



***IEA-NEA SPECIAL
EDUCATION
COMMITTEE
2022-2023***

IEA-NEA SPECIAL EDUCATION COMMITTEE MEMBERS

- **Victoria Mikos (SLP)**-
Committee Chair, Region 35
- **Jenelle Cleveland (Psych)**-
Region 59
- **Jennifer Curran (SW)**- Region
20
 - NEA IDEA Resource Cadre
- **Jennifer McCormick (SpEd Teacher)**-
Region 54
- **Donald Kimura (SpEd Teacher)**- Region
3
- **Jennifer Herring (SpEd Teacher)**-
Region 6
- **Dr. Diana Zaleski** (IEA Education Policy
and Agency Relations Director)

ALL MEETINGS WERE HELD VIRTUALLY VIA ZOOM

REVIEW OF COMMITTEE CHARGE!

- 1) **REVISED-** Serve as a resource to IEA locals via IEA Special Education Committee Resources website. This website will include but is not limited to:
 - a. Federal and State laws that impact the aspects of special education;
 - b. Resources to support educators working in the field of special education
- 2) **NEW-** Continue to provide resources pertaining to PA 990456 (SB100) for the appropriate use of restorative justice and restorative practices regarding student discipline.
- 3) Continue to advocate and recommend changes to the IEA Resolutions and Legislative Platform for the purpose of updating policy relating to special education school code and administrative rules.
- 4) Collect and provide IEA locals with strategies and programs designed to provide practice life experiences for students with special needs as they transition to post-secondary opportunities

REVIEW OF COMMITTEE CHARGE!

5) NEW- Collaborate with IEA Lobbyists on issues related to special education.

6) NEW- Define how special educators are identified and categorized within the IEA data systems.

7) Use electronic resources to complete the committee's work when possible.

8) REVISED/MERGED- Communicate regularly with the IEA president, provide the IEA president with minutes of each meeting, make recommendations as deemed appropriate and submit a year-end report.

9) NEW- The committee will look at all of its work through an equity lens.

REMOVED Charge:

Monitor and provide IEA locals with updates from federal and state agencies as they affect and impact special education laws and practices.

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.

***REVIEW OF THE LEGISLATIVE PLATFORM
(LP) PROPOSALS & AMENDMENTS THAT
WERE SUBMITTED BY THE IEA SPECIAL
EDUCATION COMMITTEE IN 2020-2022
AND WERE APPROVED AT THE 2022
IEA-RA***

20-22 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

20-22 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

- Highlighted = Committee Review

22-23 COLLABORATION WITH GOVERNMENT RELATIONS

- Added a Charge to include work with the IEA Government Relations/Lobbyists to build more ties with legislation
- Connected with Unique Mickens and Shianne Shively prior to each Committee meeting
- Based on committee discussions, Dr. Diana Zaleski (IEA Education Policy and Agency Relations Director) drafted and submitted 3 proposals for changes to the school code

PROPOSED RESOLUTIONS AND AMENDMENTS

**SASS
Program
Task Force**

**Maximum
Caseloads**

**Student
Discipline**

SJR24: SASS PROGRAM TASK FORCE

- This proposed amendment establishes a task force charged with evaluating The Screening, Assessment, and Support Services (SASS) program by county, including but not limited to Crisis And Referral Entry Service (CARES) hotline volume, hotline staffing, local agency staffing, local agency staff turnover, local agency staff response time, local agency staff training, number of referrals for inpatient and outpatient services, and availability of inpatient and outpatient services - and analyze whether the current funding is sufficient to meet the needs of the program.

SB1401: MAXIMUM CASELOADS

- Adds language that establishes maximum caseloads for school psychologists, school social workers, school counselors, school nurses, and speech-language pathologists.
- Requires the state report card to include the average number of students per licensed school social worker, school psychologist, school counselor, and school nurse; and
- The average number of students who have individualized education plans or 504 plans that provide for special education services per licensed special educator.

SB1400: STUDENT DISCIPLINE

- Clarifying the requirements of the Individuals with Disabilities Education Act for the discipline of students with disabilities.
- Clarifies that non-exclusionary discipline, such as in-school suspension, allows for the continuation of appropriate academic instruction and related services in an alternative environment.
- Requires the development of model policies that demonstrate the use of appropriate evidence-based interventions that support the behavioral health of all students.

NEA IDEA RESOURCE CADRE



Vision: To support all members as they serve diverse students



Mission:

To communicate and work collaboratively within the NEA IDEA Resource Cadre to develop and disseminate evidence and/or research-based knowledge, strategies, and practices, as well as evolving laws and regulations, as they relate to students and personnel with disabilities (both visible and invisible) within the school/district/state/nation.

Zone / States Served

Staffing

Zone 1 Office
1201 16th St. NW, Suite 516
Washington, D.C. 20036
202-258-6026 Phone
202-822-7624 - Fax
MOBrien@nea.org

Interim Associate Director: Maralyn O'Brien

States Served:

CT, DE, DC, MA, MD, ME, NH, NJ, NY, PA, RI, VA and VT

Zone 2 Office
1201 16th St. NW, Suite 516
Washington, D.C. 20036
205-249-4229 - Phone
202-822-7624 - Fax
pwilliams@nea.org

Associate Director: Phadra Kee

States Served:

AL, AR, Federal, FL, GA, KY, LA, MS, OK, NC, SC, TN, TX, and WV

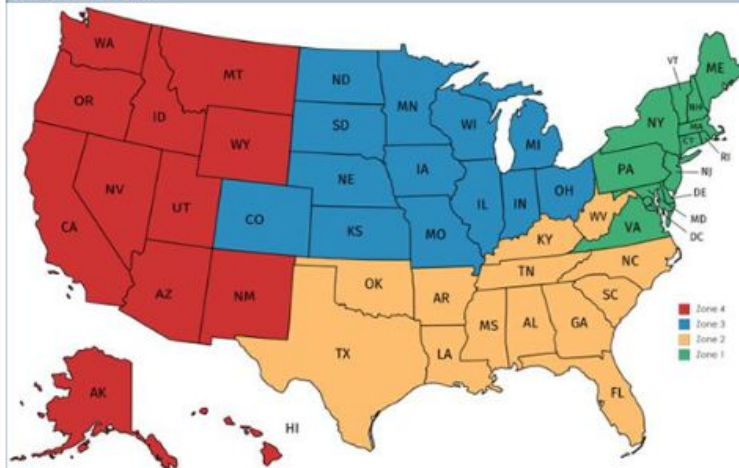
Zone 3 Office
1201 16th St. NW, Suite 516
Washington, D.C. 20036
202-394-2126 - Phone
202-822-7624 - Fax
jburns@nea.org

Associate Director: Jason Burns

States Served:

CO, IA, IL, IN, KS, MI, MO, MN, NE, OH, SD, ND and WI


NEA Zones by State



Additional notes:

UT-includes UEA and USEA

Federal Education Association is included in Zone 2.



***WORK TO SUPPORT
SPECIAL EDUCATION
COOPERATIVES***

CO-OP ROUND TABLES

Past Topics:

- Member Engagement
- Bargaining/Financials & salary schedule
- Working Conditions
- Violence and student behavior

Next Roundtable:

- April 24, 2023 @ 4:00 PM
- Janet Tate will discuss issues related to timeout and restraint rules and reporting procedures



USING OUR VOICE TO ADVOCATE

Caseload vs. Workload



Special Education IEA Professional
Development



QUESTIONS?

Feel free to contact us!

SEC@ieaneq.org

