

Provision:	DISTRICT FINANCIAL PACKAGE	Title:	
Presentation:	District Financial Package 6	Date:	8/20/2024

### ***District Proposed Financial Package 6 - 8/20/24:***

#### **ARTICLE III, Section 1 Contracts and Provisions for Salaries**

##### **Certificated Staff Contracts**

There will be an individual contract for regular assignments in conformity with Washington State law and policies, this Agreement, rules and regulations of the District and State Board of Education.

All teacher positions in the District will be filled by certificated employees under contract with the District. Replacement contracts will only be used to replace an employee on District -approved leave of absence for a determined period of time. Exceptions to this clause may occur upon agreement between the District and Association as a result of labor-management discussion.

##### **Release from Contract**

Employees will be released from contract if a letter requesting release is received in the human resources office by the end of the day (4:00 p.m.) on the last day of school. After the last day of school, each request will be determined on its own merits. The needs of the District, the availability of an adequate and timely replacement, and the continuity of the educational program offered to students shall receive primary consideration in the District's decision.

##### **General Provisions for Certificated Staff Salaries**

1. Employees will be placed on the appropriate step of the Cheney Public Schools Certificated Salary Schedule (salary schedule) according to years of experience and education earned. Salaries for employees subject to this Agreement, during the term of this Agreement, are contained in Appendix A.
2. The normal contract year will be stated on the salary schedule in days or required service to the District.
3. Salary schedule placement will be in accordance with the following criteria:
  - A. Evidence of experience prior to the current school year as a certificated staff member in this District or another, ~~as accepted by the State of Washington~~ based on FTE of the positions held.
  - B. Evidence of credits earned prior to October 1<sup>st</sup> of the current school year from an accredited college or university, as accepted by the State of Washington.
  - C. For newly employed certificated staff members, placement in the appropriate column for education attainment will be determined by the number of quarter-hour credits acquired after attainment of a Bachelor of Arts/Science Degree, or credits that apply toward the appropriate certificate or related job experience in vocational education if the college recognizes such job experience as credit toward a vocational education or appropriate certificate.
  - D. Credits earned beyond the BA/BS degree will be reported by completing the state-determined credit approval process. Human Resources must verify that the content of the courses meet one or more of the state-defined criteria. Only credits accepted by the Office of Superintendent of Public Instruction (OSPI) are approved for placement on the salary schedule (Appendix A).
  - E. Credits will be reported by means of an official transcript to Human Resources by October 1<sup>st</sup> of the year earned in order to count toward the current year's salary. In the event the granting university/college does not provide an official transcript prior to October 1<sup>st</sup>, a letter of completion from the university/college attesting that the work was completed prior to October 1<sup>st</sup> will suffice until a final transcript is available. Payment for credits will not be processed until transcript is received. Transcript must be received no later than ~~December 31<sup>st</sup>~~ October 10<sup>th</sup> to apply to current year's salary schedule. The employee assumes all responsibility to ensure that transcripts and/or verification of employment are received in ~~the District Office~~ Human Resources. Should audit or other state requirements find exception



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to this provision, this section will necessitate further discussion on payment between the District and the Association.

- F. ~~One increment will be given~~ Placement will be calculated based on cumulative FTE of positions held for each prior year of qualified experience, ~~up to the listed maximum, based on the state personnel report (S-275) rules.~~ No employee may earn more than 1.0 FTE in any given school year. Unpaid leave may affect annual FTE.
- G. The monthly salary payments will be ~~one-twelfth of the contracted salary~~ spread evenly over the fiscal year (Sept 1-Aug 31), based upon months worked. Employees who work the entire school year will have payments spread evenly over 12 months.
- ~~H. Each employee will be issued a Supplemental Contract for 5 additional work days beyond the regular work year at the individual's 1.0 FTE per diem rate. See Article IV, Section 16 – Length of Contract for details.~~
- ~~I.H. The District will recognize military service if an individual's certificated teaching career was interrupted. All personnel now receiving credit on their present salary schedule will continue to be reimbursed for the credits.~~

4. The salary schedule will be contained in Appendix A attached hereto and by reference incorporated herein.

5. A. The salary for full-time physical therapists will be equivalent to the amount listed on the salary schedule for Certificated Instructional Staff for staff members with 16 or more years of service, MA+90 or PhD. Salary for part-time physical therapists will be prorated based upon FTE. This agreement has been made as a result of difficulty hiring and retaining qualified physical therapists.

B. The salary for full-time occupational therapists, psychologists, speech language pathologists, and registered nurses will take into consideration up to 10-years of comparable private-industry experience. Salary for part-time occupational therapists, psychologists, speech language pathologists, and registered nurses will be prorated based upon FTE. The agreement has been made as a result of difficulty hiring and retaining qualified occupational therapists, psychologists, speech language pathologists, and registered nurses.

~~C. For non-school experience to count, employees must have worked in paid positions that directly relate to the position held in Cheney School District and must align with the ESA endorsement content area. For the purpose of computing a year of experience, a full year will be deemed to be 2,000 or more hours within a twelve (12) month period, up to one (1) year maximum per fiscal year, defined as September 1st - August 31st. Experience may be pro-rated and placement on the salary schedule would then follow the rules for placement of part-time employees.~~

In order to apply changes to their placement on the salary schedule for the 2024-2025 school year the OTs, SLPs, nurses and school counselor employees psychologists must provide documentary evidence verified by the prior employer(s) to Human Resources by November 15th, 2024 October November 1, 2024. Any approved changes to salary placement will be retro-actively applied to the first day of the 2024-25 school year.

6. Supplemental Contracts

~~Additional days (paid by Per Diem Sheet), r~~ Responsibility stipends, PLC stipends, teacher leadership stipends, and co-curricular stipends are contained in ~~Appendix B~~ Appendices B attached hereto and by reference incorporated herein.

A. ~~Teacher leadership and co-curricular positions~~ All supplemental contracts are for one year, with an option for a second year, with supervisor approval.



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- i. Employees holding these positions will receive notification of contract completion as soon as possible, ~~no later than the last day of school.~~
  - ii. Employees interested in continuing in the position for a second year will discuss the option with the supervisor prior to the last day of school. If approved, a supplemental contract will be received prior to the first payment being issued.
- B. Available positions will be announced to all building certificated staff.
  - C. Staff may apply via email indicating interest and skills.
  - D. The supervisor will interview candidates and select a certificated staff member to fulfill the role. If no building certificated staff members are interested, the position will be announced to district certificated staff, and then to other staff and community members.

### **ARTICLE III, Section 6D Professional Development and Supply Allocation Funds**

The District will provide \$700 per ~~FTE~~-employee (this section excludes less than full-year leave replacement employees and long-term subs) for reimbursement of the following:

- 1) Classes, conferences and/or workshops, attended within a year of request;
- 2) Purchase of work-related materials, excluding technology items that will require network access without prior written consent from the Technology Director (no gift cards may be purchased with these funds for any reason);
- 3) Certification Support, within one year of request.

Employees must submit for reimbursement on an Expense Voucher (form #503B) ~~for reimbursement~~, up to two times per year. The business office must receive accurate, fully-completed forms and all supporting documentation between September 1<sup>st</sup> and ~~June 30<sup>th</sup>~~ the last business day of June or ~~can~~-submit for carryover of the full allocation by February 1<sup>st</sup> each year by submitting form (form #503B). The form (503B) must be filled out electronically to ensure accuracy. The form ~~can~~-should then be printed and submitted with original, itemized receipts. A Food and Beverage form (form #753) must be included with food and/or beverage purchases. Forms must be received by the business office on or before February 1<sup>st</sup> to be eligible for carryover. Funds may only be carried over once every two years.

### **ARTICLE IV, Section 17 Length of Contract**

The ~~employees-employees'~~ regular work year will be 180 days. The District and Association acknowledge that a ~~certified~~ certificated staff member's base salary provides compensation for professional responsibilities of the employee, which may or may not fall within the contracted work day, including but not limited to the following:

- Preparation for the opening and closing of school, including classroom setup.
- Inputting state and district required data and time to analyze and use the results of district, state, and local assessments.
- PLC collaboration, including time outside of regular work hours as scheduled by the team and/or principal.
- Complete annual online trainings by October 1<sup>st</sup>. Employees who have not completed the required online training by October 1<sup>st</sup> ~~will have 4 hours payone days' pay deducted from their next paycheck and~~ may be subject to disciplinary action. ~~The pay deduction does~~ Any disciplinary action will not remove the requirement to complete the mandatory training modules.
- Building time to enhance classroom/building activities to reflect changing curriculum and assessment methodologies throughout the year.
- Time to plan, grade, and report student progress.
- Participation in IEP, 504, and student support team meetings.



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- Participation in activities designed to improve relations and communications with parents.
- Providing supplemental support to students.
- Routinely checking email.
- Participation on committees for school or district purposes, including, curriculum review and adoption and school improvement teams
- Participation in professional development related to school and district priorities
- Enter absences in absence management system in a timely manner.
- Reviewing pay stub information and time off information.

#### Supplemental Contract Professional Development Days

~~Each employee will be issued a Supplemental Contract for~~ Five (5) additional work days for professional development beyond the regular work year at the individual's 1.0 FTE will be offered at per diem rate and will be paid from a sign-in sheet. These days will be scheduled as follows:

1. Principal's Day: One day will be scheduled and planned by the building administrator with staff input.
2. Building Professional Learning Time: One day for building professional learning.
3. District Professional Learning Days: 3 days will be scheduled and planned in collaboration with teacher leaders in support of district improvement goals. If certain members believe the offering is not applicable to their specialty, they may propose a comparable in-service opportunity to the Director of Teaching & Learning.

In order to receive compensation for these days, the employee must ~~sign a supplemental contract in the fall and a sign in sheet on scheduled days. When an employee who has signed a supplemental contract is absent for one or more of these scheduled days, the employee must use personal leave, sick leave, or other leaves for the absence as described in this agreement~~ sign in and sign out, and participate in the full day of professional development. If an employee is absent on a Professional Development Day, they may work with their administrator to make up the training or attend a similar training.

~~The supplemental contract will be paid in equal monthly installments.~~

#### Emergency School Closure

In the event of an emergency situation which necessitates either a late start to or an early dismissal of the regular school day, the employee's workday will be adjusted accordingly without loss of pay. When a late start is deemed necessary, all employees shall report to work as soon as safely possible, based on employee's judgment, but no later than the adjusted start time for the day.

When deemed applicable by the Superintendent and an emergency closure waiver is approved, emergency leave without loss of pay will be granted when severe inclement weather conditions, natural disasters, or other emergencies prevent employees from reporting for scheduled work when a school(s) is closed.

#### ARTICLE IV, Section 19 Length of Workday

The typical employee workday will be 7.5 hours including a 30 minute, unpaid, duty-free lunch. The workday will begin prior to the regular student school day and end after the regular student school day ends. The start and end times of each worksite ~~that~~ are agreed to by the District and the Association ~~are not to exceed 300 minutes per 5 day week.~~ This work time is designated for the benefit of pupils, patrons, and colleagues. When employees are required to attend regularly scheduled staff meetings that extend the workday, the building schedule will be adjusted to offset the extended time.



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The workday for part-time educators will be based on their percentage of full-time salaries compared to the normal workday for other educators in the building where they are performing their duties. The workday for any educator who is employed for half time or longer will begin or end with the normal workday for other educators in the building where he/she performs his/her duties, whichever is mutually agreeable to the educator and the supervisor. Any variation from the stipulation above requires agreement between the District and Association. Any educator who is employed less than half time will work out the schedule for the workday with his/her supervisor provided that no educator will be required to work a split shift unless this is agreed to by the certified staff member.

The schedule for ESA specialist staff assigned to Student Support Services may be developed based on the percentage of a full-time week, as mutually agreed by the specialist and the supervisor.

An employee may, upon receipt of permission from the building principal, arrive directly before ~~of~~ the opening of school or leave directly after the close of school.

A reasonable number of additional school functions and building meetings, scheduled at least 2 weeks in advance, when possible, may entail additional time beyond the employee's day as stated above. Employees having problems in attending additional school functions because of a previous commitment or emergency will conference with their supervisor to be excused.

HomeWorks Part-time Staff: The work day calendar for part-time teachers at HomeWorks will be created in collaboration between the teachers, with final approval by the administrator.

#### **ARTICLE IV, Section 20 Covering Classes**

The building principal is responsible to see that all classes are adequately covered at all times.

Any arrangements made for class coverage between employees must have prior approval of the building principal and will not be compensated unless leave is used.

The District will provide substitutes where needed and when practical for any employee who is absent due to illness or injury.

Absence for other purposes will usually be covered by a substitute except when the absence is for a short period of time and the hiring of a substitute is not deemed feasible by the building principal.

In cases of a substitute shortage, the following may occur: ~~an administrator may request a staff member to cover a class.~~

- Staff subbed out for in-district activities may be asked to return to their classroom.
- If there are no volunteers, assignments will be made on a rotating basis.
- Teachers who ~~give up a preparation time or part of a prep time to~~ cover another class will ~~submit one hour on a yellow timesheet to~~ receive ~~\$30~~ their base per diem rate for the amount of time providing coverage. The time will be reflected and paid via the absence management system.
- ~~Teachers who cover another class for an entire day will receive a stipend of \$100.~~
- ~~Teachers who cover another class for a half day will receive a stipend of \$50.~~
- ~~If there are no volunteers, assignments will be made on a rotating basis.~~

#### **Article IV, Section 25 Class Size/Caseload**

##### **Secondary Schools**

Maximum class size will be as follows or implementation of overload language will be used:



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<u>Grades</u>	<u>Class Size</u>
6-12	30

1. A teacher may request a meeting with their building administrator to discuss level of classroom support needed.
2. Maximum class size, excluding band, choir, drama, and other special large group instructional programs, will be 30 students.
3. Secondary PE class size, excluding health classes, will be limited to an average of 36 students per teacher, with no class to exceed 39 students.
4. Vocational class sizes will not exceed student workstations assigned to vocational classes, i.e. workstations exist in classes where instruction is largely dependent upon the use of special equipment, machines, or other mechanical/electronic devices of a highly individualized nature.
5. Maximum class size will be in effect as of the start of the 8th working day of each term.
6. Full-time certificated staff shared between high school and middle school will be treated as high school staff for the purpose of teaching periods (teach 5 periods, one period planning).
7. Travel time consideration will be up to a maximum of 30 minutes.

#### Elementary Schools

Maximum class size will be as follows or implementation of overload language will be used:

<u>Grades</u>	<u>Class Size</u>
Kindergarten	23
Grades 1-3	25
Grades 4-5	27

A teacher may request a meeting with their building administrator to discuss level of classroom support needed.

1. Combination class size will be 3 students less than maximum at the grade level. All combination classes will be consecutive grades only. Maximum class size in a K-1 or 3-4 class will be the lower size.
2. Multi-age class size will follow regular class size limits. When spanning different grade levels, the average maximum class size will be used.
3. The District will make every effort to keep elementary specialist class sizes equal to the size of a regular classroom (with the exception of band and strings). If there is a unique need to add students not already on a regular class list, the principal will meet with the affected specialist(s) to discuss appropriate placement.
4. PE/Music – 30 minutes travel - maximum of 38 classes per week (based on current collaboration schedule) or number of sections based on instructional time.
5. Library Information and Technology Specialists – maximum of 33 classes per week of library and technology instruction. If there are open sections, they may be filled with intervention. Library Information and Technology Specialists will have a minimum of 2.5 hours per week during student contact hours (equal to 5 additional preps), separate from their 30 minute duty free lunch and individual prep time for library management duties.
- 4.6. The District will make reasonable effort to prioritize consistent instructional paraeducator support for kindergarten classrooms that is scheduled and equitable across the district.



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#### Learning Options/ALE (Alternative Learning Experience)

<u>Program</u>	<u>Class Size</u>	<u>Caseload</u>
HomeWorks		<del>50 (1.0 FTE)</del> <a href="#">60 full-time homeschool progress monitoring only</a> <a href="#">50 homeschool progress monitoring, if providing classroom instruction</a>
TSHS	Average <del>15</del> * <a href="#">22</a>	<del>Proportional to FTE**</del> <del>22-30</del> general ed; 32 special education
<a href="#">WIN</a>		<a href="#">50 full-time course progress monitoring only</a> <a href="#">45 progress monitoring, if providing classroom instruction</a> <a href="#">32 special education</a>

~~\*If there is a unique need to exceed 16 in a class, a conversation between the administrator and teacher will take place to discuss appropriate placement.~~

\*\*Caseload: Defined as the number of students for whom the teacher [is responsible for WSLP progress monitoring and reporting](#). ~~acts as the consultant teacher.~~ Students will be distributed equitably between teachers based upon ~~teacher FTE~~ [student enrollment](#).

A teacher may request a meeting with their building administrator to discuss [the](#) level of classroom support needed.

#### MLL/ELL/ELD

Maximum class size and/or caseload will be as follows:

<u>Elementary</u>	<u>Secondary</u>
Caseload of direct service = 45 <a href="#">Sheltered classes of class size &lt;20</a>	Sheltered classes of class size <20
Monitored and monthly support/check in students. Special education Functional Academic Classroom (FAC) or Functional Communications Classroom (FCC) do not count on caseload.	Caseload of 60 <a href="#">inclusive of students in sheltered classes—and including monitored students. Each secondary teacher will have a documentation period in addition to their preparation period.</a> Special education Functional Academic Classroom (FAC) <a href="#">and monitored</a> students to not count on caseload.



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~~EL teachers are included in "Overloads: Student Support Services (SSS)" (pg 34) for purposes of overload.~~

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\* When possible, MLL/ELL/ELD teacher splits will not be made between Elementary and Secondary, excluding ALE programs. No EL teacher shall be split between Elementary and High School, excluding ALE programs. Consideration of school schedules shall be prioritized when MLL/ELL/ELD teachers are split between buildings. If necessary, members may request a meeting with the program director to discuss the schedule. The member may invite a representative from the Association to attend the meeting. Both parties agree that during this meeting individual student information will be protected.

MLL teachers are included in "Overloads: Student Support Services (SSS)" for purposes of overload.

### Special Education

Maximum class size and/or caseload will be as follows:

<u>Program</u>	<u>Class Size</u>	<u>Caseload</u>
<del>Self-Contained Preschool</del>	<del>11</del>	<del>11</del>
<del>Blended Inclusion Preschool</del>	<del>16-18 (8-9 Special Ed*)</del>	<del>16-18</del>
Elementary Resource Room	Average 12, Max. 14*	30
Secondary Resource Room	Average 12, Max. 14*	32
<del>Extended Resource Room K-12</del> <u>Student Connections</u>	<del>16-12</del>	<del>16-12</del>
<del>Self-Contained Functional Academic K-12</del>	12	12
<u>Functional Communication</u>	<u>10</u>	<u>10</u>

\*May be exceeded at teacher discretion.

A teacher may request a meeting with their building administrator to discuss level of classroom support needed.

If a tuition based or non-special education ECEAP student becomes eligible for special education services they will remain in the inclusion preschool classroom they were in prior to identification to ensure continuity of relationships.

### Overloads: Elementary and Secondary Regular Education Only

#### 1. Start of School Year (Elementary)/Start of Each Term (Secondary):

- Adjustment period - 7 working days.
- Adjustment completed on or before the 8th day.
- During 7-day adjustment period, up to 3 overloads allowed per class. Up to 7 overloads may be assigned per class, providing that by day 3, one hour of aide time is assigned to the class for each overload from 4 to 7.

#### 2. Day 8 and Thereafter:

~~At all other grade levels, t~~The employee concerned and the administrator must agree that it would be acceptable and in the best interest of students to exceed the maximum class size. The Association will be notified of such instances.



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**STEP 1:** The District will make every effort to alleviate the overload within 7 days. If that is not possible, the principal and affected regular classroom teacher will meet to discuss impact and options for overload relief. The classroom teacher and/or the principal may ask a CEA representative and/or others who are affected to attend this meeting to discuss:

- A. Balancing class sizes within the affected grade levels, subject areas or cores.
- B. The transfer of the newest student(s) or volunteers to another building;
- C. Grades K-5 will receive \$200 per month per overload student after a 7-day adjustment period [at the beginning of the school year and as of enrollment count day as defined in P-223 guidelines for each month thereafter](#).
- D. Secondary staff will receive \$75 per month, [per class](#), per overload student after a 7-day adjustment period [at the beginning of each term and as of enrollment count day as defined in P-223 guidelines for each month thereafter](#).
- E. Elementary Specialists (e.g. library, music, PE, world language) will receive \$5 per month per overload student after a 7-day adjustment period [at the beginning of the school year and as of enrollment count day as defined in P-223 guidelines for each month thereafter](#).

[Documentation of overload will be submitted to the building administrator utilizing the district overload form.](#)

**STEP 2:** In unusual cases, such as combination classrooms, building limitations, special classes, and extreme class overloads, the Board may consider the employment of additional employees to handle the unusual cases.

**STEP 3:** In the event of increased enrollment coupled with space or financial limitations, the Board may adjust the actual classroom teacher-to-pupil ratio on a District-wide basis.

#### Overloads: Alternative Learning Experience (ALE)

The District will make every effort to alleviate the overload. If that is not possible, the administrator and affected teacher will meet to discuss impact and options for overload relief. The teacher and/or the administrator may ask a CEA representative and/or others who are affected to attend this meeting to discuss:

1. The transfer of the newest student(s) or volunteers to another teacher;
2. Staff will receive \$50 per month per overload student after a 7-day adjustment period [at the beginning of each term and as of enrollment count day as defined in P-223 guidelines for each month thereafter](#).

[Documentation of overload will be submitted to the administrator along with the certificated staff member's student verification for count day utilizing the district overload form with count day roster as documentation.](#)

#### Overloads: Special Education

1. Start of School Year/Start of Each Term:
  - Adjustment period - 10 working days.
  - Adjustment completed on or before the 11<sup>th</sup> day.
2. Day 11 and Thereafter: The District will make every effort to alleviate the overload. If that is not possible, CEA will be notified, and the director, principal and affected special education teacher(s) will meet to discuss impact and options for overload relief. The teacher(s) and/or the director/principal may ask a CEA representative and/or others who are affected to attend this meeting.

Options to be discussed for class size overload relief include:

1. Balance class size throughout the day, as determined to be appropriate for student needs.



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2. Provide release time for affected teacher(s) as needed.
3. Provide sufficient and appropriate curriculum materials and supplies.
4. Assign additional [building](#) paraeducator time to provide instructional/clerical support.

For class size overload relief, staff will receive ~~\$75~~ [125](#) per month per overload student after a 10-day adjustment period at the beginning of each term and as of enrollment count day as defined in P-223 guidelines for each month thereafter.

Documentation of overload will be submitted to SSS along with the certificated staff member's student verification for count day utilizing the district overload form with count day roster as documentation.

Options to be discussed for caseload overload relief include:

1. Balance caseload among special education teachers, as determined to be appropriate for student needs.
2. Provide release time for affected teacher(s) as needed.
3. Provide sufficient and appropriate curriculum materials and supplies.
4. Assign additional [building](#) paraeducator time to provide instructional/clerical support.
5. Hire or assign additional certificated employee based on enrollment.

For caseload overload relief, staff will receive ~~\$100~~ [150](#) per month per overload student after a 10-day adjustment period at the beginning of each term and as of enrollment count day as defined in P-223 guidelines for each month thereafter.

Documentation of overload will be submitted to SSS along with the certificated staff member's student verification for count day utilizing the district overload form with count day roster as documentation. -Any IEP showing as an exception is not eligible for overload.

#### Support for Students in the General Education Classrooms:

1. If the number of special education students assigned to a general education classroom is 1/4th or more of the total class size, a review of the needs of the students in the class will be conducted at the impacted ~~employee(s)~~ [employee's](#) request and necessary support and/or remedies will be determined and implemented. Additional supports may include one or more of the following remedies:

- a. Identification of additional curricular resources and/or training to be provided to the employee,
- b. Differentiated materials and resources,
- [c.](#) Re-allocation of additional staff assistant time to the classroom from the total building staff allocation,
- ~~e.d.~~ [d.](#) Adjustment of class size, including reduction in overall class size by four (4) general education students at the secondary level,
- ~~d.e.~~ [e.](#) Adjustment of ~~class lists and/or~~ [student](#) schedules, and/or
- ~~e.f.~~ [f.](#) Other remedies as ~~may be~~ mutually agreed between the employee and the building principal.

2. Elementary school principals will work with their special education classroom teacher teams to determine general education classroom assignments for students receiving Special Education services. A general education classroom placement will be provided for each student for the school year, provided that student participates in the general education setting for a minimum of 20 minutes per day, excluding lunch and recess.

- [3.](#) At the Secondary level, ~~reasonable effort will be made to provide~~ common planning periods [will be prioritized](#) to allow for collaboration between the general education and special education teachers who co-teach ELA and Math. If common planning periods cannot be scheduled, flexibility of Friday PLC time and/or team time on PLD may be utilized with administrator approval.



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4. Every effort will be made to create co-teaching teams prior to the end of the school year for the next school year. Co-teaching assignments will be developed with the following considerations:
  - a. When possible, teachers shall have the opportunity to choose their co-teaching partner. In the event of an assignment to a co-teaching partnership, teachers will have input into their co-teaching partner.
  - b. No teacher will be assigned to more than two (2) co-teaching teams.
- ~~3.~~5. All inclusion co-teachers in their first year, shall be offered one day of paid professional development and/or collaboration time to set-up their co-teaching model. When there is a change in co-teaching partners, a half-day will be provided for the experienced co-teacher to collaborate with their new co-teacher.
6. Special education teachers will have two (2) flex days available to work in the building for collaboration, IEP preparation, parent communication, data collection, progress reporting, etc. Approval is required from the building administrator at least seven (7) days before using a flex day. Flex days will be documented in the district absence management system. Flex days must be taken in half- or full-day increments and do not accrue from year to year.

#### Receiving Teacher Considerations

In order to facilitate the teaching of students with disabilities and provide health/medical and legal safeguards for the students and the employees, the District will make a good faith effort to provide the receiving teacher with the equipment, materials and personnel necessary to provide the student a free ~~and~~ appropriate public education.

#### **Section 26 Student Support Services Caseload**

##### Caseloads

Speech/Language Pathologist (SLP) (6-12):	48
Speech/Language Pathologist (2-5):	45
Speech/Language Pathologist (Preschool, K, 1): (Consult students are counted as 0.25 for the purpose of determining caseload.)	42
Occupational Therapist (OT): (Consult students are counted as 0.25 for the purpose of determining caseload.)	42
Physical Therapist (PT): (Consult students are counted as 0.25 for the purpose of determining caseload.)	42

~~Groups of students receiving Tier II or Tier III interventions are counted as one student on the caseload. (SLP, OT, PT).~~

~~Travel between buildings reduces caseload by one for SLP, OT, PT staff.~~

Psychologist: District average of 1.0 FTE Psychologist for every 900 students not to exceed 90 evaluations per year (initial, ~~transfer~~ stand-alone Functional Behavior Assessments (FBAs), and re-evaluation) ~~per year/10 per month~~. Evaluations include those for students preschool through 21 years of age. If exceeded the annual evaluations are exceeded, overload language applies.

Psychologists will be provided the opportunity to access an alternative worksite within the district to facilitate the completion of special education paperwork within the requirements of the law to mitigate interruptions. Such site will be determined in collaboration with the department director.



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Nurse: The District and the Association recognize the importance of nursing and health room support. Support will be provided through a combination of nurses and health room aides. Appropriate staffing levels for nursing services will be based on student and building needs.

School Counselor: The District and the Association recognize the importance of school counselors in supporting students and buildings. Appropriate staffing levels for counselors will be based on student and building needs.

#### Overloads: Student Support Services (SSS)

After the first 20 working days of the school year, when caseload exceeds the caseload limit, overload language applies. SSS staff should contact SSS administration when nearing capacity.

The District will make every effort to alleviate an overload. If this is not possible, the director and affected specialist staff will meet to discuss impact and options for overload relief. The specialist staff and/or the director may ask a CEA representative and/or others who are affected to attend this meeting to discuss the following overload options that shall be temporary only for the duration of the overload:

#### Options for overload relief for SSS staff include:

1. Balancing caseload among specialist staff as determined to be appropriate for student needs.
2. Balancing workload among specialist staff with consideration given to upcoming evaluations, travel time, number of sites other specialist staff serve, disruption to other specialist staff caseload schedules.
3. Assignment of ~~paraeducator time to provide~~ clerical support.
4. Hiring an appropriately credentialed person (ESA staff, PT assistant, etc.) to enhance the affected specialty group and/or increasing part-time employee FTE.
5. After attempting to balance caseload and workload, the district will provide overload pay as follows:
  - a. ~~Staff SLPs, OTs, and PTs will serve up to 3 additional students each month for which they will~~ receive a stipend of ~~\$50-100~~ per month per mutually agreed upon overload student.
  - b. School psychologists will receive a stipend of \$150 per mutually agreed upon overload evaluation once they reach 90 evaluations. -up to 3 students per quarter. Additional overload students may be mutually agreed upon, and a \$50 per month stipend will be paid per month per overload student.

Documentation of overload will be submitted to SSS along with the certificated staff member's student verification for count day utilizing the district overload form with count day roster as documentation. Any IEP showing as an exception is not eligible for overload.

#### **ARTICLE VI, ~~Section 15~~ Specific Funding**

- ~~1. Building Professional Development: A District commitment of \$5 per regularly enrolled student FTE, as of October 1<sup>st</sup>, on a District wide basis will be used to support building professional development. Allocation to each site is based on student FTE.~~
- ~~2. Special Services/Special Needs At Risk Funds: A fund of \$20 times April elementary FTE of the previous year will be allocated for the purchase of supplies or instructional materials that support learning for students identified for special education, Title I, LAP, Bilingual, 504 services, or other intervention plans at the building level.~~  
~~Money will be divided proportionately according to the number of such students per building as of April enrollment, and distributed on October 1<sup>st</sup>.~~



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~~Decisions on utilization of funds will be by consensus of the building special education team.~~

#### **ARTICLE X, Section 1 Term**

This Agreement will be effective as of September 1, 2024 and will continue in full force and effect until midnight, August 31, 2027.

#### **Section 2 Reopeners**

This Agreement will be effective as of September 1, 2024 and will continue in full force and effect until midnight, August 31, 2027, with no openers in 2025. Openers in 2026 will be limited to a maximum of three language\* openers from CEA with minimum financial impact and unrelated to salary schedule or compensation and a maximum of three language\* openers from the District. In addition, Appendix B-6 will be open for negotiations in 2026.

In the event of a financial emergency, the District reserves the right to demand to bargain over any financial provisions contained within this contract. In addition, this Agreement will be reopened as necessary to consider the impact of any legislation enacted following execution of this Agreement. Either party may demand the contract be reopened when legislation enacted affects the terms and conditions herein or creates authority to alter personnel practices in public employment.

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#### **APPENDIX A –**

**2024-2025** - 7.2% Including IPD

**2025-2026** -5% [or](#) IPD, [whichever is greater](#)

**2026-2027** -5.8 % [or](#) IPD, [whichever is greater](#)

[The \\$500 retention stipend on Appendix A will continue to be included on the following cells at year 16: BA+90, MA, MA+45, MA+90/PHD](#)



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## APPENDIX B-1: Additional Days

(Paid by Per Diem Sheet)

All days will be worked outside of the regular contract year and in collaboration with the supervisor on when the work days will be utilized.

POSITION	Location	DAYS
Counselor	High School	9
Counselor	Elementary/Middle	5
MLL/ELL/ELD Support	SSS	<del>43.70%</del>
Occupational Therapist	SSS	5
Psychologist	SSS	7
Physical Therapist	SSS	5
Registered Nurse ( <u>non lead</u> )	SSS	10
<u>Lead Registered Nurse</u>	<u>SSS</u>	<u>15</u>
Speech Language Pathologist	SSS	5
<u>CTE Teacher</u>	<u>Middle/High School</u>	<u>1*</u>

\*Per CTE Funded course at Middle School and/or High School ~~—up to 1 per diem day per year,~~ needs prior approval by CTE Director ~~and the District.~~

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APPENDIX B-2: Enhancements to Base for Additional Responsibilities

(Paid by Supplemental Contract Based upon position held)

POSITION	Location	% of Employee's Base
<u>MLL/ELL/ELD</u> Support	SSS	3.70%
Library <del>Media Specialist</del> <u>Information and Technology</u>	All Levels	<del>1.2</del> 2.00%
Music: Elementary Band/Music	Elem.	4.20%
Music: M.S. Vocal/Instrumental	MS	5.00%
Music: H.S. Vocal/ Instrumental/Strings	CHS	9.70%
TOSA, <u>Instructional Support</u>	<u>T&amp;L</u>	4.60%
Special Education Teachers	All Levels	<u>2.00</u> <del>1.25</del> %

APPENDIX B-2A: ~~Responsibility Stipends~~ First Aid Instructor

(Paid by Timesheet)

POSITION	Location	Rate
District First Aid Training	All Levels	<u>Teaching Initial</u> a Class: \$180; <del>Renewal Class \$120</del>



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### APPENDIX B-3: PLC Team Lead/Department Coordinator Stipends

(Paid by Supplemental Contract)

	<u>5 or Less</u>	<u>6-9 Members</u>	<u>10 or More</u>
<u>PLC Team Lead</u>	<u>\$1,500</u>	<u>\$2,000</u>	<u>\$2,200</u>
<u>CHS Department Coordinator</u>	<u>\$1,500</u>	<u>\$2,000</u>	<u>\$2,200</u>

Stipends are for staff within specific departments.

Administration determines the number and type of positions hired.

#### Selection of PLC Team Leads/Department Coordinators

- Names of interested candidate(s) given to all PLC/department members and applicable administrators.
- Teams may choose to vote on candidate(s) or defer to the principal/designee to select the PLC team lead/department chair.
- If choosing to vote, the PLC/Department members vote on candidate(s) to select PLC lead/department chair.
- Name of the candidate receiving the most votes is submitted to the principal or designee for approval.
- If candidate is not approved by the principal/designee, another candidate may be submitted to the principal/designee by the PLC/department for approval.

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#### APPENDIX B-4: Teacher Leadership Stipends

(Paid by Supplemental Contract)

Role	Elementary	Middle School	High School
<b>Coordination of nighttime curricular events</b> (Event may rotate between science, art, literacy nights)	\$500 <i>2 stipends per school</i>  <i>HomeWorks:</i> <i>1 stipend (\$500)</i>	\$575 <i>2 stipends per school</i>	\$0
<b>Administrative coverage/support</b>	\$1,000 <i>1 stipend per school</i>	\$500 <i>1 stipend per school</i>	\$500 <i>1 stipend</i>
<b>Building Level Decision-Making Chair</b>	\$500 <i>1 stipend per school</i>	\$500 <i>1 stipend per school</i>	\$500 <i>1 stipend per school</i>
<b>Professional Development Coordination</b> (Aligned with SIP focus)	\$2,000 per school <i>Number and stipend amounts determined by principal</i> <i>HomeWorks: \$500</i>	\$4,750 per school <i>Number and stipend amounts determined by principal</i>	\$6,000 <i>Number and stipend amounts determined by principal</i> <i>TSHS: \$500</i> <i><u>WIN: \$500</u></i>
<b>Highly Capable Coordinator</b>		\$1,500 <i>1 stipend per school</i>	\$1,500 <i>1 stipend</i>
<b><u>Book Fair Coordinator *</u></b>	<u>\$125</u>	<u>\$125</u>	<u>\$0</u>

\*Per Book Fair, up to 2 times per year when sponsored by ASB and the completed fundraiser packet is approved in advance. Must be offered first to the school librarian.

Hiring process for teacher leadership stipend positions:

- 1) Supervisor will email the stipend position announcement to all certified staff
- 2) Staff will respond via email indicating interest and skills
- 3) Supervisor will talk with each candidate about expectations, work load, and qualifications
- 4) Supervisor will select the certified staff member to fulfill the role
- 5) Stipend positions are on a year-to-year basis with supervisor approval.



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## APPENDIX B-5: Co-Curricular Stipends

(Paid by Supplemental Contract)

All work for supplemental responsibilities will take place outside of the regular workday in direct support of students and in compliance with all insurance guidelines for activities, travel, and students' learning experiences.

Role	P-5	6-8	9-12
<b>ASB Clubs**</b>	\$500 <i>3 stipends per school</i> (Balance Core Academics & Enrichment)	\$750 <i>5 stipends per school</i> (Balance Core Academics & Enrichment)	Tier 1: <del>\$250</del> <u>500</u> Tier 2: <del>\$500</del> <u>1,000</u> Tier 3: <del>\$750</del> <u>1,250</u> Total Available: <del>\$7,750</del> <u>12,000</u> (Balance Core Academics & Enrichment) <del>TSHS-ALE</del> Total: <del>\$750</del> <u>1,250</u>
<b>Competitive ASB Clubs &amp; Events</b>	Competitive Academic Club: \$1,000 <i>2 stipends per school</i> (Math is Cool, for example) Extended Season Stipend: \$200	Competitive Academic Club: \$1,000 <i>4 stipends per school</i> (Math is Cool or Science Olympiad, for example) Extended Season Stipend: \$200	Competitive Academic Club: <del>\$1,000</del> <u>1,500</u> <i>2 stipends</i> (Knowledge Bowl or Science Club, for example) Extended Season Stipend: \$200
<b>ASB Activities</b>	5 <sup>th</sup> Grade Sports & Activities: \$650 <i>2 stipends per school</i> Field Day Prep: \$250 <i>1 stipend per school</i> <del>HomeWorks-ALE</del> Field Day: \$150	Annual: \$1,500 <i>1 stipend per school</i> Drama Director: \$2,000 per show <i>2 stipends per school</i> Drama Asst: \$1,200 per show <i>2 stipends per school</i>	Annual: <del>\$2,000</del> <u>2,500</u> Drama Director: <del>\$3,000</del> <u>3,500</u> per show <i>2 stipends per school</i> Drama Asst: <del>\$1,700</del> <u>2,000</u> per show <i>2 stipends per school</i>
<b>Student Leadership</b>	Elementary/HomeWorks ASB: \$575 <i>1 stipend per school</i> Safety Patrol: \$575 <i>1 stipend per school</i>		Class Advisor (Head): <del>\$2,500</del> <u>3,000</u> <i>4 stipends</i> Class Advisor (Asst): <del>\$1,875</del> <u>2,000</u> <i>4 stipends</i> Leadership Advisor: <del>\$4,500</del> <u>5,000</u> <i>1 stipend</i> TSHS Student Involvement Coordinator: \$500

**\*\* ASB Clubs provide opportunities for students above and beyond the school curriculum.**

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Hiring process for co-curricular stipend positions:

- 1) Supervisor will email the stipend position announcement to all certified staff
  - 2) Staff will respond via email indicating interest and skills
  - 3) Supervisor will talk with each candidate about expectations, work load, and qualifications
  - 4) Supervisor will select the certified staff member to fulfill the role
  - 5) Stipend positions are for one year, with an option for a second year with supervisor approval (intention of 2 years)
- \*The building administrator may choose to split stipends.

#### HS BASIC RESPONSIBILITIES:

- \$~~250~~500:
  - Maintain budget
  - Schedule club meetings (minimum of 8 per year)
  - Provide minutes for each club meeting
  - Provide a table with information at orientation and/or Provide club information to student body
- \$~~500~~1,000:
  - Above items, plus:
  - Community service project approved by ADASB
- \$~~750~~1,250:
  - Above items, plus:
  - Fundraiser(s) which follow ASB regulations
  - Facilitate club activities in addition to regular meetings
  - Promote the club within the school

#### STUDENT CONTACT TIME:

Minimum of 10 hours for \$~~250~~500

#### MS BASIC RESPONSIBILITIES:

- Oversee club focus
- Distribute, collect, and maintain all required paperwork associated with the activity
- Coordinate facilities and materials
- Oversee set up and cleanup of all activities

#### STUDENT CONTACT TIME:

- ~~40~~ 15 student contact hours

~~Minimum of 16 meeting times~~



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#### APPENDIX B-6: Supplemental Responsibilities(Paid by Supplemental Contract)

All work for supplemental responsibilities will take place outside of the regular workday in direct support of students and in compliance with all insurance guidelines for activities, travel, and students' learning experiences.

POSITION	Location	% of Employee's Base
CTE – <u>Co-Head FFA CTSO Advisor</u> <sup>*</sup>	HS	13.80%
<del>CTE – Assistant FFA CTSO Advisor<sup>*/***</sup></del>	<del>HS</del>	<del>11.00%</del>
CTE – CTSO Head Advisor <sup>*/**</sup>	HS	7.00%
CTE – CTSO Assistant Advisor <sup>*/***</sup>	HS	2.40%
CTE – CTSO Head Advisor <sup>****</sup>	MS	5.00%

~~\* — Per CTE Funded course at Middle School and/or High School — up to 1 per diem day per year, needs prior approval by CTE Director and the District.~~

~~\*All CTSO Advisors at the High School Level will support ALL students as needed from CHS and TSHS as well as 8<sup>th</sup> graders from either middle school under a single CTSO, if a middle school CTSO is not offered.~~

\*\*Head High School CTSO Advisors include, Robotics, Skills USA, DECA, Sports Medicine, FBLA, HOSA and FCCLA. New CTSOs may be added at any time with both CTE Director and District Approval.

\*\*\*Assistant CTSO Advisors include FBLA and FCCLA. Additional Assistant CTSO Advisor may be added at any time with both CTE Director and District Approval, based upon student numbers and participation.

\*\*\*\*Head Middle School CTSO Advisors include 3 positions at each Middle School, to be assigned by the CTE Director annually. New CTSO's may be added at any time with both CTE Director and District Approval.

Hiring process for B-2-6 stipend positions:

- 1) Supervisor will email the stipend position announcement to all certified CTE staff in the building:
- 2) CTE Staff will respond via email indicating interest and skills
- 3) Supervisor will talk with each CTE candidate about expectations, work load, and qualifications
- 4) Supervisor will select the CTE certified staff member to fulfill the role
- 5) Stipend positions are on a year-to-year basis with supervisor approval

Note: ~~\*~~The building administrator may choose to split stipends.

At the conclusion of the 2024-25 school year, each Advisor will submit an accountability spreadsheet designed in collaboration with the CTE Director that will assist in the following:

During the 2025-26 school year, a committee will be formed, including at the CTE Director, 3 high school CTE teachers (selected by the department), 2 middle school CTE teachers (selected by the department), one secondary administrator and the District's Finance Director that will come together to review the proposed matrix and associated documents, and modify to make them financially feasible. The information collected by the committee will be provided to both parties in the summer of 2026 to be bargained.