

Working with Unions:

Guidelines and Procedures for
Advocacy at the Local Level

Lauren Kaplan, MS CCC-SLP
Tracie Moss, MA CCC-SLP
Joanna Cazden, MS CCC-SLP
Monica Harwood, MS CCC-SLP
Carl Borders, MA CCC-SLP

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Chapter 1

Advocacy Defined

Introduction

There is a growing concern among Speech/Language Pathologists in California, that although we are an important member of the school and/or hospital community, our voices are not often heard when advocating for our profession. Several issues and concerns have been surfacing over the past few years, which have a direct effect on our jobs and responsibilities and on the lives of our students and patients. Specific issues include caseload/workload, hours of employment; compensation/ stipends for time spent writing reports or Individual Education Plans, attending lengthy and often frequent meetings outside the “duty day” and salaries, that reflect our “unique” skills/expertise and that reflect parity with other allied health professionals.

CSHA has become increasingly aware of these concerns and, as a result, the CSHA Board of Directors created a Task Force on Advocacy. The goals of this task force were to gather information from around the state regarding these concerns in order to determine how individuals or groups of individuals have handled them, and to develop and provide our colleagues with a “handbook” of procedures and strategies as to how to effectively negotiate with local unions. Committee members and CSHA hope this document will assist speech-language pathologists throughout the state in developing strategies and ideas for dealing with their own unique situations. We further hope that this document will be a resource that will help you become more effective advocates for yourselves and for the profession.

What is Advocacy?

Advocacy, as defined by Webster’s Dictionary is the act of supporting or recommending a cause or course of action. Often specific groups of individuals are large enough to support their own efforts in this regard (e.g. teachers, nurses) but usually speech-language pathologists employed within an organization only represent a small portion of the group. This being the case, we need to advocate for our profession and urge others to support our efforts to obtain important terms and conditions of our employment. Educating individuals with whom we work will provide them with a better understanding of our role and our needs within the school and/or healthcare setting.

In order to affect the terms and conditions of our employment, such as caseload levels, working hours, stipends for meetings and paperwork, as well as adequate compensation for our professional training and credentials, we need to do the following:

- Choose a goal; one that is manageable in scope and to which you are willing to commit time and energy. Within this goal an outcome should be identified and it should be stated in quantifiable terms.

- Identify the targets of influence. These would be the individuals you want to educate and persuade, whether they are school board members, administrators, union representatives, association presidents or members of bargaining teams.
- Analyze the issue(s) from the perspective of your targets. In educating them about your job and particular interests, you want to make sure you understand the situation from their perspective and provide them with the necessary information that will persuade them to take the action you want. Questions to consider might be “What are the benefits of this issue to them?” “What are the drawbacks?” and “What kind of information might they find persuasive?”
- Gather all the pertinent information you might need.
- Develop a means to provide this information to those you are trying to persuade.
- Evaluate and monitor progress toward your outcome and revise your plan as necessary.

(Cohen M., Ph.D., M.B.A., Health Care Management Workshops, CSHA Convention, March 2001

Personal Advocacy

- Join your state association and get involved in their advocacy activities
- Live by the ASHA Code of Ethics, even if you’re not ASHA certified
- Display earned degrees, credentials, and certifications to increase awareness of your qualification
- Provide the public with information concerning your scope of practice
- Register and vote

School-site Advocacy

- Make presentations to school board, administration, principals, and Staff, especially during “May is Better Hearing and Speech Month”
- Attend Open-House Night/Back to School Night
- Contribute articles to local newspapers, school and association newsletters
- Attend Career Fairs at High Schools

Medical Advocacy

- In-service to nursing, CNA's on overlapping tasks such as dysphasia/feeding and communication strategies with significantly impaired patients
- Present to MD's (Rounds) using outcome data, ideally outcomes within your facility
- Present to administrators and contracting agencies on outcomes related to cost savings, length of stay, and patient satisfaction. (May BHSM tie-in great here too)
- Present to senior centers and community groups such as Stroke Association, MS/ALS Societies, etc. on special programs at your facility and tips for caregivers at home

Your efforts should seek to persuade and influence your audience to recognize and to understand your position and hopefully, to support your efforts to achieve a desired goal.

Chapter 2

The Role of Unions

The desire for greater power and dignity in the workplace motivates many workers to form unions, and drives the union movement as a whole. To some, the word "union" enduringly evokes images of blue-collar workers crowded together in smoky union halls. But the AFL-CIO finds that the working world is increasingly white collar. Highly skilled professional and technical employees are a growing force in the labor movement.

Consider the following, from a publication of the California Rehabilitation Workers Union:

One classic criterion of professionalism is a free-standing practice with the absence of an employer/employee relationship. But another classic criterion of a professional is that he or she must, as a condition of practice, have completed recognized and rigorous instruction in the discipline. The presence of the second criterion with the absence of the first defines our dilemma.

We have trained long and hard to do jobs that require our special skills. But most of us do not have a free practice; we work for an employer... [and] there are essential differences of interest between those who employ and those who are employed. The employee wants to work in the way he/she was trained, and to receive adequate compensation for these skills. A private employer wants more profit; a government employer wants lower costs for political purposes. ...

The employee-professional has no effective and consistent way to influence the conditions of our employment. We can make suggestions to an immediate supervisor, and that is nearly all. ...Communication can help, but "human relations" or "good communication" alone will not eliminate differences of interest.

When such differences exist, the employer--no matter how high-minded and well-intentioned--cannot be trusted to protect the interests of the employees. The only practical way to resolve these differences is to put the parties on equal footing. Unions are primarily formed to be able to stand up to the employer's economic and political power.

And here, of course, our two threads—the professional and the economic —tie together. The dignity, status and competence that go with being a professional cannot be realized fully unless the professional has economic and personal rewards and security.

Economic Pressures

The federal government's Balance Budget Act (BBA), passed in the mid-90's, and long-range reductions in projected budgets for social programs, along with recent tax reductions and economic downturns are causing conflicts between available funding and the growing need for services for our ever-more complex populations. IDEA "Full Funding" and Medicare "Givebacks" are but two examples of how under-funded programs directly affect our profession and our programs

School systems struggle with population growth, large numbers of immigrant or impoverished children, and the political peril of rising taxes. Healthcare delivery systems stumble under the weight of spiraling costs, chaotic reimbursement procedures, and the impending demographics of a "seniors boom."

As Steve Early noted in a book review on labor history, "Many public employees will be clobbered... as state and local budget crises deepen around the country. Already, teachers in New Jersey and state workers in Minnesota have been forced into controversial strikes over rising healthcare costs — a trend that affects millions of Americans."

SLPs and AUDs confront these challenges as service providers and as employees with our own needs for economic and personal security. But even when our workplaces are unionized, our small numbers in any particular local or bargaining unit make it difficult for our needs to be adequately addressed. So, one purpose of this report is to help individual professionals work effectively within their local unions.

Legislative Partnerships

From the larger perspective, it is clear that most health and education policies and priorities are determined, directly or indirectly, through legislation. The schools, hospitals, clinics, universities, and special centers where SLPs and AUDs work are either run directly by government agencies, or are indirectly tied to financial models fashioned by government, such as Medi-Cal.

ASHA already fights alongside sister organizations on federal issues such as Medicare and IDEA funding. CSHA increasingly partners with CTA, CFT, CSEA, and other white-collar unions to increase our political clout at the state level. We cannot ask others to support our initiatives unless we support theirs. So the more we understand unions, the more effective we are as a coalition partner.

Activism

Finally, many CSHA members are inspired by the dynamism of unions and wish to reform CSHA itself into a more assertive organization. As reported in an NEA newsletter:

"Spurred by wrenching changes in their industries, teachers, professors, information services employees, nurses, doctors, and other professional workers are forming new style unions — organizations that not only bargain wages and benefits, but that work to win members a voice for themselves, their professions, and the people they serve.

[A 2001 AFL-CIO report on white-collar unions] ... emphasizes the vehicle of advocacy that modern labor organizations are providing to members... [For example, it] highlights the success teachers and university professors have had in using their labor organizations to gain a strong voice in the debate. "

CSHA's relatively small membership numbers in comparison to larger groups such as CTA and CSEA, the costs involved, and the legal constraints preclude our Association from becoming a union, even if some members wish for this to occur. Many CSHA members belong to unions. We can and must do more to advocate for ourselves and the clients we serve. Our working conditions will not change by themselves; individual and collective action is required. Recognizing our common ground with unions and utilizing union skills and strategies can strengthen all our efforts. The following sections provide details on how to interact with unions.

Chapter 3

Local Advocacy

While local advocacy is important to speech-language pathologists regardless of work setting, the organization representing school-based personnel (i.e. California Teachers' Association-CTA) is the one most involved with our profession at this time. This being the case, CTA will be used as the example of how to effectively work within your local organization. While this may only apply to school-based personnel, we hope this example will facilitate more frequent conversations with professional union organizations that represent CSHA members in other work settings.

It can be important to understand how the union organization is structured. Using the California Teachers' Association (CTA) as an example, it is governed by an elected body known as the "CTA State Council." State Council members are elected from local teachers' associations and serve a three year terms. No one can be elected for more than three terms. The State Council members meet four times throughout the year and the Council has committees ranging from Special Education/Alternative Programs to Retirement. These committees research and recommend policies for CTA and in turn, State Council members vote on these recommendations.

A CTA staff person, who is employed by CTA, is assigned to each local unit. Some local units are large enough to have their own staff person full time. He/She can provide guidance, information and assistance on a variety of issues. Being elected to your local association's Representative Council is a good way to become involved

How to Get Started

Call a meeting of all the speech/language specialists in your district/county office. Discuss the issues of concern to all and determine the level of commitment and support you have from your members. Create a task force of 3-4 individuals who will develop a survey in order to gather additional information on issues important to your group and suggestions as to how these might be addressed (see sample survey in appendix A).

Once the survey has been collected and the information collated, the various issues should be prioritized. Decide which issues are most important to the group as a whole, which will benefit the most individuals, what makes the biggest impact on your jobs, and what will most likely be accepted by your target group. Analyze the issues from the perspective of your target audience.

If your initial goal is to have your local association as an ally, ready to "go to bat" for your cause, then you need to educate them as to your unique qualifications, job responsibilities, and how improving your situation will benefit the larger group of members. If your target audience is your school board or administration, you need to

show them how improving your working conditions will benefit all employees and the students or clients they serve.

At this point, it might be beneficial to describe your roles and responsibilities within a particular setting. You should include scope of practice and develop a fact sheet, which describes the services you provide, and the qualifications necessary to carry out your duties. Be sure to include information about caseloads, types of students/clients you see, and other related services you might provide. An effective presentation should include both an oral presentation as well as written material which can be disseminated to your target audience.

If you are interested in advocating for reduced caseloads it may be beneficial to include outcome data from ASHA which supports child progress when caseloads are under 40 and minimal progress when caseloads exceed 60. If advocating for stipends and/or salary compensation it may be helpful to do a salary study of other school districts or hospitals in your geographic area. A comparison for example, of the annual salaries or daily rate of pay for a new employee, a 5 year employee, a 10 year and 20 year employee could be made for all surrounding districts. (See ASHA's "The State Advocacy Guidebook for the Salary Supplement Initiative" under Chapter IV, national resources)

This information along with copies of the individual school districts' pay schedules can be used to argue that parity in salaries is in the best interest of the school district in order to be competitive in retaining and recruiting qualified individuals. This in turn, it can be argued, leads to quality services for our students. The next step might be to form an SLP Caucus, a group of speech/language pathologists who will bring the concerns of the group, as well as the data gathered, to association representatives, the executive board or bargaining team members. In addition, this group could also make a presentation to the school board. These steps will hopefully lead to a concerted and successful effort on the part of your local union to advocate for your specific issues.

It is important to consider additional methods that might be helpful in advocating for ourselves and our profession. Allying yourselves with other professionals within your organization or local association such as special education teachers, resource specialists and psychologists might be helpful, especially if you share common goals and concerns. (This committee is aware of one bargaining unit in the state which is made up of only speech-language therapists and psychologists. The Napa Association of Pupil Services is a separate but affiliated unit of the Napa Valley Educations Association.).The same holds true in the hospital setting with other rehabilitation professionals. Common goals may be shared with physical, occupational, and respiratory therapists, audiologists, clinical psychologists and medical technologists. Finally, it might be beneficial to enlist the support of parents/parent groups, or in the case of the hospital setting, clients who may be able to provide a powerful voice in our advocacy efforts.

In the arena of public education, another way of becoming more involved is to become a member of the Special Education Local Plan Area (SELPA) Committee in your area. In accordance with the California Educational Code, each SELPA in the state has a

committee, which is made up of administrators and teachers, and parents elected by their peers. It is the responsibility of this committee to meet at least annually in order to update and make any needed changes in the local plan. Items addressed in the local plan include, but are not limited to, finance issues, regional programs, caseloads, behavioral issues and medical procedures and how they are to be carried out. Being elected as a member of this committee may prove invaluable. It is a good way to become an active participant in a committee, which ultimately oversees and addresses many important issues, which could directly or indirectly affect your job.

Approaching Your Union/Association

Being an involved and visible member of your local association is very important. Make a point of contacting your local representatives regularly to discuss issues and concerns germane to your job. Large associations usually have a Special Education Representative while a smaller association may have a Special Faculty Representative. It is here at this level that you can educate your local association about the needs of your group.

As a group, make a conscientious effort to elect someone to serve as a member of your local representative council, executive board, or bargaining team. In the event that it is difficult to be recognized or to become a visible member of your local organization, contact an area representative, assigned to your local unit through CFT or, contact your CTA staff/executive director who should be able to assist you. These individuals provide support to the local associations in each region. They are often an invaluable resource that can be used to get your issues and concerns heard by your local association. Your local organization should be able to put you in contact with this person or you can call CTA/CFT directly to get the name of the person in your area.

Another idea, which has recently been suggested by some of our colleagues, is to host joint regional workshops with CSHA district members and CTA/CFT staff in order to educate local leaders about Special Education and/or Speech/Language/Hearing issues. As dues paying members of our local associations we need to encourage CTA/CFT to provide on-going training which will help us to increase our ability to advocate for ourselves.

CTA Policy and Sample Contact Language

The California Teachers Association has, as a resource, a Contract Reference Manual, which can be obtained from either the CTA Office in Burlingame or your local uniserve or regional resource center office. This document was designed to provide CTA members and local bargaining units with sample contract language. It was produced in May 2000 by the Negotiations and Organizational Development Department. Within this reference manual is a section on special education contract language and it includes sample language for local plan development, special transfer rights, individualized educational

programs, fair hearings, professional development, class size, specialized health care procedures and full inclusion, to name just a few.

In the section on individual educational programs, CTA's sample language reads as follows:

The District shall provide unit members assigned to assist in the development of Individual Educational programs with release time without loss of compensation. If IEPs are planned during instructional preparation time or after regular hours of employment, unit members shall receive their hourly rates of pay or be provided compensatory release time which may be accumulated and utilized at the unit member's discretion.

In the section on class size, those who developed this resource guide state that consideration should be given to the number of sites, the distance between sites, and staff travel time required when establishing caseloads at the local level. They recommend long-range planning and implementation over a period of years as the best way to achieve class size/caseload provisions that are effective. Specific sample language for Designated Instructional Services in Speech and Language, including both duplicated and unduplicated is 40 students per specialist (preschool 25). It is important to note that this language is provided merely as an example during the bargaining process.

The next chapter contains a list of national resources which you can obtain to help you in your advocacy efforts. Following that chapter are two appendices containing a sample survey and contract language currently being used in various districts throughout the state.

This document is by no means exhaustive, however it is hoped that the procedures and guidelines outlined herein will prove to be a beneficial resource. It is also hoped that it will assist you in your efforts to develop long-lasting and positive influences in the settings in which you work.

Chapter 4

National Resources

In recent years ASHA has become increasingly aware of many issues within the school-based setting. The increase in the number of children being served in the schools with a shortage of CCC holders in some states has become a great concern. In an attempt to address this concern ASHA has developed numerous resources to support advocacy at the local level.

You may request a copy of these resources or view the information online at <http://professional.asha.org> or by calling the Action Center at 1-800-498-2071.

One strategy that ASHA has developed to provide support to school-based speech pathologists and audiologists is a national network of state associations' school contacts. This contact is designated a State Education Advocacy Leader (SEAL). The mission of the SEAL network is to enhance and perpetuate advocacy, leadership and clinical management skills of school-based ASHA members at the state level to influence administrative and public policy decisions that impact the delivery of speech language pathology and audiology services in school settings. You may find your SEAL on the ASHA website.

The State Advocacy Guidebook for the Salary Supplement Initiative. This is a guidebook to help school-based audiologists and speech-language pathologists who hold ASHA's Certificate of Clinical Competence (CCC) advocate for a salary supplement at the state or local district level. This guidebook will assist the ASHA member in:

- Implementing an action plan that “gets the job done” including how to start, how to keep the momentum going and how to enlist the support of interested third parties
- Focusing efforts to produce a solid and effective message for reaching key audiences, such as the general public
- Developing a comprehensive awareness and education campaign aimed at decision-making legislators who are responsible for introducing and passing health and education bills in each state; and
- Working with the media (newspapers, television, and radio) to help get messages out to the broadcast public

The Guidebook is broken into three categories to assist in organization of your advocacy efforts;

1) The facts on the Salary Supplement Initiative

A detailed breakdown of the National Board for Professional Teaching Standards (NBPTS) and the American Speech-Language-Hearing Association (ASHA) is included in this section. A side by side comparison of requirements from both organizations and a detailed list of requirements for certification are also included.

2) Answering Legislators

This section provides fact-based answers to frequently asked questions from legislators regarding salary supplement funding by states. Included are copies of a letter from John Bernthal, past president of ASHA, describing a meeting with the National Board, a copy of the Mississippi salary supplement law, documentation of the Minnesota Council for the Advancement of Accomplished Teaching (MCAAT) and determination of the equivalency of NBPTS and ASHA certification?

3) Tools for Advocacy

Strategies for communicating with the media are provided as well as sample letters to the editor, a press release, and resolutions.

This resource is free to members and available by contacting mhostler@asha.org

A Workload Analysis Approach for Establishing Speech-Language Caseload Standards in the Schools: Ad Hoc Committee on Caseload Size

This resource includes a position statement regarding caseload standards in the schools, guidelines that describe a “rationale and conceptual framework” (pp.1), and a technical report which “summarizes the literature that establishes the scientific basis for the position statement and provides the background for the guidelines.” (pp.1)

Working for Change: A Guide for Speech-Language Pathologists and Audiologists in Schools

This self-study packet offers strategies on how to negotiate with school unions/ associations, and school administrators to advocate for identified individual and local needs. (Item # 0804088)

The following resources are National Data Surveys to build support for the speech language pathology and audiology services that are provided in the school setting.

National Outcomes Measurement System (NOMS)

National Data Report K-6 Schools (1999-2000)

This report provides preliminary data from the 1999-2000 school year on entrance and dismissal data for students in grades K-6.

Schools Survey 2000

Executive Summary

This survey reports information about school-based service delivery and practice trends, expanding and updating information gathered in ASHA's 1995 Schools Survey.

(Item # 0804176)

Caseloads

The report summarizes findings regarding caseload size, determination, and composition, and includes a listing of caseload sizes by state. (Item # 0804182)

Roles and Responsibilities

This report summarizes findings regarding the varied roles and responsibilities of the school-based speech-language pathologist, such as planning, preparation, meetings, observations, and report writing. Information is given regarding the average amount of time respondents spend performing these roles and responsibilities. (Item # 0804193)

Service Delivery

This report summarizes findings regarding the various service delivery models used by school-based speech-language pathologists. Data include the average amount of time SLP's spend providing services using specific service models, such as traditional pull-out, collaborative consultation, or classroom-based/curriculum-based models. (Item #0804195)

Working Conditions

This report summarizes findings regarding pertinent work issues of school-based speech-language pathologists. Topics include the postponing or canceling of services during screenings or annual reviews, the cancellation of sessions when a clinician is absent, and the supervision and support SLP's receive in their school setting. (Item # 0804194)

Study of Personnel Needs in Special Education (SPeNSE)

[WWW.spense.org](http://www.spense.org)

SPeNSE was designed to address concerns about nationwide shortages in the number of personnel serving students with disabilities and the need for improvement in the qualifications of those employed. Part of the national assessment of the Individuals with Disabilities Education Act mandated by Congress, SPeNSE examined (1) the extent to which personnel are adequately prepared to serve students with disabilities, (2) variation in personnel preparation, and (3) factors that explain that variation.

All of the aforementioned resources were taken from
http://professional.asha.org/community/slp/schools_resources_data.cfm

Additional resources include:

**Statement of the American Speech-Language-Hearing Association (ASHA);
Virginia Board of Education Meeting**

**The Impact of High Caseloads on Speech-Language Pathology Services for Children
in Schools**

**Presented by: Susan T. Karr, Director, State Education Practices and
Tracy Schooling, Treatment outcomes Manager**

This document provides information to support the reduction of caseloads within the school setting. The information is broken into three relevant issues;

- 1) The role and responsibilities of the school-based speech-language pathologist,
- 2) The role of the speech-language pathologist in literacy and the relationship to the Virginia Standards of Learning
- 3) ASHA's National Outcomes Measurement System (NOMS)

This document can be ordered by contacting Susan T. Karr at 800-498-2071, ext. 4308, or skarr@asha.org (American Speech-Language-Hearing Association)

Power and Persuasion: Effective Advocacy

Presentation by Karen Niles and Roseanne Clausen at the 2001 Schools Conference

You may obtain a cassette copy of the presentation through Audio Visual Education Network, Inc. The website is WWW.AVEN.com

This presentation pertains to advocacy in the school-setting. Upon completion of the tape you will be able to: set up an approach to develop a professional advocacy plan, identify the target of influence, choose advocacy tools, and evaluate progress and the need for strategies to achieve the goal.

M-Power Box: The Power of One
(1998)

The "M-Power Box" provides tools to self-advocate and successfully confront key professional issues in the school settings. The boxed kit specifically addresses caseload, ethics, image enhancement, practice issues, productivity, and working conditions.

(Item #0112167)

Express Yourself: Building Awareness of Speech-Language Pathology Services in Schools

(1998)

This kit contains materials to reach adults and students to remind them about the importance of communication. This resource provides tools to use to build awareness for speech-language pathology services in schools. (Item #0112137)

(American Speech-Language Hearing Association)

Appendix A

Sample Survey

On average, how much time in terms of hours and minutes do you spend at IEP meetings outside of or beyond your contractual workday?

If you are spending time outside of or beyond your contractual workday to hold or attend IEP meetings, what in general is the usual or most common reason?

How much time, if any, do you spend outside of or beyond your contractual workday preparing for IEP meetings.

Who schedules the IEP meetings you attend?

If you could be compensated for time spent outside of or beyond your contractual workday to hold or attend IEP meetings, list three ideas you would like considered by the bargaining team. Ideas could include: a waiver for adjunct duties, monetary compensation (stipend or hourly per diem rate), and release time to hold/attend IEP meetings during the contractual workday.

Appendix B

Sample Contract Language

Del Mar California Teacher's Association (April 2002)

Class Size

Maximum class size shall be the following: Speech/Language: 53

Parent/Teacher Conference/IEP Meetings

Bargaining unit members who attend legally mandated IEP meetings that extend more than one (1) hour beyond the duty day shall be compensated at the District extra hourly rate.

Los Angeles County Education Association (1994-1995)

In Special Education, DIS assignments and caseloads are based on the handicapping condition, geographical distance, and number of sites served, unique pupil conditions, and other relevant factors.

Unit members providing DIS services shall have the opportunity to provide input regarding the above factors to the administrator responsible for their assignment and caseload.

The Division of Special Education shall maintain steering committees for Speech/Language, Adaptive Physical Education and Career Education to develop standards and review caseloads.

Moreno Valley Educators Association (1997-2000)

Unit members shall be appointed by the Association to any District committee established by California Education Code or District policy. When updating a special education local plan, unit members shall be released from their regular duties during their workday or paid the hourly rate if outside the workday.

Napa Association of Pupil Services

Hours of Employment: Speech-Language Specialists' Workday

The professional workday shall begin fifteen (15) minutes prior to the established student's school day, unless otherwise requested by the Speech-Language Specialist and approved by the immediate supervisor. The district recognizes that the varying nature of the day-to-day professional responsibilities of special services personnel does not lend itself solely to an instructional day of rigidly established length.

It is recognized that the professional responsibilities of Speech-Language Specialists may cause the working day to be extended under the direction of the Supervisor and/or the Coordinator/Director of Special Education. Speech-Language Specialists will normally work a thirty-five (35) hour week. Should the work week exceed thirty-five (35) hours the unit member will receive compensatory time off to be normally taken within a two (2) week period, but only with the prior approval of the site administrator and Coordinator/Director of Special Education. Compensatory time shall not be taken during the student day, but during the period of the professional day following student dismissal.

Each Speech-Language Specialist shall be entitled to a minimum thirty (30) minute duty-free lunch period and a morning relief period of ten (10) minutes each day.

Individual exceptions to the workday require the approval of the immediate supervisor or his/her designee and shall not be interpreted as a precedent for future exceptions.

Unless otherwise arranged, the planning, preparation, and conference time will be granted as follows:

Each full-time Speech-Language Specialist, grades K-12, shall receive a total of forty-five (45) minutes each workday. This time will normally come at the start or close of the regular school day, K-6.

Regular part-time Speech-Language Specialists will work a proportionate share of the established workweek prorated according to the percentage of professional service rendered.

Workload: Itinerant Speech-Language Specialists

Workload for each itinerant Speech-Language Specialist shall not exceed state maximum. When assessments are required, an appropriate reduction in weekly individual contacts shall be authorized. Workload distributions will include consideration of variables in school composition, ongoing referrals, special education classes, special program responsibilities, and number of sites.

San Diego Education Association

Special Education Caseloads

The District and the Association recognize that several variables impact the caseload or class size of Special Education staff. The District will attempt to maintain caseloads or class sizes as set forth below:

Language Speech and Hearing (LSH) 55; Special Education Early Childhood Pre-School (SEEC) 40.

Caseload Committee

The caseload or class size for positions referenced in this Article will be monitored by a joint committee of District and Association representatives in accordance with the section below.

Caseload Problem Resolution

If it is determined by the Committee above, that concerns exist relative to caseloads and class sizes as described in this Article, the Committee will explore possible solutions. Solutions may include, though not be limited to, the following:

- Reassignment/readjustment of staff
- Tighter screening practices at schools
- Increased prevention at the site
- Evaluation of student placement
- Application for waivers as appropriate

San Jose Education Association

Each Designated Instructional Service (DIS) employee and the administrator will confer and determine space and supply needs for the program by the last week in October. Such needs, including adequate space, heat, light, seating, tables, and quiet surroundings will be met within the limitations of the site, the available resources, the total needs of the school, and in accordance with State guidelines.

In assigning speech and language therapists, consideration shall be given to areas of need. An attempt shall be made to assign no more than two (2) work sites to each therapist with the exception of itinerant employees serving the very severely handicapped and secondary school therapists. When feasible, therapists assigned to schools that have large numbers of students whose dominant language is other than English, shall have similar language skills.

Speech and language therapists shall not have a caseload greater than fifty-five (55) students.

RSP, Severely Handicapped SDC, and DIS employees shall not be assigned yard/campus duties.

Upon request, and whenever possible, the principal will authorize clerical assistance for Special Education employees.

San Mateo County Education Association

There shall be ten (10) minimum days provided for special education teachers countywide. The purpose of these days is for providing time for writing IEPs, preparing schedules, and staff meetings and inservices.

Minimum days shall not be utilized for holding or conducting IEP conferences. No more than three (3) minimum days per year shall be used for inservice training.

Special education Teachers' work hours for Extended School Year shall be capped at five (5) hours. Pay shall be at the per diem rate based on the regular salary schedule, as is current practice.

Santa Monica-Malibu Classroom Teachers' Association (1998-2001)

Support for Unit Members Providing Services for Full-Inclusion Students

Upon unit member request:

- a. A one-day training program for unit members prior to the opening of school or within two weeks of the enrollment of the student in class. Unit members will be paid District rate if the training takes place outside of school time.
- b. One-two school site visitations may be scheduled.
- c. Up to ten (10) release days or up to fifty (50) hours at the District hourly rate may be provided for planning time with the regular education teacher.

Should the teacher or unit member disagree with the range of support services recommended by the IEP team or student study team, that teacher or unit member may request a meeting to review support services.

Solano County Education Association (May 2002)

Hours of Employment

If necessary, unit members, with prior approval shall be granted release time from their regular duties to perform tasks related to home interviews or to attend IEP meetings. In instances where teachers are released from the classroom during instructional hours, every attempt will be made to provide a substitute. With prior approval, unit members shall be compensated or given compensatory time equal to one-sixth (1/6) of the student attended session or daily salary for home interviews and IEP meetings beginning after 4:00 p.m. and extending beyond 4:30 p.m.

DIS Speech/Language caseload size will not exceed 55 students.

Class size/Caseload

DIS preschool speech/language caseload will not exceed 40 students.

If at any time during the school year a speech/language specialist cannot

- a. meet the directives in the students' IEPs
- b. serve the number of students enrolled and/or
- c. serve the number of sites where students are located

the speech/language specialist may use the Class Size Committee for resolving the caseload concern. This procedure will be in accordance to Appendix C. (see flow chart)

The class size committee will use the class size/caseload flow chart below in attempting to solve the problem.

If the class size committee is unable to reach consensus on a resolution to the problem, the unit member may proceed to a Level Three grievance as per current contract.

Travis Unified Teacher's Association (2000-2002)

Class Size

Speech Therapists shall have a caseload maximum of fifty-five (55). Caseload overages shall be paid as per 9.7.4 (elementary class size overage rate). Preschool Speech and Language caseload shall be included in the total unit member's caseload. The district shall make a reasonable effort to balance class size or caseload for special education staffing. The principal shall consult with staff members and the Assistant Superintendent of Human Resources. The principal will then discuss the problem with the affected therapist and explore alternative approaches to resolve the problem. After exhaustion of [all possible solutions] the following procedure shall apply: Classroom teachers (this includes speech-language therapists) will receive \$11.40/day compensation per student for each student over the class size maximum after the first 15 school days. The additional compensation begins on the first day that the class size is over the maximum and continues until class size drops within the class size maximum. No individual class shall be exceeded by two students over the contract maximum.

Salary-Stipends

Teachers who hold a special education credential or are enrolled in a program leading to a credential, and who are currently serving in a Special Education assignment shall receive a yearly stipend of \$1,200.00. This stipend shall also apply to Speech/Language Therapists and Psychologists.

Mandated I.E.P. Meetings

The compensation for unit members will be at the hourly rate of pay (\$28.00) when I.E.P. meetings begin 50 or more minutes after the end of the member's duty day. Such meetings and participants must receive prior approval from the Travis Unified School District's Director of Pupil Services or his/her designee. The specialist scheduling the I.E.P. meeting is responsible for obtaining this prior approval.

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