

<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: 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. 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. 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, 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>Date:11/8/23</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>
<p>Check in</p>	<p>2 min</p>		

<p>Updates</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> <p>April 10th meeting is Eid. Do we want to cancel this meeting or move it to another date?</p> <p>Plan to adjust April meeting to the 3rd Wed of month 4/17.</p>	
<p>Review Norms</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 	
<p>Non-Public</p>		<p>As non-public students are assigned to a designated MPS brick-and-mortar public school, case managers</p>	

		<p>and public school teams will begin the process of setting up services. If the caregivers elect to use MPS transportation to receive services at the public school, work with the transportation coordinator at the public-school site to set up transportation to and from the non-public site. Non-Public students should be coming to the assigned MPS brick-and-mortar public school site to receive services. Please refer to the below FAQ for more information. This FAQ will be continually updated as we finalize the restructuring of Non-Public Special Education services in MPS.</p> <p>In Minnesota, the public school district has the right to determine the location of services for students enrolled in a nonpublic school within the public school's boundaries. The public school district may provide special instruction and services at the nonpublic school building, a public school, or at a neutral site other than a nonpublic school. The public school district determines the location at which to provide services on a student-by-student basis, consistent with federal law. Minn. Stat. §126C.19, subd. 4(b).</p> <p>District control over the location of services offered to a student applies to all services, including such things as paraprofessional support, sign language interpreters, and assistive devices such as FM systems.</p> <p>If necessary for the child to benefit from or participate in the special education services provided, a parentally placed nonpublic school child with a disability must be provided transportation from the child's nonpublic school or the child's home to a site other than the nonpublic school and from the service site to the nonpublic school, or to the child's home, depending on the timing of the services. The district is not required by special education law to provide transportation from</p>	
--	--	---	--

the child's home to the nonpublic school. 34 C.F.R. §300.139(b); 20 U.S.C. 1412(a)(10)(A).

[Non-Public FAQ](#)

How did this nonpublic plan come to be?

- Due to significant special education vacancies, special education department leaders had proposed a new model service delivery for non-public students. The new model was to rectify a historically unsustainable model for non-public services in MPS. The team determined, after reviewing and analyzing how neighboring districts in the metro area conduct non public services, this model of pairing public schools with a neighboring non public site was the most effective and sustainable solution to providing federally mandated services to over 150 non public students at 20 plus non public sites across the city of minneapolis. This would allow non-public students to attend their community minneapolis public schools. Non public numbers include home schooled students. Some difficulties with tracking students at non public sites. Historically nurses have sometimes identified students and with IEPs and referred for service. Considering how this might continues with updated program model. Previous model was not sustainable as caseloads became high.

Can MPS make more guidance for staff? Decision trees/who to call/e-mail for what?

- We are continuing to build out the FAQ linked here. The document is fluid and will continually be updated as new questions arise.

[Non-Public FAQ](#)

Why did SERTS have to find IEPs and set up bussing?

- Guidance was never SERTS finding IEPs and bussing. SERTs should be collaborating with their School Social Worker and/or whoever at your site sets up transportation for any other student in your building to complete bussing set up. The enrollment process for non-public students should be similar to the enrollment process for out of district students.

Can there be a nonpublic e-mail or online group?

- We are currently working through finalizing a permanent referral process using a non-public SPED MPS email address. More information to come on this later this month.

What is the plan for hiring nonpublic SPED teachers?

- As with other vacant SPED positions within MPS we are actively recruiting. Going forward this partnership model will be the permanent model in MPS.

Why haven't speech therapists worked with students at some nonpublic schools?

- Speech therapists work with some non-public students through virtual services and in person services at community MPS partnership sites. They have used this partnership model with non-publics and community public schools for many years.

Possible to get teacher emeritus or other support if something unusual like an observation in general education is required. Some options for working out support /compensate if a situation occurs where staff member needs something uncommon or unusual.

Due Process Clerks		<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>	
SB		<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>	

<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 conversations		<p>Parking Lot:</p>
		<p>Upcoming Dates:</p> <p>12/13/23 1/10/24 2/14/24 3/13/24 4/17/24 5/8/24 6/12/24</p>