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| <p>Location:<br/>ZOOM<br/>Meeting</p> | <p><b>SELM</b></p> <p><b>Special education labor<br/>management</b></p> |   | <p>ROLES:<br/>Facilitator:<br/>GinaMarie and<br/>Matt<br/>Notetaker: Jodi<br/>Timekeeper:</p>  |
|                                       |   | <p>Contract Language to review:</p> <p>12.3 Special Education Labor Management Committee:<br/>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.<br/>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.<br/>12.3.3 Scope: Topics that the committee shall address include but are not limited to:</p> <ul style="list-style-type: none"> <li>a. Workloads</li> <li>b. Paperwork reduction, duplication, data collection and information management</li> <li>c. Support for IEP due process requirements</li> <li>d. Selection and use of funds for curriculum and materials</li> <li>e. Facilities and working conditions</li> <li>f. Professional development</li> <li>g. Support for schools to deliver focused interventions for students with special needs</li> <li>h. Preparation time</li> <li>i. Residency Program for Special Education</li> <li>J. Loss of prep</li> <li>K. Building sub/ loss of prep</li> </ul> <p><b>Members Present</b> <a href="#">Caroline Long</a>, <a href="#">GinaMarie Foreman</a>, <a href="#">Julie Payne-McCullum</a>, <a href="#">Liza Tinkham</a>, <a href="#">Kris Geiger</a>, <a href="#">Michele Lee-Reid</a>, <a href="#">Jose Rodriguez</a>, <a href="#">Rob Purple</a>, <a href="#">Sara Stack</a>, <a href="#">Jill Rentmeester-Disher</a>, <a href="#">Andrew Meierding</a>, <a href="#">Meaghan Harvey Hai-Yen Vo</a>, <a href="#">Almas Merchant</a>, <a href="#">Melissa Grossman</a>,</p> <p><b>Absent:</b> <a href="#">Matt Pellowski</a>, <a href="#">Deeqa Hussein</a>, <a href="#">Aria Campbell</a>, <a href="#">Valerie Crawford</a>, <a href="#">Angie McCracken</a>, <a href="#">Cathy Dalnes</a>, <a href="#">Amber Spaniol</a>, <a href="#">Kaley Czech</a>, <a href="#">Matthew Lau</a>, <a href="#">Alicia Miller</a>, <a href="#">Nolan Murphy</a></p> <p><b>Observers:</b> <a href="#">Mackenzie Brill</a></p> | <p><b>Date:</b>2/9/23</p> <p><b>Time:</b><br/>4:30 to 5:30</p> <p><b>Location:</b><br/>MFT - ZOOM</p> <p><a href="https://us06w eb.zoom.us/j /8897990790 4?pwd=eGJL L3ZaVjk2UW tJOUhKdnV ESHIKUT09">https://us06w eb.zoom.us/j /8897990790 4?pwd=eGJL L3ZaVjk2UW tJOUhKdnV ESHIKUT09</a></p> <p><a href="#">March Notes in this blue</a></p> |
| <p><b>Agenda Topic</b></p>            | <p><b>Topic Leader-time</b></p>   | <p><b>Discussion/Information Notes</b></p>  | <p><b>Actions to take</b></p>  |

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| Check in | 2 min | State your name and feedback on PD day.  |  |
| Updates  |       | <p data-bbox="521 405 1045 436"><b>Share Data from the survey- Melissa</b></p> <p data-bbox="521 447 1198 940">Survey from MFT special education strategic planning committee. Question 1 number of hours per week spent working outside of the duty day. Discussion over due process days - those that have not yet taken days cited concerns over safety and coverage if they were gone. Some were unsure of how to take a due process day. More than half of those taking the survey reported they do not have due process time in their schedules. Also included a summary of areas of interest for future professional development.</p> <p data-bbox="521 995 1211 1873">Discussion of the implications of the survey indicating that people do not have due process time built into their schedules. Talked about adding information to new teacher training regarding scheduling due process time. It can also be communicated out in news and notes to administrators. May be impacted by those early in career working to learn and manage paperwork and possible need for additional/improved probes to gather data for PLEPs, need for other supports such as report writing templates. Need to identify and address underlying issues causing people to work outside of duty day. Lingering fears of “due process jail” training in what is required, how to repair errors. Special education due process hours have been helpful for some. Talked about the supports in place from directors/department for completing due process. Encouraged communication with directors- and administrators before things get really difficult. Work to clarify</p> |  |

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|                          |  | <p>that support is available that is not punitive. Sometimes dates and new arrivals cause acute difficulty with staying on track and meeting timelines. It can be difficult to identify who to reach out to for help when an entire team gets overwhelmed with paperwork needs. Different ways of addressing short and long term needs. DPF supports. The group collaborated on a jamboard to brainstorm around issues and possible solutions on a number of topics including managing due process/paperwork, ways to collaborate, PD needs, curriculum available/needed at PIC. Discussion of possible action steps/specific plan to follow up on addressing some of these concerns - action plan with feedback survey?</p>  |  |
| <p>Contract language</p> |  | <p>Contract Language- Not being followed. How will the special education directors discuss this with the principals?<br/>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<br/><a href="#">Teacher Contract, 2021 - 2023</a></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-</p> |  |

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|          |  | <p>evaluations, or complying with procedural requirements. (Pages 14 - 15)</p> <p>2.3 Special Education Due Process<br/>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> |  |
| Workload |  | <p>Workload Presentation from Directors of Special Education.</p> <ul style="list-style-type: none"> <li>- SERT elementary, middle school, and high school, Federal 3, Federal 4, others</li> </ul> <p>What do these mean from the grid? What is the number per staff?</p> <ul style="list-style-type: none"> <li>- SERT Caseload Formula <ul style="list-style-type: none"> <li>- IEP Student count</li> </ul> </li> </ul>  |  |

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|                     |  | <ul style="list-style-type: none"> <li>- Eval student count</li> <li>- IEP service grid mins per week</li> <li>- Eval time per week</li> <li>- Service Grid Formula <ul style="list-style-type: none"> <li>- Service min per week total</li> <li>- Site inst (not sure what that word is suppose to be) min per week</li> <li>- workload</li> </ul> </li> </ul> <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><a href="https://docs.google.com/spreadsheets/d/1psn96AKO0JL4n5Vox1U1I2WZcshUa_tyKkYjui44GQc/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1psn96AKO0JL4n5Vox1U1I2WZcshUa_tyKkYjui44GQc/edit?usp=sharing</a></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><a href="#">Teacher Chapter Contract Reached March 25, 2022</a> - MOA on page 32 -33</p> <p><a href="#">Workload Considerations for Effective Special Education</a></p> <p><a href="#">MPS School Board Policy</a>: There are 6 factors that must be considered when establishing workload limits for SPED</p>  |  |

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|                    |  | <p>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"> <li>1. Student contact minutes;</li> <li>2. Evaluation and reevaluation time;</li> <li>3. Indirect services time;</li> <li>4. Management of Individual Educational Programs (IEPs),</li> <li>5. Travel time required for provision of services or management of IEPs; and</li> <li>6. Other services required by the IEPs of eligible students.</li> </ol>   |                               |
| <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?<br/> <b>SPED teachers should not sub for general education teachers, but this would look different for co-teaching a class.</b></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? <b>NOT ANSWERED</b></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</p> | <p>Answers to questions 5</p> |

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|  | <p>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 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? <b>NOT ANSWERED</b></p> |  |
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|  |  | <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?<br/>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> |  |
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|   |           | <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?</p> <p>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><b>Elementary Question:</b></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>  |  |
| PR  |           | <p>Review of language in due process notebook.</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</p>  |  |

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|            |  | <p>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 <b>drafting</b> 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 <b>DRAFT</b> 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><a href="#">DRAFT- SPED Teacher Outcomes - Look Fors/SOEI Aligned</a><br/><a href="#">DRAFT- High Quality/Best Practice IEP Guide</a></p> |  |
| Next Steps |  |   |  |

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| <p><b>Norms:</b></p> <ol style="list-style-type: none"><li>1. Problem Solving Mindset</li><li>2. Meeting with a Purpose</li><li>3. Safe, multi-modal communication</li><li>4. Non-judgemental, all voices heard in a safe environment</li><li>5. Be present- limit technology, multitasking, side conversations</li></ol> |  | <p><b>Parking Lot:</b></p>  |
|   |  | <p><b>Upcoming Dates:</b></p> <p>3/9/23</p> <p>4/13/23</p> <p>5/11/23</p> |