

ARTICLE X WORKING CONDITIONS

A. FTE Determination

1. FTE stands for "Full-time Equivalent".
2. FTE is a ratio comparing an employee's assigned time to that of a full-time assignment. An employee's FTE shall be determined by the number of hours they are assigned to work in a full, five-day workweek divided by 40 hours.
3. A full-time employee shall have a regular workweek of 40 hours a week and a part-time employee shall be assigned work proportionate to their assigned time as compared to employees in the same job category.
4. In the event an employee's total FTE is between 0.90 and 0.99 FTE, their FTE will be automatically rounded up to 1.00 FTE by the District, for the purposes of compensation, benefits, scheduling, and all other rights defined by this contract.
5. Travel time during the workday will be considered paid time and is part of an employee's workweek; travel time is not prep time. Travel time shall be allocated as a minimum using the average time (including parking) between locations plus 10 minutes for building transition.
6. Lunch for part-time employees will be paid for each day in which they are assigned to work more than 4 hours.
7. The limits in Sections A.8, A.9, A.10, A.12, and A.13 below in this Article shall apply to the district's management and use of time within an employee's assigned workweek.
8. For Elementary PE Specialists, this table illustrates the maximum number of assigned classes achievable only if no other duties during the student instructional day have been assigned. All classes are assumed to be for a single classroom of students; if a PE class is two (or more) classrooms of students, then it counts as two (or more) classes for the PE Specialist's FTE maximums. Additional assigned responsibilities during the student instructional day, outside of classes, will result in an employee having fewer assigned classes. PE class limits will be as follows:

Hours/Week	Classes	FTE
40 hours/week	no more than 48 30-minute classes	1.0 FTE
30 hours/week	no more than 36 30-minute classes	0.75 FTE
20 hours/week	no more than 24 30-minute classes	0.50 FTE
10 hours/week	no more than 12 30-minute classes	0.25 FTE
For each additional class for an employee at 1.0 FTE, an additional 0.025 FTE shall be allocated.		

9. For Elementary Music Specialists (choir classes count in the 30-minute class counts) music class limits will be as follows (the same rule for doubling classes for PE Specialists applies to Music Specialists):

Hours/Week	Classes	FTE
40 hours/week	no more than 40 30-minute classes	1.0 FTE
30 hours/week	no more than 30 30-minute classes	0.75 FTE
20 hours/week	no more than 20 30-minute classes	0.50 FTE
10 hours/week	no more than 10 30-minute classes	0.25 FTE

Commented [ES1]: If SKPS is interested in equalizing PE with Music, we are agreeable to exploring language for PE that will match current language for music.

Commented [ES2]: SKEA is not interested in a proposal that increases workload without additional compensation or considerations.

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For each additional class for an employee at 1.0 FTE, an additional 0.025 FTE shall be allocated.

10. For Elementary orchestra the limits will be as follows:

Hours/Week	Classes	FTE
40 hours/week	no more than 10 orchestras	1.0 FTE
32 – 35.96 hours/week	no more than 8 orchestras	0.8 – 0.899 FTE
28 – 31.96 hours/week	no more than 7 orchestras	0.7 – 0.799 FTE
24 – 27.96 hours/week	no more than 6 orchestras	0.6 – 0.699 FTE
20 – 23.96 hours/week	no more than 5 orchestras	0.5 – 0.599 FTE
16 – 19.96 hours/week	no more than 4 orchestras	0.4 – 0.499 FTE
12 – 15.96 hours/week	no more than 3 orchestras	0.3 – 0.399 FTE
8 – 11.96 hours/week	no more than 2 orchestras	0.2 – 0.299 FTE
4 – 7.96 hours/week	no more than 1 orchestra	0.1 – 0.199 FTE

For each additional orchestra for an employee at 1.0 FTE, an additional 0.10 FTE shall be allocated.

11. For Elementary classroom teachers, each classroom assignment is 1.0 FTE and therefore a 40 hours/week assignment.

12. For secondary classroom teachers on an eight period A/B block schedule, class limits will be determined as follows:

Hours/Week	Classes	FTE
40 hours/week	no more than 6 assigned periods	1.0 FTE
33.3 – 35.9 hours/week	no more than 5 assigned periods	0.833 - 0.898 FTE
26.6 – 33.2 hours/week	no more than 4 assigned periods	0.667 - 0.83 FTE
20 – 26.5 hours/week	no more than 3 assigned periods	0.5 - 0.65 FTE
13.3 – 19.9 hours/week	no more than 2 assigned periods	0.333 - 0.498 FTE
6.7 – 13.2 hours/week	no more than 1 assigned period	0.167 - 0.33 FTE

For each additional period for an employee at 1.0 FTE, an additional 0.167 FTE shall be allocated.

13. For secondary classroom teachers on a 6-period per day schedule, class limits will be determined as follows:

Hours/Week	Classes	FTE
40 hours/week	no more than 5 assigned periods	1.0 FTE
32 – 35.9 hours/week	no more than 4 assigned periods	0.8 - 0.898 FTE
24 – 31.9 hours/week	no more than 3 assigned periods	0.6 - 0.798 FTE
16 – 23.9 hours/week	no more than 2 assigned periods	0.4 - 0.598 FTE
8 – 15.9 hours/week	no more than 1 assigned periods	0.2 - 0.398 FTE

For each additional period for an employee at 1.0 FTE, an additional 0.20 FTE shall be allocated.

14. Instruction of advisory/homeroom will not be included as a class in the above schedules as long as it is for no more than one hour of total time per week and includes no

Commented [ES3]: SKEA believes the totality of advisory needs can be satisfied in an hour a week and declines the District proposal to increase this to two hours. Currently 5 M.S. have 1 hour, 2 have no advisory schedule, and the other 4 have variations all less than one hour a week.

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requirement for instructor planning or feedback on assignments or assessments.

15. In the event the District intends to adopt a schedule other than those described in this section, it will notify the Association of the intended revised schedule and will bargain upon demand according to the law.
16. For secondary classroom teachers who sell their prep period to teach (an) additional course(s) for one week or greater, their FTE shall be calculated as illustrated above. For periods of less than one week, compensation for such lost prep time is described in Section C of this Article.

B. Workweek and Workday

1. The normal workweek shall be Monday through Friday no more than 40 (forty) hours per week including a 30-minute duty-free lunch period each day. Employees starting and release times may vary, depending on building and program hours. An individual worksite may establish an adjusted workweek schedule that includes one day per week with more than eight (8) hours and one day per week with less than eight (8) hours as long as the total hours for the week are still no more than 40 (forty). If a worksite establishes an adjusted workweek schedule it must be designated at the beginning of the school year for the week(s) it will be utilized AND the schedule must allow for employees to complete all daily assigned supervisory duties prior to their scheduled end time. Full-time employees shall be on duty and available on the school site or site otherwise designated by their principal or immediate supervisor for such above period of time on days employees are to report to work.
2. If mutually agreed to by an employee and supervisor, daily work schedules may vary on an individual basis.
3. A supervisor may vary daily work schedules on an individual or group basis when in their judgment such variance is in the interest of the district. The supervisor shall provide at least 20 contract days' notice. The supervisor shall make a reasonable effort to consult with affected employee or employees before imposing a change in the employee's or employees' working hours.
4. For parent/family teacher conference days, twice annually the work week for school/program based licensed staff may be adjusted to include two 12-hour days. The following parameters exist for this adjusted schedule:
 - a. The 12-hour days can include an instructional day for the first day, but the second day cannot be an instructional day.
 - b. The two 12-hour days can include grading time as outlined in Article XI.
 - c. Professional development time during 12-hour days per level shall be limited to the equivalent of one half-day and only can occur when one half-day of grading time total during the two 12-hour days exists.
 - d. Employee preparation time shall be 90 minutes on 12-hour days.
 - e. Employees shall have a second 30-minute mealtime on 12-hour days.
 - f. No meetings or other required tasks other than those specified here will take place during 12-hour days.
 - g. The day after two 12-hour days shall be a non-workday and the total assigned hours for the week will still be 40 hours.

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- h. Licensed staff who need to attend parent/teacher conferences for their children would be allowed to arrange time to attend conferences for their own children that is least disruptive to the employing school's conference schedule.
- i. This schedule is intended for school/program based licensed staff who work directly with students. Staff who work in other departments or programs with no direct work with students can elect to operate on this schedule or maintain a regular schedule for their department or program at the discretion of the supervisor.

C. Employee Preparation Time

1. Employee preparation time is employee directed time to complete tasks related to their job responsibilities. The District shall not require an employee to schedule parent conferences, student conferences, or other District-identified duties during preparation time.
2. An employee who is required by the District to utilize preparation time for matters other than employee directed time or who does not receive their total allocation shall be compensated for their lost time as follows:
 - a. In the event an employee receives less than 30 (thirty) minutes preparation time the employee will be compensated for a full preparation period at their per diem hourly rate.
 - b. In the event an employee receives at least 30 (thirty) minutes preparation time the employee will be compensated for the lost time of their preparation period at their per diem hourly rate.
 - c. Employees who have 'sold their prep' for the duration of the term or on a non ad hoc basis will have their FTE and corresponding compensation adjusted as described in section A of this article.
 - d. If the employee's assignment is not addressed by a schedule in section A of this article, they will be paid their per diem hourly rate of pay for any preparation time sold.
3. School employees includes any employee assigned to work the majority of their workday in a school, including EDGE and other student-facing programs.
4. PRE-K: For student contact days, Pre-K full-time employees shall be provided no less than 60 (sixty) minutes each day free of other duties or responsibilities for utilization as preparation time. This time period shall be allocated in blocks of at least 30 (thirty) uninterrupted minutes.
5. ELEMENTARY: For student contact days, full-time elementary employees shall be provided no less than 390 minutes each workweek for five-day workweeks free of other duties or responsibilities for utilization as class preparation time. A minimum of 300 minutes shall be during student contact time. This time period shall be allocated in blocks of at least 30 (thirty) uninterrupted minutes. At least one such block shall be provided during each day during the period between the time when students are required to report to class for instruction in the morning and the time when students are dismissed from instruction in the afternoon.
6. MIDDLE SCHOOL: For student contact days, middle school employees shall have a minimum of one instructional period free of other duties or responsibilities for the purpose of preparation time. One block of middle school preparation time shall be 45

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(forty-five) minutes or one full period, whichever is greater.

7. HIGH SCHOOL: For student contact days, high school employees shall have a minimum of one instructional period free of other duties or responsibilities for the purpose of preparation time. One block of high school preparation time shall be 48 (forty-eight) minutes or one full period, whichever is greater.
8. For middle and high school teachers on days when regular class time is reduced because of assemblies, half-day in-service, or grading time, an employee's prep time will be reduced proportionately to the reduction in each class period. **The minimum preparation time durations still apply.**
9. On days designated PSAT day or other alternate student schedule, and when the bell schedule is such that not every teacher has a preparation period during the student contact day, schools will designate a preparation period for teachers equivalent in length to a regular preparation period of the adjusted schedule and it must occur during the hours that would normally constitute the student contact day.
10. On days when the student schedule is adjusted for finals, all time that would be student contact time on a regular schedule shall be employee preparation time.
11. For professional development and in-service days, all school-based employees will receive a minimum 60 (sixty) minutes of preparation time instead of their regular workday allocation.
12. The District shall provide a portion of preparation time to an employee who is contracted as 0.50 FTE or more per week but less than full-time. The portion shall be prorated based on the ratio of the employee's scheduled workweek to the normal full-time workweek.
 - a. Such proration shall be in 30-minute blocks, but the provision that such blocks shall be provided during the student contact day shall not apply.
 - b. In the case of teachers sharing a position, however, preparation time shall be assigned to the position and shared as determined by the District.
13. All Special Education Teachers and Speech Language Pathologists (SLP) shall have at least 180 minutes weekly (based on a five-day week), for educator directed case management work. **At the secondary level, an additional class period of preparation should be assigned to satisfy this provision.** This time will be prorated for weeks less than five days in length. This time will be assigned according to the provisions in Section 14 of this Article.
14. The following definitions distinguish between employees who have assigned and/or scheduled preparation time, and those who receive preparation time which is unscheduled.
 - a. Assigned and/or Scheduled Preparation Time: Employees who are assigned classes and who prepare for daily coursework that requires grading and the assigning of grades to students. (Note: this includes LRC teachers, SLPs, and Reading Specialists.)
 - b. Unscheduled Preparation Time: Employees who support instruction and/or provide resources and services to students, but do not prepare daily coursework that requires grading and the assigning of grades to students.
15. Employees who receive unscheduled preparation time will use professional discretion when incorporating preparation time into their daily and weekly work schedule. This time

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will not be formally assigned or scheduled by the District. The employee should notify their supervisor of their preparation time and this preparation time scheduling shall be discussed with the employee as part of their initial conference. If the employee is required by the District to attend to a business need during preparation time, they must do so. The employee will be required to adjust their preparation time to accommodate the change. If there is no way to adjust their preparation time, due to the timing or nature of the District need, the employee will be compensated for their lost preparation time as described in this article.

16. In case of unforeseen emergencies such as inclement weather or other delays, employees will be compensated for the time of the delay and will not be required to make this time up later in the year. These hours will serve as compensation for any lost preparation time during that day. This language is only for partial day closure and not for any full-day closure.

17. The District will provide extended contract days through mutual agreement between the employee and supervisor to complete their regularly assigned duties. This does not include additional staff/professional development. The following extended contract days should occur in August or June depending on the employees' needs:

Media Teachers	5 Days
Teacher Leaders	2 Days
Special Education Case Managers	2 Days
Program Associates/Assistants	2 Days
School Counselors	4 Days

18. The District will provide up to a total of 180 days of substitute coverage for special education instructors who need assistance in completing special education documentation. Requests for assistance may be initiated by a staff member. The District will determine which requests will be approved.

19. When a licensed staff member is asked by an administrator to absorb a portion of students from a classroom due to the absence of another licensed staff member, they will be compensated \$83.50 for the day. This assignment will be at least two (2) hours a day at the elementary level or at least two (2) class periods at the secondary level.

20. When an employee is directed to cover a classroom of students due to the absence of a teacher, they will be compensated with additional pay at their per diem rate for the time they cover the classroom. For employees with assigned or scheduled preparation time, compensation for coverage during this time is prescribed in 2 of this section. It is possible for this compensation to stack with the compensation in 19 above.

21. Preparation time is not applicable when an employee is voluntarily attending an out of district conference or meeting, on a field trip, or at Outdoor School.

22. Elementary transition time will be allocated under the following conditions:

- a. For days when a specialist begins instruction at the student start time the specialist will not be assigned an AM duty at arrival.
- b. If a specialist gives instruction up to the dismissal bell, that specialist will not be assigned a PM duty at dismissal.
- c. Attached to the beginning or the end of the teacher's duty-free lunch each day, there will be a five (5) minute transition time.
- d. If a primary (K-2) class is directly followed by an intermediate (3-5) class, or vice versa, there will be 10 (10) minutes provided between the end of the first and the beginning of the second class for transition. Transition time minutes shall not exceed 30 (thirty) minutes per person per day.

23. No employee shall be responsible for students for more than three continuous hours without the opportunity for a break to use the restroom or get water.

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D. Coverage of Unfilled Positions

The compensation for coverage outlined below is intended to provide coverage for periods of one week or greater.

1. Licensed Staff Assigned (without case management):

If a licensed staff member is assigned to a position that has an assigned caseload but is not responsible for the case management, they will receive their regular salary but are not eligible for any associated differentials.

2. Licensed Staff Providing Case Management for Supplemental Caseloads:

If a licensed educator provides case management for a supplemental caseload but does not provide direct services, they will be compensated as follows:

- a. The individual will receive their regular compensation and applicable differentials for their primary assignment.
- b. Additionally, the individual will receive extra pay for the FTE associated with the additional work. This will include a minimum of 30% of the covered position's FTE and must include all of the case management and preparation time (or equivalent compensation) assigned to the position, if applicable. FTE will be decided upon by the appropriate District level administrator or their designee based on the additional caseload assigned to the licensed specialist.
- c. The individual will also receive a percentage of the associated differential dependent on the proportion of supplemental FTE assigned.

3. Licensed Staff Providing Direct Services and Case Management

- a. The licensed specialist will receive their regular compensation and applicable differentials for their primary position.
- b. In addition, the licensed specialist will receive compensation for the percentage of FTE (determined by the special education department) assigned to the supplemental caseload. They will also receive the applicable differential for the portion of the FTE assigned to the supplemental caseload.

E. Outside Employment

1. An employee may hold jobs other than with the District as long as they do not interfere with their contractual work responsibilities.

F. Elementary Class Loads

1. For the life of the contract the District will provide \$1,000,000 each year in an overload elementary classroom account.
2. The District and Association agree to establish an Elementary Class Ratio Committee (ECRC) to address concerns from educators. For the purposes of this Article, ratio is defined as elementary classroom teachers to students in a given classroom. Additionally, we acknowledge that early planning and preparation are key to reducing class ratio issues in the fall. This Article establishes the ECRC.
3. The student portion of the ratio shall be calculated by June 30 of a given year for the following year using a school's ADMw/ADM multiplied by the number of students in the

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classroom. Each school's most recently confirmed ADMw and the corresponding ADM from that date will be used. (Example: a school's ADMw is 657 and the number of students at the school is 450; for a classroom with 25 students the number for the class ratio will be $657/450 \times 25 = 36.5$. District avg is $1.3 \times 25 = 32.5$)

4. ADMw is defined by ORS 327.013.

G. Ratios

The District target ratios are as follows by grade level (at the time of this proposal the District ADMw/ADM was 1.3, each school will have a unique ADMw/ADM ratio based on the most recently published student data):

Grade Level	ADMw/ADM adjusted student count
Kinder	25
First/Second	29
Third/Fourth/Fifth	32

For blended classrooms, the lower number shall be used for the ratio. Blended classrooms shall receive 1.5 times the Instructional Assistant support time compared to their same level peers.

Grade Level	ADMw/ADM adjusted student count total
6-period day Secondary	195
A/B Block Secondary	234
Quarter system Secondary	100
Other Schedule	Must be bargained

These ratios do not apply to secondary music. Secondary PE classes have a ratio that is 25% higher than the ratio applied for the rest of the school.

1. Spring Committee

Planning each spring:

- e. Principals will share projected enrollment and tentative staffing assignments with their school staff between May 15th and June 1st.
- f. After June 1st, a committee at each school or program will meet to review ratios for the following school year. The committee will be comprised of at least three (3) members of the licensed staff, one (1) Association representative, and the principal. The committee will review individual classrooms against published ratio targets within the context of school-level ratios. If a school's ratio is more than 1.5 students over the recommended levels, additional teacher FTE shall be added to the school until the ratio is within 1.5 students of the recommended levels. Based on this review, the committee will recommend a course of action to the principal to address ratio concerns. Recommendations could include:
 - i. Submitting a request to add teacher FTE
 - ii. Re/assign support within current school allocation
 - iii. Providing additional preparation time for impacted teacher(s)
 - iv. Any relief that is mutually agreeable between the educator(s) and the district
 - v. Reassign grade levels or blend classrooms

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The principal will decide on the best course of action to address concerns after considering this committee's recommendation. For options requiring additional resources for the school building or program, the principal will make that request to the appropriate level director for consideration. Level Director responses to each request will be shared with the respective principal who will then share it with the school or program based committee no later than one (1) week after receiving the request or by the end of the contract year, whichever is **earlier**.

2. Fall Committee **Elementary**

August and September Information:

- a. The Association president shall be provided with the District ratio by school, program, and individual class by August 31 and again before the fifth full week of school.
- b. The committee will be comprised of three (3) members appointed by the Association president and three (3) administrators appointed by the superintendent (or designee) who will also sit on the committee as an ex-officio member for a total of seven (7) members.
- c. As part of their review, the committee will jointly analyze elementary student ratio data. In instances in which the committee identifies a **classroom**, school or program which does not conform with the established educator-student ratio, the committee shall develop a recommendation on how to respond to the concern. The committee will discuss and consider for recommendation whether any of the following options should be taken:
 - i. Re/assign, transfer, or add licensed and/or classified educator FTE for support using the overload elementary classroom account.
 - ii. Provide additional professional release time to the educator for planning, assessment, and parent conferences.
 - iii. Any relief mutually agreed upon by the committee.
- d. The ECRC must issue a plan within one (1) week of the ECRC meeting.
- e. The superintendent or their designee shall make the final decision on matters brought before the committee.

The fall committee shall have access to the actual expenditures and remaining balance of the overload elementary classroom account through quarterly reports until funds in this account are exhausted.

Beginning 2024-2025 school year, if any funds remain in this account on June 30th of the school year, the district shall divide the remaining funds equally among the educators who experienced class sizes that exceeded the published ratio targets and received no relief, up to a maximum of \$3,000 per eligible employee.

3. **Secondary Class Ratio**

- a. The parties agree to establish an ad hoc Class Ratio Committee to review problems arising from a class load over the ratio.
- b. The committee shall be composed of the Superintendent or their designee, the SKEA President or their designee, an administrator and at least two classroom teachers from the affected building.

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- c. The committee shall be convened within ten (10) working days from the beginning of the term (trimester or semester).
- d. The task of the committee will be to meet and explore options relating to the situation. Options in preferential order include, but are not limited to:
 - i. Split class into two sections/classes
 - ii. Re/assignment of classified staff to help in the affected classroom
 - iii. Payment of an additional stipend to the teacher retroactive to the beginning of the affected term
 - iv. Any relief that is mutually agreeable between the educator(s) and the district
- e. A report concerning the findings and recommendations of the committee shall be filed within twenty (20) days with the Superintendent and SKEA.
- f. The decision of the Committee will be final and binding on the parties.

H. EDGE (Independent/Connected)

1. EDGE Connected and Independent sections shall be split.
2. No EDGE Teacher will be required to teach concurrent Connected (synchronous) and Independent (asynchronous) courses in the same section.
3. Educators who elect to teach Independent and Connected in the same class/period are not covered by this section.

I. Peer Assistance

1. Participation in peer assistance is voluntary. Both the employee offered assistance and the person asked to provide the assistance may refuse to participate with no adverse consequences or penalty. Participants in peer assistance will be notified of available resources (e.g. release time, etc.) prior to implementation of the assistance plan.
2. The employee who will receive the peer assistance shall have input into the person(s) or agency who will provide the assistance.
 - a. Instructional Mentors (IM) (or equivalent) are existing options for this assistance.
 - b. Observations conducted by peers are voluntary; whether they are part of formal Peer Assistance or not.
3. The District will offer peer assistance, which may include learning walks and peer-to-peer classroom visits, when reasonable and practicable to any employee, and specifically the District will offer peer assistance to an employee it determines to have a deficiency specified in ORS 342.865 (1) (a), (d), (g), or (h).
4. Information arising from the use of peer assistance will not be used for any purpose unless the District and the teacher receiving the assistance specifically authorize its use.

J. Speech Language Pathologists (SLPs)

Each Speech-Language Pathologist (SLP) who meets with students or handles confidential paperwork, shall be provided a dedicated, confidential workspace that meets the requirements of their position.
The designated workspace must:

1. Be a private, confidential area suitable for conducting student meetings and managing sensitive

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information.

2. Accommodate the provider, necessary furniture, supplies, and at least three students comfortably.
3. Not be shared with other staff unless explicitly agreed upon by the provider.

National professional standards, such as ASHA guidelines for SLPs, shall serve as a reference for determining workspace appropriateness.

K. Special Education and Specialists Caseloads

1. Caseload refers to the total number of students for whom a special educator or related service provider is responsible, encompassing those with Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and 504 plans. This includes:
 - a. Students receiving direct or indirect Specially Designed Instruction (SDI) or related services, whether in general education, pull-out settings, or specialized programs.
 - b. Students requiring documentation, progress monitoring, or pre-referral support as part of the educator's or provider's professional responsibilities (e.g., during the pre-planning stage of initial evaluations).
 - c. Students supported through multi-tiered systems of support (MTSS), such as Response to Intervention (RTI), when intervention is intended to address or prevent challenges related to disabilities.
 - d. Students for whom related service providers, such as nurses, school psychologists, physical therapists, or speech-language pathologists, deliver required services as outlined in IEPs, IFSPs, or 504 plans.
2. The below table shows different positions and their assigned FTE as it relates to their assigned caseload. Any position that exceeds the caseload cap, requires additional FTE to be assigned in increments of .5 FTE as illustrated in the table (the two columns on the right are for .5 FTE positions). Minimum SPIA2 supports are per 1.0 FTE for the specified positions. Other positions in the table should also receive support from appropriate classified personnel.

Position	FTE	Caseload Cap	Minimum SPIA2 Support	FTE	Caseload Cap
Self-Contained	1.0	18	4.0 FTE	.5	9
Self-Contained Mod./Severe	1.0	10	5.0 FTE	.5	5
SpEd teacher Elem (LRC)	1.0	32	2.0 FTE	.5	16
SpEd teacher Sec. (LRC)	1.0	40	2.0 FTE	.5	20
Nurse (general population)	1.0	1500		.5	750
Nurse (intensive needs population)	1.0	250		.5	125
Counselor	1.0	400		.5	200
School Psych	1.0	1000		.5	500
SLP	1.0	40		.5	20
Autism	1.0	27		.5	14
OT/PT	1.0	40		.5	20

3. SLP Workload Group
 - a. The purpose of the workload group is to monitor SLP caseload numbers as they fluctuate throughout the year to recommend targeted resources for the SLPs with the greatest need for supports.
 - b. SLP workload group will meet at least four times per year.
 - c. Workload group will include: SLP program associate, one District coordinator, one SLP from each feeder system (selected by the SKEA President), and the SKEA President or designee.
 - d. Twice annually the Workload group survey each SLP serving students in the district to report on caseload numbers, caseload management, consult only, bilingual, AAC, as

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- well as other items crucial to establishing workload weight.
 - e. If an SLP is identified as having a caseload spike or other reason why they might need support, they will be contacted by the workload group to obtain information regarding their spike in caseload etc and to determine the best way to provide help as needed by the SLP. This help could include, but is not limited to:
 - i. Temporary assignment of SLP time, for an SLP with a smaller caseload.
 - ii. SLPA time assigned.
 - iii. Additional days for case management time.
 - iv. Additional compensated hours.
 - v. Other mutually agreed upon solutions.
4. Social Worker Workload Group
- a. The purpose of the workload group is to monitor Social Worker caseload numbers as they fluctuate throughout the year to recommend targeted resources for the Social Workers with the greatest need for supports.
 - b. Social Worker workload group will meet at least four times per year.
 - c. Workload group will include: one District coordinator, three social workers (selected by the SKEA President), and the SKEA President or designee.
 - d. Twice annually the Workload group survey each Social Worker for items crucial to establishing workload weight.
 - e. If a Social Worker is identified as having a caseload spike or other reason why they might need support, they will be contacted by the workload group to obtain information regarding their spike in caseload etc and to determine the best way to provide help as needed by the Social Worker.

NEW C. Contract Time outside of the student contact day

1. The contract time before student contact time on Wednesdays (or other late start days if the District chooses to move the late start day) shall be calendared to allow for roughly half of the dates to be educator directed time and roughly half to be District/supervisor directed time. Strategic placement of educator directed days close to grading days and after major breaks will be prioritized.
2. For the 2025-2026 and 2026-2027 school years, educator and District/supervisor directed meeting dates and requirements as follows for all contract time before student contact time on Wednesdays:

Month	Educator Directed	District/Supervisor Directed
September 2025	3 and 17	10 and 24
October 2025	1 and 15	8 and 29
November 2025	12	5 and 19
December 2025	3 and 17	10
January 2026	14 and 28	7 and 21
February 2026	11 and 25	4 and 18
March 2026	11	4 and 18
April 2026	1, 15, and 29	8 and 22
May 2026	13 and 27	6 and 20
June 2026	10	3
September 2026	9 and 23	16 and 30
October 2026	7 and 21	14 and 28
November 2026	11	4 and 18
December 2026	2 and 16	9
January 2027	13 and 27	6 and 20
February 2027	10 and 24	3 and 17
March 2027	10 and 31	3 and 17
April 2027	14 and 28	7 and 21
May 2027	12 and 26	5 and 19
June 2027	9	2

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3. If any of these dates are cancelled because of unforeseen events, delays or closures, they will not be rescheduled and the calendar will not be adjusted.
4. No more than one (1) additional time before or after student contact time each week may be administrator directed time. This does not include teacher leadership team meetings.
5. Exceptions:
 - a. IEP meetings may be scheduled during educator directed time as described above. Efforts will be made to ensure the educators involved, not including the case manager, miss no more than one Wednesday of educator directed time monthly and have no more than one IEP meeting during this educator directed time weekly.
 - b. Meetings for student behaviors (as described in Article XV) or emergency meetings may occur during the above educator directed time. Efforts will be made to ensure each educator involved may be required to attend no more than one meeting of this type during the educator directed time weekly.