



ASHA
Speech-Language Pathology
Dedicated to Advancing the Profession
of Speech-Language Pathology



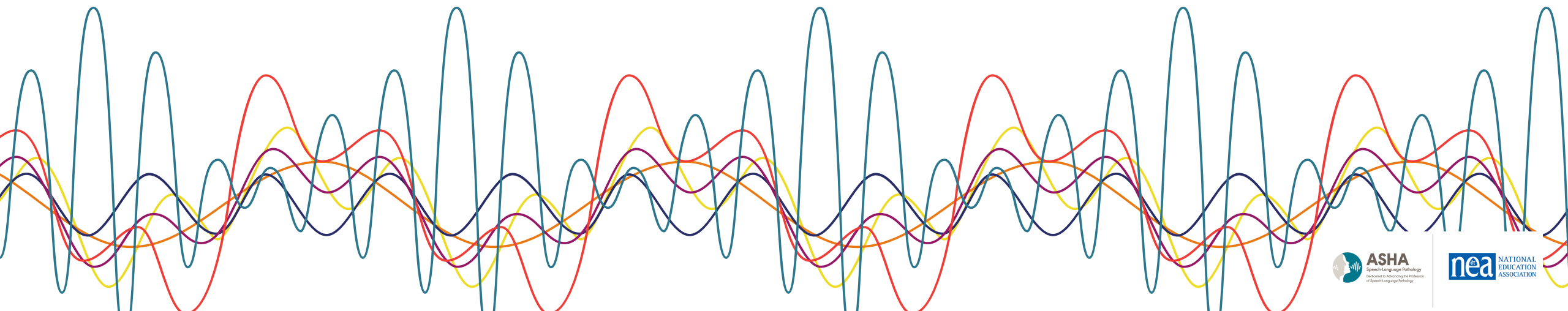
Partnering with Teacher Unions to Improve Working Conditions in Schools

A Joint ASHA & NEA
Virtual Town Hall

January 24, 2024
7:00 – 8:30 PM EST

Welcome

Vicki Deal-Williams, ASHA CEO



Vicki Deal-Williams M.A., CCC-SLP, CAE

A graphic design featuring two overlapping circles. The larger circle is teal and contains the text "ASHA's Chief Executive Officer" in white. The smaller circle is grey and contains the text "Moderator" in teal. Below the circles is a colorful waveform graphic with multiple lines in red, orange, yellow, green, and blue.

ASHA's
Chief
Executive
Officer

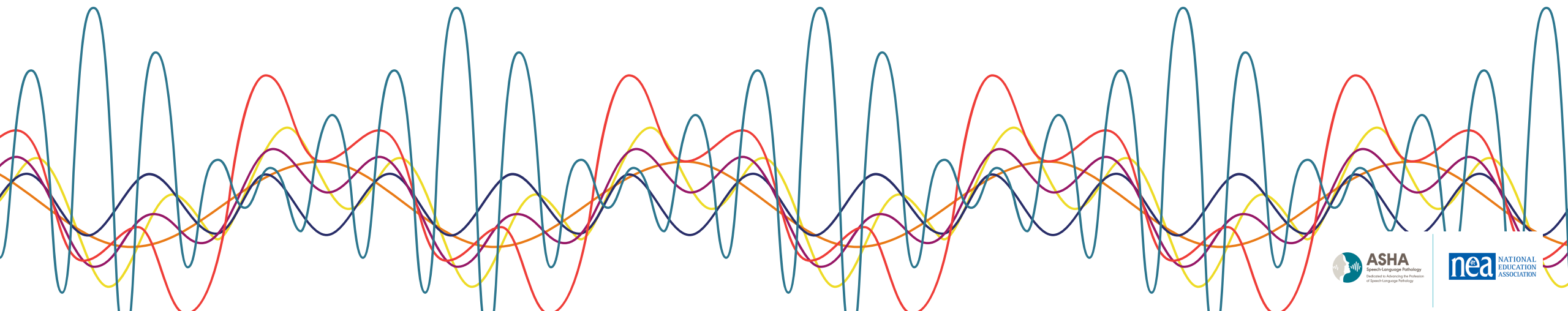
Moderator

ASHA's Code of Conduct for Meetings

All ASHA meetings are intended to be safe spaces. Participants are expected to:

- Be respectful
- Listen actively
- Be collaborative
- Respect diversity, including communication differences
- Handle disagreement constructively
- Act fairly, honestly, and in good faith with other participants

Panelist Introductions





Mary Dooher

M.A., CCC-SLP

Speech-Language Pathologist,
Matanuska-Susitna Borough
School District (Alaska)

- Financial Disclosure(s): ASHA Leadership Development Program travel stipend
- Non-financial Disclosures: ASHA Member; Member of Alaska Speech-Language-Hearing Association (AKSHA); Executive Board Member of Mat-Su Education Association (MSEA); and Member of the NEA IDEA Resource Cadre.



Tom Israel

Senior Director Center for
Organizing and Affiliate Support,
National Education Association

- Financial Disclosure(s): None
- Nonfinancial Disclosure(s):
Employed by National Education
Association



Marian Lowther M.S., CCC-SLP

Clinical Instructor, University of
South Florida (Florida)

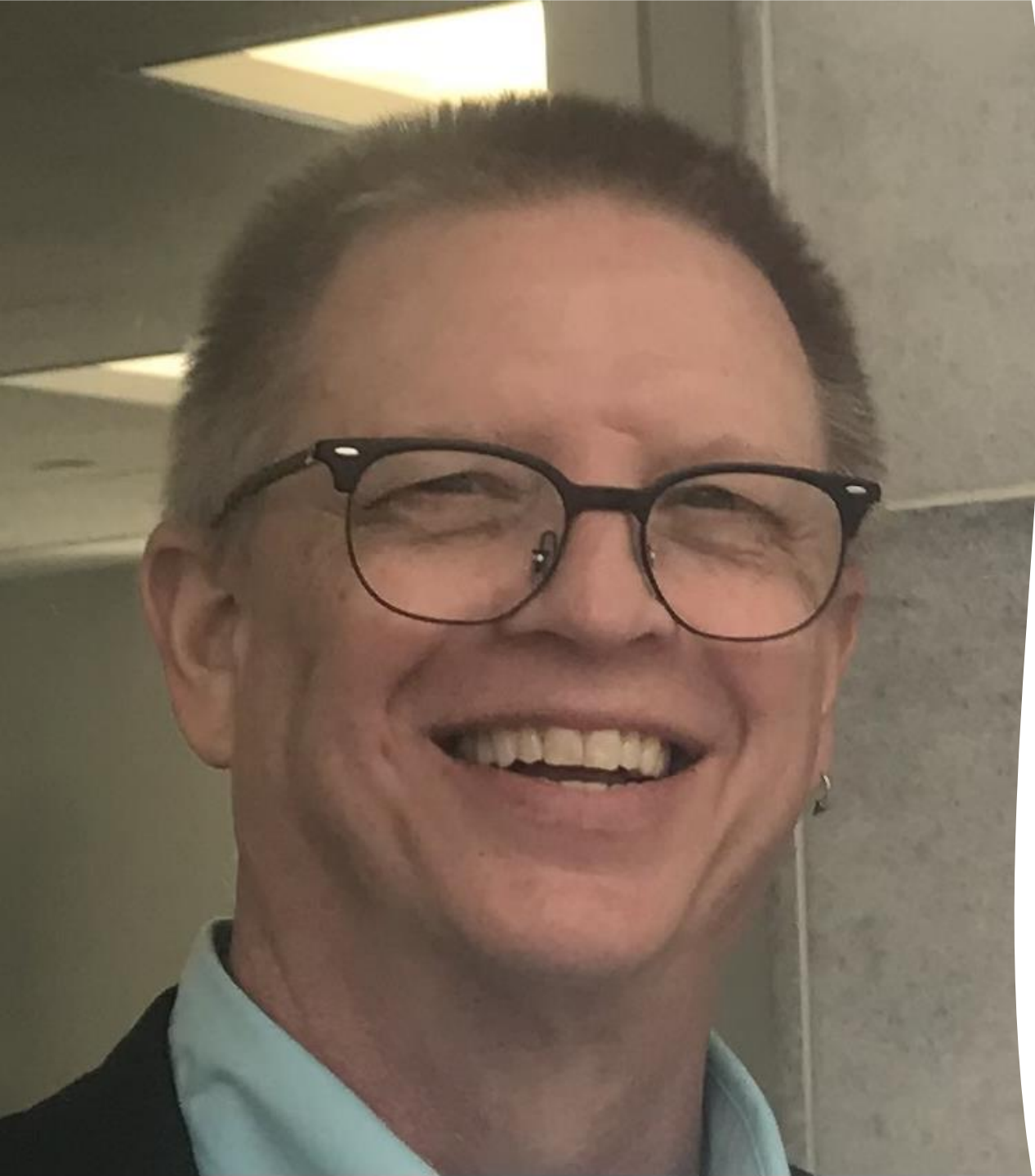
- Financial Disclosure(s): None
- Non-Financial Disclosure(s): ASHA Member; President of Florida Association of Speech-Language Pathologists and Audiologists (FLASHA); ASHA Grasstop Envoy; CSAP President-Elect; Joint Commission



Julie Malone **M.S., CCC-SLP**

Speech-Language Pathologist,
La Mesa-Spring Valley School
District (California)

- Financial Disclosures: None
- Non-financial Disclosures: SIG 16 Coordinating Committee, Elected Member-at-Large; Formerly Chairperson of ASHA's School Finance Committee; Member of California Speech-Language-Hearing Association (CASHA)



Tom Parton **M.S., CCCSLP,** Speech-Language Pathologist, Retired (Illinois)

- Financial Disclosures: None
- Non-financial Disclosures: ASHA Member; Chairperson of ASHA's Committee of Ambassadors; Member of Illinois Speech-Language-Hearing Association (ISHA) - ISHA's Honors Committee, ISHA's Leadership Development Program, and Past President of ISHA

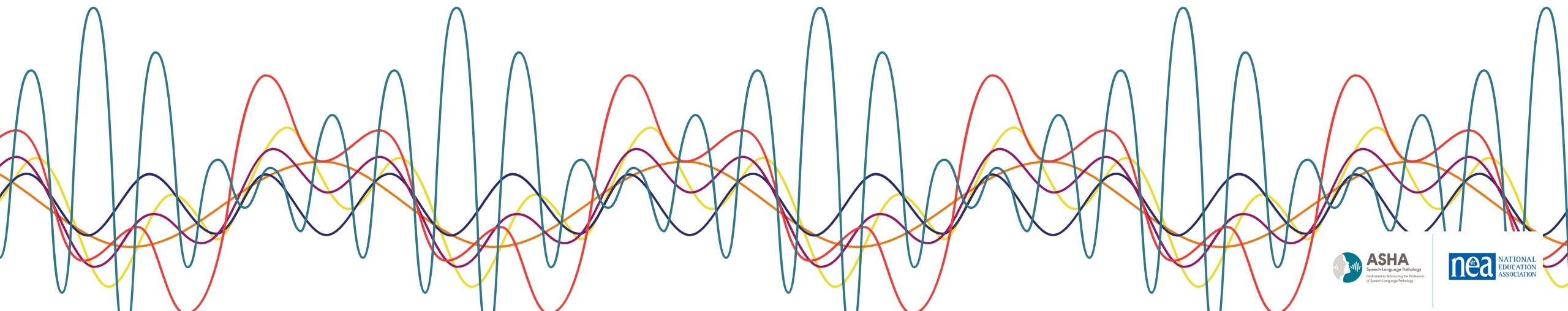
Learner Outcomes

Following tonight's virtual town hall, participants will be able to:

- **Distinguish Roles:** Assist school-based members with understanding the distinct roles of an association and teacher unions. This knowledge is vital for effective collaboration and advocacy.
- **Learn about Union Involvement:** Highlight the benefits of joining teachers' unions. Participants will learn how to become involved in organized labor, foster a stronger community, and promote shared goals.
- **Support in “Right to Work” States:** Address ways to support school-based members who work in “Right to Work” states that lack stronger unions.

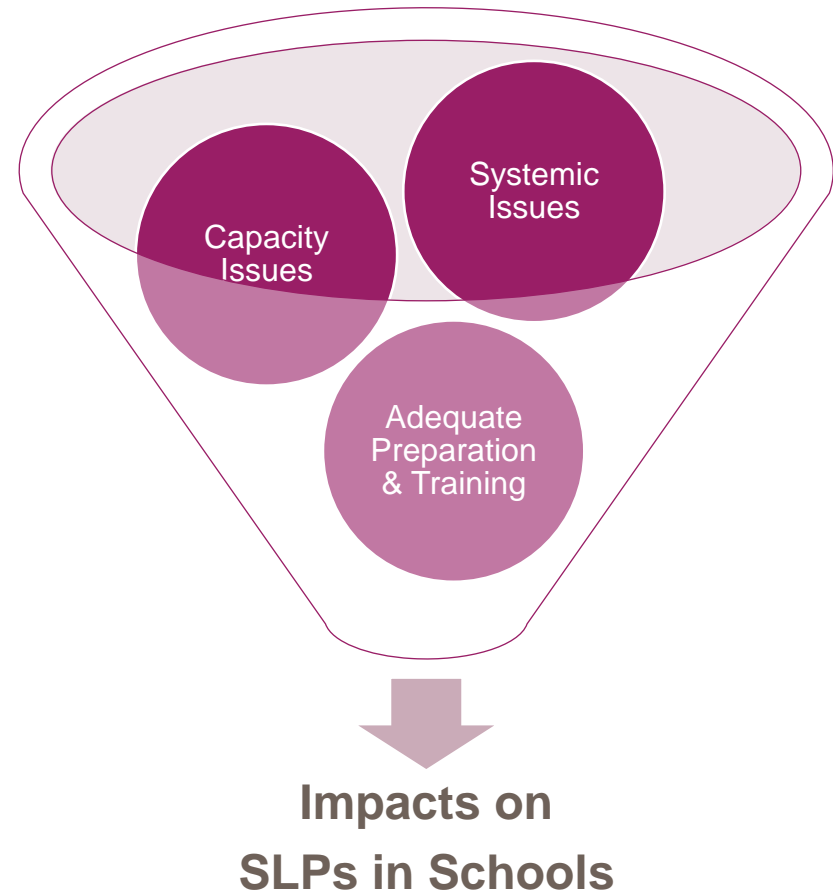
Information About Unions in Schools

Angelica Castañon, NEA Program Specialist and Tiffany White, ASHA Senior
Director of School Services



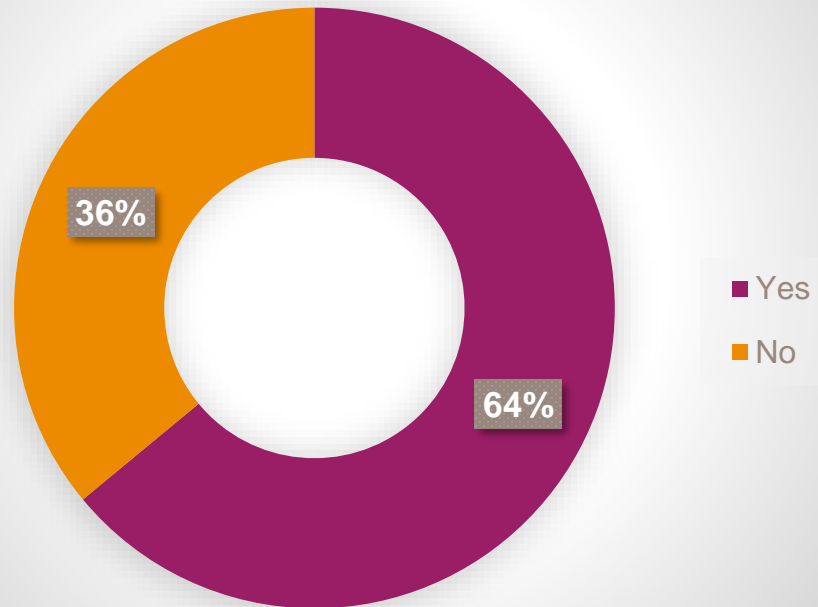
Top School-based Issues

- Caseload
- Workload (e.g., paperwork, compliance tasks, meetings, etc.)
- Salaries
- Staffing Shortages
 - Retention
 - Recruitment
- Burnout/Overwhelm
- Roles & Responsibilities
- Appropriate Workspaces



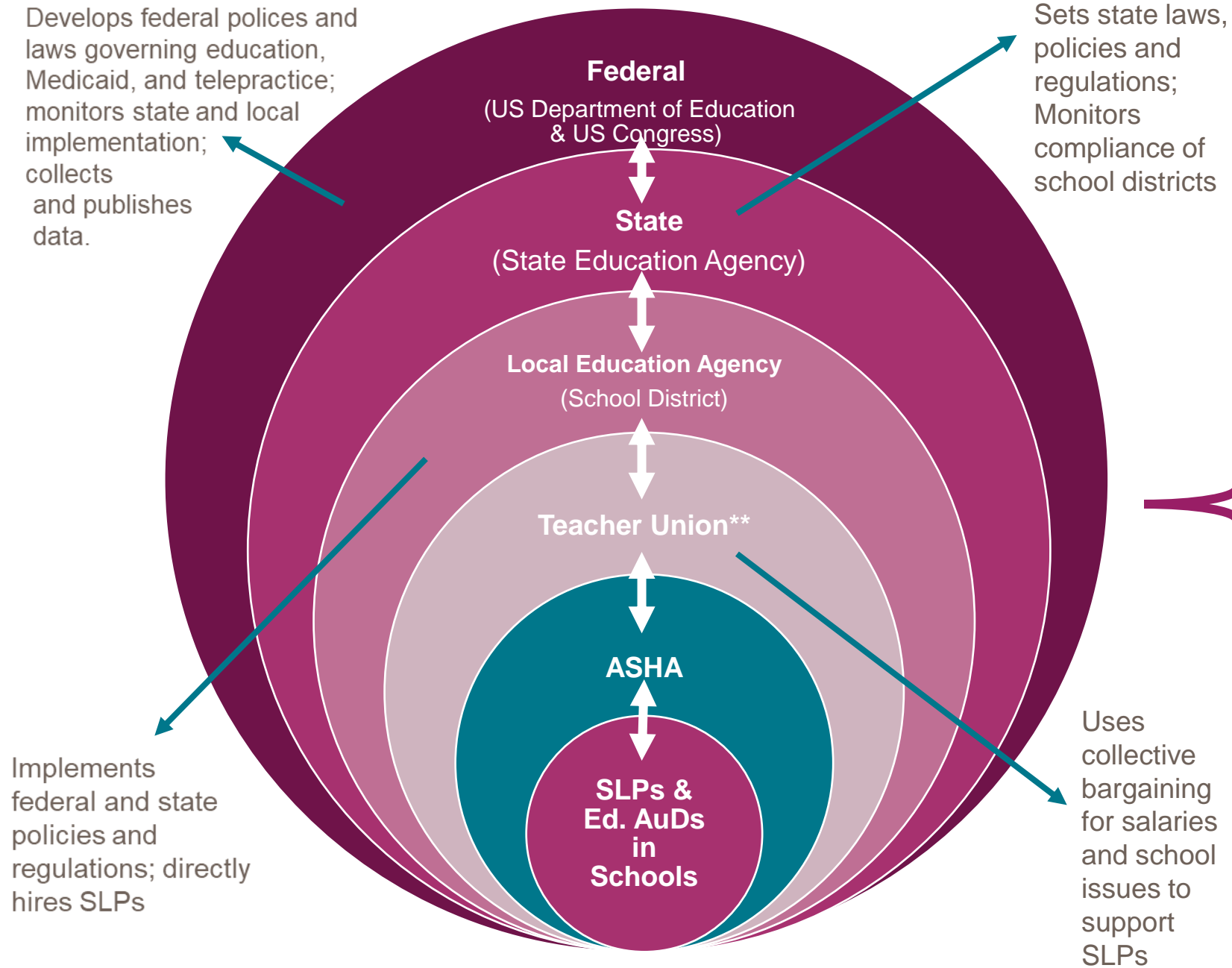
2022 ASHA School Survey Data

Union Representation Availability



Based off the responses from Speech-Language Pathologists in schools, 64% of respondents indicated that they have union representation available to them in their school district; 36% of respondents did not have union representation available to them in their school district.

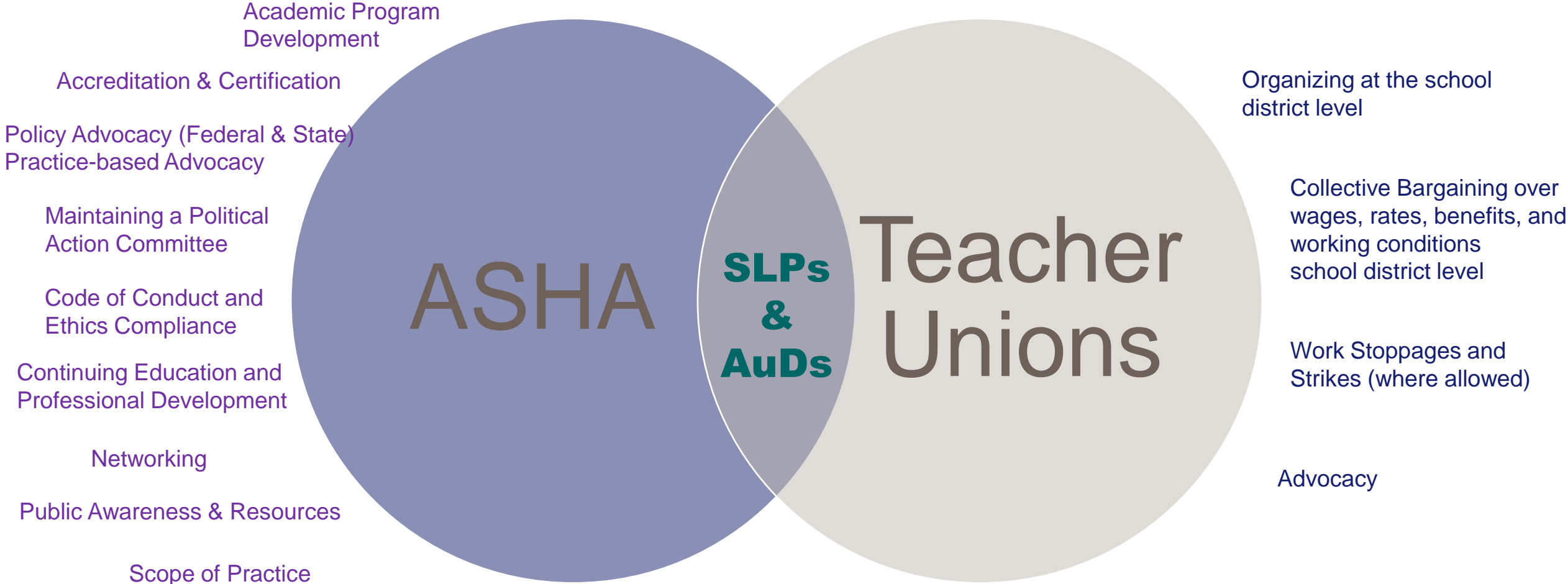
ASHA's Role within the Educational Framework



1. Advocate and partner with the U.S. Department of Education, U.S. Congress and State Education Agencies to influence and inform positive policy decision-making on the state and local levels
2. Engage directly with school-based members to provide support, guidance, and resources through technical assistance
3. Collect data and analyze trends of school-based issues, such as salary and caseload.
4. Create resources and information to support school-based practices
5. Provide guidance on best practices and evidence-based practices related to service delivery and assessments

**** many states are local control states with no state or local union representation and as a result, no collective bargaining**

Distinguishing Roles: Associations & Teacher Unions



The Different Roles and Responsibilities of Professional Associations and Unions (asha.org)



What is “collective bargaining”?

Collective bargaining is a process in which your association and your employer exchange ideas, mutually solve problems, and reach a written agreement—the collective bargaining agreement (often referred to as the “contract” or “CBA”).

- Bargaining improves student learning and working conditions.
- Collective bargaining helps attract and retain the highest quality employees
- Bargaining supports the fight for social justice and racial equity.




ASHA Comparison Data & Advocacy Resources



- Practice-based & Self-Advocacy Resources
 - [School Advocacy Resources: Legislation and Regulation \(asha.org\)](#)
 - [ASHA Workload Calculator](#)
 - Includes [Workload Template Letter for School Administrators](#) and [ASHA Workload Action Plan](#)
 - [Caseload and Workload \(asha.org\)](#)
 - [Talking Points to Advocate for... \(asha.org\)](#)
- Comparison Data
 - [ASHA Schools Survey](#)
 - [State Caseload Data and Salary Map \(asha.org\)](#)

Differentiation in Roles of the SLPs in Schools

- ASHA has a tool to assist Speech-Language Pathologists and Educational Audiologists when sharing information with school administrators and teacher unions.
 - Highlights the differences between Certified SLPs/AuDs and NBPTS Certification for Teachers
 - Includes chart which compares education, post-graduate training, clinical supervision and mentorship, and certification maintenance requirements



ASHA
American
Speech-Language-Hearing
Association

**ENSURE YOUR DISTRICT PROVIDES MANDATED
SPEECH-LANGUAGE SPECIAL EDUCATION
EVALUATION AND SERVICES**

Administrators, are you in compliance?

- The need for speech and language services in special education continues to be great. According to the U.S. Department of Education, speech or language impairments represent the second most prevalent disability category of services provided under Individuals with Disabilities Education Action (IDEA) Part B: 39.9% of children ages 3-5, and 16.3% of students ages 6-21.¹
- Federal requirements under IDEA, state that schools are a valuable service delivery site for the federally mandated Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) Medicaid benefit.²
- More speech-language pathologists (SLPs) are needed to meet the demand in schools. The American Speech-Language-Hearing Association (ASHA) represents about 200,000 SLPs and more than half (50.4%) work in schools.³ Expected demand, between now and 2030, for more SLPs ranges from 15% to 55%, which varies by state.⁴
- ASHA certified SLPs bring in significant Medicaid and IDEA monies to school districts. Multilingual learners, representing over 400 languages, made up about 10% (or 5 million students) of the public K-12 school population in the US in 2020, while up to 20% of public school students in some states are multilingual learners.^{5,6}

What can you do?

Attract and retain highly qualified SLPs to meet free appropriate public education (FAPE) requirements with a salary supplement.

- A **salary supplement** is compensation is generally given on an annual basis in addition to the current salary for 1) obtaining and holding the ASHA Certificate of Clinical Competence (CCC), 2) workload activities associated with Medicaid billing, or 3) as a tool to recruit and retain highly qualified SLPs.
- At least 128 school districts have compensated with a salary supplement for SLPs who hold ASHA's CCC.⁷
- Eleven states have passed legislation supporting a statewide salary supplement.⁸
- The National Board for Professional Teaching Standards (NBPTS) provides a teacher salary supplement; however, ASHA-certified SLPs are not eligible.⁹

Does your district offer a salary supplement for NBPTS high-quality educator credentials?

If so, consider ASHA's Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) as a reason for salary supplements to help recruit and retain school-based SLPs. School-based SLPs are employed in local school districts to support and carry-out services—mandated by federal law—to ensure students receive FAPE. School-based SLPs:

- Complete a master's degree program in communication sciences and disorders as well as a supervised practicum of at least nine months under the supervision of an ASHA-certified SLP.
- Work to prevent, assess, diagnose, treat, and collaborate with other professionals on speech, language, social communication, cognitive-communication, and swallowing disorders in children and youth.

National Certification Credentialing Options When Considering a Salary Supplement

ASHA-certified SLPs are proud members of the educational team alongside teachers. Many school-based SLPs are compensated on a teacher salary schedule. The following chart differentiates ASHA-certified speech-language pathologists, those who hold the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), from National Board for Professional Teaching Standards (NBPTS) certified teachers when considering a salary supplement.

2200 Research Boulevard • Rockville, MD 20850-3289 • actioncenter@asha.org • 301-296-5700 • www.asha.org

Ensure Your District Provides Mandated Speech-Language Special Education Evaluation and Services (asha.org)

ASHA Resources for Working with Unions in Schools

ASHA has a [Teachers Unions \(asha.org\)](https://asha.org) resource available to school-based members that highlights:

- Key terminology to know
- Strategies for engaging with teacher unions
- Negotiation tips
- Additional resources



NEA Supports a Workload Analysis

BACKGROUND: SPECIAL EDUCATION WORKLOAD ANALYSIS MODEL

Traditionally, providers of services to students with disabilities talk in terms of the number of students on their caseloads. Caseload data are based on the number of students with Individualized Education Programs (IEPs) assigned to the educator without consideration for the intensity of services needed by the student or the amount of time needed to provide those services.

Given the transition to more inclusionary practices such as coteaching and supported instruction in the general education setting, thinking in terms of workload more accurately addresses the service demands of special education teachers, paraeducators (paras), and specialized instructional support personnel (SISP). Workload data take into consideration the supports and services, both direct and indirect, provided by teachers, paras, and SISP.

This workload analysis model is intended as a framework to adapt to the changing responsibilities of special education service providers.



Workload Considerations

1. Specially Designed Instruction
 - a. Direct instruction to meet IEP goals/objectives
 - b. Indirect services
 - i. Consultation with general education teachers
 - ii. Adaptation of curricular materials
 - iii. Coordinating with other service providers
 - iv. Collaboration time among special education service providers to discuss progress and next steps for individual students
 1. Teacher of record and general education teacher
 2. Teacher of record and paras
 3. Teacher of record and SISP
 4. SISP and para
 - v. Dedicated planning time for coteaching
2. Inclusionary Practices
 - a. Coteaching (two or more certificated providers)
 - b. Supported instruction (paraeducator supporting general education teacher)
 - c. Push-in services/specialized services provided in general education setting (e.g., speech-language pathologist providing lesson in general education setting)
3. Individual Education Program Management
 - a. Coordination of paperwork regarding IEP meetings
 - b. Development of the IEP
 - c. Progress monitoring and reporting on IEP goals
 - d. Annual review/triennial review
 - e. Initial evaluation/re-evaluation
 - f. Functional behavior assessments/behavioral intervention plans
 - g. Agency service coordination and documentation (Medicaid, VocRehab, etc.)

B-34. Education for All Students with Disabilities

k. Limitations must be made in class size, caseloads, and/or workload of designated education and service providers, using methods such as the

- workload analysis model,
- modified scheduling,
- and/or curriculum design determined by each student's IEP, or
- other learning accommodations.

F-7. Basic Contract Standards

The National Education Association believes that collective bargaining agreements between education employees, including part-time and temporary, and their employers should contain certain standard contractual concepts.

The Association also believes that, in non bargaining jurisdictions, these concepts should be incorporated into legislation, employer policy, and/or other sources that establish the terms and conditions of employment for education employees, including part-time and temporary. These concepts include—

- i. Specified class size, caseload, teaching assignment, and job description



Great Public Schools
for Every Student

2022
Handbook

Policy Department
1201 16th St., NW, Washington, D.C. 20036



Sample Contract Language Specific to SLPs in Schools



Bargaining agreements can include information specific to Speech-Language Pathologist

NEA compiled a document that provide examples that can be used for future negotiations: [NEA Examples of Contractual Language for Speech-Language Pathologists.docx](#)



Special Education

Contract language concerning special education usually focuses on the working and learning conditions of staff and students with special needs. One of the more prevalent approaches is to develop language that addresses inclusion. In addition, contract language on this subject can also cover a variety of areas including some of the following protections and common themes:

- Individualized Education Plans (IEP)
- Safety and support services
- Class size and caseload

The following are NEA affiliate model language and local collectively bargained language regarding speech pathologists:

Overcoming Common Challenges with Engaging with Unions

Representation Size

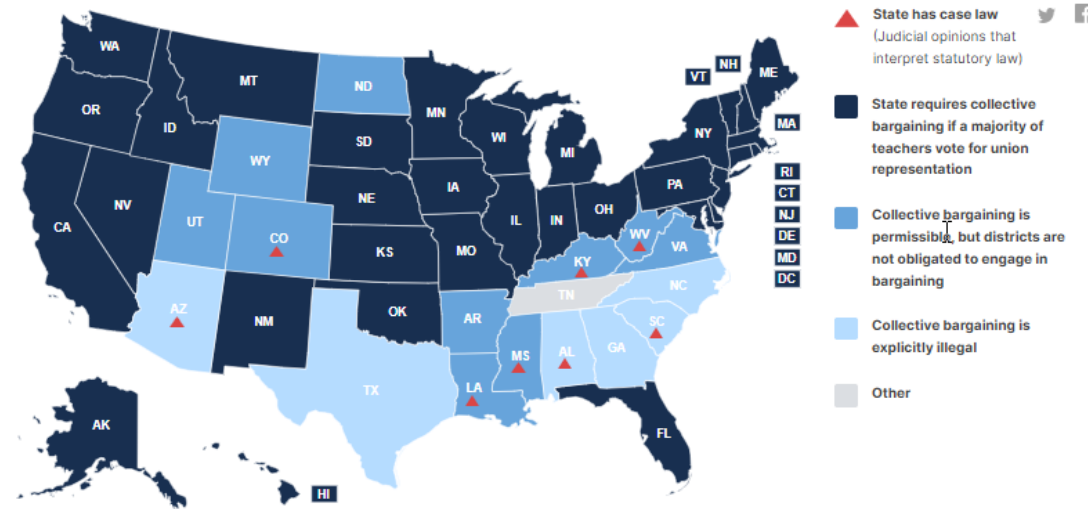
Lack of Inclusion within Contracts Related to SLPs

Not Having a Union

Educators and school administrators not understanding what SISP (like SLPs) do

Collective Bargaining Rights

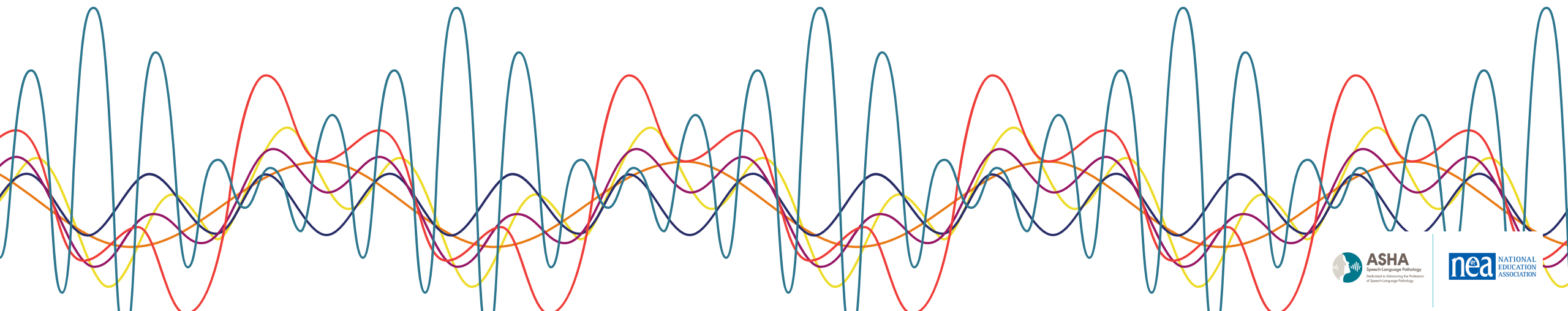
- Even in states where collective bargaining is prohibited, NEA (and in some places AFT) have local and state affiliates that advocate on behalf of public-school employees.
- It is important to determine if there are collective bargaining rights in your state.
- With or without the right to bargain a contract, NEA/AFT affiliates can serve as advocates, both at the worksite level and beyond



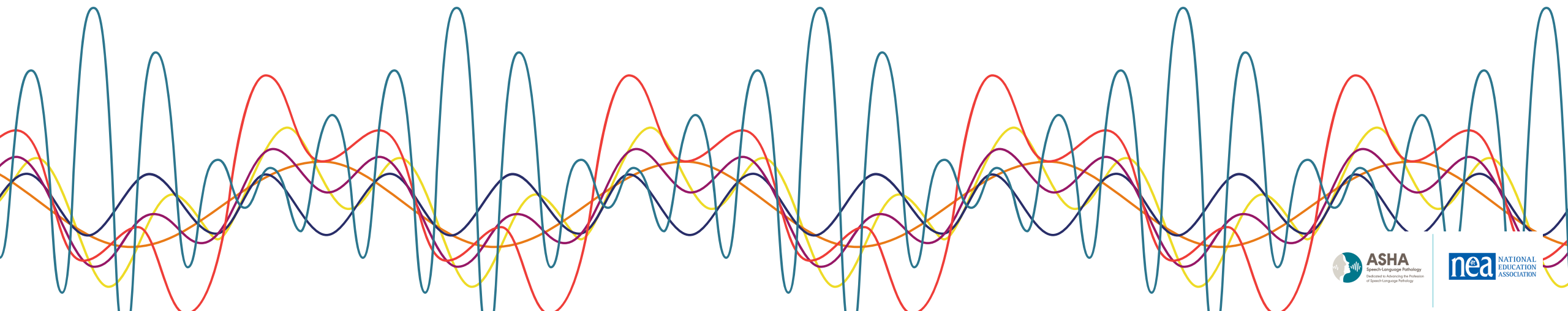
Visitors to this page should be aware of an important limitation of the data presented here. The data represent a comprehensive analysis of state statutes. We include information from other sources of legal authority, such as case law, attorney general opinions, or decisions made by labor relations boards to the best of our knowledge. Where we know of relevant case law on an issue we include it, but the exhaustive nature of case law precludes a systematic search. References to case law that are found in the database have been generously provided to us by the National Education Association.

[NCTQ Collective Bargaining Map](#)

Panelist Q&A



Audience Q&A



Top Topics from Registrants

Inclusion in bargaining language

Compensation

Workload Responsibilities

Caseload Management

Right-to-Work strategies for practice-based advocacy

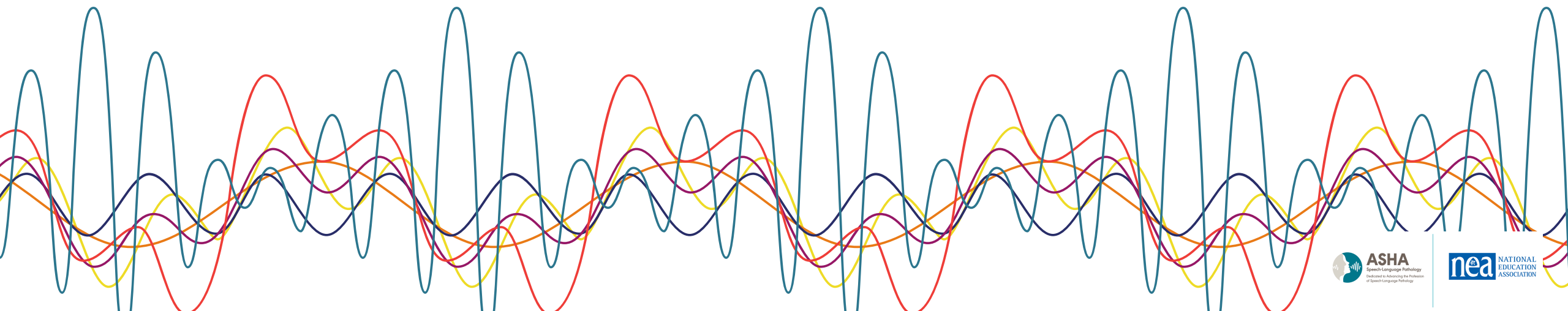
Adequate Workspace



Audience: Seek & Share

- Please use the “Q& A” option at the bottom of your Zoom screen to enter your question.
- You may enter your questions or comments into the chat box at bottom the bottom of your Zoom screen. We will be monitoring your questions and comments as they come in, so we can provide a response
- Questions from the “Q&A” will be selected. If you are called upon to ask your question, please unmute and turn your camera on.
- If speaking, please limit your question/comment to 2 minutes to allow others the opportunity to speak.
- We will cover as many as time allows.

Closing



Request from Participants

If your school district's teacher union has language within their collective bargaining agreement regarding the below topics, please share their contract or contractual language to schools@asha.org, so we can build a repository for members to have access to support with their negotiations:

Adequate workspace

Caseload or Workload Language

Case Management

Compensation (e.g., salary supplements)

ASHA's School Services Team

Provides professional consultation and information on school speech-language pathology practice issues to school-based members



Tiffany White
M.Ed., CCC-SLP, CAS
Senior Director



Lauren Arner
MA, CCC-SLP
Associate Director



Stacey Glasgow
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ASHA's State Affairs Team



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ASHA's State Education Advocacy Leaders (SEALs)



Mission of ASHA SEALs: To enhance and perpetuate the advocacy, leadership, and clinical management skills of school-based ASHA members at the state and local levels to influence administrative and public policy decisions that affect the delivery of speech-language pathology and audiology services in school settings.

Connect with your state's SEAL representative:
[ASHA State Education Advocacy Leaders \(SEALs\)](#)

For more information on SEALs activities in states contact Eileen Crowe, ASHA's Director for State Association Relations, by e-mail at ECrowe@asha.org

NEA Contact Information



Tom Israel - tisrael@nea.org

(NEA Senior Director Center for Organizing and Affiliate Support)

Nathan Allen – nallen@nea.org

(NEA Director, Center for Organizing and Affiliate Support)

Angelica Castañon - acastanon@nea.org

(NEA Senior Program Specialist)

Stayed Tuned: Upcoming Schools Virtual Town Hall

2024 Virtual Town Hall Series-
Topics in School Based Practice

*“Compensation Conversations -
What SLPs in Schools Need to Know
About Negotiating Salaries”*

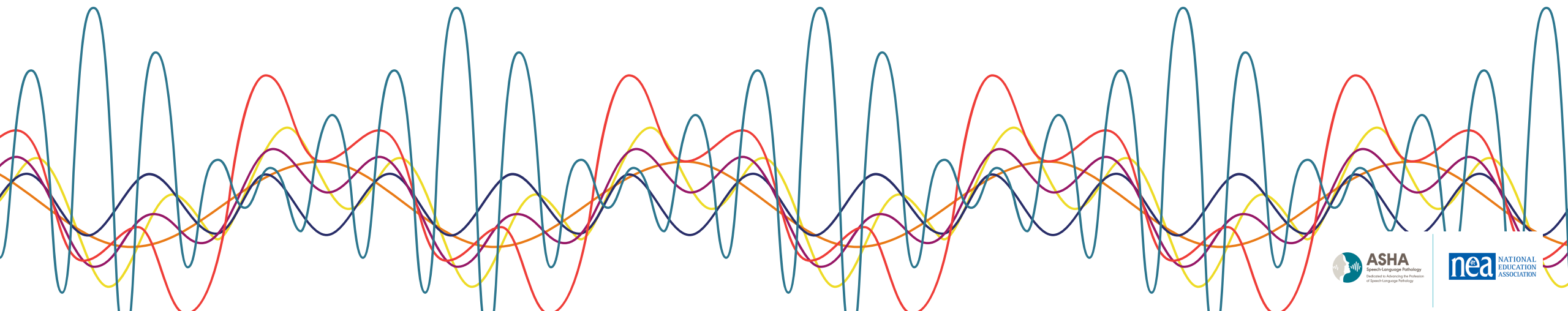
March 6, 2024

7:00 – 8:30 PM EST

[Virtual Town Hall Registration](#)



Thank You!!!



Virtual Town Hall Panelists

We appreciate you sharing your experiences and knowledge with our members regarding your work with teacher unions:

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(mpdooher@email.com)

Tom Israel

(tisrael@nea.org)

Marian Lowther

(mrnlowther0@gmail.com)

Julie Malone

(amatterofspeaking@gmail.com)

Tom Parton

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Tim Boyd

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Tom Israel

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Bill Knudsen

(Director, ASHA's Director of Education Policy)

Tiffany White

(Senior Director, ASHA School Services in Speech-Language Pathology)

Thank You!!!

