

MEMORANDUM OF UNDERSTANDING

BETWEEN

THE LEXINGTON SCHOOL COMMITTEE

AND THE

THE LEXINGTON EDUCATION ASSOCIATION

This Memorandum of Understanding is entered into by and between the Lexington Education Association hereinafter referred to as the "Association," and the Lexington School Committee, hereinafter referred to as the "Committee." The Committee and the Association have entered into a Collective Bargaining Agreement for the start of the 2019 - 2020 school year; and

WHEREAS, said Agreement provided for the negotiations of a successor Agreement; and

WHEREAS, the Committee and the Association have negotiated and agreed upon the terms and conditions of a successor Agreement;

The Committee and the Association agree that (1) the issues that are the subject matter of this Memorandum of Understanding have existed for several years; therefore, it is reasonable to assume the reassignment of Instructional Assistants is an established past practice; (2) the Unit C contract recently was settled; therefore, the Administration, acting on behalf of the School Committee, willingly entered into this MOU and were not required to do so until the next round of negotiations; (3) the cost to the District of the agreed upon adjustment was approximately \$80,000 and any retroactive pay would have been an unbudgeted expense; and (4) flexibility and principal autonomy in the assignment of assistants is critical to increasing inclusive opportunities for students and creating student-centered models of support.

IN WITNESS WHEREOF, the Committee and the Association have caused this MEMORANDUM OF UNDERSTANDING to be signed by the Superintendent of Schools and President this day of August 1, 2019.

The Parties agree as follows:

1. Any Instructional Assistants (IAs) working with the Therapeutic Learning Program (TLP), Intensive Learning Program (ILP), or Developmental Learning Program (DLP) will be reclassified as Specialized Instructional Assistants (SIAs), effective with the start of school in 2019.

2. In special circumstances, a student may have intensive needs, but they are not assigned to TLP, ILP, or DLP for various reasons, including needs so specialized that no program is available (e.g., Cerebral Palsy) or the parent or caregiver has refused services. In these exceptional cases, principals who have an IA assigned to an intensive student who is not in the TLP, ILP, or DLP may appeal to the Superintendent of Schools for possible reclassification as an SIA.
3. SIAs who are flexibly assigned to less-intensive programs will continue to be paid as SIAs for the remainder of the school year.
4. The Administration is aware that high school Instructional Assistants (IAs) are currently organized by content specialization and agrees to explore the organization of caseloads.
5. The distinction between an assistant being classified as an Instructional Assistant (IA), a Specialized Instructional Assistant (SIA), or a Student Support Instructor (SSI) has to do with the students to whom they are assigned and give support. IAs are assigned to work with students with moderate needs, SIAs work with students in the intensive programs, and SSIs work primarily with students on the autism spectrum with intensive needs. The Administration acknowledges that when referring to positions within Unit C, it is helpful to use appropriate terminology of IA, SIA, and SSI.

For the District:

For the Association:

Date:

Date: