

<b>OLD CBA (13-15) Special Ed Service Model<sup>1</sup></b>	<b>OLD CBA (13-15) Ratio (teacher : student : instructional assistant)</b>	<b>NEW TA (15-18) Special Ed Service Model<sup>2</sup></b>	<b>NEW TA (15-18) Ratio (teacher : student : instructional assistant)</b>
<b>Access</b>	<b>10:1:3</b>	<b>Access – Elementary</b>	10:1:3
		<b>Access – Secondary*</b>	<b>13:1:3</b>
Emotional/Social	10:1:2	Social and Emotional	10:1:2
<b>Contained</b>	10:1:2	<b>Focus</b>	10:1:2
Distinct	<b>8:1:2</b>	Distinct**	<b>7:1:2</b>
<b>Deaf/Hard-of- Hearing Preschool</b>	12:1:2	(merged with preschool line below)	
Deaf/Hard-of-Hearing Elementary	9:1:2	Deaf/Hard-of-Hearing Elementary	9:1:2
Medically Fragile	6:1:2	Medically Fragile	6:1:2
Vision Impairment	18:1:1	Vision Impairment	18:1:1
Orientation & Mobility (Itinerant)	12:1	Orientation & Mobility (Itinerant)	12:1
<b>Resource</b>	18:1:1	<b>Resource Satellite</b>	18:1:1
Resource Continuum	22:1	Resource Continuum	22:1
<b>Preschool</b>	<b>12:1:2</b>	<b>Preschool (now incl. Deaf/Hard-of- Hearing)</b>	<b>10:1:2</b>
Transition (Access, Behavior, <b>Contained</b> )	10:1:2	Transition (Access, Behavior, <b>Focus</b> )	10:1:2
Transition (Medically Fragile/Distinct)	6:1:2	Transition (Medically Fragile/Distinct)	6:1:2

\* **ACCESS:** “Access Services shall provide specially designed instruction to students with **moderate to intensive academic and functional needs**. These students are able to make progress on their IEP goals while spending the majority of their instructional time, including specially designed instruction, **in general education settings with full range of supports needed**. These students may also benefit from a variety of specialized instruction, including smaller group instruction and intervention, for part of the day. Students at all grade levels have a right to these services. Students may qualify in any one of the thirteen federally mandated categories of disability.” *Changed — splits elementary and secondary ratios, higher ratio in secondary schools.*

\*\* **DISTINCT:** “Distinct Services shall provide specially designed instruction to students who would benefit from a curriculum which differs significantly from the general education curriculum. These services may include academic, communication, life and functional skill components. These students benefit from spending a majority of their instructional time in a smaller group setting as their least restrictive environment. Students at all grade levels have a right to these services.” *Changed — lowers student-to-teacher ratio*

<sup>1</sup> Seattle Public Schools, Certificated Non-Supervisory Employees CBA, 2013-15, p. 88  
[http://www.seattleschools.org/UserFiles/Servers/Server\\_543/File/Migration/Departments/HR/cert13-15%282%29.pdf](http://www.seattleschools.org/UserFiles/Servers/Server_543/File/Migration/Departments/HR/cert13-15%282%29.pdf)

<sup>2</sup> Seattle Education Association Tentative Agreement Documents, p. 4  
[http://www.seattlewea.org/images/static\\_content/BARGAINING/TA\\_DOCS\\_2015/Special%20Education.pdf](http://www.seattlewea.org/images/static_content/BARGAINING/TA_DOCS_2015/Special%20Education.pdf)