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

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

Impacts on SLPs in Schools
2022 ASHA School Survey Data

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.

2022 Schools Survey: Number and Types of Responses, SLPs (asha.org)
Develops federal polices and laws governing education, Medicaid, and telepractice; monitors state and local implementation; collects and publishes data.

Sets state laws, policies and regulations; Monitors compliance of school districts

Federal
(US Department of Education & US Congress)

State
(State Education Agency)

Local Education Agency
(School District)

Teacher Union**

ASHA

SLPs & Ed. AuDs in Schools

Uses collective bargaining for salaries and school issues to support SLPs

Implements federal and state policies and regulations; directly hires SLPs

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

ASHA
- Academic Program Development
- Accreditation & Certification
- Policy Advocacy (Federal & State)
- Practice-based Advocacy
- Maintaining a Political Action Committee
- Code of Conduct and Ethics Compliance
- Continuing Education and Professional Development
- Networking
- Public Awareness & Resources
- Scope of Practice
- Standards of Professional Practice

SLPs & AuDs

Teacher Unions
- Organizing at the school district level
- Collective Bargaining over wages, rates, benefits, and working conditions school district level
- Work Stoppages and Strikes (where allowed)
- Advocacy

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.

**Benefits of Collective Bargaining in Public Education**
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

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) 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

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

Special Education Workload Analysis Model
Bargaining agreements can include information specific to Speech-Language Pathologist

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

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  
MA, CCC-SLP  
Associate Director

Aruna Hari Prasad  
MA, CCC-SLP  
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Lisa Rai Mabry-Price  
MS, CCC-SLP  
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schools@asha.org
ASHA’s State Affairs Team

Doanne Ward-Williams, M.Ed., CCC-SLP
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Susan Adams, Esq., CAE
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Contact: states@asha.org
ASHA’s Federal Affairs

Bill Knudsen
Director of Education Policy
bknudsen@asha.org

Eric Masten
Director of Federal Affairs, Education
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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:

Mary Dooher  
(mpdooher@email.com)

Tom Israel  
(tisrael@nea.org)

Marian Lowther  
(mrnlowther0@gmail.com)

Julie Malone  
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Tom Parton  
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Virtual Town Hall Organizers

Nathan Allen
(NEA Director, Center for Organizing and Affiliate Support)

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!!!