



## Regular Meeting Agenda

via Zoom

Wednesday, August 26, 2020 07:00 PM

### I. CALL TO ORDER (Action)

- A. Pledge of Allegiance
- B. Roll Call
- C. Approval of Agenda

### II. REPORT - NEW STAFF (Information)

**Presenter:** Susanne Beauchaine

### III. CONSENT AGENDA (Action)

The purpose of the consent agenda is to reduce time going through motion, second and voting on issues of common consent. Any Board member can ask for any item to be removed from the consent agenda. There is no discussion of items on the consent agenda. By motion of the Board, remaining items are approved without discussion as part of the consent agenda. Discussion of items removed from the consent agenda occurs immediately following action on the consent agenda.

[Approval of Financial Reports.pdf \(p. 3\)](#)

[Approval of July and August 2020 Accounts Payable and July 2020 Payroll.pdf \(p. 13\)](#)

[Approval of July 22 2020 Board Meeting Minutes.pdf \(p. 15\)](#)

[Approval of August 12 2020 Study Session Minutes.pdf \(p. 17\)](#)

[Approval of Admin Personnel Report.pdf \(p. 18\)](#)

[Approval of Certificated Personnel Report.pdf \(p. 19\)](#)

[Approval of Classified Exempt Personnel Report.pdf \(p. 20\)](#)

[Approval of Classified Personnel Report.pdf \(p. 21\)](#)

[Approval of 2020-2021 SCEA Salary Schedule.pdf \(p. 22\)](#)

#### **IV. NEW BUSINESS**

- A. First Reading of Policy 2004 Accountability Goals (Action)**

Presenter: Paul Harvey

[Policy 2004 Accountability Goals.pdf \(p. 23\)](#)

- B. First Reading of Policy 4311 School Resource Officer (Action)**

Presenter: Shawn Lewis

[Policy 4311 School Resource Officer.pdf \(p. 28\)](#)

- C. Approval of 2020-2022 Steilacoom Education Association Collective Bargaining Agreement (Action)**

Presenter: Susanne Beauchaine

[2020-2022 Steilacoom Education Association Collective Bargaining Agreement.pdf \(p. 32\)](#)

- D. Approval of Resolution 867-08-26-20 District Reopening Plan (Action)**

Presenter: Superintendent Weight

[Resolution 867-08-26-20 District Reopening Plan.pdf \(p. 94\)](#)

- E. Approval of 2020-2021 School Year District Focus (Action)**

Presenter: Superintendent Weight

[2020-2021 School Year District Focus.pdf \(p. 103\)](#)

- V. BOARD COMMUNICATION (Information)**

- VI. ANNOUNCEMENTS (Information)**

- VII. ADJOURNMENT (Action)**

**Steilacoom Historical School District No. 1**  
**Financial Report - July 31, 2020**  
**Budget/Year-End Projection/YTD Actual**

The following information is a summary of the financial position as of July 31, 2020 for the district's five operating funds. It provides the School Board fiscal information to evaluate the fiscal stability and operations of the district. The information is unaudited but supported by the attached monthly budget status reports.

**General Fund Budget/YTD Actual:**

	Annual Budget	YTD Actual	
Revenues & Other Financing Sources	43,279,587	42,484,966	98.16%
Expenditures & Other Financing Uses	46,161,008	42,047,707	91.09%
Excess Revenues/Other Financing Sources Over (under) Expend & Other Financing Uses	(2,881,421)	437,259	
Transfer to Capital Projects		(100,000)	
Net Change in Unassigned Fund Balance		337,259	

<b>Fund Balances</b>	9/1/2019	7/31/2020	Variance
Restricted for Carryover	200,000	0	-200,000
Committed for Other Purposes	25,369	0	-25,369
Prior Year Adjustment	0	0	
Unassigned Fund Balance	2,600,094	2,806,428	206,334
Unassigned Minimum Fund Balance	2,610,000	2,610,000	0
Fund Balance	5,435,463	5,416,428	-19,035

**Capital Projects Fund:**

Fund Balance - Impact Fees \$658,004 - Turf Field Replacement \$300,000

Beginning Fund Balance		1,499,927	
GF Transfer to Capital Projects	100,000		
Revenues	247,721		
Expenses	149,810		
		197,911	
Ending Fund Balance 7/31/2020			1,697,838

	9/1/2019 Beginning Balance	7/31/2020 Ending Fund Balance	Variance
<b>Debt Service Fund*:</b>	3,950,862	4,500,799	549,936
<b>ASB Fund:</b>	341,714	363,118	21,403
<b>Transportation Fund:</b>	114,263	115,446	1,183

\*12/1/2019 Principal and Interest - \$6,784,725; 6/1/2020 Interest payment - \$ 676,100

10--General Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of July, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 LOCAL TAXES	5,239,334	43,132.22	5,335,455.23		96,121.23-	101.83
2000 LOCAL SUPPORT NONTAX	909,950	51,804.24	643,312.54		266,637.46	70.70
3000 STATE, GENERAL PURPOSE	28,564,251	3,740,525.81	27,064,436.32		1,499,814.68	94.75
4000 STATE, SPECIAL PURPOSE	6,243,599	1,059,940.93	6,921,155.15		677,556.15-	110.85
5000 FEDERAL, GENERAL PURPOSE	281,500	.00	269,779.08		11,720.92	95.84
6000 FEDERAL, SPECIAL PURPOSE	2,038,453	199,406.36	2,232,692.08		194,239.08-	109.53
7000 REVENUES FR OTH SCH DIST	0	.00	.00		.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	2,500	.00	.00		2,500.00	0.00
9000 OTHER FINANCING SOURCES	0	.00	18,136.00		18,136.00-	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	43,279,587	5,094,809.56	42,484,966.40		794,620.60	98.16
<b>B. EXPENDITURES</b>						
00 Regular Instruction	24,537,988	1,897,238.01	23,022,474.02	2,432,741.25	917,227.27-	103.74
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	5,833,090	446,875.01	5,390,438.06	691,824.06	249,172.12-	104.27
30 Voc. Ed Instruction	2,253,471	179,030.71	1,847,706.21	252,713.64	153,051.15	93.21
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,076,705	101,571.75	1,053,541.61	102,059.33	78,895.94-	107.33
70 Other Instructional Pgms	517,692	255,566.55	1,122,539.78	52,518.10	657,365.88-	226.98
80 Community Services	0	.00	187,873.01	178,057.83	365,930.84-	0.00
90 Support Services	11,942,062	615,197.85	9,423,134.26	1,820,772.02	698,155.72	94.15
<u>Total EXPENDITURES</u>	46,161,008	3,495,479.88	42,047,706.95	5,530,686.23	1,417,385.18-	103.07
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	100,000	.00	100,000.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	2,981,421-	1,599,329.68	337,259.45		3,318,680.45	111.31-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	4,585,369		5,079,168.05			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		1,104.00-			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	1,603,948		5,415,323.50			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restrictd for Carryover	200,000	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspd FB - Invent/Prepd Itms	0	.00
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	25,369	.00
G/L 872 Committd to Econmc Stabilizatr	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	0	.00
G/L 890 Unassigned Fund Balance	1,131,421-	2,806,427.50
G/L 891 Unassigned Min Fnd Bal Policy	2,610,000	2,610,000.00
<u>TOTAL</u>	1,703,948	5,416,427.50
Differences	100,000-	1,104.00

Note: A difference in the annual budget column represents an error between Revenue, Expenditure, Residual Equity Transfer accounts and Fund Balance ledger accounts. In the Actual For Year column the arithmetically displayed Fund Balance is different than the posted Fund Balance. An activity for GL 898 will indicate an expected difference.

Exceptions Found:

20--CAPITAL PROJECT FUND-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of July, 2020

<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	100,000	32,786.13	147,721.04		47,721.04-	147.72
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	100,000	.00	100,000.00		.00	100.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	200,000	32,786.13	247,721.04		47,721.04-	123.86
<u>B. EXPENDITURES</u>						
10 Sites	50,000	34,700.73	76,827.15	40,302.68	67,129.83-	234.26
20 Buildings	800,000	8,290.50	58,240.98	41,072.80	700,686.22	12.41
30 Equipment	0	9,707.65	9,707.65	0.00	9,707.65-	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	10,000	.00	5,034.50	0.00	4,965.50	50.35
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	860,000	52,698.88	149,810.28	81,375.48	628,814.24	26.88
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	660,000-	19,912.75-	97,910.76		757,910.76	114.83-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	2,000,000		1,499,927.25			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	1,340,000		1,597,838.01			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restricted For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	.00
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	0	34,700.73-
G/L 864 Restricted from Fed Proceeds	0	3,812.50-
G/L 865 Restricted from Other Proceeds	0	.00
G/L 866 Restricted from Impact Proceeds	150,000	658,004.34
G/L 867 Restricted from Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	300,000	300,000.00
G/L 889 Assigned to Fund Purposes	890,000	678,346.90
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	1,340,000	1,597,838.01

30--DEBT SERVICE FUND-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of July, 2020

<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	7,670,120	60,773.86	8,003,497.73		333,377.73-	104.35
2000 Local Support Nontax	20,000	727.19	7,263.40		12,736.60	36.32
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	<u>7,690,120</u>	<u>61,501.05</u>	<u>8,010,761.13</u>		<u>320,641.13-</u>	<u>104.17</u>
<u>B. EXPENDITURES</u>						
Matured Bond Expenditures	6,000,000	.00	5,965,000.00	0.00	35,000.00	99.42
Interest On Bonds	1,500,000	.00	1,495,825.00	0.00	4,175.00	99.72
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	2,500	.00	.00	0.00	2,500.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	<u>7,502,500</u>	<u>.00</u>	<u>7,460,825.00</u>	<u>0.00</u>	<u>41,675.00</u>	<u>99.44</u>
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>D. OTHER FINANCING USES (GL 535)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	<u>187,620</u>	<u>61,501.05</u>	<u>549,936.13</u>		<u>362,316.13</u>	<u>193.11</u>
<u>F. TOTAL BEGINNING FUND BALANCE</u>	<u>3,914,157</u>		<u>3,950,862.47</u>			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	<u>XXXXXXXX</u>		<u>.00</u>			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	<u>4,101,777</u>		<u>4,500,798.60</u>			
<u>I. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	4,101,777		4,500,798.60			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	<u>4,101,777</u>		<u>4,500,798.60</u>			

40--ASB FUND-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of July, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES</b>						
1000 General Student Body	191,000	14.36	109,336.30		81,663.70	57.24
2000 Athletics	169,300	.00	31,508.93		137,791.07	18.61
3000 Classes	96,100	.00	20,333.99		75,766.01	21.16
4000 Clubs	476,600	105.00	137,637.20		338,962.80	28.88
6000 Private Moneys	15,700	.00	6,838.90		8,861.10	43.56
<u>Total REVENUES</u>	948,700	119.36	305,655.32		643,044.68	32.22
<b>B. EXPENDITURES</b>						
1000 General Student Body	231,326	9,118.24	38,926.35	1,387.68	191,011.97	17.43
2000 Athletics	220,902	3,482.14	102,272.40	14,442.95	104,186.65	52.84
3000 Classes	86,823	.00	18,727.08	1,500.00	66,595.92	23.30
4000 Clubs	514,768	575.99	118,325.03	2,486.14	393,956.83	23.47
6000 Private Moneys	16,968	226.43	6,001.16	0.00	10,966.84	35.37
<u>Total EXPENDITURES</u>	1,070,787	13,402.80	284,252.02	19,816.77	766,718.21	28.40
<b>C. EXCESS OF REVENUES</b>						
<u>OVER(UNDER) EXPENDITURES (A-B)</u>	122,087-	13,283.44-	21,403.30		143,490.30	117.53-
<b>D. TOTAL BEGINNING FUND BALANCE</b>						
	270,217		341,714.41			
<b>E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>						
	XXXXXXXX		.00			
<b>F. TOTAL ENDING FUND BALANCE</b>						
<u>C+D + OR - E)</u>	148,130		363,117.71			
<b>G. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	148,130		363,117.71			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	148,130		363,117.71			

90--TRANSPORTATION VEHICLE FUND-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of July, 2020

<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	1,000	28.84	1,183.28		183.28-	118.33
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	7,500	.00	.00		7,500.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>A. TOTAL REV/OTHER FIN.SRCS (LESS TRANS)</u>	<u>8,500</u>	<u>28.84</u>	<u>1,183.28</u>		<u>7,316.72</u>	<u>13.92</u>
<u>B. 9900 TRANSFERS IN FROM GF</u>	<u>0</u>	<u>.00</u>	<u>.00</u>		<u>.00</u>	<u>0.00</u>
<u>C. Total REV./OTHER FIN. SOURCES</u>	<u>8,500</u>	<u>28.84</u>	<u>1,183.28</u>		<u>7,316.72</u>	<u>13.92</u>
<u>D. EXPENDITURES</u>						
Type 30 Equipment	10,000	.00	.00	0.00	10,000.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	<u>10,000</u>	<u>.00</u>	<u>.00</u>	<u>0.00</u>	<u>10,000.00</u>	<u>0.00</u>
<u>E. OTHER FIN. USES TRANS. OUT (GL 536)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>F. OTHER FINANCING USES (GL 535)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	<u>1,500-</u>	<u>28.84</u>	<u>1,183.28</u>		<u>2,683.28</u>	<u>178.89-</u>
<u>H. TOTAL BEGINNING FUND BALANCE</u>	<u>105,362</u>		<u>114,262.74</u>			
<u>I. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	<u>XXXXXXXXXX</u>		<u>.00</u>			
<u>J. TOTAL ENDING FUND BALANCE (G+H + OR - I)</u>	<u>103,862</u>		<u>115,446.02</u>			
<u>K. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	103,862		115,446.02			
G/L 830 Restricted for Debt Service	0		.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	<u>103,862</u>		<u>115,446.02</u>			

# Steilacoom Historical School District

Affidavit covering payment of payroll and invoices for General Fund, Capital Projects Fund, Associated Student Body Fund, Private Purpose Trust Fund and Transportation Vehicle Fund.

DATE: August 26, 2020

THIS IS TO CERTIFY, under penalty of perjury, that the undersigned has examined the attached vouchers and payroll, and that each of the invoices and vouchers were duly certified to have been received and checked as to price and quantity and have been duly certified by the claimant, as required by law; that the extensions and additions of said invoices and vouchers have been checked by Business Office staff and were found to be correct.

*Melissa Beard*

**Dr. Melissa Beard, Chief of Finance and Operations**

THIS IS TO CERTIFY that the warrants and electronic transfers of the Steilacoom Historical School District No. 1, Pierce County, Washington, as listed below, have been allowed by the School Board of this district.

FUND NAME	WARRANTS (INCLUSIVE)			AMOUNT
<b><u>GENERAL FUND:</u></b>				
July 21, 2020	Accounts Payable	128330	to 128335	\$ 5,669.38
July 21, 2020	Accounts Payable	128336	to 128336	\$ 6,497.65
July 21, 2020	Accounts Payable	128337	to 128346	\$ 11,022.47
July 22, 2020	Accounts Payable	128347	to 128347	\$ 504.59
	Payroll	800885	to 800886	\$ 7,100.97
	Payroll A/P	128348	to 128367	\$ 950,366.03
	Payroll Taxes			\$ 518,570.66
	Direct Deposit			\$ 1,449,124.20
July 23, 2020	Accounts Payable	128368	to 128371	\$ 14,207.02
July 27, 2020	Accounts Payable	128372	to 128372	\$ 18,966.65
July 28, 2020	Accounts Payable	128373	to 128405	\$ 58,548.81
July 29, 2020	Accounts Payable	128406	to 128413	\$ 43,591.95
August 4, 2020	Accounts Payable	128414	to 128433	\$ 100,606.49
August 4, 2020	Accounts Payable	128434	to 128438	\$ 11,680.84
August 11, 2020	Accounts Payable	128439	to 128461	\$ 500,964.33
August 17, 2020	Accounts Payable	128462	to 128468	\$ 40,029.44
August 18, 2020	Accounts Payable	128469	to 128469	\$ 1,889.93
August 18, 2020	Accounts Payable	128470	to 128494	\$ 2,849.97
<b>TOTAL GENERAL FUND:</b>				<b>\$ 3,742,191.38</b>
<b><u>CAPITAL PROJECTS FUND:</u></b>				
July 23, 2020	Accounts Payable	200385	to 200386	\$ 15,206.24
August 4, 2020	Accounts Payable	200387	to 200388	\$ 9,147.50
August 11, 2020	Accounts Payable	200389	to 200390	\$ 4,335.26
August 18, 2020	Accounts Payable	200391	to 200391	\$ 7,520.00
<b>TOTAL CAPITAL PROJECTS FUND:</b>				<b>\$ 36,209.00</b>
<b><u>ASSOCIATED STUDENT BODY FUND:</u></b>				
July 21, 2020	Accounts Payable	404769	to 404769	\$ 33.39
July 27, 2020	Accounts Payable	404770	to 404770	\$ 802.42
August 18, 2020	Accounts Payable	404771	to 404776	\$ 400.00
<b>TOTAL ASSOCIATED STUDENT BODY FUND:</b>				<b>\$ 1,235.81</b>
<b><u>TRANSPORTATION VEHICLE FUND:</u></b>				
				_____
				_____
<b>TOTAL TRANSPORTATION VEHICLE FUND:</b>				<b>\$ -</b>

<b>Board of Directors of Steilacoom Historical School District No. 1</b>
<p>I, Kathi Weight, being duly sworn, depose and say: That I am the Secretary to the Board of Steilacoom Historical School District No. 1, Pierce County, Washington, and that the above signatories are personally known to me and have signed these statements in my presence.</p> <p style="text-align: right; margin-top: 20px;">_____</p> <p style="text-align: right; margin-top: 5px;"><i>Kathi Weight, Secretary to the Board</i></p>

# Signature Certificate

Document Ref.: O2NL2-Q36JF-FQVZ8-Z9XWK

Document signed by:

	<p><b>Melissa Beard</b> Verified E-mail: mbeard@steilacoom.k12.wa.us</p>	 
<p>IP: 71.231.46.196      Date: 21 Aug 2020 19:49:57 UTC</p>		

Document completed by all parties on:  
21 Aug 2020 19:49:57 UTC

Page 1 of 1



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**Regular Meeting Minutes  
via Zoom  
Wednesday, July 22, 2020**

**I. CALL TO ORDER**

Chair Forbes called the meeting to order at 7:00 pm.  
Executive Director Susanne Beauchaine led the Pledge of Allegiance.  
Director McDonald made a motion to excuse Director Pierce; Director Scott seconded the motion, and the motion passed (4/0).  
Director Rohrer made a motion to approve the agenda; Director McDonald seconded the motion, and the motion passed (4/0).

**II. RECESS TO PUBLIC HEARING**

Chair Forbes recessed to public hearing at 7:02 pm.

**III. PUBLIC HEARING - 2020-2021 Budget Hearing**

**A. Presentation**

Chief of Finance and Operations Melissa Beard shared the Steilacoom Historical School District 2020-2021 Budget PowerPoint presentation and discussion followed.

**B. Comments from the Audience**

No comments.

**IV. RETURN TO REGULAR MEETING**

Chair Forbes returned to regular meeting at 7:18 pm.

**V. REPORT - Reopening Plan Update**

Superintendent Weight and Executive Directors presented a reopening schools plan update with information from the four workgroups. Questions and discussion followed.

**VI. CONSENT AGENDA**

Director Scott made a motion to approve the Consent Agenda; Director Rohrer seconded the motion, and the motion passed (4/0). The Consent Agenda included attached Financial Reports, June and July 2020 Accounts Payable including June 2020 Payroll, June 24, 2020 Board Meeting Minutes, July 8, 2020 Study Session Minutes, and Personnel Reports.

**VII. OLD BUSINESS**

**A. EL Policies 1 and 2 - Budget Planning and Facilities/Asset Protection**

Director McDonald made a motion to approve EL Policies 1 and 2 - Budget Planning and Facilities/Asset Protection; Director Scott seconded the motion, and the motion passed (4/0).

**B. Approval of Resolution 866-07-22-20 2020-21 School Year Budget**

Director Rohrer made a motion to approve Resolution 866-07-22-20 2020-21 School Year Budget; Director McDonald seconded the motion, and the motion passed (4/0).

**C. Approval of General Contractor Construction Manager for Maintenance Facility Project**

Director Scott made a motion to approve the awarding of the General Contractor Construction Manager contract to Forma Construction Company; Director Rohrer seconded the motion. Discussion followed, and the motion passed (4/0).

**VIII. BOARD COMMUNICATION**

Director Rohrer received communication regarding Running Start and support system for students.

**IX. ANNOUNCEMENTS**

No announcements.

Chair Forbes thanked Superintendent Weight and team for all their work with the school reopening plans.

**X. ADJOURNMENT**

Director McDonald made a motion to adjourn the meeting at 8:10 pm; Director Scott seconded the motion, and the motion passed (4/0).

\_\_\_\_\_  
(Chair)

\_\_\_\_\_  
(Secretary/Superintendent)



Study Session of the Board of Directors
Meeting Minutes
via Zoom
Wednesday, August 12, 2020

I. CALL TO ORDER

Chair Forbes called the meeting to order at 6:00 pm. Due to the extension of the statutory waivers/suspensions of the Open Public Meeting Act (OPMA) cited in Proclamation 20-28.4 until 11:59 pm on September 1, 2020, this Study Session was held via a Zoom webinar with a public link shared on the SHSD website.

Executive Director Susanne Beauchaine led the Pledge of Allegiance.

All Directors and Superintendent Weight present.

Director Scott made a motion to approve the agenda; Director Rohrer seconded the motion, and the motion passed (5/0).

II. TOPIC FOR BOARD DISCUSSION

A. Draft Reopening Schools Plan

Superintendent Weight and Director of Community Relations and Planning Shawn Lewis presented the Draft Reopening Schools Plan. Questions and discussion followed.

B. Maintenance Facility Project

Chief of Finance and Operations Melissa Beard, along with Program/Project Manager Kasey Wyatt from KWA Consulting Group and Drew Phillips from Forma Construction, shared the Maintenance Facility Project presentation. Questions and discussion followed.

III. ADJOURNMENT

Director Pierce made a motion to adjourn the meeting at 6:56 pm; Director McDonald seconded the motion, and the motion passed (5/0).

(Chair)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Secretary/Superintendent)



Steilacoom Historical School District No. 1  
 Certificated Personnel Report

<b>Personnel Report 8/26/2020</b>						
<b>Name</b>	<b>Position</b>	<b>FTE</b>	<b>Location</b>	<b>Effective Date</b>	<b>Action</b>	<b>Comment</b>
VO ANDREW	TEACHER	1.00	CHERRYDALE	8/31/2020	RESIGNATION	





## 2020-21 Classified Salary Schedule

JOB CLASSIFICATION	Step 1	Step 2	Step 3	Longevity Step 5-9	Longevity Step 10-14	Longevity Step 15-19	Longevity Step 20
<b>Paraprofessional</b>							
Educational Asst. Title 1/LAP Asst. Spec Ed Asst	\$20.78	\$21.68	\$22.07	\$22.70	\$23.53	\$25.18	\$27.23
Campus Supervisor Library Tech	\$23.81	\$24.26	\$24.60	\$25.48	\$26.47	\$28.90	\$31.38
<b>Office Professional</b>							
Secretary, Substitute Coordinator, Career Center Coord	\$22.57	\$23.00	\$23.45	\$24.16	\$25.06	\$26.86	\$29.06
Office Coordinator, SHS Registrar, Department Specialist, Fiscal Specialist	\$25.05	\$25.50	\$25.83	\$26.64	\$27.64	\$28.71	\$31.78
<b>Custodial</b>							
Custodian	\$21.81	\$22.96	\$23.43	\$24.13	\$25.03	\$26.84	\$29.04
Custodian Lead	\$24.72	\$25.17	\$25.51	\$26.32	\$27.32	\$29.36	\$31.78
<b>Maintenance</b>							
Maintenance Technician I	\$24.85	\$25.27	\$25.59	\$26.44	\$27.62	\$29.93	\$32.42
Maintenance Technician II	\$28.13	\$29.06	\$29.60	\$30.65	\$31.89	\$34.83	\$37.85
<b>Grounds</b>							
Grounds I	\$21.81	\$22.96	\$23.43	\$24.13	\$25.03	\$26.84	\$29.04
Grounds II	\$24.72	\$25.17	\$25.51	\$26.32	\$27.32	\$29.36	\$31.78
<b>Professional/Technical</b>							
Licensed Practical Nurse	\$26.21	\$26.63	\$26.95	\$27.86	\$28.97	\$31.48	\$34.05
Braillist	\$22.36	\$22.80	\$23.28	\$23.97	\$24.86	\$26.65	\$28.83
SLPA	\$22.36	\$22.80	\$23.28	\$23.97	\$24.86	\$26.65	\$28.83
Computer Tech	\$25.35	\$25.73	\$26.02	\$26.71	\$27.62	\$29.42	\$31.62
Network/Communications	\$28.07	\$28.50	\$28.83	\$29.66	\$30.72	\$32.84	\$35.34

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 08/26/20

## **Strategic Focus Area**

- Achieve
- Support
- Connect
- Plan

## **BACKGROUND INFORMATION**

### POLICY 2004 ACCOUNTABILITY GOALS

- The language de-emphasizes graduation and elevates the Washington School Improvement Framework (WSIF)
- Requires that districts and schools to base goals on WSIF data
- Requires ELA and Math goals (SHSD has included these for 6 years)
- Mandatory goals set for 90% participation in state assessments; and graduation rate  $\geq 90\%$
- Deletes language that referenced state programs, emphasizes ESEA
- Requires public release of the annual report
- Gives districts until 2027 to get alignment with state framework

## **RECOMMENDED ACTION:**

It is recommended that the board move the policy revision to a second reading.

**Report prepared by: Dr. Paul Harvey, Executive Director of Student Achievement**

## Accountability Goals

### ~~A. High School Graduation Rate~~

#### Adopting Performance Improvement Goals

~~Annually, the board will annually adopt~~do the following:

- ~~1. Adopt district-wide graduation~~performance improvement goals for the measures included in the Washington School Improvement Framework.
- ~~2. Direct each school in the district that enrolls students in grades three through eight and direct each/or~~ high school to ~~annually~~ establish goals, ~~subject to board approval,~~ to increase the ~~percentage of ontime graduates receiving a high school diploma beginning~~measures included in the Washington School Improvement Framework consistent with ~~the class state and~~ district goals.

~~The district and each school in the district will establish English language arts and mathematics improvement goals using the requirements of the Elementary and Secondary Education Act (the "ESEA") to determine the increase in requirements described above for all students and for each of 2004. The the groups required by the ESEA.~~

~~The district and each school will establish annual performance improvement goals in accordance with the following:~~

- ~~1. As a starting point for determining annual performance improvement goals, the district and each school will use the most recently available results of the school improvement framework.~~
- ~~2. The performance improvement goals for assessments administered in the spring of 2027 must be consistent with the goals outlined in the state consolidated plan. At a minimum, the district and each school must adopt the following goals:~~

~~1.~~

a. Ninety percent of students eligible to be assessed will meet standard on the required state assessments.

1.

b. The graduation rate goals through 2013 will be as defined in WAC 180-105060. Graduation rate goals in 2014 and each year thereafter for each group of students, identified in federal requirements, for all students and each of the groups required by the ESEA will not be less than ~~85~~ninety percent.

## **B. District and School Reading and Mathematics Improvement Goals**

The board will adopt district-wide performance\_

1.

Performance improvement goals for reading and mathematics and direct each school in the district that administers the statewide assessment to adopt performance improvement goals to increase the using the requirements of the ESEA to determine the increase in the percentage of students meeting the standard in reading and mathematics.

making progress toward English language proficiency included

The following goals and calculation methodologies will be established to measure and improve student achievement in reading and mathematics within the grade level bands as measured by the statewide assessment will be administered as required by state and federal law.

1. The baseline of achievement for the district and schools within the grade level bands on the reading and mathematics assessments for each grade are the starting points established using the federal requirements in the Washington State No Child Left Behind (NCLB) Accountability Plan.

2. The goal for the district and for each schoolschool improvement framework. [The language in 2.c. is to increase the percentage of students in the following categories that meet or exceed the reading and mathematics improvement goals on the state uniform bar, as established using the federal requirements only necessary if the district administers the English language proficiency assessment described in the Washington State No Child Left Behind (NCLB) Accountability Plan:

a. All Students;

b. Students of each major racial and ethnic group;

c. Economically disadvantaged students;

~~d.c. \_\_\_\_\_ Students served in Special accountability plan approved by the U.S. Department of Education; and.]~~

~~e. \_\_\_\_\_ Students served in the state's Transitional Bilingual Instructional Program.~~

- ~~3. The district and all schools will demonstrate satisfactory progress toward the performance each school must establish goals for each of the Washington school improvement goals framework indicators for all students and for each of the groups required by meeting the federal requirements or by showing improvements using the alternative "Safe Harbor" calculation. ESEA.~~

Once a year  
**Reporting Progress**

~~Annually, the board will issue a report annually to parents and present it in the following information through a published document and will report the information at a public meeting. The report will include the following: and in writing:~~

- ~~a.1. \_\_\_\_\_ The district's performance improvement goals;~~  
~~b.2. \_\_\_\_\_ Student performance relative to the goals; and~~  
~~e.3. \_\_\_\_\_ District and building plans to achieve the goals, including curriculum and instruction, parent and guardian involvement, and resources available to parents and guardians to assist students in meeting the state standards.~~

Annually, the district will report the goals and the district's progress toward district and building goals in it's annual report which will also be released to local media. ~~The report will also be included in each school's annual school report.~~

~~In each school's annual performance report, the district will include school-level goals, student performance relative to the goals, and a summary of school-level plans to achieve the goals.~~

Legal References:

RCW 28A.655.100 Performance goals – Reporting requirements

WAC 180-105-020 Reading and mathematics

WAC 180-105-060 High school graduation

RCW 28A.655.110 Annual school performance report—Model report form  
WAC 180-105-040 Definitions

Management Resources: 2020 - May May Issue  
2010 - June Issue  
Policy News, October 2003 A+ Commission's Revised Performance Improvement Goals  
Policy News, June 1999 Accountability Bill Includes Policy Implication  
Policy News, June 1998 Boards must set reading goals  
Policy News, December 2005 Requirements Revised  
Policy News, August 1998 CORRECTION: Reading goals policy

Adoption Date: **2.27.08**

Revised Dates: 10.8.14; 08.26.20

**Steilacoom Historical School District No.1**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: August 26, 2020

## **Strategic Focus Area**

- Achieve
- Support
- Connect
- Plan

## **BACKGROUND INFORMATION**

In the 2019 Legislative Session, HB 1216 passed the legislature entitled “Concerning nonfirearm measures to increase school safety and student well being.” This bill was an omnibus school safety bill and included a wide variety of elements designed to promote school safety. One aspect of this bill addressed School Resource Officers (SROs).

School Resource Officers had not been established or defined in Washington State law but were already a component of many school district safety plans and procedures. While most school districts that engaged with local law enforcement in an SRO program had written agreements or memorandums of understanding, there were no clear state requirements regarding the content of those agreements, the process to adopt the agreements, or the training necessary for law enforcement officers to become an SRO.

The new law established an annual review and adoption process for SRO agreements, the content of those agreements, and identified the training that every SRO is required to receive. The changes to the process and contents for agreements are required to be in place by the beginning of the 2020-21 school year. This policy conforms to the new legal requirements.

## **RECOMMENDED ACTION:**

The administration recommends that the Board move this new policy to a second reading.

**Report prepared by:**  
**Shawn Lewis, Director of Community Relations and Planning**

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## **SCHOOL RESOURCE OFFICER**

### **Purpose, Mission, and Role**

A School Resource Officer (SRO) is a commissioned law enforcement officer in the state of Washington with sworn authority to make arrests, deployed in community-oriented policing, and assigned by the employing police department or sheriff's office to work in schools as a strategy to prevent crime and disorder problems, gangs, and drug activities affecting or occurring in or around K-12 schools.

The Steilacoom Historical School District SRO program is designed to support the district's mission and values including to ensure a positive, respectful and safe learning climate. The role of the SRO on campus typically involves three parts: educator, informal counselor, and law enforcer.

The focus of any SRO working in the district is to keep students out of the criminal justice system when possible. The SRO shall be integrated into the school community through participation in faculty and student meetings and assemblies as appropriate. SROs shall support a positive school climate by developing positive relationships with students, parents, and staff, and by helping to promote a safe, inclusive, and positive learning environment. The SRO is a valuable team member of School Based Threat Assessment Teams, which are preventative in purpose. The SRO will be a part of district threat assessment teams consistent with Policy 3225 – School Based Threat Assessment.

The primary responsibility for maintaining proper order and conduct in the schools resides with school principals or their designee, with the support of other school staff. This may include minor violations of the law occurring during school hours or at school activities. The SRO program does not diminish the district's authority and shall not be used to attempt to impose criminal sanctions in matters that are more appropriately handled within the district.

Principals or their designee maintain order and handle all student discipline matters consistent with District Policy 3200 and the Parent and Student Handbook which includes the Student's Rights and Responsibilities information. SROs appropriately interact with students informally to reinforce school rules.

School administrators may ask an SRO to intervene if a student's presence poses an immediate and continuing danger to others or an immediate and continuing threat of material and substantial disruption of the educational process or in other emergency circumstances consistent with 3432 – Emergencies. SROs do not need to be asked before intervening in emergencies.

Law enforcement activity should take place at a location other than school premises. However, there are limited circumstances where formal law enforcement intervention/activity at school is warranted and may be conducted by an SRO. These law enforcement activities may include interviews and interrogations; search of a student's person, possessions, or locker; citations, filing of delinquency petitions, referrals to a probation officer, actual arrests, and other referrals

to the juvenile justice system, consistent with 3226 – Interview and Interrogations of Students on School and 3230 – Student Privacy and Searches.

The SRO duties do not extend to immigration enforcement and the SRO will not inquire into or collect information about an individual’s immigration or citizenship status, or place of birth. Neither will the SRO provide information pursuant to notification requests from federal immigration authorities for the purposes of civil immigration enforcement, except as required by law, consistent with 4310 – District Relationship with Law Enforcement and Other Government Agencies.

### **Agreement, Training, and Program Review**

Whenever the district chooses to institute an SRO program, the District and the law enforcement agency or agencies will adopt an agreement and annually review the SRO program using a process that involves parents, students and community members.

Law enforcement agencies are responsible for training their employees, including SROs, therefore, the law enforcement agency will confirm in the agreement that SROs have been trained in all the topics required by law. Additionally, the agreement will include a process for families to file complaints with the district and local law enforcement agency related to the district SROs and a process for investigating and responding to complaints. The agreement will incorporate an annual collection and reporting of data regarding calls for law enforcement service and the outcome of each call. In addition, the agreement will also incorporate the SRO’s duties and the limitations thereof consistent with this policy, other related governing policies, and the governing regulations.

#### Cross References:

- [2121](#) - Substance Abuse Program
- [2145](#) - Suicide Prevention
- [3143](#) - District Notification of Juvenile Offenders
- [3144](#) - Release of Information Concerning Student Sexual and Kidnapping Offenders
- [3225](#) - School-Based Threat Assessment
- [3226](#) - Interviews and Interrogations of Students on School Premises
- [3230](#) - Student Privacy and Searches
- [3432](#) - Emergencies
- [3241](#) - Student Discipline
- [3246](#) - Restraint, Isolation and Other Uses of Reasonable Force
- [4210](#) - Regulation of Dangerous Weapons on School Premises
- [4310](#) - District Relationships with Law Enforcement and other Government Agencies
- [4314](#) - Notification of Threats of Violence or Harm

Legal References:            [RCW 10.93.160](#) – Immigration and Citizenship Status  
                                 [RCW 26.44.030](#) Interviews of children  
                                 [RCW 26.44.050](#) - Abuse or neglect of child — Duty of law  
                                 enforcement agency or department of social and health services  
                                 — Taking child into custody without court order  
                                 [RCW 26.44.110](#) Information about rights — Custody without  
                                 court order — Written statement required — Contents  
                                 [RCW 26.44.115](#) Child taken into custody under court order —  
                                 Information to parents  
                                 [RCW 28A.300.640](#) - [645](#) – School based threat assessment  
                                 program  
                                 [Chapter 28A.320.124](#) – School resource officer programs  
                                 20 U.S.C. 1232g Family Education Rights and Privacy Act

Management Resources:    2020 - May Issue

**Adoption Date:**  
**Steilacoom Historical School District No. 1**  
**Revised Dates:**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: August 26, 2020

## **Strategic Focus Area**

- Achieve
- Support
- Connect
- Plan

## **BACKGROUND INFORMATION**

### **2020-2022 Steilacoom Education Association Collective Bargaining Agreement**

The Steilacoom Education Association (SEA) represents certificated employees in the school district. Association and district representatives have engaged in positive and collaborative bargaining this summer and reached tentative agreement on the terms of the new two-year contract on July 31, 2020. Highlights of the agreement include:

- Two-year contract: 2020-2022
- Salary: (Year one) .8% and IPD (Year two) .5% and IPD
- Lower class size limit for split classes (K/1)
- Increase of substitute pay if they attend additional district training (14 hours) - \$150 daily rate
- Personal leave day (3)
- Updated language to align with current law and practices (SEBB, PFML, student discipline)

### **Support for Special Education**

- One additional day (4 total) for IEP planning, school psychologists receive 5 total.
- WA-AIM release days, district pays for SLP, OT/PT state license, compensation for working in the summer for Birth-3 meetings
- School Psychologists receive \$1000 for national certification
- SLP, OT/PT receive \$1000 for having state license (to bill for Medicaid)
- Continued opportunities for all staff to engage in professional learning in inclusionary practices

Conversations were collaborative and the district looks forward to our partnership with SEA to continuously improve processes and practices to support our students, families and staff.

### **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent to approve the 2020-2021 Agreement with the Steilacoom Educational Association.

**Report prepared by: Susanne Beauchaine, Executive Director for Human Resources**

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COLLECTIVE BARGAINING AGREEMENT

between the

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

and the

STEILACOOM EDUCATION ASSOCIATION

September 1, 2020 – August 31, 2022

## Table of Contents

ARTICLE I - AGREEMENT CONDITIONS.....	7
1.1 Preamble .....	11
1.2 Recognition .....	11
1.3 Compliance of Agreement .....	11
1.4 Status of Agreement .....	11
1.5 Conformity to Law.....	11
1.6 Agreement Administration .....	11
1.7 Printing-Distribution of Agreement .....	12
1.8 No Strike-No Lock-Out.....	12
1.9 Complete Agreement.....	12
1.10 Management Rights.....	12
ARTICLE II - ASSOCIATION RIGHTS AND RESPONSIBILITIES.....	12
2.1 Access.....	12
2.2 Equipment and Facilities Use .....	12
2.3 Member Communication.....	13
2.4 Availability of Information .....	13
2.5 Association Leave.....	13
2.6 Payroll Reduction .....	14
ARTICLE III – EMPLOYEE RIGHTS AND RESPONSIBILITIES.....	15
3.1 Non-Discrimination .....	15
3.2 Individual Teacher Contract.....	15
3.3 Classroom Visitation.....	15
3.4 Controversial Topics.....	15
3.5 Student Discipline .....	16
3.6 Employee Responsibilities.....	18
3.7 Personnel Files .....	18
3.8 Instructional Materials.....	19
3.9 Employee Protection.....	19
3.10 Due Process.....	19
3.11 Assignments, Transfers, and Vacancies .....	20
3.11.1 Responsibility .....	20
3.11.2 Intent.....	20
3.11.3 Definition of Terms .....	20
3.11.4 Assignments .....	20
3.11.5 Voluntary Transfer .....	21

3.11.6	Vacant Positions.....	21
3.11.7	Involuntary Transfer.....	22
3.11.8	Moving to another Building.....	22
ARTICLE IV - GRIEVANCE PROCEDURE .....		22
4.1	Definition.....	22
4.2	Procedure for Processing Grievances.....	22
4.2.1	Step One – Informal Process.....	22
4.2.2	Step Two – Immediate Supervisor .....	23
4.2.3	Step Three – Superintendent .....	23
4.2.4	Step Four – Grievance Mediation .....	23
4.2.5	Step Five – Arbitration.....	24
4.2.6	Jurisdiction of Arbitrator .....	24
4.3	Time Limits .....	24
4.4	Accelerated Grievance Filing.....	25
4.5	Reprisals .....	25
ARTICLE V - EVALUATION AND PROBATION .....		25
5.1	General Provisions .....	25
5.2	Definitions.....	25
5.3	Summative Evaluation.....	26
5.4	Formative Evaluation .....	27
5.4.1	Fall Collaborative Meeting.....	27
5.4.2	Mid-year Collaborative Meeting.....	27
5.4.3	Final Collaborative Meeting.....	27
5.4.4	Outcomes.....	27
5.4.5	Itinerant Involvement .....	27
5.5	- TPEP Provisions .....	28
5.6	– Definitions .....	29
5.7	– Evaluation.....	30
5.8	- Comprehensive Evaluation .....	32
5.8.3	Comprehensive Process: .....	32
5.9	- Focused Evaluation .....	32
5.9.2	Focused Process:.....	33
5.10	- Probation.....	33
ARTICLE VI - WORKING CONDITIONS.....		35
6.1	Work Year.....	35
6.2	Professional Learning Stipend.....	35

6.3	Work Day.....	36
6.4	Class Coverage .....	36
6.5	Staff Development .....	36
6.5.1	Purpose .....	36
6.5.2	Acceptance of University Credit.....	36
6.5.3	Acceptance of Clock Hours/In-service Credits .....	37
6.5.4	Support for General Education/Special Education .....	37
6.6	Class Size .....	37
6.6.1	Overload Levels .....	37
6.6.2	Procedure for Filing an Overload Claim .....	37
6.6.3	Overload Options .....	37
6.6.4	Special Ed Caseload:.....	38
6.7	After School Activities .....	39
6.8	Planning Time.....	39
6.9	Calendar .....	39
6.10	Academic Collaboration Enhancement (ACE) Days.....	40
6.11	Parent Conferences.....	41
6.12	WaKIDS.....	41
6.13	Grading.....	41
ARTICLE VII - ECONOMIC PROVISIONS.....		41
7.1	Salary.....	41
7.1.2	Salary Schedule Provisions .....	41
7.2	Employee Benefits.....	42
7.3	Extracurricular Salary Schedule (Attachment #8) .....	43
7.4	Travel and Reimbursement.....	44
7.5	Substitute Pay .....	44
7.6	Payroll Deductions .....	44
7.7	Insurance Committee .....	44
7.8	National Teacher Certification .....	44
ARTICLE VIII - LEAVES .....		44
8.1	Sick Leave .....	44
8.1.2	Annual Sick Leave Cash-Out Program .....	45
8.1.3	Sick Leave Cash-Out at Retirement or Death.....	45
8.2	Personal Leave .....	45
8.3	Bereavement Leave.....	46
8.4	Leave of Absence .....	46

8.5 Parenting Leave (Attachment #9) .....46

8.5.2 Adoption Leave: .....46

8.6 Leave Sharing .....46

8.7 Jury Duty Leave .....47

8.8 Military Leave.....47

8.9 Family and Medical Leave Act .....47

8.10 Family Care Leave .....47

8.11 Domestic Violence Leave for Victims and Family Members .....48

8.12 Washington State Paid Family and Medical Leave (PFML) .....48

ARTICLE IX – REDUCTION IN FORCE .....48

9.1 Staff Reduction.....48

9.2 Procedures .....48

9.2.1 Determination of Vacant Positions .....48

9.2.2 Certification.....48

9.2.3 Employment Categories .....48

9.3 Preparation and Experience .....49

9.4 Employment Pool.....49

ARTICLE X- DURATION.....50

Attachment #1 Preliminary Staffing.....51

Attachment #2 – Grievance Form .....46

Attachment #3- Evaluation of Support Personnel .....47

Attachment #4 – Short Form Evaluation.....49

Attachment #5 - Class/Caseload Size Form .....50

Attachment #6 2020-2021 Salary Schedule .....51

Attachment #7 2021-2022 Salary Schedule .....52

Attachment #8 – Extra-Curricular Stipends .....53

Attachment #9 – Parenting Leave.....54

Attachment #10 – Family and Medical Leave .....55

Attachment #11 – Just Cause/Seven Key Tests .....57

Attachment # 12a 2020-2021 Calendar .....58

Attachment # 12a 2021-2022 Calendar .....59

## **ARTICLE I - AGREEMENT CONDITIONS**

### **1.1 Preamble**

This agreement is by and between the Steilacoom Historical School District No. 1, hereinafter called the "District," and the Steilacoom Education Association, hereinafter called the "Association," pursuant to RCW 41.59.

### **1.2 Recognition**

The District recognizes the Association as the sole and exclusive bargaining representative for all professional certified personnel who hold a valid contract with the District or who are on leave by Board action, but not currently under contract. Such representation shall exclude the superintendent, administrative assistants to the superintendent, executive directors, assistant superintendents, business manager, principals, vice principals, assistant principals, supervisors including deans of students, aides, substitutes serving for less than twenty (20) consecutive days, or thirty (30) accumulative days in the previous school year, and consultants employed to assist with specific projects on a part-time basis. The term "teacher" when used hereinafter in this Agreement shall refer to all professional employees represented by the Association in the bargaining unit as defined above.

The following provisions of this Agreement shall apply to substitutes covered under this agreement:

Article I: Section 1.7, 1.8, 1.9, 1.10

Article II: Section 2.3, 2.4, 2.5

Article III: Section 3.6.1, 3.6.2, 3.6.3, 3.6.4

Article IV: Grievance (for long term substitutes only)

Article VIII: Section 8.1 (for long term substitutes only), 8.2

### **1.3 Compliance of Agreement**

All individual regular personal service contracts shall be consistent with the terms and conditions of this Agreement or are subject to amendment and adjustment to conform to the immediate successor Agreement.

### **1.4 Status of Agreement**

The language of this Agreement shall supersede language in any rules, regulations, policies, or resolutions of the District which is contrary to or inconsistent with its terms.

### **1.5 Conformity to Law**

This agreement shall be governed and construed according to the Constitution and Laws of the State of Washington. If any provision of this Agreement, or any application of this Agreement to any teacher or group of teachers covered hereby shall be found contrary to law by a tribunal of competent jurisdiction, such provision or application shall have effect only to the extent permitted by law, and all other applications of the agreement shall continue in full force and effect. If any provision of this Agreement is held to be contrary to the law, the Parties shall commence negotiations on said provision within thirty (30) days.

### **1.6 Agreement Administration**

An Association representative(s) shall meet with the Superintendent or his designee at a scheduled monthly meeting to discuss matters covered by this Agreement. Such meetings may be postponed by either party. These meetings are not intended to bypass administrative channels, the negotiations or the grievance procedures. At the discretion of either party, additional meetings may be scheduled, at a

mutually agreeable time, but not later than five (5) working days from the date the request is made. Such requests will be in writing and will contain the items of concern.

**1.7 Printing-Distribution of Agreement**

Within thirty (30) days following the ratification and signing of this Agreement by the Association and the District, the District shall print twenty five (25) copies of this Agreement. The Association will accept the Agreement on behalf of the employees and will be responsible for distribution. The cost of printing will be shared equally between the District and the Association. The Agreement shall be published on the District website within thirty (30) days of ratification. The District shall provide newly hired employees with instructions on how to access the Agreement.

**1.8 No Strike-No Lock-Out**

The Association agrees that during the terms of this Agreement, it will not cause or encourage its members to engage in any strike, slowdown or other work stoppage. The District agrees it will not lockout its employees. During the term of this agreement, employees, while acting in the course of their employment, shall not honor any picket line against the District when called upon to cross such picket line in the course of their employment.

**1.9 Complete Agreement**

This written Agreement is the entire agreement between the Parties and no oral or written statement may add to, subtract from, or modify it.

**1.10 Management Rights**

The Association recognizes that the Board and Superintendent reserve and retain full rights, authority and discretion for the proper discharge of their duties and responsibilities to direct, supervise and manage the District to the full extent authorized by law. The exercise of these legally authorized rights, authorities, duties and responsibilities by the Board and Superintendent and the adoption of policies under relevant or applicable statutes shall be limited only by specific and expressed terms of this Contract and any District policy.

**ARTICLE II - ASSOCIATION RIGHTS AND RESPONSIBILITIES**

**2.1 Access**

Duly authorized representatives of the Association shall be permitted to transact official Association business on school property at all reasonable times, provided that it does not interrupt normal school operations or assigned duties. It is the responsibility of the above mentioned Association representative to report to or contact the building principal's/program administrator's office prior to contacting members' individual buildings.

**2.2 Equipment and Facilities Use**

**2.2.1** The Association may use school district equipment, provided that such equipment shall not be removed from school property. The building/program administrator's office will be notified prior to use of school equipment. The use shall be for internal business. Materials produced on school equipment shall be limited to internal Association communications. Expendable supplies, in connection with such equipment use, will be furnished or paid for by the Association.

**2.2.2** School facilities may be used for Association meetings at reasonable times during non-duty

hours, provided that such meetings shall not interfere with normal school operations.

- 2.2.3** The Association will give prior notice for any such activity or property use. The District has the right to require a reasonable rental of the use of School District facilities and equipment. The Association shall be responsible for claims arising from accidents, theft, and loss or damage resulting from the use of facilities and equipment.

**2.3 Member Communication**

- 2.3.1** Inter-school mail facilities may be used for distribution of Association communications so long as communications contain the name of the authorizing Association official, are not for political purposes, and are not defaming to any individual or group.

- 2.3.2** The Association may post notices of activities and matters of Association concern on designated teacher bulletin boards, one of which shall be provided in each faculty room; provided, that such notices are labeled as Association materials and contain the name of the authorizing Association official.

**2.4 Availability of Information**

The District agrees to furnish to the Association, in response to reasonable requests, all information which is of public record within ten (10) working days. The Association agrees to pay for the materials.

**2.5 Association Leave**

- 2.5.1** In order to provide proper representation of members of the bargaining unit and/or to confer with the District or its representative(s), leave shall be granted to the Association. Up to 75 days of absence each year will be allotted for professional meetings and business of the National, State, Regional and Local Education Association. The allotted days may be used by any officer, the bargaining committee, and other members designated by the Association president. Whenever possible, the Association will give three (3) days advance notice to the District.

- 2.5.2** In any bargaining year, the Association will be allowed a reasonable amount of absences for the purpose of preparing to bargain, attending bargaining training and participating in bargaining sessions with the District. Association leave not related directly to bargaining will be subject to the limits outlined above.

- 2.5.3** Upon written application, the District will grant a leave for length of term for any employee who can show evidence that he or she has been duly elected or appointed to any office in the Association or its affiliate organizations which requires release time, up to fulltime release.

While on leave, the employee will be entitled to the same wages and benefits as if he/she were working in the District. The Association will reimburse the dollar amount equal to the salary and benefits paid to the employee while on leave.

Upon return from Association leave, the employee will be returned to the same position he/she held prior to the leave, provided such position is still available and the leave did not exceed three (3) school years, subject to any applicable District policies or collective bargaining agreement provisions, including those pertaining to reductions in programs, services and

personnel. If the position is no longer available or the leave exceeds three (3) school years, the employee will be placed in similar position.

Leave under this provision may be extended upon official notification from the employee and the organization or association involved.

**2.5.4** The Association will reimburse the District at the substitute teacher pay rate if a substitute is required. Billing for the leave shall be made to the Association by the District in accordance with current practices, as well as the following:

2.5.4.1 District scheduled meetings such as labor management and grievance processing shall not be billed.

2.5.4.2 Political activities such as lobbying shall be billed to provide full reimbursement to the District for salaries and employer costs paid.

**2.6 Payroll Reduction**

The District will make a payroll deduction for Association dues and assessments upon receipt of a written authorization executed by an individual employee. Any deductions for political contributions subject to RCW 42.17A.495 shall be separately authorized in writing by the employee on forms that comply with WAC 390-17-100, and be revocable by the employee at any time. The District shall provide all employees annual notice of their rights regarding payroll deductions for political contributions under WAC 390-17-110.

Prior to the beginning of each school year, the Association will give written notice to the District of the dollar amount of dues and assessments required of an Association member. The amount for deductions shall not be subject to change during the school year. The deductions authorized by the above provisions will be made in twelve (12) equal amounts from each paycheck beginning the pay period of September through the pay period in August of each year.

Employees who commence employment after September or terminate employment before June shall have their deductions prorated. Each month during the school year, the District will send the Association all money deducted for dues accompanied by a list of names of those employees for whom payroll deductions were made.

The Association will refund any amounts paid to it in error.

The Association and its affiliates will defend, indemnify, and hold the District harmless against all liability, including allegations, claims, actions, suits, demands, damages, obligations, losses, settlements, judgments, costs and expenses (including attorneys' fees) that arise out of any action taken or not taken by the District in implementation of this section.

## **ARTICLE III – EMPLOYEE RIGHTS AND RESPONSIBILITIES**

### **3.1 Non-Discrimination**

The parties to this Agreement shall not discriminate against any employee with regard to domicile, race, creed, religion, color, age, sex, gender expression or identity, sexual orientation, national origin/language, or ancestry, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or service animal by a person with a disability, familial or marital status, honorably discharged veteran or military status, and HIV/Hepatitis C status, except in accordance with this Agreement, or as otherwise provided by law.

### **3.2 Individual Teacher Contract**

**3.2.1** The District shall provide each teacher a contract in conformity with Washington State Law, State Board of Education regulations, and this Agreement.

**3.2.2** Individual contracts for employees of the District, if issued prior to the completion of negotiations, shall contain a rider allowing adjustments as per the negotiated agreement.

### **3.3 Classroom Visitation**

**3.3.1** All visitors to a school and/or classroom shall obtain the approval of the principal, and if the visit is to a classroom, the time will be arranged after the principal has conferred with the teacher. The District will attempt to afford an opportunity for the teacher to confer with the classroom visitor before and/or after the visitation. All unannounced visitors shall be reported to the principal's office. The intent of this provision is to encourage rather than discourage parent participation.

**3.3.2** No electronic listening or electronic viewing of employees shall occur without prior notification.

### **3.4 Controversial Topics**

**3.4.1** The District and the Association believe that controversial issues are a part of the District's instructional program when related to subject matter in a given grade level or specific curricular field. Employees will use professional judgment in determining the appropriateness of the issue to the curriculum and the maturity of the students. All instructional activities shall comply with the District Instructional Materials Policy. Clearly questionable matters concerning the appropriateness of the issue to the curriculum and the maturity of the students shall be referred to the principal for consultation and action.

**3.4.2** In the presentation of all controversial issues, the employee shall make every effort to present a balance of biases, divergent points of view, and afford an opportunity for exploration by the student into all sides of the issue. The teacher's responsibility shall be to show objectivity in order that various sides of controversial issues are given. To carry out this responsibility, a teacher shall be well informed in the areas being studied. The teacher shall present the issues in a manner in which the objectives of the study are clear.

**3.4.3** In discussing controversial issues, the employee shall encourage students to express their own views, assuring that it be done in a manner that gives due respect to one another's rights and

opinions. When discussing controversial issues, the employee shall respect positions other than his/her own. Students shall be encouraged, after class discussions and independent inquiry, to reach their own conclusions regarding controversial issues.

### **3.5 Student Discipline**

**3.5.1** In compliance with state law and regulations, The School Board will adopt a strong, simple, concise policies on the following:

- a) Guns, weapons, and drugs
- b) Suspension and expulsion
- c) Accepting out-of-district students

**3.5.2** The District will provide training in each individual building for employees regarding the content and intent of policies, in addition to general violence, safety issues, and responsibility, consistent with RCW 28A.415.410, RCW 28A.600.200 and WAC 392-400-110. Consistent with the district initiatives, training will also include training on implicit bias and explicit equity practices, especially as it relates to student discipline.

**3.5.3** In the maintenance of a sound learning environment, the District shall expect acceptable behavior on the part of all students who attend school in the District. Discipline shall be enforced fairly and consistently. The Board and the Superintendent shall support and uphold employees in their efforts to maintain discipline in the district and shall give expeditious responses to all employee requests regarding discipline problems, provided the employee has followed established District policy. Copies of District policies and procedures shall be available to employees through the District website. Copies of student handbooks shall be available on the District website.

**3.5.4** In emergency situations regarding the exercise of authority by an employee to control and maintain order and discipline, the employee shall use reasonable and professional judgment concerning matters not provided for by specific policies adopted by the Board and not inconsistent with Federal and State laws and regulations. Copies of State and Federal rules and regulations can be accessed through the Superintendent's office.

**3.5.5** Employees shall maintain good order and discipline in their classrooms and common areas of the building. Any neglect of this requirement shall constitute sufficient cause for disciplinary action. Each employee shall be entitled to appropriate assistance, support, and enforcement from building or program administrators in connection with discipline problems relating to students. The building or program administrator and staff will be responsible for the monitoring and follow-through of disciplinary actions.

**3.5.5.1** The District will take reasonable efforts to ensure that there is appropriate flow of information regarding necessary information to support the social, emotional and learning needs of each student. Employees assigned to work directly with a student with a safety support plan will be provided appropriate information regarding such plan. Employees shall have access to students' disciplinary records when educationally appropriate

**3.5.5.2** In accordance with WAC 392-400-330 and RCW 28A.600.020, a teacher may, in appropriate circumstances, exclude a student from the teacher's classroom for behavioral violations that disrupt the educational process while the student is under

the teacher's immediate supervision. In no event without the consent of the teacher may an excluded student return to the class during the balance of that class or activity period or up to the following two days, or until the principal or his or her designee and the teacher have conferred. Such exclusion must be consistent with all legal requirements.

The "conferring" between the principal or designee and staff member should include an opportunity, if requested by the staff member, for a genuine dialogue at an educationally- appropriate time about the student's unexpected behavior and the steps already taken, and those necessary to be taken, to successfully restore positive educational relationships within the classroom. Restoring relationships may, in appropriate circumstances, require the inclusion of the student and/or other facilitators in the dialogue. In all cases, the parties have a joint goal to minimize the loss of instructional activity and content due to the classroom exclusion.

- 3.5.6 The principal shall be responsible for ensuring each school has documented plans for responding to unanticipated and reasonably-anticipated situations in which a student needs to be deescalated and other students are removed from the classroom or instructional area in order to protect them and facilitate de-escalation of the student. Such plans shall be responsive to the possibly evolving needs and patterns of particular students; accommodating to the physical and emotional needs of staff members involved in such incidents; and thoughtful about the potential need to communicate with staff and the families of students witnessing such incidents. All staff members shall respect the legal confidentiality of student records and information related to the behavior.
- 3.5.7 Each employee shall be promptly advised on any complaint made to the principal, program, or other School District administrators regarding the employee's discipline of students. The employee shall be given the opportunity to present his or her version of the incident.
- 3.5.8 In the case of misconduct when the employee deems it necessary, he or she may recommend to the principal a student's suspension or expulsion from school.
- 3.5.9 Possession or use of dangerous weapons or facsimile, explosives, firecrackers, or other items capable of inflicting bodily harm is prohibited. Students in possession of, or using, any weapons or dangerous devices specified as a deadly weapon RCW 9A.04.110 or local ordinances may be placed on emergency expulsion, according to State law and regulations. The parties recognize that schools are gun free zones and agree that firearm possession will result in emergency expulsion (RCW 9.41.280).
- 3.5.10 Employees may use reasonable physical force as necessary to maintain order or prevent a student from harming themselves, other students, school personnel or property (WAC 392-400-825). A staff member may and should request available assistance if circumstances necessitate the bodily removal of a disruptive student in order to safeguard the health and safety of others.
- 3.5.11 The District will promptly initiate an investigation of reports and rumors regarding weapons, explosives, and firecrackers and take prompt and reasonable action to protect all students and employees and their property.

3.5.12 No student who has been suspended as a result of a physical or explicit threat to a staff person, and is found to have committed the offense shall be reinstated to the classroom of the threatened or attacked staff person.

### **3.6 Employee Responsibilities**

3.6.1 The employee shall care for instructional materials and equipment and shall promptly report damage, loss, theft of equipment, furniture or fixtures to his/her supervisor.

3.6.2 It shall be the responsibility of the teacher to follow the prescribed courses of study and to enforce the rules and regulations of the school district, the State Superintendent of Public Instruction, and the State Board of Education, maintaining and rendering the appropriate records and reports.

3.6.3 Teachers shall have the right, and it shall be their duty, to direct and control within reasonable limits the studies of their students, taking into consideration individual differences among students, provided, that all students shall receive instruction in such prescribed courses of study as are required by law and regulations.

3.6.4 Teachers shall be responsible for the evaluation of each student's educational growth and development and for making periodic reports to parents or guardians and to the designated school administrator.

### **3.7 Personnel Files**

3.7.1 Employees shall have the right to review the contents of their personnel file and will be provided, upon request, copies of the material in their personnel file. Employees shall review the file during regular administration office hours in the presence of a District representative. Anyone, at the employee's request, may be present at the review of the personnel file. Such file shall be the only official file whose contents may be used as evidence in the grievance process or any formal written disciplinary action.

3.7.2 An employee shall have the right to provide written comment on any material placed in the personnel file and then to have such written comments attached to the material in question.

3.7.3 Derogatory information will be entered into an employee's file under the following conditions:

- a) The employee will be notified in writing, within ten (10) working days, after such information has been placed in the file.
- b) The employee will be provided a copy of the derogatory information.
- c) The employee will be given an opportunity to challenge the accuracy or appropriateness of such information.
- d) The employee will be provided an opportunity to enter a written statement of clarification or explanation of such information.

3.7.4 Any derogatory material will be expunged after three (3) years, upon written request of the employee, except that evaluations shall not be removed from the file. In accordance with WAC 181-88 and RCW 28A.400.301, no information related to substantiated verbal or physical abuse or sexual misconduct shall be removed from any employee personnel file.

**3.8 Instructional Materials**

The District shall determine the need and provide to each employee instructional materials including technology and consumables appropriate for the number of students for each course the employee teaches. No employee shall be charged with the duty of providing their own curriculum. Each employee shall be responsible for getting prior approval for such purchases from the building principal or program director and will follow District approved purchasing procedures.

**3.9 Employee Protection**

**3.9.1** The District shall provide employees insurance protection while engaged in the maintenance of order and discipline and the protection of school personnel and students and the property thereof. Such insurance protection must include, as a minimum, liability insurance covering injury to person and property and insurance protecting employees from loss or damage of their personal property incurred while so engaged.

**3.9.2** Any case of assault upon an employee shall be promptly reported to his/her immediate supervisor.

**3.9.3** The District shall provide a safe and healthy work environment for all employees.

**3.9.4** The District and Association recognize that poor indoor environmental quality can be a hazard to the health and safety of students, teachers, and other school employees. All worksites shall be built and maintained in a way that meets environmental, health and safety standards as required by the Washington State Departments of Health, Labor and Industries, Pierce County Department of Health, and in accordance with applicable state and local building codes. The District will follow best practices recommended in The School Indoor Air Quality Best Management Practices K-12 Manual whenever feasible.

The District shall take appropriate steps to respond to environmental health and safety concerns. Association members who have concerns regarding indoor environmental conditions shall report their concerns to their building administrator. This section does not limit the employee's right to discuss a concern with the Association. The Association has the right to advocate for the employee and to collaborate with the District on resolutions to indoor environmental quality concerns.

**3.10 Due Process**

**3.10.1** No employee shall be disciplined (including verbal and written reprimands, suspensions, reductions in rank or professional advantage, discharge, non-renewals, terminations or other actions that would adversely affect the teacher) without just cause.

**3.10.2** The specific grounds forming the basis for disciplinary action to be added to an employees' personnel file will be sent to the certificated employee in writing within ten (10) working days.

**3.10.3** An employee shall be entitled to have a representative of the Association present during any disciplinary action. The District will notify employees of their right to Association representation.

**3.10.4** When a request for such Association representation is made, no action shall be taken with respect to the employee until such representative of the Association is present or until two (2) working days have passed after such a request. In cases where the health, safety, and well-being of students, other employees, or district patrons necessitate immediate disciplinary action, the District will notify the Association as soon as reasonably possible that action has been taken.

### **3.11 Assignments, Transfers, and Vacancies**

#### **3.11.1 Responsibility**

The assignment and transfer of teachers in accordance with adopted District policies and in accordance with the terms and conditions of this Agreement shall be the responsibility of the Superintendent's office.

#### **3.11.2 Intent**

The intent of this section is to facilitate requests for changes in teaching positions within the District.

#### **3.11.3 Definition of Terms**

- a.** Assignment - An assignment shall mean the placement of an employee to a position within the bargaining unit. A position shall include the grade level and/or subject taught, or specialty (i.e., special education or librarian) and the building in which the employee is stationed.
- b.** Vacant Position - A position requiring the addition of a staff member from outside that building.
- c.** Transfer - A change from an employee's current building to a different building.
  - 1. Voluntary Transfer - initiated by the employee for a change between buildings.
  - 2. Involuntary Transfer - Administratively initiated change between buildings.
- d.** Seniority - Years of completed service in the District.
- e.** Qualifications - Valid Washington State Certification for the subjects/grade levels to be taught and the appropriateness of training and experience related to the assignment, except temporary assignments made for good cause, and in accordance with WAC181-82-110.
- f.** Interview Team - shall include, at a minimum: grade level/department member(s), and a building administrator/program director. An Association member of the Diversity Committee will be invited to participate on each interview team.
- g.** Long Term Substitute – substitute teacher who holds a position longer than twenty (20) consecutive work days. After the 20th day, the Long Term Substitute shall be placed on the SEA salary schedule, retroactive to the first day of the position.
- h.** Leave Replacement – a substitute for an employee who is on an approved, contractual leave of more than thirty (30) consecutive work days. A leave replacement employee shall receive full salary, retroactive to the first day of the position, and benefits beginning the thirtieth (30<sup>th</sup>) work day.
- i.** Emergency Certification – a teacher/substitute with an emergency certificate who fills a position when no other qualified individual is available. The District will use the hiring process to find a qualified replacement. An emergency certificate is only good for one (1) year. Washington certified substitutes do not need an endorsement.

#### **3.11.4 Assignments**

- a.** To assure that students are taught by employees working within their areas of competence,

employees shall be assigned in accordance with the regulations of the Professional Educator Standards Board, to subjects, grades, and/or other classes under their teaching certificates and/or their major fields of study or qualification in special areas, except temporarily and for good cause, and in accordance with WAC181-82-110.

- b. Any changes in assignment shall consider staff input, student enrollment, and program needs.
- c. After making assignments for the subsequent school year, the building administrator shall make staff aware of any remaining building openings by sending an email to all certificated staff. If two or more employees from within a building request a reassignment to a remaining open position within that same building, the criteria listed in 3.11.5.b shall apply.
- d. Written notification of school assignment, grade level and /or subject, shall be submitted to all employees by June 15 of the current school year. In the event it becomes necessary to reassign employees following said notification, the District shall inform the affected employee.

### **3.11.5 Voluntary Transfer**

- a. After all changes in assignment have taken place, remaining vacancies are determined and posted by the District, with in-district employee applicants making up a pool to be considered first. In-district and out-of-district applications for a posted vacancy may be received by the district at the same time. Out-of-district applications will not be considered or reviewed until the in-district transfer process has been completed. If no in-district applicants for the open position have been selected, out-of-district applicants for that position can be considered.
- b. In-district voluntary transfers shall be determined by the building principal, in conjunction with the program manager, based on staff input, student enrollment, and program needs, and the criteria for transfer shall be as follows:
  - 1. Qualifications
  - 2. Seniority
  - 3. Successful completion of the interview process
  - 4. The program needs for the open position
- c. In-district employees who are not selected for their requested transfer shall receive, in writing, reasonable and demonstrable reasons for the denial within the five (5) days of the interview.
- d. The District and Association agree to promote the Affirmative Action Plan.

### **3.11.6 Vacant Positions**

- a. Vacant Positions, which exist after buildings have provided written notification of the school assignment year to all employees, will be filled by the voluntary transfer process first.
- b. Vacant Positions - Notice of vacancies and new positions within the bargaining unit shall be posted electronically for not less than five (5) working days. The District shall email all Association members notice of the vacancy. Association members will be responsible for checking the district website for openings. Such postings must include the qualifications required for the position as determined by the District. In-district and out-of-district applications for a vacant position may be received by the district at the same time.
- c. Employees who wish to apply for a transfer to a posted vacancy shall respond to the district office prior to the posted deadline.
- d. Current employees who desire a transfer to a vacant position shall be eligible for selection on the basis of the District's job description.

- e. Any vacancy created by an employee on a Board approved leave shall be filled by an employee with a leave replacement contract. Other vacancies shall be filled by a substitute while the District undertakes the regular and normal hiring process to fill the vacancy.

### **3.11.7 Involuntary Transfer**

- a. The District shall seek a pool of volunteers for voluntary transfers and provide a list of vacant positions before making an involuntary transfer. If there are no volunteers, the process shall move to the involuntary transfer process.
- b. Notice of an involuntary transfer shall be given to the affected employee as soon as such decision to transfer is determined. The employee with the least seniority in the District will be selected, as long as academic program requirements can be met.
- c. An involuntary transfer shall be made after the affected employee has been personally contacted by the building principal(s), or the superintendent, stating the specific reason(s) for the employee being selected for such a transfer. The transferred employee is entitled to discuss his/her professional interests at that time.
- d. When requested, an employee chosen to be transferred during the school year shall be released from teaching for three (3) days, at the employee's option, to prepare for the new assignment. The preparation time must be scheduled within one (1) week of the transfer date.
- e. The affected employee who is required to transfer during the school year may request the assistance of the maintenance department to help move the transferee's instructional materials.
- f. A notation of involuntary transfer shall be placed on the employee's evaluation form.

### **3.11.8 Moving to another Building**

Employees who are involuntarily transferred to another building will be paid at their per diem rate, up to seven and one-half hours (7.5) hours, for moving their instructional materials, if done during non-instructional hours.

## **ARTICLE IV - GRIEVANCE PROCEDURE**

### **4.1 Definition**

- 4.1.1** A grievance is an alleged misinterpretation of, misapplication of, or violation of terms and/or provisions of this Agreement. A grievant shall mean an individual, a group of individuals, and/or the Association.
- 4.1.2** Nothing contained herein shall be construed as limiting the right of any employee having a complaint to discuss the matter informally with any appropriate member of the administration. Every effort must be made to resolve the grievance at the lowest level possible.

### **4.2 Procedure for Processing Grievances**

#### **4.2.1 Step One – Informal Process**

The employee may first discuss the grievance with his/her immediate supervisor. If the employee wishes, he/she may be accompanied by an Association representative at such discussion.

**4.2.2 Step Two – Immediate Supervisor**

If the grievance is not settled informally, a written statement of grievance shall be presented to the immediate supervisor within thirty (30) working days after the occurrence of the grievance.

**4.2.2.1** The “Statement of Grievance” shall name the grievant(s) involved, the facts giving rise to the grievance, and provision(s) of the Agreement alleged to be violated, and the remedy (specific relief) requested.

**4.2.2.2** The immediate supervisor, upon receipt of the written grievance, shall sign and date the grievance form (Attachment #2) and forward copies to the grievant(s), Association representative, and the Superintendent.

**4.2.2.3** The immediate supervisor shall answer the grievance in writing within seven (7) working days of receiving the grievance and shall concurrently send a copy of the grievance, with his or her decision to the grievant(s), Association representative, and the Superintendent. The immediate supervisor’s answer shall include the reasons upon which the decision was based.

**4.2.3 Step Three – Superintendent**

If no satisfactory settlement is reached at Step Two, the grievance may be appealed to Step Three, Superintendent, or designated representative, within seven (7) working days of the receipt of the decision rendered in Step Two.

**4.2.3.1** The Superintendent or designated representative shall arrange for a grievance meeting with the grievant(s) and/or Association representative, and such meeting shall be scheduled within seven (7) working days of the receipt of the Step Three appeal. The purpose of this meeting shall be to affect a resolution of the grievance.

**4.2.3.2** The Superintendent or designated representative shall provide a written decision, incorporating the reasons upon which the decision was based to the grievant(s), Association representative, and immediate supervisor within seven (7) working days from the conclusion of the meeting.

**4.2.4 Step Four – Grievance Mediation**

The District and the Association must mutually agree to submit a grievance to mediation. The Association must notify the District in writing within ten (10) working days of the conclusion of Step Three of the Association’s interest to refer the grievance to mediation. The District shall respond to the Association no later than five (5) working days after receipt of the Association’s written request.

**4.2.4.1** Within ten (10) working days following the agreement of the District and the Association to mediate the grievance, the Association shall so notify Mediation Research and Education Project, Inc. (MERP), the Dispute Resolution Center of Pierce County, The American Arbitration Association (AAA), or any other outside neutral agency. The selected agency shall schedule a mediation conference at the earliest possible date. Mediation conferences will take place at a mutually convenient location and time.

**4.2.4.2** There shall be one (1) person from each party designated as their spokesperson at the mediation conference.

**4.2.4.3** The mediator will have the authority to meet separately with either party, but will not

have authority to compel the resolution of a grievance.

**4.2.4.4** The presentation of facts and considerations shall not be limited to those presented at Step Three of the grievance procedure. Proceedings before the mediator shall be informal. There shall be no formal rules of evidence. No transcript or recording of the mediation conference shall be made. The mediator shall attempt to assure that all necessary facts and considerations are revealed to him/her.

**4.2.4.5** Written material presented to the mediator shall be returned to the party presenting that material at the termination of the mediation conference, except that the mediator may retain one (1) copy of the written grievance solely for the purpose of statistical analysis.

**4.2.4.6** The fees and expenses of the mediator shall be shared equally by the parties.

#### **4.2.5 Step Five – Arbitration**

If no satisfactory settlement is reached at Step Three or Four, the Association, within fifteen (15) working days of the receipt of the Step Three or Four decision, may appeal the final decision of the District to the American Arbitration Association for arbitration under the voluntary rules, or to the Federal Mediation and Conciliation Service. The arbitrator shall be selected from a list provided by either of the agencies listed above. The parties shall separately rank and strike the names of arbitrators on the list, and return their list to the appropriate agency for final selection. Hearings shall be conducted in accordance with the rules of the agency that has been selected. Any grievance arising out of, or relating to the interpretation or application of the terms and/or provisions of this Agreement, may be submitted to arbitration unless specifically and expressly excluded within this Article.

**4.2.5.1** The Arbitrator’s decision will be in writing and will set forth his/her findings of fact, reasoning, and conclusions on the issue submitted to him/her. The decision of the Arbitrator shall be final and binding upon the District, the Association, and the grievant(s).

**4.2.5.2** Costs: The fees and expenses of the Arbitrator shall be shared equally by the parties. All other expenses shall be borne by the party incurring them.

#### **4.2.6 Jurisdiction of Arbitrator**

The Arbitrator shall be without power or authority to add to, subtract from, or alter any of the terms of this Agreement or award damages. (Make whole remedies, including interest, shall not be considered damages.) The Arbitrator shall be without power or authority to make any decision which requires the commission of an act prohibited by law. The Arbitrator shall have no power or authority to rule on any of the following:

- a) Failure to re-employ any provisional employee.
- b) The termination of services or failure to re-employ an employee to a position on a supplemental contract.
- c) Any matter involving employee evaluation, provided the re-evaluation procedure shall be subject to the Arbitrator’s review.

#### **4.3 Time Limits**

Time limits provided in this procedure may be extended by mutual agreement when signed by the parties.

**4.3.1** Failure on the part of the District at any step of this procedure to communicate the decision on a grievance within the specific time limit shall permit the Association to lodge an appeal at the

next step of this procedure.

- 4.3.2** Any grievance not initiated and/or advanced by the grievant from one step to the next within the time limits of that step shall be deemed moot and/or resolved by the District answer at the previous step.

**4.4 Accelerated Grievance Filing**

In order to expedite grievance adjudication, the parties agree that any Association grievances or class action grievances may be lodged at Step Three of this procedure. In any case, the grievance must be filed within thirty (30) working days after the occurrence of the grievance. Any grievance that has been filed prior to the termination date of this contract will be processed to conclusion even if the contract has expired.

**4.5 Reprisals**

No reprisal of any kind will be taken by any party against any party because of participation in any grievance.

**ARTICLE V - EVALUATION AND PROBATION**

**5.1 General Provisions**

- 5.1.1** The purposes of evaluation are to promote professional growth and to promote effective teaching practices. Observations shall be conducted openly and with the knowledge of the employee. Consistent with the following evaluation procedures, employees shall be placed in one of five tracks: Summative, Formative, Comprehensive, Focused, or Probation.
- 5.1.2** Each employee shall be evaluated in accordance with the state designated criteria appropriate to the employee's position and track in the evaluation cycle. The criteria are set forth in this Agreement. Observations required or permitted hereunder shall be documented on the observation and evaluation report appropriate to the employee's position. Evaluation report forms are found in Attachments 3 and 4 of this Agreement.
- 5.1.3** Teachers and support personnel assigned to special education shall be evaluated cooperatively by the supervisor of special education or designee and the building principal or designated administrator.
- 5.1.4** An employee may request a different evaluator to be assigned. The request will be made to the site supervisor and to the Director of Human Resources. If denied, the employee may make the request to the superintendent. All requests shall be made and responded to prior to September 15<sup>th</sup> of each year. Teachers and support personnel assigned to more than one building shall be evaluated cooperatively by the principal or designated administrator of each building where they are assigned.
- 5.1.5** If, during the school year, an employee is transferred to another position not under the supervisors' jurisdiction, a summary evaluation, if observations are complete, shall be made at the time of such transfer.

**5.2 Definitions**

- 5.2.1** Provisional Employee - An employee having no more than three years of experience in the Steilacoom Education Association/Steilacoom Historical School District CBA 2020-2022

education profession, or an experienced employee in his/her first year of employment in the District.

**5.2.2** Evaluator - a principal or his/her designee. No employee within the bargaining unit shall evaluate any other employee.

**5.3 Summative Evaluation**

Summative observations and documentation assure minimum criteria for effective teaching are met.

**5.3.1** All continuing employees shall be evaluated annually. They shall be observed twice annually. Such observations are to be completed on or before January 15 and June 1 of the year in which the evaluation takes place.

**5.3.2** Total observation time for each employee for each school year shall be not less than sixty (60) minutes, including a minimum of one observation of at least thirty (30) minutes.

**5.3.3** Prior to the first observation in a given year, a pre-observation conference shall be held between the employee and the observing administrator in which the employee will be provided with a copy of the evaluation criteria to be used and a review of objectives, methods, and materials which relate directly to the evaluation criteria.

**5.3.4** Following each observation, or series of observations, the employee shall be provided with a copy of the observation summary within three (3) working days.

**5.3.5** Within ten (10) working days following the observation, or series of observations, the administrator shall hold a post observation conference with the employee. A copy of the completed draft post-observation report shall be provided to the employee prior to the post-observation conference. A final copy of the post observation report shall be provided to employee three days after the post-observation conference.

**5.3.6** If the administrator finds that the employee has not met the levels of expectation, he or she shall set forth the specific areas of performance deficiencies. An identification of the specific ways in which the employee is to improve and the types of assistance that may be given by the administrator and other staff members shall also be specified.

**5.3.7** The employee found to have deficiencies shall have at least ninety (90) days to improve prior to a final decision regarding future employment.

**5.3.8** The final evaluation will be completed and a copy made available to the employee on or before June 1.

**5.3.9** Within fifteen (15) working days following the conference or receipt of the final evaluation, the employee may submit signed comments concerning his or her observation or evaluation report which shall be attached to the report in his or her personnel file.

#### **5.4 Formative Evaluation**

Employees selecting the formative track must have successfully completed the summative track for three years and have the approval of the building administrator. Employees may remain in the formative track for a maximum of two (2) years before returning to evaluation under the summative track.

##### **5.4.1 Fall Collaborative Meeting**

During September and October of any year, employees on the formative track will meet with the evaluator and develop annual goals. This collaboration in determining areas of investigation, resources needed, colleagues to be involved, methods for collecting data, and the methods for evaluating growth toward the goals will contribute to the professional growth of the individual(s) and improve instruction. The supervisor shall act as an advisor in developing data collection methods and ways to evaluate. He/she shall discuss resources needed and allocate such resources.

Depending on the complexity of the goal, employees will choose three to four goals from the following categories:

- 1) Employee goals: these are directly related to the teaching act and have the longest lasting effects.
- 2) Program goals: these relate to curriculum development and committee involvement to improve program.
- 3) Professional goals: these relate to growth in professional areas.

##### **5.4.2 Mid-year Collaborative Meeting**

During January or February, a second meeting will occur in order to discuss the progress on goal attainment and to refine and update any need for resources.

##### **5.4.3 Final Collaborative Meeting**

Prior to June 1, a final meeting will be held to analyze data and to evaluate the success of the goals. At this meeting, a report on early goal investigation shall be compiled collaboratively. At this meeting, the supervisor will confirm that the employee has met State statute requirements by completing the Short Form and forwarding it for placement in the personnel file.

##### **5.4.4 Outcomes**

Although some goal setting in the formative cycle may be based on information gathered in the summative cycle, information may not pass from the formative to the summative in order to ensure that employees take risks and try new things. It is conceivable that all stated goals may also be a learning experience. Some goal attainment may take more than one year.

##### **5.4.5 Itinerant Involvement**

Itinerant personnel may be involved in the formative cycle and set goals to encourage professional growth. During the formative cycle itinerant staff will consult with their primary supervisor. Itinerant personnel will informally make their goals known to any other supervisor with whom they have contact. The purpose of this contact will be to facilitate any resource or assistance a supervisor may wish to

provide.

**5.4.6** An employee in the formative cycle who transfers shall take his/her goals to the new building if the goals are appropriate to the new position. New goals shall be written if, as a result of transfer, the goals are no longer appropriate.

## **5.5 - TPEP Provisions**

**5.5.1** The evaluation procedures set forth herein shall be to improve the educational program by improving the quality of instruction. The evaluation process shall recognize strengths, identify areas needing improvement, and provide support for professional growth. The evaluation system will encourage respect in the evaluation process by the persons conducting the evaluations and the persons subject to the evaluation by recognizing the importance of objective standards and minimizing subjectivity. Within the selected instructional framework teachers will be allowed to exercise their professional judgment and will be evaluated on their own practice, skills, and knowledge.

The parties agree that the following evaluation system is to be implemented in a manner consistent with good faith and mutual respect, and as defined in RCW 28A.405.110 “(1) An evaluation system must be meaningful, helpful, and objective; (2) an evaluation system must encourage improvements in teaching skills, techniques, and abilities by identifying areas needing improvement; (3) an evaluation system must provide a mechanism to make meaningful distinctions among teachers and to acknowledge, recognize, and encourage superior teaching performance; and (4) an evaluation system must encourage respect in the evaluation process by the persons conducting the evaluations and the persons subject to the evaluations through recognizing the importance of objective standards and minimizing subjectivity.”

Additionally, the parties agree that the evaluation process is one which will be implemented with collaboration between the evaluator and the bargaining unit member, as described in WAC 392-191-025: “To identify in consultation with classroom teachers and certificated support personnel observed, particular areas in which their professional performance is satisfactory or outstanding, and particular areas in which the classroom teacher or support person needs to improve his or her performance.”

**5.5.2** The purposes of evaluation are: to promote professional growth; and to promote effective teaching practices. Observations shall be conducted openly and with the knowledge of the employee. Consistent with the following evaluation procedures, employees shall be placed in one of two tracks: Comprehensive or Focused.

**5.5.3** Each employee shall be evaluated in accordance with the state designated criteria appropriate to the employee’s position and track in the evaluation cycle. The criteria are set forth in this Agreement. Observations required or permitted hereunder shall be documented on the observation and evaluation report appropriate to the employee’s position.

- 5.5.4 Classroom teachers assigned to special education shall be evaluated cooperatively by the supervisor, the building principal or designated administrator.
- 5.5.5 Classroom teachers assigned to more than one building shall be evaluated by the principal or designated administrator of the building where they are assigned for the majority of their position.
- 5.5.6 If during the school year an employee is transferred to another position not under the evaluator's jurisdiction, a summative evaluation, if observations are complete, shall be made at the time of such transfer.

#### **5.6 – Definitions**

- 5.6.1 Provisional Employee - An employee having no more than three years of experience in the education profession, or an experienced employee in his/her first year of employment in the District, or an employee who has been judged Level 1 (Unsatisfactory) in his/her third year will remain in provisional status.
- 5.6.2 New employees must be observed at least once during their first 90 calendar days of employment for a total observation time of at least 30minutes.
- 5.6.3 An employee in their third year of provisional status must be observed at least three times for a total of not less than 90minutes.
- 5.6.4 Evaluator – An administrator. No employee within the bargaining unit shall evaluate any other employee.
- 5.6.5 Comprehensive Evaluation – All Washington state eight (8) criteria must contribute to the overall summative evaluation and must be completed at least once every four years. The evaluation must include an assessment of the criteria using the instructional framework rubrics and student growth.
- 5.6.6 Focused Evaluation – One of the Washington state eight (8) criteria must be assessed in every year that a comprehensive evaluation is not required. The selected criteria must use the approved instructional framework. If criterion 3, 6 or 8 is selected, those student growth rubrics will be used. If criterion 1, 2, 4, 5 or 7 is selected, student growth rubrics from criteria 3 or 6 will be used.
- 5.6.7 Student Growth Data – Shows change in student achievement over two points in time during the same school year, using multiple measures.

- 5.6.8** Student Growth Goal: A description of the change in student achievement between two points in time within the current school year, as determined by the teacher. Assessments used to demonstrate growth must predominately originate at the classroom level and be initiated by the classroom teacher. Assessments used to demonstrate growth must be appropriate, relevant, and may include both formative and summative measures.
- 5.6.9** Gathering of Evidence: Evaluators and evaluatees should assume competence and positive intent. If both the teacher and the evaluator agree on the score for a criterion, no evidence other than observation notes is required for that criterion. When there is a disagreement on a scoring criterion, it is the responsibility of the teacher and the evaluator to provide evidence.
- 5.6.10** Not Satisfactory - Level 1 (Unsatisfactory) for all teachers; or Level 2 (Basic) if the classroom teacher is on a continuing contract with more than five years of teaching experience and if the Level 2 has been received two years in a row or two years within a consecutive three year period.

## **5.7 – Evaluation**

- 5.7.1 Observations and documentation assure minimum criteria for effective teaching are met.
- 5.7.2 All employees shall be evaluated annually. They shall be observed at least twice annually. Such observations are to be completed on or before January 15 and May 15 of the year in which the evaluation takes place.
- 5.7.3 Total observation time for each employee for each school year shall be not less than sixty (60) minutes, including a minimum of one observation of at least thirty (30) minutes.
- 5.7.4 Prior to the first observation in a given year, a planning conference will be held between the employee and the evaluator. During this conference the employee and evaluator will discuss the employee's self-assessment. The employee and evaluator will review the Washington state 8 criteria for a comprehensive evaluation or discuss the selected criteria if the employee is on the focused evaluation.
- 5.7.5 Following each observation, or series of observations, the employee shall be provided with a copy of the component aligned observation notes within three (3) working days.
- 5.7.6 Within ten (10) working days following the observation, or series of observations, the evaluator shall hold a reflective conference with the employee. At the employee's request, this conference will be held in the classroom in order to facilitate accessibility to evidence and artifacts. A draft of the completed observation report shall be provided to the employee prior to the reflective conference. A final copy of the observation report shall be provided to employee three days after the reflective conference.

5.7.7 **Criterion Scoring Rubrics** - The Summative score, including the student growth impact rating, must be determined by an analysis of evidence and artifacts. This analysis will be based on a holistic assessment of the teacher’s performance over the course of the year. A preponderance of the evidence will be used to develop the overall criterion scores. No scores will be given to individual components. Employees will be encouraged to use the Evidence Menu as a guide. Criterion scores will be added to reach a Summative score. The OSPI approved Summative scoring band is shown below.

OSPI Approved Summative Scoring Band			
8-14	15-21	22-28	29-32
1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished

5.7.8 **Student Growth Impact Rating** - Embedded in the State Criteria are five (5) student growth requirements. These requirements are SG 3.1, SG 3.2, SG 6.1, SG 6.2, and SG 8.1. Employees will be placed into summative rating categories based on the OSPI approved student growth impact scoring bands shown below. An employee who receives a 4, Distinguished, preliminary summative score and a Low student growth impact rating score will receive an overall 3, Proficient rating.

OSPI Approved Student Growth Impact Rating Scoring Band		
5-12	13-17	18-20
Low	Average	High

5.7.9 If an employee receives a Low student growth score, the employee and evaluator will mutually select and engage in one of the student growth inquiries required bylaw.

5.7.10 The Summative evaluation will be completed and a copy made available to the employee on or before June 1.

5.7.11 Within fifteen (15) working days following the conference or receipt of the Summative evaluation, the employee may submit signed comments concerning his or her observation or evaluation report which shall be attached to the report in his or her personnel file. Employee comments become permanently attached to the Summative evaluation. Artifacts, evidence and observation reports are not placed in the employee's personnel file.

5.7.12 If the employee’s overall Summative evaluation is not satisfactory, the evaluator shall set forth the specific areas of performance deficiencies. An identification of the specific ways in which

the employee is to improve and the types of assistance that may be provided by the evaluator shall be specified.

### **5.8 - Comprehensive Evaluation**

5.8.1 All provisional employees and any employee with a Summative evaluation of Level 1 (unsatisfactory) will be evaluated using the comprehensive evaluation. Any employee with more than five years of experience with a Summative score of Level 2 (basic) shall be evaluated the following year on the comprehensive evaluation. Other employees will be transitioned on and off the comprehensive system on a four (4) year rotation. All classroom teachers must be evaluated at least once every four (4) years using the comprehensive evaluation.

5.8.2 The Comprehensive evaluation will include all eight (8) state criteria, including student growth.

#### **5.8.3 Comprehensive Process:**

- a. Teacher Self-Assessment
- b. First Observation Cycle
  - Planning conference
  - Formal Classroom observation
  - Reflective Conference
- c. Formative Collaboration Conference
  - Strengths of practices (proficient or distinguished components at this time)
  - Areas for growth or evidence expansion (components that are below proficient at this time, or needed additional evidence with specific guidance for improvement)
  - Student growth (data collected to date)
- d. Subsequent Observation Cycle
  - Collaboration conference (optional)
  - Formal Classroom observation(s)
  - Reflective Conference
- e. Summative Evaluation - On or before June 1
  - Teacher Self-Assessment and Reflection Preparation
  - Collaborative Assessment Conference(s), during which the employee and evaluator will review evidence and artifacts related to the evaluation
  - Final Summative Sign-Off

### **5.9 - Focused Evaluation**

5.9.1 The Focused evaluation will include student growth rubrics of the selected criterion. Selected criterion must be approved by the teacher's evaluator. If criterion 3, 6, or 8 is selected, evaluators will use those student growth rubrics. If criterion 1, 2, 4, 5 or 7 is selected, the

evaluation will include student growth criterion 3 or 6. All classroom teachers must be evaluated at least once every four (4) years using the comprehensive evaluation.

**5.9.2 Focused Process:**

- a. Teacher Self-Assessment
- b. Criterion selection meeting
  - Observation Cycles
  - Planning/Reflection Conferences (optional)
  - Classroom observations
- c. Formative Collaboration Conference
  - Strengths of practices (proficient or distinguished components at this time)
  - Areas for growth or evidence expansion (components that are below proficient at this time, or needed additional evidence with specific guidance for improvement)
  - Student growth (data collected to date)
- d. Summative Evaluation - On or before June 1
  - Teacher Self-Assessment and Reflection Preparation
  - Collaborative Assessment Conference(s), during which the employee and evaluator will review evidence and artifacts related to the evaluation
  - Final Summative Sign-Off

**5.10 - Probation**

**5.10.1** Employees who are evaluated “not satisfactory” shall be placed on probation. For teachers on the comprehensive evaluation track “not satisfactory” will mean Level 1 (Unsatisfactory) for all teachers or Level 2 (Basic) if the classroom teacher is on a continuing contract with more than five years of teaching experience and the Level 2 has been received two years in a row or two years within a consecutive three year period.

**5.10.2** Probation is a program of remediation assistance, required by State law, for teachers who have not met minimum teaching criteria.

**5.10.3 Evaluator’s Report:** If at any time after October 15 an evaluator determines, on the basis of the evaluation criteria, that the performance of an employee is not judged satisfactory, the evaluator shall report the same in writing to the Superintendent. The report shall include the following:

- a. The evaluation report prepared pursuant to the provisions for evaluation provided elsewhere in this Agreement.
- b. A recommended specific and reasonable program designed to assist the employee in improving his or her performance.

**5.10.4 Probationary Period:** If the Superintendent concurs with the evaluator’s judgment that the performance of the employee is not judged satisfactory, the Superintendent shall place the employee in a probationary status. The Superintendent shall notify the employee in writing of their probationary status. This notice shall contain:

- a. Specific areas of instructional deficiency
- b. A statement of the minimum sixty (60) school day duration of the probationary period
- c. A statement indicating that the purpose of the probationary period is to provide the employee with an opportunity to demonstrate improvement in his/her areas of deficiency and to offer the employee assistance and resources as may be utilized in the improvement of performance.
- d. A set of expectations delineating specific criteria that would constitute acceptable performance in the areas defined.

**5.10.5** Within five (5) school days from the receipt of the probationary letter, the employee may request, and will be given, a hearing with the Superintendent. The hearing will be held within five (5) school days of receipt of the request from the employee.

**5.10.6 Evaluation during the Probationary Period:** During the probationary period, the evaluator shall meet with the probationary employee at least twice monthly to supervise and make a written evaluation of the progress made by the employee. The evaluation form (attached) shall be used for documentation of evaluation reports during the probationary period.

**5.10.6.1** For the TPEP process, the employee will be removed from probation if they have demonstrated improvement that results in a new comprehensive summative evaluation performance rating of “satisfactory”. “Satisfactory” will mean Level 2 (Basic), or higher, for employees with less than five years of experience or Level 3 (Proficient), or higher, if the classroom teacher is on a continuing contract with more than five years of teaching experience.

**5.10.6.2** For the formative and summative track, the probationary employee may be removed from probation at any time if he/she has demonstrated improvement to the satisfaction of the evaluator in those areas specifically detailed in his/her initial notice of deficiency and subsequently detailed in the specific improvement program.

**5.10.7 Evaluator’s Post-Probation Report:** The evaluator shall submit a written report to the superintendent and the employee at the end of the probationary period. The report shall recommend one of the following to the superintendent:

**5.10.7.1** That the employee has demonstrated necessary improvement in the stated areas of deficiency to justify the removal of the probationary status.

**5.10.7.2** That the employee has not demonstrated necessary improvement in the stated areas of deficiency, and action should be taken to non-renew the employment contract of the employee.

**5.10.8 Action by the Superintendent:** Following a review of the Post-Probation Report, the Superintendent shall determine whether the employee is non-renewed.

## **ARTICLE VI - WORKING CONDITIONS**

### **6.1 Work Year**

The employee work year shall be one hundred eighty (180) days plus the number of professional learning days funded by the state. As a result, per Diem pay shall be computed by dividing the employee's base salary by the number of days in the employee work year.

An employee's base contract includes the instructional duties that occur within the student day as well as other duties that are part of the basic program of education which may include preparation for school opening, work connected with the conclusion of the school year, conferencing/communicating with students or parents, supporting school/student activities, providing individual help to students, self-directed professional development, improving and maintaining professional skills, preparation and revision of materials, planning with other employees in areas of instruction and curriculum, and educational use of technology.

### **6.2 Professional Learning Stipend**

The District will provide to employees a supplemental contract to be provided for the duties related to professional learning referred to as the "professional learning stipend (PLS)." For the 2020-21 school year, the PLS shall equal 6.99% of the base salary on each cell of the salary schedule-

The PLS is provided as an incentive for the fulfillment of responsibilities related to the District's program of professional learning under RCW 28A.415.430. In consideration of this stipend, each employee shall commit to the full and meaningful participation in the District's comprehensive, sustained job-embedded and collaborative approach to improving employee's effectiveness in raising student achievement. This includes a commitment to work collaboratively with others as a member of one or more professional learning communities (PLCs) on an ongoing basis to accomplish this goal.

This is in addition to the two (2) district directed Professional Development days. Attendance is voluntary and employees in attendance will be paid in the following pay period. Leaves may not be used on these district directed Professional Development days not part of the employee's base contract.

**6.2.1** Special Education Teachers, OT/PTs, SLPs, Nurses, Developmental Preschool Teachers, and Behavior Support Teachers shall receive the equivalent of four (4) additional paid days, pro rata to the identified assignment herein. School Psychologists shall receive the equivalent of five (5) additional paid days, pro rata to the identified assignment herein. Certificated Librarians shall receive the equivalent of three (3) additional paid days, pro rata to the identified assignment herein. These days shall be issued to employees on a supplemental

contract.

**6.2.2** High School counselors shall receive the equivalent of ten (10) additional paid days, pro rata to the identified assignment herein, and middle school counselors shall receive the equivalent of five (5) additional paid days, pro rata to the identified assignment herein. These days will be worked either before or after the student school year. Counselors will be issued a supplemental contract for these days and will coordinate with their building principal regarding the scheduling of these days.

**6.2.3** All special education and ESA personnel who are asked to work over the summer for the purpose of conducting Birth to Three transition evaluations and IEPs including report writing and who are required members of a student's team should be paid at the per diem rate.

### **6.3 Work Day**

**6.3.1** The normal workday shall not exceed seven (7) hours and thirty (30) minutes, including the thirty (30) minutes before and the thirty (30) minutes after the student day and to include a duty-free thirty (30) minute lunch period.

**6.3.2** Employees working on Anderson Island, when required to attend an assigned activity beyond the normal work day, shall receive \$30 per activity as approved by the building principal.

**6.3.3** The thirty (30) minutes before and after school shall be used for student and parent conferences.

**6.3.4** Employees are not required to perform monitoring duties outside of his/her classroom except in the case of student disputes or other emergencies.

### **6.4 Class Coverage**

The District will make every effort to place substitutes at the elementary level first. If the District is unable to provide a substitute for any employee absence, the District may assign an employee to cover a class. Prior to assigning an employee to cover a class, the administrator will first seek to cover the class with an employee who requests to be assigned class coverage. If no employee volunteers, the administrator may direct an employee to cover, but will do so on a rotational basis within the building. The employee directed by the building administrator to cover the class for the absent employee shall be paid for lost planning time at per diem. Coverage of less than ten (10) minutes in duration shall not be compensated; however, coverage beyond ten (10) minutes in duration shall be compensated retroactive to the start of the coverage, at a minimum of thirty (30) minutes, with additional time paid in increments of fifteen (15) minutes. Employees who cover for a class for more than 20 hours in a school year shall be paid at 1.5 times per diem beginning with the twenty-first hour.

### **6.5 Staff Development**

#### **6.5.1 Purpose**

The purpose of the employee-centered district staff development program is to foster continued professional growth.

#### **6.5.2 Acceptance of University Credit**

The District agrees to accept all university credits that comply with O.S.P.I. rules and regulations

toward advancement on the salary schedule.

**6.5.3 Acceptance of Clock Hours/In-service Credits**

The District shall accept all clock hours or in-service credits that meet State Board of Education approval standards for clock hour and in-service credit. The credits shall count toward advancement on the salary schedule. Ten (10) clock hours of in-service shall be equal to one quarter university credit and shall be recognized for salary schedule placement.

**6.5.4 Support for General Education/Special Education**

General education teachers providing specially designed instruction required by a student’s IEP will receive opportunities’ for professional development. Similarly, all staff will be provided opportunities for professional development in inclusionary practices and de-escalation strategies to assist in the support of student needs.

**6.6 Class Size**

The District recognizes the value of low class size and will attempt to keep the class numbers as low as possible. Any employee who has class size concerns, but whose numbers are below the class size/load number listed below may meet with the principal at any time to seek resolution.

**6.6.1 Overload Levels**

	<u>Maximum</u>
Grade K	23 students per class
Grade 1	25 students per class
Grades 2-3	26 students per class
Grade 4-5	27 students per class
Grades 6-12	32 students in any single class, except as listed below.

Any split grade level classes will have two less students than the maximum listed above. A K-1 split will have a maximum of 21 students and a 1-2 split will have a maximum of 23 students.

Physical Education will have no more than one hundred seventy (170) students total for the day and no more than 35 students in a single class. Performing music classes will be exempt from these overload levels.

**6.6.2 Procedure for Filing an Overload Claim**

No overload claims shall be filed during the first two weeks of the semester in order to allow time for the review and balancing of class size(s). Any employee who has class size(s) that exceed the numbers listed shall initiate the following procedure:

**Step 1:** The teacher shall complete the class size form (Attachment 5) and give it to the building principal. The building principal and employee will meet within five (5) working days to discuss the class size issue.

**Step 2:** The building principal will initiate a mutually agreed to plan of action to resolve the overload within five (5) working days of the conference. This action may involve one or more of the following solutions and will be implemented in a timely manner as defined below.

**6.6.3 Overload Options**

- a) Hire additional certificated staff
- b) Create additional sections
- c) Provide para-professional time for the classes that are overloaded

- d) Provide a substitute to assist teacher or give release time as long as the need exists
- e) Any other creative solution agreeable to the affected teacher and principal
- f) Provide additional pay at one hour per diem per week per student, starting on the first day the overload began.

Should a-e not be implemented by the thirtieth work day after the form is submitted, option f will be implemented.

**6.6.4 Special Ed Caseload:**

The District will take into consideration state and national guidelines when assigning caseloads for Psychologists, Counselors, Social Workers, and Nurses.

The district will monitor the ratio of staff to students in special education programs, including those staff assigned students who may need additional support to meet education goals identified in the student's IEP or who may require physical assistance.

The District will set the following caseload goals:

- 1. Occupational Therapists 35:1
- 2. Physical Therapists 35:1
- 3. Resource Room 30:1
- 4. Developmental Pre-school Program 12:1 per session
- 5. Self-contained Program 12:1
- 6. Speech Language Pathologists 47:1
- 7. Behavior Support Teachers 15:1

If any of the above, or any other specialist, face challenges in meeting IEP or evaluation responsibilities because of workload, they shall first explore options for assistance from professional colleagues within the district, which may include building teams when appropriate. These challenges could include additional students on the teacher's caseload, unique needs of particular students, travel between multiple buildings, special assignments, or the due dates of IEP or evaluation documents.

If the caseload issue cannot be solved within the group of colleagues, a conference shall be held with building administrator/district administrator within five (5) working days to discuss the issue(s). The parties will initiate a mutually agreed to plan of action to resolve the overload within five (5) working days of the conference.

In cases of overload, this action may involve one or more of the following solutions and will be implemented in a timely manner as mutually agreed, after consideration of the nature of the student needs and overall employee assignment:

Options include, but are not limited to the following:

- a) Reallocation of responsibilities for particular students
- b) Hire additional certificated staff
- c) Additional para educator or COTA/SLPA time
- d) Additional release time for planning, IEPs, or evaluations
- e) Provide additional paid time at one hour per diem per week per student, starting on the first day the overload began.

Should a-d not be implemented by the thirtieth work day, option e will be implemented.

**6.6.4.1** WA-AIM, the Washington Access to Instruction and Measurement may be required by the IEP. Employees shall be provided two days of release for the purpose of development of the WA-AIM assessment. If the employee determines that additional days may be necessary to fulfill this work, the employee will consult with the Student Services Department to discuss available options.

**6.6.5** Should the District face a significant financial loss (such as double levy failure) or other catastrophe, this class size provision shall be renegotiated.

**6.6.6** The overload remedies in Section 6.6.3 shall be in place only so long as the teacher is in overload status.

## **6.7 After School Activities**

**6.7.1** Principals and staff of the building are to meet and determine the list of activities. Assignments are on a voluntary basis by seniority and/or assigned if sufficient numbers do not volunteer; provided, however, that such assignment shall not exceed one (1) activity in any school year. Any succeeding assignment shall be paid at per diem in half hour increments.

**6.7.2** The following voluntary, optional activities shall not be compensated:

- a) Elementary Carnivals
- b) Science Fairs

**6.7.3** Assignments as used above shall not include committee work, and therefore, committee work shall not be compensated.

## **6.8 Planning Time**

**6.8.1** Planning time shall be provided during the student day as follows:

**6.8.2** Secondary teachers shall have one (1) class period per day for planning and conferencing or a portion thereof if less than 1.0FTE.

**6.8.3** Elementary teachers, including special education teachers, shall be provided a minimum of two hundred (200) minutes per week within the student day for planning. Such time may include periods when a specialist has taken over the class, recess time, or any other release time within the student day. No planning time shall be less than fifteen (15) minutes in length. Transitional time to deliver/pick up students from specialists, lunch and recess will be part of the master schedule and will be separate from planning time minutes.

**6.8.4** Employees working at Anderson Island shall not count time on the ferry as planning time.

## **6.9 Calendar**

The following formula shall be used to determine the school calendar for each of the years of this agreement:

**6.9.1** The Tuesday before Labor Day shall be a District directed Professional Development day. The Wednesday before Labor Day shall be a District directed morning and a teacher directed

afternoon. The Monday before Labor Day, the second Friday in October, and the second Friday in March shall be District directed Professional Development days and will be part of the employee's base contract, if funded by the state. If the days are not funded by the state, the days will become District directed Professional Development days.

- 6.9.2** The first student day shall be the Thursday before Labor Day.
- 6.9.3** Labor Day, Veteran's Day, Martin Luther King Day, Presidents Day, and Memorial Day shall be non-student, non-contracted days. If Veteran's Day falls on a Saturday, it shall be observed the Friday before. If Veteran's Day falls on a Sunday, it shall be observed on the Monday after.
- 6.9.4** The Wednesday before Thanksgiving shall be a half day for students and staff. Thanksgiving Day and the Friday following shall be non-student, non-contracted days.
- 6.9.5** The last student day before Winter Break shall be the 3rd Friday in December, unless the 1st of December falls on a Friday, in which case the last student day shall be the 4th Friday of December. Winter break shall be three (3) weekends and two (2) full weeks.
- 6.9.6** Spring Break shall be the first full week of April.
- 6.9.7** The Friday occurring in the week containing the ninetieth (90<sup>th</sup>) student day shall be a teacher directed half day for the purpose of completing semester grades.
- 6.9.8** Monday of the third full week of October shall be a teacher half day. Tuesday through Thursday of that week shall be half days for conferences. The Friday of the conference week shall be a half day for students and staff in recognition of staff conducting evening conferences.
- 6.9.9** The Wednesday and Thursday before spring break shall be student half days for conferences. The Friday before spring break shall be a half day for students and staff in recognition of staff conducting evening conferences.
- 6.9.10** The fourth Friday in March shall be a scheduled snow day. The Friday before Memorial Day shall be a scheduled snow day. In the event that more than two (2) days are needed to make-up for inclement weather the District and Association shall meet to determine the placement of subsequent days.
- 6.9.11** The 180th student day shall be the last day of school and a half day for employees. Employees are responsible for complying with all grading deadlines and end of year checkout procedures.
- 6.9.12** The calendar for the next school year shall be added as Attachments #12a and 12b.

**6.10 Academic Collaboration Enhancement (ACE) Days**

- 6.10.1** Every Wednesday students will be released one hour early, except for those Wednesdays that are already designated as half days. This time within the normal employee work day shall be known as ACE time.
- 6.10.2** The first ACE day of any month shall be teacher directed ACE time for classroom/curriculum planning.

**6.10.3** The second ACE day in any given month shall be administratively directed and designed to meet building or program needs, including staff meetings.

**6.10.4** Subsequent ACE days in any given month shall be building directed for the purpose of collaborative team planning and implementation. Teams may include grade level, department, vertical, special education (including paraeducators) or other student support team structures. The District may offer optional professional development opportunities during this time.

**6.11 Parent Conferences**

**6.11.1** Regularly scheduled building-wide or grade-wide parent conferences will be held on half day early student release days per the District calendar.

**6.11.1.1** Teachers shall be assured four (4) one-half days in the fall and two (2) one-half days in the spring for conferencing.

**6.11.1.2** Each one-half day shall be counted as one (1) full day.

**6.12 WaKIDS**

The District will work together with staff assigned to implement the WaKIDS assessment. The District will pay for the employee to attend the training required for the assessment. Each building will work to redeploy paraeducator hours to provide additional support to the kindergarten classroom to assist with the collection of assessment data. Additionally, each kindergarten teacher will receive one (1) additional day of pay or for the input of the assessment data prior to October 31<sup>st</sup>. Additional paid day will be paid in the November pay warrant.

**6.13 Grading**

The grading window at quarter and semester break shall be no less than (2) weeks, not inclusive of any break period, such as Spring Break.

**ARTICLE VII - ECONOMIC PROVISIONS**

**7.1 Salary**

**7.1.1** The Salary Schedule for the 2020-21 and the 2021-22 school years are shown as Attachments #12a and 12b

**7.1.2 Salary Schedule Provisions**

Employee Placement: An employee will move across the salary schedule as his/her education permits in accordance with the following:

**7.1.2.1** Increments for experience, Master's and Doctorate degrees will be in accordance with the index shown on the salary schedule.

**7.1.2.2** Credit hours earned toward advanced degrees in education, standard certification, or area of specialization will be allowed and shall be in accordance with appropriate O.S.P.I. rules and regulations regarding approval and accumulation of credits (to include, but be not limited to, in-service clock hours) toward placement on the Salary Schedule.

**7.1.2.3** Credit for education experience and verification of previous employment shall be given

automatically when evidence of such credit is filed with the District Human Resources Department by October 31. Such evidence should be in the form of an official college or O.S.P.I. approved agency transcript, letter, or report for credit in-service or clock hours.

**7.1.2.4** Credit for SLP, OT/PT, Nurses and School Psychologists placement on the salary schedule shall be based on WAC 392-121-264 and OSPI guidance with the exception that the employee may receive experience credit for up to 16 years on the salary schedule.

## **7.2 Employee Benefits**

All of the provisions of this Section shall be interpreted consistent with the rules and regulations of SEBB and are intended to be a summary of the legal requirements and agreements of the parties

### **Employer Contribution:**

The District shall pay the full portion of the employer contribution as adopted in the School Employees Health Care Coalition agreement for all employees who meet the eligibility requirements as defined by SEBB. For purposes of benefits provided under SEBB, school year shall mean September through August, and shall be referred to as the eligibility year. If the eligibility year is specifically redefined by the HCA, the parties agree to comply with that definition.

The District will provide benefits to employees through SEBB, to include but not be limited to:

- Basic Life and accidental death and dismemberment insurance (AD&D)
- Basic Long-Term Disability
- Vision
- Dental including orthodontia
- Medical Plan

Employees will be able to utilize payroll deduction for any supplemental insurance that they choose to enroll in through SEBB (e.g. increased Life, AD&D, long-term disability, etc.) Employees will also have the option of enrolling in a Health Savings Account (HSA) when a qualifying High Deductible Plan (HDHP) is selected for their medical insurance. In addition, employees will be able to utilize payroll deduction for any supplemental insurance that they choose to enroll in through SEBB (e.g. increase Life, AD&D), Long-term Disability, etc.).

### **Eligibility:**

All employees, including substitute employees, shall be eligible for full insurance coverage under the SEBB program if they work, or are anticipated to work 630 hours or more in an eligibility year, so long as they maintain an employee/employer relationship.

Should an employee who previously was not expected to be eligible for benefits under SEBB work 630 hours in one year, the employee will become eligible for benefits to begin the month after attaining 630 hours.

When an employee is hired into a position that would qualify for benefits if filled for the full eligibility year, there are not enough days remaining in the year to achieve 630 hours and the employee is anticipated to work at least six hundred thirty hours the next school year, that employee will be provided with benefits coverage.

All compensated hours in any position within the district shall count for purposes of establishing eligibility.

**Benefit Enrollment and Continuity of Coverage:**

In the month of September, benefit coverage for eligible employees begins their first day of work, so long as the employee works on or before the first day of school. For all other eligible employees, benefit coverage will begin the first day of the month which follows the employee's first day of work.

When a new employee was previously employed by a SEBB employer and was eligible for SEBB coverage, that employee will have uninterrupted benefit coverage if the employee is anticipated to work 630 hours in a school year.

**Leaves:**

Paid leave hours shall count toward eligibility for benefits under this section. Unpaid leave will be assessed on a case by case basis.

**Benefit Termination:**

Any employee eligible for benefits who terminates the employee/employer relationship shall continue to receive benefits through their final month of employment.

In cases where separation occurs after completion of the student year, benefit coverage will continue through August 31. Any exception shall be requested by the employee and confirmed by the District.

**7.3 Extracurricular Salary Schedule (Attachment #8)**

- 7.3.1** The purpose of extra-curricular stipends is to compensate certificated employees for work with students outside the regular work day. The District and Association agree to review, during Labor/Management meetings, the stipends provided at each building to ensure fairness and equity.
- 7.3.2** A complete list of all allocated stipends will be given to staff each year by September 1st. Staff will be notified of vacant club positions or stipend availability throughout the school year. Any certificated staff member who is interested in any position should notify the principal of said interest. The principal will make decisions surrounding the filling of stipend positions. Stipends, if allocated, and if offered, must be filled by certificated staff.
- 7.3.3** Department chair positions are subject to a yearly application and selection process. The principal will make the final decision based upon the specific job criteria, incorporating staff input.
- 7.3.4** The teaching contract status of a certificated employee shall not be affected by the performance of the extracurricular employment.
- 7.3.5** Performance in extracurricular assignments will be evaluated at the end of the activity or the school year by the building principal.

**7.4 Travel and Reimbursement**

Reimbursement for approved use of a private vehicle is to be at the rate paid by the State of Washington to State employees. Reimbursement is restricted to employees who are required by their assignment to visit more than one school district facility.

**7.5 Substitute Pay**

Substitutes shall be paid at the rate of one hundred forty dollars (\$140) per day. Substitutes who complete fourteen (14) hours of District provided training shall be paid at the rate of \$150 per day. Substitutes employed by the District for twenty (20) or more consecutive work days shall be placed on the teacher’s salary schedule at the appropriate step as if they were a full time employee. The Superintendent or designee and the president(s) of the Association shall meet to agree on any increase in substitute pay that may be necessary for hiring and/or maintaining of a substitute for an unusual staffing situation.

Retired certificated teachers who worked for the District at the time of retirement shall be paid \$165 per full day.

**7.6 Payroll Deductions**

**7.6.1** All salaries are subject to mandatory state and federal payroll deductions. Additionally, the following deductions shall be made if authorized by the individual:

- a) Additional withholding tax
- b) Approved medical plans
- c) Salary insurance
- d) Employee Initiated and Board approved tax-sheltered annuities

**7.7 Insurance Committee**

A joint committee consisting of representatives from each constituency group within the District shall be formed annually to investigate insurance and health coverage plans. This committee shall make recommendations to each constituency group before the open enrollment period each school year. Appropriate groups must ratify any changes in insurance and health coverage.

**7.8 National Teacher Certification**

The district shall reimburse the employees for required fees, tuition, and books, not to exceed three thousand dollars (\$3000) when s/he successfully completes the National Board Certification.

**7.8.1** The District will provide an additional stipend of \$1000 for school psychologists who receive national certification and \$1000 for those OT, PT, and SLP who earn and maintain state licensure. The district will continue the practice of reimbursing OT, PT, SLP for fees associated with renewal of state licensure.

**ARTICLE VIII - LEAVES**

**8.1 Sick Leave**

**8.1.1** The sick leave provision shall apply In the case of absences necessitated by personal illness, temporary disability or injury of the employee or immediate family member, which includes spouse or state registered domestic partner, biological, adopted, or foster child, stepchild, or

other dependent relatives, if living in the household or because of quarantine in the immediate family. Disabilities immediately related to childbearing shall be considered temporary disabilities.

**8.1.1.1** Each employee shall be furnished an accounting of their sick leave at the beginning of the year. The sick leave provisions are as follows:

- a) Every person under contract for a full school year one hundred eighty (180) days in a position requiring certification shall be entitled to twelve (12) days annual sick leave. Such sick leave not taken during the year shall be accumulated from year to year. A certificated employee under contract as a part-time employee for a period less than the full school year shall be entitled to that proportion of twelve (12) days leave as the total number of full days prorated to one hundred eighty (180) days.
- b) Pay for any period of absence shall be the same as the pay the employee would have received by contract for regular services.
- c) Employees claiming sick leave benefits for more than three (3) consecutive days may be required to submit a written statement from a regularly licensed physician in accordance with the FMLA.

**8.1.1.2** Whenever an employee is absent from employment or unable to perform currently contracted duties as a result of assault sustained in the course of employment, such absence will not be charged to accumulated sick leave.

**8.1.1.3** Whenever an employee is absent from employment and unable to perform duties as a result of personal injury sustained in the course of employment, the employee may choose between using sick leave benefits or Puget Sound Educational Service District Workers' Compensation Trust. In the event the employee chooses to use the benefits of the Trust, the time absent will not be charged against annual or accumulated sick leave. Employees may use accumulated sick leave to offset the difference between their regular compensation and the benefit provided by the Puget Sound Educational Service District Workers' Compensation Trust.

### **8.1.2 Annual Sick Leave Cash-Out Program**

Employees are allowed to cash in unused sick leave days above an accumulation of sixty (60) days at a ratio of one (1) full day's monetary compensation for four (4) accumulated sick leave days. At the employees' option, they can cash-out their unused sick leave days in January of the school year following any year in which a minimum of sixty (60) days of sick leave is accrued and each January thereafter.

### **8.1.3 Sick Leave Cash-Out at Retirement or Death**

At the time of separation from school district employment due to retirement or death, an eligible employee or the employee's estate shall receive remuneration at a rate equal to one (1) days current monetary compensation of the employee for each four (4) full days accrued sick leave.

## **8.2 Personal Leave**

Employees shall be granted up to three (3) days personal leave annually, and may accumulate up to four (4) days. Employees are encouraged, when foreseeable, to schedule personal leave in a manner that avoids critical usage periods, including days immediately preceding or following school breaks.

### **8.3 Bereavement Leave**

Absence owing to death in the immediate family shall be granted with full pay for up to five (5) consecutive days. Immediate family shall be defined as the following family relationships to either the employee or their spouse/domestic partner: father and mother, parent surrogate, spouse/domestic partner, children, siblings, grandparents, grandchildren, aunts and uncles, nephews and nieces, and any relative or significant other residing in the employee's household. One (1) day of bereavement leave will be allowed for a close friend. At the discretion of the superintendent, two (2) additional days of bereavement leave may be granted for close friends for the purposes of extended travel and/or extenuating circumstances.

### **8.4 Leave of Absence**

Discretionary leave of absence (for example: furthering educational objective, child care or child rearing, sabbatical, foreign teaching, exchange teacher, or other such leaves) will be evaluated on its own merit and not detrimental to the District's instructional program. Requests for leaves will be subject to the Superintendent's recommendation and Board approval. Upon completion of the leave, the returning employee shall return to the same position whenever possible or employment at nearly equal to their former position, as determined by the administration. Employees on leave of absence shall notify the District of their intent to return no later than March 1.

### **8.5 Parenting Leave (Attachment #9)**

**8.5.1** The request for Parenting Leave is to be made on Parenting Leave Form appended to this agreement and submitted to the Superintendent or designee. Such request, when possible, will be made at least thirty (30) calendar days in advance of the proposed starting date of the leave and will clearly state the intended purpose and duration of the leave.

**8.5.1.1** Maternity Leave: At the time the leave is requested, the duration of the leave shall be established, subject to mutually agreed upon modification for unforeseen circumstances and subject to the rules of law.

**8.5.1.2** Parenting Leave: The employee shall be allowed use of sick leave to attend to the birth of their child. The employee, if qualified, shall be allowed leave as regulated under the Family and Medical Leave Act. The leave may be extended by the superintendent or his/her designee.

**8.5.1.3** Any employee who used up accumulated sick leave under this subsection may apply for leave of absence without pay provided elsewhere in this Agreement.

### **8.5.2 Adoption Leave:**

An employee shall be granted his or her request for leave of up to six (6) weeks for adoption for parent/child bonding. The leave may, at the employee's option, be taken from:

- a) Leave for illness or emergencies provided under RCW 28A.58.100, or
- b) Unpaid leave of absence provided in this Agreement, or
- c) Leave provided under the qualifications of the Family and Medical Leave Act, as well as all other rules of law.

### **8.6 Leave Sharing**

- 8.6.1** Employees are granted the right to donate sick leave to come to the aid of another employee who is suffering from an extraordinary or serious health condition, which has caused, or is likely to cause, the employee to take leave without pay or terminate his or her employment.
- 8.6.2** An employee who has an accrued sick leave balance or more than twenty two (22) days is allowed to transfer sick leave to another employee.
- 8.6.3** An employee cannot donate sick leave days that would result in his/her sick leave account going below twenty two (22) days.
- 8.6.4** While an employee is on leave, he/she shall be classified as an employee and receive the same treatment in respect to salary, wages, and employee benefits as the employee would normally receive if using accrued personal leave or sickleave.

**8.7 Jury Duty Leave**

In the event an employee is summoned to serve as a juror, or is subpoenaed to appear as a witness in court, or is named as a co-defendant with the District, such employee shall receive a normal day's pay for each day or required presence in court. Upon receipt of a jury summons or subpoena, the employee shall immediately notify the immediate supervisor and the superintendent/designee. The employee shall be required to furnish a signed statement from a responsible office of the court as proof of jury service or as a witness. If an employee is a party to a case, the employee may use personal leave or request leave without pay.

**8.8 Military Leave**

A member of the Washington National Guard, the Army, Navy, Air Force, Coast Guard, or Marine Reserve of the United States shall be granted military leave of absence from his/her teaching assignment for a period no less than the amount guaranteed by state or federal law. The employee shall receive his/her normal District pay, and there shall be no loss of efficiency rating, privileges, or illness, injury, and emergency leave to which s/he might otherwise be entitled (RCW 38.40. See also Uniformed Services Employment and Reemployment Rights Act).

**8.9 Family and Medical Leave Act**

Employees may qualify for up to twelve (12) weeks of job-protected leave for certain family and medical reasons. Employees will be required to substitute accrued paid leave as part of family medical leave. To be eligible for consideration, an employee must have worked within the district for at least one (1) year and for 1,250 hours over the previous twelve (12) months. Leave, as called for by FMLA, may be taken for any of the following reasons:

- a) For a serious health condition that renders the employee unable to perform the essential function of their job.
- b) To care for a child after birth or placement for adoption or foster care.
- c) To care for a spouse, son, daughter, or parent who has a serious health condition.

FMLA will be governed in accordance with the Federal Family Medical Leave Act. For coverage, process, and procedures contact Human Resources. See Attachment #10, Family and Medical Leave Act.

**8.10 Family Care Leave**

The employee shall be allowed to use all available sick leave or other paid time off to care for the employee's spouse, parent, parent-in-law, or grandparent, in addition to a sick child.

**8.11 Domestic Violence Leave for Victims and Family Members**

Employees shall be allowed to use accrued sick leave or reasonable unpaid leave for legal or law enforcement needs, medical treatment, social services assistance, or mental-health counseling as provided by law in relation to cases of domestic violence.

**8.12 Washington State Paid Family and Medical Leave (PFML)**

Employees shall be eligible to receive Paid Family and Medical Leave (PFML) under the Washington State Family and Medical Leave and Insurance Act. To be eligible for this leave, employees must have worked a minimum of 820 hours in accordance with state law. Employees may initiate the use of this leave prior to exhausting all accumulated leave. Employees may elect to use other leaves consecutively or concurrently with PFML. If paid leave is used concurrently with PFML, it will be considered a supplemental benefit. The District shall maintain employee benefits while employees are on approved PFML leave subject to the rules of regulations of SEBB. The employer shall pay the employer portion of the premium and the employee shall pay the employee's portion.

**ARTICLE IX – REDUCTION IN FORCE**

**9.1 Staff Reduction**

In the event the District adopts a reduced educational program by reason of financial necessity, including but not limited to, levy failure and/or decreased State or Federal support, certificated employees who will be retained to implement the District's reduced or modified program and those certificated employees who will be non-renewed from employment or adversely affected in contract status shall be identified by the provisions contained in this Article. If the District is only reducing provisional employees, the following procedures do not need to be implemented.

**9.2 Procedures**

**9.2.1 Determination of Vacant Positions**

The District will determine, as accurately as possible, the total number of certificated staff known as of May 1 to be leaving the District for reasons of retirement, family transfer, normal resignations, leaves, discharge, nonrenewal or other reasons. All reasonable efforts shall be made to fill the resulting vacancies with returning certificated employees.

**9.2.2 Certification**

Determination shall be made of an employee's possession of a valid Washington State certificate for the position(s) to be filled. This certificate shall be a prerequisite for employee retention.

**9.2.3 Employment Categories**

Employees shall be placed in all categories for which they qualify. The following categories and specialties are established to ensure the qualifications of personnel assigned to retain positions:

**9.2.3.1 Elementary teachers:**

- a) Grades K through five
- b) Elementary Music
- c) Elementary Physical Education
- d) Special Education

**9.2.3.2 Secondary teachers (6-12) will be considered for retention by teaching specialties such**

as:

- a) Science
- b) Mathematics
- c) Social studies
- d) English/Language Arts
- e) Visual Arts
- f) Physical Education and Health
- g) Specific Foreign Languages
- h) Career and Technical, by field of specialty
- i) Special Education
- j) Performing Arts

**9.2.3.3** Certificated employees who hold only special certificates which restrict them to placement in special assignments only.

### **9.3 Preparation and Experience**

**9.3.1** Length of Service: When more than one person qualifies for a particular position under the criteria listed above, the employee who has the greatest length of teaching service in the State of Washington shall be given the position. Length of teaching service is defined as years of teaching service and/or fractions of said years. If candidates for the position have equal experience in the State of Washington, total years of teaching service shall be the deciding factor.

**9.3.2** When more than one person still qualifies for a particular position under the foregoing criteria, the position shall be given to the person who has the greater number of college credits. Beyond that, the flip of a coin shall be used.

**9.3.3** Action by the District: The provisions of this Article shall be implemented on or before May 15 of the school year prior to the school year in which staff reductions may be necessary. The District shall take such action as may be required by statute to non-renew or adversely affect the employment contracts of affected employees.

### **9.4 Employment Pool**

**9.4.1** All certificated employees who are not recommended for retention in accordance with these procedures shall be terminated from employment and placed in an employment pool for a period of up to two (2) years. Employment pool personnel shall be given the opportunity to fill open positions for which they are qualified under Section 9.3.1. If more than one such employee is qualified for an open position, the criteria set forth in Section 9.3.1 shall be applied in inverse order to determine who shall be offered such position.

**9.4.2** A certificated employee placed in the employment pool shall notify the Superintendent or his/her designee in writing between March 1 and March 15 of each year if the employee wishes to remain in the pool and eligible for re-employment. If the Superintendent is not so notified, the person shall be dropped from the employment pool.

**9.4.3** When a vacancy occurs for which an individual in the employment pool qualifies, the District shall so notify the person by certified mail at the employee's last known address or by personal delivery. The teacher shall have ten (10) working days from the receipt of notice of such vacancy to accept the position. If the individual fails to accept the position offered, he/she shall be dropped from the employment pool, except that an employee enrolled in graduate work at

the time of notification may refuse one offer without being dropped from the employment pool.

**9.4.4** While in the employment pool, a person may continue in the District fringe benefit programs for which legally qualified. Such continuance shall require reimbursement to the District of the District's cost of the program(s) in advance by the first day of each month.

**9.4.5** During the period the employee is in the employment pool, any credits completed shall be used in determining the employee's position on the salary schedule.

**9.4.6** Employees whose names are in the employment pool shall be given, upon request, preferred consideration in the District's day-to-day employment of substitutes.

**ARTICLE X- DURATION**

**10.1** This Agreement is effective September 1, 2020 through August 31, 2022.

**10.2** The collective bargaining agreement may not be altered, added to, or deleted from, except through the voluntary, mutual consent of the employer and the association.

**10.3** In the event the Legislature increases or decreases District funds for the purpose of employee salaries or withdraws additional funds related to the reduction of K-3 class size, either party may request to reopen Article 6 or 7 of the agreement for the purpose of addressing this funding adjustment.

ATTEST

\_\_\_\_\_  
Tanya Rontos, SEA President                      Date

\_\_\_\_\_  
Kathi Weight, Superintendent                      Date

\_\_\_\_\_  
Robert Forbes, School Board Chair                      Date

## Attachment #1 Preliminary Staffing

### Preliminary Staffing Projections

*Form will be sent and submitted electronically*

\_\_\_\_\_

Full Name

\_\_\_\_\_

Building

For the 20\_-20\_School Year:

\_\_\_\_\_ I plan to return

\_\_\_\_\_ I will not be returning

\_\_\_\_\_ I am undecided at this time

Are you anticipating meeting the credit qualifications and moving on the salary schedule?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

\_\_\_\_\_ Maybe

### Anticipated Salary Placement

*If you are planning on earning credit to move on the salary schedule, please indicate your anticipated placement below. Evidence should be filed with the District's HR Department no later than October 31st. Evidence should be in the form of an official college or O.S.P.I approved agency transcript, letter, or report for credit in-service or clock hours.*

Anticipated New Salary Placement:

\_\_\_\_\_ BA+0

\_\_\_\_\_ MA +0

\_\_\_\_\_ BA +15

\_\_\_\_\_ MA +45

\_\_\_\_\_BA +30

\_\_\_\_\_MA +90/PhD

\_\_\_\_\_BA+90

## Attachment #2 – Grievance Form

This form is to be used by a certificated employee when filing a grievance review according to ARTICLE IV of the current Collective Bargaining Agreement. This same form must be used at each step and submitted in duplicate.

To \_\_\_\_\_  
Name Title

FROM \_\_\_\_\_  
Grievant name Position

PLACE \_\_\_\_\_  
School Building Department

1. State the specific grievance. (Include Article and Section of the Collective Bargaining Agreement.)

2. State the grievance. (Include time, place, parties involved, and witnesses.)

3. The relief sought.

Grievant signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor signature \_\_\_\_\_ Date \_\_\_\_\_

Supportive documents may be attached.

### Attachment #3- Evaluation of Support Personnel

Name:

Assignment/Location:

Pre-Observation Conference Date:

Observation Dates:

Evaluator:

**INSTRUCTIONS:** Any rating other than satisfactory will require written justification. All criteria will be rated in any one school year.

Categories: O = Outstanding; S = Satisfactory; N = Needs Improvement; U = Unsatisfactory	O	S	N	U
<p><b>CRITERION I. <u>Knowledge and Scholarship in special Field</u></b>            Each certificated support person demonstrates a depth and breadth of knowledge theory and content in their special field. He/she demonstrates an understanding of and knowledge about common school education and the education milieu grades K-12 and demonstrates the ability to integrate their area of specialty into total school milieu.</p> <p><b>COMMENTS:</b></p>				
<p><b>CRITERION II. <u>Specialized Skills</u></b>            Each certificated support person demonstrates in his/her performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation and evaluation.</p> <p><b>COMMENTS</b>  <b>RECOMMENDATIONS:</b></p>				
<p><b>CRITERION III. <u>Management of Special and Technical Environment</u></b>            Each certificated support person demonstrates an acceptable level of performance in managing and organizing the special materials, equipment and environment essential to the specialized programs.</p> <p><b>COMMENTS:</b></p>				
<p><b>CRITERION IV. <u>The Support Person as a Professional</u></b>            Each certificated support person demonstrates awareness of his/her limitations and strengths and demonstrates continues professional growth.</p> <p><b>COMMENTS:</b></p>				

**Evaluation of Support Personnel**

**EVALUATION:**

It is my judgment that this employee's overall performance has been (Satisfactory/Unsatisfactory) during the evaluation period.

\_\_\_\_\_  
(Evaluator's Signature)

DATE: \_\_\_\_\_

My signature below indicates my receipt of this evaluation report at my evaluation conference. My signature does not, however, imply that I agree with the contents of this evaluation report.

\_\_\_\_\_  
(Employee's Signature)

DATE: \_\_\_\_\_

**Attachment #4 – Short Form Evaluation**

**SHORT FORM EVALUATION  
Steilacoom Historical School District #1**

Name \_\_\_\_\_ School Year \_\_\_\_\_

Building/Location \_\_\_\_\_

Grade/Level \_\_\_\_\_

Supervisor \_\_\_\_\_

Through routine observation \_\_\_\_\_

Meets or exceeds minimum competency as defined by state statute.

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Attachment #5 - Class/Caseload Size Form

Employee Name: \_\_\_\_\_ Grade Level/Position: \_\_\_\_\_

Building: \_\_\_\_\_

As of \_\_\_\_\_ I am \_\_\_\_\_ over my maximum class/caseload level of \_\_\_\_\_.

A meeting was held with the Principal on \_\_\_\_\_. We mutually agreed on the following overload option:

- Hire additional certificated staff
- Create additional sections
- Provide para-professional time for the classes that are overloaded
- Provide a substitute to assist teacher or give release time as long as the need exists
- Any other creative solution agreeable to the affected teacher and principal
- Provide additional pay at one hour per diem per week per student, starting on the first day the overload began (complete section below)

### CLAIM FOR EXTRA PAY

Claims for extra pay should be submitted to Payroll by the first Monday of a month for the preceding month

Week of:	Total # Of Students	# of Students over Max

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal/Supervisor Signature

\_\_\_\_\_  
Date

*Copy to Payroll & HR  
Copy to SEA President*

## Attachment #6 2020-21 Salary Schedule

Step	BA	BA+15	BA+30	BA+45	BA+90	MA	MA+45	MA+90, DOC
0	\$ 52,832	\$ 54,258	\$ 55,737	\$ 57,220	\$ 61,973	\$ 63,340	\$ 68,095	\$ 71,161
1	\$ 53,544	\$ 54,990	\$ 56,488	\$ 58,034	\$ 62,838	\$ 64,045	\$ 68,849	\$ 71,893
2	\$ 54,221	\$ 55,682	\$ 57,195	\$ 58,860	\$ 63,651	\$ 64,754	\$ 69,543	\$ 72,622
3	\$ 54,919	\$ 56,394	\$ 57,923	\$ 59,643	\$ 64,424	\$ 65,426	\$ 70,203	\$ 73,357
4	\$ 55,604	\$ 57,143	\$ 58,682	\$ 60,460	\$ 65,270	\$ 66,131	\$ 70,939	\$ 74,116
5	\$ 56,311	\$ 57,858	\$ 59,411	\$ 61,289	\$ 66,080	\$ 66,847	\$ 71,640	\$ 74,877
6	\$ 57,037	\$ 58,550	\$ 60,158	\$ 62,129	\$ 66,897	\$ 67,580	\$ 72,350	\$ 75,603
7	\$ 58,316	\$ 59,851	\$ 61,478	\$ 63,557	\$ 68,396	\$ 68,955	\$ 73,792	\$ 77,140
8	\$ 60,185	\$ 61,805	\$ 63,472	\$ 65,721	\$ 70,627	\$ 71,117	\$ 76,023	\$ 79,490
9	\$ -	\$ 63,828	\$ 65,578	\$ 67,909	\$ 72,928	\$ 73,303	\$ 78,324	\$ 81,912
10	\$ -	\$ -	\$ 67,709	\$ 70,209	\$ 75,295	\$ 75,605	\$ 80,692	\$ 84,396
11	\$ -	\$ -	\$ -	\$ 72,575	\$ 77,772	\$ 77,971	\$ 83,169	\$ 86,948
12	\$ -	\$ -	\$ -	\$ 74,867	\$ 80,316	\$ 80,432	\$ 85,712	\$ 89,607
13	\$ -	\$ -	\$ -	\$ -	\$ 82,923	\$ 82,978	\$ 88,319	\$ 92,328
14	\$ -	\$ -	\$ -	\$ -	\$ 85,542	\$ 85,599	\$ 91,110	\$ 95,153
15	\$ -	\$ -	\$ -	\$ -	\$ 87,768	\$ 87,824	\$ 93,478	\$ 97,627
16	\$ -	\$ -	\$ -	\$ -	\$ 89,523	\$ 89,580	\$ 95,347	\$ 99,580
Professional Learning Stipend								
Step	BA+0	BA+15	BA+30	BA+45	BA+90	MA+0	MA+45	MA+90, DOC
0	\$ 3,694	\$ 3,794	\$ 3,897	\$ 4,001	\$ 4,333	\$ 4,429	\$ 4,761	\$ 4,976
1	\$ 3,744	\$ 3,845	\$ 3,950	\$ 4,058	\$ 4,394	\$ 4,478	\$ 4,814	\$ 5,027
2	\$ 3,791	\$ 3,893	\$ 3,999	\$ 4,115	\$ 4,450	\$ 4,528	\$ 4,862	\$ 5,078
3	\$ 3,840	\$ 3,943	\$ 4,050	\$ 4,170	\$ 4,505	\$ 4,575	\$ 4,909	\$ 5,129
4	\$ 3,888	\$ 3,995	\$ 4,103	\$ 4,227	\$ 4,564	\$ 4,624	\$ 4,960	\$ 5,182
5	\$ 3,937	\$ 4,045	\$ 4,154	\$ 4,285	\$ 4,620	\$ 4,674	\$ 5,009	\$ 5,235
6	\$ 3,988	\$ 4,094	\$ 4,206	\$ 4,344	\$ 4,677	\$ 4,725	\$ 5,059	\$ 5,286
7	\$ 4,077	\$ 4,185	\$ 4,299	\$ 4,444	\$ 4,782	\$ 4,821	\$ 5,160	\$ 5,394
8	\$ 4,208	\$ 4,321	\$ 4,438	\$ 4,595	\$ 4,938	\$ 4,973	\$ 5,316	\$ 5,558
9	\$ -	\$ 4,463	\$ 4,585	\$ 4,748	\$ 5,099	\$ 5,125	\$ 5,476	\$ 5,727
10	\$ -	\$ -	\$ 4,734	\$ 4,909	\$ 5,265	\$ 5,286	\$ 5,642	\$ 5,901
11	\$ -	\$ -	\$ -	\$ 5,074	\$ 5,438	\$ 5,452	\$ 5,815	\$ 6,079
12	\$ -	\$ -	\$ -	\$ 5,235	\$ 5,616	\$ 5,624	\$ 5,993	\$ 6,265
13	\$ -	\$ -	\$ -	\$ -	\$ 5,798	\$ 5,802	\$ 6,175	\$ 6,456
14	\$ -	\$ -	\$ -	\$ -	\$ 5,981	\$ 5,985	\$ 6,370	\$ 6,653
15	\$ -	\$ -	\$ -	\$ -	\$ 6,137	\$ 6,141	\$ 6,536	\$ 6,826
16	\$ -	\$ -	\$ -	\$ -	\$ 6,259	\$ 6,263	\$ 6,667	\$ 6,963

In addition, there are 2 Professional Development Days for 2020-21. See Section 6.2

\*For the 2021-22 school year- total compensation will increase by IPD + .5%.

**Attachment #7 2021-2022 Salary Schedule**  
(Pending)

## Attachment #8 – Extra-Curricular Stipends

The purpose of extra-curricular stipends is to compensate certificated employees for work with students outside the regular work day. The District and Association agree to review, during Labor/Management meetings, the stipends provided at each building to ensure fairness and equity.

### High School

Band	\$6,000
Choir	\$5,000
ASB	\$4,500
Dept. Chair/Data Team Leader	\$2,500 (6 positions)
Class Advisor	\$2,400
Drama	\$2,400 per production
Year Book	\$2,400
S2S	\$2,400
Key Club	\$2,400
DECA	\$2,400
Club Stipend	\$600 per quarter
<u>Chemical Hygiene Officer</u>	<u>\$400</u>

### Middle School

Band	\$2,500
Choir	\$2,500
ASB	\$2,500
Dept. Chair/Data Team Leader	
\$2,000 (5 positions) 6 <sup>th</sup> Grade Camp	
\$600 per session	
6 <sup>th</sup> Grade Camp Coordinator	\$600
JS2S	\$2,400
Builders Club	\$2,400
Club Stipend	\$600 per quarter
<u>Chemical Hygiene Officer</u>	<u>\$400</u>

### Elementary

Intermediate Music Director	\$2,500
Primary Music Director	\$2,500
Data Team Leader	\$2,000 (Up to 5 positions at each site)
Club Stipend	\$600 per quarter

It is the understanding of the parties that clubs shall meet one hour per week over the course of one quarter or the equivalent as determined by the advisor and administrator.

# Attachment #9 – Parenting Leave

## Parenting Leave

NAME: \_\_\_\_\_

BLDG: \_\_\_\_\_

ASSIGNMENT: \_\_\_\_\_

DATE: \_\_\_\_\_

### Leave Requested:

Maternity Leave

Parenting Leave

Adoption Leave

Estimated Date for Start \_\_\_\_\_

Estimated Return Date \_\_\_\_\_

Accumulated Sick Leave \_\_\_\_\_ Amount of Sick Leave Requested \_\_\_\_\_

Amount of Leave without Pay \_\_\_\_\_

Total Leave Days Requested \_\_\_\_\_

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

Comments:

## Attachment #10 – Family and Medical Leave

### Employee Eligibility

To be eligible for FMLA leave, an employee **must**:

1. Have worked for that employer for at least 12 months; and
2. Have worked at least 1,250 hours during the 12 months prior to the start of the FMLA leave

### Leave Entitlement

A covered employer must grant an eligible employee up to a total of **12 workweeks of unpaid leave** in a 12 month period for one or more of the following reasons:

- for the birth of a son or daughter, and to care for the newborn child;
- for the placement with the employee of a child for adoption or foster care, and to care for the newly placed child;
- to care for an immediate family member (spouse, child, or parent -- but not a parent "in-law") with a serious health condition; and
- when the employee is unable to work because of a serious health condition.

Leave to care for a newborn child or for a newly placed child must conclude within 12 months after the birth or placement. (See CFR Section 825.201)

Spouses employed by the same employer may be limited to a **combined** total of 12 workweeks of family leave for the following reasons:

- birth and care of a child;
- for the placement of a child for adoption or foster care, and to care for the newly placed child; and
- to care for an employee's parent who has a serious health condition.

**Intermittent/Reduced Schedule Leave** - The FMLA permits employees to take leave on an intermittent basis or to work a reduced schedule under certain circumstances. (CFR Section 203)

- Intermittent/reduced schedule leave may be taken when medically necessary to care for a seriously ill family member, or because of the employee's serious health condition.
- Intermittent/reduced schedule leave may be taken to care for a newborn or newly placed adopted or foster care child only with the employer's approval.

Employees needing intermittent/reduced schedule leave for foreseeable medical treatment must work with their employers to schedule the leave so as not to unduly disrupt the employer's operations, subject to the approval of the employee's health care provider. In such cases, the employer may transfer the employee temporarily to an alternative job with equivalent pay and benefits that accommodate recurring periods of leave better than the employee's regular job.

**Substitution of Paid Leave** - Employees must use accrued **paid** leave to cover some or all of the FMLA leave taken.

**Serious Health Condition** - "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves either:

- any period of incapacity or treatment connected with inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, and any period of incapacity or subsequent treatment in connection with such inpatient care; or
- Continuing treatment by a health care provider with includes any period of incapacity (i.e., inability to work, attend school or perform other regular daily activities).

This could include, but is not limited to, pregnancy, prenatal care, chronic health conditions such as asthma or diabetes, and permanent or long-term conditions such as Alzheimer's, stroke, or cancer.

**Medical Certification** - An employer may require that the need for leave for a serious health condition of the employee or the employee's immediate family member be supported by a certification issued by a health care provider. The employer must allow the employee at least **15 calendar days** to obtain the medical certification.

An employer may, at its own expense, require the employee to obtain a second medical certification from a health care provider.

#### **Maintenance of Health Benefits**

A covered employer is required to maintain group health insurance coverage, including family coverage, for an employee on FMLA leave on the same terms as if the employee continued to work.

#### **Job Restoration**

Upon return from FMLA leave, an employee must be restored to his or her original job, or to an "**equivalent**" job, which means virtually identical to the original job in terms of pay, benefits, and other employment terms and conditions.

#### **Notice**

**Employee Notice** - Eligible employees seeking to use FMLA leave should request leave as soon as possible.

#### **Other Provisions**

Teachers may not be able to take intermittent or reduced-scheduled leave for planned medical treatment that may take them out of the classroom for more than 20 % of the time. In such cases, the employee may be required to take continuous leave for the entire treatment period depending on the nature of the medical condition and classroom needs.

Teachers and educational assistants also may not be able to return from leave near the end of the school term. Depending on the timing and the reason for the leave, the district can require the employee to extend their leave and return at the beginning of the next term, rather than in the closing days of the current term.

Nothing contained above shall be construed to deny or restrict to either party such rights as they may have under applicable laws and regulations. FMLA will be governed in accordance with the Federal Family Medical Leave Act. For coverage, process, and procedures contact human resources.

## **Attachment #11 – Just Cause/Seven Key Tests**

The basic elements of just cause, which different arbitrators have emphasized, have been reduced by Arbitrator Carrol R. Daugherty to seven tests. These tests, in the form of questions, represent the most specifically articulated analysis of the just cause standard as well as an extremely practical approach.

A “no” answer to one or more of the questions may mean that just cause either was not satisfied or at least was seriously weakened in that some arbitrary, capricious or discriminatory element was present.

**Notice:** “Did the employer give to the employee forewarning or foreknowledge of the possible or probable consequences of the employee’s disciplinary conduct?”

**Reasonable Rule or Order:** „Was the employer’s rules or managerial order reasonably related to a) the orderly, efficient, and safe operation of the employer’s business and b) the performance that the employer might properly expect of the employee?”

**Investigation:** “Did the employer before administering the discipline to an employee, make an effort to discover whether the employee did in fact violate or disobey a rule or order of management?”

**Fair Investigation:** “Was the employer’s investigation conducted fairly and objectively?”

**Proof:** “At the investigation, did the judge’ obtain substantial evidence or proof that the employee was guilty as charged?”

**Equal Treatment:** “Has the employer applied its rules, orders, and penalties even-handedly and without discrimination to all employees?”

**Penalty:** “Was the degree of discipline administered by the employer in a particular case reasonably related to the following?:

- a) the seriousness of the employee’s proven offense, and
- b) the record of the employee in his service with the Employer?

# Attachment # 12a 2020-2021 Calendar

AUGUST 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

  

SEPTEMBER 2020						
S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

  

OCTOBER 2020						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

  

NOVEMBER 2020						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

  

DECEMBER 2020						
S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

  

JANUARY 2021						
S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



**STEILACOOM**  
Historical School District No. 1  
**2020-21 School Year**  
**Student Calendar**

**September 2020**

First Day of School ..... 3  
Labor Day ..... 7  
ACE Day ..... 9  
ACE Day ..... 16  
ACE Day ..... 23  
ACE Day ..... 30

**October 2020**

ACE Day ..... 7  
No School ..... 9  
ACE Day ..... 14  
Conferences - Half-Day ..... 19-23  
ACE Day ..... 28

**November 2020**

ACE Day ..... 4  
Veterans Day ..... 11  
ACE Day ..... 18  
Half-Day ..... 25  
Thanksgiving Break ..... 26-29

**December 2020**

ACE Day ..... 2  
ACE Day ..... 9  
ACE Day ..... 16  
Winter Break ..... 19-31

**January 2021**

Winter Break ..... 1-3  
ACE Day ..... 6  
ACE Day ..... 13  
Martin Luther King Jr Day ..... 18  
ACE Day ..... 20  
ACE Day ..... 27  
Semester Prep - Half-Day ..... 29

**February 2021**

ACE Day ..... 3  
ACE Day ..... 10  
Presidents' Day ..... 15  
ACE Day ..... 17  
ACE Day ..... 24

**March 2021**

ACE Day ..... 3  
ACE Day ..... 10  
No School ..... 12  
ACE Day ..... 17  
ACE Day ..... 24  
Snow Makeup Day ..... 26  
Conferences - Half-Day ..... 31

**April 2021**

Conferences - Half-Day ..... 1-2  
Spring Break ..... 3-11  
ACE Day ..... 14  
ACE Day ..... 21  
ACE Day ..... 28

**May 2021**

ACE Day ..... 5  
ACE Day ..... 12  
ACE Day ..... 19  
ACE Day ..... 26  
Snow Makeup Day ..... 28  
Memorial Day ..... 31

**June 2021**

ACE Day ..... 2  
ACE Day ..... 9  
ACE Day ..... 16  
Last Day of School - Half-Day ..... 17

FEBRUARY 2021						
S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

  

MARCH 2021						
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28	29	30	31			

  

APRIL 2021						
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25	26	27	28	29	30	

  

MAY 2021						
S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

  

JUNE 2021						
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

KEY	
	No School (Prof. Development)
	Holidays
	ACE Days (1 Hour Early Release)
	Half Days
	Snow Makeup Days

# Attachment # 12a 2021-2022 Calendar

AUGUST 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

  

SEPTEMBER 2021						
S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

  

OCTOBER 2021						
S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

  

NOVEMBER 2021						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

  

DECEMBER 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

  

JANUARY 2022						
S	M	T	W	T	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



The best education for every student.

## STEILACOOM

Historical School District No. 1

### 2021-22 School Year

### Student Calendar

September 2021	
First Day of School .....	2
Labor Day .....	6
ACE Day .....	8
ACE Day .....	15
ACE Day .....	22
ACE Day .....	29

  

October 2021	
ACE Day .....	6
No School .....	8
ACE Day .....	13
Conferences - Half-Day .....	18-22
ACE Day .....	27

  

November 2021	
ACE Day .....	3
ACE Day .....	10
Veterans Day .....	11
ACE Day .....	17
Half-Day .....	24
Thanksgiving Break .....	25-28

  

December 2021	
ACE Day .....	1
ACE Day .....	8
ACE Day .....	15
Winter Break .....	18-31

  

January 2022	
Winter Break .....	1-2
ACE Day .....	5
ACE Day .....	12
Martin Luther King Jr Day .....	17
ACE Day .....	19
ACE Day .....	26
Semester Prep - Half-Day .....	28

  

February 2022	
ACE Day .....	2
ACE Day .....	9
ACE Day .....	16
Presidents' Day .....	21
ACE Day .....	23

  

March 2022	
ACE Day .....	2
ACE Day .....	9
No School .....	11
ACE Day .....	16
ACE Day .....	23
Snow Makeup Day .....	25
Conferences - Half-Day .....	30-31

  

April 2022	
Conferences - Half-Day .....	1
Spring Break .....	2-10
ACE Day .....	13
ACE Day .....	20
ACE Day .....	27

  

May 2022	
ACE Day .....	4
ACE Day .....	11
ACE Day .....	18
ACE Day .....	25
Snow Makeup Day .....	27
Memorial Day .....	30

  

June 2022	
ACE Day .....	1
ACE Day .....	8
ACE Day .....	15
Last Day of School - Half-Day .....	16

FEBRUARY 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

  

MARCH 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

  

APRIL 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

  

MAY 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

  

JUNE 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

KEY	
	No School (Prof. Development)
	Holidays
	ACE Days (1 Hour Early Release)
	Half Days
	Snow Makeup Days

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: August 26, 2020

## **Strategic Focus Area**

- Achieve
- Support
- Connect
- Plan

## **BACKGROUND INFORMATION**

Each School district must adopt a reopening plan for the 2020-21 school year through local board resolution. The School Board reviewed the draft resolution at the August 12, 2020 Board of Directors study session, and no changes have been made to that document.

This resolution indicates that that the Board has reviewed the district's reopening plan and directs the district to post this plan on the district's website.

The Office of Superintendent of Public Instruction developed a Washington School 2020 Reopening Plan Template which is required to be submitted by every school district two weeks prior to the first day of school (WAC 180-16-195). The template to be submitted to OSPI is primarily a set of YES or No assertions. The district has provided narrative information for each assertion and, where appropriate, has collected evidence to support these assertions. The narrative information would be posted to the district website and the evidence will be maintained at the district office if requested later by OSPI or the State Board of Education.

The Board reviewed the reopening plan on August 12, 2020. District staff submitted the plan to OSPI and posted the plan to the SHSD website on August 19, 2020 in order to meet the state required timeline.

## **RECOMMENDED ACTION:**

It is recommended that the Steilacoom Historical School District Board of Directors adopt Board Resolution No 867-08-26-20.

**Report prepared by:**  
**Shawn Lewis, Director of Community Relations and Planning**

**Question 1: District Name**

Steilacoom Historical School District

**Question 2: Planned Reopening Date**

September 3, 2020

**Question 3: Planned Last Day of School for 2020-21**

June 17, 2021

**Question 4: Our district has identified our primary local health officer:**

Pierce County's health officer is Dr. Anthony L-T Chen. The district has regular updates and meetings with our health officer in coordination with all other Pierce County School Districts.

**Question 5: Our district has identified a primary district-level point of contact for our reopening effort.**

Shawn Lewis is the SHSD primary district point of contact and can be reached via email at [shlewis@steilacoom.k12.wa.us](mailto:shlewis@steilacoom.k12.wa.us) and via cell phone at 360-515-6307.

**Question 6: We have reviewed the US Centers for Disease Control and Prevention definition of high-risk employees and we have clearly communicated with staff their opportunity to identify themselves as high-risk.**

The executive director of human resources sent out a survey to all staff which included a question regarding whether they considered themselves to meet the definition of high risk. Every staff member who identified themselves as high risk received a follow up call from human resources which included the process for seeking accommodations and the district process for making decisions regarding accommodations.

**Question 7: We have reviewed our drop-off and pick up plans to provide proper physical distancing and minimal opportunities for parents and other adults who are not staff to enter our buildings.**

Principals have submitted plans for drop-off, screening protocol and locations, and pick-up to the district office and those plans will be shared with families by each school prior to the start of school. Plans are on file with the district (Tab A).

**Question 8 and 9: We have a daily health screening plan in place for students and staff. Identify which health screening protocol best fits your school planning.**

The district has a consistent screening plan on file for staff and students which will be shared with all families by each school prior to the start of school. As indicated in our plan, we intend to rely on attestations, but to screen staff and students who do not provide an attestations that a screen was at home before school by the employee or by the student's parent, guardian, or caregiver. Individual school screening plans are on file with the district (Tab B).

**Question 10: We have altered our indoor classroom classroom and common spaces and reconfigured our processes to ensure six feet of physical distance between all persons in our school facilities as a planning framework.**

In order to address the six feet of physical distance the district adopted a hybrid school schedule which allows a little more than half of the enrolled students to attend on each school campus at the same time. Individual school schedules are on file with the district (Tab C).

**Question 11: We have altered physical spaces, reconfigures schedules and adopted necessary plans to provide meals to students that ensures six feet of physical distance between all persons as a planning framework.**

Students in grades 4-12 will be provided meals in classrooms which are already set up to ensure six feet of physical distance. Students in grades K-3 will be provided meals to eat at home consistent with the primary grades schedules.

**Question 12: We have established clear expectations and procedures to ensure frequent hand washing in our facilities for students and staff.**

Times for handwashing will be established in all schools on a regular schedule. Exact times and written procedures will be distributed to school before the first day of school.

**Question 13: We have established clear expectations with students, staff and families that all persons in our facilities will be wearing face coverings consistent with DOH and L&I requirements, including any of the narrow exceptions identified.**

Clear expectations have been established in writing to families and staff, and included in the students rights and responsibilities handbook. Students rights and responsibilities language has been developed and is on file with the district (Tab D).

**Question 14: We have developed busing plans to maximize physical distancing on our buses as much as possible on a given bus route.**

We will have roughly half the number of students riding most of our regular routes each day, which will maximize physical distancing. The district plans to monitor bus ridership by route after school starts and adjust as necessary to ensure the safety of students and the driver.

**Question 15: We have developed a cleaning regimen in our facilities and buses consistent with DOH guidance and the Infection Control Handbook 2010.**

The district has a consistent cleaning regimen for schools and other facilities on file (Tab E).

The SHSD will require Durham to take extra cleaning measures by cleaning and disinfecting buses at the mid-day and end of day time periods. In addition, Durham will be required to disinfect “high touch” areas such as handrails and grab bars at the completion of each route. Riders will be required to load and unload, and sit in locations that maintain physical distancing to the maximum extent possible.

**Question 16: We have clearly established procedures, in coordination with our local health authority, to report any suspected or known cases of COVID-19.**

The district has regular updates and meetings with our health officer in coordination with all other Pierce County School Districts. The district has documented DOH guidance regarding contact tracing and outbreak reporting (Tab F).

In addition, we have developed a draft process map for use in schools which will be updated prior to in-person learning. This is also on file at the district (Tab G).

**Question 17: We have established a school calendar to accommodate 180 instructional days and required instructional hours assuming all of the guided learning planned by and under the direction of the certificated teacher counts, subject to the State Board of Education requirements outlined in WAC 180-16-200.**

All school days will have students engaged in learning activities designed by certificated staff and the learning activities are designed, both in the event of remote delivery or in a hybrid model to meet the 1,027 average annual hour requirement. The district's calendar is on file (Tab H).

**Question 18: In order to accommodate the instructional hours requirements, please describe your typical weekly schedule for students and professional collaboration. Include any reasonable options to maximize cohorts of students to reduce the risk of possible virus transmission.**

K-3 students will be provided in-person instruction 3 hours per day for 4 days per week. Teachers will provide a combination of recorded lessons, learning activities to students that approximate an additional 3 hours for 4 days a week and 6 hours on 1 day per week (exclusive of holidays and other scheduled breaks). This will result in an average of 6 hours per day times 180 days – or 1080 hours of in person or remote activities for each student.

Students in grades 4-12 will be provided in person instruction 6 hours per day for 2 days per week. Teachers will provide a combination of recorded lessons, learning activities to students that approximate 6 hours per day for 3 days per week. This is exclusive of holidays and other scheduled breaks. This will result in an average of 6 hours per day times 180 days – or 1080 hours of in person or remote activities for each student.

All students in grades K-5 will be kept in small group cohorts for each day that allows for physical distancing.

All students in grades 6 through 12 will be kept in small group cohorts for core courses each day to the maximum extent possible. There will be mixing of cohorts for other courses – but we intend to limit the cohort mixing to the extent possible. Wherever there is a mixing of cohorts, schools are taking additional mitigation actions to limit possible transmission of the virus including added handwashing and increased physical distancing where possible.

In the event the district is required to provide instructional services in a remote learning environment, all students will receive a minimum of 2-3 hours each day of recorded or live lessons, additional teacher contact as necessary based on educational need, and planned activities that, when combined with other instruction will take a total of 6 hours per day on average, or 1080 hours for each student for the school year.

Sample weekly schedules are on file with the District (Tab J).

**Question 19: We have a plan to take daily attendance for all students, regardless of our teaching modality, as well as a tiered approach to supporting students not participating and aligned to the OSPI attendance rules.**

Attendance and engagement is a critical element to student success regardless of the teaching method or modality. Teachers will take attendance/verify student engagement at least daily, including the review of student work performed during remote learning times.

**Question 20: We have identified learning standards across grade levels and or content areas to ensure instructional time and professional learning are effectively tied to our reopening plan.**

The district has identified essential standards in ELA and math for grades K-5 to guide instructional planning for the beginning of the school year. The initial essential standards identified by the district include ELA Anchor Standards for College and Career Readiness and Math Practice Standards. School teams will continue to revise and refine the list of essential standards throughout the school year. For other content areas in grades K-5, teams of teachers will identify essential standards. The district is utilizing an instructional plan template across the district to ensure consist use of essential standards for teaching and for grading.

For courses in grades 6-12, teams of teachers or individual teachers will identify essential standards for the courses they teach. The district is utilizing an instructional plan template across the district to ensure consist use of essential standards for teaching and for grading.

**Question 21: We have determined our 2020-21 grading policies.**

The district uses essential standards for determining mastery and for grading and has not changed its established grading policy. Students will have multiple opportunities to demonstrate progress towards and mastery of essential standards in a variety of ways. If students do not engage with these opportunities, school staff will contact families to offer support. Students must demonstrate appropriate progress in order to earn passing grades.

**Question 22: Our district has a specific plan to support students who received “incompletes” in the spring of 2020.**

Students in high school grades were contacted to offer opportunities during the summer of 2020 to complete their learning. For students who did not take advantage of these opportunities, they will be engaged individually by counselors to determine how to make up credits.

Students at all other levels will be assessed at the beginning of the school year by their teachers and individual support plans will be created as needed to make sure students can meet current year standards.

**Question 23: Our district developed summer learning services opportunities for students who needed additional support to be ready for success this fall.**

Summer learning services were offered in the summer in 2020.

**Question 24: We have a plan to perform a universal screening of each student when they return to school to better understand their strengths, learning needs, and social emotional needs.**

The beginning of each year always includes an assessment of where students are in terms of learning and social emotional needs. The district, schools, and school staff are being more intentional this year and will be focusing on these needs assessments at the onset of the school year.

The district will select a universal screening tool for SEL that will be rolled out to schools prior to the first day of school.

The district has collected the specific plans created by each individual school (Tab K).

**Question 25: Our district has developed a family and community engagement process that includes strategies to reach non-English speaking families to inform our reopening plan.**

We will connect with families who do not speak English as their primary language at home to ensure reopening plans are understood and translate any necessary documents as needed. Schools will send an “Important Document” label to those families who may need information translated, and then connect them with a phone interpreter whenever needed.

**Question 26: Our district has invested in additional accessible technology, hardware or connectivity for students and educators as we have prepared for fall reopening.**

All students and staff who will be engaging in online learning will be provided a Chromebook or laptop for use during the year. The district will also provide hotspots for students who have connectivity issues at their homes. Students who need special technology to address their needs will also be issued technology as appropriate.

**Question 27: Our district has provided professional learning for our educators to prepare them for effective instruction during the 2020-21 school year.**

SHSD educators have been provided professional learning opportunities focused on online learning, flipped classrooms, and delivering social emotional learning in a remote environment. Ongoing professional development will occur on Wednesdays throughout the school year without regard to whether the district is operating in a Hybrid model or a 100% remote learning model. Professional learning opportunities provided will be documented by the end of August by the District (Tab L).

**Question 28: Our district has selected a primary learning management system for consistent use with students across the district during the 2020-21 school year.**

SHSD has selected Google Classroom as its primary learning management system for the 2020-21 school year. For grades K-3, the district will either use the proprietary platform of Edgenuity, Inc – while it builds content for delivery in Google Classroom in the second semester – or Google Classroom if all staff are able to implement with fidelity at the beginning of the school year. Educators have received professional development in the use of Google Classroom and each school has an educator designated as an instructional coach in the use of Google Classroom and instructional technology.

**Steilacoom Historical School District No. 1**  
**511 Chambers**  
**Steilacoom, WA 98388**

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**Resolution No. 867-08-26-20**

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**District Reopening Plan**

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**WHEREAS**, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including the promotion of effective, efficient, and safe district operations, and RCW 28A.330.100 authorizes local school boards with additional powers, and RCW 28A.150.230 assigns local school boards the responsibility for ensuring quality in the content and extent of its educational program;

**WHEREAS**, on February 29, 2020, Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52, and 43.06 RCW, and directed the implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19) and on March 13, 2020, the closure of all public and private K-12 schools in Washington State was ordered to contain the spread of COVID-19, and school buildings remained closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year;

**WHEREAS**, on June 11, 2020, the Office of the Superintendent of Public Instruction issued official guidance for reopening Washington schools for the 2020-2021 school year, specifying employee and student safety requirements for reopening schools during the COVID-19 pandemic and the State Board of Education adopted WAC 180-16-195 requiring school boards to adopt and submit reopening plans for the 2020-2021 school year;

**WHEREAS**, the State Board of Education revised WAC 180-16-200 for the 2020-2021 school year amending the definitions of instructional hours and school days for the purpose of meeting the minimum number of instructional hours and days for basic education funding purposes;

**WHEREAS**, the Steilacoom Historical School District has as its core mission to educate and prepare responsible citizens who can contribute and adapt in a changing world, in partnership with our communities;

**WHEREAS**, the Steilacoom Historical School District strategic vision focus areas include:

- providing safe and secure learning environments;
- promoting wellness, positive mental health and connectedness;
- responding to the multi-sensory learning needs of students;
- optimizing the academic achievement of all students;
- targeting interventions to specific needs; and
- evolving curriculum resources to prepare students for college, career and post-secondary success;

**NOW, THEREFORE BE IT RESOLVED**, that the Steilacoom Historical School District Board of Directors has reviewed and hereby adopts its reopening plan for the 2020-2021 school year, which addresses the mandatory health requirements, statutory education requirements, and additional expectations, as identified by the Office of Superintendent of Public Instruction’s June 11, 2020 official guidance for reopening Washington schools.

**BE IT FURTHER RESOLVED** that the Board directs that the plan be posted on the District’s website two weeks prior to the reopening of school. The Board recognizes that the circumstances related to reopening schools safely will change regularly, and the reopening plan requires monitoring and possible revision. Therefore, the District Superintendent will monitor the reopening plan throughout the 2020-2021 year, and the District will revise and update the reopening plan as needed.

**BE IT FURTHER RESOLVED** that execution of this Resolution is conclusive evidence of the Board’s approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. This resolution pertains exclusively to the 2020-2021 school year and sunsets no later than that time.

Adopted by a majority of the Board of Directors of Steilacoom Historical School District No. 1 at the regular meeting held on August 26, 2020.

**BOARD OF DIRECTORS**

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Chair

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Vice-Chair

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ATTEST

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Superintendent/Secretary

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: August 26, 2020

## **Strategic Focus Area**

- Achieve
- Support
- Connect
- Plan

## **BACKGROUND INFORMATION**

The district administrative team has identified one element in each of the adopted SHSD focus areas to make targeted growth in the 2020-21 year. Those elements are:

1. Identify opportunity gaps and target interventions to specific needs
2. Provide safe and secure learning environments
3. Promote wellness, positive mental health, and school connectedness
4. Strengthen effective community communications and outreach

These elements are aligned to our district mission, vision and community values and were selected as targets for growth for in the 2020-21 school year for several reasons.

We know many students will need targeted interventions due to COVID-19. We must increase our focus on assessing individual student needs, in both academics and social emotional learning, and provide the best interventions possible. We also know that a focus on inclusionary practices will lead to increased access to targeted supports.

We recognize that our families demand more safety and security in the learning environment in 2020-21, particularly because of COVID-19 concerns. In addition to increased health and safety protocols, we will also take advantage of our SRO program to finalize safety plans for all schools for next year and the future.

We are extremely proud of our purposeful focus last year on enhancing students' social-emotional skill development. This work is not complete and may be more necessary in the 2020-21 school year than ever before. We will continue to devote resources to SEL to increase our capacity to improve behavioral health and school connectedness.

Finally, we know that there is a direct relationship between great schools and great communities. We are increasing our staffing capacity in the area of communications and community relations and will be developing a clear set of strategies and tactics to strengthen our outreach effectiveness.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent to approve the District Focus for the 2020-21 school year.

**Report prepared by:**  
**Dr. Kathi Weight, Superintendent**

# DISTRICT FOCUS 2020-2021

Board Approval – August 26, 2020



# HIGHLIGHTS FROM THE 2019-20 SCHOOL YEAR



- Over 150 hours of training provided to staff on Social Emotional Learning
- 100% of staff received training
- 45% decrease in student discipline and exclusion
- 75%+ increase in student reported motivation and engagement
- Increased community engagement and coordination on social emotional learning

- Project Inspire: Connecting students to STEM
  - \$1 million DODEA Grant
  - Adoption of K-8 Science Curriculum
  - Adoption of K-5 Math Curriculum
  - Extracurricular STEM Coordination
- Focus on Improving Learning for All
  - Inclusionary Practices
  - Chloe Clark Awarded for Reducing Achievement Gaps
  - U.S. News Recognized SHS on the “Best High School” list
- Graduation
  - SHS Graduates were offered **\$9.2 million** in scholarships
  - Unprecedented success in helping credit deficient seniors catch up and graduate

# Strategic Vision

## 2019-2023

### achieve

*Commit to providing an engaging educational experience where students achieve at high levels.*

Optimize the academic achievement of all students.

Identify opportunity gaps and target interventions to specific needs.

Evolve curriculum resources to prepare students for college, career and post-secondary success.

Provide relevant professional learning focused on data and student outcomes.

### plan

*Thoughtfully plan for operational success by addressing the short and long term needs of our school community.*

Provide safe and secure learning environments.

Ensure financial stability to maximize student learning opportunities and resources.

Manage all aspects of prioritized projects in line with long term facilities planning.

Facilitate responsive, effective and integrated operational systems to sustain district initiatives.

### support

*Support student well-being by implementing high quality social and emotional learning practices.*

Promote wellness, positive mental health and school connectedness.

Encourage resiliency and critical thinking with powerful opportunities for student engagement.

Respond to the multi-sensory learning needs of students.

### connect

*Connect and collaborate with internal and external stakeholders to maximize opportunities for learners.*

Strengthen effective community communication and outreach.

Provide collaboration time for alignment of instructional programs and transitions for students.

Access partnerships and resources to capitalize on educational opportunities for all district initiatives.

# Strategic Vision

2019-2023

## 2020-21 Focus Areas

### achieve

*Commit to providing an engaging educational experience where students achieve at high levels.*

Optimize the academic achievement of all students.

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*Support student well-being by implementing high quality social and emotional learning practices.*

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Respond to the multi-sensory learning needs of students.

### connect

*Connect and collaborate with internal and external stakeholders to maximize opportunities for learners.*

Strengthen effective community communication and outreach.

Provide collaboration time for alignment of instructional programs and transitions for students.

Access partnerships and resources to capitalize on educational opportunities for all district initiatives.

# FOCUS AREA 1: OPPORTUNITY GAPS

## Identify opportunity gaps and target interventions to specific needs

- Inclusionary practices work in all schools
- Social emotional learning assessments for all students
- Targeted small group interventions based on September teacher assessments
  - In-person opportunities
  - Remote learning small groups

# **FOCUS AREA 2: SAFETY AND SECURITY**

## **Provide safe and secure learning environments**

- COVID-19 screening and other safety protocols
- Promise Program for students and families with preference for remote option all year
- Finalize Navigate 360 safety system in collaboration with the SRO program

# **FOCUS AREA 3: SCHOOL CONNECTEDNESS**

## **Promote wellness, positive mental health, and school connectedness**

- SEL Enrichment activities for students and families
- Dedicated staff for SEL including counselors, social worker, Military Family Life Counselors, and SEL Specialist
- Realigning other staff resources to support SEL
- Team-based and cooperative approaches to learning during remote and hybrid learning models

# **FOCUS AREA 4: COMMUNITY RELATIONS**

## **Strengthen effective community communications and outreach**

- Develop community relations goals and tactics
- Increase staff capacity for community relations
- Establish a key communicator network
- Increase communication tools for families, students and community members