

CKEA/CKSD
Negotiation Agreements
LOAs & MOUs

Spring 2025

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LETTERS OF AGREEMENT

LOA #1... Non-Resource Special Education Overload

Elementary Intensive Learning Services (ILS) teachers will be paid overload for each student over 10 at the rate of \$7.00 per day for the first student, \$9.00 per day for the second student, and \$11.00 per day for each student beyond 12. For buildings with two KAP programs, teachers will be paid overload for each student over 8 at the rate of \$7.00 per day for the first student, \$9.00 per day for the second student, and \$11.00 per day for each student beyond 10.

Middle School Adaptive Academic Services teachers will be paid overload for each student over 13 at the rate of \$7.00 per day for the first student, \$9.00 per day for the second student, and \$11.00 per day for each student beyond 15.

Middle School ILS teachers will be paid overload for each student over 10 at the rate of \$7.00 per day for the first student, \$9.00 per day for the second student, and \$11.00 per day for each student beyond 12.

Middle School KAP teachers will be paid overload for each student over 12 at the rate of \$7.00 per day for the first student, \$9.00 per day for the second student, and \$11.00 per day for each student beyond 14.

High School Adaptive Academics Services teachers will be paid overload for each student over 14 at the rate of \$7.00 per day for the first student, \$9.00 per day for the second student, and \$11.00 per day for each student beyond 16.

High School LITE teachers will be paid overload for each student over-20 at the rate of \$7.00 per day for the first student, \$9.00 per day for the second student, and \$11.00 per day for each student beyond 22.

High School ILS teachers will be paid overload for each student over 10 at the rate of \$7.00 per day for the first student, \$9.00 per day for the second student, and \$11.00 per day for each student beyond 12.

High School KAP teachers will be paid overload for each student over 12 at the rate of \$7.00 per day for the first student, \$9.00 per day for the second student, and \$11.00 per day for each student beyond 14.

The payment for overload will be calculated based on the student counts for the Friday (student day) closest to the 20th of the month, except for December. The amount of compensation will

be determined by multiplying the number of student days in that month by the number of students beyond the overload number. Overload will be calculated for the months of September through June. June overload will be calculated on the May overload form.

LOA #2...Professional Learning for 2025-26

For the 2025-26 school year, modifications will be made to ARTICLE IV, Section I - Professional Learning. The District shall offer 4 hours of professional learning to each employee at the employee's individual per diem rate of pay. These hours will include: four (4) hours of online Safety Care training.

An additional one (1) hour of in-person Safety Care training required for certification will be completed on a building or principal day. The five (5) hours of Safety Care training must be completed within 90 calendar days of starting and must be completed within the first semester of the school year. The Association and the District agree that the expectation for these hours is that employees complete the training.

LOA #3...Family/Teacher Engagement and Conferences SY' 25-26

The District and Association strongly believe family engagement is a vital part of all students' education. Family/teacher conferences provide an opportunity to promote partnership and to enhance communication and community engagement.

PK-12 teachers shall receive release time for family/teacher engagement and conferences in the fall. Release time for fall conferences shall be two (2) full days in the first semester and one (1) half-day the Wednesday before Thanksgiving break in November (November 27). Excluding the duty-free lunch time, 10.5 hours of this time will be for conferencing with families and 7 hours of this time will be for planning and preparation.

PK-12 teachers shall receive release time for family/teacher engagement and conferences in the spring. Release time for spring conferences shall be two (2) full days in the second semester and one (1) half-day the Friday before Memorial day. Excluding the duty-free lunch time, 10.5 hours of this time will be for conferencing with families and 7 hours of this time will be for planning and preparation.

Employees may adjust their work schedules, during non-student time, in order to better meet the needs of families. For safety, buildings are encouraged to choose at least one evening to hold late conferences. Employees who adjust their work schedules to better meet the needs of families, may adjust their schedule during conference days and/or the half-day before Thanksgiving/Friday before Memorial Day. Any schedule adjustments must occur during the week of scheduled conferences. Employees will provide copies of their conference schedules to their principals. An employee and a principal can agree to further modify a schedule if special circumstances arise.

LOA #4...Salary

Salary Schedule

1. The base salary schedule will be for 184 days of work. (180 student days and 4 district days.)
2. Employees will be granted experience steps and credit column movement.
3. 2.5% for IPD will be added to the salary schedule. (Including the steps at the bottom of the schedule)
4. 1.65% for salary increase will be added to the salary schedule. (Including the steps at the bottom of the schedule).
5. Employees in the BA + 90 column, with 30 or more years of experience on September 1, 2018, will be grandfathered at BA + 90 step 30. This grandfather cell will appear at the bottom of the salary schedule.
6. Employees in the MA + 0 column, with 25 or more years of experience on September 1, 2018, will be grandfathered at MA + 0 step 25. This grandfather cell will appear at the bottom of the salary schedule.
7. Employees on the BA + 135 column of the Salary Allocation Model in SY '17-18 will be grandfathered at MA + 0, step 25. This grandfather cell will appear at the bottom of the salary schedule.
8. There will be a PhD stipend of \$3,500.
9. The base cell used to determine stipends for SY' 25-26 will be \$32,228.05

LOA #5...Early Release Days 25-26

The District and the Association are committed, through the use of early release days, to improving student outcomes consistent with the District's Strategic Plan, School Improvement Plan, and mission. Each school year, the District and the Association will jointly designate three (3) early release days for district-wide job-a-like meetings for staff. The remaining early release days will rotate among the following four designated options:

1. Building day
 - **Directed by:** Principal
 - **Team Composition:** Determined by Admin
 - **Examples:** meet with all staff to review and implement the goals embedded in the Central Kitsap Strategic Plan and the School Improvement Plan, and/or staff meetings, etc.
 - **Expectations:** Group setting(s), not individual setting
0. Individual day
 - **Directed by:** Individual Certificated Staff
 - **Team Composition:** Individual Certificated Staff
 - **Examples:** work on grading, lesson planning, student reporting, etc.
 - **Expectations:** Individuals work alone, but may also choose to meet with colleagues, no expectation to report back agenda to admin

0. Staff day

- **Directed by:** Certificated Teams
- **Team Composition:** Teams are fluid based on building needs and established through a collaborative process with EA building reps and admin
- **Examples:** reviewing and/or developing grading rubrics, reviewing common assessment scores, curriculum mapping, discussing behavior supports, planning conferences, discussion/work items that further student outcomes, grade level teams, behavior, SWIS, professional learning, and/or engaging in other discussions or work that is beneficial to student outcomes, etc.
- **Expectation:** Staff meet in teams and do not work individually; the agenda and notes are reported back to the admin

0. Principal day.

- **Directed by:** Principal
- **Team Composition:** Determined by Principal
- **Examples:** reviewing and/or developing grading rubrics, reviewing common assessment scores, curriculum mapping, discussing behavior supports, planning conferences, discussion/work items that further student outcomes, grade level teams, behavior, SWIS, professional learning, and/or engaging in other discussions or work that is beneficial to student outcomes, etc.
- **Expectations:** Staff follow the team set by the principal. Not intended for individual work. Agenda/notes may be reported back to admin if requested.

LOA #6...Certificated Substitute Rate 25/26

The guest teacher rate will be \$205 per day. Guest teachers may be paid at the hourly rate for part time positions. On Thursday early release days, guest teachers may choose to leave after students have been dismissed and be paid the hourly rate for that day or stay for a full day's pay with the early release time being used for other duties as assigned. The hourly rate is equivalent to the daily rate at \$27.33.

LOA #7...Elementary Special Education Mixed Caseload

Elementary schools with both Intensive Learning Services (ILS) and Resource Support Services (RSS), where one may have a small class size, will have a mixed caseload that is based on MOU #8 and LOA #1 for FTE for students determined to be ILS or RSS. These caseload numbers will be determined using percentages of those caseload and class size language for both ILS and RSS. For example, given a class size of 10 for ILS, each student is 10% of a Special Education teacher's caseload. For RSS, whose caseload is 26:1, each student is 3.8% of their caseload. Once their caseload is determined in the fall, each teacher will receive ILS overload and/or RSS overload based on that baseline.

LOA #8...Inclusion Workgroup

The District and the Association acknowledge and agree that students with disabilities have a fundamental right to be included in the general education setting with their general education peers to the maximum extent appropriate. This agreement establishes a workgroup that will identify, discuss, and consider feasible inclusionary models within a continuum of services that comply with the District's obligation of inclusion under the Individuals with Disabilities Education Act.

Membership Composition:

The workgroup will consist of the following members:

- 1 member from the Association Bargaining Team
- 1 member from the District Bargaining Team
- 3 Special Services Administrators
- 6 Special Education Teachers [2 elementary, 2 middle school, and 2 high school]
- 6 General Education Teachers [2 elementary, 2 middle school, and 2 high school]
- 3 Building Administrators [1 elementary, 1 middle school, and 1 high school]

The workgroup members will be mutually agreed upon by the bargaining team representatives. The District will cover the cost of the facilitator and release time for the team members.

The District will secure a facilitator prior to the first meeting to ensure a balanced and collaborative process.

Scope of Work

Goal and Outcome:

The overarching goal of the workgroup is to identify three (3) models of staffing that support inclusion to recommend to the District and Association bargaining teams. Each model will include, at a minimum:

- Caseload and/or class size guidelines
- Roles and responsibilities of certificated staff
- Cost estimates
- Examples of intensity rubrics (if applicable)
- Considerations for shared planning time and space logistics

Content

Phase 1: The workgroup will review the District's Action Plans, clarify the vision of inclusion in the context of Central Kitsap School District, and review the legal definitions of inclusion, LRE, SDI, and any other applicable laws. The workgroup will provide these clarified definitions to the bargaining teams.

Phase 2: The workgroup will then examine expanded inclusion models from other school districts, with the following questions in mind:

- What has worked? What has not?
- What barriers existed, and how were they mitigated or eliminated?
- What principles or practices were implemented to build a successful inclusion model?
- What staffing models were put in place for staffing (classified and certificated) (i.e., caseload/class sizes)?
- To what extent was co-planning and/or co-teaching utilized to support student success?
- Were intensity rubrics utilized, and if so, how?
- What job description limitations and barriers are there?
- What building/space limitations exist that may need to be considered in terms of implementation of inclusion?

Process and Timeline:

- The workgroup will begin its work by mid-October 2025.
- The team will meet approximately four (4) full days throughout the academic year, with meetings scheduled as required to accomplish the objectives outlined above.
- During the process, the workgroup will actively solicit feedback from staff and administrators to ensure broad-based input.
- The team will invite representatives from other districts who have successfully implemented inclusion to share their experiences and insights.

Communication and Reporting:

The District and Association are committed to ensuring a collaborative, informed, and structured process that supports inclusion within the Central Kitsap School District.

- Upon completion of its work, the workgroup will share its findings and recommendations with both bargaining teams for further discussion and action.
- Members of the workgroup representing the bargaining teams will provide regular updates to both bargaining teams throughout the 2025-26 school year, ensuring transparency and ongoing communication.
- The workgroup will present its suggested models of inclusion to the bargaining teams no later than February 2, 2026.

Effective Date: This LOA will be effective upon both parties' signatures and will remain in effect until August 31, 2026, unless mutually extended, modified, or cancelled.

MEMORANDUMS OF UNDERSTANDING

MOU #1...WA-AIM Support

The District will grant each special education teacher who must administer the WA-AIM either:

- Three hours at the extra pay rate for every test administered. (Math, ELA and Science)
- OR**
- One full-day of release time for every three tests administered.

MOU #2...BCCS Caseload/BCCS Resource Room Caseload

BCCS Parent Partnership

- K-8 under 42 to 1

BCCS Classroom-Based

- 9-12 under 31 to 1

BCCS On-line K-12

- K-5 under 41 to 1
- 6-8 under 51 to 1
- 9-12 under 81 to 1

BCCS Resource Room Staffing

1. The district will attempt to maintain the resource room(s) at 28 to 1 with 6.5 hours per day of para educator time.
2. Overload...Resource Room caseload numbers will be checked each count day. Compliant IEPs will be used to determine caseload numbers. If, on the count day, a caseload exceeds one to four students, teachers will receive a stipend of \$4 per student over caseload per day. If, on the count day, a caseload exceeds four from the numbers above, a meeting with the building team (teacher and principal) and the appropriate Special Education Administrator will be held as soon as possible to discuss and identify solutions. The solution(s) will include one of the following:
 1. Additional para educator time
 2. Additional certificated time
 3. Additional planning time
 4. Another agreed upon solution

MOU #3...Teacher Librarians

Each school year, teacher-librarians will receive a \$1,500 stipend. In order to ensure consistency, elementary teacher-librarians will teach the lessons for digital citizenship. In order to ensure consistency, secondary teacher-librarians will coordinate the delivery of the lessons for digital citizenship.

MOU #4...Kindergarten Support

Each Kindergarten classroom will have 3.25 hours of para educator support each day. Kindergarten teachers may receive up to ten (10) hours at the curriculum rate to enter WaKIDS data.

MOU #5...Secondary School Stipends

Each employee teaching a secondary Band, Orchestra, Jazz Band and/or Choir class and providing evening performances will receive the stipend amount specified in Appendix D in the Collective Bargaining Agreement.

MOU #6...Aggressive Behavior Checklist

The district will implement the following checklist for administrators to use when supporting staff with the impacts of aggressive behaviors.

1. Administration will notify staff when a student, who has a history of violence, has been placed in that staff member's room.
2. Administration will hold a staffing meeting to outline proposed interventions for identified students with aggressive behaviors.
3. Administration and staff will follow the established behavior plan for identified students.
4. Administration will review building protocols for dealing with incidents of aggression at the school.
5. In the event of an incident:
 - a. The student should be removed from the setting or the students should be cleared by staff, administration or security.
 - b. Law enforcement should be contacted in appropriate cases.
 - c. Check for injury – both staff and students.

- d. The staff member(s) should be given time to collect themselves before resuming duties, which may include administrative leave.
- e. Debrief with the staff member as soon as reasonably possible.
- f. Administration should follow the Rights and Responsibility Handbook for student discipline or the IEP if applicable.
- g. In consultation with the staff member, allow for a substitute.
- h. Notify the Office of Teaching & Learning of the incident.
- i. Determine if the entire staff should receive an email notification or when appropriate, hold a whole-staff meeting to review the incident.
- j. Maintain a pattern of check-in with the staff member or those who observed the incident – this could be conducted by the administration or counselors.
- k. Provide a teacher-buddy who checks in with affected staff as a means of support (given approval of affected staff member).
- l. In some cases, a parent notice will be published by the Office of Teaching & Learning and sent home with students.
- m. Document incident.
- n. Debrief for improved responses.
- o.

MOU #7... Secondary Counseling Ratios 25/26

There will be a minimum of 2.0 FTE counselors assigned to each middle school, 3.5 FTE counselors assigned to Klahowya Secondary School, 4.0 FTE counselors assigned to each high school, and 1.0 FTE counselor assigned to Barker Creek Community School.

*A .2 FTE counselor will be added for each 55 students above the following floors

600 students for elementary
600 students for middle school
1,100 students for high school
900 students for KSS

For the formula above, the number of students will be measured on the first student day of March for staffing of counselors for the following school year.

Barker Creek Community School (BCCS) will gain an additional 0.5 FTE counselor.

MOU #8... Elementary/Secondary Resource Room Caseload

Intent: Our historical resource room funding model created many staffing challenges. Moving to caseload language has provided better support for staff and students.

1. Caseload...Beginning in SY 2023-24, the District will attempt to maintain the following caseloads for Resource Rooms:
 - a. Elementary Resource Rooms: 26 to 1 with 6.5 hours per day of para educator time
 - b. Secondary Resource Rooms: 28 to 1 with 13 hours per day of para educator time
2. Overload...Resource Room caseload numbers will be checked each count day. Compliant IEPs will be used to determine caseload numbers. If, on the count day, a caseload exceeds one to four students, teachers will receive a stipend of \$4 per student over caseload per day. If, on the count day, a caseload exceeds four from the numbers above, a meeting with the building team (teacher and principal) and the appropriate Special Education Administrator will be held as soon as possible to discuss and identify solutions. The solution(s) will include one of the following:
 - a. Additional para educator time
 - b. Additional certificated time
 - c. Additional planning time
 - d. Another agreed upon solution
3. Staffing...When setting the staffing levels in the spring of 2024, the District will take historical trends into account. If the number of students in a building tends to increase throughout the year, the district reserves the right to over-staff the classroom at the beginning of the year to ensure stable staffing for the classroom.
4. Minimum staffing...Each elementary school will have a minimum staffing of one resource room teacher and 6.5 hours per day of para educator time. Each secondary school will have a minimum staffing of one resource room teacher and 13 hours per day of para educator time.
5. The process for requesting additional staffing and resources that currently exists in the CBA will remain in effect.
6. Caseloads will be prorated based on an employee's assigned special education FTE.

MOU #9...Elementary Stipends for Leadership

Each elementary school will receive \$6,000 for stipends to promote leadership. All certificated staff will be eligible. The stipends will be determined by mutual agreement between the principal and CKEA building representatives using the following procedures:

1. The principal and CKEA building representatives will meet to create stipends for leadership that supports the implementation work for the areas of the district strategic plan/School Improvement Plan.
2. The principal and CKEA building representatives will choose the people who will receive the leadership stipends. (Any CKEA building representative interested in applying for a stipend will recuse themselves from the process. The CKEA President will appoint another CKEA member from the building to be part of the selection process.)

MOU #10...Speech Language Pathologists (Certificate of Clinical Competence)

ARTICLE V SECTION B –SPEECH LANGUAGE PATHOLOGISTS Speech Language Pathologists who hold a Certificate of Clinical Competence will be reimbursed \$225.00 of the annual fees associated with renewal of the certificate, regardless of FTE. Additionally, Speech Language Pathologists who hold a current Certificate of Clinical Competence will receive a stipend of \$750 for the SY '24-25 and \$1,000 for SY '25-26, prorated based on FTE.