

Memorandum of Understanding
Between
Salem Keizer Education Association
And
Salem-Keizer Public Schools
Special Education (SpEd) Review Committee

A. SpEd staffing definitions and caseload balancing (Revisions to these definitions will be considered by the parties after the SpEd Joint Committee completes its work in the spring of 2026)

Case management is determined by the primary service needs of the students and the provider who signs and manages the IEP or IFSP.

Service provision is defined as services provided to students eligible for special education as part of their IEP or IFSP but does not include case management services. This may also include testing, meeting attendance, report/progress notes writing and consultation.

Caseload

For the purpose of this MOU and the work of the committee, refers to the total number of students for whom a special educator provides case management, service provisions, and/or related services. This includes students receiving direct or indirect Specially Designed Instruction (SDI), or related services, whether in general education, pull-out settings, or specialized programs.

No later than March 1, 2026, and on each March 1 thereafter, the District shall furnish the Association with draft ratios for caseloads for LRC, and Speech pathologists for the subsequent school year. The District shall provide the Association with an opportunity to provide written input on the ratios prior to finalizing them as part of the budget process. The Association input shall be printed in the District's Proposed Budget Book as an acknowledgement of the Association's recommendation upon request.

Fall rebalancing committee (October)

By the end of the first week in October, 2025, and each first week of October thereafter, all special education teachers and SLPs will provide current case management numbers.

The Special Education Director, Assistant Director and Program Coordinators will review current caseloads for special education teachers and SLPs by the third week in October. Staffing ratios will be considered one time per year, and may be adjusted based on the District's posted ratios for caseloads. If caseloads are over or under the posted ratios remedies may be applied.

- i. Remedies may include:
 - a. Provide additional professional release time to the SLP or special education teacher for planning and assessment.
 - b. Provide additional SLPA time to offset increased service delivery.
 - c. Reassign, transfer or add licensed and/or classified educator FTE within the district.

All caseloads reviewed and any remedies applied from the above review will be shared with SKEA leadership.

The work of the SpEd Joint Committee below and the process for Fall Rebalancing described above, will inform appropriate ratios in the future. As an effort to recognize appropriate ratios while that work is being performed, upon signing of this MOU the District will adopt the following as targets for SpEd ratios:

		Ratio Range (# IEP students that a SpEd teacher is managing)
LRC	Elementary	34 - 38
LRC	Secondary	40 - 42

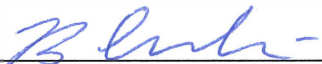
B. SpEd Joint Committee

The parties agree to complete a review of the District's SpEd caseload, case management and staffing using a temporarily established joint committee. The committee will have equal participation from the Association and the District. The committee will have ten members, five appointed by SKEA and five by the District. The committee will issue a report to the Labor Management Committee (LMC), which will then be considered by the District. The committee's work will include review of:

- (1) Existing staffing ratios for caseload.
- (2) The duties and expectations of SpEd staff to manage caseload.
- (3) The definitions of caseload, case management, and service provision.
- (4) The policies and procedures pertaining to SpEd services and staff expectations.

The findings that resulted from the SpEd workgroup led by District consultant, Brenda Martinek, will be taken into consideration by the committee before submitting their recommendations.

The committee shall begin its work no later than October 3, 2025, and shall complete its work by producing a report with specific recommendations by April 3, 2026.



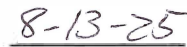
For the District



Date



For SKEA



Date