



DETAILED “BRICKS” OF THE TENTATIVE AGREEMENT

8-27-19

Compensation

Certificated salary increases on every step of the certificated salary schedule:

- 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).
- Third year of the contract (implicit price deflator is determined by the legislature). The 4% is inclusive of what we predict IPD will be, a placeholder of 2%.

Certificated Subs will see increases of 5% in 19-20, 2.1% in 20-21, and 4% in 21-22.

Paraprofessional pay increases of 5% in 19-20, 2.1% in 20-21, and 5% in 21-22.

SAEOP pay increases of 5% in 19-20, 2.1% in 20-21, and 5% in 21-22.

Classified Subs will receive 5% in 19-20, 2.1% in 20-21, and 5% in 21-22.

All stipends receive 1% increase in first year (19-20), 1% increase in third year (21-22).

Adapted Physical Education TA

A. Stipend

1. Develop a team lead position with a stipend for Adapted PE specialists.

B. Programs:

1. Encourage secondary BLTS to set aside PE FTE to support partnered PE programs in their FTE allocation and/or building funds.
2. New adaptive PE team lead will prioritize the program support, through the racial equity lens and equity tiering.

Assistive Tech TA

A. Workload

1. Add 1.0 Assistive Tech FTE in the 20-21 school year (second year of the contract).
 - a. 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.

B. Alignment and Program Partnership

1. Increase opportunity for Cert and Class staff to engage in AT PD.
2. Regular AT team training with SLPs on implementation and use of AT devices, trainings will be added when additional FTE is added.
3. Create framework/template/worksheet for school teams to complete before reaching out to AT team for consult.

Audiology TA

A. Program

1. SPS will explore adding an option on IEPO for the presence of audiology services. -
2. SEA and SPS will work to create a clear pathway for Audiologists to be recognized as part of school communities.
 - a. SPS will include audiologists in school-based staff lists.
 - b. Audiologist and audiology services will be included in regional and district SPED trainings.
 - c. SPS will create a centralized list of all ESAs' (psychologists, audiology, nursing, Speech Language Pathologists, Physical Therapists, Occupational Therapists.)
3. SEA and SPS will work to secure substitutes for DHH interpreters, first to part-time staff and then to contractors.
4. In order to improve efficiency, SEA and SPS will explore establishing a district wide screening team for hearing that will includes audiologists, health services, and other Clinical ESA.
 - a. Other clinical ESA's can be involved with screening teams if they have capacity and is appropriate to their discipline.
 - b. Include safe schools' module for general education staff to take the training on hearing loss screening.

B. Caseload Supports

1. Establish the audiology caseload as 1:10,000 in the 20-21 school year by adding a 1.0 FTE caseload.
 - a. SPS and SEA will review caseload in 21-22 after 1.0 FTE is added to monitor if the caseload is meeting the 1:10,000 ratio.
 - b. Consider how to integrate audiology services into gen ed tier one supports.
2. 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).

Classified Mentorship TA

A. STAFFING

1. The Mentorship Committee will consider the following recommendations:
 - a. Prioritize recruitment and training for para mentorship cadre for '19-20 committee.
 - b. Cadre of experienced para / SAEOP staff will mentor new hires, new to district and staff who change to new positions in their region, at the request of employee.
 - c. All SAEOP and Para mentors will have training (ex: through OSPI, Mentoring Matters, previous ESCT training).
 - d. SAEOP and PARA mentors will be released on yellow collaboration & Job a like days to meet with their mentees.
2. Staff who move to new positions (Ex: IA in med frag to IA in Access) can request mentorship from cadre of mentors.
3. The "pot" of money for implementing the para/saeop mentorship program will be increased by 12%. (From 50,000 to 56,000).

B. TRAINING

1. Dedicated overlap training for new admins (SAEOPs), when possible. "Overlap" means transition for someone new in the job.
2. Dedicated overlap training for all SAEOPs starting new positions.

C. ONBOARDING

1. In HR onboarding system, add checklist for training engagement for SAEOPs and paras.
2. System training for new admins on placing supply orders, budget, School pay, AESOP, ESS, school dude and volunteer background intro to district practices and procedures.
3. In HR checklist system include contract language around mentorship for SAEOPs and Paras so they know they can access it.

D. OTHER

1. Change the language (for para + SAEOP) in Ex: article 9, Section G, pg 37 for "full implementation to include 2020-2021."
2. Move forward the language that is already in the contract for SPS & SEA to convene a committee on paid time in 19-20 outlining the development and implementation of an onboarding and mentor program. Pg 37 SAEOP and 39 Para.

Counselor TA

A. District Wide Mental Health Staff Support

1. There will be mental health services offered to SEA represented employees.

B. Professional Development

1. SPS and SEA agree that professional development should be available to counselors to meet this interest the following is proposed:
 - a. On the first red day of the month, there would be a half day early release for counselors for PD and PD learning communities. Half day release is defined by the one hour release before the scheduled early release time.
4. Any social emotional curriculum will be evidence-based and normed on scholars of color.
5. SEA and SPS convene a joint committee group to start in the 19-20 SY and continue the length of the contract, around the evaluation tool with the goal of implementing the Washington School Counselors' Association evaluation tool to evaluate school counselors (not the Danielson) to be implemented in the 20-21 school year. Social workers will be included in this group and their evaluation tool will also be considered and implemented in the 2020-2021 school year.
6. SEA and SPS will convene a joint work group, to start in the 19-20 SY and continue the length of the contract to develop and/or refine guidelines for:
 - a. Ensuring counselors have professional development opportunities that are comparable to other educators in SPS.
 - b. Ensuring the centrally-developed professional development opportunities for counselors meet the needs of these counselors.
 - c. Onboarding process of new counselors.
 - d. Mentoring of new counselors and counselors new to the district.
 - e. Set parameters for what substitute counselors will do.
 - f. How the Secondary counselors work day will be structured to designate XX hours during the school day to provide academic supports and ensure high school and beyond planning and support SEL to be implemented in the 19-20 SY.
 - g. Any recommendation on a district wide comprehensive school counseling program will be in accordance with Board Policy 2140 and Superintendent Procedure 2140.
 - h. Develop a plan for building and implementing mental health first aid and social emotional basics for staff.
 - i. Develop shared understanding of what a district wide comprehensive school counseling program means.
 - j. Clearly define the roles and responsibilities of school counselors/social worker.

C. Elementary Staffing:

- l. In order to provide universal supports for all students SPS will restore an additional 4.0 FTE counselors/social worker in the 2020-21 SY, and an additional 6.0 FTE counselor/social worker in the 21-22 SY to establish more counselors in elementary schools so issues are identified earlier and wrap around services start younger. These staff will be staffed first at those schools in tier 1 and 2. (highest needs).
 - a. After the Tier 1+2 schools are staffed, staffing will move on to Tier 3+4. Schools will be allowed to apply for an SEA waiver for other SEL staffing.
 - b. (Smaller schools under 300 enrollment- will have a proportional support; 0.5 FTE).

D. Program

1. Committee (SPS/SEA) to start in the 19-20 SY and will continue the length of the contract, to look at standardizing elementary SEL programming. They will be charged with the following:

- a. Have a clear plan/curriculum/+ training for Tier I (universal) social/emotional learning K-12.
- b. How to implement an SEL curriculum in all schools.
- c. Create guidelines for coordinating with colleges and universities to have counselor interns working with counselors in high need buildings.
- d. Give guidelines on what the continuity of care K-12 looks like using ASCA (American School Counselor Association), WA State benchmarks and Castle benchmarks.
- e. Examine stipends for building-based counselors and social workers who take on more responsibilities by working on a trauma/natural disaster/crisis team.
- f. SPS will support a FAFSA/WAFSA night in all high schools.
- g. Facilitated process to support risers (support from pre-K, elementary, middle to high school)
- h. SPS will supply information and marketing materials about pathways (Seattle skills center and ALE) and personal pathways.
- i. 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.

DLI TA

1. Create a Dual Language Committee that meets quarterly that will:
 - a. Review and make recommendations on K-12 DLI content allocation and literacy integration and on efficiently and appropriately aligning curriculum and resources.
 - b. Seek ways to promote a K-12 commitment to biliteracy
 - c. Promote the recognition of DL in curriculum adoption (such as ensuring copyrights allow for translation/adapting and/or adopting curriculum in partner languages, etc.)
 - d. Promote placing DL on the agenda of Research and Evaluation in order to review DLI impact on gap closing, graduation rates, discipline rates, etc.
 - e. Advocate for DL in report card design and other SPS systems decisions
 - f. Make recommendation for DL professional development, such as on OER, and effective use of early release time.
 - g. Make recommendations for supporting new teachers (two in same room, common prep, etc.)
 - h. Present timely recommendations to Superintendent, such as:
 - i. Allowing heritage speakers to offset attrition in all DL schools, not just option
 - ii. Student bus passes to enroll in DLI
 - iii. Lifting of the District restriction on funds being used to purchase materials from out other countries.
 - iv. Reduce barriers/increase access to neighborhood DLI programs by heritage speakers, former DLI students, etc.
 - v. Promote engagement with community partners.
 - vi. Develop strategies for parent engagement, such as surveys
 - vii. Ensure consistent language proficiency expectations for new teachers in dual language immersion programs.
 - viii. Explore partnerships with local universities
 - ix. Explore strategies to encourage more classified to cert recruitment
 - x. Promote hiring of more staff with target language skills, especially specialists, substitutes and SAEOPs.
2. The Committee will be composed of the following:
 - a. Represented by all three DLI pathways and their partner languages represented, and ideally all schools represented, by educators and appropriate central office administrations.
 - b. Secondary and elementary educators will have representation on the committee.
 - c. The international education administrator will sit on the committee.
 - d. ELL will also be represented on the committee.
 - e. When appropriate to the discussion, the ethnic studies program and department of racial equity will be represented on the DLI committee.

3. The committee will present an end of year report on progress and recommendations to the superintendent.
4. Support professional development and effective onboarding
 - a. In the 21-22 SY, Utilize C A and I, HR Professional Development funds to support DLI needs in high needs school using the racial equity lens- at a minimum of \$15,000.
 - b. With the funding referenced in "4a", create an application process for Dual Language Immersion PD & Program Support:
 - i. Fund for developing materials
 - ii. Funds for setting up classrooms
 - iii. Paid time in summer for DL (professional development)
 - iv. Release time for DL staff for PD during school year
 - v. Release time for new teachers

There will be a stipend for DLI educators to translate materials and support for each of the south end DLI schools. (3 sites).

5. Additional program supports:
 - a. Expand IA to CERT program to include DLI IA's (to DLI Certs)
 - b. Explore the inter-relatedness of DLI and ELL work
 - c. DLI teachers at secondary schools will not be encouraged to have more than 3 preps.
 - d. The DLI committee will explore and put forward recommendations of adding secondary FTE to address teacher workload and number of preps.
6. Reopener
 - a. In order to support our highest needs students and heritage speaking sites- SPS and SEA agree to a 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.
 - b. The parameters of the reopener will be staffing, and program supports.
 - c. This will occur Spring of 2021, with ELL.

Early Release TA

1. LANGUAGE CHANGE

- a. Change EOG language to "Racial Equity" on green days.

2. CALENDAR

- a. Create district-wide calendar for district offered PD, where SPS staff can see what district wide PD is offered.

3. COMMUNICATION

- a. SEA and SPS leadership will collaboratively 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.
- b. Collaboratively 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 Aps are doing).

4. TRAINING/PD

- a. Joint training for all principals with building reps on the contract.
- b. Culturally responsive training to specific needs of students, responsive leadership.
- c. Schools should collaboratively develop clear PD plans based on the goals in their CSIPs.
- d. 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.) Principals are learning alongside the educators in the school.
- e. Increase support for principals and BLTs to develop building-based clock hour programs.

5. STAFF MEETINGS AND ATTENDANCE

- a. Include IA's in staff meetings.
- b. Create a standardized expectation that ALL staff should be included in the building.
- c. Clarify expectations for cert subs on early release days.
- d. Clarify expectations for Para subs on early release days.
- e. Clarify expectations for SAEOP subs on early release days.
- f. Clarify expectations for long term cert. subs on early release days.
- g. Clarify that administrator can attend early release meetings, the agenda is created/driven by educators.

6. COMMITTEE

- a. Create "Schoology" group where educators can post about PD and resources.
- b. Provide staff a current listing of other staff in common positions across district yet unique in a building to facilitate job alike opportunities (Office Manager, HS SEL Cert, PK IA)

7. SAEOP EARLY RELEASE

- a. SAEOP can use yellow/ collaboration days for mentorship meeting and or Zone area meeting and trainings.

ELL TA

1. ROLES/DEFINITIONS

- a. Review and define the ELL handbook roles and responsibilities and align with the joint workgroup for 19-20 and communicate same with all stakeholders. Report back to the bargaining team.
- b. Dedicate 60 minutes per month from ER time on red job alike days for ELL/ELD team collaboration time

2. **WORKLOAD** (Article 9, Section G.5.)

- a. 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 consistent with the following guidelines: (Article 9, Section G.5.)
- b. Create job description for Elem contact responsibilities through Joint Work Group and provide stipend (similar to the secondary stipend). Roll out stipend and roles over two years, based on rubric of racial equity lens and size of EL student demographics (must be cost neutral e.g. DSU fund). This roll out will start by second semester in 19-20 school year.
- d. Joint committee on bilingual relief fund (DSU) – clarify intent and process.
 - I. Keep current language DSU - clarify appointment by SEA for SEA representation.
 - II. The joint work group tasked to examine resource efficiencies and consolidate different funding streams and supports.
- e. PD for gen ed staff to address bias/understanding of ELL students and services

3. **WORK GROUP**

- a. SEA/SPS joint development of ELL mission statement; create platform and vision of the future work in language acquisition/supporting student needs.
- b. Joint SPS/SEA committee/work group to work on shared vision and program design.
- c. Joint workgroup will include prioritized work focused on:
 - 1.Elementary Contact person
 - 2.Factorization in staffing
 - 3.ELL program delivery
 - 4.Language Proficiency Assessment.
 - 5.Ensuring Compliance with state and federal law.
 - 6.Consider sunseting segmentation extra support “performance funding” (funding no longer exists).

7.The joint work group will explore better integrate and serve newcomer students at neighborhood school.

8.Committee will explore staffing models based on student need through research- based models and racial equity lens.

9.Revisit model language in CBA Article IX, Section J, #7

d. Deadline for recommendations for CBA reopener in January 2020.

e. The work of the committee will begin the first week of October 2019.

1.The team will review the prioritized work, add tasks if need be, and set its tasks/timelines during the first meeting.

2.In the first meeting, the team will set the schedule of meetings in order to address the immediate CBA reopeners and establish longer term goals.

f. SEA and SPS will agree on utilizing the outside facilitator.

g. Clearly stated outcomes/bargaining proposals.

h. The committee will be comprised of:

1.One at each level of Elem, K8, MS, HS certificated teachers.

2.There will be at least 3 bilingual IAs.

3.At least 2 ELL coaches will be involved on this committee.

4.At least one general education teacher will serve on the ELL committee

5.Principals that have significant ELL experience will be invited to the committee.

6.SPS will work to establish who the executive sponsor of the committee is.

5. Staffing for upcoming school year

3. Maintain current ELL staffing for the 2019-2020 school year.

ESA Evaluation TA

- A. Establish a workgroup tasked with revising the ESA evaluation process for the duration of the CBA.
- B. Create a workgroup of Clinical ESAs to explore elements of PAR, PLT's, Peer feedback, ETC. (SEA –
- C. Any workgroup established will make recommendations to the appropriate supervisor or bargaining team.
- D. Clinical ESA work group will meet every 6 weeks in the 19-20 school year to explore a peer review, support system
- E. ESA supervisors will be included and sit on this work group.
- F. Each Clinical ESA group will be represented on the workgroup
- G. Ensure training (for supervisors) on ESA evaluation process
- H. Workgroup will include review of ESA rubrics to include racial equity in practice expectations, review eval process for racial equity.
- I. Workgroup will explore creation of a managerial position to do ESA evaluations
- J. Workgroup will include looking at national standards of evaluation for each ESA group (Ex: AOTA, ASHA, NASP, APTA, Audiology).
- K. Explore incorporating clinical ESA's in the eVAL system
- L. Workgroup will include review of ESA evaluation process, supports for new and struggling folks, looking at peer systems of support (ex: PAR), and manager position roles and responsibilities

FSW TA

A. Staffing

1. Maintain all currently employed FSW FTE in 19-20.
 - a. Maintenance of FSW positions as long as FEL/Promise grant is maintained.
 - i. If the grant changes, need to work process in collaboration with FSWs to gather their input and recommendations on the program.
 - b. If Family Support Workers position changes, SEA and SPS will work together to ensure they are transfer into similar job titles or positions with similar/higher pay rates.
 - c. SPS/SEA identify and clarify all positions that are duplicating FSW (this needs to happen in 2019-2020), SPS and SEA will work to ensure that FSW are ranked/seniority appropriately and supported in transfer according to seniority should their schools no longer have funding.
2. In 2020-21, 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).
 - a. The role of the centrally dispatched Family Support Workers will be SEA represented and will include joint SEA + SPS understanding of role + responsibilities.

B. Program Design

1. SPS and SEA about their needs and interests regarding FSW –type roles. Then meet with the City to address the City's needs.
 - a. SEA and SPS will meet with the city in 19-20 to discuss the city's interest in FSW related roles within SPS.
2. SEA and SPS agree to develop a vision for family supports/community engagement with the City Levy.
 - a. This team will include classified practitioners with experience related to family support work.
3. In 19-20, SPS will partnership with SEA creates aligned positions related to family support work.
4. SEA and SPS will establish a joint work group to coordinate current job titles for family supports/engagement to align work
 - a. Any recommendation made by the joint SEA/SPS team is rooted in direct family services
5. SPS and SEA agree to align FSW and similar job roles into one (revised) job title, ensure all employees currently holding positions within the district may retain employment in new role WITHOUT needing to reclassify or requalify for job title/role.
6. Explore Family Support Worker and services be transitioned to work under Family Engagement Department.
 - a. Clarity of the other roles fulfilling family support needs.

C. Program Delivery

1. Schools that do not have family support workers will have access to family support services as defined by the working group between SEA + SPS as defined in section B.4 of this document.
2. SPS and SEA will jointly develop a process by which schools without FSW's may have access to family support services, as needed.

D. Supports

1. FSW given secured communication tool for communication with families (Ex: district cellphone / work phone), upon request.
2. Professional development will include all positions that work with families.
 - a. FSW encouraged to participate in school and district trainings.
 - b. Family support worker and counselor trained side-by-side in de-escalation, whole child, etc, opportunities for side by side training when available. This will not be restricted by grade level.

Fundamental Course of Study MOU

1. Paraeducators will be paid for two additional days of FCS training in 2019-20 and 2020-21 (if state funded for 20-21)
2. SPS/SEA will partner to design and deliver training for the FCS
3. A joint oversight team of SPS and SEA members will convene before Nov. 1, 2019 to plan and implement FCS training for school years 19-20 and 20-21 and beyond and will integrate a general course of study PD
4. The compensation model will be reviewed to determine potential revisions and impacts
5. The parties will consider how registration, enrollment and technology will be used for a tracking system
6. All 2020-2021 FCS requirements will be consistent with Legislative actions.

Libraries TA

A. Preschool Libraries.

1. No librarians required to serve pre-k; may serve depending on librarian professional judgement, workload, school size, etc.
2. If serving pre-k is a site-based decision, funding for library pre-k materials is provided by building funds.

B. Materials Funding

1. In 19-20, 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 and to review and consider the proposed "Library Funding Committee" in B.2.
2. The following will be considered for the make up and focus of the group:
 - a. Through the life of the CBA Libraries 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 the 2019-2024 Strategic Plan goals.
 1. Equal representation of SPS and SEA will comprise the committee, meeting at least every six weeks, with the expectation of small workgroup assignments between committee meetings. Because of the current interwoven complexities of SPS library funding and family/community funding, all families and parent groups will be invited to participate and receive transparent public communication as non-voting participants in the committee work.
 2. Committee will consist of equal members of SEA and Central Office and PASS representation. 6/6. SEA will consist of 2 ES/2 MS/ 2 HS.
 3. The contractual recommendations of this committee will be provided to the 202X SEA and SPS bargaining team, and any subsequent bargaining teams within the five-year commitment. If any systemic barriers to educational justice are daylighted through the work of the committee, specific SPS departments will receive recommendations in order to immediately remove the barriers.
 4. The committee will produce an annual Equity Audit that reports the staffing and materials funding amounts and sources in relation to each building's student demographics and quality of library collection, among any other data points that the committee deems necessary to provide a complete assessment of the primary committee goal.
 5. The committee will commit to a five-year process in order to provide adequate time for assessing changes in the annual Equity Audits, implementing and assessing changes that remove barriers to educational justice, sharing findings and committee work publicly, and aligning with Policy 0030 and the 2019-2024 Strategic Plan goals

3. SPS will allocate \$5,000 to the SPS Library Manager for higher need schools in 2019-20 (one time only).
4. 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. (The library funding committee / workgroup will offer recommendations on the amount).

Nurse TA

A. Program Supports

1. SPS nurses who opt to mentor new hire nurses will receive a \$500 stipend.
2. SEA and SPS agree to establish a Joint Labor management committee in the 19-20 school year to address capacity and staffing issues.
 - a. The nurse Program Leadership Team will refer issues that are outside the scope of their role to the Joint Labor Management.
 - d. SEA and SPS agree to reignite "Joint Labor Management Committee" to ensure issues coming out of Nurse PLT are escalated and addressed with decision makers.
3. SPS will establish a dedicated fund that nurses can access and will be used for medical screening equipment.
4. In the 19-20 school year, nurses will be provided laptops, upon request.

B. PD and Supports

1. Work together (SEA/SPS) to develop a plan to offer CPR/First aid to staff serving students – developed in 19-20 to be implemented in 20-21.
2. Nurses will retain the ability to vote on their PD plan, but professional development will be offered that is focused on community stakeholder and cultural competency in non-western wellness practices.

C. Nursing Subs

1. Part-time nurses who fill in and take sub positions will receive their hourly rate of pay, not the sub rate.

D. Nurse Staffing:

1. One nurse FTE will be added in the 19-20 SY to be allocated with a racial equity lens to move nurses towards a 1:1000 ratio with emphasis on high needs schools. In the 19-20 SY SPS/SEA or JLM will meet to determine the criteria used to allocate additional FTE and evaluate and model potential changes to the formula. If no changes are made based on this review, in the 20-21 and 21-22 school year, up to 1 FTE each year (less if enrollment is dropping, otherwise it will be 1.0 FTE) will be added to move towards a 1:1000.

Occupational Therapist and Physical Therapist Brick

A. Support

1. All new ESA staff will have access to Professional Development.
 - a. This will include all Racial Equity Training and gap closing strategies trainings hosted by SPS.
 - b. Robust and easy access to translators and interpreters for all ESA staff.

B. Caseload

1. PLTs for OT and PT ESA's will create equitable and systemic services consistent with AOTA and APTA.

Personal Leave TA

1. Publish memo to notify staff/admin of change from 2 to 4 days (sick, personal).
2. Joint training (with Administrator, Admin Asst) to address bereavement, multi-school assignment, and reporting.
3. For educators who are out of leave, approval of unpaid leave will be handled by Human Resources.
4. Sub plans should be prepared and left for SAEOPs when taking personal leave.
5. Admin teams will communicate clearly at the beginning of the school year the contractual parameters and professional expectations surrounding personal leave, including contract-compliant building best practices for taking personal leave days prior to holidays. These best practices will take the form of encouragement and explanation for that encouragement, not protocol or requirement.
 - a. Staff taking personal leave, particularly on the days before or after holidays, are encouraged to confirm the dates of their absences with administrators and advise them of plans left for guest educators for advisory purposes only and not for approval.
 - b. Staff will give as much notice of absence as reasonably possible.
6. Follow current contract language for 19-20. In 19-20 joint work group will review personal leave use, determine reasonable bumpers and parameters to the use of personal leave and these recommendations will to be implemented via a MOU at the start of the 20-21 school year. Cash out options/incentives will also be considered by the joint committee.

PreK TA

1. Staffing Recommendations:
 - a. Utilize the reclassification process in the fall of 2019 to re-examine job measurements of the Pre-K instructional assistant position and determine aligned with special education instructional assistant position.
2. Developmental Pre-K has a coach to work with educators
 - a. Access and communicate coaching opportunities for Pre-K that are aligned and standardized.
 - b. Explore a P-3 content framework to develop building practitioner capacity.
 - c. Explore a P3-TLC to offer peer support.
3. Create Pre-Kindergarten Work Group that meets quarterly that will:
 - a. The work group will establish clear goals and focus in the first meeting.
 - b. Work Group will report back to stakeholders and be clear when decisions are made.
 - c. The work group will be guided by racial equity tools (Example: CRE/DREA tools, Policy #0030), and will be open to all educators serving students ages 3-5 (ECSE, SPP, SPP+, HS, etc.) in its work.
4. Other Options:
 - a. Student peer modeling in Dev Pre-K by publishing options to students on Head Start waitlist and give enrollment assistance.
 - b. SPS will work to establish a PreK open house in support of parent schedules.

Program Specialist TA

A. Support

1. Provide a pot of 16 hours on contract for program specialists to cover summer work and prep for before schoolwork to support staff and students.
2. Provide budget for materials for program specialists.
3. When legal cases arise, ensure training and support for program specialists when engaging in legal and/or contentious cases
 - a. Special Ed explore cell phones for cert staff involved in legal cases and/or itinerant (language similar to nurses for cell phones) for consistent access Program Specialists.
4. Provide opportunity for PD for program specialists
5. Develop a process to ensure equity in student placement decision

B. Staffing

1. In the 19-20 school year SPS and SEA will clarify the PS job description and look at establishing a caseload.
 - a. Prioritize scope of job responsibilities (cut down on overlapping responsibilities)
 - b. Clarify when extra time applies for program specialists.
 - c. Explore distribution of workload for program specialists with recommendation for implementation in 20-21.
 - d. Explore recruitment and retainment of POC for PS positions.
 - e. Workgroup to look at overall stipends (including PS, SPED team leads, all stipends)- SEA included in that workgroup.
2. Explore increase of both Program Specialist and FTE prioritized through the highest need schools lens and racial equity lens.
3. Clearly define procedure for when a Program Specialist goes on leave.
4. The program specialist team will share workload information to balance for equitable distribution.

C. Stipend

1. Examine the Program Specialist stipend as part of the overall review of stipends for update, clarification and alignment with job responsibilities
2. 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.

Psychologist TA

A. Workload

1. A work group will be established to look at other districts' models for school psychologists' processes.
 - a. This work group will look at the sped referral process and recommend processes to reduce inappropriate referrals.
 - b. SEA-SPS workgroup formulating processes for reduction in evaluation/report writing job requirements.
 - c. Clarification on Locally determined assessments (LDA) responsibilities for psychologists
 - d. Clarify role of Psychologists
 - e. Psychologists will collaborate with case managers to write FBAs if case manager requests support.
 - f. Work group (sped, gen ed, sped admin, MTSS) will include additional stakeholders and will determine timeline of recommendations and action step: workgroup will set when they will meet and set timeline for their workgroup.
2. School Psychs will be invited to MTSS building teams.
3. School SPED teams will invite psychs to manifestation meetings.

B. Caseload

1. During the beginning of the year- we will have Psychs work as a PLT to establish caseloads and have their supervisor or sped director present for the conversations.
2. Psych PLT and SPED director will look at weighted formula to discuss allotment of FTE and include building based, PAT, private, compliance, transition, etc.

C. Professional judgement

1. Evaluations done by psychologists will be devoid of external pressures.

D. Interns.

1. Psychologist internships will be designed to be competitive and a pipeline toward becoming an SPS employee.
2. There will be compensation and opportunity within the district for employment for psychologist interns.

Racial Equity Team TA

A. Training & Support

1. Create a Phase 2 of the BLT training that is focused on racial equity work.
 - a. BLT required to get racial equity training
2. Each schools' CSIP will explicitly have a Racial Equity Action plan.
3. Racial Equity Literacy training, as a foundational best practice, will be available district wide in integrated spaces to all employees across the system.
 - a. Joint trainings, implementation (Ex: racial equity learning tools and analysis tools) between administrators + district staff.
4. SPS and SEA commit to expanding racial equity teams to all school sites and programs.
 - a. SPS will provide \$260,000 for RET program growth.
 - b. Racial Equity Teams at all schools by 2021-22,
 - c. Within their funding allocation, DREA/CRE will determine the number of annual teams they have the capacity to select to support the rollout of RETs to all schools.
 - d. Non-school based programs (Ex: PLTs, special education instrumental music) will have opportunity to have a racial equity team (They can apply and be approved for a team).
5. 2 FTE SEA represented positions added to DREA. 1 FTE will be added in the 19-20SY and another FTE will be added in the 20-21SY.
 - a. To create alignment to Policy 0030 MTSS and PBIS central office leads will receive Racial Equity Literacy training co-lead by CRE and DREA.
 - b. Mandatory anti-bias component (specifically the 15 min ppt the district currently uses for interviews) added to Interview Training before each interview session. (Some have taken the training already but BEFORE the new anti-bias component was added)

B. Structures

Value Statement to Guide All School Teams: The work of Racial Equity is universal for the success of a learning community so that all committees will utilize recommended Race Equity Materials when convening in order to ensure that all work is focused on implementing policy 0030.

- a. All Schools that have an MTSS team will attend/receive Racial Equity training.
- b. BLT and RET will collaborate to review the CSIP, budget, and other whole school initiatives.

C. Accountability

1. To create alignment to Policy 0030 MTSS and PBIS central office leads will receive Racial Equity Literacy training co-lead by CRE and DREA.

2. All current and new teams accepted through the application process and are in good standing will be funded through the length of the contract to maintain and sustain the investments in Policy #0030.
3. Mandate racial equity questions as part of interview process.
4. DREA/CRE co-create self-assessment tool for RET and/or buildings programs, for RET teams to utilize at the beginning, mid, end of year review.
5. Designate EOG Wednesdays for racial equity work explicitly following racial equity action plan that is created by BLT + RET (using the CRE/DREA action plan template).
 - a. BLTs with input from RETs will determine how early release EOG Wednesdays will be used for continuing Racial Equity Literacy and/or Analysis with specific goals to calibrate full staff learning.
 - b. Departments and non-school based programs will use the discrepancy of the PLT + RET (if there is one) to plan use of the racial equity Wednesday early release days with encouragement to attend in school Racial Equity days.
 - c. Dedicate one additional training (starting with early release Wednesday in September 2020) district wide to continue Racial Equity Literacy at the start of the school year.
 - d. If a beginning of the year racial equity training is required to happen on the same day for all schools, those departments/non-school based programs will be given notice of that day to best plan their departmental RE training.
6. Include antiracist work as part of the evaluation process, professionalism (professionalize the practice of antiracist work).

D. Other

1. Collaboration with the universities around racial equity and provide training for future educators.
2. SPS and SEA will jointly work with DOTS and other departments to create anti-racist ways for students, families, and staff to indicate their racial identity. Example: a multiracial person can indicate multiple options to indicate their identity.
3. Establish joint work group to thoughtfully revise and update Art. III, Sec. F, G, and H related to safety, security and employee responsibilities. (outdated terms lacking restorative justice and racial equity lens, and terms are no longer compliant with RCW and WACS), work to be completed in 19-20 for contract implementation in 20-21.

Retaining Educators of Color TA

A. Interview Teams

1. Interview team training to have a racial equity lens and support.
 - a. Include racial equity analysis tool training in site-based interview training.
 - b. Interview trainings will include racial equity lens as well as definitions of terminology.
 - c. SPS/SEA create a plan to offer more frequent and more school site joint interview training opportunities.
2. Increased opportunities and access for students and families of color to be on interview teams. Experience with families/community on interview panels. Homogeneous schools may not reflect diversity.
3. Requiring racial equity focused questions for interview process.
 - a. Require racial equity focused questions for interview process with a rubric (look fors).
 - b. Require educators (who want to participate in site-based interviews) to attend site-based interview training once every 3 years.
 - c. Add language to the site based interview confidentiality form that includes who to contact (Add to the HR or appropriate website), if a team member believes that policy and/or discrimination has been violated during the interview process.
 - d. SPS and SEA will create a protocol for interview team discussions and actions. Dos and Don'ts. Refer to implicit bias for hiring video.
 - e. In order to have more students and families of color on school-based hiring teams, offer more SEA/SPS interview training at local schools.

B. Equity Calendaring

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

C. Hiring

1. Mandatory PD for principals around hiring educators of color around hiring educators of color.
2. Put in place policies and practices that increase educators of color in Title I schools.
3. Re-evaluate the way we interview and bring in staff of color, Title I schools can move to phase 3 hiring earlier.
4. Offer contracts to educators of color before Phase I of hiring, if there is no RIF in those categories.
5. Hiring fair for external educators of color.
6. Utilize exception rule for displacement and RIF based on student and teacher populations.
7. Provide hiring data to schools regarding their own hiring practices. Include programs/itinerant staff.

8. Title I schools and hiring for special education positions (classified or certificated) can move to phase 3 hiring earlier, if there is no RIF in those categories
9. Give staffing priority to hard to fill schools
10. Accountability with using racial equity questions and using more than two of them in interview.
11. Make available and communicate the availability of the exit survey, exit interview, and staying interviews.
12. Review ESAs data on retention and create specific policy/plan on hiring ESAs of color (with input from CRE / DREA and ESAs).
13. Having implicit bias training on a yearly basis for all hiring teams.

D. Staff Support for EOG/Racial Equity

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

E. Staffing

1. Based on research, identify what options can be made available for more time to support educators working in HN schools to provide time for collaboration, PLC work, and connections with students and families (building the community)

F. EOC Support

1. Funding for EOC community-building and mentorship activities, such as an EOC affinity group, to bring people to the table that support specific connection and mentorship opportunities for EOC.
2. Implement a cohort model for new EOC to support each other.
3. 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 not inclusive language.
 - a. Culturally Responsive Teacher Leadership cadre will include teachers and non-classroom based certificated staff
6. Conduct a “staying” survey of retained EOCs yearly for the length of the contract.
7. 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.
8. Support secondary educators in getting endorsements in high needs area such as math, ELL, SPED.
9. EOC affinity groups may choose to use early release Wednesdays red to meet

G. Addressing discrimination

1. 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.

2. Mediators utilized by the district will be informed about the expectations of Policy #0030.

SAEOP Workload TA

A. Substitutes

1. Certificated and Classified staff will be allowed to see all available subs, not just senior substitutes.
2. SAEOPs will receive a nurse sub reimbursement pay in the case a nurse is out of the building unfilled. In the 19-20 school year, SEA leadership, enrollment center staff and SPS will meet to establish a system for keeping the enrollment center open past 4:30pm.

B. Enrollment

1. In order to reach all Seattle families, the group above will meet to work on the possibility of satellite spaces or community spaces open for enrollment a few times a year past 4:30 to reach all families.
2. SAEOPs will share their workspace but not be required to handle enrollment workload unless an individual interest, offers extra pay

C. Training

1. All SAEOPs will be included in building/worksites level racial equity trainings and included in communication about racial equity trainings.
2. All SAEOPs will be offered the opportunity to participate in district trainings on safety including: first aid, CPR, and AED trainings.
 - a. Training not to intrude on SAEOP Job a like days
3. SAEOPs will be included in the classified to certificated program.
4. SPS will provide SAEOPs a presentation on a Job a like or other day
5. SAEOPs taking on additional job duties will result in additional compensation.
 - a. Clarify Compensation will come from building budget not require the use of a SAEOPs allotted PD time or personal.

B. SAEOP Relief

1. In the interest of lowering our of job description job duties, SPS and SEA agree to establish:
 - b. SPS agrees to train a cadre of SAEOP subs for specific office annual office tasks (such as records purge, file clean up, unpacking of materials, volunteer clearance, entering missed instructional time). Each elementary school will have 2 "sub" days for those subs to come and complete the clerical work that gets backlogged. With the understanding that they are spread throughout the year.
 - c. SPS will look at creating subs within this group that also do medications. These are "SAEOP relief staff".

C. SAEOP Workload

1. In the 19-20 school year, SEA and SPS will establish a focus group to explore options to make it easier to conduct WATCH checks and volunteer application process more efficient.
2. Committee will be tasked with the following in the 19-20 school year.

While tasked with the following, communication between SAEOPs and district will remain open and provide opportunity for feedback from SAEOPs. Outcomes will be communicated to appropriate district level decision maker and/or SEA bargaining team, or SEA leadership.

1. Redesigning the job description for SAEOPs.
2. Creating guidelines for conversion of the BLT and RET stipends into overtime.
3. Trainings and guidelines for certificated and classified staff to enter their own time into ESS, requesting subs, etc.
4. Guidelines on how Title 1 and LAP funds can be used for purchasing.
5. Guidelines on student supervision if there is a late bus pick up.
6. Offer recommendations on the rollout of any new program in Seattle Public Schools that will impact SAEOP workload.
7. Establish guidelines and offer recommendations for how to manage the doorbell.
8. Make recommendations on the Adjustment of SAEOP staffing guidelines.
9. Engage with facilities to establish recommendations on staff keycard access to buildings.
10. Engage with the SEA substitute leadership and Human Resources on operationalize electronic timekeeping.

**Memorandum of Agreement between the
Seattle Education Association and the Seattle Public Schools**

1. Effective September 1, 2019, the District shall follow the provisions of Section 7.8 – Insurance, of the current collective bargaining agreement with the following exceptions:
 - A. Monthly medical insurance premium deductions will be made in accordance with Section 7.8 through December of 2019.

2. Effective January 1, 2020, (CONTRACT HERE) shall be replaced with the following:

A. School Employees Benefits Board (SEBB) Program

The District shall pay the full portion of the employer contribution to the School Employees Benefit Board (SEBB) for insurance programs as adopted in the Statewide Collective Bargaining Agreement for all employees who meet the eligibility requirements outlined below.

SEBB will implement the Statewide Collective Bargaining Agreement when establishing the employee rates which will be paid to the Health Care Authority (HCA) through payroll deduction for the month in which the employee receives benefits.

Benefits presently offered by the District through the SEBB include but are not limited to:

- Basic Life and Accidental Death and Dismemberment insurance (AD&D)
- Basic Long-term Disability
- Vision
- Dental including orthodontia; and
- Medical

Employees are eligible to participate in the SEBB-offered Medical Flexible Spending Arrangement (FSA) and Dependent Care Assistance Program (DCAP). Employees will also have the option of enrolling in a Health Savings Account (HSA) when they select a qualifying High Deductible Health Plan (HDHP) for their medical insurance. When available through SEBB, employees will be able to utilize payroll deduction for any supplemental insurance in which they choose to enroll through SEBB (e.g. increased Life, AD&D, Long-term disability, etc.).

B. Dependent Coverage

Legal spouses, state-registered domestic partners, children up to age 26 (biological and adopted children, children of the employee's spouse or state-registered domestic partner, children for which a court order of divorce decree created a legal obligation to provide support or health care coverage) and children of any age with a developmental or physical handicap who are not capable of self-support are dependents covered within the SEBB programs.

Upon moving to the new plan, should an employee have dependents who were covered as of December 31, 2019, but who no longer qualify for coverage under SEBB, the employee will have the opportunity to enroll these dependents at the employee's cost for a period up to 36 months. Such payments will be made through payroll deduction by the district and paid to the HCA for this purpose.

C. Eligibility

All employees, including substitute employees, shall be eligible for full insurance coverage under the SEBB program if they work, or are anticipated to work, 630 hours or more in a school year. All employees who were working 630 hours during the 2018-19 school year and continuing to be employed at the same FTE or greater, shall be anticipated to be work 630 hours or more in the 2019-20 school year and shall be deemed eligible for full benefit coverage under SEBB Resolution 2018-36 based on all work hours in any position within the district during the school year shall count for purposes of establishing eligibility.

Employees whose eligibility is presumed based on SEBB Resolution 2018-36 regarding hours worked in the previous two (2) school years shall be offered benefits. Employees who are hired after September 1 but are anticipated to work 630 hours or more the following year shall be offered benefits coverage based on SEBB Resolution 2018-32 regarding "mid-year hires."

The District shall notify the Association and the parties shall review the circumstances of any eligible employee on unpaid leave whom the Districts anticipates will become ineligible for benefits due to the unpaid leave status. Such notice and review shall occur reasonably in advance of any action by the District to terminate benefits to the affected employee(s).

D. Collaborative Review Process

The District shall provide the Association with reports upon request regarding employees the District deems ineligible for benefits. The District will provide any information requested by the Association regarding the reasons for such ineligibility.

E. Benefit Enrollment/Start

Benefit coverage for new employees will begin the first day of the month following the first day of work when it is anticipated that the employee will work 630 hours, except during the month of September when the employee's benefit coverage will begin in September if the employee meets the eligibility criteria.

F. Continuity of Coverage

When a new employee was previously employed by a SEBB employer and was eligible for SEBB coverage, that employee will have uninterrupted benefit coverage if the employee is anticipated to work 630 hours or more in the school year. If an employee was not anticipated to work 630 hours in a school year but meets the eligibility criteria during the school year, the employee shall be offered benefits coverage beginning in the month following this establishment of eligibility.

G. Benefit Termination/End

Any employee terminating employment shall be entitled to continue receiving the District insurance contribution for the remainder of the calendar month in which the contribution is effective. In cases where separation occurs after completion after the school year, SEBB rules will govern the termination of benefit coverage.

H. Legislative Changes

If the Washington State Legislature changes provisions of the SEBB to allow for changes in employer contributions towards elective benefits or makes changes to the insurance coverage provisions, either party can reopen this agreement for negotiation over the changes to the extent permitted by law.

I. Joint Monitoring Committee

The parties therefor agree to the following:

- 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.

It is the intent of the parties that any agreements reached through this process, will be added to the contract.

J. Additional Issues

With proof of insurance, an employee may decline coverage through the SEBB and therefore not have any payments or premiums deducted from their pay for this purpose.

All of the provisions of the relevant insurance provisions shall be interpreted consistent with the rules and regulations of the SEBB.

Speech Language Pathologists TA

A. Wednesday Early Release and Training

1. In the interest of increasing job-alike training options; SPED admin and ESA team leads will work on an early release calendar to identify similar expectations on early release days and location ideas for those meetings.

B. Training

1. Dedicated money available for SLP and IEP team members to access specialized training (outside of district provided) as a team.
2. SEA represented ESAs will have access to the Special Education professional development fund in Article 9, Section F, 3, L.

C. Program Supports

1. New SLP staff will receive AAC training.
2. In the 19-20 school year, SEA and SPS will collaborate to find clarity on how ESA's turn in and how overages are determined, across all clinical ESA groups in JLM.
3. SLP PLT will monitor and plan for FTE staffing when aware of new programs, SPED admin will communicate new programming to PLTs (including Dev. preschools, and SPP, SPP+ programs)
4. SPS agrees to actively work on recruiting and retention of SLPs of color
5. ESA's will have access to a closed, private space when testing or working with students.

Special Education, Nursing, ESA Team Lead TA

I. Team Lead Positions

A. Balancing Team Lead FTE

1. Team Lead FTEs will be reviewed on an annual basis.
2. Each Sp.Ed. ESA discipline (Occupational Therapy, Physical Therapy, School Psychology, and Speech Language Pathology) will receive a baseline of 0.2 Team Lead FTE, regardless of the current total FTE assigned to that discipline.
3. 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.
4. The special education director and ESA supervisor confer with all Sp.Ed. Team Leads to finalize the amount of Team Lead FTE for each of the four disciplines, taking into account the unique duties of the Team Leads of each discipline.

B. Team Lead Requirements and Term Limits

1. 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.
 - a. Each of the ESA disciplines will determine the characteristics of what it means to have "primary ESA" status in their individual discipline.
 - b. Each of the ESA disciplines and may decide to require a building-based assignment beyond the minimum of one full day, as appropriate to fit their definition of "primary ESA."
2. Team Lead positions will have a term-limit of 5-years. Following this term, the position will be reopened.
3. Each discipline will work seek and encourage new applicants to expand leadership development within their discipline. However, there is no limit to the number of consecutive terms an educator may serve as a team lead.

II. Ongoing Professional Growth for ESAs

- A. Team Leads and Nurse Coordinator will coordinate support through staff meetings, discipline-specific professional development and as a response to specific individual requests.
- B. Team Leads and Nurse Coordinator will coordinate the work of CLT ESAs and Program Mentors to ensure that support provided is targeted and aligned with the discipline-specific professional development and best practices.
- C. All new to the profession ESAs in their first year will receive support from a Program Mentor.
- D. All new to the profession ESAs in their first year will be mentored by either a Team Lead or Nurse Coordinator in their discipline.
- E. All new to the profession ESAs in their second and third years will receive focused support from Career Ladder ESAs.
- F. All mentoring and focused support will be guided by the Washington State Standards for Mentoring.

III. Evaluation Support

- A. Team Leads/Nurse Coordinator will provide and/or coordinate appropriate evaluation support for any ESAs with continuing contracts who are not yet meeting the performance schedule.
- B. The PAR Coordinator in Human Resources will help to identify any ESAs in need of intervention support and will notify both the Team Lead/Nurse Coordinator and evaluator.

Special Education TA

1. RACIAL EQUITY LENS

- a. Utilize Sped Task Force to work through racial equity tool and how to support use of tool to support placement and special education services. Use equity tier definition created by SEA + SPS, DREA and CRE. Use racial equity tool to evaluate special education placement.
- b. Special Education Task Force will collaborate with CRE & DREA to create tools (ex: checklist) for PreK-21 placement that includes racial equity definitions and provide training on how to implement the tools.
- c. Provide universal/mandatory training on use of racial equity tool when discussing placement of students into services.

2. JOINT TASK FORCE

- a. Task Force will reconvene, guided by the CRE/DREA tool, with parents, educators and district administration to examine service pathways.
- b. The Joint SEA/SPS Bargaining Team explicitly acknowledges the inherent structured institutional racism in the Special Education current service pathways. Accordingly, we urge the Joint Special Education Task Force to use this recognition of institutional racism as the anchor to examine the service pathways and student placement and services.
- c. Recommit to current task force language (with clarity on our shared commitment to racial equity) with any proposals to be made in the 20-21 school year.
- d. Task force will report out to community (SPS and SEA) on work being done in task force, no less than 3x yearly.
- e. Recommendations to the Joint Bargaining Team should be made by no later than May 1, 2021.

3. PROFESSIONAL DEVELOPMENT/MTSS

- a. SPS + SEA will explore The October TRI day to be used for sped trainings in 19-20, for implementation in 20-21. This will include ESA specific trainings and inclusive practices for general education educators. SPS and SEA will coordinate this work.

4. OTHER SUPPORT

- a. Assure robust PD co-created by SEA and SPS for sped staff on the services for students with disabilities, racial equity and flexible staffing concepts in support of using resources efficiently.
- b. Implement agreement for training itinerant classified staff who support student behavior needs to build services and use relief fund for highest need students.
- c. 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 who volunteer and

are selected for this pool can expect that their assignment may change frequently. Instructional Assistants in this pool will be paid a 6% premium.

5. **STAFFING RATIOS**

- a. SPS will offer/promote/advertise WEA SPED trainings.
- b. SEA and SPS co-create basic training for sped staff around behavior interventions, modifications, systems etc. that is provided throughout the school year.
- c. Implement mandatory training that partners with SEA for all SPS staff (gen ed, sped, IA) on services for students with disabilities, racial equity and flexible staffing concepts in support of student needs.
- d. 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. (we will round down when there is not an even percentage). Bring toolkit and flexible staffing training to the school staff. - This will not displace a staff member or cause the building to lose staff.
- e. Adjustments to staffing for overage/underage: October (first week), January, April, June. With the ability to make adjustments in special circumstances to be discussed in SPED JLM.
 - i. ESA overage process will be discussed at JLM.
 - ii. SPED Department Head roles and responsibilities will be discussed at JLM
- f. Part time ESAs can sub at their hourly rate.

Substitute General + Filling High Need Sub Positions TA

A. Compensation

1. A continuous assignment can be a single assignment or multiple assignments in high needs schools or filling hard to fill positions.
2. In the 19-20 school year, SEA and SPS will identify worksites and positions historically impacted by absences (for example; which sites cannot secure substitute).
 - a. 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.
3. Senior substitute will be paid \$10 more per day
4. The Sub JLM will determine the parameters of a pilot project aimed at incentivizing substitute to work in hard-to-fill jobs. Roll out by the beginning of the 20-21 school year.

B. Professional Development

1. All substitute have access to paid racial equity and LGBTQ trainings.
2. Substitute will have access to paid Special Education training.
3. Trainings required for the essential functions of the job will not come out of the Sub PD fund (e.g., PowerSchool).
4. Jump start the advisory PD committee focused on all. substitutes, paraprrofessional FTE and SAEOP FTE.
5. Ensure sufficient funds available for sub PD fund to pay for sub orientation and August PD Day (assumption: changing rates for PD will impact this pot).

C. Evaluation

1. A committee will work during the 2019-20 SY with sub association to explore how to update the sub evaluation to be more relevant to current practice/TPEP.
2. Clarify rules about how long a sub should be in a position and receive an evaluation (and how that is communicated).

D. Time Keeping/ Pay Validation

1. SPS will create a project timeline with milestones for the pay stub detail project, which will be a standing item on the Sub Labor Management monthly meeting to provide updates - plan to be developed during 2019-20 SY. Implementation will include option for substitutes to receive a written report.
2. SPS will create a project timeline with milestones for the electronic time keeping project, which will be a standing item on the Sub Labor Management monthly meeting to provide updates on progress - plan to be developed 2019-20 SY.

E. Sick Leave

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

F. Other

1. Operationalizing long-term cert and classified substitute in various sub-specific positions will be discussed in JLM and monitored for adjustment.
2. JLM will discuss suggested ways to address sub reassignment.
3. Create senior sub category for classified substitute with appropriate benefits (higher pay, sick leave accrual).
4. In the 19-20 school year, SEA and SPS will allow SEA represented staff to secure their own substitute.
 - a. Senior substitute will not have priority in picking jobs, but will see an increase in pay for this "senior sub" designation. (See compensation section above).
5. SEA and SPS will establish substitute availability for ESA's, including nurses.

Vision TA

A. Staffing

1. In SPED JLM, SPS and SEA will examine equalizing Orientation and mobility ratio to match the teacher of the visually impaired ratio (18:1 from 12:1).
2. Clarify how team lead FTE is allotted in SPED JLM in 19-20 school year.

B. Work location:

SEA and SPS will work together at JLM to establish a “home place” for visually impaired students that fosters community and learning as delineated in b1-b4. The following will be referred to JLM:

1. Ensure community engagement for/with students and families receiving Vision services.
2. Ensure workspace for Vision teachers and Braillists.
3. Vision program will have 1 room reserved for service delivery and to center the program (as a HUB).
4. Provide site-based supports for students and staff who have visual disabilities.

C. Braillists

1. Braillists will not be assigned to site duties (similar to sped IAS).
2. Based on the needs of the student, SPED IAs can act as 1 on 1s for students with vision impairments.
3. Braillists serve students, not just materials or preparations. Clarify role and responsibilities of Braillist in JLM.