

Special Education Task Force Final Report

April 8, 2019

In March of 2018, the Special Education Task Force started meeting to address the MOU that was executed last school year. Per the MOU, "The intent of this group is to review and discuss Special Education Programs, to consider options for programs, and to bring innovative ideas to the FSUSD and F-SUTA bargaining teams for consideration of contractual modifications needed to support the students, unit members, and administration."

As Co-Chairmen of this task force, we would like to thank the negotiations teams for affording this committee the opportunity to look more closely at the District's special education program and provide contractual recommendations. In addition, we would like to thank the staff who served on this committee.

FSUTA

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Administration

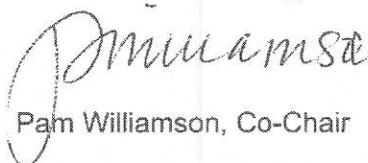
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**Signifies less than a full term*

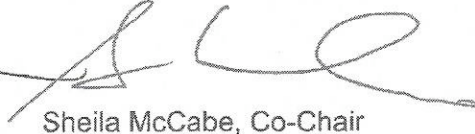
After much research and discussion, the task force is bringing forward the following document that represents our best thinking as it relates to possible changes to the contract between FSUSD and F-SUTA.

Again, thank you for affording us this opportunity to look more closely at the special education programs in our District.

Sincerely,


Pam Williamson, Co-Chair

Sincerely,


Sheila McCabe, Co-Chair

Article	Language	Page #	Considerations	Recommendation	Implications
20.2a4	Add New Contract Language to 20.2 Staff Development	42	There is a need to afford Special Education teachers the opportunity for additional professional development, where they would be paid at their per diem rate..	Special Education teachers are allotted an <u>additional</u> 12 hours of professional development at per diem rate (buy back) for pre-approved Special Education specific training. • Both FSUTA & Admin Agree	Additional funds for professional development
21.2	After a grace period of ten (10) days of student attendance from the beginning of the school year or the beginning of each semester for grades 7-12, individual class size shall not exceed the following maximums: ...	44-46	ADD Class size cap or recommended cap/ratio for co-taught.	• FSUTA recommends a 25% cap on students with IEPs goal in that subject area in co-taught classes • Admin recommend 30% cap on students with IEPs goal in that subject area in co-taught classes	Need for more co-taught sections.
21.3a1	The Special Day Class (SDC) caseload maximum for programs serving students with learning, communication, and/or cognitive disabilities will be sixteen (16) for K-6 and seventeen (17) for 7-12 grade level programs.		Develop caseload maximums by program.	<u>Voc and Non-Regional Special Day Classes</u> Grades 9-12 caseload currently 17 w/ no class size cap • F-SUTA recommends 14 • Admin recommends no change <u>SDC K</u> Caseload currently 16 • F-SUTA recommends 8 students • Admin recommends 10 students	Increase in staff, facilities, and para-educators.

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21.3a1 (cont.)				<u>Regional Programs:</u> <u>FA</u> Grades K-8 (including Middle School)- caseload currently 16 students for K-6 and 17 for 7-12. • <i>F-SUTA recommends 8 students</i> • <i>Admin recommends 10 students</i> Grades 9-12 caseload currently 17 • <i>F-SUTA recommends 8 students</i> • <i>Admin recommends 12 students</i> <u>TAP</u> Grades K-8 (including Middle School)- caseload currently 16 students for K-6 and 17 for 7-12. • <i>F-SUTA recommends 8 students</i> • <i>Admin recommends 10 students</i> <u>PERL/Phoenix</u> Grades K-5 - caseload currently 12 w/ Caseload/Class Size Resolution when caseload reaches 8. • <i>F-SUTA recommends 8 students,</i> • <i>Admin recommends 10 students</i> Grades 6-8- caseload currently 14 w/ Caseload/Class Size Resolution when caseload reaches 10. • <i>F-SUTA recommends 8 students</i> • <i>Admin recommends 12 students</i>	

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21.3a1 (cont.)				Grades 9-12- caseload currently 14 w/ Caseload/Class Size Resolution when caseload reaches 10. • <i>F-SUTA recommends 12 students with a class size max of 12</i> • <i>Admin recommends 14 students</i> DELTA K-12 + Adult - currently no contract language. Grades K-8 (including Middle School) • <i>F-SUTA recommends 8 students,</i> • <i>Admin recommends 10 students</i> Grades 9-12 + Adults • <i>F-SUTA recommends 8 students,</i> • <i>Admin recommends 12 students</i>	
21.3 a2	a. Seriously Emotionally Disturbed (SED) caseload maximum will be twelve (12) for elementary and fourteen (14) for 6-8 and 9-12. b. When caseload reaches eight (8) for elementary and ten (10) for 6-8 and 9- 12, the unit member may initiate...	44	Seriously Emotionally Disturbed is no longer an eligibility area. In addition, this program is not only for students qualified as "Emotionally Disturbed." What is the purpose of the Caseload/Class Size Resolution?	Remove 'Seriously Emotionally Disturbed (SED)' and change to PERL/Phoenix (21.3.2a, 21.3.2b) Negotiation team should consider modifying or removing the language. • <i>Both FSUTA & Admin Agree</i>	No impact Unknown until negotiated

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21.3 a4	Preschool SDC class size will be no greater than eighteen (18) students per FTE preschool teacher.	45	Remove language specific to SDC and make this article for all special education preschool.	<u>RISE (Preschool)</u> Currently no contract language. • F-SUTA recommends max caseload of 8 students • Admin recommends max caseload 9 students <u>SCIL (Preschool)</u> Currently no contract language. • F-SUTA recommends max caseload of 8 students, • Admin recommends max caseload 9 students	Need for more staffing and facilities
21.3 a5	Resource Specialist Program/Learning Center: Per Education Code - 28 students. Upon approval by both the RSP teacher and the District, the RSP caseload may be increased to a maximum of 32 students with application of the state-approved waiver process...	45 - 46	What is Learning Center vs. Elementary RSP Program? Are they the same service model? Elementary Resource Specialist Program/Learning Center Caseload Ed Code limit 28 Secondary Resource Specialist Program/Learning Center Caseload Ed Code limit 28	Specifically define Elementary Learning Center and Elementary RSP program models. • FSUTA recommends reducing elementary caseloads from 22 to 18 • Admin recommends increasing from 22 to 24/26 to offset costs of reduced caseloads for "Regional" programs. • FSUTA recommends reducing secondary caseload from 28 to 22 • Admin recommends no change	Need for more staffing and facilities

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21.4a	In a Learning Center setting, SDC students will be weighted at 1.75 per student and RSP students as one (1.0) per student when calculating weighted case management and weighted instructional caseloads.	46	Do we still need this? Who are the SDC students? Should students in Learning Center for a longer period of time be weighted differently or not?	Administration recommends eliminating 21.4a. FSUTA requests obtaining more information before making a recommendation.	
21.4b	The weighted case management caseload shall not exceed 22 (twenty-two) per individual Learning Center teacher unless agreed to by the teacher.	46	Do we still need this? Who are the SDC students? Should students in Learning Center for a longer period of time be weighted differently or not?	Administration recommends eliminating 21.4b. FSUTA requests obtaining more information before making a recommendation.	
21.4c	If in compliance with the site's School Based Coordination Plan, students without IEPs may be included on a Learning Center teacher's weighted instructional caseload for RSP level services...	46	Do we still need this? Who are the SDC students? Should students in Learning Center for a longer period of time be weighted differently or not?	Administration recommends eliminating 21.4c. FSUTA requests obtaining more information before making a recommendation.	

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21.4d	For the purpose of this Article 21.4, the following definitions apply: Learning Center - One of a continuum of service delivery models available to Special Education students... Weighted case management caseload - The students, weighted as per 21.4.a., for whom a Learning Center teacher has the responsibility for planning and writing ...	46-47	See 21.3 a5	See 21.3 a5 Administration recommends eliminating weighted case management caseload FSUTA requests obtaining more information before making a recommendation.	
21.8a	Resource specialist program students in grades K-6 shall be divided equally at the beginning of the year among classes at any given grade level plus or minus one (1) student. Students receiving resource specialist services may be grouped in general education classes with annually renewed mutual agreement between affected general education teachers and the Resource Specialist/Learning Center teacher with input from the prior school year's teacher, as appropriate, with	48-49	SPED teachers and/or paraprofessionals "Push-In" to general education classrooms during this instructional time.	Rather than evenly distribute students receiving special education services, group "Learning Center Students" for an agreed upon amount of time in a Gen. Ed Classroom for "Push-In" support. General Education teacher must agree. Create a waiver that allows a classroom teacher (upon agreement) to have a disproportionate amount of resource students in their room for a defined period of time. In this circumstance, Push-In support is defined as an educational setting where a student is able to access the General Education setting for a specific subject and/or a specific amount of time with a	Grouping students with similar needs in the same gen. ed class. Logistical issues with scheduling around release schedules. This may solve some logistical issues.

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	subsequent approval of the site administrator.			special education teacher or para joining the class with the student(s). Both FSUTA & Admin Agree	
21.8b	Resource specialist program students in grades 7-12 shall be divided equally among classes in any given subject area plus or minus one (1) student within the constraints of scheduling.	49	+/- 1 Rule Define "Class": -Teacher? Sections? Grade level? -+/- 1 distribution among co-taught classes of the same course -+/- 1 distribution among NON co-taught classes of the same course	FSUTA and Admin recommend that the co-taught classes should be looked at separately from non co-taught classes of the same content in terms of 21.8 in contract. Leveling (equally divided) is only within a specific co-taught course. The Leveling (equally divided) is not between co-taught and non-co-taught courses. Both FSUTA & Admin Agree	Impact on Master Schedule # of sections Impact IEP process
GG	Co-Teaching MOU - Embed as an article in the contract	171 - 172	Co-teach stipend for both Gen Ed & SPED Currently have 5 planning hours/semester, including time to collaborate with co-teach partner Clarify item 2 (Appeal of assignment). What does this accomplish? Include language to outline responsibilities of teachers in a co-taught setting.	- Admin recommends no stipend. We prefer the idea of adding additional paid planning time. - FSUTA and admin would like the hours/semester (for optional planning) to be increased. - Remove or revise - The committee agrees this language should be added to the contract	

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MOU	A stipend or longevity bonus for SPED Teachers		Teachers with a special education assignment will receive a yearly stipend in addition to their step and column placement on the pay scale The bargaining committee would need to define what FSUTA members would be considered for a stipend. The committee also discussed that there would be some parameters. Professional Development (XX, XX) that must be completed.	A stipend or longevity bonus for SPED Teachers • <i>FSUTA and Admin Agree</i>	
19.4 (MOU)	Clarify Release/consult periods for Secondary SPED Teachers as well as expectations for that time.		Currently, high school teachers have "Consult Time" and there is no language around how it can be used.	Consult time be added to the contract to codify this process at the high school. • <i>FSUTA recommends the additional consult time for all secondary SPED teachers.</i> If added, the contract should define how this time should be used. • <i>Both parties agree to this recommendation.</i>	

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Inconsistencies noticed during final review of contract:

19.3(c)	Four (4) hours of the sixteen (16) hours shall be assigned to the Special Education Office for staff members involved in consortium or district level activities. Itinerant specialists involved in two (2) or more sites may be paid at the prevailing hourly rate after using the above four (4) hours of adjunct. Money (\$1,500+) will be set aside for Special Education to pay for other consortium or district level activities out of extended day funds. Initial special education related meetings will be the responsibility of the individual school site for enrolled school-age students.	Page 38	16 hours needs to be changed to match 19.3(b) ~14 hrs		
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20.3	Program Specialists/Special Education, Work Year/Day Parameters Effective July 1, 2018. a. Program Specialists shall work 194 days a year. The ten extra days shall be scheduled on the calendar with 5 days before the start of school and 5 days after the end of school and may be rescheduled at the member's discretion, with prior approval from their Special Education administrator. b. Workday: Program Specialists/Special Education shall work an 8 hour day, inclusive of a thirty minutes duty free lunch.	Page 43	Note: there are no longer certificated level, Program Specialists This position is now an admin level, SPED Coordinators.		
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