

Provision:	Article VII	Title:	SUPPORT PERSONNEL/COUNSELOR/ALE EVALUATION
Presentation:	Second (Second 6/20/24, First 5/30/24) (CEA 5/30/24, 7/25/24)	Date:	8/8/2024

District Proposed 8/8/24:

ARTICLE VII – SUPPORT PERSONNEL ~~/COUNSELOR/ALE EVALUATION~~

Section 1 Purpose of Evaluation

The purpose of evaluation is to encourage improvements in teaching and learning through the use of clear performance standards and authentic assessment practices. The evaluation process is intended to be respectful, meaningful, helpful, emphasize positive interaction between the evaluator and the person being evaluated, and provide support for professional growth. Certificated support personnel holding non-administrative positions (collectively referred to as "employees") herein will be evaluated during each school year in accordance with the following procedures and criteria.

Section 2 Definition of Terms

1. Support Personnel: For the purpose of evaluation, support personnel ~~will be defined as those who a~~ certificated employee who provides services to students and holds one or more of the educational staff associate certificates under WAC 181-79A-140(5) ~~support the learning environment by meeting the individual needs of students.~~ These include but are not limited to speech language pathologist, occupational therapist, physical therapist, school psychologist, instructional coach, school counselor, and nurse.
- ~~2. School Counselors: For the purpose of evaluation, school counselors are those who work within the elementary, middle, high school, or alternative setting to support students in the educational environment.~~
- ~~3. ALE Teachers: For the purpose of evaluation, ALE teachers are those employees who teach in alternative learning education (ALE) programs.~~
- ~~4.2.~~ Provisional Employees: For the purpose of evaluation, provisional employees are those employees so defined by state law.
- ~~5.3.~~ Evaluator: For the purpose of evaluation, the evaluator within each school is the principal, supervisor, or any other credentialed administrator.

Section 3 Required Evaluation

Responsibility for Evaluation

Within each school the principal/supervisor or his/her administrative/supervisory designees (hereafter referred to as evaluator) will be responsible for the evaluation of employees assigned to that school. Any principal or other supervisor may designate other administrative and/or supervisory staff members to assist in the observation and evaluation process. Employees will be notified who their evaluator is prior to October 1st of each year. If an employee is not so notified, the employee will seek clarification. If circumstances occur that necessitate a change in the evaluator, the employee will be notified of the change. The administrative organization plan of the School District will be used to determine lines of responsibility for any employee who is not regularly assigned to a school.

Evaluation Process

1. All employees newly employed by the School District will be observed within the first 90 calendar days of the commencement of their employment. Third-year provisional employees will be observed at least three times for a total of 90 minutes.
- ~~2.~~ All employees, including new employees, will be evaluated at least once each school year, such evaluation to be completed not later than ~~the last day of school~~ June 1.
- ~~2.3.~~ If an employee is transferred to another position, not under the supervisor's jurisdiction, an evaluation shall be made by the supervisor at the time of transfer or by the new supervisor.

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4. If an employee resigns during the school year, a final evaluation may be completed prior to the resignation date.
- 3.5. In addition to the required evaluations, the evaluator may make ~~evaluations~~ observations at any time during the school year for improving employee performance.

Summative Evaluation Procedures

- Following the completion of an evaluation report ~~(C-1, C-2, C-3, D-2)~~, the evaluator and/or the employee may request a meeting to discuss the report.
- The employee will sign the School District's copy of the evaluation report indicating receipt of the document. The signature of the employee does not necessarily imply that the employee agrees with the contents of the evaluation report.
- The employee will have the right to attach any comments to the evaluation report. This may be done at the time the employee receives a copy and prior to the report being forwarded to the District personnel office; or they may be forwarded to the personnel office within 7 school days following the evaluation conference.
- The employee receiving a needs improvement or unsatisfactory in any of the criteria may meet and confer with the evaluator no later than October 1st of the following school year. The purpose of the meeting is to discuss strategies and support structures to assist the employee in demonstrating satisfactory performance in the areas that need to improve.

Section 4 Evaluation Options and Forms

Evaluation Options

The ~~3-2~~ evaluation options available to the District include:

- ~~Long form~~ Support Personnel Comprehensive -evaluation ~~process (Appendix C-1, C-2, C-3)~~
- ~~Short form~~ Support Personnel Focused evaluation ~~process (Appendix D-1 and D-2)~~
- ~~Professional Growth for Excellence (Appendix D-1, D-2 and E-1)~~

Employees who meet the following criteria may, upon mutual consent of the employee and the supervising administrator, ~~choose to~~ be evaluated using the ~~short form or professional growth~~ focused option.

- All major criteria identified in the ~~long form~~ support personnel comprehensive evaluation instrument for the previous 4 years must be ~~satisfactory~~ proficient.
- ~~Provisional employees new to teaching with 4 years of satisfactory long form evaluation.~~
- ~~3.2. Employees transferring to the Cheney School District with at least 2 years of satisfactory long form evaluation in their previous district AND 2 years of satisfactory long form evaluation in the Cheney School District.~~

As per RCW 28A.405.100, it is mutually agreed by both the District and the Association that the employee must return to the ~~long form~~ comprehensive evaluation at least once every ~~6-5~~ years. During the ~~6th~~ 5th year, a ~~long form support personnel comprehensive~~ evaluation ~~would will~~ be conducted.

As needed, ~~An an~~ evaluator ~~or employee~~ may require that ~~the long form a~~ comprehensive evaluation process be conducted in any given year.

Evaluation Forms

~~Appendix C-1, C-2, C-3~~ Evaluation forms are professional instruments which are to be used only for the purposes listed on them and interpreted by appropriate and authorized certificated personnel within the District. They are not to be released from confidential District personnel files unless required by law.

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The evaluation and observation forms can be found on the human resources → CEA webpage (at the completion of the committee work).

Section 5 Long-Form-Support Personnel Comprehensive Evaluation

Minimum Requirements

~~The long form evaluation process must occur at least once every 6 years. Employees on long form evaluation will set one personal/professional goal yearly. The goal should be tied to improving student learning. A staff member's effort to use self-reflection to improve student learning may be addressed in the long form summative evaluation as a part of "support person as a professional."~~

Minimum Observation Criteria

During each school year each employee will be observed for the purpose of long-form comprehensive evaluation at least twice in the performance of his/her assigned duties. Total observation time for each employee for each school year will be not less than 60 minutes. A minimum of one observation for a total observation time of 30 continuous minutes will be required in connection with the evaluation of all employees. At least one observation will be considered formal. Formal observations will include a pre-conference meeting prior to the observation, utilization of the Evaluation Criteria (Section 8) as a basis for the observation, and a post-conference with the employee within 5 school days following the observation.

Upon completion of an observation for the purpose of evaluation by the evaluator, an observation report will be prepared and a copy given to the employee within 5 school days following the observation.

Section 6 Short-Form-Focused Evaluation

Requirements

~~On a voluntary basis, individuals who have received 4 years of satisfactory evaluations may elect to use the short form (see Section 4.2).~~ If the short-focused evaluation form is elected, it will become a shared cooperative growth vehicle between the teacher-support personnel and evaluator. Employees on short-form focused evaluation will select one criterion to set one a personal/professional goal ~~yearly~~. The goal should be tied to improving student learning.

Evaluation Options

Short form Focused evaluation will occur in one of the following manners:

1. One 30-minute observation followed with a written summary. Final evaluation ~~(Form No. 517E, Appendix D-2)~~ must be completed no later than ~~the last day of school~~ June 1.

OR

2. 2 observations totaling 60 minutes without a written summary of such observations. The final evaluation ~~(Form No. 517E, Appendix D-2)~~ must be completed no later than ~~the last day of school~~ June 1.

~~The agreed-upon short form evaluation is Appendix D-2 of this Agreement. Appendix D-1 is the application for short form evaluation which should be completed by May 31st of the preceding school year (RCW 28A.405.100.5).~~

Section 7 Professional Growth for Excellence (PGE)

Purpose

~~This component is a collaborative interaction between the evaluator and support personnel intended to provide employees with support for a risk-free environment which is inherent in professional growth. The primary focus of PGE is to encourage innovation, peer sharing, and support and improvement of instructional practices in the learning environment. Self-assessment and self-initiated goal-setting separate from the evaluation system currently used are encouraged.~~

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Eligibility

~~On a voluntary basis, individuals who have 4 years of satisfactory evaluations may elect to use PGE (see Section 4.2). Employees in PGE will set a goal(s) as part of the PGE process (Appendix E).~~

~~No more than 1/3 of each staff may participate in any given year, unless given prior approval by the administrator or supervisor.~~

~~If the number of employees submitting names exceeds the building allocation of 1/3, the evaluator(s) will select all individuals by lot at the earliest available faculty meeting or by the end of the school year. It is understood that teachers participating in a program which was identified at its inception as a 2-year project will have priority when establishing which teachers may go on a PGE plan.~~

~~Itinerant staff may be involved in the PGE cycle and set goals to encourage professional growth. The PGE cycle will be developed in consultation with the evaluator. Employees may include other staff as resources to assist them in working toward their PGE goal(s).~~

~~At the end of the second year, the employee must return to the short form or long form evaluation for a minimum of one year.~~

Timeline

~~The PGE format will be reviewed for certificated staff each April. Interested staff need to notify their evaluator by May 31st of the preceding year using the application form in Appendix D-1. As described in Section 2, selection will be completed by the end of the school year. A meeting will be held with the evaluator to discuss goals by October 1st using the planning form, Appendix E. No later than the last day of school, the evaluator will sign off and conduct a year-end conference using the same planning form in Appendix E.~~

Implementation

~~Following the establishment of a growth plan, the employee will take the primary responsibility for monitoring his/her own professional growth with respect to the plan, with the help of other persons that may have been identified as part of the plan.~~

~~Peer involvement is encouraged. Employees may elect to use colleagues or other outside professional sources in observations, data collecting or as collaborators. Employees may choose to work in teams, department groups or by grade levels for goal setting and attainment. The evaluator acts as a coach, resource, observer, facilitator and/or data collector. 30 minutes of non-continuous documented observation is required. At the final meeting, the evaluator and employee will verify that state statutory requirements have been met. The PGE Evaluation form, Appendix D-2, will be completed no later than the last day of school and will be retained in the employee personnel file.~~

~~The employee will provide information to the evaluator, in addition to that presented at the initial meeting, at least once prior to March 1st of each year of the growth cycle. The employee will report and discuss collaboratively, progress made toward achieving the established goals. This meeting will also be an opportunity to refine and update any need for resources. This will be for the purpose of providing information, and will not be evaluative in nature. At all times during the growth cycle, collaborative interaction is encouraged.~~

~~Data generated within the PGE goals process will not negatively affect evaluation. Professional growth can occur regardless of whether goals have been met. Information from the PGE cycle will not pass to the summative evaluation cycle nor the personnel file.~~

~~All materials expressly generated for, or resulting from, the PGE evaluation process are the property of the employee.~~

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Individual Creativity – Expense Reimbursement

~~Employees participating in the PGE cycle will be provided an additional amount of up to \$200 for a 2-year cycle, or up to \$100 if a one-year cycle for PGE goal-related expenditures. The total amount is prorated for less than full-time employees.~~

Appendices

- ~~Evaluation Form for Support Personnel/ALE (Appendix C-1, C-2, C-3);~~
- ~~Application for Short form/PGE (Appendix D-1);~~
- ~~Short form/PGE Evaluation (Appendix D-2);~~
- ~~PGE Planning Form (Appendix E).~~

Section 8 Criteria

The criteria and indicators on the evaluation forms ~~(Appendix C-1, C-2, C-3)~~ reflect the duties and responsibilities of support personnel, ~~counselors, and ALE teachers~~. The 5 criteria and indicators provide a common language for professional discussion. The lists are not all inclusive nor are they intended to be used as a checklist. [WAC 392-191-020](#)

1. Knowledge and scholarship in field
2. Specialized skills
3. Management of special and technical environment
4. The support person as a professional
5. Involvement in assisting pupils, parents, and educational personnel

**A committee will be formed to create the comprehensive and focused evaluation and observation forms during the 2024-2025 school year, using the 5 criteria listed above. The committee will be led by Teaching and Learning in collaboration with SSS and the CEA president. The committee will have representation from a variety of Support Personnel roles. Every effort will be made to have the criterion and forms ready for piloting by November 1, 2024.

Section 9 Probation

1. Evaluator's Report

For the purpose of probation, if an evaluator determines on the basis of the evaluation criteria that the performance of an employee, other than a provisional employee, under his/her supervision is unsatisfactory, the evaluator will report the same in writing to the Superintendent. The report will include the following:

- A. The evaluation report prepared pursuant to the provisions of ~~Section 2-3~~ herein this CBA.
- B. A recommended specific program designed to assist the employee in improving his/her performance.
- C. Any written comments by the employee.

2. Establishment of Probationary Period

If the Superintendent concurs with the evaluator's judgment that the performance of the employee is unsatisfactory, the Superintendent will place the employee in a probationary status. The employee will be given written notice of the action of the Superintendent, which notice will contain the following information:

- A. Specific areas of performance deficiencies.
- B. A suggested specific program for improvement.

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- C. A statement indicating the duration of the probationary period and that the purpose of the probationary period is to give the employee the opportunity to demonstrate improvement in his/her area or areas of deficiency.
- D. A statement indicating areas of assistance to be provided by the supervisory staff.
3. Evaluation during the Probationary Period
 - A. At or about the time of the delivery of a probationary letter, the evaluator will hold a conference with the probationary employee to discuss performance deficiencies and the remedial measures to be taken.
 - B. During the probationary period the evaluator will meet with the probationary employee approximately once every 2 school weeks to supervise and make a written evaluation of the progress, if any, made by the employee. The provisions of Section 3, paragraphs 3A and 3B (Summative Evaluation Procedures) will apply to the documentation of evaluation reports during the probationary period.
 - C. The probationary employee will be removed from probation at any time he/she has demonstrated improvement to the satisfaction of the evaluator in those areas specifically detailed in his/her notice of probation. In this event, a statement will be attached to the probationary letter indicating the employee has successfully met the conditions of probation.
4. Evaluator's Post Probation Report

Unless the probationary employee has previously been removed from probation, the evaluator will submit a written report to the Superintendent at the end of the probationary period. The report will identify whether the performance of the probationary employee has improved and will set forth one of the following recommendations for further action:

 - A. That the employee has demonstrated sufficient improvement to justify the removal of the probationary status; or
 - B. That the employee has demonstrated sufficient improvement to justify the removal of the probationary status if accompanied by a letter identifying areas where further improvement is required; or
 - C. That the employee has not demonstrated sufficient improvement and action should be taken to non-renew the employment contract of the employee.
5. Action by the Superintendent

Following a review of all reports submitted pursuant to paragraph 4, the Superintendent will determine which of the alternative courses of action is proper and will take appropriate action to implement such determination. In the event that the Superintendent determines that the employee has not demonstrated sufficient improvement, the Superintendent will make a determination of probable cause for the non-renewal of the employee's contract and will provide written notice thereof to the employee on or before May 15th pursuant to applicable law.
6. Implementation of the Law

Should any conflict arise between this procedure and the law, the law will be controlling.
7. If a procedural error occurs in the implementation of a program for improvement, the error does not invalidate the probationer's plan for improvement or evaluation activities unless the error materially affects the effectiveness of the plan or the ability to evaluate the probationer's performance.

Meridith Lemelin
8/13/24

[Signature]
8/13/24