

CALENDAR

October 14th - Mentee Workshop
4:00 p.m. - Glacier Peak, Room 306

October 15th - Pilchuck UniServ Council
5:00 p.m. - Pilchuck UniServ Office in Everett

October 19th - Learning Improvement
Day
As Directed by the District for Site, Time and Subject

October 19th - SEA Rep Council
4:15 p.m. - Pilchuck UniServ Office in Everett

October 26th - 30th - Conferences

November 9th - New Educator Night
5:00 p.m. - Pilchuck UniServ Office in Everett

SEA Building Reps for 2009 - 2010

SEA Reps have been chosen at each building. The names of your reps should be displayed (on bright green paper) on the SEA bulletin board in your staff room. The number of reps at a building (school or site) is determined by the number of *SEA members* in that building. Building reps play an essential role in SEA and are a key piece to our continued success, particularly as this is a year in which we negotiate a new contract. Please feel free asking your rep any question about your contract, your rights, or just what is going on in Snohomish and the state. If your rep doesn't have the answer for you, he/she can certainly put you in touch with someone who does.

Thanks to the following SEA members who are serving as building reps this year!

AIM/PPP - The Parkway Campus
Thom Engel, Margo Goodloe

Cascade View
Tygre Andersen, Joe Vaule, Danny Waldo

Cathcart
Elsa Ihrle, Sheryl Lukowski, Marjorie Taylor

Centennial
Alison Cline, Jonathan Cowan
Deborah Cuevas, Maggie Tipton

Central Primary Center
Ted Teather

Dutch Hill
Shawn Ast, Meghan Coughlin, Collin Revoir

Emerson
Christin Ngy, Dana Oppelt

Glacier Peak
Beth Flansburg, Megan Hutchison, Peter Mohn
Annie Stone, Ray Tompkins, Sean Wilson

Little Cedars
Jamie Christensen, Kim Mattson

Machias
Gale Brandstetter, Therese Evans, Marty Menia

Riverview
Bob Beach, Julie Raney

Seattle Hill
Sara Bradt, Amy Grimes, Jamie Roesler

Snohomish
Bill Bond, Pat Bond, Kaci Cowan
Heather Hollingsworth, Kate Obukowicz
Keri Short, Linda Sparks, Mary Taylor

Totem Falls
Emma Packard, Amy Rogers

Valley View
Jean Kennedy-Hubler, Gina Parry, Jessica Potts

Pilchuck New Educator Night

MONDAY, November 9th, 2009
5:00 - 7:00 p.m.

Pilchuck UniServ Council Office
at 2500 Hewitt Avenue in Everett

To RSVP contact Diane Flynn at 425-258-3697 or
dfflynn@washingtonea.org

The New Educator nights, open to all with five years of experience or fewer, have been praised for providing new folks the opportunity to meet other educators in the same situations, get cheap clock hours and good food! No registration is necessary, but please call ahead so that Diane can plan for the number of attendees.

Network for Excellence in Washington Schools

The NEWS lawsuit continues through the third week of October, and closing arguments are expected sometime around the 22nd. You can follow the lawsuit and get daily updates of testimony and court happenings at:
www.waschoolexcellence.org.

Special Education Caseload Committee Recommendations

The committee looking at Special Education Caseload concluded its work last spring - just in time for the state to slash spending for education and for the district to begin its own budget reductions in response. As some of the recommendations are directly related to areas of reduction made by the district, the announcement of the recommendations was delayed pending the finalization of district cuts - and by then the year was almost over. While the timing was not helpful, the recommendations still represent significant collaborative work and a clear set of targets for further areas of support. While some are still recommendations, some have already been implemented or are in the process of implementation now.

General Recommendation as a Belief

- Develop an educational culture that serves the holistic needs of all students across the spectrum of experience and abilities.
- Common alternative assessments with modified rubrics support inclusion students in the basic education classroom by acknowledging their unique and identified needs within the context of the general education content expectations.

Continuity and Alignment of Program - "Transition"

- Transition meeting for students transferring between programs needs to include general education teachers as well as special education staff including para-educators who will provide services to the student.
- A written record of recommendations and formal plans needs to be available to all professionals serving the student.
- The transition meeting should occur in the spring with follow-up in the fall as appropriate.
- Modify SEASWeb needs to be modified to allow the digital transmission of accommodation and goal pages to Gen. Ed. educators and counselors.

Para-Educator Support and Training

Concerns about how best to support, train and manage para-educators were a consistent thread of our conversations. Thus:

- Develop a Para-Ed training handbook to be distributed and used across all district programs.
- More deliberately and carefully plan Para-Ed Competency trainings so that they are both meaningful and aligned.
- Trainings for Para-Eds and certificated staff should be held in common, as a group, and could use existing time, PGFs and LIDs, so as to mitigate costs.
- So as to encourage broader training and more flexible program placements, avoid one-on-one para assignments; **HOWEVER**

- One-on-one para's do need extra training. When a para is going to be placed one-on-one, begin their placement with a period of position-shadowing, rather than direct placement into program.
- Since one-on-one placements are often on an "emergency" basis, the one-on-one could be paired with an experience para-ed and position-swapped during the transition process.
- Overtly encourage building level pooling of Para-Ed time and responsibilities to creatively address needs by establishing that as a goal or policy of the District.
- Existing resources available to Para-Eds need to be better communicated.

Professional Development

- Available time (through PGFs and LIDs) needs to be flexible and protected to allow Sp. Ed. collaboration and Gen. Ed./Sp. Ed. collaboration.
- Professional development needs to be targeted to whole program (building specific, ie: Connections).
- Prioritize professional development for all educators around areas of importance for all educators; specifically, Autism-Spectrum Disorders, Behavior Management Training (Functional Behavioral Analysis).

Time

- PGFs need to continue to be evaluated and utilized as a resource for special ed. and gen. ed. training and collaboration; however, PGFs should also be evaluated for their negative impact on specialist schedules and workloads (i.e. SLPs, OT/PTs).

Network Technology for Support

- As Gen. Ed. curricular resources (texts, lesson plans, supplemental materials, etc) are made digitally available and centrally stored, access for Sp. Ed. needs to be accommodated.

Curriculum Adoption

- While Sp. Ed. curricula will always have unique needs, as a rule all curricula and curricular support adoptions should accommodate the full continuum of student abilities and needs.

WAAS

- A committee to review the on-going changes to and impact of the WAAS should be created.

SNOHOMISH EDUCATION ASSOCIATION EXECUTIVE BOARD 2009-2010

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