

MFT Filename - Art. 12 - Inclusion and Equity

The following proposals made by the Minneapolis Federation of Teachers, based on input from educators, parents, students, and community members, are subject to modifications and additions throughout the bargaining process. It is mutually understood that all dates will be updated in the contract as part of any agreement.

Inclusion and Equity: Staffing

Move MOA Special Education Caseload and Workload into ARTICLE X2, B.

ARTICLE XII. WORKING CONDITIONS UNDER ARTICLE B. CASELOAD RECOMMENDATIONS

Citywide Program Teachers (Includes: DCD, SPAN, SPEN, CLASS, Life Skills): Caseloads will be weighted based on student need. Special Education Support staff will be assigned to assist teachers and support Least Restrictive Environment at staffing levels to be compliant with the law. At least two SEAs will be assigned per teacher, unless more SEA support is necessary to balance the teacher-to-student-needs ratio.

Special Education Teacher Emeritus Cadre Pool: MPS will create a cadre pool of at least 15 individuals to rotate between schools as needed to assist in completion of Special Education Due Process Paperwork.

Special Education Assistant Cadre Pool: MPS will create a cadre pool with at least 35 cadre members to fill in for SEA absences.

Whereas, Minneapolis Public Schools and the Minneapolis Federation of Teachers share the belief that every student deserves the time and attention needed to ensure high quality learning is available,

Whereas, it is acknowledged that Special Education caseloads have created a heavy workload where testing, meetings and paperwork can outweigh actual teaching time with students,

Whereas, Special Education students deserve teaching and learning opportunities that adequately address their needs **and are in accordance with their Least Restrictive Environment as stated by the law,**

Whereas, Special Education students have varying needs that require different levels of support and attention from the teacher,

Therefore be it resolved, that MPS will:

1. Complete a systems review of SPED functions to address issues, student services and workload.
2. Continue collaborating with MFT and the Special Ed Labor Management Committee to MPS will provide additional supports such as:
4. Creating **Create by September 2018** a Special Education Teacher Emeritus cadre **pool of at least 15 individuals** to rotate between schools to assist in completion of Special Education paperwork.
5. Increase capacity **to at least 35 SEA reserves** to fill Special Education Assistants

absences with SEA reserves when absent.

6. Increase reserve capacity, when needed, so teachers can meet due process requirements.

Forward the Special Education Labor Management Committee minutes each month, recommendations, and actions directly to the Superintendent, CEO and CAO for review and needed action.

Be it further resolved, the Superintendent and Executive Director of Special Education Department will continue to address the workload and systems issues so that appropriate workload adjustments can be made.

See Article II Additional Time for Due Process:

Additional Time for Due Process: Effective with the 2015-2016 ~~2015-2016~~ **2017-2018** school year, all special education teachers/providers shall have ~~three (3)~~ **eight (8)** days of reserve teacher time per school year to be used as needed to complete due process compliance requirements. Those realigned into special education shall have one additional day of reserve teacher time during their first realigned year to be used as needed to complete due process compliance requirements. Those in their second and third realigned year in special education may request additional reserve teacher time from their buildings to be used as needed to complete due process compliance requirements. **A good faith effort will be made to schedule** Reserve teachers shall be scheduled in advance for a Tuesday, Wednesday or Thursday with the understanding that if there is a shortage of reserve teachers because of many requests from teachers who are absent due to illness, the reserve teacher may be reassigned and rescheduled for a later date. **It is acknowledged that there will be times when due process days will be necessary. It is guaranteed that for any requests for a due process day, the teacher will be released from school in order to complete this work that is required by the law.** Buildings will be responsible for a plan to support special education service teachers/providers.

MFT Filename: Art. 12 - Workload- SPED

The following proposals made by the Minneapolis Federation of Teachers, based on input from educators, parents, students, and community members, are subject to modifications and additions throughout the bargaining process. It is mutually understood that all dates will be updated in the contract as part of any agreement.

ARTICLE XII. WORKING CONDITIONS

[MOVED UP - WAS SECTION C., BECOMES NEW SECTION B.]

Section B. C- Special Education Labor Management Committee: (SELM)

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. The committee shall consist of an equal number of members **from both MFT and the District** appointed by the President of the Federation of teachers, Local 59 and the Superintendent that **represent all areas of special education. The MFT president will review and select MFT candidates and the Superintendent will review and select District candidates.**

Topics that the committee shall address include but are not limited to:

- Workload
- Paperwork reduction, duplication, data collection and information management
- Support for IEP due process requirements
- Selection and use of funds for curriculum and materials
- Facilities and working conditions
- Professional development
- Support for schools to deliver focused interventions for students with special needs
- Preparation time
- Residency Program for Special Education
- **Technology**
- **Transportation**

Teachers shall have the right to initiate discussions or bring issues to this committee relative to any of these topics with the expectation that this committee will act as a non-partial mediating body to address concerns and resolve issues that are systemic in a timely manner.

SELM Committee members who participate in additional committee duties outside of attending the monthly meetings (e.g., task forces, subgroup work, etc.) will be compensated at the Hourly Leadership Rate.

Section C. ~~B. Caseload Recommendations~~ Special Education Workload:

Subd. 1. Establishment of Special Education Teacher Workload Formula Caseload Recommendation:

~~It is recommended that The District and MFT recognize that special education staffing caseloads~~ **workload involves a take into consideration the need to engage in the** broad range of professional activities necessary to:

- Meet the intent of the Individuals with Disabilities Education Act (IDEA) by implementing appropriate and effective service options, and providing interventions designed to meet individual student needs,
- Implement evidence-based practices, and
- Meet mandated compliance, third-party billing, paperwork and other responsibilities.

Workloads for specific special education programs are delineated in MN Rule 3525.2340 part 2340. **Further, the state law specifies that the following factors must be considered when determining a workload formula for special education staff who work with students receiving services for 60% or less of their instructional day:**

1. Student contact minutes;

2. Evaluation and reevaluation time;

3. Indirect services time;

4. Management of Individual Educational Programs (IEPs),

5. Travel time required for provision of services or management of IEPs;

and

6. Other services required by the IEPs of eligible students.

The following recommended caseloads are a goal to strive for while taking into consideration program, site, and individual student needs that determine the workload of

special education teachers. The District will work towards reducing caseloads for special education staff.

Within 6 months of contract ratification, the District, in conjunction with the SELM committee, will complete creation of workload formulas (limits) for all special education providers.

Creation will include at least, but not limited to, the following steps:

- 1. The District will work with the assistance of the Special Education Labor Management Committee (SELM) as needed. Updates will be provided at each SELM meeting and will be published monthly;**
- 2. Complete a systems review of Special Education functions to address issues, student services, and workload.**
3. Review weighting of student caseloads by student needs as in the State's weighting formula.
- 4. Complete a systems review of each special education service area which includes staff feedback;**
- 5. Establish a workload limits formula for each special education service area which takes into consideration the following factors:**
 - o **student contact minutes,**
 - o **evaluation and reevaluation time,**
 - o **indirect services,**
 - o **IEPs managed,**
 - o **travel time,**
 - o **other services required in the IEPs of eligible students, and**
 - o **Mandated special education/early intervention services (i.e., Individual Family Service Plan, or IFSP).**
- 6. Once the workload formula has been determined, each special education provider will complete a workload analysis based on the factors determined in the workload formula.**
- 7. Annually, the workload formula will be reviewed and updated by SELM and the Special Education Director.**
- 8. In recognition of the need to balance due process responsibilities with instructional obligations to students, changes in workload will not exceed a special educator's formula unless by mutual consent of the special educator and the District.**

The District and SELM will also continue collaborating to explore and provide additional supports such as:

- 1. Creating a Special Education Teacher Emeritus cadre to rotate between schools to assist in completion of Special Education paperwork,**
- 2. Increase capacity to fill Special Education Assistants (SEA) absences with SEA reserves when absent.**
- 3. Increase reserve capacity so teachers can meet due process requirements.**

SELM will Forward the Special Education Labor Management Committee minutes each month, recommendations, and actions directly to the Superintendent, Chief Executive Officer and Chief Academic Officer for review and needed action.

Section D. Caseload Recommendations

1. Special Education Teacher Caseloads:

The following caseload guidelines will remain in place until a workload limits formula is created:

Audiologists: It is recommended that staffing caseloads of audiologists follow a ratio of 1:10,000 as a guideline at all general education settings across all grade levels.

Developmental/Adapted Physical Education Teachers (DAPE): It is recommended that staffing caseloads of DAPE teachers follow a ratio of 1:40.

Licensed Deaf/Hard of Hearing Itinerant Services Teachers: It is recommended that staffing Caseload/Staffing of deaf/hard of hearing services teachers follow a ratio of 1:20.

Licensed School Nurses: It is recommended that the District staff Licensed School Nurses at a 1:750 ratio for students in regular education, and 1:225 students in special education. **There shall be a Licensed School Nurse, paid for by the District, not the site, in every building, all day, every day during student contact time. Additional allocations beyond the minimum staffing pattern indicated by the workload/caseload formula will be provided to each building.**

Occupational Therapists: It is recommended that staffing caseloads of occupational therapists follow a ratio of 1:25.

Physical Therapists: It is recommended that staffing caseloads of physical therapists follow a ratio of 1:25.

School Psychologists: It is recommended that staffing caseloads of school psychologists follow a ratio of 1:1,000 as a guideline at all general education settings across all grade levels. **There shall be a Licensed School Psychologist, paid for by the District, not the site in every building, all day, every day during student contact time. Additional allocations beyond the minimum staffing pattern indicated by the workload/caseload formula will be provided to each building.**

School Social Workers: It is recommended that staffing caseloads of school social workers follow a ratio of 1:600 as a guideline at all general education settings across all grade levels. **There shall be a Licensed School Social Worker, paid for by the District, not the site, in every building, all day, every day during student contact time. Additional allocations beyond the minimum staffing pattern indicated by the workload/caseload formula will be provided to each building.**

Special Education Resource Teachers (SERTs): The District shall require buildings to staff special education resource teachers at a ratio of 1:20 but no greater than 1:23 students during the spring budget allocation staffing process. The Special Education Department shall enforce this ratio through the budget tie-out process. The District will work toward the reduction of maximum recommended caseloads for Special Education

Resource Teachers from 1:23 to 1:20 as budget constraints allow. **Student placement decisions will be made before budget tie-out to enable accurate data for determining student and staffing needs. We acknowledge that additional placements may need to be made after summer student address changes.**

Speech Language Clinicians: It is recommended that the District staff speech language clinicians at a ratio no greater than 1:23 students.

Vision Services Teachers: It is recommended that staffing caseloads of vision services teachers follow a ratio of 1:22.

2. Licensed School Counselors Caseload Allocation

Licensed School Counselors: It is recommended that the District staff licensed school counselors at a 1:250 ratio for secondary counselors, and 1:400 for elementary counselors. **School counselors may not be required and/or asked to master schedule for any building in MPS. This includes both creation of the master schedule and data entry of the master schedule into the Discovery system. On a day-to-day basis, school counselors will not be responsible for student scheduling.**

Master schedule clerks will be hired at each middle school and high school and will be solely responsible for the master schedule at that site. At a minimum, this person will be responsible for creation of the building master schedule, schedule changes, and other essential data entry related to the master schedule (e.g: room assignments, office assignments, lunch scheduling, etc.).

[MOVED UP, NEW SECTION B. - SEE ABOVE]

Section C. Special Education Labor Management Committee:

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. The committee shall consist of an equal number of members appointed by the President of the Federation of teachers, Local 59 and the Superintendent.

Topics that the committee shall address include but are not limited to:

- Workloads
- Paperwork reduction, duplication, data collection and information management
- Support for IEP due process requirements
- Selection and use of funds for curriculum and materials
- Facilities and working conditions
- Professional development
- Support for schools to deliver focused interventions for students with special needs
- Preparation time
- Residency Program for Special Education

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