

District's Position:

The District proposes to maintain the existing special education caseload model as outlined in the 2023-25 Collective Bargaining Agreement. The District also proposes beginning in the 2026–27 school year, to implement a District funded pilot "SpEd Workload Model" to provide additional support to our Special Education educators.

The agreed upon language below shall only apply to the pilot schools, which will include three elementary schools, one comprehensive middle school, and one comprehensive high school. Data from the pilot will be used to evaluate the effectiveness, scalability, and cost prior to consideration of any districtwide change. The pilot will require, as per California Education Code, unit members must maintain current data of their Special Education students in SEIS and Synergy, progress monitoring and fulfilling IEP requirements in order to get genuine, transparent and comparable data districtwide. This pilot will sunset on June 30, 2028 unless the Parties, by mutual agreement, extend or expand the pilot. Should the parties mutually agree to incorporate the pilot into a districtwide implementation, it must do so through the collective bargaining process.

The joint pilot implementation committee shall include members of the District's Special Education Department and the Union's unit members will meet regularly to review the implementation, progress monitoring of the pilot, and all other topics related to the pilot. The committee will be composed of no more than ten (10) members assigned by the Special Education Department; five (5) of which will be administrative and/or non represented management members and five (5) UESF unit members.

Existing Contract Language

29.2.1 Workload

29.2.1.1 "Workload" refers to all of the responsibilities required of the special education unit member and is based on the impact and complexity of the student needs.

29.2.1.2 "Caseload" refers to the number of students with IEPs for whom the special education unit member is assigned to case manage.

29.2.1.3 Equitable Distribution of Workload

29.2.1.3.1 The District will make every effort to equitably distribute caseloads and workloads among unit members at each school site. This distribution will not only consider caseload numbers but also the responsibilities required of each special education unit member based on the impact and complexity of student needs.

29.2.1.3.1.1 In seeking to equitably distribute the workload among unit members, site leaders/supervisors may consider but not limited to: caseload goals, specialized academic instruction and other factors that impact the complexity of serving student needs and complying with IEP requirements including Behavior Intervention Plan (BIP), mental health and social

emotional needs, levels of paraprofessional support, and assessment requirements amount other factors.

29.2.1.3.2 If a certificated special education unit member has a concern about inequitable distribution in their workload, they may meet with site/direct supervisor within 10 days of written notification to site/direct supervisor to discuss the situation. The unit member and site/direct supervisor may work to collaboratively resolve the concern within fifteen (15) workdays of the written notification. If the issue arises prior to the completion of the District's 10-day count, the unit member and site/direct supervisor may wait until the completion of the District's 10 day count to discuss and collaboratively resolve the concern. The workload form in Appendix I may be used by the special education unit member at the school/work site(s) as a basis for determining the most equitable workload distribution at their sites.

29.2.1.3.3 In the event that a concern regarding the equitable distribution of workloads at a school/work site cannot be resolved through 29.2.1.3.2 above, then the concern will be raised with the Special Education Supervisor who may assist with a schedule analysis fifteen (15) work days of the decision by the site/direct Supervisor. If after consulting with the Special Education Supervisor the matter is not resolved, the issue shall be presented for resolution to the Joint Special Education Committee.

Proposed Contract Language

Article 29

29.2 The District and the Union recognize the necessity of timeliness in addressing the essential learning needs and conditions of the students. Therefore, it is the intent of the Special Education Department and the United Educators of San Francisco to continue in a joint advisory, planning and review process for the implementation of the full continuum of Special Education services, including but not limited to the following areas:

- Staffing and Workload
- Identification/Assessment Services
- Support Services, including behavioral and mental health
- Individual Education Program plans and Related Services
- Implementation of standards based instruction for students with disabilities
- Vocational Education
- English Language Learners: designated and integrated English language development
- Resource Specialist Program
- Special Classes
- Inclusive Practices
- Paraprofessionals/paraeducators
- Special Education Department Heads
- Special Education Content Specialists
- Enhanced Opportunities for articulation and cooperation between general education and Special Education Teachers and Related Service Providers

- Implementation of research-based programs such as SOAR (Success, Opportunity, Achievement, Resiliency)
- **Behavior Services Team**

29.2.1.3 Equitable Distribution of Workload

The District will make every effort to equitably distribute caseloads and workloads among unit members at each school site. This distribution will not only consider caseload numbers but also the responsibilities required of each special education unit member based on the impact and complexity of student needs.

29.2.1.3.1.1 In seeking to equitably distribute the workload among unit members, site leaders/supervisors may consider but not limited to: caseload goals, **services required**, and other factors that impact the complexity of serving student needs and complying with IEP requirements including Behavior Intervention Plan (BIPs), mental health and social emotional needs, levels of paraprofessional support, and assessment requirements among other factors **as outlined in the workload forms below**.

29.2.1.3.2 If a certificated special education unit member has a concern about inequitable distribution in their workload, they may meet with site/direct supervisor within 10 days of written notification to site/direct supervisor to discuss the situation. The unit member and site/direct supervisor may work to collaboratively resolve the concern within fifteen (15) workdays of the written notification. If the issue arises prior to the completion of the District's 10-day count, the unit member and site/direct supervisor may wait until the completion of the District's 10 day count to discuss and collaboratively resolve the concern. The workload form in Appendix I may be used by the special education unit member at the school/work site(s) as a basis for determining the most equitable workload distribution at their sites.

29.2.1.3.3 In the event that a concern regarding the equitable distribution of workloads at a school/work site cannot be resolved through 29.2.1.3.2 above, then the concern will be raised with the Special Education Supervisor who may assist with a schedule analysis fifteen (15) work days of the decision by the site/direct supervisor. If after consulting with the Special Education Supervisor the matter is not resolved, the issue shall be presented for resolution to the Joint Special Education Committee.

29.2.2 Elements of Special Education Workload: The District and UESF agree on the following as the elements to be applied when equitably distributing workloads at each school site, and that these elements are to be included in the workload model per Appendix I, noting that such assignments shall conform to the caseload totals identified in Article 9 and Appendix I.

29.2.2.1 Specialized Academic Instruction – Includes direct instruction as required by law, and indirect service such as consultation with general education unit members, co-teaching, modification/adaptation of curriculum, and planning with related service staff.

29.2.2.2 Assessments and Reassessments – Includes initial assessments, interim assessments, triennial assessments, Augmentative and Alternative Communication (AAC) assessments, and other special education assessments as needed.

29.2.2.3 IEP Management Responsibilities – Includes but is not limited to: program development, coordination of services, parent/guardian and outside provider communications related to the IEP, annual review, progress monitoring and reporting, amendment IEPs, attendance of manifestation determination meetings, and behavior plans.

29.2.2.4 Collaborating with Assigned Paraeducators – Includes collaborating with and planning for paraeducators in order to fully provide IEP services.

29.2.2.5 Any initial screenings and observations of students.

29.2.2-29.2.3 Necessary Supports for Special Education Unit Members

~~29.2.2.1 Elementary: If the site budget allows, elementary school principals may provide uninterrupted time for Special Education unit members for a minimum of one (1) sixty (60) minute compliance period per month to attend to duties including but not limited to the following: assessment, scheduling and facilitating IEP meetings, file maintenance, and collaborate with paraeducators and/or teachers. Special Education unit members and site administrators may mutually develop a flexible schedule for these periods, as long as there is a total of 60 minutes of compliance monthly. (already language in contract)~~

29.2.3.1 Elementary: Elementary schools shall provide uninterrupted time for Special Education unit members during the student school day for a minimum of ~~three (3) four (4)~~ sixty (60) minute compliance periods per week to attend to duties including but not limited to the following: working with students, goal/progress assessments, writing annual IEPs, writing progress reports, initial/triennial assessment, scheduling and facilitating IEP meetings, file maintenance, and collaborating with paraeducators and other educators. Special Education unit members and site administrators may mutually develop a flexible schedule for these periods, as long as there is a total of 180 minutes of compliance time weekly. This shall be derived from increased site allocations and increased Central Office support for sites to attend to duties including but not limited to the following:

29.2.3.1.1 Student Instructional Needs (e.g., secure materials, communicate with parents/guardians, tutor and advise students).

29.2.3.1.2 File Maintenance (e.g., IEP, SEIS, meet and discuss IEP goals/objectives with general education unit members)

29.2.3.1.3 Scheduling and/or facilitating IEP meetings and ensuring paperwork is complete.

29.2.3.1.4 Assessment (e.g. prepare assessment plans, completing testing triennial/initial assessments, writing assessment reports, inform team members of due dates, ensure compliance with legal deadlines).

29.2.3.1.5 Support paraeducators (e.g. provide support related to specific student needs per their IEPs, and provide appropriate access to the current IEPs and goals.)

[replace 7.2.8.1.2] 29.2.3.2 Secondary: Middle Schools and High Schools shall provide a compliance period for special education unit members, equal in length to a teaching period, to attend to duties including but not limited to the following: working with students, goal/progress assessments, writing annual IEPs, writing progress reports, initial/triennial assessment, scheduling and facilitating IEP meetings, reaching out to families, file maintenance, and collaborating with paraeducators and other educators. This shall be derived from increased site allocations and increased Central Office support for sites to attend to duties including but not limited to the following:

29.2.3.2.1 Student Instructional Needs (e.g., secure materials, communicate with parents/guardians, tutor and advise students).

29.2.3.2.2 File Maintenance (e.g., IEP, SEIS, meet and discuss IEP goals/objectives with general education unit members)

29.2.3.2.3 Scheduling and facilitating IEP meetings and ensuring paperwork is complete.

29.2.3.2.4 Assessment (e.g. prepare assessment plans, completing testing triennial/initial assessments, writing assessment reports, inform team members of due dates, ensure compliance with legal deadlines).

29.2.3.2.5 Support paraeducators (e.g. provide support related to specific student needs per their IEPs, and provide appropriate access to the current IEPs and goals.

29.2.3.3 Itinerant special education unit members shall have access to alternative locations for prep time, with approval from their supervisor, in order to complete required portions of the job duties: e.g. report writing, scoring assessments, interviewing parents, consultation, interviewing outside providers, service tracking, goal updates, reviewing data, scheduling IEP meetings, sending out paperwork, calling families to schedule, reviewing records, file, etc.

29.2.3.4 One day per week prep time for psychologists, speech-language pathologists, and other non classroom teachers in order to complete all the clerical and report writing required portions of their jobs.

29.2.3.5 In partnership with school sites, the District will make every effort to provide a private workspace will be provided for itinerant educators (i.e. psychologists, content specialists,

BCBAs, speech-language pathologists) for confidential required work.

29.2.3.6 Summer Preschool Intake Assessments: Assessments conducted during the summer by speech-language pathologists and psychologists shall be paid on “per diem” pay for the added days of service.

~~29.2.3.6.1 The number of assessments assigned to the unit member shall be reasonable given mutually agreed upon between the District and Union. District shall take into consideration certain factors (including but not limited to, bilingual evaluations, augmentative and alternative communication (AAC), case management).~~

29.2.3.7 Psychologist Workload Limits

29.2.3.7.1 Psychologists maximum number of counseling cases shall be no more than 5 across school sites. (this is the current practice) Psychologists shall cover no more than 5 SDC programs. Psychologists shall support Prevent, Teach, Respond (PTR) plans for students with existing special education services.

Appendix I: Workload Forms

Mild/Moderate Elementary RSP Teacher Specific - Workload Form

<u>Student Name</u> <u>(Last, First)</u>	<u>Case Manager</u>	<u>SAI in Separate Setting (520 code)</u> <u>exceeding 300 mins/week</u>	<u>Behavioral Intervention Plan</u>	<u>Educationally Related Mental Health Services (ERMHS), Level 2</u>	<u>Intensive Individual Services (IIS)</u>	<u>Initial or Triennial Academic Assess. required</u>	<u>Student Subtotal:</u>
	1	1	1	1	1	1	
	1						
	1						
	1						
<u>ENTERING WORKLOAD POINTS:</u>							

Caseloads begin at 27.

Each student begins with a workload point value of 1.

Workload points cannot be reduced below 20 caseload totals.

Specialized Academic Instruction (SAI) in separate setting (520 code) exceeding 300 minutes per week = 1.0

This requires more individualized and targeted intervention delivered in smaller groups or classes,

additional lesson preparation, and indicates that a student may have higher academic/social-emotional needs requiring more attention.

Behavioral Intervention Plan (BIP) = 1.0

This requires additional work such as behavioral support and response, additional collaboration/consultation with staff and families, additional IEP meetings, additional data collection, and implementing daily interventions

Educationally Related Mental Health Services (ERMHS) level 2 = 1

This service indicates that a student has higher social-emotional or mental health needs that require a more significant amount of support. Students with this service require increased consultation/collaboration with a mental health professional.

Intensive Individual Services (IIS) = 1

This requires frequent consultation and collaboration with paraprofessional(s) throughout the school day, including creating and maintaining data collection systems and providing trainings.

Student requires initial assessment or three year reevaluation = 1.0

Assessments require educators to test students 1:1 and can take an average of 3 - 4 hours per student.

Mild/Moderate Middle and High School RSP Teacher Specific - Workload Form

<u>Student Name (Last, First)</u>	<u>Case Manager</u>	<u>Behavioral Interventio n Plan</u>	<u>Education ally Related Mental Health Services (ERMHS), Level 2</u>	<u>Intensive Individual Services (IIS)</u>	<u>Initial or Triennial Academic Assess. required</u>	<u>Student Subtotal:</u>
	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	
	<u>1</u>					
	<u>1</u>					
	<u>1</u>					
<u>ENTERING WORKLOAD POINTS:</u>						

Caseloads begin at 27.

Each student begins with a workload point value of 1.

Workload points cannot be reduced below 20 caseload totals.

Behavioral Intervention Plan (BIP) = 1.0

This requires additional work such as behavioral support and response, additional collaboration/consultation with staff and families, additional IEP meetings, additional data collection, and implementing daily interventions

Educationally Related Mental Health Services (ERMHS) level 2 = 1

This service indicates that a student has higher social-emotional or mental health needs that require a more significant amount of support. Students with this service require increased consultation/collaboration with a mental health professional.

Intensive Individual Services (IIS) = 1

This requires frequent consultation and collaboration with paraprofessional(s) throughout the school day, including creating and maintaining data collection systems and providing trainings.

Student requires initial assessment or three year reevaluation = 1.0

Assessments require educators to test students 1:1 and can take an average of 3 - 4 hours per student. Additional tasks such as scoring, writing reports up from testing and prepping for IEPs.

Blended Mild/Moderate RS/SDC Teacher Specific - Workload Form

Each student begins with a workload point value of 1. An additional point of 1 will be added for students with BIPs, ERMHS, IIS, or when an initial/triennial assessment is scheduled for the academic year.

<u># students in M/M SDC 50%+ of day</u>	<u># students in GenEd 51%+ of day</u>	<u>Starting Total Workload Points Allowed</u>	<u>Behavioral Intervention Plan)</u>	<u>Educationally Related Mental Health Services (ERMHS) , Level 2</u>	<u>Intensive Individual Services (IIS)</u>	<u>Initial or Triennial Academic Assess. required</u>	<u>Final Total Workload Points</u>	<u>Workload points at each level cannot be reduced below these caseload totals:</u>
<u>0</u>	<u>27</u>	<u>27</u>						<u>20</u>
<u>1</u>	<u>24-26</u>	<u>25-27</u>						<u>19</u>
<u>2</u>	<u>22-23</u>	<u>24-25</u>						<u>18</u>
<u>3</u>	<u>20-21</u>	<u>23-24</u>						<u>17</u>

<u>4</u>	<u>17-19</u>	<u>21-23</u>						<u>16</u>
<u>5</u>	<u>15-16</u>	<u>20-21</u>						<u>15</u>
<u>6</u>	<u>13-14</u>	<u>19-20</u>						<u>14</u>
<u>7</u>	<u>10-12</u>	<u>17-19</u>						<u>13</u>
<u>8</u>	<u>8-9</u>	<u>16-17</u>						<u>12</u>
<u>9</u>	<u>6-7</u>	<u>15-16</u>						<u>11</u>
<u>10</u>	<u>3-5</u>	<u>13-15</u>						<u>10</u>
<u>11</u>	<u>1-2</u>	<u>12-13</u>						<u>9</u>
<u>12</u>	<u>0</u>	<u>12</u>						<u>8</u>

Behavioral Intervention Plan (BIP) = 1.0

This requires additional work such as behavioral support and response, additional collaboration/consultation with staff and families, additional IEP meetings, additional data collection, and implementing daily interventions

Educationally Related Mental Health Services (ERMHS) level 2 = 1

This service indicates that a student has higher social-emotional or mental health needs that require a more significant amount of support. Students with this service require increased consultation/collaboration with a mental health professional.

Intensive Individual Services (IIS) = 1

This requires frequent consultation and collaboration with paraprofessional(s) throughout the school day, including creating and maintaining data collection systems and providing trainings.

Student requires initial assessment or three year reevaluation = 1.0

Assessments require educators to test students 1:1 and can take an average of 3 - 4 hours per student.

Mild/Moderate SDC Teacher Specific - Workload Form

<u>Student Name</u> <u>(Last, First)</u>	<u>Case</u> <u>Manager</u>	<u>Behavioral</u> <u>Interventio</u> <u>n Plan</u>	<u>Education</u> <u>ally</u> <u>Related</u> <u>Mental</u> <u>Health</u> <u>Services</u> <u>(ERMHS),</u> <u>Level 2</u>	<u>Intensive</u> <u>Individual</u> <u>Services</u> <u>(IIS)</u>	<u>Initial or</u> <u>Triennial</u> <u>Academic</u> <u>Assess.</u> <u>required</u>	<u>Student</u> <u>Subtotal:</u>
	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	
	<u>1</u>					
	<u>1</u>					
	<u>1</u>					

<u>ENTERING WORKLOAD POINTS:</u>						
<u>Each student begins with a workload point value of 1.</u>						
<u>Workload points cannot be reduced below 8 caseload totals.</u>						
<u>Behavioral Intervention Plan (BIP) = 1.0</u> <u>This requires additional work such as behavioral support and response, additional collaboration/consultation with staff and families, additional IEP meetings, additional data collection, and implementing daily interventions</u>						
<u>Educationally Related Mental Health Services (ERMHS) level 2 = 1</u> <u>This service indicates that a student has higher social-emotional or mental health needs that require a more significant amount of support. Students with this service require increased consultation/collaboration with a mental health professional.</u>						
<u>Intensive Individual Services (IIS) = 1</u> <u>This requires frequent consultation and collaboration with paraprofessional(s) throughout the school day, including creating and maintaining data collection systems and providing trainings.</u>						
<u>Student requires initial assessment or three year reevaluation = 1.0</u> <u>Assessments require educators to test students 1:1 and can take an average of 3 - 4 hours per student.</u>						

Extensive Support Teacher Specific - Workload Form

<u>Student Name (Last, First)</u>	<u>Case Manager</u>	<u>Behavioral Interventio n Plan</u>	<u>Education ally Related Mental Health Services (ERMHS), Level 2</u>	<u>Intensive Individual Services (IIS)</u>	<u>Initial or Triennial Academic Assess. required</u>	<u>Student Subtotal:</u>
	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	
	<u>1</u>					
	<u>1</u>					
	<u>1</u>					
<u>ENTERING WORKLOAD POINTS:</u>						

Each student begins with a workload point value of 1.

Workload points cannot be reduced below 6 caseload totals.

Behavioral Intervention Plan (BIP) = 1.0

This requires additional work such as behavioral support and response, additional collaboration/consultation with staff and families, additional IEP meetings, additional data collection, and implementing daily interventions

Educationally Related Mental Health Services (ERMHS) level 2 = 1

This service indicates that a student has higher social-emotional or mental health needs that require a more significant amount of support. Students with this service require increased consultation/collaboration with a mental health professional.

Intensive Individual Services (IIS) = 1

This requires frequent consultation and collaboration with paraprofessional(s) throughout the school day, including creating and maintaining data collection systems and providing trainings.

Student requires initial assessment or three year reevaluation = 1.0

Assessments require educators to test students 1:1 and can take an average of 3 - 4 hours per student.

Speech Language Pathologist Specific- Workload Form

<u>Student Name (Last, First)</u>	<u>Student with SLI eligibility</u>	<u>Case Manager for Student</u>	<u>AAC needs and assessments</u>	<u>Student with 4 or more goals</u>	<u>Student with exceptional needs:</u>	<u>Initial/Triennial Evals</u>	<u>Bi-lingual Evals</u>	<u>Student Subtotal:</u>
	<u>1</u>	<u>0.5</u>	<u>1.0</u>	<u>0.5</u>	<u>0.5</u>	<u>1.0</u>	<u>0.5</u>	
<u>ENTERING WORKLOAD POINTS:</u>								

Workload points cannot be reduced below 40 caseload totals.

Student has Speech or Language Impairment (SLI) eligibility = 1.0

<u>Case manager for student = 0.5</u> <u>As case manager, speech-language pathologists are responsible for entering the bulk of the information into the IEP, coordinating and facilitating the meetings, and entering final information.</u>	
<u>Student need Augmentative and Alternative Communication (AAC) services and assessments = 1.0</u> <u>This requires additional assessment and work such as additional observations, collaboration/consultation/training of all stakeholders, data collection, and report writing.</u>	
<u>Student has multiple speech/language needs (e.g., articulation, expressive language, receptive language, pragmatic language) = 0.50</u>	
<u>Initial and Triennial Evaluation = 1.0</u> <u>This requires additional time and work such as interviews, observations, collaboration/consultation, data collection, and report writing.</u>	
<u>Bilingual Evaluation = 0.5</u> <u>This requires additional assessment and work such as additional observations, collaboration/consultation, data collection, interpretation, translation in report writing.</u>	
<u>In addition to providing speech services, speech-language pathologists must prepare material for therapy sessions. Speech-Language Pathologists are responsible for attending all IEP meetings for these students, writing goals/services, and tracking progress towards goals.</u>	
<u>Consultation/Prep = One day per week and or equivalent to what teachers are given.</u>	

Psychologist Specific-Workload Form

<u>Student Name (Last, First)</u>	<u>Psycho-Educational Assessment required (i.e. initial, triennial, REED)</u>	<u>Academic Testing</u>	<u>Educationally Related Mental Health (ERMHS) Assessment</u>	<u>Intensive Individual Services (IIS) Assessment</u>	<u>Prevent-Teach-Reward (PTR) Plan In SPED</u>	<u>ERMHS Counseling Level 1</u>	<u>Student Subtotal :</u>
	<u>1</u>	<u>0.5</u>	<u>0.5</u>	<u>0.5</u>	<u>0.5</u>	<u>0.5</u>	<u>3.5</u>
<u>ENTERING WORKLOAD</u>							

POINTS:							
<u>Workload points cannot go over 15 at any time. If points go over, then support is needed.</u>							
<u>Student requires psychoeducational assessment= 1.0</u>							
<u>Case manager for student = 0.5</u> <u>As case manager, psychologists are the team members responsible for entering the bulk of the information into the IEP documentation, coordinating and facilitating the meetings, and entering final information.</u>							
<u>Educationally Related Mental Health Assessment= 0.5</u> <u>This requires additional assessment and work such as using additional assessment tools, questionnaires, interviews, collaboration/consultation, data collection, progress monitoring, goal development, goal updates, meetings, and report writing.</u>							
<u>Intensive Individual Services (IIS)= 0.5</u> <u>This requires additional assessment and work such as additional observations, collaboration/consultation, data collection, progress monitoring, goal development, goal updates, meetings, and report writing.</u>							
<u>Prevent-Teach-Reward (PTR) Plan or Behavioral Intervention Plan (BIP)= 0.5</u> <u>This requires additional work such as informal and potentially formal observations, collaboration/consultation, data collection, progress monitoring, goal updates, meetings, and creating plans.</u>							
<u>Educationally Related Mental Health (ERMHS) counseling= 0.5</u> <u>Psychologists meet with students consistently throughout the year to provide guidance/counseling. In addition to counseling, psychologists must prepare material for counseling sessions. Psychologists are responsible for attending all IEP meetings for these students, writing goals/services, and tracking progress towards goals.</u>							
<u>Consultation/Prep = One day per week and or equivalent to what teachers are given.</u>							

[This language shall sunset on June 30, 2028, unless the Parties agree to mutually extend or expand the Agreement.](#)