

Special Education Taskforce 2019 -2022
Proposal Regarding CBA 2022-2025, ARTICLE IX: F.5
WORKDAY, WORKLOAD, ASSIGNMENT AND SCHEDULING OF EMPLOYEES

The Special Education Taskforce agrees to the following recommendations to the bargaining team. These are system wide options for improvement of delivery models and systems of support to students as provided by management, administration, certificated and classified special education professionals and inclusive of student guardians' participation. In accordance with the Collective Bargaining Agreement, (CBA), the Special Education taskforce is charged with the work as follows:

The Joint SEA/SPS Bargaining Team explicitly acknowledges the inherent structured institutional racism in the Special Education current service pathways. Accordingly, we urge the Joint Special Education Taskforce to use this recognition of institutional racism as the anchor to examine the service pathways and student placement and services.

(SEA and SPS will recommit to current Joint Special Education Services taskforce language (with clarity on our shared commitment to racial equity) and put forward these recommendations for the District.)

1. Starting in the 2022-2023 school year SPS and SEA will create a list of schools to participate in the Special Education department inclusion classrooms co-teaching project. The initial cohort of schools will begin the co-teaching model in the 2023-2024 school year, with preparations taking place throughout the 2022-2023 school year. Participation means working towards full implementation, and schools will be supported from the central office with master scheduling and professional development (i.e., will support schools as needed with hiring and recruitment for vacancies, in-person, and shoulder to shoulder coaching and modeling, strategy, skills, Universal Design for Learning (UDL), and scheduling that supports the implementation). School building teachers will be guaranteed protected co-teaching planning time in the master schedule. Paraprofessionals will be invited to planning and professional developments related to co-teaching and instructional planning. All instructional materials for paraprofessionals need be shared in advance of providing student supports for instructional lessons. There is an expectation that at a minimum each school in the district will participate and be supported as noted above in the inclusion classrooms co-teaching project by the end of the 2025-2026 school year as evidenced by their Continuous School Improvement Plans (C-SIPs).
2. The district's special education department will pilot a resource teacher workload calculator that takes into consideration student SDI, progress monitoring data collection, planning and prep periods, lunch, workload calculation time, and/or any other elements deemed necessary by the bargained CBA. Special Education teachers will be given sheltered time to complete workload calculators monthly and these will be shared with Special Education Specialists, Supervisors, and the school admin team. Specialists are available for coaching and completion of the workload calculators. In areas where there may be a need for further staffing support, Educators can address direct concerns via the application process of the Special Ed Relief Committee and will notify the Special Education Supervisor. The Special Education relief committee will review and deliberate on applications every two weeks. The Committees application outcomes will be shared for suggested staffing adjustments monthly at the Special Education Committee Joint Labor Management committee (JLMC) to actionize on needs for additional full-time equivalency (FTE) at school sites. When resource certificated educator minutes have not hit maximums (i.e., there is additional capacity as identified via the workload calculator, Supervisors will work with

Special Education and Admin teams to best coordinate and utilize educator trained skillsets to fulfill special education service needs across their school, and/or regional programs (i.e., IEP writing, model lessons, data collection/analysis, collaboration with general education teachers etc.).

3. The district and SEA recognize that some schools need universally designed behavior safety plans to address high-intensity student behavioral events. If sites are addressing student behaviors within an IEP (e.g., eloping, physical injury/harm to self or others, and/or sexually explicit student behaviors) that involve responding to a high risk/incident safety concern, the school site's administrator, Special Education Teams and central office specialists & supervisors will create a multiple tiered response plan.

An application will be created and completed by a school team (i.e., educators, admin., etc.) to request support via a district-level behavior team. The Supervisor for that school will meet and review a checklist to determine if more intense behavior support is needed within five working days of receiving the request. If determined that further support is needed, school sites with these student behaviors will be provided central office team consultation to develop behavior response plans utilizing UDL principles and include plans for immediate help when needed and central office support to be deployed to staff if requested for more wrap around services, in addition to asynchronous professional development activities available to all educators at the school site on behavior plans and modification. There is an understanding that if and when a plan is created for a student, it will follow the student should they transfer to another school and or / program, and the receiving team will proactively receive the plan and supports.

4. The district and SEA recognize that data and student experience present inherit racism in our previous pathways. For this purpose, we are looking to mitigate this impact with systematic inclusionary practices. The current pathways (resource, access, SEL) that can be serviced via a resource label will now be serviced collectively in buildings as one service, that have a maximum certificated caseload size set by IEP minutes possible to service within the working day. Resource classrooms will be capped either when the available amount of contracted certificated educator time with students is maximized across a month as determined by IEP minutes as evidenced by the workload calculator or when the number of students served in any resource caseload reaches a maximum capacity of 20.

When resource certificated educator caseload minute maximums are reached and hiring needs happen within school SpEd teams, they need to apply to the Special Education Relief Committee for additional certificated and/or paraprofessional FTE needs. Applications for support will be reviewed by joint SpEd Relief committee, then forwarded to SpEd JLMC for processing of both temporary cert/paraprofessional centralized supports deployed in accordance with the language from the 2019-2022 CBA and initiating process for long-term hiring needs with HR as needed.

5. All school sites need be fully supported with paraprofessionals to support an inclusion service model. Paraprofessionals staffing in resource rooms should have a baseline number of staff to support buildings system wide. All paraprofessionals will have access to asynchronous professional development aligned to the services they are assigned to support. For example, paraprofessionals in resource programs will be trained to support Special Education students IEPs with services based in curriculum, interventions, and trauma-based interventions, (e.g.,

curriculum K-2 or 3-5 small group instruction, inclusion classroom support for students 2+years below or above grade level, ACES, etc.). Paraprofessionals in programs of Pre-K/Distinct/Med-Frag/Mod-Intensive/Focus will be trained to support disabilities and in skillsets for their assigned program/classrooms needs. Paraprofessionals staffing consistency in buildings and programs is necessary to provide quality holistic and individualized supports for students within needed IEP goals and services.

Services, such as medically fragile, distinct, mod-intensive, & focus, will remain in accordance with the CBA language from the 2019-2022 CBA recognizing that the level of support for these services should remain as is. SPS and SEA agree that there will also be an examination of these pathways as part of the continued Special Education Taskforce work.

At the building level, students receiving special education services will be scheduled first in the master schedule to ensure compliance with student IEP minutes. Special education teachers' schedules will be aligned in accordance with specifically designed instruction (SDI) minutes from their student's IEPs.

6. SPS and SEA taskforce committee will create a quarterly inclusionary practices UDL self-assessment review tool as a support for schools and teams in the CBA. The intent of this tool is not evaluative, but more so to inform and progress monitor a school's implementation of their UDL practices. The tool should include a survey of student voice, parent voice and educator self-reflection. The results will be the basis for the district providing asynchronous professional development activities with the goal of supporting special education servicing & team alignment to UDL practices. The district will monitor these results for trends, and in turn create synchronous professional development session where there are identified gaps in implementation across the system. The data analysis will be conducted with the schools participating in the project, but the tool will be made available to all schools as a means of self-assessment regarding their UDL practices.
7. In efforts to ensure all students feel safe and welcomed, special education department asynchronous professional development will occur for all educators around the facets of identity to create more inclusive environments. Special Education educators will be trained within the terms of this CBA in people first language, verbal de-escalation, physical offense/defensive tactics, disability advocacy and the law, transition planning, and high/low incident disability specific training (e.g., learning, speech and language, intellectual, other health impairments, behavioral anti-bias practices). A condensed abridged version will be embedded in the Multi-Tiered System of Support (MTSS) framework and trainings made available for the district's general education educators to ensure all students and staff are supported with inclusionary schooling practices. This is a recognition that these asynchronous professional development sessions are essential for all educators.
8. The district and SEA recognize special education services intersectionality within our system. Students who are emergent multilinguals receiving special education services must be afforded all multilingual supports and services their non-disabled peers receive. In recognition of student's preferred language, language translation/interpretation must be provided for all family's whose home language (including ASL) is not English in any special education meeting or home communication. The central office will support schools and families with

translation/interpretation services and there is a recognition that there is a legal obligation to comply. Requests will be made in advance and interpreters provided following this request. Details on the request process will be determined via the bargaining team.

9. The Special Education Procedural Guide will be provided to every admin and special education team annually at the start of the school year. Additionally, school and program sites will be provided a copy of a core text related to pre-referral interventions (i.e., The Pre-Referral Intervention Manual (PRIM) and / or Teacher's Encyclopedia).

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