

SEA 2026 Conceptual Summarized Proposal #1
June 25, 2026
Certificated

Compensation and Benefits

1. Compensation

- A. 2026-2027.** 1.5% plus the annual inflationary adjustment, based on the State's annual inflationary factor, currently the implicit price deflator (IPD), of prior year total compensation applied as an equal percentage salary increase to all cells of the salary schedule.
- B. 2027-2028.** 2.0% plus the annual inflationary adjustment, based on the State's annual inflationary factor, currently the implicit price deflator (IPD), of prior year total compensation applied as an equal percentage salary increase to all cells of the salary schedule.
- C. 2028-2029.** 2.5% plus the annual inflationary adjustment, based on the State's annual inflationary factor, currently the implicit price deflator (IPD), of prior year total compensation applied as an equal percentage salary increase to all cells of the salary schedule.

2. Stipends and Other Compensation

- A.** Extra-Curricular stipends are contained in Appendix E of this Agreement and will increase annually by the state's annual inflationary adjustment factor, currently based on the Implicit Price Deflator (IPD), and by an amount equal to such other compensation increases as the State may provide.
 - i. Add current ESA Mentor \$500 stipend to Appendix E.
 - ii. Add current ESA National Certification \$1500 stipend to Appendix E.
 - iii. Add current National Board for Professional Teaching Standards (NBPTS) stipend to Appendix E with the proviso: "amount set by the legislature, inclusive of any COLAs".
 - iv. Add current State Test Coordination \$500 stipend to Appendix E. (Move State Test Coordinator stipend from MOC to Appendix E)
 - v. Add current IEP stipend to Appendix E.
 - vi. Remove stipend limit (3) for CTE chapter advisors to reflect current practice.
- B.** Increase annual IEP stipend from \$2500/yr to 3,000/year.

- C. Teachers appointed to act as admin designee will receive 3.5 hours per day at the required activities rate in Appendix C.

3. Mandatory Extra Contractual Days: Reduce by one District-directed day from five days to four: three days before the start of the school year; one Oct in-service day.

- A. Day 1. One-half (0.5) of the time on this day will be utilized for District-directed professional development and one-half (0.5) for individual preparation, teacher-directed collaboration, and planning related to the District's professional development framework.
- B. Day 2. One-half (0.5) of the time on this day will be utilized for District-directed professional development and one-half (0.5) for individual preparation, teacher-directed collaboration, and planning related to the District's professional development framework.
- C. Day 3. Building business and classroom/worksite preparation.
- D. Day 4 (October). One-half (0.5) of the time on this day will be utilized for District-directed professional development and one-half (0.5) for individual preparation, teacher-directed collaboration, and planning related to the District's professional development framework.

Effective Teaching and Learning, Student Supports, and District Operations

4. Planning and Preparation Time

- A. Early release Wednesdays will be designated as follows:
 - i. Two per month for educator-directed planning, which may include collaboration or individual planning (gold day).
 - ii. One per month for educator-directed job-alike collaboration (red day).
 - iii. One per month for racial equity work (green day).
- B. Administrators will respect individual employee professional judgment by not scheduling meetings or activities during designated educator-directed individual and collaborative/job-alike time on early release Wednesdays.

5. Meetings Outside the Workday. Building-scheduled faculty meetings outside of the contractual workday will be limited to one per month not to exceed sixty (60) minutes.

6. Overload Relief, Class Limits, and Class Size Targets

- A. **Class size targets:**
 - i. K-3 - 20:1

- ii. 4-5 - 26:1
- iii. 6-12 - 30:1, 140/day for a 6 period bell schedule or 170/day for a 7 period bell schedule
- iv. 6-12 advisory 25:1

B. Elementary specialists and secondary non-core.

- i. Secondary non-core classes will have the same class size limits as core classes, except orchestra, drama, and choir. All non-core classes will continue to be limited by space, safety, equipment needs, ability to supervise, and effective instructions.
- ii. Cap Elementary Specialist minutes to 1280/week, in addition to forty (40) sections maximum.
- iii. Make Elementary Specialists and non-core teachers eligible for overage pay.

C. Overage.

- i. Overage will be paid to teachers whose class or daily roster is between 1-5 over the applicable class size target.
- ii. When any class size has exceeded 5 students over the class size target, the affected teacher, SEA representative, admin, and appropriate executive director will meet and discuss resolution. Resolutions will be recorded and revisited quarterly. The resolution must be agreed to by the educator.
Possible resolutions are:
 - a. Adding a new classroom
 - b. Adding a 1.0 FTE paraprofessional to the classroom
 - c. Overage pay for all students over the classroom target and 3 substitute days per quarter for planning and grading
- iii. The District will continue to apply its current formula used to calculate rates of overage pay.

D. Secondary Employee Load.

- i. Buildings may choose either a six (6) or seven (7) period schedule through the site-based decision-making process. Employees will continue to have at least one period each day for PCP.
- ii. SPS will provide a recommended structure and curriculum for advisory.
- iii. Whenever possible, advisory students should be assigned to teachers they have in other classes.
- iv. Advisory will not count as a class period only if no curriculum prep or grading is required, or if advisory is built into a class period.

7. Student Enrollment and Classroom Staff Allocation

A. General Education Classroom Teacher Staffing

- i. When allocating general education classroom teachers to buildings all students receiving special education services shall be counted fully in their general education classroom
- ii. K-3 classroom teacher staffing will be allocated to each building by dividing the building's average k-3 enrollment from September-January of the current school year by the following divisors, rounded to the nearest full staff member (rounded up from 0.5):
 - a. very high poverty schools: seventeen (17)
 - b. high poverty schools: eighteen (18)
 - c. Non-high poverty schools: twenty (20)
- iii. 4-5 classroom teacher staffing will be allocated to each building by dividing the building's average 4-5 enrollment from September-January of the current school year by the following divisors, carried out to the nearest full staff member (rounded up from 0.5):
 - a. very high poverty schools: twenty-four (24)
 - b. high poverty schools: twenty-five (25)
 - c. Non-high poverty schools: twenty-six (26)
- iv. 6-8 classroom teacher staffing, including CTE, will be allocated to each building's average 6-8 enrollment from September-January of the current school year by twenty-nine and one-half (29.5) rounded to the nearest half-staff member (rounded up from 0.25).
- v. 9-12 classroom teacher staffing, including CTE, will be allocated to each building by dividing the building's average 9-12 enrollment from September-January of the current school year by twenty-nine and one-half (29.5) rounded to the nearest half-staff member (rounded up from 0.25).
- vi. PCP Teacher Staffing
 - a. The District will staff for K-5 grade PCP time at 12.5% of the general education allocations above, rounded up to the nearest 0.5 FTE.
 - b. The District will staff for 6-12 grade PCP time at 20% of the general education allocations above, rounded up to the nearest 0.2 FTE.

- B. School counselor/social worker. Staff a full-time (1.0 FTE) school counselor/social worker in every prek-5 and prek-8 school.

C. Nurses

- i. For pre-K-5 schools, pre-K-8 schools, and non-traditional secondary schools, nurses will be allocated proportionately to each building, rounded up to the nearest 0.10 FTE, by dividing the building's average enrollment, including PreK, from September to January for the current school year by the CBA allocation ratio defined in Article IX. O (1:1000). Buildings with enrollment below 200 students will have a minimum of 0.2 FTE.
- ii. All comprehensive secondary schools will be staffed with a 1.0 FTE Nurse. Additional FTE will be allocated proportionately when the building's average student enrollment from September to January for the current school year exceeds 1000 students.

D. Librarians

- i. Each elementary and preK-8 with 199 students or less will be allocated a 0.5 FTE librarian. Each elementary and preK-8 with 200 or more will have 1.0 FTE librarian.
- ii. Each secondary school will be allocated a 1.0 FTE librarian.

8. Curricular Adjustments and Curriculum Embedded Assessments. Educators shall have freedom and support to adjust curricula, assessments and timelines to meet the needs of their students. The district shall not require more than one curriculum embedded assessment per content area per year.

9. Evaluation

- A. Article XI, Section D.8.a.4, Article XI, Section D.8.b.3 and Article XI, Section D.8.c.3 are out of compliance with the WAC and RCW for evaluations. After each observation or series of observations, the evaluator must promptly document the results of the observation in writing, and provide a copy to the employee within three (3) days of preparing the report. The current CBA allows five (5) days.
- B. Evaluation Conferences: Each employee will have two evaluation conferences per year. Per WAC 392-191A-130, the purpose of each conference is to provide additional evidence by either the evaluator or employee to aid in the assessment of the employee's professional performance against the instructional framework rubrics. Current conferences as outlined in the CBA do not meet the requirements of the law with regard to practice.
 - i. The first evaluation conference will be a mid-year conference between January-March. The evaluator will provide the employee with clear feedback about areas of strength and growth that have been observed. The evaluator must inform the employee if they are in danger of being rated basic or unsatisfactory at this conference.

- ii. The second conference will be the summative evaluation conference. The employee will have the opportunity to review the summative evaluation prior to the conference and has the right to provide additional evidence in the summative conference.

10. ALE. Non-virtual secondary ALE staff will have either a lower class size target and allocation ratio or will have time allocated during the workday to ensure the legal requirements specific to an ALE are met. The maximum number of written student learning plans managed by a staff member is 25.

Specialized Education and Services

11. Special Education

- A. Increase Special Education Relief Committee funding to \$800k (currently \$520k).
- B. Define case management: communication with teachers, administrators, parents, school psychologists, paraprofessionals, counselors and other relevant individuals about students; planning, collaboration, and consultation with other educators on implementation of specially designed instruction; IEP planning and development with others; testing/assessment of students; monitoring and reporting on progress of students; transition planning and assessment; and providing direct services to students in a variety of formats.
- C. Special Education/Secondary
 - i. Secondary Special Education certificated staff shall have a second PCP period to enable case management
 - ii. Secondary Special Education teachers will have daily contact with students on their caseload. In order to ensure this:
 - a. Students will be assigned to class(es) that are taught by their case manager, or
 - b. Case managers will have time in their day to provide push in or pull out services with students on their caseload.
 - iii. Modified secondary special education classes, which comprise 50% or more students with IEPs, shall have a maximum of 14 students.
- D. For BRIDGES (Transition for 18-21, Medically Fragile/Distinct): allow adjustments due to increases/overage, in line with Distinct overages:

Distinct Services	Per teacher
1	Overage pay
2-3	1.0 FTE IA
4	New classroom -1.0 FTE Cert plus 1.0 FTE IA
5	1.0 FTE Cert plus 2.0 FTE IA

For BRIDGES (Transition for 18-21, Extended Resource/Focus): allow adjustments due to increases/overage, in line with Focus overages:

Focus Services	Per teacher
1-2	Overage pay
3-4	Overage pay or 1.0 FTE IA
5	New classroom -1.0 FTE Cert plus 1.0 FTE IA

- E. SPS shall hire/maintain 10 special education endorsed teachers on a supplemental contract for the purpose of filling special education vacancies/absences, including conducting case management, due to extended leave or investigation until a substitute with a special education endorsement is secured. The supplemental contract teachers will not be approved for a transfer during the school year without mutual agreement of SPS and SEA. They shall receive a stipend equivalent to that of a special education program specialist. Positions will be posted within 10 work days of contract ratification and filled by November 1; in future years, positions will be posted during spring hiring process.
- F. Interagency Academy and Cascade Parent Partnership special education staffing ratio will be 15:1:1 regardless of pathway.
- G. Staffing ratio for Adaptive PE Specialist (currently no caseload limits) will be 32:1.
- H. 0.2 lead FTE allocation for Audiology is separated from SLP lead allocation.
- I. Increase compensation for additional IEPs over caseload from \$75 to \$225/IEP.

12. Multilingual.

- A. ML staffing will be allocated to each building by dividing the building's average enrollment from September-January of the current school year by the divisors, rounded to the nearest half-staff member (0.5 FTE).
- B. All students receiving ML services are counted toward ML Cert and Para staffing ratio calculations. Staff adjustments will occur quarterly.
- C. Emergent learners (students scoring 2 or under on the WIDA screener or annual assessment) will be weighted as 2 for the purposes of staffing allocation for ML certificated teachers and paraprofessionals.

13. Team planning time. ML and Special Education pathway teams will have scheduled 30 minutes per week for planning together. This time can be spread out across two meetings.

14. Preschool.

- A. Reduce Developmental PreK ratio to 8:1:2 plus 4-5 typically developing model peers up to a total of 12 students.
- B. PreK teachers receive PCP time and lunch equal to elementary PCP time and lunch daily. If there are no Elementary Specialists to provide that time, PreK Instructional Assistants or admin will supervise students to relieve the teacher.
- C. For Developmental PreK, early-release days shall be a planning, preparation, and communication day. Developmental PreK staff shall not be part of the emergency sub rotation on early-release days.

15. Co-Teaching: Define co-teaching as a particular instructional arrangement and ensure that teachers involved in co-teaching are committed, trained, and supported via common planning time. Provides limits on class make-up to ensure benefits of general education classroom are afforded all students, and provides for absence support/sub reimbursement rights. See attached proposal: [Co-Teaching](#)

16. ESA Caseload and Allocation Ratios.

A. ESA Overage

- i. Audiologists, psychologists, nurses, counselors, and social workers will receive \$500 in overage quarterly for every 20 students over their target ratio. School psychologists will receive \$225 for each evaluation over 8 per month.
- ii. SLP will receive overage payment equivalent of 2 hours of Required Activities extra time for each case over 44 per month.
- iii. OT will receive overage payment equivalent of 2 hours of Required Activities extra time for each case over 36 per month.
- iv. PT will receive overage payment equivalent of 2 hours of Required Activities extra time for each case over 35 per month.

B. ESA Allocation Ratios

- i. School Psychologists: “The ratio will be one (1) School Psychologist, including contractors, assigned to directly serve ~~1050~~ 800 K-12 students enrolled in the District.”
- ii. Running Start students will be included in student enrollment when allocating high school counselors.

17. Virtual learning. The parties will agree to a new section that addresses staff allocations, class sizes, limits on grade bands within one class, written student learning plan caseloads, special education caseloads, distribution of student technology, remote work and flexible hours for staff, the number of days in a work year, and phasing in the use of SPS staff for asynchronous learning/sunset of agreement for using non-SPS teachers.

- A. Synchronous Content Teacher Group Size: 1:20, with a maximum of 2 grade bands (elementary) or 3 preps (secondary)

- B. Asynchronous Content Teacher Group Size: 1:32, with a maximum of 2 grade bands (elementary) or 3 preps (secondary)
- C. Contact Teacher (meeting ALE requirements) Group Size 1:45
- D. Monthly review of ratios and adjustment if overage exceeds 5 students beyond what is outlined in this provision.
- E. District will ensure laptops and other technology are sent to be delivered to newly enrolled students within 3 workdays of enrollment.
- F. Special education caseloads at the Virtual Option will be in accordance with the proposal for Interagency and Cascade Parent Partnership. In addition, Special Education will be limited to 3 consecutive grade bands.
- G. The District will transition to hiring SPS teachers for all virtual learning, including at Interagency, Virtual Option, and various summer options beginning Summer 2027.
- H. SPS will develop job descriptions for staff assigned to virtual learning.

Rights in the Workplace

18. Right to Return

- A. Remove the requirement of displaced employees to notify HR by February 1 if they wish to exercise their right to return the second year.
- B. Remove the requirement that a displaced employee can only exercise right to return if it is the same assignment they were in when displaced. Employees should be able to return to any position in the building/program that opens that they are credentialed/qualified for.

19. Certificated ASL Interpreters. Under new law, ASL interpreters (currently in the Paraprofessional unit) will need a Certificate, similar to Occupational Therapists and other ESAs. SEA and SPS will re-open the Paraprofessional and Certificated Staff CBAs in November 2026, unless mutually agreed otherwise, to address this change.

Housekeeping and Duration

- 1. Three years.
- 2. In most cases, language should be changed from K-5 or K-8 to PreK-5 or PreK-8. Remove references to half day Kindergarten in acknowledgment that the District no longer runs half-day Kindergarten classes.
- 3. All MOUs will be continued unless otherwise mutually agreed upon.
- 4. Housekeeping: Renumber Article V so that sections of the Article are designated with letters, subsections with Arabic numerals, and so on.