

<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: 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: Sara Stack, director,, Matthew Lau, psych services Caroline Long SERT contract alternatives, Julie Payne- McCullum, Michelle Lee-Reid, Kris Geiger Director, Valerie Crawford k-3 sert Folwell, Meaghan Harvey, Rob Purple, Elizabeth Ihde SEA Olson(observer), Gina Forman DPF, Jodi Dezale, Angie McCracken, Hai-Yen Vo, director, Andrew Meierding, intern under Deeqa</p> <p><u>Absent:</u> Almas Merchant, Nolan Murphy</p>		<p>Date:11/10/22</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>

Check in	2 min	Shout out from Kris to Caroline for winning election to Robbinsdale school board	
Updates		Nolan will share the MDE documentation around this before next meeting* Information not available at this time	
Workload		<p>Workload Presentation from Directors of Special Education.</p> <p>Early childhood information shared by Kris Geiger. Part C birth -3 recommended by MDE 12 students :1 teacher, 3-5 year olds recommended 16:1 - developing a workload model that will involve 20 hours a week of instruction. Continuing to look at how much is involved in case management (service coordination, scheduling, due process) and how that work impacts weighted workload. May involve family contact, other service providers, contact, child care staff, child protection. High variability in service amounts makes it difficult to determine workload with just student number. School social worker occasionally provides resources but case manager does the bulk of forms (educational benefits, COSF). Scheduling varies based on family needs and prep time may be arranged differently.</p> <p>Hai-Yen - elementary - 1 resource teacher with up to 23 students, when creating allocations the goal is 17-19. This information relates to when schools are fully staffed - which recently has not been the case. Some schools have a higher rate of student turnover/churn (moving in and out) and when up to 1/3 of students move in a school year it can impact workload - historical data is considered to attempt to account for the increased workload that shifts in students may</p>	

		<p>create. The number of evaluations is also factored in when allocations are set for a site. This could also involve teacher emeritus support. When a site is not fully staffed a variety of strategies are attempted when it is brought to directors attention and attempts are made to provide additional support. Currently schools aligned to Eric Thomas are average 16-19 students per resource teacher. A question was asked relating to consideration of workload model rather than just going on number of students. Response was that when a site has a large number of setting 2 or 2+ students attempts are made to put additional supports in place. This is where SB programming is expected to be somewhat fluid to help keep resource workload manageable and is part of the predictable staffing equation. Attempts made to get to common language so that board policy that involves workload can allow everyone to have clear information for discussion and comparison. Attempts are made to stay in communication with teams to get a sense of workload and provide support where needed. Several years ago some discussion occurred at looking at weighted caseload based on student needs. Also considers the presence of other special education programs, size of site, number of special education students at the site. Previously wanted each site to have at least 1 full time special education teacher but this is currently not available. Additional discussion of the difficulties of managing students when their case manager is not full time at a site. Concern was raised over expectation that special education will serve to manage all or the majority of behavior issues needed by their students. The directors agreed that SERT should not have walkie talkies or be used as behavior support for students. Goal is to be</p>	
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		<p>documentation from 2017. Kris shared that OT/PT and speech have used a workload formula that may serve as a reference point. Question was raised related to if/how a workload model applies to setting 4. Nursing has a formula but does not include a minimum allocation.</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 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</p>	Answers to questions 5

		<p>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 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.</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>Next Steps</p>		<ul style="list-style-type: none"> - Directors need to finish the workload presentations (SERT elementary, middle school, and high school, Federal 3, Federal 4, others) - Need to revisit Prep and due process with contact language. 	
<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>12/8/22</p> <p>1/12/23</p> <p>2/9/23</p> <p>3/9/23</p> <p>4/13/23</p> <p>5/11/23</p>