

<p>Location: ZOOM Meeting</p>	<h1>SELM</h1> <h2>Special education labor management</h2>		<p>ROLES: Facilitator: GinaMarie 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 <u>Sara Stack, director, Nolan Murphy M&C, Melissa Grossman, SLP faciliating today, Rob Purple, psych, Hai-Yen Vo, director, Kris Geiger Director, Andrew Meierding, content lead and intern under Deega , Matthew Lau, psych services, Meaghan Harvey Setting 4 River Bend, Michelle Lee-Reid DCD, Caroline Long, Jose Rodriguez, SERT, Valerie Crawford, SERT Jodi Dezale, SLP, Deeqaifrah Hussein, Executive Director Mackenzie Brill, observer, Aria Campbell SEA, Elizabeth Thompson</u></p> <p>Absent: <u>Matt Pellowski, GinaForeman</u></p>		<p>Date:2/9/23</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>February new info in this color</p>
<p>Agenda Topic</p>	<p>Topic Leader-time</p>	<p>Discussion/Information Notes</p>	<p>Actions to take</p>

Check in	2 min		
Updates		<p>Caroline and Gina are unavailable for this meeting. Melissa will be filling in for them. Melissa has been a SELM member for several years in the past and helped out with facilitating the meetings.</p> <p>Added to the team for MFT Matt and Jose. They will be filling in the two open spots we have and they were appointed by Greta.</p>	
Contract language		<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>	

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)

At this meeting, SELM team reviewed contract language which specifies prep time for preparing lessons and reflecting on student work and not for due process. This is not new contract language and was negotiated in a previous contract. Some high schools/middle schools get a due process time and that elementary schools generally do not. Questions were asked as to whether due process could be completed during the non instructional time before or after school, referred to as “book end” times. It was brought up that many meetings take place during non student time and that evaluations of students can not be completed during this time. Due process days are helpful but not ALL DUE PROCESS can be completed

		<p>on those days. The SELM team discussed that information needed to be communicated to principals about providing due process time to align with the language in the contract. Special Education director Hussein discussed the specifics of contact language and that discussion needs to take place with Candra Bennett and Senior Leader Fearing about the language around due process time and task completion along with information from special education teachers on the amount of time that is required for due process and when these tasks are completed. Once this information is received and if it is a problem at specific sites it can be discussed how this information will be communicated to principals. It was asked if specific sites could be identified where this is a concern. A few sites were identified where the concern is clear. It was brought up that it is a budget concern in some situations, example was given that setting 3 and 4 classrooms would need classroom coverage in order to complete evaluations and other due process tasks outside of teacher prep times. Setting 3 was discussed as possibly having 40% of the school day available when students are in the general education settings and it was pointed out that those students still needed support when in general education by teacher or SEAs. It was indicated that multiple factors are considered when allocating special education staff to buildings. The relationship between schools and their DPFs was emphasized and it was indicated that nuances are considered with staffing and they don't want people overwhelmed with paperwork. Also, student transitions and other pandemic factors have caused an increase in paperwork. It was indicated that following this meeting, leadership would like data on which sites are not getting</p>	
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		<p>due process time outside of preparation time and where it has been of particular concern. The ongoing communication between directors and principals was discussed and the importance of communicating needs - it came up that they have not been hearing complaints or concerns about this issue. Examples were given of how special education staff manage their workload and completing all job responsibilities (e.g. lesson planning at school, paperwork outside of duty day, testing during prep time.) Questions were asked about how due process days are being used. Data is being looked at around use of due process days and whether/how these could be made more helpful. Discussed options of pooling due process time, having a regular substitute familiar with students to cover due process time. There is a way of doing this collectively and collaboratively. Example of a situation in which multiple new teachers received support from an emeritus teacher to assist with due process learning. Also option of offering additional due process days. Difficulty of preparing plans for a sub makes due process days more challenging. A mention was made of districts using the 3:1 model with IEPs written for 3 weeks service and 1 week of consult for related service. Other option was discussed that some portion of time could be offered as push in service or clusters of support to provide due process time options. Possibility of special education staff prepping or supporting one another but that it adds to workload of peers. Concerns from SPED directors indicate that setting 3 may be over-serving students in the special education setting and that the more included students are in general education the better the outcome and how to look at fading services. It is important to help facilitate students becoming more independent.</p>	
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		<p>Discussed that while LRE is important when students are struggling it can be difficult to keep students in the classroom and this can result in safety risks. This led to a discussion of site staffing and the challenges of serving multiple grade levels. Additional discussion about being able to have SEAs support students in general education that support responsibility does not fall solely to teachers. SPED leadership is not advocating combining groups of vulnerable students but instead maximizing support in general education classrooms for situations other than setting 4 sites with only special education students. Setting 4 sites are unique with separate needs. SPED leadership felt that if all positions were filled and we were well staffed this would not be as much of an issue. Talked about shared responsibility between general education and special education staff for students with disabilities. Importance of setting a school climate/culture that supports the inclusion of all students to the extent possible with co teaching and inclusion and making clear to all staff their role with special education students. Mention of need for solid Core curriculum with the examples of Groves reading curriculum. Desire to collaborate as a SELM group with district level PD and need to share information about philosophical elements of education to discuss with principals and gen ed staff on things that can support all students. Need for gathering new ideas for PD on collaboration between special education and general education staff. Other discussion of PD and how it can be supportive of teacher needs. It has been felt that gen ed teachers are viewed as content experts and that special education is expert on modification and support to meet IEP needs. Question for the team related to how special education staff can be expected to</p>	
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		<p>modify curriculum if they have not attended the gen ed teacher curriculum PD.</p>	
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>What other special education departments have a workload formula? Please share a copy with the committee.</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</p>	<p>Answers to questions 5</p>

		<p>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 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</p>	
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		<p>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 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</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>	

		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?	
What Due Process has been taken off our workload recently (EI/ECSE)		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.	
PR		Review of language in due process notebook.	
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>	

		<ul style="list-style-type: none">  DRAFT- SPED Teacher Outcomes - Look Fors/SOEI A...  DRAFT- High Quality/Best Practice IEP Guide 	
<p>Next Steps</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:</p> <p>3/9/23</p> <p>4/13/23</p> <p>5/11/23</p>