

Location: ZOOM Meeting	SELM Special education labor management		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 5/8/2025 Deeqa Hussein, Caroline Long, Matt Pellowski, Jodi Dezale, Meaghan Harvey, Treasure Thoreson, Alicia Hamilton. Hai-Yen Vo, Matthew Lau, Michelle Lee-Reid, Shannyn Fagerstrom, Emma Peterson, Christina Brantner, Valerie Crawford</p>		Date: 5/8/25 Time: 4:30 to 5:30 Location: MFT - ZOOM
Agenda Topic	Topic Leader-time	Discussion/Information Notes	Actions to take
Check in	2 min	Name, title, location Any updates or questions on MPS end? Reviewed access to agenda was recently reshared.	5/8/2025 note color

		No specific updates beyond the generally available information available in recent updates.	
Updates	10 min	<p>Next meeting in June?</p> <p>Discusses history or committee meetings and whether people had desire and capacity to meet in June. No consensus was reached initially, will return to this topic after today's progress is noted. At conclusion of today's meeting it was discussed that we should investigate who is available for a June meeting.</p> <p>Principals being admin designees?</p> <p>Yes, principals were told this today. To align with LEA expectations social workers are no longer to serve as admin designee principals and APs are expected to attend. Role of social worker has not changed as outlined in roles and responsibilities checklist. Communications will be coming related to what to do if someone with an admin license is not available. It is already difficult for families to get adequate time for discussion in IEP meeting. Reported that communication to social workers has been inconsistent and questioned the logistics of getting attendance. Social worker are going to be added to IEP teams as service providers and that is where the focus will be for the SW role. SW will reach out to Kathy and Megan for further information. It was expressed that they are working on guidance that will be sent out and a request was made for questions related to this topic. New laws allow to recover money from social work services. There is a need for collaboration and transparency on how this will work going forward. Discussion of clinical social workers and supervision as well as building needed infrastructure.</p>	
Workload Formula	All	<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</i></p>	Deeqa will talk to IT about where this data can be stored/preserved. The group will be

		<p><i>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>Did anyone find any information about workload formulas from other districts?</p> <p>This has not been a priority secondary to the need to attend to budgets. Some examination of nearby districts and how resources have been allocated has taken place more related to program models than specific workload formulas. A report that St Paul CASELOAD typically ranged between 18-20, higher at secondary level and that they are not using a workload model.</p> <p>Emma and Treasure share the workload formula of their caseloads.</p> <p>Language above refers to directives related to workload vs caseload. Use of workload formula from MPS document from December was shared. Used the minute grid on ed plan and identified teacher minutes, removing other providers. Used some averages to calculate out an example for setting 3. It was unclear what the resulting number stands for. Discussion of caseload amounts and numbers and how this plays out in reality. Discussion included Fed setting 3 based on MN statute /revisor and not</p>	<p>informed of the location.</p>
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		<p>included in the workload calculator but continued interaction indicated that the MOA addressed all areas of special education. It was indicated that the workload calculator is messy and it is important not to go below state staffing requirements. It took 30 minutes to calculate each example. Discussed variability across people and how this may serve to help identify areas in which workload could be made more manageable. There was consideration that the information gathered in the report showed low caseloads for teachers and that contractually resource teachers can have up to 23. It was felt that there was a lack of clarity on the expectation that workload formula was for all portions of special education. Discussion of how to best capture comprehensive responsibilities and make things more manageable for staff. Discussed multiple possible reasons that special education staff may leave and it was indicated that the SEA and teacher vacancies are now lower than neighboring districts. Discussion then returned to example of resource teacher example. Case manager amount of evaluations is significant and they are also responsible for scheduling meetings and editing/ managing documents. Discussed specific examples and how much would be variable across people and situations.</p>	
Workload Formula		<p>Next steps?</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 the workload in this group, but we are not seeing it.</p> <p>https://docs.google.com/document/d/1p1h4UX-Rcsk04j3Cx2lZfVq_NHSozWeKb51UXVKAkKQ/edit?tab=t.0</p>	

	<p>All–Matt starts</p>	<p>Process for e-mails to SELM</p> <p>Process for labeling our collaboration together</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. 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.) 	
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	All	https://docs.google.com/document/d/1p1h4UX-Rcsk04j3Cx2lZFVq_NHSozWeKb51UXVvAkKQ/edit?tab=t.0 <p>This is the progress report from last year. What are your thoughts? What should MFT tell our members about what we worked on in SELM this year?</p> <p>2 minutes silent thinking—what are your goals for SELM for next year? Everyone shares.</p>		
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>		
Norms: <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 			Parking Lot:	Upcoming Dates: 5/8/25 6/5/25???

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