

**Contact:**

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TO: Stanwood-Camano Board of Directors

FROM: Christine Del Pozo, Executive Director of Human Resources

SUBJECT: Letter of Agreement with the Public School Employees of Stanwood-Camano

DATE: August 19, 2025

TYPE: Action Required

Please see the attached Letter of Agreement with the Public School Employees of Stanwood-Camano outlining the proposed agreement for the 2025-2026 school year. The agreement includes information on paraeducator classification for one-to-one (one adult to one student) positions. You already approved that portion of the LOA at the July 1, 2025, board meeting. The two new sections we are seeking approval for are the commitment to look at proposing wage adjustments based on a comprehensive classified wage study during the next bargaining cycle as well as negotiating the paraeducator reclassification recommendations completed by the Paraeducator Reclassification Committee.

Recommendations: We recommend you approve this Letter of Agreement with the Public School Employees of Stanwood-Camano.

Every student is empowered to learn in an inclusive setting
and is prepared for the future of their choice

www.stanwood.wednet.edu

LETTER OF AGREEMENT

THE PURPOSE OF THIS LETTER OF AGREEMENT IS TO SET FORTH THE FOLLOWING AGREEMENT(S) BETWEEN PUBLIC SCHOOL EMPLOYEES OF WASHINGTON/SEIU LOCAL 1948, STANWOOD CAMANO CHAPTER #1125 AND THE STANWOOD CAMANO SCHOOL DISTRICT #401. THIS AGREEMENT IS ENTERED INTO PURSUANT TO THE CURRENT COLLECTIVE BARGAINING AGREEMENT.

The parties agree to the following:

To honor the heightened responsibility work done by one-to-one (one adult or greater to one student) positions in the paraeducator classification, newly posted positions will be posted at the rate that reflects the heightened responsibility based on student need. Student needs within the one-to-one positions may be reassessed in January. This reassessment may be initiated by the employee or the building administrator. This student need evaluation may result in a mid-year wage adjustment for the one-to-one position. The wage adjustment, if applicable, shall take effect no later than the March payroll.

The Executive Director of Special Services, with input from building administrator(s) and PSE, shall determine the position's rate utilizing the attached Paraeducator Rubric.

The District and PSE commit to proposing wage adjustments based on a comprehensive classified wage study in the 2026-2027 bargaining cycle as defined in the Collective Bargaining Agreement (Section 17.3) as well as negotiating the paraeducator reclassification recommendations completed by the Paraeducator Reclassification Committee in the 2024-2025 school year. See the paraeducator rubric on the following page.

This Letter of Agreement shall become effective upon the signature of all parties involved and will be in effect for the 2025-2026 school year only.

PUBLIC SCHOOL EMPLOYEES
OF WASHINGTON / SEIU LOCAL 1948

STANWOOD CAMANO CHAPTER #1125

STANWOOD CAMANO SCHOOL #401

BY: 
Judith Brown (Jul 30, 2025 14:36:01 PDT)
Judith Brown, Chapter President

BY: _____
Christine Del Pozo, Executive Director of HR

DATE: 07/30/2025

DATE: _____

PSE OF STANWOOD-CAMANO CHAPTER #1125 **PARAEDUCATOR RUBRIC**

AREA OF SPECIALITY	BEHAVIORAL SUPPORT	PLANNING ORGANIZE	INDEPENDENT WORK	ACADEMIC NEEDS	COMPLEXITY	EDUCATION	TOTAL
LEVEL ONE (1)	1) Behavior support needs are typical minimal; 0%-25%	1) Minimal planning or organization is needed to support students and/or teachers; 0%-25%	1) Most work is done under frequent supervision of certificated staff or administrator; 76%-100%	1) Implementation of academic support is minimal, or program is clearly and simply scripted; 0%-25%	1) Work situations are routine and have minimal variation; 0%-25%	1) Minimal training required, limited to state mandated; 0%-25%	
LEVEL TWO (2)	2) Moderate level of behavior support is implemented either individually or in small groups; 26%-75%	2) Moderate level of planning or organization is needed to serve students and/or teachers; 26%-75%	2) Generally working independently and relied upon to make decisions with a moderate level of communication with certificated staff or administrator; 26%-75%	2) Moderate level of complexity of materials used and/or needing regular interpretation for student understanding; 26%-75%	2) There is a moderate level of variation within the position; Problems are multi-dimensional, and trade-offs and risks must be considered; 26%-75%	2) Moderate level of training required with district required annual certification; 26%-75%	
LEVEL THREE (3)	3) Behavior support is frequently necessary, and/or intensity of behaviors is significant when active; 76%-100%	3) Frequent planning or organization to serve students and/or teachers is needed; 76%-100%	3) High level of independence. Making decisions on a regular basis with minimal contact with certificated staff or administrator; 0%-25%	3) High level of academic support necessary with highly complex or frequently changing materials; 76%-100%	3) Frequently required to make decisions involving a high degree of responsibility with potential system-level impacts; 76%-100%	3) High level of training required with intensive on the job modeling or outside instructional programming; 76%-100%	