

HEA-HSD 2024-26 Tentative Agreement - Highlights

HEA General Membership Meeting 6.26.24

(Page numbers in parentheses refer to location in TA language Summary.)

Duration (p1)

- **Two-year duration – 2024-26**

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Calendar (p1 & 83-86)

- **No changes to Perpetual calendar.**
- **CBA will include 2024-26 and 2025-26, plus projected 2026-27.**

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Financial/Time/Inclusion Package (p1- p21)

- **Compensation (p1-2):**

- Year 1: IPD (3.7%) + 1% = total 4.7% increase
- Year 2: IPD (% TBD per legislature)+ Longevity Compression
 - Longevity Compression moves the \$2500 step to years 18-19 (from 20-24) and the \$5000 step to year 20 (from year 25)
- See the 2024-25 Full Time Salary Schedule on p79-82
- Substitute Salary Schedule increased by IPD – see on p78

- **Elementary Planning Time (p2-3):**

- Year 2: Increased by 60 minutes weekly to be consistent with secondary.
 - Note: how that additional time will be provided is TBD – to be decided during SY 2024-25.
- Also clarifies the PCT adjustment in weekly planning time at secondary.

- **Elementary Inclusion Factor (p3-4):**

- Elementary students with IEPs traditionally in a self-contained program who are included in general education will be counted on the general education teacher’s roster when they spend at least 25% of the student day in the gen ed classroom (down from 50% of the student day).

- **New LOA re Inclusion Training/PD and Time to Collaborate (p4-5)**

- First-come first-served bank of 2,000 hours of paid optional inclusion training/professional development paid at the extra duty rate.
- An average of one principal-directed PCT or staff meeting per month will be dedicated to collaboration among educators to support District priorities focusing on inclusion for these two school years; to be used for the intentional planning of instruction and adaptation of materials or lessons to support the successful inclusion of students.
- During the first six (6) weeks of the school year, special education and general education educators shall meet and discuss support for included students with IEPs -

- may use employee-directed PCT, planning time, ACT time, and/or the October Collaboration Day for this work.
- SY 2025-26 at least one-half (1/2) of one (1) District Initiative Day used for professional development on inclusion.
- **Section 3.5 Revised to Increase Communication re Included Students (p5-6)**
 - Gen ed teachers should receive copies of an included student's IEP in advance or as soon as available
 - Gen ed teachers should receive communication and a student profile or work samples for secondary MLs transitioning out of newcomer classes
- **Revise Section 4.25.A to allow for flexibility in elementary specialist allocation as needed by the inclusion phase-in. (p6)**
 - Allocation provided to teachers needing specialist time to receive planning.
 - SY 24-25 DHH allocation phase-out (have not been self-contained for some time)
 - Criteria and process developed for additional phase-outs before SY 25-26
- **Expand Inclusive Case Management Pilot at Elementary and establish one at Secondary and secondary level through a revised elementary LOA and a new secondary LOA. (p6-15)**
 - Elementary LOA continues with Cohort 1 as mandatory and expands to Cohort 2 as optional
 - Secondary LOA optional for both Cohort 1 and 2 schools
 - Major components of LOAs include:
 - Case management by grade level or grade band rather than programmatic with few exceptions
 - Students Leveled by amount of support needed and a workload crosswalk is established, referencing existing programmatic staffing levels with workload percentages.
 - Percentages established to trigger overload mitigation.
 - Centralized scheduling for paraprofessional time and flexible service delivery
 - Flexible use of space
 - Blending of LRC and self-contained ACT Time structures allowable
 - Both anticipate revised LOAs for 2025-26 so that pilots can monitor and adjust through the JIST (Joint Inclusive Services Team)
- **New LOA re Inclusive Staffing Allocation and IEP Compensation for Elementary Inclusion Cohort Schools (p16-17)**
 - Part I outlines a process for allocating staffing to inclusion cohort schools who elect to accept all of their incoming kindergarten students with IEPs in SY 24-25 (also applies to 1st grade SY 25-26), regardless of programmatic designation.
 - Part II clarifies IEP compensation for case managers in Cohort schools using the Inclusion Staffing LOA, with case managers for students with Level 2 and 3 support needs receiving IEP compensation at the self-contained program levels. (Case managers of students with Level 1 needs whose IEPs involve an FBA/BIP also receive the additional IEP compensation.)
- **Year 2: Increase Dual Language Stipends to \$1500 and adjust responsibility language. (p17-18)**
 - Stipend continues at \$1000 in Year One but includes special education teachers at Dual Language elementary schools who work to support students in partner languages.

- **Additions to, and restructuring of, language in Section 4.15 relating to several ESA categories. (p18-20)**
 - TVIs – Teachers of the Visually Impaired – process for determining itinerant model caseload added
 - O&Ms – Orientation and Mobility Specialists – added to the CBA for the first time and process for determining itinerant model caseload included
 - BCBA’s – Board Certified Behavior Analysts - added to the CBA for the first time and minimum staffing ratios established (.5 BCBA FTE for every 2250 students)
 - Audiologists – caseload language added (limit of 100 students with IEPs/504s) with additional audiologist/DHH teacher FTE added in increments of .5 FTE
 - ACAT (Assistive Technology) – separated into their own section and .4 FTE added
- **New section added to Appendix D: Counselors and nurses will be compensated for timely completion of Section 504 plans at the rate of \$50 per plan. (p20)**
 - Safety Net IEP training/support LOA expires to create this compensation (repurpose)
- **Update the Appendix D language on compensation for overnight field trips (p20-21)**
 - Overnight rate now \$150 per night
 - Rate consistent across schools and programs
 - Does not apply to teacher-initiated overnight field trips
 - Intramural rate of \$13.78/hour eliminated to help with funding the overnight increase. (Remember extracurricular funds are available in Appendix D1.)
- **Expand opportunities via Appendix D to serve as a Principal Designee to Secondary (previously only Elementary). (p21)**
 - Provides annual stipends to Principal Designees
 - Provides annual stipends to Deans when the school does not have an AP (Note: BEA-funded Deans – not specialists, instructional coaches, or interventionists)

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Additional Substantive CBA Changes - cost-neutral or low cost (p21-33)

- **Clarification of planning time expectations regarding field trips in Section 4.3 (p21-22)**
 - Mandatory field trip attendance – planning time must be mitigated in close proximity to the field trip
 - Voluntary field-trip attendance or teacher-initiated field trips – no mitigation
- **Continue to include Developmental Pre-Kindergarten (DPK) teachers in additional (self-contained) IEP compensation and clarify that ECE and DPK refer to the same program. (p22)**
 - Sunset the Letter of Agreement on Developmental Pre-K IEP Compensation and revise Section 4.14.A accordingly.
 - Revise 4.15.D in order to introduce Developmental Pre-Kindergarten/DPK as synonymous with Early Childhood Education/ECE.

- **Updates to Section 4.21 language on Outdoor Education at Waskowitz reflecting changes in program name and training structure (one day instead of two). (p24-25)**
- **Create a new Section 4C.2 in the newly reorganized Article 4C – Leadership and Professional Development – to outline the hiring process and terms for Central Office Specialists. (p25-26)**
 - CO Specialists will be selected through a hiring process that includes administrators and certificated staff (central office and building based)
 - Placement into a CO Specialist position not allowed except to avoid RIF
 - Hired in the context of four-year terms
 - Check in conference for fit mandated in Year 1
 - Reapplication required in Year 4 in order to continue in the position
 - Priority Transfer Process applied to any CO Specialist returning to the classroom after year 1 due to mutual agreement re fit and after year 4 if the specialist reapplies and is not selected for the position.
 - Notes:
 - Parallel language to Peer Mentors
 - Schedule for Re-Application for existing CO Specialists to be developed and communicated
 - *Additional non-contractual agreement: CO Specialists will no longer be included in school-based substitute rotations.*
- **Create a new Section 11.7 to outline parameters and processes for a limited number of role-specific, non-standard calendars. (p26-27)**
 - Must still contain same number of days as the standard calendar but distributed differently
 - Limited to five roles and three individuals in each role annually
 - Non-standard calendar may be for one year or ongoing with an annual check in
 - Established and documented via the HEA-HSD Labor Management process and will involve existing employees when applicable
- **Re-visioning of New Staff Liaison Role and Compensation Structure in Section 17.10 (p27-28)**
 - Responsibilities updated
 - Principals and HEA Reps must submit at least two nominees for selection by the Peer Mentor Team (admin and cert)
 - Required paid training/meetings added for Liaisons at extra duty rate
 - Compensation shifted to a scaled stipend structure instead of hourly for work with new staff (\$500-2000 depending upon number of new staff)
- **PG&E (A19) modifications based upon recommendations of Joint Evaluation Team (JET) (p28-33)**
 - Multiple subsections modified to reflect full implementation of:
 - Use of rubrics from the 2022 version of the Charlotte Danielson Framework for Teaching (FFT or CDIF)
 - New WA state student growth goal rubrics and process
 - Sunset old resources tied to the 2013 CDIF

- Reminder that critical attributes should be considered in the context of the educational environment (e.g. Special Education, Music, PE, kindergarten vs. high school, etc.).
- Observation timelines adjusted to allow two observations to be conducted as part of a coaching cycle before Jan 1, or separately.
- Provisional Less than Proficient notifications to be delivered in a meeting with HEA Representation offered
- Additional Non-Bargaining Implementation Recommendations:
 - *Update Comprehensive & Focused Cycle Flowcharts*
 - *Continue to support new and experienced teachers with PG&E*

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NEW Letters of Agreement (LOAs) – (p33-43)

- **Non-Traditional Secondary Models LOA: Addresses working conditions in non-traditional secondary schools (replaces multiple LOAs in place for a variety of small/alternative/choice schools).**
 - Two types of school structures: Period Structures or Cohort Structures
 - Period Structures follow general secondary class size, student load, and overload mitigation per section 4.3, plus Advisory language per 4.20.
 - Cohort Structures have up to 28 students per cohort and mitigation mirrors elementary. Advisory is embedded in the cohort.
 - Plans for instructional programs must be submitted for L/M preview by May 15.
 - Planning time may be distributed flexibly across the week so long as there is at least 30 min of daily planning and the weekly average is correct.
 - Schools of less than 250 student FTE may require additional preps beyond three as standard.
 - Priority transfers will be available for placements (via displacement) that are not a good fit.
 - Mitigation must be provided for ALE when appropriate.
 - Learning Centers currently function in the period structure
- **Leadership and Extra-Curricular Stipends LOA: Creates two pilots: one for a variety of educator leadership stipends and another for a revised Appendix D.1.**
 - Part 1: Teacher/ESA Leadership Stipends may be offered (acceptance is voluntary on the part of the educator).
 - Product/Project Leadership Stipends range from \$500-\$1500 depending on the nature of the work.
 - Role/Responsibility Stipends range from \$500-\$2000 depending upon the nature of the work and/or number of people supported.
 - Part II: The existing Appendix D.1 is replaced by the language in the LOA.
 - All Levels: Minor Club Funds are scaled to school size based on student FTE
 - Middle School and High School: Major Club Stipends are allocated on the basis of “Units” worth \$1000 each, with the following parameters.

- The number of Major Club Units a school receives is based on level (Middle vs High) and size based on student FTE.
 - Major Club Units may be awarded in .5 increments (and Minor Club funds could, in theory, be used to fund additional Major Clubs).
 - Examples of expectations for Major Club Units are provided in the categories of Product-Based, Performance-Based, Competition-Based, Pep-Based, and Production-Based.
 - Secondary schools will be asked to submit information related to their Major Clubs in the fall.
 - Decisions about the expenditure of these funds are to be made jointly by staff and administrators; this could take a variety of forms (e.g., all staff, SLT).
- **Athletic Directors LOA: Addresses the distinctive working conditions of Athletic Directors (ADs).**
 - Clarifies standard expectations for ADs as part of their Base and PLE salaries, including:
 - Adjusted workday (late start) to compensate for evening responsibilities, including practices and meetings
 - Availability of flex days for events during school breaks
 - Directed Athletics
 - Provides a stipend of \$7500 activated in the fall for all HS school ADs for managing at least two evening events/week, being a booster club liaison, and working additional days prior to the start of school.
 - Provides a scaled stipend for ADs at the end of the year based on the size of their program (WIAA categorization), number of teams supervised, number of events held, number of coaches supervised.
 - Provides additional compensation for post-season work as needed.
- **Create a new Letter of Agreement to address additional communication and collaboration regarding support for secondary students who qualify for the Transitional Bilingual Instructional Program.**
 - Clarifies that sheltered classes should aim to provide an average class size of 18:1 over the course of the year to provide sufficient support for newcomer students. This may mean smaller class sizes in the fall and larger in the spring, depending on enrollment.
 - HSD will provide quarterly update to HEA via Labor-Management on sheltered class sizes and other areas of program implementation and will hold an annual stakeholder meeting.
- **Create a new Letter of Agreement to reflect current practice regarding mitigation of overload for Occupational Therapists (OTs) and Physical Therapists (PTs), mirroring recent mitigation language for SLPs.**

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Significantly Revised Letters of Agreement (LOAs) – (p43-56)

- ***Amend the existing JIST (Joint Inclusive Services Team) LOA to reflect a more accurate description of the charges and adjust composition of the team.***
- ***Replace the existing Comprehensive Counseling Plan Development LOA.***
 - Creates a Joint Committee to Continue the development work
 - Provides additional clarifications for substitute unavailability, Advisory, “Fair Share” duties, and expectations for lunch, recess, and passing time.
- ***Amend the Position Specific Calendar Adjustment LOA to reflect the end of regular work from home schedules at the end of 2024-25.***
 - Additional non-contractual solutions:
 - HEA has been given confirmation that Central Office Directors will also have their WFH provisions phased out.
 - Coaching is being provided to supervisors to allow reasonable and logical flexing of schedules with notice and supervisor approval (e.g. no need to drive to CAB first before an 8:30 am meeting at a school...should be allowed to start there and work on email etc. before the meeting)
- ***Amend the Student Behavior Support Team LOA to reflect updated charges of the committee and associated impacts to schools, especially as regards Synergy and use of the TFI.***
- ***Amend the Additional Support for ChildFind LOA to reflect a reduced need for additional FTE for OT (.4 FTE for ACAT) but continued need for additional SLP and psychologist FTE.***
- ***Amend the ReadyK! LOA to reflect the legislative shift from “Transitional Kindergarten” to “Transition to Kindergarten” AND to combine these positions with Floater Substitute positions in order to make them Continuing (or Provisional Continuing) positions.***
- ***Amend the Fostering Equity and Anti-Racism LOA to continue the HEART committee, move provisions regarding displacement into the CBA (see language below re transfers, displacements) and clarify additional resources available.***

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Existing Letters of Agreement (LOAs) moved into the CBA (p56-63)

- *Amend Sections 8.8 and 8.9 to move two provisions from the Fostering Equity and Anti-Racism LOA into the body of the CBA (early transfer process and Provisional 2&3 protections from displacement).*
- *Sunset the Secondary Planning Time LOA and revise Section 4.3 to allow additional flexibility in secondary planning time schedules with a staff vote so long as at least 30 minutes of daily planning is in place.*
- *Sunset the Learning Resource Center (LRC) Caseload Mitigation LOA and revise Section 4.15.F to reflect mitigation beginning with the 26th LRC student.*

- *Sunset the LOA on Speech-Language Pathologist Staffing & Overload Mitigation and replace Section 4.15 L with the language from the LOA.*
- *Sunset the PG&E and Counselor Eval LOA and replace Appendix A, Section A.3 with the revised Counselor evaluative criteria.*
- *Sunset the Middle School Health/PE LOA and amend Section 4.16.D to reflect standard class size for middle school PE classes that include at least eight hours of health content per semester.*

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Slightly revised, renewed Letters of Agreement (LOAs) – (p64-68)

- *Continue the Electronic Devices in Instructional Spaces LOA; years updated.*
- *Revise the ACT Time LOA to require submission of building ACT structures.*
- *Revise the Impact of No Credit Grade Option LOA as follows to reflect grading changes (the return of the D).*
- *Revise the Clarification of Mitigation Options LOA to include ReadyK! and change terminology regarding extra service compensation from Extra Service Contract (ESC) to Extra Service Form (ESF).*

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Housekeeping - non-substantive edits or clarifying language (p68-75)

- *Conceptual: Appx D budget codes are being updated and will be added during CBA compilation.*
- *Amend Section 1.3.H to update gender references.*
- *Amend Sections 4.1C and 4.1.D to reflect current Flex hours (15).*
- *Amend Section 4.13.B.2 to require selection of pre-approved options for changing secondary conference schedules.*
- *Amend Section 4.15.I to reflect accurate allocation process of rounding up for Counselors.*
- *Amend 4.16.D and 4.19.B to clarify how to calculate student load for less than six-period schedules.*
- *Delete Section 4.23.E; HAT LOA is expiring.*
- *Delete Section 4.24.D to eliminate the WAKIDS committee and re-letter subsection E to D. (Legislation has not significantly changed in recent years.)*
- *Amend Section 4.25.G to clarify the number of sections (vs classes) qualifying for each level of elementary specialist overload.*
- *Amend the preface of Section 9.5 to reflect the current number of days in the base calendar year (185).*
- *Amend Sections 11.1 and 11.2 as follows to remove unnecessary calendar references.*
- *Amend Section 11.3 to correct CBA section reference.*

- *Amend Section 12.7 to reflect current process for mileage compensation (usually designee approval).*
- *Amend Section 14.1.A to clarify that use of sick leave for parental bonding requires an approved leave (i.e., is not for daily absences).*
- *Re-title Article 17 as follows from Peer Mentor Program to New Educator Support to reflect addition of more programs in recent years.*
- *Amend Section 18.4.B.2 as follows to clarify “advance planning” for NBCT release means at least one week’s notice.*
- *Amend Section 10.10 and Section 19.11 to reflect shared understanding that these sections are evaluation-related.*

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Housekeeping – Article 4 Re-organization (p75-78)

- A4 has been reorganized into Articles 4A, 4B, 4C and all existing TAs will be added to the existing TAs into the reorganized articles.
 - 4A – Working Conditions
 - 4B – Staffing Allocations, Class-Size/Caseload and Mitigation
 - 4C – Leadership and Professional Development
- The Visitor Section of Article 4 has been consolidated with the Visitor Section of Article 3
- Potential additional reorganization of 4B has been discussed for a future round of negotiations