

LETTER OF AGREEMENT
between
The Camas Education Association
and
The Camas School District

Section of the Contract Addressed: Section Table 3.06 (b)

<u>Program Name</u>	<u>Individual Caseload</u>	<u>Relief Level</u>	
		<u>1</u>	<u>2</u>
<u>Special Education Pre-school</u>			
<u>Early Childhood Education</u>	<u>20</u>	<u>22</u>	<u>24</u>
<u>Elementary Self-Contained</u>			
Life Skills <u>Integrated Communication Program</u>	<u>8</u>	<u>9</u>	<u>10</u>
Structured Inclusion Setting <u>Integrated Academic Program</u>	<u>12</u>	<u>14</u>	<u>16</u>
Structured Learning Center	<u>8</u>	<u>10</u>	<u>12</u>
<u>Integrated Social Emotional Learning Program</u>	<u>10</u>	<u>11</u>	<u>12</u>
<u>Middle School Self-Contained</u>			
Life Skills <u>Integrated Communication Program</u>	<u>10</u>	<u>11</u>	<u>12</u>
Structured Inclusion Setting <u>Integrated Academic Program</u>	<u>14</u>	<u>16</u>	<u>18</u>
Structured Learning Center	<u>12</u>	<u>13</u>	<u>14</u>
<u>Integrated Social Emotional Learning Program</u>	<u>12</u>	<u>13</u>	<u>14</u>
<u>High School Self-Contained</u>			
Life Skills <u>Integrated Communication Program</u>	<u>10</u>	<u>11</u>	<u>12</u>
Structured Inclusion Setting <u>Integrated Academic Program - Moderate</u>	<u>12</u>	<u>14</u>	<u>16</u>
Structured Inclusion Setting <u>Integrated Academic Program - Mild</u>	<u>14</u>	<u>16</u>	<u>18</u>

<u>Structured Learning Center</u>	<u>14</u>	<u>16</u>	<u>18</u>
Integrated Social Emotional Learning Program	14	16	18
<u>Transition House</u>	<u>14</u>	<u>16</u>	<u>18</u>
<u>Elementary Resource</u>			
<u>Resource Room</u>	<u>28</u>	<u>30</u>	<u>34</u>
SCORE	20	21	22
<u>Secondary Resource</u>			
<u>MS Resource</u>	<u>30</u>	<u>32**</u>	<u>34**</u>
<u>HS Resource</u>	<u>30</u>	<u>32**</u>	<u>34**</u>

****For Resource Classrooms: If this caseload has been already staffed above initial allocated paraprofessional FTE, and this relief level is triggered, the parties shall meet to assess existing paraeducator staffing and determine best usage of current and/or possible additional paraprofessional FTE.**

Agreement Entered into on August 22, 2019.

Signed:

/S/ Jeff Snell

Jeff Snell, Superintendent

/S/ Michelle Houle

Michelle Houle, CEA President

MEMORANDUM OF UNDERSTANDING

between
The Camas Education Association
and
The Camas School District

Section of the Contract Addressed: Section 3.06 (h)

(a) Specific special education staff (SLP, OT, PT or teachers in an ~~SIS, Life Skills, BD, SCORE, IAP, ICP, SEL~~ or Transition) shall attempt to create a schedule that includes contracted planning time. When planning time cannot be scheduled, staff shall meet with building administration to create a schedule that includes the contracted planning time. For intermittent planning time loss, staff may claim missed planning time on a certificated time sheet. If contracted planning time cannot be arranged on an ongoing basis through discussion with building administration, contact special services to discuss options and/or arrange a supplemental contract.

Agreement Entered into on August 22, 2019.

Signed:

/S/ Jeff Snell

Jeff Snell, Superintendent

/S/ Michelle Houle

Michelle Houle, CEA President

MEMORANDUM OF UNDERSTANDING

between
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The Camas School District

Section of the Contract Addressed: Section 3.06 (i.4)

4. Programs named below are defined in the 2017-18 Special Services Handbook and are included in Appendix J of this Agreement.

Agreement Entered into on August 22, 2019.

Signed:

/S/ Jeff Snell

Jeff Snell, Superintendent

/S/ Michelle Houle

Michelle Houle, CEA President

MEMORANDUM OF UNDERSTANDING

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Section of the Contract Addressed: 3.06 (i.8)

8. When any special education certificated employee is over the number stipulated in Relief Level 2 and the District is unable to hire additional FTE after twenty (20) school days of an unfilled open posted position, additional compensation will be offered to the employee at a % ratio of the workload multiplied by their per diem, up to .2 FTE additional caseload per person. No staff will be asked to work more than an additional .2 FTE contract. This additional FTE does not result in additional benefit allocation.

EXAMPLE: Middle School LS ICP Teacher

Target Caseload: 10

If assigned 13 students, exceeds Relief Level 2 (Table 3.06b) by one student.

One student = 10% of Target Caseload.

Teacher is offered .1 FTE contract for the remaining time in overload.

EXAMPLE: Elementary School SIS IAP Teacher

Target Caseload: 12

If assigned 18 students, exceeds Relief Level 2 (Table 3.06b) by two students.

Two students = 16.7% of Target Caseload

Teacher is offered .167 FTE contract for remaining time in overload.

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/S/ Jeff Snell

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/S/ Michelle Houle

Michelle Houle, CEA President

MEMORANDUM OF UNDERSTANDING

between
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The Camas School District

Section of the Contract Addressed: 306 (k)

(k) Acronyms:

SLP = Speech Language Pathologist

OT = Occupational Therapist

PT = Physical Therapist

~~SCORE = Social Communication Occupation Resource Education~~

~~SIS = Structured Inclusion Services~~

SLC = Structured Learning Center

IAP = Integrated Academic Program

ICP = Integrated Communication Program

SEL = Integrated Social Emotional Learning Program

Agreement Entered into on August 22, 2019.

Signed:

/S/ Jeff Snell

Jeff Snell, Superintendent

/S/ Michelle Houle

Michelle Houle, CEA President

MEMORANDUM OF UNDERSTANDING

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The Camas School District

Section of the Contract Addressed: 7.11 Appendix J: Special Services Program Definitions

Resource Room Program:

- This intervention and instruction program provides support for students experiencing difficulties in the general education curriculum, in one or more areas.
- Students may also receive services in social/emotional/behavior skills and/or organizational skills, in addition to academic support. Some, but not all, Resource room students may have Related Services (motor therapy, speech therapy, social/emotional/behavior instruction, etc.) in addition to the Specially Designed instruction they require.
- Specially Designed Instruction (SDI) is delivered in a “pull-out” model, which provides services in small groups or on an individual basis within the Special Education Resource setting. The Resource Room is not identified (overtly/visually) as a special education setting in any school, but is indicated as a special education setting on the IEP.

Structured Inclusion Setting (SIS):

- ~~Students that are appropriate for the SIS Program at the elementary school age level are those students with moderate to significant developmental concerns.~~
- ~~Students that are appropriate for the SIS program at the middle school and high school level are more often those students with moderate developmental concerns. Middle and High school aged students with significant developmental concerns more often transition to the Life Skills program setting. (See Life Skills section)~~
- ~~Students with SIS placement, at any grade level, typically include, at least moderate delays in:~~
 - ~~Expressive and Receptive Language~~
 - ~~Cognition~~
 - ~~Core Academics~~
 - ~~Social Skills~~
 - ~~Adaptive Skills~~
 - ~~Coping/ Behavioral Skills~~
 - ~~Independence~~
- ~~Elementary SIS student typically DO NOT have:~~

- ~~Grade level skills in any academic area~~
- ~~Average cognitive skills~~
- ~~Typically developing communication, self-help or social skills~~
- ~~Students in the SIS program typically take the WA-AIM assessment for their statewide assessment requirements (high school aged students may take Off Grade Level SBAC state assessments). They typically do not participate in District-wide benchmark assessments (AIMSweb) for academic skill assessment.~~

Integrated Academic Program (IAP):

- **Students that are appropriate for the IAP are those students with more moderate developmental concerns.**
- **Students with IAP placement, at any grade level, typically include, at least moderate delays in:**
 - **Expressive and Receptive Language**
 - **Cognition**
 - **Core Academics**
 - **Social Skills**
 - **Adaptive Skills**
 - **Coping/Behavioral Skills**
 - **Independence**

Life Skills (LS) Integrated Communication Program:

- **The program is designed for students who have been identified with significant developmental delays; often in multiple areas such as academic, adaptive, communication and/or motor.**
- **This program is for students whose educational needs are best met using academic and behavioral approaches that cannot appropriately be provided in the general education resource or SIS IAP setting.**
- **Academic instruction is typically provided in a small group setting using specialized modified curriculum that is adapted to individual levels and may replace all or part of the general education curriculum.**
- **The goal is to increase academic abilities, communication skills, motor skills, adaptive behavior, personal independence, through intensive support.**
- **Students are provided appropriate adaptive and self-help activities across home, school, and community environments.**
- **At the high school level this includes transition goals to post high school education, work and life skills activities.**
- **Students with in the Life skills ICP classroom will likely not participate in District and statewide assessments, either at a different grade level than which they are enrolled or utilizing an alternate format.**
- **Life skills ICP students typically participate in the WA-AIM state assessments.**

Structured Learning Center (SLC):

- This program is designed for school-aged children, grades K-12, who have been identified with an emotional and/ or behavioral disability; and who have not made marked growth within less restrictive settings despite Functional Behavioral Assessments and Behavioral Intervention plans.
- Within this program, instruction is targeted to benefit each student at his or her individual ability level with an increased emphasis on developing pro-social, coping and academic learning behaviors.
- The focus of the program is to facilitate the development of age appropriate skills required for success in the general education classroom (e.g. coping with frustration, self-management, interpersonal relatedness, effective communication and cooperativeness).
- Positive interventions and strategies to address the behaviors of concern are developed through Behavior Intervention Plans including information from a Functional Behavioral Assessment.
- Specially Designed Instruction is delivered in a “push-in” or “pull-out” model, which provides services in small groups or on an individual basis within the General Education setting or in the Structured Behavioral Support Setting.
- Students within the SLC classroom will likely participate in all District and statewide assessments.
- Students will participate in general education class activities with same age peers for a variety of activities.
- The IEP teams will determine the extent of participation in both general education and special education settings, as well as the amount and type of adult support the student may require to benefit from their setting.
- Students appropriate for SLC typically do not have:
 - cognitive skills outside the typical range
 - sensory deficits or pragmatic language delays as their primary disability
 - developmental/adaptive behavior skills outside the typical range

SCORE (Social-emotional, Communication, Occupational Therapy, Resource, Education):

- The SCORE program provides support for elementary aged students experiencing difficulties in social/pragmatic communication and social deficits as a function of maladaptive behavior related to autism or pragmatic language disorder.
- Students may not require special education academic instruction services.
- For students who require academic services, the specialized instruction may occur in the general education classroom or the resource room setting.
- Students appropriate for SCORE typically:
 - Struggle maintaining attention to task
 - Struggle with organization and Executive Functioning
 - Have typical intellectual functioning
 - Have typical expressive and receptive language
 - Have sensory regulation difficulties
 - Struggle with routines, transitions and social interactions.

- ~~Spend more than half of their academic day in a general education setting~~
- ~~Students appropriate for SCORE typically DO NOT:~~
 - ~~Have significant cognitive or academic delays~~
 - ~~Have significant expressive/receptive language delays~~
 - ~~Have significant life skill/ adaptive behavior delays~~
- ~~Students within the SCORE will likely participate in all District and statewide assessments~~
- ~~Students will participate in general education class activities with same age peers for a variety of activities, with or without special education adult support.~~
- ~~The IEP teams will determine the extent of participation in both general education and special education settings; and for how much adult support they might require to access and benefit from their placement.~~

Integrated Social Emotional Learning (SEL) Program:

- **This program is designed for school-aged children, grades K-12, who have been identified with an emotional and/or behavioral disability; and who have not made marked growth within less restrictive settings despite Functional Behavioral Assessments and Behavioral Intervention Plans.**
- **Within this program, instruction is targeted to benefit each student at his or her individual ability level with an increased emphasis on developing pro-social, coping, and academic learning behaviors.**
- **The focus of the program is to facilitate the development of age appropriate Social Emotional skills required for success in the general education classroom (e.g. self-awareness, self-management, social awareness, relationships, and responsible decision making).**
- **Specially Designed instruction is delivered in a “push-in” or “pull-out” model, which provides services in small groups or on an individual basis within the General Education setting or in the Integrated Social Emotional Learning setting.**
- **Students may not require special education academic instruction services.**
- **For students who require academic services, the specialized instruction may occur in the general education classroom, the SEL classroom, or the resource room setting.**
- **Students within the SEL classroom will likely participate in all District and statewide assessments.**
- **Students will participate in general education class activities with same age peers for a variety of activities, with or without special education adult support per students’ IEP specifications.**
- **The IEP teams will determine the extent of participation in both general education and special education settings, as well as the amount and type of adult support the student may require to benefit from their setting.**
- **Students appropriate for SEL typically do not have:**
 - **Significant cognitive or academic delays**

- **Significant expressive/receptive language delays**
- **Significant life skill/adaptive behavior delays**

Transition House Program:

- **This program is designed for adults ages 18-21 who have completed their coursework and state testing requirements in high school, but require continued transition instruction in order to become productive members of our global community.**
- **Instruction is provided in small group settings using specialized modified curriculum that is adapted to individual levels and may replace all or part of the general education curriculum.**
- **The goal is to increase functional academic, social/emotional, independent living, recreation/leisure, self-advocacy, and vocational abilities through intensive support and in the most natural environment possible.**
- **Students are provided appropriate adaptive and self-help activities across home, school, and community environments.**

Agreement Entered into on August 22, 2019.

Signed:

/S/ Jeff Snell

Jeff Snell, Superintendent

/S/ Michelle Houle

Michelle Houle, CEA President