around expectations and plans for a one pager to cover the program expectations and balancing site autonomy with program expectations. Questions were raised about the purpose of program review and discussion of setting 2 services and cross programming. Students with setting 2 minutes should not be case managed by SB staff - expectation is resource students would not be a full part of SB caseload. These students should not be served in a program that may be somewhat less rigorous. SERTS should not take on an SB student or taking students out of their LRE and putting them in a more restrictive placement. If a team feels that a student needs more support the IEP should be changed and SEPP forms completed. Going beyond 2-3 sessions and changes should be made. Worked to clarify case management vs direct service provision and wanting to avoid violating labor agreements and keep staff working within their licensure area. Some exceptions may happen but this should not become the norm. A situation that has occurred previously that involved a SERT serving and SB caseload in addition to setting 1 and 2 students due to a staff vacancy. Response included that short and long term plans are in place for handling vacancies which vary across sites with goal of keeping everything in compliance. Additionally, it was pointed out that leadership is working closely with HR to address shortages. Decisions are based on research and numbers in each case. Information is taken from each scenario in order to support and refine responses. With recent completion of budget tie out the pending vacancies look better than at this time last year. This is impacted by some people returning to special ed roles from interventionist positions and offers of 32 early contracts. A questions was raised about training and supports for staff new to SB role or coming from resource positions. Wlth 1 pager document there will also be a plan to develop supports and program standards so schools can implement with best practices. A question was raised about possible training related to SERT and SB partnerships. Clarification was sought regarding whether cross programming was only for SEK or could also be academics and response was that buildings have leeway to make those decisions. Results of this type of arrangement can serve as data related to student needs and should be completed as a collaborative effort and plans could be made /discussed at</p>	
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Edplan	Andrew and Nolan	<p>Can we start adding features to Edplan to help reduce workload?</p> <p>Present levels of performance between evals and IEP FBA—can this prepopulate into the BIP Educational Needs</p> <p>Screen for IEP—can you add PWN and ESY implementation plan?</p> <p>Can new evals be blank?</p> <p>Evals—can each test copy into the Add results part?</p> <p>Can EdPlan be on Central Standard Time</p> <p>What questions do you have for us about how teachers are experiencing EdPlan</p> <p>In the process of creating an Edplan 101 course that will support all new and current MPS staff with Edplan tools and resources. This course will be housed in successfactors and will be able to be assigned to specific staff. This course should be ready for August 2024</p> <p>Possibility of directors taking questions to PCG (The EdPlan company) Could present levels auto populate from eval into IEP? Suggested to move these to May agenda and they will be addressed in directors meetings with more information shared at that point.</p>	
SEPP Process		<p>Are the SEPP procedures in EdPlan current? If not, when might it be updated? Consult the due process notebook regarding SEPP procedures</p> <ul style="list-style-type: none"> - Where can the SEPP process paperwork be found for SB? <p>Sec. 13 - SEPP Policy and Procedures 12.24.pdf</p> <p>What are the current practices that should be followed?</p> <p>Teams should consult the Due Process notebook, chapter 13 SEPP process, site assigned DPF and/or Director..</p> <p>Teams should be conducting 6 weeks of targeted and documented interventions focused on the specific behaviors of concern. The team should also have an updated and aligned BIP and FBA.</p> <p>What questions do you have about how teachers experience the SEPP process?</p>	

<p>Next Steps</p>		<p>From May 2023 meeting- For Next Year-</p> <p>Workload Formulas Progress Reports</p> <p>Next Year- 2024 - 2025 Planning time with SEAs - We need to find a way to do this? What are you doing to solve this?</p>	
<p>Norms:</p> <ol style="list-style-type: none"> 1. Problem Solving Mindset 2. Meeting with a Purpose 3. Safe, multi-modal communication 4. Non-judgemental, all voices heard in a safe environment 5. Be present- limit technology, multitasking, side conversations 6. Be aware of your participation 7. Civil and Respectful Engagement 		<p>Parking Lot:</p>	<p>Upcoming Dates: 5/8/24 6/12/24</p>