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| Location:  ZOOM Meeting | **SELM**  **Special education labor management** | | | ROLES:  Facilitator: Gina  Notetaker: Melissa and Jodi  Timekeeper: |
|  | **Purpose: To provide feedback on Special Education issues to Sp.Ed Director, HR, and district as a whole. To brainstorm recommendations for policies and procedures.**  **SELM Meetings will be held with committee members only unless there has been a formal request from a person observing only at a meeting ahead of time. SELM committee members may not appoint their own members as they are appointed by our union president or the superintendent.**  **Members Present: Caroline Long, Michelle Lee-Reid,** [Ginny Nyhus](mailto:ginny.nyhus@mpls.k12.mn.us)**, Almas Merchant, Julie Payne-McCullan, Rob Purple,** [Jodi Dezale](mailto:jodi.dezale@mpls.k12.mn.us)**, Gina Marie Forman, Melissa Grossman, Kaley Czech, Deeqaifrah Hussein, Sarah Godfry, Amber Spaniol.**  Absent: | | | **Date:**5/12/22  **Time:**  5:30 to 6:30  **Location:**  MFT - ZOOM |
| **Agenda Topic** | **Topic Leader-time** | **Discussion/Information Notes** | | **Actions to take** |
| Check in | 2 min | Introductions | |  |
|  |  | Contract Language to review:  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:  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 | |  |
| Updates |  | CEU? | |  |
| SERT workload |  | 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  Email  Melissa Grossman <Melissa.Grossman@mpls.k12.mn.us>  Fri 4/22/2022 11:50 AM  To:   * 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>   Hi everyone,  Hope you are well! I spoke with Cindy from monitoring and compilance, 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 three, so MPS changed it. I hope this is something we can look at changing for MPS.Thanks!! Have a great weekend!!  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 changes can be costly. The cost doesn’t always match efficiency.  CEU’s for SELM meetings  It would be up to the PLDC, but the answer is most likely no per director Nyus.  Start here  Instructional Requirements  -Prep for co-teaching and pull- out.  -Prep for reading, writing, math, SEL, Study skills at multiple grade levels per teacher.    -online posting and materials for in-person learning  -assessing 50+ students base on classes taught and caseload  SERT instruction requirements are a lot especially since COVID. High school SERTS provides instruction and need to prep for 50+ students not on caseload when co-teaching. They also need to complete due process requirements Need extra prep time. Special education directors have no concrete answers at this time. SERTS in this position should reach out to their DPFs at this time to problem solve. | |  |
| Preps (GMF) |  | 1.What does our contact 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.  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  3. How is that time supposed to be covered? Is it hourly or for the day? NOT ANSWERED  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.  5. Is there a limit of a time frame for the coverage ( hour or all day)? NOT ANSWERED  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 | |  |
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| Next Steps |  | * ANSWER ?’S 2, 3, 5 * Workload MOA | |  |
| **Norms:**  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 | |  | **Parking Lot:** | |
| **Upcoming Dates:**  September 2022 | |