

Letter of Agreement

Evergreen Education Association Evergreen Public Schools

Evergreen Public Schools and the Evergreen Education Association agree to reinsert the two contract language items that were inadvertently removed in the 2016 bargain, as listed below. The items shall be inserted in the 2016 -2019 successor agreement, in their designated sections, as follows:

Article III. Personnel, Section I. Employee Transfer, 3. Employee Movement Compensation

d. An employee whose assignment is changed during a term shall be paid one day, paid at the professional rate, to prepare for the change.

Article VIII. Instruction, Supportive Learning Environment, 11. Special Education, d. Staff Assistant Factors

Revise section to read as follows:

d. Staff Assistant Factors

Staff assistant hours generated based on an individual student IEP, (i.e. indicating the need for a 1-1 assistance), shall be in addition to staff assistant hours generated on the Staff Assistant Allocation Matrix. Any additional hours generated by an IEP for a 1-1 assistant shall be utilized for the support of the student with the IEP needs (i.e. the need for additional 1-1 assistance).

- Each special education program will be staffed with assistant time based on the staffing factor.
- Each special education teacher caseload generates a minimum of a six hour staff assistant allocation when FTE is 0.8 FTE or greater.
- The Learning Support teacher or staff assistant staffing allocation reflects all Learning Support students in a building. Staffing for Learning Support is not determined on an individual teacher classroom basis. The total building staffing is the sum of staffing factors for all Learning Support students in the building. Each building has the ability to determine their implementation of staffing within the total staffing provided.
- Staffing for specialized classrooms to include SLC, SCIP, ALC, LSC, DSC, ECSE, DHH, etc. is generated by and allocated to each classroom and is not a sum of all in a building unless there is mutual agreement between teachers in the same building and program.
- Individual staff assistant time assigned to student(s) support- i.e. 1:1 or 1:2 assistance, is not to be counted in the classroom formula but is in addition to any classroom allocated time, since the time is devoted exclusively to the student(s)-Their contribution to the classroom mix is deleted for calculation of classroom staff assistant time only
- When the IEP team determines there are additional student needs based on the IEPs that need to be met, a process will be in place enabling a building to make a request for specific additional assistant time for individual students or groups of students. These requests will be presented to the Director of Special Services for review and approval based on
 - Safety needs
 - Medical/Physical needs
 - Behavioral needs
 - Extenuating circumstances
- If a special education teacher thinks his/her level of staff assistants is unsafe or causing a disruption in the educational process, and special services has reviewed the load and disagrees, the issue will be taken to a regular scheduled Labor Management meeting.


For the Association


For the District

4/11/17
Date

2/15/17
Date