

**SAINT PAUL PUBLIC SCHOOLS
 PROPOSAL 12T
 ARTICLE #27
 06/26/2025**

**Licensed Contract
 Special Education Staffing Parameters**

Rationale: This proposal aims to clarify previous language that has resulted in confusion for educators and leaders and has also resulted in equitable caseloads/workloads across the district. This proposal also emphasizes our shared goal of ensuring that students with disabilities have their needs met.

ARTICLE 27. SUPPORT FOR SPECIAL EDUCATION STUDENT LEARNING

SECTION 1. STAFFING PARAMETERS. **All students in SPSS have a right to receive special education services and have a special education case manager, and no student will be denied their right to a Free and Appropriate Education (FAPE) due to staffing parameter language outlined in this contract.** 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. The District will strive for staffing allocations (Spring Staffing prior to the start of a school year) of SPED Teacher FTEs to be at or below the lower limit of the range listed in the table below. For staffing adjustments that take place after the start of the school year (Fall Adjustments), the upper limit of the range may be used.

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

Federal Setting I & II Secondary (including middle schools and upper campuses)	17-22 students case managed	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.
Focus Beyond Pathway 1 Transition	4-9 Students	1 special ed teacher 3 additional special education staff. Additional special education staff beyond this will be based on individual student needs.

Music Therapist and Art Therapist Staffing

FTEs	1 Site Assigned	2 Sites Assigned	3 Sites Assigned
1.0	Five (5) 50 minute daily groups plus up to 30 daily minutes of enrichment in Setting III or IV classroom within an already assigned building, online, or in another building, with consideration given to travel time	Five (5) 50 minute daily groups	Four (4) 50 minute daily groups plus up to 30 daily minutes of enrichment in setting III or IV classroom within an already assigned building

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

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

Occupational Therapist Staffing

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

Physical Therapist Staffing

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

School Social Workers for Special Education students who have SSW services on their IEP***

	Elementary Staff	Secondary Staff
	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. **When determining staffing for K-12/transition related service providers, a student who receives direct special education services will receive a weight of 1.0 and a student who receives only indirect services will receive a weight of 0.5.

SECTION 2. ~~CASELOAD~~ STAFFING PARAMETER/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 or related service provider 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 or related service provider will discuss the overage with their Special Education Supervisor or Principal anytime after October 1st.

Subd. 3. The Special Education Supervisor will work with the building Principal and impacted special education teacher(s) to propose a recommendation to address the overage. The recommendation may include, but is not limited to, increasing licensed

special allocations to that building or program, assigning special education due process duties to a special education teacher from outside the building, increasing paraprofessional allocations, or other options identified by the district or the building Principal.

Subd. 4. As the district works to implement the decision from Subd. 1 ~~to bring the average back into range, or if a special education teacher agrees to take on additional students,~~ the special education teacher can submit supplemental pay **for work completed outside of their duty day to meet the due process needs of the additional student(s)** for ongoing case management duties, including family/guardian communication, managing the IEP, progress reports, and evaluation. The district will work with the teacher to determine the anticipated amount of time that will be paid through supplemental pay, with consideration given to the services outlined on the students' IEP, and case management needs for the individual student. The supplemental time will be paid at the special education teacher's hourly rate of pay.

SECTION 3. 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. 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.5. 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. 6. If a licensed special education position is vacant after August 1 for the upcoming school year, the district may contract with a staffing agency to temporarily fill the position. As the district is legally required to provide special education services beginning on the first day of school and changes in case management and service providers can impact the provision of special education services, positions may be filled with a contracted licensed staff member up to the remainder of the school year. If a position is filled with a staffing agency contracted staff member, the position will be included in Interview and Select to fill with an SPPS-hired staff member for the following school year.

SECTION 4. 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. **ECSE Birth-3 and 3-5 Community Inclusion staff traveling primarily to community sites and home visit locations will include travel time plus ten (10) minutes for each trip to get between two community 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.