

ARTICLE IX: WORKDAY, WORKLOAD, ASSIGNMENT AND SCHEDULING OF EMPLOYEES

SECTION F: SPECIAL EDUCATION STAFFING RATIOS, RELIEF AND WORKLOAD ISSUES

1. SERVICE MODEL DESCRIPTIONS AND STAFFING: The SPS Special Education Department offers a number of service models. All are available at every grade level to support the education of students receiving Special Education services and each has an associated staffing ratio(s). These ratios for Resource, Access, and SEL will sunset once the Workload Calculator model begins implementation.:

a. Resource Services: Students who receive resource services are students with mild to moderate differences in their instructional needs for specific academic needs and social skills. These students spend the majority of their instructional time in general educational settings with targeted support. Students may qualify in any one of thirteen federally mandated categories of disability. Services may be provided in any setting as specified in the IEP. Students at all grade levels have a right to these services. ~~In schools with a full continuum of services, Resource services in continuum schools will be staffed at 22:1:1 ratio and in satellite schools, resource services will be staffed at 18:1:1 ratio. Staffing ratios will not be used when the new Collaborative Teaching Resource Continuum service model is implemented. This service model will merge with Access, becoming Extended Resource in the 24-25 school year. A workload calculator tool will identify staffing needs for the 24-25 school year.~~

b. Access Services: Access Services provide specially designed instruction to students with moderate to intensive academic and functional needs. These students are able to make progress on their IEP goals while spending the majority of their instructional time, including their specially designed instruction, in a general education settings with full range of supports needed. These students may also benefit from a variety of specialized instruction, including smaller group instruction and intervention, for part of the day. ~~For the 2022-23 school year, Access services-Elementary will be staffed at a ratio of 10:1:3. Access Services-Secondary will be staffed at a ratio of 13:1:3. Staffing ratios will not be used when the new Collaborative Teaching service model is implemented. This service model will sunsetmerge with SEL for K-5 students in the 2023-24 school year and then withbe called Extended Resource. for Extended, and the 2024-25 school year for 6-12 students Resource in the 24-25 school year. A workload calculator tool will identify staffing needs for the 24-25 school year.~~

c. Social and Emotional Services: Social and Emotional Services shall provide specially designed instruction to develop the student's social/ emotional skills and social understanding. These students are able to make progress on their IEP goals spending a majority of their instructional time in a smaller group setting as their least restrictive environment. Additionally, these services may provide some or all of the academic instruction needed by these students as determined by the IEP. ~~Social~~For the 2022-23 school year, Social and Emotional services will be staffed at a ratio of 10:1:2. ~~This service model will merge with Access in the 2023-24 school year and then with-be called Extended Resource. for Extended Resource in the 24-25 school year. A workload calculator tool will identify staffing needs for the 24-25 school year. This service model will sunset for K-5 students in the 2023-24 school year, and 2024-25 school year for 6-12 students.~~

d. Extended Resource: Starting in the 2023-24 school year, Extended Resource services provides specially designed instruction to students with moderate to intensive academic and functional needs and specially designed instruction to develop the student's social/ emotional skills and social understanding. These students are able to make progress on

their IEP goals while spending the majority of their instructional time, including their specially designed instruction, in general education settings with full range of supports needed. These students may also benefit from a variety of specialized instruction, including smaller group instruction and intervention, for part of the day. Extended Resource Elementary will be staffed at a ratio of 10:1:3. Extended Resource-Secondary will be staffed at a ratio of 13:1:3.

e. Focus Services: Focus Services will provide specially designed instruction to students with intensive academic and functional needs and provide opportunities to participate in the general education curriculum through specially designed instruction at their present level of performance. These students benefit from spending a majority of their instructional time, including specially designed instruction, in a smaller group setting as their least restrictive environment. Focus Services – Elementary will be staffed at a ratio of 10:1:2. Focus Services – Secondary will be staffed at 9:1:1. Each year, SPS will allocate the equivalent of an additional twenty (20) instructional assistants to secondary Focus classrooms (initially staffed at 9:1:1) in recognition of a continuum of students needs in secondary Focus settings. These IAs will be assigned no later than October 1 of each year.

f. Distinct Services: Distinct Services will provide specially designed instruction to students who would benefit from a curriculum which differs significantly from the general education curriculum. These services may include academic, communication, life, and functional skill components. These students benefit from spending a majority of their instructional time in a smaller group setting as their least restrictive environment. These services are accessible to students at all grade levels have a right to these services. Distinct Services will be staffed at a ratio of 7:1:2.

g. Preschool classrooms including Developmental Preschool and Deaf/Hard of Hearing Preschool, will have a ratio of 10:1:2. Only students with IEPs count towards the 10:1:2 ratio. Each developmental preschool classroom can have up to four to six community-based peers who are typically developing and are to be enrolled through the school community. Inclusion of peers will be based on enrollment of students with IEPs - class size with peers not to exceed 4412 students. Preschool Medically Fragile classrooms will have a ratio of 6:1:2.

1. Preschool Assessment. The Special Education Department will work with Early Learning to establish a consistent weekly schedule, with a dedicated day for preschool assessments requiring Deaf/Hard of Hearing (itinerant) services, vision, and orientation and mobility services. Special Education will collaboratively with Early Learning and assign Itinerant staff (from DHH/Audiology and Vision to the Preschool Assessment Team for consistency of staffing. These assigned staff will attend PAT meetings as scheduled to remain informed on the work.

h. Deaf/Hard of Hearing Itinerant:

The staffing ratio (i.e., caseload) for an itinerant Deaf/Hard of Hearing teacher will be 15 students to one teacher (15:1). Individual caseloads may vary above or below these ratios. Fractional caseloads will be calculated and prorated by an employee's FTE. Caseloads will be monitored quarterly by the team lead and supervisor who will attempt within reason and good faith to ensure equity in workload distribution with consideration to student population, travel, and technology needs. When the parties do not agree, the supervisor will make the determination on caseloads.

Districtwide roles are required from itinerant Deaf/Hard of Hearing teachers for which 0.6 FTE will be dedicated to Deaf/Hard of Hearing team beyond the caseloads listed above. The total FTE will cover preschool assessment, new student assessment, and team lead. The team including the team lead will select, and the evaluator will approve, the way to divide and assign the 0.6 dedicated FTE for the additional tasks. A determination of FTE for these department-wide roles will be done at least annually through consensus of teachers, team leader, and supervisor. When the parties do not agree, the supervisor will make the determination.

Itinerant Deaf/Hard of Hearing teachers receiving a portion of the 0.6 FTE will have their 15:1 caseload reduced by an amount equivalent to the portion of the 0.6 FTE they are receiving. When there are changes to the number of teachers, the allocation of FTE for preschool assessment, team lead, and new student assessment will be reviewed and adjusted.

The team lead will be issued the appropriate stipend per Appendix E.

i. Vision Impairment and Orientation & Mobility Itinerant:

The staffing ratio (i.e., caseload) for Itinerant Vision Impairment and Orientation & Mobility will be 18 students to one teacher (18:1). Individual caseloads may vary above or below these ratios. Teachers holding dual certification in Vision Impairment and Orientation & Mobility may have a mixed caseload of Vision Impairment and Orientation & Mobility students. Students receiving Vision Impairment and Orientation & Mobility services from the same teacher will be counted on the teacher's caseload as one student. Fractional Vision Impairment and Orientation & Mobility caseloads will be calculated and prorated by an employee's FTE. Caseloads will be monitored quarterly by the team lead and supervisor, who will attempt within reason and in good faith to ensure equity in workload distribution, with consideration to student population, travel, and technology needs. When the parties do not agree, the supervisor will make the determination on caseloads.

Districtwide roles are required from Itinerant Vision Impairment and Orientation & Mobility teachers for which 0.9 FTE will be dedicated to the combined vision team beyond the caseloads listed above. That total FTE will cover preschool assessment, new student assessment, assistive technology, and team lead. The vision team including the team lead will select, and the evaluator will approve, the way to divide and assign the additional FTE for additional caseload tasks. A determination of FTE for these districtwide roles will be reached at least annually through consensus of teachers, team leader, and supervisor. When the parties do not agree, the supervisor will make the determination.

Itinerant Vision Impairment and Orientation & Mobility teachers receiving a portion of the 0.9 FTE will have their 18:1 caseload reduced by an amount equivalent to the portion of the 0.9 FTE they are receiving. When there are changes to the number of Itinerant Vision Impairment and Orientation & Mobility staff, the allocation of FTE for preschool assessment, assistive technology, team lead, and new student assessment will be reviewed and adjusted.

The team lead for the combined vision team will be issued the appropriate stipend per Appendix E of the Certificated CBA

j. Brailist:

One Brailist will be hired and assigned to each TVI. TVI's will work with the brailist to schedule brailist time consistent with the vision needs of students. If an IEP team determines a particular student with high vision needs requires additional brailist support, an additional brailist will be hired to support that student.

- k. Transition for 18-21 Services for Access, Social Emotional, and Focus will have a ratio of 10:1:2. Transition for 18-21 Services for Medically Fragile and Distinct will have a ratio of 6:1:2.

2. SCHOOL CATEGORIES: SPS has school categories that provide different Special Education service models:

- a. Satellite school: An elementary school or K-5 portion of a K-8 school where resource services provide specially designed instruction in specific academics and social skills.
- b. Continuum school: Continuum schools will have a range of special education service options which guarantee a student's access and participation in Resource, Access, and Intensive services and General Education.

3. STAFFING RATIOS:

Each service model staffing ratio determines the number of students served by each Special Education classroom teacher. SPS will provide the Full Continuum of Services with the student to staff ratios and services as outlined ~~below~~ above in this section and in the accompanying chart listing Service Models and Ratios. More staffing can be added to meet needs listed on IEPs and to address emergent needs of each school. The following staffing ratios will be used in schools as a means for staffing teachers and paraprofessionals in Special Education. ~~The School Workload Calculator tool will replace staffing ratios for Resource, Access, and SEL beginning in the 2024-2025 school year.~~

Service Model	Ratio (student: teacher: IA)
Access- Elementary	10:1:3
Access- Secondary	13:1:3
Social and Emotional Services	10:1:2
Focus - Elementary	10:1:2
Focus - Secondary	9:1:1
Distinct	7:1:2
Deaf/Hard of Hearing	9:1:2
Deaf/Hard of Hearing Itinerant	15:1

Medically Fragile	6:1:2
Vision Impairment	18:1:1
Orientation & Mobility (Itinerant)	18:1
Resource Satellite	18:1:1
Resource Continuum	22:1 22:1:1
Preschool (includes DHH preschool)	10:1:2
Preschool Medically Fragile	6:1:2
Transition for 18-21 (Access, Social Emotional, Focus)	10:1:2
Transition for 18-21 (Medically Fragile/Distinct)	6:1:2
* Access Extended Resource elementary starting in 2023-2024 (merger with SEL Access merger)	10:1:3
* Access Extended Resource secondary starting in 2023-2024 (merger with SEL Access merger)	13:1:3
* Resource Continuum of Services 2024-2025 (previous Resource, Access, SEL)	<u>Workload Calculator</u>

*Note: Staffing ratios will not be used for Resource, Access, and Social & Emotional Learning when the new Collaborative Teaching Resource Continuum service model is implemented for the 2024-2025 school year.

Rollout Resource Continuum of Services

- a. Collaborative Teaching for Inclusion: Beginning in the 2022-23 school year, SPS along with the Special Education Task Force will begin initiate the necessary planning, preparation, and training for all schools to successfully implement the Collaborative Teaching for Inclusion a resource continuum of services service model to achieve greater educational integration and inclusion for students. Once readiness is jointly (SEA and SPS) identified, secondary schools will begin implementing the Collaborative Teaching for Inclusion service model during the 2023-24 school year. The goal is to increase the number of schools offering the CTI service model in subsequent school years.
- b. Professional Development. SAll school staff will be supported by Special Education Department and other appropriate central office staff to implement a #Reesource Ccontinuum of Sservices (For more information, see SEA and SPS Joint Special Education taskforce). for Inclusion Central office support will include guidance development, in-person and shoulder-to-shoulder coaching and modeling, professional development for all school staff (including general and special education staff). Professional development may include Universal Design for Learning, scheduling guidance, inclusive strength-based language training, verbal de-escalation training, co-teaching, disability justice, physical offense/defense tactics training, disability justice and thespecial education law training, and high/low incidence disability specific training. SPS will provide additional job-related skills trainings for paraprofessionals working in the CTI service model.

~~and supportive scheduling. Every SPS school will implement the Collaborative Teaching service model and replace the Resource, Access, and Social & Emotional Learning service models by the conclusion of the 2024-25 school year.~~

- ~~b. Central office support will also include service model guidance development in creating master schedules, in-person and shoulder-to-shoulder coaching and modeling, additional co-teaching/collaborative teaching planning time for both classified and certificated staff (including general education staff)~~
- ~~c. Curriculum/Resources. Central office staff will ensure all special education teachers and instructional assistants have access to curricular guides in the same modality as general education staff and materials being used in the general education classrooms to support implementation of accommodations, modifications, and Universal Design. All students with IEPs have equivalent access to the general education teachers' curricular materials.~~
- ~~d. Staffing. Current staffing ratios will be maintained as written in the Staffing Ratios chart above until both parties bargain and reach agreement to change or replace any of the staffing ratios. for Focus, Distinct, Medically Fragile, Unique Assignments, and Preschool Service. The Workload Calculator will not be implemented as a tool to determine staffing until both parties reach agreement on how the calculator is used.~~

~~Teachers in the Collaborative Teaching service model will provide their students' paraprofessionals all instructional materials in advance of their instructional lesson(s) to enable each paraprofessional to provide the necessary student supports.~~

- ~~a. Student Need Workload Determinate: Student service needs will be quantified to determine staffing instead of using set staffing ratios in the Collaborative Teaching service model. This method will take into consideration student SDI and the amount of instructional time a teacher has available as the determinate for a teacher's workload.~~

~~When a need is identified for additional staffing, teachers can apply for additional staffing through the Special Education Relief Committee using their application process. The teacher will notify their Special Education Supervisor of the application. The Special Education Relief Committee will review and deliberate on submitted applications every two weeks. Application decisions will be implemented, denied, or shared for additional discussion at the monthly Special Education Joint Labor Management Committee who will select a course of action, if any.~~

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- ~~b. When Special Education teacher minutes are under capacity, supervisors will work with Special Education and administration teams to coordinate and utilize skillsets to respond to special service needs across their school and/or region.~~

4. Flexible Staffing – Flexible staffing will only apply to Resource, Extended Resource, Access, and Social Emotional pathways. Within these pathways, School special education teams will work collaboratively to plan and provide services. Special education teams may make staffing recommendations for flexible use of certificated and classified staff based on student needs to building leadership for final determination. For purposes of flexible staffing School Special Education teams consist of the student, their family/guardians, special Special education Education teachers, Sspecial education Education paraprofessionals, general education teachers, ESAs, department heads (or its elementary school equivalent), team leads, and building administrators school principals. The work of Special Education educators must be to prioritize their legally mandated responsibilities associated with Special Education services. Before making decisions, the teams will be provided training in the racial equity analysis tool and flexible staffing. All staff impacted by any decision regarding flexible staffing must mutually agree to the decision. School Special education teams will work collaboratively to plan and provide services. Special Education teams may be flexibly determine staffing recommendations for certificated and classified staff based on needs. If a program is under 50% capacity and another program is over by 20% of the applicable ratio then a flexible staffing discussion will take place at the school to determine if and how flexible staffing should be implemented (rounding down). Schools will be provided with racial equity analysis tool and in flexible staffing. Decisions made about flexible staffing will not displace a staff member or cause the building to lose staff. Special education paraprofessionals will maintain their current primary classroom assignments with the flexibility to support inclusion of students receiving special education services and/or grouping of special education students outside of and between special education classrooms including blended grouping.

5. OVERAGES:

Any time a teacher goes beyond the staff ratios in 1.a identified above, the following improvements in the overage chart below will be made by contacting the Special Ed Relief committee via overage form.

Student Overages-	Remedies-
Resource Services Continuum-	Per teacher-
1-4	overage pay—
5-8	.4 cert FTE.—
9-13	.6 cert FTE.—
14-17	.8 cert FTE—
18-22	1.0 cert FTE—
-	-
Resource Services Satellite (Elementary)-	Per teacher-
1-4	Overage pay—
5-87	.4-0.5 cert. FTE.—
89-1014	.6-1.0 cert. FTE.—

11-14	.8 cert. FTE
15-18	New Classroom 1.0 cert FTE plus 1.0 IA FTE
-	-
Resource Services Continuum (Secondary)	Per teacher
1-4	Overage pay
5-12	.4 cert FTE
13-17	.6 cert. FTE
18-22	1.0 cert FTE
-	-
Access Services-Elementary	Per Teacher
1-2	Overage pay
3-4	Teacher choice of Overage pay or 1 IA FTE
5	New classroom 1 cert FTE plus 1 IA FTE
6-10	New classroom 1 cert FTE plus 3 IA FTE
Access Services- Secondary	Per teacher
1-4	verage pay
5-6	plus 1 IA FTE
7-9	New classroom 1 cert FTE plus 1 IA FTE
10	New classroom 1 cert FTE plus 2 IA FTE
-	-
Social /Emotional Services	Per class
1-24	Teacher choice of overage pay or 1.0 IA FTE
3-4	1 IA FTE
5	New classroom 1 cert FTE plus 1 IA FTE
-	-
Focus Services	Per class
1-24	Teacher choice of overage pay or 1.0 IA FTE
3-4	Overage pay or 1 IA FTE
5	New classroom 1 cert FTE plus 1 IA FTE
-	-
Distinct Services	Per class
1	Overage pay
2-3	1 IA FTE
4	New Classroom 1 cert FTE plus 1 IA FTE
5	1 cert FTE plus 2 IA FTE

-	-
Medically Fragile Services-	Per teacher-
1 or 2 over in the District-	1 IA FTE-
3 or 4 over in the District-	New Classroom—1 cert FTE and 1 IA FTE-
5 over in the District-	1 cert FTE and 2 IA FTE-
-	-
Deaf/Hard of Hearing-	Per teacher-
1-2-	overage pay-
3-4-	Teacher choice: Overage pay or 1 IA FTE-
5 or more-	New classroom—1 cert FTE plus 2 IA FTE-
-	-
Deaf/Hard of Hearing (Itinerant)-	Per teacher-
1-2-	Overage pay-
3-	1.0 cert FTE-
-	-
Visually impaired-	Per teacher-
1-2-	Overage pay-
3-6-	Teacher choice: 1 FTE IA or overage pay1.0 cert FTE-
7-	1 cert FTE-
-	-
Orientation and mobility-	Per teacher-
1-25-	overage pay-
63-	1.0 cert FTE-
-	-
Preschool (includes DHH preschool)-	-
1-	Overage pay-
2-3-	Teacher choice: 1FTE IA or overage pay-
4+-	1 cert FTE plus 2 IA FTE-
Preschool Continuum of Services-	-
1-	Overage Pay-
2-	Teacher Choice 1 IA FTE or overage pay-
3-4-	1 Cert plus 1 IA FTE-
5-6-	New Classroom—1 Cert plus 2 IA FTE-
Transition (Access, Social Emotional, Focus)-	No adjustments-
-	-
-	-

<u>Transition (Medically Fragile/Distinct)</u>	<u>No adjustments</u>

<u>Student Overages</u>	<u>Remedies</u>
<u>Resource Services Continuum</u>	<u>Per Pathway teacher (through 2023-2024)</u>
<u>1-12</u>	<u>Overage pay—0.5 cert FTE plus 1.0 IA FTE</u>
<u>13-22</u>	<u>1.0 FTE Cert plus 1.0 IA FTE</u>
<u>Resource Services Satellite</u>	<u>Per Pathway teacher (through 2023-2024)</u>
<u>1-10</u>	<u>Overage pay 0.5 cert FTE plus 1.0 IA FTE</u>
<u>11-18</u>	<u>1.0 FTE Cert plus 1.0 IA FTE</u>
<u>Access Services -Elementary</u> <u>(Name will change to Extended Resources- Elementary in 2023-2024)</u>	<u>Per PathwayTeacher (through 2023-2024)</u>
<u>1-2</u>	<u>Overage pay</u>
<u>3-4</u>	<u>Overage pay or 1.0 FTE IA</u>
<u>5</u>	<u>New classroom -1.0 FTE Cert plus 1.0 FTE IA</u>
<u>6-10</u>	<u>New classroom – 1 cert FTE plus 3 IA FTE</u>
<u>Access Services — Secondary</u> <u>(Name will change to Extended Resource - Secondary in 2023-2024)</u>	<u>Per Pathwayteacher (through 2023-2024)</u>
<u>1-4</u>	<u>overage pay</u>
<u>5-6</u>	<u>overage pay or 1.0 FTE IA</u>
<u>7-9</u>	<u>New classroom- 1.0 FTE Cert plus 1.0 FTE IA</u>
<u>10</u>	<u>New classroom-1.0 FTE Cert plus 2.0 FTE IA</u>
<u>Social /Emotional Services</u>	<u>Per Pathwayclass (through 2022-2023)</u>
<u>1-2</u>	<u>Overage pay</u>
<u>3-4</u>	<u>1.0 FTE IA</u>
<u>5</u>	<u>New classroom -1.0 FTE Cert plus 1.0 FTE IA</u>
<u>Focus Services</u>	<u>Per Pathwayclass</u>

<u>1-2</u>	<u>Overage pay</u>
<u>3-4</u>	<u>Overage pay or 1.0 FTE IA</u>
<u>5</u>	<u>New classroom -1.0 FTE Cert plus 1.0 FTE IA</u>
<u>Distinct Services</u>	<u>Per Pathwayclass</u>
<u>1</u>	<u>Overage pay</u>
<u>2-3</u>	<u>1.0 FTE IA</u>
<u>4</u>	<u>New Classroom- 1.0 FTE Cert plus 1.0 FTE IA</u>
<u>5</u>	<u>1.0 FTE Cert plus 2.0 FTE IA</u>
<u>Medically Fragile Services</u>	<u>Per Pathwayteacher</u>
<u>1 or 2 over in the District</u>	<u>1.0 FTE IA</u>
<u>3 or 4 over in the District</u>	<u>New Classroom – 1.0 FTE Cert and 1.0 FTE IA</u>
<u>5 over in the District</u>	<u>1.0 FTE Cert and 2.0 FTE IA</u>
<u>Deaf/Hard of Hearing</u>	<u>Per Pathwayteacher</u>
<u>1- 2</u>	<u>Overage pay</u>
<u>3-4</u>	<u>Overage pay or 1.0 FTE IA</u>
<u>5 or more</u>	<u>New classroom – 1.0 FTE Cert plus 2.0 FTE IA</u>
<u>Deaf/Hard of Hearing (Itinerant)</u>	<u>Per Pathwayteacher</u>
<u>1-2</u>	<u>Overage pay</u>
<u>3</u>	<u>1.0 FTE Cert</u>
<u>Visually impaired</u>	<u>Per Pathwayteacher</u>
<u>1-2</u>	<u>Overage pay</u>
<u>3</u>	<u>1.0FTE Cert</u>
<u>Orientation and mobility</u>	<u>Per Pathwayteacher</u>
<u>1-2</u>	<u>Overage pay</u>
<u>3</u>	<u>1.0 FTE Cert</u>
<u>Preschool (includes DHH preschool)</u>	
<u>1</u>	<u>Overage pay</u>
<u>2-3</u>	<u>Overage pay or 1.0 FTE IA</u>
<u>4+</u>	<u>1.0 FTE Cert plus 2.0 FTE IA</u>
<u>18-21 Services (Access, Social Emotional, Focus)</u>	<u>No adjustments</u>
<u>18-21 Services (Medically Fragile/Distinct)</u>	<u>No adjustments</u>

<u>Resource Continuum of Services (beginning 2024-2025 for Resource/Access/SEL merger)</u>	<u>Workload Calculator</u>

~~1) c. In situations where the overage chart above provides an option in the overage remedy column, central office will communicate with the principal and teacher about the possibility of having an overage. The principal and teacher determine the type of overage support based on the chart above. After agreement by the principal and teacher, the principal will communicate the overage request to SEA and the SPS Special Education Office. SEA will contact the employee to verify that the employee agrees with the overage remedy. Once verification has taken place, the remedy will be enforced.~~

~~— In the case of unfilled positions, or staff absence due to extended leave, staff assigned to do case management for students not on their caseloads will have those students counted toward overage pay. These students will be weighted according to the ratio of their identified service placement. The phase in of the workload calculator will include this identified situation for the Resource Continuum of Services pathway effective 2024-25.~~

~~b. — In the case of unfilled positions or staff absence due to extended leave, staff assigned to do be the responsibility of a special education program supervisor unless staff agree to accept an overage and take on case management for have not on their caseloads. counted toward overage pay These students workload counted for purposes of determining overage pay. Such students will be weighted according to the ratio of their identified service placement.~~

~~e. — During the 2022-23 school year, sSpecial Eeducation certificated staff will receive overage from the date the overage first occurs. Adjustments to staffing for overage/underage will be carried out in October. When a need is identified for additional staffing after October, Special Education teachers or school leaders will notify can apply for additional staffing through the Special Education Relief Committee and the Special Education Supervisor using their application processthe Special Education Relief Committee form. The teacher will notify their Special Education Supervisor of the application. The Special Education Relief Committee will review and deliberate on submitted applications overage notifications every two weeks. The phase in of the workload calculator will include this identified situation for the Resource Continuum of Services pathway effective 2024-25. Special circumstances will be discussed in Special Education Joint Labor Management.~~

~~d.a. —~~

1) In situations where the overage chart above provides an option in the overage remedy column, central office will communicate with the principal and teacher about the possibility of having an overage. The principal and teacher determine the type of overage support based on the chart above. After agreement by the principal and teacher, the principal will communicate the overage request to

SEA and the SPS Special Education Office. SEA will contact the employee to verify that the employee agrees with the overage remedy. Once verification has taken place, the remedy will be enforced.

- 2) In the case where overage remedy triggers additional FTE, upon notification from the Special Education Relief Committee, the District will promptly post, and make every reasonable effort to fill and staff to the ratios set forth in the CBA. Concurrent with the posting, for additional staff, the District will utilize contractors/subs to fulfill the established ratios.
- 3) The process for seeking overage staffing adjustments is detailed in the Special Education Relief Committee section.

6. UNDERAGE:

a. When the staff ratio falls below the established staffing ratio, the following underage adjustments will be made. Additionally, flexible staffing may be used in accordance to the Special Education Relief Committee guidelines.

Total of students assigned-	Amount of staff assigned-
Resource Services Continuum (Elementary)-	Per school-
17-14 students enrolled-	.8 cert FTE-
13-9-	.6 cert FTE-
8-5-	.4 cert FTE-
4-1-	.2 cert FTE-
-	-
Resource Services Satellite-	Per school-
9-14 14-11 students enrolled-	.8 cert FTE 1.0 Cert FTE- Plus 1.0 IA FTE-
1-8 10-8-	.6 1.0 cert FTE-
7-5-	.4 cert FTE-
4-1-	.2 cert FTE-
-	-
Resource Services continuum (Secondary)-	Per school-
22-16 students enrolled-	1.0 cert FTE-
16-10-	.6 cert FTE-
9-1-	.4 cert FTE-
-	-
Access services-Elementary-	Per school-
54 students enrolled-	1 cert FTE, 2-1 IA FTE-
1-43-	1 cert FTE-
-	-
Access Services- Secondary-	Per teacher-
12-7 students enrolled-	1 cert FTE plus 3 IA FTE-
6-4-	1 cert FTE plus 2 IA FTE-
3-1-	1 cert FTE-
-	-

Social and Emotional Services-	Per class-
1-5 students enrolled-	1 cert FTE, 1 IA FTE-
1-4-	1 cert FTE, 1 IA FTE-
-	-
Focus Services-	Per class-
1-5 students enrolled-	1 cert FTE, 1 IA FTE-
1-4-	1 cert FTE, 1 IA FTE-
-	-
Distinct-	Per class-
5 students enrolled-	1 cert FTE, 2 IA FTE-
1-4-	1 cert FTE, 1 IA FTE-
-	-
Medically Fragile-	Per teacher-
No adjustments-	-
-	-
DHH (including itinerant)-	Per teacher-
No adjustments-	-
-	-
Visually impaired-	Per teacher-
6 students enrolled-	1 cert FTE-
-	-
Orientation and Mobility-	Per teacher-
6 students enrolled-	1.0 cert FTE-
-	-
Preschool (includes DHH)-	-
No adjustments-	-
-	-
Preschool Continuum of Services-	No adjustments-
-	-
-	-
Transition-	No adjustments-
-	-

<u>Total of students assigned</u>	<u>Amount of staff assigned</u>
<u>Resource Services Continuum (Elementary)</u>	<u>Per Pathwayschool (through 2023-2024)</u>
<u>10-22</u>	<u>1.0 FTE Cert and 1.0 IA FTE</u>
<u>1-9</u>	<u>0.5 FTE Cert and 1.0 IA FTE</u>
<u>Resource Services Satellite</u>	<u>Per Pathwayschool (through 2023-2024)</u>
<u>10-18</u>	<u>1.0 FTE Cert and 1.0 IA FTE</u>
<u>1-9</u>	<u>0.5 FTE Cert and 1.0 IA FTE</u>

<u>Resource Services (Secondary)</u>	<u>Per Pathwayschool (through 2023-2024)</u>
<u>13-22</u>	<u>1.0 FTE Cert and 1.0 IA FTE</u>
<u>1-12</u>	<u>0.5 FTE Cert and 1.0 IA FTE</u>
<u>Access services — Elementary</u> (Name will change to Extended Resources- Elementary in 2023-2024)	<u>Per Pathwayschool (through 2024-2025)</u>
<u>4</u>	<u>1.0 FTE Cert plus 1.0 FTE IA</u>
<u>1-3</u>	<u>1.0 FTE Cert</u>
<u>Access Services - Secondary</u> (Name will change to Extended Resources- Secondary in 2023-2024)	<u>Per Pathway teacher (through 2024-2025)</u>
<u>7-12</u>	<u>1.0 FTE Cert plus 3.0 FTE IA</u>
<u>4-6</u>	<u>1.0 FTE Cert plus 2.0 FTE IA</u>
<u>1-3</u>	<u>1.0 FTE Cert</u>
<u>Social and Emotional Services</u>	<u>Per Pathwayclass (through 2022-2023)</u>
<u>1-5</u>	<u>1.0 FTE Cert plus 1.0 FTE IA</u>
<u>Focus Services</u>	<u>Per Pathwayclass</u>
<u>1-5</u>	<u>1.0 FTE Cert plus 1.0 FTE IA</u>
<u>Distinct</u>	<u>Per Pathway-class</u>
<u>1-4</u>	<u>1.0 FTE Cert plus 1.0 FTE IA</u>
<u>Medically Fragile</u>	<u>Per teacherPathway</u>
<u>No adjustments</u>	
<u>Deaf/Hard Hearing (including itinerant)</u>	<u>Per Pathway teacher</u>
<u>No adjustments</u>	
<u>Visually impaired</u>	<u>Per teacherPathway</u>
<u>6 students enrolled</u>	<u>1.0 FTE Cert</u>
<u>Orientation and Mobility</u>	<u>Per Pathway teacher</u>
<u>6 students enrolled</u>	<u>1.0 FTE Cert</u>
<u>Preschool (includes DHH)</u>	

<u>Classrooms where enrollment is less than 50%</u>	<u>With mutual agreement of all impacted staff, IA's may be utilized in the building in other programs and duties as assigned by the principal in collaboration with the Early Learning department.</u>
<u>Wednesdays with no students</u>	<u>With mutual agreement of both Certs and IA's, Certs and IA's will be utilized in the school, working directly with students</u>
<u>Transition</u>	<u>No adjustments</u>

7. SPECIAL EDUCATION RELIEF ~~FUND~~ COMMITTEE:

The Relief Committee will be composed of eight (8) representatives appointed by SPS and eight (8) representatives appointed by the SEA. The Relief Committee's charge is to review overage notifications and to approve temporary relief requests.

- A. The Relief Committee will be appointed by the second week of school each year and will meet twice per month on a regular schedule agreeable to the Committee members. The committee will also meet in addition to its regularly scheduled meetings in urgent situations when needed to provide relief as soon as possible. Each May, the committee will meet to review the effectiveness of their recommendations and suggest modifications as appropriate.
- B. The Relief Committee will be convened each school year to review staff relief requests and make relief decisions to approve/not approve. The Relief Committee will review staffing overage notifications and will notify HR of staffing adjustments needed per the overage charts, including allocations from the Special Education Relief Fund to address a need for resources due to student complexity; headcount; unsafe environment; significant mobility issues; significant classroom dynamic; significant medical concerns; and significant transition issues for new students and ensure safety and effective learning environments for students receiving special education services. The Relief Committee will also review requests for staffing adjustments made by school teams.
- C. SPS will provide \$520,000 per year to fund the Special Education Relief Fund. The purpose of the fund is to alleviate unanticipated problems beyond regular baseline staffing in the provision of Special Education services. —To address a need for resources due to student complexity; headcount; unsafe environment; significant mobility issues; significant classroom dynamic; significant medical concerns; and significant transition issues for new students and to ensure safety and effective learning environments for students receiving special education services. This fund will not be used to pay for staffing adjustments driven by increased enrollment per the overage chart, but exclusively to fund temporary substitute support of student needs identified in the overage chart above 7a.

D. TEMPORARY RELIEF REQUESTS.

The following procedures will apply for the identification of temporary resolutions:

- 1) Problems associated with employee workload, as identified by a certificated non-supervisory employee serving students with IEPs, will be first brought to the attention of the school principal/program manager.
- 2) If a solution is not achieved at the building level (such as flexible staffing), the employee may, no later than May 1 each year, refer the problem(s) to the Relief Committee.
- 3) To request temporary support from the Special Education Relief Fund, staff will submit the Special Education Relief form developed collaboratively by the Special Education Relief Committee. Along with the Special Education Relief Form attach behavior data and incident report forms if pertinent.

The Relief Committee will be composed of five (5) representatives appointed by SPS and five (5) representatives appointed by the SEA.

~~The following procedures will apply for the identification of problems and recommendation of proposed resolution:~~

- ~~a) Problems associated with employee workload, as identified by a certificated non-supervisory employee serving students with special needs/IEPs, will be first brought to the attention of the school principal/program manager.~~
- ~~b) If a solution is not achieved at the building level, the employee may, by no later than May 1 each year, refer the problem(s) to the Relief Committee.~~
- ~~— To request temporary support from the Special Education Relief Fund, staff will complete the Special Education Relief Fund form developed collaboratively by the Special Education Relief Fund Committee. Along with the Special Education Relief Fund Form attach behavior data and incident report forms if pertinent.~~
- ~~— To request a staffing adjustment funded centrally, staff will submit school-wide special education enrollment data demonstrating need based on ratio language through 2023-24 and workload calculator language effective 2024-25.~~

~~E. F. In situations where student pose a significant concern and documentation is available as to the specific behaviors of concern (such as their intensity, their frequency, and interventions attempted) options for support will be made available by the school based student support team or SPS-based student support team upon written request by the classroom teacher. Options to relieve outside of schools suspension, may include, but are not limited to:~~

- ~~i. Instructional support in the form of behavioral and intervention strategies;~~
- ~~ii. Support for parent/family or guardian as appropriate;~~

- iii. ~~Support from a SPS appointed behavior specialist for students who have Autism with aggressive and unsafe behaviors, Emotional/Social Disorder Specialist; and/or a counselor for Mental Health Disorders;~~
- iv. ~~Short term Instructional Assistant assigned to the particular situation for data collection and/or implementation of school created behavior modification plans.~~
- v. ~~For students receiving Special Education services, any changes remain subject to IEP process requirements. The intent of this provision is to provide support to the classroom and not a means for evaluating teachers.~~

~~SPS will hire and provide training to a pool of itinerant Special Education instructional assistants that will be deployed to meet urgent needs determined by the Special Education Relief Fund Committee. Staff selected for this pool can expect their assignment to change frequently and will be paid a 6% premium increase on their hourly rate~~

E. STAFFING ADJUSTMENTS/OVERAGE RELIEF. The following procedures will apply for the identification of staffing adjustments:

- 1) The Special Education certificated staff informs the school principal, Special Education program specialist, and Special Education supervisor of the overload.
- 2) In pathways that have flexible staffing the Special Education School Teams- will explore options for flexible staffing to resolve overage. If the Special Education School Team cannot reach mutual agreement, the certificated staff will submit the Special Education Relief form. For pathways that do not have flexible staffing, they will proceed to c below.
- 3) To request a centrally-funded, staffing adjustment, staff will submit the Special Education Relief form. Upon completion and agreement of the Workload Calculator Tool, the Workload Calculator Tool will be used.
- 4) The Special Education Relief committee including the Special Education Director will confirm the overload on the overage chart. The Special Education Director will contact Human Resources to initiate identified remedy.
- 5) In the case where overage remedy triggers additional FTE, upon notification from the Relief Committee, the District will promptly post, and make every reasonable effort to fill and staff to the ratios set forth in the CBA. Concurrent with the posting, for additional staff, the District will utilize contractors/subs to fulfill the established ratios.
- 4)6) When there is an underage in any of the Resource, Access, Social Emotional, and Extended Resource pathways in a school building, the Special Education School Team will look for options to flex the staff between the aforementioned pathways to be able to maintain continuity of staffing.

8. WORKLOAD ISSUES:

- a. SPS will provide an IEP content and district procedures training two times per year. One IEP content/procedure training per year is mandatory for employees responsible for writing IEPs.
- b. SPS recognizes the need for appropriate training to better serve all students. The school principal/supervisor will allow employees the opportunity to attend a meeting facilitation training, which will include training to assist facilitators to work with difficult teams.
- c. The school principal/supervisor will provide employees the opportunity to attend a Special Education Law training at least one time per year.
- d. Certificated staff new to Special Education in SPS, will receive IEP Online training within thirty (30) days of their start date.
- e. SPS will ensure trainings are available to all school Special Education teams; the topics for these trainings are subject to change to meet current best practices and may include 1:1 paraprofessional duties, safety policies and resources, UDL, communication access and techniques (e.g., PECs), and de-escalation and CPI training.
- f. In situations where student behaviors pose a significant concern and documentation is available as to the specific behaviors of concern (such as their intensity, their frequency, and interventions attempted) - options for support will be made available by the school based student support team, behavioral supports, special education supervisor, and special education program specialist upon written request by the classroom teacher. Options to relieve outside of schools suspension, may include, but are not limited to:
 - 1) Instructional support in the form of behavioral and intervention strategies;
 - 2) Support for parent/family or guardian as appropriate;
 - 3) Support from a SPS appointed behavior specialist, behavior technicians, and/or a behavioral health professional from Behavioral Department ;
 - 4) Short-term Instructional Assistant assigned to the particular situation for data collection and/or implementation of school created behavior modification plans. See Relief Committee for more information.
 - 5) For students receiving Special Education services, any changes remain subject to IEP process requirements. The intent of this provision is to provide support to the classroom and not a means for evaluating teachers.
 - 6) SPS will hire and provide training to a pool of itinerant Special Education instructional assistants that will be deployed to meet urgent needs determined by the Special Education Relief Committee. Staff selected for this pool can expect their assignment to change frequently and will be paid a 6% premium increase on their hourly rate.
- d.g. To facilitate the educational assessment and to provide services to students with special needs, and to provide health/medical and legal safeguards for the students and employees, all information will, to the extent possible, be made available within the receiving building prior to student placement for students being placed from outside the district.

- 1) Student Services Assessment Report and Summary;
- 2) Any medical information necessary for student safety;
- 3) Specialized Education Services Report(s), if applicable;
- 4) Parent Appraisal;
- 5) Student's initial and current IEP's;
- 6) Former academic program, social information; and, behavior plans;
- 7) Notice of any critical condition.

e.h. For Special Education students who are going to be reassigned within the district, access to the student's IEP Online file will be given to the new team as soon as the student's placement has been verified. After the IEP team makes the determination of the least restrictive environment for a student, central staff assigns the student to the appropriate building dictated by the IEP team recommendations of services within the student's middle school assignment area or linked school. The building staff (principal, head secretary and IEP case manager (receiving teacher)) will be informed of the student assignment with student name and student ID number. IEPQ Support will be contacted to provide access to the receiving teacher. The receiving IEP team will have 3 days to prepare for the student's transition to ensure the student will receive appropriate services upon entry to the new school.

i. In addition, certificated Special Education employees, including clinical ESA staff, who are responsible for preparing IEP's and/or Special Education evaluations are entitled to a \$2500 annual stipend, pro-rated by FTE and paid in two installments, in recognition of the workload associated with preparing and completing IEPs and Special Education evaluations, meeting compliance requirements, progress monitoring notes, and supervising students as required by the IEP. To access this payment, the employee must be current in their responsibility for IEP and evaluation preparation and completion. For extenuating circumstances, the employee must contact their Special Education program specialist or supervisor. Additionally, Seventy-Five dollars (\$75) will be deducted from the second installment for each IEP that was not submitted within the month it was due and/or not compliant with federal and state regulations.

In the case of unfilled positions, or staff absence due to extended leave, staff who agreed assigned to do case management for students not on their caseloads will have those students counted toward overage pay. These students will be weighted according to the ratio of their identified service placement. The phase in of the agreed upon Workload Calculator Tool will include this identified situation for the Resource Continuum of Services pathway as identified by the joint SEA and SPS Special Education Taskforce.

- 1) In addition, when a special education ~~teacher goes~~ agrees to ~~goes~~ above their ~~recognized service~~ caseload numbers (staffing ratios in 1.a) they will receive additional compensation of \$75 per IEP. Any ESA who has a caseload, at least 2 above the average caseload for their respective field, will also be entitled to the additional compensation of \$75 per IEP.

- ~~f.j.~~ Employees responsible for preparing the Washington- Access to Instruction and Measurement (WA-AIM) are entitled to additional pay of \$50 per section per student.
- ~~g.k.~~ All employees involved in the Special Education student riser process (including visiting schools, participating in meetings, and transfer of files) will be paid at their workshop hourly rate for any time beyond their contractual day. The Special Education Department will fund up to two days of release per teacher of intensive students, in support of the riser process. Teachers will submit request for release time to their principal and the Special Education Department.
- ~~h.l.~~ Special Education Instructional Assistants' are intended to provide services to students with IEPs. Schools will not regularly assign Special Education Instructional Assistants as the primary supervisor of general education-only students. However, Special Education Instructional Assistants may also support general education-only students during the course of their supervision of students receiving Special Education services.
- ~~i.m.~~ The Special Education Department will allocate a Team Lead stipend for up to 25 designated Elementary Schools which have a Resource Room, two or more intensive service models, and a high number of IEPs.
- ~~j.n.~~ Certificated Special Education staff will have access to a fund of up to \$50,000 for the purpose of professional development.
- ~~k.o.~~ Certificated Special Education Program Specialists are eligible for up to 16 extra-time hours at per diem to cover summer and before-school work. In addition SPS agrees to the following:
- 1) Provide opportunities for professional development for program specialists.
 - 2) Develop a process to ensure equity in student placement decision using the racial equity analysis tool.
 - 3) Provide funds for materials for program specialists.
 - 4) Provide support and training when program specialists are engaged in legal/contentious cases.
- ~~p.~~ Program Specialists will have access to IEP support funds of \$75 when specialists write IEPs as assigned for coverage and submit extra time for the IEP writing.
- IEP and evaluation meetings will be held per family's preference virtually, in-person, or a hybrid of virtual and in-person per OSPI guidance. Staff will have the option to attend IEP and/or evaluation meetings in-person, virtually, hybrid of virtual and in-person for the purpose of increasing access and participation.
- All staff who are not eligible for an IEP and evaluation stipend, will be compensated at their per diem rate for attending IEP and/or evaluation meetings outside of contracted hours.
- ~~t.g.~~ A Pre-K workgroup will meet quarterly. The workgroup will report back to stakeholders and be clear when decisions are made. The workgroup will be guided by racial equity tools and will be open to all educators serving students ages 3-5.

~~m.r.~~ Developmental Pre-K will have a coach to work with educators:

- 1) Access and communicate coaching opportunities for Pre-K that are aligned and standardized.
- 2) Explore a P-3 content framework to develop building practitioner capacity.
- 3) Explore a P-3, Teacher Leadership Cadre (TLC) to offer peer support.

4. SPECIAL EDUCATION JOINT LABOR MANAGEMENT COMMITTEE:

- a. The Special Education Joint Labor Management Committee will meet each month to support the work of the Special Education Department and its staff to deliver high-quality services to SPS students.
- b. SPS representatives will include leaders from both the Special Education and Human Resources departments. SEA representatives will include a range of both certificated and classified staff.
- c. The Parties may convene subcommittees as mutually agreed.

5. JOINT SPECIAL EDUCATION TASK FORCE

The Joint SEA/SPS Bargaining Team explicitly acknowledge the inherent structured institutional racism in the current Special Education service pathways. Accordingly, we urge the Joint Special Education Task Force to take direction from student voice and use this recognition of institutional racism as the anchor to examine the District's service pathways, SPS student placement, and offering of services to move us towards our shared vision for inclusive learning environments for all students.

A. The Joint Special Education Task Force includes SEA represented educators appointed by SEA and building administrators, family representatives, and leaders from the Special Education Department appointed by the District.

B. The Task Force will meet monthly.

C. SEA appointed representatives on the Task Force shall be released with pay for monthly meetings or any additional meeting which is necessary to accomplish the work of the Task Force. The district will provide a substitute for up to ten (10) SEA appointed representatives who are released with pay.

D. Scope of the Task Force

~~1) The charge of the Task Force in the 2022-2023 school year is to:~~

~~1) Building on previous the work of the Special Education Task Force the 2022-23 school year of the Special Education Task Force, the Task Force will continue to work on a plan of implementation to transition from our current to a more inclusive resource services continuum and more inclusive practices for all pathways K-12. The Task Force will identify and recommend changes to institutional practices, programs, and policies.~~

~~2) The charge of the Task Force in the 2022-2023 school year is to create a Workload Calculator Tool (to be used in select schools during the 2023-24 school year) and to create a process for the utilization of the Workload Calculator Tool. The Task Force will provide a full set of recommendations by the last day of school to SEA and SPS.~~

a) The Workload Calculator Tool for the *Resource Continuum Pathway* will take into consideration, but is not limited to, student SDI, intensity, frequency, and duration of classroom supports, progress monitoring, data collection, planning and prep periods, lunch, workload calculation time, and/or any other elements deemed necessary.

3) Starting in the 2023-24 school year, the Workload Calculator Tool will be used in a select number of schools while maintaining staffing ratios as defined in Article IX.F. for the purpose of determining effectiveness in identifying staffing needs. The charge of the Task Force is to monitor the Workload Calculator Tool for effectiveness in identifying and allocating adequate staffing to meet the needs of students receiving special education services in the Extended Resource and Resource pathways. The Task Force is also charged with developing a school readiness tool to assess a school's readiness for moving to merge Resource with Extended Resource. Recommendations to both parties will be made no later than May 1, 2024. The Workload Calculator Tool will not be implemented as a tool to determine staffing until both parties reach agreement on how the calculator is used.

a) The Workload Calculator Tool results will be shared with Special Education Program Specialists and the school administrative team

4) During the 2022-2025 school years, the Task Force will continue to:

a) Collaborate with CRE and DREA to create tools (ex: checklist) for PreK-21 placement that includes racial equity definitions and provide training on how to implement the tools.

b) Monitor and review data and reports provided by the SPS for all pathways including medically fragile, distinct, and focus. Data and reports SPS will bring to the Task Force will include but are not limited to student numbers, demographics, population shifts, current schools with services provided, capacity of buildings, staff turnover, vacant certified and classified special education positions, and work on corrective action plans.

c.3) Review and make recommendations on:

1. The District's efforts to implement, monitor and improve the Full Continuum of Services

2. The Special Education Professional Development Plan including the use of a racial equity analysis tool to evaluate special education placement

c) Discuss and consider any other topic the Task Force agrees is necessary to its work.

a) The Task Force will reconvene, guided by the CREA/DREA Racial Equity Analysis tool, with parents, educators and district administration to examine service pathways.

d) The Task Force will report out to the community (SPS and SEA) on work being done in the task force, no less than three times per year.

b) Recommendations to the Joint Bargaining Team should be made by no later than May 1, 2024. prior to the expiration of the next negotiations.

e) Decisions regarding recommendations shall be made by consensus. The district shall keep minutes of the meetings and make these minutes available within 5 days of the meeting.