

Federal Way Education Association Tentative Agreement Presentation August 30, 2018

Collective Bargaining Agreement Duration: 3 years

Compensation Package

FWEA and the District shared the interest of retaining and attracting the best educators to Federal Way. FWEA worked hard to capture the largest amount of money possible provided by the McCleary settlement. Based on extensive 1:1 conversations and the formal surveying of our membership, a substantial salary increase was the top priority for our negotiations. The team pushed hard to capture every possible dollar for compensation, while dealing with the reality that our district's regionalization factor is 12% while many of our surrounding districts are 18%, and that our levy funding was going to be significantly impacted next year. Despite these challenges, we are proud to report that we have among the very highest gains of any 12% district, and we are comparable to many 18% districts. It is absolutely essential that we work this coming year to legislatively change these patently unfair realities – thus, your WEA-PAC dollars are essential in our ongoing lobby work! The team held strong to a core value of a compensation package that treats certificated and classified staff equitably.

➤ Quick Stats - Certificated

Minimum Salary - \$55,000 BA+0, 0 years

Maximum Salary - \$105,844 MA+90, 25+ years

Average Salary Increase – 14.8%

Salary compression:

BA+15 and BA+30 – move to the BA+0 column

BA+135 – moves to the MA+45 column

Longevity Bonus – Offered based on length of service, not education level

2018-19 - 20-24 years = \$1,100/ 25+ years = \$2,200

2019-20 on - 20-24 years = \$2,000/ 25+ years = \$4,000

Three-year package

2018-19 - as described above

2019-20 - no general package increase except step and longevity

2020-21 - increase is inflationary indicator (IPD) + .5%

Responsibility Contract

The Responsibility Contract represent 10.67% and represents, according to state law, things that are beyond the “basic education-funded responsibilities.” Members have the opportunity to receive their payments over twelve months or in two equal payments in November and June, as before.

Base Salary is for 186 days (180 days plus the 4+1+1 professional development days).

➤ **Re-Opener**

We have agreed to a concept that if the legislature increases state and/or local revenue formulas, we will meet with the district to discuss impact on staffing, compensation, and fund balance.

➤ **Materials Reimbursement**

Money previously utilized for Materials Reimbursement (\$220 per cert) was absorbed into the total compensation package so that it grows along with future increases. This also reduces the workload of our ESP members.

➤ **Family Benefit Pooling**

We will now immediately implement insurance pooling for married and domestic partners as long as they are represented by the same contract (eg. certs pool with certs, and ESP members can pool with ESP members, but the system cannot pool a cert and ESP member.)

ESP Compensation Package

➤ **ESP Quick Stats**

- Condensed salary schedule so that there are now three levels of job classification and seven lanes of experience
 - Condense levels 1, 2, and 3, paid at the level 4 rate
 - Level 4 moves to level 5
 - Level 5 moves to level 6
- Increased ESP salary funding by \$1.19M to create an average salary increase of 19.7%
- \$100,000 has been earmarked for additional compensation for ESP members with advanced degrees (AA, BA, MA). Allocation of funds will be determined by a joint committee for payment starting this year

➤ **Family Benefit Pooling**

We will now immediately implement insurance pooling for married and domestic partners as long as they are represented by the same contract (eg. certs pool with certs, and ESP members can pool with ESP members, but the system cannot pool a cert and ESP member.)

Co-Curricular Stipend Changes

Middle School

	2017-18	2018-19
Annual/ Yearbook	\$2000	\$2500
Band	\$2500	\$3000
Choir	\$2500	\$3000
Drama	\$2000	\$2500
Journalism	\$2000	\$2500
Orchestra	\$2500	\$3000
Student Leadership	\$1000	\$1500

High School

	2017-2018	2018-19
Annual/ Yearbook	\$2500	\$3500
Band	\$3500	\$5000
Choir	\$3500	\$5000
Debate	\$4000	\$5000
Drama	\$3000	\$5000
Journalism	\$2500	\$3000
Pep/March Band	\$1000	\$2500
Orchestra	\$3500	\$5000
Student Leadership	\$1000	\$2500

Co-Curricular stipends will increase by state-funded inflationary index annually.

Site Leadership Team

To ensure buildings have a high functioning leadership team, the following language has been added to provide clarity around who needs to be on the team, how members get to be representatives on the team, and what the commitments are as a team member.

-Teams will be reflective of the building and will include, but are not limited to, Grade level / departments, Administrators, and ARs. An invitation will be extended to ESPs.

-SLTs may include other labor groups.

-The principal will publish responsibilities and commitment requirements, including decisions required by the CBA before members commit

-SLTs will meet at least monthly.

-SLT member election will be done yearly in the spring using a process that works for their respective group.

-Site-based decision model can be used to implement a different process, such as a school application process

-The principal may appoint a member to the SLT as part of a programmatic stipend (e.g. AVID).

-Staff not chosen as reps may commit to join the team on an ongoing basis, but may not come and go.

Use of Time

No additional time has been added to our Collectively Bargained Agreement.

During either the 2018-2019 school year or the 2019-2020 school year, depending on district/board capability, an additional 5 early release days will be added to the calendar (for 18 total). If the district cannot add them this year, we will have the same 4 district directed days and 9 PLC days as 2017-2018.

When the 5 days are added, times will be distributed in the following ways:

9 PLCs, allowing specialists to collaborate across buildings. The PLCs on Early Release days must be a minimum of 60 minutes in length, but the SLT can choose to utilize the remaining 30 minutes to meet other building needs. Specialists who need to travel to other buildings will not be required to attend.

4 district directed days, and;

5 Building directed days, content determined by SLTs.

The 14 hours of PLC meetings outside of the student day or during common planning remain, but flexibility has been increased.

PLCs can choose from 3 models:

- 14 1-hour PLCs or
- 18 45-minute meetings or
- another model approved by the building principal

PLC Location (CBA Language): PLC meetings are conducted at a location of the team's choosing on-site. They are scheduled by the PLC except those on Early Release Days. The schedule and location of each meeting must be submitted to the evaluator so that others may attend. PLCs may meet together if they so choose

PLC Documentation (CBA Language): A summary document jointly created by FWEA and FWPS will be submitted to the administrators after each meeting. The summary document and calendar are the only paperwork required; however, the association and the district recognize that additional evidence may be needed as part of the evaluation process. The intent of the requested paperwork is to allow administrators to support the work of PLCs and give feedback, and should not detract from the work of PLCs, nor should the paperwork add significant extra work to the PLCs

Date: Quick PLC Summary Sheet	
PLC Focus:	
Members present:	
Our PLC worked on (circle and answer those that apply):	
PLC Question 1: <i>What do we want students to know and be able to do?</i>	We worked on this question by:
PLC Question 2: <i>Question 2: How are we going to know when they have learned it?</i>	We worked on this question by:
PLC Questions 3: <i>What do we do if they have already learned it?</i>	We worked on this question by:
PLC Question 4: <i>What do we do if they have not?</i>	We worked on this question by:
Our next steps are:	
(Optional) Supports we could use are:	

ESPs

PLC-Like CBA Language: 4.7.1-ESP members shall be afforded opportunities to be involved in job-alike PLC meetings and building “PLCs” in order to collaborate with others doing their same job. Times for these meetings can include, but not limited to, early release days. These meetings will be scheduled on a rotation basis according to the early release calendar (e.g. first early release office manager PLC, second early release data secretary PLC, third early release attendance/general secretary PLC, fourth early release building ESP “PLC”. On the fourth early release, building ESP PLC, school offices will be closed starting (45) minutes after the end of the student day. A survey will be conducted with all ESP staff to determine professional development topics and

then topics will be calendared with professional development provided throughout the year based on the rotation schedule.

ESPs shall be included when the staff-driven building discipline and safety issues meetings occur.

Staff Meeting

The 22 hours of staff meeting time remain mostly the same. (Changes are underlined.)

- 10 hours of staff meeting time, with one per month, meeting time scheduled by site.
- 6 hours of retreat inclusive of one hour for staff-driven building discipline and safety issues
- 5 hours of compliance training done online as scheduled by employee within Safe Schools windows. Includes IEP/504 training and Safe Schools training.
- 1 hour for staff-driven building discipline and safety issues

Equity

This year at the National Education Association Representative Assembly, resolution statements were passed to honor the experiences of all students and staff and address the issue of systemic racism.

-FWEA and FWPS management agreed that diversity is a great strength of our district and adopted two new truths to the FWEA Certificated and ESP Preamble.

-We value the unique and diverse perspectives, experiences, and cultural identities of our staff, students, and community.

-We must dismantle institutional racism in a collaborative and intentional manner, and commit to address intentional and unintentional bias.

-Though not put into the CBA, there was great discussion around the creation of a district wide equity team that involved all stakeholders and the implementation of the district wide equity plan that is currently in the creation process.

- The issue of negative portrayals of people of color in the EL curriculums was presented and listened to by the district leading to great conversations on how we can improve the process of curriculum selection and the diversity screener used for future curriculum.

Safety and Positive Learning Environments

Federal Way Education Association members made it clear that having safe and positive learning environments for students and working conditions for staff were a top priority for the 2018 bargaining session.

Added Guidelines for Site Discipline Plans

- culturally responsive language lens
- requirement to include referral procedure
- De-escalation plan that does not solely rely on SPED staff
- Plans reviewed before the start of school and throughout the year
- ESPs will have training to support the site discipline plan
- ESPs will receive crisis-response training differentiated by building and role

Referrals for Student Misconduct

CBA Language: The principal/designee will communicate the disposition of the referral to the referring staff member. In the event that the principal/designee determines that substantive changes, such as the level of infraction, need to be made to the referral, the principal/designee will have a conversation with the referring staff member prior to making the changes

Threat Assessment Team

- New teams in the contract that will work to evaluate threats and implement crisis plans at each site

Communication

- Strengthened language around student removal/re-entry
- Commitment to informing staff of emergency situations before families and students

Goal 2 Committee

- Will consist of secondary, elementary, and ESP member representatives
- Will work to identify minor and major offenses in support of PBIS systems
- Will develop a district wide referral system/form

Special Education, Specialists, and Itinerants

Librarians:

Each librarian will meet with supervisor as part of the evaluation process to develop evaluation focus for the year, within the time allotted for their position, as well as to develop a plan for addressing the tasks required in the evaluation framework. Staff who split time between classroom and library will be evaluated **only** on teaching responsibilities, using the appropriate evaluation tool.

Counselors:

In recognition of the increased workload and increased need for social-emotional services and supports within Federal Way Public Schools, counselors will receive an additional supplemental contract, paid at the per diem rate as follows:

- Elementary Counselors: 3 days
- Secondary (Middle and High School) Counselors: 8 days

Start and End of Therapy:

Language regarding the start and end of itinerant services, allowing for flexibility was added to the contract. The first and last week of school can reflect connection, opening/closing, assessment and transition activities.

Therapy confidentiality:

Staff will discuss any concerns about therapy space, including the need to communicate space limitation with parents/ guardians, with the building principal. If a satisfactory solution is not reached, staff will discuss those concerns with the appropriate special education administrator to be resolved.

Restraint and Isolation:

New language has been added which requires a successful discipline plan to include:

A crisis intervention plan which does not rely on Special Education staff to serve as the primary responder for students not on their caseload who need restraint or de-escalation

Preschool Reporting Requirements:

Preschool teachers will complete GOLD report **2** times a year (down from 3) in preparation for Fall and Spring Student Led Conferences.

Special Education Advisory Committee (SEAC):

SEAC was reformed as part of the bargain last year. After a year of experience, the following language was added regarding SEAC tasks and function:

On an annual basis, SEAC leads, in coordination with administration, will develop topics for SEAC to address which will be subject to approval by Labor Management Committee.

Supplemental Contract and Work Year:

The following itinerant groups will now receive a supplemental contract for 10 days paid at the per diem rate:

- Occupational Therapist
- Physical Therapist
- Speech Language Pathologist
- Adaptive PE
- School Psychologist

- Teacher of the Vision Impaired

Nurses retain the right to work an adjusted school year contract as specified in previous contracts.

Special Education caseload threshold:

Given the unique challenges associated with education of children with special needs, the following caseload thresholds are now included in the contract:

Program	Compliant Caseload
ACP	10
FCP	10
ETP	10
IK	4
Elementary RSP	25
Secondary RSP	25
K-8 SEB	10
HS SEB	15
Pre-K	16

When a Special Education teacher exceeds the recommended threshold, the following remedy applies: 2 hours per diem pay per student over the threshold

Preschool Class Section threshold:

As an added protection to ensure equitable distribution of preschool students within Federal Way Public Schools, any teacher who exceeds 8 IEP students in an individual class section (AM/PM) will also receive the following remedy: \$25 per week per student aligned to general education overload.

Secondary Resource Class Section threshold:

As an added protection to ensure manageable small group class sections at the secondary level in the Resource Support Program a class/section threshold was developed. The threshold for Secondary RSP class/section size is 15. The following remedy applies when the 15 class/section threshold is exceeded: \$25 per week per student aligned to general education overload.

GVC

We recognized member interest in improving implementation of the GVC to meet the needs of teachers and students.

CBA Language on Flexibility of Delivery– The district and association agree that curriculum will be designed in a manner that supports and encourages staff member to make informed and meaningful decisions that enhance the learning of their students in regards to pacing, enrichment, teaching strategies, and other relevant decisions. Teachers may supplement the Curriculum Guides (eg. add kinesthetic activities, related non-print texts, or other enhancements) or adjust instructional delivery to meet the

needs of their students but may not supplant or replace entire units, resources, standards, learning targets, or assessments.

A) As professionals, staff members are assured the flexibility to make informed-decisions to apply a variety of instructional strategies and make decisions to meet the needs of their students and reach their professional goals (eg. achieve distinguished ratings in all relevant components of CEL 5 D, complete their NBPTS certification, or finish any post-graduate degree requirements.)

B) PLCs will review the provided pacing calendars on an ongoing basis and make adjustments to them based on the needs of the students, **with the expectation that all standards will be covered.**

CBA Language on Viability: The district and association agree that curriculum will be designed in a manner that reflects the realities of educating students in a real-world environment.

A) The district and association further agree that establishment of a positive and safe learning environment is paramount to a successful environment. In addition, the curriculum and pacing guide will take into account district and state assessments, relationship building, school community events, emergent events, district programs or initiatives, and other important occurrences.

B) Quarterly, the Curriculum Guide Writing Teams, consisting of district and association-chosen members, will meet to examine and adjust assessment calendars, and curriculum and pacing guides as necessary.