

# **Joint Special Education Workload Committee Report**

## **Issue #1 [12/15/2025]**

The Joint Special Education Workload Committee continues to meet with district Special Education leadership to address workload concerns, clarify expectations, and elevate issues impacting educators and students across sites. This report summarizes recent clarifications and discussions intended to support members in navigating current challenges while ensuring practices remain aligned with credentials, contractual obligations, and student needs.

### **ESN Staffing and IEP Responsibilities**

The district is currently experiencing staffing shortages within ESN programs, with ten vacant full-time equivalent ESN Education Specialist positions. As a result, some sites are operating ESN classrooms without a credentialed teacher, leading to inconsistent guidance regarding IEP responsibilities.

The Special Education administration has clarified that program managers will first attempt to secure retired teachers to complete IEP-related work. When availability is limited, current ESN teachers may be asked to complete annual IEPs and triennial assessments and IEPs for prorated pay. Members at sites with vacant ESN classrooms should contact their Special Education program manager for site-specific direction. If conflicting guidance is provided, members are encouraged to reach out to their Association Representative so concerns can be elevated.

### **Mild Mod Education Specialists and ESN IEPs**

The committee raised concerns regarding reports of MM Education Specialists being directed to complete annual or triennial IEPs for ESN classrooms that do not have a credentialed ESN teacher. Executive Special Education leadership confirmed that this practice is not permitted under an MM credential.

Members who receive this directive should contact their Association Representative. This clarification does not apply to initial IEPs.

### **Speech or Language Impairment Case Management**

Clarification was obtained regarding case management for students eligible under Speech or Language Impairment who receive Specialized Academic Instruction. When a student receives SAI services and is eligible under Speech or Language Impairment, the Education Specialist

remains the appropriate case manager. These students should remain on the Education Specialist caseload and always have a Speech Language Pathologist as part of the IEP team.

Previous claims that students eligible under Speech or Language Impairment could not be case managed by MM or ESN Education Specialists were inaccurate. Members who are directed otherwise should contact their Association Representative.

## **Continuum of Services**

Executive Special Education leadership acknowledged concerns regarding gaps in the continuum of services, particularly for students with moderate needs. These concerns have been shared with the superintendent. Leadership expressed willingness to continue conversations and explore solutions, including potential pilot programs at select sites.

Members seeking support in developing a stronger continuum of services at their school are encouraged to contact their Special Education program manager.

## **Joint Special Education Workload Committee**

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Catherine Picquet, SLP AR

Andrew Melia, School Psychologist AR

Anna Thin, ESN Ed Specialist, Euclid CR

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