

<p>Location: ZOOM Meeting</p>	<p>SELM</p> <p>Special education labor management</p>		<p>ROLES: Facilitator: Gina 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: Gina Forman, Caroline Long Kris Geiger, Nolan Murphy, Michelle, Lee- Reid, Julie Payne- Macullum, ALmas Merchant, Kaley Czech, Meaghan Harvey, Andrew Meirding, Hai Yen Vo, Liza Tlnkham, Angie McCracken, Sara Stack, Valerie Crawford</p> <p><u>Absent:</u></p>	<p>Date: 12/08/22</p> <p>Time: 4:30 to 5:30</p> <p>Location: MFT - ZOOM</p> <p>https://us06.web.zoom.us/j/88979907904?pwd=eGJIL3ZaVjk2UWtJOUhKdnVESHIKUT09</p>
<p>Agenda Topic</p>	<p>Topic Leader-time</p>	<p>Discussion/Information Notes</p>	<p>Actions to take</p>
<p>Check in</p>	<p>2 min</p>		

Updates

Nolan will share the MDE documentation around this before next meeting* (still waiting on the document)

Document was placed in agenda that refers to MDE requirements for progress reports

Progress Reporting

Points of Clarification:

- IEP must clearly indicate the number of each method of progress reporting to inform parents. Do not use phrases such as "and/or" when sharing methods.
- No matter what the method, documentation must be in the file to show all required components of a written progress report including:
 - date
 - progress on goals and objectives
 - the extent to which progress is sufficient for the child to meet the goal by the end of the year.

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Part B IEP 509 158

Decision was made to stay with current system of written reports so that if cited about PR and correction was required it would require a new PR rather than additional IEP meeting. Further discussion over where it is identified that a correction would require a new IEP meeting if PR was embedded into IEP. Further question about why requirement for written progress report requirement goes beyond statute which allows IEP to serve as a progress report. It was indicated that monitoring and compliance training is consistent with federal requirement that written progress reports must match gen ed report cards. Oral reporting is not allowed as it would still need to be written for placement in due process file. Current training is last PR should be completed right before IEP and could be used in present levels of IEP. Information is

		<p>listed in due process notebook. https://minneapolispublicschools.sharepoint.com/sites/SPED/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FSPED%2FShared%20Documents%2FDue%20Process%20Notebook%2F2019%2D2020%2FSec%2E%2004%20%2D%20Progress%20Reports%20%2807%2E19%20update%29%2Epdf&parent=%2Fsites%2FSPED%2FShared%20Documents%2FDue%20Process%20Notebook%2F2019%2D2020</p> <p>ESP - time study SEA time and effort study - related to some pull back of money related to COVID funds. SEAs are being asked to record time and effort to show that they are working with students that have IEP as part of corrective action plan. SEAs need to be given 5 minutes a day to fill out (or complete at end of week- may be faster) logging in is likely longest part. can't be done on paper, could be downloaded to phone. Suggested that it may be possible to be done as part of 3rd party billing that documentation was similar. Attempts were made to use data from systems already in place but those options were declined by the state (MDE). MPS had to develop it, quick and easy once learned and are logged in. Recommended to download app and do it that way. Documentation went out about where to direct questions, people could get info at DP info session tomorrow, it can be included in DPF update again so teachers know they need to allow time. Info has gone to admin multiple times.</p> <p>Questions and discussion arose around PD for tomorrow. Discussion about some people being waitlisted for classes, advised to look for something different. Also identified that in person sessions at Davis Center were to be relocated secondary to power outage.</p>	
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<p>Workload</p>		<p>Workload Presentation from Directors of Special Education.</p> <ul style="list-style-type: none">- SERT elementary, middle school, and high school, Federal 3, Federal 4, others <p>What do these mean from the grid?</p> <ul style="list-style-type: none">- SERT Caseload Formula<ul style="list-style-type: none">- IEP Student count- Eval student count- IEP service grid mins per week- Eval time per week- Service Grid Formula<ul style="list-style-type: none">- Service min per week total- Site inst (not sure what that word is suppose to be) min per week- workload <p>Does ECSE/Early Childhood have a paper copy of their workload formula they can share with the group?</p> <p>Sara Stack - started with ECSE, review of last month, b-3 1 teacher :12students, 3-5 1 teacher :16 students, in classroom also have SEAs. Matches state rule for caseload recommendations. Continued discussion of workload calculation. Excel spreadsheet to weight obligations, doing this is described as an area we need to be cautious with and avoiding the idea of paying more for someone with more obligations. MPS has approached staffing by providing additional supports as needed when caseloads have additional demands.</p> <p>RSP supports aim for 4 hours of student contact time daily with rest of day for other obligations. Easier with birth to 5 staff than for those in buildings dealing with multiple levels of age/service. Reports are being pulled frequently to look at caseload on a continual basis. Liza indicates looking at reports nearly daily and working to provide support as needed.</p>	
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		<p>Approximately bi weekly with some variability throughout the year reports are sent with student list and case manager info. Currently 1 situation with 3 teachers having 24 on caseload which would be alleviated if a position can be filled. Acknowledged that MDE guideline supports workload. Surrounding district has caseload range for low to high. Kaley reports weekly monitoring of OT/PT numbers and adjustments made as needed. Currently 638 open seats for resource students. DCD, ASD, and SB programming currently has more allocations than students - not always in exact places needed. Multiple governmental barriers with things such as paperwork that make the job difficult. Caseloads have gradually decreased. Support provided for schools through SB programming for 2+ kids (IEP setting). Mention of situational difficulties such as abundance of re evaluation due to students turning 7 and lacking support. An example was given where recently this exact situation has occurred and directors were alerted to difficulty and teacher emeritus was provided to support this increased work obligation. An additional example of a time when help was requested related to an unfilled position and support was not available. Reviewed that process is happening at some sites and we need to get the word out about collaboration and development of a “we” culture. Mention was made that Howe has 2 fairly new SERTs and could use support. Lots of new people at some sites and process has not been transparent for how to get additional support. Some discussion of specific numbers at Howe. Office hours 4 times a week on T and Th before and after school for new and veteran teachers to get support. It has been advertised for a while and is not consistently utilized. Principals have been asked to allow new teachers to attend</p>	
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		<p>these meetings. Additional support is available from DPFs during the day. M and C is small department and has had reduced staffing but has offered individual support. Discussed that people could be encouraged to attend office hours even if they lack specific questions that discussion and conversation could be helpful to identify where it is difficult to form questions. 2 new DPFs recently hired. DPFs are also addressing questions and offering support.</p>	
Workload MOA		<p>How are workloads determined now? Can we have a presentation on the criteria?</p> <p>Teacher Chapter Contract Reached March 25, 2022 - MOA on page 32 -33</p> <p>Workload Considerations for Effective Special Education</p>	
Preps (GMF)		<p>*How are we compensating for loss of prep with our shortages? If it is not extended pay is there a conversation around longer days or 1.2 (Anoka) for covering the continued loss of prep for case managers? *</p> <p>1.What does our contract say about covering an absence vs. cross programming? SPED teachers should not sub for general education teachers, but this would look different for co-teaching a class.</p> <p>2. Is there a set number of students associated with the time being provided during a prep time being covered? Or a set number of students that can be in a space? Is there a set number of kids a teacher can</p>	Answers to questions 5

		<p>have when subbing in teachers' classrooms? NOT ANSWERED</p> <p>There is a one pager - link will be added when available. It covers the parameters of SEAs working when the teacher is not in class but they are being directed by teacher. Further clarification, is there a limit to how many students a teacher can support if they are covering additional students due to absence of other teaching staff. (e.g. could a teacher have 2 groups of setting 3 students, if so how long?) Nolan's response - caseload is an average over time. If a complaint was lodged they would consider the parameters. MPS is generally within the averages. It may be an issue if it was an ongoing staffing plan such as all setting 3 students together for an hour each day with a prep provider. The numbers depend on the student needs and mixed groups could be at 10-12. Every complaint is case by case and context is considered. Space in classroom would also impact. Other situations were offered and it was indicated that it is not possible to work through hypotheticals. It also depends on how buildings are arranging and allocating staff. Primary resource is based on MDE advisory recommendations. During 2nd budget tie out it was determined that requirement for setting 3 is 1 teacher and SEA with up to 12 students and MPS is normally below this level. Directors should be informed if there is an ongoing issue around building use of resources and staff feeling there is not enough support in order to avoid teacher burnout. Any situation in which IEP services are not being provided over a period of time should be brought to the DPF or director to get assistance/adjustment. It is voluntary for a teacher to provide coverage during their prep. Schools that have been help with this have been assisted and the arrangement is supposed to be on a voluntary basis. Discussed the</p>	
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		<p>ramifications and whether providing coverage during prep feels voluntary in all situations. It is expected that if it occurs it would not be a long term practice. First step would be addressing the situation with the building administrator.</p> <p>3. How is that time supposed to be covered? Is it hourly or for the day? NOT ANSWERED</p> <p>Discussion of the fact that within the contract prep time is not a time to do due process. Separate time for due process and prep has been seen at the high school level but is currently not wide spread in middle and elementary sites. This may relate to providing adequate service time for students. In setting 3 situations there is not generally staff available to cover student time when due process time was provided. Discussed the presence of 3 due process days. It is unclear when due process would be completed if not during prep, and this often leads to paperwork being completed at home on nights and weekends. In Wilder building with ECSE the contract provides for 90 minutes a day of non instructional time in addition to prep and duty free lunch. In some situations this is bus duty, late buses, or other student related duty. It was reported that one elementary site has 60 minutes of non instructional time before school and this is often filled with meetings. The related discussion of only 1 meeting a week was raised, some of the additional meeting obligations were explained. Further information gathered by Angie and Deeqa and this issue will be put in updates for next meeting including follow up on due process time for elementary, middle, and secondary.</p> <p>4. If staff are absent what is the difference between covering and program collaboration?</p>	
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		<p>SPED teachers should not sub for general education teachers, but this would look different for co-teaching a class.</p> <p>5. Is there a limit of a time frame for the coverage (hour or all day)? NOT ANSWERED</p> <p>6. Do Special Education teachers have sub in General Education classes? Do they have to sub if they aren't even getting their own prep times? SPED teachers should not sub for general education teachers, but this would look different for co-teaching a class. Special Education prep support for students should be received with grade level peers</p>	
GMF	2 minutes	<p>Elementary Question:</p> <p>1.If a teacher has been consistently missing lunch/prep for the entire school year will they get their loss of prep/lunch at their instructional rate and not just their loss of prep/lunch rate?</p> <p>2. If a teacher is granted their rate of pay at their instructional level from loss of prep/lunch, are they getting that retributed as "back pay" from September?</p>	
What Due Process has been taken off our workload		<p>EI, especially, has had a significant amount of Due Process added to our workload over the last ten years. I can't remember if we have ever had any Due Process reduced. Our workload has expanded alarmingly with Due Process requirements and other workload requirements. what paperwork is absolutely necessary and what can be removed.</p>	

recently (EI/ECSE)			
Next Steps			
<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 		<p>Parking Lot:</p>	<p>Upcoming Dates:</p> <p>1/12/23 2/9/23 3/9/23 4/13/23 5/11/23</p>