

<p>Location: ZOOM Meeting</p>	<p>SELM</p> <p>Special education labor management</p>		<p>ROLES: Facilitator: Caroline and Matt Notetaker: Jodi Timekeeper: Summer</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><u>Members Present</u> 2/20/25 Emma Peterson, Matthew Pellowski, Carissa Tebben, Christina Brantner, Valerie Crawford, Deeq Hussein, Sammer Pavon, Almas Merchant, Shannyn Fagerstrom (sub for Jennifer Frisbie), Andrew Meierding, Cathay Dalnes, Hai-Yen Vo, Julie Payne-McCullum, Katie Cruz Hanza, Meaghan Harvey, Michelle Lee-Reid, Treasure Thorson, Valerie Crawford, Caroline Long, Jodi Dezale</p>	<p>Date:2/20/25</p> <p>Time: 4:30 to 5:30</p> <p>Location: MFT - ZOOM https://us06 web.zoom.u s/j/8411138 6799</p>
<p>Agenda Topic</p>	<p>Topic Leader-time</p>	<p>Discussion/Information Notes</p>	<p>Actions to take</p>
<p>Check in</p>	<p>2 min</p>	<p>Name, title, location</p>	

<p>Updates</p>	<p>10 min</p>	<p>When/how will MFT get access to the hard data from the survey?</p> <p>Has the report been changed at all? How would you like us to share it? What questions should we ask our members?</p> <p>Where can people access this report from the MPS website?</p> <p>2/20/25 Working to refine information and remove identifiable data from comments before fully releasing, screening through comments. Asked for updates regarding request for rewording from last month and clarified some items thought to have been misleading. Explained that this was the ask of the MOA and that it should now be widely shared. Once possibly identifying information has been removed there has been discussion about identifying a place to make the report and associated data available for long term access.</p>	<p>2/20/25 new notes color</p>
<p>Workload Formula</p>	<p>All</p>	<p>Share the data collected - Report shared in SELM folder 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> <p style="text-align: center;">Student contact minutes;</p>	<p>Deeqa will talk to IT about where this data can be stored/preserved. The group will be informed of the location.</p>

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.)

(Everyone reads this)

Time taken to read through the information and links. Review of items/elements that need to be considered as part of a workload formula vs the number of students/caseload based formula. Brief comments on workload analysis as opposed to primarily looking at the number of students being served. Working on how to best capture the data which will identify workload demands. A question was asked related to how other nearby districts are gathering information to meet the expectation of workload analysis based on board policy and state law. Experience with as similar task in the St Paul district was discussed that helped look at reducing some of the time consuming tasks (e.g. requesting interpreters) but kept a focus based on caseload numbers while looking at ways to reduce heavy workload tasks. Additionally, the expectation was discussed that an obligation exists within each site to help create workload balance. Other tasks were identified that others could be made responsible for to help obtain a reasonable workload. It was found to be difficult to appropriately specify student specific aspects that would allow for a weighted caseload approach.

The possibility of looking at how nearby districts have addressed this was discussed. This could be used as a means of identifying options used by others and planning ways to manage workload. An ask was made that members identify high demand tasks to identify possible areas of adjustment. Based on looking through the written responses it was indicated that many staff members identified areas of concern in their survey responses.

		<p>Emma and Treasure share the workload formula of their caseloads.</p>	
<p>Workload Formula</p>		<p>Next steps?</p> <p>At this point the current allocation formula is likely to be preserved. At this point there is not enough information to create a usable workload formula until further contractual negotiations take place and it is set between MFT and HR. Reference was made to the MOA language requiring a trial of a jointly constructed workload formula. The current caseload based formula is 1 to 22. In comparison to MDE revisor and surrounding district numbers the current allocation is better than the area district and state required maximums. It was indicated that the caseload formula currently in use is better for the teachers. It seems the current data shows the formula errs in staff favor but examples were given of additional workload tasks, such as teacher and family communication, that is not yet captured in the data and may make the workload feel unmanageable.</p> <p>What process will we use to create the workload formula?</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>When can we do a true study of our workload? Instead of going to EdPlan, when can we interview teachers or have time study?</p> <p>It was offered that further interviews or information gathering could take place to gather information from MFT members and could be brought back to the SELM group.</p> <p>It was again indicated that the state offers the option of workload or caseload based allocations and that the majority of districts have maintained a caseload based approach.</p>	

		<p>Further discussion occurred of whether additional information could/should be gathered as the online data information such as timestamps on EdPlan may not fully capture the time spent and whether it was possible to gather additional information beyond self report data from survey to determine time spent on major job tasks.</p> <p>The report pulled data from a 3 year study study as requested by MOA. The teachers were interviewed with the questions submitted by MFT.</p> <p>Will we have a small group (MFT and MPS) that meets outside of SELM to figure out the workload formula for MPS?</p> <p>It was suggested that additional meetings be delayed until after exemplars and other data have been gathered and then setting up meetings as needed rather than adding meeting times at this point.</p>	
QCOMP Coaching Model	All	<p>MOA Special Education Workload</p> <p>We met with QComp Governance committee. We will have more of an update at our next meeting. The hope is to gather additional information before the next meeting.</p>	
	All	<p>SPED Onboarding</p> <p>Goal groups from special education leadership include building effective staff; it has been identified that the MPS systems are often overwhelming to new staff. An attempt has been made to gather critical elements that could help building administrators to onboard and support new staff. The goal is that this would be available in August and it was requested that this team provide feedback and resources that would be added to an onboarding /support document. The intent is to provide an additional concrete tool to supplement the resources such as DPF and PAR</p>	

		mentor support. Crating equitable caseloads within a site and working with SEAs was suggested as possible information options.	
Next Steps		<p>Next Year- 2024 - 2025</p> <p>–Next year we will work on the MOA between MFT and MPS</p> <p>-SB one-pager</p> <p>–Writing curriculum and CBMs</p> <p>Workload Formulas</p> <p>Progress Reports</p> <p>What issues would you like to discuss next year?</p> <p>Further discussion of logging academic services</p>	
<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>2/13/25</p> <p>3/13/25</p> <p>4/10/25</p> <p>5/8/25</p> <p>6/5/25???</p>