

TA Summary of the 2022-2025 EEA/ESD Contract Settlement

Compensation

- 2022-23
 - 5.5% on total salary + \$500 on every cell of the salary schedule
 - Per diem compensation for 1 supplemental day moved to TRI schedule (work one day less for the same pay)
 - Acknowledging ACVREP National Certification for ESA national certification stipend
- 2023-24
 - State allocation on total salary + \$500 on every cell of the salary schedule
- 2024-25
 - State allocation on total salary + \$1000 on every cell of the salary schedule

Leaves

- Paid day of leave not subtracted from sick leave for birthing parent
- 2 days bereavement leave for travel greater than 100 miles
- Ability to use own sick leave for any individual related by blood or affinity, whose close association with employee is the equivalent of a family relationship
- For the 2022-23 School Year only, the district will establish a COVID leave pool for access by those employees who test positive for COVID-19 and have exhausted all available paid leave. To access this resource the employee must provide documentation of a positive antigen COVID test to Human Resources, Director of Certificated Staffing. If the district receives federal or state funds that can be used to compensate employees for missed work due to COVID-19, the Parties agree to bargain the impacts.

Time

2022-23

- One of the 6 supplemental days will be paid in the same manner it was in the 2021-22 contract year.
 - Half of the supplemental day (3.5 hours) will be designated as D/B for staff to complete the annual mandatory training through Safe Schools and/or other District platforms. The annual mandatory training will be available to staff no later than August 15, 2022.
 - Staff will choose when to complete the 3.5 hours of training during the designated time period set by the District; however, in order to receive compensation, the training must be completed by September 30, 2022.
 - All certificated staff who complete the training by September 30 as verified by the District will receive the 3.5 hours of pay at per diem on the October pay warrant.
 - For 1.0 FTE employees, the remaining 3.5 hours of the supplemental day will be added to the TRI schedule and designated as Individual time. No additional timekeeping will be required.

- For employees less than 1.0 FTE, the individual time will be prorated to match their FTE, and they will have the opportunity to submit a timesheet when worked for the difference between their FTE and 3.5 hours.
- Move one of the current (6) supplemental days, but not the January grading day, to the TRI schedule to be paid monthly. (See above in compensation).
- Link to full calendar posted in the chat

2023-24

- Beginning in the 2023-24 school year, the District and Association agree to develop a calendar with weekly 75-minute early release Fridays, except for the first week of school and the weeks where there are scheduled non-student/professional development days. Nine of the current early release half-days will be eliminated; the last day of school will remain a half-day early release. The purpose of the early release time is to provide time for activities that directly impact student learning. Forty percent (40%) of the use of the days will be directed by the district/building to support school improvement activities and professional learning, and sixty percent (60%) will be directed by the individual for the purpose of enhancing the quality of instruction and learning for students and providing opportunities for collaboration and collegial meetings.
- Continue with one supplemental day being used for mandatory training/individual time and not scheduled on the calendar, and another supplemental day added to TRI and not scheduled on the calendar. The remaining four shall be scheduled accordingly:
 - 3 days before students start school to be divided equally between district/building and individual time.
 - One day between semesters to be designated individual time for grading and second semester prep.
- The three (3) state Professional development days shall be divided equally between district/building and individual time.

ESAs

- Appropriate building keys and/or FOBs will be provided to all ESAs at the beginning of each school year. If the dedicated workspace will not be available due to a school event, the building administrator will notify the ESA in advance, and they will discuss where the employee will do their assigned work during the time their workspace is not available.
- Itinerant staff workload relief money increases from \$30,000 to \$35,000. BCBA's and Social Workers have access to this money for workload relief.

- OT/PTs

- Trigger calculation change-- Part-time OT/PTs will be treated on a pro rata basis for determining eligibility for relief and the amount of relief. (Example: OT/PT working 1.0 is entitled to workload relief for every 4 students and shall be paid when an OT/PT is assigned 36 students and again when an OT/PT is assigned their 40th student. OT/PT working 0.5 is entitled to workload relief for every 2 students and shall be paid when an OT/PT is assigned 18 students and again when an OT/PT is assigned their 20th student.)
- \$30,000 pool established for workload relief

- Add to section 6.5.G: In addition to the employee facilities listed above, building administrators will work with appropriate OT/PT staff to find an appropriate space to deliver federally mandated therapy services. OTs and PTs will be assigned workspaces that allow for evaluations and/or services to be completed in accordance with student IEPs.
- **Counselors**
 - **Early Learning**
 - 2022-23-- .5 counseling FTE added to AECC and WC
 - **Elementary**
 - 2022-23
 - Title 1 schools with 400+ students = 1.2 total counseling FTE
 - 2023-24
 - Schools between 450 and 550 = 1.2 total counseling FTE
 - Schools with 550+ students = 1.4 total counseling FTE
 - Title 1 schools with 550 + students = 1.6 total counseling FTE
 - 2024-25
 - Schools between 500 and 549 = 1.4 total counseling FTE
 - Title 1 schools between 500 and 549 = 1.6 total counseling FTE
 - **Middle School**
 - **2022-23:** Additional .5 counseling allocation will be added to middle schools with headcount of 600 or more. Based on the projected September head count enrollment, a middle school shall be provided with additional EEA counseling FTE staff in .1 FTE increments, when no less than an additional .5 FTE is required to achieve a ratio of 1 FTE counselor per 320 students. Trigger will be paid for the gap between 320:1 and when .5 counselor FTE is added. Trigger compensation will be divided equally among the building counselors (*reference implementation memo "Secondary Counselor Trigger Relief and Dates"*).
 - **2023-24:** Additional .5 counseling allocation will be added to middle schools with headcount of 750 or more. Based on the projected September head count enrollment, a middle school shall be provided with additional EEA counseling FTE staff in .1 FTE increments, when no less than an additional .5 FTE is required to achieve a ratio of 1 FTE counselor per 275 students. Trigger will be paid for the gap between 275:1 and when .5 counselor FTE is added. Trigger compensation will be divided equally among the building counselors (*reference implementation memo "Secondary Counselor Trigger Relief and Dates"*).
 - **High School (4 large comprehensive)**
 - 2022-23
 - Each comprehensive high school shall be staffed with a minimum of 4.5 FTE counselors. Based on the projected September head count enrollment, inclusive of all students being tracked by counselors for graduation, a high school shall be provided with additional EEA counseling FTE staff in .1 FTE increments, when no less than an additional .5 FTE is required to achieve a ratio of 1 FTE counselor per

325 students. Trigger will be paid for the gap between 325:1 and when .5 counselor FTE is added. Trigger compensation will be divided equally among the building counselors (*reference implementation memo "Secondary Counselor Trigger Relief and Dates"*).

- Running start building allocation returned to ESC
- Time study based on recommendations of the CCR
- 2023-24
 - Each comprehensive high school shall be staffed with a minimum of 5.0 FTE counselors. Based on the projected September head count enrollment, inclusive of all students being tracked by counselors for graduation, a high school shall be provided with additional EEA counseling FTE staff in .1 FTE increments, when no less than an additional .5 FTE is required to achieve a ratio of 1 FTE counselor per 300 students. Trigger will be paid for the gap between 300:1 and when .5 counselor FTE is added. Trigger compensation will be divided equally among the building counselors (*reference implementation memo "Secondary Counselor Trigger Relief and Dates"*).
- 2024-25
 - Each comprehensive high school shall be staffed with a minimum of 5.5 FTE counselors. Based on the projected September head count enrollment, inclusive of all students being tracked by counselors for graduation, a high school shall be provided with additional EEA counseling FTE staff in .1 FTE increments, when no less than an additional .5 FTE is required to achieve a ratio of 1 FTE counselor per 270 students.
 - Trigger eliminated for counselors.
- **Psychologists**
 - 2022-23--2.0 float FTE (Reduced to 1.0 FTE float in 2024-25)
 - **Elementary**
 - 2023-24
 - Schools up to 450 students, based on headcount, not FTE, shall be allocated .3 psychologist FTE.
 - Schools with more than 450 students, based on headcount, not FTE, shall be allocated .5 psychologist FTE.
 - Schools and Programs with 1 special classroom (DK, IS, ISES, VI, DHH) will be allocated an additional .1 FTE.
 - Schools and Programs with 2 or more special classroom (DK, IS, ISES, VI, DHH) will be allocated an additional .2 FTE.
 - **Secondary**
 - 2024-25
 - Middle School—Base staffing for each middle school shall be 1.0 FTE psychologist. For schools with enrollment over 650 students, staffing shall be 1.2 psychologist FTE.

- High School—Base staffing for each comprehensive high school shall be 2.0 FTE psychologist.
- **Nurses**
 - 2022-23—Increase certificated nursing staffing by 3.0 FTE.
 - 2024-25—Increase certificated nursing staffing by 3.0 FTE.
- **BCBAs**
 - 2022-23
 - Job description solidified—see description at the end of document
 - Adding 1.0 FTE behavior specialist
 - 3.0 Total BCBA FTE
 - All behavior staff exempt from classroom coverage

Student/Staffing Supports in General Education

- Eliminate weighted trigger in 2022-23.
- **Class Size Reductions**
 - 2023-24
 - Reduce class load relief trigger points by two students in grades 4 through 8:
 - Grade 4: 26 T1, 28 T2, 30 T3, etc.
 - Grades 5-6: 28 T1, 30 T2, 32 T3, etc.
 - Grades 7-8: 30 T1, 32, T2, 34 T3, etc. for individual class trigger.
 - Grades 7-8: 144 T1, 154 T2, 164 T3, etc. for daily teaching load norm.
 - Classroom norms for the following ninth and tenth grade non-honors/AP/IB classes will be set at 24 students. (ALE exempted.)
 - World History 9
 - World History 10
 - Algebra 1
 - Geometry
 - Biology
 - Physical Science (if majority of students are 9th and 10th graders)
 - Earth Space Science
 - Should classes exceed 24 students:
 - Trigger 1 at 25
 - Trigger 2 at 26
 - Should a class reach trigger 3 (27 students), upon teacher request, the EEA president, the Director of Certificated staff, the building principal, and the affected teacher will meet to determine appropriate relief to be provided to the teacher.
 - Should 3 classes of the same subject reach 27 students, an additional section will be created no later than the next grading period.

- **Reading Support**

- 2023-24

- 6.0 FTE will be allocated centrally for reading support in grades 4-6 based on student learning data at each building. Students will be identified in the spring based on data from:
 - Winter iReady
 - SBA
 - Tri-annual progress monitoring from district data sources
 - The District shall provide Reading Support for students in grades 7 and 8 as a Tier 2 MTSS support.
 - The District shall allocate a minimum of 1.0 FTE at each middle school for reading support classes.
 - Classes shall not exceed 16 students.
 - Students will be identified based on data from:
 - iReady
 - SBA
 - Tri-annual progress monitoring from district data sources

- **Multilingual Learner Staffing**

- 2022-23

- Secondary—The designated Teacher of Record in each secondary ML program will have a TOR period in addition to their planning period to fulfill their TOR responsibilities.
 - Elementary—Additional 5.0 FTE to be allocated based on need and taking into consideration the number of newcomers at buildings.

- 2023-24

- Elementary—Additional 3.0 FTE to be allocated based on need and taking into consideration the number of newcomers at buildings.

Special Education

- Teachers of self-contained classes have the option to time sheet 21 hours per quarter of case management time, instead of using 6 half days of release time.
- Any special education teacher who would like to be considered for change of assignment within Special Education will submit such request to HR by March 15th.
- Special Education teachers will be provided one extended workday for training purposes. The day will be scheduled in August. Clock hours will be provided.
- Update the language of the Implementation Procedures related to Section 6.8.B.8 for teachers to receive two (2) hours at the per diem rate of pay for the purpose of preparing student Individualized Education Plans (IEPs).
 - In order to receive compensation, a complete draft of the IEP, excepting the prior written notice, will be prepared prior to and presented at the IEP meeting. If time allows, a copy of the draft will be submitted to the parents or legal guardian, Student Services Office Coordinator and building administrator.

- IEP case managers will ensure that the parents/guardians receive the final IEP and PWN at the conclusion of the IEP meeting unless there are changes. If there are changes, parents/guardians will receive a final copy of the IEP no later than 10 calendar days of the IEP meeting. If parents/guardians are not in attendance and the IEP meeting proceeds in their absence, parents/guardians will receive a copy of the completed IEP within ten days. Upon submission/locking of the final IEP, case managers will submit the request for payment.
- Any necessary corrections must be turned in to the Student Services Office Coordinator within five (5) school days of receiving the notification that corrections are needed.
- IEP Meeting Attendees must include: a district representative, who is not the case manager drafting the IEP, and a General Education teacher, unless a signed excusal form is attached.
- Compensation will not be contingent upon attendance of other IEP team members at the meeting; rather, compensation will be contingent upon following the procedures and timelines herein.

Substitutes

- Prior to the beginning of school, substitutes shall be provided no fewer than 3.5 hours of training on classroom technology and de-escalation strategies.
- Substitutes will be invited to participate in any District-wide PD and will receive clock hours, if offered.
- Compensation
 - 2022-23—Move to two daily rates
 - \$225 from day 1 to 45
 - \$250 from day 46 and beyond
 - Maintain current language for additional \$25 on designated days (Mondays/Fridays before and after breaks and 5 other designated high usage days)
 - 2023-24
 - State allocation on 2 rates above, rounded to the nearest dollar.
 - Maintain current language for additional \$25 on designated days.
 - On early release Fridays starting in year 23/24, the substitute day will end 30 minutes after the end of the student day without a decrease in daily compensation.
 - 2024-25
 - State allocation on 2 rates above, rounded to the nearest dollar.
 - Maintain current language for additional \$25 on designated days.
 - Maintain leaving 30 minutes after the end of the student day on early release Fridays without a decrease in compensation.

LMS Agreements

The below recommendations do not apply to ALE schools (Edmonds Heights, eLearning) that have their own systems.

PreK

- PreK teachers will establish a learning management system home base according to the expectations included below. PreK teachers will use Seesaw. The extent to which PreK teachers utilize Seesaw to support daily instruction is up to their professional discretion while in-person learning is occurring.
- If teachers need to shift their classes to remote learning, they will use Seesaw consistent with the established expectations to ensure consistency for students and families. (See Elementary section below for Seesaw expectations.)

Elementary K-6

- K-6 teachers will establish a learning management system home base according to the expectations included below. K-2 teachers will use Seesaw. 3-6 teachers will use Canvas. At Madrona K-8, K-3 will utilize Seesaw and 4-8 will utilize Canvas.
- K-2 teachers will invite families to their Seesaw class and create a pinned journal post with contact information and specialist schedules. When needed, Zoom links will be included for events such as conferences.
- 3-6 teachers will publish a Canvas course and import the district's template. Included will be an Elementary Homepage. Canvas course templates are provided to all classroom teachers and specialists. These provide the model for the following expectations, and teachers are responsible for updating the text/ links. The Homepage will include:
 - Links to Zoom meetings - when necessary (i.e., conferences).
 - Teacher name and contact information
 - Specialists (music/PE/library) days and times
- The extent to which K-6 teachers utilize Seesaw and/or Canvas to support daily instruction is up to their professional discretion while in-person learning is occurring.

If teachers need to shift their classes to remote learning, they will use the LMS consistent with the expectations below to ensure consistency for students and families:

Remote Learning Seesaw Expectations for PreK-2

- Seesaw Set-up: Teachers will create a pinned journal post that includes essential class information as noted above. Zoom links for daily class instruction will be placed here as well.
- Communication with Families: Teachers will share the Seesaw join link with any families who have not yet joined Seesaw, unless otherwise noted in co-parenting plans.
- Digital Assignments:
 - Teachers will post digital resources to the Journal.
 - Assigned digital activities will be posted to Activities and submitted by students through Seesaw.
 - Clear directions for all activities will be included, as well as audio/video directions for younger students as needed.
 - Feedback will be provided through Seesaw.
- Collaborating with other staff members: Teachers will add other staff members (e.g., paras, or team teachers) to their courses as appropriate. This could include specialists.

Remote Learning Canvas LMS Expectations for 3-6

In addition to the above,

- Zoom will be added to the Navigation Bar. Teachers should use the Zoom integration to create their meeting links so that students can access Zoom meetings in a consistent way, and so that, in their absence, others are more easily able to help provide access to their Zoom links
- Modules (when providing digital content or digital assignments):
 - Show Modules in course menu
 - Modules organized by week, with the most recent week at the top
 - The modules contain all digital assignments, quizzes, discussions, and links to learning resources.
- Assignments and Feedback: For all assigned digital activities:
 - Created and submitted through Canvas.
 - Write clear, thorough directions in the Canvas textbox (Rich Content Editor), in addition to or instead of within the document.
 - Feedback will be provided for assignments through Canvas Speedgrader or Google Assignments LTI.
 - If an assignment is created in or submitted through Canvas, modifications or accommodations for students should be sent through Canvas Messaging.

Secondary 7-12

Secondary teachers will establish a learning management system home base.

- Homepage will include teacher name and contact information, course information, link to a family/student resource module, and link to current content module(s).
- Modules will be organized by weeks or units with the most recent on top and an agenda for the week/unit with dates of major assessments and due dates of major projects listed.

All 7-12 teachers will use Canvas as the LMS. The extent to which Secondary teachers utilize Canvas to support daily instruction is up to their professional discretion while in-person learning is occurring.

Canvas LMS Expectations:

- Staff choosing to use Canvas for daily instruction will be consistent with the following expectations to ensure consistency for students and families:
 - Assignments will be named with an assigned date at the beginning (Example: "2/8/22 Formula Practice Activity").
 - Any content pages or assignment types (assignments, pages, quizzes, and discussions) should be organized within modules.
 - Write clear, thorough directions in the Rich Content Editor Box (text box).
 - Assigned activities may be created in Canvas.
 - If an assignment is submitted through Canvas, modifications or accommodations for students should be sent through Canvas Messaging.

- Navigation Bar—Hide everything except Home, Zoom, Modules, District Databases, and Library Catalog (and other resources like Newsela, if using).
- Use announcement feature use for quick updates or reminders, not for daily plans.

If secondary classrooms move to remote learning, daily lessons and assignments will be posted in Canvas for student access following the above expectations. In case of a shift to remote, teachers should use the Zoom integration to create their meeting links so that students can access Zoom meetings in a consistent way, and so that, in their absence, others are more easily able to help provide access to their Zoom links.

Inclusive Preschool

Model

- 4 days a week available for all preschoolers; for students with disabilities, the IEP team makes determination
- 2 hours 45 minutes per session for students, 2 sessions per day (teachers have up to 300 minutes of assigned time)

Staffing

- Special Education and/or Early Childhood endorsement required
- If a classroom is staffed with a general education teacher, the students with IEPs will be case managed by an endorsed Special Education teacher. The special education teacher will implement the SDI in the classroom, not through a pull-out model, and will work collaboratively with the general education teacher. The special education teacher has the same case management numbers, trigger provisions, and case management time according to the provisions for elementary special education teachers.

Support

- Minimum of 2 paras or other support personnel per preschool classroom; could be inclusive of 1:1 para, depending on circumstances
- 2 individuals with early learning credentials to support program requirements at each site

Professional Development

- PD for 20 hours per year for all early learning staff.
- Additional training for newly hired early learning staff (TS Gold, Creative Curriculum, etc.)
- Beginning of the school year Inclusion Training for all early learning staff in one location, with follow up during the year during District/Building time

Class Size/Case Load

- Classrooms staffed by special education endorsed teachers—Maximum class size of 16 students per session; will staff lower at the beginning of the year to accommodate growth.
- Classrooms staffed by general education teachers—Maximum class size of 20 students per session; will staff lower at the beginning of the year to accommodate growth
- No more than 50% of students in a session will receive Special Education services, with the exception of SLI only

Curriculum Materials

Materials for the core curriculum (Creative Curriculum) will be provided by the District.

Friday Time

- Friday time is dedicated to meeting the needs of the students and program, i.e., collaboration, planning, IEP requirements, TS Gold and other assessments, parent contact/meetings, and Child Find activities. It is not for staff meetings.

This agreement is for the 2022-23 school year. We will evaluate it no later than February 2023 to make determinations for the following years.

Miscellaneous

- Adding Dual Language as a category to Section 8.2.B.6.a for layoff and recall
- Language about lesson plans
 - When absent, classroom teachers, excepting those on an extended leave approved by HR, are expected to prepare daily lesson plans for their classes, including a full day of instructional activities for substitutes.
 - Annually, prior to September 30th, teachers will develop emergency substitute plans to include detailed classroom procedures. Classroom procedures information should include, when applicable: classroom management plans, transitions, seating charts, emergency procedures, specialist and student intervention schedules, if applicable, and other relevant classroom/building information. Plans should be updated as needed. The plans will be provided to the building principal, and a copy will be kept in the office for use by substitutes.
- Add .2 FTE to building Athletic Coordinator positions in 2024-25 (total of .6 FTE for AC).
- Employees hired after the New Certificated Staff Orientation dates in August shall be provided with one day of asynchronous orientation prior to beginning their assignment. Additional before and after school sessions will be provided for new staff to access. Those participating in the additional sessions will submit timesheets for payment. New to the profession teachers will receive additional support through the Beginning Educators Support Team (BEST).
- Advisory and other tutorial-type periods shall not count toward total teaching load, provided they are supervisory only, i.e., they do not include planning, materials preparation, grading, whole-group instruction, assessing, parent contact, etc.
- In person meetings are preferred. To accommodate parents and educator schedules, Zoom may be used for parent conferences, IEP/evaluation/504/etc. meetings upon request, as well as peer collaborative meetings.
- Should teaching or office spaces need to be used for District events or community use events on non-student days, the affected staff member will work with their supervisor to find an alternative work location which could include the option to work from home.

BCBA Job Description

JOB SUMMARY: The Board Certified Behavioral Analyst (BCBA) is responsible for the development, assessment, and analysis of instructional and behavioral programs for individual students, data analysis, and functional analysis of student behaviors. This position will collaborate with teachers, administrators, and other staff in assigned buildings to analyze behavior, implement behavior support plans, and train others to implement the plan so that students can access the curriculum and show academic progress.

BCBAs will continue to belong to the itinerant staff group, be supervised by the corresponding administrator, and have access to the corresponding itinerant staff workload relief money.

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

1. Provides intensive supports and consistent communication with students and families to facilitate school engagement and behavioral functioning.
2. Conducts initial and ongoing behavior needs assessments; consults with and collaborates with building staff to develop and implement plans to address social emotional and behavioral needs of students.
3. Aggregate and analyze data and information to assess/monitor students' academic and behavior progress. Provides data on student progress and makes changes to support plans as needed.
4. Upon request, collaborate with evaluation team in conducting FBAs and/or IEP team in creating BIPs.
5. Provides training to school staff on how to implement effective behavior interventions and use evidence- based techniques across all environments for individual students, as well as whole class.
6. Collect and track student behavior data to inform decision making and support for students.
7. Develops and facilitates professional development for teachers, paraeducators, and other district staff individually and in group settings in regard to behavior management, intervention strategies, and social-emotional learning.
8. In conjunction with school staff, gathers information from the home environment for school success; educates and collaborates with parents and other family members to develop strategies and interventions for the purpose of reducing stress, easing transitions to and from school and positively affecting student learning.
9. Serve/Support students who experience significant behavioral challenges that disrupt their learning and the learning of others.
10. Maintains positive working relationships with district and school leadership, community-based service providers and supporting outside agencies.
11. Consults with administrators and teachers in areas affecting student learning such as behavior management, discipline, and motivation.
12. Attends a variety of meetings, conferences, and seminars to maintain current knowledge and expertise of educational research, trends, and issues in the areas of behavioral intervention and support.
13. Participates in special projects as assigned and performs related duties.

