

**SPEECH-LANGUAGE PATHOLOGIST
TRANSFER AND ASSIGNMENT PROCESS**

Memorandum of Agreement

Speech-Language Pathologists do not participate in the internal transfer and assignment process covering other professional educators set forth in Sections 18.3 and 18.5 of the PAT/PPS collective bargaining agreement. This Agreement sets forth the internal transfer and assignment process for Speech-Language Pathologists. The terms of this Agreement do not in any other way modify or amend

FTE. If that Speech-Language Pathologist declines, the second Speech-Language Pathologist in the building gets the choice;

If a building is split between two Speech-Language Pathologists and one of them is retiring/leaving, the other Speech-Language Pathologist has the choice to change their FTE in the building to take that position.

On Monday March 14, 2022, Special Education shall send out a list of projected site vacancies based on the below information, with columns where Speech-Language Pathologists will indicate sites they are interested in moving to (these columns are voluntary) and seniority list using the Speech-Language Pathologist listserv

If any, sites must be divided to accommodate the FTE increments needed (e.g., 1.2 school divided into .8 or .4); and

If any, how many sites will be needed to fulfill their FTE (e.g. 1.0 FTE will have an option of 1.0; a 0.8 and a 0.2; or a 0.6 and a 0.4)

On Wednesday, March 30th, 2022, Special Education will host all Speech-Language Pathologists (in-person or virtually) who need to select sites or programs in one location. Speech-Language Pathologists unable to attend in person may participate remotely with the support of designees. Site selection procedures shall be carried out as follows:

Speech-Language Pathologists FTE assignments are allocated in increments of 0.2 (e.g., 0.2, 0.4, 0.6, 0.8, 1.0).

Dual Language Immersion (DLI) K-5 and K-8 schools and neighborhood schools in which over 10% of students share the same home language (as determined by October Home Language Report) will be prioritized with placement of bilingual/multilingual Speech-Language

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