



Location: ZOOM Meeting	<p style="text-align: center;">SELM</p> <p style="text-align: center;">Special education labor management</p>	ROLES: Facilitator: Caroline 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> <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><u>Members Present</u> Matt Pellowski, Caroline Long, Nolan Murphy, HaiYen Vo , Michlle Lee- Reed, Carissa, Tebben, Andrew Meierding, Meaghan Harvey, Sandy Spray- Kerr Almas Merchant. Julie Payne- McCullum, Bea Benda, Kaley Czech, Deeqaifrah Hussein</p> <p>Jodi Caroline Jose Rodriguez Rob Purple Andrew Mierding Carissa Tebben Courtney Holmes Deeqaifrah Hussein Erin Lawrence Hai-Yen Vo, Julie Payne-McCullum Meadghan Harvey Michelle Lee-Reid Nolan Murphy Matt pellowski</p>	<p>Date:12/13/23</p> <p>Time: 4:30 to 5:30</p> <p>Location: MFT - ZOOM</p> <p>https://us06web.zoom.us/j/81524334132?pwd=xIGGvRQzvakiGbmZlPZDb9Gcaa2zdJK.1</p>

Agenda Topic	Topic Leader-time	Discussion/Information Notes	Actions to take
Check in	2 min		
Updates		<p>***SERT being used as behavior support. Interfering with service minutes to other students, preps, and duty-free lunch.</p> <p>Discussion of discipline practices and need for PD around different needs of general education and special education students when it comes to discipline. Problems with attempting to apply punitive discipline. Suspension rates are persistently higher for students with special education need. Issue of changing district wide culture. Need to assure that case manager or a member of the IEP team is being consulted as part of process when discipline is occurring. There is currently a group meeting to discuss discipline looking at who is involved in this group which meets during school day. Nolan can serve as connector to this group. Consideration of how to make sure that building deans have the information they need for when interacting with a special education student. Concern about how and when to include team members without interrupting the service of other students. One case manager indicated that he asks students to attempt to deal with him rather than getting caught up with general education behavior staff. Discussed that it would be impractical to direct all sites to use same plan. Need to help special education staff to understand their level of obligation to support students and how to assure that other staff are prepared to support and implement the plans for students receiving special education. Each building needs a manageable system so that special education instruction can go forward.</p>	

		<p>CEU? Nolan is going to investigate whether the group can receive CEUs for meeting time. Will send email and include Caroline.</p> <p>Need to discuss best way to break down - hourly vs full year. Getting access to folder so it can be monitored.</p> <p>From Nolan on progress reports - MDE directors forum, usual compliance audits, Progress reports will be reviewed this year so it would be preferred to continue with not having IEP serve as PR and will look at what citations are given. Will be meeting with Rebecca from MDE and should have more info next month. Talked about overall required work - paperwork demands, and what information is required in progress reporting. Discussed reasons why data might not be available (attendance) and possible need to adjust if multiple PRs indicate not likely to achieve goals and move up IEPs. Discussed the need for documenting multiple contacts and be sure contacts are visible.</p>	
Due Process Clerks	Nolan	<p>Can due process clerks fix SPED teachers' mistakes?</p> <p>Discussed job responsibilities for the clerks, access to student data, how need for change is communicated, time spent in finding correct dates.</p> <p>Due process specialists are doing essential functions and can't correct mistakes Other districts appear to be doing some of the clerical things that SERTs are doing in MPS. We are not staffed to have this. It is possible that the due process staff will be cut which would force buildings to take on more. In MPS this includes child count, records management, spreadsheets, checking dates.. They look at all of the 6000 district IEPs. Nolan is supervisor of this staff and he reports they are doing a high volume of high quality work. Due process office specialist job description will be shared with group. Concern with someone not on</p>	

		<p>the IEP team making changes to correct documents. We have currently moved to building based decisions about roles and responsibilities. We don't currently have staffing model that allows them to do things like mail notices. One person was just promoted to be able to do some of the support for EdPlan documents. Adjusting to increase their ability to do things in EdPlan would require more training and possibly adjustment to job classification. Concern about having edits done by a person that does not have name on the document. Social workers are no longer under special education. Decisions about balancing workload are made at the building level.</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</p>	

		<p>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 as 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>	
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>	

Next Steps		<p>SOEI - for December meeting Planning time with SEAs. Possibly continue due process clerk and SB program discussion.</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>	
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		Parking Lot:	
		Upcoming Dates: 1/10/24 2/14/24 3/13/24 4/17/24 5/8/24 6/12/24	

District Due Process Office Specialist:

ESSENTIAL FUNCTIONS:

Essential duties and responsibilities **may** include, but are not limited to, the following:

- Use PC laptop to review new special education due process documents created in EdPlan (web-based special education document database).
- Record/track compliance errors/concerns and notify case managers at assigned sites if corrections are needed.
- Meet with school principals and/or with the School Social Workers and Due Process Coordinators at assigned sites at least monthly to review due process compliance concerns.
- Check all new/incoming special education student records/files throughout the school year to make sure IEPs and evaluations are current/note compliance concerns.
- Use Richo MFDs (multi-function devices) at school sites to scan external special education documents to network folder, then rename PDF documents and batch-upload in to EdPlan.
- Collect/submit special education data needed for child count and system updates.
- Receive on-going training and assist Monitoring & Compliance division with self-monitoring of due process files per MDE guidelines.

- Additional duties if assigned to Davis Center location involve assisting the Out of District Liaison and Community & Residential Program Specialist, including requesting records from other school districts and forwarding them to the appropriate MPS school/program and using Microsoft Excel to track information on students who enroll in MPS from other districts with setting III or IV IEPs or from out of district placements. May also involve direct contact/communication with parents of these students.

- Additional duties if assigned to the North Star Special Education Records Center include sending educational records of current and previously enrolled MPS special education students to other educational institutions and outside agencies in a timely manner as required by law, sending MPS special education files from North Star to schools upon request when students return to MPS, maintaining a database to track special education student records within the district, and receiving/taking inventory of/storing MPS inactive student special education due process files sent by MPS sites to the North Star building.

- Other duties as assigned by the Due Process Office Specialist Supervisor and Special Education Monitoring & Compliance Manager