

2017-2020 Tentative Agreement Summary

Edmonds Education Association/Edmonds School District

TIME

1. Up to two Wednesdays a month, administrators may hold a staff meeting of no more than 60 minutes before or after school during the contract day. District and EEA will work together to establish a calendar of staff meetings. All other Wednesdays will be consistent with the remaining days of the week. Collaboration is a professional responsibility and should occur to meet the needs of students, as well as to fulfill the requirements of Criterion 8. (Collaborative Wednesdays have been eliminated)
2. Add four (4) additional early release half days for a total of 10 half days. Combining the 10 half days with the 6 supplemental days (12 half-day chunks of time) gives us 22 total half days of non-student time. Of the 22 total half days of non-student time, 14 will be designated as individual time. The remaining 8 will be designated building or district time, as determined by the district. The District and EEA will work together to establish a calendar of non-student time. **(See attached calendar)** On the October 20 building time, specialists are released from their buildings to attend district wide job-alike meetings, if scheduled.
3. On half days with building time in the afternoon, elementary P.E., Music, and Library will be canceled to provide time for elementary specialists throughout the District to participate in job-alike meetings. On these half days, after the students have been released, 30 minutes of planning time, contiguous with lunch, will be provided for all other building-based certificated staff.
4. During the 2017-2018 school year, a committee of certificated staff, administrators, community members, and students will be formed to research early-release and late-start models to create more time for the whole system. Any recommendations of the committee approved by the bargaining teams would take effect no earlier than the 2018-2019 school year.
5. All certificated staff new to the Edmonds School District will be expected to attend and be compensated for three 7-hour days for the new certificated staff orientation, regardless of the contracted FTE. If the new staff member has a reason that he/she cannot attend any or all of the orientation days, he/she will contact the Human Resources Director to discuss options.
6. eLearning work day parameters remain the same for the life of the contract, but the staff meeting time moved to 8:30 a.m. on administrative Wednesdays.

COMPENSATION AND BENEFITS

Certificated employees will receive a 2.3% COLA from the state and an additional \$40 per month towards insurance premiums. We anticipate that the mid-point adjustment in April, retroactive to the beginning of the year, will be healthy this year.

1. Remain with WEA Select and the current Kaiser Permanente health plans. Easy Choice B has been eliminated from the WEA Select plan choices.
2. \$350 materials allocation increased to **\$400 per 1.0 FTE** (based on October 1st FTE and pro-rated for part-time employees) for the purchase of materials, equipment, supplies and conference/workshop fees.

3. \$50 professional development reimbursement has been increased to **\$100**.
4. Board Certified Behavior Analysts (BCBA) are added to the ESA National Certification Stipend Implementation Memo (\$1500 stipend, pro-rated by FTE).
5. Added language: "Employees earning their National Board Certification shall receive a stipend in the amount designated through legislative action, notwithstanding any procedural error on the part of the District to procure appropriate funding."
6. Salary and compensation, to include Extra Duty pay, reopener during the life of the contract.
7. Added language: "In the event of a change in State funding, changes in local levy authority as a result of State legislative actions, changes in how levy funds may be spent, or double levy failure, either party shall have the option to reopen this Agreement to negotiate the provisions of this Agreement. Such reopening shall be in writing. Within ten (10) days of such notice, the parties shall begin negotiations on an expedited basis."

EXTRA DUTY

1. Increase high school Athletic Coordinator Stipend to \$7500, which includes the August work for fall sports.
2. Add a discretionary allocation to fund advisors for clubs that promote diversity and/or equity (BSU, Latino Club, GSA, etc.)
 - \$2000 for each of the 5 high schools
 - \$1250 for each of the 4 middle schools
3. Add the site-based Chemical Hygiene Coordinator to the extra duty schedule
 - \$500 for K-8 schools
 - \$800 for middle schools
 - \$1000 for high schools
4. Middle school fixed position changes:
 - Increase ASB Advisor stipend to \$1798
 - Add Illuminati Advisor--\$792
 - Add Yearbook Advisor--\$792
 - Remove Culture Fair advisor (no school does it anymore)
5. High School Fixed position changes:
 - Add Band Support Advisor--\$1562
 - Add Chess Advisor--\$1463
 - Add Commencement Advisor--\$610
 - Add Freshmen, Sophomore, and Junior Class Advisors--\$792
 - Add Senior Class Advisor--\$1463
 - Add Honor Society Advisor—\$1463
6. Change elementary Chorus Advisor to General Music Ensemble Advisor and update the description to read: "Supervise auditions and selections of the chorus. Coordinate, conduct, and supervise at least four performances scheduled outside of the contracted work day of the employee, one of which may be a rehearsal. Performances may include combined programs involving one or more schools (i.e., grade level performances, marimba ensembles, etc.). At least one of the four performances must be done at the school

from which the employee receives the stipend. Submit and keep record of all District and/or school required permissions and approvals, where applicable.”

WORKLOAD (beginning in 2017-18)

1. During the 2017-2018 school year, the District and Association will design a review process for the purpose of assuring successful implementation of curriculum adoptions and District initiatives, while creating and maintaining manageable workloads (PEC—will be reworked to include representation from specific constituency groups while maintaining the 2/3 EEA and 1/3 District balance in membership).
2. Move 2nd grade into current K-1 class size trigger band (Trigger begins at student 24).
3. Staff each Title I Elementary school with a minimum 1.0 FTE counselor.
4. Add .2 Nursing FTE per building across the district (i.e., 3 days per week in High Schools, and 2 days per week in Middle and Elementary schools).
5. For 2017-18 only, add 1.0 FTE of float time for psychologists. In addition, psychologists will have the option to work up to 2 half days per week at the ESC to complete required paperwork.
6. Reduce Secondary Learning Support class size from 25 to 16 students per class, with trigger points at 17, 19, etc.
7. VOICE IEP trigger: 15 IEPs for full-time caseload. Trigger at 16, 18, 20, etc.
8. Every effort will be made to equitably distribute IEP workload among qualified staff within each department. Staff may bring caseload distribution concerns to the building administrator or department administrator; they will confer within 5 school days and initiate a mutually agreed upon solution. When the parties do not agree, they will meet jointly with the appropriate student services administrator.
9. The standard for elementary special education learning support case management time will be in 30-minute increments.
10. All kindergarten classrooms will receive a minimum of 2 hours of paraeducator time per day.

WORKLOAD (beginning in 2018-19)

1. Use K-3 resources from the state at grades K-3 for enhanced staffing.
2. Weight students in grades 4 -12 with IEPs, 504 plans that address academic impacts, and English Language Learners at 1.15 for the purpose of determining class sizes in general education classes. In general education classrooms grades 4 – 12 with 6 or more students with IEPs, 504 plans that address academic impacts, and English Language Learners, relief will be provided to classrooms using the following system:
 - a. If a classroom has 6 – 8 students with the impacts described above, the trigger point will be 2 students below the regular trigger point (4th grade—25 students; 5/6 grades—27 students; 7 – 12 grades, 29 students).
 - b. If a classroom has 9-12 students with the impacts described above, the trigger point will be 4 students below the regular trigger point (4th grade—23 students; 5/6 grades—25 students; 7 – 12 grades, 27 students).
 - c. If a classroom has 13 or more students with the impacts described above, the trigger point will be 6 students below the regular trigger point (4th grade—21 students; 5/6 grades—23 students; 7 – 12 grades, 25 students).

- d. In the spring, building administrators will work to balance numbers of students with described impacts in classes. After balancing, additional staffing will be allocated to address large classes where possible. Trigger compensation will be available in the fall if additional staffing does not address class loads.
3. The District and Association agree that student learning is optimized in smaller classes, where individualized attention is possible. Therefore, classes will not exceed double trigger, unless:
 - a. The teacher agrees;
 - b. In the event the teacher does not agree, a conversation is held among the Association president, affected employee, building principal, and the director of certificated staff to explore possible alternatives.
4. Building Classload Relief funds go away.
5. Staff each Elementary and K-8 school with a minimum 1.0 FTE counselor.
6. Secondary school Psychologist/Behavior Specialist allocation will be based on the number of students receiving special education services per secondary building. The allocation will be calculated based on a ratio of 150 students receiving special education services to 1.0 FTE. The building administration in consultation with Student Services administration and school psychologist/behavior specialist assigned to that building will determine the distribution of this resource in each building. When parties do not agree, the Student Services administrator will make the determination.
7. When an OT/PT caseload exceeds 35 students, the OT/PT will be entitled to workload relief. Workload relief shall be paid, regardless of FTE, at the first (1st) student above the norm and again for every 4 students above the first trigger point. (Example: workload relief shall be paid when an OT/PT is assigned 36 students and again when an OT/PT is assigned his or her 40th student, etc.) The OT/PT department will work as a group with the appropriate student service administrator to assign caseloads based on the following consideration: number of IEPs, number and location of buildings served, and number of education programs served. When the parties do not agree, the appropriate student services administrator will make the determination.
8. Elementary schools with 25-27 sections of library receive 1 hour of paraeducator time per day. Elementary schools with 28 or more sections of library receive 2 hours of paraeducator time per day.
9. Establish 1.0 FTE LIS in every building, except Edmonds Heights and eLearning.
10. Title1/LAP teachers will be entitled to workload relief when workload exceeds 60 students per 1.0 FTE. Trigger applies at every 4 students above 60, e.g., 64, 68, 72.
11. Reduce Elementary Learning Support caseloads from 25 to 23 IEPs.
12. Audiologists will be staffed at 1.0 FTE per 15,000 students enrolled in the District.
13. When an individual SLP caseload exceeds 48 students, the SLP will be entitled to workload relief. Workload relief shall be paid, regardless of FTE, at the first (1st) student above the norm and again for every 4 students above the first trigger point. (Example: workload relief shall be paid when an SLP is assigned 49 students and again when an SLP is assigned his or her 53rd student, etc.) Caseloads will be monitored by SLH program administrator and the leadership team, who will make a good-faith effort to ensure equity in workload distribution with consideration to student population, travel, and technology needs.
14. Integrate 3rd grade into K-2 trigger band (maximum of 23 students).

WORKLOAD (beginning in 2019-20)

1. Weight students in grades 4 -12 with IEPs, 504 plans that address academic impacts, and English Language Learners at 1.2 for the purpose of determining class sizes in general education classes. Continue with the decreased trigger numbers in grades 4 – 12 for general education classrooms with 6 or more students with described impacts.
2. Workload reopener for the purpose of Elementary Learning Support/IEPs in the spring of 2019.

LEAVES

1. Add grandchildren to the definition of immediate family—impacts sick leave, family care leave, and bereavement leave.
2. Add death of a child or domestic partner to 10 days of bereavement leave—was previously just spouse.
3. Update military leave language to comply with Federal law.

SUBSTITUTES

1. Decrease the number of days to qualify for a long-term substitute position from 45 days to 30 days.
2. Decrease the number of days a substitute must work to qualify for the highest rate of pay from 120 days to 75 days.
3. Retired teachers from Edmonds earn the highest rate of substitute pay (75-day rate) only during their first year of substitute teaching, provided they work 45 days during that first year of substitute teaching. The difference in pay would be retroactive back to the first day of substitute teaching.
4. Substitutes will receive an additional \$20.00 per day if they work on Mondays and/or Fridays prior to or after school breaks. Additionally, The District and Association will annually determine five more days to which this \$20.00 bonus will apply. Dates will be published in the Substitute High Usage Implementation Memo.
5. 30 minutes of planning time for half day substitutes added to the contract—first and last 15 minutes of assignment. If planning time is not provided, the building will timesheet. For half day assignments of more than 5 days, an additional 30 minutes of planning time will be provided.
6. Each substitute who works seventy-five (75) or more days in the 2017-2018 school year and beyond may choose to self -pay premiums in the District’s group medical insurance plans for the following school year. Only those employees who are current and active substitutes on the District’s substitute list and who are members of the Edmonds Education Association as defined in Article XI are eligible. Payroll deduction of insurance premiums is not an option—employees must pay by the 15th of the previous month. One percent of the employee-only premium plan under which the substitute teacher enrolls will be paid by the district.

MISCELLANEOUS

1. Renew Trust Agreement with changes to update language around testing and family (changed the word “parents” to “families” and the word “involvement” to “engagement”).
2. On 2-hour late start days when staff are precluded from arriving on time due to safety reasons (icy roads, flooding, blocked roadways, etc.), they will be given the option to work from home, provided they arrive 30 minutes prior to student start time.

3. In the event that an individual school is closed due to extenuating circumstances (lack of water, heat, power, etc.), the District will determine alternate work locations, which could include the option for employees to work from home.
4. New language about work space: "The District shall make available...safe, adequate, and consistent work areas to provide instruction and/or therapy for students in each building in which they work. The area will be clean and ready for use at all regularly scheduled times."
5. Update transfer language to reflect filling out the form online instead of a paper form.
6. Change spring surplussing procedure to look at building FTE when surplussing, not department FTE, when an employee teaches in multiple departments:

"The need to surplus less than 1.0 FTE teacher, any grade level P-12
 1. Volunteers will be requested first; if none, then
 2. The least senior CC teacher with an assignment FTE matching the FTE to be surplussed with no other assigned FTE in building is surplussed; if not then
 3. The least senior CC teacher is surplussed whose surplus achieves the necessary reduction."
7. Secondary planning time: "Every effort will be made to adapt building schedules to provide equitable planning time for all teachers throughout the year."
8. Secondary level teachers will be expected to update grades in Skyward every two weeks, if new grades are available.
9. Employees can be required to attend IEP, 504, or other federally required meetings. It is understood that the staff will work to schedule meeting times that allow all the affected parties to attend, with the understanding that there is an obligation to meet the needs of the families.
10. Damaged District property: "Notwithstanding any independent agreement between a District department and employee, whether signed or unsigned by said employee, prior to recovering the cost of damaged or destroyed computers or other district property, the District will conduct a fair and impartial investigation into the assertion that damage was due to employee action or inaction. The District will contact the Association in the event of an investigation, and the employee will be offered representation at all meetings regarding the damaged property."
11. Update grievance language so that a Level 1 meeting is not required if that happened during the informal process: "No meeting shall be required if, before filing a written grievance, the employee first discussed the alleged grievance with the immediate supervisor in person accompanied by an Association representative."
12. Update language, pay rates, and support levels for Jump Start and WaKIDS. See Implementation Memo regarding WaKIDS Components, Requirements, and Supports.