

Location: ZOOM Meeting	<h1 style="margin: 0;">SELM</h1> <h2 style="margin: 0;">Special education labor management</h2>		ROLES: Facilitator: GinaMarie 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> <ol 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 Nolan Murphy, Jose Rodriguez, Caroline Long, Andrew Meierding, Michele Lee-Reid, Rob Purple, Matt Pellowski, Almas Merchant, Meaghan Harvey, Hai-Yen Vo, Jodi Dezale, Aria Campbell, Sara Stack, Cathy Dalnes</p> <p>Absent: Kris Geiger, Julie Payne McCullum,</p> <p>Observers: Mackenzie Brill</p>		<p>Date:4/13/23</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>April notes in this color</p>
Agenda Topic	Topic Leader-time	Discussion/Information Notes	Actions to take
Check in	2 min		

Updates		<p>A request to change some of the language in Edplan around behavior and EBD that are culturally sensitive. Could the SPED depart work with the Office of Black Student Achievement? Could there be ongoing PD district wide where staff and teachers are having conversations about culturally relevant responses to student behavior and the language we use? Bring up the topic now and will add it to the agenda for a later date.</p> <p>Introduced topic, acknowledged that this is an ongoing concern, possibly create a work group, looking at strengths based language, some resources available at PIC. Challenging as special education and the associated legislation is based on identifying how students differ from peers. The route into special education is the deficit model but we can work on how we explain and program. Possibly looking toward additional work on this through peer coaching model to adjust paperwork and increase awareness of language used in paperwork that may be concerning or objectionable. IEP should have present levels and goals. Addition of information about recent incidents sometimes lacks sensitive language and isn't relevant to inclusion in IEP. Some IEPs are spot checked for issues. Working together could help improve this. Example was given of valuable peer interaction around paperwork. Working on converting from SNAP to the new SLD criteria - will plan to stay as non discriminatory as possible as we let SNAP go and develop new practices for evaluations and IEP related to this. It has been expressed that people have missed special education specific training opportunities in PD to address some things. Fall PD is currently in planning. Identified needs for culturally responsive language around behavior and equity.</p>	
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Workload		<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? What is the number per staff?</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? Again requesting that this be shared with the committee.</p> <p>https://docs.google.com/spreadsheets/d/1psn96AKO0JL4n5Vox1U1I2WZcshUa_tyKkYjui44GQc/edit?usp=sharing</p> <p>What other special education departments have a workload formula? Please share a copy with the committee.</p> <p>Briefly revisited the possibility of a workload formula, discussion of workload spreadsheet. Attempt to clarify who would create a workload formula and how to collaboratively address workload model. Early childhood Special Education ILT is currently addressing this as a group. SLP group started a workload formula based on available objective data and then requested feedback, will work on addressing feedback and looking for further objective data points. RSPs do not have a mandated workload approach in school board policy - it is done as an equitable/ objective way to help manage tasks and job responsibilities.</p>	



<p>Workload MOA</p>		<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> <p>MPS School Board Policy: There are 6 factors that must be considered when establishing workload limits for SPED teachers who provide services to students who receive direct special education services for sixty percent or less of their instructional day:</p> <ol style="list-style-type: none"> 1. Student contact minutes; 2. Evaluation and reevaluation time; 3. Indirect services time; 4. Management of Individual Educational Programs (IEPs), 5. Travel time required for provision of services or management of IEPs; and 6. Other services required by the IEPs of eligible students. <p>Proposal to continue this discussion into next school year. Possibly get draft language from special education strategic planning committee that did the survey. Discussion of how to identify who is able to work through this and if it is necessary to come together in a different forum or have a different group to address this issue and whether it needs to go through negotiations. Discussion of caseload vs workload and how it compares. Discussion of looking at neighboring districts and to get samples. Looking thought budget lens may lose allocation that we currently have. State policy was reported to have a caseload or workload approach - asserted that caseload benefits teachers. Further discussion needed.</p>	
<p>Preps (GMF)</p>		<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</p>	<p>Answers to questions 5</p>

		<p>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 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</p>	
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		<p>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 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,</p>	
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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 recently (EI/ECSE)		<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> <p>Remove COVID recovery plans in most cases. Monitoring and compliance angle is that all current paperwork is required by laws beyond district control. At policy retreat at U of M they had leaders in writing educational law that agree more is asked but rule of law has not yet changed. District and Union can lobby for change in redundant due process requirements etc. Discussed changes such as non- eval options and stand alone FBAs that have come about through MDE. Discussion of some specific situations and needs such as transition evaluations. MDE has reviewed fewer files which has resulted in less required corrections. Possibly revisit EdPlan options to auto fill into places. This merits further consideration by those that know the technology and can consider fees to any changes asked of EdPlan. May need to remove evaluate items in EdPlan to remove anything that may no longer be relevant. Plan to remove names and replace with titles on paperwork that needs to go to other people in district. New website interface is coming district wide to</p>	

		<p>make easier interface and limit redundancy. Questioned possibility of teacher emeritus of other support for those with significant due process issues in short time frame. Trying to hire for currently open positions, adding allocation is not always helpful if positions are remaining open. This may decrease ability to provide additional supports on a short term basis. Encouraged to spread the word and encourage applicants to apply to MPS. Rules limit the options to use bonuses or other funds to attract applicants.</p>	
PR		<p>Review of language in due process notebook. Not addressed today</p>	
SOEI/ Best Practices		<p>From Andrew Meierding-</p> <p>In my 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>I have begun drafting two documents to support these needs and wanted SELMs voice included during the development. I provided you both these documents in the hope you are able to review them and let me know what you think would be the best next steps in the process of gathering input from the rest of the SELM members.</p> <p>I 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> DRAFT- SPED Teacher Outcomes - Look Fors/SOEI A...</p> <p> DRAFT- High Quality/Best Practice IEP Guide</p> <p>DRAFT- High Quality/Best Practice SPED Evaluation Guide</p>	

		<p>Documents related to MPS academy new teacher licensure program that SOEI is not user friendly in a special education environment. Compilation of look for documents with attempt to align with SOEI. Working documents in draft form for SELM to provide feedback. Information was collected from SLP manager around role specific resources. Further conversation planned for next month. DPFs and others may then pilot. Matt offered his perspective and to engage in looking at options in this area. Discussion of options such as observation during IEP meeting and following through with document creation and implementation.</p>	
<p>Contract language</p>		<p>Contract Language- Not being followed. How will the special education directors discuss this with the principals? Currently this part of our contract is not being followed. We need to know that our contract will be followed.</p> <p>Contract Language - page 14 Teacher Contract, 2021 - 2023</p> <p>Article 2 - Teacher Assignment and Schedules</p> <p>2.4 Length of Teacher's Day/Week 2.4.1 Definition:</p> <p>b. Preparation Time: All teachers/RSPs are entitled to a preparation time every day within the defined student day. This time is for individual teachers to use as needed for instructional planning, reflecting on student performance, to plan, prepare, and resource the next steps needed with students. It is not time for conducting special education evaluations, re-evaluations, or complying with procedural requirements. (Pages 14 - 15)</p> <p>2.3 Special Education Due Process Accountability; Additional Days</p>	

		<p>2.3.3 Additional Time for Due Process: Effective with the 2015-2016 school year, all special education teachers/providers shall have three (3) days of reserve teacher time per school year to be used as needed to complete due process compliance requirements. Those realigned into special education shall have one additional day of reserve teacher time during their first realigned year to be used as needed to complete due process compliance requirements. Those in their second and third realigned year in special education may request additional reserve teacher time from their buildings to be used as needed to complete due process compliance requirements. Reserve teachers shall be scheduled in advance for a Tuesday, Wednesday or Thursday. Once a due process day has been entered into AESOP, the Teacher will be released from school duties to complete due process paperwork that is required by law. Buildings will be responsible for a plan to support special education service teachers/providers. (Page 14)</p>	
<p>Evaluation question</p>		<p>Is there circumstances in which the a piece of an evaluation might happen rather than whole team? Dealing with students returning to public school from ABA programs that have paperwork challenges.</p>	

<p>Next Steps</p>		<p>For Next Year- SB- Guidelines document- What is SB? What is SB not? Etc. Should be reviewed each school year at site that have SBs.</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 		<p>Parking Lot:</p>	<p>Upcoming Dates: 5/11/23</p>