

<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 3/13/2024 Caroline Long special ed contract alternative, Andrew Meierding director elementary, Jose Rodriguez special ed , Meaghan Harvey setting 4, Carissa Tebben Director ECSE, Erin Lawrance SLP manager, Michelle Lee-Reid, Nolan Murphy Director Monitoring and Compliance, Rob Purple school psych, Summer PaVon nurse, Hai-Yen Vo director elementary, Courtney Holmes Director secondary, Matt Pellowski SERT Jennifer Frisbie, Deeqaifrah Hussein</p>	<p>Date:3/13/24</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	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</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>	
SB	<p>Hai-Yen & Courtney</p> <p>30 mins</p>	<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>	

		<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.</p> <p>Purposes and evolution of SB (school based) - designed to allow students with setting 3 to attend community school regardless of disability area when they have some level of social emotional learning. Some ability to allow setting 1 or 2 students to cross program these students should remain on SERT caseload and would receive some services through cross programming. SEPP would be required to fully move a student onto the case load (and case management responsibility) for a SB teacher. Clarification of whether cross programming would only be for SEL service or if a student on resource caseload could receive academic support for SB teacher. Questioned whether every school has an SB classroom - report that every site received the allocation but not every school has an full SB program offered and attempt to clarify whether sites that do not have the model staffed in typical setting 3 service fashion could refer students to other sites. Anecdotal observation that most North side schools have a complete SB set up where South side schools may not have the arrangement and are referring students with extreme behaviors to other sites. Also, the possibility that a single teacher and pair of assistance may need to cover a very wide ranges of age and needs to service within the students that fall into the SB classification. It was suggested that those which may have a wide range of needs or struggle to serve a student that they consult with Special Ed director to change a student placement. Currently not every elementary has an SB allocation and no site has a single setting 3 teacher - elementary sites may have an SB as an extension of other setting 3 programming in the building. Directors are working to get students placed in categorical programs when appropriate or necessary as well as allowing options for students to stay and receive services in their community school. The difficulty of scheduling for k-5 in a single special education classroom and accommodating lunch and grade level schedules as well as managing behaviors and needs of the varied age levels is difficult. It was indicated that some of these challenges have been addressed by having multiple setting 3 rooms at a site (e.g. k-2 and 3-5). A question was asked related to whether a student could be transitioned from current site to a program with an SB site. It is designed to keep students in their community school so should not be receiving students from other sites.</p>	
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<p>Planning time with SEAs</p>	<p>20 min</p>	<p>Benefits of planning time with SEAs Can money saved by vacancies be used for planning time? Matt's school story</p> <p>Desire for extended time for SEAs similar to last year rather than bell to bell in order to facilitate planning time and ability to create programming consistency. It was reported that principals previously could pay for up to 5 hours a week for SEAs if the building has funding available so this would be one a site by site basis. SEA Time beyond direct student contact is not reimbursable which has limited options. It was reported that directors worked hard in the face of budget cuts in order to not impact direct classroom supports and the decision was</p>	

		<p>made to cut district level supports in order to maintain the current structure with 2 SEAs rather than reducing to 1. Finance reports that funds from the vacancies cannot be used to provide additional SEA pay as the funds are recaptured in a different way. Concern was raised at how and when support staff can read and ask questions about IEPs and complete tasks such as logging and checking email since it takes away from direct student contact. Time should be embedded in day for those basic tasks. The expectation for completion of training and PD also took staff away from direct student contact.</p>	
Edplan		<p>Can we start adding features to Edplan to help reduce workload?</p>	
Next Steps		<p>From May 2023 meeting- For Next Year-</p> <p>Workload Formulas Progress Reports</p>	

<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>4/17/24</p> <p>5/8/24</p> <p>6/12/24</p>