

<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 5/8/2024 Caroline Long. Meaghan Harvey, Matt Pellowwski, Michelle Lee-Reid , Andrew Meierding, Nolan Murphy, Courtney Holmes, Jodi Dezale, Erin Lawrence, Rob Purple, Julie Payne-McCullum, Carissa Tebben, Almas Merchant, Jose Rodriguez, Hai-Yen Vo, Summer Pavon, Deeqa Hussein</p> <p>5/8/24 notes in this color</p>		<p>Date:5/08/24</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	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> <p>Review of norms and structures - June meeting is expected to be a summary of progress for MFT members and looking forward to tasks and structures for next year. Multiple members spoke in support of increased collaboration and shared agenda creation to increase productivity of the group. Final SELM meeting for the year is scheduled for 6/12/24.</p>	
SB	Hai-Yen & Courtney 30 mins	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>Update: MFT looks forward to reviewing the 1 page document about SB classrooms with MPS next school year.</p> <p>Document will be shared within the next 2 weeks for some review by this group with goal of being made public by the end of the month.</p>	
Edplan	Andrew and Nolan	<p>Can we start adding features to Edplan to help reduce workload?</p> <p>**What are the updates to this?</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> <p>PCG annual meeting - the PCG group shared about the transition playbook and shared information about the MA revenue that is generated by the district. Yearly review usage, and fiscal pieces are a part of annual meeting. It was indicated that refining systems and addressing workload was possibly a separate meeting. A follow up question was addressed related to the transition playbook which is a 36 lesson program of teaching skills and also some aspects of transition assessment. There was not a decision as to whether MPS will purchase this. Nolan offered to look at the list (as presented in the agenda</p>	

		<p>above) and look at how to potentially address it. A meeting took place regarding the need to make adjustments to the portions of EdPlan that involve tracking behavior data. EdPlan is costly and the contract will be scrutinized to assure that we are getting maximum support before paying for additional features. Academic progress monitoring will also be further discussed.</p>	
<p>SEPP Process</p>		<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.. 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>The SEPP process has been recently updated and difficulties were found related to responding and updating paperwork for students returning from care and treatment settings. In this situation documentation may be unclear and a system will be created for supporting this transition that involves the school team. This is of less concern when a student is coming from a program that MPS is involved with (e.g. Stadiumview). These internal procedures are based on federal law and can be updated as issues arise. Additional questions were raised related to when paperwork does not reflect having followed the SEPP procedure. This process impacts students moving from setting 3 to 2 or going from setting 3 to lower setting. MPS is currently about double the expected number of student receiving setting 3 supports. Going to a more restrictive setting receives closer scrutiny than reducing services. There was questions related to moving students in and out of SB programs - designed to accommodate</p>	

		<p>students up to setting 3 but could cross program for a student that is not case managed or counted on the SB list but needs the social emotional instruction provided in the SB services. If the student needs setting 3 support the process for full placement in SB should be the same as other movements into setting 3 programs. A specific case example was offered related to a complex placement situation. In the case of admin transfer procedures are different and not governed by the SEPP process. Discussion of how cross programming may inadvertently lead to a student spending more time in the special education setting for a variety of reasons, including claimed lack of SEA to provide support. The IEP should reflect the service that students are receiving and should consistently be maintained to reflect student needs and level of support required for them to access FAPE. There are additional situations, such as when a student might be up for expulsion, that a unilateral placement would be made outside of the more common placement process. Further questions were asked about potential training in data collection and organization for SEPP. Reference was made to previous PD related to data based decision backing that may need to be offered again. There is a list of training priorities and attention is being given to developing online modules to address some needs. About 120 responses have been received to the survey about PD needs and they are looking for common themes and ways to address needs. Additional discussion took place related to data collection and difficulty of standardizing data collection as it can be very individual. If following the SEPP process with fidelity it asks for an updated behavior intervention plan and should go beyond explaining behaviors to identifying intervention used and whether it is making a change. Over time it is possible that more examples could be offered related to data collection. The importance of involving school psychologists when considering a change in placement was reiterated multiple times. Documentation is needed that all possible aids and services have been exhausted in the current setting before a more restrictive setting is selected. While google tools can be used, student data must be protected. Due to high numbers of students in setting 3 and 4 MPS has the right for district oversight of placements/review process.</p>	
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<p>Extra 10 minutes</p>		<p>Will Case Managers have to amend IEPs to account for the longer day? If so, will case managers be compensated for the extra time to amend them?</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? -SB one-pager -Writing curriculum and CBMs</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: 6/12/24</p>

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