

<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 Matt Pellowski SERT, Andrew Meirding sp ed director elementary, Carissa Tebben, director ECSE Carolyn Long SERT , Nolan Murphy director monitoring and compliance, Jodi Dezale, SLP, Rob Purple school psychologist Courtney Holmes director of Sp Ed secondary Julie Payne-McCullum ECSE, Hai-Yen Vo Elementary SpEd director, Jose Rodriguez SERT, Almas Merchant ECSE</p>	<p>Date: 1/10/24</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>

Agenda Topic	Topic Leader-time	Discussion/Information Notes	Actions to take
Check in	2 min		
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>	
SOEI	Andrew	<p>MPS Academy Update</p> <p>From Andrew Meierding-</p> <p>In our 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>We have begun drafting two documents to support these needs and wanted SELMs voice included during the development.</p> <p>We want to reiterate that both of these documents are in DRAFT 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>Please place comments and suggestions directly on each of the documents.</p> <p>☰ DRAFT- SPED Teacher Outcomes - Look Fors/SOEI A...</p> <p>☰ DRAFT- High Quality/Best Practice IEP Guide</p>	

		<p>Discussion from meeting about above content. MPS Academy new ABS teacher licensure pathway was recently approved. Participants will be teacher of record with tier 2 license, 15 month program which will include ESY at middle and high school and school year at Elementary that uses functional phonics. Candidates enrolled for cohort that was unable to start will get priority now that roll out is happening. It is not affiliated with a university and will be paid while going through the program. When completed they will receive a tier 3 license. Will receive support of a mentor and faculty. Total program is 12 modules. This will help fill vacancies at eligible sites. Looking at ways to support candidates - feel that model will be supportive but looking to make sure placements are successful and that program can be finished and candidates can be retained.</p> <p>Documents were developed to serve as an addendum to main SOEI rubric that can be a better fit for some special education positions. Request that members of SELM look at the documents and give input that can be discussed in order to have supports for cohort and serve a resources for special education staff. Goals to make SOEI fair and equitable for special education teachers. Review from equity team was that anti racist practices be explicitly named and addressing overidentification of students of color.</p> <p>** new info from 1/10/24 meeting**</p> <p>Several SELM members have given feedback. Andrew will integrate suggestions and relevant staff will begin to pilot. MPS Academy and HR will review. MPS Academy cohort will begin in June hiring a target group to get early contracts to fill vacancies and move toward tier 3 ABS license at the end of 15 month program. Encourage people to recruit potential members to cohort. Must be placed in an elementary site that is doing functional phonics and has a vacancy. They will then do ESY in summer with middle or high school. Questions about possibility of .5 positions. Functional Phonics is anticipated at 21 sites. Many factors influenced the push to have cohort members get full experience in K-5 reading.</p> <p>Further discussion of SOEI documents (originally planned as support for MPS Academy participants) and has now</p>	
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		<p>been expanded as possible resource for administrators used for evaluation/reflection. Discussion of making the “look fors” as objective as possible so that it appropriately considers situational specific factors. Consideration that best practice reflects multiple interactions with staff members involved in observations in order to have context.</p> <p>Discussion of a look for that refers to having student tools - who provides those? Talked about referencing use of MPS curriculum. How to explain needs in IEP and ways of meeting educational need and staying in compliance. Several members supported the need to make a list of who is responsible for purchase of tools and help staff know where to reach out in order to get needed materials. Kaley and Hai-Yen working on getting access to tools and sensory space for all schools. Increasing identifying responsibility for providing tools building, program, department. In ideal situation could access DPFs with these questions. Also have special ed support request form as option for getting information and resources. This resource has appeared in DPF update and at top of special ed staff facing website. References to student spaces are difficult when assigned areas are out teacher control. The look for items are representative examples and not mandatory items. It is difficult to cover how these factors impact providers such as birth-3 staff. Looked at ways to include outliers and those that have roles not well encompassed in current SOEI structures. Some issues of how to find time to meet the featured example. How can we add to this to give valuable feedback and help improve practice? Could an additional document or plan be put into place to help assure that teachers have resources to address the look fors and provide services that reflect best practice. Discussed that these documents are part of a package and it is important that the needed processes are taking place and observers understand the features of the entire process. Desire to understand how these pieces fit within the larger picture of SOEI and the process. Concern about implications for work force when observers might not be clear on implementation and how all aspects fit together. Staff often feels it is a “gotcha” and does not find the process supportive. Initial process came out of a corrective action plan and people have negative feelings from history and how the system developed. Requested continued feedback on the 2 documents for</p>	
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		additional review and piloting. Unsure of timeline for larger district review of SOEI but hoping to have these documents available for MPS Academy. Suggested that PAR mentoring team dealing with special ed. May also provide good feedback.	
SB	Hai-Yen & Courtney	<p>Guidelines document- What is SB? What is SB not?</p> <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 instruction. SB teachers serve as case manager for 10 students (Max 12) based on workload and student unique needs as well as categorical disability.</p>	

<p>Planning time with SEAs</p>		<p>Benefits of planning time with SEAs Can money saved by vacancies be used for planning time? Matt's school story</p>	
<p>Next Steps</p>		<p>From May 2023 meeting- For Next Year- SB- Etc. Should be reviewed each school year at site that have SBs. Workload Formulas Progress Reports</p>	
<p>Norms: 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</p>		<p>Parking Lot:</p>	<p>Upcoming Dates: 2/14/24 3/13/24 4/17/24 5/8/24</p>

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