

**2022-2023 Extension and Addenda to the  
2019-2022 Collective Bargaining Agreement  
*between*  
Northshore School District No. 417  
*and*  
Northshore Education Association  
*for*  
Educational Support Professionals (ESP)**

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for ESP Employees  
Related to Extending the Term of the Collective Bargaining Agreement**

The parties agree to extend the provisions of the 2019-2022 NSEA collective bargaining agreement, including all addenda and supplemental memoranda and except as modified in the accompanying documents, through August 31, 2023.

***The parties have agreed to revise MOUs supplemental to the 2019-2022 ESP collective bargaining agreement with the following replacement MOUs:***

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for ESP Employees  
Related to Shared-Decision Making Leadership Team (SDLT) Composition, Structure and  
Compensation Committee**

During the 2022-23 school year, a committee will be formed to examine the SDLT composition, structure, and compensation, as well as to determine the duties and responsibilities of the SDLT.

Committee members shall be co-chaired by a Regional Assistant Superintendent and an appointed NSEA member. NSEA committee members shall be compensated at the C-7 rate. There will be up to eight representatives from the District, and up to eight representatives from NSEA. The District will invite NEOPA to have a representative on this committee.

By March 2023, the Committee shall submit a recommendation to the AALT that covers:

- SDLT composition (including ESA Leadership Team)
- SDLT structure
- SDLT compensation
- SDLT duties and responsibilities
- SDLT elections
- Process for association representatives to communicate relevant information to SDLT

A pool of \$40,000 in annual funds was set aside, for use beginning in the 2020-21 school year, as well as the 2021-22 school year, for NSEA and NSD to negotiate over any of the committee's recommended changes to SDLT composition and/or compensation.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for ESP Employees  
Related to the Special Education Service and Staffing Model Work Group**

A joint NSEA/NSD Special Education Service and Staffing Model Work Group began meeting in the 2019-20 school year, but was interrupted by the COVID-19 pandemic. This workgroup will be reconvened in the 2022-23 school year. The Work Group is charged with using interest based bargaining strategies to develop a recommendation for the staffing model and service delivery model for special education services in the District. The Work Group will explore and study ways to provide services to students based on need that incorporate different funding options and outcomes for students that do not currently exist. The Work Group will consult regularly with the NSD Inclusive Models and Practices Think Tank, with the goal of working toward aligned recommendations.

The Work Group shall hold a maximum of seventeen meetings in the 2022-23 school year, with a minimum of three meetings with full-day substitute release and the remaining meetings with half-day substitute release. The Work Group shall present its recommendations to the AALT no later than at its February 2023 meeting.

The Work Group shall be jointly facilitated by NSEA and NSD representatives.

The Work Group shall be composed of the following members, though it may also solicit input from other experts and stakeholder groups:

- 1 Elementary General Education Teacher
- 1 Middle School General Education Teacher
- 1 High School General Education Teacher
- 1 Elementary Teacher of ELD
- 1 Secondary Teacher of ELD
- 4 Secondary Special Education Teachers (LC, Mid-level, Behavior, FSA);
- 5 Elementary Special Education Teachers (LC, Sensory, Social/Emotional, Blended, FSA);
- 1 Early Childhood teacher;
- 2 Special Education paraeducators (one elementary; one secondary);
- 3 ESA staff (Psychologist, SLP, OT/PT);
- 2 Building Administrators (Elementary, Secondary); and
- 4 District Administrators (Assistant Supt. Special Services, Early Childhood, Secondary and Elementary Directors).

NSEA shall appoint the non-supervisory members of the Work Group. The District shall appoint the supervisory members.

In the event the District adopts a new staffing model and/or service delivery model for students with disabilities, NSEA and NSD will reopen the contract to negotiate the impact of any change(s).

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for ESP Employees  
Related to Job Descriptions**

In the 2022-23 school year, the District and Association agree to mutually develop or update job descriptions for each general job classification listed in Appendix A-1 of the Collective Bargaining Agreement.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for ESP Employees  
Related to Safety & Emergency Prep Coordinator**

For the duration of this Collective Bargaining Agreement, the Northshore Education Association and Northshore School District No. 417 agree to establish and maintain a building level Emergency Coordinator position. One of the primary roles of this position will be to develop, maintain, and revise as needed an Emergency Operations Plan (EOP) for each building.

The building Emergency Preparedness Coordinator will be selected by the staff of each building. If more than one person expresses interest in the position, a vote by secret ballot will be conducted by the NSEA building representative and building principal. The duties of this position will include but are not limited to:

- Ensure that existing staff are assigned to key emergency roles as defined by FEMA
- Develop and revise the EOP which will be due in May for the upcoming school year
- Review and train staff and students on emergency procedures in coordination with district guidance
- Stock and maintain supplies in the emergency containers
- Conduct safety and emergency meetings on a regular basis, at least quarterly
- Work with building administration to schedule required emergency drills
- Review Incident/Accident reports to identify hazards, causes and trends
- Maintain safety bulletin board(s) and distribute safety materials
- Receive and evaluate employee safety suggestions and notifications
- Check for hazards and make recommendations to rectify or improve hazardous conditions
- Provide written feedback to employees who have identified problems
- Keep notes of all meetings and post them on safety bulletin boards

The stipend for this position will be \$2,000 in buildings with fewer than 800 students, \$2,400 in buildings with 800-1000 students, and \$2,800 in buildings with more than 1000 students. Additionally, the coordinator will be paid at the C-7 rate (or their hourly rate, if ESP) for any work performed either before or after school to stock the emergency containers and maintain classroom emergency supplies.

Safety and Emergency Prep Coordinators shall be provided with required training as appropriate. If the required training is scheduled outside of the regular work day the employee will be paid the C-7 rate of pay (or their hourly rate, if ESP) if a bargaining unit member is elected to this position.

Safety and Emergency Prep Coordinators will be responsible for the safety program at each site. The coordinator will investigate all building safety complaints and report findings to the building administrator. If the administrator is unable to solve the problem, the administrator will report the item to the District Director of Safety and Security for action.

Safety and Emergency Prep Coordinators will submit an additional hourly pay form to be compensated for time spent stocking the emergency containers and/or time outside the contracted work day attending required trainings.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for ESP Employees  
Related to Student Behavior and Mental Health**

NSD will hold \$700,000 in annual spending for the purposes of addressing student mental health. These funds will support mental health therapist FTE.

The Director of Student Services will explore connections with outside agencies to support providing additional onsite and offsite wrap-around student services, including services to support student mental health, drug and alcohol counseling, and family wrap-around services. By March 2023, the Director of Student Services will present a report on potential connections to outside services to the AALT.

Additionally, in the 2022-23 school year, the District will review current practices in data collection regarding student behavior and discipline, develop recommendations regarding any changes to practices in such data collection, and present such recommendations to the AALT.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for ESP Employees  
Related to Classified Representation on Shared-Decision Making Leadership Team (SDLT)**

Classified employees represented by NSEA shall have the option to elect one representative (total) on the SDLT, which shall be selected no later than June 1 through a process of open nominations and secret balloting by ESP members. 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.

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.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for ESP Employees  
Related to District Safety Committee and Individual Site Health and Safety Committees**

For the duration of this Collective Bargaining Agreement, the Northshore Education Association and Northshore School District No. 417 agree to establish a District Safety Committee and Individual Site Health and Safety Committees. These committees will be established to assist in the detection and elimination of unsafe conditions and work procedures and improvement of employee morale. The District shall provide a safe and healthful working environment for all employees.

The District Safety Committee shall have representatives from management, certificated, and classified employee groups. The District Director of Safety and Security and the District's Administrator in charge of Risk Management shall be members of the Committee. This Committee shall meet on a regular basis to review safety issues and establish priorities for the District.

Individual Site Health and Safety Committees will also be established at all sites. In emergent situations, the Site Health and Safety Committees shall contact the building Principal and/or District Director of Safety and Security. Generally, these committees shall:

- Conduct safety meetings on a regular basis, at least quarterly
- Have representatives consisting of employees and management, elected by peer staff members
- Have representation from both classified and certificated employee groups
- Elect a "site coordinator"
- Review Incident/Accident reports to identify hazards, causes and trends
- Maintain safety bulletin board(s) and distribute safety materials

- Receive and evaluate employee safety suggestions and notifications
- Check for hazards and make recommendations to rectify or improve hazardous conditions
- Plan for safety and emergency response
- Conduct and/or monitor regular safety training
- Monitor compliance with safety issues and regulations
- Provide written feedback to employees who have identified problems
- Keep notes of all meetings and post them on safety bulletin boards
- Coordinate building safety efforts and initiatives with the appropriate building administrator

Site Coordinators shall be provided with required training as appropriate. If the required training is scheduled outside of the regular work day the employee will be paid the C-7 rate of pay if a bargaining unit member is elected to this position.

Individual Site Health and Safety Committees will be responsible for the safety program at each site. The coordinator or delegated member will investigate all building safety complaints and report findings to the building administrator. If the administrator is unable to solve the problem, the administrator will report the item to the District Safety Coordinator for action. The committee will provide written responses to identified safety concerns including corrective action, if any.

***The parties agree to the following MOUs, which are new agreements since 2019 and not replacing MOUs in the 2019-2022 ESP collective bargaining agreement:***

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for ESP Employees  
Related to Activity Stipends and Remote Work**

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.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for ESP Employees  
Related to Health and Safety Protocols and Leave to Address COVID-19 in the 2022-23 School  
Year**

The District and Association agree upon this Memorandum to address questions regarding health and safety protocols and leave for the 2022-23 school year.

**Article 1 Health and Safety Protocols**

- 1.0 District-wide health and safety protocols will be designed to comply with guidance of all applicable public health agencies. Strict compliance with all relevant District safety and health rules will be an essential function of each employee's job. Failure to comply with COVID-19 vaccination requirements will lead to non-disciplinary dismissal. Employees who have an approved medical or religious exemption from receiving the vaccine will not be subject to non-disciplinary dismissal. Failure to comply with other health and safety protocols, as defined by state Department of Labor & Industries (L&I) guidelines, and communicated by the building COVID supervisor, may lead to progressive discipline, up to termination.
- 1.1 The District will review guidance from state and county health departments, and L&I on a regular basis to update strategies and protocols as the guidelines evolve. Staff will be educated in the language they understand best about health and safety protocols and procedures.
- 1.2 The District will appoint a designated site specific COVID-19 supervisor for each worksite, as directed by the Washington State Department of Public Health. The role of the COVID-19 supervisor, in conjunction with the building administrator, is to monitor the health of employees and enforce COVID-19 job site safety. The school nurse is the COVID-19 subject matter expert for the building. The assigned COVID-19 supervisor will work in partnership with the school nurse.
- 1.3 The District will develop and adopt written protocols for employee safety and student interaction and update as needed. The District will clearly communicate these protocols to staff and families in the language they understand best. The protocols shall include, but are not limited to:
  - a. Protocols regarding exclusion of sick staff and students from school sites.
  - b. Protocols for physical distancing of staff and students.
  - c. Protocols regarding the provision and use of Personal Protective Equipment (PPE).
  - d. Protocols regarding sanitation, cleaning, and disinfection.



- e. Protocols regarding the handling of and communication around suspected and confirmed cases of COVID-19.
- f. Protocols regarding testing following guidance from applicable public health agencies.
- g. Protocols for reporting vaccination status.
- h. Protocols for vaccination requirements for contracted non-NSD employees working on campus, and volunteers. The District will require all volunteers and contracted non-NSD employees working on campus to follow the same COVID-19 vaccination requirements that apply to NSD employees.

#### 1.4 **COVID-19 Vaccinations**

Both the Association and the District recognize the importance of vaccination as a critical public health tool.

Per Governor Inslee's Executive Order, the full vaccination regimen for COVID-19 is required to be completed and documented before the commencement of work duties. Employees who have not completed the full vaccination regimen must have a religious or medical exemption.

- 1.4.1 If an employee becomes ill following a COVID-19 vaccine booster dose, the employee will be granted the use of up to one Emergency Paid Sick Leave (EPSL) day to cover the absence. In the event the employee experiences an atypical reaction to the COVID-19 booster vaccine and requires more than one day of leave, the parties will meet to determine the appropriate remedy.

- 1.4.2 **Disclosure of COVID-19 Vaccination and District Record Keeping**  
The state of Washington requires that staff provide information regarding their vaccination status (including whether the employee has an approved medical or religious exemption that prohibits them from receiving a vaccination). Employees will upload their vaccination information to the secure District Human Resources records system prior to beginning their assignment.

Employees on leave prior to October 18, 2021, are not required to provide their vaccination information while on leave but must do so prior to returning to their position in order to maintain employment.

#### 1.5 **Sick Staff and Students**

The District will adopt and clearly communicate a written definition of what constitutes possible, probable, (suspected) and positive COVID-19 cases. The District will communicate and follow guidance as listed by applicable public health agencies regarding staff and students with the symptoms of COVID-19. Any staff or students in need of isolation and/or testing due to their exhibiting of COVID symptoms will be required to wear a mask while in the health or isolation room.

1.5.1 Health Room and Isolation Room Monitoring

In the absence of a nurse, health rooms will continue to be monitored by a nurse designee, per the ESP Collective Bargaining Agreement. Building COVID teams including the school nurse assigned to the building will determine a site-specific solution for how isolation rooms will be monitored during periods of time when the nurse cannot monitor both rooms while attending to other duties.

1.5.2 If certificated staff provide coverage for the health and/or isolation room as a remedy that extends their workday, they will be compensated, per the provisions of Article 14.15 in the collective bargaining agreement. If ESP staff provide coverage for the health and/or isolation room as a remedy that extends their workday, they may use professional hours to be paid for the time.

1.6 **COVID-19 Testing**

The District will follow any guidance or directives from relevant health authorities regarding testing. The parties agree to meet and discuss any changes to testing-related requirements.

1.6.1 District-wide COVID-19 Screening

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.

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.

1.6.2 Job Duties Related to COVID-19 Screening

In the event the District is required to implement COVID-19 surveillance screening, educators will not directly collect samples from individual students (i.e. swab noses). Educators are expected to observe, record and collect classroom batch testing sample tubes and individual confirmatory tests. The parties agree that these job duties should not be the duties of classroom educators outside of a public health emergency. This agreement related to job duties is not precedent setting and is not expected to continue beyond the term of this MOU.

1.6.3 Rapid Antigen Testing

Any staff member at a District facility who is exhibiting COVID-19 symptoms as determined by the local health jurisdiction will be required to undergo a rapid COVID-19 test. Staff who opt out of rapid COVID-19 tests may be subject to exclusion from District property until the conclusion of any quarantine period and/or testing process, per guidelines of local, state, and federal health authorities.

The District will provide school nurses with professional development in the administration of rapid antigen tests. If this professional development occurs outside of regular work hours, it will be paid. Once appropriately trained, school nurses will administer a rapid antigen test to a student or staff member who the nurse determines is displaying symptoms of COVID-19 at school, according to local health guidelines. School nurses will not perform rapid antigen tests on family members of District staff or students.

**1.7 Contact Tracing**

The District commits to participating in contact tracing as required by Local, State, and Federal authorities.

**1.8 Physical Distancing of Staff and Students**

**1.8.1** The parties agree to follow guidance as listed by applicable public health agencies regarding physical distancing.

The District and the Association agree to meet to discuss specifics revisions around physical distancing should the guidance from local, State, and/or Federal Authorities change.

**1.8.2** Schools may choose to implement building-specific strategies to increase physical distancing that meet their physical needs and available capacity. Staff will be educated in the language they understand best about coronavirus, the importance of physical distancing, and how to prevent transmission. Buildings should consider:

- a. Rearranging desks/tables to maximize the space between students.
- b. Limiting access to essential visitors or personnel.
- c. Reducing congestion in office areas.
- d. Limiting building use outside of school hours to approved activities.
- e. Using tabletop plexiglass barriers.

**1.9 Personal Protective Equipment**

**1.9.1** Compliance with guidelines for personal protective equipment is a job expectation for Northshore staff. District-wide protocols regarding PPE usage will be designed to comply with the guidance of all applicable public health agencies. These protocols may change as public health guidance continues to evolve. The District will provide professional development on personal protective equipment requirements, best practices, and consequences of not following these practices to all staff, students, and families.

**1.9.2** The District will remind staff and students that dress code policies apply toward personal protective equipment. The District will monitor the supply chain availability for personal protective equipment centrally through the district warehouse.

- 1.9.3      **Use of Face Coverings**  
The District and the Association will follow local, State and Federal guidelines with regard to the use of face coverings indoors and outdoors.
- 1.9.4      **Face Coverings for Staff**  
Face coverings appropriate for their risk of exposure, per health agency guidance, will be made available for all staff. This would include:
- a.    KN95 masks and face shields provided to all nurses and made available to all specialists.
  - b.    Specific situations regarding unique PPE requirements on the part of the student or staff will be determined on a case-by-case basis at each building in consultation with the building COVID-19 supervisor.
- 1.9.5      **Face Coverings for Students**  
The District will follow local, State and Federal guidelines regarding face coverings for students. The District will provide face coverings to students when needed and upon request.
- 1.9.6      Gloves will be made available for staff. Additional PPE (gowns, etc.) will be made available to staff in high-risk classifications when appropriate per health agency guidelines
- 1.9.7      Staff may request, but not require, that students follow PPE and social distancing protocols that provide a higher level of safety than any PPE or social distancing the protocols currently required by the District.
- 1.10      **Sanitation, Cleaning, and Disinfection**
- 1.10.1      The District will clearly communicate all COVID-19 related cleaning and disinfection protocols to staff and families. Cleaning and disinfection protocols for a probable case of COVID-19 will follow guidance as listed by applicable public health agencies.
- 1.10.2      All classrooms will be provided with disinfecting wipes and hand sanitizer that have been approved by the EPA for effectiveness and low toxicity. Additional disinfecting wipes, hand sanitizer, and supplies to clean technology devices will be made available in key administrative areas.
- 1.10.3      Support Services will create and publish a communication for staff regarding maintenance, air filtration, sanitizing equipment and solution, safety data sheets, and a list of materials and PPE that will be available for every staff member.
- 1.11      **Ventilation**
- 1.11.1      Ventilation will be set to maximize outside air flow continuously. Filters will be used that provide the maximum filtration recommended for the HVAC equipment of the building and will be changed monthly.

- 1.11.2 The District will maintain its HVAC systems in full compliance with standards endorsed by the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) for operation of HVAC during the current pandemic, including the provision of supplemental filtering or airflow to specific workspaces when necessary. If a room or office space lacks an exterior door or window and the HVAC system is unable to localize fresh air to those spaces, the District will make every attempt to provide an employee with an available alternate work location if requested.
- 1.12 **Remote Attendance at Staff Meetings and Professional Development**  
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 join staff meetings and professional development remotely as long as they are joining from a District worksite.
- 1.13 **Assemblies**  
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.
- 1.14 **School Performances**  
School performances will be permitted. The District will monitor local, State and Federal guidelines regarding school performances and will meet to discuss and revise our Agreement as necessary.

## **Article 2 Leaves**

- 2.0 COVID-19 presents unique health, family, disability and staffing challenges for the District and its employees. The following provisions are included to provide clear, objective, and practical options for the District and the employees facing those challenges.
- 2.1 The District shall continue to offer up to 5 days of Emergency Paid Sick Leave (EPSL) as defined under the expired Families First Coronavirus Response Act (FFCRA) to each employee. 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.

- 2.1.1 This leave entitlement is a unique and temporary response to a global pandemic and is not expected to be repeated or continued for other vaccine-preventable health conditions in the future. The EPSL will sunset on June 30, 2023, unless reinstated by State or Federal entities.

Employees who meet the following criteria will be eligible for up to five days of EPSL. Employees may seek EPSL pool hours, as described above, if other leave options have been exhausted:

- a. **Employees Who are Diagnosed with COVID-19 or Have Suspected COVID-19:** Employees who are diagnosed with COVID-19 or are experiencing symptoms of COVID-19 and are seeking a medical diagnosis.
- b. **Employees Quarantined Due to Possible Exposure to COVID-19:** Employees who have been advised by Local, State, or Federal health authorities to quarantine at home due to possible exposure to COVID-19.
- c. **Employees Caring for Someone with COVID-19/Suspected COVID-19:** Employees who are caring for an individual who is subject to quarantine because that individual has been diagnosed with COVID-19, or is experiencing symptoms of COVID-19 and is seeking a medical diagnosis.
- d. **Employees with Children Impacted by School Closure:** An employee who must care for the employee's child because of a school closure or unavailability of the care provider due to COVID-19 precautions.

### **Article 3 Reopener**

- 3.0 As state guidelines and requirements change, the parties will meet to discuss these provisions.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for ESP Employees  
Related to House Bill 6162 (E2SSB 6162) and Requirements for a District-Wide Multi-Tiered  
System of Supports For the 2022-23 School Year**

### **MTSS Structures and Meetings**

In Northshore, we are driven to eliminate barriers that perpetuate injustice in order to create equitable and inclusive processes that ensure each and every student has access to rigorous core instruction with appropriate scaffolded support. An equity-focused multi-tiered system of supports (MTSS) creates a personalized systematic approach for each and every student. Research shows that effective MTSS improves academic outcomes, social-emotional competence, school safety and teacher efficacy. In addition, MTSS fidelity embeds systems for effectiveness and sustainability. A well-organized MTSS framework is a critical component

in ensuring students get what they need to be ready for career, college, and life. An MTSS framework also complies with House Bill 6162 (E2SSB 6162), which requires districts to implement evidence-based MTSS and provide interventions for any K-2 student who displays reading difficulties.

The Northshore MTSS Whole Child Framework will fortify our efforts in every goal in the strategic plan through equitable, inclusionary, high leverage processes and sustainable practices. Our initial focus is to help our educators and district leadership meet the needs of students outlined in *Goal 1: Success in the Early Years*, *Goal 2: Responsible, Resilient, Empathetic Learners*, and *Goal 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps*. The ultimate goal is to embed this framework throughout the entirety of the District Strategic Plan.

The District and Association recognize that the use of the MTSS Whole Child Framework enables teachers, ESAs, ESPs, administrators, students, and families to work together to ensure that each student has equitable access to opportunities that meet every need, enhance every strength, and move our system towards racial and educational justice.

To enable each school to implement the essential components of a comprehensive NSD MTSS Whole Child Framework, the District and/or Association will:

- Convene an MTSS Implementation Team to develop common structures and systems to use in all schools;
- Ensure the hiring of school counselors is in alignment with the revised Counselors MOU;
- Complete SDLT re-structuring as agreed upon in the revised Shared-Decision Making Leadership Team (SDLT) Composition, Structure and Compensation Committee MOU;
- 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; and
- Work to develop professional development related to the "why," "what," and "how" of MTSS 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.

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:

- 2 SDLT Days
- 4 District Days, which will be used to support MTSS professional development
- 4 Principal Days
- 4 Team Days

- 21 Individually Directed Days

The purpose for District days is to provide 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.

During the 2022-23 school year, 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 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
- 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 Team Days.
- Specialist groups (elective teachers and elementary specialists) may meet on the four Team Days. The specialist team/department will determine the use of these 4 days.

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.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for ESP Employees  
Related to Juneteenth**

The District and the Association Agree to amend article 12.40 of the NSEA-ESP CBA to add an additional recognized holiday, Juneteenth. All other provisions of this article will remain.



**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for ESP Employees  
Related to 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.

In the 2022-23 school year, the AALT will review the job description for ELD teachers and update the description, if necessary.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for ESP Employees  
Related to English Language Development Services and Staffing**

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

The District will provide ELD staff as follows:

Number of Multilingual Students Qualifying for Active ELD Services	ELD Certificated FTE
1-10	.2
11-15	.3
16-20	.4
21-30	.5
31-40	.6
41-50	.8
51-60	.9
61-70	1.0
71-100	1.1
101-130	1.2
131-160	1.3
161+	1.4

<b>ELD Paraeducator Staffing: Elementary</b>			
Number of Multilingual Students Qualifying for Active ELD Services	Weekly Paraeducator Hours	Number of Monitor Year 1 and 2 Students	Weekly Paraeducator Hours
0-10	0 hrs	0-10	0 hrs
11-20	20 hrs	11-40	20 hrs
21-35	32.5 hrs	40-60	32.5 hrs
36-60	40 hrs	61+	40 hrs
61+	60 hrs		

<b>ELD Paraeducator Staffing: Secondary</b>			
Number of Multilingual Students Qualifying for Active ELD Services	Weekly Paraeducator Hours	Number of Monitor Year 1 and 2 Students	Weekly Paraeducator Hours
0-10	0 hrs	0-10	0 hrs
11-20	20 hrs	11-40	20 hrs
21-35	32.5 hrs	40-60	32.5 hrs
36-60	40 hrs	61+	40 hrs
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.

The District will increase to \$50,000 the funds available to support proctors and substitute release for the administration of WIDA assessments.

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.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for ESP Employees  
Related to Special Education**

**Service Delivery Model**

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.

**Staffing**

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.

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.

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:

- Canyon Creek – 1 6.5-hour
- Cottage Lake – 1 4-hour
- East Ridge – 1 6.5-hour
- Fernwood – 1 6.5-hour
- Hollywood Hill – 1 6.5-hour
- Kokanee – 1 6.5-hour
- Ruby Bridges – an additional 2.5 hours (increases a 4 hour para to 6.5)
- Sunrise – 1 6.5-hour
- Wellington – an additional 2.5 hours (increases a 4 hour para to 6.5)
- Woodin – 1 4-hour

## **Student Placement and Promotion**

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](#)

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.

For promotion/transition meetings, the current IEP Team determines placement in the appropriate program on the continuum of services.

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.

Case managers will collectively determine the format of promotion meetings for students moving between levels and will choose from the following options:

**Option 1:** Teams will follow the process outlined in the [Special Education Compliance Manual Promotion Process](#):

### **ELEMENTARY**

Sensory, MLBL and FSA teachers will each get a 1/2 day of sub time to visit the preschool sites.

LC teachers will get a 1/2 day sub to visit middle schools.

LC teachers will get a ½ day sub to visit preschool (1 teacher per school)

Sensory, MLBL, FSA and S/E will each get a 1 day sub to visit middle school programs.

### **MIDDLE SCHOOL**

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.

### **HIGH SCHOOL**

4 teachers from each HS (1 from each program) will each get a 1 day sub to visit middle schools.

**Option 2:** Teams will follow the process outlined in the modified section 15.17 of the CBA as follows:

A designated representative of each special education program at each school (e.g., FSA, LC, each Mid-level program) shall participate in student transition/promotion meetings. Such teachers shall be given up to two hours of compensation for ~~each~~

transition/promotion meetings. If additional time is needed for such meetings, the teacher may contact the special education ~~administrator~~ director or principal for authorization for additional paid time.

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.

A pool of 500 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.

### **Professional Development**

The District will offer paid and consistent co-teaching professional development for staff who are co-teaching and/or for interested teachers.

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.

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).

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).

### **Communication**

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.

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.

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.

***The parties have agreed to sunset the following 2021-2022 MOUs: COVID-19 Staff Testing, Temporary Transition to Remote Learning Due to Staffing Shortages***

## 2022-2023 ESP SALARY SCHEDULE

### EDUCATIONAL SUPPORT PROFESSIONALS

NORTHSHORE SCHOOL DISTRICT NO. 417

2022-2023

Salary Schedule

#### SCHEDULE 36

Effective September 01, 2022

Step	01	02	03	04	05	06	10	15
Rate per hour LEVEL I	27.09	27.90	28.72	29.53	30.34	31.15	32.78	34.40
Rate per hour LEVEL II	36.11	37.19	38.28	39.36	40.44	41.53	43.69	45.86
Rate per hour LEVEL III	45.17	46.53	47.88	49.24	50.59	51.95	54.66	57.37

Substitute Rate of Pay: Step 1 of Levels 1 and 2, Step 3 of Level 3

See Article 41.20 for placement on Step Ten (10)

Employees shall be eligible for placement on Step 15 of Appendix A-2 at the start of the work year in which they will complete fourteen (14) years of service in the bargaining unit by the end of the calendar year (December 31).

An annual stipend shall be given beyond the normal salary to any employee who has achieved higher levels of certification or degrees listed in the section below.

Employees employed for less than 3.5 hours shall be eligible for one half of the PSP stipend.

Employees qualifying at more than one level will receive only one level of incentive pay.

See Article 26.80 in Collective Bargaining Agreement.

	Step 00
	<b>Annual</b>
Advanced Paraeducator Certificate / Basic Standards Certificate (NAEOP)*	1017.00
AA Degree / Associate Professional (NAEOP)*	1195.00
Advanced I (NAEOP)*	1324.00
Advanced II (NAEOP)*	1464.00
Advanced III (NAEOP)*	1624.00
BA or BS Degree / Professional Bachelor's Degree (NAEOP)*	1797.00
MA or MS Degree / Professional Master's Degree (NAEOP)*	1869.00
Level II or III with ESA - appropriate to the job	3439.00
Level II or III with MA degree - appropriate to requirements of the job	3439.00
Level II or III with ESA appropriate to the job & MA/MS appropriate to the job	5158.00



## Signature Page

Dated and signed this \_\_\_\_\_ day of June, 2022.

FOR THE ASSOCIATION

Timothy Brittell  
Timothy Brittell (Jul 14, 2022 11:50 PDT)

\_\_\_\_\_  
Timothy Brittell, President - NSEA

FOR THE DISTRICT

Michael F. Tolley  
By: Michael F. Tolley (Jul 14, 2022 12:25 PDT)

\_\_\_\_\_  
Michael Tolley, Superintendent designee  
on behalf of the Board of Directors

I certify that this agreement was approved  
by the District's Board of Directors at its  
meeting on June 27, 2022.

**2022-2023 Extension and Addenda to the  
2019-2022 Collective Bargaining Agreement  
*between*  
Northshore School District No. 417  
*and*  
Northshore Education Association  
*for*  
Certificated Staff**

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for Certificated Employees  
Related to Extending the Term of the Collective Bargaining Agreement**

The parties agree to extend the provisions of the 2019-2022 NSEA collective bargaining agreement, including all addenda and supplemental memoranda and except as modified in the accompanying documents, through August 31, 2023.

***The parties have agreed to revise MOUs supplemental to the 2019-2022  
Certificated collective bargaining agreement with the following replacement  
MOUs:***

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for Certificated Employees  
Related to Shared-Decision Making Leadership Team (SDLT) Composition, Structure and  
Compensation Committee**

During the 2022-23 school year, a committee will be formed to examine the SDLT composition, structure, and compensation, as well as to determine the duties and responsibilities of the SDLT.

Committee members shall be co-chaired by a Regional Assistant Superintendent and an appointed NSEA member. NSEA committee members shall be compensated at the C-7 rate. There will be up to eight representatives from the District, and up to eight representatives from NSEA. The District will invite NEOPA to have a representative on this committee.

By March 2023, the Committee shall submit a recommendation to the AALT that covers:

- SDLT composition (including ESA Leadership Team)
- SDLT structure
- SDLT compensation
- SDLT duties and responsibilities
- SDLT elections

A pool of \$40,000 in annual funds was set aside, for use beginning in the 2020-21 school year, as well as the 2021-22 school year, for NSEA and NSD to negotiate over any of the committee's recommended changes to SDLT composition and/or compensation.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for Certificated Employees  
Related to WaKIDS and IRRs**

For the 2022-23 school year, Kindergarten teachers may choose to use one of the following supports, in lieu of the 15 hours provided for administering WaKIDS assessments, per section 17.26:

1. Three (3) days of substitute release;
2. Two (2) days of substitute release, plus five (5) per diem hours timesheeted;
3. One (1) day of substitute release, plus ten (10) per diem hours timesheeted; or
4. Fifteen (15) per diem hours timesheeted, per section 17.26.

Whereas both parties see the value of IRRs as an assessment tool and acknowledge the increase in other required assessment tools, the Association and District agree to encourage CMAC to consider discontinuing the requirement for elementary teachers to conduct IRRs.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for Certificated Employees  
Related to Secondary Textbook Management**

Adding to the supports guaranteed by Section 15.13 of the current collective bargaining agreement (CBA), the District and Association agree to a trial of revisions to the system for managing textbooks in the 2022-23 school year:

1. Each secondary department head shall make an annual choice by October 1 to either:
  - a) Utilize a centralized team to complete the annual inventory/scanning of textbook barcodes as was implemented in the 2018-19 school year; or
  - b) Complete the annual inventory/scanning of textbook bar codes themselves (or with other teachers within the department). If option (b) is chosen, the District will provide one release day to the department for this purpose and the centralized department will open the Destiny inventory feature for a pre-planned period of time for the department head to complete the inventory.
2. Management of textbooks for secondary Special Education and World Language courses shall be the responsibility of the respective department heads
3. Department budgets will continue to be charged for the replacement cost of textbooks which are “lost” after completion of the annual inventory. If a lost textbook is found and recovered within a year after the inventory is complete, and a replacement has not yet been purchased, the department will be credited with the amount they were charged for the replacement.
4. The District and Association shall jointly gather feedback at the end of each school year on the impact the measures described above have had on the workload of department heads and the conservation of district curricular resources.
5. The AALT shall review the feedback described in paragraph 4, and make a decision to continue, amend or discontinue the provisions above prior to the end of the 2022-23 school year.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for Certificated Employees  
Related to the Special Education Service and Staffing Model Work Group**

A joint NSEA/NSD Special Education Service and Staffing Model Work Group began meeting in the 2019-20 school year, but was interrupted by the COVID-19 pandemic. This workgroup will be reconvened in the 2022-23 school year. The Work Group is charged with using interest based bargaining strategies to develop a recommendation for the staffing model and service delivery model for special education services in the District. The Work Group will explore and study ways to provide services to students based on need that incorporate different funding options and outcomes for students that do not currently exist. The Work Group will consult regularly with the NSD Inclusive Models and Practices Think Tank, with the goal of working toward aligned recommendations.

The Work Group shall hold a maximum of seventeen meetings in the 2022-23 school year, with a minimum of three meetings with full-day substitute release and the remaining meetings with half-day substitute release. The Work Group shall present its recommendations to the AALT no later than at its February 2023 meeting.

The Work Group shall be jointly facilitated by NSEA and NSD representatives.

The Work Group shall be composed of the following members, though it may also solicit input from other experts and stakeholder groups:

- 1 Elementary General Education Teacher
- 1 Middle School General Education Teacher
- 1 High School General Education Teacher
- 1 Elementary Teacher of ELD
- 1 Secondary Teacher of ELD
- 4 Secondary Special Education Teachers (LC, Mid-level, Behavior, FSA);
- 5 Elementary Special Education Teachers (LC, Sensory, Social/Emotional, Blended, FSA);
- 1 Early Childhood teacher;
- 2 Special Education paraeducators (one elementary; one secondary);
- 3 ESA staff (Psychologist, SLP, OT/PT);
- 2 Building Administrators (Elementary, Secondary); and
- 4 District Administrators (Assistant Supt. Special Services, Early Childhood, Secondary and Elementary Directors).

NSEA shall appoint the non-supervisory members of the Work Group. The District shall appoint the supervisory members.

In the event the District adopts a new staffing model and/or service delivery model for students with disabilities, NSEA and NSD will reopen the contract to negotiate the impact of any change(s).

**ADDENDUM B-1  
TRADITIONAL SUMMATIVE EVALUATION CRITERIA  
AND  
TRADITIONAL SUMMATIVE AND PGO PROCEDURES**

**CRITERIA FOR EVALUATION FOR LIBRARIANS AND TEACHERS ON SPECIAL ASSIGNMENT (TOSA):**

EVALUATIVE CRITERIA: The following categories shall be the evaluative criteria for librarians and teachers on special assignment:

1. instructional skill
2. classroom management
3. professional preparation and scholarship
4. effort toward improvement when needed
5. the handling of student discipline and attendant problems
6. interest in teaching pupils
7. knowledge of subject matter

Evaluative criteria and indicators are more fully set forth in Addendum B-2, attached hereto and incorporated herein by reference.

**CRITERIA FOR EVALUATION FOR EDUCATIONAL STAFF ASSOCIATES:**

The following categories shall be the evaluative criteria for evaluation of educational staff associates certificated support personnel:

1. knowledge and scholarship in special field
2. specialized skills
3. management of special and technical environment
4. the support person as a professional
5. involvement in assisting pupils, parents, and educational personnel

These evaluative criteria and related indicators are more fully set forth in Addendum B-3, attached hereto and incorporated herein by reference.

**PROCEDURES:** The following evaluative procedures shall be observed:

Employees subject to these evaluation procedures (employees) shall be observed in the performance of their work assignment for the purpose of evaluation at least twice a year. Total

observation time for each employee shall be at least sixty (60) minutes.

Provisional employees shall be observed at least once for a total observation time of thirty (30) minutes during the first ninety (90) calendar days of employment with the District.

**PLANNING CONFERENCE:** A planning conference shall be held by October 31 or within sixty (60) calendar days of commencement of work if the employee's start date is after the first day of school.

The observing administrator shall discuss with the employee the evaluation process, timeline, and the forms to be utilized.

The administrator shall apprise the employee of the specific criteria upon which the evaluation shall occur, including expected levels of performance, where applicable.

During this conference, the employee may apprise the administrator concerning the employee's goals.

Within five (5) school days after observation, the administrator shall prepare a written report of the results of the observation(s) and within three (3) school days after such report is prepared, provide the employee with a copy of the report and also discuss the evaluation with the employee. The employee shall sign two (2) copies of the report, one (1) of which shall be placed in the employee's personnel file and the other given to the employee. The employee's signature shall indicate that they have read and discussed the evaluation with the observer, but shall not necessarily indicate agreement with the report.

**ANNUAL WRITTEN EVALUATION:** Each employee shall receive an annual written evaluation in a report conference with their evaluator no later than June 5th. Within five (5) days of the report conference and discussion, the employee may submit signed comments concerning their evaluation report, which comments shall be attached to the report in the personnel file.

For any employee who received an unsatisfactory rating in any evaluation criterion a Professional Growth Plan shall be established for the next school year by the end of September of the following school year. The Professional Growth Plan shall be established by the evaluator with input from the employee.

In the event an employee grieves an alleged violation, misinterpretation, misapplication, unfair application or summation, or non-application of these evaluative criteria and procedures, the District shall not be precluded from establishing probation during the pending of such grievance.

## **NORTHSHORE EVALUATION OPTIONS**

### **I. SUMMATIVE EVALUATION SYSTEM**

The traditional evaluation system will be referred to as "Summative Evaluation."

- A. The Summative Evaluation systems is required for employees for their first three years of employment.
- B. The Northshore School District/Northshore Education Association Collective Bargaining Agreement will apply for the Summative Evaluation System.
- C. All employees will be evaluated on the Summative Evaluation System once every fifth year.

### **II. PROFESSIONAL GROWTH OPTION**

- A. The Professional Growth Option (PGO) shall be voluntary to employees who have successfully completed three 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.
- B. PGO shall encourage professional growth through goal setting and shall involve the employee and the administrator in cooperative discussions, planning and collegial interaction for the accomplishment of goals.
- C. All written materials, except The Employee's Planning Worksheet and the Verification Form, generated for or resulting from the Formative Evaluation process shall be kept by the employee and separate from the Summative Evaluation permanent record. The Professional Growth Option plan will include self- assessment plans, which may be in the form of observation and comment by one or more peers of the employee's choice, comment by students and/or comment by parents of students, or a self-assessment tool as designed by the employee(s).
- D. A total of sixty minutes of observation is required each year and may be non-continuous. A written summary is required.
- E. No later than November 1 of each year, participant(s) and supervisor(s) shall meet to thoroughly discuss the potential goal(s) and the employee may utilize the planning worksheet. Participants should have in mind the goal(s), the areas to be investigated, resources needed, colleagues to be involved, methods for collecting data and the methods for evaluating growth toward the goal(s). During this meeting the supervisor shall act as a facilitator in order to clarify and refine the goal(s), assist with resources and serve as a resource.
- F. The participant may select from the following list as a means of implementing goal(s):
  - 1. school district goals;



2. building goals;
  3. professional goals
  4. academic goals;
  5. school district evaluations
- G. Suggestions for areas of growth are provided as follows and are not intended to limit choices of the participants:
- Identify an area of instructional strength or a self-identified growth need and develop a plan to enhance performance within that arena.
  - Explore a new method of instruction.
  - Develop methods to enhance district subject matter, grade level materials or district curricula.
  - Increase skills in managing diverse student population.
  - Seek assistance in order to improve a specific area of performance.
- H. During April or May, a final meeting shall be held to review the progress of the goal(s). At this final meeting, the supervisor will verify that the employee has met state statutory requirements, and present a summary of sixty (60) minutes of observation done during the year.
- I. Except for the two forms titled, "Employee's Planning Worksheet" and "Verification Form," information from Professional Growth Option is solely owned and generated by the participant(s) and may not be placed in the Personnel File or be considered in the Summative Evaluation Model.
- J. At all times during use of the Professional Growth Option, collaborative interaction, based on trust and confidence is encouraged.
- K. If the participant who is an educational staff associate, librarian or teacher on special assignment, or the supervisor believes that the participant should not be on the Professional Growth Option but should be placed on the Summative Evaluation System after the year has progressed, a joint decision must be made no later than March 1. If the decision to remove the participant from the PGO is unilateral by the supervisor, the following procedures will be utilized:
1. The Professional Growth Option encourages employee(s) to have freedom to explore their goal in a risk free environment but still requires all employees to be responsible for maintaining competence in the seven (7) state mandated areas of the Evaluative Criteria. If one or more of these areas becomes a serious concern, the Administrator will first communicate the concern and offer assistance. If the concern remains, the Administrator can move the employee to the Summative form of evaluation but cannot use goal related data as part of any negative evaluative comments.

2. The supervisor will inform the employee in writing of the nature of the concern and establish a meeting to discuss the matter. The employee shall have the right to Association representation at the meeting. The employee shall be provided the opportunity to respond to the concern(s) and to any allegation(s) made against them. Following the meeting described above, the supervisor shall inform the employee in writing either that the concern has been resolved to the supervisor's satisfaction, or that the concern has not been resolved and that the employee will be moved to the Summative evaluation system. Such a letter and meeting shall only be precipitated by events or allegations which are serious in nature.
3. If the employee does not agree with the change to the Summative form of evaluation, the employee may request a review by a mutually agreed upon District/ Association designated neutral third party. The designated neutral third party will meet with the supervisor and employee as part of the review process. Upon conclusion of the review process, the neutral third party shall render their decision orally to the parties, as to whether a reasonable person would conclude on the basis of the information available the employee should be placed on the Summative evaluation system.

If the decision upholds the employee, the matter shall be dropped and no further action of any kind shall be taken with respect to the employee and no reference or record shall be kept in the employee's personnel file or any District file. If the decision upholds the position of the supervisor, the employee will be immediately placed on the Summative evaluation system.

4. If it is determined by the designated neutral third party that the employee must be removed from the Professional Growth Option, the employee will be placed on the Summative Evaluation System and the employee shall have no further responsibility for the implementation of the Professional Growth Option Plan, nor shall any data collected by such employee be utilized as evidence for any adverse personnel decision which may be made with respect to the performance of the employee.

#### **PROFESSIONAL GROWTH OPTION PROCEDURES AND REMINDERS**

1. The Professional Growth Option is available to employees upon completion of their third year of experience as a Librarian, TOSA or ESA. At least two of those years must be in the Northshore School District.
2. Depending on the complexity of the goal, certificated employees may choose one to four goals.

3. The supervisor is encouraged to assist in coordinating efforts toward common goals that may exist in the work site. The supervisor is further encouraged to disseminate information and resources to employees when such information and resources have bearing on employee goals.
4. Peer involvement is encouraged. Employees may elect to use colleagues in specific and requested observations, data collecting or as collaborators. Employees may choose to work alone, in teams, department groups or grade levels. The supervisor may act as a coach, observer, facilitator and/or data collector.
5. Effective communication between the employee(s) and supervisor is essential.
6. The Professional Growth Option endeavors to foster a supportive working environment by encouraging employees to work collegially with supervisors, mentors and colleagues. Risk taking and collaborative interaction in an atmosphere of trust and respect are encouraged.

**NORTHSHORE SCHOOL DISTRICT  
PROFESSIONAL GROWTH EVALUATION OPTION**

**Verification Form**

Name \_\_\_\_\_ School \_\_\_\_\_ School Year \_\_\_\_\_

Supervisor \_\_\_\_\_

Assignment \_\_\_\_\_

**To be completed by employee:**

Identify Self-Assessment Instrument(s) Used:

**To be completed by supervisor:**

☐ The employee demonstrated satisfactory performance pursuant to

RC28A.405.100. Summary of 60 minutes of observation:

Date \_\_\_\_\_

Staff Member \_\_\_\_\_

Date \_\_\_\_\_

Supervisor \_\_\_\_\_

Original to Human Resources  
Office Copy to Employee and Supervisor

## **ADDENDUM B-4 CLASSROOM TEACHER EVALUATION**

### **SECTION 1 INTRODUCTION AND APPLICABILITY**

The observation process is intended to foster professional dialogue between evaluators and principals, as well as encourage professional growth and learning. Practices that may hinder such dialogue, growth, and learning should be minimized. Observation practices are intended to ensure the District's evaluation of teachers:

- Fosters professional growth and learning;
- Allows for flexibility as determined by the needs of each teachers;
- Ensures appropriate documentation of each teacher's practice while reducing extra neous workload; and
- Complies with the spirit of the evaluation legislation.

The evaluation process presumes that teachers are proficient and evaluators are objective unless evidence suggests otherwise.

This evaluation system only applies to classroom teachers, defined as a certificated employee who provides academically focused instruction to students and holds one or more of the teaching certificates. Those bargaining unit members who do not meet this definition will remain under the previous evaluation system in place and incorporated into this Agreement in Article 28 and Addenda B-1, B-2, and B-3. This evaluation system is pursuant to RCW 28A.405.100, which may be subject to changes by the State of Washington.

Classroom teachers on a plan of improvement, probation, non-continuing, and provisional status will be placed on a comprehensive evaluation.

All classroom teachers shall receive a comprehensive summative evaluation at least once every six years. Classroom teachers who are provisional employees, and any classroom teacher who received a summative evaluation performance rating of level 1 (unsatisfactory) or level 2 (basic) in the previous school year must also receive a comprehensive summative evaluation.

In the years when a comprehensive summative evaluation is not required, classroom teachers who received a comprehensive summative evaluation performance rating of level 3 (proficient) or above in the previous school year are required to complete a focused evaluation.

Should an evaluator determine that a teacher on a focused evaluation should be moved to a comprehensive evaluation for that school year, the teacher must be informed of this decision in writing at any time on or before December 15. Such a determination must be made on the basis of evidence including at least one formal observation.

## **SECTION 2 – EVALUATORS AND OBSERVERS**

- A. No administrator, principal, or other supervisory personnel may evaluate a teacher without having received training in District evaluation procedures. Before evaluating classroom teachers using the evaluation systems required under RCW 28A.405.100, principals and administrators must engage in professional development designed to implement the evaluation system used in the District to maximize rater agreement. The District shall have a plan to develop and sustain rater agreement. This includes summative scoring against a pre-determined standard.
- B. The supervisor who is evaluating shall perform the required observations used in the evaluation, except when a mutually agreed upon second evaluator is utilized.
- C. Teachers assigned to more than one school shall be informed which supervising administrator shall be their assigned evaluator at the beginning of the school year (or at the start of the assignment if employed mid-year).
- D. The parties agree that evaluators shall not be expected nor permitted to rate employees based on any system of quotas or limitations to achieve a number or range of teachers receiving evaluations of a particular score.

## **SECTION 3 — STATE CRITERIA, FRAMEWORK, AND SCORING**

- A. The state evaluation criteria are:
  - 1. Centering instruction on high expectations for student achievement;
  - 2. Demonstrating effective teaching practices;
  - 3. Recognizing individual student learning needs and developing strategies to address those needs;
  - 4. Providing clear and intentional focus on subject matter content and curriculum; Fostering and managing a safe, positive learning environment;
  - 5. Using multiple data elements to modify instruction and improve student learning; Communicating and collaborating with parents and the school community; and
  - 6. Exhibiting collaborative and collegial practices focused on improving instructional practices and student learning.
- B. Instructional Framework  
The parties have agreed to use the adopted evidence-based instructional framework developed by Charlotte Danielson and approved by OSPI. The evaluation framework identifying the components of the Danielson framework within the state criteria is included in Addendum B-5.
- C. Criterion Performance Scoring  
Each criterion shall be rated based on the components in that criterion using a preponderance of the evidence collected throughout the year. If there is a dispute

between the evaluator and the employee regarding the rating, the parties shall have a shared reflective discussion and opportunity to submit additional evidence.

D. Evidence and Artifacts

1. Both the teacher and the evaluator may contribute to evidence collection necessary to complete this evaluation. The use of the District's on-line evaluation tool by teachers is optional beyond the establishment of an account, viewing of observation reports, and viewing year-end summary reports.
2. Student and parent perception data shall not be solicited or inclusion as evidence in the evaluation.
3. Evidence of a teacher's performance may be collected in a non-classroom setting where the teacher is leading or actively participating as a member of the team. These non-classroom activities may include but are not limited to:
  - IEP meetings;
  - Leadership team meetings;
  - PLC meetings;
  - Staff meetings;
  - SIP visit;
  - School assembly;
  - Parent-teacher conference;
  - Back to school night/curriculum night/open house;
  - PTA meetings;
  - District-sponsored professional development;
  - CTE project meetings;
  - CMAC meetings;
  - Board presentations
4. Evaluations shall be based solely on the work performance of each employee. Except for student growth goals and student growth documentation, employees shall not be expected or required to submit any written documents (including responses to prompts, reflections, notes, self-assessments, or other documents) not otherwise used in the course of their typical instruction, unless there is insufficient evidence to achieve a proficient rating. Employees may utilize written prompts or personal notes if they wish, but these optional documents may not be required by their evaluator.
5. Evaluators shall not include evidence of content knowledge and pedagogy from classes or subjects outside the employee's certification and endorsements.
6. All observations shall be conducted openly. No video or audio recordings shall be made of a formal or informal observation without the prior knowledge and written consent of the teacher.

7. Evidence used in developing a summative score shall be from the time period covered by the evaluation.
8. The final summative score, including the student growth score, must be determined by an analysis of evidence. This analysis will be based on a holistic assessment of the teacher's performance over the course of the year.

#### **SECTION 4 – DEFINITIONS**

- A. Criteria shall mean one of the eight (8) state defined categories to be scored.
- B. Component shall mean the sub-section of each criterion.
- C. Evidence shall mean representative examples, artifacts or observable practices of the teacher's ability and skill in relation to the instructional framework rubric gathered from the normal course of employment.
- D. Artifacts are a type of evidence and shall mean any products generated, developed or used by a certificated teacher.

#### **SECTION 5 – COMPREHENSIVE EVALUATION**

##### **Goal Setting Conference**

A goal setting conference to establish student growth goals shall be held by October 31 or within sixty (60) calendar days of commencement of work if the employee's start date is after the first day of school. Prior to the goal setting conference, the teacher may but is not required or expected to complete a Self-Assessment form or any other prompts or documents. At the conference, the teacher and evaluator shall discuss student growth measures and student growth goals to be used for the year. The teacher shall determine a student growth goal for Components SG-3.1, SG-6.1 and SG-8.1 on a Goal Setting form. The goal for SG-6.1 and SG-8.1 may be the same goal.

##### **Observations**

Employees shall be observed in the performance of their work assignment for the purpose of evaluation at least twice a year. Observations shall be pre-scheduled. Total observation time for each employee shall be at least sixty (60) minutes.

Provisional employees shall be observed at least once for a total observation time of thirty (30) minutes during the first ninety (90) calendar days of employment with the District. A teacher in their third provisional year shall be observed at least three times for a minimum of ninety (90) minutes.

Pre-observation conferences shall be held prior to each observation with employees who are non-continuing, provisional, on probation or on a plan of improvement. For all other employees, unless a pre-observation conference is requested by either the employee or the evaluator, the conference shall only be held prior to the first formal observation of each year provided the first observation indicates proficient or better performance.



The administrator and teacher shall meet for a post-observation conference within five (5) school days after the observation. The administrator shall prepare a written report of the results of the observation(s) and conference within ten (10) school days of the post-observation conference. Once the report is prepared it shall be made available to the teacher through the District's on-line evaluation tool. If there is an area of concern, the evaluator shall identify specific concerns for the applicable criteria and provide possible solutions to remedy the concern in writing.

The evaluator may conduct additional informal, unscheduled observations above and beyond these formal observations, with or without pre- and post-observation conferences. Any significant concerns of the evaluator shall be communicated in writing to the employee in a timely manner.

The teacher shall be given the opportunity to include written comments to the record of the observation.

### **Annual Written Evaluation**

Each employee shall receive an annual written evaluation in a report conference with their evaluator no later than June 5<sup>th</sup>. Within five (5) days of the report conference and discussion, the employee may submit signed comments concerning their evaluation report, which shall be attached to the report in the personnel file.

### **Summative Scoring**

A classroom teacher shall receive a summative performance rating for each of the eight (8) state evaluation criteria. The overall summative score is determined by totaling the eight (8) criterion-level scores as follows:

1. 8-14 — Unsatisfactory
2. 15-21 — Basic
3. 22-28 — Proficient
4. 29-32 — Distinguished

## **SECTION 6 — FOCUSED EVALUATION OPTION**

### **Goal Setting Conference**

A goal setting conference to establish a student growth goal and the teacher's focus criterion shall be held by October 31 or within sixty (60) calendar days of commencement of work if the employee's start date is after the first day of school. Prior to the goal setting conference, the teacher may but is not required or expected to complete a Self-Assessment form or any other prompts or documents. At the conference, the teacher and evaluator shall determine the teacher's focus criterion, and identify student growth measures and a student growth goal to be used for the year. If the teacher chooses criterion 3, 6 or 8 as their focus criterion, then the teacher shall determine a student growth goal for Components SG-3.1 or SG-6.1 or SG-8.1. If the teacher chooses criterion 1, 2, 4, 5 or 7 as

their focus criterion, then the teacher shall determine a student growth goal for Components SG-3.1 or SG-6.1. This evaluation system is pursuant to RCW 28A.405.100, which may be subject to changes by the State of Washington.

### **Observations**

Employees shall be observed in the performance of their work assignment for the purpose of evaluation at least twice a year. Observations shall be pre-scheduled. Total observation time for each employee shall be at least sixty (60) minutes.

Pre-observation conferences may be waived by mutual agreement between the administrator and teacher.

The administrator and teacher shall meet for a post-observation conference within five (5) school days after the observation. The administrator shall prepare a written report of the results of the observation(s) and conference within ten (10) school days of the post-observation conference. Once the report is prepared it shall be made available to the teacher through the District's on-line evaluation tool. If there is an area of concern, the evaluator shall identify specific concerns for the applicable criteria and provide possible solutions to remedy the concern in writing.

The evaluator may conduct additional informal, unscheduled observations above and beyond these formal observations, with or without pre- and post-observation conferences. Any significant concerns of the evaluator shall be communicated in writing to the employee in a timely manner.

The teacher shall be given the opportunity to include written comments to the record of the observation.

### **Annual Written Evaluation**

Each employee shall receive an annual written evaluation in a report conference with their evaluator no later than June 5<sup>th</sup>. Within five (5) days of the report conference and discussion, the employee may submit signed comments concerning their evaluation report, which comments shall be attached to the report in the personnel file.

The summative performance rating for the teacher on a focused evaluation shall be the rating from the most recent comprehensive evaluation. Should a teacher provide evidence of exemplary practice on the chosen focused criterion, a level 4 (Distinguished) score may be awarded by the evaluator.

## **SECTION 7 — STUDENT GROWTH CRITERION SCORE**

- A. Embedded in the instructional framework are five (5) components designated as student growth components. These components are embedded in criteria as SG 3.1, SG 3.2, SG 6.1, SG 6.2, and SG 8.1. For a comprehensive evaluation, evaluators add

up the raw score on these components and the employee is given a score of low, average or high based on the scores below:

1. 5-12 — Low
  2. 13-17 — Average
  3. 18-20 — High
- B. Student growth data will be taken from multiple sources, and must be appropriate and relevant to the teacher's assignment. Student achievement data that measures growth between any two points in time (such as the beginning and end of the school year, semester, quarter or unit of study) shall be used to determine a teacher's student growth criterion score. Mid-point or other additional data is not necessary for a proficient score/
- C. A teacher who receives a 4 – Distinguished preliminary summative score and a Low student growth score will receive an overall 3 – Proficient rating.
- D. If a teacher receives a low student growth score, the teacher and evaluator will mutually agree to engage in one of the student growth inquiries required by law.
- E. The evaluations of certificated classroom teachers with a preliminary rating of unsatisfactory and high student growth will be reviewed by the evaluator's supervisor.

#### **SECTION 8 — FINAL SUMMATIVE EVALUATION CONFERENCE**

- A. The evaluator and teacher shall meet to discuss the teacher's final summative score.
- B. Each teacher shall sign and date the observation and evaluation forms to indicate receipt, not agreement. The teacher may attach any written comments to any observations and to the final annual evaluation report, via hard copy or the District's on-line evaluation tool.
- C. If the teacher does not agree with a final summative rating of Basic or Unsatisfactory, the teacher may request that the Association and District designate representatives to meet with the employee and principal to review the evidence and scoring that led to the evaluator's rating.

#### **SECTION 9 — SUPPORT FOR BASIC**

- A. A professional growth plan shall be offered within thirty (30) working days to any continuing contract employee with five or more years of experience who receives an overall summative Basic rating on a comprehensive evaluation. The professional growth plan shall be proposed initially by the evaluator and then presented to the employee and their representatives for input, feedback and suggestions for

improvement. The employee retains the authority to decline the final plan proposed by the evaluator.

- B. The professional growth plan shall identify specific evaluative criteria that are the concern, benchmarks defining desired performance under the evaluation framework, and assistance and services that the District shall provide to assist the employee in improving their performance. The assistance offered shall include a mentor that provides observation and feedback through reflective conversations with the employee, and opportunities for guided observation of colleagues' instruction. The evaluator may include additional supports in the plan such as peer coaching, reading material, and District or ESD staff development courses. The parties also shall have a discussion about the student composition of the class and future classes, number of class preparations, and number of assigned schools (if more than one) to ensure that each teacher has a reasonable opportunity to be successful.

#### **SECTION 10 — PROBATION**

Employees who are evaluated not satisfactory shall be placed on probation. Not satisfactory shall mean (a) Level 1 (Unsatisfactory) for all teachers; or (b) Level 2 (Basic) if the classroom teacher is on a continuing contract with more than five years of teaching experience and if the level 2 has been received two years in a row or two years within a consecutive three year period. Probation shall be administered in accordance with Article 29 of the current collective bargaining agreement as now or hereafter amended.

#### **SECTION 11 — NON-CONTINUING EMPLOYEES**

Non-continuing classroom teachers replacing an employee for 60 or more consecutive work days shall be evaluated using the Comprehensive evaluation by their building supervisor in accordance with this Article to the extent appropriate to the length of the employee's contract. Nothing herein shall imply an obligation by the District to employ a non-continuing contract employee beyond the duration of their contract.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for Certificated Employees  
Related to Safety & Emergency Prep Coordinator**

For the duration of this Collective Bargaining Agreement, the Northshore Education Association and Northshore School District No. 417 agree to establish and maintain a building level Emergency Coordinator position. One of the primary roles of this position will be to develop, maintain, and revise as needed an Emergency Operations Plan (EOP) for each building.

The building Emergency Preparedness Coordinator will be selected by the staff of each building. If more than one person expresses interest in the position, a vote by secret ballot will be conducted by the NSEA building representative and building principal. The duties of this position will include but are not limited to:

- Ensure that existing staff are assigned to key emergency roles as defined by FEMA
- Develop and revise the EOP which will be due in May for the upcoming school year
- Review and train staff and students on emergency procedures in coordination with district guidance
- Stock and maintain supplies in the emergency containers
- Conduct safety and emergency meetings on a regular basis, at least quarterly
- Work with building administration to schedule required emergency drills
- Review Incident/Accident reports to identify hazards, causes and trends
- Maintain safety bulletin board(s) and distribute safety materials
- Receive and evaluate employee safety suggestions and notifications
- Check for hazards and make recommendations to rectify or improve hazardous conditions
- Provide written feedback to employees who have identified problems
- Keep notes of all meetings and post them on safety bulletin boards

The stipend for this position will be \$2,000 in buildings with fewer than 800 students, \$2,400 in buildings with 800-1000 students, and \$2,800 in buildings with more than 1000 students. Additionally, the coordinator will be paid at the C-7 rate (or their hourly rate, if ESP) for any work performed either before or after school to stock the emergency containers and maintain classroom emergency supplies.

Safety and Emergency Prep Coordinators shall be provided with required training as appropriate. If the required training is scheduled outside of the regular work day the employee will be paid the C-7 rate of pay (or their hourly rate, if ESP) if a bargaining unit member is elected to this position.

Safety and Emergency Prep Coordinators will be responsible for the safety program at each site. The coordinator will investigate all building safety complaints and report findings to the building administrator. If the administrator is unable to solve the problem, the administrator will report the item to the District Director of Safety and Security for action.

Safety and Emergency Prep Coordinators will submit an additional hourly pay form to be compensated for time spent stocking the emergency containers and/or time outside the contracted work day attending required trainings.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for Certificated Employees  
Related to Vision for Secondary Art Electives Committee**

The District and Association agree to form a committee during the 2022-23 school year to create an underlying philosophical vision, commitment, and guidelines for the core arts electives, including the 6th Grade Electives Wheel and other related programs as listed below. The committee will be co-chaired by an administrator representing the District and an appointed NSEA member who shall determine the selection process for the remaining members. Members will include arts faculty in represented core electives, building administrators, and counselors. There shall be a high school and middle school representative from each of the following disciplines or groups:

1. Theater
2. Music
3. Visual Arts
4. Media Arts
5. Dance
6. School Counselor
7. School Administrator

The committee will convene no later than the Fall of 2022 and make recommendations to the AALT no later than March 2023 regarding topics including but not limited to the following:

- Develop a mission statement, guiding philosophy and vision defining the purpose, values and goals of the core electives (as defined by OSPI) of theatre, music, visual arts, media arts, and dance.
- Research and apply all state regulations regarding basic education, graduation requirements/CORE 24, HB 2195, OSPI K-12 Arts Standards, local and national art organizations and resources, current best practices and literature.
- Align committee outcomes with the NSD Strategic Plan. (Goal 4)

- Determine an ongoing process to manage, coordinate, communicate and remain true to the vision created by the committee including ongoing professional development necessary to understand the vision and implementation for administration and teachers.
- Define a process to ensure student equity, voice and access to elective programs.
- Determine the need for grade level K-12 Arts curriculum (including CMAC), assessment, and necessary technology.
- Develop a building based decision making process around new and current elective offerings, budgets, (including large ticket items, equipment etc.) and fees that promote elective teacher involvement, equity among buildings and fiscal responsibility.
- Develop a rubric incorporating the electives philosophy, vision, guidelines and impacts to be used by NSD and SDLTs in order to provide input for all new elective proposals, including core Arts electives and those outside core.
- Incorporate innovation, flexibility and relevancy of course offerings in buildings.
- Capitalize on faculty talents and abilities, ensure stable and viable master schedules, while maintaining highly qualified teachers in their area of expertise.
- Develop a process for determining safety and health issues in arts classrooms.

The process will include opportunities for K-12 electives teachers and the administration to provide input to the committee and to review and comment upon draft recommendations before they are finalized. Committee members shall be paid at the C-7 rate and, the NSEA co-chair will track ongoing C-7 rate hours spent in meeting preparation to be discussed with the NSD co-chair.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for Certificated Employees  
Related to Student Behavior and Mental Health**

NSD will hold \$700,000 in annual spending for the purposes of addressing student mental health. These funds will support mental health therapist FTE.

The Director of Student Services will explore connections with outside agencies to support providing additional onsite and offsite wrap-around student services, including services to support student mental health, drug and alcohol counseling, and family wrap-around services. By March 2023, the Director of Student Services will present a report on potential connections to outside services to the AALT.

Additionally, in the 2022-23 school year, the District will review current practices in data collection regarding student behavior and discipline, develop recommendations regarding any changes to practices in such data collection, and present such recommendations to the AALT.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for Certificated Employees  
Related to Classified Representation on Shared-Decision Making Leadership Team (SDLT)**

Classified employees represented by NSEA shall have the option to elect one representative (total) on the SDLT, which shall be selected no later than June 1 through a process of open nominations and secret balloting by ESP members. 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.

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.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for Certificated Employees  
Related to District Safety Committee and Individual Site Health and Safety Committees**

For the duration of this Collective Bargaining Agreement, the Northshore Education Association and Northshore School District No. 417 agree to establish a District Safety Committee and Individual Site Health and Safety Committees. These committees will be established to assist in the detection and elimination of unsafe conditions and work procedures and improvement of employee morale. The District shall provide a safe and healthful working environment for all employees.

The District Safety Committee shall have representatives from management, certificated, and classified employee groups. The District Director of Safety and Security and the District's Administrator in charge of Risk Management shall be members of the Committee. This



Committee shall meet on a regular basis to review safety issues and establish priorities for the District.

Individual Site Health and Safety Committees will also be established at all sites. In emergent situations, the Site Health and Safety Committees shall contact the building Principal and/or District Director of Safety and Security. Generally, these committees shall:

- Conduct safety meetings on a regular basis, at least quarterly
- Have representatives consisting of employees and management, elected by peer staff members
- Have representation from both classified and certificated employee groups
- Elect a “site coordinator”
- Review Incident/Accident reports to identify hazards, causes and trends
- Maintain safety bulletin board(s) and distribute safety materials
- Receive and evaluate employee safety suggestions and notifications
- Check for hazards and make recommendations to rectify or improve hazardous conditions
- Plan for safety and emergency response
- Conduct and/or monitor regular safety training
- Monitor compliance with safety issues and regulations
- Provide written feedback to employees who have identified problems
- Keep notes of all meetings and post them on safety bulletin boards
- Coordinate building safety efforts and initiatives with the appropriate building administrator

Site Coordinators shall be provided with required training as appropriate. If the required training is scheduled outside of the regular work day the employee will be paid the C-7 rate of pay if a bargaining unit member is elected to this position.

Individual Site Health and Safety Committees will be responsible for the safety program at each site. The coordinator or delegated member will investigate all building safety complaints and report findings to the building administrator. If the administrator is unable to solve the problem, the administrator will report the item to the District Safety Coordinator for action. The committee will provide written responses to identified safety concerns including corrective action, if any.

***The parties agree to the following MOUs, which are new agreements since 2019 and not replacing MOUs in the 2019-2022 Certificated collective bargaining agreement:***

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for Certificated Employees  
Related to Activity Stipends and Remote Work**

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.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for Certificated Employees  
Related to Health and Safety Protocols and Leave to Address COVID-19 in the 2022-23 School Year**

The District and Association agree upon this Memorandum to address questions regarding health and safety protocols and leave for the 2022-23 school year.

**Article 1 Health and Safety Protocols**

- 1.0 District-wide health and safety protocols will be designed to comply with guidance of all applicable public health agencies. Strict compliance with all relevant District safety and health rules will be an essential function of each employee's job. Failure to comply with COVID-19 vaccination requirements will lead to non-disciplinary dismissal. Employees who have an approved medical or religious exemption from receiving the vaccine will not be subject to non-disciplinary dismissal. Failure to comply with other health and safety protocols, as defined by state Department of Labor & Industries (L&I) guidelines, and communicated by the building COVID supervisor, may lead to progressive discipline, up to termination.
- 1.1 The District will review guidance from state and county health departments, and L&I on a regular basis to update strategies and protocols as the guidelines evolve. Staff will be educated in the language they understand best about health and safety protocols and procedures.

- 1.2 The District will appoint a designated site specific COVID-19 supervisor for each worksite, as directed by the Washington State Department of Public Health. The role of the COVID-19 supervisor, in conjunction with the building administrator, is to monitor the health of employees and enforce COVID-19 job site safety. The school nurse is the COVID-19 subject matter expert for the building. The assigned COVID-19 supervisor will work in partnership with the school nurse.
- 1.3 The District will develop and adopt written protocols for employee safety and student interaction and update as needed. The District will clearly communicate these protocols to staff and families in the language they understand best. The protocols shall include, but are not limited to:
- a. Protocols regarding exclusion of sick staff and students from school sites.
  - b. Protocols for physical distancing of staff and students.
  - c. Protocols regarding the provision and use of Personal Protective Equipment (PPE).
  - d. Protocols regarding sanitation, cleaning, and disinfection.
  - e. Protocols regarding the handling of and communication around suspected and confirmed cases of COVID-19.
  - f. Protocols regarding testing following guidance from applicable public health agencies.
  - g. Protocols for reporting vaccination status.
  - h. Protocols for vaccination requirements for contracted non-NSD employees working on campus, and volunteers. The District will require all volunteers and contracted non-NSD employees working on campus to follow the same COVID-19 vaccination requirements that apply to NSD employees.
- 1.4 **COVID-19 Vaccinations**
- Both the Association and the District recognize the importance of vaccination as a critical public health tool.
- Per Governor Inslee’s Executive Order, the full vaccination regimen for COVID-19 is required to be completed and documented before the commencement of work duties. Employees who have not completed the full vaccination regimen must have a religious or medical exemption.
- 1.4.1 If an employee becomes ill following a COVID-19 vaccine booster dose, the employee will be granted the use of up to one Emergency Paid Sick Leave (EPSL) day to cover the absence. In the event the employee experiences an atypical reaction to the COVID-19 booster vaccine and requires more than one day of leave, the parties will meet to determine the appropriate remedy.
- 1.4.2 **Disclosure of COVID-19 Vaccination and District Record Keeping**
- The state of Washington requires that staff provide information regarding their vaccination status (including whether the employee has an approved medical or

religious exemption that prohibits them from receiving a vaccination). Employees will upload their vaccination information to the secure District Human Resources records system prior to beginning their assignment.

Employees on leave prior to October 18, 2021, are not required to provide their vaccination information while on leave but must do so prior to returning to their position in order to maintain employment.

**1.5 Sick Staff and Students**

The District will adopt and clearly communicate a written definition of what constitutes possible, probable, (suspected) and positive COVID-19 cases. The District will communicate and follow guidance as listed by applicable public health agencies regarding staff and students with the symptoms of COVID-19. Any staff or students in need of isolation and/or testing due to their exhibiting of COVID symptoms will be required to wear a mask while in the health or isolation room.

**1.5.1 Health Room and Isolation Room Monitoring**

In the absence of a nurse, health rooms will continue to be monitored by a nurse designee, per the ESP Collective Bargaining Agreement. Building COVID teams including the school nurse assigned to the building will determine a site-specific solution for how isolation rooms will be monitored during periods of time when the nurse cannot monitor both rooms while attending to other duties.

**1.5.2 If certificated staff provide coverage for the health and/or isolation room as a remedy that extends their workday, they will be compensated, per the provisions of Article 14.15 in the collective bargaining agreement. If ESP staff provide coverage for the health and/or isolation room as a remedy that extends their workday, they may use professional hours to be paid for the time.**

**1.6 COVID-19 Testing**

The District will follow any guidance or directives from relevant health authorities regarding testing. The parties agree to meet and discuss any changes to testing-related requirements.

**1.6.1 District-wide COVID-19 Screening**

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.

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.

1.6.2      **Job Duties Related to COVID-19 Screening**

In the event the District is required to implement COVID-19 surveillance screening, educators will not directly collect samples from individual students (i.e. swab noses). Educators are expected to observe, record and collect classroom batch testing sample tubes and individual confirmatory tests. The parties agree that these job duties should not be the duties of classroom educators outside of a public health emergency. This agreement related to job duties is not precedent setting and is not expected to continue beyond the term of this MOU.

1.6.3      **Rapid Antigen Testing**

Any staff member at a District facility who is exhibiting COVID-19 symptoms as determined by the local health jurisdiction will be required to undergo a rapid COVID-19 test. Staff who opt out of rapid COVID-19 tests may be subject to exclusion from District property until the conclusion of any quarantine period and/or testing process, per guidelines of local, state, and federal health authorities.

The District will provide school nurses with professional development in the administration of rapid antigen tests. If this professional development occurs outside of regular work hours, it will be paid. Once appropriately trained, school nurses will administer a rapid antigen test to a student or staff member who the nurse determines is displaying symptoms of COVID-19 at school, according to local health guidelines. School nurses will not perform rapid antigen tests on family members of District staff or students.

1.7        **Contact Tracing**

The District commits to participating in contact tracing as required by Local, State, and Federal authorities.

1.8        **Physical Distancing of Staff and Students**

1.8.1      The parties agree to follow guidance as listed by applicable public health agencies regarding physical distancing.

The District and the Association agree to meet to discuss specifics revisions around physical distancing should the guidance from local, State, and/or Federal Authorities change.

1.8.2      Schools may choose to implement building-specific strategies to increase physical distancing that meet their physical needs and available capacity. Staff will be educated in the language they understand best about coronavirus, the importance of physical distancing, and how to prevent transmission. Buildings should consider:

- a.    Rearranging desks/tables to maximize the space between students.
- b.    Limiting access to essential visitors or personnel.
- c.    Reducing congestion in office areas.

- d. Limiting building use outside of school hours to approved activities.
- e. Using tabletop plexiglass barriers.

**1.9 Personal Protective Equipment**

- 1.9.1 Compliance with guidelines for personal protective equipment is a job expectation for Northshore staff. District-wide protocols regarding PPE usage will be designed to comply with the guidance of all applicable public health agencies. These protocols may change as public health guidance continues to evolve. The District will provide professional development on personal protective equipment requirements, best practices, and consequences of not following these practices to all staff, students, and families.
- 1.9.2 The District will remind staff and students that dress code policies apply toward personal protective equipment. The District will monitor the supply chain availability for personal protective equipment centrally through the district warehouse.
- 1.9.3 **Use of Face Coverings**  
The District and the Association will follow local, State and Federal guidelines with regard to the use of face coverings indoors and outdoors.
- 1.9.4 **Face Coverings for Staff**  
Face coverings appropriate for their risk of exposure, per health agency guidance, will be made available for all staff. This would include:
  - a. KN95 masks and face shields provided to all nurses and made available to all specialists.
  - b. Specific situations regarding unique PPE requirements on the part of the student or staff will be determined on a case-by-case basis at each building in consultation with the building COVID-19 supervisor.
- 1.9.5 **Face Coverings for Students**  
The District will follow local, State and Federal guidelines regarding face coverings for students. The District will provide face coverings to students when needed and upon request.
- 1.9.6 Gloves will be made available for staff. Additional PPE (gowns, etc.) will be made available to staff in high-risk classifications when appropriate per health agency guidelines
- 1.9.7 Staff may request, but not require, that students follow PPE and social distancing protocols that provide a higher level of safety than any PPE or social distancing the protocols currently required by the District.

**1.10 Sanitation, Cleaning, and Disinfection**

1.10.1 The District will clearly communicate all COVID-19 related cleaning and disinfection protocols to staff and families. Cleaning and disinfection protocols for a probable case of COVID-19 will follow guidance as listed by applicable public health agencies.

1.10.2 All classrooms will be provided with disinfecting wipes and hand sanitizer that have been approved by the EPA for effectiveness and low toxicity. Additional disinfecting wipes, hand sanitizer, and supplies to clean technology devices will be made available in key administrative areas.

1.10.3 Support Services will create and publish a communication for staff regarding maintenance, air filtration, sanitizing equipment and solution, safety data sheets, and a list of materials and PPE that will be available for every staff member.

**1.11 Ventilation**

1.11.1 Ventilation will be set to maximize outside air flow continuously. Filters will be used that provide the maximum filtration recommended for the HVAC equipment of the building and will be changed monthly.

1.11.2 The District will maintain its HVAC systems in full compliance with standards endorsed by the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) for operation of HVAC during the current pandemic, including the provision of supplemental filtering or airflow to specific workspaces when necessary. If a room or office space lacks an exterior door or window and the HVAC system is unable to localize fresh air to those spaces, the District will make every attempt to provide an employee with an available alternate work location if requested.

**1.12 Remote Attendance at Staff Meetings and Professional Development**

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 join staff meetings and professional development remotely as long as they are joining from a District worksite.

**1.13 Assemblies**

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.

**1.14 School Performances**

School performances will be permitted. The District will monitor local, State and Federal guidelines regarding school performances and will meet to discuss and revise our Agreement as necessary.

## **Article 2 Leaves**

- 2.0 COVID-19 presents unique health, family, disability and staffing challenges for the District and its employees. The following provisions are included to provide clear, objective, and practical options for the District and the employees facing those challenges.
- 2.1 The District shall continue to offer up to 5 days of Emergency Paid Sick Leave (EPSL) as defined under the expired Families First Coronavirus Response Act (FFCRA) to each employee. 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.
- 2.1.1 This leave entitlement is a unique and temporary response to a global pandemic and is not expected to be repeated or continued for other vaccine-preventable health conditions in the future. The EPSL will sunset on June 30, 2023, unless reinstated by State or Federal entities.

Employees who meet the following criteria will be eligible for up to five days of EPSL. Employees may seek EPSL pool hours, as described above, if other leave options have been exhausted:

- a. **Employees Who are Diagnosed with COVID-19 or Have Suspected COVID-19:** Employees who are diagnosed with COVID-19 or are experiencing symptoms of COVID-19 and are seeking a medical diagnosis.
- b. **Employees Quarantined Due to Possible Exposure to COVID-19:** Employees who have been advised by Local, State, or Federal health authorities to quarantine at home due to possible exposure to COVID-19.
- c. **Employees Caring for Someone with COVID-19/Suspected COVID-19:** Employees who are caring for an individual who is subject to quarantine because that individual has been diagnosed with COVID-19, or is experiencing symptoms of COVID-19 and is seeking a medical diagnosis.
- d. **Employees with Children Impacted by School Closure:** An employee who must care for the employee's child because of a school closure or unavailability of the care provider due to COVID-19 precautions.

## **Article 3 Reopener**

- 3.0 As state guidelines and requirements change, the parties will meet to discuss these provisions.



**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for Certificated Employees  
Related to the Learning Management System**

Schoology is Northshore's learning management system (LMS). The purpose of an LMS is to provide access to the tools and resources teachers, students, and family members need to support teaching and learning. All NSEA educators who support student learning are expected to use Schoology (or for teachers of K-2, Seesaw if they choose):

- To post assignments and course materials;
- To document assignment and assignment due dates using the calendar feature; and
- To communicate with students and parents about schoolwork.

Staff may use all other Schoology features as appropriate. Students who are absent will access their coursework through the LMS. In the event of a protracted school closure, the District and the Association will meet to discuss the mitigation of that closure. Northshore School District agrees to form a collaborative group to examine

- 1) the features of Schoology, provide input to the Schoology Customer Service Representative, and determine future Schoology uses; and
- 2) the STS workload. The aforementioned small group will report regularly to AALT.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for Certificated Employees  
Related to Dyslexia Screener**

The District will provide K-2 teachers who are new to the District or new to the gradeband with 90 minutes of paid professional development outside of the contracted day on how to conduct the Rapid Automatic Naming (RAN) assessment. To conduct these assessments, the District will provide K-1 teachers with one day of substitute release to conduct RAN assessments. To ensure continued access to substitutes across the District, the District will centrally coordinate a regional approach to the scheduling of these assessments for the individual schools. If Grade 2 teachers are required to conduct RAN assessments for half or more of the students in their class, the Association and District will meet to discuss a remedy.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for Certificated Employees  
Related to Quarantine Learning Support for Students in the 2022-23 School Year**

The maintenance of educational progress for all students who must quarantine due to COVID-19 is a priority.

To prepare for the possibility of a PreK-12 student or class needing to quarantine, teachers will:

- Ensure all students have a device.
- Ensure all students have a hotspot if needed.
- Ensure all students know how to log into SeeSaw (if used) or Schoology.
- Ensure all students know how to access materials in SeeSaw (if used) or Schoology.
- Ensure all students know how to access a teacher's Zoom link.
- Ensure all students know how to utilize Zoom features such as breakout rooms, chat, reactions, etc.

When a K-12 student has been notified they must quarantine at home due to a positive COVID-19 test or close contact with a student diagnosed with COVID-19:

- The school principal and teacher(s) will ensure student(s) has(have) access to required technology and resources.
- The student's teacher will continue to post learning materials for student(s) to access in SeeSaw (if used) or Schoology.

Identified educators will work with K-5 students in quarantine, and will:

- Meet with groups of students, according to a determined schedule, on a daily basis.
- Provide reading, writing, and math lessons to groups of students.
- Help students access materials placed in SeeSaw (if used) or Schoology by their teacher, and ensure students know how to complete these assignments.

When a whole class of PreK-5 students has been notified that the students and their teacher must quarantine at home due to a COVID-19 outbreak:

- The school principal or COVID-19 Supervisor will communicate with students and their families about the need to quarantine and provide a timeline for the transition from in-person instruction to virtual learning.
- The school principal and teacher will ensure students have access to required technology and resources.
- The teacher will communicate with student(s) about learning expectations while they are away from the physical classroom.
- The teacher will post daily materials for student(s) to access in SeeSaw (if used) or Schoology.

- The teacher will provide students with access to a Zoom link to use to access the virtual classroom.

The Northshore School District will work to identify educators to support all students in quarantine. These educators may include retired teachers, external tutors, substitute teachers, part-time teachers willing to expand their assignment, and/or teachers on special assignment. If the District is unable to secure educators, there will be no expectation for these responsibilities to fall on existing staff.

The District and Association will explore appropriate accommodation of specially designed instruction for students with IEPs such as identifying qualified teachers willing to support students eligible for Special Education, providing additional compensation for special education teachers, and other remedies to coordinate delivery of SDI.

The District and Association will explore appropriate accommodations for students qualifying for multilingual support such as identifying qualified teachers willing to support students eligible for multilingual support, providing additional compensation for teachers of multilingual students, and other remedies to coordinate delivery of a student's necessary accommodations.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for Certificated Employees  
Related to House Bill 6162 (E2SSB 6162) and Requirements for a District-Wide Multi-Tiered  
System of Supports For the 2022-23 School Year**

**MTSS Structures and Meetings**

In Northshore, we are driven to eliminate barriers that perpetuate injustice in order to create equitable and inclusive processes that ensure each and every student has access to rigorous core instruction with appropriate scaffolded support. An equity-focused multi-tiered system of supports (MTSS) creates a personalized systematic approach for each and every student. Research shows that effective MTSS improves academic outcomes, social-emotional competence, school safety and teacher efficacy. In addition, MTSS fidelity embeds systems for effectiveness and sustainability. A well-organized MTSS framework is a critical component in ensuring students get what they need to be ready for career, college, and life. An MTSS framework also complies with House Bill 6162 (E2SSB 6162), which requires districts to implement evidence-based MTSS and provide interventions for any K-2 student who displays reading difficulties.

The Northshore MTSS Whole Child Framework will fortify our efforts in every goal in the strategic plan through equitable, inclusionary, high leverage processes and sustainable

practices. Our initial focus is to help our educators and district leadership meet the needs of students outlined in *Goal 1: Success in the Early Years*, *Goal 2: Responsible, Resilient, Empathetic Learners*, and *Goal 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps*. The ultimate goal is to embed this framework throughout the entirety of the District Strategic Plan.

The District and Association recognize that the use of the MTSS Whole Child Framework enables teachers, ESAs, ESPs, administrators, students, and families to work together to ensure that each student has equitable access to opportunities that meet every need, enhance every strength, and move our system towards racial and educational justice.

To enable each school to implement the essential components of a comprehensive NSD MTSS Whole Child Framework, the District and/or Association will:

- Convene an MTSS Implementation Team to develop common structures and systems to use in all schools;
- Ensure the hiring of school counselors is in alignment with the revised Counselors MOU;
- Complete SDLT re-structuring as agreed upon in the revised Shared-Decision Making Leadership Team (SDLT) Composition, Structure and Compensation Committee MOU;
- 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; and
- Work to develop professional development related to the "why," "what," and "how" of MTSS 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.

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:

- 2 SDLT Days
- 4 District Days, which will be used to support MTSS professional development
- 4 Principal Days
- 4 Team Days
- 21 Individually Directed Days

The purpose for District days is to provide 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.

During the 2022-23 school year, 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 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
- 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 Team Days.
- Specialist groups (elective teachers and elementary specialists) may meet on the four Team Days. The specialist team/department will determine the use of these 4 days.

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.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for Certificated Employees  
Related to Secondary Grading Practices**

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.

The following grading guidelines will be used in Northshore for all classes in grades 6-12:

- 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%.

- 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.
- NCs are given for students who have not yet achieved (sixty) 60%.

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.

Additionally, assessment of student learning should separate student behaviors from grades given for assignments. This means:

- 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.).
  - 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.
- 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.
- Contracts and/or "two for ones" should be used for students who need accommodations to improve their grades to the communicated standard.
  - Contracts for students who receive NCs is any agreement made between the teacher and student that helps remedy the NC. Examples of contracts include:
    - Asking students to demonstrate mastery of a particular concept in some manner by a specific date.
    - Allowing students to use their second quarter grade as their grade to replace the first quarter NC.
  - "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.
  - 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.
- Extra credit should be provided only for activities based on identified academic standards.
- 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.

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.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for Certificated Employees  
Related to Northshore Family Partnership (NFP) Staffing and Services**

The District and Association agree to the following provisions in order to define workload parameters for NFP staff.

The District and Association will jointly establish a 2022-2023 NFP-specific calendar that may not include all components of the District-wide calendar (e.g. grading days, conference days, etc.).

The District will provide NFP staff with the same 250 minutes of weekly planning time, 30 minutes of daily before-school nonstudent time and 30 minutes of daily after-school nonstudent time provided to other instructional certificated staff. Additionally, the District will provide NFP staff with 100 weekly minutes of PLC time to discuss student progress. NFP staff will be provided with 500 minutes per week to perform Advisory and Office Hour duties, which is meant to provide progress monitoring and support for students and parents as well as support for students in individual classes as outlined in WAC 392-550-025. The reporting duties include meeting three times a year with students and parents in September, October, and June.

The instructional load for NFP staff shall not exceed 750 total minutes per week.

Unless mutually agreed upon by the employee and principal, the number of separate classroom preparations shall be limited to a maximum of five per semester. Should it be necessary to assign six or more preparations, the employee will be paid \$900 per semester to compensate for additional preparation. Classes made up of more than one level (i.e., Elective X K-1 and Elective X 2-3) shall count as one preparation for each level.

**ADVISORY CASELOADS:**

The District and NSEA are committed to providing NFP staff with adequate time to provide quality educational services to their students, including meeting all ALE requirements.

The District will strive to maintain reasonable employee workloads compatible with the financial circumstances of the District, and the welfare of the pupils. Subsequent to the October enrollment report, whenever the number of pupils assigned to an NFP teacher's advisory caseload reaches an overload level, the District will specifically evaluate the situation, and within ten (10) school days, take appropriate action to give relief to the employee(s) affected. Such appropriate action for the affected employee shall include one and one-half (1½) days of substitute time each semester or one and one-half (1½) days of pay at the full-day substitute

long-term rate if requested by the employee for which the number of students assigned to that teacher's advisory caseload reaches an average of 26 students. This one and one-half (1½) days provision for substitute time each semester may be utilized by the employee in one-half day or full-day increments. Employees requesting one and one-half (1½) days of pay in lieu of one and one-half (1½) days of substitute time may request pay at the substitute long-term rate and must make such request within 30 school days of the end of each semester.

In addition to this relief, NFP employees shall be paid as provided below. Such payment will be made in a lump sum at the end of the first pay period following the end of the semester.

\$525 per semester at over 28 students

\$300 additional per student per semester

In addition to performing the duties of a specialist at NFP, the specialists will also serve as an advisor to the number of students proportional to their FTE.

The District will provide .5 counselor FTE to NFP unless the student population increases to 500 students or more, in which case the District will provide a minimum of 1.0 FTE counseling staff.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for Certificated Employees  
Related to Remote Work for School Psychologists**

Full time school psychologists may work remotely up to one day per week and up to one additional day per month. Remote work days may be taken in half day increments. Psychologists will plan remote days on a weekly basis depending on the changing needs of their weekly schedule. Psychologists will keep the building administrators at their worksite(s) and their special education teams informed of the day(s) when they will be working remotely.

Part-time school psychologists with .5-.7 FTE may work remotely for up to half a day per week and part-time school psychologists with .8-.9 FTE may work remotely for up to one day per week. Part time school psychologists with less than .5 FTE may not work remotely.

If the educational model of the district changes for a substantial period of time (e.g. to a remote learning or hybrid learning model), the parties will meet to discuss these provisions.



**Memorandum of Understanding  
By and Between  
The Northshore School District No. 417  
And  
The Northshore Education Association for Certificated Employees  
Related to the Impact of 5<sup>th</sup> Grade Band and Orchestra on Elementary Music Staffing**

The parties agree that the intent of moving 5<sup>th</sup> grade band and orchestra into the student day was not to adversely impact the employment of current district staff. The District will neither reassign nor reduce the FTE of general music staff, including itinerants, who were employed prior to the transition of 5<sup>th</sup> grade band and orchestra into the student day due to the impacts of the change in program. For general music teachers who were employed prior to the 5<sup>th</sup> grade music program change, any band and orchestra sections will be considered additive to the school music program and will not detract from the number of their general music sections. Music teachers will use any additional music FTE for instruction. General music teachers will be assigned to teach general music unless mutually agreed otherwise. When a building has additional music FTE because a general music teacher was employed prior to the 5<sup>th</sup> grade music program change, the following options can be considered for the use of the additional FTE:

- Provide additional sections available on a rotating basis to grade levels throughout the year.
- Co-teach with larger music classes throughout the year, if mutually agreed.
- Additional proposals for the use of this FTE may be submitted from the music teacher to the SDLT.

The SDLT decision-making matrix will be used to approve any building's approach to the use of additional music FTE. The District and Association will meet to discuss any problems are not resolved at the building level.

If displacement occurs due to a change in student enrollment unrelated to the 5<sup>th</sup> grade music program change, the District-initiated transfer process will be followed, as described in Article 32 of the collective bargaining.

The District and Association will continue to collaborate on individual staffing scenarios as the need arises.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for Certificated Employees  
Related to 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.

In the 2022-23 school year, the AALT will review the job description for ELD teachers and update the description, if necessary.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for Certificated Employees  
Related to English Language Development Services and Staffing**

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

The District will provide ELD staff as follows:

Number of Multilingual Students Qualifying for Active ELD Services	ELD Certificated FTE
1-10	.2
11-15	.3
16-20	.4
21-30	.5
31-40	.6
41-50	.8
51-60	.9
61-70	1.0
71-100	1.1
101-130	1.2
131-160	1.3
161+	1.4

<b>ELD Paraeducator Staffing: Elementary</b>			
Number of Multilingual Students Qualifying for Active ELD Services	Weekly Paraeducator Hours	Number of Monitor Year 1 and 2 Students	Weekly Paraeducator Hours
0-10	0 hrs	0-10	0 hrs
11-20	20 hrs	11-40	20 hrs
21-35	32.5 hrs	40-60	32.5 hrs
36-60	40 hrs	61+	40 hrs
61+	60 hrs		

<b>ELD Paraeducator Staffing: Secondary</b>			
Number of Multilingual Students Qualifying for Active ELD Services	Weekly Paraeducator Hours	Number of Monitor Year 1 and 2 Students	Weekly Paraeducator Hours
0-10	0 hrs	0-10	0 hrs
11-20	20 hrs	11-40	20 hrs
21-35	32.5 hrs	40-60	32.5 hrs
36-60	40 hrs	61+	40 hrs
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.

The District will increase to \$50,000 the funds available to support proctors and substitute release for the administration of WIDA assessments.

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.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for Certificated Employees  
Related to School Counselors**

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.

In the 2022-23 school year, counselors and a District designee(s) will meet to develop a job description for secondary counselors and a mutually agreed upon job description and title for elementary counselors that, if feasible and lawful, counts toward K-3 class size compliance. This group will also review Addendum I and recommend updates as needed. No later than December 2022, this group will provide their recommendations to the AALT.

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.

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.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for Certificated Employees  
Related to School Psychologists**

School psychologist internships will be designed to be paid, competitive and a pipeline toward becoming a District employee.

The District shall employ not less than 1.0 FTE for each 900 FTE K-12 students (excluding Running Start, dropout reengagement). In addition, the District shall continue to employ a

minimum of 1.1 FTE psychologist for the Early Childhood Assessment Team and a 1.0 FTE “floater” to assist as needed to account for unanticipated students and growth.

To effectively utilize additional/new FTE the school psychologist caseload committee and Special Education Director will meet to adjust caseload assignments to balance workloads with a goal of limiting assignments to one or two schools.

**Memorandum of Understanding  
by and between  
The Northshore School District No. 417  
and  
The Northshore Education Association for ESP Employees  
Related to Special Education**

**Service Delivery Model**

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.

**Staffing**

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.

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.

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:

- Canyon Creek – 1 6.5-hour
- Cottage Lake – 1 4-hour
- East Ridge – 1 6.5-hour
- Fernwood – 1 6.5-hour
- Hollywood Hill – 1 6.5-hour
- Kokanee – 1 6.5-hour
- Ruby Bridges – an additional 2.5 hours (increases a 4 hour para to 6.5)
- Sunrise – 1 6.5-hour

- Wellington – an additional 2.5 hours (increases a 4 hour para to 6.5)
- Woodin – 1 4-hour

### **Student Placement and Promotion**

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](#)

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.

For promotion/transition meetings, the current IEP Team determines placement in the appropriate program on the continuum of services.

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.

Case managers will collectively determine the format of promotion meetings for students moving between levels and will choose from the following options:

**Option 1:** Teams will follow the process outlined in the [Special Education Compliance Manual Promotion Process](#):

#### **ELEMENTARY**

Sensory, MLBL and FSA teachers will each get a 1/2 day of sub time to visit the preschool sites.

LC teachers will get a 1/2 day sub to visit middle schools.

LC teachers will get a ½ day sub to visit preschool (1 teacher per school)

Sensory, MLBL, FSA and S/E will each get a 1 day sub to visit middle school programs.

#### **MIDDLE SCHOOL**

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.

#### **HIGH SCHOOL**

4 teachers from each HS (1 from each program) will each get a 1 day sub to visit middle schools.

**Option 2:** Teams will follow the process outlined in the modified section 15.17 of the CBA as follows:

A designated representative of each special education program at each school (e.g., FSA, LC, each Mid-level program) shall participate in student transition/promotion meetings. Such teachers shall be given up to two hours of compensation for ~~each~~ transition/promotion meetings. If additional time is needed for such meetings, the teacher may contact the special education ~~administrator~~ director or principal for authorization for additional paid time.

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.

A pool of 500 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.

### **Professional Development**

The District will offer paid and consistent co-teaching professional development for staff who are co-teaching and/or for interested teachers.

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.

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).

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).

### **Communication**

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.

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.



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.

***The parties have agreed to sunset the following 2019-2022 Certificated MOUs: Elementary Parent Conferences Committee, English Learner Staffing, and PBIS/MTSS***

***The parties have agreed to sunset the following 2021-2022 Certificated MOUs: Certificated Staff Evaluations in the 2021-22 School Year, COVID-19 Staff Testing, Temporary Transition to Remote Learning Due to Staffing Shortages***

**TEACHERS' TOTAL SALARY SCHEDULE  
NORTHSHORE SCHOOL DISTRICT  
2022-2023**

**SCHEDULE 29**

**Effective September 1, 2022**

	BA	BA+45	BA+90	MA	MA+45	MA+90 or PhD
Years						
00	54,676	57,410	60,281	63,295	66,459	69,782
01	56,133	58,939	61,887	64,981	68,230	71,640
02	57,628	60,511	63,536	66,712	70,048	73,551
03	59,163	62,123	65,228	68,489	71,913	75,509
04	60,740	63,776	66,965	70,313	73,830	77,521
05	62,357	65,476	68,750	72,187	75,797	79,587
06	64,019	67,220	70,581	74,110	77,815	81,708
07	65,724	69,011	72,462	76,085	79,890	83,883
08	67,475	70,849	74,392	78,110	82,017	86,117
09	69,273	72,736	76,374	80,192	84,202	88,411
10	71,119	74,675	78,407	82,329	86,445	90,767
11	73,014	76,665	80,497	84,522	88,748	93,184
12	74,959	78,708	82,641	86,774	91,113	95,667
13	74,959	80,804	84,843	89,085	93,540	98,216
14	74,959	82,956	87,102	91,458	96,032	100,834
15	74,959	82,956	90,587	95,117	99,873	104,866

**TEACHERS' TOTAL SALARY SCHEDULE  
NORTHSORE SCHOOL DISTRICT  
2022-2023**

**SCHEDULE 29B**

**Professional Learning and Responsibility Schedule**

Effective September 1, 2022							
		BA	BA+45	BA+90	MA	MA+45	MA+90 or PhD
	Years of Serv						
PLR Base	00	12,012	12,613	13,245	13,906	14,601	15,332
5 Suppl Days		1,519	1,595	1,674	1,758	1,846	1,938
PLR Total		13,531	14,208	14,919	15,664	16,447	17,270
PLR Base	01	12,333	12,949	13,596	14,276	14,989	15,739
5 Suppl Days		1,559	1,637	1,719	1,805	1,895	1,990
PLR Total		13,892	14,586	15,315	16,081	16,884	17,729
PLR Base	02	12,660	13,292	13,959	14,658	15,389	16,159
5 Suppl Days		1,601	1,681	1,765	1,853	1,946	2,043
PLR Total		14,261	14,973	15,724	16,511	17,335	18,202
PLR Base	03	12,999	13,647	14,331	15,048	15,800	16,591
5 Suppl Days		1,643	1,726	1,812	1,902	1,998	2,097
PLR Total		14,642	15,373	16,143	16,950	17,798	18,688
PLR Base	04	13,345	14,012	14,712	15,448	16,220	17,032
5 Suppl Days		1,687	1,772	1,860	1,953	2,051	2,153
PLR Total		15,032	15,784	16,572	17,401	18,271	19,185
PLR Base	05	13,701	14,385	15,105	15,860	16,653	17,484
5 Suppl Days		1,732	1,819	1,910	2,005	2,105	2,211
PLR Total		15,433	16,204	17,015	17,865	18,758	19,695
PLR Base	06	14,065	14,769	15,506	16,282	17,095	17,950
5 Suppl Days		1,778	1,867	1,961	2,059	2,162	2,270
PLR Total		15,843	16,636	17,467	18,341	19,257	20,220
PLR Base	07	14,440	15,161	15,920	16,717	17,551	18,430
5 Suppl Days		1,826	1,917	2,013	2,113	2,219	2,330
PLR Total		16,266	17,078	17,933	18,830	19,770	20,760
PLR Base	08	14,826	15,566	16,344	17,162	18,019	18,921
5 Suppl Days		1,874	1,968	2,066	2,170	2,278	2,392
PLR Total		16,700	17,534	18,410	19,332	20,297	21,313
PLR Base	09	15,220	15,981	16,778	17,618	18,500	19,425
5 Suppl Days		1,924	2,020	2,122	2,228	2,339	2,456
PLR Total		17,144	18,001	18,900	19,846	20,839	21,881
PLR Base	10	15,623	16,406	17,227	18,088	18,993	19,942
5 Suppl Days		1,976	2,074	2,178	2,287	2,401	2,521
PLR Total		17,599	18,480	19,405	20,375	21,394	22,463
PLR Base	11	16,041	16,843	17,685	18,570	19,498	20,474
5 Suppl Days		2,028	2,130	2,236	2,348	2,465	2,588
PLR Total		18,069	18,973	19,921	20,918	21,963	23,062
PLR Base	12	16,469	17,291	18,156	19,065	20,017	21,018
5 Suppl Days		2,082	2,186	2,296	2,410	2,531	2,657
PLR Total		18,551	19,477	20,452	21,475	22,548	23,675
PLR Base	13	16,469	17,752	18,640	19,572	20,552	21,579
5 Suppl Days		2,082	2,245	2,367	2,475	2,598	2,728
PLR Total		18,551	19,997	20,997	22,047	23,150	24,307
PLR Base	14	16,469	18,225	19,137	20,093	21,097	22,152
5 Suppl Days		2,082	2,304	2,420	2,541	2,668	2,801
PLR Total		18,551	20,529	21,557	22,634	23,765	24,953
PLR Base	15	16,469	18,225	19,902	20,897	21,944	23,039
5 Suppl Days		2,082	2,304	2,516	2,642	2,774	2,913
PLR Total		18,551	20,529	22,418	23,539	24,718	25,952

**TEACHERS' TOTAL SALARY SCHEDULE  
NORTHSORE SCHOOL DISTRICT  
2022-2023**

**SCHEDULE 29C**

**This Schedule includes SCHEDULE 29 (Base Pay),  
SCHEDULE 29B (Professional Learning and Responsibility Schedule)**

Effective September 1, 2022

\*

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

**CERTIFICATED ACTIVITY SCHEDULE  
NORTSHORE SCHOOL DISTRICT NO. 417  
2022-2023 SCHOOL YEAR**

(ALL POSITIONS ON THIS SCHEDULE REQUIRE A PROFESSIONAL EDUCATION CERTIFICATE)

**SCHEDULE 23SH**

Effective: September 01, 2022

SCHEDULE 23SH - SENIOR HIGH			Additional Allocation
1.	Honor Society	1,867	
2.	Senior Class Advisor	2,397	
3.	Junior Class Advisor	1,800	
4.	Sophomore Class Advisor	1,199	
5.	Activity Coordinator	9,226	
6.	Athletic Director	9,226	
7.	Yearbook	5,110	
8.	Model UN	4,183	
9.	Music - Band *	8,232	
10.	Music - Vocal	5,821	
11.	Music - Orchestra	4,968	
12.	Newspaper	5,110	
13.	Student Store	3,549	
14.	Safety Committee Member	425	
15.	Safety & Emergency Prep Coordinator - Less than 800 students	2,229	
	Safety & Emergency Prep Coordinator - 800 or more students	2,674	
16.	Link Crew Coordinator (4 stipends)**	1,800	
17.	Academic Clubs (total allotment per school)	10,192	
18.	Drama - Two Plays OR	5,680	
	Drama - Three Plays (one drama stipend per school)	8,517	
20.	Assessment Coordination ***	3,597	4,197
21.	Freshman Class Advisor	852	
22.	Mascot/Advisory Time Coordinators	1,705	
* Band Directors to receive additional amt per event for participation in post-season events (as defined in AAA collective bargaining agreement).			83

\*\* There shall be no more than 7 events per year

\*\*\* The stipend is a minimum amount. Buildings may supplement with additional hours, compensation or substitute time for certificated or classified as needed using additional district allocations or building funds. If the stipend is unable to be filled from amongst the certificated staff in the building, the stipend amount may be used in the same manner as the school allocation above.

**CERTIFICATED ACTIVITY SCHEDULE  
NORTSHORE SCHOOL DISTRICT NO. 417  
2022-2023 SCHOOL YEAR**

(ALL POSITIONS ON THIS SCHEDULE REQUIRE A PROFESSIONAL EDUCATION CERTIFICATE)

**SCHEDULE 23JH**

Effective: September 01, 2022

SCHEDULE 23JH - MIDDLE SCHOOL			Additional Allocation
1.	Honor Society	995	
2.	Academic Clubs (total allotment per school)	6,948	
3.	Yearbook (if no class, full stipend; if class, half stipend)	2,798	
4.	Music - Band	4,663	
5.	Music - Vocal	3,355	
6.	Music - Orchestra	3,549	
8.	Safety Committee Member	425	
9.	Safety & Emergency Prep Coordinator - Less than 800 students	2,229	
	Safety & Emergency Prep Coordinator - 800 or more students	2,674	
10.	WEB Coordinator (4 stipends)**	1,439	
11.	Drama - One Play OR	2,129	
	Drama - Two Plays (one drama stipend per school)	4,259	
13.	Assessment Coordination - 800 or fewer students ***	2,518	1,800
	Assessment Coordination - more than 800 students ***	2,878	2,158
14.	History Day	1,800	
15.	Science Olympiad	1,800	
16.	ASB Advisor	1,800	
17.	Mascot/Advisory Time Coordinators	1,705	

\*\* There shall be no more than 7 events per year

\*\*\* The stipend is a minimum amount. Buildings may supplement with additional hours, compensation or substitute time for certificated or classified as needed using additional district allocations or building funds. If the stipend is unable to be filled from amongst the certificated staff in the building, the stipend amount may be used in the same manner as the school allocation above.

**CERTIFICATED ACTIVITY SCHEDULE  
NORTSHORE SCHOOL DISTRICT NO. 417  
2022-2023 SCHOOL YEAR**

(ALL POSITIONS ON THIS SCHEDULE REQUIRE A PROFESSIONAL EDUCATION CERTIFICATE)

**SCHEDULE 23EL**

Effective: September 01, 2022

SCHEDULE 23EL - ELEMENTARY			Additional Allocation
1.	Music - Vocal Director: 1 or 2 perform outside of work day. (12-19 wks)	1,449	
1.	Music - Vocal Director: 3 or more perform outside of work day. (20-36 wks)	2,235	
2.	Music - Band: 1 or 2 perform outside of work day.	1,449	
2.	Music - Band: 3 or more perform outside of work day.	2,235	
3.	Music - Orchestra: 1 or 2 perform outside of work day.	1,449	
3.	Music - Orchestra: 3 or more perform outside of work day.	2,235	
10.	Music - General: 1 or 2 perform outside of work day.	1,449	
10.	Music - General: 3 or more perform outside of work day.	2,235	
11.	Music - Asst Director or Accompanist: 1 Semester	417	
11.	Music - Asst Director or Accompanist: 2 Semester	836	
4.	Safety & Emergency Prep Coordinator - Less than 800 students	2,229	
	Safety & Emergency Prep Coordinator - 800 or more students	2,674	
5.	Student Council	448	
6.	Academic Clubs (total allotment per school)	3,731	
7.	Assessment Coordination - 400 or fewer students ***	1,920	1,199
	Assessment Coordination - 800 or fewer students ***	2,518	1,800
	Assessment Coordination - more than 800 students ***	2,878	2,158
8.	Dual Language	1,439	
9.	Textbook / Science Materials Manager- less than 600 students****	959	
	Textbook / Science Materials Manager- 600 or more students****	1,199	
	Textbook / Science Materials Manager- 800 or more students****	1,439	

Music teachers who work less than full-time will receive a prorated stipend upon written verification of performance responsibilities.

\*\*\* The stipend is a minimum amount. Buildings may supplement with additional hours, compensation or substitute time for certificated or classified as needed using additional district allocations or building funds. If the stipend is unable to be filled from amongst the certificated staff in the building, the stipend amount may be used in the same manner as the school allocation above.

\*\*\*\* For job description see Addendum K in Collective Bargaining Agreement



**CERTIFICATED ACTIVITY SCHEDULE  
NORTHSHORE SCHOOL DISTRICT NO. 417  
2022-2023 SCHOOL YEAR**

(ALL POSITIONS ON THIS SCHEDULE REQUIRE A PROFESSIONAL EDUCATION CERTIFICATE)

**SCHEDULE 23SA**

Effective: September 01, 2022

SCHEDULE 23SA - Secondary Academy for Success			Additional Allocation
1.	Senior Class Advisor	1,137	
2.	Newspaper	2,734	
3.	Yearbook	2,798	
4.	Academic Clubs (total allotment per school)	6,797	
5.	Safety Committee Member	425	
6.	Safety & Emergency Prep Coordinator - Less than 800 students	2,229	
7.	Assessment Coordination *** (Stipend Shared with NN)	2,518	1,800

\*\*\* The stipend is a minimum amount. Buildings may supplement with additional hours, compensation or substitute time for certificated or classified as needed using additional district allocations or building funds. If the stipend is unable to be filled from amongst the certificated staff in the building, the stipend amount may be used in the same manner as the school allocation above.

**CERTIFICATED ACTIVITY SCHEDULE  
NORTHSHORE SCHOOL DISTRICT NO. 417  
2022-2023 SCHOOL YEAR**

(ALL POSITIONS ON THIS SCHEDULE REQUIRE A PROFESSIONAL EDUCATION CERTIFICATE)

**SCHEDULE 23NN**

Effective: September 01, 2022

SCHEDULE 23NN - Northshore Networks			Additional Allocation
1.	Assessment Coordination *** (Stipend Shared with SAS)	2,518	1,800

\*\*\* The stipend is a minimum amount. Buildings may supplement with additional hours, compensation or substitute time for certificated or classified as needed using additional district allocations or building funds. If the stipend is unable to be filled from amongst the certificated staff in the building, the stipend amount may be used in the same manner as the school allocation above.



**ASSIGNED RESPONSIBILITY, DEPARTMENT HEAD, HOURLY WORK ON SUPPLEMENTAL  
ASSIGNMENTS, TECHNOLOGY RESOURCE TEACHER, LEARNING INSTITUTE AND/OR  
CURRICULUM TRAINING RATE, DISCRETIONARY ACTIVITY SCHEDULE, SUMMER SCHOOL AND  
SUBSTITUTE TEACHER\*  
NORTHSHORE SCHOOL DISTRICT NO. 417  
2022-2023 SCHOOL YEAR**

**SCHEDULE 24**

Effective September 1, 2022

ADDENDUM C-3 1350 Hrs.

ASSIGNED RESPONSIBILITY SCHEDULE			
			Annual Amt
FIFTH YEAR	*****		\$6,124
	Monthly		510.33
	Hrly(1,350hrs)		4.5363

**ADDENDUM C-4**

DEPARTMENT HEAD SCHEDULE			
ANNUAL AMOUNT	*****		\$3,429
	Monthly		\$285.75

**ADDENDUM C-5**

CERTIFICATED SUPPLEMENTAL ASSIGNMENTS SCHEDULE			
HOURLY RATE	*****		\$38.52

**ADDENDUM C-6**

TECHNOLOGY RESOURCE TEACHER			
ANNUAL AMOUNT	*****		\$1,725
	Monthly		\$143.75

**ADDENDUM C-7**

LEARNING INSTITUTE AND/OR CURRICULUM TRAINING RATE SUMMER SCHOOL RATE CHEMICAL HYGIENE OFFICER			
HOURLY RATE**	*****		\$53.59

\*\* Or Employee hourly per diem if less

**ADDENDUM C-8**

DISCRETIONARY ACTIVITY SCHEDULE			
			Annual Amt
<u>Principal's Discretionary</u>			
Elementary			\$5,833
Junior High			\$4,780
Senior High			\$4,176
Secondary Alternative			\$4,176
<u>Building Discretionary</u>			
Elementary			\$2,767
Junior High			\$3,954
Senior High			\$3,954
Secondary Alternative			\$3,954

**ADDENDUM C-9**

SUBSTITUTE TEACHER RATE*		
	Hourly Rate	Daily Rate
Full Day	\$28.43	\$213.23
One-half day (3.75 hours)		\$106.62
SUBSTITUTE TEACHER LONG-TERM RATE*		
After 20 cumulative full days worked	Hourly Rate	Daily Rate
Full Day	\$31.10	\$233.23
One-half day (3.75 hours)		\$116.62
Days Worked can be Non-Consecutive		
SUBSTITUTE TEACHER - RETIREE RATE*		
	Hourly Rate	Daily Rate
Full Day	\$31.10	\$233.23
One-half day (3.75 hours)		\$116.62
FRIDAY PREMIUM		
Additional Amount		\$25.00

\*All non-represented certificated substitute teaching rates of pay will be the same as substitute teachers represented by Northshore Educational Association

\*Employees who provide professional development instruction shall receive the C-7 rate of pay for: one hour of preparation for a one to three-and-one half hour class, regardless of the number of times the same class is taught; two hours for preparation for a class longer than three-and-one half hours, regardless of the number of times the same class is taught; a half-hour before and after the class each time the class is taught; and all actual hours of instruction. In extenuating circumstances, such as more complex or large scale professional development, additional hours may be provided upon request.

**Signature Page**

Dated and signed this \_\_\_\_\_ day of July, 2022.

FOR THE ASSOCIATION

Timothy Brittell  
Timothy Brittell (Jul 14, 2022 11:50 PDT)

\_\_\_\_\_  
Timothy Brittell, President - NSEA

FOR THE DISTRICT

Michael F. Tolley  
By: Michael F. Tolley (Jul 14, 2022 12:25 PDT)

\_\_\_\_\_  
Michael Tolley, Superintendent designee  
on behalf of the Board of Directors

I certify that this agreement was approved  
by the District's Board of Directors at its  
meeting on June 27, 2022.