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| <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 Foreman, DPF, Nolan Murphy Monitoring and Compliance, Meagan Harvey setting 4, Kris Geiger Director Early Childhood, Rob Purple school psych, Jodi Dezale SLP, Sara Stack Director High Schools, Loretta Van Pelt setting 3 EBD, Caroline Long SERT, Valerie Crawford SERT, Liza Tlnkham Director, Deeqaifrah Hussein Executive Director, Hai-Yen Vo Director, Michelle Lee-Reid setting 3 DCD, Julie Payne-McCullum Early Intervention, Angie McCracken school nurse, Aria CampbelSEA, ALmas Merchant EC</p> <p><u>Absent:</u></p> | | <p>Date:9/8/22</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> |

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| Check in | 2 min | Introductions (name and role in MPS, and one thing that brought you joy today). | |
| | | Updates for 9/8/22 are in this color. | |
| Updates | | <p>Staffing???</p> <p>Started the school year with numerous open special education positions, much of HR was out last week but progress is being made toward filling open positions. It was indicated that most sites report being fully staffed. They are reaching out to special ed retirees and other staff that may be interested in increasing FTE to provide support and help retain new hires. Kris Geiger reported that Early Childhood, early intervention, and ECSE have some full and part time openings including the Wilder SEA team and that a long call sub is in place at Folwell. Hall presently has 2 licensed teachers and a long call sub. Plans are stabilizing for Kenny and Jenny Lind. Sara Stack indicated that directors are watching site enrollment and looking for creative solutions. There are current openings for Autism Spectrum Disorder and Physical Impairment itinerant teachers to provide citywide support - HR is prioritizing school positions</p> <ul style="list-style-type: none"> - SERTs -Itinerants -SEAs -Other areas of concerns <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? * Principals should work with directors to get missed prep pay. Covering classes for others is always voluntary. It is expected that sites will develop</p> | |

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| | | <p>diverse portfolios of staff with varied licensure areas, which may include the ABS license to assure that the range of special education needs can be met by staff with relevant licenses.</p> | |
| <p>SERT workload</p> | | <p>Due Process Requirements –Progress reports– What is the requirement? Are we doing more than the requirement? I heard that MDE requires two progress reports, one of which can be the annual IEP meeting. - From Melissa email- Can we adjust PR or some other compromise? Did not come to an answer if Progress reports can be reduced from 4 to 3 a year. Will continue to discuss next school year</p> <p>Email Melissa Grossman <Melissa.Grossman@mpls.k12.mn.us> Fri 4/22/2022 11:50 AM</p> <p>To:</p> <ul style="list-style-type: none"> • Caroline Long <Caroline.Long@mpls.k12.mn.us>; • Jill Rentmeester Disher <Jill.Rentmeester-Disher@mpls.k12.mn.us>; • Deeqaifrah Hussein <Deeqaifrah.Hussein@mpls.k12.mn.us>; • Matthew Lau <Matthew.Lau@mpls.k12.mn.us>; • Jodi Dezale <Jodi.Dezale@mpls.k12.mn.us>; • Gina Forman <Gina.Forman@mpls.k12.mn.us>; • Amber Spaniol <Amber.Spaniol@mpls.k12.mn.us>; • Aimee Fearing <Aimee.Fearing@mpls.k12.mn.us>; • Michelle Lee-Reid <Michelle.Lee-Reid@mpls.k12.mn.us>; • Robert Purple <Robert.Purple@mpls.k12.mn.us> <p>Hi everyone,</p> <p>Hope you are well! I spoke with Cindy from monitoring and compliance, the 4 progress reports is an MPS rule. MDE rule is 3 progress reports and an annual IEP. She reported in the past special education staff had difficulty knowing when to complete the</p> | <p>Revisit in Sept. 2022</p> |

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| | | <p>three, so MPS changed it. I hope this is something we can look at changing for MPS.Thanks!! Have a great weekend!!</p> <p>As many PRs as regular report cards are required. If a PR is completed just before IEP meeting is should not create significant extra work to add information to present level in IEP. MDE allows 1 oral report but requires that it meet all elements and must be documented in writing. MPS currently has 5 active MDE complaints and 2 of them relate to progress monitoring.</p> <p>For further follow up - possible training on what is required in progress reporting to help reduce the time spent in writing. Considering ways to access multiple ED Plan screens to help facilitate getting data from logs stored in EdPlan entered in to PR form.</p> <p>Redundancy of work -Can we have some more changes to edplan to reduce the redundancy? -When the FBA is completed in an evaluation, can edplan automatically place it in the BIP so we are not cutting and pasting from the evaluation report?- Response from Ginny Changes to reduce redundancy in ESY forms will rollout in December of 2022. Changes to ed plan are costly and can take up to 18 months to roll out. Adjustments can be made to text fields, but it is very difficult to auto populate text from one field to another. Small</p> | |
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| | | <p>changes can be costly. The cost doesn't always match efficiency.</p> <p>CEU's for SELM meetings It would be up to the PLDC, but the answer is most likely no per director Nyus. This issue will be reconsidered with follow up at a future meeting.</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 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>3. How is that time supposed to be covered? Is it hourly or for the day? NOT ANSWERED</p> <p>4. If staff are absent what is the difference between covering and program collaboration? SPED teachers should not sub for general education teachers, but this would look different for co-teaching a class.</p> | <p>Answers to questions 2, 3, 5</p> |

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| | | <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> | |
| 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> | For 10/13/22 meeting |
| Next Steps | | <p>-At the next SELM meeting the Director will give a presentation on how workload is determined.</p> <p>- Nolan will give an update on progress reports per year.</p> <p>-Update On CEU for SELM members.</p> | |

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| <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>10/13/22 11/10/22 12/8/22 1/12/23 2/9/23 3/9/23 4/13/23 5/11/23</p> |