

COLLECTIVE BARGAINING AGREEMENT

September 1, 2022 - August 31, 2025

BELLEVUE EDUCATION ASSOCIATION

AND

BELLEVUE SCHOOL DISTRICT #405

September 2022



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ARTICLE 1 - RECOGNITION AND JURISDICTION

Section 1. Recognition

Bellevue School District #405 (District) recognizes the Bellevue Education Association (Association) as the exclusive representative for the purpose of collective bargaining of all certificated employees of District #405. The District agrees not to bargain with or recognize any certificated employee organization other than the Association for the duration of this recognition. Such bargaining and recognition shall extend to the maximum period allowed by law.

In addition to the foregoing and subject to the limitation provided for in c) below, the District recognizes the Association as the exclusive representative for the purpose of collective bargaining for the following employees:

- a) Substitute certificated employees employed by the District for more than thirty (30) days of work within any twelve (12) month period ending during the current or immediately preceding school year and who continue to be available for employment as substitute teachers.
- b) Substitute certificated employees employed by the District in positions where it is anticipated or comes to pass that a member of the bargaining unit will be absent from their regular assignment and will be replaced in such assignment for a period in excess of twenty (20) consecutive workdays.
- c) If a court of competent jurisdiction rules that pursuant to RCW.41.59 substitutes as defined herein are not appropriate for inclusion in the bargaining unit identified in this provision or if such court rules that a showing of majority support is required for inclusion in the bargaining unit, then this recognition of substitutes and Article 26 shall be without force and effect in the first instance; or said recognition and the implementation of Article 26 shall be stayed until a proper showing of majority support is forthcoming in the latter instance.

Section 2. Exclusions

The parties agree that the Association does not represent, for the purpose of collective bargaining, the following certificated employees: the Superintendent, assistant superintendents, executive directors, directors, supervisors, coordinators, principals, assistant principals, and confidential employees.

Section 3. Individual Agreements

Any individual arrangement, agreement, or contract between the District and an individual employee, heretofore executed, shall be subject to and consistent with the terms of this or subsequent agreements to be executed by the parties. If an individual arrangement, agreement, or contract contains any language inconsistent with the Agreement, this Agreement during its duration shall be controlling.

ARTICLE 2- DEFINITIONS

- A. The terms “BEA” shall mean the Bellevue Education Association; “association” or “bargaining unit” may be used as synonyms.
- B. The terms “Board” or “Board of Directors” shall mean the Board of Directors of the Bellevue School District #405.
- C. The terms “District” or “Bellevue School District,” or “District #405,” or “employer” shall mean the Bellevue School District #405.
- D. “Superintendent” shall mean the Superintendent of the Bellevue School District or those administrators they have designated to perform specific responsibilities.
- E. The terms “certificated employee,” “educational employee,” or “employee” shall refer to all employees represented by the BEA as defined in Article 1.
- F. The term “days” shall mean calendar days unless otherwise specifically defined in this Agreement.
- G. The term “auxiliary personnel” shall refer to positions including, but not limited to, educational assistant, instructional assistant, and special education paraprofessional.
- H. The term “district department position,” as contrasted with classroom teacher or other building positions, includes, but is not limited to:
- itinerant music, art, and P.E. specialists at the elementary level (except for the purpose of applying the provisions of Article 12 - EVALUATION);
 - elementary counselors;
 - speech language pathologists;
 - psychologists/counselors, social workers;
 - special education teachers;
 - occupational and physical therapists;
 - Multilanguage Learner (MLL) educators (except for the purpose of applying the provisions of Article 12 - EVALUATION);
 - nurses;
 - instrumental and vocal music teachers at all levels (elementary, middle, and high school) except for the purpose of applying the provisions of Article 12 – EVALUATION;
 - elementary teachers of the Advanced Learning and middle school self-contained teachers of Advanced Learning (for the purposes of transfer and reassignment only);
 - instructional technology curriculum developers and instructional technology curriculum leaders, instructional mentors, TPEP Coordinators

ARTICLE 2 -DEFINITIONS

I. The terms “transfer” and “reassignment” shall mean the following:

Classroom Educator or Building Position

transfer: A change from one building to another or a change to a district departmental position;

reassignment: A change in responsibilities that does not result in a change to another building or to a district departmental position.

District Departmental Employee:

transfer: A change from one district department to another or a change to a classroom or building position;

reassignment: A change to another position within the same district/department. A reassignment may include a change of responsibilities and/or work location.

J. The term “boundaries” shall mean the verbal, physical, emotional, and social distances that an educator must maintain in order to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are transgressed relate to role, time, and place. By respecting contracted roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the schooling community.

K. The term “fiduciary relationship” is one in which a person justifiably places confidence in another whose aid, advice, or protection is assumed. Inherent in such fiduciary relationships is an imbalance of power. Educators have a unique responsibility, as the relationship between student and educator differs from other professional/client relationships (e.g., attorneys and physicians). Educators are entrusted with the safety and welfare of students during and after school hours and serve “in loco parentis” (in place of the parent).

L. “Multiple Relationships” occur when the educator is in a professional role with one or more members of the school community and also has a personal relationship with that person or a member of that person’s family with the potential to affect objectivity, competence, or effectiveness in performing their functions as an educator.

M. The term “harm” shall mean the impairment of learning or any potential action which may lead to physical, emotional, psychological, sexual, or intellectual damage to a student or a member of the school community.

N. The term “culture” shall mean the customary beliefs, social norms, language, and material traits of a racial, religious, or social group, including the characteristic features of everyday

ARTICLE 2 -DEFINITIONS

existence shared by people in a place or time.

- O. The term “ethic of care” shall mean responding with compassion to the needs of students.
- P. The terms “safe environment/safety and well-being” shall mean a school setting which promotes the well-being of all members of the school community and is characterized by the absence of physical, psychological, sexual, or emotional harm.
- Q. “Sensitive Information” includes, but is not limited to, student information and educational records, including medical or counseling records.
- R. The term “technology” means the tools, systems, applications, and processes that can include, but are not limited to, electronic communications networks and electronic devices, and other hardware/software that deliver text, audio, images, animation, and video.
- S. The term “Individuals with Disabilities Education Act (IDEA)” refers to a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children. The IDEA governs how states and public agencies provide early intervention, special education, and related services.
- T. The term “Co-teaching” refers to the practice of pairing a general education teacher and a special education or MLL teacher together in a classroom to share the responsibilities of planning, instructing, and assessing students. Co-teachers are considered equally responsible and accountable for the classroom and this model is used to provide services and supports in an inclusive setting.
- U. The term “Multi-Tiered System of Supports” (MTSS) is a service delivery framework focused on prevention and problem solving for all students.
- V. The term “classroom exclusion” means the exclusion of a student from a classroom or instructional or activity area for disciplinary reasons. Classroom exclusion does not include actions that result in missed instruction for a brief duration of less than an hour when the student remains under the supervision of the educator or other school personnel.
- W. Other terms shall be given their reasonable and common-day meaning unless otherwise specifically defined in this Agreement.
- X. Appendices referred to in this Agreement are by reference incorporated herein.

ARTICLE 3 - STATUS OF AGREEMENT

Section 1. Responsibility and Bargaining Procedures

The District and the BEA recognize that under this Agreement each has a responsibility for the welfare and security of the employees. Agreements reached between authorized negotiators for the BEA and the District shall become effective only when appropriately ratified by the BEA and the Board of Directors of the District.

The parties acknowledge that during the negotiations resulting in this Agreement, each had the unlimited right and opportunity to make demands and proposals with respect to any and all subjects or matters not removed by law from the area of collective bargaining and that the understandings and agreements arrived at by the parties after exercise of that right and opportunity are set forth in this Agreement.

This Agreement shall supersede any rules, regulations, policies, resolutions, or practices of the District which shall be contrary to or inconsistent with its terms.

This Agreement constitutes the entire agreement between the parties and concludes collective bargaining for its term; subject only to a desire by both parties to agree to amendments or modifications at any time.

During its term, there may be agreement between the parties that this contract needs amendment or modification. In the event that both parties agree that amendment or modification is needed, collective bargaining will commence on said subjects using a facilitated Interest Based Strategies process when possible.

In any bargaining between the BEA and the District, neither party shall have any control over the selection of the bargaining representatives of the other party. During such bargaining, the parties pledge that representatives selected by each shall have all necessary power to make proposals, consider proposals, and modify positions during the course of bargaining subject only to ultimate ratification by the governing bodies of each party.

Section 2. Adherence to Federal and State Statutes and Regulations and State Constitution

The District shall adhere to all federal and state statutes and regulations and the Constitution of the state of Washington as are applicable to the wages, hours, and terms and conditions of employment of employees as if it were a part of this Agreement. The Association agrees that at the time an effort is undertaken to perfect the rights of the Association or an employee represented by the Association with respect to any provision referenced in this paragraph, the Association shall stipulate in writing to the District whether the matter will be pursued in accordance with and pursuant to the provision of Article 27, or in some other available forum. Once said stipulation has been provided to the District, it shall be irrevocable, and the forum identified shall be the sole and exclusive forum within which the matter involved may be considered appropriate.

ARTICLE 3 - STATUS OF AGREEMENT

Section 3. No Strike Provision

While this Agreement is in effect, the Association will not call, condone, advocate or participate in any strike, slow-down, sick-out, or other work stoppage by members of the bargaining unit covered by this Agreement. In the event of any such action by a member or members of the bargaining unit, and upon demand by the District, the BEA shall notify the participating individuals that they are in violation of this Agreement and shall make all reasonable efforts to terminate the violation. While this Agreement is in effect, the District will not engage in any lockout as the result of actions by any BEA member. During the term of this Agreement, no employee shall refuse, except for reasons of personal physical safety, to cross a picket line established by any labor or employee organization when such refusal would cause said employee to be absent from their normal work assignment.

Section 4. Distribution of the Agreement

The District shall publish copies of this Agreement in sufficient number to provide copies for each building and department administrator, including the District office, and two-hundred (200) copies to the Association for distribution to its representatives within a reasonable time after ratification by both parties. Upon request of the Association, additional copies shall be printed by the District for Association use.

The District shall maintain electronic copies of the current Agreement on the District website in a format that allows accessibility for all employees.

ARTICLE 4 - MANAGEMENT RIGHTS AND RESPONSIBILITIES

Section 1. General Rights

Management rights and functions, except as limited by the Agreement, shall remain with the District as employer. It is recognized that such rights and functions include but are not limited to:

- a) control of the management of the District; the supervision of all operations; the methods, process, and means of performing any and all work; the control of the property; the composition, assignment, direction, and determination of the size of its working forces; the establishment of educational programs, services, and staffing in accordance with District educational policies and goals; and the right to maintain and protect all property and equipment;
- b) the right to determine the work to be done by employees in the unit;
- c) the right to introduce new or improved operations, methods, programs, means, or facilities;
- d) the right to hire, schedule, promote, demote, transfer, release, and lay off employees; and the right to suspend, and discharge employees according to state statutes and District policy, and otherwise, to maintain an orderly, effective, and efficient operation.

The District will issue such rules and regulations as necessary to manage the District consistent with this Agreement.

The exercise of the District's rights stated herein does not modify the right of an employee to appeal through established grievance procedures when an act of the District is construed as violating this Agreement.

The exercise of the District's rights stated herein is a function of management. However, the District shall announce proposed changes in policies reasonably in advance of making changes.

Section 2. Meetings with Association Representatives

Representatives of the BEA shall meet and confer with the Superintendent and/or their representatives at least monthly, at times and places to suit their mutual conveniences, to communicate to the Superintendent the considered professional judgment of the employees on questions involving the development, revision and/or implementation of policies, procedures, practices and methods, and cases of disciplinary action.

In addition to these regular sessions, either party may request that specific issues be discussed in depth using the Interest Based Strategies process when possible.

ARTICLE 4 - MANAGEMENT RIGHTS AND RESPONSIBILITIES

The Superintendent and/or their representatives shall meet with a committee or representatives of the BEA for the purpose of considering subjects to be discussed in depth. Time and place of these meetings shall be as agreed upon from time to time by the Superintendent and the representatives of the BEA to serve their mutual convenience. During such meetings, concerns of employees may be brought to the attention of the District which shall be obliged to consider these concerns, discuss them in depth with the BEA representatives, inform BEA representatives of actions by the District, and provide a rationale for District actions if such rationale is requested by the BEA. Also, during such meetings, concerns of the District with regard to BEA or employee activities may be brought by the District, and the BEA shall have the same obligations in relation to items brought by the District as described above for the District.

When representatives of the BEA are engaged in discussion in depth which by mutual agreement is to take place during regular school hours, the District shall provide certificated substitutes for such representatives, provided that the number of representatives for whom substitutes are provided shall not exceed seven (7).

ARTICLE 5 - ASSOCIATION RIGHTS AND RESPONSIBILITIES

Section 1. Building Use

Duly authorized representatives of the BEA and their respective affiliates shall be permitted to transact official BEA business on school property at all reasonable times, provided that this shall not interfere with or interrupt normal school operations. The principal will designate reasonable bulletin board space in faculty lounges at each school for BEA use.

The BEA may use District facilities for meetings so long as they comply with Board policies for use of school facilities including making appropriate arrangements with the building administrator.

If building use occurs on weekends, requiring custodial staff to be present, the BEA will be responsible for payment according to the BSD Building Use Fee Schedule similar to other BSD groups.

Section 2. Mail Services

The Association will have the right to use the District physical and electronic mail services and employee mailboxes provided said use does not violate any federal or state statute and does not require added costs for the District.

Section 3. Exclusivity

All rights and functions accorded to the Association in this Agreement are afforded to the BEA as the legal representative for all employees covered under this Agreement and will not be granted to any other organization seeking access to or seeking to represent said employees. The Association agrees to hold the District harmless and provide legal defense against any claim which may arise related to the implementation of this provision. The District agrees to cooperate with the Association in any defense so initiated.

Section 4. New Employee Orientation

Union Orientation: In accordance with RCW 41.56.037, a representative as designated by the BEA shall have up to 30 minutes to meet on the job and on the clock with newly hired employees. Bargaining unit employees designated by the union shall be released with pay inclusive of travel time if necessary, for meeting with new employees as part of the regularly scheduled orientations.

Section 5. Access to Bargaining Unit Employee Information

On or before new employee orientation in August each year, the District shall provide the Association and/or designee with the following information regarding each employee in the bargaining unit: Name, name changes, address, position, hire date, work site, FTE, BSD employee ID number, work and personal phone numbers, work and personal emails, and any

ARTICLE 5 – ASSOCIATION RIGHTS AND RESPONSIBILITIES

other information deemed necessary by the association to process and track membership. This information shall be supplemented and revised bi-monthly and shared with BEA and monitored through Meet and Confer.

Section 6. Notification of Authorized Representatives

The Association annually will provide the District with a list of persons authorized to act as representatives of the Association in matters covered by this Agreement. Such a list will be provided to the District prior to October 1st of each school year and revised as necessary thereafter.

Section 7. Dues and Representation Fee Deduction

Each school year, the Association shall give written notice to the District of the dollar amount of individually authorized local, council, state, and national organizational dues and fees that are to be deducted in the coming school year. Unless otherwise on file with the District as of the effective date of this Agreement, the Association shall provide the District with an agreed to, properly executed, and signed dues deduction and fees authorization and assignment for each participating employee. The individual authorization will continue in effect during the term of the Agreement.

The deduction authorized shall be made in twelve (12) equal amounts from each paycheck beginning with the pay period in September (September 30th warrant) through the pay period in August (August 31st warrant) for each year. Deductions from new employees authorized to begin after the September payroll shall be spread equally over the remainder of the pay periods through August. The District will remit all monies so deducted to the Association or its authorized designee, accompanied by a list of employees from whom deductions have been made and a duplicate list shall be provided the Association.

Section 8. Released Time for BEA President

The parties recognize and acknowledge that the District derives direct benefits when the President of the BEA is released full time for the school year from their regular duties. Said direct benefits include, but are not limited to, stable labor relations through the ability to meet, confer and consult with the President over issues of mutual concern; services provided by the President in support of the District's decision-making processes and school renewal activities; and availability of the President to assist in providing mutually established training programs. In consideration of the foregoing, the President of the BEA shall be released full time for the school year for which they are elected; provided, however, the District shall agree to a release of less than full time if a mutually acceptable schedule can be arranged. The employee so elected will be released without loss of salary, stipend, or fringe benefits; provided, that mutually acceptable financial arrangements are made between the District and BEA to implement this provision.

The parties agree that the Association's Representative Council and/or Executive Board may approve an annual stipend for the BEA President. Said stipend will be paid by the Association.

ARTICLE 5 – ASSOCIATION RIGHTS AND RESPONSIBILITIES

Should the amount of the annual stipend approved by the Association exceed ten percent (10%) of the base salary on the educator’s salary schedule, the parties agree that the stipend will not be deemed to be a violation of Article 22, Section 4.b) of the parties’ agreement.

The employee who has been released from duty to serve as BEA President shall resume duties with the District with the commencement of the contract year following the term of office. Upon return, the employee shall be given the same consideration for returning to the position of their last assignment as if they had been on active duty. The employee shall receive an increment if eligible and not already at the maximum in the salary lane. The District agrees to provide accumulated sick leave, retirement, salary, and seniority rights of the employee during the period of time as if the employee had remained in the normal assignment.

Section 9. Released Time for Association Business

In recognition of the responsibility employees have to their professional association and the contribution this makes to the effectiveness of the educational process, up to one hundred and twenty (120) days of leave will be allowed at the BEA’s request. The BEA shall reimburse the District the cost of the substitute for each day of leave provided. The BEA shall not be required to reimburse the district for any cost up to ten (10) days of leave provided due to the joint collaborative work between the District and the Association. Not more than twenty (20) staff members shall be on leave during any one (1) day without the written authorization of the District provided to the BEA in advance, with the exception that BEA shall be allowed to send a full delegation to the annual Washington Education Association Representation Assembly. Notification of requests for leave shall be consistent with the District’s released time policy. The limit of 120 days can be exceeded by mutual agreement between the Association and the District following discussion at Meet and Confer. When representatives of the BEA and BSD are engaged in joint work, the time will not count against the 120 days of association release.

Section 10. Leave for Elected Officials of an Education Association

As set forth in [RCW 41.26.520](#), a BEA member who receives compensation from an employer while on an authorized leave of absence to serve as an elected official of an education association, and for which the District is reimbursed by the education association for the compensation paid to the member during the period of absence, is considered to be on a paid leave of absence. The District agrees to provide accumulated sick leave, retirement, salary, and seniority rights with the District during the period of leave as if the employee had remained in the normal assignment. The parties agree that the education association may approve an annual stipend for the elected official. Said stipend will be paid by the association. Should the amount of the annual stipend approved by the association exceed ten percent (10%) of the base salary on the educator’s salary schedule, the parties agree that the stipend will not be deemed to be a violation of Article 22, Section 4.b) of the parties’ agreement.

ARTICLE 6 - GENERAL CONDITIONS OF EMPLOYMENT

Section 1. Nondiscrimination

The District is committed to nondiscrimination and to an affirmative action employment program. The intent of this program is to ensure that all educational and employment practices are administered to overcome the effects of past discrimination and to further equal opportunity without regard to race, color, religion, national origin, disabilities, age, sexual orientation, marital status, sex, or other extraneous factors.

The parties recognize that an affirmative action program is a sound educational practice. Through assuring equality of employment opportunity, it is the parties' intention to ensure equality of educational opportunity. Students and staff will be provided with a variety of models of persons of all gender expressions, all ages and different racial and ethnic groups carrying out the full range of professional and job responsibilities. Employees are encouraged to contact their union representatives should they have any questions or need guidance on how to file a complaint or address a concern.

Bellevue School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts of America and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

- *Civil Rights, Racial Discrimination, and Gender Expression or Identity Discrimination:*
Civil Rights/Nondiscrimination Compliance Coordinator Nancy Pham, (425) 456-4040 or phamn@bsd405.org
- *Sex-based Discrimination, including Sexual Harassment:*
Title IX Coordinator: Jeff Lowell, (425) 456-4010 or lowellj@bsd405.org
- *Disability Discrimination:*
Section 504/ADA Coordinator: Heather Edlund, (425) 456-4156 or edlundh@bsd405.org

Mailing address for all three: 12111 NE 1st Street, Bellevue, WA 98005.

Section 2. Individual Employee Contracts

Employee contracts will be prepared using sample forms included in Appendix 1.

ARTICLE 6 – GENERAL CONDITIONS OF EMPLOYMENT

During the effective period of the employment contract, absent circumstances beyond the employee's control or an emergency, an employee will not be released from the obligation of the contract until the District determines a satisfactory replacement can be obtained.

An employee who has signed and returned a contract for the ensuing school year shall be released from the obligation of the contract upon request under the following circumstances:

- Written notice of resignation is received in the Human Resources office on or before the last working day of June, or
- Written notice of resignation is received in the Human Resources office after the last working day of June and when the District determines a satisfactory replacement can be obtained.

Section 3. Tutoring

Tutoring students, giving private instruction, providing therapy, or other services to students in their school or schools for pay is forbidden to employees during the regular school year, except by special permission from the Superintendent's office. Certificated staff are required to adhere to Policy 5251, Conflicts of Interest.

Section 4. Temporary Replacement

In the event an educator is absent, arrangements must be made to assure that instruction continues under the direct supervision of a certificated person. The Human Resources Department will maintain a list of properly qualified and approved certificated substitutes. Schools will not schedule extracurricular activities so that a regular practice is made of assigning an employee to substitute for a coach or advisor accompanying students participating in extracurricular activities.

The Human Resources Department will inform employees of procedures to be followed in obtaining a substitute. A person may not substitute for their spouse.

Section 5. Student Teachers

The District will cooperate with private and public colleges and universities by providing opportunities for students to engage in student teaching experiences.

If honorariums are given by the college or university to the cooperating teacher or other staff members, payment shall be made directly to the recipient.

The District will cooperate with the BEA in seeking to achieve implementation of a teacher certification program which acknowledges as equal partners in the certification process the state, the local school district, the institutions of higher learning involved in preparing teachers, and certificated employees as represented by their professional organization.

ARTICLE 6 – GENERAL CONDITIONS OF EMPLOYMENT

The District will not require an employee to accept responsibility as a supervisor of student teachers, such a responsibility must be voluntarily assumed.

Section 6. Exchange Teachers

The District may participate in exchange teacher programs. Upon approval by the Board of Directors, Human Resources will publicize the procedures by which a teacher may apply. District approval must be obtained by an employee prior to seeking participation in an exchange program and such approval will be granted only if specific conditions associated with the individual exchange are acceptable to the District and if the District program will not be harmed by the specific exchange being proposed.

All exchange teachers must hold a valid Washington State Teaching Certificate.

Section 7. Auxiliary Personnel

Auxiliary personnel employed by the District shall perform nonprofessional duties that would otherwise be requested or required of educators. In addition, the District may employ auxiliary personnel to provide support services to employees.

Auxiliary personnel may be hired in addition to employees and work under their supervision. Employees shall evaluate auxiliary personnel under their supervision. However, the District will continue to make the final decisions regarding the hiring and the evaluation of all auxiliary personnel.

Auxiliary personnel may work alone with students, but responsibility and accountability for their instructional activities shall rest with the certificated staff who supervises their work, since certificated staff have responsibility and accountability for all groups of students enrolled in the instructional programs offered by the Bellevue School District.

Section 8. Employee Safety and Protection

The District is responsible for providing a safe and healthful working environment, an accident prevention program, training programs, and a system for reporting accidents that will satisfy state and federal statistical requirements.

The BEA and employees will cooperate in efforts to eliminate accidents, studying and employing safety standards, offering safety suggestions which may contribute to a safer work environment, using proper safety devices and protective equipment, properly caring for all personal protective equipment, and promptly reporting all injuries and occupational illnesses, regardless of severity.

No employee shall be required to remain in any building or area which has been evacuated because of potentially hazardous conditions.

ARTICLE 6 – GENERAL CONDITIONS OF EMPLOYMENT

In the event an employee is threatened with bodily harm or is assaulted in the scope of their employment, the District will reimburse the employee for up to five hundred dollars (\$500) in out-of-pocket expenses for counseling services received as a result of the threat or assault, provided that such threat or assault is reported to the employee's principal/supervisor within three (3) workdays of the event. An employee will not be eligible for reimbursement under this section if it is found that the employee precipitated the threat or assault.

Employees will not be required to provide instruction, assessment, conferences, and/or services to students in family homes. A request for volunteers to provide such services must be made in conjunction with BEA in a manner which ensures the employee's right to decline. Should an employee agree to a home assignment, parameters for the work will be established with the employee, supervisor, Human Resources, and BEA prior to the first home visit.

Student-Related Safety Training

Personnel assigned to work with a student whose IEP identifies emotional and/or behavioral goals or a student with identified emotional and/or behavioral needs that indicate the student may be a safety risk may request training specific to these circumstances. Such requests will be submitted in writing to the employee's principal or program supervisor who will respond in writing in a timely manner. In the event a request is denied, a written explanation for the denial will be provided.

Section 9. Employee Rights

The parties agree it shall be a violation of the rights of employees for any person, including a parent or guardian of a student of the District, to engage in or imminently threaten to engage in any of the following:

to insult or abuse an employee anywhere on school premises while such employee is carrying out their official duties; or

to willfully create a disturbance on school premises or at school activities or school meetings; or

to singly or in concert with others intimidate by threat of force or violence any employee who is in the peaceful discharge or conduct of their duties.

If, in the course of carrying out their official duties, an employee reasonably believes a person has acted or is imminently threatening to act towards them in a manner described above, the employee will request assistance from an administrator /supervisor who will intervene and initiate steps to facilitate a resolution according to the Flow Chart - Intervention Assistance Protocol in Appendix 2.3. Such steps will include separating the parties at the employee's request and employing a variety of conflict resolution strategies which may include the immediate removal of the person from the building, grounds, or other property of the District. As stipulated in RCW.28A.635.020, it is unlawful for an individual not to comply with a

ARTICLE 6 – GENERAL CONDITIONS OF EMPLOYMENT

directive of an administrator. If the employee's administrator/supervisor is not available, the employee shall contact any other district administrator who shall act as described herein.

The District agrees to support employees in the reasonable exercise of their official duties. To this end, District administrators shall take the necessary actions described herein to support employees in the reasonable exercise of said duties.

Intervention Assistance Protocol and Workload Concerns:

It is recognized that some students may present aggressive, disruptive, and/or acting out behaviors. In situations where classroom management is impacted and documentation is available as to the specific behaviors of concern – their intensity, their frequency, and interventions attempted – support may be requested by the classroom educator through the

Intervention Assistance Protocol in Appendix 2.3. Examples of possible supports may include but are not limited to:

1. Instructional assistance in the form of behavioral and intervention strategies
2. Support from a trained behavior specialist or mental health professional
3. Increased individualization of program/alternate placement
4. Short-term instructional aid assigned to that situation

It is also recognized that caseload numbers are only one of many factors that impact staff workload. In the event a staff member believes their workload is not equitable within a building or department, the employee may request Remedy support. Building and department leadership teams shall assist in this process.

Nothing in this section shall interfere with or restrict the normal administration of student discipline.

Student Services Handbook

In order to promote communication and common understanding among and between Student Services staff, administrators and other District personnel, the parties agree to convene a committee to develop a Special Education/Student Services handbook containing program information, District policies and procedures, and such other relevant information as the parties may determine useful. Specifically, the handbook will describe in detail:

- Special Education, Multilingual Learners, Occupational Therapy, Physical Therapy and Nursing services available to students in the Bellevue School District.
- The services provided at each school including a list of staff associated with each program and a detailed description of job titles, program roles and contact information.
- District policies and procedures particular to each program/department.

ARTICLE 6 – GENERAL CONDITIONS OF EMPLOYMENT

The committee will ideally consist of at least one OT/PT, elementary and secondary counselor, and psychologist, SLP, nurse, special education, and MLL representative selected by the respective groups and such administrative representatives as may be appointed by the District.

It is the intent of the parties that a committee will update this handbook annually as necessary.

Section 10. Student Discipline

The District shall consider and respond appropriately to a certificated employee's request for assistance with student discipline problems.

The District shall support educators in their efforts to maintain discipline and shall respond as soon as possible to a certificated employee's concerns regarding significant discipline problems and at a mutually agreed upon time between the educator and administrator for more routine discipline concerns. In order to effectively address pressing disciplinary issues that occur during the school day and/or at large school events, an administrator or their designee shall be present. Authority for certificated employees to use prudent discipline measures for the safety and well-being of students and educators shall be supported by the District, provided that: (1) certificated employees have followed established District Policy and Procedures, and (2) certificated employees, when appropriate, provide supporting documentation of behavior that led to the incident and efforts made to correct same.

The District shall inform certificated staff of the District's student discipline policy within ten (10) days following the start of school, the employment of a new certificated employee should they start after the first ten days of the school year, or the adoption of a new or revised discipline policy. This policy will be made available either online or in a hard copy format for all staff.

In an effort to create better understanding and consistent enforcement of student, educator and principal rights and responsibilities, it will be the responsibility of each building principal to involve the school's certificated and classified employees, students, and parents in the development of building discipline standards and to confer at least annually in the spring with those groups to review and evaluate those discipline standards. This review should also include the state regulations and current District Policies and Procedures, which are posted on the BSD web site, on these topics. The process must assure that all staff work cooperatively toward consistent enforcement of proper student behavior throughout the school and within each classroom. Building discipline standards shall include a rapid response plan for emergencies that may occur in the building or on the school grounds. Such standards shall be consistent with the provisions of this agreement and appropriate statutes. The building principal shall inform certificated staff of the discipline standards developed at the building level by September 30th of each school year.

In the event that a staff member is assaulted, harassed, threatened, or bullied by a student, or when there is known imminent threat of such behaviors, appropriate steps will be taken to ensure the safety of the staff member. Such steps may include, but are not limited to, the creation of a

ARTICLE 6 – GENERAL CONDITIONS OF EMPLOYMENT

behavior contract, removal of the student from the employee’s classroom, and/or provision for mental health evaluation and support for the student.

A student who has been excluded from class in compliance with state law and District policy shall not be returned to that class until the educator and administrator have conferred or for two days, whichever occurs first ([RCW 28A.600.020](#)). In no event shall an excluded student be returned during the balance of that class or activity period, in accordance with [WAC 392-400-330\(3\)](#) and Board [Policy 3241](#) without the consent of the educator, or until the principal or their designee have conferred with the educator during a time that does not interrupt normal instruction. Both parties recognize that state and federal regulations under the Individuals with

Disability Education Act (IDEA) shall be honored but the safety of all students and staff must be considered. The expectations of staff members for a safe working environment are not diminished when working with students receiving special education or Section 504 services even though the outcomes for such students may be different.

In the case of weapons and/or dangerous devices, certificated employees are authorized to take reasonable and prudent measures to protect themselves or others within District guidelines and policies. Employees will not be expected or required to provide emergency treatment in situations involving weapons until/unless the scene has been secured by police security personnel.

An employee who feels that they have not been supported in the implementation of student discipline procedures may seek resolution to the matter by first talking to their administrator in accordance with the Intervention Assistance Protocol (Appendix 2.3, 2.4). If the matter is not resolved, it may be submitted to the administrator’s immediate supervisor.

Communication with Parents

Communication with parents about an individual student’s misbehavior in the classroom and any corrective action is the responsibility of the educator.

For students referred to the office due to misconduct, an administrator will determine what necessary communication to the parent or guardian the administrator needs to complete.

When student misconduct falls under procedures associated with Board [Policy 3241](#), an administrator will communicate directly with the student’s parent/guardian.

If the student misconduct under procedures associated with Board Policy 3241 affects other students, such as when a room needs to be evacuated, an administrator will consult with the District and the educator to determine the best method and form of communication to parents/guardians of the affected students. Communication may be by individual phone calls, robo-call, email, letter, or other means deemed appropriate at the time. Such communication will comply with Family Education Rights and Privacy Act.

<https://www2.ed.gov/policy/gen/guid/fpc/ferpa/students.html>

ARTICLE 6 – GENERAL CONDITIONS OF EMPLOYMENT

Section 11. Reporting Practices

The District and the Association share a mutual belief that best educational practice is to report student progress in a conscientious and timely manner. Secondary school educators shall update student assignment grades regularly (at a minimum every ten [10] school days) on the District's online reporting system for viewing by students and their families. All assignments and tests shall be graded as soon as reasonably possible, but in no event more than fifteen (15) school days after the assignment or test is turned in. All assignments received within twenty (20) school days of the end of the first semester must be posted within twelve (12) school days. Educators experiencing difficulties with this provision shall be provided support and assistance and shall

not be subject to discipline. Concerns regarding timely reporting practices, however, may be included in an educator's performance evaluation.

At the beginning of each semester, District administrators will communicate to parents and students the expectations for grading and posting information online; this communication will be jointly developed with BEA. The intent of the electronic gradebook is to make information accessible, not to change educators' grading practices.

At the beginning of each school year, school administrators and a BEA representative will conduct a joint presentation to school staff on grade reporting practices. Topics will include, but not be limited to, School Board policies, grade reporting research regarding best educational practice and other relevant topics.

At the request of the educator, the principal/supervisor will work to resolve situations in which there is a disagreement between the educator and the parent/student about grade reporting requirements.

Common Assessments Reporting Practices:

It is acknowledged that the District wishes to maintain common assessment information District-wide for all students, and that common assessments serve a different purpose depending on the grade level and subject area. Educators who need assistance to input common assessment scores will score their assessments, organize them by period in alphabetical order, and provide them to the main office within one week of the common assessment due date time frames determined by the District.

Both parties agree that the common assessment data should be used for determining areas of student support, facilitating curriculum improvement, collaboration, and professional development among staff, and not for the purpose of determining any individual educator's evaluation. Common assessment data may be used by an educator as a student growth measure for TPEP requirements. The decision to use such data lies solely with the educator.

ARTICLE 6 – GENERAL CONDITIONS OF EMPLOYMENT

Progress Reports:

Communication of student progress to parents/guardians shall be quarterly at the secondary level. At the elementary level, written reports will be provided at the end of first semester, and at the end of the year. Employees shall not be required to submit year-end student progress reports until the end of the first administrative work day following the last student school day.

Classroom educators at the secondary level shall be provided not fewer than three (3) working days following the last day of the first, second, and third quarter to complete progress reports to parents.

The provisions of this section do not preclude the sending of preliminary (mid-quarter) progress reports at the secondary level as required in the cases of those students whose progress in a class is judged by the educator to be unsatisfactory, or other preliminary progress reports and informal contacts between educators and parents. Lists comparing grades and other reporting practices shall not be used or distributed indiscriminately.

Section 12. Just Cause

No employee shall be disciplined without just and sufficient cause. The specific grounds forming the basis for disciplinary action will be made available to the employee in writing, upon request.

Upon request, an employee is entitled to have a union representative present at an investigatory interview that the employee reasonably believes may result in discipline. Upon request, an employee is also entitled to have a union representative present during any meeting where disciplinary action may be imposed. When a request for such representation is made and an Association representative is not available, any disciplinary interview or action will be postponed for a maximum of two (2) workdays to afford an opportunity for an Association representative to be present.

The District will annually remind all administrators of the provisions of this section.

Nothing in this provision shall be interpreted as precluding or impacting the normal interactions between employees and administrators.

This section shall not apply to matters covered by Article 18.

Section 13. Lunchroom Supervision

No member of the certificated bargaining unit will be assigned or expected to perform lunchroom supervision except Administrative Assistants or Deans of Students who may be assigned this duty. When a request is made, staff may opt to perform this duty at the activity rate of pay.

ARTICLE 6 – GENERAL CONDITIONS OF EMPLOYMENT

Section 14. Master Schedule Development and Preparations-Secondary Level

A. Definitions

Preparations (“Preps”) - the number of courses that an educator prepares and teaches on any given day. Examples of a preparation or preparations:

1. Seven-Period Schedule
 - a. An educator teaches one 50-minute class on any given day. (One Prep)
 - b. An educator teaches three 50-minute sections of a course. All three sections are taught on the same day. (One Prep).
 - c. An educator teaches three 50-minute sections of one course, a 50-minute class in a second course, and another 50-minute class in a third course. All are taught on the same day. (3 Preps).
 - d. An educator teaches one 50-minute, yearlong course and two different, semester-long courses. All are taught on the same day. (3 Preps).
 - e. An educator teaches one 50-minute, yearlong course and a semester course on the same day. Next semester, the semester course changes. The teacher teaches a different semester course and continues teaching the yearlong course. (2 Preps).
 - f. An educator teaches two separate courses (French 3 and 4) in one class period. (2 Preps).

Core subject areas are English/Language Arts, Social Studies, Math, and Science.

B. Number of Preparations

A reasonable effort shall be made to construct a master schedule that assigns an educator three or fewer preparations in core subject areas. In some subjects, such as a LA/SS block, World Languages and Vocational courses, the goal may not be achievable.

C. Development of a Master Schedule

The master schedule process respects student choice and need, utilizes educator input and expertise, minimizes educator preps, promotes equity in teaching assignments, and makes the best use of facilities. The way to achieve this goal is to facilitate input and communication at several steps in the process of developing the schedule between the administration and the staff. To this end, the following steps shall be followed in developing the master schedule:

1. Curriculum developers will review the course offerings at each secondary school on a yearly basis.
2. Before student registration begins for the upcoming school year, the building administration shall hold a meeting of all faculty to explain the registration process and the process for developing the master schedule. Examples of the type and content of

ARTICLE 6 – GENERAL CONDITIONS OF EMPLOYMENT

information that should be discussed which would enhance understanding of the scheduling process include: a written timeline, District curriculum offerings, methods used to determine whether a course will be offered, the staff assignment request (refer to 4 below) and balancing of class sizes.

3. When student registration information (indicating which courses may be offered and the number of sections for those courses) is available, the administrators and other staff responsible for developing the master schedule shall meet with the staff or their representatives to provide the course and section information.
4. Individual staff members and departments should study the above information relating to possible courses and number of sections and submit their request(s) for teaching assignments(s) to the building administrator. This staff request will include recommendations for assignments of staff to specific courses based on staff certification, expertise and experience. At this time, recommendations for where a course is placed on the master schedule based on facility availability, or the implementation of curriculum should also be submitted.
5. As the master schedule is developed, the administrator will carefully consider all staff and departmental assignment requests. The following reasonable efforts shall be made to reach the goal of assigning an educator no more than three preparations:
 - Specific courses may be offered only once every two (2) years or only once in a given school year.
 - Classes for which a low number of students have registered should be dropped, or additional resources provided if a school is required to keep the course.
 - Like courses should be combined whenever possible consistent with the course description catalog on a case-by-case basis.
6. When the building administrator determines that the number of preparations for a staff member may exceed three, a conference between the educator and building administrator shall be convened to discuss possible ways to establish a reasonable workload, including but not limited to the following: assigning the educator to only one classroom; arranging course sections back-to-back; providing support from a curriculum developer; providing for a mentor and the educator to work together; providing instructional or lab assistants; and providing clerical aide time. The educator and administrator will determine the accommodation(s) needed to assist and support the educator. When an educator is responsible for more than three preparations (or its' equivalent) this information about workload will be acknowledged in the evaluation of the educator.
7. No later than two weeks prior to the last day of school, the building administrator will meet with interested staff, to provide a status report on the master schedule and to describe developments that may occur over the summer.

ARTICLE 6 – GENERAL CONDITIONS OF EMPLOYMENT

D. Special Considerations

1. Educators new to a building should be assigned a reasonable and equitable number of preparations compared to the experienced educators in their department and/or grade level.
2. Educators who are assigned to teach outside their area of endorsement shall be provided a plan of extra support with curriculum and instruction pursuant to [WAC 180.82.110](#).
3. In order to ensure continued success, development, and growth, educators at the secondary level who elect to participate in formal co-teaching partnerships will receive, at minimum, one common planning period. This will be a top priority in the creation of the master schedule at every building. In the event that common planning time cannot be scheduled, staff and administration will work to achieve a suitable remedy. Remedy options may include but are not limited to shared release time for planning and grading, access to additional resources for classroom support, and additional paid professional development options.

Section 15. Employee Facilities

Such equipment, supplies, and materials as the District considers necessary to adequately perform assigned responsibilities will be provided to employees.

If a high school educator objects to being assigned to teach four (4) or more separate curriculum preparations, (no single class period for a given educator may count as more than one preparation), every reasonable effort shall be made a) for the employee to provide instruction in no more than two (2) classrooms in a given day and b) for the employee to be provided an established work location for the purpose of preparation and planning, which shall either be one of the classrooms in which the employee provides instruction or the common planning location provided for employees similarly situated. Every reasonable effort will be made to share equitably the effect of multi-room assignments among all employees.

At the middle school, every reasonable effort shall be made to minimize the necessity for involuntarily requiring an employee to provide instruction in more than two (2) different classrooms during a given workday by equitably sharing the effect among employees.

The District recognizes that students with disabilities may require specialized materials/equipment in order to access meaningful educational experiences. This equipment requires assembly, ongoing maintenance, and repair. In an effort to support the certificated employees who work with these students and materials/equipment, the district shall establish a process for requesting assistance with materials/equipment including, but not limited to, at least who to contact, timelines for the completion of tasks, and budget implications.

ARTICLE 6 – GENERAL CONDITIONS OF EMPLOYMENT

ESA Workspace:

The District and the Association recognize adequate work space is necessary for ESA specialists in each building where they are assigned. When a need arises, a Building Use Committee – comprised of the site administrator, special education designee, ESA specialist, and office manager or designee – will meet and endeavor to provide a consistent space and work environment at each building location the ESA specialist is assigned.

Facilities assigned to an ESA specialist will include the following: a work space reasonably free from distractions and interruptions, a work surface, locking file storage, adequate storage space for educational materials and a telephone or district cell phone available for use when confidentiality is required. After working with the Building Use Committee, should the ESA specialist believe appropriate work space is not available in one or more assigned facilities, the Intervention Assistance Protocol will be utilized.

Section 16. Art on a Cart

As a result of space limitations in some elementary schools, it may be necessary to deliver the art program in those schools from a cart. The District agrees to make the following accommodations for any art specialist delivering art on a cart.

1. Limit contacts to twenty-eight (28) per 1.0 FTE.
2. Schedule no more than six (6) classes per day for those days that the art specialist teaches a full day at the school in question. Art specialists who must deliver art on a cart will be assigned so that they will spend an entire day at the school where the carts must be used. Exceptions to this will be considered at an art specialist's request.
3. Allow passing time in the schedule.
4. Bellevue Education Association (BEA) and district administrators will work with educators and principals to explore alternative scheduling that may be adopted at the building level that might allow varying blocks of time (ex: 80-minute blocks every other week).
5. Schedule primary and intermediate grade levels together to the extent possible.
6. More than one (1) cart per school and lockable storage space will be provided.
7. The principal of any building where art will be delivered on a cart will notify all affected educators in their building that their classrooms will be used for their students' art instruction and will provide the rationale for the loss of the full use of the educators' classrooms. Every effort will be made to provide such notification at least two business days prior to the first student instructional day. If such decision occurs after the start of the school year, all parties will be notified as soon as possible.

ARTICLE 6 – GENERAL CONDITIONS OF EMPLOYMENT

Section 17. Environmental Concerns

If an employee has a concern(s) about any issue affecting their work environment and wishes to receive a formal response, they will complete the Environmental Issues Form (Appendix 2.2) and meet with and discuss the concern(s) with their immediate supervisor. The immediate supervisor will provide a written response describing the proposed action.

If a satisfactory resolution is not reached in that forum, the employee may refer the concern(s) to an administrator of the appropriate district division for response. Upon request, the supervising administrator will assist the employee in determining the appropriate district administrator to address the concern.

Section 18. Recognized Formal Co-Teaching Partnerships

The Bellevue School District is committed to an inclusive approach to meet the needs of all students. Inclusion means equitable access to a welcoming classroom and school community with grade level peers. Instruction is strengths-based and provides access to grade-level content through a setting that best meets student needs as determined through a collaborative shared decision-making process.

The District and the Association acknowledge that strong partnerships between educators are key to best outcomes for students in co-taught classrooms. Aligned philosophies, understanding of students, educator buy-in, and complimentary approaches are necessary for successful inclusion of all students within a class community. To best establish and support these conditions, the District and Association believe administrators and educators must have a shared trust in one another and a common vision of inclusive settings developed through shared decision-making and followed up with strong, consistent, and active support.

The District and the Association believe that providing the best environment for successful inclusive partnerships requires educator empowerment and choice, time to develop shared understanding and goal-setting, and resources to meet the additional demands necessitated by co-taught classrooms.

In order to best support the need for empowerment and choice, educators must be offered the choice of whether to enter into a partnership for co-teaching based upon their understanding of individual teaching styles, compatibility with the partner teacher, and understanding of student needs within the classroom.

Every effort will be made to ensure that students are assigned to classrooms in a balanced and equitable manner. Any staffing decisions involving more than two co-teaching partnerships for an individual educator will require direct consultation between the educator, the District, and the Association.

In addition, in order to ensure continued professional and programmatic growth, district-directed professional development options on co-teaching practices will be provided for co-teaching

ARTICLE 6 – GENERAL CONDITIONS OF EMPLOYMENT

partners throughout the school year.

Section 19. Student Records

Purpose for and Use of Information

To ensure that all students are provided the best educational opportunities possible, it is important that relevant information concerning each student is available to the educational employees in the District. Correspondingly, all student information available to employees as provided herein shall be utilized in a professional manner for the sole and explicit purpose of providing the best educational opportunities for each student while protecting the health and safety of all employees and students in the District. The failure to use student information in a professional manner will result in discipline.

Request for Information from Enrolling Students

A school enrolling a student will request the parent/guardian and/or the student to indicate on the District registration form whether the student has:

- a) Any history of placement in special needs programs;
- b) Any past, current, or pending disciplinary suspensions;
- c) Any history of violent behavior, criminal behavior or weapons possession; and
- d) Any health conditions, including any substance use/abuse, affecting the student's educational needs.

Consistent with law, the school enrolling the student shall request the school the student previously attended to send the student's permanent record including records of disciplinary action.

Employee Access to Student Information

When an educational employee is assigned a student, the employee will be notified if information exists on the registration form or in other available student records related to Items a-d, above, unless otherwise restricted by law. Employees will be provided an opportunity to review the information.

Subsequent Student Record Information

If any information related to Items a-d above or other circumstances of a magnitude affecting the employee's professional duties or personal safety or the safety of others becomes available concerning an already enrolled student, the requirements concerning notification to and review by the employee shall be applicable. Such notification shall be made within a reasonable time period.

ARTICLE 7 - WORKDAY AND WORKYEAR

Section 1. Workday

Each full-time employee shall work eight (8) hours per day inclusive of a duty-free lunch period of not less than thirty (30) continuous minutes per day during which they shall have no assigned duties.

The on-site starting and ending times for each employee shall be determined by the employee and their immediate supervisor, whose ultimate decision shall prevail based on the program and the schedule. All work need not be performed at the school site.

Itinerant and departmental staff may deviate from the standard work day hours or flex their work day hours if starting/ending times exceed eight (8) hours. This flexibility is intended to meet job-related duties at district facilities or at off-site locations as required for work completion. Such decisions should be made in collaboration with the employee's supervisor.

The Principal may require employees to perform extra duties which are not covered by the activity salary schedule, and which may on occasion extend or add to the workday because of unforeseen situations such as emergency weather conditions. Such extra duties shall be assigned in such a manner that no one employee shall have an undue share of such duties, and to accommodate those employees who are not able to remain at the work site because of family responsibilities, or for whom remaining at the work site would pose an undue hardship.

Section 2. Planning Time

Each teacher and specialist will plan and prepare daily for instruction. It is recognized that a considerable portion of a teacher's workweek will be required for planning and preparing daily lessons, in discussing and developing materials and methods for individual and group instruction, and in contributing to better articulated instructional plans for students. Educators will use planning time to work individually, in groups, or with the school administration.

Teachers and specialists will not be required to substitute for other teachers or specialists during their preparation period.

Planning time may be interrupted in cases of emergency, or when supervision of students by an educator during this time is reasonably required.

Each work week, each elementary teacher, specialist, and ESA shall be provided at least four (4) forty (40) minute blocks of time for planning and preparation within the instructional day, except as may be interrupted by field trips, student assemblies, unforeseen emergencies, and one (1) block of planning time on Wednesday after students are dismissed. Elementary Special Education Teachers will receive an additional forty (40) minutes of planning time each week. This allocation will be prorated for part time employees.

ARTICLE 7 – WORKDAY AND WORKYEAR

The District will allocate two hundred sixty (260) hours of aide time for lunchroom supervision in each elementary school. This allocation will be supplemented by the Central Office Administration dependent upon building need and circumstances.

The schedules of secondary educators and ESAs will include at least two (2) periods of planning and preparation time during each regular seven-period instructional day. The length of said periods shall not be less than that of a normal instructional period. Middle and high school educators shall not be required to teach more than five (5) periods per day.

Any school seeking to operate on an elementary or secondary schedule different from the above provisions must seek a contract waiver from the Association and the District following the process outlined in Article 28, Section 5. Any school or program seeking to modify their existing schedule during the term of this contract is subject to the following:

- 1) They must offer an early release Wednesday substantially consistent with schools at the same level in the District;
- 2) Educator contact time and planning time must be equivalent with schools at the same level in the District unless specifically exempted by the contract waiver, and
- 3) The school's Building Leadership Team must be involved in creating the schedule for the modified week.

Model schedules are included in Appendix 2.7 for guidance on the modified work week with the early release Wednesday.

Wednesday Early Release

The purpose of the Wednesday Early Release is to provide common time for certificated staff to actively participate in self-identified priorities, staff driven collaboration, and professional development. If a scheduling conflict occurs on a Wednesday, necessary changes will be addressed in the school year calendar.

Staff will remain in their buildings to work on-site during the time after students are released on Wednesdays until the end of the workday. Exceptions to the above on-site requirement are emergencies, district-sponsored workshops, and occasions where a staff member meets to engage in collaboration with one or more colleagues at another District site. In this event, staff will inform their principals they are leaving the building and will indicate where in the District they will be working.

The time after students are released on Wednesday until the end of the workday is staff members' individual planning time. They determine what work will be performed during that time, with the following exceptions:

- Building Wednesdays: Building Wednesdays will be the second Wednesday of the month. These ten (10) Wednesdays throughout the year will be reserved for building

ARTICLE 7 – WORKDAY AND WORKYEAR

level professional development, collaboration, and general building business for up to 90 minutes per Wednesday. In order to ensure the activities are authentic and relevant to all staff, the building leadership team will determine the content, start time, and whether a staff will use all ten (10) Wednesdays for this purpose.

- ESA staff (OT/PT, SLP, School Psychologists, Nurses, Counselors, Social Workers, and Audiologists) will either meet as a department or attend their building meeting as determined by the departmental leadership team.
 - Part time staff who do not work on Wednesday are not required to attend Building PD.
- Of the up to ten (10) building designated Wednesday PD sessions, a minimum of fifty percent (50%) of the time must be dedicated to structured PLCs.
 - District Designated Professional Development will be offered on four (4) Wednesdays indicated on the negotiated calendar. Attendance at these sessions is at the discretion of the employee. Participating employees will earn up to eight (8) hours of per diem pay.
 - Restricted Wednesdays will occur on the first Wednesday of each month of the school year except that Restricted Wednesdays shall not occur in September or December. When the first Wednesday is a scheduled non-workday the Restricted Wednesday will occur on the following Wednesday. Restricted Wednesdays provide an opportunity for staff to devote time to self-identified priorities while allowing the flexibility for staff-driven collaboration. Staff may initiate collaborative efforts within groups, disciplines, between schools, etc. The use of this time is determined by the professional judgment of the individual who may elect to devote time to individual priorities rather than participate in collaborative activities. Staff may invite administrators to participate in collaborative activities, but staff will not be subject to administrative or peer-to-peer pressure regarding the use of this time.
 - No building or district sponsored meetings, trainings, or professional development may be held during the afternoon of Restricted Wednesdays.
 - District sponsored conferences or workshops will be offered on Wednesdays after the early release of students and on other days when possible.
 - Non-supervisory, certificated staff will not supervise students during Wednesday early release time with the single exception of audiologists. If an audiologist must use Wednesday afternoon to assess students, s/he will have a reciprocal amount of planning time scheduled into the work week.
 - If the District leases space for use by outside parties on Wednesday afternoons, it will do so in a way that will maximize staff's access to their regular workspace (i.e., classroom, library, etc.) after the early release of students.

ARTICLE 7 – WORKDAY AND WORKYEAR

Section 3. Professional Development

Bellevue School District is committed to providing relevant professional development (PD) for all educators, building on strengths, and balancing individual, building, and system needs. Since the primary purpose of PD is to improve teaching and learning; student, educator, and system-wide data shall be utilized to plan, assess, and evaluate PD offerings. Since we value supporting student learning and the closing of achievement and opportunity gaps, equity and inclusion shall be embedded in professional learning throughout the year.

Adult learners differ in their learning preferences, styles and needs. PD should be designed to accommodate these differences in adult learning styles, as well as content knowledge, and educator experience. It is essential for educators to have input into the content and processes used in the PD in which they engage.

Content specific professional development and training will always be needed and provided in one form or another. The District is committed to reducing this type of PD and moving to educator focused professional development and Professional Learning Communities (PLCs). A PLC is defined as a group of educators that meets regularly, shares expertise, and works collaboratively to improve the effectiveness of instructional practices to support and accelerate learning. PLCs enhance professional learning, increase educator satisfaction, and allow educators to assume more leadership in school improvement. This job embedded learning is also designed to decrease workload as it incorporates current work into the process.

Buildings may take time to adapt to the implementation of PLCs as a primary component of professional development. During 2022 – 2023, building leadership teams should utilize their predetermined decision-making process to assess building readiness in moving toward a collaborative learning model. The composition of PLCs will not be mandated. Building designated Wednesdays may be re-allocated for this purpose as determined by the building leadership team.

In addition to Building Wednesdays, the following professional development opportunities are available to all staff.

Required Contractual Professional Days paid at the per diem rate (leave provisions apply)

- Prior to the first day of school – Building/Department Professional Days
 - On the first professional development day before the school year, eight (8) hours will be used by principals to (a) engage with their staff in activities related to school goals which are in support of assisting each student to be academically successful and (b) to annually review the purpose and implementation of the evaluation process. There will be a one half (½) hour duty free lunch during this day.
 - On the second professional development day before the school year, three and a half (3½) hours will be used by principals for activities outlined above. This will be followed by a one half (½) hour of duty-free lunch and one half (½) hour of travel time for those traveling to another building. The remaining four (4) hours

ARTICLE 7 – WORKDAY AND WORKYEAR

(three and a half for those traveling) will consist of central departmental meetings, and/or school-based departmental and/or grade level team meetings. Individuals will determine which of the aforementioned meetings to attend.

- October Professional Development Day – District Professional Day or attendance at a professional development opportunity sponsored by an outside organization (documentation of attendance required)
- March Professional Development Day – District Professional Day

Optional Contractual Professional Development paid at the per diem rate

- Up to 8 hours of District directed professional development on designated Wednesdays

Equity and inclusion professional development will be available as part of BSD professional development. Educators must participate in Equity and Inclusion professional development that addresses implicit bias, anti-discrimination, cultural responsiveness, and inclusion at least once every three years.

For all Special Education and ESA employees, there will be an optional eight (8) hour departmental work day prior to the beginning of the school year. Work hours on this day will be from 8:00 am to 4:00 pm. In order to best serve schools, Secondary Counselors may identify an alternative date and time for this meeting.

During the 2022-2023 school year, a Professional Learning Implementation Team will be created comprised of the following roles: Central based leaders, school-based administrators, Teaching and Learning Department staff, and school-based educators. The composition and members of this team will be agreed upon between the District and Association through Meet and Confer. This team will create a needs assessment and Professional Development Road Map. PLC Frameworks will be investigated by this Team to provide structure to the work. The following are a few examples of common activities that may take place in PLC meetings:

- Discussing educator work: Participants collectively review lesson plans or assessments that have been used in a class, and then offer critical feedback and recommendations for improvement.
- Discussing student work: Participants look at examples of student work turned in for a class, and then offer recommendations on how lessons or teaching approaches may be modified to continue improvement.
- Discussing student data: Participants analyze student-performance data from a class to identify trends—such as which students are in greatest need of additional support and collaboratively develop proactive teaching and support strategies to help students meet potential.
- Discussing professional literature: Participants select a text to read, such as a research study or an article about a specialized instructional technique, and then engage in a structured conversation about the text and how it can help inform their teaching.

ARTICLE 7 – WORKDAY AND WORKYEAR

- Discussing equity and inclusion: Participants review the work and recommendations of the building equity and inclusion team analyzing data connected to targets for reducing disproportionality

The following are professional learning hours available to all staff.

- Required Contractual Professional Days paid at the per diem rate
 - Two (2) days prior to school (per diem) – Building/Department Professional Learning Days (leave provisions apply)
 - October District directed Professional Day on Friday or Saturday (per diem) (Saturday is for outside BSD PD only; documentation of attendance required) – Attendance at a professional development opportunity sponsored by BSD or an outside organization (leave provisions apply)
 - March District directed Professional Day (per diem) – at least one half of the day will be dedicated structured PLC time, the remaining time will be professional development (leave provisions apply)
 - Building Wednesdays – of the ten (10) building designated Wednesday PD sessions, a minimum of 50% of the time must be dedicated to structured PLCs. If employees choose, this work may occur at times other than Wednesday afternoon.
 - ESA staff (OT/PT, SLP, School Psychologists, Nurses, Counselors, Social Workers, and Audiologists) will either meet as a department or attend their building meeting.
 - Part time staff who do not work on Wednesday are not required to attend Building PD.

Optional Contractual Professional Development paid at the per diem rate

- Up to 8 hours of District directed professional development on designated Wednesdays (per diem)

Educator Directed Professional Development paid at the per diem rate

- 8 hours of Educator directed professional development provided by Bellevue School District or an outside organization (documentation of attendance required for outside organizations). Additional PLC time is an option for these professional development hours. These hours will be paid automatically.

In addition, all employees will be required to participate in additional equity training as defined by the Professional Development Road Map, at least once every three (3) years. Optional hours may be used for this training.

For all Special Education and ESA employees, there will be an optional eight (8) hour departmental work day prior to the district-wide professional learning days at the start of each school year. Work hours on this day will be from 8:00 am to 4:00 pm.

All new employees attend sixteen (16) hours of orientation. This includes a four (4) hour orientation session prior to the start of school focused on general District information and an introductory orientation to the District's technology tools, such as electronic mail, calendar,

ARTICLE 7 – WORKDAY AND WORKYEAR

electronic grade book, learning management system, the curriculum, and IEP Online will be provided to all new employees in a four (4) hour training. Additionally, they will attend a second eight (8) hour day focused on equity.

New employees who are novice educators will attend an additional two (2) days of PD provided by the Instructional Mentor Team. The first eight (8) hour day is prior to the start of school and second eight (8) hour day session will be offered approximately 6-8 weeks into the school year. Release time will be provided.

Section 4. Faculty Meetings and Evening Events

Employees shall attend faculty meetings as called by the principal to address school business, up to a maximum of three (3) hours per school year. This does not include emergencies. Regularly scheduled faculty meetings will be announced sufficiently far in advance to permit planning by members of the faculty. Part-time staff, including part-time long-term substitutes, who are not at the work site because of their assignment or because of the performance of other professional duties, will not be required to attend a meeting. Arrangements will be made by principals for employees who are excused from faculty meetings because of the performance of other professional duties to be made aware of the substance of the discussions at those meetings.

A maximum of one (1) evening event, such as Open House or Curriculum Night, which all staff are required to attend, may be scheduled per school. Through a school-based consensus process, staff in a building may agree to hold a second required evening event so long as sufficient consensus is obtained. Additional evening events may be scheduled for which attendance will be voluntary.

Section 5. District Staff Meetings

Meetings of employees shall be held whenever deemed advisable by the Superintendent, up to a maximum of three (3) hours per school year. This does not include emergencies. Place and time of such meeting will be announced by the Superintendent's Office. Whenever possible, notice will be given at least two (2) days in advance of the meetings. An attempt will be made to restrict these meetings to times that fall within the regular working day of employees.

Section 6. Secondary Tutorial

- All secondary certificated staff will provide support to students needing assistance during the tutorial period scheduled as part of the workday. Educators with less than a full 1.0 FTE and travelling educators will work with their supervisors to arrange fulfillment of these duties.
- Attendance at the tutorial will be at staff member request or may be student-initiated. Students will not be assigned by other individuals, such as an administrator or counselor.
- There may be a day or days when no students are present to meet with a staff member

ARTICLE 7 – WORKDAY AND WORKYEAR

during the tutorial time. It is anticipated that such instances would happen rarely.

- The staff member is solely in charge of structuring the tutorial. For example, the staff member will determine whether the structure for the tutorial on a given day will be an open “drop in” model for help on any subject taught by the educator, or whether a given subject will be discussed on a given day. This latter example could entail a review session held for a particular subject. The educator will communicate the structure of the tutorial to their students, so everyone can plan and make the best use of the tutorial time.
- For all secondary schools, the workday ends at the end of the tutorial which will be scheduled at the end of the day. A staff member may stay beyond that time to work or meet with students, but cannot be required to do so, in accordance with Article 7. Section 1. Work Day. No tutorial will be held on Wednesdays.

Section 7. Parent Teacher Conferences, both Formal and Informal

- At the elementary level, a formal conference model will be followed where one parent/guardian conference lasting no more than thirty (30) minutes in the fall will be held for each student. Two (2) Elementary early release days for conferences are scheduled in October as delineated in the adopted calendars in Appendix 4. Targeted conferences will be held in the spring.
- At the middle school level, the format (e.g. arena, target) for these conferences will be determined by the staff in the fall.

Section 8. Elementary Release Days for Testing

Beginning in the 2023 – 2024 school year, up to three (3) days of release time will be guaranteed to all elementary classroom educators teaching grades 1-5 in order to offset the workload and management impacts of district and state testing requirements. Substitute coverage will be provided for these educators in order to allow them adequate time and space to conduct student testing. Dates for these releases will be dependent upon specified test window times for students.

Section 9. Work Year

The full contract work year for regular employees shall include the state-funded work year of one hundred eighty (180) days of instructional time and any locally funded day(s) required by this Collective Bargaining Agreement. In addition, employees shall be provided the opportunity for additional work and corresponding compensation as described herein and defined on the Separate Contract, Supplemental Work, Appendix 1.5 A-C of this collective bargaining agreement.

The full contract work year shall consist of the days referenced in the above paragraph and Supplemental Work described in Article 22, Section 8. Pay for Supplemental Work and shall be

ARTICLE 7 – WORKDAY AND WORKYEAR

consistent with the calendar negotiated by the parties and provided as Appendix 4.1 of this collective bargaining agreement.

Emergency school make-up days will be the days indicated on the school calendar. If the January semester grading day is used, additional time will be provided for grade completion. If the March professional development day is used, no additional work will be required of staff. If additional days are necessary for emergency school make-up, the establishment of said days shall be accomplished through negotiations between BEA and District representatives.

ARTICLE 8 - VACANCIES: RECRUITMENT AND SELECTION

Section 1. Vacancies

Vacancies covered by this section are openings in positions previously held by employees, new positions, and summer school positions, which have been determined by the District to require filling by voluntary transfer or hiring. Such voluntary transfer or hiring will be accomplished in accordance with the terms of this Agreement.

An opening may be filled by the reassignment or involuntary transfer of existing employees, employees returning from leave, and/or employees recalled from layoff. Such openings would not be considered vacancies for the purpose of this article. A reassignment, involuntary transfer, or return from layoff will be accomplished in accordance with the terms of this Agreement.

Section 2. Announcement of Vacancies

Vacancies will be announced electronically and through the District website. Any special limitations on the vacancy will be announced at that time.

Resumes and other required application materials will be accepted throughout the school year. As such, specific vacancies may or may not be announced to sources outside the District depending on the number of qualified applicants.

Section 3. Time Line in Filling Vacancies

It is intended that a reasonable length of time will be provided between the announcement of a vacancy and the filling of that position. Circumstances which will be considered in determining the specific length of time between the announcement and filling that position are: prevention of disruption of the educational program and number of qualified applicants for the position.

Vacancies will not be filled prior to ten (10) District working days after the announcement of the vacancy by the Human Resources Department; provided, however, that no minimum time requirements shall exist between August 1st and October 1st.

Section 4. Procedures to be followed in Hiring New Employees to Fill Vacancies

Only persons who have submitted resumes and required application materials to the Human Resources Department may be considered in filling a vacancy.

Employees who are currently on a non-continuing contract or present part-time employees, or persons who are currently on the District's substitute list shall be granted an interview for a vacancy; provided that the employee has 1) complied with the application procedures 2) met the qualifications for the job, 3) received two positive recommendations /evaluations from a District principal/administrator. If the total number of candidates to be interviewed becomes impractical, the most qualified candidates will be interviewed.

ARTICLE 8 - VACANCIES: RECRUITMENT AND SELECTION

Final action to hire will be taken to the Board of Directors.

The District shall provide a list of employees who are on Non-continuing leave replacement contracts, as well as the total FTE of employees on leave, to BEA by the first working day of November. On or before February 1st of each year, non-continuing contracts will be converted to the appropriate Provisional or Continuing contract in numbers such that the remaining non-continuing contract FTE aligns with the FTE of employees on leave. The District shall treat part-time employees in the same manner as full-time employees in regards to non-continuing, provisional, and continuing contractual status.

Section 5. Selection

Responsibility for recruitment, selection, and the filling of vacancies in positions directly related to the instructional process shall be under the direction of the Human Resources Department.

Building administrators and employees are to be involved, as appropriate, in the recruitment and selection of persons to fill vacancies. Employees shall be authentically involved in the hiring of building administrators and auxiliary personnel.

To fill projected vacancies, selection teams shall be established by the Human Resources Department to carry out various selection process functions including making recommendations for hiring employees to a District hiring pool. The teams shall include administrators and bargaining unit employees. Employees who are identified by the Bellevue Education Association or by principals/administrators to participate in selection process activities will be placed on a list and will be selected as needed. The teams and the Human Resources Department shall be responsible for establishing the process to screen applicants, interview candidates and assess the relative qualifications of the candidates. The Human Resources Department will provide buildings and departments the opportunity to provide input regarding specific needs and requirements of positions to be filled.

Buildings and departments with vacancies shall fill the vacancies by selecting employees from the District hiring pool to the extent possible. Once the hiring pool is depleted and if additional employees are needed, depending on the time of year, the Human Resources Department will decide whether a building or pool process will be used, thereafter.

If it is determined by the Human Resources Department that a building process is to be used to fill a known vacancy(ies), a selection team shall be established through the building or department's decision-making process. The team shall include employees who will be colleagues of the person selected to fill the vacancy. The team shall be responsible for establishing the process to screen applicants, interview candidates and assess the relative qualifications of candidates.

Filling vacancies will be accomplished on the basis of qualifications. However, if the qualifications of two or more candidates for a given position are equal and at least one candidate is a current employee, the most senior employee shall be given the position. Following

ARTICLE 8 - VACANCIES: RECRUITMENT AND SELECTION

completion of the selection process, the team shall make a recommendation to the Human Resources Department as to which candidate should be selected to fill the vacancy.

The requirement for participation is specifically precluded when filling vacancies pursuant to Article 9, Sections 3 and 5.

Decisions will not be delayed because of lack of availability of employees to participate, nor will the District pay additional salary to persons who participate on time outside their normal contracts.

Section 6. New Employee Orientation

A new employee orientation session which will include such topics as general District information and the new employee induction and assistance program will be held in August. All new employees who have been hired by the time of the orientation will attend. This orientation will last a total of four (4) hours.

In addition, introductory orientation to the District's technology tools, such as electronic mail and calendar, electronic grade book, learning management system, the curriculum web, and IEP Online will be provided to all new employees in a four (4) hour training.

Novice teacher is defined as a teacher with less than two years teaching experience.

New employees who are novice teachers will attend two (2) days of training, including topics such as lesson planning, curriculum implementation, Danielson Framework, and classroom organization and management. Said employees will attend the first of these in August and will attend the second one (1) day session offered in approximately 6-8 weeks after the previous session. Release time will be provided.

Novice teachers who are hired after the August session will attend the first available make-up one (1) day session. All novice teachers hired between August and February of the year will attend the second one (1) day session next available. Release time will be provided for all required sessions.

In addition to the general four (4) hour orientation, all special education teachers and other certificated educational support staff who are new to the District will attend a five (5) hour orientation session to be designed by their supervisor.

The August hours noted above shall be paid in addition to the hours set forth in Article 22, Section 8 of the Agreement and shall be paid at the employee's per diem rate of pay.

Introductory technology orientation for new employees hired after the August sessions will be provided at the school site by instructional technology curriculum developers and/or leaders.

ARTICLE 9 - VOLUNTARY TRANSFER AND CHANGE OF ASSIGNMENT

Section 1. General

A request for transfer may be initiated by an employee in accordance with either of the two sections which follow.

Section 2. Application for Voluntary Transfer to Vacant Position

After a vacancy has been announced by the Human Resources Department, an employee qualified for the position may seek a transfer by applying for the position. Candidates should follow the Internal Application Procedure available through Human Resources. The most qualified candidates will be selected to complete the interview process.

None of the information generated for the selection process shall become a part of an employee's personnel file.

In the event an employee who has applied for transfer to a position is not selected for the position, the employee will be notified that (1) the position has been filled and (2) upon request, they will be given an explanation of why they did not receive the sought-for position. No employee shall be precluded from either applying for a position or obtaining an available position(s) on the basis that the employee already has a position in the District and unless such employee is explicitly precluded from application or selection as provided in the Agreement.

Section 3. School Closures and Boundary Changes

In the event vacancies are created by school enrollment increases which resulted from school closures or changes in school boundaries, first opportunity to fill such vacancies will be given to employees who are displaced by such closures or boundary changes.

Section 4. Open Transfer Period

Beginning the first work day in February, and ending at 5:00 pm on the last work day in March, provisional and continuing contracted employees may apply for a transfer to another building(s)/department(s) by completing the Open Transfer Request Form. Employees are to indicate the school(s)/department(s) they would like to be transferred to and the subject area(s) or grade level(s) they would like to teach. Such preferences should be listed in priority order. For vacancies that occur after May 1st, employees may request a transfer.

Section 5. Placement Pool Transfers

During the period from June 15th to August 1st, all vacancies which are available in the District shall be advertised for ten (10) business days. Only those employees who have been provided notice that they are under consideration for involuntary transfer, pursuant to Article 10, Section 2 of the Agreement shall be eligible to apply and be considered for such vacancies.

ARTICLE 10 - INVOLUNTARY TRANSFER AND DISTRICT DEPARTMENTAL
REASSIGNMENT

Section 1. General

An employee may be involuntarily transferred if such transfer is deemed to be in the best interest of the District for those reasons and by those procedures identified in this Article.

Section 2. General Procedures

An employee shall not be transferred to a position for which their preparation and experience cannot qualify them; provided however, that when no other alternative of such placement can reasonably be carried out, the District shall provide opportunity for retraining or orientation to new duties whenever the circumstances indicate such retraining or orientation is clearly in the best interest of the employee and the District.

An employee and the Association shall receive written notice as soon as practicable that the employee is under consideration for involuntary transfer. Such notice shall include the reason for the proposed transfer. This notice will be provided by the employee's immediate supervisor or the Human Resources Department.

The employee and the Association will be given written notice by the Human Resources Department confirming the transfer and the effective date.

If an employee objects to the transfer, the employee may have an additional meeting with a District Human Resources officer prior to the transfer. The employee may be accompanied by a representative of the BEA.

Section 3. Enrollment Changes, Staffing Ratio Changes, or Program Reduction

Employees may be transferred involuntarily due to declining enrollment in a building or program, changes in school boundaries, closure of schools, changes in staffing ratios or the reduction of a special program. Declining enrollment means fewer students attending the Bellevue School District, fewer students enrolled at a given building, or fewer students participating in a program.

Employees will be made aware of tentative enrollment and staffing projections as soon as the District determines the information to be reasonably reliable. It is the intention of the parties to provide such information prior to May 1st.

Prior to initiating an involuntary transfer, the district will ask impacted staff if there is anyone willing to make a voluntary transfer.

Employees selected for involuntary transfer from the building or program affected will be in the order of least seniority, based on the definition of seniority as contained in Article 15 of this

ARTICLE 10 - INVOLUNTARY TRANSFER AND DISTRICT DEPARTMENTAL REASSIGNMENT

Agreement. All non-continuing staff will be removed from consideration prior to the creation of building/program/department seniority lists.

An involuntary transfer may be made only if in each case the general conditions pertaining to involuntary transfer have been met.

Transfers will be considered complete on August 15th or the first day on which the employee reports for duty in the school year, whichever comes first.

If, after October 1st, reliable enrollment data indicates the need to make additional transfers, such transfers normally will be made after a five (5) day waiting period during which voluntary transfer may occur. Whenever exceptions to this provision are planned, prior timely notice of such exceptions will be provided to the BEA.

No employee transferred for any of the reasons described in this section shall be involuntarily transferred out of the building or department prior to completion of two (2) school years in that unit, so long as other employees in that building or department are available. If an employee is transferred for any of the reasons described in this section twice within four (4) school years, such employee shall not be involuntarily transferred out of the building or department prior to completion of four (4) school years in that unit, so long as other employees in that building or department are available. Any employee who has been provided a notice that they are under consideration for involuntary transfer, and who applies for and is selected for a position outside of their building(s) or department shall be considered to have been involuntarily transferred for the purposes of applying the protections provided herein. This provision shall not be applicable to employees who are in the placement pool as a result of their giving notice to the Human Resources Department requesting placement in the pool.

Section 4. Performance or Staff Relations

Employees may be involuntarily transferred due to reasons of performance or staff relations.

If the performance or staff relations of an employee is the cause of a transfer, the employee shall have been notified of those concerns by their immediate Supervisor as a regular part of the annual evaluation cycle, and shall have been provided a reasonable opportunity to remediate the problem, unless the concerns arose at such time and/or were of such magnitude as to make remediation impractical.

Section 5. Best Interest of Educational Program

Employees may be transferred for other reasons whenever such transfers are in the best interest of the educational program. This is also true of reassignment of district departmental staff. Prior to implementation of an involuntary transfer of building based staff or reassignment of district departmental staff, the District and the BEA will meet and discuss the circumstances of, and necessity for, the proposed transfer. The employee should be included in this discussion as soon as practicable.

ARTICLE 10 - INVOLUNTARY TRANSFER AND DISTRICT DEPARTMENTAL REASSIGNMENT

Section 6. Compensation and Supports

In order to move and prepare for a new position:

- a) Building employees who are involuntarily transferred, or district departmental employees who are reassigned outside the full contract work year, for the next school year, shall receive three (3) days to be paid at the project pay rate. Beginning in 2024-2025, this time shall be paid at the single rate of pay identified in Article 22.
- b) Building employees who are involuntarily transferred, or district departmental employees who are reassigned during the full contract work year shall receive two (2) days of released time and two (2) days at the project pay rate. Beginning in 2024-2025, this time shall be paid at the single rate of pay identified in Article 22.
- c) In cases where an employee will be teaching new curriculum, at the request of the employee, an administrator will meet with the employee to discuss and determine appropriate supports.

Section 7. Placement Pool

Employees who have been notified that they are under consideration for involuntary transfer due to declining enrollment in a building or program, changes in staffing ratio, or the reduction of a special program, school closures or changes in school boundaries who do not fill vacancies pursuant to Article 9, Sections 3, 4, 5, shall be placed in a placement pool. In addition, employees who were involuntarily transferred the previous year due to declining enrollment in a building or program, the reduction of a special program, school closures, or changes in school boundaries shall also be placed in the placement pool, provided written notice is given by the employee to the Human Resources Department prior to June 15th of the desire for such placement.

During the period from June 15th to August 1st, all vacancies which are available in the District shall be advertised for approximately a two (2) week period by the Human Resources Department, in accordance with Article 9, Section 2. Only those employees who have been provided notice that they are under consideration for involuntary transfer, pursuant to Article 10, Section 2 of the Agreement shall be eligible to apply and be considered for such vacancies.

After August 1st and prior to October 1st, the District will fill openings by involuntarily transferring employees who are in the placement pool.

Nothing in this section shall preclude the District from hiring a person from outside the District when no employee in the pool is qualified for an opening.

ARTICLE 10 - INVOLUNTARY TRANSFER AND DISTRICT DEPARTMENTAL REASSIGNMENT

Section 8. Supplemental Staffing

The District shall first attempt to place all available employees from the placement pool, referenced in Section 7 above. In doing so, the District will not utilize more restrictive qualifications for positions than were applied in implementing Section 7 in previous years. If, following this process, there exist positions for which placement pool employees are not qualified and which, if filled by hiring from outside the District would lead to an increase in actual staff allocation levels for the ensuing year, then the District may involuntarily transfer employees to fill such positions through the implementation of Article 10, Section 5, to best utilize existing staff. However, the District will allow a minimum of five percent (5%) of the Special Education staff to transfer through the open transfer processes who will be exempt from involuntary transfer under this provision for one year. Identification of these employees will be determined first on the basis of the length of time in Special Education, and second on the basis of seniority in the District if more than five percent (5%) obtain positions under the provisions of Article 9, Section 4.

ARTICLE 11 - ASSIGNMENT AND REASSIGNMENT

Section 1. Assignment

New employees will be assigned to buildings by the District.

The District shall follow the guidelines established by the State Board of Education and assign employees to the elementary, middle, or senior high school level and to teaching fields in accordance with the employee's preparation as recommended by the teaching education institution.

No person in the employ of the District will be assigned to a position in which the employee would report to and/or be evaluated by an immediate relative.

Section 2. Reassignment

The Superintendent and/or administrative staff may reassign an employee when such reassignment is deemed to be in the best interest of the District. The reassignment of an employee shall be deemed appropriate when it can be shown that such reassignment is of benefit to the district's instructional program or program affected.

An employee shall not be reassigned to a position for which their experience and/or preparation do not qualify them.

If, upon being notified of a proposed change in assignment, an employee feels that the proposed reassignment is a material change from their previous assignment, they may request that the reasons for the reassignment be given to them in writing.

Every effort will be made to provide a district departmental employee or an employee in a classroom educator or building position with at least seven (7) days' notice of a reassignment.

In order to move and prepare for this reassignment:

- a) Employees who are reassigned outside the full contract work year shall receive one (1) day of pay at the substitute rate.
- b) Employees who are reassigned within the full contract work year shall receive two (2) days of released time or its equivalent in compensation.

These provisions will not apply in the case of:

- a) A voluntary request for reassignment, or
- b) A secondary reassignment involving two or fewer class periods of a subject not taught within the last two (2) years.

ARTICLE 11 – ASSIGNMENT AND REASSIGNMENT

Section 3. Assignment/Reassignment Review

In the event there are concerns about assignments or reassignments, BEA and the District will review the situation and determine appropriate steps to address the concerns.

ARTICLE 12 - EVALUATION

Section 1. Purpose

The improvement of instruction and the enhancement of the learning environment are the primary purposes for the performance evaluation of certificated employees. Therefore, a focus on professional growth is the foundation of this evaluation system. All employees, with Continuing Contract status who demonstrate satisfactory performance will rotate through a Comprehensive and Focused Evaluation Cycle. These educators will complete one (1) year of Comprehensive Evaluation followed by five (5) years of Focused Evaluation. Non-continuing and Provisional Contract Employees remain on Comprehensive Evaluation Status until they are converted to a Continuing Contract.

This evaluation system shall be implemented in a fair, equitable, and positive manner. The environment should foster mutual respect, collaboration, and provide encouragement to staff for growth and risk taking. Evaluations shall recognize unique characteristics and circumstances associated with staff members' assignments, experiences, expertise, site, and environmental factors affecting performance behaviors. The district will ensure inter rater reliability in evaluation scoring.

The following provisions are established to implement the requirements of [RCW 28A.405.100](#). Decisions associated with retention or severance of employment applicable to this Article will be made through the implementation of the processes/procedures associated with Section 10, Intervention Assistance, and Section 11, Probation.

Section 2. The Observation Process

The parties agree that the employee and their evaluator should share a common understanding of the evaluation criteria, components, and process. Employees shall not be observed for the purpose of evaluation until they have attended training on the evaluation system. Mechanical or electronic devices shall not be used to listen to or record the procedures of any class or during any observation outside of the classroom setting without the prior knowledge and consent of the educator.

The state of Washington defines the terms "observe" or "observation" as the gathering of evidence made through classroom or worksite visits, or other visits, work samples or conversations that allow for the gathering of evidence of the performance of assigned duties for the purpose of examining evidence over time against the instructional framework (where applicable). Classroom observations of instruction are not required for individuals whose Focused observation criterion components are not directly linked with instruction. Individuals participating in co-teaching or other teaming arrangements may opt to have a joint observation, but each individual must be evaluated independently.

Evaluators will conduct a minimum of two (2) and a maximum of five (5) formal observations of the employee's performance for a total observation time of at least sixty (60) minutes. Per state law, Provisional 3 contract employees must be observed a minimum of three (3) times. In

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the case of a library media specialist, at least one observation shall be in an instructional setting and one in a library management function. The maximum number of such observations may be exceeded with the agreement of the employee or when the employee is receiving support through a formal assistance plan. New employees to the District shall be observed at least once for a total observation time of at least thirty (30) minutes during the first ninety (90) calendar days of their employment.

The first observation shall be scheduled. Individuals on Focused Evaluation must select the focus Criteria prior to the first observation. A conference between the employee and evaluator must be held prior to this observation. The approved optional pre-conference form (Comprehensive or Focused) may be used by the employee to contribute to the professional dialogue. Responses may provide evidence for the scoring of specified components indicated on the form.

At the conference preceding the first observation, the employee may share any unique characteristics and circumstances associated with the staff member's assignment, experiences, expertise, site, and environmental factors affecting performance behavior. For subsequent observations, if there is not a preconference, the employee may communicate any unique characteristics and circumstances prior to or during the post-conference. Information shared by the employee will be considered by the supervisor in preparing the written observation.

The evaluator is expected to provide verbal feedback to the employee after every observation. It is recognized that this may not be possible immediately following an observation, but an effort should be made to do so within three (3) days after the observation. Where appropriate, information from pre and post conferences may serve as evidence in scoring specified evaluation components. To the extent possible, pre and post conferences should be held in the learning space to provide easier access to environmental elements contributing to learning. Subsequent observations may or may not be pre-scheduled with the employee and may or may not have pre-observation conferences.

The post-observation written feedback is to be provided to the employee within fifteen (15) school days following the date of the observation. With the educator's consent, written observation reports may be provided electronically. Successful implementation of the evaluation procedure depends upon candid, clear, and specific communication between the evaluator and the employee. In order to provide sufficient time for employees to prepare artifact documentation, the second observation write up must be provided to employees at least ten (10) school days prior to the Friday before Memorial Day. In the event the evaluator has concerns about the employee's performance, they shall provide specific feedback on the concerns and areas for improvement, as well as specify the performance or teaching behaviors sought.

In an effort to gather comprehensive information regarding instruction, therapy or services, and student learning, an observation may extend to a series observation. Series observations extend beyond one class/period but must be focused on related lessons or content as a follow up to the first day's lesson. The purpose for conducting a series observation should be clearly communicated to the employee by the evaluator. A series observation should be no more than three (3) separate visits.

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Advanced Learning program educators, vocal and instrumental music educators, and elementary art, music and P.E. specialists are all departmental employees for other purposes, but for purposes of Article 12 shall be evaluated by their respective principal or assistant principal.

All other departmental employees and/or itinerant employees shall be assigned an evaluator(s) using the following process:

- a. The Association shall be supplied with a list of affected employees and the assigned evaluator(s), to include which evaluator is responsible for the preparation of the Annual Summary, by at least September 20th.
- b. Employees shall be informed of their assigned evaluator(s), designated by the Superintendent, by at least September 25th.
- c. If an employee, or the Association, feels the designation is not appropriate, they can, no later than September 30th, ask for a meeting with the Superintendent, or their designee, which shall include the employee and a representative of the Association. The purpose of the meeting is to discuss concerns. Requests for changes of assigned evaluator(s) will be considered on a case-by-case basis.
- d. Departmental and itinerant staff may be assigned up to two (2) evaluators while on Comprehensive Evaluation with a maximum of five (5) total observations. There will be a primary evaluator assigned. Employees whose assignment at a building/department is less than 0.4 FTE are not required to have a second evaluator for that portion of their assignment.
- e. In the cases where two (2) evaluators are assigned, each assigned evaluator will conduct one (1) of the two (2) minimum observations.
- f. Individuals on Focused Evaluation shall only have one (1) evaluator.
- g. In order to facilitate and support continued reflection on and refinement of practice, educators in co-teaching partnerships may voluntarily opt-in to joint observation as a co-teaching team.

The information obtained from observations shall not be utilized to make employment-related decisions concerning the qualifications of employees for position openings associated with voluntary transfers, involuntary transfers, retention, or severance of employment except that this information may be considered in the case of employees on non-continuing contracts. An educator's evaluation under [RCW28A.405.100](#) may not be negatively impacted if an educator chooses to use curriculum materials that address subject matter related to sexual orientation including gender expression or identity so long as the subject matter is age appropriate and connected to the educator's content area.

Section 3. Library Media Specialists, Instructional Support Personnel, and School Nurse Evaluative Criteria and Components

The Evaluative Criteria identified in Appendix 5 for Library Media Specialists, Instructional Support Personnel, and School Nurses are to be used in the performance evaluation of the of these employees. An employee whose assignment includes no responsibilities as a classroom educator, library media specialist, or school nurse shall be evaluated using the Instructional Support Personnel Evaluative Criteria.

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Each numbered Evaluative Criterion describes the expected behaviors and/or abilities in that performance area. An employee's performance will be judged to have met an Evaluative Criterion by demonstrating the expected behaviors and/or abilities stated in that Evaluative Criterion.

The lettered Components under each Criterion are to be used as a guide to determine whether the employee's performance has met the Criterion. It is recognized that it may not be possible to observe performance concerning every Component. An overall judgment that the employee's performance has not met the Criterion must be made in the context of the evaluative processes.

Employees must be evaluated on every Evaluative Criteria during the comprehensive evaluation year(s). Employees on focused evaluation must select one Criteria and the corresponding components for evaluation prior to the first observation. Individuals with a continuing contract rotate through the cycle of five (5) years of Focused Evaluation and one (1) year of Comprehensive Evaluation. Non-continuing and Provisional Contract status employees are evaluated with a Comprehensive Evaluation. For Annual Summary purposes, performance is deemed either **satisfactory** or **unsatisfactory** for Library Media Specialists, Instructional Support Staff, and School Nurses.

The Evaluative Criteria and the Components for each Criterion may not be added to except by mutual agreement of the District and Association. Criteria for each of the following categories is located in the designated appendices. Observation and Year-end Summary forms are located in Appendix 5.6

Library Media Specialists Criteria and Components – See Appendix 5.1

Instructional Support Staff Criteria and Components – See Appendix 5.2

School Nurse Criteria and Components – See Appendix 5.3

Section 4. Classroom Educators: Washington State Evaluative Criteria, Components, and Student Growth Components

BEA and BSD agree that the state approved framework for delineating performance in each of the eight State Criterion for classroom educators shall be Charlotte Danielson's "Framework for Teaching" as adopted by the Office of Superintendent of Public Instruction. Additionally, the State's Student Growth Criteria shall apply to Criteria 3, 6, and 8 in the manner outlined in this article. Evaluation of the Danielson Components and Student Growth Components will be based solely upon the State Rubrics. Evaluative Criteria for Classroom Educators can be found in Appendix 5.4.

Student Growth

Guiding Principles of Student Growth

This process requires reflection and conversation between educator and evaluator. It favors learning and growth over the attainment of a certain level or performance or achievement. The process should provide safety for both students and educators to be vulnerable learners. It is

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designed to invite personalization and to foster student ownership of learning. Student Growth Templates are provided as guides for conversation between educator and evaluator. Completion is not required for proficiency.

Establishment of student growth goals and which student growth measures to use lies with the educator. Collaboration with colleagues is encouraged, when appropriate, in the goal setting process and student growth discussion. Educators working on common goals may meet with evaluators as a group. Approved templates for Student Growth Components 3.1, 3.2, 6.1, 6.2, and 8.1 will be available electronically. Student Growth Goals/Measures should be shared directly with the evaluator, preferably during a conference. Goals/Measures should not be uploaded into the eVAL system.

Student Growth Timelines

Initial discussion of Student Growth Goals (SGG) between educators and evaluators for revision assistance may occur any time prior to the following deadlines:

- 5:00 pm the last school day in December for elementary or yearlong secondary courses
- 5:00 pm the last school day in February for semester long secondary courses.

The purpose of this optional goal review is to provide support through the collaborative process, ensuring that all educators begin data collection with goals which are, at minimum, proficient. Ideally these discussions occur as part of a conference, however an educator may choose to submit a written draft instead. Evaluators have fifteen (15) school days to provide coaching feedback to written drafts. Draft goals may be resubmitted for additional coaching support.

The discussion of the final SGG for 3.1 and 6.1 and a draft goal for 8.1 may occur any time prior to the following deadlines:

- 5:00 pm the last school day in February for elementary or yearlong secondary courses
- 5:00 pm the last school day in March for semester long secondary courses.

Educators may choose to submit a written response in lieu of the conference.

In accordance with state law, goals must be approved by the evaluator. This does not mean evaluators can determine the goal focus, but rather, they approve the final overall scope.

Student Growth Measures

Student Growth Measures (SGM) for 3.2 and 6.2 and the final goal for 8.1 should be completed according to the following:

- A conference between the teacher(s)/educator and evaluator focused on SGM should occur either prior to 5:00 pm the Friday before Memorial Day, or
- As part of a year-end conference which may also include artifact discussion. The latter may occur after the due date if the time of the conference is agreed on by both parties prior to 5:00 pm the Friday before Memorial Day.

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Evaluators must score goals and measures using the Washington State Student Growth Rubrics within fifteen (15) school days. Scores must be communicated to educators.

Section 5. Comprehensive and Focused Evaluation Cycle for Classroom Educators

Comprehensive Evaluations include all eight (8) State Criteria and the three (3) Student Growth Components. Non-continuing and Provisional Contract educators must be evaluated using the Comprehensive model. Continuing Contract educators must be evaluated using the Comprehensive model at least once every six (6) years. Those performing satisfactorily are on Focused Evaluation for five (5) years. Individuals hired after Winter Break are only evaluated on Criteria 1-5. They do not complete Student Growth Goals or Measures.

In a Focused Evaluation, the educator selects one (1) of the eight (8) State Criteria as the focus for professional growth during the year. The educator's choice is approved by the evaluator. To encourage selection of an area of professional growth as a Focus Criterion, state law provides that an individual's Comprehensive score (proficient or distinguished) carries through as the score for Focused Evaluation. An educator's score may move from proficient to distinguished for a single year if indicated by performance. The selected State Criterion and accompanying Student Growth Goals and Measures are the only criteria the educator will focus on for the duration of the school year. The following rules apply to the selection of the Student Growth Component:

- If an educator selects Criterion 3, s/he completes Student Growth Components 3.1 and 3.2
- If an educator selects Criterion 6, s/he completes Student Growth Components 6.1 and 6.2
- If an educator selects Criterion 8, s/he completes Student Growth Component 8.1
- If an educator selects Criterion 1, 2, 4, 5, or 7, s/he completes either Student Growth Components 3.1 and 3.2 or 6.1 and 6.2

Educators remain on focused evaluation for five years.

Section 6. Comprehensive Evaluation Scoring for Classroom Educators

As outlined by the State of Washington, there are five (5) steps to establishing the classroom educator's yearly rating in the Comprehensive Evaluation Model. These include, determining the score for each of the twenty-two (22) Danielson Components, using the Danielson Component Scores to determine each State Criterion Score, and determining the Summative Score based on the State Criteria scores. Once calculated, the Summative Score is combined with Student Growth Impact to determine an educator's yearly rating.

Step 1: Determining individual Component Scores:

- Each of the 22 Danielson Components and the Student Growth Components will receive a score of 1 to 4 based on the State Rubrics.
- The Danielson Component score is determined by the preponderance of evidence. Evidence means observed practice, products, or results of a certificated classroom

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educator which demonstrate the knowledge and skills of the educator with respect to the four-level rating system.

- Evidence may include specific, factual educator or student actions during observations or meetings; and/or through the use of artifacts or other materials.
- All evidence should pertain to the current school year.
- If a component score is proficient or distinguished, no artifacts need be provided by the educator.
- Evidence from meetings (IEP, parent, grade/content team, etc.) may only be used if the performance is representative of the educator's performance in similar situations. The evaluator must inform the educator that they are using this evidence within three (3) days of the meeting.
- Evaluators and educators will each make efforts to redact student names from observations, artifacts, and student growth documentation.
- Artifacts should be submitted by 5:00 pm on the Friday before Memorial Day.

Step 2: Using Component Score(s) to determine each State Criterion Score:

- The charts in Appendix 5 are to be used to determine the State Criterion Score.
- For instances where there is a choice between two scores, a conversation between the educator and evaluator using the guiding questions outlined below will determine which score is appropriate.
- For Educator State Criterion 7, there is only one component. Because there is only one Component, that score will also be the State Criterion Score.

*Scores below are for illustrative purposes only.
The total determines the State Criterion Score.*

Guiding Questions to assist evaluators and educators when a total Component score results in two choices for the score:

- What else should be considered to make a final decision?
- What is the distribution of evidence over time?
- Has there been demonstrated and consistent improvement? If there was growth, was the growth sustained?
- What would be the tipping point? If I consistently saw X, would evaluator feel confident that the performance is "Basic" – if I consistently saw "Y", would the evaluator feel confident that the performance is "Proficient"?

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- What is the essence of this criterion? (i.e.: the big picture) – Go back and find the key words in the framework/rubric. What does the evidence tell about the educator’s performance and growth with regards to this essential aspect of the components and criterion?
- Is this educator more basic than s/he is proficient, or more proficient than s/he is basic in this area? What is your evidence based in the framework/rubric to support your decision?

Step 3: Use each State Criterion Score to determine the Summative Score

- The Summative Score is generated by adding the 8 State Criterion Scores together.
- The point range below has been determined by the State of Washington. It may not be altered.

8-14	15-21	22-28	29-32
1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished

Scores below are for illustrative purposes only.
The total determines the Summative Score.

State Criteria 1	State Criteria 2	State Criteria 3	State Criteria 4	State Criteria 5	State Criteria 6	State Criteria 7	State Criteria 8	Total	Score	
4	4	4	4	4	4	4	4	32	4	Distinguished
4	4	4	4	4	4	4	3	31	4	
4	4	4	4	4	4	3	3	30	4	
4	4	4	4	4	3	3	3	29	4	
4	4	4	4	3	3	3	3	28	3	Proficient
4	4	4	3	3	3	3	3	27	3	
4	4	3	3	3	3	3	3	26	3	
4	3	3	3	3	3	3	3	25	3	
3	3	3	3	3	3	3	3	24	3	
3	3	3	3	3	3	3	2	23	3	
3	3	3	3	3	3	2	2	22	3	
3	3	3	3	3	2	2	2	21	2	Basic
3	3	3	3	2	2	2	2	20	2	
3	3	3	2	2	2	2	2	19	2	
3	3	2	2	2	2	2	2	18	2	
3	2	2	2	2	2	2	2	17	2	
2	2	2	2	2	2	2	2	16	2	
2	2	2	2	2	2	2	1	15	2	

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2	2	2	2	2	2	1	1	14	1	Unsatisfactory
2	2	2	2	2	1	1	1	13	1	
2	2	2	2	1	1	1	1	12	1	
2	2	2	1	1	1	1	1	11	1	
2	2	1	1	1	1	1	1	10	1	
2	1	1	1	1	1	1	1	9	1	
1	1	1	1	1	1	1	1	8	1	

Step 4: Applying the Student Growth Impact Rating

To calculate Student Growth Impact, all five scores for goals and measures are added together to form the overall student growth criterion score. The student growth score is then applied to the OSPI Scoring Band.

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

If an educator on Comprehensive Evaluation receives a low student growth score, one or more of the following must be initiated by the evaluator at the beginning of the following school year:

- Triangulate student growth measure with other evidence (including observation, artifacts, and student evidence) and additional levels of student growth based on classroom, school, district and state-based tools;
- Examine extenuating circumstances possibly including: goal setting process/expectations, student attendance, and curriculum assessment alignment; and/or
- Schedule monthly conferences with the educator to discuss/revise goals, progress toward meeting goals and best practices

Step 5: Calculating Yearly Rating for Comprehensive Evaluation

To establish a classroom educator’s Yearly Rating on Comprehensive Evaluation the Summative Score and Student Growth Impact is combined in the following manner according to the state rules:

Distinguished Rating:

Distinguished Summative Score with High Student Growth
 Distinguished Summative Score with Average Student Growth

Proficient Rating:

Distinguished Summative Score with Low Student Growth, but a Student Growth Inquiry is triggered
 Proficient Summative Score with High Student Growth
 Proficient Summative Score with Average Student Growth

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Proficient Summative Score with Low Student Growth, but a Student Growth Inquiry is triggered

Basic Rating:

Basic Summative Score with High Student Growth

Basic Summative Score with Average Student Growth

Basic Summative Score with Low Student Growth, but a Student Growth Inquiry is triggered

Unsatisfactory:

Unsatisfactory Summative Score is unsatisfactory no matter what level of Student Growth is achieved. The educator moves to a Plan of Improvement.

Section 7: Focused Evaluation Scoring for Classroom Educators

Certificated classroom educators on the focused model are to be observed (according to the state definition) at least twice each school year for a minimum total of no less than sixty minutes during the school year. As appropriate, evaluation may include the observation of duties that occur outside the classroom setting.

- Evidence may include specific, factual educator or student actions during observations or meetings; and/or through the use of artifacts or other materials.
- All evidence should pertain to the current school year.
- If a component score is proficient or distinguished, no artifacts need be provided by the educator.
- Evidence from meetings (IEP, parent, grade/content team, etc.) may only be used if the performance is representative of the educator's performance in similar situations. The evaluator must inform the educator that they are using this evidence within three (3) days of the meeting.
- Evaluators and educators will each make efforts to redact student names from observations, artifacts, and student growth documentation.
- Artifacts should be submitted by 5:00 pm the Friday before Memorial Day.

A summative score is assigned using the summative score from the most recent comprehensive evaluation. This score becomes the focused summative evaluation score for any of the subsequent years on focused evaluation. Should an educator provide evidence of exemplary practice on the selected focused criterion, a Distinguished score may be awarded to a formerly Proficient scoring educator.

Educators on Focused Evaluation for whom an evaluator has performance concerns, may be moved back to Comprehensive Evaluation any time prior to December 15th. Before such a move occurs, the evaluator and educator will meet to discuss this concern. A BEA representative will be present at this meeting. Final notification of the change must be provided in writing. Should serious concerns arise during the second semester, the evaluator and educator will meet to discuss this concern. A BEA representative will be present at this meeting. The parties will develop an informal plan to support the educator throughout the remainder of the year.

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Section 8. Satisfactory Rating for Classroom Educators on both the Comprehensive and Focused Evaluation Models

- The minimum standard for a Satisfactory Rating for educators in **years 5 or fewer years** of teaching experience is a Yearly Rating of Basic.
- The minimum standard for a Satisfactory Rating for educators with **more than 5 years** of teaching experience is a Yearly Rating of Proficient.

If the minimum standard is not met, refer to Section 10.

Section 9. Annual Summaries for All Employees

At the end of each school year, the employee's evaluator shall provide the employee a written Annual Summary of the observations conducted and any other information the parties believe will be useful for the employee's professional growth. For non-classroom educators, this report will be completed electronically using the District's secure system. The summary will replicate the information contained in the Annual Summary form for Non-classroom educators in Appendix 5. For classroom educators, the eVAL Summary Report shall be provided to the employee. With the educator's consent, the Annual Summary may be provided electronically. The Annual Summary shall be provided to each employee at least five (5) working days prior to the end of the school year. This written summary shall be included in the employee's personnel file referenced in Section 14) of this Article, Annual Summaries shall not be made available to any person(s) or utilized in any manner to make determinations concerning the qualifications or relative qualifications of employees for position openings associated with voluntary or involuntary transfers.

Section 10. Intervention Assistance

The limitation of five (5) formal observations does not include a reasonable number of formal observations conducted for employees identified as having serious performance deficiencies and receiving assistance and support.

A. Continuing Contract Employees

If there is reason to believe that a continuing contract employee is experiencing difficulties related to the Evaluative Criteria, the evaluator shall inform the employee in writing of the nature of the concern and establish a meeting to discuss the matter. Such notice shall only be precipitated by issues which are serious in nature. An evaluator shall conduct at least two (2) observations with written feedback consistent with Section 2, before referring the employee for assistance.

At said meeting, the evaluator shall disclose the Evaluative Criteria and Components giving rise to the concern. The employee shall be provided the opportunity to respond to the concern(s). The employee shall have representation from the Association at the meeting. Following the

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meeting, the evaluator shall inform the employee in writing, with copies provided to the Assistant Superintendent of Human Resources and the Association President, either that the concern has been satisfactorily resolved, or that the concern has not been resolved and that the provisions of this section, shall be implemented.

If the evaluator's concerns have not been satisfactorily resolved, an assistance plan will be drafted with the input of the employee and an Association representative. Timelines, specific supports, and dates for formal check-ins with all parties shall be included. Timelines must provide adequate time for growth. A dedicated coach with evaluative expertise will be assigned to the employee to support them through the Intervention Assistance Plan process. Employees may also work with ITCLs, Curriculum Developers, or Instructional Mentors when appropriate. Intervention Assistance shall be implemented prior to any employee being recommended for probation.

B. Provisional Employees

It is the parties' intent to support new staff, providing assistance and support as early as possible. Provisional employees who, after at least two (2) formal observations, are identified as having serious performance deficiencies related to the Evaluative Criteria such that they are being considered for possible non-renewal shall be notified in writing as early as possible and provided support as soon as reasonably possible after such notification. Support will be designed to assist the employee in improving their performance and to support student learning. The notification shall identify the specific performance deficiencies based upon the Evaluative Criteria, the forms of assistance to be provided, and a timeline for the provision of such services. A dedicated coach with evaluative expertise will be assigned to the employee to support them through the Intervention Assistance Plan process. Employees may also work with ITCLs, Curriculum Developers, or Instructional Mentors when appropriate.

All recommendation(s) to the Superintendent concerning the non-renewal of a provisional employee's contract for the next ensuing term related to the Evaluative Criteria and pursuant to [RCW 28A.405.220](#) shall be made through the implementation of this assistance process.

C. Non-Continuing Contract Employees

It is the parties' intent to support new staff, providing assistance and support as early as possible. For a non-continuing contract employee, upon identification of performance deficiencies related to the Evaluative Criteria, the employee will be notified, and the principal/supervisor will take steps to provide support and assistance with remediation of any identified deficiencies.

Section 11. Probation

A. Purpose

The purpose of probation is to give the employee the opportunity to demonstrate improvements in their areas of deficiency. The following procedures are to ensure that the professional and statutory rights of the employee involved are respected, and to set forth expectations for

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timelines, roles, responsibilities, and requirements of the probationary process. These procedures are intended to be consistent with [RCW 28A.405.100](#). To the extent any question of these procedures arise they are to be interpreted in a manner consistent with that statute.

B. Probation Assessment

At any time after October 15th and not later than January 25th, and provided that the staff member was previously placed on an Intervention Assistance Plan, an employee on a continuing contract whose work is not judged satisfactory based on district evaluation criteria shall be notified in writing of the specific areas of deficiencies along with a reasonable program for improvement.

For classroom educators, the following comprehensive summative evaluation ratings mean a classroom educator's work is not judged satisfactory:

1. Level 1 Unsatisfactory; or
2. Level 2 Basic - if the classroom educator is a continuing contract employee with more than 5 years of teaching experience and if the Level 2 comprehensive summative evaluation rating has been received for two consecutive years or for 2 years within a consecutive 3-year period.

Employees being considered for probation shall be given written notice reasonably in advance of the written recommendation being forwarded to the Superintendent. An employee receiving such a notice may request a meeting with the evaluator to discuss the matter. The employee shall have the right to representation from the Association at this meeting. The scheduling of such meeting, however, shall not prevent the timely forwarding of the recommendation to the Superintendent.

Any recommendation for probation made to the Superintendent shall be reviewed by the Superintendent or designee. The Superintendent shall act upon the recommendation as they determine appropriate and such action may be to go forward with the notice of probation or to authorize the implementation of an alternative to probation.

C. Establishment of Probationary Period

If the Superintendent concurs with the evaluator's recommendation for probation, the Superintendent shall establish a probationary period of sixty (60) school days in accordance with [RCW 28A.405.100](#), and shall provide written notice to the employee. The written notice shall include the specific areas of deficiencies along with a reasonable program for improvement.

Days may be added as deemed necessary to complete a program for improvement and evaluation the probationer's performance, as long as the probationary period is concluded before May 15th of the same school year. The probationary period may be extended into the following school year if the probationer has five or more years of teaching experience and has a comprehensive summative evaluation performance rating as of May 15th of less than level 2.

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At or near the time of the delivery of the written notice of probation, the evaluator will hold a meeting with the employee to review the notice. The employee will be afforded the opportunity to participate in the establishment of the probation improvement program and shall have the right to representation from the Association at this meeting.

The discussion shall include:

1. A review of specific areas of performance deficiency based on the evaluation criteria
2. Specific ways in which the staff member is to improve; and
3. Types of assistance to be given.

Lack of agreement or cooperation by the employee shall not interfere with or prevent the probationary process from continuing.

D. Observation and Evaluation during Probationary Period

In accordance with [RCW 28A.405.100](#), during the period of probation, the employee may not be transferred from the supervision of the evaluator who served as the employee's original evaluator. Improvement of performance or probable cause for nonrenewal must occur before and be documented by the original evaluator before any consideration of a request for transfer or reassignment is contemplated by either the individual or the school district.

The employee's evaluator shall meet with the employee at least twice monthly to supervise and make a written evaluation of the progress, if any, made by the employee. The employee shall have the right to representation from the Association at these meetings. The evaluator may authorize one additional certificated employee to evaluate the employee and to aid the employee in improving their areas of deficiency. Separate from this second evaluator, the Association may appoint additional experts of their own choosing to observe and evaluate the employee's performance.

The employee must be removed from probation if they have demonstrated improvement to the satisfaction of the principal/supervisor in those areas specifically detailed in their initial notice of deficiency and subsequently detailed in their improvement program.

E. Action by Superintendent

At the end of the probationary period the evaluator will provide a written report to the Superintendent summarizing the performance and improvement, if any, of the employee during the probationary period and recommending whether the employee should continue in District employment. The Superintendent will act on the report as they determine appropriate.

A written notice of the Superintendent's determination shall be provided to the employee and to the Association.

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Section 12. Non-Renewal

Non-renewal of all employees shall be accomplished in accordance with the procedures established by applicable law.

Section 13. Using Information from Other Staff, Parents and Students for Performance Evaluation

The exclusive purpose of this Section is to describe the process whereby information from other staff, parents and/or students may directly impact the formal evaluation of an employee.

A staff member, student or parent having a concern related to the performance of an employee is encouraged to first contact the employee involved, either orally or in writing, to express the concern and request a response. If the concern comes from a student, the student's parent/guardian may assist in this process. At the request of the concerned party, the employee's evaluator may be present at any meeting to facilitate the communication between the parties. If the employee's response does not satisfy the concerned party, or if no meeting with the staff member has been held, the concern may be communicated either orally or in writing to the employee's evaluator. Any concern from another staff member, a student and/or parent that is submitted to an employee's evaluator for the purposes associated with this Section shall be provided by the evaluator to the employee, together with the name of the staff member, student and/or parent having the concern and a description of the concern.

If the identity of the person expressing a concern related to the performance of an employee is not made available to the employee, together with a description of the concern, or the processes described in this Section have not been followed, the concern from that person shall not be admissible as data associated with the implementation of Article 12.

As professionals, employees recognize that any actions which are established as having been taken as a reprisal by an employee against another staff member, a student and/or parent who communicated a concern related to the performance of the employee is prohibited and shall be cause for discipline of the employee pursuant to Article 6, Section 15, up to and including discharge.

Nothing contained herein shall be interpreted to interfere with the rights of a student and/or parent who believes that their concern has not been satisfactorily addressed to pursue the matter further in accordance with the provisions of the Administrative Procedures applicable to Board [Policy 4220](#).

Section 14. Files Related to Article 12

There shall be three files for the collection of observation and evaluative data. However, files may be kept by other persons who are assisting in the evaluation of an employee. Following the conclusion of the evaluation process, all materials of record shall be returned to one of the files as listed below.

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- a) One-working file kept by the employee shall include the Annual Summaries developed pursuant to Article 12, Section 9 (Annual Summaries), any other information the employee wishes to retain which has been developed pursuant to Article 12, Section 2 (Observation Process), and any evaluative data collected through the implementation of Article 12, Sections 10 (Intervention Assistance) and 11 (Probation). Such data is to be used at the discretion of the employee.
- b) One working file kept by the principal/supervisor shall include the Annual Summaries developed pursuant to Article 12, Section 9 (Annual Summaries), any other information the principal/supervisor wishes to retain which has been developed pursuant to Article 12, Section 2 (Observation Process), and any evaluative data collected through the implementation of Article 12, Sections 10 (Intervention Assistance) and 11 (Probation). Copies of all material contained in the file shall be provided to the employee. If another person(s) assists in the observation or evaluation processes as provided herein, said person(s) may keep a file which shall include all information and data collected, copies of which shall be provided to the employee. This file shall be considered an extension of the evaluator's file and shall be appropriately disposed of at the conclusion of the observation or evaluation processes.
- c) One file kept in the District Human Resources Department shall include evaluation data collected through the implementation of Article 12, Sections 10 (Intervention Assistance) and 11 (Probation), and other appropriate data, excluding all information developed pursuant to Article 12, Section 2 (Observation Process), except for the Annual Summaries developed pursuant to Article 12, Section 9 (Annual Summaries). Annual Summaries shall not be made available to any person(s) or utilized in any manner to make determinations concerning the qualifications or relative qualifications of employees for position openings associated with voluntary or involuntary transfers except that this information may be considered in the case of employees on non-continuing contracts and as a tie breaker in the lay-off process. Copies of all data contained in this file shall be provided to the employee.

No secret files shall be kept.

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Section 1. General Staffing Guidelines

The Association and the District have a shared interest in reducing class size and case load to improve the learning environment of students. To this end, the District and the Association are committed to minimizing large class sizes and caseloads. In situations where class size or case load are beyond the identified sizes for remedy, the Association and District will address resolutions through a collaborative approach which may include Interest Based Strategies if appropriate for the circumstance.

When specific pilot programs are approved for a given building or several buildings, additional staffing beyond that provided by basic allocation formulas may be utilized. These programs are subject to annual evaluations to determine whether the additional staffing and other resources have proved to generate programs of sufficient merit to be provided for all buildings or particular kinds of buildings.

Categorically funded programs staffed on a district-wide basis (i.e., special education, speech and hearing, psychological services, and most federal programs), shall be planned cooperatively among central staff, the appropriate Executive Director, and building principals whose programs will be affected by the impact of the categorically funded programs.

Section 2. Staffing for the Duration of the Contract

The District and the Association recognize that class size and composition among other factors contribute to an optimal learning environment. The parties agree that teaching students with unique or special educational needs is a responsibility of every educational professional in our system. The impact of students with unique or special educational needs will be considered in the assignment process with the goal being an equitable apportionment among the certificated staff at each school. Administrators, counselors, and other staff members involved in student assignments will make a reasonable effort to assign students in a balanced and equitable manner.

The staffing allocation to the buildings will be based on staff to student ratios and will be monitored for consistency with District goals and state guidelines as applied to specific programs and funding sources. All allocations to the schools are considered as equivalencies of certificated staffing units and may be traded for other educational resources.

A. Classroom Teachers

Average class size in elementary schools shall not exceed a district-wide average of twenty-four (24) students. Average class size in secondary schools shall not exceed a district wide average of twenty-eight (28) students. If the District is unable to comply at any given school by October 1st, the BEA and the District shall mutually agree to a solution, with the understanding that adding certificated staff is the preference. For the purposes of establishing a district-wide average, the following exclusions will apply:

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- i. Elementary school certificated staff to be excluded:
 - ESAs (counselors, nurses, social workers, etc.)
 - Specialists (art, music, PE, computer science)
 - Librarians
 - ITCLs
 - Dean of Students

- ii. Secondary school certificated staff to be excluded:
 - ESAs (counselors, nurses, social workers, etc.)
 - Dean of Students
 - ITCLs

Elementary Class Size Targets

Grade Level	Kindergarten	1 st	2 nd	3 rd	4 th	5 th
Class Size Targets	22	24	24	24	27	27

Split grade level class sizes shall not exceed these targets. Every effort will be made to meet the lower grade level target of the split class.

Secondary Class Size Targets

Course Designation	Designated MLL Class, Special Education Resource	Intervention Classes	Core ELA	Math, Science, Social Studies, World Language	CTE, Health, Fine & Visual Arts, Other Electives	PE
Class Size Targets	15	20	26	28	30	35

Performance-based band, choir, orchestra, and theater classes shall be excluded from these targets.

- B. Elementary specialists and librarians, instrumental music/choral teachers and teachers assigned to more than one building.
 - i. Those elementary art, music (excluding elementary band and orchestra) and PE specialists serving only elementary schools will be assigned to no more than two (2) schools and no more than 28 to 30 forty-minute classroom contacts per week, with a maximum of seven (7) contacts per day. For full time specialists only, the seven (7) contact maximum will not occur more than twice per week. The seven (7) contact maximum will not apply to the early release day, and travel time between buildings will be built into a specialist’s schedule by including one (1) classroom contact for travel between one (1) building and another.

 - ii. It is in the interest of Bellevue Education Association and Bellevue School

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District to effectively use teacher librarians in all elementary schools, so that all Bellevue students have equal opportunities for information literacy instruction and the benefit of a teacher librarian's expertise in selecting literature. Each full-time teacher librarian will be provided with one hundred and sixty (160) minutes per week of planning time for library skills instruction. Teacher librarians will provide planning time for all K-4 classroom teachers at their school. The teacher librarian's remaining time will be used for library administration, flexible scheduling of students, and collaboration with the principal and educators to plan and deliver instruction integrating technology in library skills and information literacy, as well as fostering an appreciation for literature. Schools where enrollment leads to an excess of twenty-two (22) contacts per full time FTE will either provide classified support for library administration or compensation for the extra work load as agreed to by the teacher librarian. If enrollment in any school causes a teacher librarian to have fewer than fifteen (15) contacts, it will be acceptable to schedule up to five (5) contacts at one other school with the intent to maintain a more equitable workload.

- iii. For instrumental music and choral teachers, elementary specialists assigned to more than one level, and other teachers assigned to more than one building, every reasonable effort will be made to balance the following factors in their individual workloads: number of student contacts, number of preparations, number of schools, number of levels (elementary, middle, and high school), teacher contact time, reporting practice requirements, and building management responsibilities. If an imbalance occurs an adjustment in one or more of the workload factors will be made and/or additional resources such as aides or released time will be provided.
- iv. In the event a staff member's assignment exceeds the number of contacts stated above, the individual will be compensated or provided with additional resources, such as aide time.
- v. Every effort will be made to minimize changes in staff assignments from year to year to maintain continuity of home schools for specialists.
- vi. In the event a specialist is the lead at more than one school, Remedy will be considered per Article 13, Sect 2, paragraph VII.

C. Special Education/MLL Student Assignments

- i. When possible, IEP, 504 and MLL students in each school will be equitably assigned to classrooms taking into consideration the number of cases and the complexity of the cases assigned to each staff member.
- ii. Consistent with IDEA requirements, the case managers for IEP and 504 students will inform the educators about those students and the accommodations identified in their plans.

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D. Special Education Staff

Philosophy Statement:

The mission of the Bellevue School District is to serve each and every student academically, socially, and emotionally, through a rigorous and relevant education that is innovative and individualized. As a learning community that values one another’s humanity, BSD provides courageous support for an equitable and exceptional education for all students.

The Bellevue School District is committed to an inclusive approach to meeting the needs of all students. Inclusion means equitable access to a welcoming classroom and school community with grade level peers. Instruction is strengths-based and provides access to grade-level content through a setting that best meets student needs determined through a collaborative process. The purpose of inclusion is for all students, educators, and families to feel affirmed, valued, and worthy, to develop strong relationships and a strong sense of belonging so students can learn and thrive.

The District and the Association acknowledge that multiple systems and supports are necessary to make this mission a reality, and that resources for these supports are not unlimited. Reasonable class sizes and caseloads are critical factors in retaining high quality educators, enhancing the professional quality of life for our educators, and meeting the needs of all students. The District and Association acknowledge the application of rigid numerical limitations can unintentionally restrict staff and administration in their flexibility in seeking an ideal learning environment. The following targets and structures represent current resource availability and are intended as a baseline for implementation of improved systems to support students and staff.

The Elementary Special Education and Secondary Special Education leadership teams (as part of the Student Services Departmental Leadership Team) will, by the first meeting of the school year, be given a report by the Executive Director regarding the assignment of educators in the district.

Special Educators Caseload Targets

Program	Target Caseload Range* 2022 – 2025
Preschool	8-12 per session
Special Education Elementary Resource	20-25
Special Education Secondary Resource	20-25
Elementary & Secondary Centered Special Education Programs	8-10
Special Education Transition Program (aged 18-21)	8-10
Continuum of Services/Inclusionary Practices Pilot Program	10-16

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* Caseloads listed here shall remain in place as targets for the duration of the contract, unless changed through mutual agreement between the District and Association following the conclusion of facilitated discussion by the SSSLT as described in the MOU “Regarding Interest Based Strategies for Caseload/Workload Remedies for Student Support Services Leadership Team (SSSLT).”

Special Education ESA Caseload Targets

Position	Target Caseload Range* 2022 -2025
Occupational Therapists (OT)	30-40
Physical Therapists (PT)	30-35
Speech and Language Pathologists (SLP)	30-40
Psychologists	1: 1050 K-12 students enrolled in the District Evaluations Weighted Formula: IEPs = 1.0 504s = 0.25
Nurses	1200
Elementary Counselors	606
Middle School Counselors	312
High School Counselors	222
Social Workers (for Special Education specifically)	Cascade Program: 13-15 Resource Program/Other Special Education: 26-30

E. MLL Educators

The Supervisor of MLL will, by the first MLL staff meeting of the school year, provide a report regarding the assignment of MLL educators in the District.

In recognition that students at beginning, intermediate and advanced language proficiency levels need different levels of support, staffing will be allocated accordingly in the spring. The structure of the instructional day where the students will be served will receive equal consideration in making decisions about staffing. Staffing in the fall will be adjusted as needed due to changes in enrollment and student language proficiency growth that may occur after the initial allocation. BEA and BSD will discuss MLL staffing as necessary during Meet and Confer.

When making assignments for MLL educators, the District will make every reasonable effort to minimize the number of sites served by any individual employee and will consider caseload numbers and the distance between buildings.

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MLL Caseload Targets

Program/Service	Target Caseload * 2022 – 2025
Elementary and Secondary MLL	200

* Caseloads for MLL will be calculated according to the following formula:

SIFE/Level 1 = 4.0

Level 2/3 = 2.0

Level 4 = 1.0

F. Assignment of Related Services Staff

The District Nursing, Therapists, and Counseling and Social Worker leadership teams will, by the first meeting of the school year, be given a report by the Executive Director of Special Services regarding the assignment of SLPs, OT/PTs, psychologists, counselor/psychologists, 6-12 counselors and nurses in the District.

When making assignments for SLPs, OTs/PTs, psychologists, nurses, counselors and MLL, the District will make every reasonable effort to minimize the number of sites served by any individual employee and will consider caseload numbers and the distance between buildings.

G. Staffing Considerations Connected to Targets

In some schools and programs, the class size and caseload targets may not reflect the appropriate staffing for optimum student learning. As a system we believe in equitable staffing based on school, student, and community need. A variety of factors including but not limited to school size, proportion of students receiving MLL and/or Special Education services, special instructional programs, and the proportion of students qualifying for free and reduced lunch services impact school staffing targets in these cases and will be considered when staffing these sites and programs with additional supports. Staffing at schools impacted by the factors listed above will be prioritized to help achieve class sizes and caseloads lower than the targets above as well as other specialized supports. For examples of these specialized staffing circumstances and allocations, please refer to Appendix 6.1.

Section 3. Class Size and Caseload Remedy

Should an educator's assigned class size or caseload exceed the targets listed above (or should the educator's assignment meet specific qualifications as described below) on the second Friday in October, December, March, and May, they will be compensated according to the table below in the next month's pay warrant. Compensation will be the default remedy unless the impacted educator applies for and agrees to an alternative remedy with their supervisor/administrator by the third Friday of the respective month. Alternative remedies should be cost-consistent with the applicable remedy dollar amounts for the affected educator and will not be in addition to remedy pay.

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Elementary Class Size Remedy

Homeroom Class Size Circumstance	Compensation paid (per quarterly check-in)
2 – 3 students above grade level target	\$1,250
4 or more students above grade level target	\$2,000
Split grade level	\$2,000

In a given school year, if an educator’s class size is over the grade level target or they teach a split grade level class, where possible, the following year they will be given staffing preference to teach a class in the same grade level that is below target or given the option not to teach a split grade level class.

Elementary Specialist Remedy

Elementary Specialist’s Contacts Circumstance	Compensation paid (per quarterly check-in)
25% or more total contact classes over targets	\$2,000

Secondary Class Size Remedy

For the 2022-2023 School Year

Per Class Period Circumstance	Compensation Paid (per quarterly check-in)
3 students above the departmental target	\$200
4 – 6 students above the departmental target	\$400
7+ students above the departmental target	\$600

For All School Years Following 2022-2023

Per Class Period Circumstance	Compensation Paid (per quarterly check-in)
2 – 3 students above the departmental target	\$250
4 – 6 students above the departmental target	\$500
7+ students above the departmental target	\$750

In cases where an officially recognized co-teaching partnership exists for MLL and/or Special Education services, both educators in the partnership will receive the full remedy compensation amount if that class is over the target size.

In cases where multiple courses are being taught concurrently by an educator during a single class period, remedy will apply when the total sum of the students in all concurrent courses taught during that period exceeds the target for a single class in the relevant discipline.

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Classroom Based Elementary Special Education Caseload Remedy

Elementary Program	Caseload Circumstance	Compensation (per quarter)
Preschool	1 – 2 students above target	\$1,250
	3 or more students above target	\$2,000
Centered Special Education	1 – 2 students above target	\$1,250
	3 or more students above target	\$2,000
Resource Special Education	2 – 3 students above target	\$1,250
	4 or more students above target	\$2,000
Continuum/Inclusionary	1 – 2 students above target	\$1,250
	3 or more students above target	\$2,000

Classroom Based Secondary Special Education Caseload Remedy

Secondary Program	Caseload Circumstance	Compensation (per quarter)
Centered Special Education	1 – 2 students above target	\$1,250
	3 or more students above target	\$2,000
Resource Special Education	2 – 3 students above target	\$1,250
	4 or more students above target	\$2,000
Continuum/Inclusionary	1 – 2 students above target	\$1,250
	3 or more students above target	\$2,000

MLL Caseload Remedy

MLL Educator’s Caseload Circumstance	Compensation paid (per quarterly check-in)
5 – 20 students (by formula calculation) over target	\$1,250
21+ students (by formula calculation) over target	\$2,000

OT, PT, and SLP Remedy

OT, PT, and SLP Caseload Circumstance	Compensation paid (per quarterly check-in)
2 – 4 students over target	\$1,250
5 or more students over target	\$2,000

Psychologist Remedy

Psychologist Caseload Circumstance	Compensation paid (per quarterly check-in)
15 – 60 students over target	\$1,250
61 or more students over target	\$2,000

Nurse Remedy

Nurse Caseload Circumstance	Compensation paid (per quarterly check-in)
5 – 20 students over target	\$1,250
21 or more students over target	\$2,000

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Counselor Remedy

Counselor Caseload Circumstance	Compensation paid (per quarterly check-in)
5 – 20 students over target	\$1,250
21 or more students over target	\$2,000

Social Worker Cascade Remedy

Social Worker Caseload Circumstance	Compensation paid (per quarterly check-in)
1 – 2 students over target	\$1,250
3 or more students over target	\$2,000

Social Worker Resource/Other Centered Programs Remedy

Social Worker Resource/Centered Programs Caseload Circumstance	Compensation paid (per quarterly check-in)
2 – 3 students over target	\$1,250
4 or more students over target	\$2,000

Section 4. Joint Review of Class and Caseload Assignments

District and Association representatives will meet by November 1st and March 15th to discuss current class and caseload information. Prior to June 15th, the parties will meet to review known staffing information for the ensuing school year.

Should the District determine that available resources are not adequate to support the class size averages identified above in any school year during the life of this agreement, the District shall notify the BEA of said lack of resources no later than May 1st prior to the beginning of the affected school year. The parties shall meet within thirty (30) days of the District’s notification to negotiate appropriate adjustments to this Article.

Section 5. Support for Focus Schools

1. In the 2022-2023 school year, six hundred thousand dollars (\$600,000) will be allocated for distribution to up to a total of seven (7) Focus schools. In the 2023-2024 school year and for all years following, this amount will be raised to seven hundred fifty thousand dollars (\$750,000). The District will prepare the allocation of the funds based on the number of Free/Reduced lunch students as well as other highly impacting factors and discuss this allocation with BEA before it is provided to schools.
2. The District has established Board Policy 6022 that requires the District to maintain a set aside of general fund balance within the range of 5 – 6% of the prior year’s actual expenditures. If the District projects in a given year that the general fund balance will fall below this level, the District may choose to propose the suspension of funding for this program. Additionally, if there are proposed cuts for the following year from State, Federal, or other sources that are projected to decline by 1% or more of the District’s

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prior year's revenues from that source, the District may choose to propose the suspension of funding for this program. The District will notify BEA in writing or by electronic mail no later than May 1st of the school year if it believes that it may not be able to provide the \$750,000 for the succeeding year. The parties will meet to discuss this matter before a final decision is made by the District regarding suspending this funding.

3. In the spring of each year, the District and BEA shall discuss how this money was allocated, which schools will qualify for access to these funds for the following year, and address any concerns identified.
4. The money will be allocated by the Principal in consultation with the building leadership team. Schools will be encouraged to use these funds to pay for additional appropriate certificated staffing, but the ultimate decision will be made by the Principal and the building leadership team based on student needs and academic achievement.

ARTICLE 14 - PERSONNEL FILES

Section 1. General

A personnel file shall be maintained for each employee in the District and shall contain such material as described in this Article.

These files shall be kept in locked, fireproof files in the Human Resources Department. The files of employees who have left the District shall be maintained and disposed of per state of Washington record retention guidelines.

The personnel files of every employee currently employed by the District shall be open to them for their inspection.

Section 2. Employee Access Procedures

Procedures to be followed by the employees wishing to see their personnel files:

- a) During the days for which they are under contract, the employee may come to the Human Resources Department and request to see their file. In the interests of the employee's time, it would be advisable for them to make an appointment in advance. During non-contracted days, the appointment must be made in advance.
- b) An authorized Human Resources Department administrator will be present while the employee examines their file. This Human Resources Department administrator is available to assist in the interpretation of the file; they will also help to avoid loss, removal, alteration, or destruction of the materials.
- c) Materials reviewed by an employee and judged by them to be derogatory to their conduct, service, character, or personality may be answered and/or refuted by them in writing. Such written response shall become a part of their written personnel records.

Section 3. Placement of Materials

An employee may request a copy of any materials included in their personnel file. If necessary, the District may make a nominal charge to cover the cost of producing these copies.

No material pertaining to employee conduct or work performance may be placed in an employee's personnel file unless:

- a) The employee has been given a copy of the material; as acknowledged by said employee's signature;
- b) If the employee refuses to sign the document, the supervisor will make a note on the document that the employee refused to sign.

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- c) The conclusions in the material placed in their file have been substantiated.

The employee may, within thirty (30) days of their receipt of any material, make any attachment.

Confidential college credentials and other confidential pre-employment materials will be returned to the sender or, if so directed by the sender, destroyed.

Section 4. Restrictions on Access

Access to the personnel files will be restricted to the following parties:

- a) The employee and, at the employee's discretion, an accompanying BEA representative;
- b) The supervisor(s) of the employee;
- c) The Superintendent and the administrative staffs of the Teaching and Learning and Human Resources departments; and
- d) Any District employee or Board member authorized by the Superintendent.

Section 5. Removal of Reprimands

Written reprimands pertaining to employee conduct or work performance which are remedial in nature shall be removed from the personnel files three (3) years from the date of notice, at the request of the employee. In accordance with [RCW 28A.400.301](#), no information related to substantiated verbal, or physical or sexual misconduct may be removed from any employee file. In accordance with [RCW 28A.400.301](#), information related to alleged verbal or physical abuse or sexual misconduct that has not been substantiated may be expunged.

A Certificated Staff Annual Performance Summary shall not be deemed to be included within the definition of the term "reprimand" as utilized herein and, therefore, shall not be subject to removal from the files under the terms of this provision. No specific use of the word "reprimand" nor actual text of a reprimand shall be included in a performance summary.

Any material removed from the personnel files as described herein shall, at the discretion of the District and upon written notice to the employee, be placed in a separate file maintained by the District's General Counsel. Said file shall be accessed only by the District's General Counsel, the employee or their authorized representative.

No material maintained in the sealed file referenced above shall be deemed admissible in any subsequent disciplinary action following its removal from the personnel files unless said material is specifically analogous to the employee's behavior giving rise to the subsequent disciplinary action.

ARTICLE 14 - PERSONNEL FILES

Section 6. Building Files

Supervisors and principals may maintain an information file, or “building file,” at their work site pertaining to employees for whom they have formal evaluation and/or supervisory responsibility.

In a timely manner, a copy of any document placed in an employee’s building file shall be shared with the employee, if the employee has not otherwise been sent a copy of the document.

Upon request and by prior appointment, each employee shall have the right to review their building file in the presence of the principal, supervisor, or their designee. If an employee requests that the principal, supervisor, or designee (supervisor) remove a document from the building file, the supervisor may either (a) remove the document, or (b) decline to remove the document with an explanation regarding why the document will not be removed. If the employee is not satisfied with the supervisor’s response, the employee may request a meeting between the supervisor, the employee, a BEA representative, and a Human Resources representative to discuss the matter. The parties will discuss the matter and attempt to reach a resolution to the employee’s request. If the matter is not resolved, the employee may attach a response to the document.

If an employee is transferred, their building file will be transferred to the administrator who will have formal supervisory responsibility for the transferring employee. If an employee resigns or retires, the employee’s building file will be transferred to Human Resources for disposition.

Section 7. Public Record Requests

Prior to the release of any information pursuant to a public record request received by the District in accordance with [RCW 42.56.230](#) the response to which would reasonably result in releasing personally identifiable information about an employee or employees, the District will notify the BEA of the receipt of such request. The District will also make a reasonable effort to notify the potentially affected employee(s) via certified mail to the employee’s last known address maintained in the Human Resources Department in order to allow the employee an opportunity to seek court intervention to prevent such release. Nothing in this requirement implies or suggests that the District itself has any obligation to seek court or legal prevention of the release of such information on behalf of any employee.

ARTICLE 15 - SENIORITY

Section 1. Seniority Determination

Within the limits of an individual educator's certification, educators with greater seniority will be given preference in employment. An employee's seniority shall be determined by their total number of years in education as established by application of rules used in crediting experience on the salary schedule. The person having the larger number of years will have the higher seniority, and the person having the smaller number of years will have the lower seniority. Educators shall be considered to have seniority for all positions in which s/he has the experience, education, or certification to fulfill the requirements of the position.

In the case of two (2) persons having an equal number of years, seniority shall be determined by placement on the salary schedule, with the person placed in the higher pay column for education/training having the higher seniority and the person placed in the lower pay column for education/training having the lower seniority.

In the case of two (2) persons having an equal number of years and equal placement on the salary schedule for education/training, the tie shall be broken with the rules set forth in the order below.

1. The individual with the earliest hire date will have seniority
2. The individual with the highest TPEP Annual Summative Score (unsatisfactory, basic, proficient, or distinguished) for those individuals evaluated using TPEP
3. Number of years of experience working at a "high needs school" as defined by the CBA
4. The toss of a coin

Administrators facing layoff from their bargaining unit may only be placed in the BEA bargaining unit if there is not a layoff in the BEA unit. For purposes of such placement, returning administrators may be credited only with seniority based upon experience they earned in a position which would be eligible for inclusion in the bargaining unit. Thereafter, such an employee's seniority will be based upon the first paragraph of this section.

ARTICLE 16 - STAFF ADJUSTMENTS

Section 1. General

Staff adjustments may include both termination from employment (“layoff”) and reassignment, as well as decreasing the duties together with the compensation of retained employees. Layoff as used in this Article is for reasons unrelated to employee performance under Article 12 or to personnel matters related to employee misconduct under RCW 28A.405.300.

Section 2. Layoff Procedures

Layoffs may be necessitated by different circumstances including the following:

- A. Reasons related to financial conditions:
 - 1. failure of a levy election
 - 2. large insufficiencies in state/federal funding
 - 3. loss of categorical funding (e.g., vocational education, transitional bilingual)
- B. Enrollment decline.
- C. Changes in programs, in educational program priorities, or in how educational services will be provided. These changes may or may not be related to financial resources.
- D. Mismatches between the certification of existing employees and the certification requirements of course or program offerings.

In the event layoffs are anticipated based upon a levy failure, the District and the Association agree to meet within seven calendar days of the election in which the levy failed. The purpose for this meeting is for the District and the Association to establish a process and timeline to review the extent of the projected financial losses, to explore options to layoffs, to discuss financial information and projections, to consider potential impacts on programs and employees, to identify any appropriate actions, and to develop any practical ways to mitigate adverse impacts on District educational programs. The common goal of this process is the development of a joint recommendation for the School Board’s timely consideration and possible adoption.

If the District reaches a determination that layoffs will likely result for reasons under Item A. above other than for levy failure, the District will notify the Association of the possibility and the reasons of the possible layoffs within seven calendar days of when that determination is reached or as soon as it is reasonably possible depending upon the circumstances. Upon receipt of such notice, the parties will meet for the same or similar purposes and goal as would occur in the event of a levy failure, provided that such activities and goal are appropriate for the specific circumstance.

ARTICLE 16 - STAFF ADJUSTMENTS

For layoffs occasioned under Items B., C., or D., above, the District will give the Association notice of the possibility of such layoff(s) and the reason(s) such may occur as soon as reasonably possible once such possibility is determined to be likely. Any process to consider other options or responses will be dependent upon what the parties determine would be appropriate to the specific circumstance(s).

Regardless of the reasons for a layoff(s) or the meetings, discussions, and activities described above, the School Board has the legal responsibility to establish the educational programs and services to be provided by the District and has the authority to make necessary adjustments consistent with the financial resources available and the program and services it determines will be provided. The Board and District decisions must be made in a time frame that allows any adjustments to be made within statutory requirements. Therefore, if no joint recommendation(s) can be reached in a timely fashion concerning any layoff situation, it is recognized that the District administration and School Board will proceed without such recommendation(s).

The fact that the Association engaged in the discussions described above shall not be utilized in any fashion to suggest that the Association has, thereby, abrogated any legal rights the Association may have to contest or address actions unilaterally taken by the District Administration and/or School Board.

If it is necessary to lay off employees for the next school year, those employees who will be retained and those to be laid off will be identified by using the following procedures:

An employee shall be placed in each seniority class for which s/he is qualified pursuant to the provisions of Article 15 of this Agreement.

Selection of which employees in a class are to be laid off shall be made in inverse order of their seniority. Those with the lowest seniority will be first selected.

All employees who are laid off in accordance with these procedures shall be placed in a recall pool for up to two (2) years.

Employees laid off under the provisions of this section shall be notified in writing by the District in accordance with statutory requirements. The District shall provide the Association with the names of all such employees as soon as possible after such determination has been made.

Section 3. Recall Procedures

If the District needs to fill open positions, the District will hire persons exclusively from the recall pool as specified in these procedures; provided, however, if there is no qualified person in the recall pool, the District may hire a person from outside the pool.

Recall shall be determined as follows:

- a) Each individual shall be considered for reemployment for any position for which they are qualified.
- b) The most senior qualified employee for the position opening will be reemployed.

ARTICLE 16 - STAFF ADJUSTMENTS

- c) An employee who was previously assigned to a part-time position at the time of layoff, shall be recalled to part-time positions for which they qualify; that provided no part-time employee with less seniority shall be recalled to any part-time position unless such position is declined by other employees in the recall pool (full and part-time) with greater seniority; provided further, no employee who was previously assigned to a full-time position at the time of layoff, shall be required to accept a part-time position.

Section 4. Employment Notification

Persons in the recall pool shall be responsible for maintaining their current addresses and telephone numbers with the Human Resources Department. Any employee who does not wish to remain in the pool is encouraged to notify, in writing, the Human Resources Department of their desire to be removed from the pool. Said notification shall be irrevocable.

The District shall send notification to persons selected for recall by certified or registered mail. The individual will have eight (8) calendar days from posting of such letter to accept employment in the position. A person who fails to notify the District in writing of intent to accept the position offered within the eight (8) calendar days above shall have no right to placement in the position. In the event that the persons selected for recall fail to notify the District in writing of intent to accept the position within the eight (8) calendar days or the person declines employment in the position in writing, then the District shall select the person next in order of recall and notify them of the selection as set forth herein.

If the person selected for recall fails to notify the District in writing of intent to accept the position within the eight (8) calendar days or the person declines employment in the position in writing, such individual will nevertheless remain in the recall pool without loss of status; provided, however, that no person shall remain in the pool for more than two (2) years beyond August 31st of the calendar year in which they were laid off.

The District shall notify the BEA immediately of each individual selected for recall.

If a person who held a contract for fulltime employment which was non-renewed is recalled to part-time employment, they shall nevertheless remain in the recall pool until such time as they are given a fulltime employment contract or until their recall rights expire.

Persons in the recall pool shall be placed on the substitute teacher roster upon request.

Section 5. Special Leaves

Each employee who does not receive a notice that they are to be laid off and who has at least one (1) year of experience in the District may apply for a leave of absence without pay for the balance of the school year or the upcoming school year. The Board will approve leave for an applicant if the granting of such leave would eliminate the necessity for the layoff of another employee or if the person requesting such leave can be replaced by a qualified person in the recall pool. Guaranteed leave will be granted for a maximum of two (2) school years.

ARTICLE 16 - STAFF ADJUSTMENTS

- a) A person may request in writing a leave of absence for the next school year at any time prior to June 1st of the current school year unless the RIF deadline is extended past May 15th by the state.
- b) Employees taking such a leave shall be responsible for providing the Human Resources Department with their mailing address and any changes thereof during their leave period.
- c) A person taking the leave herein provided shall be an employee on leave of absence status during the period that the leave was granted. At the end of the leave, unless layoffs are again necessary, the District shall be obligated to employ the person as follows:
 - 1. On full employment status in a position and on a time basis equivalent to that held by other employees similarly contracted and situated.
 - 2. On contractual terms identical to those held by other employees similarly situated who took no leave of absence.
- d) The District shall make no distinction in making layoff selections between the employees on full employment status and employees on special leave of absence status. In particular, a person will not lose seniority status by taking a leave of absence pursuant to this provision, nor will the person be provided any employment rights that employees with similar seniority do not possess.
- e) No person on leave of absence pursuant to this provision shall be replaced by a person on a one (1) year non-continuing contract unless there is no one in the recall pool qualified to take their position.

ARTICLE 17 - LEAVES

Section 1. Leave of Absence

A leave of absence for a period not to exceed one (1) year may be granted by the Board of Directors to an employee subject to such terms and conditions as set forth in this Agreement or as the Board shall otherwise determine provided such terms do not conflict with this Agreement. Such terms and conditions will include a stipulation as to whether the employee shall be guaranteed a position upon return from leave and shall be embodied in writing and signed by the employee and the Superintendent prior to the granting of a leave. Prior to the approval of a leave that does not guarantee a position upon return, the District will provide notice advising the employee to contact the BEA to discuss questions regarding the terms and conditions of the leave before accepting these terms.

A leave of absence will be granted by the Board only upon the recommendation of the employee's principal or immediate supervisor and the Superintendent that the requested leave is in the best interest of the District and that a qualified replacement is available.

Section 2. General Leave

Purpose of General Leave

The BSD and BEA have a shared interest in a working environment that acknowledges the individuality of each employee and fosters a workplace environment where every employee is valued and treated with dignity and respect. We recognize that staff members are diverse and have myriad priorities related to the balance of work, health, personal, family, and cultural obligations. Some of these circumstances can be complex and challenging, impacting a staff member's ability to be present and productive in the workplace. For these reasons, it is vital that district employees and certificated staff members each strive to meet their individual responsibilities when making use of leave benefits, while recognizing that the regular employee is the best and most qualified person to work with our students and staff.

General leave should be considered as an asset for the employee, with an understanding that paid leave is part of the employee's overall compensation and benefit package as an employee.

When using leave, certificated staff should contribute towards the continued support of students and district goals through following expectations to:

- Make reasonable judgments in their efforts to be at work and maintain regular attendance
- Actively communicate in a timely manner with their supervisors about their attendance and need to request any extended leaves
- Be responsible in balancing work obligations and impacts upon co-workers and students with personal considerations in scheduling leave, and schedule absences in advance whenever possible
- Use leave benefits in the manner for which they are intended: general leave to provide for individual wellbeing or other personal needs; sick leave, as a reserve to use if unable to

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work due to a personal or family health condition; and emergency or bereavement leave if and when these circumstances arise.

The District and individual supervisors should provide an environment that fosters a healthy and productive workplace to support the recruitment and retention of staff through following expectations to:

- Promote staff health, be responsive and supportive of staff needs, and work to accommodate individual circumstances, whenever reasonable
- Recognize the applicable rights and benefits for leave, the occasional need for unscheduled leave due to unanticipated illness or emergency, and the privacy of individuals, when appropriate
- Balance operational needs and efficiencies with the individual interests of staff members
- Be supportive of the interests of co-workers and students impacted by any staff member's absence, and provide support and assistance whenever possible to minimize disruption due to absence.

If an educator covered under this agreement uses a day(s) of leave as described in this section, the following options are available:

1. The employee may request a substitute through normal established District procedures if the employee's assignment requires a substitute.
2. The employee may choose not to call a substitute if the employee's assignment does not require a substitute.
3. If due to absences under this section, an employee's workload is affected, the employee may work with their principal/supervisor to make up the work. The specific work, the amount of time to be made up and date(s) and times for work to be done on site will be mutually agreed to by the principal/supervisor and employees. If this option is exercised, the amount of time worked will not be deducted as general leave.

Nothing in 1-3 immediately above shall preclude a principal/supervisor from requesting a substitute.

Accumulation of Credit

On the effective date of an employee's initial contract and annually thereafter at the beginning of each school year, each employee shall be credited with an advanced allowance of one (1) day for each fifteen (15) days (8 hours for each 120 hours) of contracted service, to a maximum of twelve (12) days per contracted year. One-half (1/2) day shall be credited in instances where such formula results in a fraction of five-tenth (5/10) or more. These days shall be used for the following provisions outlined below.

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The unused portion of such leave shall accumulate from year to year to a maximum of one thousand four hundred forty (1,440) hours. Employees will be compensated for unused general leave days in accordance with legal requirements.

Eligibility of Retirees

The parties agree that employees who retire who are eligible in accordance with the appropriate statute ([RCW 28A.400.210](#)) shall be compensated for their respective accumulated general leave in accordance with applicable state regulations.

Remuneration for General Leave

Upon request, employees shall be compensated annually for unused general leave days pursuant to RCW 28A.400.210, unless precluded by the annual vote by the Association on VEBA participation. Such compensation will be in accordance with appropriate regulations as established by the Superintendent of Public Instruction.

VEBA

The BEA will vote annually to participate in the Voluntary Employee Benefit Account (VEBA) for all employees retiring between September 1st and August 31st of each year (MOU p. 150).

Unless otherwise prohibited by law, employees who elect to retire under the provisions of an early retirement legislation shall receive remuneration for accrued leave pursuant to District procedures on the following schedule: (a) one-half of said amount shall be paid at the time of the employee's separation from employment as is allowed for other retiring employees; and (b) the remaining balance shall be paid on the date the employee would have been eligible to retire under [RCW 41.32.480](#) or [RCW 41.40](#), or spread in equal installments over the three years following the date of the employee's separation from employment, whichever occurs first.

Leave Restrictions

General leave shall be managed as a need to provide coverage for classrooms. Based upon this, a daily percentage of leave management shall be applied for certificated positions.

Monday through Thursday, daily percentage absence shall be managed not to exceed ten percent (10%) of educators requiring a substitute district-wide. For Fridays, and days before and after holidays and observed breaks, absence management shall be at eight percent (8%) of educators requiring a substitute district-wide.

Any leave requests above the identified percentage absence target may not be approved unless it is for verified usage in accordance with [RCW 49.46.210](#) (ex: illness) or has the approval of the supervisor and Human Resources.

For general leave requests the day before or after Thanksgiving Break, Winter Break, Mid-Winter Break or Spring Break, an employee may be approved for one day attached to a single

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break and no more than two days total for the entire school year attached to these breaks. This single day may not be used in conjunction with other types of leave for extending time off.

Employees may not use general leave for the first five (5) days of school at the beginning of the school year, or the last five (5) days at the end of the school year unless the use of leave is in accordance with RCW 49.46.210 as stated below.

Approved Use of General Leave

The use of general leave is in accordance with [RCW 49.46.210](#) and includes the following:

- For the employee's personal health, including illness, attending to medical appointments and other medical needs.
- For the care of a family member for their own general wellness, including illness, attending to medical appointments and other medical needs.
- For the care of an employee's child if the child's school or place of care has been closed for a health-related reason.
- For leave that qualifies under the state's [Domestic Violence Leave Act](#).

An employee may use general leave for the purpose of conducting personal business previously identified as personal leave.

Procedures for notifying the District of such an absence and securing a substitute shall be established and distributed by the District. Failure to follow established procedures may result in an absence being classified as leave without pay (see Article 17, Section 11).

In the event the District has good reason to believe an absent employee is not using leave in an approved manner, sufficient proof as determined by the District may be required for absences that exceed three (3) days. Pattern absences or other abuse of leave may also be reviewed by the District.

The District may also require a written statement from a regularly licensed health care provider which indicates the last date of an employee's physical disability.

Labor and Industries, Industrial Injury or Illness:

Employees suffering illness or injury compensable under the District's self-insured industrial insurance program shall continue to receive full pay for the balance of their annual contract. In order to avoid over-payment to the employee, salary compensation that may be provided from liability insurance, lawsuits, the Washington School Employees Retirement System, Workers Compensation, or Social Security, shall be deducted from the salary paid by the District during the period of disability. Any overpayment must be returned to the District by the employee.

In order to be treated as leave with compensation under this Agreement, an absence resulting from an illness or injury compensable under the District's self-insured industrial insurance program must be certified to be necessary by a regularly licensed physician.

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Upon return from a disability leave at the start of a school year, the employee will be given the same consideration for returning to the building of their last assignment as if they had been on active duty. If the employee returns from leave during the school year, and the employee has been replaced by someone other than a substitute, the District reserves the right to place the employee in a building which will be most advantageous to the District. However, the following year the employee shall be returned to the building of their previous assignment. If the employee does not desire to return to the building of their last assignment, the employee must notify the Human Resources Department of that desire prior to the expiration of their leave.

Section 3. Public Health Leave

Any employee who is excluded from their work site as a result of an order by the Public Health Department relating to an outbreak of a vaccine preventable disease, and who submits to the District documentation concerning their immunization history claiming medical or religious exemption from the necessary immunization, shall suffer no loss of pay as a result of the exclusion, provided said employee exercises one of the following options:

1. The employee of their own volition decides to utilize their accumulated general leave under the provisions of as identified in Section 2 of this Article.
2. The employee engages in alternative educational work activities as identified by the District during the period the employee would have otherwise been performing their regular work functions with approval of the supervisor.
3. The employee engages in alternative educational work activities as identified by the District at some time acceptable to the District and the employee other than during the period the employee would have otherwise been performing their regular work functions with the approval of the supervisor and Human Resources.
4. Some combination of 1. and 2., above, or 1. and 3. above that is acceptable to the employee and the District.

The parties agree that if an employee asserts a medical or religious exemption as described above, the employee may be obligated by the District to provide medical or other verification of said exemption. Further, should any medical or religious exemption be temporary in nature, it is understood that the employee shall obtain the necessary immunization after the medical or religious exemption is no longer operative and that the above provisions shall not be effective beyond the period of the actual medical or religious exemption.

Section 4. Military Leave

Military leaves of absence shall be granted to employees. Each employee granted a military leave of absence shall be eligible to return to a comparable position in the District with annual increments equivalent to the number of years spent in the service of their country, providing they notify the Superintendent within forty (40) days after their discharge or release from the service of their intention to seek employment with the District.

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Section 5. Bereavement Leave

Bereavement Leave is defined as leave for the purpose of mourning the death of a family member or others. Bereavement Leave is intended to be applied in a timely manner related to the death of the individual. The District has established a time frame of thirty (30) days from the time of death to be considered eligible for Bereavement Leave. Bereavement Leave will be granted and paid by the District. Bereavement leave shall be non-cumulative and shall not be deducted from the employee's accumulated General Leave.

The District will allow up to five (5) days per event of paid bereavement leave for the death of an employee's family member. The District will allow up to one (1) day of bereavement leave in case of the death of a close family friend not to exceed three (3) per school year.

Submission of the request for bereavement leave shall be within thirty (30) calendar days of the days missed. The District may request additional documentation related to the leave.

In situations where serious personal problems occur as a result of bereavement, the employee may be granted an extended leave of absence without pay upon approval of the Superintendent. Such leave shall not exceed ninety (90) days and the employee shall maintain their place on the salary schedule.

When circumstances related to the death of a person identified above or related to a person not otherwise described in this section present an emergency for an employee, provisions of Article 17, Section 2, related to general leave apply. If there is significant need for extended general leave use for the employee, they may make an oral or written request of the Human Resources Department which will be answered within twenty-four (24) hours.

Section 6. Leave for Religious Purposes

Employees planning to participate in a religious observance on a day when school is in session may use general leave or up to two (2) days unpaid leave for this purpose per [WAC 357-31-052](#).

Section 7. Leave for Civic Responsibility

An employee may be granted a leave of absence for jury duty, to serve as a witness at trials, or to exercise such other civic duties as may be required. During such leave, they shall be paid their regular salary, less any compensation received for their services but excluding transportation or any other regularly accepted per diem expense. However, the employee will not be granted leave under this provision with compensation if the employee is a plaintiff or defendant in an action, unless such action is brought by a third party naming the employee as a defendant for an act in the regular performance of their duties as an employee.

Employees elected to a Legislative body or serving in another capacity such as a commission or committee shall work with Human Resources to determine appropriate leave provisions.

Any employee who takes leave under this section shall provide a copy of such notice or subpoena as is appropriate to establish the need for such leave.

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Section 8. Leave for Educational Purposes

When an employee participates in a professional activity which reflects favorably on the District as well as on the individual employee, and when it is necessary for the employee to miss up to five (5) contracted days in order to participate in said opportunity and when the absence is not a continuing occurrence that puts an undue burden on the District, their salary will not be deducted. However, the employee taking leave under this policy shall reimburse the District in the amount of any stipend received prorated to the number of days' leave taken, excluding transportation and any other regularly accepted per diem expenses.

An employee desiring to take leave under this policy must seek approval of their principal or supervisor at least thirty (30) days or as soon as practicable in advance of the requested leave. The principal or immediate supervisor, in consultation with the Assistant Superintendent of Human Resources or designee, will approve the leave request unless, in the judgment of the principal or immediate supervisor, the leave would not be of direct benefit to the employee in the performance of their duties. Such approval will also be contingent upon determination by the principal or immediate supervisor that it is possible to replace the employee seeking leave without causing harm to the educational program.

Section 9. Consulting Leave

1. One hundred fifty (150) days of released time shall be provided for each year of this agreement to allow employees to consult with other organizations so long as the work to be performed is related to the employee's job and is of benefit to the District. If all one hundred fifty (150) days of leave are used in a year, any requests beyond this amount will be considered by the Association and the District via Article 4, Section 2.
2. A maximum of eight (8) released days per year may be used by any one employee. Requests for leave beyond eight (8) days per year will be considered by the Association and the District via Article 4, Section 2, and will be considered on a case by case basis.
3. Where provided for, the cost of the substitute shall be paid by the employing organization. If a substitute is required but the cost for the substitute is not covered by the employing organization, this cost will be paid for by the District.
4. Employees are required to follow the provisions in Board [Policy 5152, Conflicts of Interest](#).

Section 10. Child Care Leave

Any employee may request child care leave (without pay) for birth of a child, legally adopting a child, or caring for an infant or medically ill dependent child.

The employee's request for leave is to be made in writing to Human Resources or designee no less than 20 days prior to the date on which the leave is to begin. The 20-day period notice may

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be waived by Human Resources if it is determined that an unforeseen circumstance warrants such action. The request shall specify the duration of the leave requested.

Child care leave may be granted only by the Board of Directors. The leave may begin at any time in accordance with notification and approval requirements, but must be scheduled to expire at the beginning of the semester for employees at the secondary level, or at the end of winter holiday for employees at the elementary level within the eighteen (18) month period immediately following the effective date of the leave. This leave runs concurrently with State and Federal laws and in no way diminishes the rights available under these laws.

At least thirty (30) days prior to the expiration of the leave, the individual must submit to the District written notification of intent to return to employment.

Reemployment of the individual upon expiration of the child care leave shall be guaranteed on the same basis as it is for any individual under contract with the District. This does not imply that the individual will return to the same position.

Failure of the individual to file written notification of return, as required above, or failure to return to employment upon expiration of the leave will result in termination of the individual's contract with the District; provided, however, if in the judgment of the District, it was not possible for the individual to file timely written notification, the District may reemploy the individual.

Section 11. Leave Without Pay

Employees may request leave without pay if no other provisions of Article 17 apply. Requests for leave without pay must follow these steps to be considered for approval. Approval of leave without pay is not guaranteed.

- a) Application for leave without pay shall be made as far in advance of the requested leave as possible through the employee's principal/supervisor.
- b) The principal/supervisor will acknowledge receipt of the request and submit to the Human Resources Department.
- c) In consultation with the principal/supervisor, the Human Resources Department will review the request, including exploring other leave options that may be available to the employee.
- d) The granting of leave without pay shall be on a case by case basis.
- e) Special circumstances or needs of the individual as well as the best interests of the educational program will be considered in making the determination to grant or deny the application.
- f) Such leaves will have no effect on seniority or benefit accrual.
- g) The employee shall be notified in a timely manner whether or not the leave without pay request has been approved.

One (1) full day's salary calculated at the per diem rate shall be deducted for each day of leave. The deduction will be made from the first payroll after the leave is taken or the final warrant, if the contract is not fulfilled.

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Section 12. Family Medical Leave

Employees may be eligible for leave pursuant to Washington's Paid Family Medical Leave Act and/or the Family and Medical Leave Act of 1993, and Bellevue School Board [Policy 5404](#).

Section 13. Leave Exceptions

Unusual or extraordinary circumstances may exist with an individual employee regarding leave requests. In such cases, Human Resources will notify the Association of the situation and will make every effort to mitigate the situation with the employee.

Section 14. Benefits Upon Reemployment

The District shall restore credit for general leave and/or other cumulative type benefits, which are not used or compensated for at termination, to any former employee who is employed by the District in a certificated position. This pertains to all former certificated employees regardless of the date upon which they are rehired.

Section 15. Leave Sharing

The purpose of this provision is to permit employees to donate general leave to another employee whose eligibility is in alignment with [RCW 41.04.655](#), [WAC 357-31-390](#), and [WAC 357-31-435](#).

Criteria for Eligibility:

1. The employee's job is one where general leave can be used and accrued.
2. The employee is not eligible for time loss compensation under [RCW 51.32](#) (Worker's Compensation).
3. The employee has exhausted, or will exhaust general leave.
4. The medical need of the employee or dependent has been established: must be extraordinary, severe or life threatening, per documentation provided by the patient's physician.
5. The condition has caused or is likely to cause the employee to take leave without pay or terminate employment.
6. The employee is not being compensated for Long Term Disability.
7. The employee has not exceeded the maximum amount of shared leave available per lifetime: 261 days.

ARTICLE 17 - LEAVES

Criteria for Donor:

1. The employee must have accrued more than sixty (60) days of general leave.
2. Employees may not donate more than six (6) days of general leave during any twelve (12) month period.
3. Employees may not donate an amount of general leave that will result in their general leave account going below sixty (60) days.
4. All donated general leave must be given voluntarily. No employee shall be coerced, threatened, intimidated, or financially induced into donating general leave.

Application Process:

Once an employee has exhausted all general leave and other sources of compensation as described above, the employee may apply for shared leave.

An application form available from the District Human Resources Department must be completed to qualify the applicant. The application shall be submitted to the Employee Benefits Manager for review. If an employee who has submitted a completed application form meets the Criteria for Eligibility described above in this Section, the application shall be approved.

Employees who wish to donate general leave to an approved employee in need of shared leave must complete a "Shared Leave Donor" form available at each school or through the district Payroll Department.

Distribution of Unused Leave:

If more leave is donated than is needed, unused leave shall be redistributed to each individual donor proportional to their contribution.

Procedures for Implementation:

The District shall prepare reasonable procedures, forms and associated processes for the implementation and accounting associated with this provision. A copy of said procedures, forms and associated processes shall be provided to the Association.

Section 16. Job Sharing

Definition:

A Job Share is the shared performance of the duties of a full-time (1.0 FTE) regular position by two employees (.50 FTE each).

ARTICLE 17 - LEAVES

Application Process:

Employees who wish to job share shall submit a written request to their principal or supervisor with a copy to the Human Resources Department. The request shall include the following information: 1) position to be shared; 2) names of the employees who will share the position; 3) days and hours to be worked by each employee and 4) a plan for how the work will be allocated including meetings, conferences, and in-services.

Employees must request that a leave of absence be granted for the portion of the contract or assignment which is being reduced.

An employee who would like to job share may ask the Human Resources Department for the names of other employees who have indicated an interest in job sharing.

No job share request shall require the hiring of a part-time employee.

Decision:

The principal or supervisor will consider each request for a job share and will make their decision in consultation with the Human Resources Department based on the following factors: 1) potential impact of the job share proposal on the educational program; 2) best interest of the students; 3) efficiency of the school, department or district operation; 4) employee's employment history including performance evaluations and number of previous leaves granted; 5) needs and desires of the employee and 6) compatibility of the job share employees.

Working Conditions:

Each employee shall be issued a supplemental contract for separate work consistent with the collective bargaining agreement.

The implementation of a job share shall not cost the District more than the cost of filling a 1.0 FTE position with a single employee with regard to insurance benefits. Salary placement and seniority will be consistent with the collective bargaining agreement.

To the extent possible, job share employees will substitute for each other when pre-planning allows such an arrangement. A job share employee subbing for their partner will be paid consistent with the substitute rate in the current collective bargaining agreement.

Continuation of the Job Share:

Once a job share position has been approved, the position shall remain as such for the remainder of the school year. By February 15th, the employees in a job share position must

ARTICLE 17 - LEAVES

apply again and request that the job share arrangement continue and that a leave of absence be extended.

The principal or supervisor in consultation with the Human Resources Department will notify the employees, no later than April 1st, if the job share will be continued.

Termination of the Job Share Agreement:

If the job share arrangement is terminated, each employee will be returned to their FTE contract status which was allocated at the time the job share began, which will restore each employee to a 1.0 FTE. The assignment of each employee will begin at the start of the ensuing school year and will be at the sole discretion of the District.

If either employee who has agreed to job share cannot fulfill their obligation to a job share or no longer wants to continue the arrangement, the job share may be terminated at the end of the school year or sooner depending upon the circumstances. Both employees may be required to return to work full-time and assignment will be at the sole discretion of the District. Employees from a terminated job share shall not be placed into a position until after the voluntary transfer period and no sooner than May 1st of each year. Employees are not guaranteed placement in the building where they were assigned with the job share as delineated as part of their leave request when their job share was initially approved and as described in Article 10.

ARTICLE 18 - ALLEGATIONS OF MISCONDUCT
AND POTENTIAL ADVERSE ACTIONS

Section 1. Purpose

The children, citizens, and directors of the Bellevue School District are rightfully entitled to a staff of employees who are professional and reasonably competent in the performance of their services to the District. Probation, suspension, discharge, and nonrenewal are means which may be helpful or necessary in assuring that the certificated staff consists only of persons who are professional and reasonably competent. However, employees are not subject to adverse actions because of activities not related to the performance of their contractual responsibilities. Therefore, the purposes of these procedures are: 1) to identify actions to be taken by the District in relieving employees for cause from the performance of their duties and 2) to assure the full protection of the rights of employees as guaranteed by law.

Section 2. Administrative Leave

The following procedures shall apply to administrative leave as provided for in this section:

- a) Allegations have been made against an employee that are of such nature as to jeopardize students or the school program or otherwise seriously impair the school or department operation.
- b) The District shall notify the Association when a certificated employee covered under this agreement is placed on administrative leave, and the rationale for being placed on such leave.
- c) The purpose of the leave is to remove the employee from performance of their usual and accustomed services while an investigation of the allegations against the employee is conducted.
- d) Administrative leave is not disciplinary action and the employee remains at the employee's regular rate of pay and benefits for the duration of the leave. Employees may not be placed on administrative leave without consultation and approval of Human Resources.
- e) The leave shall not exceed ninety (90) working days, except in extraordinary situations. In such situations, the District shall provide the rationale for the extension to both the Association and the employee at least two (2) working days prior to the expiration of the ninety (90) working days. If the parties do not agree that this constitutes an extraordinary situation, the Association shall have the right to challenge the decision of the District through the grievance procedure outlined in Article 27.
- f) At the time of the leave, the supervisor or Human Resources shall inform the employee of the allegations and the reason(s) for the leave to the extent possible. Information available to the District may be limited if the employee is subject to an investigation by law

ARTICLE 18 – ALLEGATIONS OF MISCONDUCT AND POTENTIAL ADVERSE ACTION

enforcement.

Within one (1) workday of being placed on administrative leave, the employee will be given a written statement of reason(s) for the leave and the allegations made against them.

- g) While on administrative leave, the employee is required to be available during normal work hours for any scheduled meeting or phone call related to the disposition of the complaint or investigation. Employees are encouraged to work directly with their association representative during any investigative process.
- h) Upon completion of an investigation, if the allegations are unsubstantiated, the employee shall be reinstated as soon as possible.
- i) Prior to return from administrative leave, the employee under investigation shall meet with their supervisor to establish a re-entry plan.

Section 3. Investigation Purpose

The District and the Association mutually agree that an investigation is beneficial for protection of staff, students, and the community and for the purpose of understanding any allegations levied against employees. The purposes of these procedures are to identify and clarify the facts, timelines, and potential action(s) to be taken by the District during an investigation and to assure the full protection of the rights of employees as guaranteed by law.

Section 4. Investigation Process

The following procedure and process shall apply to employees under investigation for allegations that are of a serious nature.

- a) Upon request, in accordance with Article 6 Section 12, an employee is entitled to have a union representative present at an investigatory interview that the employee reasonably believes may result in discipline.
- b) Wherever practical, at the time of notification of involvement in an investigation, the supervisor or Human Resources shall inform the employee of the nature of the investigation. Information available to the District may be limited if the employee is subject to an investigation by law.
- c) The District shall inform the Association and employee of relevant school board policies and procedures that apply to the situation, no later than at the Loudermill hearing. At the first investigatory meeting (fact-finding), the District shall explain the investigatory process to the employee.
- d) Should an investigation extend beyond fifteen (15) working days, the employee or the Association may request a status update.

ARTICLE 18 – ALLEGATIONS OF MISCONDUCT AND POTENTIAL ADVERSE ACTION

e) Investigative Record/File

1. The employee under investigation and the Association have the right to request the investigatory file upon completion of the investigation and as allowed by law.
2. Items found in the investigatory file may include but are not limited to, written or electronic notes, electronic and hard copy documents, audio, and video files.
3. Any investigatory documents or files are subject to applicable laws as public records.

f) Retaliation

Any form of retaliation may lead to discipline as applicable under Board Policy 5271, Reporting Improper Government Action (Whistleblower Protection), and Policy 5281, Disciplinary Action and Discharge.

- g) Upon completion of an investigation the District shall notify the Association and employee of their findings.

Section 5. Adverse Actions

An employee may be discharged, suspended without pay, or otherwise adversely affected in their contract status only as provided by applicable law.

ARTICLE 19 - ACADEMIC FREEDOM

Section 1. General

Academic freedom has two facets:

- a) Primarily, it is designed to expose the learner to all ideas.
- b) Secondly, it is to assist and protect the educator in their attempt to guide the learner in the search for truth.

The freedom to teach is limited by the maturity of the student. For this reason, judgment about the presentation of instructional resources is appropriate in the terms of the maturity of the student and not in terms of the suppression of knowledge.

The kindergarten level through the earlier experiences in high school is seen as a continuous expanding period of growth toward maturity. The latter years of high school are regarded as the first fully mature level.

Section 2. Controversial Issues

Controversial issues rising from classroom situations and subject matter may be discussed and explored in the classroom throughout the District.

A controversial issue arises when one or more of the proposed solutions to a problem is in conflict with the cherished interests, economic or social beliefs, group affiliations, or political expectation of a section of the citizens of the community.

Controversial issues provide stimulation to learning by stirring intellectual excitement and are thus an integral part of the normal classroom environment. Free inquiry in a democratic society requires that controversial issues arising in the normal classroom situation be handled as a regular aspect of instruction and learning in such a way as to not inhibit the dignity, personality, or the intellectuality of either the educator or the student.

Controversial issues with respect to instruction in the public school appear to present, in essence, a twofold problem:

- a) The question of academic freedom for both the educator and the student; and
- b) The problem of technique or method employed in handling controversial issues in the classroom.

For the best interest of the individual, the community and the larger society, provision must be made so that educators and students alike are free to exchange and develop ideas.

ARTICLE 19 – ACADEMIC FREEDOM

Therefore, the guidelines which follow have been devised to achieve an educational environment through which the educators and students of the District may enter the marketplace of free ideas with hope, anticipation, and enthusiasm for the achievement of individual excellence consistent with individual ability.

Controversial issues shall be handled as they arise and shall not be avoided in order to restrict or restrain the academic freedom of either the educator or the student.

When handling controversial issues, the educator may not present their own personal position as the only acceptable position which may be taken on that particular issue.

Controversial issues shall be studied with as much objectivity as the ability of both educator and student will permit. When handling a controversial issue, the educator will provide suggested resource materials or sources of information on as many aspects of the issue they can in order that all students may pursue individual reading and study so that they may reach individual conclusions with respect to that particular issue.

Materials and references presenting all sides of controversial issues should be made available by the school library.

Neither the educator nor the student shall avoid an issue simply because it is of a controversial nature, nor shall an issue be raised merely because it is of a controversial nature.

In handling a controversial issue, the educator shall not suppress a student's view on that issue as long as the expression of that view is not derogatory, malicious, or abusive toward other students' views, but on the other hand one student shall not be permitted to dominate the discussion.

The handling of controversial issues does not always require an extensive examination, but all the competency of both educator and student shall be exerted to make a clear definition of the issue.

All sides of a controversial issue shall be explored.

In handling controversial issues, both educators and students shall be encouraged to keep the problem-solving attitude in mind.

Propaganda when recognized should always be distinguished from fact.

Section 3. Selection of Speakers

Within the limitations imposed by the level of intellectual and emotional maturity of the students to be addressed, any faculty member of any school may invite any speaker to address students on any subject, the presentation of which is relevant within the general goals of the educational process, which is not prohibited by law and which presentation is consistent with this Article.

ARTICLE 19 – ACADEMIC FREEDOM

It should be clearly understood that an invitation to a speaker to address students does not necessarily imply an endorsement of the views expressed by the speaker, nor are the Board of Directors, administrative officers, or educators required to take a stand either for or against the ideas presented by the speaker. They may do so provided that the provisions on controversial issues (Article 19 Section 2) are observed when the subject is controversial.

Seven (7) calendar days prior to the date upon which an outside speaker is to address a class or student group, the faculty member, a faculty group, or a student group inviting the outside speaker shall, in writing, inform the chief administrator of the school building where the speaker is to make their address of:

- a) The name of the guest speaker;
- b) The subject to be discussed by and with the speaker;
- c) The class or group to be addressed.

The chief building administrator may, at their discretion, inform the appropriate Executive Director of the guest speaker and the subject involved.

The purpose of the seven (7) day period is, consistent with professional courtesy, to allow:

- a) The chief building administrator and Superintendent the opportunity to discuss the speaker and subject matter in the context of the controversial issues and academic freedom provisions of this Agreement with the faculty member, faculty group, or student group.
- b) The faculty member, the faculty group, or the student group to express their views on the speaker or subject matter in relation to curriculum and course context.
- c) Adequate time for notification of parents of students addressed, if either the administration, the faculty member, the faculty, or student group deem it advisable.

Provided that, at the discretion of the chief building administrator the seven (7) calendar days of prior notice may be reduced under the following circumstances:

- a) The availability or other condition of arranging for the appearance of the speaker prohibited notification to the chief administrator seven (7) days prior to the intended appearance; and
- b) The speaker and their topic are judged by the administrator to be noncontroversial and otherwise able to conform with ground rules established in this section.

The chief building administrator, Superintendent, or any other School District official shall place no prior restraint on either the appearance of specific guest speakers or the subject matter of any address because the speaker or their views are controversial.

ARTICLE 19 – ACADEMIC FREEDOM

The function of the outside speaker is to serve as an educational and instructional resource. Consistent with this function and School District policies, the following ground rules shall be observed at the time of the speaker's appearance:

- a) The speaker shall observe the decorum of the classroom.
- b) The speaker may not solicit money or other items of value.
- c) The speaker may not incite the students to breach of law or school rules.
- d) The speaker may present their views but may not use their opportunity to address students for overt solicitation of membership in any organization.
- e) The speaker may not bring with them other persons unless they are invited.
- f) The speaker must observe all rules and regulations of the District and school buildings at which they appear.

Ground rules consistent with this policy may be developed at the building level. A copy of the specific ground rules applicable to a particular building, which shall include the ground rules established at the District level, shall be provided all speakers prior to their presentation to students or faculty. Should the speaker fail to abide by these ground rules, they shall be requested to leave.

During the appearance of an outside speaker, the faculty member, faculty group, or faculty advisor of the student group shall, at all times, retain and be responsible for retaining the control of the class or student group, and shall be responsible for assuring compliance with the ground rules set forth above.

Nothing in this section shall limit the responsibility of the chief building administrator, Executive Director, or Superintendent to assure that the established course of study in the District is followed and that the proposed presentation is reasonably germane to the course of study being pursued by the class or classes to be addressed by the speaker.

The District assumes no obligation to provide an audience for outside speakers in its classroom activities. Requests by outside persons to speak to classes will be referred to the office of the Superintendent. Such requests will be reviewed and may be referred to the appropriate faculty member.

ARTICLE 20 - INSTRUCTIONAL MATERIALS POLICY

Section 1. Curriculum

Curriculum Development and Delivery

The District and Association share a mutual interest in obtaining, developing, and delivering high quality curriculum in all subject areas. The expertise, insight, and creativity of the educator are essential to the development and delivery of curriculum that meets the diverse needs of students. The parties share an interest in ensuring that course goals, unit goals, objectives, lessons, assessments, and materials are developed in a collaborative manner to continually improve and maintain the integrity of a common, articulated curriculum.

Professional Judgment

Educators will exercise professional judgment in determining when and how to modify, supplement, or replace lessons to meet the needs of students and to achieve unit and lesson objectives. Educators are encouraged to share modifications, supplementations, and replacement lessons with their colleagues in an ongoing effort to improve the curriculum.

If an educator believes a series of lessons, a substantial part of a unit, or a common assessment will not meet the needs of their students and must be revised or replaced, they will notify the curriculum department and may initiate the Curriculum Improvement Process. Until this Process has produced an outcome in which most affected staff are confident, staff will not replace units and/or common assessments.

Curriculum Improvement Process

The development and delivery of curriculum is a collaborative process that includes educators, instructional technology curriculum developers, instructional technology curriculum leaders, and administrators who will interact on a regular and ongoing basis to refine and improve the curriculum. Educators and/or curriculum department staff may convene teams for the purpose of collaboratively developing proposed revisions and/or additions to the curriculum. Those convening a team will invite all staff to participate who are thought to be affected by the curriculum question(s) under consideration. The product of a team's efforts to develop and/or revise any aspect of the curriculum, e.g. objectives, assessments, etc. will, in turn, be shared with affected staff for the purpose of peer review. When this product is shared, staff will be asked to suggest revisions and/or additions. Once the team has provided sufficient opportunity for this input, the team will incorporate this input as determined to be appropriate and disseminate the resulting outcome to affected staff, who will be asked to indicate confidence or no confidence in going forward with the outcome in question. In the event most staff express confidence in going forward, the outcome will be included in the curriculum. Those who expressed a lack of confidence will be encouraged to state a dissenting opinion.

The parties agree to convene a BEA-BSD committee to implement the collaborative process described above and to continually refine this process as necessary.

ARTICLE 20 - INSTRUCTIONAL MATERIALS POLICY

Section 2. General

The Board of Directors of the Bellevue School District shall approve or disapprove all instructional materials. The purpose of Instructional Materials Committee is to make recommendations for the adoption of instructional materials following the goals and principles set forth in this policy.

The Board delegates responsibility for the preparation and recommendation of educator reading lists and to specify the procedures to be followed in the selection of all instructional materials including textbooks, to the Instructional Materials Committee.

Goals and Principles

- A. Freedom to read and to have access to a wide variety of materials presenting differing points of view is an inherent right of students in a democratic society.
- B. Materials shall be chosen because they contribute to the mastery of course objectives, the enrichment of the curriculum and the students' independent search for knowledge.
- C. Materials selected shall be suitable to the reading level, intellectual and social maturity, and interests of the intended student users.
- D. Materials should contribute to the students' growing understanding of their culture and other cultures, the concerns and contributions - current and historical - that represent the diversity of the human population.
- E. The variety of materials selected shall provide a wide range of perspectives and present the concerns and contributions - current and historical - that represent the diversity of the human population.
- F. The variety of materials selected shall provide opportunities for the advancement of students' understanding of concepts of equity and facilitate optimum opportunities for appropriate student inclusion within the classroom.
- G. Educators' knowledge of a given subject area and students' needs and abilities shall guide the evaluation, selection, and adoption of all types of materials.

Section 3. Selection of Materials

Basic instructional materials shall be those print and non-print materials which provide the major content of a particular course, and which all students must use to complete required assignments. Basic materials will be used for the courses of study for which they are adopted. Basic materials shall be adopted by the Instructional Materials Committee.

Approved additional materials are used in conjunction with the basic instructional materials of a course. These instructional materials are approved for use across all sections of a course within

ARTICLE 20 - INSTRUCTIONAL MATERIALS POLICY

the district. Approved additional materials are used to support, enrich, individualize, and deliver the major skills content of a course or unit of study to meet the instructional needs of students. These materials, including novels, collections, films, plays, and non-fiction, may be in print or non-print format to provide curricular options at a designated course and/or grade level and would be used at the discretion of the course instructor. Approved additional materials shall be adopted by the Instructional Materials Committee.

Supplementary instructional materials shall be those print and non-print materials selected to supplement identified basic materials. Educators shall have the responsibility for deciding which supplementary materials are appropriate to course objectives, for requesting purchase or rental of such materials, and for the appropriate use of such materials. Such selection shall be consistent with Section 1 of this Article and Article 19, Sections 1 and 2.

All print and non-print materials for the various libraries of the District shall be selected by librarians in consultation with building faculties and, as appropriate, the Teaching and Learning Department, and subject to review by principals.

The District's Media Library shall contain a variety of non-print instructional materials which may be used by educators for presentation to all students, small groups, or individuals to meet course objectives. The Instructional Materials Committee shall approve all materials for the District Media Library prior to purchase.

Section 4. Instructional Materials Committee

The members of the District Instructional Materials Committee shall be appointed by the Superintendent with the approval of the Board of Directors. Members shall serve for two (2) years, and may serve two (2) consecutive terms.

Purpose of the Instructional Materials Committee

To provide oversight that will guarantee that the established process has been observed in the selection of instructional materials recommended for adoption.

To recommend instructional materials to the Board of Directors for approval.

Composition of the Instructional Materials Committee

The Committee, representing the three levels, shall consist of ten (10) voting members. The composition shall be:

- a) Director who has responsibility for curriculum (Chairperson of the IMC)
- b) One building administrator recommended by the District
- c) One representative of the Department of Equity recommended by the District
- d) One curriculum developer jointly recommended by the District and the Association

ARTICLE 20 - INSTRUCTIONAL MATERIALS POLICY

- e) Four teachers recommended by the Association: one elementary level, one middle school level, one high school level, and one special education
- f) One librarian recommended by the Association
- g) One patron appointed by the Board of Directors

Duties of the Instructional Materials Committee

Duties of the Instructional Materials Committee shall be to:

- a) Receive and act upon recommendations from the Teaching and Learning Department for the adoption of basic and approved additional instructional materials, approval of supplemental materials, or removal of materials from adopted lists.
- b) Receive and act upon recommendations from the Teaching and Learning Department for the approval of non-print materials.
- c) Approve procedures developed by the Teaching and Learning Department for evaluation and adoption of instructional materials.
- d) Receive and review reports from subject matter committees regarding challenged materials, act on the recommendations, and forward its recommendations to the Superintendent.

Section 5. Challenged Materials

The following procedures are established for consideration of objections by parents, educators, students, or other District residents to print or non-print materials in use within the Bellevue School District.

The process begins with an informed conversation between the complainant and the educator or librarian. The staff member explains the use of the instructional material including the relationship to the selection criteria identified in the Instructional Materials policy. Staff are encouraged to keep an informal record of the discussion.

If the objection cannot be resolved through a discussion between the staff member and complainant, the principal schedules a conference with the complainant and the staff member(s) using the material. The principal discusses the issues with the parties involved and works toward a resolution at the building level.

Agreement may be reached at that time as to the future use of the material within that building. An informal complaint shall not require the removal of any instructional material. A decision to discontinue use of any instructional material on the basis of an informal complaint shall be voluntary and rest solely with the employee using the material. Decisions made in one building

ARTICLE 20 - INSTRUCTIONAL MATERIALS POLICY

on the basis of an informal complaint shall not apply to other buildings.

If the complainant is not satisfied with the building level decision, the principal will give the complainant a "Request for Reconsideration of Instructional Materials" form ([Procedure 2020P](#)) to complete and send to the Teaching and Learning Department. No Requests for Reconsideration will be processed unless the above steps have been completed by one complainant for the material in question.

A Request for Reconsideration must be filed with the Director. Materials will remain in use until a determination has been made by the Superintendent.

The Director shall inform the Superintendent's office of the complaint, initiate committee review, and inform the patron of the handling of the request.

The Director will appoint a subject matter committee of the Instructional Materials Committee to review the Request for Reconsideration. The subject matter committee shall prepare a recommendation as to the future use of the challenged material.

- a) The patron making the complaint and staff members currently using the material in question shall be given the opportunity to appear before the subject matter committee to present information.
- b) The review and recommendation should be completed with all due speed, considering the time needed to make a careful study of the material in question.

The Instructional Materials Committee will review the report of the subject matter committee and make a recommendation to the Superintendent.

The decision concerning future use of materials shall be made by the Superintendent following receipt of committee recommendation(s). The Superintendent shall inform the involved parties in writing of the decision.

The complainant or any staff member affected may appeal the Superintendent's decision to the Board of Directors. Such appeal shall be in writing and shall be reviewed by the Board at its next regular meeting. The Board's decision shall be final.

Section 6. Subject-Matter Advisory Councils

Subject-matter advisory councils will be established by the District as needed for the purpose of obtaining advice from employees with regard to the instructional program. When such councils are established, at least two-thirds (2/3) of the members will be selected from lists submitted by the Association, provided such lists are submitted in a timely manner and represent all levels of the appropriate instructional program. The District shall notify the Association when a subject-matter advisory council is to be established to allow the Association to provide the appropriate lists as identified herein. Such notice shall include the advisory council's function, the subject area(s), and the instructional level it will impact.

ARTICLE 21 - PROFESSIONAL INVOLVEMENT

Section 1. Philosophy of Leadership and Racial Equity

The District and Association recognize that leadership is a shared responsibility for reaching high quality educational outcomes for all students and disrupting institutional racism and inequity. We believe leadership is a natural function of relationships and expertise and is developed and distributed throughout the system in many forms, both formal and informal. It requires disruption of systems that harm or marginalize students and authentic collaboration, fostered and developed through multiple perspectives. Shared leadership leads to improved teaching and learning, which directly impacts student agency and ownership. This inspires, energizes, and empowers educators to make a difference.

The District and Association have clearly declared the importance of this work in their [Equity and Accountability Policy 0130](#) and BEA Equity Resolution (Appendix 7).

Within areas of professional expertise where decisions are made which significantly alter the instructional environment, employees are expected to contribute, directly or through representation of their choosing, to the educational program of the District by participating actively and constructively in various leadership and advisory groups. This decision-making process shall include open dialogue in which issues are presented, defined, discussed, and resolved.

Section 2. Racial Equity and Inclusion Teams

For purposes of eliminating disproportionate discipline, promoting stronger relationships between schools, staff, parents, and students; and supporting student learning and the closing of achievement and opportunity gaps, each building will establish a racial equity and inclusion team.

Each team will meet a minimum of twice per month and establish clearly defined roles and responsibilities of team members, a process for two-way communication with staff, and a process for monitoring and evaluating effectiveness.

The membership of each team will, at a minimum consist of:

1. The building principal or designee
2. At least three (3) educators representing general education, special education, and other student services

Every effort will be made to have the membership of the team reflect the racial and cultural diversity of staff and students. Team members may be elected or selected as determined by their building. Team members will receive annual training.

Specific responsibilities of the racial equity and inclusion team are to:

- a) Support the analysis and disruption of individual, institutional, and structural racism that is contributing to school wide disproportionality.

ARTICLE 21 - PROFESSIONAL INVOLVEMENT

- b) Review the District's recommendations on best practices and recommended initiatives.
- c) Review school/program data on disproportionality in discipline and other areas and define targets and commitments for reduction.
- d) Create and lead discussions on how to reduce disproportionality in educationally supportive ways.
- e) Facilitate problem-solving around identified issues of disproportionality or inequity, especially pertaining to race.
- f) Work with the building leadership team on the School Improvement Plan, budget, PLC work, and professional development plan to incorporate strategies to reduce disproportionality and inequity.
- g) In collaboration with the building leadership team, facilitate a review of the School Improvement Plan as it pertains to eliminating opportunity gaps.
- h) Participate in and coordinate with District level efforts to disrupt disproportionality and inequity.

The District will convene all racial equity and inclusion teams at least once per school year for district-wide training and collaboration. Oversight for the planning of these meetings to determine training goals and objectives will occur during Meet and Confer, in conjunction with the BEA Executive Board and the Teaching and Learning department.

Racial Equity and Inclusion team members will receive an annual stipend of two thousand dollars (\$2,000), paid by the District for up to eight (8) certificated members per team. Those individuals serving as liaison for the Building Leadership Team will receive a combined stipend for service on both teams of three thousand five hundred dollars (\$3,500) total.

Section 3. Leadership Teams

Leadership teams will exist at each building in the District, and some departments as outlined below, for the purpose of shared decision-making focused on the improvement of learning for all students. These teams will be formed annually in the spring for the upcoming school year.

A leadership team's efforts to study and improve the quality of the instructional program in the schools must occur within the framework provided by state laws and regulations, board policies and actions, the collective bargaining agreement, and administrative procedures and directives. Within this context, each team shall develop a process for decision-making that engages staff in defining problems and opportunities, gathering and analyzing data, proposing and evaluating solutions, and implementing a sufficient consensus model to make collaborative decisions.

Teams are encouraged to use consensus building as their primary decision-making tool. Decisions reached by consensus find the highest level of agreement without dividing the participants into factions and establish outcomes that everyone in the group can support, agree to, or at least live with. Through this process, consideration is given to all persons impacted by the decision.

ARTICLE 21 - PROFESSIONAL INVOLVEMENT

In addition to a leadership team at each building, shared decision-making leadership teams shall exist for the following Teaching and Learning department teams:

- **Student Support Services** (representing the following constituency groups: Elementary Special Education, Secondary Special Education, Occupational Therapists, Physical Therapists, Speech Language Pathologists/Audiologists, Psychologists, Nurses, Social Workers, MLL Educators, and Counselors)
- **Curriculum and Instruction** (representing the following constituency groups: Elementary Developers, Secondary Developers, Instructional Mentors, Instructional Technology Curriculum Leaders, Multilingual Learner Facilitators, Title/LAP Facilitators, and Elementary Specialists)
- **Dual Language and Immersion** (representing the following constituency groups: Dual Language program educators, Immersion program educators)

For purposes of collaborative site-based decision making, each building/department will establish its own team structure. Each team must determine a decision-making process that meets the needs of the building/department and establishes general operating procedures that outline frequency of meetings, a process for two-way communication with constituency groups, and a process for monitoring and evaluating effectiveness. The collaborative decision-making process will be communicated to all affected staff through a written document, which will include a decision-making matrix.

Leadership team members may be elected or selected as determined by their constituency groups. Every effort will be made to have the membership of the team reflect the racial and cultural diversity of staff and students. In cases where vacancies on the leadership team occur after the spring election process, replacement members will be elected or selected as determined by their constituency groups.

The primary function of a leadership team is to promote and facilitate the collaborative decision-making process which affects academic achievement, addresses problems of practice, and identifies how to best support the needs of students and staff.

The membership of each building leadership team will consist of at least:

- 1) The building principal,
- 2) Two (2) grade level/subject area representatives,
- 3) An elected BEA Representative,
- 4) A racial equity and inclusion team member.

The membership of each department leadership team will consist of at least:

- 1) A department director,
- 2) A representative for each constituency group,
- 3) An elected BEA Representative,
- 4) An Equity representative.

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Specific responsibilities of building leadership teams are to oversee the development and facilitation of at least:

- 1) The School Improvement Plan (SIP) including the configuration and structure of the school's classes and/or program offerings, and the school's efforts to ensure equity in discipline, learning, and opportunity for all students,
- 2) A school-wide professional development plan that reflects racial equity and inclusion commitments and supports the SIP,
- 3) The school budget (including Focus School Funds where applicable)
- 4) Student discipline standards.

Specific responsibilities of department leadership teams are to oversee the development and facilitation of at least:

- 1) Guidelines for staffing levels, ratios, work assignments, and caseloads in consultation with the relevant constituency groups,
- 2) Addressing operational issues and problems of practice related to caseload or workload, schedules, travel or time challenges, and support for meeting student needs,
- 3) A department-wide professional development plan that reflects racial equity and inclusion commitments and supports building SIPs,
- 4) The department budget.

Departmental teams will have reporting duties regarding their operational decision-making to their constituency groups.

The principal/director involved with any leadership team may make an interim decision in a case where appropriate participation has not produced sufficient consensus on a specific issue that is time sensitive for the operation of the educational program. Following an interim decision, the leadership team will continue to work towards sufficient consensus.

Upon request, or for the good of the organization, a building leadership support team, composed of representatives of the Association and the District, will provide support and assistance to the building leadership team in skill development, Interest Based strategies, problem solving, and decision-making procedures and processes.

The District will convene all leadership teams at least twice per school year for district-wide training and collaboration. Oversight for the planning of these meetings to determine training goals and objectives will occur during Meet and Confer, in conjunction with the BEA Executive Board and the Teaching and Learning Department.

Leadership team members will receive an annual stipend of two thousand dollars (\$2,000), paid by the District for up to eight (8) certificated members per team.

Section 4. Building and Department Based Collaborative Budget Review

Principals will distribute copies of the annual building budget, using a standard format to report carryover and revenue. The budget will be discussed at a staff meeting by December 1st of each year and will include information regarding proposed expenditures for the year. Thereafter, a

ARTICLE 21 - PROFESSIONAL INVOLVEMENT

budget update shall be provided by the principal to staff at a time determined by the principal and staff. At this time, the status of expenditures to date will be reported.

Student Services and Teaching and Learning administrators will share department budgets with staff in level or department meetings by December 1st of each year. This presentation will include revenue and proposed expenditures. Thereafter, a budget update shall be provided by the department administrator to staff at a time determined by the administrator and staff. At this time, the status of expenditures to date will be reported.

Section 5. Career and Technical Education Advisory Committees

CTE advisory committees will continue as provided by state regulations.

ARTICLE 22 - COMPENSATION

Section 1. Basic Salary Schedule

The Certificated Employee's Salary Schedule is contained, herein, as Appendix 3.1. The aggregate of a respective employee's regular salary together with supplemental pay for that employee (assuming the employee chose to work all available supplemental workdays) is identified on the Certificated Employee's Salary Schedule as the bottom figure in each cell of the schedule.

For the 2022 – 2023 school year, the base salary schedule shall be reflected in Appendix 3.1.

For the 2023 – 2024 school year, the base salary schedule shall be increase by 3% or by the inflation adjustment provided by the Legislature, whichever is greater.

For the 2024 – 2025 school year, the base salary schedule shall be increase by 3% or by the inflation adjustment provided by the Legislature, whichever is greater.

Section 2. Placement

Employees will be placed on the schedule according to their years of teaching experience and academic credits earned. However, placement at BA+135 is closed and will not be an option for new employees unless they were placed at BA+135 in Bellevue or another school district prior to 9/1/1997. Degrees must be documented by an official diploma or transcript issued by the awarding institution. In the case of a foreign institution, a statement of degree equivalency must be provided from an approved foreign credential evaluation agency.

An annual increment in accordance with the salary schedule shall be allowed for each year of satisfactory service in the state of Washington.

Public school experience in other states and Overseas Dependent Schools shall be recognized in the same manner as experience in Washington State Public Schools. Experience in nonpublic school teaching or college teaching will be granted if certificate or license was required.

For those employees holding Educational Staff Associate (ESA) certification, experience credit for employment in industry or educational settings not requiring state certification that is beyond that recognized by the State, will be granted. For experience working with developmentally equivalent students, years will be credited as one to one. All other experience credit will be credited on the basis of two years of this alternative experience being equal to one year on the salary schedule. Qualifying alternative experience must have:

- occurred after the employee completed the professional training required for the ESA position for which they have been hired.
- included job duties and responsibilities similar to those found in the ESA position for which the employee has been hired.

ARTICLE 22 - COMPENSATION

Up to two (2) years of prior service credit will be allowed for all employees whose employment was involuntarily interrupted by service in the military. Satisfactory evidence of honorable service must be furnished by the employee.

Section 3. Movement on Salary Schedule

Employees may advance on the salary schedule as additional District academic credits and clock hours are earned and reported in accordance with procedures contained in this section.

The employee shall apply for salary adjustment by making a request on the approved electronic Salary Advancement Request form (Appendix 2.6) and submitting it to Human Resources prior to September 30th of that school year. The employee must submit an official transcript of the completed courses to Human Resources by November 10th of that school year to receive an advancement for that school year. Those individuals applying for National Board for Professional Teaching Standards may supply evidence of prior completion and submission on or before the November 10th deadline to be awarded clock hours toward salary advancement.

The first payment of the salary will be made no later than the November 30th pay warrant, retroactive to the first month of contracted service in that school year for adjustments made in accordance with any of the following:

- a) Employees will move to the B lane with 15 quarter hours beyond a B.A.
- b) Employees will move to the C lane with 30 quarter hours beyond a B.A.
- c) Employees will move to the D lane with 45 quarter hours beyond a B.A.
- d) Employees will move to the E lane with 90 quarter hours beyond a B.A. or a M.A.
- e) Employees will move to the F lane with 135 quarter hours beyond B.A. (prior to September 1, 1997), or 45 quarter hours beyond a M.A.
- f) Employees will move to the G lane with 90 quarter hours beyond a M.A., or a doctorate.

Section 4. Pay for Supplemental Compensation

Supplemental compensation provided for in 4 a) and 4 b) below will be paid by separate contract (Appendix 1.5) pursuant to [RCW.28A.400.200](#) (4) according to the rates/amounts specified in 4 a) and 4 b). Such compensation so paid shall not be deemed an increase in salary or compensation for purposes of RCW.28A.400.200 (4). Separate contracts are for one (1) year only. No person contracted for such a position should assume that the assignment will continue for more than one (1) year.

- a) Leadership Funds - Elementary and Middle schools will be allocated each year thirty percent (30%) of the base salary and high schools fifty percent (50%) to be distributed to

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employees in leadership positions such as team leader or department chairperson, or may be distributed for other purposes as determined through the school decision making process as identified in Article 21, Section 3. High schools which exceed 1200 student enrollment, middle schools which exceed 600 student enrollment and elementary schools which exceed 400 student enrollment will be allocated an additional ten dollars (\$10) for each student above these base student enrollment levels. In recognition that additional leadership stipends for Building Leadership Teams and Racial Equity and Inclusion Teams were added in 2019 and 2022, after the total leadership funds disbursement has been calculated for the school year according to the formula above, one hundred thousand dollars (\$100,000) will be subtracted from the overall total prior to distribution of funds. This subtraction will be amortized evenly between schools according to the formula above.

- b) The District may grant employees stipends up to ten percent (10%) of the base salary on the educators' salary schedule for added responsibility. The District will notify the Association of such action.

Section 5. Pay for Extended Work

Payroll contributions for paying days of service or making deductions will be related to that term of service as the individual "per diem" rate for a certificated staff member. Per diem will be calculated using the individual's placement on the district salary schedule for base pay and the Basic Education Act work year.

Pay for added time beyond the full contract work year for activities not described or stipulated elsewhere in this agreement will be paid according to the schedule below and the chart referenced in Appendix 3.2:

1. Extensions of an employee's basic assignment shall be paid at the per diem rate.
2. For 2022-2023, all other extended work shall be paid at the rate of \$34.31 per hour. Thereafter, this rate shall increase annually by the same overall percentage increase as applied to the basic salary schedule for the 2023-2024 contract year.
3. Starting in the 2024-2025 school year, pay for all work previously covered by items one and two above shall be paid at single rate of pay equivalent to the calculated per diem rate for cell G7 of the salary schedule.
4. Credit Retrieval educators will be compensated at per diem with 30 minutes of planning time included in each two (2) hour block.

Section 6. Career and Technical Education (CTE) Educators

The special state salary placement provisions shall apply for educators of state-approved CTE classes who hold only a vocational teaching certificate:

- a) The educator must hold a current vocational certificate valid in Washington State.

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- b) Experience credit shall be granted for initial placement on the salary schedule according to current state-approved guidelines as applicable and shall be consistent regardless of certification pathway.
- c) Work experience shall be verified by the industry employer or other methods according to state guidelines.
- d) If the District initiates a request for a Career and Technical Educator to attend classes towards CTE certification and the employee agrees, all classes for said certification will be paid for by the District. Employees may also initiate a request that the District pay for such additional certification classes in consultation with the Director of Career and Technical Education.

Nothing in this section shall be construed as restricting educators of state-approved vocational classes from advancing on the salary schedule in accordance with other provisions of this Agreement in the same fashion as other employees.

Additional compensation for Career and Technical Educators will be paid as follows in keeping with additional professional responsibilities required of their positions in [RCW 28A.700.010](#) and [28A.700.040](#):

- a) For educators operating a Leadership Equivalency club meeting beyond the school day to meet state requirements associated with the educator's certification, an additional forty (40) hours of pay at the per diem rate will be available.
- b) For educators operating a Career and Technical Student Organization (CTSO) or CTSO Equivalency Club to meet state requirements associated with the educator's certification, an additional fifty (50) hours of pay at the per diem rate will be available.
- c) For educators fulfilling chaperoning responsibilities connected to a recognized CTSO event including regional, state, and national competitions, four (4) hours of per diem pay will be available for events occurring on a regular school day, twelve (12) hours of per diem pay will be available for events occurring on a non-school day, and eight (8) hours of per diem pay will be available for half-day events occurring within fifty (50) miles of the educator's assigned school site on a non-school day.
- d) Educators who are required to attend Industry Advisory Committee Meetings will be compensated at the project pay for 2022 – 2023 and 2023 – 2024, and the single rate of pay for 2024 – 2025 for attending these meetings.
- e) If a Career and Technical Educator incurs a cost for First Aid/CPR Training related to their assignment, the District will reimburse the employee for the cost of the course.

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Section 7. Travel

Employees who, are required to travel between district locations, to make home visitations, or are required to attend local meetings, shall be compensated at the highest allowable rate under IRS regulations before such reimbursement must be reported as income.

Employees who attend approved meetings outside the local area may be reimbursed for their expenses. Prior approval for requested travel outside a 300-mile radius, or out of the country, must be obtained from the Board. The Superintendent is authorized to approve all other requests.

All travel reimbursements shall be paid in accordance with rules and regulations established by the District.

Section 8. Pay for Supplemental Work

Annually, all employees shall be issued a SEPARATE CONTRACT FOR SUPPLEMENTAL WORK, APPENDIX 1.5, for performing supplemental work as described below. Compensation identified shall be paid in twelve (12) equal payments Supplemental contract amounts shall be paid on a pro-rated basis as stipulated by FTE (under and over 1.0 FTE).

A) Incentive Pay

This incentive pay is in recognition of the performance of additional professional responsibilities outside the regular workday/work year. Such performance of additional professional responsibilities shall be at the sole discretion of the employee. The total incentive pay will be shown as Incentive on the salary schedule in Appendix 3.1.

The incentive pay shall be prorated in accordance with an employee's base FTE assignment. Secondary educators with a stipend for teaching a sixth class will receive additional incentive pay prorated in accordance with that stipend.

B) Supplemental Work

1. Four (4) contracted professional days will be required for all employees in accordance with the negotiated calendar. These days are paid at the per diem rate. Leave provisions apply.
2. One (1) day of per diem pay is available to all employees for preparation for the new school year in accordance with the negotiated calendar. Activities on this day are at the discretion of the employee. Employees may work four (4) or eight (8) hours. Leave provisions do not apply.
3. The equivalent of one (1) day of per diem pay is available to all employees for completion of optional professional learning as outlined in Article 7, Section 3. This work must be completed to receive the compensation.
4. The equivalent of one (1) day of per diem pay will be paid to all employees for completion of professional learning as outlined in Article 7, Section 3.

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5. The equivalent of four (4) hours of per diem pay is available to all employees for work for collaboration and planning transitions for the next school year. Work may be completed as a large group, in small groups, or any combination of the two. Small groups do not need to meet simultaneously. Schools may also allow for cross building transition conversations, particularly for ESA staff, elementary to middle school, or middle school to high school transitions. Examples for use of this time include, but are not limited to, staffing conversations, master schedule development, student placement, IEP, 504, or MLL briefings, transition conversations between feeder pattern schools, etc.
6. \$3,500 Technology Stipend:
 - Technology training and individual application and implementation of District-provided technology equipment, software and the web-based curriculum and assessment resources.
 - Participation in the development of technology-related resources for the improvement of instruction.
 - Employees who work more than a .5 FTE shall receive \$3,500.
 - Employees who work less than a .5 FTE shall receive half (\$1,750) of the stipend.

C) Additional Work Days at Per Diem Rate

1. For all Special Education and ESA employees, there will be an optional eight (8) hour departmental work day prior to the district-wide professional days at the start of the year. Work hours on this day will be from 8:00 am to 4:00 pm. Secondary Counselors will collectively designate a day for this meeting to allow for work in schools as identified in Article 7, Section 3.
2. For all Secondary Counselors, up to five (5) days of additional paid time will be available prior to the beginning of the school year. Examples for use of this time include, but are not limited to, successful transition of students and families to the new school year, rebalancing of class schedules, and enrollment/scheduling for new students.
3. For Elementary certificated staff, all Special Education, and all ESA staff, twelve (12) additional hours of pay are to be used for district-sponsored curriculum workshops, including school/department-based, and technology training.
4. The following hours are pro-rated by FTE for all Special Education and ESA Staff:
 - a) Before the school year starts: Sixteen (16) hours of work related to the successful transition of students and families to the new school year, para-educators and/or departmental scheduling, as well as the completion of work related to their professional responsibilities.
 - b) During the school year: Thirty-two (32) to be used to perform and complete

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work related to their professional responsibilities required by federal and state statutes.

- c) Six (6) days of IDEA release time, or equivalent pay at the substitute rate. Individuals may take up to two (2) IDEA Days in ½ day increments. Starting in the 2024 – 2025 school year, compensation for equivalent pay of these hours will be paid at the single rate of pay for supplemental work identified in Article 22, Section 5.
4. Nurses shall receive twenty-four (24) hours of pay if they are greater than half-time. Nurses who are half-time or less shall receive twelve (12) hours of pay. Nurses assigned to a functional life skills program shall receive an additional sixteen (16) hours of pay if they are greater than half-time; those nurses who are half-time or less shall receive an additional eight (8) hours of pay. This time is to be used to perform and complete work to their professional responsibilities required by federal and state statutes. This time will be used the three (3) weeks prior to the beginning of the school year to ensure a safe and productive start for all students.

Nurses who provide training for Para-educators who support medically fragile students prior to the start of the school year will be compensated for up to five (5) hours.

5. Recognized Formal Co-Teaching Partnerships

All Recognized Co-teaching Teams will have the following hours available paid at the per diem rate:

- Eight (8) hours of paid professional development to develop shared understanding of best practices for co-taught classrooms
- Up to eight (8) hours of paid collaboration time before the start of the school year.

At the elementary level, co-teaching teams will be provided a minimum of four (4) days of release time for each co-teaching team for planning throughout the year. Teams may elect to receive the equivalent pay at the substitute rate for planning throughout the year. Teams must agree on release time or payment option on or before October 1st.

D) Funds for ESA Staff:

1. Up to a maximum of \$100,000 will be provided to be divided among all ESA staff in the manner indicated below:

- Up to a maximum of \$1,000 will be paid to each 1.0 FTE ESA staff. This payment will be divided across the 12 monthly pay periods.
- This amount will be prorated by FTE for all part time ESA staff hired by October 1st.

E) All employees who are hired after the first day of school will have their salary prorated as delineated on the salary schedule (Appendix 3.1).

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- F) Retirees who are rehired are subject to the Pay for Supplemental Work provisions set forth in Section 8 of this Article. All supplemental hours worked are counted towards the total lifetime maximum hours of 1900 beyond the annual threshold of 867 hours of work for retirees. Should a full allocation of supplemental hours cause a rehired retired employee to exceed the maximum allowable hours, the employee will elect, at the time of rehire, the number of supplemental hours they will work.
- G) Full-time Instructional Technology Curriculum Developers (ITCDs) and Special Education Coordinators will receive a five thousand dollar (\$5,000) annual stipend and up to twenty (20) extended days paid at per diem for work performed beyond the full contract work year. The stipend and extended days for ITCDs working less than full-time in this role will be prorated in accordance with the FTE of the assignment. ITCDs may request compensation at their per diem rate for additional documented curriculum-related work. Such requests will be subject to the prior approval of the Executive Director, Curriculum & Instruction, or their designee.

Upon the District being made aware that an ITCD will be on an extended leave of absence, the District will attempt to identify a suitable substitute to assume the duties. In the event a substitute cannot be found, ITCD assigned the duties of the ITCD on leave will be compensated at their per diem rate of pay for actual hours worked beyond their primary assignment up to the equivalent of the prorated balance of the full stipend.

- H) Full-time Instructional Technology Curriculum Leaders (ITCLs) and Instructional Mentors (IMs) will receive a two thousand five hundred dollars (\$2,500) annual stipend and up to twenty (20) extended days paid at per diem for work performed beyond the full contract work year. The stipend and extended days for those working less than full-time in this role will be prorated in accordance with the FTE of the assignment. Individuals may request compensation at their per diem rate for additional documented work. Such requests will be subject to the prior approval of the Executive Director of Teaching and Learning, or their designee.

Upon the District being made aware that an ITCL or IM will be on an extended leave of absence, the District will attempt to identify a suitable substitute to assume the duties. In the event a substitute cannot be found, any assigned the duties of the individual on leave will be compensated at their per diem rate of pay for actual hours worked beyond their primary assignment up to the equivalent of the prorated balance of the full stipend.

Section 9: Pay for Covering Classes

Whenever a substitute is not available for a classroom educator and a non-supervisory, certificated employee is asked by an administrator/designee to cover the class or class period of another non-supervisory, certificated employee during their planning time or workday, the covering-employee shall be paid at their per diem hourly rate prorated and rounded up to the nearest quarter of an hour for time so worked.

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Whenever a substitute is not available for a classroom educator and a non-supervisory, certificated employee is asked by an administrator/designee to take into their classroom all of the students of another non-supervisory, certificated employee when that employee is absent from the building, the covering employee shall be paid at their per diem hourly rate prorated to the nearest quarter of an hour for time so worked. Should the students of the educator who is absent be split into more than one classroom, the covering educators shall be paid at the G-7 per diem rate prorated to the nearest quarter of an hour rounded upwards.

Every effort shall be made to assign class coverage on an equitable basis.

This provision is not intended to apply to situations when a non-supervisory, certificated employee voluntarily covers a class as a favor for a colleague.

Section 10. Pay for In-building Relocation Moves

When an employee is required to move their assigned classroom or workspace within a building because of a content, grade level, or other room change initiated by an administrator, the employee will be paid as follows:

- a) Employees whose classroom or workspace is moved outside the full contract work year, for the next school year, shall receive one (1) day of pay at the substitute rate.
- b) Employees whose classroom or workspace is moved during the full contract work year shall receive two (2) days of pay at the substitute rate.
- c) Employees required to move more than a normal classroom, such as a vocational instructional space, science storeroom or art room, shall be paid for an additional one (1) day of pay at the substitute rate.

These provisions will not apply in the case of:

- a) A voluntary request by the employee for the move, or
- b) When an employee is assigned to more than one classroom or workspace in a single building. Assignments to multiple classrooms within a building are subject to Article 6, Section 17 and 18.

Section 11. Pay for Relocation Due to Construction Activities

Employees will receive compensation for moves caused by the following construction activities:

1. Construction activities temporarily impacting a classroom and requiring movement of the class to another location on site.

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- A. An employee required to move from one room in a building to another shall be paid for one (1) day at project pay rate for each move. Beginning in 2024 – 2025, this time shall be paid at the single rate of pay identified in Article 22.
 - B. An employee required to move more than a normal classroom, such as a vocational instructional space, science storeroom or art room shall be paid for an additional one (1) day at the project pay rate. Beginning in 2024 – 2025, this time shall be paid at the single rate of pay identified in Article 22.
2. Construction moves to a swing site or back to home school.
 - A. An employee required to move to a swing site outside the instructional school work year, for the next school year, shall be paid for two (2) days to pack up their classroom and two (2) days to set up their classroom at project pay rate. Beginning in 2024 – 2025, this time shall be paid at the single rate of pay identified in Article 22.
 - B. An employee required to move to a swing site or back to the new school during the instructional school work year will meet with District representative(s), Bellevue Education Association President, or designee to discuss additional moving assistance, compensation, and timing of such a move.

Section 12 Recognition for National Board Certifications and National Licensure

For the duration of this Agreement, those employees who apply to the National Board for Professional Teaching Standards Certification Program will be provided up to one thousand dollars (\$1,000) of the actual cost of the application fee and any required tuition fees.

An educator who is engaged in an initial application process for National Board Certification shall be guaranteed an assignment for up to two (2) years at the instructional level and/or subject area at an FTE sufficient to complete their National Board portfolio, provided the educator has not, during that timeframe, been placed on an Assistance Plan or a Probationary Plan of Improvement consistent with the procedures identified in Article 12.

In recognition of the unique certification required in order to serve students, an annual stipend of one thousand five hundred dollars (\$1,500) will be awarded to each Occupational Therapist, Physical Therapist, Speech Language Pathologist/Audiologist, Nurse, Social Worker, and Psychologist with the following national certification:

- Psychologists = NASP awards Nationally Certified School Psychologist (NCSP)
- Speech Language Pathologist/Audiologists = ASHA awards (CCC) Certificate of Clinical Competency
- Social Workers = Academy of Social Workers or Diplomate of Social Workers, Certified School Social Work Specialist (C-SSWS)
- Physical Therapists = The American Board of Physical Therapy Specialties-Pediatric Specialist Certification, National Physical Therapy Exam (NPTE)

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- Nurses = National Board for Certification of School Nurses (NBCSN)
- Occupational Therapists = The American Occupational Therapy Association Specialty Certification in School Systems (SCSS), National Board for Certification of Occupational Therapy (NBCOT)

An additional annual stipend of one thousand five hundred dollars (\$1,500) will also be awarded as long as the Washington State Legislature continues to award the stipend for National Board for Professional Teaching Standards certification for Teachers (NBPTS). This stipend will be awarded in the November pay warrant.

Section 13. Summer Learning Programs

1. For 2022-2023, employees who provide services for the District's summer learning programs shall be compensated at the minimum hourly rate of \$42.88 per hour or the employee's per diem rate, whichever is higher. The minimum hourly rate shall increase annually by the same overall percentage increase as applied to the basic salary schedule. This hourly rate shall apply to:
 - a. all instructional hours
 - b. all required program set up, professional development and staff meetings
 - c. For every full-time (25 hours of teaching per week) summer school teaching position, 45 minutes per day of planning time pay shall be provided.
2. All summer learning programs will be discussed by the Association and the District through Meet and Confer in February. Summer learning positions will be posted no later than April 1st. Programs developed after this date must be reviewed through Meet and Confer prior to posting.
3. Educators employed in summer learning programs may request observations by the administrator for purposes of a recommendation letter only. Administrators may provide instructional coaching to the educator if the administrator deems it necessary.

ARTICLE 23 - PAY WARRANTS

Section 1. Payday

All employees shall be paid in twelve (12) monthly installments. Each warrant shall contain one-twelfth (1/12) of the contracted salary; provided, however, that an employee who is contracted for thirty (30) or less hours of service on a SUPPLEMENTAL CONTRACT AGREEMENT shall receive all compensation owed for such services on the first pay warrant following the date such contract was executed on which it is possible to include the compensation. Substitutes shall be paid monthly for actual hours worked prior to established payroll cut off dates. Payroll warrants shall be issued to the employee on the last working day of each month except:

1. December warrants will be issued on or before the end of the calendar year (Dec. 31st).
2. In no case will the District be required to issue payroll warrants prior to the date scheduled for payment of state apportionment.
3. However, in no case shall employees be issued the preceding month's payroll warrant later than the first working day of a month.

Section 2. Underpayments/Overpayments

In the event of a mistake in payment resulting in underpayment, corrections shall be made on the next regular warrant. When an overpayment is made, each remaining warrant due on the contract shall be reduced by an equal amount such that the sum of deductions shall equal the overpayment. The reason(s) for the overpayment will be made known to the employee in writing. If the employee feels the overpayment causes an undue hardship, they may request a meeting with the Payroll department and a BEA representative to negotiate a more reasonable plan for repayment.

Section 3. Assignments of Warrants

The District shall pay salary warrants directly to employees for services rendered, except that salary warrants may be assigned as designated by court order or upon order from the Internal Revenue Service as provided by law.

Section 4. Electronic Transfer of Pay Warrants

Within forty-five (45) days after receipt of authorization from an employee, the District shall electronically deposit the employee's monthly pay warrant directly in any bank which is capable of receiving electronically transferred payroll deposits through the Northwest Automated Clearing House.

ARTICLE 23 - PAY WARRANTS

Section 5. Payroll Deductions

The District shall make payroll deductions from employee salaries for State Teachers or State Retirement systems, withholding tax, FICA, and absence not provided for by leave to be compensated at per diem (as defined in Article 22, Section 5) based on the educator's annual salary for each day of absence.

The District shall, upon receipt of authorization from an employee, deduct from the employee's salary and make appropriate remittance for insurance plans, medical plans, WEA-PAC, NEA-FCPE, tax-sheltered annuities, credit union, or any other plans or programs jointly approved by the BEA and the District.

The Association will indemnify, defend, and hold the District harmless against any claims made and against suits instituted against the District on account of any payroll deduction for the Association. The Association agrees to refund to the District any amount paid to it in error.

Section 6. Tax-Sheltered Annuities

The District shall make automatic payroll authorization available for approved tax-sheltered annuity plans.

Section 7. August Salary for Beginning (No Experience) Educators

A beginning educator on Step One of the salary schedule (no previous experience) who attends Novice Orientation, New Hire Orientation, and Equity Professional Development Day will receive payment at the per diem level of cell 1A on the salary schedule on the August pay warrant. If, after salary placement has been confirmed, an employee is at a higher compensation level, the additional pay will be added to the next pay warrant.

ARTICLE 24 - ACTIVITY ASSIGNMENTS AND PAY

Section 1. Activity Assignments

In addition to teaching and supervision, each employee is subject to assignment by the principal to responsibility for a portion of the various extracurricular and other miscellaneous services and activities of the school.

The direction of and participation in the various extracurricular and other miscellaneous services and activities of the school are considered as much a part of the educator's normal load as actual classroom teaching.

Certain activity assignments carry compensation as specified on the current activity salary schedule.

Miscellaneous duties associated with student body activities will be paid at a rate determined by the individual school's student body government. Such pay will be processed through normal payroll procedures and the District will bill the student body association for such payments.

Section 2. Assignment to and Removal from Positions on the Activity Salary Schedule

Supplemental contracts for approved activity positions will be issued by the Human Resources Department based on recommendations of the building principals. Supplemental contracts are for one (1) year only. No person contracted for such a position should assume that the assignment will continue for more than one (1) year.

During the term of their supplemental contract, an employee may be removed from an activity position for just cause. An employee may also be suspended with pay from their activity position pending a decision on their removal from the position.

Section 3. Resignation from Positions on Activity Salary Schedule

An employee may resign from a duty identified on the activity salary schedule by providing the District with notice of said resignation at least ninety (90) days prior to the date that the activity is to commence. The District, at its sole discretion, may accept a resignation submitted less than ninety (90) days prior to the date that the activity is to commence. An employee's resignation from a duty identified on the activity salary schedule shall not impact in any way the employee's other employment with the District.

Section 4. Evaluation of Performance of Employees in Positions on Activity Schedule

Where activities are directly linked to instruction, they may be evaluated in the appropriate component of the evaluation process per Article 12. If the activity is not linked to the staff member's specific assignment, the employee and supervisor may voluntarily have the performance evaluated. This process should include the opportunity for feedback and improvement.

ARTICLE 24 - ACTIVITY ASSIGNMENTS AND PAY

Section 5. Activity Salary Schedules

The Activity Salary Schedules are contained herein as Appendices 3.2 and 3.3. These schedules shall increase annually by the same overall percentage increase as applied to the basic salary schedule. This increase shall be applied equally to each cell of the Activity Salary Schedule.

Elementary, middle school, or senior high activities are added with Board approval when needed.

Credit shall be granted for activity assignments to high school employees who gained this experience in school districts other than Bellevue.

Elementary and Middle School employees shall be compensated for activities at the Column 6 hourly pay rate as identified on the Activity Salary Schedule, Appendix 3.2.

ARTICLE 25 - INSURANCE

Section 1. Health Insurance

All eligible school employees are covered for healthcare and related benefits provided by the Health Care Authority (HCA) as governed by the School Employees Benefits Board (SEBB).

The following coverage will be provided by SEBB:

- Basic Medical Insurance
- Vision
- Dental
- Disability
- Life and Accidental Death and Dismemberment

The District will continue to provide the following coverage:

- Liability Insurance
- Casualty Insurance

The District and the Association will negotiate voluntary benefits that will not be provided by SEBB.

A) State Health Care Authority:

For the duration of this contract, the District shall pay the entire amount of the State retiree subsidy owed to the State Health Care Authority (HCA) for non-supervisory certificated staff.

The State of Washington, through the School Employees Benefits Board (SEBB) Program, provides insurance coverage to eligible employees and retirees and their dependents, as well as eligible groups.

B) An employee who exhausts all accumulated general leave credits and who is on a medical leave of absence without pay shall continue to receive the District's health insurance contribution until the expiration of their contract.

C) Under the auspices of Section 125 of the Internal Revenue Code The District shall provide 1) a medical premium conversion program which allows an employee to elect to have any of their health insurance premium contributions paid before the application of income taxes under the Internal Revenue Code; and 2) a Health Care Expense Account (HCEA) which allows an employee to use pre-tax dollars to pay for expenses not 100% covered or ineligible for payment through the group health care plans; and 3) a Dependent Care Reimbursement program which allows an employee to use pre-tax dollars to pay for allowable dependent care costs. These plans are administered by HCA and are no longer directly provided by the District.

ARTICLE 25 - INSURANCE

Section 2. Vision Insurance

The District will provide for a vision care insurance program through SEBB for all eligible employees and their dependents administered by the HCA.

Section 3. Dental Insurance

The District will provide for a dental care insurance program through SEBB and administered by HCA for all eligible employees and their dependents. As a default, employees who do not select a specific plan will be enrolled in the plan with the lowest premium.

Section 4. Long-Term Disability Insurance

Basic long-term disability (LTD) insurance coverage is provided by SEBB for all employees. Employees may purchase supplemental LTD.

Section 5. Life and Accidental Death & Dismemberment Insurance

Employees are provided basic term life insurance of thirty-five thousand dollars (\$35,000), including accidental death and dismemberment insurance of five thousand dollars, (\$5,000) administered through HCA. Employees may purchase additional insurance through SEBB.

Section 6. Liability Insurance

Employees shall be named as additional insureds under the comprehensive liability and the Board of Education liability insurance policies of the District. Coverage thus extended will provide employees covered under this contract with the same protection as provided for the Bellevue School District as a whole, its Superintendent and administrators, and the Board of Directors.

Section 7. Casualty Insurance

The District will provide casualty insurance protection as required by law.

ARTICLE 26 - SUBSTITUTES

Section 1. General

The wages, hours, and other terms and conditions of employment for substitute certificated employees represented by the Association pursuant to Article 1 - Recognition and Jurisdiction shall be limited to those contained in this Article, Except for those substitutes who are hired under a full contract.

Section 2. Notice to Association

Prior to October 1st, the District shall provide the Association with a list of employees who, during the period from September 1st to August 31st, met either or both of the standards established in Article 1 - Recognition and Jurisdiction for inclusion in the bargaining unit. Thereafter, the District will notify the Association of any substitute who meets these standards during the term of this Agreement. Such notice will be provided to the Association within thirty (30) days of the time such substitute meets said standards.

Section 3. Rates of Pay

Rates of pay for certified substitutes shall be set annually in collaboration between the Association and the District in an effort to remain competitive and maintain the integrity of the compensation system.

If a substitute is asked to accept a long-term assignment, which is defined as an assignment scheduled to last more than 15 days, the substitute will be paid the highest rate from the first day of the assignment.

Substitutes who participate in the District's Substitute Orientation (full day training) will receive payment for a full day training. The date for this training will be chosen by the District.

Retirees from the District who left in good standing will be paid at the highest rate for all full day assignments. All substitutes, including retirees, will be expected to effectively use the District's curriculum, technology, and electronic systems.

If a substitute is required for less than a full teaching day schedule, and if the substitute's assignment begins or ends at mid-school day, the compensation shall be sixty percent (60%) of the applicable daily rate. If this substitute is required to work up to an additional hour before or after the mid-school day, compensation for the additional hour shall be at the sixty percent (60%) rate. However, no substitute paid on this basis may be required to remain at the work site after the student period or activity has ended which necessitated the substitute's presence for a portion of the additional hour as long as all required responsibilities have been completed.

If a substitute educator at the middle or high school level is assigned to teach during their planning period(s), the substitute will be paid at the applicable substitute daily hourly rate.

ARTICLE 26 - SUBSTITUTES

If a substitute at the elementary level is assigned to teach during their planning time, the substitute will be paid the applicable hourly rate for the time taught, rounded to the nearest fifteen (15) minutes.

If a substitute is required to begin a school year for a regular employee who it is known by the District in advance will not be available to begin the year, said substitute may be required to be present to perform services during employee preparation days and shall be compensated for said service.

A substitute assigned to replace a regular employee whose absence is predicted to exceed twenty (20) consecutive days will be returned to that assignment if the substitute is absent for less than three (3) consecutive working days, unless the needs of the educational program dictate a change. A substitute who is returned to such assignment shall be paid at the same rate of pay received prior to the time of their absence.

Substitutes who work a significant number of days (need not be consecutive) for the District will be eligible to receive a bonus under the following schedule:

- 50 days to 69 days \$500
- 70 days to 99 days \$1,000
- 100 days or more \$1,500

This payment is to recognize and reward substitute loyalty to the District. The bonus will be paid after the school year is completed. No substitute is eligible for this payment unless they remain in good standing with the District at the end of the school year. A day is defined in Article 7, Section 1.

Section 4. Payday

Substitutes shall be paid in accordance with Article 23, Section 1, of this Agreement.

Section 5. Faculty Meetings

Substitutes in long term assignments are required to attend faculty meetings unless excused from such obligations by their immediate supervisor.

Section 6. Evaluation

The evaluation of day-to-day substitutes shall be based on observations, and/or pertinent, verifiable information concerning the substitute's professional performance provided by the principal, other affected certificated employees, or the regular classroom educator. The evaluation shall be in writing using a standardized form and a copy of the evaluation will be given to the substitute and filed with the Human Resources Department.

Substitutes who are scheduled to work at least two (2) days in a given building may request, through the school secretary, that a written evaluation be done by a building administrator or

ARTICLE 26 - SUBSTITUTES

designee. Such evaluations will be done if the administrator's schedule allows. A substitute may have up to two (2) such evaluations during a given school year and an administrator will not be expected to complete more than six (6) in a given year. A standardized evaluation form will be used for this evaluation.

The evaluator will discuss all such evaluations with the substitute upon request. The substitute may file with the Human Resources Office comments about such evaluations which will become part of the evaluation.

Section 7. Contact Procedures

When contacting substitutes for assignment, the District will give consideration to the substitute's preparation and experience; the absent employee's request; and the general availability of the substitute.

The ultimate responsibility for assignment of any person to fill a substitute role rests with the District.

When it is determined that a regular employee will be absent from their contracted position for the remainder of the school year and a substitute has completed 20 consecutive days in that position, the substitute may be issued a non-continuing contract without the necessity for the position to be posted. Decisions relative to issuing a non-continuing contract will be based upon the performance of the substitute in the position, qualifications, program needs, and affirmative action requirements. The substitute who is not granted such a contract under the conditions described shall, upon request, be informed of the reason in writing.

The decision to remove a substitute from the District's substitute list shall be based on evidence of the substitute's professional performance. A substitute who believes they have been inappropriately removed from the list may appeal through the first two Steps of the Grievance Procedure, Article 27. The decision made at Step 2 shall be final and binding.

Section 8. Limited Contract Substitutes

Limited Contract Substitutes are substitutes who are eligible for benefits as outlined by the School Employees Benefits Board. These substitutes will be paid at the highest rate and be eligible for the substitute bonus as delineated in Section 3. Substitutes identified as Limited Contract Substitutes shall be required to do the following:

- Report to specific designated work locations,
- Agree to work on designated high absence days (Fridays, before and after holidays),
- Work a minimum of 80 days.

In case of illness, limited contract subs shall have access to sick leave in a pro-rated amount. Accrual will be aligned with Washington state laws.

With administrator approval, Limited Contract Substitutes may be compensated at their daily substitute rate for attending District Professional Days.

ARTICLE 26 - SUBSTITUTES

Section 9. Other Terms and Conditions

The following terms and conditions of employment as contained in the collective bargaining agreement shall apply to substitutes:

- a) ARTICLE 1 – Recognition and Jurisdiction
- b) ARTICLE 3 - Status of Agreement
 - Section 1 – Responsibility and Bargaining Procedures
 - Section 3 – No Strike Provisions
 - Section 4 – Distribution of the Agreement
- c) ARTICLE 4 – Management Rights and Responsibilities
- d) ARTICLE 5 - Association Rights and Responsibilities
 - Section 2 – Mail Services
 - Section 4 – Exclusivity
 - Section 5 – Access to Bargaining Unit Employee Information
 - Section 6 – Notification of Authorized Representatives
- e) ARTICLE 6 - General Conditions of Employment
 - Section 1 – Nondiscrimination
 - Section 3 – Tutoring
 - Section 4 – Temporary Replacement
 - Section 8 – Employee Safety and Protection
 - Section 9 – Employee Rights
 - Section 10 – Student Discipline
 - Section 11 – Reporting Practices
 - Section 15 – Employee Facilities
 - Section 19 – Student Records
- f) ARTICLE 7 – Workday and Work Year
- g) ARTICLE 14 – Personnel Files
- i) ARTICLE 19 – Academic Freedom
- j) ARTICLE 20 – Instructional Materials Policy
- k) ARTICLE 22 – Compensation
 - Section 7 – Travel
- l) ARTICLE 23 – Pay Warrants
 - Section 1 – Payday
 - Section 2 – Underpayments/Overpayments
 - Section 3 – Assignment of Warrants

ARTICLE 26 - SUBSTITUTES

Section 5 – Payroll Deductions

- m) ARTICLE 27 – Grievance Procedure
- n) ARTICLE 28 – Conditions of Agreement

ARTICLE 27 - GRIEVANCE PROCEDURE

Section 1. Purpose

The purpose of this procedure is to provide a means for the orderly and expeditious adjustment of grievances of individuals or groups of employees of the District. The procedure, excluding provisions for binding arbitration, shall also be used to process complaints of alleged non-compliance with Title IX of the Educational Amendments of 1972, which prohibits sex discrimination in employment.

Section 2. Definition

As used in this procedure, a “grievance” is a claim by an individual employee, group of employees, or the Association that an agreement between the District and the BEA, an existing school policy, or an established practice has been violated, misinterpreted, misapplied, or applied unevenly or unfairly, or a claim that there has been unfair, inequitable, or unwise treatment of the grievant by the employer. A “grievant” is an employee or group of employees having a grievance. A “Grievance Review Request Form” is a printed form utilized in the process of adjusting grievances under this procedure. As used herein, “established practice” shall mean a method of dealing with a course of conduct in regard to a recurring event or situation which is of general application in the conduct of such events or situations as carried out by the District, the Board, the Superintendent or administrative staff or the recognized employee organization. Such practices may be written or unwritten and the burden of proof regarding their established existence shall be the responsibility of the party claiming their existence.

Section 3. Procedure

The proper procedure for pursuing adjudication of alleged grievances is as follows:

Informal Step

Prior to filing a grievance at step one, the grievant shall first meet with their supervisor to try to resolve the potential grievance. The employee may ask a BEA representative to be present at the meeting.

Step One

Within thirty (30) calendar days of the time a grievance arises, or the date when the grievant should reasonably have had first knowledge of its occurrence, the grievant will commit the grievance to writing on a Grievance Review Request Form, sign it, and submit it to their immediate administrative supervisor, or to the appropriate administrator who took the action(s) or made the decision(s) on which the grievance is based, with a copy to the immediate supervisor. This written grievance shall include (1) the nature of the grievance; (2) the section(s) that have allegedly been misinterpreted or misapplied; and (3) the recommended solution to the grievance. A copy of the Grievance Review Request Form shall also be sent to the Executive Director of Human Resources. The

supervisor/administrator shall meet with the grievant in an effort to resolve the grievance within fifteen (15) working days (Monday through Friday) after receipt of the grievance.

Within fifteen (15) working days after the grievance meeting, the supervisor shall communicate the recommended solution to the grievant and the Association.

Step Two

If the grievant is not satisfied with the resolution at Step One, they may, within fifteen working days after receipt of the written response from Step One, submit the grievance to the Assistant Superintendent of Human Resources. The Assistant Superintendent of Human Resources or their designee shall meet with the grievant in an effort to resolve the grievance within fifteen (15) working days (Monday through Friday) after receipt of the grievance.

Within fifteen (15) working days after the grievance meeting, the Assistant Superintendent of Human Resources or their designee shall communicate a written response to the grievant and the Association.

Step Three

If the grievance is not satisfactorily resolved at Step Two, the Association may, within twenty (20) calendar days after receipt of the written response in Step Two, submit the grievance to the American Arbitration Association for arbitration under their voluntary labor arbitration rules and within the following guidelines:

- a) The arbitrator shall limit their decision strictly to disputes involving the application or interpretation of the express terms of this Agreement. The arbitrator shall have no power to change, alter, detract from, or add to the provisions of this Agreement.
- b) Matters covered by Article 18, except administrative leaves, and Article 12, Section 6 Probation and Section 7, Non-Renewal, are not subject to the provisions of arbitration unless mutually agreed to in writing by the Board and the Association.
- c) The arbitrator shall be limited to procedural questions when hearing disputes related to administrative leaves (Article 18, Section 2).
- d) Matters covered by Article 20 are not subject to the provisions of arbitration, as the Board of Directors has final decision-making authority.
- e) Interpretations by the arbitrator of matters covered by Articles 19 and 20 shall be limited to procedural questions.
- f) In ruling on a grievance filed under this agreement, the arbitrator shall recognize

that this contract constitutes a totality of rights and obligations of the parties.

- g) The arbitrator's decision shall be final and binding on the Association, the employee(s) involved, and the District.
- h) The fees and expenses of the arbitrator shall be shared equally by the District and the Association. All other expenses shall be borne by the party incurring them, and neither party shall be responsible for the expenses of witnesses called by the other.

Section 4. Time Limits

Failure of the grievant or the Association to comply with any time limits specified in this procedure shall constitute withdrawal of the grievance. Failure of the District to respond to a written grievance within the time limits specified in this procedure shall allow the grievant to move the grievance to the next step of the grievance procedure.

The District and Association may mutually agree in writing to extend the time limits at any one of the steps.

Section 5. Representation

The grievant may be represented by the Association at any step in the grievance procedure.

The District supervisor/administrator responsible for responding to a Step 1 or Step 2 grievance may be assisted by another District supervisor/administrator in processing a grievance.

A grievant shall have the right to utilize this procedure, excluding arbitration without the intervention of the Association so long as the resulting adjustment does not conflict with the terms of this Agreement and the Association has been given an opportunity to be present at all meetings between the grievant and the District on the grievance.

All efforts at each step in the grievance procedure to present information or otherwise seek to influence the outcome of the grievance hearings shall be through appropriate channels as identified in this procedure. No person shall seek to influence a member of the Board of Directors concerning a grievance which has been filed except through such channels as may be identified by the Superintendent.

Section 6. Freedom from Reprisal

Employees involved in grievance adjustment proceedings, whether as a grievant, a witness, a representative of the BEA, or otherwise, shall not suffer any restraint, interference, discrimination, coercion, or reprisal on account of their participation in the grievance adjusting process.

Section 7. Assistance in Investigation

During the course of any investigation by the BEA, either to determine whether it will represent a grievant or to enable it to represent the grievant effectively, the District shall, within reason, cooperate with the BEA and furnish to it such information germane to the grievance as the BEA may request. Similar cooperation will be extended by the grievant and the BEA to reasonable efforts by the District and/or arbitrator to investigate the grievance.

Section 8. Attendance at Grievance or Arbitration Hearings

Employees involved in grievance or arbitration hearings held during the regular school day shall be released with full pay. All reasonable efforts will be made to avoid interruption of the educational program or the involvement of students in any phase of the grievance procedure.

ARTICLE 28 - CONDITIONS OF AGREEMENT

Section 1. Separability and Savings

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 employee or groups of employees 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 provisions or applications of the Agreement shall continue in full force and effect.

Section 2. Duration

This Agreement is effective September 1, 2022 and its provisions shall remain in effect through August 31, 2025.

Section 3. Reopeners

- a) The parties agree that to respond to the pace of change being experienced by the District and its employees, either party to this agreement may request negotiations with respect to any provision of this agreement or to include a provision that is not currently contained therein by giving written notice of said desire to the other party. Said notice shall specifically describe the provision or other subject matter concerning which negotiations are being requested and the reason(s) said request is being provided. Within fifteen work days of receipt of such a request for negotiations, the parties shall meet to commence negotiations with respect to the identified matter. If any existing provision governs the matter under negotiations, until negotiations on said matter have been satisfactorily concluded the provision in question shall remain in full force and effect. If negotiations cannot be resolved to the mutual satisfaction of both parties, the matter that has been the subject of negotiations shall, at the discretion of the initiating party, become a subject of negotiations for a successor agreement. This provision may only be incorporated into any successor agreement between the parties by the explicit, written agreement of both the District and the BEA.
- b) If for reasons related to legislative action or a vote of the people resulting in the District being imminently faced with a reduction in available revenue for any school year during the term of this Agreement equal to more than three percent (3%) of the total revenues available to the District during the current year or the year following the current school year, the parties shall enter into negotiations to address the crisis. Said negotiations shall commence within twenty (20) days following a written notification from the District to the BEA of the District's intention to enter into said negotiations. Said notification shall include the reason(s) for the notification, the projected revenue loss, and those provisions of the Agreement the District desires to modify, together with the manner of modification proposed. Any provision of this Agreement not modified as a result of the negotiations described herein shall remain in effect as stipulated in paragraph one of this Section.

Section 4. Salaries and Compliance

The parties acknowledge the necessity for the District to comply fully with state compensation limitations. The parties intend that nothing in this agreement will operate to preclude the District from complying with State compensation laws nor to vest employees with compensation in excess of that allowable under applicable laws and regulations. Accordingly, the parties acknowledge that the District retains the authority, consistent with the procedures contained herein, to make equitable compensation adjustments in order to ensure compliance with applicable laws and regulations.

1. Potential Adjustments

On or before May 1st of each year, the District and the Association will review the salary data for all certificated employees as reported on Form S-275.

- a) If it is determined that the District is above the authorized legal limits (following the application of the mutually established procedures between the parties for making said determination), salaries for all certificated instructional employees being paid on the CERTIFICATED EMPLOYEES' SALARY SCHEDULE will be reduced by an equal percentage explicitly to come to not more than 1/10 of 1% below the authorized legal limits. Said reduction will become effective, retroactive to September 1st, with the May pay warrant, and an equal reduction in compensation shall continue for the remainder of the contract year in order to implement the adjustment.
- b) If it is determined that the District is more than 1/10th of 1% below the authorized legal limits (following the application of the mutually established procedures between the parties for making said determination), salaries for all certificated instructional employees being paid on the CERTIFICATED EMPLOYEES' SALARY SCHEDULE will be increased by an equal percentage explicitly to come within not less than 1/10 of 1% below the authorized legal limits. Said increase will become effective, retroactive to September 1st, with the May pay warrant, and an equal increase in compensation shall continue for the remainder of the contract year in order to implement the adjustment.
- c) Any salary schedule(s) finally adopted pursuant to a) or b) above will be placed into the contract replacing the original schedule(s) and shall form the basis upon which any successive year's salary schedules are generated.

2. Consultations and Negotiations

Prior to effectuating any adjustments pursuant to this section of the Agreement, the District will consult the Association. If the parties are unable to agree on a resolution of the matter, the unresolved issues may be submitted to arbitration. The parties shall mutually identify the arbitrator who may be requested to hear such issues, within thirty (30) days following execution of this Agreement, and shall contact said arbitrator immediately upon identification to determine their willingness to serve. Such process will be repeated until an arbitrator has

been identified who is willing to assist the parties. The arbitration proceeding and the arbitrator shall be governed by the provisions established in Article 27, Section 3, Step 3, of this Agreement; provided that the arbitrator shall conduct the hearing within thirty (30) days following the request for arbitration by either of the parties and the arbitrator shall issue an award no later than thirty (30) days following the closing of the hearing. The arbitrator's award shall be final and binding on the parties; provided that the implementation of the arbitrator's award would be lawful. If the award causes the District to be above the maximum allowed compliance level, salaries will be rolled back as provided by subsection 3 above.

Section 5. Contract Waivers

The contract was jointly bargained and mutually agreed to by both the Association and the District. Since the negotiation of the contract took careful consideration by both the parties, it is reasonable that careful consideration be given prior to the granting of a contract waiver by either party.

The Association may agree to waive specific provisions of this Agreement in accordance with the following:

A contract waiver request from a school or program to the Association must:

1. Be supported by the building leadership team of the school making the request. The building leadership team must have reached sufficient consensus with respect to making the waiver request.
2. Be submitted in writing to the BEA Executive Board by the school's leadership team.
3. Describe the specific provision(s) of the collective bargaining agreement involved.
4. Provide reasons as to why the waiver is being sought.

The Association will follow its Contract Waiver Request Process for the study, investigation and recommendation that must be conducted pursuant to any waiver request. A waiver granted by the Association will be in effect for the duration of the term of the collective bargaining agreement.

The District will follow the process for granting a waiver established by the School Board.

Section 6. Signatories:

The parties have executed this Agreement this day of August 29, 2022.

BELLEVUE SCHOOL DISTRICT NO. 405

BELLEVUE EDUCATION ASSOCIATION

Curtis Leonard

Rob Wood

Jeff Thomas

Jill Rock

Kelly Aramaki

Michael Ruiz

Heather Edlund

Todd Mahaffey

Scott Powers

Elizabeth D'Antonio

Simone Neal

Maya Vergien

Kathy Myers

Mariano Lizano Alpizar

MEMORANDUM OF UNDERSTANDING
between the
BELLEVUE EDUCATION ASSOCIATION
and the
BELLEVUE SCHOOL DISTRICT
Regarding
Professionalism in the Workplace

Educators are held in high esteem by the community due to both their position as professionals and as role models for students. They have a high level of responsibility that requires a model of professional conduct that affords educational opportunity for each and every student, as well as, professional securities for each and every employee.

For their own protection, it is important that educators are aware of and fully understand the recommended standards of professional conduct. Bellevue Education Association and Bellevue School District agree that the following standards are to be used as a guide for professional educators' conduct while employed in the District (Note: this document is not intended for use in disciplinary action, evaluation, or to negate any provisions in the Collective Bargaining Agreement).

Professional Standards for Educators

The professional educator:

- Considers the interests of students in decision making.
- Maintains professional relationships with students, parents, staff members and others that are appropriate for their role.
- Fulfills job responsibilities with honesty and integrity.
- Resolves conflicts, whenever possible, privately and respectfully, and in accordance with district policy.
- Understands that s/he may advocate for policies and laws that s/he believes promotes the education and well-being of students and families.
- Directs constructive criticism of BSD policy, procedure, program, or direction in a productive and respectful manner.
- Supports the principle of due process and protects civil and human rights of all individuals.
- Implements the policies and procedures adopted by the Board of Directors.
- Refrains from using school contacts or position for personal benefit.
- Maintains the standards of the profession, and seeks to improve the effectiveness of the profession, through research and continuing professional development.
- Stresses the proper use and protection of all school property, equipment, technology and materials.
- Honors all contracts until fulfillment or release.

- Maintains confidentiality related to their position, especially when involving student information unless disclosure serves the District's interest or is compelled by law.

The relationship between employees and the District is a cooperative one. The employee understands that s/he is an ambassador on behalf of the district. Their conduct may be a reflection of the Bellevue School District, its standards and beliefs. As any good ambassador does, s/he has a responsibility to uphold, question, criticize, endorse, and otherwise participate in a manner that demonstrates the respect due to that position.

Responsible and Ethical Use of Social Media

Educators should take special care when using social media. Educators should consider the impact of creating, distributing, and communicating information through all technologies. Status as an educator and role model instills extra responsibilities to ensure your protecting of oneself and one's students.

New technology is constantly being introduced. Remember, regardless of the forum, an educator's responsibilities remain the same.

Recommended ...

- Being familiar with and follow all school guidelines and policies related to social media and web use (including conduct during school hours and more general rules).
- Remembering that educators are a mandatory reporter.
- Understanding that off duty conduct can result in job related discipline.
- Understanding that "send" cannot be taken back.
- Understanding that there is no such thing as an anonymous post, text, tweet, blog, etc.
- Maintaining privacy as much as possible, but remember that social media privacy settings are not absolute. Much of what is posted or posted about an educator can be accessed by others.
- Frequently checking, and if necessary, changing privacy settings on social media accounts.
- Using technologies that help protect oneself and one's students.
- Informing oneself of rights and resources with the district.

Not Recommended...

- Using social media during work hours.
- Crossing emotional, physical and knowledge boundaries with students.
- Sharing (for example, post, tweet, etc.) personal information, criticism or an angry response to or about a supervisor, principal, superintendent, school board, job duties, colleagues, school activities, a student, parent, etc.
- Allowing information that one shares about "matters of public concern" to disrupt the workplace or the school's effectiveness or efficiency.
- Sharing (for example, post, tweet, etc.) intimate information or pictures.
- Sharing anything that would be embarrassing to see on the front page of the local paper.

Only after careful consideration of the ramifications should you...

- Add students or their parents as “friends.” Also, be careful about “friending” recent graduates who may still have siblings in the school.
- Join groups (closed or open groups) with student members.
- Share (for example, post, tweet, etc.) with students or their parents.

MEMORANDUM OF UNDERSTANDING
between the
BELLEVUE EDUCATION ASSOCIATION
and the
BELLEVUE SCHOOL DISTRICT
Regarding Supports for
Washington Kindergarten Inventory of Developing Skills Assessment (WaKIDS)
Requirements

On June 29, 2015, the Legislature passed the state biennial operating budget which included funding for statewide implementation of full day kindergarten. Along with the full day kindergarten funding comes a required transition assessment called the Washington Kindergarten Inventory of Developing Skills (WaKIDS). WaKIDS has three components: Family Connection; Whole Child Assessment; and Early Learning Collaboration.

The state requires a one-time training and an inter-rater reliability assessment that all kindergarten teachers must complete before implementing the WaKIDS assessment. If an educator has evidence of completion of the Assessment training, the training does not need to be repeated. If an educator is unable to complete the training and assessment prior to the start of the school year, the educator and principal must work together to prepare a plan of support for the educator in attending the class within a reasonable timeframe and completing the Assessment.

To meet the Family Connections Requirement, the District will annually utilize a three-day State waiver. Additionally, up to 8 hours of per diem pay may be earned by any educator who has more than 24 students enrolled in their class who cannot complete the 20-minute Family Connections meeting within the designated three days. One day of release for data entry may be provided to Kindergarten teachers who request it from a building administrator. Kindergarten teachers may request the payment equivalent to one day of substitute pay instead.

To support informed class placement decisions already established at each school site, educators may divide the Family Connections portion of WaKIDS. Each educator does not have to meet with families from their class. The kindergarten team may complete the Family Connections meetings using a team approach.

Educators will use assessment tools mandated by the state and enter the assessment data online according to state guidelines. Educators should use data from the assessment to share kindergarten readiness information with each student's family at the elementary fall conference.

Continued conversation regarding WaKIDS will be ongoing between BEA, Kindergarten teachers, and the District.

MEMORANDUM OF UNDERSTANDING
between the
BELLEVUE EDUCATION ASSOCIATION
and the
BELLEVUE SCHOOL DISTRICT
Regarding the use of
Interest Based Strategies

Philosophical statement:

In Bellevue, we believe that every student should be afforded the best possible learning environment within which to acquire the skills and strategies that foster a fulfilling life. Specifically, our mission is to provide all students with an exemplary college preparatory education so that they can succeed academically, engage fully in college and career experiences, and lead a positive and productive life.

The task of providing the best possible learning environment falls to every employee of the Bellevue School District, including teachers, ESAs, para educators, administrators, specialists, and many more. In light of this, we believe our employees deserve the best possible work environment, one that supports our employees in fully engaging in their career experiences, and fosters a positive and productive life for all who work here.

Interest Based Strategies is a collaborative, solution-based process. We believe that when this process is used, the process and its principles provide for creative ideas and empowerment around decision-making, and consensus building. The quality of our work, giving our students the best possible learning environment, is a shared responsibility for all of Bellevue's employees. Interest Based Strategies gives us a process wherein, together, we can also share the responsibility for creating the best possible work environment.

Facilitation support for Interest Based Strategies process:

The facilitated Interest Based Strategies Process is a useful avenue for group problem solving and decision making. Examples include, but are not limited to:

- Contract Negotiations (outside facilitation required)
- Joint BEA/BSD contract directed committees
- Instructional items or issues
 - Curriculum
 - Program improvement or design
- Staff to staff mediation
- Organizational Health concerns within a given school or department

In order to track effectiveness, provide support and training to facilitators and manage budgetary concerns, requests for and management of facilitation in the complete Interest Based Strategies Process will be overseen by the Human Resources Department. The HR budget will cover the costs for facilitator compensation, release time as needed for facilitators, and all facilitation supplies.

Schools or departments requesting facilitation will be responsible for costs associated with release time or compensation for participants, copy or other material costs, and meeting related costs. Negotiation related joint committees will follow the rules set forth in Article 4, Section 4

Protecting the integrity of the process:

To maintain the integrity of the process, we must build a strong cadre of internal facilitators and spread understanding of the process to a cross section of educators. BEA and BSD commit to the following:

- Ongoing training for facilitation
 - Facilitation training for those who have participated completely in the process and are interested in becoming facilitators
 - BEA/BSD joint training annually, introducing the process to focus on how we have adapted Interest Based Strategies to meet our needs
 - Offer sessions as options during District PD
- Team facilitation
 - When possible, a new facilitator should be paired as the third person with two experienced facilitators
 - Acknowledge that effective facilitation is a partnership, and allow those who have built relationships to facilitate together, strengthening the quality of the process.
 - Facilitation teams should be a mix of BEA and Administration to provide dual perspectives
 - When at all possible, facilitators should not be invested in the topic to protect neutrality
- Establishing a working team to develop best practice guidelines, a handbook, and other supporting materials in the form of a facilitation toolkit.
- Seeking out a cadre of outside districts to partner with in order to
 - Further develop skills
 - Build on existing relationships to assist in negotiations
 - Maintain the quality and integrity of Interest Based Strategies

Abridged process:

The parties also recognize that in some instances, groups may wish to use part of the process to assist in problem solving or consensus building. These situations would not require facilitation but should be assisted with access to the handbook and toolkit referenced above. Examples include, but are not limited to:

- Staff meetings
- IEP facilitation
- Small team meetings (grade level, department, safe schools, etc.)
- Mentorship with pedagogic process

BEA and BSD will monitor implementation of these objectives throughout the duration of this contract.

MEMORANDUM OF UNDERSTANDING
between the
BELLEVUE EDUCATION ASSOCIATION
and the
BELLEVUE SCHOOL DISTRICT
Regarding
Professional Learning Communities and Computer Science Specialists Pilot

BSD and BEA recognize a Professional Learning Community (PLC) model provides a comprehensive systems approach to school improvement and student achievement. The purpose of PLCs is to ensure that all students learn at high levels through a collaborative and collective effort focused on results. As noted by the Washington Education Association, “Professional learning communities – when done right – can be some of the best and most rewarding professional development educators can experience. It is empowering, directly connected to the classroom, meaningful, produces results, and is research-based. Unfortunately, when done wrong, it merely adds to workload, creates additional committee work, and provides no rewards or benefits to either educators or students.” (2019).

In an effort to effectively implement a PLC model, the District and BEA agree to pilot Computer Science (CS) Specialists in the four Title Elementary Schools. The following will be components of the pilot.

- Training on computer science will be available to all teachers, though there is no requirement at this time for classroom teachers at the four Title elementary schools to participate. Participating teachers will be paid for the hours they attend.
- CS specialists will provide instruction (K-5) 40 minutes per classroom each week at each Title I elementary school.
- The daily schedule of the CS specialist may be modified to provide before or after school activities for students, such as robotics, makerspace experiences, and/or coding within an eight (8) hour work day.
- Classroom teachers will have 40 minutes of planning time each week while students are engaged with the CS specialist.
- Teachers will commit to structured PLC time each week, equivalent to the CS specialist time (40 minutes). The PLC time does not need to occur during the specialist planning time. However, each grade level should agree on a time to meet as a PLC. A PLC might bank the time and meet for 80 minutes every other week, as decided by the building leadership team.
- The PLCs will follow a structure as determined by the building leadership team, aligned to the school improvement plan.

Feedback will be collected from each participating school, including implementation and outcome data/feedback, before the end of the first semester. Adjustments may be made based on feedback. A report and recommendations will be shared at Meet and Confer in February 2020 and thereafter. The information learned from the four Title schools will help inform the work of the PLC model being developed in alignment with Article 7, Section 3.

MEMORANDUM OF UNDERSTANDING
between the
BELLEVUE EDUCATION ASSOCIATION
and the
BELLEVUE SCHOOL DISTRICT
Regarding
Dual Language and Immersion Program Staff Supports

BSD and BEA recognize the additional workload required for staff in Dual Language and Immersion programs.

BSD will allocate sixty thousand dollars (\$60,000) annually for staff supports in these programs.

These funds are intended to be used for any combination of the following, as determined and requested by building/department leadership teams:

1. Release time for planning and collaboration
2. Up to three (3) additional days paid at the substitute rate for individual educators
3. Project pay associated with the duties of the position for the 2022 – 2023 and 2023 – 2024 contract years, and a single rate of pay for the 2024 – 2025 school year.

The DLILT will follow the provisions outlined in Article 21, Section 3.

Use of these funds will be monitored through Meet & Confer.

MEMORANDUM OF UNDERSTANDING
between the
BELLEVUE EDUCATION ASSOCIATION
and the
BELLEVUE SCHOOL DISTRICT
Regarding Implementation of Building and Departmental Leadership Teams

The District and the Association agree to the formation of Building and District Teaching and Learning Department Leadership Teams as outlined in Article 21, Section 3. The implementation of Building and Teaching and Learning Department Leadership Teams and required components will be completed following the timeline below:

For the 2019 - 2020 School Year:

- An introduction of the structure and purpose of the Leadership Teams to BSD staff will occur prior to the last school day of November. This introduction will include the following:
 - i. Uniform introduction of new leadership team language.
 - ii. Example team membership make-ups, and processes for selecting team members.
 - iii. Dedicated time for reviewing and developing/selecting a model for the leadership team.
- An election/selection process will be held for each new leadership team. These elections will be held prior to winter break, December 20th.
- Training of new teams in Interest-Based Strategies and shared decision making will be provided by the District to each team prior to the last school day of March 2020.
- Before the last school day of May 2020, the following will be completed by each Leadership Team:
 - i. Teams will agree upon and submit written procedures outlined in the new CBA to affected staff for review (i.e. building staff, departmental staff, etc.).
 - ii. This will include a decision-making process, membership of the team, operating procedures, meeting norms and any other considerations as determined by the team.
- Before the last week of school, June 15-19, 2020, teams will complete the following:
 - i. Affected staff will approve written procedures developed by leadership team.
 - ii. Written procedures will be posted and warehoused on website accessible by staff.

For the 2020 – 2021 School Year:

- a. Before the start of the 2020-2021 school year, teams will be provided paid time to complete the following:

- i. Summer leadership institute training for leadership teams.
 - ii. Developing a meeting schedule, PD plan/schedule, and adding these to the calendar.
 - iii. Developing a presentation that includes leadership team role(s), functions, and key processes, created during summer paid professional development days.
- b. Throughout the course of the year, the Leadership Team agendas, minutes, and progress of work will be documented and published on the designated website within one work week of scheduled meeting dates.
- c. Staff will use one Wednesday building meeting date before the end of third quarter, March 10th 2021, to conduct a review of the following:
 - i. Leadership team processes and effectiveness.
 - ii. Procedures and decision-making matrix.
 - iii. Make-up of the team.
 - iv. Progress on identified goal areas.
 - v. Identification of any changes that need to be made.
- d. Staff will use one meeting date after March 10th, but before June 1, 2021 to complete the following:
 - i. Approval of written procedures etc. and any revisions to them.
 - ii. Holding elections/selections for next year's leadership team.

Compensation for individuals participating in Leadership Team roles and development work described above shall be paid according to the following parameters:

- 2019-2020 – Participating members on Leadership Teams will track their hours worked (up to a maximum of 25 hours) and will be paid at per diem rate.
- 2020-2021 – Stipend provisions from Article 21, Section 3 will become available for the remainder of the contract.

MEMORANDUM OF UNDERSTANDING
between the
BELLEVUE EDUCATION ASSOCIATION
and the
BELLEVUE SCHOOL DISTRICT
Regarding
Health Reimbursement Arrangement (HRA) - VEBA

Bellevue School District (“Employer”) has adopted the health reimbursement arrangement (HRA) plans offered and administered by the Voluntary Employees’ Benefit Association Trust for Public Employees in the State of Washington (“Plan”). The Plan is designed with a variety of coverage options to allow for the maximum benefit permitted by applicable law. Employer agrees to contribute to the Plan on behalf of all employees in the Bellevue Education Association (“Group”) defined as eligible to participate in the Plan, in accordance with Plan and regulatory limitations. The Plan must receive an enrollment file for each eligible employee to become a participant and become eligible for benefits under the Plan.

Contributions on behalf of each eligible employee (or former employee) shall be based on the following selected funding sources/formulas:

- **General Leave Contributions – Retirement or Separation from Service¹:** Eligibility for contributions at retirement or separation from service is limited to employees who retire or separation from service with general leave cash-out rights during the term of this Agreement.
- **General Leave Contributions – Annual:** Eligibility for contributions on an annual basis is limited to employees who have accumulated 180 days or more if eligible¹, not including any front-loaded days for the current contract year, of earned and unused general leave. Contributions are based upon the number of general leave days earned during the previous calendar year, less any days used during that calendar year.

***NOTE:** All leave cash out contributions on behalf of each eligible employee shall be based on the cash-out value of leave days or hours accrued by such employee available for contribution in accordance with statute and District policy or procedure. For general leave cash-outs, it is understood that all eligible employees will be required to sign and submit to the District a hold harmless agreement complying with RCW 28A.400.210. If an employee eligible for such general leave contribution fails to sign and submit such agreement to the District, the District will not make general leave cash-out contributions to the Plan at any time during the term of this agreement, and any and all excess general leave which, in the absence of this agreement, would accrue to such employee during the term hereof shall be forfeited together with all cash rights that pertain to such excess general leave.*

As a condition of participation under the Plan, and as required by RCW 28A400.210(3), each retiring employee shall hold the District harmless (and shall sign an agreement with the District to this effect) should the United States government find that the District or an employee is in debt to the United States government for not paying income taxes on any amounts placed in the Plan or as a result of the District not withholding or deducting any tax, assessment, or other payment on such funds as required by federal law.

The District has no responsibility for the selection or retention of the Plan. Neither the District nor the Association makes any representation or warranty, and shall have no responsibility or

¹ Employees whose employment contract exceeds 180 days may accrue general leave up to their annual contract amount. Such employee groups may consider a higher eligibility threshold for annual general leave contributions to the VEBA Plan.

liability with respect to the tax consequences of participation in the Plan by employees, nor to the ability of the sponsor or insurer to fulfill any of its obligations under the Plan. The BEA will advise the District if, during the term of this agreement, any circumstances come to its attention that would make continued participation in the Plan inadvisable.

The term of the agreement shall be from September 1, 2022, to August 31, 2023, unless otherwise extended as provided by Association procedures and agreed to by the parties. Upon ratification of this Memorandum of Understanding by eligible BEA members, participation in the Plan shall be mandatory for the 2022-2023 School year, and any employee retiring who does not execute the hold harmless agreement required by RCW 28A.400.210(3) shall forfeit any right to compensation or reimbursement upon retirement for accrued, unused leave for illness or injury.

This MOU shall be annually reviewed and ratified by eligible BEA members.

MEMORANDUM OF UNDERSTANDING
between the
BELLEVUE EDUCATION ASSOCIATION
and the
BELLEVUE SCHOOL DISTRICT
Regarding
A Benefits Use Review Committee

Beginning in the 2022 – 2023 school year, the BSD and BEA adopted new contractual language and policies regarding the use of individual leave. The goal of this new system is to provide a flexible and more responsive system of leave that respects professionalism while also helping to maintain an adequate level of workforce coverage for employee absences. Because of this, a committee to review the efficacy of the new system and to monitor its' implementation in comparison with historical data shall be formed with the express task of reviewing these new leave provisions and creating a report for use in any future discussions of leave provisions.

Committee Goal:

The overall goal of this committee will be to review data around use of certificated staff leave with the express goal of creating and maintaining a system which manages absences at a level that is optimal for avoiding missed substitute coverage and best addresses a stated goal of keeping employee absences at or below 10% of the certificated staff workforce (that require substitute coverage) at any given time.

Composition of the Committee:

When making the appointments of individuals to the committee, each group is asked to consider ensuring that the perspectives of individuals who are most impacted by times of high absences are given priority for inclusion.

The composition of the committee shall include, but is not limited to:

- An Elementary administrator, appointed by the district
- A Secondary administrator, appointed by the district
- The Director of HR (or designee)
- An Executive Director, appointed by the district
- An Elementary educator, appointed by the BEA
- A Middle School educator, appointed by the BEA
- A High School educator, appointed by the BEA
- An ESA representative, appointed by the BEA
- A Member of the BEA Executive Board, appointed by the BEA

Additional committee members may be needed to present relevant perspectives in assessing the new leave provisions.

Committee Charges:

- Identify what systems and practices work best to keep absences below 10%

- Identify and document dates where absences are at or above 10% and analyze for patterns
- Compare historical data from the past 5 years with data from implementation years to assess effectiveness
- Identify worksites that are most consistent in keeping absences at or below 10% and inquire:
 - o How are requests for leave handled at this site?
 - o What internal communication between staff and administration occurs?
 - o What internal communication between staff members occurs?
- Gather perception data around leave usage each year and compare to a baseline from Fall 2022
- Review the impact of specific leave changes upon factors such as:
 - o Major holidays/breaks
 - o 3-day weekends
 - o Friday and Monday leave use
 - o Availability for professional release
 - o Availability and usage of IDEA days
 - o Number of times individuals requested leave that exceeded stated limits and targets
 - o Overall leave usage rates, broken down by job position
- Review data a minimum of once per year
- Present data and findings to the BSD and BEA prior to the next cycle of contractual negotiations no later than December 1, 2024.

Compensation:

Certificated staff members serving upon this committee shall be compensated at the negotiated project rate as defined in Article 22 Section 25 of the collective bargaining agreement.

CERTIFICATED EMPLOYEE CONTINUING CONTRACT

Employer: BELLEVUE SCHOOL DISTRICT #405
Employee: XXXXX
Position: EDUCATIONAL EMPLOYEE
Contract Length: Per Negotiated Agreement
Contract Salary: Per Negotiated Agreement
SALARY SCHEDULE DEGREE PLACEMENT: XXXXX

Date: xxxxxxx
Employee ID: xxxxxx
School Year: <insert>
Full Time Equivalency: xxxxx
Pay Placement: xxxxx

The Board of Directors of the Bellevue School District No. 405, and Employee hereby agree to an employment relationship for the <insert> school year, upon the following terms and conditions; provided that this contract must be signed by the Employee and all copies returned to the office of the Superintendent of Schools not later than ten (10) days from the above date.

1. The Employee shall be employed in, and perform the duties of, the above-specified position and shall maintain valid certification for the position during the period of this agreement.
2. The Employee shall perform services and receive compensation for the number of contracted work days specified above. The Employee’s specific days of work shall be those specified in the school calendar provisions of the collective bargaining agreement between the Employer and the Bellevue Education Association.
3. The salary shall be payable in equal monthly installments on the last business day of each month, beginning with the last business day of the month immediately following the effective date of employment service.
4. If the Employee is to perform duties for less than the normal school year or on a part-time basis, salary shall be proportionally prorated.
5. The wages, hours and other terms and conditions of employment shall be as provided in the collective bargaining contract between the Board of Directors of the Bellevue School District and the Bellevue Education Association for the current school year, which agreement when executed is hereby incorporated in this contract by reference as if fully set forth in this contract. Until said agreement, which may provide for retroactivity is reached, the Employee’s wages, hours and other terms and conditions of employment will remain as in the collective bargaining agreement applicable to the preceding school year. No salary or benefit increments shall accrue to the Employee as a result of longevity or educational adjustments required by the agreement for the preceding year unless such increments are provided in the agreement for the current school year.
6. This contract and the employment relationship established by it are subject to provisions of law, including those state statutes governing discharge, adverse effects on contract status, but not renewal of the contract for the next ensuing term.
7. This contract is for a continuing contract, renewed for the next ensuing term unless the Employer complies with RCW 28A.405.210.
8. During the effective period of the employment contract, absent circumstances beyond the employee’s control or an emergency, an employee will not be released from the obligation of the contract until the District determines a satisfactory replacement can be obtained. An employee who has signed and returned a contract for the ensuing school year shall be released from the obligation of the contract upon request under the following circumstances: Written notice of resignation is received in the Human Resources office on or before the last working day of June or written notice of resignation is received in the Human Resources office after the last working day of June and when the District determines a satisfactory replacement can be obtained.

Secretary to the Board of Directors, Bellevue School District #405

Employee: _____

Date: _____

CERTIFICATED EMPLOYEE PROVISIONAL 1 CONTRACT

Employer: BELLEVUE SCHOOL DISTRICT #405	Date: xxxxxxxx
Employee: XXXXX	Employee ID: xxxxxx
Position: EDUCATIONAL EMPLOYEE	School Year: <insert>
Contract Length: Per Negotiated Agreement	Full Time Equivalency: xxxxx
Contract Salary: Per Negotiated Agreement	Pay Placement: xxxxx
SALARY SCHEDULE DEGREE PLACEMENT: xxxxx	

The Board of Directors of the Bellevue School District No. 405, and Employee hereby agree to an employment relationship for the <insert> year, upon the following terms and conditions; provided that this contract must be signed by the Employee and all copies returned to the office of the Superintendent of Schools not later than ten (10) days from the above date.

1. The Employee shall be employed in, and perform the duties of, the above-specified position and shall maintain valid certification for the position during the period of this agreement.
2. The Employee shall perform services and receive compensation for the number of contracted work days specified above. The Employee’s specific days of work shall be those specified in the school calendar provisions of the collective bargaining agreement between the Employer and the Bellevue Education Association.
3. The salary shall be payable in equal monthly installments on the last business day of each month, beginning with the last business day of the month immediately following the effective date of employment service.
4. If the Employee is to perform duties for less than the normal school year or on a part-time basis, salary shall be proportionally prorated.
5. The wages, hours and other terms and conditions of employment shall be as provided in the collective bargaining contract between the Board of Directors of the Bellevue School District and the Bellevue Education Association for the current school year, which agreement when executed is hereby incorporated in this contract by reference as if fully set forth in this contract. Until said agreement, which may provide for retroactivity is reached, the Employee’s wages, hours and other terms and conditions of employment will remain as in the collective bargaining agreement applicable to the preceding school year. No salary or benefit increments shall accrue to the Employee as a result of longevity or educational adjustments required by the agreement for the preceding year unless such increments are provided in the agreement for the current school year.
6. This contract and the employment relationship established by it are subject to provisions of law, including those state statutes governing non-renewal, discharge, adverse effects on contract status and shall be consistent with and subject to RCW 28A.405.220.
7. During the effective period of the employment contract, absent circumstances beyond the employee’s control or an emergency, an employee will not be released from the obligation of the contract until the District determines a satisfactory replacement can be obtained. An employee who has signed and returned a contract for the ensuing school year shall be released from the obligation of the contract upon request under the following circumstances: Written notice of resignation is received in the Human Resources office on or before the last working day of June or written notice of resignation is received in the Human Resources office after the last working day of June and when the District determines a satisfactory replacement can be obtained.

Secretary to the Board of Directors, Bellevue School District #405

Employee: _____
Date: _____

CERTIFICATED EMPLOYEE PROVISIONAL 2 CONTRACT

Employer: BELLEVUE SCHOOL DISTRICT #405

Employee: XXXXX

Position: EDUCATIONAL EMPLOYEE

Contract Length: Per Negotiated Agreement

Contract Salary: Per Negotiated Agreement

SALARY SCHEDULE DEGREE PLACEMENT: xxxxx

Date: xxxxxxxx

Employee ID: xxxxxx

School Year: <insert>

Full Time Equivalency: xxxxx

Pay Placement: xxxx

The Board of Directors of the Bellevue School District No. 405, and Employee hereby agree to an employment relationship for the <insert> school year, upon the following terms and conditions; provided that this contract must be signed by the Employee and all copies returned to the office of the Superintendent of Schools not later than ten (10) days from the above date.

1. The Employee shall be employed in, and perform the duties of, the above-specified position and shall maintain valid certification for the position during the period of this agreement.
2. The Employee shall perform services and receive compensation for the number of contracted work days specified above. The Employee’s specific days of work shall be those specified in the school calendar provisions of the collective bargaining agreement between the Employer and the Bellevue Education Association.
3. The salary shall be payable in equal monthly installments on the last business day of each month, beginning with the last business day of the month immediately following the effective date of employment service.
4. If the Employee is to perform duties for less than the normal school year or on a part-time basis, salary shall be proportionally prorated.
5. The wages, hours and other terms and conditions of employment shall be as provided in the collective bargaining contract between the Board of Directors of the Bellevue School District and the Bellevue Education Association for the current school year, which agreement when executed is hereby incorporated in this contract by reference as if fully set forth in this contract. Until said agreement, which may provide for retroactivity is reached, the Employee’s wages, hours and other terms and conditions of employment will remain as in the collective bargaining agreement applicable to the preceding school year. No salary or benefit increments shall accrue to the Employee as a result of longevity or educational adjustments required by the agreement for the preceding year unless such increments are provided in the agreement for the current school year.
6. This contract and the employment relationship established by it are subject to provisions of law, including those state statutes governing non-renewal, discharge, adverse effects on contract status and shall be consistent with and subject to RCW 28A.405.220.
7. During the effective period of the employment contract, absent circumstances beyond the employee’s control or an emergency, an employee will not be released from the obligation of the contract until the District determines a satisfactory replacement can be obtained. An employee who has signed and returned a contract for the ensuing school year shall be released from the obligation of the contract upon request under the following circumstances: Written notice of resignation is received in the Human Resources office on or before the last working day of June, or written notice of resignation is received in the Human Resources office after the last working day of June and when the District determines a satisfactory replacement can be obtained.

Secretary to the Board of Directors, Bellevue School District #405

Employee: _____

Date: _____

CERTIFICATED EMPLOYEE PROVISIONAL 3 CONTRACT

Employer: BELLEVUE SCHOOL DISTRICT #405	Date: xxxxxxx
Employee: XXXXX	Employee ID: xxxxxx
Position: EDUCATIONAL EMPLOYEE	School Year: <insert>
Contract Length: Per Negotiated Agreement	Full Time Equivalency: xxxxx
Contract Salary: Per Negotiated Agreement	Pay Placement: xxxxx
SALARY SCHEDULE DEGREE PLACEMENT: xxxxx	

The Board of Directors of the Bellevue School District No. 405, and Employee hereby agree to an employment relationship for the <insert> school year, upon the following terms and conditions; provided that this contract must be signed by the Employee and all copies returned to the office of the Superintendent of Schools not later than ten (10) days from the above date.

1. The Employee shall be employed in, and perform the duties of, the above-specified position and shall maintain valid certification for the position during the period of this agreement.
2. The Employee shall perform services and receive compensation for the number of contracted work days specified above. The Employee’s specific days of work shall be those specified in the school calendar provisions of the collective bargaining agreement between the Employer and the Bellevue Education Association.
3. The salary shall be payable in equal monthly installments on the last business day of each month, beginning with the last business day of the month immediately following the effective date of employment service.
4. If the Employee is to perform duties for less than the normal school year or on a part-time basis, salary shall be proportionally prorated.
5. The wages, hours and other terms and conditions of employment shall be as provided in the collective bargaining contract between the Board of Directors of the Bellevue School District and the Bellevue Education Association for the current school year, which agreement when executed is hereby incorporated in this contract by reference as if fully set forth in this contract. Until said agreement, which may provide for retroactivity is reached, the Employee’s wages, hours and other terms and conditions of employment will remain as in the collective bargaining agreement applicable to the preceding school year. No salary or benefit increments shall accrue to the Employee as a result of longevity or educational adjustments required by the agreement for the preceding year unless such increments are provided in the agreement for the current school year.
6. This contract and the employment relationship established by it are subject to provisions of law, including those state statutes governing non-renewal, discharge, adverse effects on contract status and shall be consistent with and subject to RCW 28A.405.220.
7. During the effective period of the employment contract, absent circumstances beyond the employee’s control or an emergency, an employee will not be released from the obligation of the contract until the District determines a satisfactory replacement can be obtained. An employee who has signed and returned a contract for the ensuing school year shall be released from the obligation of the contract upon request under the following circumstances: Written notice of resignation is received in the Human Resources office on or before the last working day of June, or written notice of resignation is received in the Human Resources office after the last working day of June and when the District determines a satisfactory replacement can be obtained.

Secretary to the Board of Directors, Bellevue School District #405

Employee: _____
Date: _____

CERTIFICATED NON-CONTINUING (REPLACEMENT) EMPLOYEE CONTRACT

Employer: BELLEVUE SCHOOL DISTRICT #405 **Date:** xxxxxxxx
Employee: XXXXX **Employee ID:** xxxxxx
Position: EDUCATIONAL EMPLOYEE **School Year:** <insert>
Contract Length: Per Negotiated Agreement **Full Time Equivalency:** xxxxx
Contract Salary: Per Negotiated Agreement **Pay Placement:** xxxxx
SALARY SCHEDULE DEGREE PLACEMENT: xxxxx

The Board of Directors of the Bellevue School District No. 405, and Employee hereby agree to an employment relationship for the <insert> school year, upon the following terms and conditions; provided that this contract must be signed by the Employee and all copies returned to the office of the Superintendent of Schools not later than ten (10) days from the above date.

1. The Employee shall be employed in, and perform the duties of, the above-specified position and shall maintain valid certification for the position during the period of this agreement.
2. The Employee shall perform services and receive compensation for the number of contracted work days specified above, provided that this number is a maximum and may be reduced in the event that the replaced certificated employee is qualified and desires to return to employment service prior to the close of the year for which this contract is drawn. The Employee's specific days of work shall otherwise be those specified in the school calendar provisions of the collective bargaining agreement between the Employer and the Bellevue Education Association.
3. The salary shall be payable in equal monthly installments on the last business day of each month, beginning with the last business day of the month immediately following the effective date of employment service.
4. If the Employee is to perform duties for less than the normal school year or on a part-time basis, salary shall be proportionally prorated.
5. The wages, hours and other terms and conditions of employment shall be as provided in the collective bargaining contract between the Board of Directors of the Bellevue School District and the Bellevue Education Association for the current school year, which agreement when executed is hereby incorporated in this contract by reference as if fully set forth in this contract. Until said agreement, which may provide for retroactivity is reached, the Employee's wages, hours and other terms and conditions of employment will remain as in the collective bargaining agreement applicable to the preceding school year. No salary or benefit increments shall accrue to the Employee as a result of longevity or educational adjustments required by the agreement for the preceding year unless such increments are provided in the agreement for the current school year.
6. This contract and the employment relationship established by it are subject to provisions of law, including those state statutes governing discharge, adverse effects on contract status, but not renewal of the contract for the next ensuing term.
7. This contract is for a maximum of one year only, as provided for in RCW 28A.405.900. The Employee herein is hired to replace a certificated employee who has been granted a leave of absence by the employer. This contract is not a continuing contract under either RCW 28A.405.210 or RCW 28A.405.220. During the effective period of the employment contract, absent circumstances beyond the employee's control or an emergency, an employee will not be released from the obligation of the contract until the District determines a satisfactory replacement can be obtained. An employee who has signed and returned this contract for the ensuing school year shall be released from the obligation of the contract upon request under the following circumstances: Written notice of resignation is received in the Human Resources office on or before the last working day of June or written notice of resignation is received in the Human Resources office after the last working day of June and when the District determines a satisfactory replacement can be obtained.

 Secretary to the Board of Directors, Bellevue School District #405

Employee: _____

Date: _____

20XX – 20XX+1

SEPARATE CONTRACT FOR SUPPLEMENTAL WORK

Elementary Classroom, Elementary MLL Teachers, Elementary Librarians
and Elementary ITCLs

Employee: _____ Date: _____

School: _____ Employee Number: _____

Pursuant to and consistent with RCW 400.200 (4), the employee by execution of this SEPARATE CONTRACT shall receive supplemental compensation in accordance with the agreement between the District and BEA for the performance of services as stipulated below.

- Twelve (12) hours of pay for additional Supplemental Work as outlined in ARTICLE 22, Section 8, Pay for Supplemental Work, paragraph C, item 2.

By execution of this contract, the employee agrees that the compensation identified herein is contingent on the employee fulfilling the services described above.

The compensation shall be payable in accordance with the provisions of ARTICLE 22 - BASIC SALARY SCHEDULE AND PAY, Section 8, Pay for Supplemental Work, as applicable to the 20XX-XX+1 contract year.

This contract is for supplemental compensation for services identified herein, and is not part of the employee's basic employment contract.

Signed: _____
(Signature) Date

Return signed original to Human Resources and make a copy for Employee and Principal/Supervisor.

Bellevue, Washington

20XX – 20XX+1

SEPARATE CONTRACT FOR SUPPLEMENTAL WORK

Special Education Teachers, Education Staff Associates (ESAs), Counselors

Employee: _____ Date: _____

School: _____ Employee Number: _____ FTE: _____

Pursuant to and consistent with RCW 400.200 (4), the employee by execution of this SEPARATE CONTRACT shall receive supplemental compensation in accordance with the agreement between the District and BEA for the performance of services as stipulated below.

- A) Twelve (12) hours of pay for additional Supplemental Work as outlined in ARTICLE 22, Section 8, Pay for Supplemental Work, paragraph C, item 2.
- B) All special education teachers and ESAs shall receive thirty-two (32) hours of pay related to completion of work related to their responsibilities required by federal and state statutes outlined in ARTICLE 22, Section 8, Pay for Supplemental Work, paragraph C, item 3 b) prorated by FTE.
- C) All special education teachers shall receive sixteen (16) hours of pay completed during the three weeks BEFORE the start of school as outlined in ARTICLE 22, Section 8, Pay for Supplemental Work, paragraph C, item 3, a) prorated by FTE.

The compensation shall be payable in accordance with the provisions of ARTICLE 22 - BASIC SALARY SCHEDULE AND PAY, Section 8, Pay for Supplemental Work, as applicable to the 20XX-XX+1 contract year.

This contract is for supplemental compensation for services identified herein, and is not part of the employee’s basic employment contract.

Signed: _____
(Signature) Date

Return signed original to Human Resources and make a copy for Employee and Principal/Supervisor.

20XX – 20XX+1

SEPARATE CONTRACT FOR SUPPLEMENTAL WORK - Nurses

Employee: _____ Date: _____

School: _____ Employee Number: _____ FTE: _____

Pursuant to and consistent with RCW 400.200 (4), the employee by execution of this SEPARATE CONTRACT shall receive supplemental compensation in accordance with the agreement between the District and BEA for the performance of services as stipulated below.

- A. Twelve (12) hours of pay for additional Supplemental Work as outlined in ARTICLE 22, Section 8, Pay for Supplemental Work, paragraph C, item 2.
- B. All special education teachers and ESAs shall receive thirty-two (32) hours of pay related to completion of work related to their responsibilities required by federal and state statutes outlined in ARTICLE 22, Section 8, Pay for Supplemental Work, paragraph C, item 3 b) prorated by FTE.
- C. All special education teachers shall receive sixteen (16) hours of pay completed during the three weeks BEFORE the start of school as outlined in ARTICLE 22, Section 8, Pay for Supplemental Work, paragraph C, item 3, a) prorated by FTE.
- D. Pay for work related to the completion of activities during the three weeks BEFORE the start of school, as outlined in Article 22, Section 8, Pay for Supplemental Work, paragraph C, item 4.
 - a. Twenty-four (24) hours or twelve (12) hours (if .5 FTE or less).
 - b. Nurses assigned to a functional life skills program Sixteen (16) or eight (8) hours of pay (if .5 FTE or less).
 - c. Up to five (5) hours of pay to Nurses who provide training for para-educators who support medically fragile students.

By execution of this contract, the employee agrees that the compensation identified herein is contingent on the employee fulfilling the services described above.

The compensation shall be payable in accordance with the provisions of ARTICLE 22 - BASIC SALARY SCHEDULE AND PAY, Section 8, Pay for Supplemental Work, as applicable to the 20XX-1X+1 contract year.

This contract is for supplemental compensation for services identified herein, and is not part of the employee's basic employment contract.

SIGNED: _____
(Signature) Date

Return signed original to Human Resources and make a copy for Employee and Principal/Supervisor

BELLEVUE SCHOOL DISTRICT
HUMAN RESOURCES DEPARTMENT

CERTIFICATED CANDIDATE RECOMMENDATION / REFERENCE FORM

Instructions: Make a check mark in the box that you believe best evaluates the candidate for each factor to be rated. Each factor is to be rated independently. More complete definitions of each factor listed on reverse

Please return this form to candidate.

CANDIDATE'S NAME: _____

POSITION APPLIED FOR: _____

NAME/POSITION OF REFERENCE: _____

1. FLEXIBILITY

Comments:

Unacceptable Satisfactory Above Average Outstanding

NOTE: Includes adaption, learning new concepts, cooperation, democratic approach.

2. COMMITMENT TO ACCOMPLISHMENT

Comments:

Unacceptable Satisfactory Above Average Outstanding

NOTE: Includes goal and mission orientation, organization, self-motivation, evidence of success, attendance, punctuality, thoroughness, prioritization.

3. ENTHUSIASM

Comments:

Unacceptable Satisfactory Above Average Outstanding

NOTE: Includes optimism and zeal, promotes involvement of others.

4. COMMUNICATION SKILLS

Comments:

Unacceptable Satisfactory Above Average Outstanding

NOTE: Includes clarity of expression, listening, non-defensive, comprehending and following directions.

5. CONCEPTUAL AND TECHNICAL SKILLS

Comments:

Unacceptable Satisfactory Above Average Outstanding

NOTE: Includes learning new ideas and skills to solve job-related problems, adaptability, classroom and behavior management.

6. PROFESSIONAL ORIENTATION

Comments:

Unacceptable Satisfactory Above Average Outstanding

NOTE: Includes current working knowledge of position, working as a team member, openness.

7. MODELING APPROPRIATE BEHAVIOR

Comments:

Unacceptable Satisfactory Above Average Outstanding

NOTE: Includes confidence in own abilities, sense of humor, appreciation of diversity, variety of problem-solving techniques.

8. RELATING TO STUDENTS/STAFF

Comments:

Unacceptable Satisfactory Above Average Outstanding

NOTE: Includes liking, motivating and having favorable relationships with students/staff, empathy, belief in students, high expectations, and promoting student self-confidence.

9. RELATING TO PARENTS AND COMMUNITY

Comments:

Unacceptable Satisfactory Above Average Outstanding

NOTE: Includes involving parents in classroom and school-community partnerships.

Signature and Position of Person Completing Form _____

Date _____

**Bellevue School District
Bellevue, WA**

Environmental Issues

In order to seek formal resolution of an environmental concern, the employee should check the appropriate environmental factor (one per form) in the list below and provide an explanation of the concern. Space is provided for a proposed solution(s), if identified.

FACTOR			
1. Stated objectives for unit (building, department, etc.)		8. Availability & suitability of materials & equipment.	
2. Content & organization of curriculum.		9. Physical facilities	
3. Provisions for staff development.		10. Provision for planning time.	
Support from supervisors.		11. Special services and programs.	
Staffing ratio.		12. Staff morale.	
Decision-making process.		13. Community support.	
Assignment expectations.		14. Other	

Explanation of concern:

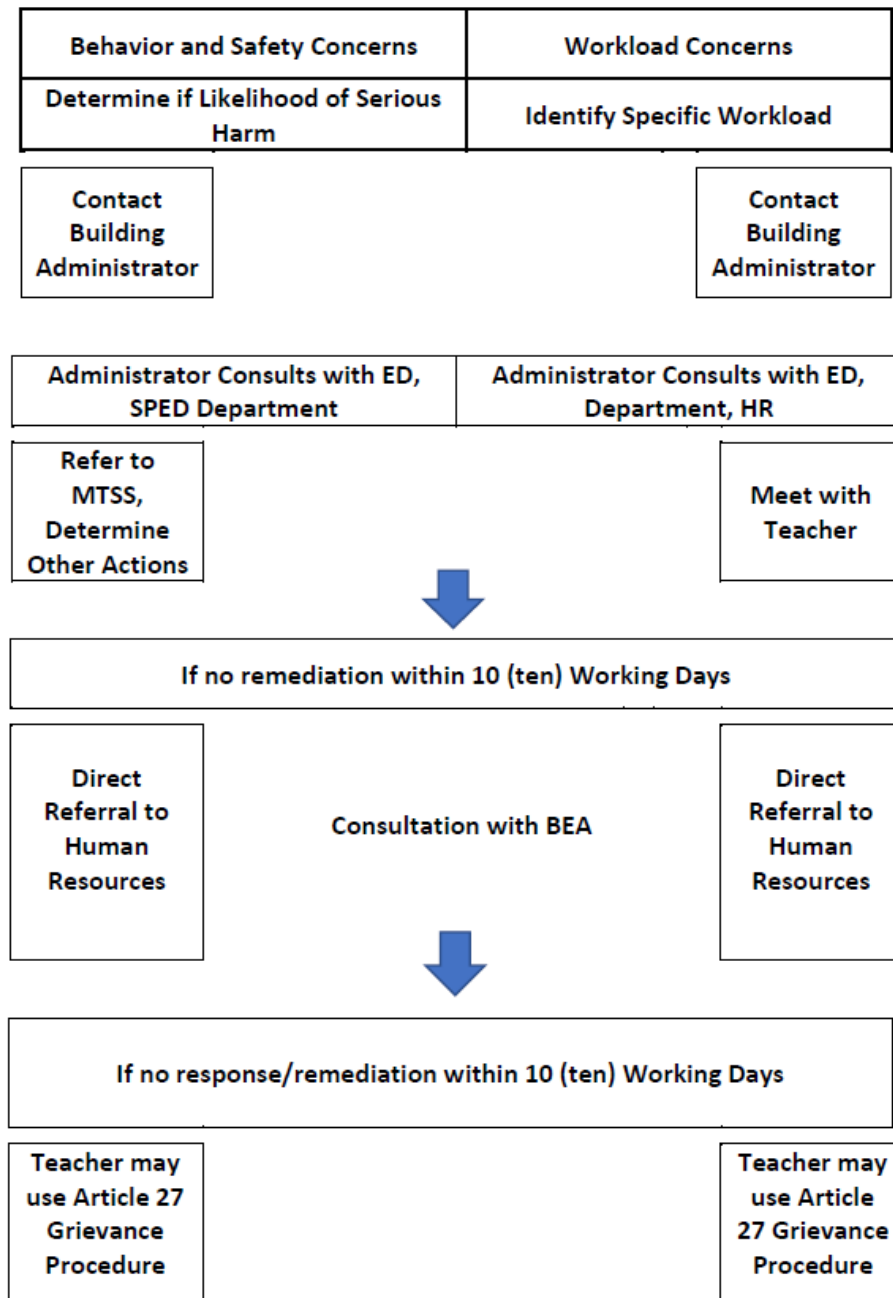
Proposed solution(s):

Employee _____ **Date** _____

Administrator Response:

Administrator _____ **Date** _____

FLOW CHART – INTERVENTION ASSISTANCE PROTOCOL



INTERVENTION ASSISTANCE PROTOCOL REQUEST FORM

Certified employees may request the beginning of review as specified in Article 6, Section 9.

It is recognized that some students may present aggressive, disruptive, and/or acting out behaviors. In situations where classroom management is impacted and documentation is available as to the specific behaviors of concern – their intensity, their frequency, and interventions attempted – support may be requested by the classroom teacher through the Intervention Assistance Protocol in Appendix 2.3 and 2.4. Examples of possible supports may include but are not limited to:

- 1) Instructional assistance in the form of behavioral and intervention strategies
- 2) Support from a trained behavior specialist or mental health professional
- 3) Increased individualization of program/alternate placement
- 4) Short-term instructional aid assigned to that situation

It is also recognized that caseload numbers are only one of many factors that impact staff workload. In the event a staff member believes their workload is not equitable within a building or department, the employee may request Remedy support. Building and department leadership teams shall assist in this process. Nothing in this section shall interfere with or restrict the normal administration of student discipline.

1. Date of the Request: _____

2. Individual(s) Making the Request: _____

3. School or Department: _____

4. Has the issue been brought to your immediate supervisor?

Yes No

5. Please describe the issue(s) or concerns that you request be reviewed:

6. Which solution(s) do you wish to be considered?

- Instructional assistance in the form of behavioral and intervention strategies
- Support from a trained behavior specialist or mental health professional
- Increased individualization for program/alternate placement
- Short-term instructional aid assigned to that situation
- Other _____

**BELLEVUE SCHOOL DISTRICT (BSD)
 SUBMISSION OF COLLEGE CREDITS and WASHINGTON STATE CLOCK HOURS
 EARNED OUTSIDE BSD FOR SALARY INCREMENTS**

RETURN TO HUMAN RESOURCES/ESC

Print Name _____ Location _____

Current Assignment _____

Recognition Criteria

Credits earned after September 1, 1995, must meet criteria established by the Legislature (RCW 28A.415.023) before they can be used for placement on LEAP salary allocation documents. At the time credits are recognized by the school district, the content of the course must meet at least one of the following:

- (1) Is consistent with a school-based plan for mastery of student learning goals as referenced in RCW [28A.655.110](#), the annual school performance report, for the school in which the individual is assigned;
- (2) Pertains to the individual's current assignment or expected assignment for the subsequent school year;
- (3) Is necessary to obtain an endorsement as prescribed by the Washington professional educator standards board;
- (4) Is specifically required to obtain advanced levels of certification;
- (5) Is included in a college or university degree program that pertains to the individual's current assignment, or potential future assignment, as a certified instructional staff;
- (6) Addresses research-based assessment and instructional strategies for students with dyslexia, dysgraphia, and language disabilities when addressing learning goal one under RCW [28A.150.210](#), as applicable and appropriate for individual certificated instructional staff; or
- (7) Pertains to the revised teacher evaluation system under RCW [28A.405.100](#), including the professional development training provided in RCW [28A.405.106](#).

Date	Institution/Provider*	Course Number/Title	Recognition Criteria # (must be noted per course)	Total # of Credits /Clock Hours
				Quarter _____ Semester _____ Clock Hours _____

*Must be an accredited College, University (WAC 180-78-010 or approved State of Washington clock hour provider (WAC 180-35-0830)

I certify this is true and correct to the best of my knowledge. I also understand that it is a violation of the Professional Code of Conduct, which could result in loss of certification, to misrepresent or falsify information contained herein.

Employee Signature: _____ Date: _____

Approving Supervisor's Signature: _____ Date: _____

BELLEVUE SCHOOL DISTRICT

SALARY ADVANCEMENT REQUEST

September Salary Advancement: If you have all paperwork (transcripts and approval forms) in prior to 9/15, you will be able to have your adjustment done for the first paycheck of September. This will limit the number of adjustments in October and November. Advancement requests must be received by Human Resources on or before August 31 in order for payment to be processed.

October and November Advancement: To apply for salary advancement, submit this request and completed blue approval forms to Human Resources prior to 9/30, attention: salary specialist, certified. (All MA degree programs must also be approved by your principal/supervisor.) **Classes must be completed by September 30th** and official transcripts must be in by October 10th for adjustment on the pay warrant in October. Last chance for salary advancement will be the pay warrant in November if official transcripts are in by November 10th. **All adjustments will be retroactive to the first day of your contract.**

Date: _____

Name: _____ Location: _____

Advancement is requested on the Certificated Salary Schedule to the level indicated below:

Circle One:	BA+15	BA+30	BA+45
	BA+90	MA	MA+45
	Doctorate		

Please be aware that Bellevue is now using state experience criteria where applicable when placement is given at the MA+45 level. In other words, you may not be moving straight across or down. Please ask Claudia Randle if in doubt about the experience we report to the state. (NOTE: Instructional Assistant experience given when hired is not considered as state reported experience).

Signature: _____

.....
FOR HR USE ONLY:

Current Level: _____	Hire Date: _____
New Level: _____	FTE: _____
District Credits: _____	S-275 Credits: _____
District Experience: _____	S-275 Experience: _____

SAMPLE HIGH SCHOOL BELL SCHEDULE
BELLEVUE, INTERLAKE, NEWPORT, SAMMAMISH*

This sample is provided to illustrate the scheduling of the student day. Staff start and end times remain flexible to meet the needs of employees and buildings per Article 7, Section 1, 2.

Monday, Tuesday, Friday

Zero Period	7:00 – 7:50
Period 1	8:00 – 8:50
Period 2	8:55 – 9:50
Period 3	9:55 – 10:45
Period 4	10:50 – 11:40
Period 5a	11:45 – 12:35
1 st lunch	11:45 – 12:15
2 nd lunch	12:40 – 1:10
Period 5b	12:20 – 1:10
Period 6	1:15 – 2:05
Period 7	2:10 – 3:00
Tutorial	3:00 – 3:30

Wednesday

Zero Period	7:00 – 7:50
Period 2	8:00 – 9:30
Period 4	9:35 – 11:05
Break	11:10 – 11:20
Period 6	11:40-1:10

Thursday

Zero Period	7:00 – 7:50
Period 1	8:00 – 9:30
Period 3	9:35 – 11:15
Period 5a	11:20 – 12:50
1 st lunch	11:15 – 11:50
2 nd lunch	12:50 – 1:25
Period 5b	11:55 – 1:25
Period 7	1:30 – 3:00
Tutorial	3:00 – 3:30

*Actual schedules may vary

2022/23 Certificated Staff Salary Schedule

		A	B	C	D	E	F	G
		BA	BA+15	BA+30	BA+45	BA+90 MA	BA+135*/MA +45	MA+90/ Doctorate
Step	1	1.00000	1.02763	1.05603	1.08521	1.11519	1.14601	1.17767
	Index							
	Base Pay	\$ 59,427	\$ 61,069	\$ 62,756	\$ 64,491	\$ 66,272	\$ 68,104	\$ 69,985
	Contractual Prof Dev (4 Days)	\$ 1,321	\$ 1,357	\$ 1,395	\$ 1,433	\$ 1,473	\$ 1,513	\$ 1,555
	Optional Prof Dev (2.5 Days)	\$ 825	\$ 848	\$ 872	\$ 896	\$ 920	\$ 946	\$ 972
	Responsibility/Incentive (4%)	\$ 2,377	\$ 2,443	\$ 2,510	\$ 2,580	\$ 2,651	\$ 2,724	\$ 2,799
	Technology	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
	Total	\$ 67,450	\$ 69,217	\$ 71,033	\$ 72,900	\$ 74,816	\$ 76,787	\$ 78,811
	2	1.02763	1.05603	1.08521	1.11519	1.14601	1.17767	1.21021
	Index							
	Base Pay	\$ 61,069	\$ 62,756	\$ 64,491	\$ 66,272	\$ 68,104	\$ 69,985	\$ 71,919
	Contractual Prof Dev (4 Days)	\$ 1,357	\$ 1,395	\$ 1,433	\$ 1,473	\$ 1,513	\$ 1,555	\$ 1,598
	Optional Prof Dev (2.5 Days)	\$ 848	\$ 872	\$ 896	\$ 920	\$ 946	\$ 972	\$ 999
	Responsibility/Incentive (4%)	\$ 2,443	\$ 2,510	\$ 2,580	\$ 2,651	\$ 2,724	\$ 2,799	\$ 2,877
	Technology	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
	Total	\$ 69,217	\$ 71,033	\$ 72,900	\$ 74,816	\$ 76,787	\$ 78,811	\$ 80,893
	3	1.05603	1.08521	1.11519	1.14601	1.17767	1.21021	1.24365
	Index							
	Base Pay	\$ 62,756	\$ 64,491	\$ 66,272	\$ 68,104	\$ 69,985	\$ 71,919	\$ 73,907
	Contractual Prof Dev (4 Days)	\$ 1,395	\$ 1,433	\$ 1,473	\$ 1,513	\$ 1,555	\$ 1,598	\$ 1,642
	Optional Prof Dev (2.5 Days)	\$ 872	\$ 896	\$ 920	\$ 946	\$ 972	\$ 999	\$ 1,026
	Responsibility/Incentive (4%)	\$ 2,510	\$ 2,580	\$ 2,651	\$ 2,724	\$ 2,799	\$ 2,877	\$ 2,956
	Technology	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
	Total	\$ 71,033	\$ 72,900	\$ 74,816	\$ 76,787	\$ 78,811	\$ 80,893	\$ 83,031
	4	1.08521	1.11519	1.14601	1.17767	1.21021	1.24365	1.27802
	Index							
	Base Pay	\$ 64,491	\$ 66,272	\$ 68,104	\$ 69,985	\$ 71,919	\$ 73,907	\$ 75,949
	Contractual Prof Dev (4 Days)	\$ 1,437	\$ 1,477	\$ 1,517	\$ 1,559	\$ 1,602	\$ 1,647	\$ 1,692
	Optional Prof Dev (2.5 Days)	\$ 896	\$ 920	\$ 946	\$ 972	\$ 999	\$ 1,026	\$ 1,055
	Responsibility/Incentive (4%)	\$ 2,586	\$ 2,658	\$ 2,731	\$ 2,807	\$ 2,884	\$ 2,964	\$ 3,046
	Technology	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
	Total	\$ 72,910	\$ 74,827	\$ 76,798	\$ 78,823	\$ 80,904	\$ 83,044	\$ 85,242
	5	1.12119	1.15217	1.18400	1.21672	1.25034	1.28489	1.32039
	Index							
	Base Pay	\$ 66,629	\$ 68,470	\$ 70,362	\$ 72,306	\$ 74,304	\$ 76,357	\$ 78,467
	Contractual Prof Dev (4 Days)	\$ 1,481	\$ 1,522	\$ 1,564	\$ 1,607	\$ 1,651	\$ 1,697	\$ 1,744
	Optional Prof Dev (2.5 Days)	\$ 925	\$ 951	\$ 977	\$ 1,004	\$ 1,032	\$ 1,061	\$ 1,090
	Responsibility/Incentive (4%)	\$ 2,665	\$ 2,739	\$ 2,814	\$ 2,892	\$ 2,972	\$ 3,054	\$ 3,139
	Technology	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
	Total	\$ 75,200	\$ 77,182	\$ 79,217	\$ 81,309	\$ 83,459	\$ 85,669	\$ 87,940
	6	1.15836	1.19037	1.22326	1.25706	1.29180	1.32749	1.36417
	Index							
	Base Pay	\$ 68,838	\$ 70,740	\$ 72,695	\$ 74,704	\$ 76,768	\$ 78,889	\$ 81,069
	Contractual Prof Dev (4 Days)	\$ 1,530	\$ 1,572	\$ 1,615	\$ 1,660	\$ 1,706	\$ 1,753	\$ 1,802
	Optional Prof Dev (2.5 Days)	\$ 956	\$ 983	\$ 1,010	\$ 1,038	\$ 1,066	\$ 1,096	\$ 1,126
	Responsibility/Incentive (4%)	\$ 2,754	\$ 2,830	\$ 2,908	\$ 2,988	\$ 3,071	\$ 3,156	\$ 3,243
	Technology	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
	Total	\$ 77,578	\$ 79,625	\$ 81,728	\$ 83,890	\$ 86,111	\$ 88,394	\$ 90,740
	7	1.19677	1.22984	1.26382	1.29875	1.33463	1.37151	1.40941
	Index							
	Base Pay	\$ 71,121	\$ 73,086	\$ 75,105	\$ 77,181	\$ 79,313	\$ 81,505	\$ 83,757
	Contractual Prof Dev (4 Days)	\$ 1,580	\$ 1,624	\$ 1,669	\$ 1,715	\$ 1,763	\$ 1,811	\$ 1,861
	Optional Prof Dev (2.5 Days)	\$ 988	\$ 1,015	\$ 1,043	\$ 1,072	\$ 1,102	\$ 1,132	\$ 1,163
	Responsibility/Incentive (4%)	\$ 2,845	\$ 2,923	\$ 3,004	\$ 3,087	\$ 3,173	\$ 3,260	\$ 3,350
	Technology	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
	Total	\$ 80,034	\$ 82,148	\$ 84,321	\$ 86,555	\$ 88,851	\$ 91,208	\$ 93,631
	8	1.23646	1.27062	1.30573	1.34181	1.37888	1.41699	1.45614
	Index							
	Base Pay	\$ 73,479	\$ 75,509	\$ 77,596	\$ 79,740	\$ 81,943	\$ 84,207	\$ 86,534
	Contractual Prof Dev (4 Days)	\$ 1,633	\$ 1,678	\$ 1,724	\$ 1,772	\$ 1,821	\$ 1,871	\$ 1,923
	Optional Prof Dev (2.5 Days)	\$ 1,021	\$ 1,049	\$ 1,078	\$ 1,108	\$ 1,138	\$ 1,170	\$ 1,202
	Responsibility/Incentive (4%)	\$ 2,939	\$ 3,020	\$ 3,104	\$ 3,190	\$ 3,278	\$ 3,368	\$ 3,461
	Technology	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
	Total	\$ 82,572	\$ 84,756	\$ 87,002	\$ 89,310	\$ 91,680	\$ 94,116	\$ 96,620
	9	1.27745	1.31275	1.34902	1.38630	1.42461	1.46397	1.50442
	Index							
	Base Pay	\$ 75,915	\$ 78,013	\$ 80,168	\$ 82,384	\$ 84,660	\$ 86,999	\$ 89,403
	Contractual Prof Dev (4 Days)	\$ 1,687	\$ 1,734	\$ 1,782	\$ 1,831	\$ 1,881	\$ 1,933	\$ 1,987
	Optional Prof Dev (2.5 Days)	\$ 1,054	\$ 1,084	\$ 1,113	\$ 1,144	\$ 1,176	\$ 1,208	\$ 1,242
	Responsibility/Incentive (4%)	\$ 3,037	\$ 3,121	\$ 3,207	\$ 3,295	\$ 3,386	\$ 3,480	\$ 3,576
	Technology	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
	Total	\$ 85,193	\$ 87,452	\$ 89,770	\$ 92,154	\$ 94,603	\$ 97,120	\$ 99,708

10	Index	1.33393	1.37079	1.40866	1.44759	1.48759	1.52869	1.57093
	Base Pay	\$ 79,271	\$ 81,462	\$ 83,713	\$ 86,026	\$ 88,403	\$ 90,846	\$ 93,356
	Contractual Prof Dev (4 Days)	\$ 1,762	\$ 1,810	\$ 1,860	\$ 1,912	\$ 1,965	\$ 2,019	\$ 2,075
	Optional Prof Dev (2.5 Days)	\$ 1,101	\$ 1,131	\$ 1,163	\$ 1,195	\$ 1,228	\$ 1,262	\$ 1,297
	Responsibility/Incentive (4%)	\$ 3,171	\$ 3,258	\$ 3,349	\$ 3,441	\$ 3,536	\$ 3,634	\$ 3,734
	Technology	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
	Total	\$ 88,805	\$ 91,161	\$ 93,585	\$ 96,074	\$ 98,632	\$ 101,261	\$ 103,962
11	Index				1.51159	1.55335	1.59628	1.64038
	Base Pay				\$ 89,829	\$ 92,311	\$ 94,862	\$ 97,483
	Contractual Prof Dev (4 Days)				\$ 1,996	\$ 2,051	\$ 2,108	\$ 2,166
	Optional Prof Dev (2.5 Days)				\$ 1,248	\$ 1,282	\$ 1,318	\$ 1,354
	Responsibility/Incentive (4%)				\$ 3,593	\$ 3,692	\$ 3,794	\$ 3,899
	Technology				\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
	Total				\$ 100,166	\$ 102,836	\$ 105,582	\$ 108,402
12	Index				1.62203	1.66685	1.71290	
	Base Pay				\$ 96,392	\$ 99,056	\$ 101,793	
	Contractual Prof Dev (4 Days)				\$ 2,142	\$ 2,201	\$ 2,262	
	Optional Prof Dev (2.5 Days)				\$ 1,339	\$ 1,376	\$ 1,414	
	Responsibility/Incentive (4%)				\$ 3,856	\$ 3,962	\$ 4,072	
	Technology				\$ 3,500	\$ 3,500	\$ 3,500	
	Total				\$ 107,229	\$ 110,095	\$ 113,041	
13	Index				1.69374	1.74054	1.78863	
	Base Pay				\$ 100,654	\$ 103,435	\$ 106,293	
	Contractual Prof Dev (4 Days)				\$ 2,237	\$ 2,299	\$ 2,362	
	Optional Prof Dev (2.5 Days)				\$ 1,398	\$ 1,437	\$ 1,476	
	Responsibility/Incentive (4%)				\$ 4,026	\$ 4,137	\$ 4,252	
	Technology				\$ 3,500	\$ 3,500	\$ 3,500	
	Total				\$ 111,815	\$ 114,808	\$ 117,883	
14	Index					1.81749	1.86771	
	Base Pay					\$ 108,008	\$ 110,992	
	Contractual Prof Dev (4 Days)					\$ 2,400	\$ 2,466	
	Optional Prof Dev (2.5 Days)					\$ 1,500	\$ 1,542	
	Responsibility/Incentive (4%)					\$ 4,320	\$ 4,440	
	Technology					\$ 3,500	\$ 3,500	
	Total					\$ 119,728	\$ 122,940	
15	Index	1.33393	1.37079	1.40866	1.51159	1.69374	1.81749	1.86771
	Base Pay	\$ 79,271	\$ 81,462	\$ 83,713	\$ 89,829	\$ 100,654	\$ 108,008	\$ 110,992
	Contractual Prof Dev (4 Days)	\$ 1,762	\$ 1,810	\$ 1,860	\$ 1,996	\$ 2,237	\$ 2,400	\$ 2,466
	Optional Prof Dev (2.5 Days)	\$ 1,101	\$ 1,131	\$ 1,163	\$ 1,248	\$ 1,398	\$ 1,500	\$ 1,542
	Responsibility/Incentive (4% + Longevity)	\$ 4,371	\$ 4,458	\$ 4,549	\$ 4,793	\$ 5,226	\$ 5,520	\$ 5,640
	Technology	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
	Total	\$ 90,005	\$ 92,361	\$ 94,785	\$ 101,366	\$ 113,015	\$ 120,928	\$ 124,140
20	Index	1.33393	1.37079	1.40866	1.51159	1.69374	1.81749	1.86771
	Base Pay	\$ 79,271	\$ 81,462	\$ 83,713	\$ 89,829	\$ 100,654	\$ 108,008	\$ 110,992
	Contractual Prof Dev (4 Days)	\$ 1,762	\$ 1,810	\$ 1,860	\$ 1,996	\$ 2,237	\$ 2,400	\$ 2,466
	Optional Prof Dev (2.5 Days)	\$ 1,101	\$ 1,131	\$ 1,163	\$ 1,248	\$ 1,398	\$ 1,500	\$ 1,542
	Responsibility/Incentive (4% + Longevity)	\$ 5,571	\$ 5,658	\$ 5,749	\$ 5,993	\$ 6,426	\$ 6,720	\$ 6,840
	Technology	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
	Total	\$ 91,205	\$ 93,561	\$ 95,985	\$ 102,566	\$ 114,215	\$ 122,128	\$ 125,340
25	Index	1.33393	1.37079	1.40866	1.51159	1.69374	1.81749	1.86771
	Base Pay	\$ 79,271	\$ 81,462	\$ 83,713	\$ 89,829	\$ 100,654	\$ 108,008	\$ 110,992
	Contractual Prof Dev (4 Days)	\$ 1,762	\$ 1,810	\$ 1,860	\$ 1,996	\$ 2,237	\$ 2,400	\$ 2,466
	Optional Prof Dev (2.5 Days)	\$ 1,101	\$ 1,131	\$ 1,163	\$ 1,248	\$ 1,398	\$ 1,500	\$ 1,542
	Responsibility/Incentive (4% + Longevity)	\$ 6,771	\$ 6,858	\$ 6,949	\$ 7,193	\$ 7,626	\$ 7,920	\$ 8,040
	Technology	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
	Total	\$ 92,405	\$ 94,761	\$ 97,185	\$ 103,766	\$ 115,415	\$ 123,328	\$ 126,540
Notes: Part-time Teachers:								
Contract PD - will work full day and receive pay for full day; Optional PD - Eligible for all days at per diem rate								
Base Pay and Responsibility/Incentive (4%) - pro rated based on FTE								
Technology Stipend: If 0.5 FTE or less, receive \$1,750 of technology stipend, if greater than 0.5 FTE, receive full \$3,500 of technology								
*BA+135 is closed effective 9/1/1997								
	Negotiated Project Rate	\$34.31			Substitute Teacher Rates	1-15 Days	\$216.00	
	Summer School Rate	\$42.88				16 Days On	\$250.00	

BELLEVUE SCHOOL DISTRICT ACTIVITY SALARY SCHEDULE FOR 2022-23											
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Step		20.50	21.50	22.58	23.55	24.60	25.64	26.66	28.30	29.95	30.15
Rate		20.50	21.50	22.58	23.55	24.60	25.64	26.66	28.30	29.95	30.15
High School Activities:	HOURS										
Activity Coordinator	200	4,100	4,300	4,516	4,710	4,920	5,128	5,332	5,660	5,990	6,030
Annual	172	3,526	3,698	3,884	4,051	4,231	4,410	4,586	4,868	5,151	5,186
Band - High School	419	8,590	9,009	9,461	9,867	10,307	10,743	11,171	11,858	12,549	12,633
Band II	100	2,050	2,150	2,258	2,355	2,460	2,564	2,666	2,830	2,995	3,015
Choir - High School	301	6,171	6,472	6,797	7,089	7,405	7,718	8,025	8,518	9,015	9,075
Debate	350	7,175	7,525	7,903	8,243	8,610	8,974	9,331	9,905	10,483	10,553
Dramatics	350	7,175	7,525	7,903	8,243	8,610	8,974	9,331	9,905	10,483	10,553
Journalism	172	3,526	3,698	3,884	4,051	4,231	4,410	4,586	4,868	5,151	5,186
Link Crew	100	2,050	2,150	2,258	2,355	2,460	2,564	2,666	2,830	2,995	3,015
Orchestra - High School	219	4,490	4,709	4,945	5,157	5,387	5,615	5,839	6,198	6,559	6,603
Stage Crew	100	2,050	2,150	2,258	2,355	2,460	2,564	2,666	2,830	2,995	3,015
Student Store (80 per Sch)	80	1,640	1,720	1,806	1,884	1,968	2,051	2,133	2,264	2,396	2,412
CTE CTSO/Club	180	3,690	3,870	4,064	4,239	4,428	4,615	4,799	5,094	5,391	5,427
Middle School Activities:											
Band - Middle School	207	4,244	4,451	4,674	4,875	5,092	5,307	5,519	5,858	6,200	6,241
Choir - Middle School	101	2,071	2,172	2,281	2,379	2,485	2,590	2,693	2,858	3,025	3,045
Orchestra - Middle School	92	1,886	1,978	2,077	2,167	2,263	2,359	2,453	2,604	2,755	2,774
CTE CTSO/Club	90	1,845	1,935	2,032	2,120	2,214	2,308	2,399	2,547	2,696	2,714
8.98% Increase for 22-23											
Schools with two Band Directors - each director will receive 419 hours											
Schools with one Band Director - director will receive 419 hours plus 100 Band II hours											

BELLEVUE SCHOOL DISTRICT
Elementary/Middle School Activity Schedule Sept. 1, 2022 – August 31, 2023

	<u>Hours</u>	<u>To be paid at Column 6 Activity Schedule Hourly Rate</u>
<u>ELEMENTARY</u>		
To be divided between areas for specialists	400	\$25.64
School Supervision and Safety	180	\$25.64
Extra activities per school	260	\$25.64
<u>MIDDLE SCHOOL</u>		
Extra activities per school	2,700	\$25.64
Schools with enrollment >750 students	200	\$25.64

BSD Academic Calendar

2022 to 2023

Aug 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			

Sep 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	
						21

Oct 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					20

Nov 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			
						19

Dec 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
						12

Jan 2023						
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				
						19

Feb 2023						
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				
						15

Mar 2023						
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	
						22

Apr 2023						
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						15

May 2023						
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			
						22

Jun 2023						
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	
						15

Jul 2023						
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					

Key Calendar Dates

09/01/2022– First day of school 1-12	11/07/2022– 1 st quarter	01/30/2023 Emergency make up day #1 if closure prior to 01/16/2023
09/07/2022 – First day of Kindergarten	01/27/2023 – Semester	
	04/20/2023 – 3 rd quarter	03/17/2023 – Emergency make up day #2 if closure prior to 03/03/2023
	06/22/2023 Last day of school	06/23 & 06/26/2023 – Emergency Days

Elementary Conference Days Early Release:

10/17/23 10/ 18/23 10/19/23

District Holidays:

09/05/2022 – Labor Day	12/23 & 12/26/2022 – Winter Holiday	02/20/2023 – President's Day
11/11/2022 – Veterans Day	12/30/22 & 01/02/2023 – New Year's Holiday	05/29/2023 – Memorial Day
11/24 – 11/25/2022 – Thanksgiving	01/16/2023 – Martin Luther King Jr. Day	06/19/2023 - Juneteenth
		07/04/2023 – Independence Day

Breaks

12/19/2022 – 01/02/2023 – Winter Break 02/20– 2/24/2023 – Mid Winter Break 04/10 – 4/14/2023 – Spring Break

Paid Professional Days & Non-student Days:

*Required for specific staff (per diem)

**Required for ALL staff (per diem)

***Optional Professional Day (per diem)

08/15/2022 – *Novice orientation	08/29/ & 08/ 30/2022 – **Building prof days	08/22/2022 – ***Secondary
08/16/2022 – *New hire orientation	10/014 or 10/15/2022 – **District prof day	Counselor's prof day
08/17/2022 – *New hire equity	03/17/2023 – **District prof day	08/26/2022 – ***Special Ed/ESA prof day
		08/31/2022 – ***Educator prof day

Non-student days (work not required, no additional pay)
01/30/2023

Optional District Professional Development 2 hours of per diem each:

09/28/2022 10/26/2022 11/30/2022 04/26/2023

Building Professional Day

2nd Wednesday of the month

Restricted Wednesday

1st Wednesday of the month except September and December
4th Thursday in September

BSD Academic Calendar

2023-2024

Aug 2023						
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		
						0

Sep 2023						
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
						19

Oct 2023						
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				
						21

Nov 2023						
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		
						19

Dec 2023						
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						13

Jan 2024						
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			
						21

Feb 2024						
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		
						16

Mar 2024						
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						20

Apr 2024						
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				
						17

May 2024						
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	
						22

Jun 2024						
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						12

Jul 2024						
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			
						0

Key Calendar Dates

First day of school 1 st -12 th grade – 9/5/2023	1 st quarter – 11/9/2023	*3/22/2024 Emergency make up day if closure occurs prior to 3/8/2024
Kindergarten WA Kids – 9/5 – 9/7/2023	Semester – 1/26/2024	Emergency days – 6/20/2024 & 6/21/2024
First day of school Kindergarten – 9/8/2023	3 rd quarter – 4/5/2024	
	Last day of school – 6/18/2024	

Elementary Conference Days Early Release

TBD	TBD	TBD
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District Holidays

Labor Day – 09/04/2023	New Year – 12/29/2023 & 1/1/2024	Juneteenth – 6/19/2024
Veterans Day – 11/11/2023	Martin Luther King Jr. Day – 1/15/2024	Independence Day – 7/4/2024
Thanksgiving – 11/23/2023 & 11/24/2023	Presidents Day – 2/19/2024	
Winter Holiday – 12/25/2023 & 12/26/2023	Memorial Day – 5/27/2024	

Breaks

Winter – 12/20/2023 to 1/1/2024	Mid-winter – 2/19/2024 to 2/23/2024	Spring – 4/8/2024 to 4/12/2024
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Professional Days

<u>Required for specific staff (per diem)</u>	<u>Required for all staff (per diem)</u>	<u>Optional (per diem)</u>
Novice Orientation – 8/21/2023 New Hire Orientation – 8/22/2023 (Special Ed/ESA AM only) New Hire Equity PD – 8/23/2023 New Hire Special Ed/ESA ½ day – 8/24/2023	Building Professional Days – 8/30/2023 & 8/31/2023 District Professional Day – 10/13/2023 or 10/14/2023 *District Professional Day – 3/22/2024	Special Ed Professional Day & ESA Professional Development Day – 8/29/2023 Educator Professional Day 9/1/2023

**Optional District Professional Development
2 hours of per diem each for participants**

9/20/2023	10/18/2023	11/15/2023	4/24/2024
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Reserved for Building Professional Development or PLC

2nd Wednesday of the month

Restricted Day – No Afternoon Meetings or PD for Certificated Staff

1st Wednesday of the month except September and December

*2024-2025 and 2025-2026 calendars were negotiated and will be published separate from the Collective Bargaining Agreement.

Religious, Cultural and Civic Observances*

Month	2022-2023	2023-2024	2024-2025
August			
Muharram	7/30-8/27	7/19-8/16	7/7-8/4
Janmashtami	8/18-8/19		
September			
Labor Day	9/5	9/4	9/2
Janmashtami		9/6-9/7	
Mid-Autumn Festival	9/10	9/29	9/17-9/18
Mexican Independence Day	9/16	9/16	9/16
Rosh Hashanah	9/25	9/15	
Yom Kippur		9/24	
Sharad Navratri	9/26-10/4		
Mawlid		9/26-9/27	9/15-9/16
October			
Rosh Hashanah			10/2
Yom Kippur	10/4		10/11
Mawlid	10/7-10/8		
Indigenous Peoples' Day	10/10	10/9	10/14
Sharad Navratri		10/15-10/23	10/3-10/12
Deepavali/Diwali	10/24		10/31
Birth of the Báb	10/26	10/16	
Birth of Bahá'u'lláh	10/27	10/17	
November			
Día de los Muertos (Day of the Dead)	11/1	11/1	11/1
Birth of the Báb			11/2
Birth of Bahá'u'lláh	11/8	11/7	11/3
Election Day	11/11	11/11	11/5
Veterans Day		11/12	11/11
Deepavali/Diwali	11/24	11/23	
Thanksgiving	11/24	11/23	11/28
Day of Mourning			11/28
December			
Hanukkah	12/18-12/26	12/7-12/15	12/25-1/2
Christmas	12/25	12/25	12/25
Kwanzaa	12/26-1/1	12/26-1/1	12/26-1/1
January			
Hanukkah			12/25-1/2
New Year's Day	1/1	1/1	1/1
Shogatsu	1/1	1/1	1/1
Orthodox Christmas	1/7	1/7	1/7
Martin Luther King Jr. Day	1/16	1/15	1/20
Lunar New Year	1/22		1/29
Holocaust Remembrance Day (UN)	1/27	1/27	1/27

Month	2022-2023	2023-2024	2024-2025
February			
Lantern Festival	2/5	2/24	2/12
Lunar New Year		2/10	2/17
Maha Shivaratri	2/18		2/26
Presidents' Day	2/20	2/19	
Ash Wednesday	2/22	2/14	2/25/2/28
Ayyám-i-Há	2/26-3/1	2/26-2/29	2/28-3/30
Ramadan			
March			
Ayyám-i-Há	2/26-3/1		
Nineteen Day Fast	3/1-3/20	3/1-3/20	3/1-3/20
Women's History Month	3/1-3/31	3/1-3/31	3/1-3/31
Ash Wednesday			3/5
Holi	3/7	3/25	3/14
Maha Shivaratri		3/8	
Ramadan	3/22-4/21	3/10-4/9	2/28-3/30
Eid al Fitr			3/31
Naw-Rúz	3/21	3/20	3/20
Ram Navami	3/30		
Easter		3/31	
April			
Ramadan	3/22-4/21	3/10-4/9	
Passover	4/5	4/22	4/12
Easter	4/9		4/20
Vaisakhi	4/14	4/13	4/14
Orthodox Easter	4/16		4/20
Ram Navami		4/17	4/6
Holocaust Remembrance Day	4/18		4/24
Earth Day	4/22	4/22	4/22
Eid al Fitr	4/22	4/10	
May			
Orthodox Easter		5/5	
Holocaust Remembrance Day		5/6	
Shavuot	5/25-5/27		
Memorial Day	5/29	5/27	5/26
June			
Shavuot		6/11-6/13	6/1-6/3
Flag Day	6/14	6/14	6/14
Juneteenth	6/19	6/19	6/19
Eid al Adha	6/29	6/17	6/7
July			
Independence Day	7/4	7/4	7/4
Muharram	7/19-8/16	7/7-8/4	

*This list may not be a complete representation. Should there be an observance to be added, please contact Human Resources at hr.info@bsd405.org .

Monthly Civic, Cultural and Education Observances

Month	Dates
August	
September National Suicide Prevention Month Hispanic Heritage Month	September 1 – 30 September 15 – October 15
October Hispanic Heritage Month Indigenous People’s Month Learning Disabilities Awareness Month	September 15 – October 15 October 1 – 31
November Native American Heritage Month	November 1 – 30
December	
January	
February African American Heritage/Black History Month CTE Month	February 1 – 28/29
March Gender Equity Month Music in Our Schools Month National Developmental Disabilities Awareness Month Women’s History Month Youth Art Month	March 1 – 31
April Arab American Heritage Month Autism Acceptance Month National Occupation Therapy Month Poetry Month School Library Month	April 1 – 30
May Asian American and Pacific Islander Heritage Month Jewish American Heritage Month Mental Health Awareness Month Military Appreciation Month National Physical Education and Sport Month	May 1 – 30
June Pride Month National Caribbean American Heritage Month	June 1 – 30
July	

LIBRARY MEDIA SPECIALISTS CRITERIA AND COMPONENTS

L1. Instructional Skill and Interest in Teaching Students

The library media specialist demonstrates, in his/her performance, a competent level of knowledge and skill in designing and conducting an instructional experience.

The library media specialist demonstrates an understanding of and commitment to each student, considering each individual's unique background and characteristics. The library media specialist demonstrates enthusiasm for or enjoyment in working with students.

The library media specialist --

- a) Works toward ensuring the integration of information skills throughout the school's instructional program.
- b) Designs, teaches, evaluates, and reinforces instruction so students become effective users of ideas and information.
- c) Collaborates with teachers to develop curricular activities by analyzing information literacy needs of students, identifying appropriate resources, and integrating information skills.
- d) Engages and guides students in reading, viewing, and listening for understanding and enjoyment, and assists teachers in promoting and providing reading experiences for students.
- e) Provides resources and develops activities to meet the diverse learning abilities, styles and needs of all students.
- f) Encourages inquiry by guiding students to become independent users of ideas and information.
- g) Models and promotes effective uses of technology as a tool for learning and teaching.

L2. Classroom Management and the Handling of Student Discipline and Attendant Problems

The library media specialist demonstrates, in his/her performance, a competent level of knowledge and skill in organizing the physical and human elements in the educational setting.

The library media specialist demonstrates the ability to manage the non-instructional human dynamics in the educational setting.

The library media specialist –

- a) Organizes resources, arranges library facility, and maintains library catalog for efficient and physical access to information by all.
- b) Provides an inviting climate and appealing physical environment conducive to learning and

fostering positive attitudes toward libraries.

- c) Provides flexible and equitable access to a range of information resources for all students and staff as members of the learning community.
- d) Collaboratively develops a quality library media collection to support the curriculum through expertise in media selection and knowledge of the diverse interests, abilities, and styles of all students.
- e) Communicates the principles of intellectual freedom, intellectual property rights, privacy rights and the ethical use of information through library programs and practices.

L3. Professional Preparation and Scholarship (Program Administration)

The library media specialist exhibits, in his/her performance, evidence of having theoretical background and knowledge of the principles and methods of teaching and a commitment to education as a profession.

The library media specialist --

- a) Administers the library media program to support the mission, goals, and objectives of the school.
- b) Collaborates with administrators and other appropriate personnel to develop long-range strategic plans aligning the library media program and information literacy standards with the district curriculum.
- c) Analyzes data and library statistics for the continuous assessment/ improvement of the library media program.
- d) Develops a budget providing for the purchase, processing, and upkeep of library resources.
- e) Communicates the mission, goals, functions, and impact of the library media program.
- f) Manages personnel (assistants, volunteers) and financial and physical resources (facility and media).

L4. Efforts toward Improvement When Needed

The library media specialist demonstrates an awareness of his/her limitations and strengths and demonstrates continued professional growth.

The library media specialist, consistent with the need for continued professional growth –

- a) Updates professional expertise by staying current on issues related to best practices for learning and teaching, information literacy, and information technology.

L5. Knowledge of Subject Matter

The library media specialist demonstrates a depth and breadth of knowledge of theory and content in general education and subject matter specialization(s) appropriate to the elementary and/or secondary level(s).

The library media specialist --

- a) Builds in-depth knowledge about the library collection in order to assist students and staff in identifying appropriate information resources for learning.
- b) Provides links to community (public libraries, museums, other institutions) through promoting relationships and access to resources beyond the school.

L6. Interpersonal Relations

The library media specialist relates in a professional manner to students, parents, and educational personnel, and exhibits behaviors that support group processes intended to reach consensus.

The library media specialist --

- a) Respects individual differences and demonstrates equitable treatment of others without regard to cultural, ethnic, economic, religious, social, physical, gender, age, cognitive and/or other differences.
- b) Uses communication skills to clarify the ideas and feelings of others.
- c) Acknowledges the right of others to their ideas and feelings.
- d) Respects the right of others to their ideas and feelings.
- e) Communicates ideas and feelings in a manner that supports group processes.
- f) Interacts in a manner that communicates respect, support, and a regard for the dignity and social/emotional well-being of others.
- g) Cooperates in and is supportive of the building and district decision-making process.
- h) Addresses conflicts using processes that foster professional working relationships.

INSTRUCTIONAL SUPPORT STAFF CRITERIA AND COMPONENTS**ISS 1. Knowledge of Scholarship in Special Field**

Each certificated support person demonstrates a depth and breadth of knowledge of theory and content in the special field. They demonstrate an understanding of and knowledge about common school education and the educational milieu grades K-12 and demonstrates the ability to integrate the area of specialty into the total school milieu.

The support person --

- a) Observes Washington state and federal laws, rules, and regulations applicable to the area of specialization.
- b) Implements district policies and procedures consistent with state and federal regulations.
- c) Demonstrates an understanding of learning theory and basic principles of human growth and development.
- d) Provides rationale for the procedures and processes used in the area of specialty.
- e) Relates and applies knowledge, research findings, and theory derived from the individual's area of specialty to the development of a program of services.
- f) Utilizes skills in the area of specialty to support the students' total educational program.
- g) Selects and participates in professional activities apart from assigned responsibilities which contribute to the educational environment.

ISS 2. Specialized Skills

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.

- a) Administers assessment instruments and/or instructs others who will administer assessment instruments.
- b) Prepares case study materials and provides to others as required.
- c) Assists students, parents, and staff in understanding and using evaluative information consistent with the intended use/limitations of the given data.
- d) Uses comparative and interpretive data to develop a program that provides services for students consistent with information provided by the data.
- e) Assists other staff in using information from the area of specialty to support a student(s) in the classroom program.

- f) Develops goals and objectives which facilitate the implementation of programs and services for students.

ISS 3. Management of Special and Technical Environment

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.

The support person --

- a) Selects or recommends materials, equipment and/or assessment tools consistent with student needs.
- b) Demonstrates an understanding of the intended use, limitations and restrictions of materials, procedures and/or assessment tools within the area of specialty.
- c) Uses materials, procedures and/or assessment tools within the area of specialty in accordance with intended purposes.
- d) Fosters an environment which provides privacy and protects student and family information consistent with federal and state regulations and district policies.

ISS 4. The Support Person as a Professional

Each certificated support person demonstrates awareness of his/her limitations and strengths and demonstrates continued professional growth.

The support person --

- a) Keeps current with changes in the law, new developments, ideas, and events related to the special field(s).
- b) Uses self-assessment to identify performance strengths, limitations and needs.
- c) Uses information from students, parents, peers, supervisors and/or district documents to improve performance.
- d) Responds to suggestions for performance improvement by providing rationale for acceptance or rejection.
- e) Plans for performance improvement utilizing available human and fiscal resources.
- f) Implements plans for performance improvement.
- g) Selects and participates in professional growth activities.

ISS 5. Involvement in Assisting Students, Parents and Educational Personnel

Each certificated support person demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

The support person --

- a) Respects individual differences and demonstrates equitable treatment of students without regard to cultural, ethnic, economic, religious, social, physical, gender, age, cognitive and/or other differences.
- b) Identifies those students needing specialized programs and/or services.
- c) Consults with other staff, school personnel, parents and students concerning the development, coordination, and/or extension of services to those needing specialized programs.
- d) Develops and implements preventive and developmental program(s) that serve the needs of the school population and the special needs of students.
- e) Communicates the characteristics and needs of students to parents, staff, students and community members in group and individual settings.

ISS 6. Interpersonal Relations

The certificated support person relates in a professional manner to students, parents, and educational personnel, and exhibits behaviors that support group processes intended to reach consensus.

The support person --

- a) Respects individual differences and demonstrates equitable treatment of others without regard to cultural, ethnic, economic, religious, social, physical, gender, age, cognitive and/or other differences.
- b) Uses communication skills to clarify the ideas and feelings of others.
- c) Acknowledges the right of others to their ideas and feelings of others.
- d) Respects the right of others to their ideas and feelings.
- e) Communicates ideas and feelings in a manner that supports group processes.
- f) Interacts in a manner that communicates respect, support, and a regard for the dignity and social/emotional well-being of others.
- g) Cooperates in and is supportive of the building and district decision-making processes.
- h) Addresses conflict using processes that foster professional working relationships.

SCHOOL NURSE CRITERIA AND COMPONENTS

N1. Knowledge and Scholarship in Nursing

Each certificated school nurse demonstrates a depth and breadth of knowledge of theory and content in the specialty of professional school nursing. They demonstrate an understanding of and knowledge about common school education and the educational milieu grades K-12 and demonstrates the ability to integrate the area of school nurse services into the total school milieu.

The school nurse --

- a) Observes Washington state and federal laws, rules, and regulations applicable to students' health and education.
- b) Implements district policies and procedures consistent with state and federal regulations.
- c) Demonstrates an understanding of learning theory and basic principles of human growth and development as appropriate to student health concerns as well as the general health and safety of the school community.
- d) Relates and applies knowledge, research findings, and theory relative to the area of school nursing to the development of a program of services supporting student and school community health.
- e) Utilizes skills in the area of specialty to support the students' total educational program, including the provision of training to non-licensed school personnel in needed areas regarding health, safety, and medical treatment.
- f) Selects and participates in professional activities, apart from assigned responsibilities, which contribute to the educational environment.

N2. Specialized Skills

Each certificated school nurse demonstrates in his/her performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation and evaluation related to school nursing.

The school nurse –

- a) Administers, completes, and manages mandated health screening and other forms of assessment instruments and/or instructs others who will administer assessment instruments in the area of student health.
- b) Collects, reviews, prioritizes, and compiles necessary student health information, including medical conditions, health evaluations, medical histories and provides pertinent information to others, as needed, to serve students.

- c) Assists students, parents, and staff in understanding and using health-related information consistent with the intended use, confidentiality, and limitations of the given data.
- d) Considers and compiles relevant data related to communicable disease, student/community health issues, or other information related to students' health and their education.
- e) Communicates concerning health conditions that have medical implications for educational planning to appropriate staff and works to develop accommodations to assist impacted students.
- f) Develops and supports the implementation of health care plans for students whose health circumstances will have an impact on the student's ability to function at school, in order to facilitate programs and services.

N3. Management of Special and Technical Environment

Each certificated school nurse demonstrates an acceptable level of performance in managing and organizing the special materials, equipment, and environment essential to the school nursing program.

The school nurse --

- a) Organizes, oversees, and provides a safe, clean health clinic environment.
- b) Maintains medical equipment and supplies necessary for health clinic operations.
- c) Demonstrates knowledge of equipment necessary to support students with health conditions.
- d) Demonstrates an effective system of medical data storage and retrieval.
- e) Fosters an environment that provides privacy and protects student and family information consistent with federal and state regulations and district policies.
- f) Assists, reviews, and monitors health or medical equipment used by students.
- g) Oversees the administration of medication by reviewing doctor's orders, establishing a system of documentation of medication administration, assisting non-licensed school personnel in proper medication administration, and monitoring and educating others for possible adverse side effects.

N4. The School Nurse as a Professional

Each certificated school nurse demonstrates awareness of his/her limitations and strengths and demonstrates continued professional growth.

The school nurse--

- a) Keeps current with changes in the law, new developments, improved practice, ideas, and events related to the area of professional school nursing.
- b) Uses self-assessment to identify performance strengths, limitations and needs.

- c) Considers and uses appropriate information from students, parents, peers, supervisors and/or district documents to improve student health programs and practice.
- d) Participates on multi-disciplinary teams and with other colleagues and staff in a variety of ways to support student health and educational performance.
- e) Selects and participates in professional school nurse growth activities and shares professional information learned with colleagues.
- f) Advocates for disease prevention practices and encourages sound health practices.

N5. Involvement in Assisting Students, Parents and Educational Personnel

Each certificated school nurse demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs related to school nursing.

The school nurse --

- a) Assists others to understand matters related to student health, medications, treatments, disability accommodations and other aspects of health or medical information relative to students and how those matters may impact students' performance.
- b) Identifies those students needing specialized medical support or services.
- c) Develops and implements preventive and developmentally appropriate programs that serves the special needs of students.

N6. The School Nurse as a Health Educator

Each certificated school nurse demonstrates an acceptable level of performance in providing assistance to students, families, and the school community to achieve optimal levels of wellness through appropriately designed and delivered health education.

The school nurse –

- a) Acts as a resource person to school staff regarding health education and communicable diseases.
- b) Provides individual health teaching and counseling for staff, students, and families as the need arises
- c) Provides health and safety instruction for students, staff, and parent groups.
- d) Communicates current information about pertinent medical and health issues relevant to the school community.

N7. Interpersonal Relations

The certificated school nurse relates in a professional manner to students, parents, and educational personnel, and exhibits behaviors that support group processes intended to reach consensus.

The school nurse --

- a) Respects individual differences and demonstrates equitable treatment of others without regard to cultural, ethnic, economic, religious, social, physical, gender, age, cognitive and/or other differences.
- b) Uses communication skills to clarify the ideas and feelings of others.
- c) Acknowledges the right of others to their ideas and feelings.
- d) Respects the right of others to their ideas and feelings.
- e) Communicates ideas and feelings in a manner that supports group processes.
- f) Interacts in a manner that communicates respect, support, and a regard for the dignity and social/emotional well-being of others.
- g) Cooperates in and is supportive of the building and district decision-making processes.
- h) Addresses conflict using processes that foster professional working relationships.

Washington State Evaluative Criteria for Classroom Teachers with Danielson Framework Component and Student Growth Component Alignment

State Criteria 1: Centering instruction on high expectations for students

- Component 2a
- Component 3a
- Component 3c

State Criteria 2: Demonstrating effective teaching practices

- Component 3b
- Component 4a

State Criteria 3: Recognizing individual student learning needs and developing strategies to address those needs

- Component 1b
- Component 3e
- Student Growth 3.1
- Student Growth 3.2

State Criteria 4: Providing clear and intentional focus on subject matter content and curriculum

- Component 1a
- Component 1c
- Component 1d
- Component 1e

State Criteria 5: Fostering and managing a safe, positive learning environment

- Component 2a
- Component 2c
- Component 2d
- Component 2e

State Criteria 6: Using multiple student data elements to modify instruction and improve student learning

- Component 1f
- Component 3d
- Component 4b
- Student Growth 6.1
- Student Growth 6.2

State Criteria 7: Communication and collaboration with parents and the school community

- Component 4c

State Criteria 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning

- Component 4d
- Component 4e
- Component 4f
- Student Growth 8.1

Danielson’s Framework for Teaching Components by Domain A Comparison of Current and Revised Language

Domain 1	
2022-2023 and 2023-2024	Implemented when approved by OSPI. Anticipated for the 2024-2025 school year
Domain Title: Planning & Preparation	Revised by Danielson & Adopted by OSPI Domain Title: Planning & Preparation
1a Demonstrating knowledge of content & pedagogy <ul style="list-style-type: none"> • Knowledge of content & the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content/related pedagogy 	1a Applying knowledge of content & pedagogy <ul style="list-style-type: none"> • Disciplinary expertise • Pedagogical content knowledge • Knowledge of interdisciplinary relationships and skills
1b Demonstrating knowledge of students <ul style="list-style-type: none"> • Knowledge of child & adolescent development • Knowledge of the learning process • Knowledge of students’ skills, knowledge & language proficiency • Knowledge of students’ interests & cultural heritage • Knowledge of students’ special needs 	1b Knowing & valuing students <ul style="list-style-type: none"> • Respect for students’ identities • Understanding of students’ current knowledge & skills • Knowledge of whole child development • Knowledge of the learning process & learning differences
1c Setting instructional outcomes <ul style="list-style-type: none"> • Value, sequence & alignment • Clarity • Balance • Suitability for diverse learners 	1c Setting instructional outcomes <ul style="list-style-type: none"> • Value & relevance • Alignment to grade level standards • Clarity of purpose • Integration of multiple aspects of student development
1d Demonstrating knowledge of resources <ul style="list-style-type: none"> • Resources for classroom use • Resources to extend content knowledge & pedagogy • Resources for students 	1d Using resources effectively <ul style="list-style-type: none"> • Instructional materials • Technology & digital resources • Supports for students
1e Designing coherent instruction <ul style="list-style-type: none"> • Learning activities • Instructional materials & resources • Instructional groups • Lesson & unit structure 	1e Planning coherent instruction <ul style="list-style-type: none"> • Tasks & activities • Flexible learning • Student collaboration • Structure & flow
1f Designing student assessments <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria & standards • Design of formative assessment • Use for planning 	1f Designing & analyzing assessments <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria & standards • Planning formative assessments • Analysis & application

Domain 2	
Domain Title: Classroom Environment	Revised by Danielson & Adopted by OSPI Domain Title: Learning Environments
2a Creating an environment of respect & rapport <ul style="list-style-type: none"> • Teacher interaction with students • Student interactions with one another 	2a Cultivating respectful & affirming environments <ul style="list-style-type: none"> • Positive relationships • Sense of belonging • Cultural responsiveness • Positive conflict resolution
2b Establishing a culture for learning <ul style="list-style-type: none"> • Importance of the content • Expectations for learning & achievement • Student pride in work 	2b Fostering a culture for learning <ul style="list-style-type: none"> • Purpose & motivation • Dispositions for learning • Student agency & pride in work • Support & perseverance
2c Managing classroom procedures <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials & supplies • Performance of non-instructional duties • Supervision of volunteers & paraprofessionals 	2c Maintaining purposeful environments <ul style="list-style-type: none"> • Productive collaboration • Student autonomy & responsibility • Equitable access to resources & supports • Non-instructional tasks
2d Managing student behavior <ul style="list-style-type: none"> • Expectations • Monitoring student behavior • Responses to student misbehavior 	2d Supporting positive student behavior <ul style="list-style-type: none"> • Expectations for the learning community • Modeling & teaching habits of character • Self-monitoring & collective responsibility
2e Organizing physical space <ul style="list-style-type: none"> • Safety & accessibility • Arrangement of furniture & use of physical resources 	2e Organizing spaces for learning <ul style="list-style-type: none"> • Safety & accessibility • Design for learning & development • Co-creation & shared ownership
Domain 3	
Domain Title: Instruction	Revised by Danielson & Adopted by OSPI Domain Title: Learning Experiences
3a Communicating with students <ul style="list-style-type: none"> • Expectations for learning • Directions & procedures • Explanations of content • Use of oral & written language 	3a Communicating about purpose & content <ul style="list-style-type: none"> • Purpose for learning & criteria for success • Specific expectations • Explanations of content • Use of academic language
3b Using questioning & discussion techniques <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation 	3b Using questions & discussion techniques <ul style="list-style-type: none"> • Critical thinking & deeper learning • Reasoning & reflection • Student participation
3c Engaging students in learning <ul style="list-style-type: none"> • Activities & assignments • Grouping of students • Instructional materials & resources • Structure & pacing 	3c Engaging students in learning <ul style="list-style-type: none"> • Rich leaning experiences • Collaboration & teamwork • Use of instructional materials & resources • Opportunities for thinking & reflecting
3d Using assessment in instruction <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment & monitoring of progress 	3d Using Assessment for learning <ul style="list-style-type: none"> • Clear standards for success • Monitoring student understanding • Timely constructive feedback

3e Demonstrating flexibility & responsiveness <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence 	3e Responding flexibly to student needs <ul style="list-style-type: none"> • Evidence--based adjustments • Receptiveness & responsiveness • Determination & persistence
Domain 4	
Domain Title: Professional Responsibilities	Revised by Danielson & Adopted by OSPI Domain Title: Principled Teaching
4a Reflecting on Teaching <ul style="list-style-type: none"> • Accuracy • Use in future teaching 	4a Engaging in reflective practice <ul style="list-style-type: none"> • Self-assessment of teaching • Analysis & discovery • Application & continuous improvement
4b Maintaining accurate records <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records 	4b Documenting student progress <ul style="list-style-type: none"> • Student progress toward mastery • Shared ownership • Maintaining reliable records
4c Communicating with families <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program 	4c Engaging families & communities <ul style="list-style-type: none"> • Respect & cultural competence • Community values • Instructional program • Engagement in learning experiences
4d Participating in a professional community <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to school • Participation in district projects 	4d Contributing to school community & culture <ul style="list-style-type: none"> • Relational trust & collaborative spirit • Culture of inquiry & innovation • Service to school
4e Growing & developing professionally <ul style="list-style-type: none"> • Enhancement of content knowledge & pedagogical skill • Receptivity to feedback from colleagues • Service to profession 	4e Growing & developing professional <ul style="list-style-type: none"> • Curiosity & autonomy • Developing cultural competence • Enhancing knowledge & skills • Seeking & acting on feedback
4f Showing professionalism <ul style="list-style-type: none"> • Integrity & ethical conduct • Service to students • Advocacy • Decision making • Compliance with school & district regulations 	4f Acting in service of students <ul style="list-style-type: none"> • Acting with care, honesty, & integrity • Ethical decision making • Advocacy

Classroom Teacher Comprehensive Evaluation Pre-Observation Planning Conference (Optional)

As outlined in Article 12, Section 2, this pre-conference form may be used by the employee to contribute to the professional dialogue. Responses may provide evidence for the scoring of specified Danielson components indicated on the form. **This form may not be modified or substituted.**

Teacher

Date

1. What are your learning targets and outcomes for this lesson (What do you want the students to know and be able to do as a result of this lesson and why are those important)? *Danielson components 1a, 1c*
2. In what ways does the learning align with the district's common curriculum (units, objectives, extensions, etc.)? How will you communicate these connections to students and parents? *Danielson components 3a, 1a, 1c, 1e, and 4c*
3. What part of this lesson and/or unit has been planned or developed in collaboration or coordination with a one or more colleagues (PLC, grade-level team, departmental colleagues, etc.)? What was your specific role in planning and developing this lesson? *Danielson component 4d*
4. Briefly describe the various learning needs of your students, especially in relationship to the learning goals for this lesson. *Danielson component 1b*
5. How will you engage the students in the learning? What will you do? What will the students do? How will you monitor engagement versus compliance? *Danielson components 1e, 2c, 2d, and 3d*
6. In what ways during the lesson will you check for understanding? How will you know if you have been effective in teaching the learning objectives? How will you know how well the students have met the lesson outcomes? *Danielson components 1f, 3d*
7. What kinds of groupings (whole class, small group, individual, cooperative groups) will you use? What data prompted that instructional decision making? How will your groupings support the students' learning? *Danielson components 1b, 1e, and 3d*
8. How will you differentiate instruction (content, process, product, environment, etc.) for various individuals and groups of students in the class? How do you know which students have unique needs? *Danielson components 1b, 1e*
9. What would you like me to specifically observe during the lesson? *Danielson component 4e*

Classroom Teacher Comprehensive Evaluation Post-Conference Reflection (Optional)

As outlined in Article 12, Section 2, this post-conference form may be used by the employee to contribute to the professional dialogue. Responses may provide evidence for the scoring of Danielson components. **This form may not be modified or substituted.**

Teacher

Date

1. Did the students learn what you intended for them to learn? How do you know?
2. Did you modify your plan? If so, how and why?
3. Comment on different aspects of your instruction and assessment of learning (e.g., activities, grouping of students, questioning/discussion, student engagement, materials, and resources). To what extent were they effective?
4. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?
5. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?
7. Please read the rubric for the components highlighted in the chart below you would like to discuss.

Domain 2: Classroom Environment	Domain 3: Instruction	Other:
2a: respect and rapport 2b: culture for learning 2c: classroom procedures 2d: student behavior 2e: physical space	3a: communicating with students 3b: questioning & discussion techniques 3c: engaging students 3d: using assessment 3e: flexibility & responsiveness	

**2022-2025 TPEP Focused Evaluation for Use in 2022-23 & 2023-24 Only
Pre-observation/Planning Conference Sorted by Criteria (Optional)**

Employee: _____ Supervisor: _____
School Department: _____ Date: _____

Focus Year: 1 2 3 4 5
Carry-over score from Comprehensive Evaluation: Proficient Distinguished

Focus Criterion: Select one

Criterion 1 Centering Instruction	Criterion 2 Effective Teaching	Criterion 3 Individual Student	Criterion 4 Content/Curriculum
2a: Establishing a Culture for Learning 3a: Communicating with Students 3c: Engaging Students in Learning Student Growth 3.1/3.2 OR 6.1/6.2	3b: Using Questioning and Discussion Techniques 4a: Reflecting on Teaching Student Growth 3.1/3.2 OR 6.1/6.2	1b: Demonstrating Knowledge of Students 3e: Demonstrating Flexibility and Responsiveness Student Growth 3.1/3.2	1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction Student Growth 3.1/3.2 OR 6.1/6.2
Criterion 5 Learning Environment	Criterion 6 Using Student Data	Criterion 7 Communication	Criterion 8 Collaboration
2a: Creating an Environment of Respect and Rapport 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space Student Growth 3.1/3.2 OR 6.1/6.2	1f: Designing Student Assessments 3d: Using Assessment in Instructions 4b: Maintaining Accurate Records Student Growth 6.1/6.2	4c: Communication with Families Student Growth 3.1/3.2 OR 6.1/6.2	4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism Student Growth 8.1

Briefly identify your individual strengths:

Briefly identify your individual growth area(s)/goal(s) in focus criterion:

Criterion 1

Centering instruction on high expectations for student achievement

1. How do you convey to your students that the work they are doing in your classroom is important? How will students demonstrate their understanding of this? (SC 1-2b)
2. What strategies will you use to reinforce and cultivate student curiosity? (SC 1-2b)
3. What strategies will you use to encourage students to take pride in their work and acknowledge the good work of their classmates? (SC1-2b)
4. In what ways do you anticipate students will misunderstand the directions for this lesson, and how do you plan to address those misunderstandings? (SC 1 3a)
5. What will it look like in your classroom if students are fully engaged in your lesson? What signals might students give during this lesson that would indicate the lesson's pace is too slow or too rushed? (SC 1-3c)

Criterion 2

Demonstrating effective teaching practices

1. What techniques will you use to ensure that all students have an opportunity to participate in discussion? (SC 2 – 3b)
2. What lessons have you already taught to encourage your students to respond to one another rather than focusing on you? (SC 2 – 3b, SC 2 – 4a)
3. How do you encourage students to show respect for each other's' views? (SC 2 – 3b)
4. What are the challenges in using wait time in in this class, and what strategies do you use to address those challenges? (SC 2 – 3b)
5. How does this assignment fit with the prior and future learning of the class? How does it address needs you have identified in previous lessons? (SC – 4a)

Criterion 3

Recognizing individual student learning needs and developing strategies to address those needs

1. What techniques have you used to ascertain your students' levels of knowledge, skill, and language proficiency? (SC – 1b)
2. How have you learned about your students' interests and cultural backgrounds, and how will that knowledge contribute to this lesson? (SC 3 – 1b)
3. How will you differentiate for groups and individuals in this lesson? For which students? (SC 3– 1b, 3a)
4. What challenges do you expect groups of students or individual students to have in this lesson, and how do you plan to address those challenges? (SC 3 – 3e)

Criterion 4

Providing clear and intentional focus on subject matter content and curriculum.

1. What are your instructional outcomes for this lesson? Why are these instructional outcomes meaningful and valuable for students? (SC 4 –1c)
2. How do your instructional outcomes fit into the larger scope of this course? (SC 4 – 1a, 1c)
3. How cognitively challenging are your instructional outcomes? What is the nature of that challenge? (SC 4 – 1c, 1e)
4. What is the relationship between elements of your lesson? In other words, how have you organized activities within and between lessons to maximize student learning? (SC 4 – 1a, 1e)
5. How do you plan to differentiate learning activities to meet the needs of groups and/or individuals? (SC 4 – 1c, 1e)
6. How did you plan the pacing for this lesson? How much time will each element take? (SC 4 – 1e)

7. What resources have helped you with plan this lesson? Consider school and district resources as well as external and internet resources. Consider resources for both the content and the pedagogy of your lesson. (SC 4 – 1d)
8. What resources will you use in this lesson? Consider school and district resources as well as external and internet resources. (SC 4 – 1d)

Criterion 5

Fostering and managing a safe, positive learning environment

1. What are some specific interactions with students you have had that helped to create an environment of respect and rapport? What, if any, challenges have you faced with this class? (SC 5 – 2a)
2. What strategies have you used to encourage students demonstrate respect for one another? What, if any, challenges have you faced with this class? (SC 5 – 2a)
3. How will you have students transition from one activity to another? What have you done to prepare them to make transitions like these efficiently? (SC 5 – 2c)
4. What are your expectations for student conduct during this lesson? What will appropriate behavior look like? (SC 5 - 2d)
5. How will you organize the physical space and resources in your classroom for this lesson, and why? (SC 5 – 2e)

Criterion 6

Using multiple student data elements to modify instruction and improve students learning.

1. What are your intended instructional outcomes for this lesson? (SC6 – 1f)
2. How will you communicate your learning target and your criteria for success to students? (SC6 – 3d)
3. What previous assessment data did you use as part of the planning process for this lesson, and how did you use it? (SC6 – 1f, 4b)
4. What strategies will you use during the lesson to monitor students' level off understanding? (SC 6 – 3d)
5. 3. How will you assess whether students have achieved your instructional outcomes? What strategies will you use, and how (if at all) will you differentiate to meet the needs of individuals and/or groups of students? (SC6 – 1f)

Criterion 7

Communicating and collaborating with parents and school community

1. What have you communicated with families about your instructional program, especially this unit/lesson, so far this year, and how? How might we see that communication impact this lesson? (SC 7 -- 4c)
2. Which families have you communicated with the *most* about individual student progress and concerns? How might we see that communication impact this lesson? (SC 7 -- 4c)
3. Which families have you communicated with the *most recently* about individual student progress and concerns? How might we see that communication impact this lesson? (SC 7 -- 4c)
4. How have you engaged families in this lesson? How does that engagement benefit students? (SC 7 -- 4c)

Criterion 8
Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

1. What sources of professional development have you used to improve your knowledge of your content or pedagogy? How is this development reflected in this lesson? (SC 8 – 4e)
2. How have you collaborated with other teachers in relation to this lesson? (This could include collaborative planning, observation exchanges, calibration, research, etc.) How has this collaboration impacted this lesson? (SC 8 – 4d, 4e)
3. How do you work to assure that all students, including those who are traditionally underserved, have a fair chance to succeed? How might this be reflected in your classroom during this lesson? (SC 8 – 4f)

**Observation Feedback for Late Hires
For Teachers hired after Winter Break**

Employee:
School:

Supervisor:
Date:

This form may be used as an alternative to Eval to provide observation feedback for late hire employees observed under the evaluation criteria for Classroom Teachers contained within Article 12, Section 4 of the Collective Bargaining Agreement. Observations and evaluation will focus on Criteria 1-5. The focus may be reduced further in consultation with Human Resources. Student Growth Goals and Measures will be waived.

Criterion 1 Centering Instruction	2b: Establishing a Culture for Learning Comments: Score:
	3a: Communicating with Students Comments: Score:
	3c: Engaging Students in Learning Comments: Score:
Criterion 2 Effective Teaching	3b: Using Questioning and Discussion Techniques Comments: Score:
	4a: Reflecting on Teaching Comments: Score:
Criterion 3 Individual Student	1b: Demonstrating Knowledge of Students Comments: Score:
	3e: Demonstrating Flexibility and Responsiveness Comments: Score:
Criterion 4 Content/Curriculum	1a: Demonstrating Knowledge of Content and Pedagogy Comments: Score:
	1c: Setting Instructional Outcomes Comments: Score:
	1d: Demonstrating Knowledge of Resources Comments: Score:
	1e: Designing Coherent Instruction Comments: Score:
Criterion 5 Learning Environment	2a: Creating an Environment of Respect and Rapport Comments: Score:
	2c: Managing Classroom Procedures Comments: Score:

	2d: Managing Student Behavior Comments: Score: 2e: Organizing Physical Space Comments: Score:
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Optional

Criterion 6 Using Student Data	1f: Designing Student Assessments Comments: Score:
	3d: Using Assessment in Instructions Comments: Score:
	4b: Maintaining Accurate Records Comments: Score:
Criterion 7 Communication	4c: Communication with Families Comments: Score:
Criterion 8 Collaboration	4d: Participating in a Professional Community Comments: Score:
	4e: Growing and Developing Professionally Comments: Score:
	4f: Showing Professionalism Comments: Score:

Date of electronic submission to employee by evaluator:
 Employee acknowledgement of receipt may be completed via email.

**Alternative Evaluation Annual Summary for Late Hires
For Teachers hired after Winter Break**

Employee:
School:

Supervisor:
Date:

This form may be used as an alternative to Eval to provide an Annual Summary **for late hire employees** observed under the evaluation criteria for Classroom Teachers contained within Article 12, Section 4 of the Collective Bargaining Agreement. Feedback should be consistent with the terms set forth in Article 12, Sections 4 and 9.

Scores shall be based on the preponderance of evidence present in the **observation of Criteria 1-5. Unscored Criteria receive a default score of Basic.** If an evaluator observes performance in Criteria which were not the educator's area of focus, but which indicate a Proficient or Distinguished score is valid, the evaluator shall override the default score and provide the higher rating. The Student Growth will be waived.

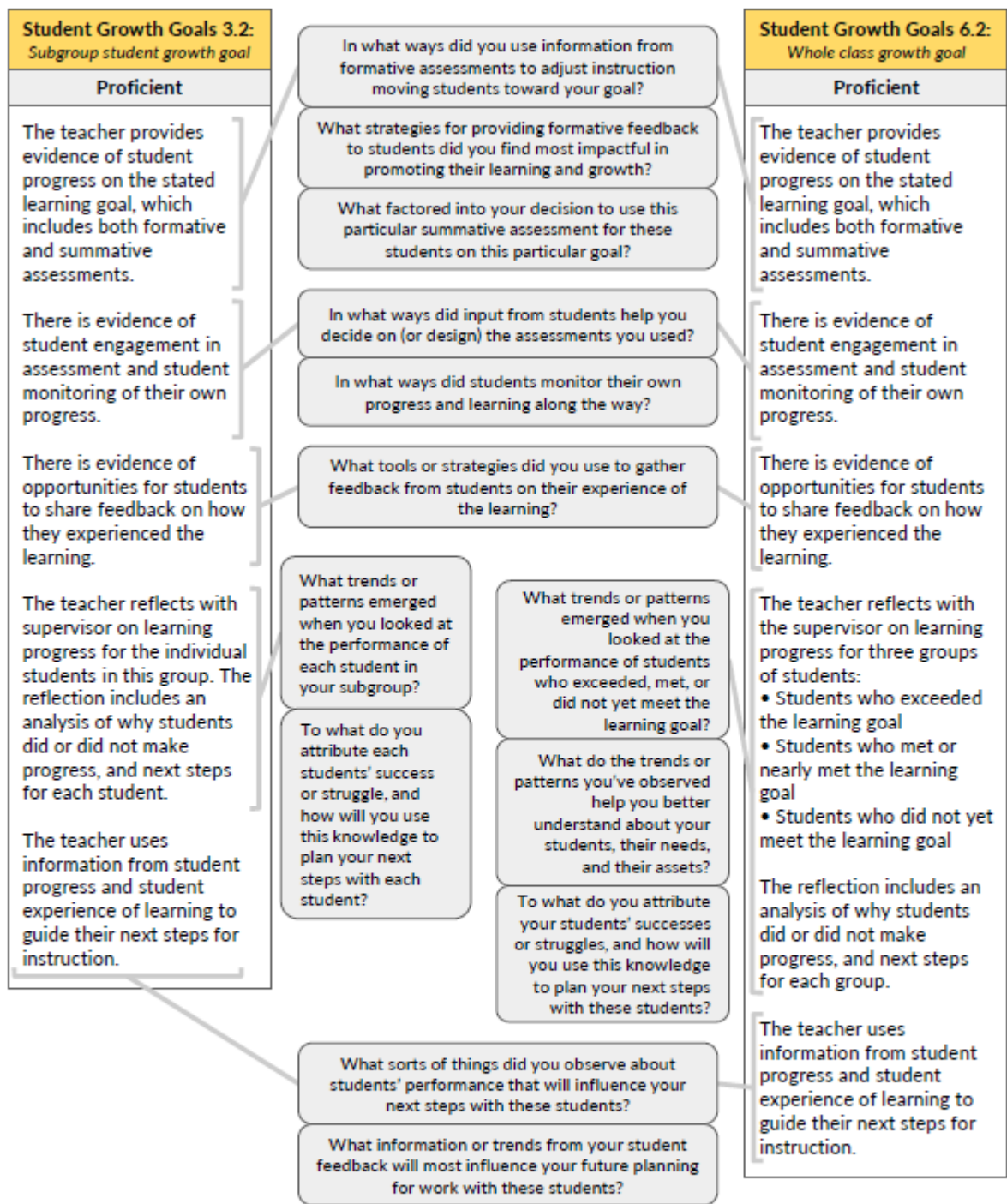
Criterion 1 Centering Instruction	Criterion 2 Effective Teaching	Criterion 3 Individual Student	Criterion 4 Content/Curriculum
2b: Establishing a Culture for Learning 3a: Communicating with Students 3c: Engaging Students in Learning Comments: Score: ____	3b: Using Questioning and Discussion Techniques 4a: Reflecting on Teaching Comments: Score: ____	1b: Demonstrating Knowledge of Students 3e: Demonstrating Flexibility and Responsiveness Comments: Score: ____	1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction Comments: Score: ____
Criterion 5 Learning Environment	Criterion 6 Using Student Data	Criterion 7 Communication	Criterion 8 Collaboration
2a: Creating an Environment of Respect and Rapport 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space Comments: Score: ____	1f: Designing Student Assessments 3d: Using Assessment in Instructions 4b: Maintaining Accurate Records Comments: Score: ____ OR *Default score: <u>Basic</u>	4c: Communication with Families Student Growth Comments: Score: ____ OR *Default score: <u>Basic</u>	4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism Comments: Score: ____ OR *Default score: <u>Basic</u>

Comments:

Annual Summative Score: _____

Date of electronic submission to employee by evaluator:
Employee acknowledgement of receipt may be completed via email.

Observation Prompts Chart



NOTE: The purpose of these prompts is to promote and support *interactive, two-way conversations to probe practice and prompt reflection.* (Please don't turn them into a form!)

Optional Pre-observation Planning
Library Media Specialists, Instructional Support Personnel, and School Nurses

Employee:

Supervisor:

School/Department:

Date:

This form may be used for individuals evaluated in roles outlined in Article 12, Section 3 of the Collective Bargaining Agreement. Each numbered Evaluative Criterion describes the expected behaviors and/or abilities in that performance area. Full Details are available in Appendix 5.1, 5.2, and 5.3 of the Collective Bargaining Agreement.

The lettered Components under each Criterion are to be used as a guide to determine whether the employee's performance has met the Criterion. It is recognized that it may not be possible to observe performance concerning every Component. An overall judgment that the employee's performance has not met the Criterion must be made in the context of the evaluative processes. Observations and evaluation will consist of all Criteria for individuals on Comprehensive, and one (1) for individuals on Focused. Employees of Focused must identify their Criterion prior to the first observation. Feedback should be consistent with the terms set forth in Article 12, Sections 3

Comprehensive Evaluation: All Criteria

Focused Evaluation: Select one (1) Criterion

Library Media Specialist	Instructional Support	School Nurses
L1 Instructional skill	ISS1 Knowledge	N1 Knowledge
L2 Management	ISS2 Specialized Skill	N2 Specialized Skill
L3 Preparation	ISS3 Management	N3 Management
L4 Improvement	ISS4 Professionalism	N4 Professionalism
L5 Knowledge	ISS5 Involvement	N5 Involvement
L6 Relationships	ISS6 Relationships	N6 Educator
		N7 Relationships

Briefly identify your individual strengths:

Briefly identify your individual growth area(s)/goal(s).

If on Focused, what criterion are you selecting and how does it relate to the growth area/goal?

**Observation Feedback Form
For Library Media Specialists, Instructional Support Personnel, and School Nurses**

Employee:
School/Department:

Supervisor:
Observation Date:

The following information is provided to the employee in accordance with the provisions of Article 12 – EVALUATION, Section 2 – The Observation Process. The feedback is provided as part of the ongoing conversation between the employee and supervisor concerning the improvement of professional practice.

Written feedback must consider unique characteristics and circumstances associated with the employee’s assignment, experiences, expertise, site, and environmental factors affecting performance behavior.

Comprehensive Evaluation: All Criteria

Focused Evaluation: Select one (1) Criterion

The educator is on Focus Year: 1 2 3 4 5

Library Media Specialist	Instructional Support	School Nurses
L1 Instructional skill	ISS1 Knowledge	N1 Knowledge
L2 Management	ISS2 Specialized Skill	N2 Specialized Skill
L3 Preparation	ISS3 Management	N3 Management
L4 Improvement	ISS4 Professionalism	N4 Professionalism
L5 Knowledge	ISS5 Involvement	N5 Involvement
L6 Relationships	ISS6 Relationships	N6 Educator
		N7 Relationships

Comments:

Annual Summary
For Library Media Specialists, Instructional Support Personnel, and School Nurses

Employee:

Supervisor:

School/Department:

Date:

Comprehensive Evaluation: Annual Summary is based on performance in all Criteria
 Satisfactory _____ Unsatisfactory _____

Focused Evaluation: Annual Summary rating of **Satisfactory** is carried over from the last Comprehensive Evaluation.

The educator is on Focus Year: 1 2 3 4 5

Library Media Specialist	Instructional Support	School Nurses
L1 Instructional skill	ISS1 Knowledge	N1 Knowledge
L2 Management	ISS2 Specialized Skill	N2 Specialized Skill
L3 Preparation	ISS3 Management	N3 Management
L4 Improvement	ISS4 Professionalism	N4 Professionalism
L5 Knowledge	ISS5 Involvement	N5 Involvement
L6 Relationships	ISS6 Relationships	N6 Educator
		N7 Relationships

Written feedback should be consistent with the terms set forth in Article 12, Sections 3 and 9.

Comments:

Date of electronic submission to employee by evaluator:

Employee acknowledgement of receipt may be completed via email.

**BEA Collective Bargaining Agreement Article 12 – Evaluation
Contractual Timelines and Deadlines**

Topic	Contract Language	2022-2023	2023-2024	2024-2025
Evaluator Assignment	Employees shall be informed of their assigned evaluator(s), designated by the Superintendent, by at least September 25 th .	9.25.22	9.25.23	9.25.24
Request for Change Of Evaluator	If an employee, or the Association, feels the designation is not appropriate, they can, no later than September 30 th , ask for a meeting with the Superintendent, or their designee, which shall include the employee and a representative of the Association. The purpose of the meeting is to discuss concerns. Requests for changes of assigned evaluator(s) will be considered on a case-by-case basis.	9.30.22	9.30.23	9.30.24
Observation of New Employees	New employees to the District shall be observed at least once for a total observation time of at least 30 minutes during the first 90 calendar days of employment.	Based on employee start date	Based on employee start date	Based on employee start date
Observation Feedback (Verbal)	... an effort should be made to provide verbal feedback within 3 days after the observation.			
Observation Feedback (Written)	The post-observation written feedback is to be provided to the employee within 15 school days following the date of the observation.			
Second Observation Feedback (Written)	The second observation write up must be provided to employees at least 10 school days prior to the Friday before Memorial Day.	5.12.23	5.10.24	5.9.25
Focused Evaluation Performance Concerns	Teachers on Focused Evaluation for whom an evaluator has performance concerns, may be moved back to Comprehensive Evaluation any time prior to December 15 th . See CBA for process requirements.	12.15.22	12.15.23	12.15.24
Initial Student Growth Goal Conversation (TPEP Only)	Initial discussion of Student Growth Goals (SGG) between teachers and evaluators for revision assistance may occur any time prior to the following deadlines: <ul style="list-style-type: none"> 5:00 pm the last school day in December for elementary or yearlong secondary courses 	12.16.22	12.19.23	12.20.24

Topic	Contract Language	2022-2023	2023-2024	2024-2025
	<ul style="list-style-type: none"> 5:00 pm the last school day in February for semester long secondary courses. 	2.28.23	2.29.24	2.28.25
Final Student Growth Goal Conversation (TPEP Only)	<p>The discussion of the final SGG for 3.1 and 6.1 and a draft goal for 8.1 may occur any time prior to the following deadlines:</p> <ul style="list-style-type: none"> 5:00 pm the last school day in February for elementary or yearlong secondary courses 	2.28.23	2.29.24	2.28.25
	<ul style="list-style-type: none"> 5:00 pm the last school day in March for semester long secondary courses. 	3.31.23	3.29.24	3.31.25
Student Growth Measures Conversation (TPEP Only)	<p>Student Growth Measures (SGM) for 3.2 and 6.2 and the final goal for 8.1 should be completed according to the following:</p> <ul style="list-style-type: none"> A conference between the teacher(s) and evaluator focused on SGM should occur either prior to 5:00 pm the Friday before Memorial Day, or 	5.26.23	5.24.24	5.23.25
	<ul style="list-style-type: none"> As part of a year-end conference which may also include artifact discussion. The latter may occur after the due date if the time of the conference is agreed on by both parties prior to 5:00 pm the Friday before Memorial Day. 	Date TBD by agreement	Date TBD by agreement	Date TBD by agreement
Student Growth Scores (TPEP Only)	Evaluators must score goals and measures using the Washington State Student Growth Rubrics within fifteen (15) school days. Scores must be communicated to teachers.			
Artifacts	Artifacts should be submitted by 5:00 pm on the Friday before Memorial Day, unless being shared as part of a year-end conference. The later may occur after the due date if the time of the conference is agreed upon by both parties.	5.26.23	5.24.24	5.23.25
Annual Summary	The Annual Summary shall be provided to each employee at least 5 working days prior to the end of the school year.	6.14.23	6.11.24	6.11.25

Topic	Contract Language	2022-2023	2023-2024	2024-2025
Probation Assessment	At any time after October 15 th and not later than January 25 th , and provided that the staff member was previously placed on an Intervention Assistance Plan, an employee on a continuing contract whose work is not judged satisfactory based on district evaluation criteria shall be notified in writing of the specific areas of deficiencies along with a reasonable program for improvement.	1.25.23	1.25.24	1.25.25
Probationary Period	If the Superintendent concurs with the evaluator's recommendation for probation, the Superintendent shall establish a probationary period of 60 school days. The probationary period is concluded before May 15 th of the same school year.	5.15.23	5.15.24	5.15.25
Probationary Period Extension	The probationary period may be extended into the following school year if the probationer has five or more years of teaching experience and has a comprehensive summative evaluation performance rating as of May 15 th of less than level 2.	5.15.23	5.15.24	5.15.25

Certified Staffing Categories

Elementary Schools	Middle & 6-12 Schools	High Schools
CERTIFICATED		
Principal's Office		
Principal - Asst	Principal - Asst	Principal - Asst
Principal	Principal	Principal
Total Principals Office		
Classroom Teachers		
Grade Level Teacher	Content Area Teacher	Content Area Teacher
Specials Teacher	Other Teacher	Other Teacher
Other Teacher		
Total Classroom Teachers		
Special Ed		
IDEA Teacher	IDEA Teacher	IDEA Teacher
Special Ed Teacher	Special Ed Teacher	Special Ed Teacher
Total Special Ed		
Certificated Supports	Certificated Supports	Certificated Supports
ITCL	ITCL	ITCL
Counselor	Counselor	Counselor
Nurse	Nurse	Nurse
Misc. Certificated Supports	Misc. Certificated Supports	Misc. Certificated Supports
Total Certificated Supports	Total Certificated Supports	Total Certificated Supports
CERTIFICATED TOTAL	CERTIFICATED TOTAL	CERTIFICATED TOTAL

BEA EQUITY RESOLUTION

Adopted by the Representative Council on November 15, 2018

Whereas, the City of Bellevue’s motto is currently “Bellevue welcomes the world. Our diversity is our strength.” and

Whereas, Bellevue School Board Resolution No. 2018-24 says the district commits to “actively promote, embody, and hold ourselves and our District accountable to operating by our values and providing a culture of service towards **each and every** student, our families, our community partners, and each other”¹, and

Whereas, it is vitally important for the success of students of color to see themselves represented in the staff of their school², and

Whereas, all staff members benefit from collaboration within a diverse group of educators³, and

Whereas, the demographics of the educators in Bellevue do not accurately reflect the demographics of the student population in Bellevue,

Therefore, be it resolved, the Bellevue Education Association commits to changing the culture of the Bellevue School District in order to attract, support and retain more educators of color. We commit to considering educators of color in our union decisions and actions, creating spaces for educators of color to be visible and supported without increasing those educators’ stress and/or workload, and working with the district to implement and promote programs that will improve the working conditions of educators of color.

Sources

1. <https://bsd405.org/2018/09/board-resolution-commitment-to-each-and-every-student/>
2. *Representation in the Classroom: The Effect of Own-Race/Ethnicity Teacher Assignment on Student Achievement*, Economics of Education Review, (https://sites.hks.harvard.edu/pepg/PDF/Papers/Egalite-et-al-2015-FLTM_EER.pdf)
Synopsis: <http://ecs.force.com/studies/rstudypg?id=a0r70000007IVXUAA4>
3. *Groups of diverse problem solvers can outperform groups of high-ability problem solvers*, Proceedings of the National Academy of Sciences, (https://odeo.hq.nasa.gov/documents/DiverseProblemSolvers_TAGGED.pdf)
Synopsis: <https://www.ncbi.nlm.nih.gov/pubmed/15534225>