

**SAINT PAUL FEDERATION OF EDUCATORS
PROPOSAL 3
SEPTEMBER 21, 2023**

**Licensed Contract
SPECIAL EDUCATION SUPPORTS**

ARTICLE 27. SUPPORT FOR SPECIAL EDUCATION STUDENT LEARNING

SECTION 1. STAFFING PARAMETERS. The district will follow the staffing parameters for special education below. The parties agree to meet regarding specialized programs that do not fit the model below and discuss appropriate staffing

Federal Setting	Caseload	Special Ed. Staffing*
ECSE 3-6 year olds - self-contained Classroom	6-8 4-5 students per Classroom	1 ECSE teacher 2 additional special education staff Plus a floater special education staff for every 2 classrooms to support breaks, lunches, etc.
ECSE 3-6 year olds, teachers providing supports in inclusive or natural settings	12-16 students case managed	Special education teams may include an ECSE teacher and related services staff. Para support will be determined based on IEP needs.
Federal Setting I & II Elementary	17-19 students case managed 15-17 students case managed by probationary teachers	1 Special Education Teacher Para support will be determined based on IEP needs.

Federal Setting I & II Secondary	18-22 students case managed 16-18 students case managed by probationary teachers	1 Special Education Teacher Para support will be determined based on IEP needs.
Federal Setting III - DCD/ ASD/DHH+	6-9 students	1 special ed. Teacher 2 additional special education staff. Plus a floater special education staff for every 2 classrooms to support breaks, lunches, etc.
Federal Setting III – EBD/ DHH (self-contained)	8-10 students	1 special ed. Teacher 2 additional special education staff Plus a floater special education staff for every 2 classrooms to support breaks, lunches, etc.
<p>Focus Beyond Pathway 1 Transition</p> <p>Focus Beyond Pathway 1 - Specific Caseload Language for Staffing and class sizes.</p>	<p>Lead Caseload: no more than 3 students</p> <p>Every non-lead Case Manager: Up to 9 students with an average of up to 7 students; no less than a 2:1 student to support staff ratio, plus 1 float/job coach for every classroom.</p> <p>Student case management and class placement will be determined based upon</p>	<p>No less than 2:1 student to support staff ratio, plus 1 float/job coach for each classroom</p>

	<p>ongoing discussions with the leadership team, distributed based upon student support needs. Overage will require agreement, and process will be the procedure written in Article 27, Section 2 of the SPFE Teacher contract. This language will not limit staffing, and there will be room to advocate for additional staffing allocations / make changes based upon student support needs.</p>	
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Music Therapist and Art Therapist Staffing

FTEs	1 Site Assigned	2 Sites Assigned	3 Sites Assigned
1.0	<p>Five (5) 50 minute daily groups</p> <p>Plus</p> <p>50 weekly minutes of enrichment</p>	<p>Five (5) 50 minute daily groups</p>	<p>Four (4) 50 minute daily groups</p> <p>Plus</p> <p>50 weekly minutes of enrichment</p>

Music therapists and art therapists who work less than full time will have a prorated workload proportionate to these parameters. Music therapist and art therapist group sizes will align with caseload parameters.

Speech Language Pathologist Staffing

FTEs	Elementary Staff	Secondary and Transition Staff
1.0	35-40	41-45

Occupational Therapist Staffing

FTEs	Elementary Staff	Secondary and Transition Staff
1.0	35-45	40-50

Physical Therapist Staffing

FTEs	Elementary Staff	Secondary and Transition Staff
1.0	35-45	40-50

School Social Workers for Special Education students who have SSW services on their IEP***		
FTEs	Elementary Staff	Secondary and Transition Staff
1.0	35-40	40-45

*To ensure that special education teachers have paraprofessional support, the district agrees to following MN Rule 3525.2340. In self-contained classrooms where there are students with different service levels, the staffing numbers outlined in the Minnesota Rule that meet the students with the most needs will apply. When a concern is raised about the student-to-staff ratio a review process will be commenced.

**Determining Special Education caseloads for Occupational Therapists, Physical Therapists, Speech Language Pathologists and School Social Workers will include considering the direct services minutes, indirect services minutes, evaluation and reevaluation time, IEPs managed, travel time, and other services required in the IEPs of eligible students.

~~For the 2022-2023 School Year~~

~~The parties agree to discuss caseload/ workloads with the PIC for Federal Setting III, DAPE, Music Therapist, Art Therapist, SLP, SSW, Psychologists, and BVI. Collectively, the PIC representatives and district administration could discuss if a committee is needed on any of the above mentioned positions.~~

~~The parties agree to continue the caseload and workload committee for OT, ECSE, Transition, PT/PI, itinerant DHH staff and Fed. I, II & IV. At minimum, the committees will meet monthly starting in October 2022.~~

~~Any new agreements reached will be used to recommend future contract language.~~

For the 2024-2025 School Year

The parties agree to establish program support, contract language, and a location for transition students with intensive therapeutic, mental health, and/or behavioral needs.

SECTION 2. CASELOAD/WORKLOAD OVERAGE REVIEW

Subd. 1. In the event that a special education teacher or related service provider is above the staffing parameters outlined in Article 27 Section 1 or in the Early Childhood Special Education Birth to Three Workloads MOA at or after October 1st, a review process outlined in this section shall be followed.

Subd. 2. A teacher will bring attention to the overage during child study/weekly team meeting, or equivalent type meeting, in an attempt to solve the overage. If the overage is not solved during this meeting, the affected teacher and/or their coach will discuss the overage with their special education supervisor anytime after October 1st. Within 10 days, the supervisor will communicate in writing a solution to the caseload overage to the affected individual.

A related service provider will bring attention to the overage to their Lead or weekly team meeting. If the overage is not solved during a meeting with the Lead or weekly team meeting, the affected related service provider will discuss the overage with their special education supervisor anytime after October 1st. Within 10 days, the supervisor will communicate in writing a solution to the caseload overage to the affected related service provider.

If the supervisor is unable to find a solution that will bring the overage back into the caseload/workload range, the following remedies exist:

1. When the caseload/workload is violated by 1 student, or a weight of 43 for Birth to Three, for at least fifteen (15) school days, the teacher or related service provider is compensated \$750 per quarter
2. When the caseload/workload is violated by 2 students, or a weight of 46 for Birth to Three, for at least fifteen (15) school days, the teacher or related service provider is compensated \$1000 per quarter
3. When the caseload/workload is violated by 3 or more student, or a weight of 49 for Birth to Three, for at least fifteen (15) school days, the teacher or related service provider is compensated \$1250 per quarter

Subd. 3. In the event that the affected teacher does not accept the additional compensation, the district has the option to hire an additional staff member or assign a SPED Coach to case manage up to 3 students from the caseload. The SPED Coach will be eligible for overage pay as stated above. If the district decides to hire an additional staff member to relieve the overage, the affected teacher will receive the compensation stated above until the new staff member is hired and working in their building/program.

Subd. 4. If a self-contained special education classroom goes over the caseload, a class size committee is called and the class size committee process is followed as outlined in Article 31. If a teacher's caseload goes over cap, they follow the caseload/workload overage process outlined in Article 27. If a self contained teacher has a caseload greater than their class, they have access to both class size committee and the caseload/workload overage processes depending on where the overage occurs.

SECTION 2. BEST PRACTICES AND OTHER SPECIAL EDUCATION CLASSROOM CONSIDERATIONS

Subd. 1. Best Practices. Placement, school administrators, and staff should make every reasonable effort to ensure that students in special education are placed in classrooms with similar aged classmates. If a teacher feels such efforts were not reasonable; the matter shall first be discussed with the building administrator and the special education supervisor. If not resolved, the issue may be discussed at the next Special Education Professional Issues Committee (SPED PIC) or at the regular Professional Issues Committee, whichever comes first. Common scheduling of mainstream classes should be used to maximize paraprofessional support.

Subd. 2. Open SPED Classroom Teaching Positions. The priority for staffing is filling building level special education teacher positions. Current SPPS special education

teachers who are hired into coaching roles will not transition until their classroom position is filled.

Subd. 3. Co-Teaching. Consistent with the co-teaching model adopted by the District, no co-taught class with students receiving IEP academic and behavioral special education services shall contain more than 1/3 special education students. Placements in co-taught settings should be appropriate for each individual student, and allow for the least restrictive environment in accordance with the IEP team decision.

Subd. 4. SPPS will discuss a plan to support substitute positions for itinerant DHH teachers, music and art therapy teachers at the ~~2022-23~~ PIC meetings.

Subd. 5. New Special Education classrooms. When a special education program is new to a building, the district will provide a budget for setting up the classroom to meet the student needs.

Subd. 6. Nothing in this agreement is intended to supersede other agreements regarding staffing for specific special education programs such as the Bridge View School or Birth to Three Program.

Subd. 7. The facilitator of the child study committee will not be assigned to or be defaulted to a particular position or job title.

SECTION 3. ITINERANT SPECIAL EDUCATION STAFF

Subd. 1. Itinerant staff schedules will include the travel time (i.e. per Google Maps or other mapping program) plus twenty (20) minutes for each trip to get between two locations.

Subd. 2. Itinerant staff will consult with their lead to set a schedule with a set start time and end time. The schedule will meet the same amount of hours as a school day schedule for licensed staff assigned to buildings.

Subd. 3. Itinerant staff will be provided with office space or classroom space within at least one of the buildings where they serve students to work and safely and securely store materials.