

The following provisions of Articles 7, 10, 14, 15, and New Article #3 are offered by ASK ESP as a package:

ARTICLE 7 WORKWEEK, HOURS OF WORK

G. Logistics Time

1. Employees shall be provided reasonable time during their scheduled workday to check district communications and review schedules and assigned duties.

2. No ESP will be required to design instruction or assessments or perform other duties of a Teacher of Record, as defined in OAR 584-210-0200. ESPs who are assigned to assist in the preparation of student materials will be provided time to do so.

3. Prior to their initial work with a student, and when relevant to their assignment, -ESPs will have time to review an IEP, 504, behavior, medical protocol, or other plan designed to support the student.

ARTICLE 10 LEAVE OF ABSENCE WITH PAY

A. Sick Leave

13. An employee absent from work due to injury that is the result of workplace violence while acting in their capacity as an employee for the District, will receive compensation will have their leave accruals reinstated for the absence for up to three (3) days per instance. If the employee entered into unpaid status due to this three day absence, the District will compensate the employee of pay at the employee's per diem rate for unpaid worktime lost ; per instance. In order to qualify for such compensation, the employee must have an accepted Workers' Compensation claim associated with that injury.

D. Personal Leave

6. Unused personal leave will move to the employee's sick leave at the end of each fiscal year or at the end of their employment.

I. Inclement Weather and Emergency Closures

The district will provide all classified employees with two days of paid "Inclement Weather" leave to use during District-called delays or closures. Employees will be paid their full daily pay for each Inclement Weather Leave day used, or portion thereof. Employees are not required to use their personal accruals on these days. After exhausting the two Inclement Weather Leave days, employees may use their personal and/or vacation accruals to supplement their hours during District-called delays or closures.

ARTICLE 14 RATES OF PAY

A. Salaries

1. The base schedule will be increased by 7.0% for fiscal year 2023-2024 retroactive to July 1, 2023, 3.75% for fiscal year 2024-2025, and 4.0% for fiscal year 2025-2026. by 4.0% for fiscal year 2026-2027 and 4.0% for fiscal year 2027-2028.

B. Out -of-Class Pay

2. Employees who are paid below range 15 shall be paid at their current experience step at range 15 for 15 minutes or actual time worked, whichever is greater, per instance they are required to have direct physical contact with a student as part of a toileting protocol excluding transport to and from the restroom.

ARTICLE 15 INSURANCE

A. District Contribution

1. The maximum District contribution for plans selected will be ~~\$1,510 for the 2023-2024 insurance year, beginning the month following ratification and \$1,550 for the 2024-2025 insurance year, and \$1,575~~ \$1,630 per month for the 2025-2026 2026-2027 insurance year, and \$1685 per month for the 2027-2028 insurance year.
5. The District will contribute ~~\$100~~ \$125 a month amount to all eligible employees' Health Savings Accounts (HSA) who elect a qualifying high deductible insurance plan through the District.

New Article 3: Classification-Specific Provisions

A. Library Specialists (LS)

1. Class load

- a. An LS may be required to offer instructional support to up to twenty (20) different class sessions per workweek with a maximum of thirty (30) minutes per session. Total class sessions cannot exceed 600 minutes per workweek.
- b. The district will not expect an LS to offer instructional support to more than one class during one class session.
- c. LS employees shall have a minimum of 15 minutes transition time between class sessions where the LS is not responsible for student supervision.

2. Lesson Plans and Classroom Activities

- a. LS employees are not licensed educators, and thus may not create lessons or instructional activities for students.

- b. The District shall provide LS employees with grade-appropriate lesson plans and instructional materials for each class session they are expected to offer instructional support to students.

3. Library Maintenance Time

- a. Each LS shall be provided 900 minutes of library maintenance time per workweek, excluding paid employee breaks and unpaid duty free lunches. This time may be broken into multiple blocks of not less than 30 minutes per block. "Library maintenance" shall be defined as tasks necessary to ensure the proper function of the school's library and to safeguard and maintain the library collection.
- b. An LS shall not be assigned additional duties during their library maintenance time, nor shall they be expected to supervise students during this time.

B. Sign Language Interpreters

1. Definitions

- a. **"Staff Sign Language Interpreter"** means ASL Interpreter for students, staff, and community members hired directly through the District with an assigned yearly placement based on the needs of the District. Referred herein as "Interpreter."
- b. **"Sign Language Interpreter Primary Scheduler"** means ASL Interpreter who schedules all Interpreters' daily work schedules, coordinates substitute coverage as needed with district substitutes or third party agencies, and fulfills and assigns community requests/extra hours and transcription services. Substitutes for Staff Sign Language Interpreters as needed. Referred herein as "Scheduler."
- c. **"District Sign Language Substitutes"** means ASL Interpreters for students, staff, and community members hired directly through the District. They are the first point of contact when Staff ASL interpreters are unavailable for day-to-day or long term substitutes needs.

- d. **“Agency Sign Language Substitutes”** means ASL Interpreter for students, staff, and community members hired through a third party agency when Staff Sign Language Interpreters are unavailable to meet the needs of the District, or to provide substitute coverage when District Sign Language Substitutes are unavailable on a daily or limited-term basis.
- e. **“Community Requests/Extra Hours”** means any ASL Interpreting jobs that fall outside of a Staff Sign Language Interpreter’s normally scheduled work hours.
- f. **“Yearly Placement”** means a Staff Sign Language Interpreter’s assignment based on the needs of the District: Elementary, Middle School, High School, CTP, etc.
- g. **“Certified Deaf Interpreter”** means a qualified deaf or hard of hearing individual specialized to interpret for individuals who are deaf or hard of hearing. They work in collaboration with hearing Sign Language Interpreters to facilitate communication, especially in situations where the deaf/hard of hearing individual had unique communication needs or cultural backgrounds.
- h. **“RID Code of Professional Conduct (CPC)”** are outlined at <https://rid.org/programs/ethics/code-of-professional-conduct/>

2. Working Conditions and Compensation

- a. **Placement Preferences-** Interpreters are welcome to submit placement requests for the following school year if returning. The District maintains the right to place Interpreters to meet student and staffing needs, based on individual student needs, skill level of Interpreter, and Interpreter seniority.

- b. **Cancellation Policy:** For community requests/extra hours for which an Interpreter has been scheduled, the scheduled Interpreter will be paid for the full length of the event scheduled if cancelled 24 hours or less before the event starting time.
- c. **Length of Assignments:** If an event is shorter than the requested time, the Interpreter will be paid for the full length scheduled. For events that run longer than the requested time, the Interpreter will be paid in 15 minute increments for the full length of the assignment. Interpreters maintain the right to leave at the scheduled end time of the event based on their availability.
- d. **Client no-shows:** For events for which an Interpreter is requested and scheduled by a specific client, Interpreter will be required to stay for a minimum of 20 minutes before the client is considered a no-show, and the Interpreter(s) are able to be dismissed in collaboration with the on-site point of contact. This excludes events for which Interpreters are scheduled for general access (board meetings, graduations, cultural celebrations, etc).
- e. **Scheduling During School Breaks:** When the Scheduler is on School Break in accordance with the District calendar, scheduling and assignment duties will be the responsibility of Student Services Management.
- f. **Assignment of Extra Hours:**
 - i. The Scheduler will assign Interpreters based on expressed Interpreter interest, client needs, cultural matches, and specialized skills required for a requested

assignment. If several Interpreters are qualified based on the criteria above, a rotating schedule is established. Certified Deaf Interpreters will be assigned in conjunction with a team of hearing Interpreter(s) as needed to meet client and requester needs in accordance with RID's CPC.

ii. The Scheduler will receive requests for extra hours assignments and schedule Interpreters in accordance with the section above. Extra hours assignments will be first offered to Interpreters. If no Interpreters are available, assignments will be offered to District Sign Language Substitutes, then to Agency Sign Language Substitutes as needed.

iii. An Interpreter who chooses to accept an extra hours assignment will be paid for the full length of the assignment billed in 15 minute increments or one (1) hour, whichever is longer. This excludes the continuation of an employee's work day, constituted as an assignment with a start time within thirty (30) minutes of the end of an employee's regularly scheduled work day.

g. Theatrical Performance Interpreting Assignments:

An Interpreter shall be paid a flat rate of \$550 for preparing for and interpreting at a District musical and/or theatrical performances, or be paid at their regular rate of pay, whichever is higher. Preparation activities shall include, but are not limited to:

- i. Contact the director to get rehearsal schedules, introduce themselves, and establish a professional working relationship.
- ii. Stay in constant communication with the director to keep updated on any script changes, music changes, or other changes pertaining to the play.
- iii. Obtain scripts, music, recordings, and any other materials the director has to share with the Interpreter connected to the performance.
- iv. Meet with other assigned Interpreter(s) to study the script and then work together to divide up characters/lines/parts.
- v. Continue to study the script with the divisions agreed upon by the Interpreter team.
- vi. Attend a minimum of 1 dress rehearsal to compare notes and coordinate with the director on Interpreter positioning, lighting, seating, entrance, exiting, costumes (if necessary), etc.