



## Our Tentative Agreement – SEA 2022 Bargaining

Our #SEASTrong vision is for a Seattle Public Schools that invests in the future. We bargain for a district that reflects [our values](#).

Student Supports	SEA Proposal	SPS Proposal	Our Tentative Agreement
Special Education	<ul style="list-style-type: none"> <li>Maintains and improves staffing ratios, adding Instructional Assistant support for a transition to a more inclusionary model</li> </ul>	<ul style="list-style-type: none"> <li>Grants unilateral authority to create an inclusion model with no input from staff or parents</li> <li>Eliminates staffing ratios which will result in adding more workload to general education and special education teachers</li> </ul>	<ul style="list-style-type: none"> <li>Starting in 2023-24 SY, Access &amp; Social Emotional merge and will be renamed Extended Resource (ratio 10:1:3 elementary, 13:1:3 secondary)</li> <li>Overages will be addressed every two weeks instead of every 3 months</li> <li>Special Education Task Force will create a workload calculator in 2022-23 which will be developed and tested with educators, then bargained before adoption and implementation by SPS.</li> </ul>
Multilingual Education	<ul style="list-style-type: none"> <li>Maintains the staffing ratios to meet the needs of multilingual students served in the neighborhood schools</li> <li>Forms a parent, educator, and district task force to promote collaboration and make recommendations to improve Multilingual service delivery model to make it more inclusionary</li> </ul>	<ul style="list-style-type: none"> <li>Cuts staffing ratios (reducing certificated and classified staffing across all schools)</li> <li>Makes general education teachers more responsible for Multilingual supports with less Multilingual staffing</li> </ul>	<ul style="list-style-type: none"> <li>Maintains our strong current cert and IA ratios; we keep ratios that ensure multilingual IAs continue to support students in our classrooms.</li> <li>Gain commitment for two job-alike days to increase community and common vision of inclusive ML education</li> <li>Commitment to increase communication and access to Dual-Language programs for students from partner language communities</li> <li>Incentive for all educators to earn Dual Language endorsement and retention bonus for educators who already hold an DL endorsement</li> <li>Incentive for all educators to earn English Language endorsement and retention bonus for educators who already hold an EL endorsement</li> </ul>
Interpretation and translation	<ul style="list-style-type: none"> <li>Provides interpretation during IEP and 504 meetings and translation of legal documents</li> </ul>	<ul style="list-style-type: none"> <li>No improvements</li> </ul>	<ul style="list-style-type: none"> <li>Per family preference, meetings may be held virtually, in-person, or a hybrid of virtual and in-person, for the purpose of increasing linguistic access and interpreter participation.</li> </ul>

Library funding	<ul style="list-style-type: none"> <li>Allocates per-student state funding directly to school libraries for materials</li> </ul>	<ul style="list-style-type: none"> <li>Continues to keep the funds centralized and maintain control over disbursement of the funds</li> </ul>	<ul style="list-style-type: none"> <li>One-time \$50,000 allocation for library materials in Tier 1 &amp; 2 schools</li> <li>\$9/student annually to all school building budgets for library materials</li> </ul>
Health and safety	<ul style="list-style-type: none"> <li>Maintains air quality standards, access to PPE, and communication on district protocol for outbreak response</li> </ul>	<ul style="list-style-type: none"> <li>Does only what is required of DOH and makes no further commitment in writing</li> </ul>	<ul style="list-style-type: none"> <li>SPS will ensure transparency to employees and the public of the Continuity of Operations Plan (COOP), making it public upon request</li> </ul>
Counselors, Social Workers	<ul style="list-style-type: none"> <li>Ensures that every elementary school has Social-Emotional Learning supports including at least 0.5 FTE of school social worker or counselor</li> <li>Creates a 504 Coordinator stipend and adding protection that no staff can be assigned to be the 504 Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>No improvements</li> </ul>	<ul style="list-style-type: none"> <li>Gain elementary and K-8 mental health professional ratios and increases staff across all schools: <ul style="list-style-type: none"> <li>✓ Tier 1 Elementary Schools allocated 1.0 FTE School Counselor or School Social Worker</li> <li>✓ Tier 2-4 Elementary Schools greater than or equal to 500 students allocated 1.0 FTE School Counselor or School Social Worker</li> <li>✓ Tier 2-4 Elementary Schools that have equal to or less than 499 students allocated 0.5 FTE School Counselor or School Social Worker</li> <li>✓ Tier 1 Secondary schools and K-8 schools allocated one school counselor for every 350 students (1:350) in addition to a 0.5 FTE school social worker</li> <li>✓ Tier 2-4 Secondary Schools and K-8 Schools allocated one school counselor for every 375 students (1:375) in addition to a 0.5 FTE school social worker</li> </ul> </li> <li>Each school will have a 504 coordinator who receives \$50 for every 504 plan they complete</li> </ul>
Nurses	<ul style="list-style-type: none"> <li>Adds FTE to relieve nurses at schools with higher-than-average workload and give Program Leadership Teams more decision-making power.</li> </ul>	<ul style="list-style-type: none"> <li>No improvements</li> </ul>	<ul style="list-style-type: none"> <li>Added 5.0 FTE certificated nurses district-wide</li> </ul>
Workload	<b>SEA Proposal</b>	<b>SPS Proposal</b>	<b>Our Tentative Agreement</b>
Early release time	<ul style="list-style-type: none"> <li>Protects educator-directed time on “yellow” days and gives more autonomy to office professionals</li> </ul>	<ul style="list-style-type: none"> <li>Reduces the number of “yellow” educator-direct days and increases “purple” administrator-directed days</li> </ul>	<ul style="list-style-type: none"> <li>Converted one collaboration (yellow) day to a principal directed (purple) day for each year of the contract to have focused PD on inclusion.</li> </ul>
Paraprofessionals	<ul style="list-style-type: none"> <li>Gives Family Support Workers adequate time to address needs of students and parents/guardians</li> <li>Removes teacher input from paraprofessional staff evaluations</li> </ul>	<ul style="list-style-type: none"> <li>No improvements</li> </ul>	<ul style="list-style-type: none"> <li>\$2000 additional per school for additional Family Support Worker time</li> <li>Input from other classified and certificated staff will not be used in paraprofessional evaluations</li> <li>Policy instituted to ensure all paraprofessionals will have a laptop</li> </ul>

	<ul style="list-style-type: none"> <li>Ensures paraprofessionals each have a laptop to do their work</li> </ul>		
SAEOPs	<ul style="list-style-type: none"> <li>Creates additional days for Office Professionals to finalizing grades and closing school</li> </ul>	<ul style="list-style-type: none"> <li>No improvements</li> </ul>	<ul style="list-style-type: none"> <li>SAEOPs now have access to a grievance process for workload issues up to Step 3 with Step 3 addressed at the Superintendent level</li> <li>\$4000 additional per building for extra time or subs to support peak overload time</li> </ul>
Substitutes	<ul style="list-style-type: none"> <li>Assigns building-based subs in the schools with the highest needs</li> <li>Gives classified subs same leave benefits as cert subs</li> </ul>	<ul style="list-style-type: none"> <li>No improvements</li> </ul>	<ul style="list-style-type: none"> <li>Classified subs now have parity with Certificated subs for accruing sick leave and bereavement leave after 20 days in an assignment</li> <li>Additional paid training for substitutes</li> </ul>
Class sizes & preps	<ul style="list-style-type: none"> <li>Caps class sizes for secondary non-core classes to bring parity with core classes</li> <li>Adds clarity about the process if a school adopts an advisory schedule</li> <li>Caps the number of elementary specialist class sections</li> </ul>	<ul style="list-style-type: none"> <li>No improvements</li> </ul>	<ul style="list-style-type: none"> <li>Secondary teachers will not teach more than five (5) class periods per day without volunteering and being compensated for giving up their PCP time unless the school, through their site-based decision-making process, adopts a schedule with seven (7) or eight (8) class periods inclusive of advisory and completes a waiver annually.</li> <li>When determining the safety of non-core classes, SPS will consider the physical location, number of students, materials and equipment used by students.</li> </ul>
Building Safety Team	<ul style="list-style-type: none"> <li>Maintains compensation for Building Safety Team members to complete the work of emergency preparedness and response.</li> </ul>	<ul style="list-style-type: none"> <li>No offer of any compensation/refuses to continue the Health &amp; Safety MOU language of the past two years</li> </ul>	<ul style="list-style-type: none"> <li>For the duration of this contract, SEA representatives on the Building Safety Teams will be allotted a team stipend/extra time in the amount of \$2000 annually.</li> </ul>
Compensation & Respect	<b>SEA Proposal</b>	<b>SPS Proposal</b>	<b>Our Tentative Agreement</b>
Classified	<ul style="list-style-type: none"> <li>Increases hourly wages across-the-board (raising the base salary) by a set dollar amount above the 5.5% state-funded Cost of Living Adjustment (COLA) for 2022-23, with percentage raises in each of the following two years above the state-funded COLA</li> </ul>	<ul style="list-style-type: none"> <li>Sets significantly smaller percentage-based raises plus one-time bonuses.</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 (2022-23): 7.0% inclusive of IPD + \$1500 bonus</li> <li>Year 2 (2023-34): 4% or IPD, whichever is greater</li> <li>Year 3 (2024-25): 3% or IPD, whichever is greater</li> </ul>

<b>Certificated</b>	<ul style="list-style-type: none"> <li>• Secures a percentage raise above the 5.5% the state funded COLA for 2022-23 with percentage raises in each of the following two years above the state-funded COLA</li> </ul>	<ul style="list-style-type: none"> <li>• Sets significantly smaller percentage-based raises.</li> </ul>	<ul style="list-style-type: none"> <li>• Year 1 (2022-23): 7.0% inclusive of IPD</li> <li>• Year 2 (2023-34): 4% or IPD, whichever is greater</li> <li>• Year 3 (2024-25): 3% or IPD, whichever is greater</li> </ul>
<b>Substitutes</b>	<ul style="list-style-type: none"> <li>• Adds incentive pay to attract and retain subs in SPS, especially on hard to fill days of the week</li> </ul>	<ul style="list-style-type: none"> <li>• No improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Substitute salary reflects the annual increases in alignment with the certificated and classified salary schedules</li> </ul>
<b>Extra time</b>	<ul style="list-style-type: none"> <li>• Pays for extra time attending IEP and 504 meetings outside of the contractual workday</li> </ul>	<ul style="list-style-type: none"> <li>• No improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Each building will have a certificated or classified staff 504 Coordinator member who will support the writing and coordination of 504 plans, compensated at \$50 per completed initial student 504 evaluation</li> </ul>
<b>Sub Unavailability Funds</b>	<ul style="list-style-type: none"> <li>• Ensures that buildings' budgets are not impacted by unfilled sub positions so that educators can afford to buy supplies and copy paper</li> </ul>	<ul style="list-style-type: none"> <li>• Penalizes school budgets when staff don't call in for a sub at least one hour before start time</li> <li>• Keeps sub reimbursement funds and does not allow any rollover from year to year</li> </ul>	<ul style="list-style-type: none"> <li>• Maintained current contract language, no take-aways</li> </ul>
<b>Leave</b>	<ul style="list-style-type: none"> <li>• Protects educators' rights to take personal days when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Prohibits use of personal leave on days before or after scheduled breaks, weekends, and other district-designated days of the year</li> </ul>	<ul style="list-style-type: none"> <li>• Agreement that personal leave will not be used for regularly shortening the workweek or extending a break; supervisor may request a conference with a member if they are concerned about personal day usage</li> </ul>
<b>Workplace safety</b>	<ul style="list-style-type: none"> <li>• In the absence of a Harassment, Intimidation, and Bullying policy for staff, creates a pathway rooted in restorative justice for staff to resolve workplace issues that are not contract violations, but are personnel-related.</li> </ul>	<ul style="list-style-type: none"> <li>• Takes away our HIB policy and replacing it with a "civility policy"</li> <li>• Refuses to use restorative justice or third-party mediation for resolution</li> </ul>	<ul style="list-style-type: none"> <li>• The Wellness Manager and the Restorative Justice Coordinator will come out to buildings to work with SEA representatives to assess and develop restorative practices to address low-level conflict between staff members within the building</li> </ul>