

Northshore Education Association

General Membership Meeting

Thursday, June 16, 2022 via Zoom

Recording this meeting is strictly prohibited.

Meeting Agenda

- 4:00 – 4:30 Reading Time
- 4:30 – 4:35 Welcome
- Land Acknowledgement
NSEA acknowledges that we live and work on the unceded ancestral lands of the Coastal Salish people and we pay our respects to elders past and present. We acknowledge our neighbors, colleagues and students who are the descendants of the Stillaguamish and Duwamish families and thank them for use of their ancestral land. <https://native-land.ca/>
 - Introductions
 - NSEA Officers and Executive Board
 - Bargaining Team Members
- 4:35 – 4:40 Adoption of Standing Rules
- 4:40 – 5:40 Overview of Tentative Agreements
- 5:40 – ? Motions
Debate/Q & A
Voting
- Adjournment

SPEAKING ORDER

To speak for/against a motion or ask a question, you need to be added to the speaker list. **In chat, type if you are for/against/question and your full name.**

Example:

FOR: Tessa Thompson

AGAINST: Zendaya Coleman

QUESTION: Dua Lipa (**do not ask your question in the chat**)

The NSEA Executive Board unanimously recommends “Do Pass” for these tentative agreements.

Standing Rules

The current edition of *The Standing Code of Parliamentary Procedures* (Sturgis) governs this organization in all parliamentary situations that are not provided in the law or in its charter, bylaws, or adopted rules.

1. Members must be recognized by the chair to speak or make motions. Once recognized by the chairperson, members will state their names and work site(s).
2. Individual members will be allowed a maximum of one (1) minute to speak and may not speak more than twice on the same motion.
3. All votes will be made electronically.
4. These rules may be initially adopted and amended by a simple majority vote of those present and voting. These rules may be suspended by a two-thirds (2/3) majority vote.
5. A quorum shall be 20% of the active membership plus two (2) officers. [Bylaws, Article XII]
6. A parliamentarian may be selected by the chair to advise the chair on parliamentary questions.
7. As a general practice, the chair will:
 - a. Facilitate the smooth transaction of business;
 - b. Provide every member equal opportunity to propose motions, speak, ask questions, etc.;
 - c. Promote majority rule; protect minority rights;
 - d. Allow full and free discussion of every proposition presented for discussion; and
 - e. Ensure that every member present knows the meaning of the question before the assembly and what its effects will be.

2021-2022 NSEA Officers

- Tim Brittell, President (NSEA)
- Robbi Reed, ESP Vice President (NSEA)
- Patrick Holmes, Cert Vice President (BHS)
- Kristina Saunders, Secretary/Treasurer (LW)

2021-2022 NSEA Executive Board

- Jamey Austad, ESP At-Large (CS)
- Ric Calhoun, ESP At-Large (IHS)
- Shannon Colley, Middle School (KMS)
- Lauren Dandridge, High School (NCHS)
- Amy Dussault, Cert At-Large (NMS)
- Tiffany Frane, Specialists (NCHS)
- Barry Fulcher, Cert Appointee (WH)
- Kim Leatherman, ESP At-Large (SOR)
- Tim Rhoades, Intermediate Elem (CS)
- Sheri Setzer, Special Ed (CPMS)
- Harjit Singh, ESP Appointee (Ken EI)
- Calle Sullivan, Primary Elem (SV)
- Jon VandeMoortel, Cert At-Large (NMS)

NSEA Staff

- Paul Dillon, WEA Staffperson
- Lydia King, Executive Assistant

2021-2022 Bargaining Team

- Joanne Allen (CPMS)
- Ashley Andrews (TOSA)
- Jamey Austad (CS)
- Tim Brittell (NSEA)
- Ric Calhoun (IHS)
- Lauren Dandridge (NCHS)
- Anne Davidson (LMS)
- Suzanne Ducotey (WH)
- Tiffany Frane (NCHS)
- Kelly Griffin (ML)
- Patrick Holmes (BHS)
- Kim Leatherman (SOR)
- Val Morris-Lent (KMS)
- Talia Rich (CC)
- Robbi Reed (NSEA)
- Sheri Setzer (CPMS)
- Kari Stokes (WDMR)
- Jon VandeMortel (NMS)

2021-2022 ELD Bargaining Subcommittee

- Ashley Andrews (TOSA)
- Natalia Butenko (IHS)
- Janice Merdgen (LW)
- Christy Michaelis (CL)
- Laura Miller (IHS)

2021-2022 ESA/Mental Health Bargaining Subcommittee

- Tiffany Frane (NCHS)
- Chandra Murphy (FW)
- Jimmy Nam (MH)
- Stephen Wallinger (CL)
- Allison Wells (NCHS)

2021-2022 Special Ed Bargaining Subcommittee

- Jessica Darling (AH)
- Suzanne Ducotey (WH)
- Ruth Edwards (WHS)
- Jen Leland (BHS)
- Sam Maynard (CL)
- Val Morris-Lent (KMS)
- Sheri Setzer (CPMS)
- Kari Stokes (WDMR)
- Jodi Thomas (ML)
- Corey Wackerly (NMS)

Guide to reading the following Tentative Agreement summary:

Please note that in the tentative agreement summary below, any paraphrased language referring to changes has been italicized. Any language taken directly from the contract is not italicized, with new language underlined and old language struck through.

SALARIES	
Salaries	<p><i>Certificated Salaries</i> <i>2022-23: Increase by 6.5%</i></p> <p><i>ESP Salaries</i> <i>2022-23: Increase by 6.5%</i></p>
Stipends	<p><i>2022-23: Increase by 6.5%</i></p>
Sub Rates	<p><i>Certificated Sub Rate</i> <i>Increase daily sub rate by 13.5%</i> <i>2022-23 Daily Sub Rate: \$213.23</i> <i>2022-23 Long-Term and Senior Daily Sub Rate: \$233.23</i></p> <p><i>ESP Sub Rate</i> <i>2022-23: ESP hourly substitute rates are tied to the ESP salary schedule and will increase by 6.5%</i></p>

ESP WAGE RATES 2021-2022

Level	1	2	3	4	5	6	10	15
1	\$25.44	\$26.20	\$26.97	\$27.73	\$28.49	\$29.26	\$30.78	\$32.31
2	\$33.91	\$34.93	\$35.94	\$36.96	\$37.98	\$39.00	\$41.03	\$43.07
3	\$42.41	\$43.68	\$44.95	\$46.23	\$47.50	\$48.77	\$51.32	\$53.86

ESP WAGE RATES 2022-2023 (REFLECTS 6.5% TOTAL INCREASE: 5.5% COLA PLUS 1%)

Level	1	2	3	4	5	6	10	15
1	\$27.09	\$27.90	\$28.72	\$29.53	\$30.34	\$31.15	\$32.78	\$34.40
2	\$36.11	\$37.19	\$38.28	\$39.36	\$40.44	\$41.53	\$43.69	\$45.86
3	\$45.17	\$46.53	\$47.88	\$49.24	\$50.59	\$51.95	\$54.66	\$57.37

CERTIFICATED SALARY SCHEDULE 2021-2022

		BA	BA+45	BA+90	MA	MA+45	MA+90 or PhD
	Years of Serv						
Base PLR Combined	00	51,339	53,906	56,602	59,432	62,403	65,523
		12,705	13,341	14,008	14,708	15,443	16,216
		64,044	67,247	70,610	74,140	77,846	81,739
Base PLR Combined	01	52,707	55,342	58,110	61,015	64,066	67,268
		13,044	13,696	14,380	15,100	15,854	16,647
		65,751	69,038	72,490	76,115	79,920	83,915
Base PLR Combined	02	54,111	56,818	59,658	62,640	65,773	69,062
		13,391	14,060	14,764	15,504	16,277	17,091
		67,502	70,878	74,422	78,144	82,050	86,153
Base PLR Combined	03	55,552	58,331	61,247	64,309	67,524	70,900
		13,748	14,434	15,157	15,916	16,712	17,547
		69,300	72,765	76,404	80,225	84,236	88,447
Base PLR Combined	04	57,033	59,884	62,878	66,022	69,324	72,790
		14,114	14,821	15,560	16,339	17,156	18,014
		71,147	74,705	78,438	82,361	86,480	90,804
Base PLR Combined	05	58,551	61,480	64,554	67,781	71,171	74,730
		14,491	15,215	15,976	16,775	17,613	18,493
		73,042	76,695	80,530	84,556	88,784	93,223
Base PLR Combined	06	60,112	63,117	66,273	69,587	73,066	76,721
		14,876	15,621	16,401	17,222	18,082	18,986
		74,988	78,738	82,674	86,809	91,148	95,707
Base PLR Combined	07	61,713	64,799	68,039	71,441	75,014	78,763
		15,273	16,036	16,838	17,681	18,564	19,493
		76,986	80,835	84,877	89,122	93,578	98,256
Base PLR Combined	08	63,357	66,525	69,852	73,343	77,011	80,861
		15,681	16,464	17,286	18,152	19,058	20,012
		79,038	82,989	87,138	91,495	96,069	100,873
Base PLR Combined	09	65,045	68,297	71,713	75,298	79,063	83,015
		16,098	16,902	17,747	18,635	19,567	20,545
		81,143	85,199	89,460	93,933	98,630	103,560
Base PLR Combined	10	66,778	70,117	73,622	77,304	81,169	85,227
		16,525	17,352	18,221	19,131	20,088	21,092
		83,303	87,469	91,843	96,435	101,257	106,319
Base PLR Combined	11	68,558	71,986	75,584	79,363	83,331	87,497
		16,966	17,815	18,705	19,641	20,623	21,655
		85,524	89,801	94,289	99,004	103,954	109,152
Base PLR Combined	12	70,384	73,904	77,597	81,478	85,552	89,828
		17,418	18,289	19,203	20,164	21,172	22,230
		87,802	92,193	96,800	101,642	106,724	112,058
Base PLR Combined	13	70,384	75,872	79,665	83,648	87,831	92,222
		17,418	18,777	19,715	20,701	21,737	22,824
		87,802	94,649	99,380	104,349	109,568	115,046
Base PLR Combined	14	70,384	77,893	81,786	85,876	90,171	94,680
		17,418	19,276	20,242	21,253	22,315	23,430
		87,802	97,169	102,028	107,129	112,486	118,110
Base PLR Combined	15	70,384	77,893	85,058	89,312	93,777	98,466
		17,418	19,276	21,050	22,103	23,209	24,368
		87,802	97,169	106,108	111,415	116,986	122,834

CERTIFICATED SALARY SCHEDULE 2022-2023 (REFLECTS 6.5% TOTAL INCREASE: 5.5% COLA PLUS 1%)

		BA	BA+45	BA+90	MA	MA+45	MA+90 or PhD
Years of Serv							
Base PLR Combined	00	54,676	57,410	60,281	63,295	66,459	69,782
		13,531	14,208	14,919	15,664	16,447	17,270
		68,207	71,618	75,200	78,959	82,906	87,052
Base PLR Combined	01	56,133	58,939	61,887	64,981	68,230	71,640
		13,892	14,586	15,315	16,081	16,884	17,729
		70,025	73,525	77,202	81,062	85,114	89,369
Base PLR Combined	02	57,628	60,511	63,536	66,712	70,048	73,551
		14,261	14,973	15,724	16,511	17,335	18,202
		71,889	75,484	79,260	83,223	87,383	91,753
Base PLR Combined	03	59,163	62,123	65,228	68,489	71,913	75,509
		14,642	15,373	16,143	16,950	17,798	18,688
		73,805	77,496	81,371	85,439	89,711	94,197
Base PLR Combined	04	60,740	63,776	66,965	70,313	73,830	77,521
		15,032	15,784	16,572	17,401	18,271	19,185
		75,772	79,560	83,537	87,714	92,101	96,706
Base PLR Combined	05	62,357	65,476	68,750	72,187	75,797	79,587
		15,433	16,204	17,015	17,865	18,758	19,695
		77,790	81,680	85,765	90,052	94,555	99,282
Base PLR Combined	06	64,019	67,220	70,581	74,110	77,815	81,708
		15,843	16,636	17,467	18,341	19,257	20,220
		79,862	83,856	88,048	92,451	97,072	101,928
Base PLR Combined	07	65,724	69,011	72,462	76,085	79,890	83,883
		16,266	17,078	17,933	18,830	19,770	20,760
		81,990	86,089	90,395	94,915	99,660	104,643
Base PLR Combined	08	67,475	70,849	74,392	78,110	82,017	86,117
		16,700	17,534	18,410	19,332	20,297	21,313
		84,175	88,383	92,802	97,442	102,314	107,430
Base PLR Combined	09	69,273	72,736	76,374	80,192	84,202	88,411
		17,144	18,001	18,900	19,846	20,839	21,881
		86,417	90,737	95,274	100,038	105,041	110,292
Base PLR Combined	10	71,119	74,675	78,407	82,329	86,445	90,767
		17,599	18,480	19,405	20,375	21,394	22,463
		88,718	93,155	97,812	102,704	107,839	113,230
Base PLR Combined	11	73,014	76,665	80,497	84,522	88,748	93,184
		18,069	18,973	19,921	20,918	21,963	23,062
		91,083	95,638	100,418	105,440	110,711	116,246
Base PLR Combined	12	74,959	78,708	82,641	86,774	91,113	95,667
		18,551	19,477	20,452	21,475	22,548	23,675
		93,510	98,185	103,093	108,249	113,661	119,342
Base PLR Combined	13	74,959	80,804	84,843	89,085	93,540	98,216
		18,551	19,997	20,997	22,047	23,150	24,307
		93,510	100,801	105,840	111,132	116,690	122,523
Base PLR Combined	14	74,959	82,956	87,102	91,458	96,032	100,834
		18,551	20,529	21,557	22,634	23,765	24,953
		93,510	103,485	108,659	114,092	119,797	125,787
Base PLR Combined	15	74,959	82,956	90,587	95,117	99,873	104,866
		18,551	20,529	22,418	23,539	24,718	25,952
		93,510	103,485	113,005	118,656	124,591	130,818

ENGLISH LANGUAGE DEVELOPMENT

Professional Development

The District will model and embed sheltered language instruction to new teachers through the new professionals academy.

In the 2022-23 school year, the District will embed language acquisition strategies in professional development related to the K-5 ELA curriculum rollout. The District will provide Sheltered Instruction Observation Protocol (SIOP) training to all secondary instructional staff during District-directed days.

ELD paraeducators will have access to instructional support materials as necessary to support multilingual students qualifying for ELD services.

The parties agree to develop guidance regarding best practices in leveraging ELD paraeducators to support multilingual students qualifying for ELD services and distribute. The guidance will be distributed to building administrators, certificated instructional staff, and ELD paraeducators.

The District will employ 1.0 FTE secondary ELD TOSA and 1.0 FTE elementary ELD TOSA. The parties will review and revise the current ELD TOSA job description to focus on language acquisition strategies.

Staffing

The District will continue to provide 3.5 certificated FTE beyond the formula below, as described in 15.4 of the CBA.

The staffing formula will be updated as follows:

Certificated EL Teacher Staffing*					
Number of <u>Multilingual Students Qualifying for Active ELD Services Scoring 1 or 2 on WELPA, or Emerging or Intermediate Progressing on the ELPA.</u>	EL Cert FTE		Total Students Receiving EL Services	EL Cert FTE	
1-10	.2	+	1-15	-	=Total EL-Cert FTE
11- 20 <u>15</u>	.3		16-40	.1	
21-30 <u>16-20</u>	.4		41-70	.2	
31-40 <u>21-30</u>	.5		71-100	.3	
41-50 <u>31-40</u>	.6		101-130	.4	
51-60 <u>41-50</u>	.7 <u>.8</u>		131-160	.5	
61+ <u>51-60</u>	.8 <u>.9</u>		161+	.6	
<u>61-70</u>	<u>1.0</u>				
<u>71-100</u>	<u>1.1</u>				

<u>101-130</u>	<u>1.2</u>			
<u>131-160</u>	<u>1.3</u>			
<u>161+</u>	<u>1.4</u>			

EL Paraeducator Staffing*			
Elementary			
Number of <u>Multilingual Students Qualifying for Active ELD Services Scoring 1 or 2 on WELPA, or Emerging or Intermediate Progressing on the ELPA.</u>	Weekly Paraeducator Hours	Number of <u>Monitor Year 1 and 2 Students</u>	Weekly <u>Paraeducator Hours</u>
0-10	0 hrs	<u>0-10</u>	<u>0 hrs</u>
11-20	20 hrs	<u>11-40</u>	<u>20 hrs</u>
21-35	32.5 hrs	<u>40-60</u>	<u>32.5 hrs</u>
36-60	40 hrs	<u>61+</u>	<u>40 hrs</u>
61+	60 hrs		

EL Paraeducator Staffing*			
Secondary			
Number of <u>Multilingual Students Qualifying for Active ELD Services Scoring 1 or 2 on WELPA, or Emerging or Intermediate Progressing on the ELPA.</u>	Weekly Paraeducator Hours	Number of <u>Monitor Year 1 and 2 Students</u>	Weekly <u>Paraeducator Hours</u>
0-10	0 hrs	<u>0-10</u>	<u>0 hrs</u>
11-20	20 hrs	<u>11-40</u>	<u>20 hrs</u>
21-35	32.5 hrs	<u>40-60</u>	<u>32.5 hrs</u>
36-60	40 hrs	<u>61+</u>	<u>40 hrs</u>
61+	60 hrs		

A District-wide pool of 3,800 additional hours per year will be created for ELD paraeducators to provide ELD services, including to Monitor Year 1 and 2 students, who are struggling to achieve grade level standards.

In the 2022-23 school year, the parties will jointly develop guidance regarding the clustering of multilingual students qualifying for ELD services.

	<p><u>The District will increase to \$50,000 the funds available to support proctors and substitute release for the administration of WIDA assessments.</u></p> <p><u>By January 2023, the District will create a plan to support students with limited or interrupted formal education and present it to the Association and Administration Leadership Team (AALT). The plan will include a plan regarding professional development for staff supporting students with limited or interrupted formal education.</u></p>
MEMORANDA OF UNDERSTANDING (MOUs)	
Activity Stipends and Remote Work	<u>Stipends that accompany certain activities will be paid as bargained, if the activity required for this stipend is modified and revised to fit a remote learning platform.</u>
Classified Representation on SDLT	<p>Contingent on NEOPA agreeing to a modification of their MOU regarding classified representation on SDLTs, the 2018-19 MOU regarding classified representation on SDLTs will be modified as written below. Until or unless the District and NEOPA agree to modify the NEOPA MOU regarding classified representation, the 2018-19 version of this MOU will be maintained.</p> <p>Classified employees represented by NSEA shall have the option to elect one representative (total) on the SDLT, which shall be <u>selected no later than June 1</u> through a process of open nominations and secret balloting by ESP members. <u>This election will be jointly organized by the NSEA Building Representatives and the Principal and conducted through the use of a secret ballot. Terms of office shall be one year and members are eligible for re-election at the end of their term. An elected classified representative shall be a voting member of the SDLT, except on decisions regarding re- distribution or modifications of NSEA Department Head stipends; building in-service funds; and building discretionary funds. In order to effectively utilize the representative’s time and District resources, the representative shall, in consultation with the SDLT, determine whether their attendance is necessary at each SDLT meeting and any portion thereof.</u></p> <p>Classified representatives shall be compensated (at their regular rate of pay, or overtime rate if applicable) for attendance at SDLT meetings. Representatives who are ESP employees may use the ESP pool of professional hours for this purpose for meetings outside of the employees’ workday.</p>
LMS, Dyslexia Screener, and Assessment Coordinator Stipends	<i>The 2021-22 doubling of the assessment coordinator stipend will sunset. This increase was temporary and due to the State requirement for districts to administer both a Fall and Spring Smarter Balance Assessment. The stipend, along with all other stipends, will increase by 6.5% beyond the level described in the Certificated Activity Schedules.</i>
MOUs Continuing	<i>Except as modified by this agreement, all other certificated and ESP MOUs that were active in the 2021-22 school year will continue in 2022-23.</i>
MOUs with Updated Timelines and/or other Minor Adjustments	<i>ELD Teacher Job Descriptions; ESP Job Descriptions; Counselors; District Safety Committee and Individual Site Health and Safety Committees; SDLT Composition, Structure, and Compensation Committee; Secondary Textbook Management; Special Education Service and Staffing Model Work Group (Updated Timeline, Added an Elementary and Secondary ELD teacher to Work Group); Student Behavior and Mental Health; Vision for Secondary Art Electives; WA Kids and IRRs; Classroom Teacher Evaluation</i>

<p>MOUs Expiring</p>	<p><i>The parties have agreed to sunset current MOUs titled as follows: Certificated Staff Evaluations in the 2021-22 School Year, COVID-19 Staff Testing, Elementary Parent Conferences Committee, English Learner Staffing, PBIS/MTSS, Temporary Transition to Remote Learning Due to Staffing Shortages</i></p>
<p>MTSS</p>	<p>To enable each school to implement the essential components of a comprehensive NSD MTSS Whole Child Framework, the District and/or Association will:</p> <ul style="list-style-type: none"> • <u>Convene an MTSS Implementation Team to develop common structures and systems to use in all schools;</u> • Ensure the hiring of school counselors is in alignment with the revised <u>Counselors MOU continues according to the 2019-22 Collective Bargaining Agreement (CBA);</u> • Complete SDLT re-structuring as agreed upon in the <u>revised Shared-Decision Making Leadership Team (SDLT) Composition, Structure and Compensation Committee MOU 2019-22 CBA;</u> • Enable schools to continue to use the waiver process beyond the current May 1, 2021, deadline to make adjustments to their current SDLT structure for the 2021-22 school year; • Develop and provide guiding resources to support MTSS teaming structures; • Create and implement feedback loops to inform future iterations of Northshore’s MTSS Whole Child Framework as well as the negotiations in the spring of 2023; • <u>Work to develop Provide professional development related to the “why,” “what,” and “how” of MTSS to ESPs and certificated educators during the Summer Institute and other identified professional learning opportunities; and begin the work to develop appropriate K-5 literacy and math (at minimum) curriculum and supplemental materials aligned with Tier 1, Tier 2 and Tier 3 of the MTSS framework.</u> <p>To implement Northshore’s MTSS Whole Child Framework, the District will provide opportunities for ESPs and certificated educators to come together to review student data, identify necessary interventions and supports, monitor student progress, and make adjustments to established interventions and supports as needed based on available data. The District and Association agree to adjust the early release Wednesday afternoon calendar. Such adjustments will provide schools with time each month to collaborate on data and intervention review. The calendar will be adjusted to include:</p> <ul style="list-style-type: none"> • 2 SDLT Days • <u>42 District Days, which will be used to support MTSS professional development mplementation</u> • <u>3-4 Principal Days</u> • <u>47 MTSS Team Days (formerly known as Team Days**)</u> • 21 Individually Directed Days <p>**In the spirit of ensuring intentional use of Team Days for the purpose of achieving our mission for students, they have been renamed as MTSS Team Days to continue the original <u>The purpose for District days is to provide as a unified approach that builds on educator knowledge and students’ strengths in order to support the academic, social, emotional, and behavioral needs of students, especially minoritized students furthest from educational justice.</u></p>

During the ~~2021-232~~ school year, NSEA represented staff members of school based MTSS teams (SDLTs in partnership with grade level/department teams) will decide how to utilize the identified MTSS Team Days. MTSS Team Days can be used for any collaborative effort including grade level, curricular teams, etc. in building or across the district that advances MTSS as follows:

- All Elementary school teams will meet during identified early release Wednesdays to engage in MTSS work (review of student data, identification of strengths, needs, and supports, monitoring of student progress, adjusting instruction, interventions and supports based on data); and
- ~~Middle and high school teams will meet during identified early release Wednesdays to engage in the MTSS work identified in the bullet point above to:~~
 - ~~develop their early plans for furthering MTSS work, in their buildings;~~
 - ~~for the 2021-22 school year, three of the MTSS days will be guided and directed by the District for this purpose;~~
 - ~~continue MTSS work that is already underway in their buildings; and/or~~
 - ~~engage in any collaborative effort including grade level, curricular, department, or specialist teaming in an effort to support positive student outcomes.~~
- School psychologists, SLPs, OT/PTs shall continue to have monthly department meetings per the provisions of Section 12.7 of the Cert CBA; these department meetings are separate from MTSS Team Days.
- Specialist groups (elective teachers and elementary specialists) may meet on the four of the MTSS Team Days. The specialist team/department will determine the use of these 4 days. The dates for these four meetings will be uniform across the district and determined when the early release calendar is created.
- ~~Other than the three days outlined above referencing Middle and High School for the 2021-22 school year, professional development and staff meetings shall not be offered or initiated by a Principal, SDLT, or centrally by the District during MTSS Team Days. MDT, IEP, 504, Guidance Team, and similar meetings may not be scheduled during this time.~~

In addition, the parties agree that Team Days are structured as follows:

- Each employee may choose which team or department with which they would like to work, as long as the team or department is meeting to do work in alignment with the District's Strategic Plan.
- Building administrators may request to know what Team/Department each employee assigned to their building has selected.
- Work done during Team Days should take place on District property. However, employees may choose to travel to another District building in order to join team or department members at the site. If travel time is required, that travel time will be part of the early release time and employees will not be required to make up time spent traveling.
- Part-time certificated employees are required to work a prorated portion of the early release time.
- ESP employees are expected to work their normally assigned hours.

**Safety and Emergency
Prep Coordinator**

Updated job title of District Director of Safety and Security and job duties of the committee.

	<p><i>Creates additional \$400 stipend (\$2800 total) for Safety and Emergency Prep Coordinators at buildings with 1,000 or more students.</i></p>
<p>Secondary Grading</p>	<p><u>During the 2022-23 school year, we will continue to utilize the grading practices we developed in response to our educational landscape, and continue our study and discussions around grading practices.</u></p> <p><u>The following grading guidelines will be used in Northshore for all classes in grades 6-12:</u></p> <ul style="list-style-type: none"> • <u>Five grade bands (A, B, C, D, and NC), with A representing 100%-90%, B representing 89%-80%, C representing 79%-70%, D representing 69%-60% and NC representing 59%-40%.</u> • <u>Elimination of the zero grading floor, replaced with a floor of forty (40%) percent. This includes missing assignments. Teachers may increase this floor from 40% if so desired.</u> • <u>NCs are given for students who have not yet achieved (sixty) 60%.</u> <p><u>The parties agree to create a joint work group to establish a long-term vision for grading, including professional development, with an initial report due by November, 2022 and a final recommendation due to AALT by January, 2023 for potential implementation in the 2023-24 school year.</u></p> <p><u>Additionally, assessment of student learning should separate student behaviors from grades given for assignments. This means:</u></p> <ul style="list-style-type: none"> • <u>Student behavior should not contribute to academic grades (e.g., no penalties for late work, no penalties for missing class, no penalties for lack of participation, etc.).</u> <ul style="list-style-type: none"> ○ <u>Student participation should not be used as a factor in a student’s grade if it penalizes a student’s grade. Participation in class is an important factor in many courses, especially in classes where world languages must be practiced orally so that students develop fluency in the language. Incentives for participation that are not connected to a grade are acceptable.</u> • <u>With specific classroom, content, and/or SDLT approved qualifiers, students will be allowed to retake tests or quizzes, and revise their work in an effort to improve below-standard grades.</u> • <u>Contracts and/or “two for ones” should be used for students who need accommodations to improve their grades to the communicated standard.</u> <ul style="list-style-type: none"> ○ <u>Contracts for students who receive NCs is any agreement made between the teacher and student that helps remedy the NC. Examples of contracts include:</u> <ul style="list-style-type: none"> ▪ <u>Asking students to demonstrate mastery of a particular concept in some manner by a specific date.</u> ▪ <u>Allowing students to use their second quarter grade as their grade to replace the first quarter NC.</u> ○ <u>“Two for ones” refers to one particular type of contract, specifically to the practice of allowing a student to complete a different assignment in lieu of completing one that was not turned in or that did not meet standard.</u> ○ <u>Teachers have discretion about developing contracts with students. The goal of using contracts or “two for ones” is to provide students with options for how to improve a grade up to the communicated standard.</u>

	<ul style="list-style-type: none"> • <u>Extra credit should be provided only for activities based on identified academic standards.</u> • <u>Academic dishonesty should be remedied through behavioral interventions (e.g., being taught about plagiarism and having to redo an assignment) rather than through interventions that impact grades.</u> <p><u>At a minimum, students must have the ability to turn work in at least one week late for full credit; teachers may add additional time to accept late work for full credit. SDLTs may develop school-based policies for late work at their discretion beyond this minimum.</u></p>
<p>Traditional Summative Evaluation Criteria and Traditional Summative and PGO Procedures</p>	<p><i>Aligns with changes in state law by making the following changes:</i></p> <p>The Summative Evaluation systems is required for employees for their first four <u>three</u> years of employment.</p> <p>All employees will be evaluated on the Summative Evaluation System once every third <u>fifth</u> year. Employees scheduled to return to summative evaluation may request a one (1)-year extension prior to May 1 in order to continue to implement a PGO plan aligned with the Northshore School District strategic plan. Requests will be granted at principal discretion prior to June 5.</p> <p>The Professional Growth Option (PGO) shall be voluntary to employees who have successfully completed four <u>three</u> years of satisfactory summative evaluations, at least two of which must be in the Northshore School District. Employees wishing to change from summative to PGO must notify the Building Administrator/Supervisor prior to February 15.</p> <p>A total of thirty <u>sixty</u> minutes of observation is required each year and may be non-continuous. A written summary is required.</p>

HEALTH AND SAFETY MOUs

Some changes throughout the document to align with current practice and guidance. Significant changes are as follows:

<p>Batch Testing</p>	<p><u>The District will no longer be offering District-wide COVID-19 surveillance screening, and will continue to make available rapid antigen testing on demand so long as funding for the testing supplies remains available. The parties agree to follow guidance as listed by applicable public health agencies regarding District-wide COVID-19 screening.</u></p> <p><u>The District and the Association agree to meet to discuss specifics revisions around COVID-19 surveillance screening should the guidance from local, State, and/or Federal Authorities change.</u></p> <p>The parties agree that it is the duty of the Northshore School District to protect the health and safety of our employees and students. We believe that testing for COVID-19 is an essential component of a safe in-person working and learning environment during the current stage of the pandemic, and this testing is applicable to both staff and students.</p> <p>Students in grades K and above will participate in District provided regular COVID-19 testing, unless their families elect to opt out of this testing. NSEA represented staff will also participate in District provided regular COVID-19 testing unless they elect to opt out of this testing.</p>
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Physical Distancing of Staff and Students	<p>The parties agree to follow guidance as listed by applicable public health agencies regarding physical distancing. adhere to the following current state guidelines regarding physical distancing:</p> <p>“Physical distancing requirements should not prevent a school from offering full-time, in-person learning to all students/families in the fall.⁽¹⁾ Maintain physical distance of three feet or more between students in classroom settings to the degree possible and reasonable, that allows for full-time, in-person learning for all students. A school’s ability to do so will depend on students’ ages, developmental and physical abilities, and available space.”</p>
Staff Meetings	<p><u>Staff will attend staff meetings and onsite professional development in person (some professional development will continue to be provided remotely). The parties will monitor the trajectory of the pandemic and as necessary may agree to allow employees to</u> Employees may join staff meetings and professional development remotely as long as they are joining from a District worksite.</p>
School Assemblies	<p><u>School assemblies will be permitted. The District will monitor local, State and Federal guidelines regarding school assemblies and will meet to discuss and revise our Agreement as necessary.</u></p> <p>Indoor assemblies will continue to be on hold and outdoor assemblies can be held. This provision will be reviewed by the District and the Association at the end of the 3rd quarter.</p>
Emergency Paid Sick Leave (EPSL)	<p>The District shall continue to offer up to 105 days of Emergency Paid Sick Leave (EPSL) as defined under the expired Families First Coronavirus Response Act (FFCRA) to each employee. <u>Additionally, the District will create a pool of 1,000 EPSL days for NSEA-represented employees. The pool may be accessed for COVID-related illness once an NSEA-represented employee has exhausted their available illness and personal leave and who have exhausted their 5 EPSL days to access as needed. If the pool is exhausted, the District and Association will meet to discuss needs related to the employee COVID leave</u></p>

SCHOOL COUNSELORS AND PSYCHOLOGISTS

Elementary Counselors	<p><u>The District will employ a full-time counselor at each elementary school. The District will provide 2.0 counselor FTE to elementary schools with 750 or more students.</u></p> <p><u>In the 2022-23 school year, the parties will jointly develop a job description for elementary counselors.</u></p> <p><u>The District will allocate funds for an Elementary and Secondary Counselor Department Head. These groups will receive \$3,000 each. Department head positions may be shared by two or more individuals, but will be considered one position when figuring the total funding allotment.</u></p> <p><u>The Department of Human Resources Department will invite a small group of counselors to assist with recruiting and retaining staff the recruitment and retention of school counselors. Recruitment could look like the creation of promotional materials (flyers, brochures) and activities (attending job fairs and college visits). The District will provide substitute release for any work done during the regular work day. For any work to attend events beyond the work day, the District will reimburse mileage (within IRS guidelines) and provide the C-7 rate of pay.</u></p>
School Psychologists	<p><u>School psychologist internships will be designed to be paid, competitive and a pipeline toward becoming a District employee.</u></p> <p>The District shall employ not less than 1.0 FTE for each 1,000 <u>900</u> FTE K-12 students (excluding Running Start, dropout reengagement).</p>

SPECIAL EDUCATION AND SPECIAL PROGRAMS TOPICS

Service Delivery Model	<p><u>The parties agree to maintain the current service delivery program models until a recommendation from the Special Education Service and Staffing Model Work Group is adopted and implemented.</u></p>
Staffing	<p><u>In recognition of increased caseloads in the early childhood programs, the parties agree to provide an additional 1.0 SLP FTE to support work in early childhood programs. Additionally, the parties agree to provide an additional 1.2 OT/PT FTE to support work related to the Early Childhood Assessment Team.</u></p> <p><u>The District will provide an additional paraeducator to the 8 schools with the highest number of kindergarten students with Learning Center IEPs in June of 2022. This paraeducator's responsibilities will be determined collaboratively by the school administrator(s), Special Education educator(s), and Kindergarten team.</u></p> <p><u>In recognition of student needs following the dissolution of the Mid-Level Blended program in the North and East regions, the District will maintain for the 2022-23 school year the additional paraeducator staffing provided during the 2021-22 school year (above the staffing model outlined in the collective bargaining agreement) at the following schools and at the current levels:</u></p> <ul style="list-style-type: none"> • <u>Canyon Creek – 1 6.5-hour</u> • <u>Cottage Lake – 1 4-hour</u> • <u>East Ridge – 1 6.5-hour</u>

	<ul style="list-style-type: none"> • <u>Fernwood – 1 6.5-hour</u> • <u>Hollywood Hill – 1 6.5-hour</u> • <u>Kokanee – 1 6.5-hour</u> • <u>Ruby Bridges – an additional 2.5 hours (increases a 4 hour para to 6.5)</u> • <u>Sunrise – 1 6.5-hour</u> • <u>Wellington – an additional 2.5 hours (increases a 4 hour para to 6.5)</u> • <u>Woodin – 1 4-hour</u>
<p>Promotion and Student Placement</p>	<p><u>The District Special Education team will provide a list of a continuum of services during promotion IEP meetings that describe preschool→elementary, elementary→middle school, middle school→high school, high school→beyond programs. Service Model Descriptions</u></p> <p><u>The parties recognize that current IEP Teams have the responsibility to determine the best placement for students and ensure placement is in alignment and compliance with state law.</u></p> <p><u>For promotion/transition meetings, the current IEP Team determines placement in the appropriate program on the continuum of services.</u></p> <p><u>When students are being promoted from one level to the next, case managers from the sending school will meet with case managers from the receiving school to share information about the students.</u></p> <p><u>Case managers will collectively determine the format of promotion meetings for students moving between levels and will choose from the following options:</u></p> <p style="padding-left: 40px;"><u>Option 1:</u> Teams will follow the process outlined in the Special Education Compliance Manual Promotion Process:</p> <p style="padding-left: 80px;"><u>ELEMENTARY</u> <u>Sensory, MLBL and FSA teachers will each get a 1/2 day of sub time to visit the preschool sites.</u> <u>LC teachers will get a 1/2 day sub to visit middle schools.</u> <u>LC teachers will get a ½ day sub to visit preschool (1 teacher per school)</u> <u>Sensory, MLBL, FSA and S/E will each get a 1 day sub to visit middle school programs.</u></p> <p style="padding-left: 80px;"><u>MIDDLE SCHOOL</u> <u>3 teachers from each school (1 from each program - LC, ML, Aspire, FSA) will each get a 1-day sub to assist with any promotion work. Timbercrest and Northshore will receive 4 teacher sub days (LC, ML, Aspire, FSA) and Leota will receive 2 teacher sub days.</u></p> <p style="padding-left: 80px;"><u>HIGH SCHOOL</u> <u>4 teachers from each HS (1 from each program) will each get a 1 day sub to visit middle schools.</u></p> <p><u>Option 2:</u> Teams will follow the process outlined in the modified section 15.17 of the CBA as follows:</p> <p style="padding-left: 40px;">A designated representative of each special education program at each school (e.g., FSA, LC, each Mid-level program) shall participate in student transition/<u>promotion</u> meetings. Such teachers shall be given <u>up to two</u> hours of compensation for each transition/<u>promotion</u> meetings. If additional time is needed for such meetings, the teacher may contact the</p>

	<p>special education administrator director or principal for authorization for additional paid time.</p> <p><u>If additional staff (including general education teachers) are requested to attend these transition/promotion meetings, they will be eligible for up to two hours of compensation at the C-7 Rate. For Kindergarten promotion IEP meetings, staff from the neighborhood school will be invited to attend as well as staff from the potential special education placement program.</u></p> <p><u>A pool of 500 amount of hours, paid at the C-7 rate, will be reserved for the use of promotion meetings beyond the options above that may require additional time due to the needs of the student(s). Staff invited to attend these promotion meetings may access this pool via request to the Regional Special Education Director.</u></p>
<p>Professional Development</p>	<p><u>The District will offer paid and consistent co-teaching professional development for staff who are co-teaching and/or for interested teachers.</u></p> <p><u>The District will continue to provide paid full CPI training and renewal to designated staff (e.g., Aspire, ATP, Early Childhood, FSA, SEL, Sensory, and paraeducators and case managers who are assigned to support students with ERPs). Learning Center staff, who are not otherwise eligible, may request the paid full CPI training through the Regional Special Education Director, with the expectation that a response be provided within one week. If denied, staff may appeal to the Executive Director of Human Resources and an NSEA representative.</u></p> <p><u>The District will offer de-escalation training to any interested staff at multiple times throughout the year and through various modalities (e.g. synchronous and asynchronous).</u></p> <p><u>The District will offer training on topics of inclusion such as health impairments, classroom accommodations, UDL, etc., at multiple times throughout the year and through various modalities (e.g. synchronous and asynchronous).</u></p>
<p>Communication</p>	<p><u>The District will provide training to all Special Education staff about the continuum of services in Special Education at multiple times throughout the year and through various modalities (e.g. synchronous and asynchronous), including during the August compliance training.</u></p> <p><u>In the Fall of 2022, the parties agree to resume the work of the Special Education Advisory Team (SEAT), which has been paused since the beginning of the pandemic. The purpose of SEAT is described in the NSEA collective bargaining agreement.</u></p> <p><u>During the 2022-23 school year, AALT will have a standing agenda item to review Special Education services. AALT will provide updates to the Special Education Service and Staffing Model Work Group.</u></p>

If you have a question that was not answered at today’s meeting—or if you want to get more involved with NSEA—fill out this form: <https://tinyurl.com/NSEAFedback>

Decisions made in Olympia directly impact our work. Help elect pro-public education, pro-union legislators by contributing to WEA-PAC. Scan the QR code below (or go online to www.washingtonea.org/advocacy/wea-pac/join-wea-pac/) and fill out a WEA-PAC form (your local association is NORTSHORE E A).

