

MEMORANDUM OF UNDERSTANDING
between the
EDMONDS SCHOOL DISTRICT NO. 15
and the
EDMONDS EDUCATION ASSOCIATION
2026-27

THIS MEMORANDUM OF UNDERSTANDING regarding a special education service delivery pilot shall be effective September 2, 2026, through August 31, 2027, and is supplemental to the 2025-28 Procedural Agreement (PA) between the Edmonds Education Association (EEA) and the Edmonds School District No. 15 (District).

WHEREAS The District and EEA share an interest in exploring approaches to special education service delivery that better meet the needs of students; create more manageable and sustainable workloads for special education staff; increase opportunities for collaboration among special education teachers, general education teachers, Educational Staff Associates (ESAs), and administrators; and allow the District and employees to test innovative service-delivery models before considering broader implementation; and

WHEREAS select schools, Hazelwood Elementary, Chase Lake Elementary, and Mountlake Terrace High School, and the special education teachers assigned to each have agreed to participate fully in this pilot; and

THEREFORE, the undersigned parties hereby agree as follows:

1. **Participating Schools and Employees:** This MOU applies only to schools approved by the District and EEA to participate in the pilot during the 2026–27 school year and to special education teachers assigned to those schools. Participation in the pilot does not create a right to continue the pilot beyond the term of this MOU.
2. **Flexible Service-Delivery Model:** Participating schools may collaboratively design special education staffing and service-delivery structures based upon student and program needs rather than being limited by traditional Resource or Self-Contained program labels. Pilot schools may, for example:
 - a. combine students traditionally served in Resource and Self-Contained programs for instruction based upon content, skill level, or other educational considerations;
 - b. redistribute or strategically assign IEP case-management responsibilities;
 - c. differentiate special education teacher roles by subject area, instructional responsibility, or expertise;
 - d. cluster students within general education classrooms to facilitate special education support;
 - e. maintain existing case-management structures or organize case-management time differently; and
 - f. develop additional collaboration structures among special education staff, gen. education staff, and ESAs.Nothing in this section requires a participating school to implement every option. Each school may develop a model appropriate to its students, staff, and circumstances and may modify the model during the year when the team determines adjustments are necessary.
3. **Student Services and Compliance Requirements:** The flexibility provided through this pilot does not modify or waive requirements under the IDEA, Section 504, state law, District policy, or individual student IEPs. Specifically:
 - a. IEPs must be completed within all applicable timelines.
 - b. Student placements and services must remain consistent with each student's IEP.
 - c. Participation in the pilot may not result in an increase in a student's restrictiveness of placement or a reduction in access to the least restrictive environment based solely upon the pilot structure.
 - d. Required specially designed instruction, related services, accommodations, and supports must continue to be provided.
4. **Teacher Roles and Schedules:** Each participating school will develop written schedules describing the roles and primary responsibilities of participating special education teachers. The schedules may be modified during the school year as student needs, enrollment, staffing, and the effectiveness of the pilot model change. Changes should be developed collaboratively with participating staff whenever practicable.

5. **School-Based Caseload and Trigger:** For participating pilot schools, caseload trigger will be determined based on the **total special education caseload assigned to the school**, rather than the caseload assigned to any individual special education teacher. The goal is to avoid exceeding the caseload max whenever reasonably possible.
 - a. Each pilot school's trigger threshold is determined based on the special education teacher FTE and trigger points of special education teaching assignments in the specific school.
 - i. Chase Lake Elementary:
 1. Resource FTE: 1.8 x Trigger: 23 = 42 students
 2. IS FTE: 3.0 x Trigger: 10 = 30 students
 3. Total Caseload Max: 72
 4. Trigger Points: T1-73 students, T2-76 students, ...
 - ii. Hazelwood Elementary:
 1. Resource FTE: 1.8 x Trigger: 23 = 42 students
 2. IS FTE: 3.0 x Trigger: 10 = 30 students
 3. VI FTE: 1.0 x Trigger: 13 = 13 students
 4. Total Caseload Max: 85
 5. Trigger Points: T1-86 students, T2-89 students, ...
 - iii. Mountlake Terrace High School:
 1. Resource FTE: 6.4 x Trigger: 25 = 160 students
 2. IS FTE: 3.0 x Trigger: 14 = 42 students
 3. ILS FTE: 1.4 x Trigger: 12 = 17 students
 4. WE FTE: 0.5 x Trigger: 14 = 7 students
 5. Total Caseload Max: 226
 6. Trigger Points: T1-227 students, T2-230 students, ...
 - b. The next trigger point will be 3 students more than the first trigger point above and every 3 additional students thereafter. The trigger payment will be divided among all special education teachers based on their special education FTE.
 - c. School-based caseload counts will not include students whose IEPs are limited to speech only.
 - d. If newly eligible students are concentrated on one or more case managers during the school year, the EEA President, the Student Services Manager assigned to the school, the principal, and the affected special education teachers will meet to review the impact on caseload and workload and identify appropriate adjustments or supports.
6. **Pilot Stipend:** In lieu of the contractual compensation of two (2) hours per IEP and the three IEP release days/hours otherwise available to special education teachers, each participating special education teacher will receive a \$5,000 annual stipend, prorated according to the employee's FTE. The stipend will be paid as follows:
 - a. The stipend will be annualized and distributed in equal installments over the remaining regular payroll months of the employee's 2026–27 contract following implementation of the pilot.
 - b. The stipend will be prorated based upon the employee's special education teacher FTE at the pilot school.
 - c. An employee who enters or leaves a participating assignment during the school year will receive a prorated stipend based upon the portion of the year actually assigned to the pilot.
 - d. No separate timesheet or additional compensation form will be required for payment of the stipend.
 - e. Receipt of the stipend replaces only the specific IEP-related compensation and release time identified in this section and does not replace other compensation provided under the CBA unless expressly stated in this MOU.
7. **Evaluation and Sharing of Data:** Participating schools and employees agree to support evaluation of the pilot, including reasonable collection and review of: student outcome data; staff workload information; teacher satisfaction and experience; implementation successes and challenges; and other mutually identified measures.
8. At least one participating teacher and, when possible, one administrator from each participating school will participate in the District Special Education Committee during the 2026–27 school year for purposes of sharing pilot experiences and learning.

This Memorandum of Understanding is effective through the end of the 2026–27 school year. The District and EEA agree to review the MOU in spring 2027, and, if needed modify the MOU for year 2 of the pilot project.

EDMONDS EDUCATION ASSOCIATION

For the Association /Andi Nofziger Meadows/

DATE: 9/22/2026

EDMONDS SCHOOL DISTRICT

For the District /Rob Baumgartner/

DATE: 9/22/2026