

# IEA-NEA Special Education Committee

NOTES

Review of the  
work over  
years 20-21  
and 21-22



## NOTES

2020-2021

IEA-NEA Special  
Education Committee  
MembersAll meetings were  
held virtually via  
Zoom

- **Victoria Mikos (SLP)**- Committee Chair, Region 35
- **Katrina Anthony (SpEd Teacher)**- Region 55
- **Jenelle Cleveland (Psych)**- Region 59
- **Jennifer Curran (SW)**- Region 20
- **Bernita Echols (Paraprof.)**- Region 26
- **Carrie Lombardi (SpEd Teacher)**- Region 34
- **Jennifer McCormick (SpEd Teacher)**- Region 54
- **Karen Williams (SpEd Teacher)**- Region 21
- **Denise Brown (Paraprof.)**- Region 37
- **Iwanda DeBerry** - IEA-R
- **Diana Zaleski** (IEA Staff)

Committee

Legislative

Co-ops

Grassroots

## NOTES

**2021-2022  
IEA-NEA Special  
Education Committee  
Members**

**All meetings were  
held virtually via  
Zoom**

- **Victoria Mikos (SLP)**- Committee Chair, Region 35
- **Jenelle Cleveland (Psych)**- Region 59
- **Jennifer Curran (SW)**- Region 20
- **Carrie Lombardi (SpEd Teacher)**- Region 34
- **Jennifer McCormick (SpEd Teacher)**- Secretary, Region 54
- **Karen Williams (SpEd Teacher)**- Region 21
- **Donald Kimura (SpEd Teacher)**- Region 3
- **Toleia Hill (SpEd Teacher)** - Region 16
- **Diana Zaleski (IEA Staff)**

Committee

Legislative

Co-ops

Grassroots



DATE: Year 20-21 & 21-22

# Review of Committee Charge

DATE: Year 20-21 & 21-22

1. Serve as a resource to all IEA locals in assisting and developing communication between special and general educators to improve instruction for all students.
2. Collect and provide all IEA locals with strategies and programs designed to provide practical life experiences for students with special needs as they transition to post-secondary opportunities.
3. Monitor and provide IEA locals with updates from federal and state agencies as they affect and impact special education laws and practices.
4. Continue to advocate and recommend changes in the IEA Resolutions and Legislative Platform for the purpose of updating policy relating to special education school code and administrative rules.
5. (CHANGED) Provide feedback to specific comments and questions within 60 calendar days to IEA members.
6. Use electronic resources to complete the committee's work when possible.
7. Communicate regularly with the IEA president, make recommendations as deemed appropriate and submit a year-end report.
8. Provide the IEA president with minutes of each meeting.

Committee

Legislative

Co-ops

Grassroots

DATE: Years 20-21 &amp; 21-22

## NOTES

Legislative  
Platform (LP)  
proposals &  
Amendments  
submitted

DATE: Years 20-21 &amp; 21-22

## What is the legislative platform?

The IEA continuously works to improve the educational system for students and working conditions for educators throughout the state by advocating the needs and desires of members to elected officials that affect education policy.

The Legislative Platform provides guidance on how to address education policy and those issues facing our students and educators, including school funding, collective bargaining, educational opportunities, employee rights and more. The Platform was written and developed by members of the IEA to provide direction for the Association on issues important to educators. Each year members have an opportunity to review and make changes to the Platform at the IEA Representative Assembly.

DATE: **Years 20-21 & 21-22**

## Legislative Amendments

LPA-07 High Quality Public Education – Special Education Services

LPA-09 High Quality Public Education – Special Education Services

LPA-10 High Quality Public Education – Assessments

LPA-14 : Supporting Student Success – Safe Learning Environment

LPA-18 Supporting Student Success – Community Involvement

**Highlighted = Committee Review**

DATE: **Years 20-21 & 21-22**

## Legislative Proposals

LPA-05 High Quality Public Education – Special Education Services

LPA-08 High Quality Public Education – Special Education Services

LPA-22 A Voice in the Workplace – Employee Rights and Protections

LPA-23 A Voice in the Workplace – Employee Rights and Protections

LPA-24 A Voice in the Workplace – Employee Rights and Protections

LPA-25 A Voice in the Workplace – Employee Rights and Protections

LPA-51 Glossary- Caseload

LPA-53 Glossary- Special Education

LPA-55 Glossary- Workload



DATE: **Years 20-21 & 21-22**DATE: **Years 20-21 & 21-22****Amendment****LPA #18****Section Title:** Supporting Student Success – Community Involvement**Page(s):** 24 **Line(s):** 631-634**Submitted by:** Victoria Mikos, Special Education Committee Chair **Submission year:** 2021-2022

<b>Present:</b>	<b>Proposed:</b>
IEA supports: <ul style="list-style-type: none"> <li>Developing full-service public <i>community schools</i> and wraparound services that:               <ul style="list-style-type: none"> <li>coordinate and integrate the delivery of educational, developmental, family, and health; including mental health services for students and their families that address trauma and <i>adverse childhood experiences</i>,</li> </ul> </li> </ul>	IEA supports: <ul style="list-style-type: none"> <li>Developing full-service public <i>community schools</i> and wraparound services that:               <ul style="list-style-type: none"> <li>coordinate and integrate the delivery of <del>educational, developmental, family, and health; including mental health</del> services for students and their families (<u>i.e., educational, developmental, family, and health; including mental health</u>). <u>These services should</u><del>that</del> address, <u>but are not limited to</u>, trauma and <i>adverse childhood experiences</i>,</li> </ul> </li> </ul>

**Rationale:** School health services include medical care for students as well as counseling, psychological, and social services. Through early detection and treatment of chronic and acute health problems, identification of risk-taking behaviors and appropriate anticipatory guidance, treatment and referral, school health services assure students are healthy and ready to learn.

ACCEPTED AS AMENDED

DATE: **Years 20-21 & 21-22**DATE: **Years 20-21 & 21-22****New Proposal****LPA #05****Section Title:** High Quality Public Education – *Special Education Services***Page(s):** 16    **Line(s):** after 312**Submitted by:** Victoria Mikos, Special Education Committee Chair **Submission year:** 2020-2021

Present:	Proposed:
	IEA Supports: <ul style="list-style-type: none"><li>• <u>Requiring appropriate staffing to support special education students academic, behavior, and functional needs when placed in the general education classroom.</u></li></ul>

**Rationale:** This new item supports the need for additional teachers and education support professionals when a special education student is placed in a general education classroom to provide needed academic and behavioral supports to ensure their success and the success of the general education students.

**ACCEPTED BY THE 2020-2021 LEGISLATIVE COMMITTEE**



DATE: **Years 20-21 & 21-22**DATE: **Years 20-21 & 21-22****New Proposal****LPA #08****Section Title:** High Quality Public Education – *Special Education Services***Page(s):** 17    **Line(s):** after 331**Submitted by:** Victoria Mikos, Special Education Committee Chair **Submission year:** 2020-2021

Present:	Proposed:
	IEA opposes: <ul style="list-style-type: none"><li>• <a href="#">Waivers to the 70/30 class composition rule.</a></li></ul>

**Rationale:** This new item supports lines 298-300. In addition, the special education committee has collected data from IEA members indicating that districts are taking advantage of the waiver process and that ISBE is not adequately reviewing the waivers.

ACCEPTED BY THE 2020-2021 LEGISLATIVE COMMITTEE

DATE: **Years 20-21 & 21-22**DATE: **Years 20-21 & 21-22**

## New Proposal

### LPA #22

**Section Title:** A Voice in the Workplace – Employee Rights and Protections**Page(s):** 26    **Line(s):** after 701**Submitted by:** Victoria Mikos, Special Education Committee Chair **Submission year:** 2020-2021

Present:	Proposed:
	IEA supports: <ul style="list-style-type: none"><li>• <u>Collectively bargaining workload limits for special educators, related service professionals, practitioners and/or specialists.</u></li></ul>

**Rationale:** Workload refers to all of the responsibilities required of special educators, related service professionals, practitioners and/or specialists and it also takes into account the intensity of the students' needs. Workload plans develop a procedure for analyzing appropriate local factors related to workload to ensure students are receiving appropriate services. Section 226.735 of the rules already addresses the bargaining of workload limits but many locals do not have these plans in place.

ACCEPTED BY THE 2020-2021 LEGISLATIVE COMMITTEE

DATE: **Years 20-21 & 21-22**DATE: **Years 20-21 & 21-22****New Proposal****LPA #23****Section Title:** A Voice in the Workplace – Employee Rights and Protections**Page(s):** 26    **Line(s):** after 701**Submitted by:** Victoria Mikos, Special Education Committee Chair **Submission year:** 2020-2021

Present:	Proposed:
	IEA supports: <ul style="list-style-type: none"><li>• <u>Collectively bargaining professional development.</u></li></ul>

**Rationale:** Locals can collectively bargain control of professional development funds (e.g., Title II money) and/or control over professional development topics and events to ensure all content areas, including special education and all related services, practitioners and/or specialists, receive appropriate professional learning opportunities.

ACCEPTED BY THE 2020-2021 LEGISLATIVE COMMITTEE



DATE: **Years 20-21 & 21-22**DATE: **Years 20-21 & 21-22****New Proposal****LPA #24****Section Title:** A Voice in the Workplace – Employee Rights and Protections**Page(s):** 26    **Line(s):** after 701**Submitted by:** Victoria Mikos, Special Education Committee Chair **Submission year:** 2020-2021

Present:	Proposed:
	IEA supports: <ul style="list-style-type: none"><li>• <u>Collectively bargaining local mentoring programs.</u></li></ul>

**Rationale:** Collectively bargaining local mentoring programs allows locals to advocate for mentors to be local association members, be paid for their work as mentors, and have control over the content of the mentoring program.

ACCEPTED BY THE 2020-2021 LEGISLATIVE COMMITTEE

DATE: **Years 20-21 & 21-22**DATE: **Years 20-21 & 21-22****New Proposal****LPA #25****Section Title:** A Voice in the Workplace – Employee Rights and Protections**Page(s):** 26    **Line(s):** after 701**Submitted by:** Victoria Mikos, Special Education Committee Chair **Submission year:** 2021-2022

Present:	Proposed:
	IEA supports: <ul style="list-style-type: none"><li>• <u>Collectively bargaining the selection and use of local interim and benchmarking assessments.</u></li></ul>

**Rationale:** Collectively bargaining the use of assessments encourages schools and districts to regularly examine their local assessment systems and reduce unnecessary or burdensome assessment practices.

ACCEPTED AS IS

DATE: Years 20-21 &amp; 21-22

DATE: Years 20-21 &amp; 21-22

## New Proposal

LPA #51

Section Title: Glossary

Submitted by: Victoria Mikos, Special Education Committee Chair Submission year: 2021-2022

Present:	Proposed:
	<u>Caseload: refers to the number of students with Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and 504 plans served by special educators through specially designed instruction. Caseload also includes prevention services provided in general education settings.</u>

**Rationale:** Defining the term “caseload” is a priority for special educators as a current statewide definition does not exist. Larger caseloads are perceived to diminish student outcomes on IEPs. The only mention of a maximum caseload in the administrative rules is for speech and language pathologists. Appropriate maximum caseloads should be identified for all special educators. In order to accomplish this goal the term “caseload” must be defined.

Feedback from the Legislative Platform 11/21 indicated consideration of putting this in the glossary but would like our assistance with how these terms should be defined.

The wording submitted by the Special Education Committee in 1/21 is how we recommend “caseload” be defined moving forward.

ACCEPTED AS IS



DATE: **Years 20-21 & 21-22****LPA #53****Section Title:** Glossary**Submitted by:** Victoria Mikos, Special Education Committee Chair **Submission year:** 2021-2022

## New Proposal

Present:	Proposed:
	<u><b>Special Educator:</b> Includes, but is not limited to, a Special Education Teacher, Nurse, Occupational Therapist, Physical Therapist, Psychologist, Speech-Language Pathologist, Adaptive Physical Education Teacher, Social Worker and Educational Support Professionals who are directly supporting IEPs, IFSPs, and 504 plans.</u>

**Rationale:** Defining the term “special educator” ensures that all professionals who provide specially designed instruction are included when considering legislation regarding special education.

Feedback from the Legislative Platform in 1/21 indicated that the terms in this proposed definition of special educator are already included in the definition of educator and mental health professional, and special education services.

The definition of “educator(s)” as listed in the Addendum on pg. 48 does not adequately define what a special educator is. We are not all teachers who are trained in teaching. Most of us are specialists trained in our discipline area who are allowed to work in the educational field based on the certificates we have obtained through ISBE.

Although the definition of “Special Education Services” is in the glossary already is actually incorrect since the use of “special education services” should actually refer to the “act of” vs. the providers. It is recommended that IEA replace Special Education services with our new Special Educators definition especially since we’re also proposing a workload definition. Or, that it be added in addition to the current definition.

It was also mentioned in 1/21 that the lobbyists felt the definition of special educator is common knowledge for educators and the lobbyists.

Common knowledge does not equal full (or accurate) knowledge, especially if a lobbyist is new to their role and/or IEA. Having a well-defined description of who Special Educators are ensures that ALL are represented, beyond common knowledge.

ACCEPTED AS IS

DATE: Years 20-21 &amp; 21-22

DATE: Years 20-21 &amp; 21-22

## New Proposal

LPA #55

Section Title: Glossary

Submitted by: Victoria Mikos, Special Education Committee Chair Submission year: 2021-2022

Present:	Proposed:
	<p><b>Workload:</b> refers to all activities related to the development and delivery of specially designed instruction. Workload includes, but is not limited to: teaching (i.e., differentiated instruction), therapeutic services, creation of instructional/therapeutic materials to meet the unique needs of each student, assessments, evaluation and re-evaluations, paperwork (e.g., IEPs, report writing, preparing lessons, transition planning, progress updates, etc.), implementing behavioral interventions, consultation, collaboration, problem solving, attendance at IEP meetings and other staff conferences, parent/professional contact, due process procedures, observations, and attend, develop, and provide mandated trainings and professional development.</p>

**Rationale:** Special educators believe that workload, rather than caseload, is a more appropriate quantification of their duties. The administrative rules do not adequately define workload or identify a maximum workload. Appropriate maximum workloads should be identified for all special educators. In order to accomplish this goal “workload” must be adequately defined.

Feedback from the Legislative Platform 11/21 indicated consideration of putting this in the glossary but would like our assistance with how these terms should be defined.

The wording submitted by the Special Education Committee in 1/21 is how we recommend “Workload” be defined moving forward.

ACCEPTED AS IS

DATE: Year 20-21

- Worked with IEA to create a database of all IEA members who are part of a CoOp
- Created survey to send out to CoOp Presidents to see how the Committee can better support CoOps since they function differently from non-CoOp schools
- CoOp Survey Take-aways: Presidents would like more training on how to engage their members, would like a quarterly roundtable to support the Presidents, would like an open hearing specific for CoOps at future IEA-RAs, would like professional development specific for special education within CoOps, and would like trainings to assist them during bargaining.
- Two virtual meeting were held with IEA President Kathi Griffin to share information obtained from the CoOps

DATE: Year 20-21

Work to support Special  
Education Co-Operatives



Committee

Legislative

Co-ops

DATE: Year 21-22

Work to support special  
Education Co-Operatives

DATE: Year 21-22

- Worked with IEA and UD's to format roundtables
- Had our first roundtable February 2022 and scheduled our next for April 28th
- Plan to develop a network for the presidents to communicate regularly

Grassroots

DATE: Year 21-22

NOTES

Grassroots

Work

DATE: Year 21-22



Illinois Education Association-NEA

**FACT SHEET**

— From the Department of Government Relations —

**SB 3709 as amended (Holmes) - Support****Seniority and Tenure Parity for ESP Members and in Special Education Cooperatives that Dissolve or Reorganize**

**SB 3709, as amended**, would simply apply the current seniority protections for educational support staff to those staff members that are part of a special education cooperative that reorganizes or dissolves. Additionally, the legislation would maintain the contractual continued service status of a teacher that is transferred to a new or different district if their transfer was a result of a special education cooperative dissolving or being reorganized.

**Background:** In 2007, legislation was passed to ensure that support staff that were part of a school district that dissolved or reorganized would maintain their seniority rights in the new district that they would be transferred to. Additionally, legislation was passed to allow certified staff that were in a similar situation maintain their contractual status with their new employer. However, in the event that a special education cooperative dissolved or reorganized, the educational support staff and certified staff members are not currently afforded the same protections.

**Rationale for Support:** The legislation simply ensures that all support staff are treated the same in the event there is a dissolution or reorganization of their employer, regardless if it is a school district or a special education cooperative.

DATE: **Year 20-21**

- Feedback from the Special Education Committee was requested by IEA Lobbyist Unique Morris on proposed [HB290](#)
- Feedback was shared with Representative Hirschauer who was sponsoring the Bill
- Representative Hirschauer decided not to move forward with the bill in committee. She will be working with her staffers to see how it can be amended.

DATE: **Year 20-21**

**Grassroots  
Work**



Committee

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DATE: Year 20-21

*Trauma Responsive*

DATE: Year 20-21

Shared feedback with Kristine Argue-Mason (Instructional Resource and Professional Development Director for Northern IL.) that more information about trauma responsive practices are needed specifically for working with students who have special needs

**IMPORTANT!**

DATE:



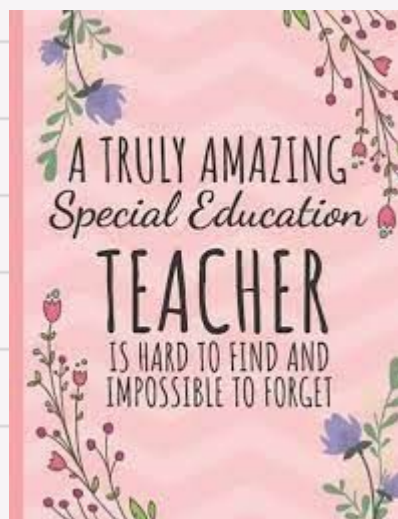
DATE:

Questions?  
Feel free to contact us!

[SEC@ieane.org](mailto:SEC@ieane.org)

DATE: Year 21-22

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