

Contract Language specific to SLPs in some WA State Districts

The expiration date of the contract is listed in parenthesis unless older is written there, which means it was accessed Summer 2011 and expiration date is not known (but might already be expired). When the older language was accessed, the focus was specifically at caseload/workload. When the other contracts were accessed, any direct reference to SLPs was the focus. A list of all WA State SDs can be found here as a jumping off point to find the contract (not always straightforward, often under human resources or personnel, often not on the SD site at all): <http://www.schoolcontracts.info/>.

Aberdeen School District (8/31/2013)
Anacortes School District (2013)
Arlington School District (8/31/2012)
Asotin-Anatone School District (2013)
Auburn School District (8/31/2013)
Bainbridge Island School District (?)
Bellevue School District (older)
Central Valley School District (8/31/2012)
East Valley School District (Spokane) (8/31/2012)
Edmonds School District (older)
Everett School District (older)
Federal Way School District (older)
Highline School District (older)
Issaquah School District (older)
Lake Washington School District (older)
Mukilteo School District (older)
Northshore School District (older)
Shoreline School District (older)
Spokane Public Schools (08/31/2012)
Tacoma Public Schools (older)
Vancouver Public Schools (8/31/2013)
Walla Walla School District (8/31/2012)
Yakima School District (8/31/2013)

Aberdeen School District – Contract 2011-2013

Page 14 (Special Education Workload)

559 Section 6.2.2 The Special Education Director will convene meetings on or about
560 the dates of October 10, December 10, February 10 and April 10 for the purpose
561 of equalizing the caseload and evaluation workload of Speech and Language
562 Pathologists and Occupational Therapists. Equalization of workloads will take the
563 severity of student issues into account. A representative of the Association,
564 appointed by the Association president, will have the option of attending these
565 meetings. If a mutually acceptable agreement cannot be reached in the meetings,
566 the ultimate authority to make a decision lies with the Superintendent.

Page 17 (Time Responsibility Incentive)

697 Section 7.2.3 Each K-12 special education teacher and special education itinerant
698 will receive an additional one (1) self-directed per diem day for TRI activities.

Page 20 (Itinerant Personnel Workday)

855 Section 7.5.1 The length of workday for itinerant personnel shall be the same as
856 for all other employees covered by this Agreement.

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858 Section 7.5.2 The workday for Speech/Language Pathologists, Psychologists,
859 Therapists, Education Specialists, Librarian/Media Specialists, and Consultants shall
860 start at their first teaching station (in some instances this may be the District
Office). Travel time shall not infringe upon the thirty (30) minute 861 duty-free lunch
862 period guaranteed to all employees. Travel to scheduled teaching stations outside
863 the District shall be included in the normal working day.

864

865 Section 7.5.3 For some itinerant personnel, preparation, consultation, and report
866 writing are part of the basic assignment and are scheduled during the student day.
867 This would include Education Specialists, Psychologists, Speech/Language
868 Pathologists, Therapists, such as Occupational and Physical, Librarian/ Media
869 Specialists, and Consultants.

Page 32 (Building Facilities)

1363 11. The District will provide adequate space and materials for Counselors,
1364 Resource Teachers, Nurses, Speech/Language Pathologists, Psychologists,
1365 and other specialists and itinerants who work with students, after
1366 consultation with those specialists named above.

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1368 12. The District will provide all itinerant staff with access to the district e-mail
1369 system and internet access for use in their professional duties.

Page 35 (Transfer Requests)

1479 Section 10.1.6 The duties and assignment of itinerant staff must be determined
1480 by the needs of the schools and the specific skills and training of the staff
1481 members. Included are Speech Language Pathologists, Psychologists, Occupational
1482 and Physical Therapists, Ed Specialists, and Coordinators. Transfer of all other
1483 special education teachers will be treated as regular education teachers except that
1484 they shall not be involuntarily transferred more often than once in three (3) years
1485 except where there are no students in a particular program at a particular location.

Anacortes School District – Contract 2011-2013

Page 37 (Instruction – Class Size/Load Review Team)

2.5 Special Education Caseloads:

K-12 Resource Room	35
Life skills or Pre-School	15 per class (example: 15 in a.m., 15 in p.m.)
OT/PT/SLP	60 IEP's
Psychologist	1,300

Should there be an overload, the District will post the appropriate FTE position (not less than .25 FTE) to bring caseloads into compliance. The District may contract out SLP, OT, PT and Psychologist work after posting without the result of a qualified candidate.

Each Special Education staff member shall be eligible for one (1) day of relief time from students per semester for on-site work devoted to duties related to his/her assignment.

Page 38 - Preparation Period

Specialists: Program or subject area specialists will be provided the same number of 45-minute blocks per week as other elementary teachers. Educational Staff Associates shall be provided with an average of at least 45 minutes per day preparation time.

Arlington School District – Contract 9/1/2010-8/31/2012

Page 18 (Extended Contracts and Compensation Beyond the Basic Contract)

5. Special education classroom teachers, Occupational Therapists, (O.T.), Physical Therapists (P.T.) Speech Language Pathologists, (S.L.P.) and the district nurse shall receive five (5) days, prorated by FTE of extended contract time to perform duties unique to their specific assignments unless one or more of the following conditions exist:

- a. The special education teacher has more than one and one-half (1 1/2) hours per day without student contact beyond the contracted preparation time, not to include recess time and before and after school time.
- b. The special education teacher is not available during the contracted work day.
- c. These five (5) days will be paid automatically in equal monthly payments during the contract year.

Page 32 (Class Size and Class Size Relief)

M. Speech and Language Pathologists caseloads should not exceed fifty (50) students per 1.0 FTE. When a caseload exceeds fifty (50) students per 1.0 FTE, the SLP's will schedule a meeting with the Special Programs Director and the building principals to balance the caseloads among the SLP's. Caseloads will be evaluated quarterly by the Director of Special Programs with the SLP-A time adjusted accordingly. In the event that caseloads exceed fifty (50) students per 1.0 FTE, the District will assign two (2) hours per day of Speech Language Pathologist Assistant (SLP-A) support. An additional two (2) hours will be assigned for every ten (10) students over fifty (50). The maximum SLP caseload with SLP-A support will not exceed 95 students per 1.0 SLP FTE. When the caseload exceeds 75 students, the SLP shall receive a stipend of \$500 for every full quarter of service and will be completed on the overload compensation dates.

Auburn School District

Page 70 (Class Size – Special Education General Provisions)

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c. Work Relief Days

All Certificated Special Education teachers will receive additional work relief days over and above the standard two (2) a year according to the following standard:

- 0.5 Certificated Special Ed. teacher: One (1) additional work relief day
- 1.0 Certificated Special Ed. teacher: Two (2) additional work relief days

f. IEP Compensation

Once employees have successfully completed twenty-six (26) IEPs, they shall be paid one and one-half (1½) hours of per diem pay for each finalized IEP beginning with the twenty-seventh (27) completed IEP, provided the IEP is completed in a timely fashion.

If a special education staff is assigned to write, monitor, evaluate, and manage the IEP and program for a student who is

Continues on page 71...

assigned to a non-certificated special education teacher or long-term substitute, that special education staff member shall receive one and one-half (1½) hours of per diem pay for the student's finalized IEP/managing the student's program, provided the IEP is completed in a timely fashion. IEPs for which a teacher is compensated under this agreement shall not count towards the twenty-five (26) IEP trigger for additional pay set forth above.

Documentation for IEPs completed during the school year must be submitted to the Student Services Office on a monthly basis.

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6. Caseloads--ESA Specialists

Caseloads for ESA services shall be as follows:

- a. Psychological services: 1.0 FTE is responsible for 85-100 cases - initial evaluations, reevaluations, and review of eligibility for transfer students.
- b. Speech and Language Pathologist: 1.0 FTE for fifty (50) students.
- c. Occupational Therapists: 1.0 FTE for 24 students. Certified Occupational Therapy Assistants are assigned based on student needs.
- d. Physical Therapists: 1.0 FTE for 24 students. Physical Therapy Assistants are assigned based on student needs.
- e. Counseling services: Each elementary school building shall be assigned one (1) certificated counselor. Each middle school shall be assigned a minimum of two (2) certificated counselors except during a transitional year of opening. Should a middle school building exceed 900 FTE students, a third counselor shall be added. Each comprehensive high school building shall be assigned a minimum of four (4) counselors except during a transitional year of opening. West Auburn shall have one (1) counselor. If a high school building exceeds 2,000 FTE students, a fifth counselor shall be added. For every 400 FTE students thereafter, an additional counselor will be added. Additionally, each comprehensive high school shall be assigned one (1) career counselor. For future counselor position openings, ESA social workers may be considered.

Continued on page 74...

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- f. Elementary reading specialists: Contingent upon the receipt of Title I and LAP funds, the district will hire a full-time reading/language arts specialist for each elementary school.

- g. Nurses: In 2011-12, the district will increase nurse staffing, based on Title 19 revenue, for a total of 8.0 FTE nurses. At the end of the 2011-12 school year, Title 19 revenue will be reviewed for the previous year. If the amount has increased \$75,000 over the 2009-10 revenue, an additional 1.0 nurse will be added for a total of 9.0 FTE nurses. Should the district experience a reduction in Title 19 revenue from the 2010-11 level, the Association and District agree to meet to discuss the potential impact to nursing staffing.

- h. For any period that the district is unable to hire the number of ESA Specialists necessary to honor contractual caseload limits due to a lack of qualified applicants, ESA Specialists will be compensated as follows:
 - Occupational Therapists: Two (2) hours of per diem pay for each case above 24

 - Physical Therapists: Two (2) hours of per diem pay for each case above 24

 - Speech & Language Pathologists: Two (2) hours of per diem pay for each case above 50

 - Psychologists: Three (3) hours of per diem pay for each case above 100

- i. When there are beginning of the year program demands that conflict with scheduled professional development that does not apply to the ESA employee's professional responsibilities, the employee, in consultation with the supervisor identified below, may flex their work schedule to address program demands: counselors will consult with their building principal; all other ESA employees will consult with their program supervisor.

- j. The LMT will meet to determine the specific criteria for the National Certificate equivalency to the National Board Certification for Teachers. When I-728 monies are reinstated to

And continued more on Page 75...

1 2008-09 funding level per student (\$458.10), the ASD will
2 implement the model for recognition and compensation for
3 compatible certification.
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5 k. The ESA Specialists named below will receive extended day
6 contracts at per diem as follows:

- 7 Middle School Counselors - 3 days for a 1.0 FTE
- 8 High School Counselors - 5 days for a 1.0 FTE
- 9 School Psychologists - 12 days for a 1.0 FTE
- 10 Lead School Psychologist - 10 days for a 1.0 FTE
- 11 Lead OT/PT - 10 days for a 1.0 FTE
- 12 Lead Nurse - 10 days for a 1.0 FTE
- 13 Lead SLP - 10 days for a 1.0 FTE

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15 Every three years lead positions will be posted for any
16 interested staff member in the category to apply.
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18 Budget Contingency for Extended Day Contracts: Funding of the
19 extended day contracts is contingent upon the premise that the
20 state does not implement a reduction in Basic Education Funding.
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22 1. Those specialist positions that generate Title 19 Ad Match
23 reimbursement funds (formerly known as Medicaid reimbursement)
24 will meet with their program administrator to determine how the
25 portion of the revenue that the district has determined to flow
26 back to student services will be distributed and used. Individual
27 building will receive no less than 10% of the funds that are
28 generated by their building. Annually, nurses will receive an
29 accounting of how funds were used for the previous year. This
30 will occur no later than October 1st each year.
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Bainbridge Island School District

Page 4-21 (Article 4, Section J: Staffing)

SPECIAL SERVICES STAFF:

Target Ratios

Title 1/LAP Specialist (as defined by grant in building plan)

Counselor: Elementary 1:450 students

Intermediate School 1:425 students

Middle School 1:400 students

High School 1:400 students

Nurse 1:2500 students

Occupational Therapist/Physical Therapist: One therapist will maintain a caseload of no more than twenty-five students (25 IEPs) per full time equivalent therapist.

Speech Language Pathologist: One therapist will maintain a caseload of no more than (40) students (40 IEPs) per full time equivalent SLP with remedies to begin with the 42nd case.

School Psychologist: The target ratio will be a caseload of no more than 1:1250 per FTE for the psychologist staff. The District reserves the right to assign staffing to meet student caseload ratios (i.e. multiple buildings, reassignment, etc.) To determine Early Childhood caseload multiply the Kindergarten head count by 3.5.

Speech and Language Pathologists, Occupational Therapists and Physical Therapists will be provided appropriate time during school hours to complete evaluations and related paperwork, obtained either through regular scheduling of time blocks or through the modification of therapy schedules on an as needed basis.

7. In order to ensure input from certificated employees directly affected by classes and/or caseloads larger than the maximum staffing guidelines/standards, the following procedure will be followed:
- a. As soon as an overload occurs, the supervisor will meet with the employee to analyze the situation and develop a tentative solution and implement the remedies chosen by the employee from the options outlined in Section J, 8.b., below. If district level approval is needed, the supervisor will advise the employee within five (5) school days of the decision. These remedies will be funded from the general operating budget for the employer.
 - b. Deviations from these levels may occur where certificated employee(s) and administration have developed special variations in curriculum, instructional methods, and staff organization. A mutual letter of agreement will be established between the association and the employer regarding any deviations.

8. Remedies: With the exception of special classes and programs whose class sizes have traditionally been larger, whenever a regular academic class section and/or special education caseload exceeds the above maximum numbers or standards, one or more of the following steps may be implemented provided there has been a review conducted by the immediate supervisor, affected certificated employee(s), and, if needed, the Superintendent's designee (for funding assistance).

For the purpose of providing remedies for Psychologists, and Elementary Specialists overloads will be determined when whole numbers are reached at the five percent (5%) and ten percent (10%) levels.

- a. The employer will have ten (10) school days at the beginning of the school year and five (5) school days at the beginning of the second and third trimester/semester to make adjustments in class sizes.

In the event overload classes cannot be adjusted within the maximum prescribed above, then the affected employee(s) will have the remedy of option(s) of his/her choice as outlined in this section. All options will be retroactive to the first day of the overload.

- b. Overload remedy options: The employer will make a reasonable attempt to hire certificated employees to remedy overload situations.

(1) Addition of paraprofessional time: If a class size or caseload exceeds the maximum number or standard stated above, an affected teacher may choose to have one half (1/2) hour of paraprofessional time per day for each student over.

Paraprofessional time for special services staff who do not have direct instructional responsibilities will be granted at a rate of one (1) hour per day for each five percent (5%) over the target ratio stated above up to a maximum of two hours per day.

Stipend for extra students for special services staff for whom substitutes are not usually provided (e.g. nurse, counselor, psychologist, SLP and OT/PT) will be granted per Appendix D per day for each five percent (5%) over the target ratios stated above, up to a maximum of ten percent (10%) over the limit per day.

10. A teacher whose class size/caseload is under the stated minimum number, but has concerns about the composition and/or special needs of students in his/her class, may refer those concerns in writing to the District Review Committee. The committee will meet twice yearly with application deadlines of November 1 and March 1. The teacher will complete and submit the Staffing Review Committee packet (available on the district website under "For Staff/District Forms") on or before the deadlines to the Human Resource Director. The committee will be composed of two (2) administrators chosen by the Superintendent, three (3) certificated staff members chosen by the association, one of whom is a special education staff member, and chaired by the administrator of Human Resources (who may vote to break a tie). The District Review Committee will meet with the applicants within ten (10) working days of the deadline date. Final decisions will be provided by email within two (2) working days of the final committee meeting. The following criteria will be used as a guideline in determining possible action:

- a. Range of student performance
- b. Student combinations
- c. Limits of supplies and/or facilities
- d. Safety regulations
- e. The teacher's experience
- f. Categories of student needs as established by the state superintendent's office
- g. Travel between buildings
- h. Extremely High Impact student(s)
- i. Excessive number of preparations

The kinds of measures taken to give assistance to a teacher with a special class may include transfer of students, addition of certificated and/or paraprofessional time, accumulation of substitute time, and/or other mutually agreeable solutions. For cases where class size/caseload has not exceeded the limit, the decision of the District Review Committee may be appealed only to the superintendent's level where the decision will be final and binding.

Measures taken by the District Review Committee will not exceed \$15,000.00 in total per school year.

11. Special needs teachers and specialists, with the exception of psychologists who have a separate remedy, who have concerns about the composition and/or special needs of students within their caseloads may refer those concerns in writing to the Special Education Review Committee using the same steps outlined in Item 10. The committee will be composed of one administrator to be chosen by the Superintendent, the administrator of Special Services, three (3) certificated staff members to be chosen by the association, two (2) of whom are special education staff members, and chaired by the administrator of Human Resources (who may vote to break a tie).

Measures taken by the Special Education Review Committee will not exceed \$5,000 in total per school year.

12. In resolving staffing ratios, the parties will take into consideration all relevant factors including facilities, employer budget, special needs of students, the employer's instructional program, and the

wishes of the affected certificated teacher. If a staffing ratio is not resolved through the levels stated in 8 above, the issue may be processed through the grievance procedure beginning at Step 2.

13. Elementary and Intermediate classroom teachers with more than twenty-four (24) students may claim one (1) hour of compensation at the per diem rate for each student over twenty-four (24) in order to have adequate preparation time for parent/teacher conferences. Claims for payment may be made twice in a school year if both fall and spring conferences are held.

Bellevue School District

Section 4. Student Services Work Load Relief

For the duration of this contract, an allocation of fifty thousand dollars (\$50,000) shall be provided each year to the Student Services Program Delivery Council. This allocation shall be utilized to address work load problems and/or staff development needs applicable to psychologists, occupational therapists, nurses, physical therapists, speech language pathologists and elementary counselors as may be determined by the Student Services Program Delivery Council. This provision may only be implemented in any successive school year by the explicit written agreement of both the Bellevue School District and the Bellevue Education Association

In each school year of the term of this agreement, all special education teachers, OTs/PTs and SLPs (.6 - 1.0 FTE) will receive six (6) days of released time and all special education teachers, OTs/PTs and SLPs (.1 - .5 FTE) will receive four (4) days of released time to engage in work related to IDEA responsibilities.

Central Valley School District

Page 40 – (Article VI – Instruction, Section I: Caseloads of Specialists)

The District will employ the services of the following specialists to meet the requirements of IEP's and provide other necessary services for students: Occupational Therapists, Physical Therapists, Adapted PE, Speech and Language Pathologists, and Nurses.

Caseloads for specialists are based on the number of FTE that provide direct services to students or schools. Specialist caseload limits are:

- 1 SLP (Speech Language Pathologist) for every 45 students
- 1 OT (Occupational Therapist) for every 38 students
- 1 PT for every 21 hours of direct contact clients
- 1 Psychologist for every 1850 students
- 1 Nurse for every 1800 students

To ensure transparency of the caseload distribution, each group of the above listed itinerant specialists will have an opportunity to provide input into the caseload assignments for their group through a process that includes both individual and group communication with the assigned special education administrator.

Page 41 – (Article VI – Instruction, Section K: Special Education – Extra Time)

Resource room teachers and SLPs, OTs, PTs will have the option to be compensated at the hourly professional rate of pay or receive substitute coverage to write student IEPs as follows based on total number of students placed per year:

10+ students = 2 days of substitute coverage or 15 hours at the professional rate

20+ students = 3 days of substitute coverage or 22.5 hours at the professional rate

30+ students = 4 days of substitute coverage or 30 hours at the professional rate
40+ students = 5 days of substitute coverage or 37.5 hours at the professional rate
Self-contained teachers will have the option to be compensated at the hourly professional rate of pay or receive substitute coverage to write student IEPs as follows:
9+ students = 2 days of substitute coverage or 15 hours at the professional rate
Special education teachers and SLPs, OTs, PTs may access this through their level coordinator.
Coordinators also have the option of providing additional support to teachers who have unusually challenging situations. In the event IDEA regulations are reconfigured/revised, this agreement will be reviewed. It is understood that IEP's and other required documentation must be completed

East Valley School District (Spokane)

Page 38 (Article VI: Instructional, Section 6 - Special Education Class/Case Loads (excluding Title I and LAP) (2009))

Speech/Language Pathologist

Caseload of 55 students

For SLPs whose caseloads include self-contained preschool programs or self-contained *elementary* classrooms, the caseload will be 48. For every extra building serviced over the home building, one student will be subtracted from the caseload maximum.

No more than 3 buildings per 1.0 FTE or no more than 2 buildings per .8 FTE.

NOTE: The district agrees to provide up to \$250 annually per SLP who has attained their Certificate of Clinical Competence, and who is required by the district to have this certification. (2007)

Overload Resolution:

Should the caseload exceed the limits established by the teacher/therapist's monthly count, the following options will be made available:

1. Additional therapy staff
2. Increased paraeducator time
3. Per diem pay for overtime
4. \$200 per student overage per month (2007) to be applied to professional growth activities or materials.

The Special Education Director in conjunction with the teacher/therapist will have up to 7 school days to resolve the overage issue. A mutual resolution agreement will be signed by both parties. For the month of May no overage resolutions will occur. Part-time months may be prorated.

Edmonds

Section 6.7 WORK LOAD RELIEF

B. Workload Relief For Specialists

Speech Language Pathologists (SLP) Workload: The District will allocate \$42,000 to be used for the purpose of providing workload relief for Speech Language Pathologists. Specific allocation of these monies will be determined by the SLPs and the Superintendent or designee.

SLPs who are required to travel during their planning periods will be compensated on a per diem basis for the amount of time required for such travel and will receive compensation according to the District's mileage reimbursement rate schedule. Requests for such per diem and mileage compensation will be made on forms provided for this purpose by the District.

The parties recognize that if the funds described above are used to hire a continuing contract employee for workload relief, there will not be an opportunity to subsequently redeploy those funds until a vacancy of at least the FTE amount of the continuing contract exists within this group of employees.

In addition to the lump sum workload, when his/her caseload exceeds 50 students, relief for SLPs described above, individual SLPs will be entitled to workload relief.

Workload relief shall be paid, regardless of FTE, at the first (1st) student above the norm, and again for every four (4) students above that first trigger point. (Example: workload relief shall be paid when an SLP is assigned 51 students, and again when an SLP is assigned his/her 55th student.) *We found out from an Edmond's employee that the amount is \$498.75 per every 4 students over trigger.*

Workloads will be assigned by the appropriate administrator, and measured at the times indicated in Section 6.7.A.5.e. for semester schedules.

Section 6.7.A.5.e.

Class loads will be measured by the principal at the following times:

Grades K-12: 16th day of school

(Semester System) 8th day of 2nd quarter

11th day of 2nd semester (3rd quarter)

8th day of 4th quarter

Everett

SECTION 9.02 - CLASS SIZE/STUDENT ASSIGNMENT

B. In an effort to assist schools in addressing class size, the District will allocate certificated staff resource units in such a manner as to permit schools to achieve District Class Size/Case Load Goals to the extent possible, given the available resources. The District and Association expressly agree that the following are goals and are not class size limits except as otherwise provided below and that it may become necessary to assign more students than the goal to an employee. It is further recognized by both parties that revenue sources are limited and there are additional program and operational needs of the District. In order to monitor and assess District achievement of these goals, a report shall be provided to the Association based on enrollment on each student count date of the year (fourth student day in the first month, and the first student day of October through May). For elementary goals, the report will include

school, employee, number of students, and grade level. For secondary goals, the report will include school, employee, class subject, number of students in each class, and an aggregate total of students assigned to the employee.

Based on the reports of October and March, the District shall inform the parents/guardians of students who have been assigned to an employee at a grade level or class subject section that exceeds the class size goal or caseload goal. The information will be provided after each report and include specific information regarding both daily load and section goals.

9. Speech/Language Pathologist (SLP)

Forty-five (45) or fewer students assigned to each SLP. Students are weighted: 3.0 technology dependent, all others 1.0 for caseload assignment. Any SLP with greater than fifty (50) weighted students will be assigned SLP Assistant time of no less than one hundred eighty (180) minutes each week. Any SLP with greater than fifty-five (55) students will be assigned no less than an additional ninety (90) minutes assistant time each week.

SECTION 9.14 - SPECIAL EDUCATION WORKLOAD/INCENTIVES

A. In order to address the unique workload concerns of employees in special education programs, each special education staff member shall be given a supplemental contract for three (3) additional days (22.5 hours) at the individual's per diem rate of pay and/or four (4) release days each year to prepare individual education plans and/or assessment reports, or hold meetings related to such responsibilities as determined by the employee. Employees may utilize a combination of additional days pay and release days provided that employees using release days must do so prior to June 1.

B. SLP, OT/PT, psychologists and classroom teachers in the Special Services Department will be reimbursed up to two hundred dollars (\$200) annually from their school or the Special Services Department budget for purchases of classroom-related supplies and materials or fees/tuition related to professional development. The fees/tuition reimbursed under this section is separate from meetings and conferences approved for reimbursement under Section 7.07 (Attendance at Meetings and Conferences).

C. Adequate instructional facilities will be available at each school for services by SLP, OT/PT and psychologists. Such facility will allow instruction and service to take place in a non-disruptive environment.

D. Student diagnostic materials (tests, protocols, evaluation kits, etc.) will be available at school or other district sites to allow the timely use with students by Special Education employees. The District through

the Special Services department shall promptly respond to employee requests and provide diagnostic materials.

Federal way

2. Speech and Language Pathologists

The caseload for a speech and language pathologist (SLP) will be 45. Membership on a preschool assessment team will be equal to a .2 of an FTE or 9 current IEPs.

Caseload size will be monitored on a monthly basis by the 15th of each month. At the beginning of each month, the students for each therapist will be totaled inclusive of those students who have current IEPs. For the purpose of this agreement, "caseload numbers" relates to current IEPs only. If the caseload numbers are greater than the agreed upon caseload size for 1.0 FTE (total FTE serving IEPs times 45), and that excess is equal to 45 IEP students or more for two consecutive monthly service reports, then an additional position will be created, advertised and filled. The month will be identified as from the 15th of one month to the 15th of the next month.

In the event of inequitable caseload sizes among therapists prior to the adding of a new position, the SLPs agree to work together to make adjustments as necessary. An individual's caseload will be considered full when it equals the caseload size of 45. An SLP can qualify for extra help if their caseload size exceeds 49 students. In any given month, any SLP who has a caseload of 40 or less will be expected to assist those SLPs in overload.

If the SLP is over the caseload limit for that month, the SLP upon request shall receive help from another district employed SLP for two (2) to two and a half (2-1/2) hours per week determined on a month-by-month basis. The therapist receiving the additional help will identify how their needs can be best met. The possible menu of choices includes:

- Direct service time with students
- Sending out paperwork as per rules and regulations
- Assessments: initial, reevaluation and exit
- Serving preschool only students, private or home schooled students
- Hearing rechecks and hearing letters
- Report writing

Highline

Section 4.14. Student Enrollment and Staff Allocation: In planning for each school year the District shall allocate classroom staff members to each building (allocations are subject to modification for innovative educational programs as approved by the Superintendent or designee upon recommendation of the principal after consultation and planning with staff members based upon each building's estimated average yearly enrollment, using the following formulas:

- L. Speech-Language Pathologists (SLP): The District will allocate FTE for Speech-Language Pathologists so as to provide an average caseload of 46:1 (using the February 1 caseload count from the previous school year). Individual caseloads may vary above or below 46. The SLP designee and special education administrator will determine assignments after consultation with the SLPs.

- i. The District will allocate \$25,000 annually in recognition of SLP overloads. The SLPs, their designee, and the special education administrator will jointly determine use of the fund.

Section 4.15. Class Size and Workload: Each week during September, the Human Resources Department, in conjunction with each building, will review and monitor student and staff counts. Additional certificated staff will be allocated as quickly as possible. The Human Resources director shall meet to review initial staff allocations and student counts with the Association by the 8th student day. Adjustments to staff allocation will be provided to the Association president weekly. Staff member allocations for each building, consistent with the above formulas, will be established within two (2) working days of the October state enrollment count date of each year. Adjustments after that date will be determined monthly by the director of Human Resources consistent with the above formulas.

Issaquah

Section 5.15.4 Special Education OTs/PTs and SLPs: OTs/PTs and SLPs will receive seven hours prior to the start of the school year, which will be used to address work load issues.

Section 7.1.7 Special Education Stipend and Staffing Systems: All reasonable effort will be made to schedule Guidance Team, Evaluation Group, and IEP Meetings during the regular work day.

Compensation for meetings held outside the regular work day is covered for special education staff through their Special Education stipend. If the Guidance Team discussion results in a referral for special education, a request for compensation for certificated regular education staff shall be sent to Special

Services for payment at their per-diem rate from the IEP General Education Meeting Pool. The Special Projects compensation may be available for special circumstances with administrative approval.

1. Stipend System:

a. Effective September 1, 2010, and for the duration of the contract, all Certificated Special Education Staff will receive an annual stipend of \$2,500 paid over twelve months (12) prorated for FTE, for the following responsibilities:

- i. Creation and implementation of all aspects of the IEP process.
- ii. Meetings specific to carrying out special education responsibilities.

b. Additional compensation will be provided when the number of IEP's written exceeds the base allocation. (see below)

c. Additional compensation may be available through the Special Projects Fund for special circumstances upon request by the certificated staff member and/or the building administrator subject to administrative approval.

2. The District will establish and publish yearly District and Building staffing goals and allocations for Special Education Staff.

a. Staffing goals/guidelines will be adjusted yearly based on projected student enrollment, budget parameters and any unique student needs in individual classrooms. A priority in staffing is to maintain certificated staff whenever possible. When situations occur where enrollment projections are below the guidelines, educational assistant time may be adjusted and or converted to certificated time. The conversion of time will be made using the district formula. The published staffing guidelines will contain the formula for conversion and the schedule for periodic adjustment of staffing throughout the school year.

b. Each year the District will provide each building and IEA with a report on Special Education staffing with the following information:

- i. Projected number of special education students
- ii. Certificated FTE for special education staffing, including ESA staff
- iii. Baseline of EA hours support for certificate staff
- iv. EA conversion of certificated time
- v. Additional EA considerations based on special needs
- vi. The formula used for any staffing conversions

vii. Staffing (Certificated and Classified) may be adjusted monthly

3. Staffing Goals and triggers for Overload IEP writing relief:

k. SLP – 44

4. Overload IEP writing relief:

a. Certificated Special Education staff completing IEP's over their staffing goal (as listed above) will be compensated one and one-half (1.5) hours of additional per diem pay for each additional IEP.

b. Documentation for IEP's completed during the school year needs to be submitted to the Special Services office no later than the last day of school.

c. This payment will be made on the August warrant.

d. All IEP's must meet district standards for completion and compliance.

Section 7.1.9 Related Services Caseloads: The staff of each related services profession with their program supervisor will determine staff allocations while taking into consideration the number of cases and the complexity of the cases each staff person would have. The staff will attempt to provide equitable workloads. Disputes in determining an equitable distribution of caseloads will be resolved by the supervisor.

Lake Washington

Caseloads for SLP specialists should not exceed 45 IEP's. Should an SLP caseload exceed fortyfive (45) on the first Friday of November (with remedy retroactive to the first Friday of October) or the second Friday of February, the following remedies will apply:

1-3 additional IEP students: 1.0 hours of instructional assistant time per week

4-6 additional IEP students 2.0 hours of instructional assistant time per week

7-9 additional IEP students 3.0 hours of instructional assistant time per week

Teachers may instead choose the monetary equivalent of an applicable remedy to be used for:

- Salary compensation

- Purchase of instructional materials which will remain the property of the District

- Other activities as agreed upon by the principal and teacher.

During the 2008-2009 and 2009-2010 school years, remedies will be calculated using the SLP Severity Matrix pilot. Continuation of the pilot for the 2010-2011 school year will be subject to District and Association approval after receiving input from SLP staff (see Appendix I).

APPENDIX I – SLP SEVERITY RATIO MATRIX PILOT LETTER OF UNDERSTANDING

BETWEEN LAKE WASHINGTON SCHOOL DISTRICT NO. 414 AND LAKE WASHINGTON EDUCATION ASSOCIATION

For the 2008-09 and 2009-10 school years, remedies for Speech and Language Pathologists (SLPs) described in Section 13.5.2 will be calculated using the SLP Severity Ratio Matrix Pilot. Students from each SLP's caseload will be assigned to the Severity Matrix based on minutes of speech and language services required on their IEPs, according to the following ratios:

- Less than 30 IEP minutes of service per week 1:70 IEPs
- 30-59 IEP minutes of service per week 1:45 IEPs
- 60-89 IEP minutes of service per week 1:35 IEPs
- 90+ IEP minutes of service per week 1:20 IEPs

The overall SLP district-wide staffing level will remain at 45:1 IEPs for the duration of this negotiated agreement. Continuation of the pilot for the 2010-11 school year will be subject to District and Association approval after receiving input from SLP staff.

Mukilteo

C. Speech and Language Pathologist (SLP):

The maximum District-wide average caseload for SLPs shall be 55 and shall not exceed 55 for more than fifteen (15) days. An individual SLP caseload shall not exceed 70.

SLP case loads shall be reasonably equitable taking into consideration the numbers of students served, the degree of assistance required of the group of students assigned to any one SLP at any one time, and the number of schools to which the SLP is assigned (travel time considerations). The Director of Special Services or designee shall meet with all SLPs on no less than a monthly basis to allow the total group to review current caseloads and consider any balancing adjustments.

If to comply with the maximum District-wide average case load described above, it becomes necessary to hire additional SLP staff during a school year, the fifteen (15) school day window described above may be reasonably extended to accommodate the search for and hiring of such staff. The District shall notify the Association prior to any extension of the fifteen (15) day period and the two (2) parties will discuss the situation. The District will hire, train and schedule temporary staff to conduct the district wide hearing screening required by WAC. The SLPs shall provide a general oversight at each building to ensure proper screening and will conduct the follow-up activities and screening of individual new students as required by WAC.

Extra hours will be available for SLPs to do assessment and IEP development/meeting in the event a new pre-school class is created within the school year.

Not sure what this is – but it comes on the next page...

2. The parties agree to the following student/specialist caseload goals. The parties understand that these are goals and that it may become necessary to assign more students to a specialist (up to contractual limitations, if any) during the school year:

- a. SLP - 60 students
- b. CBTC – 20 students
- c. Elementary Resource – 28 students

Northshore

20.2.4 Workload for special education Educational Staff Associates (ESAs) will be defined as:

- B. **SPEECH LANGUAGE PATHOLOGIST (SLP)** - Staffing will be determined by June 10 each year by SLPs and the Director of Special Education with forty-six (46) IEPs per FTE and, when possible, two buildings (except for Woodmoor and the Early Childhood Center), and maintaining the same SLP at their same schools when work load balance permits. School assignments will be based upon student head count with consideration given to severity of student SLP needs.
1. Overload pay of \$350 per trimester will be paid to an SLP when the individual's student count reaches 49 IEPs; with additional pay of \$150 per trimester for each additional five (5) IEPs with prorated student counts for part-time SLPs.
 2. A half-time (4 hour) Paraeducator and a full time (6.5 hour) Paraeducator will be assigned to the Sorenson Early Childhood Center and to Woodmoor.
 3. When the department IEP count exceeds the caseload average based upon the staffing FTE, a pool of 100 hours will be created to pay individual SLPs according to Addendum C-7 to complete assessments, (i.e., 20 FTEs x 51 = 1,020 IEP department count.)

Shoreline

32.8 Speech/Language Pathologists

32.8.1 The appropriate service delivery model for each communications disordered student shall be determined by the IEP team and implemented by the Speech/Language Pathologist (SLP). Consistent district-wide 2009-2011 Collective Bargaining Agreement 40 entrance and exit guidelines shall be determined by mutual agreement between the Superintendent's designee and the SLP staff. The delivery of specially-designed instruction by the SLP may include the following: individual or small group pull-out therapy; in-classroom pull-aside

therapy; and in-class collaboration or consultation. Time will be provided within an SLP's schedule to perform the following functions: referral intake, assessments, completion of legally required paperwork, attendance at legally required meetings, material and equipment

adaptation, and teacher or parent training.

32.8.2 Recommended group sizes for pullout small group therapy are as

follows:

Grade Level	Severity	Group Size
-------------	----------	------------

Pre-School		1
Elementary	Severe	1-2
	Moderate	1-3
	Mild	2-3
Secondary	Severe	1
	Moderate	1-2
	Mild	2-3

32.8.3 When specially designed instruction exceeds 18 hours per week, relief shall be provided in accordance with the SLP overload chart below:

Option A	Option B
Compensation	Paraeducators
19-20 hours \$1,527/year	1-1/2 hrs. daily paraeducator
21-22 hours \$2,136/year	1-1/2 hrs. daily paraeducator
23-24 hours \$2,745/year	2 hrs. daily paraeducator

32.8.4 For the purposes of qualifying for Option A or B above, specially designed instruction shall be measured on a trimester no later than the first student day of October, January and April. The process for implementing these options shall be consistent with Sections 32.2.3 through 32.2.7.

32.2.3 Enrollment Count. For the purposes of qualifying for Option A or Option B above, enrollment shall be measured for high school no later than the first student day of October, the fifteenth day of February, and the first student day of May. For the purposes of qualifying for Option A or Option B above, enrollment shall be measured for middle and elementary schools on a trimester basis, no later than the first student day of October, January and April.

32.2.4 On the count dates in Section 32.2.3 above, employees in overload may choose either personal compensation (Option A) or paraeducator assistance (Option B). If an employee goes into overload between these count dates, the employee shall be paid the compensation (Option A) for each day of overload until the next count date, at which time the employee may choose Option A or B.

32.2.5 In cases where a classroom teacher is out on leave and a long-term substitute is serving in her/his place, the long-term substitute can choose between paraeducator assistance and overload compensation. That choice will remain in effect until the next student count date for determining class overloads. If the permanent teacher returns between count dates, the teacher will be bound by the substitute's choice. The permanent teacher can make a different choice at the next official count date. If the substitute's choice is overload compensation, the compensation will be allocated to the long-term substitute and the permanent teacher for the days in which they work in the classroom.

32.2.6 Payment Schedule. Personal compensation for overload (Option A) shall be prorated and measured on a daily basis. Compensation for overload qualifying before the 5th of the month shall be paid in the current month. Those qualifying for overload compensation after the 5th of the month shall receive payment at the end of the next month. Paraeducator assistance (Option B) shall be assigned until the next count date.

32.2.7 The overload triggers and compensation provided in this section shall be calculated and prorated by an employee's full-time equivalency.

Spokane Public Schools

Page 38 – (Article III: Instruction, Section 13)

I. Specialists, ESA, special education, and other certificated personnel not assigned to a regular classroom shall have preparation time.

Page 42 – (Article III: Instruction, Section 14, 4. Special Education)

a. SLP/School Psychologist/OT/PT Workload

SLPs, School Psychologists, OTs, and PTs will have input into assignments and distribution for the school year. Adjustments will be made within ten (10) days to assignments based on the October 1 count each year. Additional adjustments may occur periodically during the school year as needed.

1) Speech Language Pathologists:

a) Average Caseload: The district-wide average caseload for SLPs will be 56:1, with no more than 59 students assigned to a 1.0 FTE. Caseload size will be monitored on a monthly basis. No later than the tenth of each month, and no later than ten days following the start of the school year, the district-wide average will be calculated by taking the total number of SLPs and dividing by the total number of students being served who have current IEPs. Individual caseloads will be calculated by counting the total number of students with IEPs assigned to each 1.0 SLP, or the appropriate portion thereof for part-time SLPs. If either number exceeds the bargained average for two consecutive months, then the District will take the appropriate action described herein.

b) Steps If District Average Caseload is Exceeded:

- i) On the tenth of the month, should the district-wide average caseload for SLPs exceed 56:1, the district shall take one of the following actions, which shall be temporary only for the duration of the overload
- ii) Assign additional students beyond 59:1
- iii) Hire additional SLPs, including increasing part-time employee FTE
- iv) Pay current SLPs to work beyond their regular FTE, at per-diem pay

- v) Hire temporary substitute help
 - vi) Other options if jointly agreed to by the District and by the Association
- c) Steps if Individual Caseload is Exceeded: On the tenth of the month, should an individual SLP caseload exceed 59:1, the District shall take one of the following actions, which shall be temporary only for the duration of the overload:
- i) Reallocate students to other SLPs
 - ii) Pay per-diem pay to the SLP for the additional students, buying preparation time
 - iii) Pay current SLPs to work beyond their regular FTE, at per-diem pay
 - iv) Hire additional SLPs, including increasing part-time employee FTE
 - v) Hire temporary substitute help
 - vi) Pay overload pay
 - vii) Other options if jointly agreed to by the District and by the Association/employee
- d) Overload Pay: Overload pay is defined as pay which is allocated when an overloaded student can be accommodated within pre-set groupings of other students. Overload pay is based upon the formula for secondary-school overloads. Each overloaded student (those in excess of 59) who can be accommodated in a pre-set grouping shall generate an additional \$40 per month paid directly to the SLP.
- e) Commitment to Collaboration: In the event of inequitable caseload sizes among therapists, the administrator overseeing SLP caseloads shall facilitate communication with the appropriate SLPs in order to work collaboratively to determine the best way to make adjustments as necessary. The administration and the SLPs agree to work together to ensure equitable caseloads.
- f) Potential Impact of Early Intervening Services & the Preschool Study: The District continues to determine the scope and the impact of a system of early intervening services. The impact of these services and how they should be calculated within the caseload formula shall be determined after the 2010-2011 school year and prior to the completion of the 2012 bargain. Additionally, a program review of preschool shall be conducted during the 2010 -2011 school year which could impact SLP caseload. At least one SLP will be invited to participate in the program review. The impact of this review and how it should be calculated within the caseload formula shall be determined after the 2010-2011 school year and prior to the completion of the 2012 bargain.
- g) Reopener Condition: In the event the District decides to eliminate SLP positions which are solely dedicated to student assessment, the parties agree to reopen caseload language to discuss the impact of the decision on individual SLP caseloads.
- h) Commitment to Hiring When Necessary: The parties agree that it is not the intention of either party to prevent the hiring of additional SLPs when student numbers warrant additional employees.

Page 47 (Article III: Instruction, Section 14)

8. Special Education ESA (Psychologists, SLP, OT, PT, etc.) staff may have access to \$30,000 for case management in one of two ways:

- a. The employee may chose to requests one (1) sub day during the current school year to be used for the purpose of generating IEPs. The request must be made no later than May 1. Those employees using a sub day will not be eligible for a stipend.

b. Employees who do not access the sub during the current school year will be given a stipend based on the remaining funds after May 1st. The stipend will be a pro rated amount of the remaining funds based on the head count of individuals who have not accessed a sub day. The stipend will be included in the June paycheck.

c. Special Design Programs

1) BI, DI, preschool handicapped programs, MHOH, deaf education programs, and visions programs shall be staffed at the levels included in (2) and (3) below until such time as the District and the Association agree to a matrix or formula for staffing these programs. The District and the Association may agree to expand the formula into additional special design programs as well.

2) BI and DI classroom caseloads shall be ten (10) students per period with a minimum of a 3-hour instructional assistant. Additional instructional assistant time will be provided if ten (10) students per period is exceeded and/or if individual behavior warrants such additional instructional assistant time.

3) If a teacher, building administrator, or special education administrator have questions or concerns about a special education classroom caseload, they can generate a caseload review by notifying the special education administrator assigned to the site. The caseload review will occur within ten

(10) school days of the request and, during the review, the following options will be considered:

- a) Create a new classroom
- b) Increase instructional assistant time
- c) Redistribute students within the building
- d) Redistribute students within the district

4) The results will be communicated to the requesting staff member and the building principal.

d. Audiologist service will be provided based upon the identified student needs. Workload concerns may be discussed at District department meetings.

e. The occupational and physical therapists' student caseload will be selected according to the criteria established within the "Occupational/Physical Therapy Matrix of Services." This reference document will be regularly revised to maintain an accurate reflection of those students demonstrating maximum severity. The District will attempt to maintain reasonable Occupational and Physical Therapists caseloads.

f. The District will endeavor to maintain the existing social workers' workload and will continue to review the needs in this area.

g. SLPs, OTs, and PTs shall not have to go into the student's home in order to provide services unless specified in a student's original individual education plan.

Page 53 (Article III: Instruction, Section 19: Substitutes)

J. Special Education ESA staff may request a substitute due to illness or approved leave.

1. If a substitute is not available on the day(s) of absence, an equal number of substitute days will be provided for the substitute to assist in completion of unfinished work. The substitute days must be provided within 20 school days of the absence.

2. In the event the District has made a good faith effort to provide the requested substitute and if no substitute is available within 20 days of the absence, the District will not be obligated to provide a substitute.

Tacoma

Section 68 – Special Education, and ESAs and Learning Specialists

A. Educational Staff Associates (ESA) includes physical therapists, occupational therapists, speech/language pathologists, psychologists, school nurses and guidance counselors.

C. The District shall endeavor to deploy special education teachers and ESA staff on a fair and equitable basis, considering the handicap severity of students served, degree of itinerancy, direct service responsibilities and total student load. Caseload information for all ESA staff shall be made available to the Association by October 15th, February 15 7 and May 15, annually.

E. The following staffing classifications are not to be construed as fixed or inflexible. The Board will determine the level of services for the following classifications of learning specialists:

Classification	Staff/1,000 students
Speech language pathologist and audiologist	1.11

G. Workload assistance pool: The District will provide an assistance pool in the amount of \$75,000 for each year of the agreement as a resource of addressing workload crises. Administrators may refer staff with unusual workload issues, including an unusually high number of IEPs, to relief funded through the pool, and staff may raise issues through the Peer Review process, which may recommend solutions funded through the workload assistance pool. The funds may be authorized for, but are not limited to, extra-pay for extra-work for special education teachers, substitute time to release special education teachers, mentor support or additional para-educator time. A quarterly report shall be provided to the Association on expenditures from the workload assistance pool.

5. The following process may be used by certificated staff in the classifications of Speech Language Pathologist, Occupational Therapist, Physical Therapist and Psychologist as a means to present concerns and issues regarding an individual's caseload/workload.

6. An individual in one of the classifications listed above may take concerns/issues of caseload/workload through their respective deployment process. The individual's respective ESA coordinator will facilitate the process in conjunction with the appropriate department head or designee. The information will be presented and recommendations made regarding any assistance to be provided and the form(s) of that assistance.

Vancouver School District

Page 102 (Article 10: 23 Certificated Staff Allocation: Special Services)

10.23 L **Support Services Staff:** Due to the widely varying range of roles and responsibilities of support services staff (psychologists, nurses, SLP, motor team, and counselors) it is difficult to establish average or typical workloads and conditions. Therefore, it is agreed that the review process to resolve concerns in a timely manner is as follows:

- i. The district administrator for special services will have the primary administrator for each special services certificated category conduct an analysis of each employee’s caseload by October 1 of each school year and again by February 1 of each school year. The review will have as its primary objective the balancing of caseloads among employees with consideration to such things as students assigned severity of cases, geographic dispersion, number of buildings assigned, etc. The results of the analysis and caseload changes will be shared with all employees of the respective group.
- ii. At any time during the year that an employee believes his/her caseload is disproportionate to other employees, the employee may initiate a discussion with his/her supervisor and appropriate building administrator(s) to problem solve the concern. The employee has the option of VEA representation during the discussion.
- iii. Unresolved situations will become a topic for resolution between the executive director of the VEA and the District administrator for special services.
- iv. Every effort will be made to assure an equitable distribution of the workload. The VSD administration will meet with the Association the first week of October and the first week of February to review caseloads.

10.23 M IEP conferences shall not eliminate the duty free lunch period.

10.23 N The District will use and continue to use improved procedures and management strategies to keep SLP caseloads to a 50-55 student range per full-time FTE (with an objective of an even lower range). Objective will also include heightened efforts to ensure compliance while offering efficient and effective services to students.

Walla Walla School District

Page 38 (Article IV: Instruction, Section 1: Workload)

Speech & Language, Occupational Therapy, and Physical Therapy

- 10 students per day or 50 students per week

Yakima Public Schools

Page 41 (Article VIII: Instruction, Section 16: Special Education)

F. Special Education Workload

1. Each employee with workload exceeding the ratios set forth on the chart below shall receive compensation calculated on the first school day of each month, and paid on a monthly basis as identified in subsection 2, Special Education Overload Compensation.

Category/Grade	Ratio*	Details
Deaf	1:8	IEPs/Caseload*
Birth to Age 3	1:40	IEPs/Caseload*
Pre-School	1:40	IEPs/Caseload*
Resource – Elementary	1:29	IEPs/Caseload*
Resource – Grade 6-8	1:35	IEPs/Caseload*
Resource – Grade 9-12	1:35	IEPs/Caseload*
Elementary SC- Mild	1:15	IEPs/Caseload*
Elementary SC – Moderate	1:10	IEPs/Caseload*
Elementary SC – Severe	1:8	IEPs/Caseload*
Middle School SC – Mild	1:15	IEPs/Caseload*
Middle School SC –	1:10	IEPs/Caseload*

Moderate		
Middle School SC – Severe	1:8	IEPs/Caseload*
High School SC – Mild	1:15	IEPs/Caseload*
High School SC – Moderate	1:10	IEPs/Caseload*
High School SC – Severe	1:8	IEPs/Caseload*
Elementary SST	1:8	IEPs/Caseload*
Secondary SST	1:10	IEPs/Caseload*
Audiologist	1:30	IEPs/Caseload*
OT/PT	1:30	IEPs/Caseload*
Adaptive PE	1:35	IEPs/Caseload*
Speech-Language Pathologist	1:45	IEPs/Caseload*
Autism	1:8	IEPs/Caseload*
Learning Styles	1:10	IEPs/Caseload*
Augmented Communication Specialist	1:30	IEPs/Caseload*

*Includes special education students placed in caseload awaiting receipt of student records. A caseload starts the day a certified staff member becomes responsible for providing service to the student.

2. Special Education Overload Compensation.
Maximum annual amount per overload caseload

Birth to Age 3 *	\$540/yr/ per student
Pre-School (1:10) *	180 School days pro-rated and paid monthly Per Section 1.
High School Resource Room (1:35) Elementary Resource Room (1:29) Middle School Resource Room (1:35)	
OT/PT (1:30) ADP PE (1:35) SLP (1:45)	
Augmented Communication Specialist (1:30)	
High School Self-Contained (Mild) (1:15)	
Elementary Self-Contained (Mod) (1:10) Middle School Self-Contained (Mod) (1:10) High School Self-Contained (Mod) (1:10) SST Secondary (1:10)	
SST Elementary (1:8) Elementary Self-Contained (Sev) (1:8) Middle School Self-Contained (Sev) (1:8) High School Self-Contained (Sev) (1:8) Deaf (1:8)	\$1,080/yr per student/ 180 School days pro-rated and paid monthly Per Section 1.

* Employees hired prior to September 1, 2007 will continue to receive the 2003-04 rate. Employees hired on or after September 1, 2007 will receive the amounts set forth in the above chart.

Page 44 (Article VIII: Instruction, Section 16: Special Education)

H. Additional Compensation

1. IEP's

For Individual Education Plan IEP/Report writing/preparation, which cannot take place during the contracted day, before/after instructional hours and/or during early dismissals, the employee with an IEP caseload may schedule District-approved IEP writing time into the daily/weekly schedule. In situations where such scheduling is not possible the following will apply:

- a. IEP/REPORT writing hours up to 35 hours beyond the workday shall be paid at the employee's per diem hourly rate and/or (See Table One).
- b. The Special Education employee may be provided substitute coverage for release time during the workday upon request of and approved by the Special Education Director.

2. Supplemental Contracts

All Special Education Employees shall receive a supplemental contract for the following days/hours at the respective per diem to perform duties that cannot be completed during the regular work day/year.

Table One

Position Days Hours Stipend

Pre-School 35

Resource 35

Self-Contained 35

Psychologist 10

Occupational Therapist 35

Physical Therapist 35

Speech Language Pathologist 35

Social Worker N/A

SST 35

Adaptive PE 35

Audiologist 35

Collaborative Team Leaders \$1,000.00

3. The District will pay up to eighty dollars (\$80.00) per employee toward the annual fee to renew the Certificate of Clinical Competency or the Washington State License for each SLP when it is required by Medicare for billing purposes. A copy of the receipt of the annual fee will be provided by the employee to Financial Services for reimbursement.

Page 45 (Article VIII: Instruction, Section 16: Special Education)

J. Speech Language Pathologists (SLP's)

In an effort to address the workload of Speech Language Pathologists, the District will:

1. Eliminate case history intake by SLP's.
2. Provide District paid training for use of computer and provide software support
3. Review SLP schedules to minimize non-essential duties.
4. When additional compensation has been exhausted (See Table One), compensate staff at per diem rate for pre-approved IEP and report writing which takes place outside the regular work day.