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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,** [Jodi Dezale](mailto:jodi.dezale@mpls.k12.mn.us)**,Melissa Grossman,Michelle Lee-Reid,Sarah Godfrey, Matthew Lau, Deeqaifrah Hussein, Aimee Fearing, Amber Spaniol, Gina Forman, Rob Purple,** [Jill Rentmeester Disher](mailto:jill.rentmeester-disher@mpls.k12.mn.us)  Absent: Angie McCracken, Almas Merchant, Aria Campbell, Kris Geiger, Sheila Webb, Jabari Browne, Greta Callahan, Alicia Miller, Julie, Payne-McCullum, Valerie Crawford, Sara Stack, Catherine Dalnes, Ginny Nyhus | | | **Date:**4/21/22  **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 |  | Do we need to change the time to accommodate the extra 42 mins added to the day? What time should we start in May (12)?  SELM Meeting time for May is 5:30-6:30  What is the timeline for transition meetings? Other things to know for spring  SSW were sent lists for incoming students and students transitioning to new schools on April, 12 2022. Please start scheduling transition meetings now.  ESY will occur in July for 3 weeks. Documents have been set to case managers with a flow chart and cluster sites. There will not be ESY services at all sites.  SUMMER SCHOOL  District would like to have a school counselor and SSW for every summer school site. They would also like to hire more SEAs and SERTs so more special education students in setting 1 and 2 that did not qualify for ESY could go to summer school and have support if needed. Please speak to your DPF ASAP about this option for students. NOTE: request by special education teachers in SELM meeting for a description of supports for special education students in setting 1 and 2 for summer school.  CEU- in the past committee members received CEU at the end of SELM. Is this something we want to continue? Who would we need to talk to about this?  Deqaifrah and Aimee to follow up on this | |  |
| 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.  MPS rule is 4 progress reports and annual IEP for Elementary, Middle and High schools. MDE rule is the annual IEP can serve as a progress report for the reporting period when it is due. Director of the special education department and team, including monitoring and compliance, will look into this to determine if this change is possible. ECSE and transition plus have different requirements.  Redundancy of work  -Can we have some more changes to edplan to reduce the redundancy?  This will be addressed particularly where work is redundant. For instance, Parts of a comprehensive evaluation should be able to auto-populate with editing features into the IEP (e.g. supplemental aids and services, educational needs, how educational disability affects involvement in and progress of gen ed curriculum, PLEP)  Director of special education to follow up with PCG.  Survey to reduce redundancy of due process paperwork will be sent to Special education teachers and related service providers.  - 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?  This auto population would include FBAs too.  **Other issues discussed this meeting**  Enhanced Health Services Site (EHSS) will be implemented at sites that have DCD programs districtwide. These sites will have staffing to support skilled nursing needs for students provided by nurses. EHSS will replace the designation medically fragile.  There is a document the physical therapists use to determine building accessibility for students with complex needs. The document addresses the physical environment in a building, including bathroom access for these students, playground space, equipment storage. This document should be included in this service model.  DID NOT ADDRESS THIS MEETING  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 | |  |
| Preps (GMF) |  | 1.What does our contact say about covering an absence vs. cross programming?  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?  3. How is that time supposed to be covered? Is it hourly or for the day?  4. If staff are absent what is the difference between covering and program collaboration?  5. Is there a limit of a time frame for the coverage ( hour or all day)?  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? | |  |
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| Next Steps |  |  | |  |
| **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:**  5/12/22 | |