

Location: ZOOM Meeting	<h1>SELM</h1> <h2>Special education labor management</h2>		ROLES: Facilitator: Caroline and Matt Notetaker: Jodi Timekeeper: Summer
		<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>Attendees 3/13/2025 Nolan Murphy, Caroline Long, Matt Pellowski, Rob Purple, Meaghan Harvey, Jose Rodriguez, Carissa Tebben, Hai-Yen VO, Summer Pavon, Erin Lawrence, Michelle Lee-Reid, Jennifer Frisbie, Marisssa Mastel, Julie Payne-McCullum, Emma from Sullivan, Valerie Crawford, Almas Merchant, Courtney Holmes, Alecia Sanders, Jodi Dezale, Andrew Meierding, Treasure Thorsen, Deeqa Hussein</p>	<p>Date:3/13/25</p> <p>Time: 4:30 to 5:30</p> <p>Location: MFT - ZOOM</p>
Agenda Topic	Topic Leader-time	Discussion/Information Notes	Actions to take
Check in	2 min	Name, title, location	3/13/25 note color

Updates	10 min	<p>When/how will MFT get access to the hard data from the survey?</p> <p>When will MFT get the revised report? Received this afternoon, will review for an additional time and assure things reflect discussion and were de-identified What is taking so long? We were told we would have this by the 2/20 meeting.</p> <p>Budget:</p> <p style="text-align: center;">What prompted the multi-million dollar cuts to special education?</p> <p>Nolan spoke regarding his piece of budget related to monitoring and compliance. Those pieces are still being worked on. The district as a whole has a \$75 million dollar shortfall. There is another meeting on 3/25 with the school board related to department budgets and questions about special education could be addressed there. School allocations have been given to sites. Allocation is based on MN Revisor staff and statute and MPS contracts. Unclear as to whether site allocations may still change after additional meetings. The department budget is still being worked on. Question about whether student count has gone down and meeting maintenance of effort relating to previous budget levels. Understanding is that the projected budget is not a reduction of maintenance of effort from previous year. Collective effort has gone into decision making and planning. Each director and member of leadership has needed to do due diligence with their portfolio. Every budget has been looked at closely and there is likely to be noticeable changes but things are still settling and</p>	
---------	--------	---	--

		<p>decisions and ramifications are not yet confirmed.</p> <p>Cuts were not just to special education, Cuts were felt by all departments in the district. School allocations were sent out that are tied to student enrollment. The department budgets, outside of site allocations, are still being worked on. There has been a statement put out that there has been additional money given and a year over year projection shows more money. Departments are following the board guidelines in implementing cuts. More information will be available at the finance meeting 3/25. General education uses different numbers than special education in determining staffing. Additional adult assistants were cut but 2 SEAs to each setting 3 teacher remain which is above state required staffing. 1:1 SEAs were not cut. Setting 3 should not go above 10 students. There is still a form/process that can be filled out to request additional adult assistants. These positions that are above and beyond what is required by MN Revisor was impacted. Parents can request an IEP meeting if they are concerned about student services. Examples were given of number of SEA minutes and staffing required to cover IEP minutes. The resource SEA allocation at sites was 1 resource SEA to each resource teacher.</p> <ul style="list-style-type: none">· What other areas were considered for reductions before deciding to cut staff who work directly with students every day? <p>2 aspects of special education budget, allocations the pieces that go to sites and managers other staff of more central office</p>	
--	--	---	--

		<p>based/departmental staffing. There is a level of support expected and needed and consideration is being given to how that will be provided. Programs must be run with fidelity. Reductions must follow MN Revisor and MPS contracts and if staffing will impact IEP delivery then it becomes an IEP team discussion. The special education department was recently audited and results have not yet been received to help address balance within the department. Every attempt was made to limit harm to schools.</p> <ul style="list-style-type: none">· Did you engage with staff to understand their unique roles and the direct impact they have on students with IEPs?· Was this decision based solely on data without considering the real needs of our students and educators? <p>Why are social workers being funded more by SPED than Gen ed for next year? If it's 80%, should social workers be spending 80% of their time on SPED related duties? Are they expected to do prep providing for FS3 and FS4 teachers? Are they expected to fill in for SEA breaks?</p> <p>Funding for social work structure has not changed. While special education funding sources have changed the the job duties have not. Student in setting 3 are expected to go to grade level specialist.</p>	
--	--	--	--

		<p>Setting 4 students will still be funded for a .1 prep. Prep coverage was discussed with many sites and it was made clear to principals that all teachers need to get prep. A question was raised about lack of SEA coverage to get all students to grade level specialist going forward and that a setting 3 student group may be served by one specialist rather than grade level specialist in order to give teachers prep with number of available SEAs.</p> <p>Are due process clerks cut?</p> <p>What are we supposed to do next school year if we cannot fulfill all the minutes of an IEP?</p> <p>A question was asked related to changing IEPs in response to staffing cuts. We have an obligation to meet IEPs as written and changes will need to be made on a case by case basis once staffing levels are confirmed. Concerns have been addressed related to compliance and how this will be addressed if circumstances prevent IEPs being served as written.</p> <p>River Bend:</p> <p>Lost: prep allocations, Title 1 funding, 5th grade band, intervention teachers, why? Especially when these are offered to all other students in the district.</p> <p>River Bend will have 12 classrooms and has been allocated 1.2 when other indications which lead to 1.9 The reported formula heard by staff was not consistent with allocation formulas. The goal is transparency and this discrepancy will be looked at.</p>	
Workload Formula	All	Share the data collected - Report shared in SELM folder	Deeqa will talk to IT

	<p>3525.2340 CASE LOADS.</p> <p><i>(B. For pupils who receive direct special education 60 percent or less of the instructional day, the school district must establish a board-approved policy for determining workload limits for special education staff based on student contact minutes, evaluation and reevaluation time, indirect services, IEPs managed, travel time, and other services required in the IEPs of eligible students.)</i></p> <p>Policy 5701: Special Education Workload Limitations</p> <p>(b. Workload limits for special education teachers subject to this policy shall be determined by the appropriate special education administrator, in consultation with the principal of the building to which the teacher is assigned and the Superintendent, or Superintendent’s designee.</p> <p>c. The factors that must be considered in establishing workload limits under this policy are:</p> <ul style="list-style-type: none"> Student contact minutes; Evaluation and reevaluation time; Indirect services time; Management of Individual Educational Programs (IEPs), Travel time required for provision of services or management of IEPs; and Other services required by the IEPs of eligible students.) <p>(Everyone reads this)</p> <p>Emma and Treasure share the workload formula of their caseloads. (if time)</p>	<p>about where this data can be stored/preserved. The group will be informed of the location.</p>
<p>Workload Formula</p>	<p>Next steps? Did directors seek information from other districts?</p>	

		<p>We need a workload formula. It is state statute and we need to retain the SPED teachers we have and attract new ones. This will not be possible without changing the way we assign work to teachers and ESPs. No SPED teacher is able to do their job duties in a 40 hour week.</p> <p>MFT will proceed with generating a workload formula and we will present it at a later date. We would love your help. This is timely.</p> <p>We also need a workload formula because we have tried to reduce workload in this group, but we are not seeing it.</p>	
	<p>All</p>	<p>Andrew--SPED PD</p> <p>https://docs.google.com/forms/d/1Xyr5L6eH5n08fxCeYbNz6lIdalMWQg4chmklGjs2LxE/edit</p> <p>Please reword--this was not created by SELM and MPS SPED leadership.</p> <p>Process for things like this in the future</p> <p>(Collaboration is defined as the process of two or more individuals or groups working together to achieve a common goal or objective. It involves sharing knowledge, skills, and resources to accomplish tasks more effectively than individuals working alone.</p> <p>Components of Collaboration:</p> <ol style="list-style-type: none"> 1. Communication: Open and clear exchange of ideas, information, and feedback among team members. 2. Trust: Building mutual respect and trust to create a safe environment for sharing thoughts and opinions. 3. Coordination: Organizing tasks, roles, and responsibilities to ensure efficient workflow and avoid duplication of efforts. 	

		<ul style="list-style-type: none">4. Commitment: Dedication and willingness of team members to contribute and stay engaged in the collaborative process.5. Flexibility: Adaptability to changing circumstances, ideas, and approaches to achieve the best possible outcome.6. Shared Goals: Common objectives that all team members are working towards, ensuring alignment and focus.7. Problem-Solving: Collaborative approach to identifying, analyzing, and resolving issues that arise during the process.8. Diversity: Valuing different perspectives, skills, and backgrounds to enhance creativity and innovation.9. Leadership: Guidance and direction provided by a leader or shared leadership among team members to keep the team on track.10. Technology: Tools and platforms that facilitate communication, coordination, and information sharing among team members.)	
	All		

<p>Next Steps</p>		<p>Next Year- 2024 - 2025</p> <ul style="list-style-type: none"> -Next year we will work on the MOA between MFT and MPS -SB one-pager -Writing curriculum and CBMs Workload Formulas Progress Reports What issues would you like to discuss next year? Further discussion of logging academic services 	
<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 6. Be aware of your participation 7. Civil and Respectful Engagement 		<p>Parking Lot:</p>	<p>Upcoming Dates:</p> <p>4/10/25</p> <p>5/8/25</p> <p>6/5/25???</p>