

COLLECTIVE BARGAINING AGREEMENT

September 1, 2013 – August 31, 2016

NORTHSHORE EDUCATION ASSOCIATION

AND

NORTHSHORE SCHOOL DISTRICT #417



ARTICLE 47 – BEREAVEMENT LEAVE.....	78
ARTICLE 48 – TEMPORARY DISABILITY LEAVE.....	78
ARTICLE 49 – INSTRUCTIONAL AND PROFESSIONAL IMPROVEMENT.....	79
ARTICLE 50 – GRIEVANCE PROCEDURES.....	79
ARTICLE 51 – SALARY REOPENER.....	81
ARTICLE 52 – SALARIES AND COMPLIANCE.....	81
ARTICLE 53 – SUMMER SCHOOL PROVISIONS.....	84
ARTICLE 54 – INSURANCE.....	85
ARTICLE 55 – SUPPLEMENTAL CONTRACTS AND EXTENDED DAYS.....	88
ARTICLE 56 – PAYDAY.....	89
ARTICLE 57 – RELEASE FROM CONTRACT.....	89
ARTICLE 58 – DURATION OF CONTRACT.....	90

MEMORANDA OF UNDERSTANDING

AGREEMENT ON WEBSITES AND ONLINE GRADES.....	91
AGREEMENT ON TEACHERS OF ADVANCED PLACEMENT.....	92
AGREEMENT ON NEW TEACHER EVALUATION/PROFESSIONAL DEVELOPMENT AND SUPPORT.....	93
AGREEMENT ON ELEMENTARY LITERACY IRRS.....	94
AGREEMENT ON VEBA.....	95
AGREEMENT ON DISTRICT SAFETY COMMITTEE AND INDIVIDUAL SITE HEALTH AND SAFETY COMMITTEES.....	96
AGREEMENT ON HIGH SCHOOL LIBRARY STAFFING MODEL.....	97
AGREEMENT ON MID-LEVEL SPECIAL EDUCATION.....	98
AGREEMENT ON ELEMENTARY LIBRARIAN STAFFING MODEL.....	99
AGREEMENT ON SPECIAL EDUCATION FUNDS FOR MATERIALS.....	100
AGREEMENT ON SECONDARY SELF-SELECT MODEL.....	101
AGREEMENT ON ELEMENTARY REPORT CARD COMMITTEE.....	102
AGREEMENT ON SHARED DECISION MAKING LEADERSHIP TEAM (SDLT) CLASSIFIED REPRESENTATION.....	103
AGREEMENT ON INTERNATIONAL BACCALAUREATE RELEASE DAYS.....	104
AGREEMENT ON EDUCATION OF ENGLISH LANGUAGE LEARNERS.....	105
AGREEMENT ON FAR WEST FAMILY SERVICES.....	106
AGREEMENT ON TRT JOB DESCRIPTION AND SELECTION PROCESS.....	107

ADDENDA TO THE COLLECTIVE BARGAINING AGREEMENT

STANDING COMMITTEES

ADDENDUM A-1	CURRICULUM MATERIALS ADOPTION COMMITTEE.....	110
ADDENDUM A-2	TECHNOLOGY LEADERSHIP COMMITTEE.....	113

EVALUATIVE CRITERIA

ADDENDUM B-1	TRADITIONAL SUMMATIVE EVALUATION CRITERIA AND TRADITIONAL SUMMATIVE AND PGO PROCEDURES.....	116
	SUMMATIVE EVALUATION SYSTEM/PROFESSIONAL GROWTH OPTION (PGO).....	117

**Memorandum of Understanding
Between
Northshore School District No. 417
And
Northshore Education Association**

Secondary Self-Select Model

The parties agree to implement (within current funding and staffing constraints) and continue to refine a plan for addressing potential inequities in the self-select model of student enrollment in AP, IB, College in the High School and Challenge classes. This model may result in other core academic classes having a higher concentration of high needs students (e.g., Special Ed, ELL, 504 or other students identified with challenging needs). Schools shall schedule students in a manner that equitably distributes such students in core academic classes within the department. When there is a concentration of high needs students in a single core academic class, administrators, counselors and teachers (department heads, LC teachers, impacted teachers) shall discuss and provide one of the following supports:

- A lower overall class size that reflects the number and nature of the high needs students;
- Co-teaching model (content area and Special Ed or other certificated teachers co-teach core academic class), agreed to by both teachers;
- In-class support model with certificated Special Education teacher (Special Education teacher works within core academic classroom(s) to provide additional support for struggling students within classroom(s)); and
- In-class support model with classified Paraeducator (Paraeducator will support students in core content area classes).

In addition, the plan shall include related professional development for teachers and paraeducators.

If a teacher in a core academic class finds the particular mix of high needs students in his or her class inequitable within the department, based on the absence of one of the supports above satisfactory to the teacher or based on the unique needs of students which are not apparent in the qualification of those students for categorical programs, the teacher shall appeal to the building administrator for allocation of additional resources. The parties shall meet to discuss the scheduling issues and class mix. If the matter is not resolved, the teacher and building principal shall meet with the NSEA President and the Assistant Superintendent of Secondary Education to problem-solve a solution. Staffing contingency funds are one available resource for solutions to these issues.

The Deputy Superintendent and Assistant Superintendents shall provide data on the implementation of this plan, including feedback from the impacted teachers and student performance data, in October and January. The data will be discussed at Labor Management Council.