



TENTATIVE
AGREEMENT SUMMARY
FOR 2019-2022

Summary of Tentative Agreement for Certificated, SAEOP and Paraprofessional Contracts for 2019-2022

<p>Compensation</p>	<p>Certificated salary increases on every step of the certificated salary schedule:</p> <ul style="list-style-type: none"> • 5% in first year, 2.1% in second year, and 4% in third year. • Certificated compensation is still comprised of state salary funding (implicit price deflator), tech days (32 hours), and TRI (5 days and responsibility stipend). • Tech pay remains at current level for the 32 hours. • Salary percentage is based on the total compensation (base pay, TRI, IPD, and tech pay). <p>Paraprofessional pay increases of 5% in 19-20, 2.1% in 20-21, and 5% in 21-22.</p> <p>SAEOP pay increases of 5% in 19-20, 2.1% in 20-21, and 5% in 21-22.</p> <p>All stipends receive 1% increase in first year (19-20), 1% increase in third year (21-22).</p>
<p>Staffing</p>	<p>Family Support Workers</p> <ul style="list-style-type: none"> • For the 2019-2020, all current FSW positions will be maintained and for as long as the FEL/Promise Grant provides funding. • If the Family Support program changes (including changes in the FEL/Promise Grant) SPS and SEA will administer transfer of displaced family support worker employees in seniority order with the intent that the displaced employees are placed in similar positions with the same or higher pay rate. • In 2019-2020, SPS and SEA will clarify all job titles and responsibilities. • SPS and SEA will maintain a seniority list of employees by job category. • In 2020-2021, add 2.0 FTE for Family Support Workers centrally deployed from the Office of African American Male Achievement Office in support of ensuring educational and racial equity (policy 0030). • The role of the centrally dispatched Family Support Workers will be SEA represented and will include joint SEA and SPS understanding of role and responsibilities. <p>Elementary Counselors</p> <ul style="list-style-type: none"> • Additional 4.0 FTE counselors/social worker allocated in the 2020-21 SY • Additional 6.0 FTE counselor/social worker allocated in the 21-22 SY • These staff will be allocated first at schools in equity tier 1 and 2 (highest needs). • After the equity tier 1 and 2 schools are staffed, counselor/social worker allocations will then focus staffing allocations to equity tier 3 and 4. • Schools will continue to apply for an SEA waiver for other SEL staffing. • Smaller schools under 300 student enrollment- will have a proportional support. <p>All Counselors</p> <ul style="list-style-type: none"> • On the first early release red day of the month, there will be a half day early release for counselors for Professional Development and Professional

	<p>Development learning communities. (Half day release is defined by the one hour release before the scheduled early release time.)</p> <ul style="list-style-type: none"> SEA and SPS will establish a joint counselor work group in 19-20, to work through the length of the contract. In the absence of an advisory or homeroom program, administrators will work with middle and high school counselors to schedule time during the school day so that counselors may provide academic supports and ensure high school and beyond planning and support SEL. <p>Nurses</p> <ul style="list-style-type: none"> Nurse Staffing will be allocated with a racial equity lens and an emphasis on high needs schools. The intention toward 1:1,000 ratio. One nurse (1.0 FTE) will be added in the 2019-2020 school year. During the 2019-2020SY, SEA/SPS determine criteria to be used to allocate additional staffing and evaluate changes to the formula. If the formula is not changing, up to 1.0 FTE will be added in 2020-21 and another 1.0 FTE will be added 2021-22 to move towards 1:1000 ratio. If enrollment declines, the additional FTE may be adjusted downward. Part-time nurses who fill in and take sub positions will receive their hourly rate of pay, not the sub rate. <p>Assistive Technology</p> <ul style="list-style-type: none"> Add 1.0 Assistive Tech FTE in the 20-21 school year. This 1.0 assistive tech FTE will be dedicated to highest need schools guided by the racial equity tool kit and focused on equity tiering. <p>Audiologist</p> <ul style="list-style-type: none"> Establish the audiology caseload as 1:10,000 in the 20-21 school year. In 2020- 2021, an additional 1.0 FTE audiologist will be allocated. SPS and SEA will review the audiologist caseload in SY21-22 to monitor if the caseload is meeting the 1:10,000 ratio. Within the ESA Team lead structure, audiologists will be included in the SLP team lead stipend as a .2 team lead (or some proportionate percentage of the SLP team lead caseload). <p>Racial Equity/ Department of Racial Equity Advancement Coaches</p> <ul style="list-style-type: none"> In 2019-2020, add 1 FTE SEA represented DREA position. In 2020- 2021, add another 1 FTE SEA represented DREA position will be added.
<p>Substitutes</p>	<p>Compensation</p> <ul style="list-style-type: none"> Senior subs will be paid \$10 more per day.

- The substitute joint labor management will determine the parameters of a pilot project aimed at incentivizing subs to work in hard-to-fill jobs. Roll out by the beginning of the 20-21 school year.
- Create senior sub category for classified subs with appropriate benefits (higher pay, sick leave accrual).

Sick Leave

- Senior substitutes will accrue sick leave at 20:1
- Subs who work 630 hours will accrue sick leave at 20:1 in the same year (no frontloading into next year).
- Substitute Joint-Labor Management group will explore how to implement 1:20 sick leave accrual for all educators.

Filling Hard to Fill Positions

- Expand definition of ‘continuous assignment’. A ‘continuous assignment’ can be a single assignment or multiple assignments in high needs schools or filling hard to fill positions.
- In the 19-20 school year, SEA and SPS will identify worksites and positions historically impacted by absences (for example; which sites cannot secure subs).
- SEA and SPS will have quarterly meetings where the worksites and positions that are impacted by unfilled absences will be discussed and plans made to address these unfilled positions.

Professional Development

- All subs have access to paid racial equity, special Education, and LGBTQ trainings.
- Trainings required for the essential functions of the job will not come out of the substitute professionals fund (e.g., PowerSchool).
- The substitute advisory professional development committee will convene and focus on all classification of substitutes, including paraprofessional and SAEOP substitutes.
- Substitute employees will be paid to participate in substitute orientation and the August PD day. SPS will allocate sufficient funding to the substitute professional development fund to pay for this professional development.

Evaluation

	<ul style="list-style-type: none"> • In the 2019-2020 SY, the SEA and SPS will explore how to update the substitute evaluation aligned with current practice and/or TPEP or relevant daily job expectations. • This group will also clarify rules on how long a substitute should be in a position, receive an evaluation, and how that is communicated. <p>Time Keeping/ Pay Validation</p> <ul style="list-style-type: none"> • In the 19-20 SY, SPS will create timelines to improve pay stub details and institute electronic time keeping. The substitute Joint Labor Management will have a standing agenda item to discuss updates on both projects. Implementation of pay stub details will include an option to receive a written report. <p>Other</p> <ul style="list-style-type: none"> • Operationalizing long-term cert and classified substitutes in various substitute-specific positions will be discussed in JLM and monitored for adjustment. • JLM will discuss suggested ways to address sub reassignment. • In the 19-20 school year, SEA and SPS will allow SEA represented staff to secure their own substitute. • Senior subs will not have priority in picking jobs, but will see an increase in pay for this “senior sub” designation. (See compensation section above). • SEA and SPS will establish substitute availability for ESA’s, including nurses.
Early Release	<ul style="list-style-type: none"> • Education Opportunity Gap Days (EOG/ Green Days) will be called Racial Equity Days going forward. • SEA and SPS leadership will develop an agenda template to be used at the school level in order to communicate what PD/PLC work staff are engaged in on early release days. • SEA and SPS will develop common ways of communicating at the school level what PD/PLC work all staff are engaged in, including the PD/PLC work principals and administrators. • Expectations will be clarified for all substitutes on early release days. • Clarify that administrator can attend early release meetings, the agenda is created/driven by educators. • Paraprofessionals will be included in staff meetings. • In order to encourage learning between administrators and their staff. Principals are invited and encouraged to attend all mandatory educator professional learning with their teams of educators (science adoption, math adoption, MTSS, Racial Equity team, etc.) • There will be joint training for all principals with building reps on the contract.
English Language Learners	<ul style="list-style-type: none"> • Maintain current ELL staffing for the 2019-2020 school year.

	<ul style="list-style-type: none"> • SEA/SPS joint work group to develop SPS ELL mission statement; create platform and vision of the future work in language acquisition and supporting ELL student needs. • Joint SEA/SPS work group will develop a shared vision and program design for ELL focused on the specific needs of our ELL students and staffing models that reflect those needs. • Create job description for an Elementary Contact Person through the joint work group. Roll out stipend and roles over two years, based on rubric of racial equity lens and size of EL student demographics. This roll out will start by second semester in 19-20 school year. This stipend must be cost neutral. • Dedicate 60 minutes per month from early release time on red job alike days for ELL/ELD team collaboration time. • Each building will have an emergency substitute process in place that equitably distributes the responsibility for covering teaching assignments when a substitute is not available. The racial equity analysis tool will be used to minimize impact on students furthest from educational justice. Each school will determine a reimbursement policy for SEA-represented non-supervisory certificated staff substituting for other SEA-represented staff (expands language in Article 9, Section G5, page 96).
<p>Classified Mentoring</p>	<p><i>Implementation of Classified Mentorship Program</i></p> <ul style="list-style-type: none"> • SEA and SPS will convene a committee on paid time in 2019-2020 SY to design mentorship and onboarding programs for SAEOPs and Paraprofessionals with implementation in the 2020-21 school year. • The “pot” of money for implementing the para/SAEOP mentorship program will be increased by 12%. (From 50,000 to 56,000) <p><i>Onboarding</i></p> <ul style="list-style-type: none"> • In HR onboarding system will add a checklist to show that training has happened for new SAEOPs and paraprofessionals. • The Human Resources checklist system will include contract language around mentorship for SAEOPs and paraprofessionals so they know they can access it. <p><i>Trainings</i></p> <ul style="list-style-type: none"> • Dedicated overlap training for new admins (SAEOPs), when possible. “Overlap” means transition for someone new in the job • Dedicated overlap training for all SAEOPs starting new positions.
<p>SAEOPs</p>	<ul style="list-style-type: none"> • SPS and SEA agree that SAEOPs will receive <i>nurse substitute reimbursement</i> in the case a nurse is scheduled to be at the worksite and their position is unfilled by a substitute. • Train a cadre of SAEOP subs for specific office annual office tasks. Each elementary school will have 2 “sub” days for those subs to come and complete the clerical work that gets backlogged.

	<p><u>SAEOP Workload Committee will be tasked with the following in the 19-20 school year:</u></p> <ul style="list-style-type: none"> • Redesign the job description of SAEOPs. • Creating guidelines for conversion of the BLT and RET stipends into overtime. • Training and guidelines for certificated and classified staff to enter their own time into ESS, requesting subs, etc. • Guidelines on how Title I and LAP funds can be used for purchasing. • Guidelines on student supervision if there is a late bus pick up. • Offer recommendations on the rollout of any new program in SPS that will impact SAEOP workload. • Establish guidelines and offer recommendation for how to manage the doorbell. • Make recommendations on the adjustment of SAEOP staffing guidelines. • Engage with facilities to establish recommendation on staff keycard access to buildings. • Engage with the SEA Substitute Leadership and HR on operationalizing electronic timekeeping.
<p>Racial Equity</p>	<p>Racial Equity Teams</p> <ul style="list-style-type: none"> • The Racial Equity Team program is funded at \$260,000 for the racial equity team program growth. • Racial Equity Literacy training, as a foundational best practice, will be available district wide in integrated spaces to all employees across the system. • Antiracist work will be included as part of the evaluation process. • All current and new teams accepted through the application process and those who remain in good standing, will be funded through the length of the contract. • DREA/CRE will determine number of annual teams selected, to support the strategic roll out of RETs to all schools. • To create alignment to Policy 0030, MTSS and PBIS central office leads will receive Racial Equity Literacy training co-lead by CRE and DREA. • Each schools' CSIP will explicitly state a Racial Equity action plan. • A mandatory anti-bias Interview Training will be added to a protocol before each interview session. • Racial equity questions will be mandated as part of the interview process. • EOG Wednesdays will be designated for Racial Equity work, to explicitly support racial equity action planning (not limited to data review). <p>Recruitment and Retention of Educators of Color</p> <p>Interview Teams</p> <ul style="list-style-type: none"> • Interview team training will have a racial equity lens and supports <ul style="list-style-type: none"> • Include racial equity analysis tool training in site-based interview trainings. • Interview trainings will include racial equity lens as well as definitions of terminology • SPS/SEA will create a plan to offer more frequent and more school site joint interview training opportunities. • Increased opportunities and access for students and families of color to be on interview teams.

- Requiring racial equity focused questions for interview process
 - Require racial equity focused questions for interview process with a rubric (look-fors).
 - Require educators (who want to participate in site-based interviews) to attend site-based interview training once every 3 years.
 - Add language to the site-based interview confidentiality form that includes who to contact (such as on the HR or appropriate website) if a team member believes that policy and/or discrimination has been violated during the interview process
 - SPS and SEA will create a protocol for interview team discussions and actions in order to redress implicit bias.

Equity Calendaring

- SEA and SPS agree to establish a workgroup to address equity calendaring in the 20-21 school year.

Hiring

- Mandatory PD for building administrators regarding hiring educators of color.
- Put in place policies and practices that increase educators of color in Title I schools.
- Title I schools can move to phase 3 hiring earlier.
- Offer contracts to educators of color before Phase I of hiring, if there are no RIF in those categories.
- A hiring fair for external educators of color will be offered.
- Utilize “exception rule” for displacement and RIF based on student and teacher populations.
- Provide hiring data to schools regarding their own hiring practices. Include programs/itinerant staff data.
- Title I schools and hiring for special education positions (classified or certificated) can move to phase 3 hiring earlier, if there are no RIF in those categories.
- Give staffing priority to hard to fill schools.
- Staff will use more than two racial equity questions in the hiring process.
- Make available and communicate the availability of the exit survey, exit survey, and staying survey
- Review ESAs data on retention and create specific policy/plan on hiring ESAs of color (with input from CRE / DREA and ESAs)
- Have implicit bias training available on a yearly basis for all hiring teams.

Staff Support for EOG/Racial Equity

- Curriculum adoption committees will have racial equity training focused on how to use the racial equity analysis tool to make curriculum recommendations

EOC Support

- Funding for EOC community-building and mentorship activities, such as an EOC affinity group
- Implement a cohort model for new EOCs to support each other.

	<ul style="list-style-type: none"> • To retain EOCs, establish a teacher leadership cadre (focused mentorship and coaching training, other PD) and increased access to Career Ladder opportunities Teacher Leadership Cadre. • Culturally Responsive Teacher Leadership cadre will include teachers and non-classroom based certificated staff. • Conduct a “staying” survey of retained EOCs yearly for the length of the contract • Staff will have options to self-select their identity / ethnicity (ex: select more than two options to include multi-racial) include more options on staff identity • Support secondary educators in getting endorsements in high needs area such as Math, ELL, SPED. • EOC affinity groups may choose to use early release (red) Wednesdays to meet. <p>Addressing discrimination</p> <ul style="list-style-type: none"> • DREA and CRE will consult with the Joint Labor Management committee in the interest of generating proposals to redress and respond to microaggressions and other forms of identity-based harm. • Mediators utilized by the district will be informed of the expectations of Policy #0030.
SPED	<p>SPED Taskforce</p> <ul style="list-style-type: none"> • The SPED Task Force will utilize the racial equity tool to provide guidance in the support of equitable placement and special education services. • SPED Taskforce will collaborate with CRE/DREA to create tools for prek-12 placement guidance that includes racial equity definitions and provide training on how to implement the racial equity tools. <p>Professional Development</p> <ul style="list-style-type: none"> • SPS/SEA will explore utilizing the October TRI day for SPED trainings with implementation in SY 2020-21. This will include ESA specific trainings and inclusive practices for general educators. • SPS will create and provide additional training to a pool of special educational instructional assistants to be deployed to meet urgent needs as determined by the Special Education Relief Fund Committee. Instructional Assistants in this pool will be paid a 6% premium. <p>Staffing</p> <ul style="list-style-type: none"> • Adjustments to staffing for overage/underage: October (first week), January, April, and June. Adjustments for special circumstances will be discussed in SPED JLM. • If a program is under 50% capacity and another program is over by 20% of their ratio, then a flexible staffing discussion will take place at the school to determine if and how flexible staffing should be implemented. SPS will round down when there is not an even percentage. SPS will bring toolkit and flexible staffing training to the school staff where flexible staffing is triggered. This will not displace a staff member or cause the building to lose staff.
ESAs	ESA Substitutes

- Part-time ESA's can sub at their hourly rate.

Special Education and Nursing Team Leads

- Each SPED ESA discipline (Occupational Therapy, Physical Therapy, School Psychology, Audiologist, and Speech Language Pathology) will receive a baseline of 0.2 Team Lead FTE, regardless of the current total FTE assigned to that discipline.
- In addition to the baseline Team Lead FTE, each discipline will receive additional Team Lead FTE based on that discipline's total FTE, ranging from 1-2% of the total FTE.
- All team leads will serve at least one full day per week in a building-based assignment as a primary ESA separate from their assignment as a team lead.
- Team Lead positions will have a term-limit of 5-years. Following this term, the position will be reopened.
- The PAR Coordinator in HR will help to identify any ESA's in need of intervention support and will notify both Team Lead/Nurse Coordinator and evaluator.

ESA Evaluation

- Establish a joint SEA/SPS workgroup tasked with revisiting the ESA evaluation process for the duration of the CBA.
 - Each clinical ESA group will be represented on the workgroup.
 - Workgroup will explore creation of a managerial position to do ESA evaluations.
 - Workgroup will include looking at national standard of evaluation for each ESA group.
 - Explore incorporating clinical ESA's in the eVal system.

Occupational Therapists and Physical Therapists

- PLT's for OT and PT ESA's will create equitable and systemic services consistent with AOTA and APTA.
- All new ESA staff will have access to PD including Racial Equity Training and gap closing strategies hosted by SPS.

Speech Language Pathologists

- SEA represented ESA's will have access to the SPED professional development fund.
- New SLP staff will receive AAC training.
- SLP's will have access to a closed, private space when testing or working with students.

Psychologists

- A work group will be established to look at other district's models for school psychologist processes.
 - This work group will examine the SPED referral process and recommend processes to reduce inappropriate referrals. Workgroup will determine timeline for recommendations and action steps.
- School psychologists will be invited to MTSS building teams.
- School SPED teams will invite psychologists to manifestation meetings.

	<ul style="list-style-type: none"> • Psychologists internships will be designed to be competitive and a pipeline toward becoming an SPS employee. There will be compensation and opportunity within the district for employment for psychologists' interns. • During the beginning of the year- SPS will have psychologists work as a PLT to establish caseloads and have their supervisor or sped director present for the conversations. Psychologists program leadership team and SPED director will look at weighted formula to discuss allotment of FTE and include building based, PAT, private, compliance, transition, etc. <p>Vision</p> <ul style="list-style-type: none"> • Clarify how the vision team lead FTE is allotted in SPED Joint Labor Management in the '19-20 school year. • Clarify role and responsibilities for Braillists in SPED joint labor management. • Braillists will not be assigned to site duties (similar to SPED IA's) • Based on the needs of the student, SPED IA's can act as 1 on 1's for students with vision impairments
Personal Leave	<ul style="list-style-type: none"> • Joint training with Administrator and Admin Assistant to address bereavement, multi-school assignment, and reporting. • For educators who are out of leave, approval of unpaid leave will be handled by Human Resources. • Admin teams (principals/program managers) will communicate clearly at the beginning of the school year the contractual expectations surrounding personal leave, including contract-compliant building best practices for taking personal leave days prior to holidays. • Follow current contract language regarding personal leave for 19-20. In 19-20 joint work group will review personal leave use and provide recommendations to be implemented via a MOU at the start of the 20-21 school year.
Dual Language Immersion (DLI)	<ul style="list-style-type: none"> • SEA/SPS Dual Language Committee that will meet quarterly starting in the 19-20 SY. The committees work will include: <ul style="list-style-type: none"> - Reviewing and making recommendations on K-12 DLI content allocation and literacy integration. - Appropriately aligning curriculum and resources. - Making recommendations for dual language professional development. - Reducing barriers and increase access to neighborhood DLI programs by heritage speakers, former DLI students, etc. - Developing strategies for family engagement. - Developing strategies to hire more staff with target language skills, especially specialists, substitutes, and SAEOPS. • The committee will be composed of representatives from all 3 DLI pathways, ELL staff, and central office DLI administrators. • When appropriate to the discussion, the Ethnic Studies program and Department of Racial Equity and Advancement (DREA) will be represented.

	<ul style="list-style-type: none"> • The Joint SEA/SPS Dual Language Committee will present an end of the year report on progress and recommendations to the Superintendent. • Support professional development and effective onboarding <ul style="list-style-type: none"> - In the '21-22 school year, Utilize Curriculum, Assessment and Instruction and HR Professional Development funds to support DLI in high needs school using the racial equity lens- at a minimum of \$15,000. - There will be a stipend for DLI educators to translate materials and support for each of the south end DLI elementary schools. (3 sites) • Additional program supports: <ul style="list-style-type: none"> - Explore the inter-relatedness of DLI and ELL work - DLI teachers at secondary schools will not be encouraged to have more than 3 preps. - The DLI committee will explore and put forward recommendations of adding secondary FTE to address teacher workload and number of preps. • Contract Reopener <ul style="list-style-type: none"> - SPS and SEA agree to a contract reopener to examine staffing through a racial equity lens in support of our most vulnerable learners at our heritage speaking sites. When SPS and SEA reopen on ELL staffing, DLI will be included in this bargaining work group and bargain in conjunction with the ELL topics. - The parameters of the reopener will be staffing and program supports. - This will occur Spring of 2021.
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<p>Libraries</p>	<p>Equitable Materials Funding</p> <ul style="list-style-type: none"> • The SPS Library Manager will convene a joint SEA-SPS working group before December 2019 to study library funding and programming through the lens of racial equity. • The following will be considered for the makeup and focus of the group: <p>The Library funding committee will collect, process, and share data to ensure the materials funding and FTE allocations in each SPS library are aligned with policy 0030 and in the 2019-2024 strategic plan goals.</p> <p>Materials</p> <ul style="list-style-type: none"> • SPS will allocate \$5,000 to the SPS Library Manager for library materials for higher need schools in 2019-20. • Gold Book instructions will state that all schools will need to dedicate money from the supply budget to library collections. BLTs will use a racial equity analysis tool to determine the amount of that line item. <p>The library funding committee / workgroup will offer recommendations on the amount.</p> <p>Librarian – Preschool Impacts</p> <ul style="list-style-type: none"> • No librarians required to serve pre-k; may serve depending on librarian professional judgement, workload, school size, etc.
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	<ul style="list-style-type: none"> • If serving pre-k is a site-based decision, funding for library pre-k materials is provided by building funds.
FCS	<p>Fundamental Course of Study (MOU)</p> <ul style="list-style-type: none"> • Paraeducators will be paid for two additional days of FCS training in 2019-20 and 2020-21. • SPS/SEA will partner to design and deliver training for the FCS • A joint oversight team of SPS and SEA members will convene before November 1, 2019 to plan and implement FCS training for school years 19-20 and 20-21. • The compensation model will be reviewed to determine potential revisions and impacts.
Pre-K	<ul style="list-style-type: none"> • SEA and SPS will create a Pre-K Workgroup that will meet quarterly. The work groups will be guided by racial equity tools and will be open to all educators serving students 3-5 years old. • Utilize the reclassification process in the fall of 2019 to re-examine job measurements of the Pre-K IA position and see if it is similar to a SPED IA position.
Program Specialist	<p>Program Specialist</p> <ul style="list-style-type: none"> • Provide a pot of 16 hours foreach Program Specialist to cover summer work and prep for before school- work to support staff and students • Program Specialist will have access to IEP support money (\$75) when program specialists do write IEPs and turn in additional hours for that IEP writing • In the 19-20 school year SPS and SEA will clarify the program specialist job description and look at establishing a caseload for program specialists in the 20-21 SY. • When legal cases arise, SPS will ensure training and support for program specialists when engaging in legal and/or contentious cases. • SPS will establish clear guidelines for when a program specialist goes on leave. • A budget will be provided for materials for program specialists.
Adapted PE	<ul style="list-style-type: none"> • SPS will develop a team lead position with a stipend for Adapted PE specialists. • Encourage secondary BLTS to set aside PE FTE to support partnered PE programs in their FTE allocation and/or building funds. • New adaptive PE team lead will prioritize the program support, through the racial equity lens and equity tiering.
Contract Re-Openers	<p>SPS and SEA agree to contract reopeners around staffing and staffing supports in the Spring of 2021 on the following topics:</p> <ul style="list-style-type: none"> • ELL • Special Education • Dual Language Immersion

SEBB	<p>SPS will offer health benefits as provided by the School Employees Benefits Board (SEBB). Benefits including medical, dental, vision, long term disability, and accidental death and dismemberment will begin January 1, 2020. All employees meeting the required hours worked (630) will qualify for full benefits.</p> <p>Monitor Group SPS and SEA will establish a joint monitor committee. The parties therefor agree to the following:</p> <ul style="list-style-type: none">• Meet on a regular basis to assess the impact of the transition on staff;• Problem solve around barriers or challenges to the transition;• Reach mutual agreement on resolution to identified challenges or impacts.
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