

2023-25 NSEA Tentative Agreements for Certificated and ESP Staff

Guide to reading the following Tentative Agreement summary:

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

Unless otherwise noted below, all provisions of the 2019-22 collective bargaining agreement and 2022-23 extension agreement, including current memoranda of understanding, will continue in the 2023-25 collective bargaining agreement.

| SALARIES | |
|------------------|--|
| Salaries | <p><i>Certificated Salaries</i> <i>2023-24: Increase by 3.7%</i> <i>2024-25: Increase by the Implicit Price Deflator (WA inflationary adjustment index)</i></p> <p><i>ESP Salaries</i> <i>2023-24: Increase by 3.7%</i> <i>2024-25: Increase by the Implicit Price Deflator (WA inflationary adjustment index)</i></p> |
| Stipends | <p><i>Stipends include Addendums C-2 through C-9 (also known as Schedules 23EL, 23JH, 23SH, 23SA, 23NN, and Schedule 24) and ESP stipends for education and certification</i></p> <p><i>2023-24: Increase by 3.7%</i> <i>2024-25: Increase by the Implicit Price Deflator (WA inflationary adjustment index)</i></p> |
| Sub Rates | <p><i>Certificated Sub Rate</i> <i>2023-24: Increase by 3.7%</i> <i>2024-25: Increase by the Implicit Price Deflator (WA inflationary adjustment index)</i></p> <p><i>ESP Sub Rate</i> <i>ESP subs are paid at an hourly rate, set per the ESP salary schedule</i></p> |

ESP WAGE RATES 2022-2023

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

ESP WAGE RATES 2023-2024 (REFLECTS 3.7% TOTAL INCREASE)

| Level | 1 | 2 | 3 | 4 | 5 | 6 | 10 | 15 |
|-------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1 | \$28.09 | \$28.93 | \$29.78 | \$30.62 | \$31.46 | \$32.30 | \$33.99 | \$35.67 |
| 2 | \$37.45 | \$38.57 | \$39.70 | \$40.82 | \$41.94 | \$43.07 | \$45.31 | \$47.56 |
| 3 | \$46.84 | \$48.25 | \$49.65 | \$51.06 | \$52.46 | \$53.87 | \$56.68 | \$59.49 |

CERTIFICATED SALARY SCHEDULE 2022-2023

| | | 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 SALARY SCHEDULE 2023-2024 (REFLECTS 3.7% INCREASE)

| | | BA | BA+45 | BA+90 | MA | MA+45 | MA+90 or PhD |
|-----------------|------------------|---------------|----------------|----------------|----------------|----------------|-----------------|
| | Years of Serv | | | | | | |
| Base | 00 | 56,699 | 59,534 | 62,511 | 65,637 | 68,918 | 72,364 |
| PLR | | 14,032 | 14,734 | 15,471 | 16,244 | 17,056 | 17,909 |
| Combined | | 70,731 | 74,268 | 77,982 | 81,881 | 85,974 | 90,273 |
| Base | 01 | 58,210 | 61,120 | 64,177 | 67,385 | 70,755 | 74,291 |
| PLR | | 14,406 | 15,126 | 15,882 | 16,676 | 17,509 | 18,385 |
| Combined | | 72,616 | 76,246 | 80,059 | 84,061 | 88,264 | 92,676 |
| Base | 02 | 59,760 | 62,750 | 65,887 | 69,180 | 72,640 | 76,272 |
| PLR | | 14,789 | 15,527 | 16,306 | 17,122 | 17,976 | 18,875 |
| Combined | | 74,549 | 78,277 | 82,193 | 86,302 | 90,616 | 95,147 |
| Base | 03 | 61,352 | 64,422 | 67,641 | 71,023 | 74,574 | 78,303 |
| PLR | | 15,184 | 15,942 | 16,740 | 17,577 | 18,457 | 19,379 |
| Combined | | 76,536 | 80,364 | 84,381 | 88,600 | 93,031 | 97,682 |
| Base | 04 | 62,987 | 66,136 | 69,443 | 72,915 | 76,562 | 80,389 |
| PLR | | 15,588 | 16,368 | 17,185 | 18,045 | 18,947 | 19,895 |
| Combined | | 78,575 | 82,504 | 86,628 | 90,960 | 95,509 | 100,284 |
| Base | 05 | 64,664 | 67,899 | 71,294 | 74,858 | 78,601 | 82,532 |
| PLR | | 16,004 | 16,804 | 17,645 | 18,526 | 19,452 | 20,424 |
| Combined | | 80,668 | 84,703 | 88,939 | 93,384 | 98,053 | 102,956 |
| Base | 06 | 66,388 | 69,707 | 73,192 | 76,852 | 80,694 | 84,731 |
| PLR | | 16,429 | 17,252 | 18,113 | 19,020 | 19,970 | 20,968 |
| Combined | | 82,817 | 86,959 | 91,305 | 95,872 | 100,664 | 105,699 |
| Base | 07 | 68,156 | 71,564 | 75,143 | 78,900 | 82,846 | 86,987 |
| PLR | | 16,868 | 17,710 | 18,597 | 19,527 | 20,501 | 21,528 |
| Combined | | 85,024 | 89,274 | 93,740 | 98,427 | 103,347 | 108,515 |
| Base | 08 | 69,972 | 73,470 | 77,145 | 81,000 | 85,052 | 89,303 |
| PLR | | 17,318 | 18,183 | 19,091 | 20,047 | 21,048 | 22,102 |
| Combined | | 87,290 | 91,653 | 96,236 | 101,047 | 106,100 | 111,405 |
| Base | 09 | 71,836 | 75,427 | 79,200 | 83,159 | 87,317 | 91,682 |
| PLR | | 17,778 | 18,667 | 19,599 | 20,580 | 21,610 | 22,691 |
| Combined | | 89,614 | 94,094 | 98,799 | 103,739 | 108,927 | 114,373 |
| Base | 10 | 73,750 | 77,438 | 81,308 | 85,375 | 89,643 | 94,125 |
| PLR | | 18,250 | 19,164 | 20,123 | 21,129 | 22,186 | 23,294 |
| Combined | | 92,000 | 96,602 | 101,431 | 106,504 | 111,829 | 117,419 |
| Base | 11 | 75,716 | 79,502 | 83,475 | 87,649 | 92,032 | 96,632 |
| PLR | | 18,738 | 19,675 | 20,658 | 21,692 | 22,776 | 23,915 |
| Combined | | 94,454 | 99,177 | 104,133 | 109,341 | 114,808 | 120,547 |
| Base | 12 | 77,732 | 81,620 | 85,699 | 89,985 | 94,484 | 99,207 |
| PLR | | 19,237 | 20,198 | 21,209 | 22,270 | 23,382 | 24,551 |
| Combined | | 96,969 | 101,818 | 106,908 | 112,255 | 117,866 | 123,758 |
| Base | 13 | 77,732 | 83,794 | 87,982 | 92,381 | 97,001 | 101,850 |
| PLR | | 19,237 | 20,737 | 21,774 | 22,863 | 24,007 | 25,206 |
| Combined | | 96,969 | 104,531 | 109,756 | 115,244 | 121,008 | 127,056 |
| Base | 14 | 77,732 | 86,025 | 90,325 | 94,842 | 99,585 | 104,565 |
| PLR | | 19,237 | 21,289 | 22,355 | 23,471 | 24,644 | 25,876 |
| Combined | | 96,969 | 107,314 | 112,680 | 118,313 | 124,229 | 130,441 |
| Base | 15 | 77,732 | 86,025 | 93,939 | 98,636 | 103,568 | 108,746 |
| PLR | | 19,237 | 21,289 | 23,247 | 24,410 | 25,633 | 26,912 |
| Combined | | 96,969 | 107,314 | 117,186 | 123,046 | 129,201 | 135,658 |

STIPENDS

| | |
|--|---|
| Stipend Cleanup | <ul style="list-style-type: none"> • <i>Restored debate stipend (erroneously not restored when debate returned)</i> • <i>Corrected previous error in stipend amount for elementary vocal directors putting on 3+ performances</i> |
| Elementary Performance Stipends | <i>Codified practice to allow virtual performances to be counted toward stipend eligibility</i> |

CALENDAR AND EARLY RELEASE WEDNESDAYS

| | |
|--------------------------------------|--|
| Wednesday Before Thanksgiving | <p><u>The Wednesday before the Thanksgiving holiday shall be a half day of school at all levels.</u></p> <p>ESP contract: <u>ESPs shall communicate to their supervisor how they will flex their hours during the November Pay period to provide for an early release after students leave the Wednesday before Thanksgiving should they desire, provided the plan does not result in overtime during the week claimed.</u></p> |
| Elementary Conferences | <p>Cert contract: <u>...conferences will be held on five half-days of instruction in November and one half-day of instruction in early February. Conferences shall not be scheduled on early release Wednesdays.</u> November conferences shall be offered to the families of all students.</p> <p><u>To accommodate fall conferences at the elementary level for the 2023-24 school year, the conference calendar will include the Monday, Tuesday, Thursday and Friday before the Thanksgiving holiday week, as well as the Monday of the Thanksgiving holiday week.</u></p> <p><u>The parties will jointly determine elementary conference dates when developing future calendars.</u></p> |
| Designing Future Calendars | <p><u>School year calendars will be developed for each year of the duration of the contract plus one year ahead, using the following parameters:</u></p> <ol style="list-style-type: none"> 1. <u>Every year by June 30 NSD and NSEA will agree on the calendar for the school year two years ahead (i.e. by June 30 of 2024, for the 2025-2026 school year).</u> 2. <u>The first student day will be on a Tuesday or Wednesday depending on whether it will end the school year before Juneteenth.</u> 3. <u>The student year will begin before Labor Day if Labor Day falls on September 5, 6, or 7 and begin after Labor Day if the Labor Day falls on September 1, 2, 3, or 4.</u> 4. <u>Incorporate impact of Juneteenth into agreed upon calendar planning components.</u> 5. <u>The Wednesday before Thanksgiving will be a half-day at all levels.</u> 6. Winter break will be scheduled over a period that includes three full weekends. 7. Mid-winter break will be scheduled during the week of Presidents' Day. 8. Spring Break will be scheduled during the third quarter. 9. <u>Three (3) emergency closure make up days will be included in the calendar, to be used if needed and scheduled following the last student day in June.</u> |

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| | <p>10. Early release days will be scheduled on Wednesdays.</p> <p>11. Professional days will be scheduled on the Tuesday, Wednesday, and Thursday of the week prior to the first student day.</p> <p>12. The District will provide clear and consistent communication opportunities for constituent groups, including staff and families, to plan for the future.</p> |
| <p>Designation of Wednesdays</p> | <p><i>90 minute Early Release Wednesdays continue. No more Principal-Directed Days, District-Directed Days, or Team/Department Days.</i></p> <p><i>Employees may use their professional judgement on how to use all Early Release Wednesday except for the following:</i></p> <ul style="list-style-type: none"> • <i>2 to 4 SDLT occurrences each year, as determined by the SDLT.</i> • <i>Up to 10 hours of district required professional development per year. This PD may be accessed synchronously or asynchronously. The required PD may be completed at any time (not necessarily on a Wednesday), but must be completed by established quarterly deadlines.</i> <p><i>See contract language at the end of this section for full details.</i></p> |
| <p>Early Release Wednesdays: School Psychs, OT/PTs, and SLPs</p> | <p><i>School psychologists, OT/PT, and SLP groups shall continue to have monthly meetings of 2.5 hours and may use their professional judgment about whether to participate in school SDLT-directed activities.</i></p> |
| <p>Designation of Wednesdays <i>(note that formatting and numbering will be cleaned up in the final contract)</i></p> <p>14.1 Weekly Student Release</p> <p>14.1.1 Weekly student release time shall be incorporated into the calendar decision making under Section 13.6. Students shall be released 90 minutes early once each week on a regular consistent basis in order to provide staff with non-instructional work time within the regular work day. The number of release days shall range from a minimum of 34 to a maximum of 35.</p> <p>14.1.2 Beginning in the 2013-14 school year, the student school day shall be five (5) minutes greater in length than the student school day during the 2012-13 school day to provide additional instructional time. To accommodate this increase in non-instructional time on student school days, the work day for employees shall be increase by five (5) minutes to seven (7) hours and thirty-five (35) minutes per day.</p> <p>14.1.3 Individually Directed Time</p> <p style="margin-left: 20px;">A. Not less than twenty (20) of the student early release occurrences shall be Individually Directed time. If there are more than thirty four (34) early release occurrences in a school year, the additional occurrences shall be allocated as Individually Directed time. On all Early Release Wednesday Afternoons, except as described in sections 14.1.4 and 14.1.5, Each employee may use their professional judgment on how to use this time to enhance the quality of instruction and learning for students.</p> <p style="margin-left: 20px;">C. Group meetings such as professional development and staff meetings shall not be offered or initiated by a Principal, or SDLT, during this time. MDT, IEP, 504, Guidance Team, and similar meetings may not be scheduled during this time.</p> <p style="margin-left: 20px;">D. Employees may work at another District worksite with colleagues upon notice to their supervisor.</p> <p style="margin-left: 20px;">E. Employees who work at more than one school may elect which school to work at during each <u>Early Release Wednesday Afternoon Individually Directed occurrence</u>, while apportioning the school year’s time appropriately between the schools.</p> | |

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

- F. All employees, including ESAs and specialists may engage in job-alike groups on early release Wednesdays.
 - G. Work done during early release days should take place on District property. Employees may choose to travel to another District building in order to join colleagues at the site. If any employee chooses to travel to another District Building during early release time, administrators may request to know what building the employee has selected. 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.
 - H. Partial FTE employees whose work day ends prior to or during this time may elect to work during this time, but shall not be expected nor required to do so.
 - I. The school district may provide optional professional development opportunities.
- 14.1.4 SDLT-Directed Time
- A. Each SDLT will determine whether to schedule between two (2) and four (4) ~~Two (2)~~ of the ninety (90) minute early release occurrences ~~per year shall be~~ as SDLT- Directed Time.
 - B. The SDLT shall decide how staff shall utilize this time to enhance the quality of instruction and learning for students. The SDLT must use the written decision making process in Section 12.3.1, including minutes of the decision available at any time for staff review. Each SDLT must set aside either part of a contracted August day or at least one SDLT-Directed early release afternoon prior to October 15 for the practice of emergency preparedness drills for catastrophic events, including the practices related to reunification of students and their caregivers. [Note: for 2023-24, this training does not need to be completed by October 15, but should be completed by the end of the first semester.]
 - C. Partial FTE employees whose work day ends prior to or during this time may elect to work during this time, but shall not be expected nor required to do so.
 - D. Employees who work at more than one school shall work with their administrators to determine which school's SDLT-Directed Time occurrences they shall participate in. Alternatively, the employee's Principals may decide this together.
 - E. School psychologists, SLPs, OT/PTs, Audiologists and Vision Specialists shall be permitted to meet as departments during the SDLT-directed time and/or the Team/Department time. Agendas and minutes from these meetings shall be shared with building administrators.
- 14.1.5 ~~District Directed Time Professional Development and Early Release Wednesday Afternoons~~
- A. ~~Four (4) of the ninety (90) minute release occurrences shall be allocated as District-Directed Time. The District may designate up to 10 hours of required professional development per school year, excluding the required August Days. Employees will be under no obligation to attend required professional development sessions on any particular day beyond August days.~~
 - B. ~~The District shall determine how this time is utilized to enhance the quality of instruction and learning for students. During Early Release Wednesday afternoons, the District will provide opportunities for employees to engage in activities that will support their certification renewal and other professional learning interests. These opportunities will be provided in multiple modalities, such as live, in-person, asynchronous, and/or hybrid. All options, including asynchronous options, will be structured to enable clock hour awards.~~
 - C. ~~Partial employees will be expected to complete the same hours of required training as full-time employees. to attend the full District-Directed student release periods. Such employees shall be compensated at their per diem the C-7-rate of pay for the portion of those hours beyond the employee's FTE.~~
 - D. ~~Employees who work at more than one school shall work with their administrators to determine which school's District-Directed time occurrence they shall participate in. Alternatively, the employee's Principals may decide this together.~~
- 14.1.6 Additional Professional Learning Opportunities

- A. The provisions in articles 14.1.1 to 14.1.5 exclude the professional development on SDLT determined Wednesdays as described in 14.1.4.
- B. The provisions in articles 14.1.1 to 14.1.5 exclude role-specific professional learning required by certain educator groups to maintain current training regarding job responsibilities (e.g., CPI training for identified groups and other similar types of training). Any additional required professional learning will be provided on contracted time outside of early release Wednesdays or on paid time outside of the contracted day. Such requirements may also be offered on early release Wednesdays.
- C. The provisions in articles 14.1.1 to 14.1.5 exclude teacher-directed and optional District-designed and implemented professional development.

14.1.7 Support for Professional Learning

- A. The District will provide annual training for any educators interested in designing and implementing clock-hour eligible professional development.
- B. The District will develop, publish, and maintain a Professional Development Calendar documenting the required District-Directed professional learning topics

14.1.6 Principal Directed Time

- A. ~~Four (4) of the ninety (90) minute release occurrences shall be allocated as Principal Directed Time.~~
- B. ~~The Principal shall determine how this time is utilized to enhance the quality of the instruction and learning for students.~~
- C. ~~Partial FTE employees will be expected to attend the full Principal Directed student release periods. Such employees shall be compensated at the C-7 rate of pay for the portion of those hours beyond the employee's FTE.~~
- D. ~~Employees who work at more than one school shall work with their administrators to determine which school's Principal Directed time occurrence they shall participate in. Alternatively, the employee's Principals may decide this together.~~

~~14.1.7 Team/Department Directed~~

- ~~A Four (4) of the ninety (90) minute release occurrences shall be allocated as Team/Department Time.~~
 - ~~B Team/Department Days can be used for any collaborative effort including grade level, curricular teams, etc. in building or across the district. Specialist groups may meet on Team/Department Days. The Team/Department will determine the use of these days.~~
 - ~~C Group meetings such as professional development and staff meetings shall not be offered or initiated by a Principal, SDLT, or centrally by the District during this time.~~
- ~~MDT, IEP, 504, Guidance Team, and similar meetings may not be scheduled during this time.~~

~~14.1.8 One of the purposes of early release days is to create opportunities within the regular work day to develop quality instructional practice via teams, collaborative reflection, and professionals sharing their expertise with each other in order to achieve the goals of the Strategic Action Plan.~~

STUDENT DISCIPLINE

Student Discipline

Student discipline language will be added to the ESP contract. The Cert and ESP contracts will both have the same language regarding student discipline, with the exception of procedures regarding classroom exclusions.

New contract language calls for the Student Rights and Responsibilities Committee to meet each spring to review and modify the Student R&R handbook. This committee will also review and suggest changes to District policies and procedures.

Building administrators will include visual diagrams to support staff and student understanding of behavior consequences in their annual review of safety and discipline procedures.

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| | <i>If there is a threat at a school with an adjoining campus (e.g. Northshore Middle and Woodmoor), the adjoining campus will be notified of the threat.</i> |
| Addendum G – Assault Reporting | <i>Updated and simplified assault or violent/aggressive behavior reporting form (known as Addendum G)</i> |

MTSS AND PROFESSIONAL DEVELOPMENT

New section in the Cert and ESP contracts for MTSS work and support. See below for the entire language.

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.

The District will continue to develop and provide guidance and materials to ensure there is a unified approach across the system 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.

If a change of working conditions occurs as a result of these provisions, the parties agree to discuss it in AALT. If a solution agreeable to both parties is not achieved, either party may request to reopen this article.

MTSS Teaming Structures

NSD MTSS Teaming Structures include, the MTSS District Implementation Team, the Universal Support Leadership Team (SDLT), Grade Level/Department PLCs, and the Intensive Support Guidance Team (GT). To enable each school to implement the essential components of a comprehensive NSD MTSS Whole Child Framework, the District and/or Association agree to implement and facilitate improvements in the following Teaming Structures and other areas as outlined in the remainder of this Article.

All staff will be educated on MTSS systems, structures and processes (all levels, district admin, building admin, ESA, Certs, etc.). Teams will be provided training about roles and responsibilities. Training will be provided yearly. Ongoing support will be offered for existing teaming structures. Communication about MTSS roles, expectations, systems, structures and processes will utilize multiple avenues (e.g., email, PD Calendar, etc.).

Buildings will facilitate a district-created annual orientation regarding the roles and responsibilities of the SDLT and Intensive Support Guidance Teams.

District MTSS Implementation Team

The District MTSS Implementation Team will:

- A. Be revised yearly with District and Association leadership to ensure the team’s composition is representative of involved parties. NSEA reserves the right to select and appoint its members to the District MTSS Implementation Team (DIT). The district will select school administrators as part of this team. NSEA and NSD will each appoint 8 members to this team.
- B. Meet regularly at times mutually agreed upon by team members and not more than one time per month of each school year. PIP funds will be used for the duration of this contract to cover the release time for NSEA members participating on the DIT.
- C. Create recommendations for systems, structures, and/or processes for elementary and secondary teams to collaborate that will allow staff that serve multiple grade levels and/or serve similar content areas to work with each of their teams.
- D. Share recommendations for systems, structures, and processes developed by the team with AALT prior to dissemination of information and/or training in schools.
- E. Provide guidance for all staff of the purpose, process, membership, roles & responsibilities, and procedures (before-during-after) of Guidance Teams. The MTSS District Implementation Team will continue to revise and improve this process yearly.

F. Work in collaboration to ensure the greatest supports and access for students' needs across the building

In support of school-based teams, the District, with consultation by the District Implementation Team, will create an inventory of supports available to the buildings (staff time, sub pool hours, PD, curriculum, behavior or academic supports, etc.).

To ensure employee voice, the MTSS District Implementation Team will create, and review yearly, a feedback loop process prior to the last day of the first quarter. This process will identify how staff can provide feedback/concerns throughout the year. Minutes from DIT meetings and received feedback/concerns will be shared with AALT. The DIT shall provide regular updates to the Cabinet.

School-Based MTSS Directed Work

To implement Northshore's MTSS Whole Child Framework, ESPs and certificated educators will continue 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.

Educators can utilize time such as early release Wednesdays and/or other times agreed upon by the various educator teams (e.g., Guidance Team, grade-level, department, Counselor, ESA, Specialist, Teacher Librarian, etc.). School SDLTs may determine additional time in accordance with *[the new language regarding Early Release]*.

ESAs will not be required to design or implement interventions for students who are not already on their caseloads. Additionally, ESAs will be able to access one day per quarter as a professional day to complete responsibilities related to their role. This day can be worked from home or the worksite.

SDLT Implementation of MTSS Teaming Structures

SDLTs will implement the MTSS Universal Teaming Structure based on the following guidelines. Specifically, SDLTs:

- A. Will support the work of each school's Strategic Action Plan. This includes determining the data to be collected (and associated timelines) and used to identify student academic and social-emotional and behavior needs, and informing school-based MTSS supports, as well as monitoring progress. The district will provide SDLTs with guidance, resources, and training.
- B. Ask SDLT representatives from grade level/department/specialized teams share how their teams are identifying student academic and social/emotional/behavior needs, implementing student supports, and monitoring progress.
- C. May elect to utilize all or part of the 2 - 4 designated days *[as outlined in the new Early Release language]*, to complete any MTSS work identified by the MTSS District Implementation Team and approved through the appropriate process which includes a discussion at AALT of any workload impacts.
- D. Work in collaboration to ensure the greatest supports and access for students' needs across the building.

Intensive Support Guidance Teams (Guidance Teams)

Intensive Support Guidance Teams will:

- A. Meet at least 2x a month.
- B. Will check in with staff who work with students new to the building to see if additional support is needed and create a plan for support and quarterly checkpoints, as necessary.
- C. Be provided with 1) clarified facilitation roles for counselors, ESAs, and other members *[based on agreements in the 2023-20XX CBA]*; 2) other structures and supports for interventions, including templates for agenda management and/or team facilitation to support effectiveness of GT (i.e., review of actions, parking lot items, persons responsible, etc.); and 3) a clear mechanism for addressing GT operational concerns to the building administrative representative and/or through District Implementation Team feedback.
- D. Utilize the available district resources and instructional matrices to identify and support students.
- E. Work in collaboration to ensure the greatest support and access for students' needs across the building.

Members of the GT will be compensated for meetings outside the work day at the C-7 rate of pay [ESPS will be compensated at their hourly rate] and shall not lose duty-free time if meetings are held during lunch.

All staff will be provided with initial and ongoing training about the function of the GT, as well as the resources in place for how to access GT support. As part of training provided to GTs, ensure all members understand how to support completion of the EL matrix. This is not intended to be completed by the ELD teacher alone. Training will be made available to educators in a variety of venues (e.g., during Staff Meetings, SDLT-identified days, through electronic communication, etc.)

Grade Level/Department PLCS

Educators will continue to meet to engage in MTSS-focused collaborative efforts in building or across the district to:

- A. Complete any work identified by the MTSS District Implementation Team and approved through the appropriate process which includes a discussion at AALT of any workload impacts.
- B. Work in collaboration to ensure the greatest support and access for students’ needs across the building. These efforts may include, but are not limited to:
 - a. Reviewing student data;
 - b. Identifying students’ strengths, needs, and supports;
 - c. Monitoring student progress; and
 - d. Adjusting instruction, interventions and supports based on data.

Schools will develop or continue to use the systems designed to share each teams’ work related to the school's Strategic Action Plans.

Related Supports

In addition to the above, the parties agree that when teams meet to engage in MTSS-focused work:

- A. Counselors, school psychologists, SLPs, and OT/PTs shall continue to have monthly department meetings per the provisions of Section 12.7.
- B. Specialist groups (elective teachers and elementary specialists) may meet district wide at a predesignated time, or on early release Wednesday afternoons unless the day is identified by their school’s SDLT as a required SDLT-designated afternoon

Communication about expectations related to recommended and approved MTSS District Implementation Team systems, processes and supports will clearly direct staff efforts.

The District will provide training to all staff related to MTSS structures, resources, processes, and materials within the school, including professional development related to the “why,” “what,” and “how” of MTSS and aligned with Northshore’s determined Tier 1, Tier 2 and Tier 3 multi-tiered support systems.

Each school shall additionally be provided a pool of 30 hours of release time each school year to support implementation efforts, to be divided amongst non-supervisory staff as determined by the committee.

Professional Development

In Northshore, professional learning is a priority to ensure consistent professional knowledge and practices that create a sense of belonging and a rigorous, inclusive, and accessible education for all students. To that end:

- The district will provide training in UDL, co-teach, and de-escalation and make it available to all staff.
- The district will provide training for Certificated and ESP staff on Co-Planning, able-ism, assistive technology, culturally responsive practices, trauma informed practices, student participation in their IEP process, and anti-biased training.
- The district will provide a synchronous or in-person paid annual compliance training for all special education staff before the first day of school each year.
- NSD will utilize an NSEA and NSD mutually agreed upon co-teaching model.
- In order to maximize resources, the district will utilize existing PD available

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| | <p>through OSPI, WEA, Haring Center, TIES, AWSP, ESD, etc.</p> <ul style="list-style-type: none"> • <u>Training will be available in a variety of modalities, including in-person, live online, asynchronous, etc.</u> |
| SDLTs | |
| SDLT Elections | <p><i>Membership</i></p> <ul style="list-style-type: none"> • <i>Elementary: all SDLT positions are at-large positions, as determined by SDLT.</i> • <i>Secondary: all SDLT members are department heads or at-large members.</i> • <i>Cert staff are nominated by other cert staff or are self-nominated.</i> • <u>SDLT representatives will run for election in the department of which is the majority of their contract. Should an elected SDLT person’s assignment change to less than majority of the department or building, then the school will need to contact the HR Executive Director and NSEA to discuss options which may include needing to elect a new representative.</u> • <u>All certificated staff are eligible to run for the at-large SDLT positions.</u> <p><i>Notification of SDLT Elections/Opening</i></p> <ul style="list-style-type: none"> • <i>District-wide notification of SDLT elections will be sent out the week after Spring Break.</i> • <u>Notification of a building's SDLT election will occur in the April SDLT minutes.</u> • <u>All SDLT positions for the ensuing school year shall be posted in each building by May 1st.</u> • <u>Waivers to SDLT composition after June 1st will trigger another SDLT election.</u> <p><i>Voting</i></p> <ul style="list-style-type: none"> • <u>A person will vote for SDLT representatives based on their expected assignment for the next school year.</u> • <u>In cases of an assignment shared between departments, the person will vote for the department where the largest section of their FTE resides.</u> • <u>A report on SDLT elections will be made at the June AALT meeting.</u> |
| SDLT Process | <p><i>Training</i></p> <ul style="list-style-type: none"> • <i>NSD and NSEA will provide annual SDLT training on topics including building decision-making process and collaborative decision making.</i> • <i>Training will be available asynchronously.</i> • <i>Any SDLT member can request SDLT training at any time.</i> • <i>SDLT will receive copies of relevant SDLT CBA language yearly.</i> • <i>All new members to the SDLT will be expected to access the SDLT online training module.</i> <p><i>Meetings: Meeting length and frequency should be agreed upon by the principal and SDLT and published for the entire staff. All SDLT meetings are considered open to staff who want to attend.</i></p> <p><i>Decision making and voting: SDLT decisions will be made by the process deemed appropriate by the team and reference the decision-making matrix. All votes and decisions will be recorded.</i></p> <p><i>Communication: each SDLT shall to develop a two-way communication plan to collect information from and disseminate information to staff.</i></p> |

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ESP TOPICS

Reduction in the Workforce

Establishes the following procedures for a potential RIF of ESPs, which were previously only in place in the certificated contract:

The District shall determine the educational program and services for the District based upon the educational goals of the District and the financial resources available for the following school year. Prior to May 15 of each year, the District shall determine whether the financial resources of the District will be adequate to permit the District to maintain its employee staffing levels and its educational programs and services substantially at the same levels for the following school year, EXCEPT FOR, years in which a biennial budget has not passed by the Legislature by May 15, the District may give notice of nonrenewal on or before June 15. When it is determined that such financial resources are not reasonably assured for the following school year, the District shall adopt a reduced educational program which takes into consideration the procedures set forth below. These procedures shall also be applied to identify those employees who will be retained to implement such reduced programs and those employees, if any, who must be nonrenewed. The same procedure may be used to reduce specific and isolated educational programs staffed by a certificated employee with limited educational licensure (e.g., the reduction of an under-enrolled elective program with a teacher with a vocational certificate only).

31.11 The following procedures shall be observed:

In order to identify resources for maintaining the basic educational program and continuing employment of employees, the District shall provide upon request of the Association, information about budgeted revenues and expenditures by budget category to date and for the past two years; provide monthly enrollment figures and projected enrollment estimates; provide tax information, to include delinquent tax accounts, actual property tax collections for the current and previous two years; and provide other financial statements produced during the regular course of business. The District shall:

- Hold cash reserves to the lowest minimum which will assure meeting contracted obligations.
- To the extent possible, continue to solicit cooperation and funding from local, state and federal sources, and review cooperative programs with other school districts and King County.
- To the extent possible, reduce non-educational expenditures related to this bargaining unit where appropriate for field trips, extra-curricular activities, supplies, materials, and equipment.

30.2.2 The District will seek recommendations from the Association in establishing budget and program priorities and in determining the number of employees required to implement modified programs and services. Such employees will be retained according to procedures hereinafter provided and in consideration of the following priorities, listed in descending order of importance:

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| | <ul style="list-style-type: none"> ● <u>The effect upon the student(s) in the classroom is of the highest priority; therefore, the program to be retained shall attempt to minimize the consequence of program reductions upon the student(s).</u> ● <u>District health and safety standards shall be maintained.</u> ● <u>Priority will be given to those books and supplies used by students in filling basic classroom objectives.</u> <u>When revenues are categorical and depend upon actual expenditures rather than budget amounts, every effort will be made to maintain these programs to the limit of this categorical support.</u> ● <u>Activity programs included as a part of this agreement may be continued at a reduced level of funding. The activity programs which cannot feasibly be continued at a reduced level of funding will be dropped.</u> <p><u>30.2.4 Employee reductions developed in accordance with these procedures shall be acted upon by the District on or before May 15, and shall receive written notice from the District on or before the date described above EXCEPT FOR, years in which a biennial budget has not passed by the Legislature by May 15, the District may give notice of non-renewal on or before June 15 and all affected employees shall be notified in writing of such action.</u></p> |
| <p>Stipends/Compensation for ESPs</p> | <ul style="list-style-type: none"> ● <i>The district shall annually publish a memo to ESPs regarding how to document hours related to stipend based assignments.</i> ● <i>This shall be shared with principals and office managers across the district to share district expectations regarding this pay.</i> ● <i>Stipends listed below that are also defined in the CERT Collective Bargaining Agreement shall be offered to all NSEA represented employees when they become vacant.</i> ● <i>Stipends that have a set dollar amount in the ESP Collective Bargaining Agreement that are assigned to an ESP shall be paid at the employee's hourly rate as documented on a timesheet. If at the end of the school year an employee has not yet submitted enough hours to reach the total amount, they shall be paid out in a lump sum of the difference by August 31.</i> ● <i>By the end of the 23/24 school year, AALT will define the amount of hours per stipend that is defined in the certificated Collective Bargaining Agreement that an ESP may be assigned. AALT will survey employees currently receiving these stipends to help determine the hours.</i> ● <i>If needed, administrators shall collaborate with ESPs who have been assigned stipends on when the hours are to be worked for that purpose as they are assigned (e.g., during school breaks).</i> <ul style="list-style-type: none"> ○ <i>ESPs will collaborate with their building administrator on flexing their daily assignments so that work associated with a stipend can be completed. As a result, they may extend their workday to complete their daily assignments.</i> ○ <i>ESPs may work with their administrators to determine which stipend tasks may be completed outside of the work year calendar to complete work related to those stipend assignments.</i> |

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| | <ul style="list-style-type: none"> ○ <i>ESPs that may need overtime to complete activities associated with the stipend will need prior approval from their supervisor.</i> <p>Stipends to be jointly listed in Certificated and ESP Contracts:</p> <ul style="list-style-type: none"> • <i>Elementary 23EL - Elementary School: Safety/EPrep, Student Council, Academic Clubs, Assessment Coordination, & Textbook/Science Material Manager</i> • <i>Schedule 23JH - Middle School: Honor Society, Academic Clubs, Yearbook, Safety Committee, Safety/EPrep Coordinator, WEB Coordinator, & Assessment Coordination</i> • <i>Schedule 23SH: Senior High - Class (All) Advisors, Safety Committee, Safety & EPrep, Academic Clubs, Link Crew, & Assessment Coordination</i> • <i>Schedule 23SA: SAS - Class advisor, Academic Clubs, Safety Committee, Safety & EPrep, & Assessment Coordinator</i> • <i>Schedule 23NN: Northshore Networks - Assessment Coordinator</i> |
| ESP Mentorship | <p><u>NSD and NSEA commit to the initial implementation of an ESP Mentor Program within the Northshore School District for paraeducators whose job classification includes all special education services.</u></p> <ul style="list-style-type: none"> • <u>Paraeducators will have access to induction/orientation mentors within 30 days of hire, new to the profession paras (hired after 2019) will be required to meet monthly with their District assigned mentor.</u> • <u>Funding for this program will come from grants and the ESP Professional Development Fund not to exceed \$25,000 per annum. An application and vetting process will be utilized as agreed upon by NSD HR or designee and NSEA governance.</u> |
| Transfer Process | <ul style="list-style-type: none"> • <u>Each job posting will include the complete current job description</u> • <u>The District will ensure that positions requiring CPI (or equivalent) training is included in the job description.</u> <ul style="list-style-type: none"> ○ <u>All Level I vacancies that occur during the student school year, with the exception of School Assistant vacancies that are four hours or less, shall be posted for employees for two (2) work days. Vacancies, for the following school year, shall be posted for employees for seven (7) work days.</u> ○ <u>When a new 1-on-1 paraeducator position is created during the student school year, the district will post both internal and external applicants at the same time.</u> ○ <u>Once a vacancy has been posted for internal transfer, if the chosen applicant transfers to another position, or otherwise resigns within 90 days, the hiring administrator may hire another applicant from transfer candidates who expressed interest during the original posting for the vacancy without the need to create a new transfer posting.</u> ○ <u>Employees who meet the qualifications for vacancies shall be interviewed prior to outside applicants. If more than five (5) employees apply for a vacancy, the District shall interview a minimum of five as follows:</u> <ul style="list-style-type: none"> ▪ <u>Displaced senior employees within the job classification</u> |

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| | <ul style="list-style-type: none"> ▪ Displaced senior employees from outside the job classification ▪ <u>ESP</u>s from within the building/work location ▪ Other employees in seniority order <ul style="list-style-type: none"> • <u>Employees are not eligible for transfer until after they have served 90 workdays in their current position, except with the approval of the building principal.</u> |
| Emergency Supervision | <ul style="list-style-type: none"> • <i>In emergency situations, the school administration may request Educational Support Professional (ESP) staff to support non-instructional supervision, if the request is mutually agreed upon by the ESP employee being asked.</i> |
| ESPs Pursuing Certification | <ul style="list-style-type: none"> • <i>Provide pathway planning, twice per year, for the alternative routes (alt-route) to teacher certification (per OSPI) prior to enrollment with a program provider that includes guidance to ESPs on SEBB eligibility requirements and how leaves of absences may impact their benefits. This information will also be posted on the district website.</i> • <i>Once an ESP indicates their interest in pursuing certification, HR will provide guidance on transfer opportunities of ESP vacancies to alternative route candidates that will better align with their chosen future endorsement area.</i> • <i>ESPs who are enrolled in an alt-route program will be invited to a facilitated monthly meeting to provide support and mentorship. This meeting will be facilitated by a district administrator appointed by the Executive Director of Human Resources. ESPs can utilize their professional hours to attend these meetings if they occur outside of their workday.</i> • <i>Annually provide information to the alternative route cohort candidates on how to gain access to the hiring and transfer process into certificated positions.</i> • <i>Eliminate the pro-rating of professional hours when an employee takes a leave for student-teaching. Employees that take an unpaid leave of absence for the purpose of student teaching will not see an adjustment to their professional hour balances.</i> • <i>The District and the Association agree to expand the current allocation, under Appendix G, towards the ESP scholarship fund by an additional \$10,000 to those seeking teaching certification</i> • <i>ESPs shall be allowed to use personal leave during a leave of absence for student teaching prior to going unpaid.</i> |
| ESP Professional Development | <ul style="list-style-type: none"> • <i>Staff development as offered to all members of the bargaining unit shall be in a variety of geographical locations and at times which are as convenient as possible for the majority of those employees participating.</i> • <i>AALT, rather than a separate joint committee, will oversee professional development for paraeducators.</i> • <i>The District shall continue to offer FCS to all employees, even those that are not required by the state to complete this training.</i> • <u>The district, when sending PD opportunities to certificated staff, will also notify and make available to ESP employees of the offerings.</u> • <u>The district will annually publish a calendar of PD options for all employees.</u> |

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| | <ul style="list-style-type: none"> • <u>The District will bi-annually publish a memo to ESPs and their supervisors on the use and procedures of Professional and Pool hours and where their Professional Hours balances are tracked.</u> <ul style="list-style-type: none"> ○ <u>As part of this memo the District will inform ESPs that any PD that is offered externally (including NSEA, WEA, and NEA) are also eligible for use of their Professional Hours.</u> ○ <u>The memo will include references and instructions to ESPs on the use and access of the Staff Development Training Fund.</u> • <u>Paraeducators may request reimbursement for the cost of the assessment required by the state to serve as a paraeducator, as well as costs associated with applying for Paraeducator Certificates, after completion of their probationary period; provided funds are available.</u> |
| <p>Nurses</p> | <p>FLOAT NURSE:</p> <ul style="list-style-type: none"> • <u>Beginning in the 2023-24 school year, the District shall employ a minimum of 1.0 FTE nurse float.</u> • <u>The SkyCreek campus 1.0 FTE position will continue to support Canyon Creek & Skyview, while supporting other district buildings as needed to be determined by the Health and Nursing Services Supervisor, provided the enrollment remains near or above 2022-2023 levels.</u> <p>CALENDAR:</p> <ul style="list-style-type: none"> • <u>The nurse work calendar of 185 days will be the 180 days of the school year; the five (5) additional days will be worked prior to the first day of school.</u> • <u>On the three days that certificated staff return prior to the start of school, Registered Nurses will not be expected to participate in general building staff meetings beyond a total of 4 hours and will be scheduled in collaboration with their building administrator.</u> • <u>In emergency situations, Registered Nurses will not be required to seek preapproval for the use of pool hours and will notify their building administrator within 24 work hours after the emergency.</u> • <u>The district will annually publish a memo regarding the use of and process for professional and pool hours to administrators and ESP staff.</u> <p>NURSE TEAM LEADS:</p> <ul style="list-style-type: none"> • <u>Nurses selected as regional team leaders that work less than eight (8) hours per day will be allocated an additional two and a half (2.5) hours per week and will be provided with ten (10) days release for team leader responsibilities.</u> • <u>Regional Team Leaders that work less than 8 hours per day, will be allocated an additional 2.5 hours per week to support in this capacity.</u> • <u>In the event of a potential future pandemic or outbreak, Nurse Regional Team Leaders will be invited to provide input on any district processes and policies related to the crisis.</u> • <u>Registered Nurses and Building Administrators are required to submit the “No-Nurse” plan by the fourteenth (14th) day of school to the Health and Nursing Services Supervisor.</u> |

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| | <ul style="list-style-type: none"> • <i>Nurses currently serving as team leads will not have their hours reduced as a result of this agreement</i> |
| School Assistants | <ul style="list-style-type: none"> • <i>Each school year building administration must provide school assistant(s) the opportunity to provide input regarding preferences of assignments when creating supervision schedules.</i> • <i>School Assistant work hours are to be assigned based on need and only during the times when students are present on campus (arriving and departing included), excluding early release Wednesdays.</i> • <i>The role of the school assistant will be prioritized as non-instructional support first for student safety (lunch, recess, Xing supervision, arrivals/departures) and subsequently allowing for classroom and instructional support.</i> |
| Campus Supervisors | <p>Campus Supervisor Staffing Levels</p> <ul style="list-style-type: none"> • <u>To ensure equitable staffing at our comprehensive high schools, two campus supervisors will be assigned to each school.</u> <ul style="list-style-type: none"> ○ <u>In the school year 2023- 2025 if there is a School Resource Officer (SRO) is assigned to a school, it will have one campus supervisor and one SRO.</u> • <u>If a SRO is added or removed, the district and the association will meet and determine the impact on current staffing levels.</u> • <u>When hiring Campus Supervisors, buildings must take into consideration the needs of the assignment to supervise restrooms and locker rooms of all genders.</u> <ul style="list-style-type: none"> ○ <u>If this is not possible, schools will designate a staff member to aid Campus Supervisors in situations where they are unable to supervise a restroom or locker room based upon gender identity.</u> <p>Expectations of the Campus Supervisor</p> <ul style="list-style-type: none"> • <u>While the primary duty of the Campus Supervisor is to provide supervision of students and the campus, building administrators will annually communicate that it is the duty of all staff to support the supervision of students during passing periods.</u> • <u>Campus Supervisors will be authorized to issue non-exclusionary discipline that is consistent with the Student Rights and Responsibilities Handbook.</u> • <u>The oversight of building parking lots, parking passes, fees, and other related tasks will be a responsibility of Campus Supervisors.</u> <ul style="list-style-type: none"> ○ <u>Schools will utilize funding from the building’s parking fees budget to hire a schoolyear only Parking Supervisor position, provided funding is available.</u> • <u>Building administrators will schedule twice-monthly meetings, during the workday, with the Campus Supervisors assigned to their buildings.</u> |
| STSs | <ul style="list-style-type: none"> • <u>The supervising building administrator and STS will meet annually to determine the work shift of the STS with input from the STS supervisor. Together, they will determine the STS daily hourly schedule.</u> |
| Deans | <ul style="list-style-type: none"> • <u>The work year for Deans shall be 205 workdays.</u> • <u>Seven of these workdays shall be completed before the first day of school for students. The remaining six days will be flexible and scheduled in collaboration with their administrator.</u> |

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| | <ul style="list-style-type: none"> • <u>During the 2023-24 school year, AALT will review specific school programs, enrollment numbers, and the number of building administrators assigned to each school when determining to which schools the Dean positions will be assigned.</u> • <u>If, for any reason, the allocation for Deans is ever reduced, the least senior (using ESP Seniority as defined in 31.20) of the Deans will be displaced and will be placed in an ESP I, II, or III vacancy for which they have the qualifications. If a Dean holds a teaching or ESA certificate, they may be placed in a certificated vacancy in which they are endorsed.</u> |
| Mental Health Specialists | <ul style="list-style-type: none"> • <i>District employed Mental Health Specialists, not assigned to special education, will support a caseload of students furthest from educational justice, rather than only at a specific school.</i> • <i>During the 23/24 school year, the Director of Student Services, and the Mental Health Specialists, shall develop a model for caseload assignments and then implement this model in subsequent years. This shall be a part of monthly team meetings.</i> • <i>Eighty percent (80%) of District Employed Mental Health Specialists’ workday shall be in direct service to students. 20% shall be designated for caseload management (documentation, family outreach, referrals to community resources, etc).</i> <ul style="list-style-type: none"> ○ <i>Example: This may be scheduled as 4 days with students, 1 day for caseload management, but shall be scheduled with their supervisor.</i> • <i>Mental Health Specialists shall serve all students assigned to their caseload (regardless of ELD/Sped/etc. status).</i> • <i>At each work site, Mental Health Specialists shall have access to a confidential workspace when scheduled to be at that location.</i> • <i>During the 2023/24 school year, the District’s Technology Department, in consultation with legal services, and Mental Health Specialists, will identify and implement a secure record keeping system that is compliant with FERPA, HIPAA, and records retention laws, for Mental Health Specialists to utilize for their caseloads.</i> • <i>The Director of Student Services, or designee, in consultation with legal services, shall develop a release of information (ROI) between the Specialist and school staff that works with the student, that will be requested of students and parents when assigning to a District Employed Mental Health Specialists’ caseload.</i> • <i>The primary role of the District Employed Mental Health Specialist is to serve as an interventionist. Once a Mental Health Specialist has been assigned a new student to their caseload, they will consult with the referring guidance team and the student’s counselor, and the Clinical Supervisor on the appropriate evidence-based intervention and timeline.</i> • <i>The Director of Student Services, or designee, shall develop a data collection system to assess the effectiveness of the interventions provided by District employed Mental Health Specialists and shall provide an update to AALT by December 2025.</i> |

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CERTIFICATED TOPICS

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| Air Quality and Recess | <i>If poor air quality results in certificated staff being required to supervise indoor recess during duty-free times, they can arrive late and/or leave early by the equivalent amount of time before and/or after the student day.</i> |
| Elementary Library Staffing Model | <ul style="list-style-type: none"> • <i>If a school has more librarian FTE than needed to fill the number of classes required to cover classroom teacher planning time and the librarian will collaborate to determine the instructional duties for the open sections (e.g., keeping the library open at recess, before school and/or collaborating with classroom teachers teaching library research and critical thinking skills)</i> • <i>Schools with more than 1 librarian may schedule a double while two librarians are in the library at the same time if mutually agreed by the librarians and building administrator</i> |
| 5th Grade Band and Orchestra | <ul style="list-style-type: none"> • <i>In addition to general music teachers, each elementary school will receive 5th grade band teacher and 5th grade orchestra teacher staffing; these teachers will possess an instrumental music endorsement unless an exception is mutually agreed upon by NSEA and NSD.</i> • <i>Itinerant elementary band and orchestra teachers will be provided with support for instrument distribution at the beginning of the school year.</i> • <i>Schools with more than 100 5th grade students will be given an additional section of Band and an additional section of Orchestra. To support this instruction, general music teachers with available sections may support larger 5th grade music classes and/or principals will work with music staff to balance enrollment.</i> • <i>At least 2 days per week, itinerant music teachers will have 3 or fewer schools to travel to unless otherwise mutually agreed upon with administration.</i> • <i>Disagreements over duties or conditions for music teachers will first go to the principal. Concerns can also be reported to NSEA and HR or the Regional Superintendent as appropriate.</i> |
| Kindergarten Paraeducators | <i>Make permanent the additional 8 paraeducators to support schools with the highest need for kindergarten students with Learning Center IEPs.</i> |
| WAKids Days | <p><i>Kindergarten teams will work with building admin to choose one of two options:</i></p> <ol style="list-style-type: none"> <i>1. Maintain current options: Individual teachers choose from various combinations of per diem pay (up to 15 hours) and/or release time (up to 3 days).</i> <i>2. Utilize available staff to assist K teachers with supervised activities and/or data collection, plus one day of release time or 7.5 hours of per diem pay per teacher for data collection/entry.</i> <p><i>An example might include: K teachers collaborate to plan structured learning opportunities, such as rotating stations, each Friday for six weeks for each of the six development components. Support staff assist students at the stations while the teacher collects observational data and/or works 1:1 with a student or small group.</i></p> |
| Elementary IORR | <ul style="list-style-type: none"> • <i>Incorporates MOU into CBA.</i> • <i>Clarification of students not yet performing at grade level standard.</i> |

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| Splits | <ul style="list-style-type: none"> • <i>The stipend for split classes may be used as release time.</i> • <i>The district will provide PD for teachers and ESPs working with split classes.</i> • <i>The district toolbox for split classes will include documents showing the essential content and related curriculum for ELA, Math, and Science for each grade level in a given split.</i> |
| Vision for Secondary Arts | <p><i>District will consult with Vision for Secondary Arts workgroup members to:</i></p> <ul style="list-style-type: none"> • <i>Develop and implement health and safety protocols;</i> • <i>Articulate and implement standards as recommended by OSPI;</i> • <i>Align course titles, codes, and fee structures across the district;</i> • <i>Create a resource library for sharing curriculum and resources; and</i> • <i>Survey on technology needs and priorities annually</i> |
| Drama | <ul style="list-style-type: none"> • <i>Drama stipend is for the productions.</i> • <i>Drama teachers are not required to serve as advisors for drama-related clubs.</i> • <i>If buildings/principals want to use discretionary funds for drama club stipends, they may.</i> |
| 4+ Preps | <p><i>Teachers with 4 or more preps (or 3 or more AP/IB preps) may choose between the existing \$900 per semester stipend or an equivalent amount of release time (4 substitute days in most circumstances).</i></p> |
| Secondary Grading | <ul style="list-style-type: none"> • <i>Quarter report cards will use NC for quarter grades below 60%; semester grades will use F for grades below 60%. NC may be used instead of F on semester grades with extenuating circumstances</i> • <i>Late work must be accepted without penalty the class period after the due date for credit-bearing courses. For non-credit bearing courses (most middle school courses), late work must be accepted without penalty for one week. Teachers can extend these limits at their discretion. In the case of absences, students should have at least the number of days absent plus one to complete missing work</i> • <i>The minimum score for any gradebook entry, including missing work, continues to be 40%. Teachers may increase this minimum at their discretion.</i> • <i>In pre-identified classes (i.e. Health-Fitness, Performance Arts, and World Languages) where physical participation (action and engagement) is integral to the demonstration of students' performance of outlined course objectives, participation can have an impact on grade.</i> |
| Reading, Math, and Behavior Interventions | <p><i>Expanded access to resources for reading and math supports as well as behavioral interventions, including</i></p> <ul style="list-style-type: none"> • <i>MTSS FAQ made available to all staff</i> • <i>Onboarding for new instructional staff</i> • <i>Organizational chart for intervention support and resources</i> • <i>Support resources embedded into PD opportunities when possible</i> • <i>PD about assessments, interventions, and instructional supports that are available in district curricula</i> • <i>Links in Guidance Team agendas and training documents</i> • <i>Access to mechanisms for sharing successful supports</i> |
| Certificated Salary Placement | <p><i>New MOU that preserves current certificated salary placement procedures. The state legislature has ended state statutes that previously defined these procedures.</i></p> |

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| Overload | <i>Rather than choosing release time or pay, the default is now release time. If release time is not used prior to the end of the term, overload pay will be provided by either the March paycheck (for 1st semester) or August paycheck (for 2nd semester)</i> |
| Part-Time Certificated Staff | <ul style="list-style-type: none"> • <i>Clarification of non-instructional time for part-time staff</i> • <i>Time before and after school will be proportional to FTE. For example, if a full-time staff member is expected to be on site for 30 minutes before and 30 minutes after the student day, this results in 300 minutes of time beyond the student day each week. A staff member who is 0.8 FTE shall work 240 minutes before/after the student day per week.</i> • <i>All part-time employees shall complete the full 10 hours of required professional development per section 14.1.15.C as well as all SDLT-directed early release Wednesdays.</i> • <i>Part-time employees will be compensated at the per diem rate of pay for any portion of these hours that extends beyond the employee's FTE.</i> • <i>Time worked on other (non-SDLT) Wednesdays will be proportional to FTE.</i> • <i>Staff meeting attendance is required for part-time employees when it corresponds to their work schedule.</i> • <i>Staff meeting notes will be taken so that part-time and itinerant employees not in attendance at such meetings are able to access information that was shared.</i> |
| Transfer Process | <ul style="list-style-type: none"> • <i>Principals may contact outside applicants to schedule interviews 3 days after the transfer posting closes but may not interview them until 7 days after the posting closes. Qualified transfer applicants who express interest during those 7 days must be interviewed prior to outside applicants</i> • <i>Provision for earlier posting of available transfer positions</i> • <i>Change August transfer posting from first Monday to first business day and shorten window from five days to two, with a provision for employees who express interest after closing to be considered</i> • <i>Employees expressing interest in a summer transfer may specify</i> <ul style="list-style-type: none"> ○ <i>Up to 6 building sites and/or 2 secondary content areas</i> ○ <i>Up to 6 elementary building sites and/or up to 4 early childhood, elementary grade levels, programs, or specialist positions</i> |
| Evaluations | <ul style="list-style-type: none"> • <i>Addenda B-1 through B-4 incorporated into the CBA</i> • <i>Language adjustments to be responsive to future changes by the state</i> • <i>ESA evaluation process is aligned with certificated teacher evaluations (i.e., a minimum of 60 minutes of observation per year)</i> |
| Learning Management System | <ul style="list-style-type: none"> • <i>Removes Schoology-specific language</i> • <i>Instructional staff at all levels will use the NSD-designated LMS to regularly post course materials and communicate with students and families about learning activities, tests, deadlines, etc. Other LMS features are optional.</i> • <i>Grade reporting in the LMS is not required. If LMS grading is used, it should match the Student Information System (Synergy)</i> • <i>NSD Tech Department will work collaboratively with staff seeking support and training.</i> |

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SPECIAL SERVICES TOPICS

Highly Capable Service Delivery Model

Students will receive reading instruction at their District-determined qualification level which is at least a year above for reading instruction. Students will receive math instruction at their District-determined qualification level which is at least one year above in grade 2 to two years above by grade 5.

The District will provide clear and consistent expectations for instruction along with a scope and sequence toolkit to ensure fidelity. The toolkit will include SEL tools specific to the needs of students who qualify for highly capable services.

The District will ensure that all educators of students with a highly capable designation have access to appropriate curricular resources, a consistent set of core curriculum and materials across all buildings, and appropriate professional development.

Teachers will grade reading on grade level. Teachers will grade math at the NSD determined grade level for students who have received the highly capable math designation.

The District will provide a semester report card insert for instructional staff to utilize that explains the grading of students in grades 2-5 who are receiving highly capable services.

Employees providing walk to instruction are eligible for partial overload remedied based on current practice when providing accelerated math service.

Memorandum of Understanding Regarding Highly Capable Service Delivery Model Transition

The District will phase in changes to the highly capable service delivery model in grades 2 and 3. The following four elementary schools will begin integrating grade 2 students beginning in the 2023-24 school year: Canyon Creek, Fernwood, Kenmore, and Lockwood. The following five elementary schools will begin integrating grade 2 and 3 students beginning in the 2023-24 school year: Arrowhead, East Ridge, Frank Love, and Kokanee. The final elementary schools serving Elementary Advanced Program students will phase in changes beginning in 2024-25. The final elementary schools are Hollywood Hill, Moorlands, Shelton View, and Sunrise. Ruby Bridges Elementary will continue to provide highly capable services to students through their inclusive practices model.

The first year that students return to the general education classroom, there will be a district and building PLC for grades 2 and 3 throughout the transition year.

The District will provide one ELA lead per school and one math lead per school the opportunity to meet together four times (two half days for each ELA lead and two half days for each math lead) throughout the transition year to share ideas, coordinate service delivery and professional development across the district. The District will provide clock hours and will provide substitute release time for meetings and professional that occur during the school day or provide compensation at the C-7 rate for meetings or professional development that occurs outside of the school day.

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| | <p><u>During the first year of the roll out, the District will provide 2 full days or 4 half day release times spread throughout the school year to the grade levels who are implementing the service delivery model. During the second year of the roll out, the District will provide 1 full day or 2 half day release times spread throughout the school year to the grade levels who are implementing the service delivery model.</u></p> |
| <p>English Language Development</p> | <p><i>Staffing formula from 2022-23 MOU is carried forward and included in the body of the contract.</i></p> <ul style="list-style-type: none"> ● <i>ELD staff will utilize the Can Do portraits to replace the ELLPs. These will also be provided to middle and high schools during transition years (5th to 6th grade and 8th to 9th grade).</i> ● <i>For elementary ELD staff, on Wednesdays, the District will allow flexibility in scheduling during the student day for staff to collaborate, and/or indirect services and do paperwork, etc.</i> ● <i>The District will model and embed sheltered language instruction to new teachers through the new professionals academy.</i> ● <i>ELD paraeducators will have access to instructional support materials as necessary to support multilingual students qualifying for ELD services.</i> ● <i>The parties agree to develop and distribute guidance regarding best practices in leveraging ELD paraeducators to support multilingual students qualifying for ELD services. The guidance will be distributed to building administrators, certificated instructional staff, and ELD paraeducators.</i> |
| <p>English Language Development Newcomers and Students with Limited/Interrupted Formal Education (SLIFE)</p> | <p><i>Requires the district to develop targeted professional development regarding strategies to support Newcomers and SLIFE students, purchase curriculum designed for SLIFE students, and develop an optional onboarding program for middle and high schools.</i></p> <ul style="list-style-type: none"> ● <u>In order to acknowledge the workload on our ELD staff, supervisors will make every effort to create capacity for supporting our Newcomer and SLIFE students within the work day. If ELD staff agree to work to help Newcomer and SLIFE students transition to a new school during their before/after school time, they can work with their administrator to flex a future work day.</u> |
| <p>District Comprehensive Plan for Special Education</p> | <p><u>The district will develop a comprehensive plan with feedback from the system: departments; facilities and transportation. They will then take it to SEAT during the 2024-25 school year, after the completion of the workload model in the 2023-24 school year. SEAT will provide feedback regarding the impacts of the implementation plans created by the district. These plans will then be reviewed by AALT at the March 2025 AALT meeting to provide feedback and address workload implications:</u></p> <ul style="list-style-type: none"> ● <u>Definition for inclusion and inclusive practices</u> ● <u>Identification of a continuum of special education services P-21</u> ● <u>Facilities: in partnership with representatives from each school, will evaluate facilities in preparation and/or needs to support inclusionary practices at all schools.</u> ● <u>Best practices for SDLTs creating master schedules that considers purposeful intervention blocks</u> |

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| <p>Special Education Workload Model</p> | <p><u>Special education administrators and NSEA leadership will select models to present to SEAT by the 2nd SEAT meeting of the 23-24 school year. SEAT members will present the options to their constituency groups for study and feedback. SEAT will provide a recommended workload model to AALT by the May 2024 AALT meeting.</u></p> <p><u>Special education teachers and building administrators may request a conversion of two full-time special education paraeducator FTE into 1 full time special education case manager FTE. This conversion would occur in the Spring for the following school year.</u></p> <p><i>The District will fill certificated or paraeducator open positions with FTE or long-term substitutes even when in the last 60 days of the school year.</i></p> <p><u>Updates staffing formula to reflect 7 hour high school paraeducator schedules</u></p> |
| <p>Special Education Advisory Team (SEAT)</p> | <ul style="list-style-type: none"> • <i>Establishes that SEAT will be jointly facilitated by district special education leadership and NSEA leadership.</i> • <i>Changes SEAT membership, establishing 3 of 9 total teacher positions as general education teacher positions (formerly all were special education teachers) and adding a school counselor position.</i> • <u>SEAT will identify and provide input in areas such as work that will support the mission of: 1) improving student achievement; 2) technology plans; 3) inservice and professional development; 4) problem solving staffing decisions and program issues; and 5) practices that enhance community and climate.</u> • <i>Further defines SEAT meeting and minutes procedures.</i> • <u>Time will be set aside at the end every SEAT meeting for the director of special education and a jointly designated SEAT member to review the notes and action plans recorded during the meeting. The Special Education Director will then provide a summary of the meeting, action plans and any upcoming changes to all certificated and classified staff through existing communication channels, including the special education bulletin, the teacher toolbox and a summary at monthly AALT meetings.</u> |
| <p>Graduation Pathways</p> | <p><u>Leadership from CIA and the special education department will develop a plan to address course codes, graduation pathways, and course graduation requirements for students receiving special education services. District staff will present their progress to AALT by Dec 2023 and to our counselor district meeting by Jan 2024.</u></p> |
| <p>Promotions</p> | <p><i>Maintains 2022-23 agreement regarding two hours of compensation for promotion meetings for special education teachers, ESAs, and general education teachers invited to attend. Maintains pool of 500 hours. Moves agreements into the CBA.</i></p> <p><u>SEAT will determine on an annual basis the consistent information to be shared by sending teams by January.</u></p> |
| <p>Co-Teach in Special Ed and General Ed</p> | <ul style="list-style-type: none"> • <u>Co-teaching (K-12) will be voluntary and mutually agreed upon between the special education teacher, general education teacher, and the administrator.</u> |

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| | <ul style="list-style-type: none"> • <u>Building administrators, counselors, IEP case managers, and classroom teachers will consider the students intentionally placed in co-teach classroom based on IEP goals.</u> • <u>All parties responsible for creating class schedules/compositions will consider class composition in co-teach classrooms.</u> • <u>The ratio of students with IEPs to students without IEPs will be considered when creating co-teach classes.</u> • <u>At the secondary level, co-teach classrooms will be proportionally smaller than non co-teach classes in the same subject/content area.</u> • <u>Administrators and impacted staff will determine a common weekly planning time during the contracted day for the co-teaching partners.</u> • <u>If teachers agree to meet during their before/after school time, they can work with their administrator to flex a future work day</u> <p>Professional Development:</p> <ul style="list-style-type: none"> • <u>The District will offer paid and consistent co-teaching professional development on an NSEA and NSD mutually agreed upon model for staff who are co-teaching and/or interested in co-teaching.</u> • <u>The district will offer co-teaching professional development during the summer institute for co-teach teams utilizing the mutually agreed upon model of co-teaching.</u> • <u>Responsibilities of the co-teachers shall be determined according to the mutually agreed upon model in a written plan designed by the co-teachers with the approval of their immediate supervisor. This plan can be modified at any time as needed.</u> |
| Blended Service Delivery Model | <p><i>Expands eligibility to participate in blended staffing models to include staff assigned to any special education service in the building.</i></p> <p><i>Clarifies procedures for staff voting whether to adopt a blended staffing model.</i></p> |
| North and East Region Paraeducator Staffing | <p><i>Maintains 2022-23 agreement providing additional paraeducator staffing levels at Canyon Creek, Cottage Lake, East Ridge, Fernwood, Hollywood Hill, Kokanee, Ruby Bridges, Sunrise, Wellington, and Woodin due to the dissolution of the Mid-Level Blended program in the North and East regions.</i></p> |
| Early Childhood Staffing Model | <p><i>Establishes caseload language and overload for early childhood programs, codifying current practice.</i></p> <p><u>EARLY CHILDHOOD PROGRAMS:</u></p> <p><u>READY START: Special Education Teacher – Sixteen (16) IEPs per full time certificated teacher and 6.5 hours of Paraeducator time.</u></p> <p><u>When the number of IEPs assigned exceeds sixteen (16) for more than ten (10) consecutive days, relief will be \$760 per semester.</u></p> <p><u>For each additional IEP over seventeen (17) for more than ten (10) consecutive days, relief will be \$250 per semester. Such payment will be made in a lump sum at the first pay period following the end of the semester date.</u></p> <p><u>When the number of IEPs exceeds twenty-three (23) for more than ten (10) consecutive days, a 4-hour Paraeducator will be added.</u></p> |

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| | <p><u>When the number of IEPs exceeds twenty-seven (27) for more than ten (10) consecutive days, another 1.0 certificated special education teacher and a 6.5 hour Paraeducator will be added.</u></p> <p><u>READY START: General Education Teacher (ESP Level 2)- Thirty-two (32) per full time ESP Level 2 teacher</u></p> <p><u>ITINERANT EARLY CHILDHOOD PROGRAM – Twenty (20) IEPs per full time certificated teacher</u></p> <p><u>When the number of IEPs assigned exceeds twenty-two (22) for more than ten (10) consecutive days, relief will be \$760 per semester.</u></p> <p><u>For each additional IEP over twenty-three (23) for more than ten (10) consecutive days, relief will be \$250 per semester. Such payment will be made in a lump sum at the first pay period following the end of the semester date.</u></p> <p><u>When the number of IEPs exceeds twenty-seven (27) for more than ten (10) consecutive days, a .2 certificated special education teacher will be added.</u></p> <p><u>An additional .2 FTE will be added for each additional five (5) IEPs beyond twenty-seven</u></p> <p><u>EXTENDED DAY PROGRAM:</u> <u>For each additional IEP over Twenty (20) for more than ten (10) consecutive days, relief will be \$760 per semester.</u></p> <p><u>When the number of IEPs assigned exceeds twenty-two (22) for more than ten (10) consecutive days, relief will be \$760 per semester.</u></p> <p><i>NOTE: Caseloads for Family Support Specialists and Head Start Lead Teachers will align with grant requirements and are not defined in this CBA</i></p> |
| Early Childhood Planning Time | <u>Early childhood special education and general education teachers shall be scheduled for 200 minutes of preparation time each week excluding lunch. This preparation time will be provided on Wednesdays.</u> |
| Early Childhood Job Descriptions | <i>NSEA and NSD designees will review job descriptions for early childhood job classifications, including Ready Start Special Education Teachers, Extended Day Special Education Teachers, Ready Start Paraeducators, and Extended Day Paraeducators.</i> |
| Early Childhood SDLT | <u>In recognition of Early Childhood needs, the Early Childhood program is able to determine the composition of its SDLT as necessary. For the duration of this CBA, the District will not allocate additional stipends for the Early Childhood SDLT beyond the 2022-23 amount; the Early Childhood program may allocate program funds for this purpose.</u> |
| Teachers for the Visually Impaired | <p><i>Establishes caseload language for Teachers of the Visually Impaired, codifying current practice.</i></p> <p><u>TEACHERS OF THE VISUALLY IMPAIRED (TVI) – Caseloads will be (28) IEPs per full-time certificated teacher. The TVI department will have a minimum of one (1) 6.5 hour paraeducator and one (1) brailist.</u></p> |

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| | <p>All TVIs will be provided with 4 release days per FTE (prorated) per school year for completion of assessments. No monetary compensation provided for unused days</p> |
| <p>Northshore Learning Options</p> | <p><i>Moves NFP, NOA, and Bear Creek MOUs into the Contract as the Northshore Learning Options campus.</i></p> <p><i>Establishes SDLT composition for Northshore Learning Options, with 7 certificated members (2 for each program and one at-large) plus one NSEA ESP representative.</i></p> <p><i>Preserves current contract and MOU language for general education caseloads and staffing for NFP, NOA, and Networks.</i></p> <p><i>Preserves current staffing for counselors.</i></p> <p><i>Adds the following provisions for Northshore Family Partnership:</i></p> <p><u>Classes with fewer than 3 students will be canceled. If a class is canceled, then the teacher will be assigned one of these options:</u></p> <ul style="list-style-type: none"> a. <u>Advise 3 additional elementary or middle school students or 1 high school student.</u> b. <u>Assist in another classroom.</u> c. <u>Offer an additional section of a wait-listed class.</u> <p><u>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, class start and end dates, etc.) Built into the calendar will include time for testing which may include the following: WA Kids (K), RAN (K-2), HiCap, SBAC.</u></p> <p><u>Northshore Learning Options Special Education Staffing:</u></p> <p><u>In recognition of the unique programs housed at Northshore Learning Options, will be staffed with 1.0 FTE for certificated special education case management and 6.5 daily hours of special education paraeducator support per 18 students with IEPs. The caseloads will be divided amongst staff at Northshore Learning Options in collaboration with the staff and administration that is equitable based upon student need and their service minutes.</u></p> <p><u>When the number of IEPs assigned exceeds nineteen (19) for more than ten (10) consecutive days, relief will be \$760 per semester. When the number of IEPs assigned exceeds twenty-two (22) for more than ten (10) consecutive days, relief will be \$250 for each IEP. Such payment will be made in a lump sum at the first period following the end of the semester date. When the number of IEPs assigned exceeds twenty-five (25) for more than ten (10) consecutive days, a .5 certificated employee and a 4-hour Paraeducator shall be assigned to the class. The District shall provide additional staffing of .5 FTE to Northshore Learning Options at the beginning of the year where projected enrollment of students receiving special education services in April of the preceding school</u></p> |

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| | <p><u>year is 24 or 25. If a .5 special education teacher cannot be found when the number of IEPs exceeds 25, the District may hire a .5 general education teacher to support the special education teacher, but the special education teacher shall continue to receive the overload compensation identified in the preceding paragraphs.</u></p> <p><u>Northshore Learning Options Stipends: Stipended certificated activities at Northshore Learning Options will be paid per the Certificated Elementary Activity Salary Schedule.</u></p> |
| ESA TOPICS | |
| Interventions for Students Outside of Assigned Caseload | <u>ESAs will not be required to design or implement interventions for students who are not already on their caseloads.</u> |
| Professional Days | <u>ESAs will be able to access one day per quarter as a professional day to complete responsibilities related to their role. This day can be worked from home or the worksite.</u> |
| ESALT (ESA Leadership Team) | <u>In addition to the C4 department head rate, ESA Department Heads will be provided with compensation equal to the five days of substitute release allocated to department heads in lieu of having substitute release time.</u> |
| School Psychologists | <p><i>Maintains 2022-23 caseloads.</i></p> <p><u>The District will provide 2 paid psychologist interns/school year at maximum of 500 hours/year at \$40/hour. School psychologist intern positions will be posted by the 2nd Monday in December each year to recruit a strong candidate pool. School psychologist interns, upon recommendation from their supervising school psychologist and building administrator(s), will have priority access to interviews for open district psychology positions in NSD after the internal transfer process has been completed and before the external posting.</u></p> <p><i>The caseload committee shall be determined on an annual basis.</i></p> <p><i>Preserves current remote working agreement and moves it from an MOU into the contract.</i></p> |
| OT/PT Materials | <p>The District will:</p> <ul style="list-style-type: none"> • <i>Designate \$1,000 from each school's building MSOCs to be used for adaptive seating, motor, and sensory equipment and materials.</i> • <i>Provide an annual budget line item for large general therapy equipment/adaptive equipment to be determined by OT/PT staff and approved by OT/PT admin.</i> • <i>Develop an inventory control system to monitor large general therapy and adaptive equipment.</i> • <i>Develop a depreciation cycle for large general therapy and adaptive equipment.</i> |
| OT/PT Workload | <u>OT/PTs may access <i>four release days for mandated compliance related work.</i> These days must be taken during the school year. No monetary compensation provided for unused days.</u> |

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| <p>SLP Workload</p> | <ul style="list-style-type: none"> • All SLPs will be provided with 4 release days per school year for completion of <u>assessments. <i>No monetary compensation provided for unused days.</i></u> • In recognition of increased caseloads in the early childhood programs, the parties agree to provide an additional 1.0 SLP FTE <u>above the generated early childhood staffing ratio</u> to support work in early childhood programs. • <i>A level 2 position will be created in the CBA for a licensed SLPA (appendix B) to fill vacancies prior to contracting agency SLPAs.</i> • SLP paras will be assigned to work in partnership with the SLP department <u>leads and a special education director to create a regional response to support students and staff.</u> |
| <p>Early Childhood Phonology</p> | <ul style="list-style-type: none"> • <i>For the 23-24 school year, the Woodmoor SLP team will determine SLP paraeducator time assignments for Woodmoor P-5.</i> • <u>PHONOLOGY SLP – Sixteen (16) IEPs per full time certificated SLP and 6.5 hours of Paraeducator time.</u> • <u>When the number of IEPs assigned exceeds sixteen (16) for more than ten (10) consecutive days, relief will be \$760 per semester.</u> • <u>For each additional IEP over seventeen (17) for more than ten (10) consecutive days, relief will be \$250 per semester. Such payment will be made in a lump sum at the first pay period following the end of the semester date.</u> • <u>When the number of IEPs exceeds twenty-three (23) for more than ten (10) consecutive days, a 4-hour Paraeducator will be added.</u> • <u>When the number if IEPs exceeds twenty-seven (27) for more than ten (10) consecutive days, another 1.0 certificated SLP and a 6.5 hour Paraeducator will be added.</u> |
| <p>SUBSTITUTE TOPICS</p> | |
| <p>Change in Assignment</p> | <p>Cert CBA: <u>If a substitute assignment changes after the job has been accepted, the substitute will be notified of the change, and offered a \$25 premium to accept the new assignment. The substitute will also be provided the opportunity to refuse the change and maintain their original assignment without the premium.</u></p> <p><u>If a substitute reports to an assignment and the assignment is no longer available, they will be offered the choice of accepting another available substitute assignment with the \$25 premium for the change or accepting payment at the half day substitute rate for reporting to the assignment that was not available.</u></p> |
| <p>Unfilled Sub Positions and Contingency Plans</p> | <p>Cert CBA: No employee shall be required to contribute preparation periods for the purpose of supervising another employee’s classroom duties. If it becomes necessary for the employee to cover another employee’s classroom duties, the employee covering will be paid at the Addendum C-7 rate when such coverage is more than thirty (30) consecutive minutes. In the event an unfilled substitute request results in reassigning two classes of students to a teacher (two simultaneous classes with one teacher), the teacher shall receive the C-7 rate of pay when such coverage is more than 30 consecutive minutes. <u>The Association and District will co-create guidance on how to prioritize unfilled positions and which individuals might be asked to fill them.</u></p> |

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| | ESP CBA: <u>In an effort to ensure consistency of the instructional program for students, the District will track the number of times each ESP with an Emergency Substitute Certificate is assigned a substitute role and the ESPs role subsequently goes unfilled.</u> |
| MOUS NOT CONTINUING | |
| Remote Work Stipends | <i>Preserve for future reference if needed.</i> |
| VEBA | <i>The District will continue to offer a VEBA. This MOU required an annual reauthorization to offer a VEBA. The ratification of the collective bargaining agreement will serve as the authorization of the VEBA for the term of the collective bargaining agreement.</i> |
| COVID Health and Safety MOU | <i>Preserve for future reference if needed. While ratifying the 2022-23 contract extension, NSEA members agreed to sunset emergency paid sick days (COVID days) in June 2023, which was part of the settlement.</i> |
| Quarantine Learning Support MOU | <i>Preserve for future reference if needed.</i> |
| ESP Job Descriptions MOU | <i>This work has been completed.</i> |
| Student Behavior and Mental Health MOU | <i>This agreement (which established the funding source for Mental Health Specialists) has been replaced with agreements regarding Mental Health Specialists.</i> |
| Special Education Staffing and Service Delivery Model Workgroup | <i>This work has been completed. SEAT will be reviewing and making a recommendation on a workload model.</i> |
| Highly Capable Support MOU | <i>This agreement is replaced by a new agreement regarding supports for highly capable services.</i> |
| Cottage Lake SLP Support MOU | <i>This support is no longer needed at Cottage Lake.</i> |
| SDLT Committee MOU | <i>This committee has completed its work.</i> |
| MTSS MOU | <i>This agreement is replaced with the MTSS agreement above.</i> |
| BENEFITS AND LEAVES TOPICS | |
| Bereavement | <p>Five (5) days for the death of the employee's mother, father, spouse, child, brother, sister, or other person living in the immediate household. A maximum of 5 days of bereavement leave for each death in the employee's family or household and up to 2 days of bereavement for the funeral of a friend.</p> <p>Three (3) days for the death of the employee's father in law, mother in law, daughter in law, son in law, brother in law, sister in law, grandparent, or grandchild.</p> <p>One (1) day annually to attend any other funeral.</p> <p>The aforementioned days are for each death listed above (per occurrence), and are not accumulative from year to year.</p> |

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| <p>Paid Family Medical Leave Supplementation</p> | <p><i>Moves SEBB MOU language into the CBA</i></p> <p><i>Updates the employer and employee Paid Family Medical Leave premiums to accommodate future changes to the state-determined rates.</i></p> <p>When such leave is used for pregnancy/maternity disability, the District shall maintain health insurance benefits during <u>the period of approved PFML leave when the employee qualifies under FMLA or by meeting the 630 hour standard for the year.</u></p> <p><u>Employees shall have the option of supplementing PFML benefits with either a half-day or full-day of sick leave for each day the employee is absent from work while accessing PFML benefits. Such payments will be considered supplemental benefits under the law.</u></p> <p><i>Please note that removing the word “maternity” does not change any birthing parent’s access to leave, and the removal of the word is for gender inclusivity.</i></p> |
| <p>Shared Leave Request Process</p> | <p><u>Upon the request of an employee who is approved for shared leave donations, the district will notify other employees of the initial request for leave donations. Upon the request of an employee, the District will issue a second announcement regarding the shared leave request.</u></p> <p><i>Updated language to align with changes in state law – employees in most circumstances are now allowed to retain up to 40 hours of sick leave prior to accessing shared leave.</i></p> |
| <p>Documentation for 10 or More Days of Sick Leave</p> | <p>The District may require an employee using illness or injury leave to provide the District with either, at the employee's option, a physician's certificate or with a notarized statement executed by the employee, attesting that such leave was taken for the employee's personal illness or injury. Failure upon demand to provide the District with said certificate or statement may result in a salary deduction.</p> <p><u>If the employee has used 10 days of leave for illness or injury, the District may ask an employee for either, at the employee's option, a health care provider's certificate or a notarized statement executed by the employee, attesting that such leave was taken for the employee's personal illness or injury. Once an employee has used over 12 days of leave for illness or injury in the course of a school year, a supervisor may require an employee using illness or injury leave to provide the District with a note from a health care provider for each additional period of absence.</u></p> |
| <p>EMPLOYEE RIGHTS</p> | |
| <p>Multilingual Staff</p> | <p><u>Multilingual employees will not be required to leave their regular assignment to provide translation or interpretation services.</u></p> <p><u>The District will provide training in the use of interpretation and translation services. When translation or interpretation is needed to support a student or their families, school staff will make an attempt to use the District’s translation</u></p> |

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| | <u>and interpretation service provider(s) prior to asking a multilingual staff member for such assistance.</u> |
| Microaggressions | <p><i>District will provide PD on microaggressions as part of biannual Cultural Competency, Diversity, Equity, and Inclusion (CCDEI) training.</i></p> <p><i>Employees who experience microaggressions should contact their building administrator, contact the REJ Department, and/or use policy 4312 (complaint concerning staff) when appropriate.</i></p> |
| REJ Committee | <p><i>District will reserve 10 positions on the REJ Committee for NSEA appointed representatives. Current NSEA members will complete their terms—as positions open NSEA will appoint new members.</i></p> <p><i>NSEA Equity Committee representatives and the NSD REJ and HR departments will meet 4 times a year to collaborate on issues related to racial and educational justice, including working conditions, hiring, and retention. 8 release days per year, paid through the REJ budget, will be used for these meetings in half day increments.</i></p> |
| NSEA Appointments to Committees/Workgroups | <p><i>District will inform NSEA when a new district committee/work group is formed. District and NSEA will determine if NSEA representation is needed on a committee.</i></p> <p><i>Cert members serving on such a committee outside of the work day will be compensated at the C-7 rate.</i></p> <p><i>ESP members serving on such a committee outside the regular work day will be paid at their hourly rate.</i></p> |
| Hiring Committee for District Admin | <p><i>Exec Director of HR will inform NSEA when the district needs to fill a central office administrative position that affects the instructional program. If NSEA wants to be involved, then the district hiring committee will include 2 NSEA reps.</i></p> <p><i>The NSD Superintendent has the ability to place someone into an admin position without using the hiring process. NSEA will be notified if this happens.</i></p> |
| Hiring Committee for Building Admin | <i>At least 2 NSEA reps (one cert; one ESP) selected by the SDLT will be included on hiring teams for building admin positions. For hiring during the summer: SDLT will select reps before the end of the school year that will be contacted if such hiring occurs.</i> |
| Video Monitoring | <u>Staff will be informed annually about where security cameras are placed. Cameras in instructional spaces will not record during instructional time.</u> |
| Personal Property | <i>Employees will have access to a secure, lockable facility in which to store their personal belongings.</i> |
| Printed Copies of CBA | <ul style="list-style-type: none"> • <i>Agreements will be available on the District’s website—they will be downloadable, include all MOUs, letters of agreement, etc., be fully searchable, and be ADA compliant.</i> • <i>NSEA will receive 500 printed copies of the contract. Employees may contact the District or the Association to request a copy.</i> • <i>NSD and NSEA will provide “just in time” reminders about contract issues throughout the year.</i> |

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| | <i>NSD and NSEA will host an annual meeting for administrators and NSEA reps to review changes to the contract and commonly misunderstood contract language.</i> |
| Emergency Prep | <p><u>The District will communicate annually about emergency preparedness procedures and will designate times to practice drills. The District will provide student and staff training for catastrophic events, including documentation and explanation of reunification practices.</u></p> <p><u>ESP contract: In the event of an emergency which forces students to stay beyond the normal student day (i.e., snow, earthquake, late arrival of buses, etc.), employees may be asked by their supervisor to stay at the work site to assist with student supervision. Such employees will be paid their hourly rate and any overtime, if appropriate, for such duty.</u></p> |
| Staff Safety | <i>The District will not release personally-identifiable information of employees who are participants in the state’s address confidentiality program or have provided a qualifying sworn statement to HR regarding their/their dependent’s status as a survivor of domestic violence, sexual assault, sexual abuse, stalking, or harassment.</i> |
| Personnel Files | <p><i>District will follow state law RE: retention of records concerning an employee investigation.</i></p> <p><u>If a charge of misconduct is investigated and found to be without basis it will be immediately removed from the employee’s personnel file.</u></p> |
| Legal Complaints About an Employee | <i>NSEA will be notified if the District receives notice threatening legal action against an employee based on their actions as a District employee.</i> |
| Union Representation | <ul style="list-style-type: none"> • <i>District will train supervisors twice a year on notifying employees of their right to representation in meetings that may lead to discipline.</i> • <i>District will provide employees with access to professional interpretation/translation services for meetings that may lead to discipline. Employees can use a preferred support person to provide translation.</i> • <i>Information on how to utilize translation/interpretation services will be posted at all worksites.</i> • <u>In the event a disciplinary action may be taken, the employee shall be advised of the right to representation prior to the action being taken.</u> |
| Privileged Communication | <i>Employees have a right to privileged communications with their union representatives. Best practice: use non-NSD email for such communications (otherwise they could be subject to public disclosure under the Public Records Act).</i> |

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