

Certificated Bargaining Agreement

This Collective Bargaining Agreement (CBA) is made and entered into by the Kennewick School District No. 17 Board of Directors, referred to as "the Board," and the Kennewick Education Association, referred to as "the Association." The signatories are the sole parties to this agreement.

This agreement was bargained in accordance with **RCW 41.59**, the Educational Employment Relations Act, and will remain in full force and effect **from September 1, 2022**, up to and including August 31, 2026. Either party may, on written notice no later than 60 days before the date of expiration, give notice of its intent to negotiate a successor agreement.

This agreement may be reopened for amendment, provided both parties concur, **during the life of this agreement**. Either party may notify the other party in writing of its desire to negotiate. Authorized representatives of the Association and the Board will sign supplemental agreements, which will be affixed to and become a part of this agreement and subject to all its provisions.

The parties below sign and approve this agreement on _____, 2022.

Michael Conners, President KSD No. 17 Board of Directors

Bargaining Team

Dr. Traci Pierce Dr. Doug Christensen Jack Anderson Lexie Buschbach Chris Clem Chad Foltz Mary Isley Toni Neidhold Rob Phillips Matt Scott *Rob Woodford, President* Kennewick Education Association

Bargaining Team

Sarah Ard Mary Bauer Adriana Chavez Michele Farthing Jim Gow Brittany Haggard Naomi Rogers Rob Woodford

Kennewick Education Association Ratified: May 20, 2022

Kennewick School Board Adopted: May 25, 2022

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Article I - Administration

2 Section 1: Exclusive Recognition

- 3 The Board hereby recognizes the Association as the sole and exclusive bargaining representative for all
- 4 professional certificated personnel, whether under contract or on leave, employed by the Board.
- 5 Representation will cover all personnel assigned to newly-created professional positions, unless the
- 6 parties agree in advance that the positions are principally supervisory and administrative. Certain
- 7 substitutes are members of the bargaining unit and have limited CBA coverage, as defined in Article
- 8 **III, Section 6**. Representation will exclude the following:
- 9 Superintendent Central Office Coordinators
- 10 Assistant Superintendents Directors and Program Administrators
- 11 Executive Directors Administrative Assistants
- 12 Principals

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- 13 Casual Substitutes
- Any term designating an employee e.g. "resource specialist," "educator," etc. when used in this CBA will refer to all professional employees represented by the Association in the bargaining unit, as defined.
- 16 Sole and exclusive rights are defined as the rights provided to the Association by this CBA, and those

Assistant Principals

17 rights will not be granted to any rival or competing organization that purports to represent the same

- 18 employee group for purposes of representation and/or collective bargaining.
- 19 Unless the context in which they are used clearly requires otherwise, words used in this CBA denoting
- 20 gender will include both males and females, and words denoting a number or numbers will include both
- 21 the singular and plural.

22 Section 2: Viability of Signed Agreements

Once agreement between the Board and the Association has been reached, ratified by the Association,
and adopted by the Board, the CBA will be binding on both parties.

25 Section 3: Conformity to Law

- 26 This CBA will be governed and construed according to the Constitution and laws of the State of
- 27 Washington. If any provision of this CBA, or any application of this CBA to any employee or groups of
- 28 employees covered hereby, will be found contrary to law by a court of law having competent
- 29 jurisdiction, the provision or application will have effect only to the extent permitted by law, and all
- 30 other provisions or applications of the CBA will continue in full force and effect.

31 Section 4: Status of the Agreement

- 32 This CBA will supersede any rules, regulations, policies, resolutions, or practices of the District contrary
- to or inconsistent with its terms. Existing rules, regulations, policies, resolutions, or practices of the
- 34 District not in conflict with this CBA will remain in full force.

35 Section 5: Contract Compliance

- 36 All individual employee contracts will be subject to and consistent with Washington State Laws,
- 37 Washington State Board of Education regulations, and the terms and conditions of this CBA. If any
- 38 individual employee contract contains any language inconsistent with this CBA, this CBA during its
- 39 duration will be controlling.

40 **Section 6: Maintenance of Benefits**

- 41 Unless otherwise provided in this CBA, no provision in this CBA will be interpreted and/or applied to
- 42 eliminate, reduce, or otherwise detract from current individual salaries and benefits, or prevailing
- 43 practices relating to wages, hours, and working conditions in effect prior to the effective date of this
 44 CBA.
- 45 Section 7: Printing and Distributi

45 Section 7: Printing and Distribution of Agreement

- 46 Both parties must proofread a copy of the final CBA. Both the Association and the District will inform
- the members on how to access their downloadable copy of the CBA. A hard copy will be available from
 the District or the Association on request. A downloadable file on both the District and Association
- 49 websites will be available.

50 Section 8: Management Rights

- 51 The parties agree that with the exception of the specific provisions of this CBA the District retains all
- 52 the rights, powers, functions, and authority vested in management by laws and the Constitution of the
- 53 State of Washington.

54 Section 9: Subcontracting

- 55 The Board will not subcontract work performed by members of the bargaining unit, as covered under the
- 56 terms and conditions of this CBA, without bargaining with the Association on the matter.

Article II - Business

58 Section 1: Payroll Deductions

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59 The Association and its affiliates have the exclusive right of automatic payroll deduction of membership

- dues, assessments, and fees for employees who are represented by the Association, in accordance with
 RCW 41.59.
- The District will provide dues deduction, assessments, and fees through automatic payroll authorization and will, without exception, refrain from intervention or failure to perform the service.
- 64 The Association agrees to reimburse any employee from whose pay dues and assessments were
- 65 deducted those sums in excess of the total amount due to the Association at that time, provided the 66 Association or its affiliate actually received the excessive amount.
- Any bargaining unit member may voluntarily join the Association, but no member of the bargaining unitwill be required to join.
- 69 The Association will provide an automatic payroll authorization form to each employee choosing to join
- the Association. The employee will sign and deliver the authorization to the Association. The District,
- on receipt of the authorization, will deduct from the employee's salary each pay period the dues amount
- set by the Association. Deductions for employees submitting authorization after the commencement of
- the school year will commence in the first possible pay period following authorization. Once an
- employee has signed the automatic payroll authorization, dues deductions will be continuous thereafter
- vuless revoked in writing to the Washington Education Association through the established process. The
- Association will promptly submit notice of revocation to the District Payroll Office. The District will not
- discontinue dues collection for any employee until receiving confirmation of completion of theaforementioned process through WEA.
- 79 The Association will submit the automatic payroll authorization to the District Payroll Office for
- 80 processing. The Association will provide a table of prorated annual dues, assessments, and fees to the 81 District Payroll Office to determine monthly dues deductions.
- Si District Paylon Office to determine monting dues deductions.
- 82 Members of the Association may sign a separate voluntary membership form and dues deduction
- authorization for WEA-PAC and NEA-PAC. The District will deduct these dues in the same manner
 described above for membership dues deduction.
- The Association agrees to defend and hold the District harmless against any legal action brought against the District for compliance with the dues deduction provisions in this CBA.

87 Section 2: Other Deductions

- The District will, on receipt of authorization from an employee, deduct from the employee's salary and
 make appropriate remittance.
- 90 A list of the programs eligible for payroll deduction is available at the District Payroll Office. The
- 91 District and Association jointly determine the programs. These plans may not be implemented without
- 92 prior written agreement of the District and Association.
- 93 Employees will be eligible for deductions under Section 125 of the IRS Code for medical premiums paid
- 94 out of pocket. In addition, a medical reimbursement plan and/or a dependent care assistance plan
- administered by a third party will be made available. Those who participate will pay all charges
- associated with the programs administered by a third party. Section 125 deductions will be from gross

- 97 earnings and are not subject to income or Social Security taxes. Employees should be aware that
- 98 deductions under Section 125 might adversely affect Social Security calculations.

99 Section 3: Association Rights

- 100 The Association and its representatives will have the right to reasonable use of school buildings.
- 101 Scheduling and arrangements will follow normal administrative procedures. The Association and its
- 102 representatives will have access to all employees, provided this does not interfere with the instructional 103 program.
- 104 The Association will have the right to post notices of activities and matters of Association concern on
- 105 bulletin boards provided in each faculty lounge of each building in the District.
- The Association will have the right to use the employee mailboxes and e-mail for communicationpurposes.
- 108 On written request, the District will furnish to the Association any available information permitted under 109 statute to assist the Association in carrying out its responsibility as the bargaining representative.
- 110 The Association may appoint at least one (1) grievance representative at each of the District schools
- and/or other facilities where employees in the bargaining unit work. This representative will assist
- 112 employees in the bargaining unit on matters related to grievances. Representatives of the Association
- 113 who participate during working hours in grievance-related proceedings, conferences, or meetings with
- 114 representatives of the District will suffer no loss in pay. The Association will notify the District of the
- 115 individuals to be released.
- 116 The District will provide the Association reasonable access to new employees of the bargaining unit to
- 117 present information about the Association to new employees. This will occur within 90 days of the

118 employee's start date.

- 119 The Association President or other representative chosen by the President will have not less than 30
- 120 minutes to provide information to new employees regarding Association membership. This time will
- 121 occur during regular contact hours, excluding lunch, or **during the additional hours paid by the**
- 122 **District for the new employees at the beginning of the year**. New employees not attending this
- meeting may meet with the Association for no less than 30 minutes at each work site during regular
- 124 contract hours, excluding lunch, provided it is outside of their teaching time with students.
- 125 For employees hired after the start of the school year, the Association President will be informed of the
- 126 name and location of all newly-hired employees within one (1) week of the employee's start date.
- 127 Within the first 90 days following this notice, a minimum of 30 minutes will be provided during the
- 128 **contract day**, excluding lunch, for the Association to meet with the employee(s) to provide information
- 129 regarding Association membership.

Article III - Personnel

Section 1: Employment of Certificated Employees

- Employees will be contracted in accordance with applicable State laws and assigned in accordance withState certification regulations.
- 134 Paraeducators will only be used in these settings when under the direct supervision of an employee.
- 135 New employees will receive support from the Peer Assistance and Resources (PAR) program.
- 136 All work being performed by the bargaining unit will continue to be performed by the bargaining unit
- 137 **during the life of this CBA**.

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138 Section 2: Academic Freedom

- An employee must be free to think and express ideas, free from undue pressure of authority, and free toact within his or her professional group.
- 141 The principle of academic freedom for employees will not supersede the basic responsibilities of the 142 employee to the profession of education. These responsibilities include:
- commitment to support the Constitution of the United States
 - concern for the welfare, growth, and development of children
 - insistence on objective scholarship
- Adherence to District-authorized courses of study, Board-adopted curriculum, and applicable learningstandards.
- 148 Effective teaching methods, strategies, and professional judgement will be encouraged in the delivery of
- the adopted curriculum. Instruction will focus on State learning standards, and employees will not be
- 150 mandated to teach to specific tests. Test preparation activities not required by OSPI or essential to
- administering the test will be at the discretion of the employee.
- 152 Methodology and style of teaching will not be restricted provided it is effective and appropriate to the 153 level and/or subject being taught. Employees will choose instructional methods, strategies, technology,
- and supplemental and enrichment materials to deliver District-adopted curriculum.
- 155 Nothing in this language is intended to prevent a discussion between a principal and an employee about
- 156 specific teaching methodologies. If the employee is rated Proficient or rated Distinguished in the
- summative evaluation, he or she will not be mandated to adopt the methodologies discussed.
- 158 District-adopted curriculum includes all core learning materials and learning standards. Supplemental
- 159 materials are District-adopted print or electronic resources provided to augment the adopted curriculum.
- 160 Enrichment materials are age-appropriate, educator-chosen print or electronic materials relevant to the
- 161 course of study that support and enhance District-adopted curriculum. All educator-chosen materials
- 162 must conform to District policies. Potentially controversial materials will be used in accordance with
- applicable District Policy. When uncertain, employees should preview materials with their
- 164 administrator(s).
- 165 A free interchange of ideas leading to clearer understandings at the maturity level of students must be
- 166 expected as part of effective teaching. Challenges concerning educational materials based on suitability
- 167 will immediately be brought to the attention of the employee(s).
- 168 The lodging of a complaint will not cause the suspension of a District-adopted course and/or its content 160 without the consent of the affected employee(c) in accordance with the applicable District Policy.
- 169 without the consent of the affected employee(s), in accordance with the applicable District Policy.

- 170 Employees will have the right to defend challenged methods or materials with their administrator(s).
- 171 Supplemental or enrichment materials used to augment adopted curriculum will only be suspended after
- a thorough review and consultation with the affected employee(s) and building and/or district
- administrator(s). Administration will provide appropriate guidance and support to employees, based on
- the facts, when processing complaints regarding appropriate teaching methods and/or materials.
- 175 If a grade is changed by an administrator, it will be shown on the historical grades page in the student176 management system.

177 Section 3: Certificated Employee Rights

178 Individual Rights

179 Employees will be entitled to full rights of citizenship. There will be no discipline or discrimination with respect to the employment of an employee due to race, creed, color, marital status, sex, age, sexual 180 181 orientation, national origin, political activity (or lack thereof), membership or non-membership in any 182 organization, religion, honorable discharged veteran or military status, sexual orientation including 183 gender expression or identity, or the presence of any sensory, mental, or physical disability, or the use of 184 a trained guide dog or service animal by a person with a disability, except as necessary to meet a Bona 185 Fide Occupational Qualification. The prohibition against discrimination because of a disability will not apply if the particular disability prevents (after reasonable accommodation under the provisions of the 186 187 Americans with Disabilities Act) the proper performance of the work involved, and no alternative work

188 can be found. The rights granted in this section are deemed to be in addition to those provided189 elsewhere.

190 Right to Join and Support Association

191 Employees will have the right to self-organization, and/or to form, join, or assist the Association to

- bargain collectively. The Board will not directly or indirectly discriminate against any employee by
- 193 reason of membership in the Association, or by reason of participation in any grievances, complaints, or
- 194 proceedings covered under this CBA.

195 Right to Due Process

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- 196 All complaints will be called to the attention of the employee **as soon as possible**.
- An employee can request to have a representative of the Association present. The employee will be advised of this right at the time the meeting is requested. When a request for representation is made, no action will be taken with respect to the informed employee until a representative of the Association has had an opportunity to be present. No hearing will be delayed more than five (5) workdays due to the unavailability of the employee's requested representative.
- No employee will be reprimanded, disciplined, suspended, and reduced in rank or compensation, or
 non-renewed without just cause. The standard for just cause is as follows:
 - Notice: forewarning of consequences of conduct
 - Reasonable Rule: related to the orderly, efficient and safe operation of the District
 - Investigation/Fair Investigation: a thorough, fair and objective investigation is conducted **prior to** administering discipline
 - Proof: ample evidence is obtained that the employee committed the offense
 - Equal Treatment: rules and penalties are applied consistently and without discrimination
- Penalty: The degree of discipline is reasonably related to the seriousness of the offense and considers
 the employee's record of service with the District

- 212 The District agrees to follow a policy of progressive discipline which normally should include verbal
- 213 warning, written warning, written reprimand, suspension without pay, and discharge. Discipline should
- 214 be consistent with the seriousness of the offense. Individual steps of progressive discipline may be
- 215 bypassed when the seriousness of the misconduct warrants.
- 216 An employee will have the right to face his or her accuser(s). Refusal by a complainant to be identified
- 217 will preclude the District from acting on the complaint unless the revelation of the complainant is
- 218 precluded by law.
- 219 All information forming the basis of any charge will be made available to the employee in writing **prior**
- 220 to any investigatory meeting. All complaints concerning the employee, including the specific content
- 221 of the complaint, will be brought to the attention of the employee within 10 working days, except
- 222 where doing so would materially affect an ongoing investigation. The level of specificity is defined as 223 the alleged action of the employee and the corresponding policy/regulation that is alleged to have been
- 224 violated. All discipline will be conducted in private.
- 225 In an attempt to resolve problems at the lowest level, principals will encourage parties making a complaint to discuss the issues surrounding their complaint with the employees involved. 226
- 227 The parties recognize there may be instances when a supervisor wants to inform an employee of a
- 228 concern that may not rise to a level requiring formal discipline. In these cases, the District may issue to
- 229 employees Letters of Direction, which give specific directives or reiterate the District's rules or policies.
- 230 Since the intent is only to inform the employee of specific concerns, these letters will not contain threats
- 231 of future discipline. Letters of Direction will not be considered disciplinary action and will only serve as
- evidence of notice for any future discipline. 232

Classroom Visitation 233

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- 234 The District and Association agree it is valuable to provide parents and other community members with 235 a valid interest in Kennewick schools the opportunity to visit classrooms.
- 236 To ensure the least interruption to the teaching and learning process, the following guidelines will be 237 followed:
- 238 At least 24-hour prior notice will be given for all visits, unless the employee agrees to an earlier • 239 visit. 240
 - Visitors are required to state the purpose of their visit to building administrator or employee. •
 - The administrator and employee will set the length and time of the visit. •
- Visits will not occur when testing or other scheduled activities might be disrupted by the 242 ٠ 243 presence of visitors.
- Visitors will not be allowed to make audio or video recordings during the visit without the 244 245 consent of the employee. 246
- The employee will have the opportunity to confer with the visitor and/or an administrator before • and/or after the visit. 248
 - The visit will be immediately concluded, and the visitors will be asked to leave, if the visitors are disruptive to the educational process.
 - An administrator will be available to assist **during the visit**, and the employee may request an • administrator accompany the visitor.
- 252 Information a visitor shares with building or District administration will be shared with the • 253 employee in a timely manner.
- 254 All visitors are expected to maintain appropriate conduct when visiting Kennewick schools. • 255 Inappropriate conduct by a visitor will result in exclusion and loss of visitation privileges. 256 Disputes about limiting visits will be handled in accordance with District policy.

257 Electronic Recordings

- 258 The District and the Association recognize the necessity of the use of video or other electronic
- recordings in common areas for safety and security purposes and recognize the need to balance safety and security concerns with employees' reasonable expectation of a fair level of privacy in the
- 261 workplace.
- 262 The District will not use audio, video, or other electronic surveillance in individual classrooms or work
- 263 areas excluding common areas used as classrooms, like libraries and gymnasiums without the prior
- knowledge and written approval of the employee.
- 265 Electronic surveillance information may not be used as evidence of Unsatisfactory or Basic performance266 in the evaluation process.
- 267 No administrator or District employee will use electronic surveillance recordings with the intent to
- 268 identify potential misconduct of employees. Information obtained from surveillance cameras will not be
- used as a basis for disciplinary action, except to verify or contradict a specific, credible allegation. If,
- 270 when viewing video for legitimate purposes, a District administrator finds policy violations or criminal
- behavior, the District may use the video to address the situation.
- 272 The District will take proper steps to ensure students do not make audio or video recordings or take
- 273 photographs of employees without the employee's knowledge and consent. The District will take
- appropriate disciplinary action with students, in accordance with harassment, cyber bullying, or other
- applicable District policies.

276 Section 4: Personnel Files

277 An employee or his or her designee will, on request, have the right to inspect all contents of his or her

- 278 complete personnel file and/or records kept within the District. The evaluation of an employee is
- 279 personal information and will not be subject to public disclosure, unless required by law. Processed
- grievances, garnishments, and attachments of wages will be kept separate from the employee's personnelfile.
- The employee may have an Association representative present when reviewing his or her personnel file and/or records. The District may have representatives present during this review.
- 284 There will be only one (1) personnel file, which will be kept in the Human Resource Department. There
- will be no secret or alternative files kept in the District. However, this will not preclude administrators
- 286 from keeping working files for their own use. All working files will be subject to the employee's
- inspection, with exclusive right of response by the employee. Central office administrators will review
 the CBA language regarding working files with building administrators at the beginning of each school
 worn
- 289 **year**.
- 290 Correspondence or other materials making reference to an employee's competence, character, or manner
- will not be kept or placed in the personnel file without the employee's knowledge, and the employee will
- have the exclusive right of addendum of all items in the files. Any derogatory material not shown to an
- 293 employee within 10 days after receipt or composition (except in criminal investigations) will not be
- allowed as evidence in any grievance or disciplinary action against an employee.
- 295 Derogatory materials, except evaluations, will be removed from the employee's personnel and/or
- working file at his or her request two (2) years from the date of the circumstance(s) or event(s) that
- precipitated the placement of the material. Findings relating to offenses against children will remain in
- the file.
- The Superintendent or designee, and the employee or his or her designee, will sign an inventory sheet to verify contents of the personnel file at the time of inspection by the employee.

301 Section 5: Employee Protection

The District will provide general liability and errors and omission insurance for employees who are acting within the scope of their employment, whether their duties are specific or implied, and whether their duties are performed during or after regular working hours. The insurance will provide limits comparable to school districts of similar size. Legal counsel will be provided, through insurance, to any

employee against whom a lawsuit is initiated provided the employee, at the time of the act or omission,
 was acting within the scope of his or her employment.

308 Threats to an Employee

Threats of injury or death to employees, including substitutes, will be investigated. An employee who is threatened by any person or group while carrying out assigned duties will immediately notify his or her

- supervisor, or be notified by the supervisor if the employee is not already aware of the situation. The
- 312 supervisor will notify the Superintendent and Assistant Superintendent of Secondary or Elementary
- Education. The employee or supervisor will have the option of notifying the police.
- Building administration will take immediate steps, with the cooperation of the employee, to provide for
- the employee's safety. Building administration will report precautionary measures for the employee's
- 316 safety to the Assistant Superintendent of Secondary or Elementary Education, and/or Superintendent at
- 317 the earliest possible time.

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- 318 When a principal becomes aware of a threat, he or she will:
 - 1) identify the nature of the threat
 - 2) make every attempt to identify the person making the threat
 - 3) if appropriate, lock down the classroom, or other rooms, involved, and, if necessary, lock down the school
 - 4) if possible and/or practical, not remove, erase, destroy, or clean any evidence **prior to contacting the police and/or a School Resource Officer (SRO)** and following their direction
- take appropriate steps to provide for the safety of the employee, in consultation with the employee,
 the District, Association leadership, and the police, if necessary
 - ask for the employee's input with regard to any disciplinary action taken against the student(s) involved
 - 7) assist an employee who wishes to file a complaint and/or a restraining order
 - 8) remain in contact with the employee to offer assistance and support
- 331 The District will support any employee in seeking legal redress for violations of the law committed by
- students or members of the public who verbally or physically abuse an employee while he or she is
 performing duties for the District.
- Additionally, employees are encouraged to file a complaint with the District and provide a copy to the Association in any situation when student misuse of technology threatens an employee's safety and/or professional reputation.
- 337 The District will take all reasonable steps to protect employees from cyber bullying, derogatory web
- 338 postings, and video, harassment via e-mail, fraudulent personal websites or postings, false electronic text
- 339 messaging, or other technology misconduct that threatens an employee's safety and/or professional
- 340 reputation. The District will reasonably investigate evidence of these activities and take action, when 341 appropriate.
- 342 If necessary, the District will notify law enforcement agencies about activity perpetrated against an
- employee and seek enforcement of pertinent laws and pertinent provisions of the WACs and RCWs.
- Any incident involving harassment of an employee will be promptly investigated by the District.

- 345 If a student makes a threat to the life of another student, building administrators will notify the staff of
- 346 the threat and intervention steps taken.
- 347 To the extent allowed by the law and when records are available, building administration will inform
- 348 employees when students with records of weapons, assaults, threats, bullying, or perpetrating violence
- 349 are enrolled in their class **prior to the student's first day in the employee's class**. Building
- administrators will provide employees with a copy of the student's behavior intervention plan and any
- 351 other documents and information needed to ensure safety.
- 352 To the extent allowed by law and when records are available, employees who receive transferred
- 353 students with records of weapons, assaults, threats, bullying, or perpetrating violence will be notified
- 354 prior to that student's first school day or immediately when the District receives those records.
- When students with records of weapons, assaults, threats, bullying, or perpetrating violence transfer to another building within the District, building administrators from the transferring school will ensure that accurate and complete discipline records are provided to the receiving school before the student transfers.
- 359 To the extent allowed by law and when records are available, a student's prior criminal history will be
- provided to any employee who has regular contact with that student, **prior to their enrollment in the** school.
- The District will take appropriate action against perpetrators and report findings and actions to the impacted employee and the Association.
- The District expects employees using the services of private lawyers to cover their own obligations for fees or costs incurred by the use of those services.

366 Property Damage

- 367 The District will reimburse employees for replacement of any clothing or other personal property
- 368 damaged, destroyed, or stolen **during the course of their employment**, and/or cover the cost of
- 369 medical, surgical, or hospital service incurred as the result of any injury sustained in the course of their
- 370 employment, provided an employee exercised reasonable safeguards in maintaining the security of his or
- her personal belongings. Items under \$25 will not be subject to claim, pursuant to this section.
- Personal property used as classroom instructional aids will be registered with the building principal on a form available in the main office of each school building. Registration of personal property will be
- required when it is brought into the building, and notification will be given to the main office when the
- 374 required when it is brought into the building, and notification will be given to 375 employee removes the personal property from the employee's workstation.
- The District will reimburse up to \$100 per incident toward the employee's insurance deductible for damage caused by verified vandalism to the employee's vehicle or other personal property while he or she is performing contract duties. Payment will be made after the employee has provided documentation of his or her expenditure.
- of his or her expenditure

380 Personal Injury

- Whenever an employee sustains a disabling injury in the course of employment, the District will grant the injured employee a leave with contract pay for a period not to exceed one (1) year, or to the limit of the accumulated sick leave provided for in this CBA. During this period of disability, an employee may use his or her sick leave to compensate for the difference in the amount of State industrial insurance, employee retirement disability, and his or her regular salary, to the limits of his or her accrued sick leave. The sick leave will be reduced in the same ratio as the payout bears to this total salary. The District will maintain all benefits – for example, retirement, Social Security, sick leave, and salary
- 388 placement.

389 Matters relating to unsafe health or safety conditions will be reported to the building principal. The

parties will abide by the applicable safety standards set forth in the Washington Industrial Safety and

Health Act.

392 Hepatitis B Inoculations

The District agrees to pay up to \$6,000 annually for all employees who are not listed on the District exposure control plan who wish to receive Hepatitis B inoculations. Employees who are not included in the District exposure control plan will be expected to use their insurance to pay for their inoculations and be reimbursed by the District for what was not paid for by insurance. Employees will be expected to provide proper documentation **prior to reimbursement**.

398 Building Safety Committees

In accordance with **WAC 296-800-130**, the District will ensure there are effective safety committees at each building with 11 or more employees and either safety committees or monthly safety meetings at buildings with fewer than 11 employees. Building safety meetings may be part of staff meetings.

The District will provide walkie-talkies or other devices for staff who need to contact administration in an emergency.

404 Copyrights and Patents

405 Ownership of any materials, processes, or inventions developed solely by an employee's effort on his or 406 her own time by individual effort, research, and expense will vest in the employee and be copyrighted or 407 patented, if at all, in his or her name. When there is use of District time and resources, ownership will be 408 set at a ratio of each party's participation.

409 Section 6: Contracts, Workday, and Payment

The District will provide a contract for each employee in conformity with Washington State law, state board of education regulations, and this CBA.

412 The Association acknowledges the right of management to create new programs and new schools. The

413 Association will have input in the creation of new programs and new schools. Wages, terms, and

414 conditions of employment for employees associated with new programs and new schools will be

415 negotiated on an ongoing basis by the District and Association.

416 Employee contracts are defined below.

417 Continuing Contracts

- 418 A continuing contract is a full-time assignment, or a portion of a full-time assignment. A full-time
- 419 employee will receive full rights and benefits under this CBA. An employee working a portion of a
 420 full-time assignment will receive prorated benefits and full rights under this CBA.

421 Non-continuing Contracts

- 422 Non-continuing contracts are offered when employees with continuing contracts are on leave. A non-
- 423 continuing contract is a full-time assignment or a portion of a full-time assignment. An employee on a
- full-time, non-continuing contract will receive full rights and benefits under this CBA. An employee
 working a portion of a full-time assignment will receive prorated benefits and full rights under this
- 425 Working a portion of a full-time assignment will receive prorated benefits and full rights under this 426 CBA.

427 Retire/Rehire

428 An employee who retires and is separated from service may be rehired in accordance with current 429 District policy and applicable RCW guidelines.

Teachers on Special Assignment (TOSAs) 430

- 431 Teachers on Special Assignment (TOSAs) provide specialized expertise and resources and may be
- utilized in many non-evaluative capacities. All TOSAs retain their contract rights, as defined in this 432 433 CBA.
- 434 CPEs are considered TOSAs but are not subject to the provisions in this section. CPEs' roles are defined in the Peer Assistance and Resources section in this CBA. 435
- 436
- An employee accepting a position posted as a TOSA will be on leave from his or her building assignment for one year. At the end of the first year, a TOSA and/or his or her supervising administrator 437
- 438 can decide to return the TOSA to his or her original position and building.
- 439 TOSA positions created in conjunction with other school districts will continue for the duration of the agreement with the other districts. 440
- 441 TOSAs who are hired in buildings on TOSA contracts of .8 FTE or higher will be selected by a joint building committee, subject to the approval of the District and the Association. 442
- 443 TOSAs are selected for hire based on required and preferred qualifications. In-building candidates are
- 444 given first consideration. When the joint committee decides more than one candidate are equally 445 qualified, in-District seniority is the deciding factor.
- 446 TOSAs selected to work in buildings outside the District administration building will receive specific 447 job descriptions. A TOSA will not participate in, or contribute to, the evaluation of an employee.
- 448 Administrators will receive job descriptions for, and be trained in, the limitations of, TOSAs in their
- 449 buildings.
- 450 TOSAs will be allowed to participate in a PLC with other TOSAs and will be evaluated using the TOSA evaluation form in the Appendix of this CBA. 451

Substitute Employees 452

453 Substitute employees will be paid according to the following schedule, with the listed benefits:

454 Sporadic Days

- Employees with less than 30 sporadic days are not considered members of the bargaining unit. 455
- Employees with 31 or more sporadic days are considered members of the bargaining unit and will be 456 paid at a rate agreed on by the Association and District. 457

458 1-20 consecutive days in the same assignment

459 Employees receive substitute pay.

460 21-90 days in the same assignment

461 Employees receive pay at their certificated rate, including retroactive pay for the first 20 consecutive days, and are considered members of the bargaining unit. 462

463 Days 91-Beyond

464 Employees continue to receive pay at the certificated rate and are considered members of the bargaining unit. 465

630 Hours worked and beyond 466

- 467 Employees also begin to receive health insurance benefits in accordance with SEBB, as well as prorated 468 sick leave.
- 469 Substitute employees have no other coverage under this CBA.

470 Job Sharing

471 Two District employees may share a 1.0 FTE contract.

472 Copies of Contract

473 An employee may retain one (1) copy of his or her individual contract. All other copies will be returned474 to the District for processing.

475 Payment

476 In accordance with state law, all employees will be paid in 12 monthly installments. Each check will

477 contain one-twelfth of the contract salary. Stipends or supplemental contracts that cover the entire478 school year will be paid in 12 monthly installments or over the number of remaining months in the

479 contract year when the stipend or supplemental contract is issued.

480 Payroll checks will be issued to employees on the last business day of each month.

481 When an underpayment is discovered, corrections will be made **no later than the next payday**. When

- an overpayment is made, the correction will be made **on the employee's next monthly check**.
- 483 Cumulative errors in overpayment will be corrected at the rate they accumulated. If the normal
- repayment schedule will cause financial hardship for the employee, other repayment arrangements may
- 485 be negotiated with the District.
- 486 All compensation owed to an employee who is leaving the District will, on request, be paid **no later**

487 than the end of the next succeeding pay period.

488 Length of Contract

The length of the regular employee contract will be consistent with the number of days funded by the state legislature. For example, for 2010-11 it will be 180 days. Each year the amount is subject to change

491 per determination by the state. Any extension of contract days by the District will be computed on the

492 employee's contract rate of pay. For example, in 2010-11 it will be 1/180.

Length of Workday

The certificated workday is 7½ hours, including a 30-minute, duty-free lunch **during the regular lunch period**. Individual building schedules will be established by the building principal, in consultation with the building staff. When sites elect to modify the student day to provide planning/teaming time for employees at the site, required teaming time will not exceed the number of minutes accumulated by the modified student schedule.

499 Preparation Time

500 The minimum scheduled teaching time (exclusive of relief time, inclusive of break time) will be five (5) 501 hours daily. An exception to this is secondary resource employees with approved alternative schedules

502 to gather student data, progress monitoring, providing direct instruction to students in and for general

503 education classrooms, providing direct instruction to students who require SDI not met in the classroom, 504 periodic IEP-related testing, direct assistance and guidance to general education employees for

- periodic IEP-related testing, direct assistance and guidance to general education employees for
 instructional adaptations and modifications, and periodic communication with other staff and parents
- about students on their caseloads. Approval will consider school readiness and will not impact staffing,
- 507 resources, or overload.
- 508 Adjustment of the school day for primary students may be made **during the school year** to 509 accommodate student needs, when jointly arranged by staff and administration.
- 510 Employees may supervise more than one (1) class during an afternoon break, by agreement of those
- 511 concerned.

- 512 Reasonable time will be allowed **during the workday** for employees to attend to personal needs,
- 513 including blocks of time before and after school that can be used, as necessary, for staff meetings, IEP
- 514 meetings, and/or to communicate with administrators, parents, and students and perform other duties.
- 515 When continuous blocks of student contact time are 2.5 hours or longer and not separated by a five-
- 516 minute passing time without student supervision, recess, or other breaks in the daily schedule,
- 517 employees will receive regularly-scheduled coverage.
- 518 Employees will receive regularly scheduled coverage when their classrooms are in portables without 519 bathroom facilities, or when bathroom facilities are not within a short walking distance.
- 520 All preschool and elementary employees will have planning time equal to a total of 275 minutes per
- 521 week in a regularly scheduled five-day week, in increments of no less than 30 minutes, except for a 15-
- 522 minute block of time attached to lunch **during the student day** for preparation time. The parties agree
- 523 individual buildings not already in compliance will form democratically-elected committees of
- 524 employees and principals to create a schedule provides recess, separate from the lunch recess, as 525 outlined below.
- For employees with a morning prep, time will be provided for a minimum 15-minute afternoon recess.
- For employees with an afternoon prep, time will be provided for a minimum 15-minute morning recess.
 - On the day elementary students receive no instruction from a specialist they will be able to attend both recesses (morning and afternoon).
 - Elementary schools will provide alternative schedules for two-hour delays to ensure employees receive their proportional prep time.
- An employee teaching at the secondary level will be provided at least one (1) instructional period a day during the regular student day. Changes in the current length of preparation time will be addressed by the District and the Association.
- Preparation time will not be reassigned to other duties, unless agreed to by the employee and the employer.
- 539 Preparation time is intended to provide time for employees to plan lessons, assess student work, and 540 prepare instructional materials. The Association recognizes the rights and needs of administration to
- 541 occasionally meet with employees during this time, and doing so does not constitute a violation of the
- 542 CBA. Employees will not be required to meet with their administrator(s) or others on a regular, ongoing
 543 basis during the preparation time.
- 544 The District and the Association recognize that, after considering the guidelines for daily schedules in
- this section and in other parts of the CBA, buildings with non-traditional programs may establish
- 546 variations in their daily schedules. Those variations may be subject to review by both the Association
- 547 and the District.

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548 Non-instructional Supervisory Duties

- 549 Certificated employees will not be required to do bus duty and/or other before- or after-school
- supervision duties for more than five (5) days in a six (6) week period. Employees who are required to
- attend meetings during their assigned duty time will be excused from bus duty without having to find
- their own coverage.

553 **Prior to a school building beginning food service programs where food is brought into the**

- 554 classroom, the District will hold a meeting at the impacted building(s) to allow to ask questions and
- 555 express concerns. Concerns will be addressed, and further meetings, held if subsequent problems arise.
- 556 Steps will be taken to alleviate problems to minimize the impact on instruction.

- If double-shifting of the school day becomes necessary due to increased enrollment and lack of facilities,the following provisions will be made:
- Split shifts will not occur.
- The employee's workday will be as written above, unless the need for building facilities warrants his or her preparation time be spent outside the school building, at which time other arrangements can be made, at the principal's discretion.
- Librarians, counselors, elementary music, elementary technology, elementary exploratory, and
 elementary P.E. employees will work a regular school day, with the beginning time determined by
 the building principal.

566 Early Release Days

- 567 The intent of early release days is for building professional development, collaborative planning in
- 568 PLCs, grade-level teams, departments, and other collegial groups to focus on improving student 569 learning.
- Elementary and middle school site councils will schedule at least 10 early release days per year for PLCmeetings.
- 572 High school site councils will schedule PLC work on each early release day.
- 573 Up to seven (7) early release days per year can be used for District or building presentations. One early 574 release day of the month may be used for cross-District meetings.
- 575 If there are concerns about the misuse of early release days, employees are encouraged to discuss these
- 576 issues with principals and Association building representatives. If issues can't be resolved, District and
- 577 Association representatives will facilitate a meeting to discuss the issues.
- 578 In consultation with his or her principal, an employee may spend part of each early release day without a 579 PLC - or, intermittently, an entire day - completing work related to instruction.
- Any decision to change the day of the week for early release will be agreed on by the Association andthe District.
- 582 Middle school site councils can vote to forego Early Release on Wednesday and adopt an eight-period
- schedule to increase collaboration time for employees and assist student performance in reading,
- 584 writing, math, and problem solving. The building will continue on an eight-period schedule for 585 subsequent school years unless a vote is taken to return to a seven-period schedule.
- 586 It will be up to each individual school's site council to determine the schedule and structure of the eight-587 period schedule.
- 588 A middle school wanting an eight-period schedule will hold a building vote. The staff will be provided
- with information about the schedule, duties, and responsibilities involved **prior to the vote**. The votedon parameters will not be changed **during the school year**.
- 591 The vote will be conducted by an Association representative by secret ballot, and 80.0% or higher of the 592 staff who vote must vote in favor of the schedule change.
- 593 The District may discontinue the eight-period schedule.

594 High School Early Release

- 595 High school will be periodically released early to provide employees time for the following: building
- 596 professional development, collaboration in departments, and PLCs. In consultation with his or her
- ⁵⁹⁷ principal, an employee may spend part of each early release day completing work related to planned
- 598 instruction.

599 High School "Freshman Only" First Day

- High schools have the option to offer a Freshman Only day on the first student day to orient freshmen to buildings and instructional programs.
- 602 It will be up to each individual school's site council to determine whether to have a Freshman Only day.
- A high school wanting a Freshman Only schedule will hold a building vote. The staff will be provided with information **prior to the vote**. The voted-on parameters will not be changed **during the school year**.
- The vote will be conducted by an Association representative by secret ballot, and 80.0% or higher of the staff who vote must vote in favor of the schedule change.
- 608 The District may cancel the Freshman Only day.

609 Meetings (Other than Early Release)

- 610 Staff meetings will be limited to no more than 20 staff meetings per year. To manage time-sensitive
- topics, some months may have more or less than two staff meetings. To ensure good use of staff time,
- building principals will communicate staff meeting schedules with employees at least a week in advance
- of staff meetings. This language will not preclude voluntary informational meetings or meetings about
- 614 emergency situations.
- 615 A building committee will be compensated at the curriculum rate for time spent outside the contract day
- at the meeting and additional work resulting from the meetings, unless otherwise stated in this CBA.
- 617 This does not include PLC meetings, provided the PLCs are teacher-directed and take place during
- 618 contract hours.
- Adding committees and choosing members of committees must be voted on and approved by the
- 620 majority of the entire certificated staff. This does not preclude the principal from calling an all-staff
- 621 meeting to deal with an emergency situation.

622 In-building Substitute Coverage

- 623 Every attempt will be made by the building principal to provide substitute employees for absent
- 624 employees. Building administrators are discouraged from splitting classes between or among employees 625 in a building when a substitute employee is not available to cover a class.
- All employees asked to cover classes during their preparation periods will receive pay at their per-diem rate or the curriculum rate, whichever is higher.
- 628 At the elementary level, if a substitute is not available, building principals will provide substitute relief
- 629 including, but not limited to, coverage of the class by an employee who is not assigned to a classroom.
- 630 Requests to employees to cover classes will be made on a rotating and equitable basis, to the extent
- 631 possible. An employee who covers a classroom will receive one-half hour per-diem pay for each half
- 632 day he or she covers a class.

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633 When double shifting, preparation time may be outside the student day.

634 Release from Contract

- An employee under contract will be released from the obligations of the contract on request, under thefollowing conditions:
- A letter of resignation must be submitted to the Superintendent's office.
- A release from contract, prior to July 1, will be granted, provided a letter of resignation is submitted
 prior to that date.
 - A release from contract will be granted after July 1, provided a satisfactory replacement can be

641 obtained.

A release from contract will be granted in case of illness or other personal matters that make it impossible for the employee to continue in the District.

644 Section 7: Salaries

All employees will be placed on the Kennewick School District Salary Schedule.

646 Under the rules of OSPI, employees will be allowed full credit for previous experience. Likewise, all
647 employees will be given full credit for all academic and in-service credits recognized by OSPI for salary
648 placement. Years of experience will be calculated to the nearest 10th for persons who have been
649 employed for less than 180 days in any 12-month period.

- 650 Military service that interrupts an employee's teaching will be considered the same as teaching 651 experience, to the maximum allowed under OSPI rules.
- 652 Official transcripts must be turned in to the Human Resources Department by September 15 or within
- 45 calendar days of hire, whichever is later, to be counted for salary schedule advancement for the
- school year. The only exception will be for classes taken the previous summer. If official transcripts are
- not available, grade slips or written verification from the educational institution may be substituted.
- 656 Official transcripts must be filed by the first working day following winter break. Failure to provide
- 657 the transcript as required may result in pay being withheld until the transcript(s) is/are filed with the
- 658 Human Resources Department. If official transcripts are unavailable for any reason, the employee will 659 contact the university registrar or previous employer for written verification of the problem. That
- 660 verification can be put in the employee's file in place of the documentation until the documentation
- arrives, with no delay in compensation to the employee. Salary adjustments due to additional credits will
- be made on the October payroll.
- 663 Credits earned after the baccalaureate degree will be counted toward salary schedule advancement, as 664 per rules and regulations of OSPI.
- Days worked beyond the 180 contract workdays will be paid by supplemental contract, at the individualemployee's daily rate of pay.
- 667 State-approved in-service credits (clock hours) will be counted as college credit for salary schedule 668 purposes, at the rate of 10 clock hours for each credit.
- 669 ESA employees will be allowed full service credit for previous non-school experience, as long as the
- 670 previous experience is directly related to their current assignment and the previous experience required
- the same degree and/or certification levels as their current assignment. The calculation for years of
- experience for occupational therapists, speech-language pathologists, audiologists, nurses, social
- workers, counselors, and psychologists will be: one (1) year of non-school service will count as one (1)
- 674 year of experience for purposes of salary advancement.

675 Career and Technical Education Employee Salary

- 676 Non-degree Career and Technical Education employees who are initially employed and who have met
- 677 the requirements for OSPI Career and Technical Education certification will be placed in accordance to
- 678 OSPI instructions for the S275 report up to BA+90/MA, unless they have completed a master's degree
- equivalent, as per WAC 392-121-270 (3), and can be placed BA+90/MA.

680 Inflationary Salary Increases

- 681 Salary increases, at a minimum, will include the state inflationary index percentage provided by the
- 682 Legislature (currently identified as the Implicit Price Deflator, or IPD) and will be applied to the salary 683 schedule yearly. Salary increases will be effective on the Santamber new warrant
- schedule yearly. Salary increases will be effective on the September pay warrant.

684 Mandatory Days

- The following mandatory days are part of the 183-day individual employment contract:
- 686 22.5 hours for three mandatory employee workdays *
- 687
 3.75 hours District-directed time for State professional development requirements and 3.75 hours for employee-directed team time
- 7.5 hours of building-directed time
- 690 3.75 District-directed time on the final mandatory day prior to the start of school for Welcome
 691 Back activities, and 3.75 hours for mandatory safety training. (This is non-contract time for
- 692 employees who complete mandatory safety training **prior to this day**.)
- ⁶⁹³ * Employees who miss a mandatory day will be required to use the appropriate leave.

694 Optional Hours

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- Thirty optional hours will be available to each employee as extra time paid at the employee's per-diem rate for work performed for the following purposes:
- 697
 1. 7.5 hours employee-directed time to prepare for the opening of school. (This work may be completed at any time in August prior to the first required employee workday.)
- 699 2. 22.5 hours for three optional days **during the school year**
 - 7.5 hours for a District- or building-directed Professional Development Day
 - 3.75 hours District-directed time for State professional development requirements and 3.75 for building-directed activities
 - 7.5 hours for Focus on Instruction

When a day is divided in half between District-led activities and employees working in classrooms, the
 30-minute lunch period will be shared between the District time and the employee work time.

Employees who encounter conflicts like a funeral for, or a wedding of, a family member on optional
days may arrange alternate activities with their immediate supervisor after providing written evidence of
the event.

709 Mandatory Safety Training

- The District requires all certificated employees to complete mandatory safety training prior to the first
 day of school with students.
- A certificated employee who does not complete mandatory safety training **prior to the first day of**
- school with students will not be allowed to report to work and will not receive pay until he or she completes the mandatory safety training.
- 715 Certificated employees hired after the beginning of a school year must complete mandatory safety
- training **within one month of their date of hire** or they will not be allowed to report to work and will
- not receive pay.
- The Employees will choose the location, District or otherwise, where they will take the training.
- 719 Employees who do not fully complete mandatory safety training **prior to the final District**
- 720 **Professional Development Day in August** will be required to complete the training at their work
- 721 location during the last half of the final Professional Development Day in August.
- 722 The last half of the final Professional Development Day in August will be non-work time for
- employees who complete mandatory safety training **prior to that day**.

724 Focus on Instruction

- All bargaining unit members who organize classes for the Focus on Instruction Professional
- 726 Development Day will be compensated at their per-diem rate by the District based on the length of the
- 727 class in the published schedule.

728 Payment

All salary, with the exception of optional time days, will be paid in equal installments over 12 months.

730 Librarians, and Career and Technical Education Employees

- 731 Days beyond 180 will be paid at an employee's per-diem rate. Librarians will receive five (5) days.
- 732 Career and Technical Education employees will receive supplemental contracts from supervisors.

733 Secondary Counselors

- 734 Days beyond 180 will be paid at an employee's per-diem rate. Secondary counselors will receive 10
- days. To access five (5) of these days, secondary counselors need to obtain prior approval from an
 immediate supervisor.
- All counselors may access an additional 7.5 hours of per-diem pay to work on 504 plans associated with
- 738 Individual Health Plans. Counselors need to obtain prior approval from their immediate supervisor to
- access these hours. Additionally, counselors may also request to be released from one (1) Professional
- 740 Development Day **prior to the start of school** to complete 504 plans associated with Individual Health
- 741 Plans.
- 742 Testing program coordination will not be part of counselors' regular duties.

743 Elementary Counselors

- 744 Days beyond 180 will be paid at the employee's per-diem rate. Elementary counselors will receive five
- (5) days. To access these days, elementary counselors need to obtain prior approval from an immediatesupervisor.
- 746 supervisor.

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- All counselors may access an additional 7.5 hours of per-diem pay to work on 504 plans associated with
- 748 Individual Health Plans. Counselors need to obtain prior approval from their immediate supervisor to 749 access these hours. Additionally, counselors may also request to be released from one (1) Professional
- access these hours. Additionally, counselors may also request to be released from one (1) Professional
 Development Day prior to the start of school to complete 504 plans associated with Individual Health
- 750 Development Day **J** 751 Plans.
- 752 Testing program coordination will not be part of counselors' regular duties.

753 Counseling Task Force

- **During the 2022-23 school year**, the District and Association will form a Counseling Task Force.
- 755 The Task Force will have equal representation from the District and the Association. Association
- representatives will be assigned by the Association president. All committee members will take part in
- an Interest-Based Bargaining (IBB) process to develop recommendations from the Task Force to the
- 758 District and Association, who will bargain the issues **prior to the 2023-24 school year**. Employees will
- be paid at curriculum rate for work done outside their regular contract day.
- 760 The purpose of the Task Force is to prepare for the staged implementation of provisions of Substitute
- Senate Bill 5030: Developing Comprehensive School Counseling Programs. The Task Force willdiscuss:
 - an appropriate counselor-to-student ratio or District-wide caseload for counselors
 - a list of appropriate and inappropriate duties for counselors
- a clear definition of direct and indirect services

- plans to properly apply ASCA standards for school counselors
- 767• management of 504 plans
- the impact of incorporating Multi-Tiered System of Support (MTSS)
- plans to promote consistency in data collection
 - plans to manage mental health issues for students

This Task Force will develop a plan to implement all components of OSPI Bulletin 083-21, "Elementary
Education & Early Learning and Secondary Education & Pathway Preparation."

773 Bilingual Educators

Bilingual educators who develop and/or translate curriculum in a language other than English will be
 compensated for their additional time at their per-diem rate. This work must be pre-approved by the

principal and/or the Bilingual Program Coordinator.

777 Section 8: Additional Responsibilities

778 Department Chair/Team Leader Stipends

Department Chair positions will be established at Kamiakin High School, Kennewick High School, and
 Southridge High School. Typically, these positions will be:

781 Art

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- 782 Career and Technical Education three (3) representatives
- 783 Counseling
- 784 Health & Fitness
- 785Language Arts
- 786 Library
- 787 Mathematics
- 788 Music/Performing Arts
- 789 Science
- 790 Social Studies
- 791 Special Education
- 792 World Languages
- 793 One Position (to be determined by each building)
- Phoenix High School and Legacy High School will have a Team Leader position at a ratio of one (1)
- Team Leader for every five (5) certificated employees. No building will have less than one (1) Team
- 796Leader position. For purposes of this section, Legacy High School includes Legacy High School,
- Findeavor High School, the Juvenile Justice Center, the CATS program, Day Reporting, Reach, and
- 798other programs administered by Legacy High School leadership.
- A Department Chair will receive a stipend of 3% of his or her employee's salary.
- 800 Site councils at the high schools will determine the configuration of the 15 Division Chair positions,
- 801 with the concurrence of the principal.
- Each middle school will be configured in a similar manner and will have 10 Team Leaders.
- Each elementary school will receive five (5) stipends of 2% of the employee's base, consisting of one
- 804 (1) for primary, one (1) for intermediate, and one (1) for specialists, to be voted on by their group. A job
- description will be agreed on by the Association and the District for these three (3) positions before
- implementation. The other two (2) positions and their duties will be determined by members of the site
- 807 council.

- 808 Each elementary school has the option to receive 10 stipends of 1% of the employee base. It will be up
- to each individual school's site council to determine the schedule and structure of the 10 stipends.
- An elementary school wanting to receive 10 stipends of 1% will hold a building vote. The staff will be
- 811 provided with information **prior to the vote**. The voted-on parameters will not be changed **during the** 812 school year.
- 813 The vote will be conducted by an Association representative by secret ballot, and 80.0% or higher of the
- 814 staff who vote must vote in favor of the change.
- 815 The District may override the building's decision to change the stipend structure.

816 Curriculum Rate

The District's hourly curriculum rate is .001 of the base salary on the Kennewick School District SalarySchedule.

819 Additional Responsibility Schedule

- 820 Salaries will be given only for assigned positions. Salary recognition will be given for substitute
- 821 activities when approved by the building administrator and the school District, provided the number of
- 822 positions at each school remains substantially equal, as described in the Certificated Co-curricular Salary
- 823 Schedule, as they pertain to this CBA. The schedule will not require the school or the District to fill
- positions where participation, ASB financing, or qualified personnel are lacking.

825 Educator in Charge

- 826 At Phoenix High School and Keewaydin Discovery Center, a certificated educator will be designated as
- the Educator in Charge and paid a stipend at a rate of .075 x the base salary on the Kennewick School
 District Salary Schedule.
- 829 At other schools, in the absence of all administrators, a certificated educator will be designated as
- 830 Educator in Charge and paid 1.5 times their regular daily rate when they act in this capacity.
- An Educator in Charge will be designated **prior to the start of school year** and, whenever possible, be
 a certificated educator other than a classroom teacher.
- 833 Each building administrator will establish a procedure to inform Educators in Charge, with as much
- advance notice as possible, when they will be in charge. A communication plan will be developed to
 ensure employees are informed when this occurs.

836 Middle School Advisory

- A certificated middle school employee assigned to an advisory will be paid 30 minutes of curriculum
 rate pay per advisory session for work performed outside the contract workday.
- 839 It will be up to each individual school's site council to determine the schedule and structure of advisory.
- 840 However, advisory will not exceed one (1) session of 30 minutes per week. A middle school wanting to
- participate in advisory will hold a building vote. The staff will be provided with all of the information
- about the schedule, duties, and responsibilities involved prior to the vote being taken. The voted-on
 parameters will not be changed during the course of the school year. The vote will be conducted by an
- Association representative by secret ballot, with 80% or higher staff vote in favor of implementing
- advisory. This vote will happen annually each spring. The District may also choose to discontinue
- 846 advisory at their discretion.
- 847 There will be a certificated advisory leader at each grade level who will develop curriculum, supply 848 lesson plans, and distribute necessary materials for each advisory class. Each advisory grade leader will

849 be paid an additional stipend of \$350 per school year. Employees will receive a contract for the 850 additional stipend in the fall. Payment will be paid twice a year, at the end of each semester.

851 Summer School and Tri-Tech Summer School

- Employees who teach in the basic education summer school program will be paid at the curriculum hourly rate.
- All employees who teach in the Tri-Tech Skills Center summer school program will be paid at the curriculum hourly rate.
- Employees who teach summer school will be provided paid preparation time of a minimum of 20minutes per instructional hour taught.
- Employees teaching summer school may use accumulated sick leave during their summer school employment. The number of hours used will correspond to the number of hours taught.

860 Academic Excellence

- 861 The District agrees to provide each high school with \$5,000 in supplemental contracts, minus benefits,
- to promote academic excellence. These funds can only be used for classes, programs, or activities where there is direct instruction.
- 864 The District agrees to provide each middle school with \$2,000 in supplemental contracts, plus benefits,
- to promote academic excellence. These funds can only be used for classes, programs, or activities where there is direct instruction.
- 867 Only employees can receive contracts for academic excellence contracts.
- Funds remaining in this budget at the end of the fiscal year will be rolled into the health care pool on an annual basis.

870 Supplemental Contracts

871 **Co-curricular Activities**

- 872 Employees who instruct high school classes tied to high school academic credit who are compensated
- for instruction time outside the contract school day will be paid with supplemental contracts based on
- the Certificated Co-curricular Salary Schedule. These classes are instrumental music (Group 2), vocal
- 875 music (Group 4), leadership (group 5), journalism (Group 7), and yearbook (Group 7).
- 876 **Payment for supplemental contracts will be made monthly during the activity**.

877 Section 9: Insurance Benefits

878 Insurance benefits will be provided according to SEBB policies.

879 Health Care Allotments

The District will contribute the full state-funded amount provided for SEBB insurance benefits for eachfull-time eligible employee.

882 Eligibility

- SEBB health care plans are available for individual employees who work a minimum of 630 hours or
 are anticipated to work 630 hours or more. Individual employees may also cover dependents deemed
 eligible under current or future SEBB requirements. Eligibility and coverage periods are subject to the
 following conditions:
- Benefits will carry over, uninterrupted, from one school year to the next if the employee was eligible in the previous year and meets SEBB eligibility in the new year.

- Employees starting work in August **will begin coverage September 1**.
- Employees starting work September 1, but no later than the first day of school, will begin coverage their first workday.
- Employees starting work after the first day of school will begin coverage on the first day of the following month.
- Employees hired too late in the school year to work 630 hours before the end of the year who are anticipated to work 630 hours **during the following year** will be eligible for SEBB benefits if they work at least 17.5 hours per week for six of the last eight weeks.
- If an employee reasonably not anticipated to work 630 hours does so, his or her coverage will
 begin on the first day of the following month that he or she reaches 630 hours.
- 899 If the District does not anticipate an employee will be eligible, it must notify the employee of the 900 specific reason in writing. The employee will have the right to appeal that decision. The District will not 901 deny or limit an employee's work hours to prevent SEBB benefit eligibility.

902 Programs

The regionally-accessible health care programs provided by SEBB carriers will be available to employees are listed below.

905 **Required (100% covered premium)**

- 906 Dental Vision
- 907 Long Term Disability
- 908 Accidental Death and Dismemberment

909 Voluntary

910 SEBB Medical Plans

911 Other Benefits

Flexible spending arrangement, health savings accounts, dependent care assistance, and other voluntary
 employee-paid SEBB programs will be available to employees under terms determined by SEBB.

- 914 The District will provide access to an Employee Assistance Program (EAP) at no cost to the employee.
- Voluntary non-SEBB programs are available to employees but are not funded from the amount provided
 by the District.
- 917 The District and Association will determine the required and non-SEBB voluntary plans, which may not
- be implemented without written agreement of the District and Association. A list of the programs
- 919 eligible for payroll deduction is available at the District Payroll office.

920 Enrollment Period

- 921 Enrollment will be determined by SEBB. When the enrollment period ends, no insurance options may
- be added or deleted **during the contract year** except for changes in family status or job status. If an
- 923 employee fails to enroll **within the open enrollment period**, he or she will be placed on the default
- medical, dental, and vision plans, as determined by SEBB.
- 925 If an employee is hired after the open enrollment period, he or she may enroll in approved plans **prior to**
- 926 the first day of the following month. If the employee fails to enroll, he or she will be placed on the 927 default medical, dental, and vision plans, as determined by SEBB. Coverage will begin the first day of
- 928 the month following the date of hire.

929 Termination of Benefits

- 930 Insurance benefits for employees who resign their position but are employed through the last workday of
- 931 the school year will be deemed effective August 31, and their SEBB benefits will continue until that
- 932 date.
- 933 An employee may request a June 30 separation date for retirement purposes. The District will notify 934 the employee a June 30 resignation will end his or her eligibility and coverage for July and August.
- 935 When resignation or termination takes place during a school year, the employee's SEBB benefits will 936 continue to the last day of the month in which resignation or termination occurs.

937 Sharing Health Care Contributions

- 938 SEBB does not allow for dual coverage.
- 939 Spouses or domestic partners who are both employees of the District may choose to enroll for medical 940 coverage under one SEBB account, to include medical and required benefits for dependents. However, 941 each employee must register for dental, vision, and other required benefits under his or her own SEBB 942 account.

VEBA Health Reimbursement Plan 943

- 944 The District and Association have adopted the VEBA Health Reimbursement Plan. The District agrees
- 945 to facilitate employee contributions to the plan and will add 10 cents for each dollar contributed by each
- 946 employee according to the VEBA age-based contribution rates, as applied to the program in 2018-19.
- 947 Each eligible employee must complete an enrollment form online through VEBA to become a plan
- 948 participant and be eligible for benefits.
- 949 Beginning in the 2020-21 school year, the District will make an annual contribution to each employee's 950 VEBA account totaling \$390,000, divided by full-time FTE.
- 951 Organization and management of the plan will be subject to the agreement of the District and
- 952 Association. A copy of the Memorandum of Understanding between the District and Association to
- 953 organize and manage this plan is in the Appendix of this CBA.
- 954 Employees must vote annually to adopt this plan.

VEBA Sick Leave Conversion Medical Reimbursement Plan 955

- 956 The District has adopted the VEBA Sick Leave Conversion Medical Reimbursement Plan, pursuant to
- 957 **RCW 28.A400.210**, and agrees to make contributions to the plan on behalf of all employees who have
- 958 excess sick leave conversion rights.
- 959 In accordance with the statute, contributions on behalf of each eligible employee will be based on the
- 960 conversion value of sick leave credits the employee has accumulated at the time of his or her retirement or separation from the District. 961
- 962 As per statute, all eligible employees will be required to sign and submit to the District a VEBA
- 963 membership form that includes a Hold Harmless agreement. If an eligible employee fails to sign and
- 964 submit this agreement, he or she will not be permitted to participate in the plan at any time **during the**
- 965 term of this CBA. Without a signed agreement, an employee's excess sick leave conversion rights will 966 be forfeited for the term of the contract.
- 967 All employees who retire or separate from service and meet the eligibility requirements in **RCW** 968
- **28A.400.210 during the term of this CBA** will be eligible for contributions to the plan.
- 969 State law allows up to 180 days (on a 4-to-1 ratio) to be contributed to the plan on behalf of a retiring
- 970 employee. For retiring employees, "excess sick leave" is defined as sick leave days accrued for an
- 971 employee during the term of this CBA.

972 Section 10: Calendar, Work Year

973 Elementary and High School Calendars

All elementary schools will work on a trimester calendar. All other schools will work on a semester calendar. The calendar committee will schedule report card preparation and conference days.

976 Multi-year Calendar

977 The Calendar Committee will use the following parameters to develop a calendar (or calendars) for the
978 duration of the CBA plus one year. The one additional year will be subject to changes in bargaining:

- 979 Benton Franklin County Fair
- 980 graduation
- spring break
- winter break
- first day of school
- last day of school
- 985 holidays
- snow days
- ¹/₂ day employee release to exchange for Open House attendance
- last day for seniors
- conferencing and report card prep
- optional Professional Development Days

991 Open House

992 Open House events will be held in the fall of each school year. Site councils will meet **in June of the** 993 **previous school year** to determine the format. Employees are required to attend one Open House. An 994 early release for employees will be scheduled each year **prior to a weekend** as compensation for the 995 time spent preparing for and attending Open House.

996 Report Card Preparation

997 Kindergarten through Grade 5

- Within each school calendar, elementary employees will be given one (1) early release day per gradingperiod.
- 1000 Mid-term reports for all elementary students Grades 1-5 will be prepared for first trimester. For second
- 1001 and third trimesters, midterm reports will be prepared for students K-5 having problems or making 1002 significant changes.

1003 Grade 6 through Grade 12

- Final examinations for 9-12 will be given the last three (3) days of each semester. On the second day of finals, students will be released at 12:20 p.m. Employees will use the time in a self-directed manner to complete activities including, but not limited to, the following: complete grading/entering student work,
- 1007 remediate with students, and prepare for the next term.
- 1008 On the last day of the semester, students in grades 9-12 will be released at 10:30 a.m. This time will be 1009 used by employees in a self-directed manner to complete activities as those listed above.
- 1010 Middle school students will be released at 10:40 a.m. on the last day of each semester.
- 1011 Grades for all secondary students will be due three (3) working days following the end of each
- 1012 quarter and the third weekday after the final day of school.

1013 Conference Days

- 1014 Each employee involved in conferences **during the fall and spring** will be on a flexible workday to
- 1015 accommodate the conferences. A flexible workday will allow the employee to schedule and conduct the
- 1016 conferences, provided the time does not exceed the total hours allotted for conferences. Building
- administration and certificated staff will decide in a democratic manner when conferences will be held,
- being mindful of the needs of students, families, and staff. Staff who are unable to work evening hours
- 1019 will have alternative times agreed on between the employee and their supervisor.

1020 Kindergarten Conferencing

1021 The first two (2) regularly-scheduled school days will be reserved for kindergarten parent conferences, 1022 unless modified using waiver procedures.

1023 WaKIDS (General Education)

- 1024 One Friday in October will be designated a non-workday for kindergarteners so kindergarten classroom
 1025 teachers can enter data into the State kindergarten system.
- 1026 Each kindergarten classroom teacher will have two (2) workdays with substitute teachers available to
- 1027 use in full- or half-workday increments to complete observations and/or gather data, score, and input
- 1028 student information. These workdays must be prearranged and taken on a Tuesday, Wednesday, or
- 1029 Thursday.

1030 Pre-K through Grade 5 Conferencing

- Each fall, employees in grades Pre-K through 5 will have the equivalent of two (2) full days for parentconferencing.
- Each spring, employees in grades Pre-K through 5 will have the equivalent of one (1) day for parentconferencing.

1035 Grade 6 through Grade 8 Conferencing

Each fall, there will be the equivalent of two (2) days for parent conferencing. All-day conferences willbe scheduled no sooner than two (2) weeks from the end of the first quarter.

1038 Grade 9 through Grade 12 Conferencing

1039 Each year, there will be the equivalent of one (1) full day for parent conferencing.

1040 Early Release

- 1041 Early release is granted the day before Winter Break when the duration of the break is less than two (2)
- weeks. The day before Thanksgiving will be an early release day. Early release for employees will be
- 1043 one-half hour after students are released, which will occur no later than 1:00 p.m. Employees will
 1044 complete assigned contractual duties.
- Early release on the last day of school will be two (2) hours after student release, provided employees
 have completed assigned contractual duties, and the regular workday will not be extended.

1047 Section 11: Emergency School Closure and Delayed Opening

- 1048 If it becomes necessary to close schools because of weather or emergency situations, the District will
- 1049 initiate its notification process by 6:00 a.m. If school has begun for the day and early dismissal is
- 1050 required, employees will be dismissed immediately following students. No employee will be required to
- report for work on a day when student attendance in the building has been suspended for emergency
- reasons. In cases of delayed openings, employees will be required to report for work **no earlier than 30**
- 1053 **minutes prior to the planned arrival of students**. If makeup days are required, the District and the
- 1054 Association will agree on the dates. No employee will be subjected to loss of pay or benefits due to non-

- attendance on days when schools have been closed for emergency reasons. If there is a two-hour delay
- 1056 on a high school half-day early release day, the early release will be moved to the following Wednesday.
- 1057 If there is a three-hour delay on an elementary and middle school early release Wednesday, the early
- 1058 release will be cancelled and school will dismiss at regular time.

Article IV – Assignment and Transfer

To ensure pupils are taught by employees working within their areas of competence, employees will not
 be assigned except in accordance with the regulations of the Professional Education Standards Board
 and any applicable Federal laws.

1063 Employees new to the District will remain in their original assignment for the first year of employment. 1064 A copy of the school's schedule for the following school year will be made available to each employee 1065 by June I. It is understood that, in creating schedules, minor adjustments to individual assignments may 1066 be necessary due to normal fluctuations in student populations and program needs. The parties agree 1067 these adjustments will not be considered a reassignment, as defined herein. Assignment adjustments will 1068 be made in a manner that minimizes changes to employees' current assignments, to the greatest extent 1069 possible. If it becomes necessary to reassign employees following the notification, the immediate 1070 supervisor will consult with the affected employee and notify the Association President, citing the 1071 reasons the reassignment needs to occur. If an employee is unavailable for consultation, the employee 1072 will be consulted as soon as possible on his or her return. Assignment changes after June 1 will not be

1073 the normal practice of the District and will be done only out of necessity.

1074 Resignations and retirements that are received **prior to February 28** and are effective at the end of the 1075 school year will be posted on the District's website **by March 15**. All other openings will follow regular

1076 CBA language of being posted within five (5) days of Board approval.

1077 Definitions of Terms

1078 Vacancy: a position that has been permanently vacated, or one that has been newly created. The

1079 Association will be notified when vacancies are verified through the staffing and budgeting process.

1080 Vacancies will be posted within five (5) days of the Board's approval of the retirement or

- resignation. The District and Association must agree to a delay of more than five (5) days on anyposting.
- Assignment: an employee's placement in a particular grade level, subject area(s) and subject sections
 (specific courses), or specialty area within a building.
- 1085 Reassignment: a change in an employee's assignment other than a minor change (as defined above).
- 1086 Transfer: a change of an employee's worksite which may or may not involve reassignment.
- 1087 Employee transfer/reassignment request: initiated by the employee for a change in assignment in the1088 same building, or in a different building.
- Administrative transfer/reassignment: an administratively-initiated change in department, grade level,
 subject matter, or building.
- 1091 Seniority in this section only, is defined as the total number of years teaching in the District. When
- 1092 employees have equal seniority, the date of hire will be the determining factor. If the date of hire is the
- 1093 same, the determining factor will be the date and time on the recommendation for hire form filled out by 1094 the building administrator.
- 1095 Where the District's action would not contradict the intent of this section, the Association recognizes
- 1096 that the District gets to determine the required and preferred qualifications for positions posted under
- this CBA. The District agrees to limit the required qualifications to certifications and endorsements forthe majority of these positions.
- 1099 The District and the Association agree there may be cases when requirements for internal candidates

- 1101 qualifications will be limited to language requirements (bilingual, Dual Language), specific Special
- 1102 Education training (behavioral, autism), minors in content areas, or majors in content areas. These
- 1103 qualifications will only be used for the essential functions of the job. The Association may review job
- 1104 postings and contact the Human Resources department should it have a concern.
- For employees holding a K-8 certification, the District will consider them qualified to apply for any middle school position that does not contain classes that are taught for high school credit.
- 1107 In addition, if an employee does not have an endorsement in a specific subject area (e.g. math) but does 1108 have a K-8 endorsement and has successfully taught a course in that subject area for high school credit
- 1109 in the past five (5) years, he or she will be eligible to transfer into a similar position that includes the
- 1110 same or similar courses for high school credit, as agreed on by the District and the Association.
- 1111 If more than one (1) employee meets the required qualifications, the most senior employee will get the 1112 position.

1113 Ties in Seniority

- 1114 When employees have equal qualifications, as defined herein, and equal District seniority, the following 1115 ranked criteria will be used to break ties:
- 11161)District seniority: date and time on the recommendation for hire form filled out by the building1117administrator. For pre-1984-85 contracts, the start date of the contract will be used; for 1984-85 to1118the present, the date on the letter of intent to hire will be used.
- Drawing lots defined as: the employee will place his or her name into a hat/drawing box and a
 neutral party will draw a name. Date and time of drawing of lots will be communicated to all affected
 employees.

1122 District Seniority List

- 1123 The District will keep seniority records and administer the seniority lists pertinent to assignment and
- 1124 transfer. The District will retain copies of the seniority list and make the list available to the Association,
- the Human Resources Office, and to employees **by April 15** of each school year so appropriate transfers
- 1126 to vacant positions may occur.
- The District will provide requested information to the Association when issues arise from individualemployees.

1129 Internal Hiring Practices

- 1130 When a vacancy is made available, internal candidates who have applied for specific positions will be
- 1131 offered those positions before outside candidates as long as qualifications are met under the definition of
- 1132 Qualifications outlined in this section. Vacancies will be filled in-building first, followed by in-District
- 1133 candidates.

1134 In-building/In-District Placement Procedure

- 1135 A principal will notify the Association and all building staff by e-mail of vacant positions within the
- 1136 building as soon as they are available for posting.
- 1137 In-building/In-District employees will have eight (8) school days, or eight (8) working days during
- 1138 **the summer** to apply for a vacant position through the online application system.
- 1139 An employee may choose, but will not be required, to meet with the building administrator to
- 1140 understand the building practices, procedures, and initiatives specific to the position to which he or she 1141 is applying.

- 1142 After eight (8) days, if an in-building employee is qualified for the position, the principal will offer the
- employee the position. In the case that more than one in-building employee is interested in a position,
- 1144 the position will be offered to the qualified and senior employee.
- 1145 If a position is not filled in-building after the eight (8) day period, the position will be offered to the 1146 qualified, most senior in-District applicant, if any.
- 1147 Employees with a Summative Evaluation score of 1 or 2 are not eligible to transfer unless agreed on by 1148 the District and Association.

1149 Spring and Summer Hiring Guidelines

- 1150 **Prior to summer break, no earlier than May 15 but before the last day of the school year**, the
- 1151 Human Resources Department will e-mail a reminder to all staff to watch the District website for 1152 openings in District buildings.
- 1153 Normal hiring procedures will be followed during summer break.
- 1154 Positions posted on or after the sixth day after the final day of school with students will simultaneously
- 1155 open to internal and external candidates. For candidate outside the District, screening and hiring for
- 1156 positions posted on or after the sixth day after the final day of school with students will be based on job
- 1157 qualifications and reference checks.

1178

1179

- 1158 Hiring will revert to CBA language in the section "Internal Hiring Practices and In-building/In-District
- 1159 Placement Procedure" on the first Professional Development Day of the school year. The Association
- and the District may agree to fill open positions **during the current, rather than the subsequent,**
- 1161 **school year** for vacancies filled on or after the first Professional Development Day.
- Principals will be required to post all open positions within five (5) days of the Board's approval of a
 retirement or resignation.
- 1164 An employee may choose, but will not be required, to meet with a building administrator to understand 1165 the building practices, procedures, and initiatives specific to the position for which he or she is applying.

1166 Procedures for Opening a New School

- When a new school is opened, the following procedures will be followed in transferring unit members tothat school:
- The proposed organizational plan of the school will be placed on file and sent to the Association
 prior to positions being posted in the Human Resources Department as per the Assistant
 Superintendent of Human Resources.
- The organizational plan will set forth the number of positions at the new site together with required qualifications for each position.
- A Core Team will be developed by the new building principal, the Assistant Superintendent of Human Resources, and the Association.
- The Core Team members will be agreed on by representatives of the District and Association and will be appropriate to the level and size of the school being opened.
 - A written application will be developed by the principal, Assistant Superintendent of Human Resources or designee, the Association President and designee, thus allowing four (4) total.
- Employees will be ranked and selected in order of qualifications, seniority and interest by a committee consisting of the principal; administrative representative; and two (2) Association representatives, to be appointed by the Association President.
- The Core Team will receive per-diem rate of pay for any meetings scheduled by the principal outside of the workday.

- The remainder of the positions for the new school will be posted by a agreed-on date and filled in accordance with provisions of this CBA used for all vacancies.
- A set daily schedule, in compliance with the CBA, that includes, but is not limited to, a prep rotation schedule, recess schedule, and lunch schedule will be provided to the employees a minimum of seven (7) days prior to the first day of school.
- 1190 Members of the new building will receive three (3) additional paid days for planning, preparations, and 1191 collaboration.

1192 Vacancies for the Subsequent School Year

- 1193 A principal will notify the Association and all building staff by e-mail of vacant positions for the 1194 subsequent school year within the building **as soon as the positions are available for posting**.
- In-building/In-District employees will have eight (8) school days, or eight (8) working days during the summer to apply for a vacant position through the online application system.
- 1197 An employee may choose, but will not be required, to meet with the building administrator to
- 1198 understand the building practices, procedures, and initiatives specific to the position to which he or she 1199 is applying.
- 1200 After eight (8) days, if an in-building employee is qualified for the position, the principal will offer the
- employee the position. In the case that more than one (1) in-building employee is interested in a position, the position will be offered to the qualified and senior employee.
- 1203 If a position is not filled in-building after the eight-day period, the position will be offered to the 1204 qualified, most senior in-District applicant, if any.
- 1205 Employees with a Summative Evaluation score of 1 or 2 are not eligible to transfer unless agreed on by1206 the District and Association.

1207 Vacancies During the School Year

- 1208 All transfers/reassignments will take place **at the beginning of the school year**.
- 1209 Vacancies will be filled **at the beginning of the following year** with internal candidates before any
- 1210 outside candidates, as long as qualifications are met under the definition of Qualifications outlined in
- 1211 this section. Vacancies will be filled in-building first, followed by in-District candidates.
- 1212 An employee may choose, but will not be required, to meet with the building administrator to
- 1213 understand the building practices, procedures, and initiatives specific to the position to which he or she 1214 is applying.
- 1215 If a leave is granted **during the school year**, that position will be filled with an employee on a non-
- 1216 continuing leave replacement contract.
- 1217 The District will post vacancies occurring **during the school year** as soon as these vacancies are known.
- 1218 If a District employee is selected for a vacancy **during the school year**, he or she will be
- 1219 transferred/reassigned **at the beginning of the next school year**. The District may fill the vacancy with
- a non-continuing leave replacement contract employee (**RCW 28A.405.900**) provided there will be no
- 1221 more employees on a non-continuing contract than on leave.
- 1222 A vacancy no in-District employee applies for or is qualified for will be filled with a regular, certificated
- 1223 employee. Vacancies will be posted for at least five (5) days prior to filling the position. A copy will
- 1224 be sent to the Association and posted by e-mail in each building.

- 1225 An employee who wishes to apply for a transfer/reassignment to a posted vacancy can apply as an
- 1226 internal candidate through the District's online application system by the closing date, or as long as the 1227 position is posted.
- 1228 Employees applying for transfer/reassignment to a vacancy will be considered on the basis of 1229 qualifications and seniority.
- 1230 When a position has been filled, the Human Resources Office will notify, in writing, each employee
- 1231 whose request for transfer/reassignment was not granted within five (5) days of the closing date.
- 1232 Employees have the right to request the specific reason they were not selected for a position.

1233 Administrative Transfers/Reassignments

- 1234 Notice of an administrative transfer/reassignment will be given to the affected employee **as soon as the**
- 1235 decision to transfer is determined. If no employee is affected due to lack of qualifications, the least-
- senior employee will be selected as long as academic program requirements can be met.
- 1237 An administrative transfer/reassignment will be made after the affected employee has been personally
- 1238 contacted by the building principal or Human Resources administrator and told the specific reasons for
- 1239 being selected for a transfer/reassignment. A transferred/reassigned employee is entitled to discuss his or
- 1240 her personal desire at that time.
- 1241 An employee selected for an administrative transfer/reassignment **during the school year** will be
- 1242 released from teaching for up to three (3) days or an employee may choose to be provided the greater of
- 1243 three (3) days of per-diem or curriculum pay, at the employee's option, to prepare for the new
- 1244 assignment. The preparation time must be scheduled **within one (1) week of the transfer date**. An
- employee who is transferred **during the school year** will be provided the assistance of the Maintenance
- and Operations Department as needed to help move instructional materials.
- 1247 When an employee is involuntarily transferred/reassigned outside of the school year, he or she will be
- reimbursed for the move according to the following: 10 hours at the greater of curriculum or per-diem
- rate for out-of-building transfers and 7.5 hours at the greater of curriculum or per-diem rate for inbuilding reassignment. For employees who have large amounts of curriculum materials and supplies to
- 1250 building reassignment. For employees who have large amounts of curriculum materials and 1251 move like librarians and **D**E tageborg additional time will be granted
- 1251 move like librarians and P.E. teachers additional time will be granted.
- 1252 When a school moves out if its existing building or back into its remodeled building, employees will be 1253 paid 15 hours at the greater of curriculum or per-diem rate for packing and moving preparations of their
- 1253 part 15 hours at the greater of curriculum of per-dicin rate for packing and moving preparations of the 1254 personal items only. Employees will not be required to pack District items and materials. Those
- 1254 personal items only. Employees will not be required to pack District items and materials. Those 1255 employees who have large amounts of District curriculum materials and supplies to move – like
- 1256 librarians and P.E. teachers will be granted additional time at the District's discretion.
- 1257 When opening a new school creates a loss of positions at other buildings, the Superintendent or his or
- 1258 her designee will place on file in the Human Resources Department the proposed staffing plan of the
- school **as soon as the plan is available**. An organizational plan will be developed to determine the
- 1260 estimated positions at the new school, along with the qualifications of each position. The District and the
- 1261 Association will meet to determine appropriate procedures for identification of employees to be
- 1262 considered for transfer, should any deviation from the procedures specified above be deemed necessary
- 1263 by the parties.

Article V – Reduction In Force

- 1265 If the District anticipates a significant loss in revenue, a Reduction In Force (RIF) may be instituted.
- 1266 **Prior to eliminating certificated positions**, both parties will review and negotiate all elements of the
- 1267 CBA funded by sources other than the State Basic Education Act (BEA) funding.
- 1268 Reductions will not be made without a thorough review of programs and options available. The Board
- 1269 will notify the Association of the proposed layoff **by May 15** and will provide to the Association a
- 1270 report of the financial situation, anticipated program changes, and needed staffing levels.
- 1271 Certificated employees returning from leave must be rehired. However, these employees are subject to
- 1272 the layoff and recall provisions on the same basis as any other certificated employee. These
- 1273 determinations are based on seniority, as specified in the layoff and recall provision in this CBA.
- 1274 The term "layoff" means placing bargaining unit members on unemployed status due to economic1275 necessity.

1276 Layoff Procedure

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- 1277 A RIF will be determined by State seniority. All retire/rehire and non-continuing contract employee
- 1278 positions will not be rehired **prior to a RIF**. The least senior certificated employee(s) will be laid off 1279 first.
- 1280 Seniority, in this section only, is defined as the total number of years teaching in the State of
- 1281 Washington and will be computed by the District. Seniority for part-time certificated employees will be 1282 credited on the same basis as their percentage of employment - i.e., half-time employment for a full year 1283 yields one-half year of seniority.
- 1284 The District will compile and publish a State seniority list **by March 1**. The State seniority list will be 1285 available to employees in the Human Resources section of the staff intranet.
- 1286 Challenges to seniority placement will be made in writing to the Human Resources Department **by**
- 1287 March 31. A corrected seniority list will be published and will be made available to employees in the
- 1288 Human Resources section of the staff intranet by April 15.

1289 Ties in Seniority

- When certificated employees have equal State seniority, the following ranked criteria will be used tobreak ties:
- 12921) District seniority: date and time on the recommendation for hire form filled out by the building1293administrator. For pre-1984-85 contracts, the start date of the contract will be used. For 1984-85 to1294the present, the date on the letter of intent to hire will be used.
- Drawing lots: the employee will place his or her name into a hat/drawing box and a neutral party will draw a name. Date and time of drawing of lots will be communicated to all affected employees.
- 1297 The Board will notify in writing **by May 15** those employees who will be laid off.
- 1298 An employee receiving written notification of layoff will retain an employment relationship with the
- 1299 District and automatically be placed on layoff and recall status. Credit for education acquired during that
- 1300 year will be granted.
- 1301 Acceptance of contract employment as a certificated employee in another school district while on layoff
- 1302 status will constitute an automatic termination of the employment relationship, as defined in this CBA,
- and the employee will notify the District by registered letter or by personally contacting the District
- 1304 Human Resources Department. The District will hire no certificated employee from outside the

- bargaining unit until all certificated employees on layoff status have been determined to be unqualifiedfor the position.
- 1307 Employment of substitutes will come from certificated employees on layoff status, except in cases when
- 1308 no certificated employee is available and qualified for the position. There will be no challenge to the
- 1309 unemployment compensation of bargaining unit member on layoff status who declines casual substitute
- 1310 employment, except individuals who have been accepting substitute employment.
- 1311 At the request of an employee, the District will make provision to continue an employee's participation
- 1312 in District group insurance programs. The employee will pay the entire premium to the District
- 1313 **Payroll Office monthly**, as required by the Payroll Office.

1314 Evaluation Notation

- 1315 If an employee is assigned outside his or her major endorsement(s) or certification as a result of no other
- employee on layoff being qualified, he or she will have a notation placed on the annual evaluation form stating the assignment is an emergency assignment outside his or her endorsement(s) or certification.

1318 Recall

- 1319 Recall will be by seniority order, according to the curriculum areas and/or elementary levels for which
- 1320 the employee is qualified. The District will give written notice of recall by sending a registered letter to
- the employee at his or her last known address. It will be the responsibility of the employee to notify the
- 1322 District of change of address. A notified employee will respond whether he or she accepts or rejects the
- 1323 position within 10 working days from receipt of the notice.
- All continuing and provisional employees will be recalled **prior to non-continuing and substitute** employees.

Article VI – Leaves

1327 Leave Request Process

1328 All Leaves of Absence, Extended Medical Leaves, Parental, Adoption and Maternity Leave requests

1329 should be submitted via the appropriate form/format **at least 30 days prior to the anticipated start**

- **date** unless the leave is emergent in nature. The District may require documentation supporting the need for a leave that starts or stops without the 30 days' notice
- 1331 for a leave that starts or stops without the 30 days' notice.

1332 The Human Resources Department may require a physician's statement of illness when an employee

- 1333 misses five (5) or more consecutive days of work or five (5) days of work within a 30-day work
- 1334 **period**. If an employee exhibits a pattern of absence that suggests an abuse of sick leave, the employee
- 1335 may be asked to present a doctor's statement attesting to the illness or injury necessitating the
- 1336 employee's continued absence.

1337 Sick Leave

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1338 As used in this section, employee's "relative" means the employee's spouse, domestic partner, child,

- 1339 stepchild, grandchild, grandparent, parent, sibling, or other close relative by blood or marriage.
- 1340 "Household members" means people who reside in the same house as a family unit. This term includes
- 1341 foster children and legal wards, even if they do not live in the same household.
- 1342 Twelve days of leave per year will be credited **on the September payroll** to employees and will
- accumulate to a maximum of 180 days without deduction of salary for illness (mental and/or physical),
- 1344 injury, or emergencies. Employees from within the State will be granted leave credit according to State
- 1345 laws that provide for transfer of accumulated leave from the previous district.
- 1346 An employee who has exhausted sick leave as a result of a major extended illness that could result in
- temporary or permanent disability will be granted leave with only the amount of the substitute's pay
- deducted from the employee's salary for a period of no more than 60 contract days. This provision is
- available for application by an individual employee every three (3) years. Even if the substitute's pay
- exceeds the employee's salary, the District will still continue to pay the employee's benefits for the
- remainder of the 60 days.
- 1352 Sick leave will be granted to employees, as needed, for unexpected emergencies that require immediate
- action. Emergencies could include the need to handle business that arises as a result of the death of a
 relative or household member, as defined in this section. Employees may be required to provide proof of
 death.

1356 Federal and State Leave Laws

- The District will comply with all provisions of the Washington Paid Family and Medical Leave Law
 (PFML), Washington Pregnancy Disability Leave, the Federal Family Medical Leave Act, and other
 applicable laws.
- The weeks/days of the benefit periods for State and Federal leaves will be counted only for workdays,exclusive of weekends, holidays, and school breaks.
- Leave periods under the various State and Federal laws will run consecutively with contractual, Federal,or State leaves at the employee's election.
- An employee may choose, but not be required, to exhaust all or part of his or her contractual paid leavebenefits before using leave provided by State or Federal family leave laws.
- 1366 An employee may choose to run sick leave benefits consecutive to State and Federal leave laws.

- 1367 When accessing PFML, an employee may use accumulated sick leave to make up the difference
- 1368 between the PFML benefit and the employee's regular compensation.
- 1369 The employee will be returned to the same or similar certificated position when he or she returns to1370 work.

1371 Sick Leave Cash-out

1372 Employees may cash in unused sick leave above an accumulation of 60 days from the previous years' 1373 accumulation at a ratio of one (1) full day's monetary compensation for four (4) accumulated sick leave 1374 days. At the employee's' option, he or she can cash out his or her unused sick leave days in January of 1375 the school year following any year in which a minimum of 60 days of sick leave is accrued, and each 1376 January thereafter at the rate of one (1) day's monetary compensation of the employee for each four (4) 1377 full days of accrued sick leave. The employee's sick leave accumulation will be reduced four (4) days for 1378 each day compensated. No employee may receive compensation for sick leave accumulated in excess of 1379 one (1) day per month.

- 1380 At the time of separation from District employment due to retirement or death, an eligible employee or
- the employee's estate will receive remuneration at a rate equal to one (1) day's current monetary
- 1382 compensation of the employee for each four (4) days of accrued sick leave for illness or injury. In this
- 1383 provision, retirement is defined as when an employee is eligible to receive benefits under Washington
- 1384 State Employees Retirement System.
- 1385 All sick leave will be cashed out as allowed by **RCW 28A.400.210** and **RCW 28A.400.212**.

1386 Sick Leave Sharing

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- 1387 In accordance with **RCW 41.04.665**, an employee is eligible for sick leave sharing if:
- the employee suffers from, or has a relative or household member suffering from, an illness,
 injury, impairment, or physical or mental condition which is of an extraordinary or severe nature;
- the employee has been called to service in the uniformed services;
- the employee is a current member of the uniformed services or is a veteran as defined under
 RCW 41.04.005, and is attending medical appointments or treatments for a service connected
 injury or disability;
- the employee is a spouse of a current member of the uniformed services or a veteran as defined under RCW 41.04.005, who is attending medical appointments or treatments for a service connected injury or disability and requires assistance while attending appointment or treatment;
 - the employee is a victim of domestic violence, sexual assault, or stalking;
- the employee needs the time for parental leave; or is sick or temporarily disabled because of pregnancy disability; and,
- a state of emergency has been declared anywhere within the United States by the Federal or any state government and the employee with needed skills volunteers and is accepted to a governmental agency or to a nonprofit organization engaged in humanitarian relief.
- 1403 To be eligible for donated sick leave, the following provisions must be met:
- The employee's job is one in which annual and/or sick leave can be accrued and used.
- An employee receiving industrial insurance wage replacement benefits may not receive greater than 25 percent of his or her base salary from the receipt of shared leave, in accordance with RCW 41.04.665.
- The employee has abided by District policies in his or her use of sick leave.
- The employee's absence and the use of shared leave are justified among the bulleted provisions above.

- The employee has exhausted, or is likely to deplete, his or her personal leave and sick leave.
- For maternity leave and pregnancy disability leave only, "likely to deplete" means the employee will have 40 hours or less of the applicable leave type(s); however, the employee is not required to deplete all her leave and can maintain up to 40 hours of the applicable leave type(s) in reserve.
- The employee will go on leave without pay status.
- The employee will terminate employment.
- 1417 The following procedures will be used to implement sick leave sharing:
- In any 12-month period, employees who have accumulated more than 75 hours of sick leave may donate accumulated sick leave days to other employees. The employee donating the days will specify the number of days to be donated. The District and Association will develop procedures necessary to implement this. No transfer of sick leave will cause the affected employees' sick leave accumulation to fall below 75 hours.
- No employee will receive more than 180 days of donated leave per contract year.
- If the employee does not use all the donated leave, the unused donated leave will be returned to the donors within 30 days after the use of the donated leave ceases, using a first-in/first-used procedure. For this purpose, donated leave will be dated when received and used as received.
 Days remaining and not used will be returned to later donors in reverse order.
- An employee using donated leave will receive his or her usual pay and benefits.
- Except for the procedures in the third bullet above, the donor will be required to execute a waiver to ask for the return of his or her donated leave.
- If a shared leave account is closed and an employee later has a documented need to use shared leave due to the same condition, the District will approve a new shared leave request for the employee. The employee will provide information on the expected duration from their medical provider.
- Contributions of sick leave will be voluntary, and donors' and non-donors' names will be confidential.
- 1437 Maternity Leave
- An employee requesting maternity leave will give written notice to the District at least 30 days prior to
 the commencement of the leave. The written request for maternity leave should include a statement
 about the expected date of return to employment. The leave will commence and terminate at the
- 1441 discretion of the employee, in consultation with the medical provider. Papers for the applicable State or
- 1442 Federal leaves will be sent to the employee, to be completed by the employee and the medical provider.
- 1443 An employee may take leave in accordance with the applicable State and Federal leave laws. An
- 1444 employee who has paid leave available may use any or all his or her leave. Paid leave includes both 1445 personal and sick leave. During that time, health benefits will continue.
- 1446 If the paid days are exhausted, the employee will be eligible for shared leave. If the shared leave is
- 1447 exhausted, the employee will receive unpaid leave through the applicable State and Federal leave laws.
- 1448 The benefits will be covered for the period of any applicable State or Federal leave. The District's
- 1449 portion of insurance premiums will be covered for the period of any applicable State or Federal leave. If
- 1450 sick leave has been exhausted, the employee will be eligible for shared leave.
- For employees who qualify for birth/pregnancy disability, the District will work with them and their medical provider to ensure compliance with appropriate State law.

1453 Parental Leave

- 1454 Employees who have a newborn child but do not qualify for maternity leave may access sick leave, sick
- 1455 leave sharing, and other applicable State and Federal laws. The employee must notify the District **as**

- soon as possible about the intended day for commencement of the leave. The employee will be eligible
- 1457 for shared leave. Once the shared leave is exhausted, the employee will receive unpaid leave, in
- 1458 accordance with applicable State and Federal leave laws.

1459 Adoption Leave

- 1460 Employees requesting adoption leave will provide to the District a statement about their expected date of
- return to work. Given the uncertainty of timelines in adoptions, employees will try to give the District a minimum of two (2) weeks' notice of their need for adoption leave, and the District will make every
- 1462 minimum of two (2) weeks' notice of their need for adoption leave, and the1463 effort to cooperate with employees' requests for adoption leave.
- 1464 Employees returning from adoption leave **at the beginning of the subsequent school year** will be
- 1464 Employees returning from adoption leave **at the beginning of the subsequent school year** will be 1465 placed in their former positions. An adopting parent may use sick leave and/or personal leave **during**
- 1466 **the benefit periods** in accordance with applicable State and Federal leave laws, when his or her sick
- 1467 leave and/or personal leave is exhausted, he or she will be eligible for shared leave. If shared leave is
- exhausted, employees will use unpaid leave, at their discretion, in accordance with applicable State and
- Federal leave laws. More unpaid leave may be granted if circumstances require and the adopting parent requests an extension.
- 1471 If both adopting parents are employed by the District, they will access adoption leave in accordance with 1472 applicable State and Federal leave laws, to be divided at their discretion.

1473 Bereavement Leave

- 1474 One (1) to five (5) contract days will be granted, without deduction of salary, for bereavement leave
- 1475 when this leave is occasioned by the death of a relative or personal friend. Time for the funeral of a
- 1476 personal friend will be arranged with the principal. Proof of death may be required by the Human
- 1477 Resources Department. When a substitute is required, five (5) contract days will be the equivalent of
- 1478 37.5 hours and must be used in increments of 3.75 or 7.5 hours.

1479 Personal Leave Days

- An employee will be entitled to a maximum of three (3) days of personal leave with pay, provided the building principal is notified at least three (3) contract days before the expected absence. The three-day requirement will be waived at the discretion of the Assistant Superintendent of Human Resources when an employee has a valid reason why notice is not possible. Employees with family members (as defined in Section 15: Leaves) on military leave will be granted personal leave without regard to notice or
- 1485 maximum numbers of people on leave per building.
- 1486 The number of employees at each school who may be gone for personal leave on any given day is as
- 1487 follows: three (3) employees per school with under 40 certificated staff, four (4) employees per school
- 1488 between 41-60 certificated staff, and six (6) employees per school with 61 or greater certificated staff.
- 1489 Additional employees may be granted leave if their absence can be voluntarily covered internally by
- 1490 other in-building Association members.
- Employees are strongly encouraged not to take personal leave **during the month of May** and **on the**
- 1492 first and last days of school.
- 1493 Employees may elect to bank three (3) personal leave days for two (2) consecutive years, not to exceed
- 1494 five (5) banked days. A maximum of five (5) days may be used consecutively. All unused personal days
- 1495 will be automatically cashed out at the employee's per-diem rate at the end of each school year unless
- 1496 the employee notifies the District of his or her intent to bank the unused days. When an employee
- chooses to bank days, remaining days that would exceed the banking limit will be automatically cashed
 out at the employee's per-diem rate. Employees who bank personal leave must fill out a District form
- 1498 out at the employee's per-chem rate. Emplo

- 1500 **Example:** an employee who banks two (2) personal days in year one and three (3) personal days in
- 1501 year two (or vice-versa) will have a total of eight (8) days in year three five (5) banked, plus three
- 1502 (3) current personal days.
- 1503 Employees who notify the District of their intent to retire or resign **no later than March 15** will be
- 1504 granted a fourth personal day on receipt of the letter and approval by the Board. This day may be cashed
- 1505 out at per-diem rate at the end of the year. The intent to retire or resign letter should specify whether the
- employee is choosing to use the day or take the cash out. The fourth personal day will be paid in the
- 1507 June paycheck.

1508 Jury Duty and Subpoena Leave

- 1509 Leaves with pay will be granted for jury duty. Employees will notify the District when notification to 1510 serve jury duty is received.
- 1511 Leaves with pay will be granted when an employee is subpoenaed to appear in a court of law.

1512 Leaves of Absence

- 1513 The Board may grant a leave of absence of up to one (1) year to employees at the recommendation of
- 1514 the Superintendent. The leave may be renewed for a second year by written request to the Board.
- 1515 Teachers On Special Assignment (TOSAs) are not subject to the two-year limit on leaves.
- 1516 A leave of absence, if granted, will state the provisions for re-employment. An employee who has been
- 1517 granted a leave will be re-employed in the same or a similar position, provided the District contacts the
- 1518 employee on leave **no later than March 1** of the year in which he or she is to return. The employee will
- 1519 notify the District of his or her intent to return to employment with the District **no later than March 15**
- 1520 of the year in which he or she will return. Leaves of absence requested **after March 15** will be given an
- 1521 "intent to return" notification deadline on an individual basis. The employee will be given a minimum of
- 1522 10 working days to respond.

1523 Political Leave

- 1524 On written request to the Board, an employee will be granted political leave, in accordance with the 1525 following provisions:
- With two (2) weeks' notice, an employee who is a candidate for a political office will be granted a leave to campaign for the office, not to exceed 10 contract days without pay.
- The Board will extend a leave without pay to an employee who is elected to a political office to allow that employee the time to perform all the official responsibilities and duties of his or her office.
- At the conclusion of a political leave, the employee will be returned to the same position.

1532 Leaves for Professional Meetings and Travel

- 1533 The Superintendent or designee may grant leaves with pay to employees to attend conferences,
- 1534 workshops, and conventions, if those meetings are for the improvement of curriculum and/or instruction.
- Requests to attend professional meetings will be made in writing to the Superintendent or designee **no less than two (2) weeks prior to the date of the meeting**, with prior approval by the building principal.
- 1537 With prior approval, personal expenses incurred for these meetings will be reimbursed according to
- 1538 District policy following submission of an itemized expense voucher.
- 1539 Association Leave

- 1540 The Board will grant leaves to officers; chairmen; Executive Board members; any members elected to
- 1541 local, State, or national positions; and any other member with specific responsibilities related to the
- 1542 purpose of the release to participate in Association business.
- 1543 The Association will reimburse the District for substitute pay and benefits, where applicable, by 1544 employees attending these meetings.
- 1545 The Association President will notify the Superintendent and building principal of employee(s) who will
- 1546 be in attendance at an Association meeting at least five (5) workdays prior to the date of the meeting.
- 1547 The Superintendent may approve a shorter period of notice under unusual circumstances.
- 1548 The Association President will be considered a full-time employee of the District and will be under full
- 1549 contract with full benefits. Leave for the Association President does not fall under the two-year time1550 limit for other leaves.
- 1551 The Association President will be released from regular duties for Association business 100 percent of
- 1552 the time. The Association will reimburse the District for 100 percent of the Association President's
- 1553 salary, benefits, and retirement. The retirement portion will conform to the rules of the Washington State
- 1554 Employee Retirement System.
- 1555 After completing his or her term, the Association President will have the option to return to the same
- position held, or a position that was applied for and secured, before taking the position as AssociationPresident.
- 1558 Other Association leaves, and the length of those leaves, will be considered on an individual basis.

Article VII – Instruction

Section 1: Professional Development

1561 The Board and Association recognize the need for professional growth and development. The District

1562 will maintain a program of professional development opportunities using resources available in the

1563 District and outside the District. The District will continue as an approved education agency, as 1564 recognized by the Professional Educators Standards Board.

1565 District Professional Development Committee

- 1566 A District Professional Development Committee will be established to:
- survey District/employee needs

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- 1568 make District professional development recommendations
- help develop and guide professional development courses
- coordinate the annual District professional development conference
- support building professional development coordinators in their work at the building level
- coordinate and share with staff any District professional development opportunities
- provide input to District and Association bargaining teams in issues related to staff development
- encourage professional growth
- 1575 The District Professional Development Committee will have funds available to provide release time for 1576 committee members, as well as other committee needs, depending on the availability of substitutes. The 1577 Staff Development and Assessment Coordinator will submit proposals for approval.
- 1578 The District Professional Development Committee will be composed of three (3) elementary employees,
- 1579 who must be regular classroom teachers; one (1) middle school employee; one (1) high school
- 1580 employee; one (1) librarian; one (1) Special Education employee; one (1) Career and Technical
- Education or other special interest employee; three (3) building principals (representing one (1)
- elementary, one (1) middle, and one (1) high school); and two (2) central office administrators. The
- 1583 Association President and District Professional Development Coordinator will jointly appoint all
- 1584 Committee members. Any proposed member not jointly accepted will not serve on the Committee. Each 1585 person selected will serve a two-year term. People may be reappointed once to a consecutive term. Non-
- voting members may be appointed, as agreed to by the Committee. This Committee will meet **during**
- 1587 the school day or outside the contract day with compensation at curriculum rate for a minimum of
- 1588 five (5) times **during the school year**.

1589 Curriculum Expenses

1590 The District will provide curriculum and all necessary materials, including additional/supplementary

- 1591 materials and instructional supplies/materials, to employees who teach the curriculum. Instructional 1592 supplies are both consumable and non-consumable, and students will have access to District-approved
- 1572 supplies are bour consumable and non-consumable, and students will have access to District-approv 1593 curriculum (i.e., science kit materials, headphones, mics, computer mice, etc.) to achieve State
- 1594 standards.
- Building administrators will ensure there is a process to request supplies and consult with building staffand the Curriculum Department to determine materials for the classroom level.
- 1597 If curriculum requires translation, the District will translate the materials at appropriate grade and/or
- developmental levels. If an employee requests to have other supplemental materials translated, the
- 1599 District will determine whether materials need to be delivered in a timely manner.

1600 If an employee offers to translate the materials and the District agrees, the District will compensate the 1601 employee at the curriculum rate.

1602 Building Staff Development Coordinators

1603 Staff development coordinators from each building will be compensated commensurate with District 1604 curriculum committees.

1605 Professional Development Funds

- 1606 Each building will have \$75 per bargaining unit member FTE to fund buildings' professional
- development needs. Nurses; Juvenile Justice Center employees; alternative program employees; and
 Keewaydin Discovery Center, Legacy High School, and Phoenix High School employees will receive
- 1609 \$100 per FTE.
- 1610 Building professional development funds may be used to provide release time or curriculum-rate
- stipends for building staff, contract with outside presenters, purchase professional materials for staff use, or pay expenses for conference registration and travel. The intent of the building funds is to support
- 1613 building-wide professional development.
- 1614 The building principal/supervisor and the Association representatives from the building, in consultation
- 1615 with the Association President, will collaboratively select an employee who will serve as the Building
- 1616 Professional Development Coordinator on an annual basis.
- 1617 Building site councils will manage the building professional development funds.
- 1618 Itinerants from Special Services, Nurses, and bargaining unit employees assigned to more than one (1)
- building will work within their groups and with their supervisors to manage the professional
- 1620 development funds.

1621 Voluntary Participation

- 1622 Participation of any employee in the professional development program will be voluntary. No employee
- 1623 will be coerced, intimidated, discriminated against, threatened, or receive a negative or downgraded
- 1624 evaluation if he or she refuses to voluntarily participate outside the contract workday. Curriculum will
- 1625 not be withheld because an employee did not participate in voluntary District-provided training.

1626 Professional Learning Communities (PLCs)

- 1627 The purpose of PLC time is to provide time for employees to collaborate on standards-aligned learning, 1628 assessment, data analysis, intervention, and enrichment to support classroom, team, school, and District
- 1629 goals.
- 1630 Employees who do not have access to a PLC group in their content area will have the opportunity to 1631 discuss options with a supervisor to fulfill their instructional planning needs.
- 1632 Administrators should collaborate with and support, but not lead or direct, PLC teams.
- 1633 PLC teams will keep records so team members can remember, share, plan, communicate, and revise
- 1634 their work. Records include notes about discussions; goals (i.e., TPEP, SIP, grade-level); progress; and
- 1635 decisions.

1636 Section 2: Peer Assistance and Resources (PAR)

- 1637 These guidelines are intended to be liberally construed and implemented to treat employees fairly and to 1638 comply with all statutory and legal obligations. It is anticipated that as these guidelines are implemented 1639 they may be adjusted by the PAR Panel, at all times being mindful of any affected employee's rights, the
- 1640 CBA, and the applicable statutory requirements.

- 1641 The PAR Program has two (2) major roles:
- The Beginning Employee program seeks to assist employees in their first year with the District by
 refining their skills and helping them learn District goals, curriculum, and structure. A Consulting
 Peer Educator (CPE) assists each District employee who is new to teaching. The building principal or
 supervisor conduct the initial evaluation of the new employee's performance.
- The Intervention Assistance Program seeks to assist provisional employees who exhibit serious
 performance deficiencies. Employees with continuing contracts who would like assistance may refer
 themselves to the program, but they will not be subject to probation or non-renewal as a result of
 self-referral.
- 1650 The Peer Assistance and Resources Program (PAR) will be for provisional employees only. The District 1651 and Association may agree to extend PAR services to continuing employees on a case-by-case basis.
- 1652 The PAR Program is initiated between the Association and the District. The parties may modify these 1653 guidelines at any time based on recommendations from the PAR Panel.

1654 Peer Assistance and Resources Panel (PAR Panel)

- 1655 The PAR Panel serves as the governing body for the program and determines program guidelines
- 1656 consistent with the terms of the CBA. It consists of the Association President, three (3) employees
- 1657 selected by the Association, the Assistant Superintendent of Human Resources, and two (2)
- administrators selected by the Superintendent. The Assistant Superintendent of Human Resources and
- 1659 the Association President will be the panel's co-chairs. Minutes will be kept for each meeting. The
- 1660 Superintendent will be a non-voting member of the panel.
- 1661 The normal term of service of PAR Panel members is four (4) years. The terms of office for the PAR
- 1662 Panel members, who are appointed by the Association President, may be staggered to provide
- 1663 consistency and stability. Each PAR Panel member will be paid an annual stipend of \$200 for a total of 1664 four (4) meetings per year
- 1664 four (4) meetings per year.
- 1665 The Assistant Superintendent of Human Resources and the Association President will be responsible for 1666 the day-to-day operation of the program (i.e., providing agendas, distributing minutes, making meeting 1667 arrangements, etc.) as well as tasks delegated by the Panel that do not involve making decisions
- 1668 concerning CPE cases.

1669 Consulting Peer Educators (CPEs)

- Becoming a CPE is a major commitment. CPEs will remain in the position for the entire term of their
 appointments, and co-curricular or extracurricular responsibilities should not interfere with their CPE
 duties. Any conflicts will be resolved by the PAR Panel.
- 1673 CPEs will receive an annual budget of \$3,300 to purchase supplies and other materials for the PAR1674 Program.
- 1675 The PAR Program will have sufficient CPEs to create a ratio of 15-20 employees per CPE. Over the
- 1676 course of each year of the CBA, the PAR Panel will analyze the caseload language and make
- 1677 recommendations to the District and Association bargaining teams regarding any possible adjustments to
- 1678 the numbers of CPEs.

1679 CPE Selection Criteria

- 1680 Criteria for selection of CPEs include the following:
- is a current employee in the District on a continuing contract with a minimum of five (5) years' total teaching experience, with at least three (3) years in the District
- 1683 demonstrates outstanding classroom teaching ability

- demonstrates talent in written and oral communications
- demonstrates the ability to work cooperatively and effectively with professional staff
- has extensive knowledge of a variety of classroom management and instructional techniques
 - has the documented support of colleagues and his or her building principal
- has the ability to provide and model expectations of high standards of professional practice while
 demonstrating compassion for the person

1690 CPE Selection Process

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- 1691 At any time the District and Association recognize the need, they can jointly notify all employees in the
- 1692 District that the PAR Panel is seeking nominations for CPEs. Nomination forms for CPEs will be
- available from the Assistant Superintendent of Human Resources or the Association. Any employee or
- 1694 District employee may submit a nomination form to the Assistant Superintendent of Human Resources
- with the name of an employee he or she is nominating as a CPE candidate. An employee may not self-nominate.
- 1697 All employees who have a nomination submitted on their behalf will receive from the Assistant
- 1698 Superintendent of Human Resources and the Association President a joint invitation to apply for the
- 1699 position of CPE. The invitation will contain the application form, an explanation of the process,
- 1700 recommendation forms, and a copy of these guidelines. Any employee who receives a joint invitation
- may consult with the Assistant Superintendent of Human Resources or the Association concerning the
- 1702 process for application, requirements of the position, and other procedural matters.
- 1703 All employees who have received a joint invitation to apply may submit a completed application form to
- the Assistant Superintendent of Human Resources within the established timelines. In addition to
- submitting a completed application form, each applicant will submit the following documents directly to
- 1706 the Assistant Superintendent of Human Resources for the application to be considered:
 - a written recommendation from his or her building principal or immediate supervisor
 - recommendations from two (2) other employees from his or her building or program
 - a recommendation from the senior building representative
- The PAR Panel will review received applications and identify those employees who have met the application requirements. The panel will select CPE(s) from the group of applicants using a process established by the Panel. All applications and references will be treated with strict confidentiality.
- 1713 Applicants who are not accepted as CPEs will be notified.

1714 CPE Length of Assignment

- 1715 The length of assignment for CPEs will be four (4) years, barring extraordinary circumstances that
- 1716 require the PAR Panel to replace a CPE **prior to the end of his or her term**, or if caseloads rise to the 1717 point of needing additional CPEs and the PAR Panel chooses to extend a term
- 1717 point of needing additional CPEs and the PAR Panel chooses to extend a term.
- 1718 Selected CPEs will continue in that role for four (4) consecutive years. No CPE may apply for a second
- 1719 consecutive four-year term. No CPE who has been selected as a replacement for a CPE may continue in
- that role for longer than four (4) years. The length of the CPE assignment may be adjusted, as
- determined by the PAR Panel, and will be dependent on criteria, like how many employees are serving in that role. If there are enough employees anticipated by spring projections to require a fifth CPE, a
- m that role. If there are enough employees anticipated by spring projections to require a fifth (mentor may be asked to remain as a CPE for a fifth year, as determined by the PAR Panel.

1724 Part-time CPE Positions for Special Programs

- 1725 The PAR Panel may appoint temporary, part-time CPEs in Special Education, bilingual, and other areas
- 1726 with a small number of employees participating. These CPEs will be bargaining unit employees and will
- receive a stipend up to \$1,500, if two (2) employees are being assisted, and up to \$1,000, if one (1)

- 1728 employee is being assisted. He or she will be allocated up to 12 days of release time per employee being
- assisted. He or she will assume all the duties of a CPE. If an employee serves as a .5 FTE or greater part-
- 1730 time CPE for one (1) year, his or her time as a CPE will be counted as one (1) of the four (4) contractual
- 1731 years. A full-time CPE will be assigned to assist these CPEs, if possible. After four (4) years, the part-
- time CPE may reapply for the position.

1733 **Return of CPE to the Classroom**

- 1734 On completion of his or her assignment, a CPE will be given the same consideration for returning to the 1735 position of his or her last assignment as if he or she had been on active duty.
- 1736 The PAR Panel may return any CPE to his or her previous position in accordance with the above at any
- time following a conference with the CPE to discuss the reason(s) for the reassignment. This may occur because of changes in the subject areas and grade levels of employees participating in the PAR Program or because of concerns about the CPE's work performance.
- 1740 If a CPE, because of a reduction in caseload, is returned to his or her previous position and there is more
- than one (1) CPE in that area, the decision will be made based on seniority as a CPE, with the least-
- 1742 senior CPE being returned to the classroom.
- 1743 A CPE will not be selected for an administrative position within the District **for at least one (1) school**
- 1744 **year** after serving as a CPE, except by the joint consent of the Association and District.

1745 **CPE Compensation**

- 1746 A CPE will be paid in accordance with the negotiated employee salary schedule and all other provisions
- 1747 of this CBA. Additionally, a CPE will receive a \$5,000 annual stipend for assuming the responsibilities
- of a CPE. All personnel issues associated with a CPE (i.e., sick leave, requests for leaves, absence) will
- 1749 be reported to the Assistant Superintendent of Human Resources.

1750 CPE Caseloads

- 1751 The PAR Panel will consider 15-20 new employees per CPE opening. If target numbers are exceeded,
- the CPEs may consult with the PAR Panel to determine what measures can be taken to address the issue,
- 1753 like keeping a CPE an additional year or hiring a trained mentor for part-to-full-time or adding two (2)
- 1754 new CPEs in one (1) year.
- 1755 All beginning employees without prior experience in their first year under contract with the District will
- be assigned to a CPE. New hires whose prior experiences as educators are recent and whose current
- 1757 practices are successful, as well as experienced educators who self-refer, may be included in the
- 1758 program, if CPE caseloads are not exceeded.
- Beginning employees who teach multiple subjects at the middle school and high school levels will beassigned only one (1) CPE.

1761 Induction Classes and National Board Classes

- 1762 During the year that a new, eligible, District employee receives services from the PAR Program, he
- 1763 or she will also be eligible to participate in the District's Induction class. Employees who attend
- 1764 induction classes outside the normal workday will receive clock hours without charge. The parties
- acknowledge that induction classes are important for helping new employees develop their skills and
- increasing retention of employees. Employees taking a National Board Certification class through other avenues may use the Tuition Reimbursement fund to partially pay for the credits. If credits are not being
- avenues may use the Tuition Reimbursement fund to partially pay for the credits. If credits are not beingobtained, a District reimbursement for the \$500 flat-rate fee can be requested for obtaining the National
- 1769 Board Certificate.
- 1770 The District will provide clock hours for employees who attend the Induction class.

1771 This process will be under the direction of the PAR Panel. The Association will bargain the language 1772 and the process.

1773 Intervention and Assistance Plan

- 1774 This component of the PAR Program is intended to assist provisional employees with their teaching 1775 performance.
- 1776 If at any time the principal notes areas of concern in a provisional employee's classroom management or 1777 instruction, that employee can be placed on an Intervention and Assistance Plan.
- 1778 Any provisional employee experiencing serious difficulties in his or her performance that result in being
- 1779 placed on probation will have the option of either: 1) going through the process with the principal only,
- 1780 or 2) taking part in an Intervention and Assistance Plan with the CPE and the principal. No employee
- 1781 waives his or her non-renewal appeal rights by participating in an Intervention and Assistance Plan.

1782 Self-referral

- 1783 Any experienced employee who is interested in professional growth in a particular instructional area and
- is interested in the assistance of a CPE for that purpose may submit a request for assistance to the
- 1785 Association President or the Assistant Superintendent of Human Resources. Based on the existing
- 1786 caseloads for CPEs, the PAR Panel may assign a CPE to assist the employee.
- 1787 Any experienced employee who has received an Unsatisfactory mark in any category of his or her
- 1788 evaluation may request assistance from a CPE. The assignment will be made if there is available space
- in the CPE's caseload. The Assistant Superintendent of Human Resources and the Association President
- 1790 will oversee the CPE's assignment in self-referral cases. These cases should have minimal timelines and
- 1791 goals, as established in the principal's plan of improvement.

1792 Confidentiality

- 1793 All information concerning assistance provided to an employee who has voluntarily sought the
- assistance of a CPE will remain strictly confidential. The CPE will report to his or her PAR Pair
- 1795 concerning the support and assistance being provided to the employee. However, no information
- obtained by the CPE through an assistance process will be disclosed to others except in extremecircumstances or as required by law.

1798 Problems Not Referred to the PAR Program

- 1799 Employee performance issues not related to teaching skills, practices, or work with students will not be
- 1800 deemed appropriate for referral to the PAR Program. Examples of the kinds of concerns that are not
- appropriate for referral to the PAR Program are repeated tardiness, failure to complete required
- attendance or grade reports, or failure to comply with other administrative requirements. Disciplinary
 issues like these are to be handled in accordance with the provisions of Article III, Section 3 of this
- 1804 CBA.

1805 Contract Rights

- 1806 Except as explicitly provided in these guidelines, employees participating in the PAR Program retain all1807 rights in this CBA.
- 1808 These will constitute the guidelines for the PAR Program, recognizing the District and the Association
- 1809 may find it necessary, by joint agreement, to modify these provisions.

Section 3: Payment for Service on District Committees

1811 District Curriculum Committees

1812 The District endorses a comprehensive process for the review, adoption, and funding of instructional

1813 materials. At the discretion of the Assistant Superintendent of Teaching and Learning, participants on

1814 committees involved in curriculum adoption may be provided release time with substitutes for meetings

1815 **during the school year**.

1816 Curricular and/or Technology Adoptions and Trainings

1817 Voluntary curricular and/or technology trainings will be offered more than once and spaced far enough

1818 apart to allow for flexibility of employee scheduling. When an employee is unable to attend a voluntary

1819 training offered outside of the contract workday and/or work-year, an alternative paid training will be

1820 provided.

1821 District Curriculum Advisory Committees

1822 The District Curriculum Advisory Committees' function will be to review and evaluate existing

1823 curriculum and curricular resources, recommended instructional practices and assessments for

1824 effectiveness, including scaffolding and differentiation strategies for unique learners and situations. The

1825 committee will also discuss curricular and professional development needs and provide input to the

1826 Instructional Materials Committee, as needed. The committees will also assist with development and

1827 review of the curricular resources available to employees to provide support for instruction and serve as

1828 a resource on curricular trends, research, and best practices.

1829 Curriculum Advisory Committees will address curriculum including, but not limited to, the following1830 strands of the State learning standards:

- 1831 Arts (visual and performing)
- 1832 Math
- 1833 Science
- 1834 Social Science
- 1835 Health and Fitness
- 1836 English Language Arts
- 1837 Social Emotional Learning
- 1838 Multi-Language Literacy
- Career and Technical Education (Computer Science, Financial Literacy, Ed Tech, and other
 applicable learning standards strands)
- 1841 World Language
- 1842 Alternative Programs (i.e., Online Learning, etc.)
- 1843 Based on the District review cycle, committee strands will be determined annually **prior to June 1**.
- 1844 Committee membership should endeavor to represent the diversity of District employees and students.
- 1845 Based on the availability of volunteers, positions described below may not be filled. Committee
- 1846 membership will be representative of the District and will include one administrator from each level, as 1847 necessary.
- 1848 When committees have an elementary focus they will have employee representation from each school
- 1849 site, not to exceed the total number of elementary sites. Members will include up to three (3) Special
- 1850 Education employees or English Language Development (ELD) employees. Up to three at-large
- 1851 members may be selected, based on committee needs and interests (i.e., instructional coach, reading
- 1852 interventionist, behavior interventionist, counselor).

- 1853 When the focus is on middle school, membership will consist of one (1) employee per grade level from
- 1854 each department from each middle school. One Special Education employee from each school (5) and
- 1855 up to five (5) ELD employees. Up to three at-large members will be selected, based on interest and
- 1856 committee needs. (i.e., instructional coach, reading interventionist, behavior interventionist, counselor).
- 1857 When the focus is on high school, membership will consist of no more than three employees from each
- 1858 department from each of the comprehensive, boundary high schools; one Special Education employee
- 1859 from each school (3) and up to three (3) ELD employees; and one representative from a non-traditional
- high school (i.e., Legacy, MCP, Phoenix). Up to three at-large members will be selected, based on
 interest and committee needs (i.e., instructional coach, reading interventionist, behavior interventionist,
- 1862 counselor).
- 1863 Principals will e-mail all staff to attract content-appropriate employees. If multiple content-appropriate
- 1864 employees are interested, the selection of the committee member will be determined by democratic1865 process at the building.
- 1866 The District will fund each of the Curriculum Advisory Committees at the rate of \$400 per year for
- 1867 certificated representatives and \$900 for the committee chair. The committee chair must be a certificated
- 1868 representative who represents the curricular area on the Instructional Materials Review Committee.
- 1869 The Curriculum Advisory Committees will meet a minimum of six (6) times each year, establish annual
- 1870 goals, and keep minutes at each meeting. A copy of the minutes will be filed with the Assistant1871 Superintendent of Teaching and Learning.
- 1872 The District Instructional Materials Committee will have district administration, CAC representatives,1873 community members, and students.
- 1874 The Instructional Materials Committee will facilitate, clarify, and arbitrate curricular recommendations
- and challenges, particularly of supplemental materials (i.e., novels, periodicals, videos, etc.) employees
- 1876 may use to teach District-adopted curriculum. The committee will conduct final reviews of all curricular
 1877 and instructional resources, as outlined in District Policy, and will provide final recommendations for
- and instructional resources, as outlined in District Policy, and will provide final recommendations for adoption to the School Board. Currently-approved curriculum, like novels lists, will remain approved
- 1879 unless scheduled for review.

1880 Special Committees and Task Forces

- 1881 To facilitate the District's ability to respond to changing conditions, and to facilitate a comprehensive
- and inclusive decision-making process within the District, additional committees, referred to as "Special
 Committees," may be established.

1884 Training for New Instructional Programs

- 1885 The District will provide ongoing staff development training for employees assigned or involved in new
- 1886 instructional data management programs in the District. Training will be made available to employees

1887 **prior to implementation of the programs**.

1888 Tuition Reimbursement

- 1889 Employees will be reimbursed for tuition costs according to at least one (1) of the following guidelines:
- for employees taking college-level courses through an accredited college that is working towards a degree or endorsement
- to retrain and/or help recertify employees whose departments have declining enrollment, or
 employees who need assistance to recertify
- for those employees assigned outside their endorsement(s)
- for credits earned in an accredited master's degree program

- pursuing National Board Certification (up to \$1,000)
- 1897 The District will contribute \$70,000 annually for these purposes. Employees will receive up to, but no
- 1898 more than, \$100 for each quarter credit, up to a total of 10 credits (\$1000) annually. Application for
- 1899 these funds will be managed on a first-come, first-served basis.
- 1900 This fund may be used to reimburse employees for the cost of one (1) WEST-E test annually.
- 1901 This fund may not be used to reimburse employees for costs related to clock hours.

1902 National Board Certification

1903 The District will give one (1) day of leave with a paid substitute to employees on the day they take the 1904 test for National Board Certification. The employee will provide proof of the date of the assessment test 1905 to the Human Resources Department before a release day is paid.

1906 Section 4: Employee Workload

1907 Multiple Preparations

1908 Recognizing the added effort required for multiple secondary assignments, the District will attempt to

- schedule 1.0 FTE secondary employees for three (3) or fewer preparations, unless the employee requests
- in writing a greater number. When an employee is requested to teach a schedule requiring four (4) or more distinctive preparations, they may request Association representation to join them for a review of
- 1911 their schedule by the building administrator, department head, team leader, and/or grade level leader to

1912 inter schedule by the building administrator, department head, team leader, and/or grade level lea 1913 justify the need for the schedule and/or identify possible remedies.

- 1914 Distinctive preparations are created by teaching different subject areas or courses within the same core
- 1915 subject area utilizing different adopted core curriculum.
- 1916 Various levels of elective courses like Fine Arts, P.E., World Language, and Career and Technical
- 1917 Education do not constitute distinctive preparations. In addition, Special Education courses or unique
- 1918 high levels of math and science, like AP and IB math and science courses, do not constitute distinctive
- 1919 preparations. The Association and District will meet and make the determination if any other elective
- 1920 courses are appropriate to this list.
- 1921 When it is necessary to assign a greater number of preparations, every reasonable effort will be made to
- avoid giving the assignment to an employee new to the department, provisional employees, employeesnew to an assignment, and employees who are teaching a course for the first time.
- 1924 If the above-named employees are assigned more than three (3) preps at the high school level, or more
- 1924 If the above-named employees are assigned more than three (5) preps at the high school level, or more 1925 than four (4) preps at the middle school level, they will be provided a stipend equal to one (1) hour of
- 1926 per-diem multiplied by each week of the additional prep course.
- 1927 Employees who choose to teach more than three (3) distinct preps as part of their assignment are exempt1928 from this section.

1929 Placement of IEP and 504 Students

- 1930 The principal, in consultation with the affected classroom employee and the resource specialist, will
- determine the placement of identified IEP students and 504 students with academic or behavioralaccommodations in a regular classroom.
- 1933 In the assignment and placement of IEP students and 504 students with academic or behavioral
- 1934 accommodations in regular classrooms, the District will ensure these students are equally distributed per 1935 classroom employee per grade level/subject area.

- 1936 Certain secondary classes may be exceptions to these standards: in cases of health and fitness, band,
- chorus, limited course or section offerings, or where program content is geared to the needs of SpecialEducation students.
- As an alternative to the equal distribution requirements, a building multi-disciplinary team may make other arrangements for student placement - i.e., integrated classroom, team teaching, etc.

1941 Placement of New Students without IEPs or 504 Plans

Within three (3) days of receiving a completed student registration, but no sooner than one day
 after receiving a completed student registration, students will be placed in classrooms.

1944 Prior to students being placed in classrooms, employees will be made aware of information that may
1945 impact the instructional environment, giving employees adequate time to make classroom preparations.
1946 When complete student information is not immediately available, every effort will be made to gather as
1947 much information on the student as possible.

- 1948 When information about a student that may have a significant impact on the instructional environment
- 1949 subsequently becomes available, a building administrator or designee will provide that information to
- 1950 employees within one school day.

1951 Dual Language

1952 In a single-teacher Dual Language model, all students are the responsibility of one bilingual regular

education employee. The instructional responsibilities include, but are not limited to, teaching, planning

- 1954 for instruction, grading, and parent communication.
- In a two-teacher Dual Language model, all students are the responsibility of two regular education
 employees, one of whom must be bilingual. The instructional responsibilities include, but are not limited
 to, teaching, planning for instruction, grading, and parent communication.
- Dual Language employees in a two-teacher model will divide the students equally for conferences.
 Individual family requests to confer with both employees will be considered on a case-by-case basis, in
- 1960 consultation with the building principal.
- In the 2022-23 and 2023-24 contract years, the District will pay employees who currently have an ELL
 or Bilingual endorsement or have passed the District Bilingual Test an annual \$1,500 stipend.
- 1963 In the 2024-25 contract year the stipend will increase to \$2000.
- 1964 In the 2025-26 contract year the stipend will increase to \$2500.
- 1965 Employees will be provided the stipend for the duration of their Dual Language assignment.

1966 School Nurses

1967 A total of 22.5 additional per-diem hours per nurse will be provided **prior to the first student day of**

- 1968 the school year and an additional 7.5 per-diem hours per nurse will be provided for use prior to the
- **end of September** for nurses to do cross-training of secretaries and/or paraeducators for medications
- and medical procedures to be delegated, complete State-mandated all-staff trainings for life-threatening
 health conditions, work on Individual Health Plans, call parents and doctors as needed, set up
- 1971 nearly conditions, work on individual rearly Plans, can parents and doctors as needed, set up 1972 medications, attend 504 meetings, get life-threatening health alerts out to staff, and update and complete
- 1973 immunizations.
- 1974 When nurses are assigned to help open a new school, they will be paid an additional 15 per-diem hours
- 1975 to accumulate, file, and disseminate the necessary information to support students who will attend these
- 1976 new buildings.

- 1977 Nurses will be released from attendance at Building Professional Days and the Learning Improvement
- 1978 Day to develop Individual Health Plans for students, review students' immunization status, and discuss 1979 related duties.
- 1980 The District will assign nurses to schools at a nurse-to-student ratio of 1.0 FTE to 1,500 student
- 1981 enrollment at all levels, minus full-time Running Start students and Delta students, at each high school.
- In determining caseloads, students with a higher acuity of condition (i.e., seizure disorder, diabetes, etc.) 1982
- 1983 will be taken into consideration monthly.
- 1984 If a nurse's caseload goes over the above ratio (based on the November 1 count), the nurse will receive 1985 an additional 7.5 hours of per-diem pay for every additional 100 enrolled students or fraction thereof.
- 1986 Nurses will develop individual weekly schedules based on student needs and share that schedule with
- 1987 building office staff and administrators and adjust their schedules, as necessary. These schedules will
- 1988 include a daily 30-minute duty-free lunch and uninterrupted block of time to complete job duties, similar
- 1989 to employee preparation time. When this time is interrupted by a student emergency, nurses may adjust
- 1990 their weekly schedules to accommodate the interruption(s). When accommodations are not possible, the 1991
- nurse can document the incident(s) and work with a supervisor to determine if compensation is 1992 appropriate.
- 1993 Nurses will receive the standard District monthly stipend for the use of their personal cellular devices for 1994 District business.

Section 5: Overload for General Education 1995

Guidelines 1996

- 1997 The District will have the first eight (8) school days of each school year to adjust class loads. These 1998 eight (8) days will not count for overload compensation. Overload compensation will begin on the ninth 1999 school day.
- 2000 The following will apply to overload compensation:
- 2001 The District, by the 10th of the following month, will process the overload count, and overload will 2002 be paid out on the following paycheck without generating paperwork for the employee.
- 2003 The District overload report covers the calendar month ending with the last school day of the month and 2004 will be submitted to the Association President no later than the 15th of the following month.
- 2005 Overloads will be equally distributed between grade level or subject matter area for all employees at 2006 each school.

Elementary Schools 2007

- A student day at the elementary level is defined as an overload of one (1) student for one (1) full day in 2008 2009 grades where employees generally retain their classes for a full day.
- 2010 Kindergarten and first grade classes will not exceed 24 students per class. If a class exceeds 24, overload 2011 provisions will take effect.
- 2012 Grade 2 and 3 classes will not exceed 26 students per class. If a class exceeds 26, overload provisions 2013 will take effect.
- 2014 Grade 4 and 5 classes will not exceed 27 students per class. If a class exceeds 27, overload provisions 2015 will take effect.
- 2016 The class size limit for a multi-age classroom will reflect the lowest traditional grade level present.
- 2017 One-way and two-way Dual Language classes will have the following class size limits:

- K-1 Classes will not exceed 22 students. If class size exceeds 22 students, provisions for overload will
 go into effect.
- Grade 2 and 3 Classes will not exceed 24 students. If class size exceeds 24 students, provisions for overload will go into effect.
- Grade 4 and 5 Classes will not exceed 25 students. If class size exceeds 25 students, provisions for overload will go into effect.
- When a class in grades K-5 reaches an enrollment count of 31, the Assistant Superintendent of Elementary Education will notify the Association President.

2026 Elementary Specialists

- 2027 Workload will be the following for health and fitness employees, music employees, technology 2028 employees, and librarians:
- workload per class: 24 students in kindergarten and first grade, 26 students in grades 2 and 3, and 27 students in grades 4 and 5.
- Schools with fewer than 29 classroom sections will have four (4) specialists: Technology, Music, P.E., Library. A full-time class schedule for specialists is 25 class sections of 50 minutes per class, with three (3) five-minute transitions or one (1) 10-minute and one five-minute transition. Transitions will be scheduled between blocks of three (3) classes or more and before or after Special Education classes. Classroom teachers have specials four (4) of the five (5) days each week.
- Schools with 29 or more classroom sections will have five (5) specialists: Technology, Music,
 P.E., Library, and Exploratory. A full-time class schedule for specialists will be 29 class sections of 40 minutes per class with three five-minute transitions or one (1) 10-minute and one (1) five-minute transition. Transitions will be scheduled between blocks of three (3) classes or more and before or after Special Education classes. Classroom teachers have specials five (5) days each week.
- Specialists will be assigned in-building duties appropriate for certificated employees from the
 start of the school day until their first class, and from the end of their last class to the end of the
 school day, except during their scheduled prep time. *
- * This bullet has been replaced by a Letter Of Agreement (LOA), which can be found in the appendix
 of this CBA.
 - Length of specialist Overload minutes per class rate 30 \$1.75 35 \$2.04 40 \$2.33 45 \$2.63 50 \$2.92 55 \$3.21
- 2048 Elementary specialists will be paid at the rates below.

60	\$3.50
00	\$3.30

- 2049 For the 2022-23 school year, the District will make every effort to provide additional FTE to provide
- 2050 specials when schools exceed the number of classrooms above 25 or 29. If a lack of instructional space
- 2051 prevents adding or reallocating teacher FTE, classes may be combined to keep the number of classes at
- 2052 25 or 29.
- 2053 If it becomes necessary to combine classes, specialists will be provided a stipend of \$500 per class
- 2054 above 25 or 29 combined. Specialists will be required to teach only 25 or 29 classes, and overload
- 2055 language will be per class. Student room assignments will be determined by building administration, in
- 2056 consultation with classroom teachers. *

2057 Specialist Task Force

- 2058 During the 2022-23 school year, a Specialist Task Force will convene no later than September 30,
- 2059 2022, to examine specialist workloads, develop goals, and design meeting schedules. The Task Force
 2060 will make recommendations on or before May 12, 2023.
- 2061 The Task Force will include eight (8) specialists two each from Technology, Music, P.E., and Library
- 2062 and seven District representatives. The facilitator will be the Assistant Superintendent of Elementary
- Education. Employees will be compensated at the curriculum rate for work outside the contract
 workday.
- 2065 Recommendations from the Task Force will be presented to the District and the Association. Stipends
 2066 will remain in place until a replacement plan is developed by the Task Force. *
- * These section has been replaced by a Letter Of Agreement (LOA), which can be found in the
 appendix of this CBA.

2069 Secondary Schools

In middle schools and high schools, student days are used to account for day-limit overloads. A student hour in secondary schools is defined as an overload of one (1) student for one (1) regular class period.

- Overload pay will be calculated using two (2) methods, and the District will pay the greater overload
 pay amount. The employee will be paid according to one (1) of the following two (2) calculation
 methods for overload pay, which are by the period and by the day and detailed below.
- 2075 In middle schools, employees will not exceed the maximum number of students listed below for the 2076 number of regular classes taught per day:

Total regular classes taught per day	Maximum number of students
1	30
2	56
3	82
4	108
5	134
6	160
7	186

8	212

2077 In middle school fitness classes, using the day overload calculation, employees will not exceed the

2078 maximum number of physical education classes (excluding health classes taught in an individual 2079 classroom) taught per day.

Total regular classes taught per day	Maximum number of students
1	30
2	60
3	90
4	120
5	150
6	180
7	210
8	240

In high schools, using the day overload calculation, employees will not exceed the maximum number of students listed below for the number of regular classes taught per day.

Total regular classes taught per day	Maximum number of students
1	30
2	56
3	84
4	112
5	140
6	168
7	196

In high school fitness classes, using the day overload calculation, employees will not exceed themaximum number of physical education classes taught per day.

Total regular classes taught per day	Maximum number of students
1	32
2	64

3	96
4	128
5	160
6	192
7	224

- For overload, doubles classes in secondary schools will have a maximum of 24 students in an individual classroom.
- 2086 Middle school Dual Language classes will not exceed 28 students. If class size exceeds 28 students,
 2087 provisions for overload will go into effect.
- 2088 In music performance classes and large lecture groups, the individual class maximum may be raised.
- 2089 Music educators may determine the number of students enrolled in performing classes beyond the class
- size in this CBA. For non-performing classes, the class size language in this CBA is in effect. Daily
- 2091 class loads will be computed by determining the fraction of the day assigned to non-performing classes
- 2092 multiplied by the daily total allowed under CBA language.

2093 Locker Room Supervision

On school days when students dress down, employees in physical fitness classes will be paid 50 cents per student for every student over 30 per period in traditional middle schools and every student over 32 per period in traditional high schools and will be divided among all employees teaching physical fitness classes that hour.

2098 Tri-Tech

- 2099 Overload is a maximum of 30 students in one class. If class size exceeds the limit, the employee will 2100 receive overload at the standard rate for secondary schools until the first day an assistant is added to the 2101 classroom, after which the overload will cease.
- 2102 Delta High School
- Delta High School's overload is based on four classes in the high school overload calculation table inthis section.
- 2105 Other Schools/Programs *

2106 Daily Limit/Overload for K-8 MCP Online

Number of Preps				
$\begin{array}{c c} \hline 5 & \hline 6-7 & \hline 8+ \\ \hline (4 \text{ core} + 1 \text{ clective}) & \hline (4 \text{ core} + 1-3 \text{ electives}) & \hline (4 \text{ core} + 1-3 \text{ electives}) & \hline 1 \text{ core} + \hline 1 \text{ clective} & \hline 1 \text{ core} + \hline 1 \text{ clective} & \hline 1 \text{ core} + \hline 1 \text{ clective} & \hline 1 \text{ core} + \hline 1 \text{ clective} & \hline 1 \text$				
Grade Band			4-or-more electives)	
K-2	144	120	96	
3-5	144	120	96	

2107 4 Core = Language Arts, Social Studies, Math, Science

2108 *Electives = PE, Art, Technology, etc.*

Number of Preps				
3 4 5				

Grade Band			
6-8	144	120	96

- 2109 * This section has been replaced by a Letter Of Agreement (LOA), which can be found in the 2110 appendix of this CBA.
- 2111 Endeavor High School
- 2112 For overload, Endeavor High School will have a daily maximum of 24 FTE students.

2113 Comprehensive High School LOC Classes

- 2114 For overload, LOC classes at Kennewick, Kamiakin, and Southridge High Schools will not exceed a
- 2115 maximum of 93 students per day of five (5) instructional class periods. Individual classes will not 2116 exceed a maximum of 20 FTE students.

2117 Phoenix and Legacy High School

For overload, Phoenix High School and Legacy High School will have a maximum of 24 students in an individual classroom.

2120 Section 6: Overload Compensation

- When an overload occurs, the District will attempt to alleviate the overload in accordance with option 1 and/or 2 below. If the District does not alleviate the overload through option 1 and/or 2, the employee will elect option 3 or 4 below.
 - 1) Employees may be employed in addition to those provided for by the Basic Education Act.
 - 2) Students may be transferred.

2124

2125

- A paraeducator may be assigned, at the option of the employee. However, when paraeducator time is
 used, that time will consist of at least one-half per classroom at the elementary level, or 50 minutes
 per period of overload at the secondary level. Paraeducator time will be generated outside existing
 programs.
- 4) An employee may elect to receive compensation in lieu of aide time. Employees electing
 compensation will be paid from the first day of overload at the following rates: elementary \$17.50
 per student per student day, secondary \$ 3.50 per student per class period.
- 5) For online learning classes at MCP Online and Endeavor High School, an employee will receive compensation at \$3.50 for each additional 0.2 FTE student enrollment.
- The District may make downward adjustments in existing overloads at any time, including overloads being remedied under options 3 and 4.
- Overloads will be paid to the employee from the first day of overload, except as noted above, up to thetime the overload is alleviated or the employee elects to have a paraeducator.
- If a classroom employee on sick leave receives overload, overload compensation will be paid to him or her for the first 20 days of his or her sick leave. On the 21st day, the substitute employee will begin to
- 2140 net for the first 20 days of 2141 receive the compensation.

2142 Section 7: Employee Participation

- Board Policy and Curriculum Development
- 2144 Before adoption of any Board policy, the Association will be given an opportunity to determine if items
- being considered are within the scope of bargaining, i.e., related to wages, hours, and terms and
- 2146 conditions of work. On matters not relating to wages, hours, and terms and conditions of work, the

2147 District will continue its cooperative efforts to solicit the participation of employees in the development 2148 and improvement of instructional programs.

2149 District Equity Team

2150 Four representatives of the Association's Equity Team will be part of the District's Equity Team.

2151 Student Behavior Committee

- 2152 Each building site will have a Student Behavior Committee.
- 2153 The purpose of the Student Behavior Committee is to assist building leadership to establish and review
- building student behavior systems based on school needs and recommend behavior standards and
- 2155 procedures that comply with legislation and District policy to guide the development and 2156 implementation of building behavior systems
- 2156 implementation of building behavior systems.
- 2157 Development of building behavior systems will include developing and communicating interventions
- 2158 and behavior-support systems within the school, including alternative interim educational settings within
- 2159 the building as an alternative to suspension, with the goal to minimize the frequency of significant 2160 disruptions and ensure continuity of education.
- 2161 When behavior systems are submitted to employees for approval, the function of the behavior team will
- 2162 be to recommend, communicate, provide professional development, and give feedback on the 2163 implementation of the systems
- 2163 implementation of the systems.
- 2164 The Student Behavior Committee will review collected behavior data to support student behaviors.
- 2165 Student and staff survey results will inform the work of the Student Behavior Committees.
- The Student Behavior Committee is not the intervention team and will not respond to immediate incidents of student behavior.
- 2168 Site councils will determine the makeup of the Student Behavior Committee, and representatives will be
- 2169 selected using a democratic process. Committees may include a grade level representative, a Special
- 2170 Education representative, a counselor, and a behavior interventionist, depending on staffing and 2171 volunteers.
- 2172 The committee will also use a democratic process to determine meeting times and frequency.
- 2173 A pool of 30 hours, paid at curriculum rate, will be available to each school to compensate certificated
- 2174 employees for work outside the contract day. The pool will be divided evenly by the certificated
- 2175 members of the Student Behavior Committee based on attendance at meetings.
- 2176 Training will be provided for elected members of the committee.
- 2177 The Student Behavior Committee will be the only behavior committee in buildings.

2178 Section 8: Student Discipline

- 2179 Students are expected to behave appropriately at school. Building and District administrators will
- 2180 provide support in dealing with continually disruptive students and take measures to minimize 2181 disruption of the learning environment. Any employee may exclude from a classroom or activity any
- 2181 distuption of the learning environment. Any employee may exclude from a classroom of activity 2182 student who is creating a disruption that violates the school's or employee's discipline policies.
- 2183 A student can be excluded for the balance of a class period, an activity, or a school day. As per **RCW**
- 2184 **28A.600.020** and **WAC 392-400-330**, the student can't be excluded for more than the balance of the
- school day or up to two (2) school days unless the behavior warrants further disciplinary action, in
- which case the student may be excluded for up to two (2) days. Except in an emergency, an employee
- 2187 must attempt one (1) or more alternative forms of corrective action **prior to excluding a student**.

- 2188 Building Administration will provide a designated alternative educational environment outside of the
- 2189 regular classroom for the employee to send continually disruptive students.
- 2190 In no event will any excluded student return to the regular classroom until a written plan and/or written
- 2191 notification has been given to the employee. Only with the consent of the employee may an excluded
- student return to the class **during the balance of that class or activity period, or up to the following**
- 2193 two (2) school days, or until the principal or designee and the employee have conferred. Any
- restorative conferences between the excluded student, affected employee(s), administrator(s), and/or
- 2195 parent(s)/guardian(s) will not be during instructional time, prep time (with employee consent), or lunch
 2196 time.
- 2197 Parents of any student so removed from class will be notified as soon as possible by the
- 2198 employee/principal, giving details on the removal and the incidents which caused the removal.
- The principal or the employee can request a conference to discuss a student's behavior with the student's parent or guardian.
- 2201 **Prior to a student's return to a classroom**, the employee who excluded the student from the classroom
- will be informed of the disciplinary action taken against the student. Employees have the right torecommend stronger disciplinary action.
- 2204 The District will provide diagnostic or therapeutic personnel and other support services, including
- separate adjustment classrooms, for the continually disruptive student. Readmission of a student to a
- regular classroom may take place after demonstrated acceptable behavioral changes.
- 2207 At the employee's request, the District will provide CPI training.
- The District will require each principal, with staff input, to create a behavior alert communicationprocess.
- 2210 Student Behavior Committees will create a plan addressing the safety of the student, staff, and other
- students. The District will give each building the flexibility to create student dress codes, based on needs.
- 2213 The Board and the Superintendent will support and uphold its employees in their efforts to maintain
- discipline, in accordance with District discipline rules, which will be distributed to each employee at the
- beginning of the school year. The Board supports the authority of employees to use prudent
- 2216 disciplinary measures for the safety and well-being of pupils and employees. To maintain order and
- discipline, an employee may employ the reasonable use of physical restraint, as long as he or she doesnot violate Board policies, state laws, or federal laws.
- The District will conduct instructional meetings for employees concerning all applicable federal, state, and local laws; District rules, regulations, and procedures pertaining to student rights; employee rights; due process; and the processing of student discipline. These meetings will be held **during the workday** at no cost to the employee.

2223 Section 9: Site-based Decision Making

- 2224 The District values the participation of employees in the site-based decision-making process. The
- 2225 purpose of site-based decision making is to improve student learning. The District and Association share
- 2226 the commitment to create a positive culture within the District to support the participation of employees
- 2227 in shared decision making. The District and Association will model collaboration by seeking mutually-
- 2228 beneficial solutions to problems, disagreements, and negotiations.
- 2229 To facilitate this culture, the District and Association agree to the provisions below.

- 2230 The Board, the administration, and the Association must sign the terms and conditions established in 2231 each building's site council charter.
- All schools should try to establish chartered (with bylaws and/or covenants) site councils approved by
- 2233 70% or more of the employees who vote on the proposed charter.
- A democratic process will be used to select the employees of the site council.
- 2235 The District and Association will agree to the terms and conditions of a waiver procedure.
- The parameters of shared decision making by site councils will be limited to areas that directly affect instruction, like curriculum, instruction design, and materials selection; staff development; building
- budget; selection of new staff; etc.
- 2239 Funding for site councils at each building will be: elementary schools \$3,000; middle schools \$5,000;
- high schools \$7,000; Special Education \$3,000; Tri-Tech Skills Center \$1,500; Juvenile Justice
- 2241 Center \$1,000; Phoenix \$1,000; and Keewaydin Discovery Center \$1,000. This funding must be
- used to compensate employees for site council work or provide compensation for work related to site
- 2243 council. Use of these funds (i.e., stipends, per-meeting pay, hourly pay for meetings, professional 2244 development sub coverage atc.) will be determined by site council members covered under this CDA
- development, sub coverage, etc.) will be determined by site council members covered under this CBA.
- 2245 To pay for expenses related to Special Committee work performed by employees, each building will be
- funded as follows: elementary schools \$2,000; middle schools \$2,500; high schools \$3,500;
- Juvenile Justice Center \$500; Phoenix \$500; and Keewaydin Discovery Center \$500.
- 2248 Schools added to the District will have access to these funds.
- Site council members and building committee members will be compensated at the curriculum rate forwork completed outside the contract day.
- Site councils are assigned the following responsibilities, which may be listed in more detail in othersections of the CBA.
- Site councils at the high schools will determine the configuration of Division Chair positions in consultation with the building principal.
- Site councils will schedule PLC meetings on Early Release Wednesdays.
- Site councils will oversee the Building Professional Development funds.
- Employees on site councils will work with building principals to establish priorities and budget allocations to purchase curriculum and instruction materials, develop curriculum, and implement programs. The primary responsibility for the building budget will be the principal's, subject to the provisions in this CBA.
- Site councils will determine the makeup of the Student Behavior Committee, and representatives
 will be selected using a democratic process. Student Behavior Committees may include a grade
 level representative, a Special Education representative, a counselor, and a behavior
 interventionist, depending on staffing and volunteers.
- Site councils will evaluate the need for Building Special Committees. Buildings are encouraged not to exceed four committees but may use additional available funds (i.e., Federal Programs) to fund committee work.

2268 Section 10: Contract Waivers

- The Association and District may waive specific provisions of the CBA in accordance with thefollowing:
- 2271 A contract waiver is defined as the intentional waiving of rights or protections in the CBA with the
- 2272 knowledge and consent of Association members affected by the waiver. Waivers can't affect the entire

- 2273 Association membership, modify compensation and/or benefits, add provisions to the CBA or delete
- 2274 provisions from the CBA.
- 2275 Requests for contract waivers will be submitted to the Association president and the superintendent or
- 2276 his or her designee for review to determine unanticipated impact on Association members, the
- Association, or the District. If the District and Association approve the waiver, it will be submitted for a vote by the Association members affected by the provisions of the waiver.
- A minimum of 80.0% approval of a vote by secret ballot of bargaining unit members is required for the waiver to be granted.
- 2281 Contract waiver requests will not exceed one school year and must include the following:
- the specific provision(s) of the CBA to be waived
- a rationale supporting waiver of the provision(s)
- the specific beginning and ending dates for the waiver (not to exceed one school year)
- the number and description of the bargaining unit members affected
- a description of expected effect of the waiver
- the source of the waiver request and how it positively affects students and staff
- a description of potential objections, if any, to the waiver request
- a list of the possible costs to the District and/or Association if of the waiver is granted
- 2290 Waivers are not precedent setting.
- 2291 All CBA language is restored when a waiver expires.
- 2292 A waiver is supplemental to the CBA.
- 2293 Disputes about the interpretation or application of a waiver can be grieved.

Article VIII – Special Education

2295 Section 1: Special Education Employees and Itinerants

2296 Conditional Certificates

Employees who are hired into continuing Special Education positions with Conditional certificates will remain teaching in positions within the Special Services Department for a minimum of one (1) year after the issue date of their initial Residency certificate.

2300 Professional Development Days

2301 In consultation with building administration, employees may be released from attendance at

building/District Professional Development Days not directly related to their job functions except days
or portions of days used for building business, and will have individual or collaborative time to review
student files/IEPs, plan appropriate programs and/or placements or perform related duties.

2305 Special Education Program 21 Inclusion Funds

The District will allocate \$25 per identified IEP student (excluding students receiving only motor or speech and language services) per school year to provide materials to the general education classroom employee(s) to support the inclusion of IEP students, for use with those IEP students.

2309 This allocation will be distributed to each building in proportion to the number of identified IEP students

assigned to that building. The affected classroom employee(s) will determine the appropriate materials

to be purchased, with the agreement of the multi-disciplinary team. The District will develop procedures

2312 for implementing this process.

2313 Section 2: Individualized Education Plans (IEPs)

2314 IEP Service Delivery

Special Education services outlined in individual IEPs will begin on the first day of school and continue
 through the last day of school. Services may not be suspended for State- and District-level assessments.

IEP Paperwork

2318 To ensure "meaningful parent participation" in the IEP process, as required by WAC 392-172a-03100,

2319 parents will be notified of IEP meetings early enough to ensure they have an opportunity to attend.

Every effort will be made to have IEP meetings **at least 10 school days prior to the IEP due date**, and draft of the IEP will be provided to the IEP team **at least five (5) school days prior to the meeting**.

Progress reporting is due within five (5) working days of the end of the grading period and by the 3rd weekday of the last day of the school year.

The District recognizes there are instances in which timelines can't be met. If this occurs, the employee will communicate with their direct supervisor.

IEP Meeting Attendance

Based on State WAC 392-172A and Federal law, IEP meeting attendance is required of specific Special
Education staff, administration, and general educators of the student on the IEP. To meet this
requirement, the District will:

train all IEP case managers and building administrators annually on the structure of IEP
 meetings, including how to ensure educators have a chance to share input

- train all staff at the beginning of the school year on IEP meeting attendance and the structure of IEP meetings
- create long-term IEP meeting schedules
- ensure IEP meetings are scheduled far enough in advance for educators to arrange schedules to attend
- schedule IEP meetings to start **as soon as possible**

2338 IEP Transition Meetings

2342

IEP Transition meetings will be held **during the school day** and have substitutes to cover employees' classes. If the meetings are outside of the contract time the employees involved will be paid at per-diem rate.

Additional Per-Diem Hours for Special Education Employees

An additional 45 hours will be provided to a Special Education employees to plan, prepare for, and conduct IEP meetings. This will be issued in the form of a stipend **at the beginning of each school year** and will be paid over 12 months.

To maintain a balanced caseload, Special Education will not exceed 30 IEPs on a caseload. The District will make every effort to keep caseload sizes down.

However, additional IEP hours will be provided to Special Education employees annually for purposes

of IEP writing and preparation, testing, Special Services-related meetings and other duties as required by the Special Services program when 30 IEPs is exceeded. IEP hours may be submitted for payment at the per-diem rate, according to the following schedules:

2352	# of Assigned IEPs	# of Hours
2353	31-35	48.75
2354	36-40	52.5
2355	41-45	56.25
2356	46-50	60
2357	51-55	63.75
2358	56+	67.5

2359 Section 3: Special Education Paraeducators and LPNs

2360 Assignment of Special Education Paraeducators

All Special Education paraeducator time will be spent performing duties directly related to providing
 Special Education services, as directed by the supervising certificated staff. Additional duties budgeted
 outside Special Education will not infringe on Special Education services.

2364 One-on-One Paraeducators

When a student requires a one-on-one paraeducator, that paraeducator will not supplant any current paraeducator nor cause a reduction in paraeducator time as outlined in the CBA. Students with a one-onone paraeducator will not count toward overload compensation or additional paraeducator time.

2368 Special Education Paraeducator Substitute Coverage

2369 For resource room educators who have multiple paraeducators throughout the day, if a paraeducator is

2370 gone from one (1) period, the educator will receive .25 of a per-diem hour. This can be claimed up to

four (4) periods per day, with a maximum compensation of one (1) per-diem hour per day.

2372 When a Special Education (Pre-K, Resource Room, Tier II, Tier III, CET) paraeducator substitute is not

available and workload is impacted by the absent paraeducator, certificated employees can claim one (1)

- 2374 hour of per-diem pay per day when one paraeducator substitute position is unfilled. Up to a maximum of
- 1.5 hours of per-diem pay per day if two (2) or more paraeducators are absent and the positions gounfilled.
- 2377 Workload impact is evaluated based on daily staff and student attendance; staff-to-student ratios (see
- Special Services staffing tables); student need (i.e., feeding, mobility, toileting, behavior, etc.); and loss
 of prep time.
- 2380 Resource room paraeducators will not be pulled to cover Tier II and Tier III classes. However, based on
- daily attendance and outlined staffing ratios listed in the CBA, staff may be pulled from Tier II, Tier III,
- and Keewaydin Discovery Center classrooms to cover unfilled substitute paraeducators positions within
- the building.

Licensed Practical Nurses (LPN)

When a LPN is required for medical procedures/care for students with increased medical acuity, as documented in a student's health care plan, that LPN will not supplant current paraeducator time nor cause a reduction in paraeducator time as outlined in the CBA, unless the LPN is assigned as a 1:1 paraeducator.

2389 Section 4: District Special Education Itinerants

2390 School Psychologists

- Days beyond 180 will be paid at an employee's per-diem rate. Psychologists will receive 10 extra days
 (75 hours). This time may be spent preparing before the school year (verification of eligibility, meetings,
 etc.) and finishing the school year. Some of these hours will be dedicated to ensuring students who
 transfer in **during the summer** have completed verifications of eligibility so services are not delayed.
- 2395 This time will be submitted on monthly timecards.
- The District will provide to school psychologists a maximum of 60 hours for work that can't be completed **during the normal workday**, paid at the per-diem rate. This time will be submitted on monthly timecards.

2399 School Psychologists Overload

- For the 2022-23 school year, the caseload for school psychologists will 150 students with disabilities not including students identified as Speech and/or Language Impairment or motor only.
- 2402 If a school psychologist's caseload at the elementary and/or middle school level goes over 150, the
- 2403 District will address the overload using the following compensation:
- 2404 2022-23 \$2.00 per student per day
- If a school psychologist's caseload at the high school level goes over 150, the District will address theoverload using the following compensation:

Caseload	Compensation		Clerical
150 – 175	No overload pay		2 hours/day clerical support
176+	Overload compensation if paperwork is current following OSPI and District guidelines:	AND	2 hours/day continue
	22-23 - \$2.00 per student per day 23-24 - \$2.50 per student per day		

24-25 - \$3.00 per student per day	

- Beginning with the 2023-2024 school year, the elementary and middle school caseload will be 125
 students with disabilities, not including students identified as Speech and/or Language Impairment or
 motor only.
- 2410 If a psychologist's caseload goes over 125, the District will address the overload using the following 2411 compensation:
- 2412 2023-24 \$2.50 per student per day
- 2413 2024-25 \$3.00 per student per day

The District will make every effort to limit the number of buildings assigned to each psychologist. When a school psychologist supervises interns, he or she will earn a stipend of \$1,500 a year, which can be

- 2416 divided among school psychologists sharing supervision duties.
- 2417 If it becomes necessary to assign coverage of additional students and/or schools to the caseload of a
- school psychologist due to resignation or temporary leave, the District will compensate the additional
- caseload at per-diem rate. The time worked outside the contract day will be reported by the employee
- and approved by his or her supervisor. Payment is compensation for assuming the responsibilities of the
- 2421 school psychologist at the additional school site.
- 2422 If a need for coverage arises it will be communicated to the school psychologist group. Providing this
- coverage is voluntary and subject to the approval of the supervisor, based on the ability of the school
- psychologist, given his or her assigned caseload, to successfully handle the additional assignment. This
- 2425 process is not intended to take the place of the usual job postings and hiring processes when there is a 2426 vacancy.
- 2427 Speech and Language Pathologists
- A total of 45 per-diem hours will be provided for speech and language pathologists to use for work that can't be completed **during the normal workday** - i.e., MDT's, IEPs, ITPs, parent conferences, home visits, building meetings, District Special Services meetings, consultations, and writing reports. This time may consist of preparing before the school year and finishing the school year. This time will be
- 2432 submitted on monthly timecards.
- 2433 The District will pay or reimburse professional fees for ASHA memberships.

2434 Case Management

- The Director of Special Services and each Speech and Language Pathologist (SLP) will schedule three(3) working days without students each school year.
- The purpose of this provision is to grant time to SLPs to fulfill the case management requirements oftheir designated assignments. These hours must be spent in a District building.

2439 Speech and Language Pathologist Overload

- A maximum of 50 students. Overload will be determined by IEP monthly count.
- 2441 When the Speech Language Pathologist's (SLP) caseload exceeds 50 students, the District will provide
- compensation in accordance with the options outlined in this section. The district will provide \$17.50
- per student week in compensation. If the overload can't be alleviated, the SLP will receive overload pay
 or request paraeducator time.
- 2445 If the caseload exceeds 60 students, the SLP will receive overload compensation for the number of
- students over 60 or receive three (3) additional hours of paraeducator time.

- 2447 If the caseload exceeds 65 students, the SLP will receive additional paraeducator time and overload
- compensation for the number of students on his or her caseload beyond 65 students.
- 2449 When possible, Special Services will limit the number of building assignments for SLPs.

2450 Occupational Therapists/Physical Therapists

A total of 45 per-diem hours will be provided for occupational therapists/physical therapists to use for

- work that can't be done **during the normal workday** i.e., MDTs, IEPs, ITPs, parent conferences,
- home visits, building meetings, District Special Services meetings, consultations with medical
- 2454 personnel, procuring equipment, and writing reports. This time may consist of preparing before the
- school year and finishing after the end of the school year. This time will be submitted on monthly timecards.

2457 Occupational Therapists/Physical Therapists Overload

A maximum of 40 students, plus at least six (6) hours per day of paraeducator time. Overload will be determined by IEP monthly count. If a caseload exceeds 40 students, the District will provide \$17.50 per student week in compensation.

Teacher of the Visually Impaired (TVI)

2462 The maximum caseload for a Teacher of the Visually Impaired (TVI) will be 30 students, with at least

2463 6.0 hours per day of Braillist paraeducator time. Overload will be determined by monthly count.

2464 When the caseload exceeds 30 students, overload compensation will be \$17.50 per student week.

- 2465 When the caseload reaches 40 students, the Director of Special Services and the TVI will decide 2466 whether to continue with overload pay or hire an additional Braillist paraeducator.
- When a caseload reaches 45 students, the Director of Special Services and the TVI will decide whetherto continue with overload pay or hire a 0.5 TVI.

A total of 45 per-diem hours will be provided for work that can't be done **during the normal workday**.

The compensation will be paid as a stipend **at the beginning of each school year** and paid over 12 months.

2472 Medicaid Billing

2473 All staff eligible to bill Medicaid must bill Medicaid, as per WAC 392-172A-07005, WAC 392-1402474 675, WAC 182-537-0350, and RCW 28A.150.392 (D).

All employees required to bill Medicaid will be notified by their District supervisors. The District willprovide training in the use of the billing system.

The District will pay for the required licensure for Medicaid billing as well as the continuing educationnecessary to maintain licensure.

2479 National Certification Stipend for Educational Staff Associates (ESAs)

Certificated ESAs who hold the following national certifications will be paid an annual stipend of \$2500
for the 2022-23 and 2023-24 school years, \$3000 for the 2024-25 school year, and \$3500 for the 202526 school year.

- National Association of School Psychologists (NASP)
- National Board for the Certification of School Nurses (NCSN)
- National Board for Certification of Occupational Therapy (NBCOT)
- Federation of the State Boards of Physical Therapy (FSBPT)
- American Speech-Language-Hearing Association (ASHA)

- 2488 If the State discontinues NBCT stipends, the District will not be obligated to continue to pay ESA 2489 stipends.
- 2490 Certificated ESAs who are eligible for the NBCT stipend are not eligible for this additional stipend.

2491 Section 5: District Special Education Programs

2492 Preschool

A maximum of 18 students, plus at least 25 hours per week of paraeducator time. When a caseload size exceeds 18 the employee will receive overload pay at the weekly rate of \$35 per student week.

- Session size will be determined by the employee and the Keewaydin Discovery Center (KDC) Program
 Coordinator, based on student needs. Considerations include, but are not limited to, mobility, behavior,
 safety needs, medical needs, and developmental appropriateness.
- 2498 If it becomes necessary to exceed 24 students on a caseload, the classroom teacher, KDC Program
- 2499 Coordinator, and Director of Special Services will assess student and staff safety and student need (i.e.,
- 2500 classroom scheduling, behaviors, mobility, inclusionary needs, adaptive needs) to determine the
- appropriateness of placement and necessary resources and/or supports to be provided, to include
- additional paraeducator support or overload pay.

2503 **Preschool Inclusion**

- A maximum of 30 IEP students per full-time Inclusion Preschool employee. At least 6.0 hours per day of paraeducator time will be provided and directed by the classroom employee.
- When the number of IEPs on the employee's caseload exceeds 30, he or she will choose overload pay of \$35 per student per week or additional overload paraeducator hours.
- 2508 When the number of students with IEPs on the employee's caseload exceeds 40, a meeting to determine
- 2509 the need for additional FTE will be held involving the Director of Special Services, the employee, and
- 2510 the Keewaydin Discovery Center Program Coordinator.

2511 Preschool Structured 1 Autism Beginning Communication (PECS) Classroom

- A maximum of 18 students, plus at least 75 hours per week of paraeducator time. When a caseload size exceeds 18, the employee will receive overload pay at the weekly rate of \$35 per student week.
- 2514 Session size will be determined by the employee and the KDC Program Coordinator based on student 2515 needs and developmental appropriateness.
- 2516 If it becomes necessary to exceed 24 students on a caseload, the classroom teacher, KDC Program
- 2517 Coordinator, and Director of Special Services will assess student and staff safety and student need (i.e.,
- 2518 classroom scheduling, behaviors, mobility, inclusionary needs, adaptive needs) to determine the
- appropriateness of placement and necessary resources and/or supports to be provided, to include
- additional paraeducator support or overload pay.

2521 Preschool Structured 2 Autism Beginning Communication (PECS) Classroom

- A maximum of 18 students, plus at least 50 hours per week of paraeducator time. When a caseload size
- exceeds 18, the employee will receive overload pay at the weekly rate of \$35 per student week. Session
- size will be determined by the employee and the KDC Program Coordinator based on student needs and
- 2525 developmental appropriateness.
- 2526 If it becomes necessary to exceed 24 students on a caseload, the classroom teacher, KDC Program
- 2527 Coordinator, and Director of Special Services will assess student and staff safety and student need (i.e.,
- 2528 classroom scheduling, behaviors, mobility, inclusionary needs, adaptive needs) to determine the

appropriateness of the placement, and necessary resources and/or supports to be provided, to includeadditional paraeducator support or overload pay.

2531 Tier II Autism and Behavior Programs

All Tier II Behavior classrooms will have a maximum of 12 students, plus at least 18 hours per day of paraeducator time. When the class size exceeds 12 students, the employee will choose overload pay or adding an additional six (6) hour paraeducator. District Special Education and building administrators will assist classroom teachers scheduling students so grade K-2 students and grade 3-5 students are not together in the Tier II classroom at the same time, to the greatest extent possible.

If the classroom teacher can't develop a schedule for a student, or when a student has behavior issues that consistently interfere with the learning, safety, or well-being of others, the IEP team will meet to discuss options (e.g. additional structures and supports, additional staffing, change in student schedule, modifications of behavior interventions plans, staff training, etc.) The District will implement decisions to provide a safe alternative educational environment.

2542 If the class size exceeds 17 students, the classroom teacher, principal, and Director of Special Services

- will jointly decide whether to provide an additional six-hour paraeducator or continue with overload pay. If the class size is six (6) students or less, one six-hour paraeducator may be moved to cover leav
- 2544 pay. If the class size is six (6) students or less, one six-hour paraeducator may be moved to cover leave 2545 or overload at a similar program. Should the program receive a seventh student, the transferred
- 2546 paraeducator will return to his or her original assignment.

2547 Autism Self-Contained (Tier III)

A maximum of nine (9) students, plus at least 19.5 hours per workday of paraeducator time. When the class size is between 10 and 12 students, the employee will receive one (1) additional 6.5-hour program paraeducator.

2551 When considering adding 13 or more students, the classroom teacher, building principal, and Director of

2552 Special Services will assess student and staff safety and student need (i.e., classroom scheduling, 2553 behaviors, mobility, inclusionary needs, adaptive needs) to determine appropriateness of placement,

2553 benaviors, mobility, inclusionary needs, adaptive needs) to determine appropriateness of placement,
 2554 necessary resources, and/or supports, to include additional 6.5-hour paraeducator support or overload
 2555 pay.

If, at any time, an employee chooses overload pay in lieu of a paraeducator and concerns arise about
safety, behavior, student needs, etc., then a meeting with the employee, Association representative,
building administrator, and Director of Special Services will occur. A joint decision will be made on the
continuation of overload pay or the use of an overload paraeducator.

Students	Full Time Paraeducators
9 or less	3 paraeducators
10-12	4 paraeducators
13	5 paraeducators or overload pay

2560 If the classroom is projected to start the school year with 10 or more students and is staffed according to

2561 CBA language, the Director of Special Services will ask the classroom teacher if he or she would prefer

additional paraeducator time, beginning the first school day, or wait until the ninth day to begin

receiving overload pay, if no paraeducator is requested. If the paraeducator time is requested, the

2564 paraeducator will be in the classroom as long as the class remains in overload.

2565 If the class size is six (6) students or less, one 6.5-hour paraeducator may be moved to cover leave or

2566 overload in a similar program. If the program receives a seventh student, the transferred paraeducator 2567 will return to his or her original assignment.

2568 Lifeskills (Tier III)

A maximum of nine (9) students, plus at least 13 hours per workday of paraeducator time. When the class size reaches 10 students, the employee will choose overload pay or adding a 6.5-hour paraeducator.

2571 For students 11 and 12, the classroom teacher will receive overload pay. If the class size reaches 13

2572 students, the classroom teacher will choose an additional 6.5-hour paraeducator or continue with

overload pay.

Students	Full Time Paraeducators
9 or fewer students	2 paraeducators
10	3 paraeducators or overload pay
11 & 12	overload pay
13	4 paraeducators or overload pay

2574 When class size exceeds 13 students, the classroom teacher, building principal, and Director of Special

2575 Services will assess student and staff safety and student need (i.e., classroom scheduling, behaviors,

mobility, inclusionary needs, adaptive needs) to determine appropriateness of placement, necessary

resources, and/or supports, to include additional 6.5-hour paraeducator support or overload pay.

If, at any time, an employee chooses overload pay in lieu of a paraeducator and concerns arise about
safety, behavior, student needs, etc., then a meeting with the employee, Association representative,
building administrator, and Director of Special Services will occur. A joint decision will be made on the
continuation of overload pay or the use of an overload paraeducator.

2582 If the classroom is projected to start the school year with 10 or more students and is staffed according to

2583 CBA language, the Director of Special Services will ask the classroom teacher if he or she would prefer

additional paraeducator time, beginning the first school day, or wait until the ninth day to begin

2585 receiving overload pay, if no paraeducator is requested. If the paraeducator time is requested, the

2586 paraeducator will be in the classroom as long as the class remains in overload.

2587 WaKIDS for Special Education

2588 Special Education teachers with Tier II and III self-contained kindergarten students will have a half day 2589 of release time for one (1) to three (3) students and a day of release time for four (4) or more students 2590 who require assessment.

2591 Extended School Year (ESY) materials for Tier II and Tier III

2592 One (1) hour of per-diem pay per student will be provided to educators in Tier II and Tier III special

education classrooms to collect and distribute materials for students eligible for Extended School Year (ESY), per WAC 392-172A-02020.

2595 Structured Learning Classroom (Elementary)

A maximum of 12 students, plus at least six (6) hours per day of paraeducator time. When the class

exceeds 12 students, the employee will receive overload pay or request additional paraeducator time.

2598 CET Program

A maximum of 12 students with 18 hours of paraeducator time. When class size exceeds 12 students, the classroom teacher will choose overload pay or adding a six-hour program needs paraeducator. For every student over 13, the classroom teacher will receive overload pay.

- If the class size exceeds 16 students, the classroom teacher, principal, and Director of Special Services
 will jointly decide whether to provide an additional six-hour paraeducator or continue with overload
- 2604 pay.

2605 Section 6: Calculating Overload for Resource Rooms

2606 Special Education employees will have the following workload:

Elementary, K-5

A maximum of 30 IEP students per full-time Special Education employee. At least 6.0 hours per day of paraeducator time will be provided and directed by the Special Education employee. In addition, at the

2610 elementary level, when the number of IEPs on an employee's caseload exceeds 30, the employee will

2611 choose overload pay or additional overload paraeducator hours. When the number of students with IEPs

- 2612 on an employee's caseload exceeds 45, the employee will choose additional overload payment and
- additional overload paraeducator hours, or a .5 Special Education employee will be hired. Additional
- 2614 paraeducator time will be prorated with each .5 employee hired.

2615 Middle School 6-8

A maximum of 60 student periods per day of six (6) class periods, with a maximum of 12 students in

- any individual classroom. At least 6.0 hours per day of paraeducator time will be provided and directed by the Special Education employee.
- 2619 High School 9-12

A maximum of 55 student periods per day of five (5) class periods, with a maximum of 12 students in any individual classroom. At least 6.0 hours per day of paraeducator time will be provided and directed by the Special Education employee

by the Special Education employee.

The 6.0 hours of paraeducator time will be spent performing duties directly related to Special Education.
Other assigned duties will not infringe on the 6.0 hours of the Special Education time.

2625 Section 7: Special Education/Regular Education Classrooms

2626 Team-taught Classes

In a Team-taught Class, all instructional responsibilities are equally divided between a regular education
 employee and a Special Education employee. This includes, but is not limited to, teaching, planning for
 instruction, grading, and parent communication.

2630 Inclusion Classes

- 2631 An Inclusion class includes both regular education students and Special Education students. A Special
- 2632 Education employee is responsible for modifying or supporting the instruction for the Special Education
- 2633 students in an Inclusion classroom.

2634 Section 8: Calculating Overload for Regular Education/Special 2635 Education Team-taught Classes in Middle Schools

A Team-taught Class by a regular education employee and a Special Education employee will be limited
to 27 students using as a guideline a ratio of two-thirds regular education students to one-third Special
Education students.

- The regular education students will be assigned to the class roster of the regular education employee,
 and the Special Education students will be assigned to the class roster of the Special Education
 employee.
- 2642 The principal and the employees involved will develop Team-taught Classes.
- When an overload occurs in a Team-taught Classroom with over 27 students, overload pay for the period will be split evenly between the regular education employee and the Special Education employee.
- Regular education employees will not exceed a maximum of 157 students per instruction day of six (6) class periods in the team-teaching model.

2647 Section 9: Overload Compensation for Special Education Classes

When an overload occurs in a Special Education class, the District will attempt to alleviate the overload in accordance with option 1 and/or 2 below. If the District does not alleviate the overload through option 1 and/or 2, the affected employee will then elect to take option 3 or to receive compensation.

- 1) Employees may be employed in addition to those provided for by the Basic Education Act.
- 2652 2) Students may be transferred.
- A paraeducator may be assigned at the option of the employee. However, when paraeducator time is
 used, the time will consist of at least one-half day per classroom at the elementary level, or 50
 minutes per period of overload at the secondary level. Paraeducator time will be generated outside
 existing programs.
- A Special Education employee who elects to receive compensation in lieu of paraeducator time will be paid as follows:
- 2659 *Elementary (K-5)*
- 2660 Resource Program employees \$3.50 / student day
- 2661 Secondary (6-12)
- 2662Resource Program employees\$3.50 / student hour or \$3.50 / student day

2663 District Special Services Programs

2664	Preschool	\$35.00 / student week caseload limit
2665	Autism	\$17.50 / student day
2666	Tier II	\$17.50 / student day
2667	Lifeskills	\$17.50 / student day
2668	Structured Learning	\$17.50 / student day
2669	Occupational/Physical Therapists	\$17.50 / student week
2670	Speech & Language Pathologists	\$17.50 / student week

The District may make downward adjustments in existing overloads at any time, including overloads
being remedied under option 3 and/or by receiving compensation.

In all instances, overloads will be paid to the affected employee from the first day of overload, except as noted above, up to the time the overload is alleviated or the employee elects to have a paraeducator.

- 2675 If a classroom employee on sick leave receives overload, overload compensation will be paid to him or
- her for the first 20 days of his or her sick leave. On the 21^{st} day, the substitute employee will begin to
- 2677 receive the compensation.

2678 Section 10: Case Management

Paid Substitutes for Case Management (Classroom Special EducationEmployees Only)

The Director of Special Services will create a schedule of paid substitute employees to cover for each certificated Special Education employee who teaches a classroom of students. These substitutes will be made available four (4) times each year and may only be requested for Tuesdays, Wednesdays, and Thursdays. These hours must be spent in the employee's assigned building.

- At the discretion of the Special Education employee, these days may be used outside of workdays, with employees receiving casual substitute pay for compensation. To claim these hours, employees must submit the appropriate documentation to the Special Services Department **on or before the last day of June**.
- 2689 The purpose of this provision is to grant time to Special Education classroom employees to fulfill the 2690 case management requirements of their designated teaching assignments.
- 2691 For Tier III educators who are required to complete State alternative assessments (WA-AIM), one (1)
- additional workday may be taken as release time. The employee may receive one (1) day of pay at perdiem rate in lieu of the release time.

2694 Case Management (Managing Additional Caseloads)

- When a Special Education position is unable to be filled with a certified Special Education employee, employees who hold Special Education certification may be asked to cover part or all of a caseload for a position. Employees who choose to cover an IEP or caseload will receive four (4) hours of per-diem for each IEP they write for students not on their normal caseload. In addition, employees will receive one (1) hour of per-diem for each progress reporting period in which they are responsible for the student. Completion of any portion of the progress reporting will entitle the employee to the full payment for that
- 2701 reporting period. Employees can decline to accept additional IEPs and caseloads outside their normal 2702 assignment.
- 2703 If there is a case with exceptional circumstances on the caseload being covered, the case manager and
- 2704 Director of Special Services will determine if an additional 7.5 hours of pay or more will be granted per 2705 special case.
- This provision will not be used in place of making every effort to fill all Special Education positionswith certificated employees.

2708 Case Management (Elementary Special Education Employees)

- 2709 Unless agreed on by the Special Education staff involved, a student's primary service provider will be
- his or her case manager. The case manager will be responsible for all aspects of the IEP process, except
- for the goals and objectives of another Special Education provider. The primary Special Education
- 2712 provider will be the person who spends the most amount of time with the student.
- When considering the least restrictive environment for students at the elementary level, IEP teams may
- 2714 make recommendations for students to be served in more than one Special Education program within a 2715 building. Recommendations from the IEP team will be based on data collection, analysis, and/or student
- 2715 readiness for a less-restrictive instructional environment. When an IEP team makes this
- 2717 recommendation, a Special Services administrator will be notified.

- 2718 When elementary students from a District-level program (Tier II, Tier III) are served in the resource
- 2719 room, the resource room educator will receive .25 of a student toward caseload overload. The additional
- 2720 .25 will not be included in the monthly count submitted to the State. Resource room educators delivering
- 2721 SDI for students in a District-level program (Tier II or Tier III) will provide data to the case manager for
- 2722 Present Levels of Academic Achievement & Functional Performance (PLAAFPs), goals, and progress
- 2723 reporting.
- Elementary resource room students will not receive SDI from District-level program staff (Tier II or Tier III).
- This language does not change the responsibilities or reduce the primary case manager's caseload or overload count.

2728 Section 11: Task Forces and Committees

2729 Elementary and Secondary Resource Room Task Forces

- **During the 2022-23 school year**, the District and Association will establish separate task forces, for elementary resource room employees and secondary resource room employees.
- 2732 Each Task Force will address case management responsibilities, master scheduling, implications of
- 2733 inclusionary practices, and financial implications of case management time and provide
- recommendations by the end of the 2022-23 school year.
- The makeup of each Task Force will be jointly determined by the District and the Association. Task Force members will be compensated at the curriculum rate for work that falls outside the regular
- contract day.

2738 Special Education Committee for Evaluations

- 2739 **During the 2022-23 school year**, the District and Association will continue to work as a Special
- 2740 Committee to develop evaluations for employees who work in Special Education classrooms.
- 2741 Committee members will be compensated at the curriculum rate for work on the committee that falls
- 2742 outside the regular contract day.

Article IX – Evaluation

Based on a Memorandum of Understanding, which can be found
in the Appendix of this collective bargaining agreement, the first
four sections have been replaced and updated to reflect changes
in Growth Goals for evaluations from the Washington State Office
of the Superintendent of Public Instruction.

2749 Section 1: Definitions

- 2750 In this section, Classroom Teacher does not include ESAs, Counselors, Librarians, Psychologists,
- 2751 Lifeskills, Autism, Tier II Behavior, Structured Learning, ESL Specialists, Media Specialists, TOSAs,
- 2752 Instructional Coaches, Curriculum Specialists, and other bargaining unit members who do not work with
- 2753 or assign grades to regularly-recurring and specifically-defined groups of students. Bargaining unit
- 2754 members who do not meet this definition will remain in the previous evaluation system, as defined
- 2755 elsewhere in this CBA. Specific evaluation forms are in the Appendix of this CBA.
- 2756 Criteria: one (1) of the eight (8) State-defined categories to be scored.
- 2757 Component: one (1) of the 22 areas in Danielson's four (4) domains.
- 2758 Evaluator: a certificated administrator trained in observation, evaluation, inter-rater reliability, and the
- 2759 use of the specific instructional framework and rubrics in this CBA and relevant State or Federal
- 2760 requirements. The evaluator will assist the employee by providing support and resources.
- 2761 Artifacts: products generated, developed, or used by a certificated employee. Artifacts should not be
- 2762 created specifically for the evaluation system. Tools or forms used in the evaluation process may be
- 2763 considered artifacts.
- 2764 Observe or Observation: the gathering of evidence made during classroom or worksite visits or other
- 2765 visits, work samples, or conversations that provide evidence of performance of assigned duties, to
- 2766 examine evidence over time against the instructional or leadership framework rubrics. In the
- 2767 Comprehensive Evaluation, two (2) 30-minute observations are required. Audio or video recordings
- 2768 can't be made without prior knowledge and written approval from the employee.
- 2769 Evidence: examples or observable practices of the employee's ability and skill in relation to the
- 2770 instructional framework rubric. Evidence collection is not intended to mirror a National Boards
- 2771 portfolio. It is a sampling of data to determine the level of performance. It should be gathered **during**
- 2772 **the normal course of employment**. Documentation related to students and parents may be submitted by 2773 the employee of employee as evidence.
- 2773 the employee as evidence.
- Plan of Support: a voluntary plan to assist an employee to address identified problems during the
 evaluation eyele.
- Plan of Improvement: a mandatory plan based on the summative score at the end of the evaluation cycle,
 to be implemented the following year.
- 2778 Not Satisfactory:
- 2779 Level 1: Unsatisfactory receiving a summative score of 1 is not considered satisfactory
- 2780 performance for employees.

- 2781 Level 2: Basic if the classroom teacher is on a continuing contract with more than five (5) years of
- 2782 teaching experience, and if a summative score of 2 has been received two (2) years in a row or two
- 2783 (2) years within a consecutive three-year period, the teacher is not performing at a satisfactory level.
- 2784 Student Growth: the change in student achievement between two (2) points in time during a school year.
- 2785 Student Growth Data: relevant multiple measures that can include classroom-based, school-based, and
- 2786 District-based tools. Assessments used to demonstrate growth will be selected by the classroom teacher
- 2787 and agreed on by the evaluator. Percentages will not be required by the evaluator as a measurement
- 2788 standard for student growth. Student growth goals without specific percentages will default to the State
- 2789 eriteria that more than 50% of students will show growth for the teacher to be Proficient.
- 2790 Distinguished: the significant majority of students meet the growth goal with consideration of limiting
- 2791 factors, to be discussed by the employee and principal.

2792 Section 2: State Criteria, Framework, and Scoring

- 2793 The purpose of this evaluation system is to help employees with their professional growth. Evaluators
- 2794 will assume all employees are Proficient. When evaluating, evaluators will look at the requirements for
- 2795 Proficient and move in either direction based on the evidence. Quality of evidence will be favored over
- 2796 quantity of evidence.

2797 The State evaluation criteria are:

- centering instruction on high expectations for student achievement;
- demonstrating effective teaching practices;
- 2800 recognizing individual student learning needs and developing strategies to address those needs;
- 2801 providing clear and intentional focus on subject matter content and curriculum;
- 2802 fostering and managing a safe, positive learning environment;
- using multiple data elements to modify instruction and improve student learning;
- communicating and collaborating with parents and the school community; and
- exhibiting collaborative and collegial practices focused on improving instructional practices and student learning.

2807 Instructional Framework

The parties have agreed to the adopted evidence-based instructional framework developed by Charlotte
 Danielson and approved by OSPI.

2810 Summative Performance Scoring

- 2811 If the evaluator and employee can't agree on a summative score, the employee may request an
- 2812 alternative evaluator to analyze the evidence, using the rubric. The summative score is determined by:

The performance rating for each of the eight (8) State evaluation criteria is determined by combining
 the component score(s) and the student growth scores for criteria 3, 6, and 8. The score for each
 criteria is determined by weighing all the evidence and/or artifacts collected, considering growth over
 time, and comparing the current performance to the rubric.

- 2817 2) Evaluators add up the raw score on these criteria and the employee is given a score of Unsatisfactory,
 2818 Basie, Proficient, or Distinguished, based on these scores:
- 2819 08-14 Unsatisfactory
- 2820 <u>15-21 Basic</u>
- 2821 22-28 Proficient
- 2822 29-32 Distinguished

- 2823 3) Five (5) components are designated as student growth components and are embedded in the
- instructional framework. These components are in the criteria as SG 3.1, SG 3.2, SG 6.1, SG 6.2, and
 SG 8.1. Evaluators add up the raw score on these components and the employee is given a score of
 Low, Average, or High, based on these scores:
- 2827 05-12 Low

2829

- 2828 13-17 Average
 - 18-20 High

2830 4) The default definition of student growth is more than 50% of the students meeting the goal. If an 2831 employee receives a Distinguished summative score and a Low student growth score, he or she is 2832 automatically moved to the Proficient level for his or her summative score.

2833 A Low Student Growth Rating

2834 Within two (2) months of receiving the Low student growth score, or at the beginning of the

- following school year, one (1) or more of the following must be initiated by the evaluator, following a
 discussion with the employee:
- examine student growth data with other evidence (including observation, artifacts, and student
 evidence) and additional levels of student growth based on classroom, school, and District tools
- examine extenuating circumstances, potentially including student attendance, class size, sufficient
 availability of supplies and equipment for the instructional program, physical learning environment,
 preparation time, administrative support, student behavior/discipline, curriculum/assessment
- 2842 alignment, and other factors that may have contributed to an Unsatisfactory score
- schedule monthly conferences with the evaluator to discuss and/or revise goals, progress toward
 meeting goals, and best practices
- 2845 create and implement a professional development plan to address student growth areas

2846 Applicability

- 2847 This evaluation system only applies to classroom teachers, specifically employees with an assigned
- 2848 group of students who provide academically-focused instruction and grades for students.
- Those employees not using the Focused or Comprehensive evaluation will be evaluated using the
 evaluation form for their particular job.

2851 Professional Development

Evaluative criteria, procedures, and forms will be distributed and explained to all employees in a general
 meeting at the building level prior to the first observation and evaluation, on or before September

1055 Hieroning at the outloning level prior to the first observation and evaluation, on or before september

- 2854 **30.** At that time employees will also be notified whether they will be evaluated using the Comprehensive
- 2855 or Focused evaluation. An employee newly-assigned to a building must have the evaluation tool
- 2856 explained before an observation and evaluation occur. Evaluation forms are in the Appendix of this
 2857 CBA.

2858 Procedural Components of Evaluation

- 2859 The building administrators, principal, and/or assistant principal(s) will be designated evaluator(s) for all
- 2860 employees assigned to the building. No employee will be evaluated by an evaluator who has not been
- 2861 trained in observation, evaluation, and the use of the specific instructional framework and rubrics in this
- 2862 CBA and relevant State or Federal requirements. Each year, the District will provide the Association
- 2863 with evidence of the content, and successful completion of, this training for each observer or evaluator
- 2864 before he or she evaluates bargaining unit members.
- 2865 **Prior to the completion of the evaluation report**, the evaluator will perform the required observations
- 2866 of the employee in a formal teaching setting. The time for at least one (1) of the observations will be

- 2867 pre-determined by the evaluator and the employee. Unless consent is given by the employee, an
- 2868 employee who has received a 1 or a 2 in a criteria in a previous observation will not be observed on half-
- 2869 days, late start days, the day before winter or spring break, or on days with assemblies or a modified
- 2870 schedule. Each regular observation will be at least 30 minutes long and only bargained evaluation forms
- 2871 will be used.
- 2872 In addition to observing, the evaluator and the employee will be jointly responsible for the collection of
- 2873 evidence and artifacts necessary to complete the evaluation. An employee may be asked to provide
- 2874 evidence or artifacts that are reasonable and sufficient to aid the evaluator when information is not easily
- 2875 observable or available to the evaluator. Evaluators may not mandate arbitrary numbers or types of
- 2876 evidence and artifacts.
- 2877 An employee receiving an Unsatisfactory may contact the Association for counsel and advice and
- 2878 include Association representation in the evaluation process.
- 2879 On request, employees may be assigned an alternative evaluator. Requests must be submitted by
- 2880 **October 1** to the Association President and include a specific reason for the change.

2881 Section 3: Comprehensive Evaluation

- 2882 A Comprehensive Evaluation will include all eight of the State criteria. An employee eligible for a
- 2883 Focused Evaluation must complete a Comprehensive Evaluation once every six (6) years.

2884 Pro-Observation Conference

- 2885 The pre-observation conference will be held **prior to each formal observation**. The employee and
- 2886 evaluator will agree when to conference. The purpose of the pre-observation conference is to discuss the
- 2887 employee's goals, establish a date for the formal observation, and discuss matters like the professional
- 2888 activities to be observed, the content, the objectives, the strategies, and the observable evidence to meet
- 2889 the scoring criteria.

2890 Formal Observations

- 2891 The first of at least two (2) formal observations for each employee will be conducted within the first 90
- 2892 days of the school year. The first observation will be prearranged with the employee. The employee
- 2893 may request additional observations. The total annual observation time can't be fewer than 60 minutes. A
- 2894 formal observation will not be less than 30 minutes.
- Third-year provisional employees must be observed three (3) times, for a total of no less than 90
 minutes.
- 2897 Observations will occur no later than 10 days after the pre-observation meeting.
- 2898 Unless consent is given by the employee, an employee who has received a 1 or 2 in a criteria in a
- 2899 previous observation will not be observed on half-days, late-start days, the day before winter or spring
- 2900 break, or days with assemblies or a modified schedule. Each regular observation will be at least 30
- 2901 minutes long.
- The evaluator will document all formal observations using the negotiated form and provide copies to the
 employee within three (3) working days.
- 2904 Second formal observations will occur no sooner than six (6) weeks after the first formal observation
- 2905 and, ideally, in different semesters or trimesters, so that reasonable time can be provided for continuing
- 2906 professional growth. The observation will occur **no later than 10 working days after the pre-**
- 2907 observation meeting.
- 2908 The final formal observation will occur prior to May 10, unless the employee is on probation, when
- 2909 timelines under the Probation section must be followed.

- 2910 All observations will be conducted openly. Audio or video recordings will not be made without the prior
- 2911 knowledge and written approval of the employee.

2912 Informal Observations

- 2913 An informal observation is a documented observation of no less than 10 minutes that is not required to
- 2914 be pre-scheduled. Additional informal observations may be necessary to collect additional evidence.
- 2915 An evaluator may conduct any number of informal observations.
- 2916 Informal observations do not have to be in the classroom. Department or collegial meetings may be used
- 2917 for informal observations.
- 2918 Documentation will be provided to the employee within three (3) working days of the informal
- 2919 observation. Documentation must identify areas of concern, if any.
- After an informal observation, an employee may request a conference to discuss the informal
 observation.

2922 Post-Observation Conference

2923 The post-observation conference between the evaluator and employee will be held no later than 10

2924 working days after the formal observation.

- 2925 The purpose of the post-observation conference is to review the evaluator's and employee's evidence
- 2926 related to scoring criteria from the observation and discuss the employee's performance.
- 2927 If there is an area of concern, the evaluator will identify specific concerns for the applicable component
- 2928 and provide possible solutions in writing to remedy the concern. The evaluator must include a clear
- 2929 description of the problem, a detailed recommendation or recommendations for improvement, and
- 2930 specific acceptable levels of performance, as per the language in the framework.
- At this time, the employee has the right to provide additional evidence for each scored component. This
- 2932 evidence must be given appropriate weight and consideration in scoring the component(s).

2933 Final Summative Evaluation Conference

- 2934 No later than May 25, or prior to May 15, if the employee is to receive a score below Proficient, the
- 2935 evaluator and employee will meet to discuss the employee's final summative score. The final summative
- 2936 score, including the student growth score, must be determined by an analysis of evidence that is a
- 2937 holistic assessment of the employee's performance over the course of the year. If the employee is on
- 2938 probation, the timelines under the Probation section must be followed.
- 2939 Annual evaluations will be based on all classroom observations and evidence collected for that year.
- 2940 Evidence may be collected at the beginning of the evaluation cycle, which commences the day after
- 2941 school is dismissed and ends May 1 of the following school year.
- The evaluator must be able to justify the score by comparing the evidence (or lack thereof) to the rubric
 for each criterion.
- The employee may provide a list of factors limiting his or her performance, which the evaluator must
 consider prior to assigning the final summative score. Factors may include, but are not limited to:
- elass size, in accordance with this CBA
- 2947 sufficient availability of supplies and equipment for the instructional program
- Adequate physical facilities and location to accommodate the learning environment, as
 necessitated by the area of instruction being taught
- 2950 preparation time for employees, in accordance with this CBA
- 2951 administrative support dealing with disciplinary problems, in accordance with this CBA

- 2952 Employees will not be marked down in subject areas for which they are not endorsed or certificated.
- 2953 The employee will sign three (3) copies of the Summative Evaluation. Distribution of the final evaluation
- 2954 form will be: one (1) to the employee, one (1) to the evaluator, and one (1) to the personnel file. The
- 2955 signature of the employee does not necessarily imply the employee agrees with its contents. The
- 2956 employee may attach written comments to observations and to the final annual evaluation report and
- 2957 may seek relief through the grievance procedure. An employee receiving an Unsatisfactory may write a
- 2958 rebuttal, which will be attached to the observation report.
- 2959 Only the final evaluation form and rebuttal, if any, is placed in the employee's personnel file. All other
- 2960 documents remain in the working files at the school.

2961 Comprehensive Evaluation Timeline

- An employee will complete the self-assessment form and share it with his or her supervisor no later
 than September 30.
- 2964 Student growth goals for criteria 3, 6, and 8 will be proposed by the employee and agreed on by the 2965 evaluator **during the goal-setting conference, to be held no later than October 31**.
- The first formal observation will be completed by December 1. Pre- and post-observation conferences
 should take place after each formal observation.
- 2968 A student growth summary will be due to the supervisor on or before April 30.
- 2969 The final observation will be completed by May 10.
- 2970 The final evaluation will be completed by May 25 or prior to May 15 if the employee is to receive a
- 2971 seore below Proficient.
- 2972 If an employee is on probation, the timelines under the Probation section must be followed.

2973 Section 4: Focused Evaluation

- The Focused Evaluation is used when an employee is not evaluated using the Comprehensive Evaluation
 process and will include evaluation of one (1) of the eight (8) State criteria.
- 2976 If a non-provisional employee has scored at Proficient or higher the previous year, he or she may choose
- 2977 to be evaluated using the Focused Evaluation. The employee may remain on Focused Evaluations for
- 2978 five (5) years before returning to the Comprehensive Evaluation.
- 2979 A summative score is assigned using the summative score from the most recent Comprehensive
- 2980 Evaluation. This score becomes the Focused summative score for subsequent years. Should an employee
- 2981 provide evidence of exemplary practice on a Focused Evaluation criterion, a level 4 (Distinguished)
- 2982 score may be awarded by the evaluator.
- All observations will be conducted openly. Audio or video recordings will not be made without the prior
 knowledge of, and written approval from, the employee.

2985 Process for Focused Evaluation

- 2986 The employee or the evaluator can initiate a move from the Focused Evaluation to the Comprehensive
- 2987 Evaluation. A decision to move an employee from a Focused Evaluation to a Comprehensive Evaluation
- 2988 must occur within the first 60 days of the school year.
- The criterion area to be evaluated will be proposed by the employee and agreed on by the evaluator
 during the goal-setting conference, to be held no later than October 31.
- 2991 If the employee chooses criterion 3, 6, or 8, he or she must complete the corresponding student growth
- 2992 components.

- 2993 If the employee chooses criterion 1, 2, 4, 5, or 7, he or she must also complete the student growth
- 2994 components in criterion 3 or 6.
- 2995 Visits, work samples, or conversations that allow for the gathering and examining of evidence over time
- 2996 against the instructional framework rubrics may be considered an observation.

2997 Informal Observations

- 2998 An informal observation is a documented observation of no less than 10 minutes that is not required to
- 2999 be pre-scheduled. Additional informal observations may be necessary to collect additional evidence.
- 3000 An evaluator may conduct any number of informal observations.
- 3001 Observations do not have to be in the classroom. Department or collegial meetings may be used for
 3002 informal observations.
- 3003 A copy of the documentation will be provided to the employee within three (3) days of the informal
- 3004 **observation**. Documentation must identify areas of concern, if any.
- 3005 After an informal observation, an employee may request a conference to discuss the informal
 3006 observation.
- 3007 A mid-year conference is required to provide feedback on goal and criterion progress.
- 3008 A group of employees may focus on the same evaluation criterion and share professional growth
- 3009 activities. This collaboration should be initiated by the employees, and no individual will be required to
- 3010 work on a shared goal.

3028

3011 Final Summative Evaluation Conference

- 3012 No later than May 25, or prior to May 15 if the employee is to receive a score below Proficient, the
- 3013 evaluator and employee will meet to discuss the employee's final summative score. The final summative
- 3014 score, including the student growth score, must be determined by an analysis of evidence. This analysis
- 3015 will be a holistic assessment of the employee's performance over the course of the year.
- 3016 Annual evaluations will be based on all classroom observations and evidence collected for that year.
- 3017 Evidence may be collected at the beginning of the evaluation cycle, which commences the day after
 3018 school is dismissed and ends May 1 of the following school year.
- 3019 The evaluator must be able to justify the score by comparing the evidence (or lack thereof) to the rubric 3020 for each criterion.
- 3021 The employee may provide a list of factors limiting his or her performance that the evaluator will
- 3022 consider prior to assigning the final summative score. Factors may include, but are not limited to:
- 3023 class size, in accordance with this CBA
- 3024 sufficient availability of supplies and equipment for the instructional program
- 3025 adequate physical facilities and location to accommodate the learning environment, as
 3026 adequate physical facilities and location to accommodate the learning environment, as
- 3027 preparation time for employees, in accordance with this CBA
 - administrative support in dealing with disciplinary problems, in accordance with this CBA
- 3029 evaluation for employees in their endorsement areas
- 3030 The employee will sign three (3) copies of the final summative evaluation. Distribution of the final
- 3031 evaluation criteria form will be: one (1) to the employee, one (1) to the evaluator, and one (1) to the
- 3032 personnel file. The signature of the employee does not necessarily imply the employee agrees with its
- 3033 contents. The employee may attach written comments to observations and to the final annual evaluation
- 3034 report and may seek relief through the grievance procedure.

- 3035 An employee receiving an Unsatisfactory may write a rebuttal, which will be attached to the observation
- 3036 report.
- 3037 Only the final evaluation form and rebuttal, if any, are placed in the employee's personnel file. All other
- 3038 documents remain in the working files at the school.

3039 Focused Evaluation Timeline

- 3040 **During October**, employees will meet with their supervisors, either as individuals or as grade level
- 3041 teams, to review goal(s) for their chosen focus area.
- 3042 Employees complete and submit the final student growth goal form no later than October 31.
- 3043 The first formal observation, if appropriate, will be completed by December 1. The observation may be
- 3044 held during PLC meetings, as appropriate to the criteria.
- 3045 Pre- and post- conferences are not required for the focused evaluation process.
- 3046 Student growth summary will be due to the supervisor April 30.
- 3047 Final evaluation meetings with individuals or teams will be held between May 10 and May 25.
- Final evaluation will be completed by May 25 or prior to May 15 if the employee is to receive a score
 below Proficient.

3050 Section 5: Support for Employees Whose Evaluations are Basic 3051 or Unsatisfactory

The Association will be notified **within 10 school days** when an employee with three (3) or more years of experience is judged below Proficient on the summative evaluation.

When an employee with three (3) or more years of experience is judged below 3 (Proficient), additional support will be granted to the employee to support his or her professional development. This may include, but is not limited to, PAR assistance, District-provided trainings, coursework, various materials, and assistance from the Association.

- 3058 If an employee with more than five (5) years of experience receives a Summative Evaluation score 3059 below Proficient, the employee must be formally observed **before October 15** the following year. If that 3060 first formal observation results in ongoing and specific performance concerns, one (1) of the following
- 3061 may occur:
- A structured support or improvement plan will be implemented to support the employee within the
 first 60 days of the school year.
- The employee may be placed on probation according to the requirements/timelines outlined in the
 Probation section.
- 3066 Additional Support for Provisional Employees
- Before non-renewing a provisional employee, the evaluator will have made good faith efforts beyond the
 minimum requirements of the evaluation process to assist the employee to make satisfactory progress
 toward remediating deficiencies. The efforts may include:
- a completed Comprehensive Evaluation, conducted in accordance with Section 3 above
- a specific and reasonable plan designed to assist the employee to improve his or her
 performance, including benchmarks defining desired performance and indicating whether it has
 been achieved
- a description of the assistance and services the District will provide to the employee to improve
 his or her performance

- periodic reports to the employee of the evaluator's judgment on the employee's progress toward
 remediating deficiencies
- written notice to the Association and employee prior to March 1, or 30 calendar days after
 the employee began work, whichever is later.

Section 6: Probationary Procedures

The requirements of this procedure will be to ensure professional rights and due process are maintained for the employee involved, ensure accurate assessment of the charges of deficient performance, outline available District resources, and clearly define and clarify the role of the District and the employee. If it becomes necessary to place an employee on probation, the action will be in accordance with the evaluation procedure in this CBA.

- An employee's work is not judged satisfactory, and therefore the employee will be placed on probation when the overall summative score is 1 - Unsatisfactory.
- In addition, a continuing contract employee under **RCW 28A.405.210** with more than five (5) years of
- teaching experience whose Comprehensive Summative Evaluation score is 2 –Basic for two (2)
 consecutive years or for two (2) years within a consecutive three-year time period will also be placed
 on probation.
- 3092 Employees may only be placed on probation from the Comprehensive Evaluation system described3093 above.
- Employees on continuing contracts who have been assigned to teach outside of their endorsement areas will not be subject to nonrenewal or probation based on evaluations of their teaching effectiveness in the out-of-endorsement assignments.
- A probationary process is to be implemented and completed within this timeframe. In carrying out theprobation procedure, the following steps will be followed.

3099 Step 1

3100 Before probation is recommended, the principal will meet with the employee in an attempt to resolve

3101 matters relating to performance. This meeting will be held within 10 days of the date of the fall

- **evaluation and in no case later than January 20**. The employee will have an opportunity to have an
- 3103 Association representative in attendance at the conference.

3104 Step 2

3113

3114

If an employee is to be placed on probation, the Superintendent will notify the employee **after October 15 but no later than January 26 of the current school year**. The Association President will be given notification at least three (3) days before an employee is to be placed on probation. The notification for probation must be in writing, and a copy of that notification must be sent to the employee. The notification for probation will include the following:

- a clear definition of the problem in terms of instruction deficiency, as related to the evaluation
 criteria based on the framework. Once the areas of deficiency and the criteria for improvement
 have been established, they can't be changed.
 - a clear and reasonable set of expectations delineating what levels of performance would constitute acceptable performance in the problem areas defined
- a prescription for remediation that spells out courses of action and time expectations, so the employee involved can reach an acceptable level of performance
- a prescription for assistance by the principal that spells out courses of action whereby the
 employee will be assisted, counseled, and tutored in improving the level of performance to an
 acceptable level

3120 Step 3

- 3121 **During the probationary period** the evaluator will meet with the probationary employee at least twice
- a month to supervise and make a written evaluation of the progress, if any, made by the employee. The
- provisions above will apply to the documentation of observation reports during the probationary
 period.
- 3125 The probationary employee may request that an additional certificated evaluator become part of the
- 3126 probationary process, and the request must be granted. Evaluator(s) may be selected jointly and/or 3127 separately by the District and the Association.
- 3128 The probationary employee may be removed from probation at any time **during the process** if he or she
- 3129 demonstrates the necessary improvement in the areas specified in the notice of probation.

3130 Step 4

3140

3141

3142

- On completion of a 60-school day probationary period and after all the steps and processes of the
 probationary period have been followed, the evaluator will submit a report to the Superintendent making
 one (1) of the following recommendations:
- The employee demonstrated sufficient improvement in the stated areas of deficiency to justify
 the removal of the probationary status and renewal of the contract. An employee with more than
 five (5) years of experience will have earned a score of Proficient. A non-provisional employee
 with five (5) or fewer years of experience will have earned a minimum score of Basic, or
- the employee has demonstrated improvement in the stated areas of deficiency but should have
 the probationary period extended to address areas where further improvement is required, or
 - the employee has not demonstrated sufficient improvement in the stated areas of deficiency, constituting grounds for a finding of probable cause for non-renewal of a contract under **RCW 28A.405.300** or **28A.405.210**.
- In addition, as per **RCW 28A.405.100**, immediately following the completion of a probationary program that does not produce performance changes detailed in the initial notice of deficiencies and improvement program, the employee may be removed from his or her assignment and be placed into an alternative assignment for the remainder of the school year. If reassignment is not possible, the District may place the employee on paid leave for the balance of the contract term.
- The Superintendent will notify the employee of the status of his or her contract renewal in writing nolater than May 15.
- 3150 If probable cause for non-renewal of the employee's contract is determined, notification will be made by 3151 action of the Board.

3152 Non-Renewal (Discharge)

- 3153 When a continuing contract employee with five (5) or more years of experience receives a
- 3154 Comprehensive Summative Evaluation rating of 1- Unsatisfactory for two (2) consecutive years, the
- 3155 District will, within 10 days of the completion of the final evaluation conference or May 15,
- 3156 whichever occurs first, implement the employee notification of non-renewal (discharge) as provided in RCW.28A.405.300.
- 3158 An employee who is, at any time, issued a written notice of probable cause for non-renewal or discharge
- 3159 by the Superintendent pursuant to this Article will have 10 working days following receipt of notice to
- 3160 file any notice of appeal, as provided by statute.

3161 Evaluation Results

3162 Evaluation results will be used:

- to acknowledge, recognize, and encourage excellence in professional performance
- to document the level of performance by an employee of his or her assigned duties
- to identify specific areas in which the employee may need improvement, according to the criteria
 included on the evaluation instrument
- to document performance by an employee judged Unsatisfactory based on the District evaluation
 criteria
- 3169 Human Resources and personnel decisions will be bargained when required.
- 3170 Other uses of evaluation results are subject to bargaining.
- 3171 Evaluators will not consider school or District-wide, building-wide, department, grade level, or any
- 3172 other groups' scores when evaluating the individual employee. For example, there will be no pre-
- determined limits on the number of 4's (Distinguished) in a school.

Article X – Grievance Procedure

- 3175 The purpose of the grievance procedure is to provide an orderly and expeditious resolution to employee
- 3176 concerns or adjustment of a grievance by an employee or group of employees. To facilitate and foster
- 3177 collaborative problem solving, the District and Association agree to collaboratively provide annual
- 3178 training to Association representatives and administrators in problem solving and grievance processing.
- 3179 The grievance procedure may be held in abeyance when the District and Association agree to extend the
- timelines or to use trained conflict managers to resolve issues at the lowest level. Principals and
- 3181 Association leadership are encouraged to problem-solve issues **prior to initiating the grievance**
- 3182 **process**. Timelines will not begin until the parties fail to resolve the issue informally.
- Every reasonable effort will be made to resolve grievances before the close of a school term, or as soon
 as possible.

3185 Definitions

- 3186 Grievant: an employee or group of employees or the Association filing a grievance on behalf of an
- 3187 employee or group of employees. A grievance in which two (2) or more employees have the same
- 3188 complaint will be processed as a single action. The Association will have the right to be present and, if
- the employee elects, represent the employee at any point in the procedure.
- 3190 Grievance: a written statement by a grievant that a controversy, dispute, or disagreement exists due to
- the interpretation or application of the terms of this CBA or due to an existing Board policy,
- administrative regulation, or condition that jeopardizes employee health and safety.
- 3193 Days: contract workdays during the school year and Kennewick School District business days during
 3194 the summer. Grievance action(s) carried over from the school year will be placed on the summer
 3195 schedule by agreement between the Association and the District.
- 3196 Past Practice: any long-standing frequent practice accepted and known about and agreed to by the
- 3197 Association and District or, at least, has been allowed to occur. Past practice is subject to the grievance
- 3198 procedure if it is clear, consistently applied, not a special or one-time exception to a general rule,
- 3199 occurred repeatedly, and has existed for a substantial period of time.

3200 Procedures and Steps

- 3201 A grievance must be filed within 30 days of the occurrence of the event about which the grievance is
- based or the date on which the event could reasonably have been known to be an alleged grievable violation, not to exceed 120 days. Grievances arising from application of the Assignment and Transfer
- 3204 section in this CBA must be filed within 30 days.
- 3205 Timelines and procedures in this section will be strictly followed, unless waived in writing by both 3206 parties. Failure of the grievant to follow the timelines will mean the grievance is withdrawn. Failure by
- 3207 the District to follow the timelines will automatically qualify the grievance for advancement to the next
- 3208 step. Failure of the District Administration to meet the timelines at the final step preceding arbitration
- 3209 will result in the requested remedies being granted.
- 3210 Grievances relating to interpretation or application of this CBA, when filed in the name of the
- 3211 Association, may be initiated at Step 3.

3212 Step 1 - Problem Solving

- 3213 The parties agree every effort should be made to settle problems at the lowest level through informal
- 3214 communication between the employee(s) and his or her or their immediate supervisor(s), or between
- 3215 Association leadership and the District for grievances that would be initiated at Step 3. The Association

- 3216 and District agree to encourage the use of problem solving **prior to initiating formal written**
- 3217 grievances.
- 3218 Grievances will not generally be processed until the employee(s) and, at the employee's, or employees',
- 3219 discretion, an Association representative have attempted informal two-way communication. An informal
- 3220 resolution of a problem must conform to the provisions of this CBA and be reported to the Association
- 3221 President. This step may be bypassed and does not prohibit the initiation of a formal grievance to
- preserve timelines, or when either party believes a formal process is necessary. 3222

3223 Step 2 – Immediate Supervisor

- 3224 The grievant(s) submit(s) a grievance review request to the immediate supervisor, who will propose a
- 3225 meeting date within 10 days of receiving the request and render a written decision to the grievant(s) 3226 within 10 days of the formal meeting.
- 3227 A copy of the grievance review request will be sent to the Superintendent and the Association President. 3228 A copy of the written decision will be sent to the Superintendent and the Association President.

3229 Step 3 – District-Level Administrator

- If the grievant(s) is/are not satisfied with the decision of the immediate supervisor at Step 2, the grievant 3230
- 3231 may refer the grievance to the appropriate District-level administrator within 10 days of receipt of the
- 3232 decision and a copy will be given to the grievant's, or grievants', immediate supervisor. The District-
- 3233 level administrator will meet with the grievant(s) within 10 days of the grievance being referred to
- him or her. Both the District-level administrator and the grievant(s) may have others present at the 3234
- 3235 meeting who can suggest an acceptable adjustment of the grievance.
- 3236 The District-level administrator will render a written decision on the grievance and adjustment(s) within
- 3237 **10 days of the grievance being heard.** Copies of the decision will be sent to the grievant, the grievant's 3238 immediate supervisor, and the Association President.

3239 Step 4 – Appeal to Superintendent

- 3240 If the grievant(s) is/are not satisfied with the decision of the District-level administrator at Step 3, he or 3241 she or they may refer the grievance to the Superintendent within 10 days of receipt of the decision,
- 3242 with a copy going to the grievant's immediate supervisor.
- 3243 The Superintendent will meet with the grievant(s) within 10 days of the grievance being referred to 3244 him or her. The Superintendent and the grievant(s) may have others present at the meeting who can suggest an acceptable adjustment of the grievance. 3245
- 3246 The Superintendent will render a written decision on the grievance and adjustment within 10 days of
- 3247 the grievance being heard. Copies of the Superintendent's decision will be sent to the grievant, the
- grievant's immediate supervisor, and the Association President. The Superintendent's office will retain a 3248 3249 copy.

3250 Step 5 – Binding Arbitration

- 3251 If the grievance is not resolved at Step 4, the Association, at its sole discretion, may advance the 3252 grievance to a final and binding arbitration within 30 days of receipt of the Step 4 response.
- 3253 Arbitrators are selected from a list provided by the Federal Mediation and Conciliation Service or the
- 3254 American Arbitration Association. The District and Association will rank and strike names of arbitrators
- 3255 and return separate lists to the appropriate agency for final selection. Hearings will be conducted in accordance with the rules of the selected agency.
- 3256
- 3257 The arbitrator will present a written decision after the close of the hearing.

3258 **During the arbitration**, neither the District nor the Association will present evidence not previously

3259 disclosed. Each party will bear the full cost for its side of the arbitration and will pay one-half the cost 3260 for the arbitrator and administration fees.

3261 Freedom from Reprisals

No reprisal will be invoked against an employee for processing a grievance or participating in the grievance procedure.

3264 Powers of Arbitrator

3265 An arbitrator will have no power to alter, add to, or subtract from the terms of this CBA.

3266 Election of Remedy

An employee receiving notification of non-renewal of contract, discharge, or adverse effect may
challenge imposed discipline through the grievance procedure. If an employee invokes his or her rights
under statute to challenge the discipline and continues to pursue the statutory appeal process, the
Association may not advance the grievance on behalf of the employee to the arbitration step. The
Association may advance the grievance to the arbitration step on behalf of the employee if he or she

3272 agrees to waive in writing his or her right to challenge the discipline under applicable statute.

- 3273 If the employee waives his or her right to challenge proposed discipline through the statutory appeal
- 3274 process and decides to work with the Association to pursue arbitration, the discipline will be held in 3275 abevance until a ruling is received from the arbitrator. Holding proposed discipline in abevance does not

3275 abeyance until a ruling is received from the arbitrator. Holding proposed discipline in abeyance does not 3276 prevent the employer from placing the employee on paid administrative leave until a ruling is received.

3277 Release Time

3278 Grievances will ordinarily be processed **during the regular workday**, and release time will be provided 3279 for all participants in the investigating and processing of grievances, including the grievant, Association 3280 representatives, and witness

3280 representatives, and witness.

Appendix

Definitions

Abbreviations

Comprehensive Classroom Teacher Evaluation Form (4 Pages)

Focused Teacher Evaluation Form

Certificated Staff Evaluation Form A

Certificated Support Personnel Form A-1

Librarian Evaluation Form A-2

Counselor Evaluation Form A-3

Letters of Agreement

VEBA Form (Monthly Deduction)

Salary Schedules

Calendars

Index

Definitions

Agreement: the Collective Bargaining Agreement signed by the parties.

Association/Bargaining Unit: the Kennewick Education Association, which is affiliated with the Washington Education Association and with the National Education Association.

Contract: the individual employment contract or other supplemental contracts issued to each employee.

Day: contract workdays **during the school year** and Kennewick School District business days **during the summer**.

District/Board: the Kennewick School District and the designated agents thereof.

Employee, Certificated Employee Staff, or Member: all certificated employees in the bargaining unit.

Leave Replacement Employee: employees issued a non-continuing contract to fill the position of a regular employee on extended leave.

Parties: the District and the Association as co-signers of the agreement.

Policy/Board Policy: the current policies adopted by the Kennewick School District Board of Directors.

Provisional Employee:

- An employee **during the first three (3) years of employment by the District or the first two (2) years** where the Superintendent may make a determination to remove an employee from provisional status after the second year, in accordance with the RCW/WAC guidelines.
- An employee who has previously completed at least two (2) years of certificated employment in another school District in the state, **during the first year of employment** by the District.

RCW/WAC: refers to the applicable laws, rules, and regulations of the State of Washington.

Retire/Rehire: a certificated employee who retires and is separated from service and rehired in accordance with applicable RCW/WAC guidelines.

Same Position: unless otherwise defined, a position at the building, and grade level or subject area previously held by the employee subject to the normal adjustments necessitated by shifts in enrollment or course offerings.

Seniority: unless otherwise defined, the employee's total number of years teaching in Washington State. The date the employee signed the initial Kennewick employment contract will be used to break ties.

Abbreviations

- ADA Americans with Disabilities Act
- ASHA American Speech-Language-Hearing Association
- CET Community Employment and Transition
- CBA Collective Bargaining Agreement
- CPE Consulting Peer Educator
- CTE Career and Technical Education
- ELA English Language Arts
- ELL English Language Learner
- ESL English as a Second Language
- FTE Full-Time Equivalent
- IEP Individualized Education Plan
- KEA Kennewick Education Association
- KSD Kennewick School District
- MOU Memorandum Of Understanding
- NEA-PAC National Education Association Political Action Committee
- OSPI Washington Office of Superintendent of Public Instruction
- PAR Peer Assistance and Resources
- PECS Picture Exchange Communication System
- PLC Personal Learning Community
- RCW Revised Code of Washington
- SPED Special Education
- TOSA Teacher On Special Assignment
- TPEP Teacher/Principal Evaluation Program
- WAC Washington Administrative Code
- WEA-PAC Washington Education Association Political Action Committee

AND	Classroom	Teacher Evaluation	Comp	prehensive Evaluation	C'ASS-
ployee: 0	STRICT				
ilding/Program:					
aluator:	A second second	a second as a s	School Year:		
tes of observations:	date here	date here date here	date here	Final Conference	SIC-
Mr. A. Shane V	经出销的收益	Criterion	the second s	A PROPERTY OF	Score
1 Expectations Cen	itering Instruction on high	gh expectations for student	achievement		0
	ostrating effective teach		a harden de la compañía de	Section Con	0
3 Differentiation: R	lecognizing individual st	tudent learning needs and d	leveloping strategies to a	address those needs.	0
4 Content Knowled	Content Knowledge: Providing clear and intentional focus on subject matter content and curriculum.				
5 Learning Environ	ment: Fostering and ma	anaging a safe, positive learn	ning environment.		0
6 Assessment: Usin	ng multiple student data	a elements to modify instru	ction and improve stude	nt learning.	0
7 Families and Com	nmunity: Communicatin	ig and collaborating with pa	rents and school comm	unity	0
8 Professional Prac learning.	tice: Exhibiting collabor:	rative collegial practices foc	used on improving instru	uctional practice and student	0
				Tota	0
		Student Gro	wth	Martin Carlo and A	Score
3.1 Recognizing indiv Goal(s)	vidual student learning r	needs and developing strate	egies to address those n	eeds. Establish Student Growth	0
3.2 Recognizing indiv Growth Goal(s)	vidual student learning r	needs and developing strate	egies to address those n	eeds. Achievement of Student	0
6.1 Using multiple st Growth Goal(s)	udent data elements to	modify instruction and imp	prove student learning a	nd criteria. Establish Student	0
6.2 Using multiple st Student Growth		modify instruction and imp	prove student learning a	nd criteria. Achievement of	0
	orative and collegial pra Goals, Implement, and		g instructional practice a	nd student learning. Establish	0
				Tota	al O
terion Score 29-32	Proficient	Disti	nguished		
iterion Score 22-28	Proficient	Pro	oficient		
terion Score 15-21	Basic		Basic		
iterion Score 8-14	Ur	nsatisfactory Plan of Improv			
omprehensive Chart	Student Growth 5-12	Student Growth 13-17	Student Growth 18-20		
Criterion Score	1.1. 1.1.2	nt Growth 0	Summative R	ating	
Criterion Score	0 Studer	nt Growth 0	Summative R	ating	-
he employee and admin	nistrator have confer	red on the type of evaluation	ation to be used next		
Comprehensive	and the second	Focused		Plan of Improvement	10
Comprehensive	and the second	Focused			nt.

Fill in shaded areas only

-



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Education in the	Name:	Year:			
	CRITERIA AND COMPONENTS	Unsat	Basic	Prof	Dis
1	Centering instruction on high expectations for student achievement.	1	2	3	4
1.1	Establishing a culture for learning (2b)				
1.2	Communicating with students (3a)				
1.3	Engaging students in learning (3c)				
	Rationale/Evidence:		1	1	1
2	Demonstrating effective teaching practices	1	2	3	4
2.1	Using questioning and discussion techniques (3b) Reflecting on teaching (4a)		-	-	-
3	Recognizing individual student learning needs and developing strategies to address those needs.	1	2	3	4
3.1	Demonstrating knowledge of students (1b)				
3.2	Demonstrating flexibility and responsiveness (3e)				
SG 3.1	Establish Student Growth Goal(s)				
SG 3.2	Achievement of Student Growth Goal(s)				
	Rationale/Evidence:				

.



Name:

Year:

	CRITERIA AND COMPONENTS	Unsat	Basic	Prof	Dist
4	Providing clear and intentional focus on subject matter content and curriculum.	1	2	3	4
4.1	Demonstrating knowledge of content and pedagogy (1a)				
4.2	Setting instructional outcomes (1c)				
4.3	Demonstrating knowledge of resources (1d)				
4.4	Designing coherent instruction (1e)	-			-
	Rationale/Evidence:				
5	Fostering and managing a safe, positive learning environment.	1	2	3	4
5.1	Creating an environment of respect and rapport (2a)				
5.2	Manages classroom procedures (2c)				
5.3	Manages student behavior (2d)				
5.4	Organizes physical space (2e)				
	Using multiple student data elements to modify instruction and	1.		-	
6	Using multiple student data elements to modify instruction and improve student learning.	1	2	3	4
	improve student learning. Designing student assessments (1f)	1	2	3	4
6.1 6.2	improve student learning. Designing student assessments (1f) Using assessment in instruction (3d)	1	2	3	4
6.1 6.2 6.3	improve student learning. Designing student assessments (1f) Using assessment in instruction (3d) Maintaining accurate records (4b)	1	2	3	4
6.1 6.2 6.3 SG 6.1	improve student learning. Designing student assessments (1f) Using assessment in instruction (3d) Maintaining accurate records (4b) Establish Student Growth Goal(s)	1	2	3	4
6 6.1 6.2 6.3 5G 6.1 5G 6.2	improve student learning. Designing student assessments (1f) Using assessment in instruction (3d) Maintaining accurate records (4b)	1	2	3	4



Name:

Year:

	CRITERIA AND COMPONENTS	Unsat	Basic	Prof	Dist
7	Communicating and collaborating with parents and the school community.	1	2	3	4
7.1	Communicating with families (4c)				1
	Rationale/Evidence:				
8	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	1	2	3	4
8.1	Participating in a professional community (4d)				
8.2	Growing and developing professionally (4e)				1
8.3	Showing professionalism (4f)				
SG 8.1	Establish student growth goals, implement, and monitor growth				
	Rationale/Evidence:				

Name:	
School:	
Date:	



Focused Teacher Evaluation Form

1

Teacher name: Click here to enter text.	
Dates of observations:	Click here to enter text.
Washington State Criteria and Danielson Components:	Choose an item.
Student Growth Goal:	Choose an item.
Last Comprehensive Summative Performance Level:	Choose an item.
Summary of growth on focused area: (include student grow	vth information)
Click here to enter text.	
Signature/ name of administrator:	_ Click here to enter text.
Signature of teacher:	_ Click here to enter a date.
. 45	

Kennewick School District Certificated Staff Evaluation

Evaluatee Name:	Evaluator Na	me:					
Position:		Title:					
Building:	Observation	Observation Dates/Times:					
Evaluation Criteria							
I. Instructional Skill - The Certificated class skill in designing and conducting an instruction	room teacher demonstrates, in his/he al experience.	r performance,	a competence leve	l of knowledge and			
1. Plans instruction to achieve teacher selected	objective	Satisfactory	Unsatisfactory				
2. Delivers instruction toward teacher specified	learner objectives						
3. Monitors students progress and makes appro Comments:	opriate adjustments		0				
II. Classroom Management - The Certificate	d classroom teacher demonstrates, in	his/her perform	nance, a competend	ce level of			
knowledge and skill in organizing the physical/	human elements in the educational se	tting.	and the second second				
1. Organizes for routine detail		Satisfactory		Not Observed			
2. Creates a positive classroom climate		ä	ä	ä			
3. Maintains accurate records Comments:		D		•			
III. Handling of Student Discipline and Atto		classroom tea	cher demonstrates t	he ability to mana			
the non-instruction human dynamics in the educ	cational setting.	Patiofastan	I land a Castan	Nacobarad			
1. Establishes and maintains order and disciplin	ne in the classroom	Satisfactory	Unsatisfactory	Not Observed			
 Encourages students to develop courtesy, sel Comments:	If-control, respect and responsibility	ä	ä	ä			
working with pupils. 1. Demonstrates an interest in teaching and wo Comments:		Satisfactory	Unsatisfactory	Not Observed			
V. Professional Preparation and Scholarship a theoretical background and knowledge of the		nd a commitme	ent to education as	a profession.			
1. Selects and implements instructional method	is appropriate to the pupils	Satisfactory		Not Observed			
taught and learning outcomes desired							
2. Uses principles of learning as a basis for the Comments:							
VI. Knowledge of Subject Matter							
1. Possesses academic background appropriate	to the assigned arade level or subject	Satisfactory	Unsatisfactory	Not Observed			
2. Demonstrates an interest in the subject Comments:	to the assigned glade level of subject	ä	ä	ä			
VII. Efforts Toward Improvement When Ne	reded	Satisfactory	Unsatisfactory	Not Observed			
1. Sets goals for improvement							
2. Demonstrates willingness to improve Comments:		8	•	•			
Date: Teach	ner						
Date: Admi	inistrator:						
	A SWIM PERSON			bj/cj 9/01			

Evaluatee	Evaluator
Name:	Name:
Position:	Title:
Building:	Observation Dates/Times:

CERTIFICATED SUPPORT PERSONNEL: Psychologist, Speech & Language Pathologist, Occupational Therapist, Physical Therapist, Vision Specialist, Social Worker Evaluation Criteria

 Knowledge, Preparation, and Scholarship in Special Field: The specialist demonstrates a depth of knowledge of theory and content in the special field, demonstrates an understanding of and knowledge about common school education at grade levels served, and demonstrates the ability to integrate an area of specially into the total school setting.

1	Satisfactory	Unsatisfacto	ry Not Observed	ŕ
 Demonstrates understanding of the basic principles of human growth and development. 	0			
2. Demonstrates awareness of the law as it relates to areas of specialization.	٥	۵	0	
 Relates and applies knowledge, research findings, and theo deriving from the development of a program of services. 	ny 🛛	٥	٥	
Comments:				

II. Specialized Instructional Skills: The specialist demonstrates competency (skill & knowledge) in designing and conducting specialized programs of prevention, instruction, remediation or evaluation.

	Satisfactory U	Insatisfacto	y Not Observe	d
 Designs and conducts a program providing specific and unique services within the individual's specific discipline. 	٥	۵	0	
Demonstrates ability to synthesize and integrate testing and non-testing data concerning the student.	0		٥	
 Demonstrates ability to administer assessment procedures or supervise those who will administer assessment procedures 		٥	٥	
 Demonstrates ability to assist teachers & administrators in integrating specialized information into the curricular prog 	D nam.	۵	٥	
 Understands his/her specialized role, functions within its confines, and makes referrals where appropriate. 	٥	٥		
 Demonstrates ability to communicate through clear, promp & accurate reports. 	ι 🗆	۵	٥	
Comments:				

III. Classroom Management/Management of Special & Technical Environment: The specialist demonstrates competency in managing and organizing the special materials, equipment, and environment essential to the specialized program.

	Satisfactory	Unsatisfactor	ry Not Observe	đ
 Selects or recommends materials, equipment, or evaluation tools appropriate to student needs 		٥	0	
Demonstrates the use & an understanding of the limitation and restrictions of devices, materials & procedures.	s 🛛	٥	٥	
 Organizes, circulates, maintains & evaluates appropriate materials & information. 	٥	۵		
 Effectively manages student behavior & activities within the specialized environment. 	he 🛛	٥	۵	
Comments:	-	-		

IV. The Specialist as a Professional: The specialist demonstrates awareness of his/her limitations and strengths and attempts to improve & enhance competence.

Kennewick School District Form: A-1

Satisfactory	Unsatisfacto	ry Not Observed
٥	۵	۵
٥	٥	۵
	0	

V. Involvement in Assisting Pupils, & Educational Personnel: The specialist demonstrates competency in offering specialized assistance and initiative in identifying those needing specialized services.

	Satistactory	Unsatistacio	ry NOL UDSERVE
 Consults with other staff, school personnel & parents, concerning the development, coordination, and/or extension of services to those with special needs. 	٥	٥	٥
 Interprets characteristics and needs of students to parents, staff, and community, in group and individual settings via oral and written communications. 		٥	
Comments:			
VI. Efforts Toward Improvement When Needed			
	Satisfactory	Unsatisfactor	y Not Observe

	Selisideloij	Olpaliplatio	The Ouser	Ļυ
1. Sets goals for improvement.	۵			
2. Demonstrates willingness to improve.	0	۵	۵	
Comments:				

My signature below indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings.

Employee:_____ Date:_____

Evaluator:

bj/cj 9/01

Date:

Evaluatee	
Name:	
Position:	
Building:	

Evaluator

Name: Kennewick School District
Title: Form: A-2
Observation Dates/Times: _____

LIBRARIAN EVALUATION CRITERIA

I. Knowledge, Preparation, and Scholarship in Special Field: The librarian demonstrates a depth and breadth of knowledge of theory and content in the special field; demonstrates an understanding of and knowledge about common school education at grade levels served and demonstrates the ability to integrate an area of specialty into the total school setting.

	Satisfactory	Unsatisfacto	ry Not Observed	i.
 Demonstrates understanding of the basic principles of human growth and development. 	D	0	0	
 Demonstrates awareness of the law as it relates to areas of specialization. 	D			
 Relates and applies knowledge, research findings, and the deriving from the individual's specific discipline to the development of a program of services. 	ory 🛛	٥	D	

Comments:

II. Specialized Instructional Skills: The librarian demonstrates competency (skill & knowledge) in designing and conducting specialized programs.

	Satisfactory	Unsatisfactor	ry Not Observed
 Utilizes reference tools to respond to questions from students and staff. 	D	٥	0
 Establishes systematic arrangement of materials providing easy access to the media collection. 			D
3. Facilitates use of audio-visual equipment and technology.	D		
 Effectively instructs students in use of resources within the library media center. 	. 0		٥
Effectively manages student behavior and activities within the library media center.	0	٥	0

Comments:

III. Management of Library Media Center: The librarian demonstrates competency in managing and organizing the special materials, equipment, and environment essential to the specialized program.

	Satisfactory	Unsatisfacto	ry Not Observ	ed
 Selects print and non-print material appropriate to the needs of students and staff. 	0			
2. Organizes, circulates, maintains, and evaluates the library	0	D		
media collection.				
3. Instructs and supervises the library staff.				
 Prepares and maintains a budget and delivers prompt and accurate reports. 	٥	۵	۵	

Comments:

IV. The Librarian as a Professional: The librarian demonstrates awareness of his/her limitations and strengths and attempts to improve and enhance competence.

	D		
		0	
	0	D	
		٥	
. 0	۵	۵	

Comments:

V. Involvement in Assisting Pupils, Parents and Educational Personnel: The librarian demonstrates competency in offering specialized assistance and initiative in identifying those needing specialized services.

	Satisfactory	Unsatisfacto	ry Not Observ	red
 Established learning objectives consistent with the learning needs of students. 	0		0	
2. Provides appropriate learning experiences.				
3. Interprets library media program to staff and parents.				
 Cooperates with staff in materials selection and curriculum development. 		۵		
5. Understands curriculum content of grade levels served.				
6. Communicates availability of resources to staff and parent	s. 🗆			
Comments:	-			
VI. Efforts Toward Improvement When Needed				
	Satisfactory	Unsatisfacto	ry Not Observ	ed
1. Sets goals for improvement.	D			
2. Demonstrates willingness to improve.		۵	D	

Comments:

My signature below indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings.

Employee:

Evaluator:

Date:

Date:

Evaluatee	
Name:	
Position:	
Building:	

Evaluator

Name:

Title:

COUNSELOR EVALUATION CRITERIA

I. Knowledge, Preparation, and Scholarship in Special Field: The counselor demonstrates a depth and breadth of knowledge of theory and content in the special field; demonstrates an understanding of and knowledge about common school education at grade levels served and demonstrates the ability to integrate an area of specialty into the total school setting.

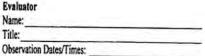
	Satisfactory	Unsatisfacto	ry Not Observe	d
 Demonstrates understanding of the basic principles of human growth and development. 	٥		. 0	
 Demonstrates awareness of the law as it relates to areas of specialization. 	0		٥	
 Relates and applies knowledge, research findings, and theo deriving from the individual's specific discipline to the development of a program of services. 	xy D	٥	۵	
Comments:				

II. Specialized Instructional Skills: The counselor demonstrates competency (skill & knowledge) in designing and conducting specialized programs of prevention, instruction, remediation or evaluation, where applicable.

	Satisfactory	Unsatisfactor	Not Observ	ed
 Designs and conducts a program providing specific and unique instruction and services appropriate to student need 	s.	٥	. 0	
Demonstrates ability to synthesize and integrate testing and non-testing data concerning the student.	1 0	۵	٥	
 Demonstrates ability to administer assessment procedures or organize and prepare those who will administer assessment procedures. 	٥	٥	0	
 Demonstrates ability to assist teachers and administrators in interpreting and integrating specialized information. 	. 0		۵	
Understands his/her specialized role, functions within its confines.	٥		D	
Demonstrates ability to communicate through clear, promp and accurate reports	. 🗆	۵		
 Demonstrates awareness of professional and community resources and makes appropriate referrals. 	۵	Ð	٥	
Comments:				

111. Classroom Management/Management of Special and Technical Environment: The counselor demonstrates competency in managing and organizing the special materials, equipment, and environment essential to the specialized program.

	Satisfactory	Unsatisfacto	ry Not Observe	đ
 Selects or recommends materials, equipment, or evaluation tools appropriate to student needs 	٥	٥	0	
2. Demonstrates the use and an understanding of the limitation	s D		D	
and restrictions of tests, devices, materials, and procedures.				
 Organizes, circulates materials, and evaluates appropriate material and information. 	۵	۵	D	
4. Prepares budget and orders materials.				
 Effectively manages student behavior and activities within the specialized environment. 	۵		٥	
Comments:	_			



Kennewick School District Form: A-3

IV. The Counselor as a Professional: The counselor demonstrates awareness of his/her limitations and strengths and attempts to improve & enhance competence.

	Satisfactory	Unsatisfacto	y Not Observed	1
 Demonstrates awareness of responsibilities to students, parents, and other educational personnel. 	0	۵	0	
 Demonstrates commitment to the concept of career-long professional growth by participation in workshops and seminars or graduate study. 	٥	۵	D	
 Demonstrates an interest in students and in working with students, staff, administrators, and parents. 	٥	۵	0	
 Accepts and incorporates criticism and praise to develop professionally. 	٥	0	۵	
5. Demonstrates adaptability and accepts new ideas and metho Comments:	ods. 🛛	۵		

V. Involvement in Assisting Pupils, Parents and Educational Personnel: The counselor demonstrates competency in offering specialized assistance and initiative in identifying those needing specialized services.

	Satisfactory	Unsatisfacto	ory Not Observed
 Consult with other staff, school personnel and parents concerning the development, coordination, and/or extension of services to those with special needs. 	0	٥	0
Interprets characteristics and needs of students to parents, staff, and community, in group and individual settings via oral and written communication.	٥	٥	٥
Comments:			
VI. Efforts Toward Improvement When Needed			
	Satisfactory	Unsatisfacto	ry Not Observed
1. Sets goals for improvement.	Ľ	٥	0

2. Demonstrates willingness to improve.	0	Π	D	
Comments:		1	1.1	

My signature below indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings.

Employee: Date:

Evaluator:

bj/cj 9/01

Date:

Letter Of Agreement

Kennewick School District / Kennewick Education Association

Agreement to Change a Provision(s) in the Collective Bargaining Agreement Related to a Particular Group(s)

Mid-Columbia Partnership (MCP) Online

The Kennewick School District and the Kennewick Education Association agree to provisions in this Letter Of Agreement (LOA) to replace language in the 2022-26 KEA/KSD Collective Bargaining Agreement (CBA) about overload provisions and working conditions for the MCP Online program.

Overload Provisions

For the purposes of overload, students with four core classes and one special will be considered the equivalent of one fulltime student (1 "Student FTE"). Students with less than a full-time schedule and students whose schedule is divided between or among educators in the MCP Online program will be counted as .2 FTE for each class in which they are enrolled.

Based on class lists, the cumulative total of Student FTE will be calculated for each MCP Online educator to determine his or her overload, including special education students.

Overload for educators in the K-2, 3-5, and 6-8 grade bands will begin at the 31st cumulative Student FTE on class lists for educators teaching in a single grade level, and with the 29th cumulative Student FTE on class lists for educators teaching multiple grade levels. Fractional Student FTE will be included in these calculations and all fractional student FTE above the class limits will be paid at the appropriate fractional rate.

Working Conditions

To accommodate completion of weekly student and parent contacts required in Alternative Learning Experience (ALE) programs, MCP Online educators may complete off-site work one day per week on a rotating schedule.

Effective Dates

This LOA supersedes overload language for the MCP Online program in the 2022-26 CBA. These provisions go into effect the first day of the 2022-23 school year and, unless superseded by subsequent bargained agreements, remain in effect for the duration of the 2022-26 CBA.

Scope of Agreement

This LOA is not precedent-setting and applies only to employees of the Association who work in the MCP Online program. It does not modify provisions of the CBA other than those about the MCP Online Program.

For the Association:

Rob Woodford, President Kennewick Education Association

Date: 8/31/22

For the District:

Doug Christensen, Associate Superintendent Kennewick School District

Date: 8/31/22

Page 1 of 1

Letter of Agreement

Kennewick School District / Kennewick Education Association Agreement Related to Working Hours and Days for District-Level Instructional Coaches

Teachers On Special Assignment (TOSA)

The following district-level instructional coaches will occasionally need to adjust their works hours and days with their supervisor(s):

Positions Affected:

- Facilitator Bilingual Literacy
- Language Development Coach
- Elementary Bilingual Literacy
- Secondary Bilingual Literacy
- GLAD Coach
- 6-12 STEM Specialist

The total number of hours and days will remain the 7.5 hour / 180-day contract as other Association members. This Letter Of Agreement will be effective through the final day of the 2023-24 school year and will need to be voted on annually by the members of the TOSA group whom it affects.

1

Rob Woodford
President – Kennewick Education Association Date

4/10/23

Dr. Doug Christensen Kennewick School District

Date

Letter Of Agreement

Kennewick School District / Kennewick Education Association

Agreements to Change Provisions in the Collective Bargaining Agreement Related to Particular Group(s)

District Counselors

To comply with changes in Washington State law based on the implementation of Substitute Senate Bill (SSB) 5030, the District and the Association agree to the following addenda to the 2022-26 Collective Bargaining Agreement (CBA).

Appropriate and Inappropriate Activities for Counselors

The following information about appropriate and inappropriate activities will require changes in counselors' working conditions.

- The District and Association agree to follow the State of Washington's guidelines about direct and indirect service for Comprehensive School Counseling Programs (CSCP) – i.e., the "80/20 language."
- Counselors, as appropriate, will play a collaborative role with other stake holders in student assistance, among them Individualized Education Programs (IEPs), 504 plans, Student Assistance Teams (SATs), plans for responses to interventions, Multi-Tiered Systems of Support (MTSS), and school attendance reviews. Examples of collaboration include brainstorming, group discussions, and advocating for the student.
- Counselors will not be assigned as clerical support or case managers/leads for IEPs, 504 plans, SATs, responses to interventions, MTSS, or school attendance reviews. Accordingly, counselors' compensation of 7.5 hours to work on 504 plans associated with Individual Health Plans, referenced on page 19 of the 2022-26 CBA, will be rescinded.
- Counselors will be given the option, but will not be required, to substitute for fellow educators. Covering classes when educators are absent and there are no subs may be required if the responsibility is equitably distributed and compensated.
- Counselors can't be assigned to supervise communal areas such as playground, hallways, lunchrooms, or other like areas unless these duties are equitably shared in a rotation with all certificated staff.
- An annual administrative conference will be held for administrators and counselors to discuss the comprehensive school counseling plan. Among issues discussed will be allocating the CSCP 80/20 direct and indirect services, aligning supports with school improvement plan and addressing specific building needs.
- In emergencies, administrators may assign duties to counselors, with the understanding administrators' decisions will be subject to review by the District and Association.
- Administrators can't require counselors to perform administrative duties, including those related to directing or correcting fellow educators.
- Coordinating, administering, or proctoring State, District, National, AP, IB, BYU, or any other test is not a counseling duty.

Counselors and Multi-Tiered Systems of Support

To facilitate counselors' work in MTSS, the following changes will be implemented:

- The District and Association will use the American School Counselor Association (ASCA) position
 paper on MTSS to determine the role of counselors in the MTSS alignment.
- · Counselors will receive training for their role in MTSS.

Page 1 of 3

- Tier I: interventions, in the form of classroom instruction, school-wide programming, and initiatives
- Tier II: interventions, including small-group and individual counseling, consultation and collaboration with school personnel, families, and community stakeholders
- Tier III: indirect student support services through consultation, collaboration, and facilitation of referrals
- Counselors will be provided training in evidence-based curriculum for use with MTSS supports.
- Counselors' data entry will be related to interventions in which they are involved and may include counseling-related documentation.
- Counselors' duties will not include school-wide data entry except in designated, short-term
 emergency situations, subject to agreement between District and building administrators and
 counselors.

Immediate Needs

- The District will conduct quarterly meetings between high school counselors and the IT Department Supervisor.
- The District will adopt technology to assist counselors in tracking their time.
- The District will provide counselor-specific programs at Focus on Instruction, during the half-day of
 educator-directed professional development and, as necessary, on other professional development
 days, based on agreement between counselors and administrators.
- The District will set aside specific times for counselors to meet in both overall and level-specific meetings.
- The District and a multi-level group of counselors, as determined by the Association, will develop level-specific flowcharts to guide counselors' work with and support for Tier III students with severe behavior issues.
- The District will provide guidelines for administrators and counselors to meet to clarify the roles of third-party providers in buildings.
- Buildings will hold regular meetings of building administrators and counselors to discuss building needs and support for students and families.
- After the 2023-24 school year, the District and Association will initiate discussions to align the counselors' evaluation form with the comprehensive school counseling plan.

Level-based Counselor-to-School Ratios

As enhanced counselor allocation funding is provided by the state, the District, and Association agree to implement the following level-based school counselor ratios for traditional schools:

Elementary School	Middle School	High School
1:1	3:1	5:1

The goal is to implement this ratio by the end of the current CBA, should enhanced counselor allocation funding be provided by the state.

Counselor-to-school ratios for non-traditional schools will be based on student FTE at a 1:350 ratio.

Counselor-to-Student Overload Ratios

The following building counselor-to-student ratios will be used to determine overload: elementary schools – 1:500, middle schools: 1:350, high schools: 1:350. Non-traditional schools – 1:350. Beginning in the 2024-25 school year and beyond, the elementary school ratio will be 1:475.

Overload based on counselor-to-student ratios will be determined by caseload counts on Nov. 1 and March 1.

Overload compensation will be 7.5 hours of pay, beginning with the first student beyond the ratio, and additional increments of 7.5 hours of pay for each additional 100 students beyond the first student.

Goals and Implementation

To the greatest extent possible, individual counselor caseloads should be evenly distributed at the building level.

Equitable distribution of student enrollment does not preclude buildings from having individual counselors serve unique populations in buildings – e.g., International Baccalaureate (IB) at Kennewick High School – and dividing all other students equitably.

Based on student enrollment at each building, counselor FTE may be shared across buildings. Based on exceptional circumstances, as determined by the District and Association, changes to FTE will take place just once, prior to each school year. The district may:

- add additional counselors in .2 FTE increments based on increases in student enrollment at individual buildings, or
- reallocate counselors in .2 FTE increments based on decreases in the student enrollment at individual buildings, or
- use part-time or traveling counselors to deal with increases or decreases in student enrollment at individual buildings.

If a traditional elementary school enrollment falls below 350 students, that building's counselor FTE may be less than 1.0 FTE, based on discussions between the counselor involved, the District and Association. If a traditional elementary school enrollment exceeds 600 students, counselor FTE may increase, based on circumstances and discussions between the District and Association.

Decreasing or increasing counselor FTE at middle schools and high schools will be subject to future negotiations.

All provisions of this Letter Of Agreement (LOA) will remain in effect for the full term of the 2022-26 Kennewick School District and Kennewick Education Association Collective Bargaining Agreement.

Rob Woodford President – Kennewick Education Association

Dr. Doug)Christensen Kennewick School District

Date: 8/30/23

Date: 8/30/23

Letter Of Agreement

Kennewick School District / Kennewick Education Association

Agreements to Change Provisions in the Collective Bargaining Agreement Related to a Particular Group(s)

Elementary Resource Room Case Management

Building administrators will....

- provide 275 minutes of case management time, provided 20% of the 275 minutes/week is spent in direct contact with students (testing, meeting student needs, push-in, etc.)
- allow teacher flexibility to flip-flop case management time and prep time.
- schedule case management daily, or once per week.
- pro-rate case management time for non-1.0 FTE teachers (i.e., 137.5 hours for a 0.5 FTE teacher).
- manage scheduling, at the discretion of the educator.

If a resource room educator is unable to schedule case management time, the educator, a building administrator, and a Special Services administrator will have a collaborative problem-solving session.

If case management and prep time are chosen, student service delivery will not be disrupted.

Resource Room educators will only be allowed to substitute in other classrooms during their defined prep period.

Secondary Resource Room Case Management

Building administrator(s) and resource room educators will develop a timeline to implement a special education case management period that must be in place no later than the 2025-26 school year.

When a case management period is initiated, the class cap for overload will increase from 12 to 15 students.

All .75 FTE or higher resource room educators will have a case management period with an overload class size cap of 15. Minimum student contact time during case management periods will be equal to, or greater than, 20%.

Administrators will allow resource room educators the flexibility to swap scheduled case management and prep periods, based on student need.

Resource Room educators will only be allowed to substitute in other classrooms during their defined prep period.

Building administrators will distribute case management class periods throughout the master schedule to support more students.

Defining Case Management Responsibilities

The list below represents the case management responsibilities for elementary and secondary resource room educators in the Kennewick School District.

Case Management

- Making parent contacts for IEP development, services, and scheduling
- Scheduling and coordinating meetings
 - o Parent contacts, input
 - o Collaboration w/admin and itinerants
 - o Official invitations
 - o Confirming meetings
 - o District-level staff
- Administering and scoring academic evaluations/re-evaluations
 - o Completing Individual Documentation of Assessment Reports (IDARs)
- Writing and correcting IEPs
- Completing transition paperwork between levels invitations, Prior Written Notice (PWN), and amendments

- Preparing, modifying, distributing, and following up on student-specific materials for general education teachers (examples may include visual schedules, alternative work folders, manipulatives, incentives/reinforcement plans, scanned documents, social stories, and modified coursework.)
- Developing data collection methods and forms, as well as collecting and analyzing data
- Reporting student progress
- Collaborating with general education teachers to improve special education student outcomes
- Creating certificated and classified schedules/calendars to fulfill required IEP minutes and SPED support
- Following up on the Implementation of accommodations
- Responding to SPED student behavior(s)
- Reviewing historical student records
- Delivering Specially-Designed Instruction (SDI)
- Developing tutoring plans
- Monitoring student grades and following up, as necessary
- Auditing student placement, minutes, schedules, and IEPs throughout the school year
- Authoring and fulfilling transition plans and aligning them with "High School and Beyond" plans (secondary schools only)
- Training and collaborating with paraeducators

All provisions of this Letter of Agreement (LOA) will remain in effect for the full term of the 2022-26 Kennewick School District and Kennewick Education Association Collective Bargaining Agreement.

Rob Woodford President – Kennewick Education Association

Date: 8130/23

Dr. Doug Christensen Kennewick School District

Letter Of Agreement

Kennewick School District / Kennewick Education Association

Agreements to Change Provisions in the Collective Bargaining Agreement Related to a Particular Group(s)

Collective Bargaining Agreement Update

Below are language updates for the joint Kennewick Education Association/Kennewick School District collective bargaining agreement (CBA) intended to 1) reflect changes in the roles of elementary specialists when District boundaries change prior to the 2024-25 school year, and 2) replace language that expired at the end of the 2022-23 school year about overload for specific buildings.

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In consultation with their building administration, Sspecialists will be assigned in-building duties appropriate for certificated employees during the student day, from the start of the school day until their first class, and from the end of their last class to the end of the school day, except during their scheduled prep time.

Page 53

For the 2022-22 school year, the District will make every effort to provide additional FTE to provide specials when schools exceed the number of classrooms above 25 (for schools with four specials) or 29 (for schools with five specials). If a lack of instructional space prevents adding or reallocating teacher FTE, classes may be combined to keep the number of classes at 25 (for schools with four specials) or 29 (for schools with four specials).

If it becomes necessary to combine classes, specialists will be provided a stipend of \$500 per class above 25 or 29 for each combined class. Specialists will be required to teach only 25 or 20 classes, and oOverload language will be per class and include all students in the combined class. Student room assignments will be determined by building administration, in consultation with classroom teachers.

Beginning in the 2024-25 school year, additional specialist FTE may be reassigned from buildings with fewer than 20 specials sections to buildings with more than 25 specials sections (for schools with four specials) or 29 specials sections (for schools with five specials). Stand-alone Tier III specials are included in a building's sections total.

If a specialist is assigned to work in multiple buildings due to a lack of FTE at his or her original school, he or she will have the first right of refusal if his or her original position reverts to a 1.0 FTE and he or she is still working in the split staffing assignment.

If the specialist has accepted a full-time position in another building, he or she will be subject to contractual assignment and transfer rules to return to his or her original position.

Specialist Task Force

During the 2022-23-school year, a Specialist Task Force will convene no later than September 30, 2022, to examine specialist workloads, develop goals, and design meeting schedules. The Task Force will make recommendations on or before May 12, 2023.

The Task Force will include eight (8) specialists — two each from Technology, Music, P.E., and Library — and seven District representatives. The facilitator will be the Assistant Superintendent of Elementary Education. Employees will be compensated at the curriculum rate for work outside the contract workday.

Recommendations from the Task Force will be presented to the District and the Association. Stipends will remain in place until a replacement plan is developed by the Task Force.

During the 2023-24 school year, a Specialist Task Force will convene no later than September 29, 2023, to address concerns of educators who will be subject to split staffing assignments, as described above.

All provisions of this Letter of Agreement (LOA) will remain in effect for the school years noted in the language changes.

2

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Rob Woodford President – Kennewick Education Association

Dr. Doug Christensen Kennewick School District

Date: 8130123

Date: 8 30/23

Letter Of Agreement

Kennewick School District / Kennewick Education Association

Agreements to Change Provisions in the Collective Bargaining Agreement Related to a Particular Group(s)

Special Education Evaluation Pilot

The Kennewick School District and the Kennewick Education Association share an interest in providing effective and meaningful evaluation tools for Tier II and Tier III special education teachers.

During the 2023-24 school year, the District and Association will pilot a new evaluation tool for educators in the Tier II Autism, Tier III Autism, Tier II Behavior, and Tier III Lifeskills programs.

This pilot year will give the educators and their evaluators an opportunity to implement and improve the evaluation tool. The District will determine if an educator is included in the pilot.

If an educator involved in the pilot evaluation develops issues in the pilot program, he or she will return to the regular evaluation system.

Educators who participate in the pilot will not receive a Final Summative Evaluation below 3.

All provisions of this Letter of Agreement (LOA) will remain in effect during the 2023-24 school year.

Rob Woodford President – Kennewick Education Association

Date: 8/30/23

Kennewick School District

Dr. Doug Christensen

Date: 8130123

Page 1 of 1

Letter of Agreement

Kennewick School District / Kennewick Education Association Agreement Related to Working Hours and Days for District-Level Instructional Coaches

Teachers on Special Assignment (TOSA)

The following district-level instructional coaches will occasionally need to adjust their works hours and days with their supervisor(s):

Positions Affected:

- Facilitator Bilingual Literacy
- Language Development Coach
- Elementary Bilingual Literacy
- Secondary Bilingual Literacy
- GLAD Coach
- 6-12 STEM Specialist
- K-5 Math Adoption Specialist
- K-5 Specialist
- Hi-Cap Specialist
- Special Education Specialists (3)

The total number of hours and days will remain the 7.5 hour / 180-day contract as other Association members. This Letter of Agreement will be effective through the final day of the 2024-25 school year and will need to be voted on annually by the members of the TOSA group it affects.

Rob Woodford President – Kennewick Education Association

2020

Date

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Toni Neidhold Director of Human Resources

ugust 15, 2024

Date:

Letter of Agreement

Kennewick School District / Kennewick Education Association

Agreements to Change Provisions in the Collective Bargaining Agreement Related to a Particular Group(s)

Special Education Evaluations, 2024-25

The Kennewick School District and the Kennewick Education Association share an interest in providing effective and meaningful evaluation tools for Tier II and Tier III Special Education teachers.

During the 2024-25 school year, the District and Association will use the updated 2022 Danielson Framework evaluation tool for educators in Tier II Autism, Tier III Autism, Tier II Behavior, and Tier III Lifeskills programs.

To honor the work of the Special Education TPEP Committee during the 2023-24 school year, the companion documents created by the Committee attached to this Letter of Agreement can be used in the evaluation process.

All provisions of this Letter of Agreement (LOA) will remain in effect during the 2024-25 school year.

Rob Woodford President, Kennewick Education Association

Jonopy della

Toni Neidhold Director of Human Resources, Kennewick School District

Date: 1216124

Date: 12/9/24

Special Education TPEP - Companion Document Tier II - Autism and Behavior

Domain 2 - Learning Environments With the creation and implementation of the IEP. (BIP, Safety Plan, ESY, IHP, Transition Plan, etc.) 2a - Cultivating respectful and affirming environments.
 Knows the whole child: individual communication style, behavior/social needs, triggers, likes/dislikes.
 Knows students background and home life.
 Shows patience and non-reactive interactions during

- challenging situations. Modeling respectful interactions (i.e. problem solving).

- Modeling respectful interactions (i.e. problem solvin 2b Fostering a culture for learning
 Consistency in routines (i.e. visuals/visual expectations).
 Consistent data collection (IEP data, toileting data,
 - behavior data, etc.). Has high, but reasonable, individualized, expectations for each student. é
 - Individualized reinforcement and motivation systems.
- Has clear and organized teaching materials. Staff is able to take directives and adjust routines/ schedule based on daily student needs.
- 2c Maintaining purposeful environments
 Supervises all staff in instructional and non-instructional duties.
 - Has visible classroom routines and cross-trains staff in all duties
 - Individual supports based on student needs

 - Organized systems of materials and resources. Teaches students expectations for transitions and supports through difficult transitions and deescalates when necessary. Understands and uses Assistive Technology
- Understands and uses Assistive Technology appropriately (AAC, Reader Pens, PECS, etc.).
 Collaborates with staff to run effective whole group, small group, and/or 1:1 instruction (including use of materials, following schedule, taking student data, and maintaining management skills).
 2d Supporting positive student behavior
 Clear and consistent behavioral expectations. (ie. behavior labor and behavioral expectations. (ie.

- behavior plans and behavior data collection systems) Teacher communicates and collaborates with General Education teachers in reference to behaviors and individual needs. Has procedures for therapeutic rapport with students
- after escalation.
- Models, manages, and responds appropriately to individual behaviors and is able to deescalate
- appropriately. Regulates and models for staff their own behavior, and responds appropriately and effectively. Teacher gives directives/supports to staff to effectively deescalate.
- Individualized reward systems.
 2e Organizing spaces for learning
 - Provides access to a variety of sensory items to aid emotional regulation. Definition of individual, 1:1, small group, and break and sensory areas in the classroom. Classroom is set up to safely accommodate all

 - students and their equipment. Staff and students can easily access needed supplies and materials.

Domain 3 - Learning Experiences With the creation and implementation of the IEP. (BIP, Safety Plan, ESY, IHP, Transition Plan, etc.)

3a

- Communicating about purpose and content. Models for most students to initiate access to their own varied modes of communication. (i.e. PECs, role play, social stories, zones of regulation, verbal de-escalation model, leveled breaks, "looks like/sounds like," etc.) Describes specific strategies students might use. Uses limited and appropriate levels of communication with each students.
- Each students. Knows how to teach and scaffold communication skills. (i.e. ٠
- knows how hard to push, reinforce, and to test). Gives consistent and repetitive directions to most students.

- Gives consistent and repetitive directions to most students.
 The volume, tone, and cadence of adult voices are appropriate.
 Explanations of content is developmentally appropriate and invites student participation and thinking.
 3b Using questioning a discussion techniques
 Leads group discuss that use academic vocabulary and questions that engage deeper level of understanding.
 Provides a variety of participation opportunities to students, to keep students engaged in learning.
 Uses correct level of prompting with the student and understands how to move up and down the prompt hierarchy effectively.

 - Provides appropriate wait and processing time. Systems of communication for students are implemented and all students are encouraged to use it to express their ideas, emotions, wants and needs clearly (i.e. verbally, action, PECs, written, actions, AAC, ASL, eye-gaze, etc.) most of the time
- 3c Engaging students in learning
 Presents content in a variety of visual, motor and creative ways to increase engagement.
 Allows opportunities for students to have direct instruction as well as independent work time in the general education
- Allows opportunities for students to have direct instruction as well as independent work time in the general education classroom
 Engage and motivate students to perform non-preferred tasks and has highly motivating reinforcers and motivating preferred tasks at students' current level.
 Students' interests, thinking, problem-solving is encouraged and advocated for within learning opportunities.
 3d Using assessment for learning
 Uses daily progress monitoring of IEP goals through: Informal (rubrics, checklists, observations, behavior data, graphs, sensory/prompt level data, student self-assessments, work samples, etc.) and Formal (District and State testing, 3-year Evaluations, etc.) Assessments.
 Has established systems where student can self-assess. (i.e. how they are feeling, what they want for lunch, use of school-wide PBIS, etc.).
 Provides opportunities for students to generalize skills/IEP goals across settings and with a variety of people.
 Uses positive reinforcers to provide positive and constructive feedback to guide students' learning and behavior.
 Ber Responding flexibly to students needs
 Plans for modifying and accommodating work throughout small groups instruction to meet IEP goals.
 Displays flexibility across time and setting.
 Displays flexibility across time and setting.
 Displays flexibility across time and setting.
 Consistently provides positive and constructive feedback to staff to guide student learning and behavior.
 Communicates and helps accommodate and modify with general education teachers, when asked for support.
 Uses, models, and offers appropriate deescalation strategies throughout the day and all environments.
 Understands and implements teachable moments versus deescalating in moments of crisis.

* Based on components performance level of "proficient."

Special Education TPEP - Companion Document Tier III - Autism and Life Skills

Domain 2 - Learning Environments

With the creation and implementation of the IEP. (BIP, Safety Plan, ESY, IHP, Transition Plan, etc.) 2a - Cultivating respectful and affirming

environments.

- Knows the whole child: individual communication style, behaviors, triggers, likes/dislikes,
- Knows students background and home life.
- Shows patience and non-reactive interactions during challenging situations.
- Modeling respectful interactions.

2b - Fostering a culture for learning

- Consistency in routines.
- Consistent data collection (IEP data, toileting data, behavior data, etc.).
- Has high, but reasonable, individualized, expectations for each student.
- Individualized reinforcement and motivation systems.

2c - Maintaining purposeful environments

- Supervises all staff in instructional and non-instructional duties.
- Has visible classroom routines and cross-trains staff in all duties
- Individual supports based on student needs.
- Organized systems of materials and resources.
- Understands and uses Assistive Technology
- appropriately (AAC, Reader Pens, PECS, etc.). Collaborates with staff to run effective whole group,
- small group, and/or 1:1 instruction (including use of materials, following schedule, taking student data, and maintaining management skills).

2d - Supporting positive student behavior

- Clear and consistent behavioral expectations. (ie. behavior plans and behavior data collection systems)
- Models, manages, and responds appropriately to individual behaviors.
- Regulates and models for staff their own behavior, and responds appropriately and effectively. Teacher gives directives/supports to staff to effectively deescalate.
- Individualized reward systems.

2e - Organizing spaces for learning

- Definition of individual, 1:1, small group, whole group, and break and sensory areas in the classroom.
- Classroom is set up to safely accommodate all
- students and their equipment. Staff and students can easily access needed supplies and materials.
- Teacher/Nurse trains staff on individual health plans (i.e. toileting, feeding, medications, lifts, etc.).

Domain 3 - Learning Experiences With the creation and implementation of the IEP.

- (BIP, Safety Plan, ESY, IHP, Transition Plan, etc.) 3a Communicating about purpose and content. Models for most students to initiate access to their own varied modes of communication. (i.e. PECs, AAC, ASL, efc.)
 - Describes specific strategies students might use.
 - Knows how to teach and scaffold communication levels, (i.e. knows how hard to push, reinforce, and to test). Gives consistent and repetitive directions to most
 - students.
 - The volume, tone, and cadence of adult voices are appropriate. Explanations of content is developmentally appropriate
 - and invites student participation and thinkin
- 3b Using questioning a discussion techniques Uses open ended questions, inviting to think and/or offer multiple possible answers.
 - Jses correct level of prompting with the student and
- understands how to move up and down the prompt hierarchy effectively. Provides appropriate wait and processing time. Systems of communication for students are implemented and all students are encouraged to use it to express their ideas, emotions, wants and needs clearly (i.e. verbally, action, PECs, written, actions, AAC, ASL, eye-gaze, etc.) most of the time.

3c - Engaging students in learning

- Aligns activities, materials, and assignments to the district adopted curriculum and student IEP goals. Individualized programming and pacing based on individual student needs and their IEP. Uses a hierarchy of prompting to engage students. Takes into account individual student needs and organizes appropriate groups for instruction and learning takes.
- Staff uses positive reinforcement to provide positive and constructive feedback to guide students learning and behavior.

- 3d Using assessment for learning
 Uses daily progress monitoring of IEP goals through: Informal (rubrics, checklists, observations, behavior
 - data, graphs, sensory/prompt level data, review mastered data, etc.) and Formal (District and State testing, 3-year Evaluations, etc.) Assessments. Has established systems where student can self-assess. (i.e. how they are feeling, what they want for lunch, use of PBIS, etc.). .
 - Provides opportunities for students to generalize skills/IEP goals across settings and with a variety of people

- people.
 3e Responding flexibly to students needs
 Differentiates and accommodates all curriculum tasks and materials for specific learning goals for all students.
 Uses task analysis to break down task to provide scaffolded supports.
 Displays flexibility across time and setting.
 Displays persistence when dealing with student behavior, schedule changes, communication systems, presenting new tasks, competing indirection systems. presenting new tasks, completing job responsibilities, etc. especially when student is lacking understanding. Consistently provides positive and constructive feedback to staff to guide student learning and behavior.

* Based on components performance level of "proficient."

Letter of Agreement

Kennewick School District / Kennewick Education Association Agreements to Change Provisions in the Collective Bargaining Agreement Related to Particular Groups

Kennewick Middle School "6th Grade Only" First Day of School, 2024-25- 2025-2026

This Letter of Agreement (LOA) between the Kennewick Education Association and the Kennewick School District establishes that, for all traditional middle schools in the district, the only students required to attend the first day of classes in the district calendar are students in 6th grade.

Official attendance for all other students in traditional middle schools will begin on the second day in the district calendar.

Specific details about the purpose of this agreement and events at the schools can be found on the second page of this Letter of Agreement.

All provisions of this Letter of Agreement (LOA) will remain in effect for the full term of the 2022-26 Kennewick School District and Kennewick Education Association Collective Bargaining Agreement.

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Rob Woodford President – Kennewick Education Association

Date: 1216124

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Dr. Tom Brillhart Assistant Superintendent of Operations Kennewick School District

Date: 12/09/2029

2024-2025 KSD Middle School First Day of School Proposal

6th Grade Only Day

Goals for Students:

- Make connections with other 6th grade students and staff
- · Learn and practice routines for arrival and dismissal
- Tour the campus
- Learn and practice routines for lunch
- Practice opening and closing locker
- · Learn how to become a successful 6th grade student
- Find and visit each assigned class
- · Meet each of their teachers as well as counselors, administrators & other staff
- Have fun

Schedule	Activities
Arrival	 Students learn and practice routines for arrival Staff welcome students & provide support
Morning	 Students attend Assembly(s) Whole Group Mixers Small Group Activities Campus Tours Locker Practice Staff participate and provide support for student activities
6th grade Lunchtime	 Students learn and practice lunchtime routine and eat lunch Staff supervise and/or eat lunch
Afternoon	 Students attend regular class schedule Staff who do not teach 6th grade classes will provide support in hallways and common areas
Dismissal	 Students learn & practice routines for dismissal Staff provide support for student dismissal

Memorandum of Understanding

Kennewick School District / Kennewick Education Association Agreements to Changes in the Collective Bargaining Agreement

Changes to Growth Goals in Evaluations / Language Cleanup

The Kennewick School District and the Kennewick Education Association agree to the language changes in this document relating to Growth Goals in the Teacher and Principal Evaluation Pilot (TPEP) evaluation section of the collective bargaining agreement (CBA).

During the 2024-25 school year, the District and Association will use the updated language below to conform to changes required by the Washington State Office of the Superintendent of Public Instruction (OSPI) for the 2024-25 school year.

All provisions of this Memorandum of Understanding (MOU) will remain in effect for the full term of the 2022-26 Kennewick Education Association and Kennewick School District collective bargaining agreement.

Rob Woodford President, Kennewick Education Association

Date: 1116125

Dr. Tom Brillhart Assistant Superintendent of Operations Kennewick School District

Date: 1/15/23

Article IX – Evaluation

Section 1: Definitions

In this section, "Classroom Teacher" means a certificated employee who provides academicallyfocused instruction to students. "Academically-focused" means the teacher plans or modifies instruction, instructs students, and monitors student progress.

"Classroom Teacher" does not include ESAs, Counselors, Librarians, Psychologists, TOSAs, SLPs, OT/PTs, Nurses Lifeskills, Autism, Tier II Behavior, Structured Learning, ESL Specialists, Media Specialists, TOSAs, Instructional Coaches, Curriculum Specialists, and other bargaining unit members who do not work with or assign grades to regularly-recurring and specifically-defined groups of students who do not fit the definition above.

Bargaining unit members who do not meet this definition will remain in the previous evaluation system, as defined elsewhere in this CBA. Specific evaluation forms are in the Appendix of this CBA.

Criteria: one (1) of the eight (8) State-defined categories to be scored.

Component: one (1) of the 22 areas in Danielson's four (4) domains.

Evaluator: a certificated administrator trained in observation, evaluation, inter-rater reliability, and the use of the specific instructional framework and rubrics in this CBA and relevant State or Federal requirements. The evaluator will assist the employee by providing support and resources.

Artifacts: products generated, developed, or used by a certificated employee. Artifacts should not be created specifically for the evaluation system. Tools or forms used in the evaluation process may be considered artifacts.

Observe or Observation: the gathering of evidence made during classroom or worksite visits or other visits, work samples, or conversations that provide evidence of performance of assigned duties, to examine evidence over time against the instructional or leadership framework rubrics. In the Comprehensive Evaluation, two (2) 30-minute observations are required. Audio or video recordings can't be made without prior knowledge and written approval from the employee.

Evidence: examples or observable practices of the employee's ability and skill in relation to the instructional framework rubric. Evidence collection is not intended to mirror a National Boarda portfolio. It is a sampling of data to determine the level of performance. It should be a natural harvest of the work gathered during the normal course of employment. Documentation related to students and parents may be submitted by the employee as evidence.

Plan of Support: a voluntary plan to assist an employee to address identified problems during the evaluation cycle.

Plan of Improvement: a mandatory plan based on the summative score at the end of the evaluation cycle, to be implemented the following year.

Not Satisfactory:

Level 1: Unsatisfactory – receiving a summative score of 1 is not considered satisfactory performance for employees.

Level 2: Basic – if the classroom teacher is on a continuing contract with more than five (5) years of teaching experience, and if a summative score of 2 has been received two (2) years in a row or two (2) years within a consecutive three-year period, the teacher is not performing at a satisfactory level.

Student Growth: the change in student achievement between two (2) points in time during a school year. While employees still collect and analyze a variety of student learning evidence to see which students made growth and how much, the emphasis is on how employees reflect on and use that information.

Student Growth Data: relevant multiple measures that can include classroom-based, schoolbased, and District-based tools authentic to the learning goal and embedded in the instruction and learning activities designed for the unit of study or planned growth experience. Assessments, both formative and summative, used to demonstrate growth will be selected by the classroom teacher and agreed on by the evaluator. Percentages will not be required by the evaluator as a measurement standard for student growth. Student growth goals without specific percentages will default to the State criteria that more than 50% of students will show growth for the teacher to be Proficient.

Student Growth Evidence: a natural harvest of a variety of student learning evidence, including formative and summative assessments gathered during the normal course of employment and analyzed to determine levels of student growth and how the employee reflects on and uses that information to make decisions about next steps for students' learning.

Student Growth Score: the score derived through conversation between the employee and evaluator and evaluation of all information and evidence related to the Growth Goal, based on the Student Growth Goal rubrics.

Distinguished: the significant majority of students meet the growth goal with consideration of limiting factors, to be discussed by the employee and principal.

Section 2: State Criteria, Framework, and Scoring

The purpose of this evaluation system is to help employees with their professional growth. Evaluators will assume all employees are Proficient. When evaluating, evaluators will look at the requirements for Proficient and move in either direction based on the evidence. Quality of evidence will be favored over quantity of evidence.

The State evaluation criteria are:

- centering instruction on high expectations for student achievement;
- demonstrating effective teaching practices;
- recognizing individual student learning needs and developing strategies to address those needs;
- providing clear and intentional focus on subject matter content and curriculum;
- fostering and managing a safe, positive learning environment;
- using multiple data elements to modify instruction and improve student learning;
- communicating and collaborating with parents and the school community; and

• exhibiting collaborative and collegial practices focused on improving instructional practices and student learning.

Instructional Framework

The parties have agreed to the adopted evidence-based instructional framework developed by Charlotte Danielson and approved by OSPI.

Summative Performance Scoring

If the evaluator and employee can't agree on a summative score, the employee may request an alternative evaluator \clubsuit analyze the evidence, using the rubric. The summative score is determined by:

- 5) The performance rating for each of the eight (8) State evaluation criteria is determined by combining the component score(s) and the student growth scores for criteria 3, 6, and 8. The score for each criteria criterion is determined by weighing all the evidence and/or artifacts collected, considering growth over time, and comparing the current performance to the rubric.
- 6) Evaluators add up the raw score on these criteria and the employee is given a score of Unsatisfactory, Basic, Proficient, or Distinguished, based on these scores:

08-14	Unsatisfactory
15-21	Basic
22-28	Proficient
29-32	Distinguished

7) Five (5) components are designated as student growth components and are embedded in the instructional framework. These components are in the criteria as SG 3.1, SG 3.2, SG 6.1, SG 6.2, and SG 8.1. Evaluators add up the raw score on these components and the employee is given a score of Low, Average, or High, based on these scores:

05-12	Low
13-17	Average
18-20	High

8) The default definition of student growth is more than 50% of the students meeting the goal. If an employee receives a Distinguished summative score and a Low student growth score, he or she is automatically moved to the Proficient level for his or her summative score.

A Low Student Growth Rating

Within two (2) months of receiving the Low student growth score, or at the beginning of the following school year, one (1) or more of the following must be initiated by the evaluator, following a discussion with the employee:

- examine student growth data with other evidence (including observation, artifacts, and student evidence) and additional levels of student growth based on classroom, school, and District tools of reflection on the learning process and the extent employees use that reflection to adjust their instruction
- examine extenuating circumstances, potentially including student attendance, class size, sufficient availability of supplies and equipment for the instructional program, physical learning environment, preparation time, administrative support, student behavior/discipline,

curriculum/assessment alignment, and other factors that may have contributed to an Unsatisfactory score

- schedule monthly conferences with the evaluator to discuss and/or revise goals, progress toward meeting goals, and best practices
- create and implement a professional development plan to address student growth areas

Applicability

This evaluation system only applies to classroom teachers, specifically employees with an assigned group of students who provide academically-focused instruction and grades for students.

Those employees not using the Focused or Comprehensive evaluation will be evaluated using the evaluation form for their particular job.

Professional Development

Evaluative criteria, procedures, and forms will be distributed and explained to all employees in a general meeting at the building level **prior to the first observation and evaluation**, **on or before September 30**. At that time employees will also be notified whether they will be evaluated using the Comprehensive or Focused evaluation. An newly-assigned employee newly-assigned to a building must have the evaluation tool explained before an observation and evaluation and evaluation occur. Evaluation forms are in the Appendix of this CBA.

Procedural Components of Evaluation

The building administrators, principal, and/or assistant principal(s) will be designated evaluator(s) for all employees assigned to the building. No employee will be evaluated by an evaluator who has not been trained in observation, evaluation, and the use of the specific instructional framework and rubrics in this CBA and relevant State or Federal requirements. Each year, the District will provide the Association with evidence of the content, and successful completion of, this training for each observer or evaluator **before he or she evaluates bargaining unit members**.

Prior to the completion of the evaluation report, the evaluator will perform the required observations of the employee in a formal teaching setting. The time for at least one (1) of the observations will be pre-determined by the evaluator and the employee. Unless consent is given by the employee, an employee who has received a 1 or $\frac{1}{2}$ in a criteria criterion in a previous observation will not be observed on half-days, late start days, the day before winter or spring break, or on days with assemblies or a modified schedule. Each regular observation will be at least 30 minutes long, and only bargained evaluation forms will be used.

In addition to observing, the evaluator and the employee will be jointly responsible for the collection of evidence and artifacts necessary to complete the evaluation. An employee may be asked to provide evidence or artifacts that are reasonable and sufficient to aid the evaluator when information is not easily observable or available to the evaluator. Evaluators may not mandate arbitrary numbers or types of evidence and artifacts.

An employee receiving an Unsatisfactory may contact the Association for counsel and advice and include Association representation in the evaluation process.

On request, employees may be assigned an alternative evaluator. Requests must be submitted **by October 1** to the Association President and include a specific reason for the change.

Section 3: Comprehensive Evaluation

A Comprehensive Evaluation will include all eight of the State criteria. An employee eligible for a Focused Evaluation must complete a Comprehensive Evaluation once every six (6) years.

Pre-Observation Conference

The pre-observation conference will be held **prior to each formal observation**. The employee and evaluator will agree when to conference. The purpose of the pre-observation conference is to discuss the employee's goals, establish a date for the formal observation, and discuss matters like the professional activities to be observed, the content, the objectives, the strategies, and the observable evidence to meet the scoring criteria.

Formal Observations

The first of at least two (2) formal observations for each employee will be conducted **within the first 90 days of the school year**. The first observation will be prearranged with the employee. The employee may request additional observations. The total annual observation time can't be fewer than 60 minutes. A formal observation will not be less than 30 minutes.

Third-year provisional employees must be observed three (3) times, for a total of no less than 90 minutes.

Observations will occur no later than 10 days after the pre-observation meeting.

Unless consent is given by the employee, an employee who has received a 1 or 2 in a criteria criterion in a previous observation will not be observed on half-days, late-start days, the day before winter or spring break, or days with assemblies or a modified schedule. Each regular observation will be at least 30 minutes long.

The evaluator will document all formal observations using the negotiated form and provide copies to the employee within three (3) *working* days.

Second formal observations will occur **no sooner than six (6) weeks after the first formal observation** and, ideally, in different semesters or trimesters, so that reasonable time can be provided for continuing professional growth. The observation will occur **no later than 10 working days after the pre-observation meeting**.

The final formal observation will occur **prior to May 10**, unless the employee is on probation, when timelines under the Probation section must be followed.

All observations will be conducted openly. Audio or video recordings will not be made without the prior knowledge and written approval of the employee.

Informal Observations

An informal observation is a documented observation of no less than 10 minutes that is not required to be pre-scheduled. Additional informal observations may be necessary to collect additional evidence.

An evaluator may conduct any number of informal observations.

Informal observations do not have to be in the classroom. Department or collegial meetings may be used for informal observations.

Documentation will be provided to the employee within three (3) working days of the informal observation. Documentation must identify areas of concern, if any.

After an informal observation, an employee may request a conference to discuss the informal observation.

Post-Observation Conference

The post-observation conference between the evaluator and employee will be held **no later than 10 working days after the formal observation**.

The purpose of the post-observation conference is to review the evaluator's and employee's evidence related to scoring criteria from the observation and discuss the employee's performance.

If there is an area of concern, the evaluator will identify specific concerns for the applicable component and provide possible solutions in writing to remedy the concern. The evaluator must include a clear description of the problem, a detailed recommendation or recommendations for improvement, and specific acceptable levels of performance, as per the language in the framework.

At this time, the employee has the right to provide additional evidence for each scored component. This evidence must be given appropriate weight and consideration in scoring the component(s).

Final Summative Evaluation Conference

No later than May 25, or prior to May 15, if the employee is to receive a score below Proficient, the evaluator and employee will meet to discuss the employee's final summative score. The final summative score, including the student growth score, must be determined by an analysis of evidence that is a holistic assessment of the employee's performance over the course of the year. If the employee is on probation, the timelines under the Probation section must be followed.

Annual evaluations will be based on all classroom observations and evidence collected for that year. Evidence may be collected **at the beginning of the evaluation cycle**, which commences **the day after school is dismissed and ends May 1 of the following school year.**

The evaluator must be able to justify the score by comparing the evidence (or lack thereof) to the rubric for each criterion.

The employee may provide a list of factors limiting his or her performance, which the evaluator must consider **prior to assigning the final summative score**. Factors may include, but are not limited to:

- class size, in accordance with this CBA
- sufficient availability of supplies and equipment for the instructional program
- Aadequate physical facilities and location to accommodate the learning environment, as necessitated by the area of instruction being taught
- preparation time for employees, in accordance with this CBA
- administrative support dealing with disciplinary problems, in accordance with this CBA

Employees will not be marked down in subject areas for which they are not endorsed or certificated.

The employee will sign three (3) copies of the Summative Evaluation. Distribution of the final evaluation form will be: one (1) to the employee, one (1) to the evaluator, and one (1) to the personnel file. The signature of the employee does not necessarily imply the employee agrees with its contents. The employee may attach written comments to observations and to the final annual evaluation report and may seek relief through the grievance procedure. An employee receiving an Unsatisfactory may write a rebuttal, which will be attached to the observation report.

Only the final evaluation form and rebuttal, if any, is placed in the employee's personnel file. All other documents remain in the working files at the school.

Comprehensive Evaluation Timeline

An employee will complete the self-assessment form and share it with his or her supervisor **no** later than September 30.

Employees will meet with their supervisors to review their goals for the criterion areas **by October 31**.

Employees will arrange an initial student growth goal-setting conference with their evaluators **between October 31 and the first Friday in December**. Student growth goals for criteria 3, 6, and 8 will be proposed by the employee and agreed on by the evaluator during the goal-setting conference, to be held no later than October 31 during this conference. This does not preclude employees from including their student growth goals at the time of the criteria goal conference.

Employees will be provided with more than one opportunity to design and implement a student Growth Goal. If the employee requests it, additional goals may be designed, and a follow-up goal-setting conference held. Goal setting for additional goals must be completed **no later than the last Friday in February**.

Critical attributes of student growth descriptions may be used by employees to aid in designing goals and in discussions with their evaluators. Critical attributes, however, are intended to provide clarity for terms that appear in the rubric, and the bullets in the descriptions will not be used as a checklist of requirements.

The first formal observation **will be completed by December 1**. Pre- and post-observation conferences should take place after each formal observation.

A final student gGrowth Goal Conference summary will be due to held with the employee's supervisor **on or before April 30**. The supervisor and employee will discuss the growth students made, but the focus of the conversation will be the employees' analysis of what their students' learning tells them about students' next steps, and their own.

The final observation will be completed by May 10.

The final evaluation will be completed **by May 25 or prior to May 15** if the employee is to receive a score below Proficient.

If an employee is on probation, the timelines under the Probation section must be followed.

Section 4: Focused Evaluation

The Focused Evaluation is used when an employee is not evaluated using the Comprehensive Evaluation process and will include evaluation of one (1) of the eight (8) State criteria.

If a non-provisional employee has scored at Proficient or higher the previous year, he or she may choose to be evaluated using the Focused Evaluation. The employee may remain on Focused Evaluations for five (5) years before returning to the Comprehensive Evaluation.

A summative score is assigned using the summative score from the most recent Comprehensive Evaluation. This score becomes the Focused summative score for subsequent years. Should an employee provide evidence of exemplary practice on a Focused Evaluation criterion, a level 4 (Distinguished) score may be awarded by the evaluator.

All observations will be conducted openly. Audio or video recordings will not be made without the prior knowledge of, and written approval from, the employee.

Process for Focused Evaluation

The employee or the evaluator can initiate a move from the Focused Evaluation to the Comprehensive Evaluation. A decision to move an employee from a Focused Evaluation to a Comprehensive Evaluation must occur within the first 60 days of the school year.

The criterion area to be evaluated will be proposed by the employee and agreed on by the evaluator during the criterion goal-setting conference, to be held no later than October 31.

If the employee chooses criterion 3, 6, or 8, he or she must complete the corresponding student growth components, following the Focused Evaluation timeline.

If the employee chooses criterion 1, 2, 4, 5, or 7, he or she must also complete the student growth components in criterion 3 or 6, following the Focused Evaluation timeline.

Visits, work samples, or conversations that allow for the gathering and examining of evidence over time against the instructional framework rubrics may be considered an observation.

Informal Observations

An informal observation is a documented observation of no less than 10 minutes that is not required to be pre-scheduled. Additional informal observations may be necessary to collect additional evidence.

An evaluator may conduct any number of informal observations.

Observations do not have to be in the classroom. Department or collegial meetings may be used for informal observations.

A copy of the documentation will be provided to the employee **within three (3) days of the informal observation**. Documentation must identify areas of concern, if any.

After an informal observation, an employee may request a conference to discuss the informal observation.

A mid-year conference is required to provide feedback on goal and criterion progress.

A group of employees may focus on the same evaluation criterion and share professional growth activities. This collaboration should be initiated by the employees, and no individual will be required to work on a shared goal.

Final Summative Evaluation Conference

No later than May 25, or prior to May 15 if the employee is to receive a score below Proficient, the evaluator and employee will meet to discuss the employee's final summative

score. The final summative score, including the student growth score, must be determined by an analysis of evidence. This analysis will be a holistic assessment of the employee's performance over the course of the year.

Annual evaluations will be based on all classroom observations and evidence collected for that year. Evidence may be collected at the beginning of the evaluation cycle, which commences **the day after school is dismissed and ends May 1 of the following school year**.

The evaluator must be able to justify the score by comparing the evidence (or lack thereof) to the rubric for each criterion.

The employee may provide a list of factors limiting his or her performance that the evaluator will consider **prior to assigning the final summative score**. Factors may include, but are not limited to:

- class size, in accordance with this CBA
- sufficient availability of supplies and equipment for the instructional program
- adequate physical facilities and location to accommodate the learning environment, as necessitated by the area of instruction being taught
- preparation time for employees, in accordance with this CBA
- administrative support in dealing with disciplinary problems, in accordance with this CBA
- evaluation for employees in their endorsement areas

The employee will sign three (3) copies of the final summative evaluation. Distribution of the final evaluation criteria criterion form will be: one (1) to the employee, one (1) to the evaluator, and one (1) to the personnel file. The signature of the employee does not necessarily imply the employee agrees with its contents. The employee may attach written comments to observations and to the final annual evaluation report and may seek relief through the grievance procedure.

An employee receiving an Unsatisfactory may write a rebuttal, which will be attached to the observation report.

Only the final evaluation form and rebuttal, if any, are placed in the employee's personnel file. All other documents remain in the working files at the school.

Focused Evaluation Timeline

During October, eEmployees will meet with their supervisors, either as individuals or as grade level teams, to review goal(s) for their chosen criterion focus area by October 31.

Employees complete and submit the final student growth goal form no later than October 31.

Employees will arrange an initial student growth goal-setting conference with their evaluators **between October 31 and the first Friday in December**. Student Growth Goals for criterion 3, 6, or 8 will be proposed by the employee and agreed on by the evaluator during this conference. This does not preclude employees from including their student Growth Goals at the time of the criterion conference.

Employees will be provided with more than one opportunity to design and implement a student Growth Goal. If the employee requests it, additional goals may be designed, and a follow-up goal-setting conference held. All goal setting for additional goals must be completed **no later than the last Friday in February.**

Critical attributes of student growth descriptions may be used by employees to aid in designing goals and in discussions with their evaluators. Critical attributes, however, are intended to provide clarity for terms that appear in the rubric, and the bullets in the descriptions will not be used as a checklists of requirements.

The first formal observation, if appropriate, will be completed **by December 1**. The observation may be held during PLC meetings, as appropriate to the criteria.

Pre- and post- conferences are not required for the **#F**ocused **#**Evaluation process.

A final Sstudent gGrowth Goal conference summary will be held with the employee's due to the supervisor **on or before April 30**. The supervisor and employee will discuss the growth students made, but the focus of the conversation will be the employees' analysis of what their students' learning tells them about both students' next steps, and their own.

Final evaluation meetings with individuals or teams will be held between May 10 and May 25.

The *∉***f**inal evaluation will be completed **by May 25 or prior to May 15** if the employee is to receive a score below Proficient.

Letter of Agreement

Kennewick School District / Kennewick Education Association Agreements to Change Provisions in the Collective Bargaining Agreement Related to Particular Groups

Math Specialists, Reading Specialists, Interventionists, and Related Positions

This Letter of Agreement (LOA) between the Kennewick Education Association and the Kennewick School District establishes guidelines for administrators and educators to use in Teacher and Principal Evaluation Program (TPEP) evaluations.

All provisions of this Letter of Agreement (LOA) go into effect immediately and remain in effect for the full term of the 2022-26 Kennewick School District and Kennewick Education Association collective bargaining agreement.

Rob Woodford President – Kennewick Education Association

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Dr. Tom Brillhart Assistant Superintendent of Operations Kennewick School District

Date: 127125

Date: 1/28/25

Specialists and Interventionists Task Force

3 Recognizing individual student learning needs and developing strategies to address those needs.

SG 3.1 Establish Student Growth Goals SG 3.2 Achievement of Student Growth Goals

Ideas:

The subgroup can be the specialists' small groups with focused approaches to specific skills. Can work in a co-teaching model, as well.

Gather information from other specialists to help inform the work of specific types of specialists without being building specific.

Find ways other than writing to show student progress (oral responses, pictures, sentence frames, rubrics, etc.)

"Family input" can include classroom surveys, conference conversations, Parent Square, home visits, informal two-way conversations with parents.

6 Using multiple student data elements to modify instruction and improve student learning.

SG 6.1 Achievement of Student Growth Goals SG 6.2 Achievement of Student Growth Goals

Ideas:

"Whole group" of students can be an indefinite number. For example, groups of students impacted by Professional Learning Communities (PLCs), job-alike groups, teachers with paraeducators, teachers with teachers, or co-teachers can also be considered whole groups.

A student who exceeds learning goals and/or is exited from a learning group is considered a positive sign in student growth and an example of the specialists' instructional impact.

Instead of using tests as the measure, use alternate forms of quality assessment – i.e., notes educators made about their students, relevant student data, graphs, rubrics, exit tickets, teacher-made assessments, etc.

8 Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

SG 8.1 Establish Student Growth Goals, implement, and monitor growth.

Ideas:

As noted in the definition, collaboration time can include job-alike meetings, as well as meetings with grade-specific teams, Student Assistance Teams (SATs), Multi-Tiered Systems of Support (MTSS).

Specialists can collaborate with administrators to bring new strategies, practices, resources, professional development, etc. into the building.

Letter of Agreement

Kennewick School District / Kennewick Education Association

Agreements to Change Provisions in the Collective Bargaining Agreement Related to Particular Groups

Elementary Librarians

This Letter of Agreement (LOA) between the Kennewick Education Association and the Kennewick School District establishes guidelines for administrators and educators to use in Teacher and Principal Evaluation Program (IPEP) evaluations.

All provisions of this Letter of Agreement (LOA) will go into effect and remain in effect for the 2025-26 school year.

Rob Woodford President Kennewick Education Association

Date: 515125

Dr. Tom Brillhart Assistant Superintendent of Operations Kennewick School District

3

Date:

Elementary Librarians Task Force

3 Recognizing individual student learning needs and developing strategies to address those needs. (Student Subgroup)

SG 3.1 Establish Student Growth Goals

SG 3.2 Achievement of Student Growth Goals

Ideas:

- 1. Use data from official assessments (OPAC, Accelerated Readers, Star Assessments, WIDA, etc.) to enhance individual student growth, with the goal to support student learning in subgroups.
- 2. Use data from informal, in-class, online assessments (exit tickets, Google forms, online digital learning options, surveys, and more) to enhance individual student growth, with the goal to support student learning in subgroups.
- 6 Using multiple student data elements to modify instruction and improve student learning. (Student Whole Group)

SG 6.1 Establish Student Growth Goal

SG 6.2 Achievement of Student Growth Goals

Ideas:

- 1. Use photographs or entrance/exit tickets to enhance student learning by "before" and "after."
- 2. Provide choice boards to students to help them discover their interests.
- 3. Use observations, checklists, rubrics, checkout information, and other sources of information to monitor student understanding and growth.
- 4. Collect data (OPAC, Accelerated Readers, Star Assessments, WIDA, etc.) to determine methods to optimize individual student growth.
- 5. Implement GLAD Strategies to formatively assess students, both prelearning and post-learning.
- 6. Use data from informal, in-class, online assessments (exit tickets, Google forms, online digital learning options, surveys, and more) to enhance individual student growth, with the goal to support student learning.

8 Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning. (Professional Collaboration)

SG 8.1 Establish Student Growth Goals, Implement, and Monitor Growth.

Ideas:

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- 1. Work with fellow librarians to promote high-quality instruction.
- 2. Collaborate with educators at various levels by selecting and providing a variety of pertinent materials booklists, joint spreadsheets, pictorial input, notes from PLC's and other meetings, and more.
- 3. Share personally-developed materials in online folders with administrators and fellow educators for the opportunity to measure student progress.
- 4. Find unique resources, both digital and in print, to offer educators a variety of approaches to student learning goals and help educators learn how to use the resources.



Between

Kennewick School District and Kennewick Education Association

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[] Other Contributions (Please specify the employee eligibility and current formula for determining the contribution):

The term of this agreement shall be from September 1, 2025 to August 31, 20262).

Signed for the Kennewick Education Association no ne N id

3/12/25 Date 3/12/25 Date

Signed for the Kennewick School District

⁽¹⁾ Employees whose employment contract exceeds 180 days may accrue sick leave up to their annual contract amount. Such employee groups may consider a higher eligibility threshold for annual sick leave contributions to the VEBA Plan. ⁽²⁾ The language in this model agreement assumes the term shall coincide with the employee group's contract year (i.e. September 1 to August 31).

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Signed for the Kennewick Education Association Signed for the Kennewick School District

Date



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Signed for the Kennewick Education Association	Date
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Between Kennewick School District and Kennewick Education Association

The Kennewick School ("District") has adopted the VEBA Health Reimbursement Plan ("Plan"). The District agrees to contribute to the Plan on behalf of all employees in the collective bargaining group ("Group") defined as eligible to participate in the Plan. Each eligible employee must submit a completed and signed Enrollment Form to become a Plan participant and be eligible for benefits under the Plan.

The following selected contribution(s) shall be made during the term of this agreement:

MONTHLY CONTRIBUTIONS

[X] Mandatory Employee Contributions: The District and the Group agree that the Group's compensation package will be changed such that eligible employees shall receive additional benefits in the form of VEBA Plan contributions equal to:

.5% of pay for employees age 20-29 1.0% of pay for employees age 30-39 1.5% of pay for employees age 40-49 2.0% of pay for employees age 50 to retirement

Such contributions shall be calculated and contributed on a monthly basis and the employees salary shall be reduced in an equal amount. Such contributions shall be made on behalf of all group employees defined as eligible and shall be considered and referred to as employer contributions.

[] Unused State Allocated Employee Benefit Dollars: Eligibility for contributions on a monthly basis is limited to employees with unused state allocated employee benefit dollars to their credit after the pooling process has been completed in accordance with RCW 28A.400.270 and 28A.400.280. To be eligible during the term of the Plan, an employee must have unused state allocated employee benefit dollars during the term of this agreement.

LEAVE CASH-OUT CONTRIBUTIONS

....

[]. Vacation Leave Contributions - Retirement or Separation from Service: Eligibility for contributions at retirement or separation from service is limited to employees who retire or separate from service with vacation leave cash-out rights during the term of this agreement.

() Personal Leave Contributions: Eligibility for contributions is limited to employees who have accumulated <##> days of unused

personal leave. To be eligible, an employee must have unused personal leave cash-out rights during the term of this agreement.

[] Sick Leave Contributions – Annual: Eligibility for contributions on an annual basis is limited to employees who have accumulated 180 days (or more if eligible⁽⁰⁾) of unused sick leave. To be eligible during the term of this agreement, an employee must have earned at least 180 days of unused sick leave as of the effective date, not including any front loaded days.

 Sick Leave Contributions – Retirement or Separation from Service: Eligibility for contributions at retirement or separation from service is limited to employees who retire or separate from service with sick leave cash-out rights during the term of this agreement shall be eligible.

NOTE: All leave cash out contributions on behall 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 sick 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 sick leave contribution fails to sign and submit such agreement to the District, the District will not make sick leave cash-out contributions to the Plan at any time during the term of this agreement, and any and all excess sick 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 sick leave.

 Other Contributions (Please specify the employee eligibility and current formula for determining the contribution):

The term of this agreemen	t shall be from Sept	ember 1, 2022	to August 31, 2023	
///		and the second second second		

5 Signed for the Kennewick Education Association Clat . Signed for the Kennewick School District

⁽¹⁾Employees whose employment contract exceeds 180 days may accrue sick leave up to their annual contract amount. Such employee groups may consider a higher eligibility threshold for annual sick leave contributions to the VEBA Plan. ⁽²⁾The language in this model agreement assumes the term shall coincide with the employee group's contract year (i.e. September 1 to August 31).

10/09

2024-25 Certificated Co-Curricular Salary Schedule

	1	2	3	4	5	9	10	15	20	25
Ŧ	\$6,317	\$6,520	\$6,725	\$6,928	\$7,133	\$7,336	\$8,559	\$9,782	\$11,005	\$12,227
	0.15500	0.15998	0.16500	0.16998	0.17500	0.17998	0.21000	0.24000	0.27000	0.30000
2	\$5,910	\$6,114	\$6,317	\$6,520	\$6,725	\$6,928	\$7,744	\$8,559	\$9,374	\$10,190
	0.14500	0.15000	0.15500	0.15998	0.16500	0.16998	0.19000	0.21000	0.23000	0.25000
3	\$5,299	\$5,502	\$5,706	\$5,910	\$6,114	\$6,317	\$7,133	\$7,948	\$8,762	\$9,57
	0.13000	0.13500	0.14000	0.14500	0.15000	0.15500	0.17500	0.19500	0.21498	0.23498
4	\$4,891	\$5,095	\$5,299	\$5,502	\$5,706	\$5,910	\$6,725	\$7,540	\$8,355	\$9,170
	0.12000	0.12500	0.13000	0.13500	0.14000	0.14500	0.16500	0.18500	0.20498	0.22498
5	\$4,483	\$4,686	\$4,891	\$5,095	\$5,299	\$5,502	\$6,114	\$6,725	\$7,336	\$7,948
	0.11000	0.11497	0.12000	0.12500	0.13000	0.13500	0.15000	0.16500	0.17998	0.19500
9	\$3,798	\$4,278	\$4,483	\$4,686	\$4,891	\$5,095	\$5,706	\$6,317	\$6,928	\$7,025
	0.10000	0.10497	0.11000	0.11497	0.12000	0.12500	0.14000	0.15500	0.16998	0.18500
7	\$3,668	\$3,872	\$3,930	\$4,278	\$4,483	\$4,686	\$5,095	\$5,502	\$5,910	\$6,317
	0.09000	0.09500	0.10000	0.10497	0.11000	0.11497	0.12500	0.13500	0.14500	0.15500
8	\$2,853	\$2,848	\$3,261	\$3,464	\$3,668	\$3,872	\$4,278	\$4,686	\$5,095	\$5,502
	0.07000	0.07500	0.08000	0.08500	0.09000	0.09500	0.10497	0.11497	0.12500	0.13500
6	\$2,444	\$2,649	\$2,853	\$2,848	\$3,261	\$3,464	\$3,668	\$3,872	\$4,076	\$4,278
	0.05997	0.06500	0.07000	0.07500	0.08000	0.08500	0 nannn	0.00500	0.10000	0 10407

2024-25 School Year

2023-24 Certificated Co-Curricular Salary Schedule

Step		1	2	3	4	5	6	101	15	20	25
	1	\$6,092	\$6,288	\$6,485	\$6,681	\$6,878	\$7,074	\$8,254	\$9,433	S10,612	S11,79
		0.15500	0.15998	0.16500	0.16998	0.17500	0.17998	0.21000	0.24000	0.27000	0.30000
	2	\$5,699	\$5,896	S6,092	S6,288	S6,485	S6,681	\$7,468	\$8,254	\$9,040	\$9,826
		0.14500	0.15000	0.15500	0.15998	0.16500	0.16998	0.19000	0.21000	0.23000	0.25000
	3	\$5,110	\$5,306	\$5,503	\$5,699	\$5,896	\$6,092	S6,878	S7,664	\$8,450	\$9,230
		0.13000	0.13500	0.14000	0.14500	0.15000	0.15500	0.17500	0.19500	0.21498	0.23498
	+	\$4,716	\$4,913	\$5,110	\$5,306	\$5,503	\$5,699	\$6,485	S7,271	\$8,057	\$8,843
		0.12000	0.12500	0.13000	0.13500	0.14000	0.14500	0.16500	0.18500	0.20498	0.22498
	5	\$4,323	\$4,519	\$4,716	\$4,913	\$5,110	\$5,306	\$5,896	S6,485	\$7,074	S7,664
100		0.11000	0.11497	0.12000	0.12500	0.13000	0.13500	0.15000	0.16500	0.17998	0.19500
	6	\$3,930	\$4,126	\$4,323	\$4,519	\$4,716	\$4,913	\$5,503	S6,092	S6,681	S7,271
		0.10000	0.10497	0.11000	0.11497	0.12000	0.12500	0.14000	0.15500	0.16998	0.18500
	1	\$3,537	\$3,734	\$3,930	\$4,126	\$4,323	\$4,519	\$4,913	\$5,306	\$5,699	\$6,092
		0.09000	0.09500	0.10000	0.10497	0.11000	0.11497	0.12500	0.13500	0.14500	0.15500
	8	\$2,751	\$2,948	\$3,144	\$3,341	\$3,537	\$3,734	\$4,126	\$4,519	\$4,913	\$5,306
		0.07000	0.07500	0.08000	0.08500	00060'0	0.09500	0.10497	0.11497	0.12500	0.13500
	6	\$2,357	\$2,555	\$2,751	\$2,948	\$3,144	\$3,341	\$3,537	\$3,734	\$3,930	\$4,126
		0.05997	0.06500	0.07000	0.07500	0.08000	0.08500	0.00000	0.00500	0 10000	010407

2023-24 School Year

2022-23 Certificated Co-Curricular Salary Schedule

\$37,902 Group Step

	1	2	3	4	5	9	10	15	20	25
1	\$5,875	\$6,064	\$6,254	\$6,443	\$6,633	\$6,822	\$7,959	\$9,096	\$10,233	\$11,371
	0.15500	0.15998	0.16500	0.16998	0.17500	0.17998	0.21000	0.24000	0.27000	0.30000
2	\$5,492	\$5,681	\$5,871	\$6,060	\$6,250	\$6,439	\$7,196	\$7,954	\$8,711	\$9,470
	0.14500	0.15000	0.15500	0.15998	0.16500	0.16998	0.19000	0.21000	0.23000	0.25000
3	\$4,927	\$5,117	\$5,306	\$5,496	\$5,685	\$5,875	\$6,633	\$7,391	\$8,148	\$8,906
	0.13000	0.13500	0.14000	0.14500	0.15000	0.15500	0.17500	0.19500	0.21498	0.23498
4	\$4,545	\$4,735	\$4,924	\$5,114	\$5,302	\$5,492	\$6,250	\$7,007	\$7,764	\$8,521
	0.12000	0.12500	0.13000	0.13500	0.14000	0.14500	0.16500	0.18500	0.20498	0.22498
5	\$4,166	\$4,355	\$4,545	\$4,735	\$4,924	\$5,114	\$5,681	\$6,250	\$6,817	\$7,386
	0.11000	0.11497	0.12000	0.12500	0.13000	0.13500	0.15000	0.16500	0.17998	0.19500
9	\$3,790	\$3,979	\$4,169	\$4,358	\$4,548	\$4,738	\$5,306	\$5,875	\$6,443	\$7,012
	0.10000	0.10497	0.11000	0.11497	0.12000	0.12500	0.14000	0.15500	0.16998	0.18500
7	\$3,409	\$3,599	\$3,787	\$3,976	\$4,166	\$4,355	\$4,735	\$5,114	\$5,492	\$5,871
	0.09000	0.09500	0.10000	0.10497	0.11000	0.11497	0.12500	0.13500	0.14500	0.15500
8	\$2,653	\$2,843	\$3,032	\$3,222	\$3,411	\$3,601	\$3,979	\$4,358	\$4,738	\$5,117
	0.07000	0.07500	0.08000	0.08500	0.09000	0.09500	0.10497	0.11497	0.12500	0.13500
6	\$2,273	\$2,464	\$2,653	\$2,843	\$3,032	\$3,222	\$3,411	\$3,601	\$3,790	\$3,979
	0.05997	0.06500	0.07000	0.07500	0.08000	0.08500	0.09000	0.09500	0.10000	0.10497

2022-23 School Year

	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA+90/DOC
0	\$61,765	\$63,433	\$65,163	\$66,892	\$74,049	\$79,610	\$74,049	\$79,610	\$83,190
1	\$62,599	\$64,292	\$66,038	\$67,849	\$74,872	\$80,492	\$74,872	\$80,492	\$84,049
2	\$63,389	\$65,095	\$66,867	\$68,812	\$75,704	\$81,302	\$75,704	\$81,302	\$84,902
3	\$64,205	\$65,927	\$67,719	\$69,726	\$76,489	\$82,072	\$76,489	\$82,072	\$85,761
4	\$65,007	\$66,805	\$68,602	\$70,683	\$77,312	\$82,931	\$77,312	\$82,931	\$86,650
5	\$65,834	\$67,640	\$69,455	\$71,654	\$78,151	\$83,753	\$78,151	\$83,753	\$87,540
6	\$66,682	\$68,446	\$70,332	\$72,636	\$79,010	\$84,539	\$79,010	\$84,539	\$88,385
7	\$68,176	\$69,972	\$71,875	\$74,302	\$80,615	\$86,267	\$80,615	\$86,267	\$90,184
8	\$70,363	\$72,251	\$74,205	\$76,835	\$83,141	\$88,880	\$83,141	\$88,880	\$92,950
9	\$70,363	\$74,619	\$76,668	\$79,393	\$85,699	\$91,566	\$85,699	\$91,566	\$95,761
10	\$70,363	\$74,619	\$79,158	\$82,079	\$88,385	\$94,332	\$88,385	\$94,332	\$98,663
11	\$70,363	\$74,619	\$79,158	\$84,846	\$91,151	\$97,231	\$91,151	\$97,231	\$101,647
12	\$70,363	\$74,619	\$79,158	\$87,527	\$94,031	\$100,208	\$94,031	\$100,208	\$104,759
13	\$70,363	\$74,619	\$79,158	\$87,527	\$97,007	\$103,254	\$97,007	\$103,254	\$107,940
14	\$70,363	\$74,619	\$79,158	\$87,527	\$100,071	\$106,515	\$100,071	\$106,515	\$111,238
15	\$70,363	\$74,619	\$79,158	\$87,527	\$102,672	\$109,282	\$102,672	\$109,282	\$114,13
16	\$70,363	\$74,619	\$79,158	\$88,386	\$107,725	\$114,658	\$107,725	\$114,658	\$119,749
17	\$70,363	\$74,619	\$79,158	\$88,386	\$107,725	\$114,658	\$107,725	\$114,658	\$119,74
18+	\$70,363	\$74,619	\$79,158	\$90,057	\$109,804	\$116,871	\$109,804	\$116,871	\$122,063
	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA+90/DOC

BA +135/MA +45, 16/17 Years	\$398
BA+135/MA+45 18+ Years	\$2,611
MA+90/DOC 16 Years	\$5,489
MA+90/DOC 17 Years	\$5,489
MA+90/DOC 18 Years	\$7,801

2024-25 Salary Schedule - Total Compensation

	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA+90/DOC
0	\$59,453	\$61,059	\$62,724	\$64,388	\$71,277	\$76,630	\$71,277	\$76,630	\$80,076
1	\$60,256	\$61,885	\$63,566	\$65,309	\$72,070	\$77,479	\$72,070	\$77,479	\$80,902
2	\$61,016	\$62,658	\$64,364	\$66,236	\$72,870	\$78,259	\$72,870	\$78,259	\$81,724
3	\$61,802	\$63,459	\$65,184	\$67,116	\$73,626	\$79,000	\$73,626	\$79,000	\$82,550
4	\$62,574	\$64,305	\$66,034	\$68,037	\$74,418	\$79,827	\$74,418	\$79,827	
5	\$63,370	\$65,108	\$66,855	\$68,972	\$75,225	\$80,618	\$75,225		
6	\$64,186	\$65,884	\$67,699	\$69,917	\$76,053	\$81,374	\$76,053	\$81,374	-
7	\$65,624	\$67,353	\$69,185	\$71,521	\$77,598	\$83,038			\$86,808
8	\$67,729	\$69,547	\$71,427	\$73,959					
9	\$67,729	\$71,825	\$73,798	\$76,421				\$88,138	
10	\$67,729	\$71,825	\$76,195	\$79,007	\$85,077	\$90,801	\$85,077	\$90,801	\$94,969
11	\$67,729	\$71,825	\$76,195	\$81,670	\$87,739	\$93,591			
12	\$67,729	\$71,825	\$76,195	\$84,250	\$90,511	\$96,457	\$90,511		
13	\$67,729	\$71,825	\$76,195	\$84,250	\$93,376	\$99,389	\$93,376		
14	\$67,729	\$71,825						\$102,528	
15	\$67,729	\$71,825	\$76,195	\$84,250	\$98,829			\$105,191	
16	\$67,729		\$76,195				\$103,692		
17	\$67,729	\$71,825	\$76,195	\$85,078	\$103,692	\$109,983	\$103,692	\$109,983	\$109,983
18+	\$67,729				-		\$105,693		
	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA+90/DOC

23-24

\$384	x 3.7
\$2,518	x 3.7
\$5,293	x 3.7
\$5,293	x 3.7
\$7,523	x 3.7

BA +135/MA +45, 16/17 Years	\$398
BA+135/MA+45 18+ Years	\$2,611
MA+90/DOC 16 Years	\$5,489
MA+90/DOC 17 Years	\$5,489
MA+90/DOC 18 Years	\$7,801

2024-25 Salary Schedule – Base

	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA+90/DOC
0	\$2,312	\$2,375	\$2,439	\$2,504	\$2,772	\$2,980	\$2,772	\$2,980	\$3,114
1	\$2,343	\$2,407	\$2,472	\$2,540	\$2,803	\$3,013	\$2,803	\$3,013	\$3,146
2	\$2,373	\$2,437	\$2,503	\$2,576	\$2,834	\$3,043	\$2,834	\$3,043	\$3,178
3	\$2,403	\$2,468	\$2,535	\$2,610	\$2,863	\$3,072	\$2,863	\$3,072	\$3,210
4	\$2,433	\$2,501	\$2,568	\$2,646	\$2,894	\$3,104	\$2,894	\$3,104	\$3,244
5	\$2,464	\$2,532	\$2,600	\$2,682	\$2,925	\$3,135	\$2,925	\$3,135	\$3,27
6	\$2,496	\$2,562	\$2,633	\$2,719	\$2,958	\$3,165	\$2,958	\$3,165	\$3,309
7	\$2,552	\$2,619	\$2,691	\$2,781	\$3,018	\$3,229	\$3,018	\$3,229	\$3,376
8	\$2,634	\$2,705	\$2,778	\$2,876	\$3,112	\$3,327	\$3,112	\$3,327	\$3,47
9	\$2,634	\$2,793	\$2,870	\$2,972	\$3,208	\$3,428	\$3,208	\$3,428	\$3,58
10	\$2,634		\$2,963	\$3,072	\$3,309	\$3,531	\$3,309	\$3,531	\$3,693
11	\$2,634	\$2,793	\$2,963	\$3,176	\$3,412	\$3,640	\$3,412	\$3,640	\$3,80
12	\$2,634	\$2,793	\$2,963	\$3,276	\$3,520	\$3,751	\$3,520	\$3,751	\$3,92
13	\$2,634	\$2,793	\$2,963	\$3,276	\$3,631	\$3,865	\$3,631	\$3,865	\$4,04
14	\$2,634	\$2,793	\$2,963	\$3,276	\$3,746	\$3,987	\$3,746	\$3,987	\$4,16
15	\$2,634	\$2,793	\$2,963	\$3,276	\$3,843	\$4,091	\$3,843	\$4,091	\$4,27
16	\$2,634	\$2,793	\$2,963	\$3,309	\$4,032	\$4,277	\$4,032	\$4,277	\$4,27
17	\$2,634	\$2,793	\$2,963	\$3,309	\$4,032	\$4,277	\$4,032	\$4,277	\$4,27
18+	\$2,634	\$2,793	\$2,963	\$3,371	\$4,110	\$4,277	\$4,110	\$4,277	\$4,27
	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA+90/DOC

2024-25 Time (7 x 7.5 - 52.50)

2024-25 Salary Schedule - Time

Hourly Rate

	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA+90/DOC
0	\$44.03892	\$45.22870	\$46.46219	\$47.69483	\$52.79767	\$56.76296	\$52.79767	\$56.76296	\$59.31574
1	\$44.63381	\$45.84073	\$47.08623	\$48.37715	\$53.38485	\$57.39185	\$53.38485	\$57.39185	\$59.92777
2	\$45.19698	\$46.41333	\$47.67683	\$49.06376	\$53.97802	\$57.96963	\$53.97802	\$57.96963	\$60.53637
3	\$45.77901	\$47.00651	\$48.28458	\$49.71522	\$54.53777	\$58.51855	\$54.53777	\$58.51855	\$61.14840
4	\$46.35076	\$47.63311	\$48.91375	\$50.39755	\$55.12408	\$59.13111	\$55.12408	\$59.13111	\$61.78272
5	\$46.94050	\$48.22800	\$49.52236	\$51.09015	\$55.72240	\$59.71690	\$55.72240	\$59.71690	\$62.41704
6	\$47.54482	\$48.80317	\$50.14725	\$51.79048	\$56.33529	\$60.27704	\$56.33529	\$60.27704	\$63.0196
7	\$48.61031	\$49.89095	\$51.24788	\$52.97854	\$57.47964	\$61.50928	\$57.47964	\$61.50928	\$64.30200
8	\$50.16953	\$51.51618	\$52.90911	\$54.78464	\$59.28059	\$63.37259	\$59.28059	\$63.37259	\$66.2743
9		\$53.20398					\$61.10469	\$65.28741	\$68.2785
10	\$50.16953	\$53.20398	\$56.44072	\$58.52369	\$63.01965	\$67.26016	\$63.01965	\$67.26016	\$70.3477
11	\$50.16953	\$53.20398	\$56.44072	\$60.49608	\$64.99204	\$69.32667	\$64.99204	\$69.32667	\$72.4752
12		\$53.20398					\$67.04500	\$71.44963	\$74.6945
13	\$50.16953	\$53.20398	\$56.44072	\$62.40761	\$69.16740	\$73.62148	\$69.16740	\$73.62148	\$76.9626
14	\$50.16953	\$53.20398	\$56.44072	\$62.40761	\$71.35152	\$75.94667	\$71.35152	\$75.94667	\$79.3139
15	\$50.16953	\$53.20398	\$56.44072	\$62.40761	\$73.20648	\$77.91926	\$73.20648	\$77.91926	\$81.3797
16	\$50.16953	\$53.20398	\$56.44072	\$63.02050	\$76.80924	\$81.46889	\$76.80924	\$81.46889	\$81.4688
17		\$53.20398					\$76.80924	\$81.46889	\$81.4688
18+	\$50.16953	\$53.20398	\$56.44072	\$64.21200	\$78.29132	\$81.46889	\$78.29132	\$81.46889	\$81.4688
	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA+90/DOC

2024-25 Salary Schedule - Hourly

	BA	BA+15	BA+30	BA+45	BA+90/MA	BA+135/ MA+45	MA+90/DOC
0	\$59,561	\$61,170	\$62,838	\$64,505	\$71,407	\$76,769	\$80,222
1	\$60,365	\$61,998	\$63,682	\$65,428	\$72,201	\$77,619	\$81,050
2	\$61,127	\$62,772	\$64,481	\$66,357	\$73,003	\$78,401	\$81,873
3	\$61,914	\$63,574	\$65,303	\$67,238	\$73,760	\$79,144	\$82,701
4	\$62,688	\$64,422	\$66,154	\$68,161	\$74,553	\$79,972	\$83,559
5	\$63,485	\$65,226	\$66,977	\$69,097	\$75,362	\$80,765	\$84,416
6	\$64,302	\$66,004	\$67,822	\$70,044	\$76,191	\$81,522	\$85,231
7	\$65,743	\$67,475	\$69,311	\$71,651	\$77,739	\$83,189	\$86,966
8	\$67,852	\$69,674	\$71,557	\$74,094	\$80,175	\$85,708	\$89,633
9	\$67,852	\$71,956	\$73,933	\$76,560	\$82,642	\$88,298	\$92,344
10	\$67,852	\$71,956	\$76,334	\$79,151	\$85,231	\$90,967	\$95,142
11	\$67,852	\$71,956	\$76,334	\$81,818	\$87,899	\$93,761	\$98,020
12	\$67,852	\$71,956	\$76,334	\$84,404	\$90,676	\$96,632	\$101,021
13	\$67,852	\$71,956	\$76,334	\$84,404	\$93,546	\$99,569	\$104,089
14	\$67,852	\$71,956	\$76,334	\$84,404	\$96,500	\$102,714	\$107,269
15	\$67,852	\$71,956	\$76,334	\$84,404	\$99,009	\$105,381	\$110,063
16	\$67,852	\$71,956	\$76,334	\$85,233	\$103,881	\$110,566	\$115,475
17	\$67,852	\$71,956	\$76,334	\$85,233	\$103,881	\$110,566	\$115,475
18+	\$67,852	\$71,956	\$76,334	\$86,844	\$105,886	\$112,700	\$117,706

Kennewick KEA 2023-24 Actual Total Comp

23-24

2524	
BA +135/MA +45, 16/17 Years	\$384
BA+135/MA+45 18+ Years	\$2,518
MA+90/DOC 16 Years	\$5,293
MA+90/DOC 17 Years	\$5,293
MA+90/DOC 18 Years	\$7,523

KEA Salary Schedule 2023-24

Base in the Contract For 2023-24

		BA		BA+15	BA+30	BA+45	B	4+90/MA		BA+135/ MA+45	M	4+90/DOC
0	\$	57,331	\$	58,880	\$ 60,486	\$ 62,091	\$	68,734	\$	73,895	\$	77,219
1	\$	58,106	\$	59,677	\$ 61,298	\$ 62,979	\$	69,498	\$	74,714	\$	78,016
2	\$	58,839	\$	60,422	\$ 62,067	\$ 63,873	\$	70,270	\$	75,466	\$	78,808
3	\$	59,597	\$	61,195	\$ 62,858	\$ 64,721	\$	70,999	\$	76,181	\$	79,605
4	\$	60,341	\$	62,010	\$ 63,677	\$ 65,609	\$	71,762	\$	76,978	\$	80,431
5	\$	61,109	\$	62,785	\$ 64,470	\$ 66,511	\$	72,541	\$	77,741	\$	81,257
6	\$	61,895	\$	63,534	\$ 65,283	\$ 67,423	\$	73,339	\$	78,470	\$	82,041
7	\$	63,282	\$	64,950	\$ 66,716	\$ 68,969	\$	74,829	\$	80,075	\$	83,710
8	\$	65,312	\$	67,065	\$ 68,879	\$ 71,320	5	77,173	s	82,500	\$	86,278
9	\$	65,312	\$	69,263	\$ 71,165	\$ 73,694	5	79,548	\$	84,993	\$	88,887
10	\$	65,312	\$	69,263	\$ 73,476	\$ 76,188	\$	82,041	\$	87,561	\$	91,581
11	\$	65,312	\$	69,263	\$ 73,476	\$ 78,756	\$	84,609	\$	90,251	\$	94,351
12	\$	65,312	\$	69,263	\$ 73,476	\$ 81,244	\$	87,281	\$	93,015	\$	97,240
13	\$	65,312	\$	69,263	\$ 73,476	\$ 81,244	\$	90,044	\$	95,842	\$	100,192
14	\$	65,312	\$	69,263	\$ 73,476	\$ 81,244	\$	92,888	\$	98,869	\$	103,253
15	\$	65,312	\$	69,263	\$ 73,476	\$ 81,244	\$	95,303	\$	101,437	\$	105,943
16	\$	65,312	\$	69,263	\$ 73,476	\$ 82,042	\$	99,993	\$	106,058	\$	106,058
17	\$	65,312	\$	69,263	\$ 73,476	\$ 82,042	\$	99,993	\$	106,058	\$	106,058
18+	5	65,312	s	69,263	\$ 73,476	\$ 83,593	\$	101,922	\$	106,058	\$	106,058

Time in the Contract For 2023-24

0	\$2,230	\$2,290	\$2,352	\$2,415	\$2,673	\$2,874	\$3,003
1	\$2,260	\$2,321	\$2,384	\$2,449	\$2,703	\$2,906	\$3,034
2	\$2,288	\$2,350	\$2,414	\$2,484	\$2,733	\$2,935	\$3,065
3	\$2,318	\$2,380	\$2,444	\$2,517	\$2,761	\$2,963	\$3,096
4	\$2,347	\$2,412	\$2,476	\$2,551	\$2,791	\$2,994	\$3,128
5	\$2,376	\$2,442	\$2,507	\$2,587	\$2,821	\$3,023	\$3,160
6	\$2,407	\$2,471	\$2,539	\$2,622	\$2,852	\$3,052	\$3,190
7	\$2,461	\$2,526	\$2,595	\$2,682	\$2,910	\$3,114	\$3,255
8	\$2,540	\$2,608	\$2,679	\$2,774	\$3,001	\$3,208	\$3,355
9	\$2,540	\$2,694	\$2,768	\$2,866	\$3,094	\$3,305	\$3,457
10	\$2,540	\$2,694	\$2,857	\$2,963	\$3,190	\$3,405	\$3,561
11	\$2,540	\$2,694	\$2,857	\$3,063	\$3,290	\$3,510	\$3,669
12	\$2,540	\$2,694	\$2,857	\$3,159	\$3,394	\$3,617	\$3,782
13 .	\$2,540	\$2,694	\$2,857	\$3,159	\$3,502	\$3,727	\$3,896
14	\$2,540	\$2,694	\$2,857	\$3,159	\$3,612	\$3,845	\$4,015
15	\$2,540	\$2,694	\$2,857	\$3,159	\$3,706	\$3,945	\$4,120
16	\$2,540	\$2,694	\$2,857	\$3,191	\$3,889	\$4,124	\$4,124
17	\$2,540	\$2,694	\$2,857	\$3,191	\$3,889	\$4,124	\$4,124
18+	\$2,540	\$2,694	\$2,857	\$3,251	\$3,964	\$4,124	\$4,124

2023-24 Hourly Rate

			1.5.5.0.1	1.1.1.1		BA+135/	MA+90
	BA	BA+15	BA+30	BA+45	BA+90/MA	MA+45	DOC
0	42.47	43.61	44.80	45.99	50.91	54.74	57.20
1	43.04	44.21	45.41	46.65	51.48	55.34	57.79
2	43.58	44.76	45.98	47.31	52.05	55.90	58.38
3	44.15	45.33	46.56	47.94	52.59	56.43	58.97
4	44.70	45.93	47.17	48.60	53.16	57.02	59.58
5	45.27	46.51	47.76	49.27	53.73	57.59	60.19
6	45.85	47.06	48.36	49.94	54.33	58.13	60.77
7	46.88	48.11	49.42	51.09	55.43	59.31	62.01
8	48.38	49.68	51.02	52.83	57.17	61.11	63.91
9	48.38	51.31	52.72	54.59	58.92	62.96	65.84
10	48.38	51.31	54.43	56.44	60.77	64.86	67.84
11	48.38	51.31	54.43	58.34	62.67	66.85	69.89
12	48.38	51.31	54.43	60.18	64.65	68.90	72.03
13	48.38	51.31	54.43	60.18	66.70	70.99	74.23
14	48.38	51.31	54.43	60.18	68.81	73.24	76.48
15	48.38	51.31	54.43	60.18	70.59	75.14	78.4
16	48.38	51.31	54.43	60.77	74.07	78.56	78.5
17	48.38	51.31	54.43	60.77	74.07	78.56	78.5
18+	48.38	51.31	54.43	61.92	75.50	78.56	78.5

KEA Actual	Total	Compensation	for	2022-23

	ВА	BA+15	BA+30	BA+45	BA+90 MA	BA+135 MA+45	MA+90 DOC
0	\$57,436	\$58,987	\$60,596	\$62,203	\$68,859	\$74,029	\$77,360
1	\$58,212	\$59,786	\$61,410	\$63,094	\$69,624	\$74,850	\$78,158
2	\$58,947	\$60,533	\$62,181	\$63,989	\$70,398	\$75,603	\$78,951
3	\$59,705	\$61,306	\$62,973	\$64,839	\$71,129	\$76,320	\$79,750
4	\$60,451	\$62,123	\$63,793	\$65,728	\$71,893	\$77,119	\$80,577
5	\$61,220	\$62,900	\$64,588	\$66,632	\$72,673	\$77,883	\$81,404
6	\$62,008	\$63,650	\$65,402	\$67,545	\$73,472	\$78,613	\$82,191
7	\$63,398	\$65,068	\$66,838	\$69,094	\$74,965	\$80,221	\$83,863
8	\$65,431	\$67,188	\$69,004	\$71,451	\$77,314	\$82,650	\$86,436
9	\$65,431	\$69,388	\$71,295	\$73,829	\$79,693	\$85,147	\$89,049
10	\$65,431	\$69,388	\$73,610	\$76,327	\$82,191	\$87,721	\$91,747
11	\$65,431	\$69,388	\$73,610	\$78,899	\$84,763	\$90,416	\$94,522
12	\$65,431	\$69,388	\$73,610	\$81,392	\$87,440	\$93,184	\$97,417
13	\$65,431	\$69,388	\$73,610	\$81,392	\$90,209	\$96,016	\$100,375
14	\$65,431	\$69,388	\$73,610	\$81,392	\$93,056	\$99,049	\$103,441
15	\$65,431	\$69,388	\$73,610	\$81,392	\$95,476	\$101,621	\$106,136
16	\$65,431	\$69,388	\$73,610	\$82,192	\$100,175	\$106,621	\$111,355
17	\$65,431	\$69,388	\$73,610	\$82,192	\$100,175	\$106,621	\$111,355
18+	\$65,431	\$69,388	\$73,610	\$83,746	\$102,108	\$108,679	\$113,506

BA +135/MA +45, 16/17 Years	\$370
BA+135/MA+45 18+ Years	\$2,428
MA+90/DOC 16 Years	\$5,104
MA+90/DOC 17 Years	\$5,104
MA+90/DOC 18 Years	\$7,255

Base in	the Contract for 2022-23

	ВА	BA+15	BA+30	BA+45	BA+90 MA	BA+135 MA+45	MA+90 DOC
0	\$ 55,286	\$ 56,779	\$ 58,328	\$ 59,875	\$ 66,281	\$ 71,258	\$ 74,464
1	\$ 56,033	\$ 57,548	\$ 59,111	\$ 60,732	\$ 67,018	\$ 72,048	\$ 75,232
2	\$ 56,740	\$ 58,267	\$ 59,853	\$ 61,594	\$ 67,763	\$ 72,773	\$ 75,996
3	\$ 57,470	\$ 59,011	\$ 60,616	\$ 62,412	\$ 68,466	\$ 73,463	\$ 76,765
4	\$ 58,188	\$ 59,798	\$ 61,405	\$ 63,268	\$ 69,202	\$ 74,232	\$ 77,561
5	\$ 58,928	\$ 60,545	\$ 62,170	\$ 64,138	\$ 69,953	\$ 74,968	\$ 78,357
6	\$ 59,687	\$ 61,267	\$ 62,954	\$ 65,017	\$ 70,722	\$ 75,670	\$ 79,114
7	\$ 61,025	\$ 62,632	\$ 64,336	\$ 66,508	\$ 72,159	\$ 77,218	\$ 80,724
8	\$ 62,982	\$ 64,673	\$ 66,421	\$ 68,776	\$ 74,420	\$ 79,556	\$ 83,200
9	\$ 62,982	\$ 66,791	\$ 68,626	\$ 71,065	\$ 76,710	\$ 81,960	\$ 85,716
10	\$ 62,982	\$ 66,791	\$ 70,855	\$ 73,470	\$ 79,114	\$ 84,437	\$ 88,313
11	\$ 62,982	\$ 66,791	\$ 70,855	\$ 75,946	\$ 81,590	\$ 87,031	\$ 90,984
12	\$ 62,982	\$ 66,791	\$ 70,855	\$ 78,345	\$ 84,167	\$ 89,696	\$ 93,770
13	\$ 62,982	\$ 66,791	\$ 70,855	\$ 78,345	\$ 86,832	\$ 92,422	\$ 96,618
14	\$ 62,982	\$ 66,791	\$ 70,855	\$ 78,345	\$ 89,573	\$ 95,341	\$ 99,56
15	\$ 62,982	\$ 66,791	\$ 70,855	\$ 78,345	\$ 91,902	\$ 97,817	\$ 102,163
16	\$ 62,982	\$ 66,791	\$ 70,855	\$ 79,115	\$ 96,425	\$102,274	\$ 102,274
17	\$ 62,982	\$ 66,791	\$ 70,855	\$ 79,115	\$ 96,425	\$102,274	\$ 102,274
18+	\$ 62,982	\$ 66,791	\$ 70,855	\$ 80,611	\$ 98,286	\$ 102,274	\$ 102,27

	ВА	BA+15	BA+30	BA+45	BA+90 MA	BA+135 MA+45	MA+90 DOC
0	\$2,150	\$2,208	\$2,268	\$2,328	\$2,578	\$2,771	\$2,896
1	\$2,179	\$2,238	\$2,299	\$2,362	\$2,606	\$2,802	\$2,926
2	\$2,207	\$2,266	\$2,328	\$2,395	\$2,635	\$2,830	\$2,955
3	\$2,235	\$2,295	\$2,357	\$2,427	\$2,663	\$2,857	\$2,985
4	\$2,263	\$2,325	\$2,388	\$2,460	\$2,691	\$2,887	\$3,016
5	\$2,292	\$2,355	\$2,418	\$2,494	\$2,720	\$2,915	\$3,047
6	\$2,321	\$2,383	\$2,448	\$2,528	\$2,750	\$2,943	\$3,077
7	\$2,373	\$2,436	\$2,502	\$2,586	\$2,806	\$3,003	\$3,139
8	\$2,449	\$2,515	\$2,583	\$2,675	\$2,894	\$3,094	\$3,236
9	\$2,449	\$2,597	\$2,669	\$2,764	\$2,983	\$3,187	\$3,333
10	\$2,449	\$2,597	\$2,755	\$2,857	\$3,077	\$3,284	\$3,434
11	\$2,449	\$2,597	\$2,755	\$2,953	\$3,173	\$3,385	\$3,538
12	\$2,449	\$2,597	\$2,755	\$3,047	\$3,273	\$3,488	\$3,647
13	\$2,449	\$2,597	\$2,755	\$3,047	\$3,377	\$3,594	\$3,757
14	\$2,449	\$2,597	\$2,755	\$3,047	\$3,483	\$3,708	\$3,872
15	\$2,449	\$2,597	\$2,755	\$3,047	\$3,574	\$3,804	\$3,973
16	\$2,449	\$2,597	\$2,755	\$3,077	\$3,750	\$3,977	\$3,977
17	\$2,449	\$2,597	\$2,755	\$3,077	\$3,750	\$3,977	\$3,977
18+	\$2,449	\$2,597	\$2,755	\$3,135	\$3,822	\$3,977	\$3,977

"Time" in the Contract for 2022-23

	A	ug 201	22	
м	т	W	т	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

26 Staff Professional Day

29 Staff Professional Day 30 Professional Day & Staff Welcome Back 31 First Day of School (ER K-5)

	No	v 2022	ł.	
М	Т	W	Т	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

2 Early Release (9-12) 4 End of 1st Quarter (6-12) 10 Early Release (K-5) Report Card Prep 11 No School (K-12) Veteran's Day 18 End of 1st Trimester, Early Release-

(K-8) Conferences

(K-8) Conferences 21 No School (K-12) Conferences 22 Early Release (K-8) Conferences 23 Early Release (K-12) 24-25 No School (K-12) Thanksgiving

Feb 2023					
М	т	W	Т	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28				

8 Early Release (9-12) 17 Early Release (K-12) 20 No School (K-12) Presidents' Day

May 2023					
м	Т	W	Т	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

26 No School (K-12) (Snow Make-up)) 29 No School (K-12) Memorial Day

M	Т	W	т	F
21			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

23 No School (K-12) Staff Professional Day (Focus on Instruction)

	U	ec 202		
M	Т	W	Т	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

21 Early Release (K-12)

22- Jan. 3 No School (K-12) Winter Break

Mar 2023					
М	т	w	Т	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

1 Early Release (8-12) 10 Early Release (K-5), End of 2rd Trimester, Report Card Prep 13 No Schoòl (K-12) (Snow Make-up) 16-17 Early Release (K-5) Conferences 24 No Schoòl (K-12) Professional Day 29 Early Release (9-12) 31 End of 3rd Quarter (6-12)

		un 202		
M	Т	W	Т	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

10 Class of 2023 Graduation

2-14 High School Finals 14 Early Release (K-12)- Last Day of

School



Early Release (9-12) 5

7 Mid-Trimester (K-5)

14 No School for Kindergarten Students 21 No School (K-12) Staff Professional Day

М	т	W	т	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

2-3 No School (K-12) Winter Break 4 First Day Back from Break (ER K-5) 11 Early Release (9-12) 16 No School (K-12) MLK Jr. Day 20 Mid-Trimester (K-5) 25-27 High School Finals 27 End of 1st Semester- Early Release (6-12)

Apr 2023						
M	T	W	Т	F		
3	4	5	6	7		
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		

28 Mid-Trimester (K-5)

Jul 2023					
M	т	W	т	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

Every Wednesday is Early Release for K-8 students except for Highlands and Park Middle Schools. March 13 and May 26 are scheduled snow make-up days. Any other days that need to be made up will be added to the end of the school year.

2022 to 2023

Aug 2023					
м	т	W	т	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

24 Staff Professional Day 28 Staff Professional Day 29 Professional Day & Staff Welcome Back 30 First Day of School (ER K-8)

	N	lov 202	23	
М	т	W	т	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

1 Early Release (9-12) 3 End of ¹⁴ Quarter (6-12) 9 Early Release (K-5) Report Card Prep 10 No School (K-12) Veteran's Day 20 No School (K-12) Conferences 21 Early Release (K-6) Conferences 22 Early Release (K-12) 23-24 No School (K-12) Thanksgiving 30 End of 1st Trimester

	Feb 2024						
м	т	w	т	F			
-			1	2			
5	6	7	8	9			
12	13	14	15	16			
19	20	21	22	23			
26	27	28	29				

7 Early Release (9-12) 16 Early Release (K-12) 19 No School (K-12) Presidents' Day 28 Early Release (9-12)

May 2024						
М	T	W	т	F		
		1	2	3		
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30	31		

24 No School (K-12) (Snow Day Make-

up) 27 No School (K-12) Memorial Day

Sep 2023 M т W F т 1 4 5 6 7 8 12 11 13 14 15 18 19 20 21 22 25 26 27 28 29 4 No School (K-12) - Labor Day

13 Early Release (9-12) 22 No School (K-12) - Staff

Professional Day (Focus on Instruction)

M	т	W	т	F
-		-		1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

20 Early Release (K-12) 21-29 No School (K-12) Winter Break

Mar 2024					
М	т	W	т	F	
	[1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

8 Early Release (K-5), End of 2^{rai} Trimester, Report Card Prep 11 No School (K-12) (Snow Make-up) 14-15 Early Release (K-5) Conferences 22 No School (K-12) Professional Day 27 Early Release (9-12) 29 End of 3rd Quarter (6-12)

М	т	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

10-12 High School Finals 12 Early Release (K-12) - Last Day of School (30 days) (44 days)

2023 to 2024

	0	Oct 202	3	
м	т	w	т	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

13 Mid-Trimester (K-5)

13 No School for Kindergarten Students 20 No School (K-12) Staff Professional Day

Jan 2024						
м	т	w	т	F		
1	2	3	4	5		
8	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26		
29	30	31				

1-2 No School (K-12) Winter Break

10 Early Release (9-12) 15 No School (K-12) MLK Jr. Day

24-26 High School Finals 26 Mid-Trimester (K-5) 26 End of 1" Semester - Early Release (6-12)

Apr 2024						
M	т	W	T	F		
1	2	3	4	5		
8	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26		
29	30					

1-5 No School (K-12) 26 Mid-Trimester (K-5)

	-	Jul 202	4	
М	т	w	т	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Every Wednesday is Early Release for K-8 students except for Highlands and Park Middle Schools. March 11 and May 24 are scheduled snow make-up days. Any other days that need to be made up will be added to the end of the school year.

	Aug 2024						
М	т	W	Т	F			
			1	2			
5	6	7	8	9			
12	13	14	15	16			
19	20	21	22	23			
26	27	28	29	30			

22 Staff Professional Day 26 Staff Professional Day 27 Professional Day & Staff Welcome Back 28 First Day of School (ER K-8)

Nov 2024						
М	Т	W	т	F		
				1		
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29		

1 End of 1st Quarter (6-12) (45 days) 8 Early Release (K-5) Report Card Prep 11 No School (K-12) Veteran's Day 22 Early Release (K-8) Conferences, End of 1st Trimester,

25 No School (K-12) Conferences 26 Early Release (K-8) Conferences (30

days) 27 Early Release (K-12) 28-29 No School (K-12) Thanksgiving

Feb 2025						
м	т	w	т	F		
3	4	5	6	7		
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		

5 Early Release (9-12) 14 Early Release (K-12) 17 No School (K-12) Presidents' Day 28 No School (K-12) Professional Day

May 2025						
М	T	W	т	F		
			1	2		
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30		

23 No School (K-12) (Snow Day Make-

up) 26 No School (K-12) Memorial Day

Sep 2024 M W F т т 2 4 3 5 6 10 11 9 12 13 16 17 18 19 20 23 24 25 26 27 30 2 No School (K-12) - Labor Day 11 Early Release (9-12) 20 No School (K-12) - Staff Professional Day (Focus on Instruction)

Dec 2024					
М	т	W	Т	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

23-31 No School (K-12) Winter Break

2024 to 2025

		Oct 202	4	
М	т	W	т	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

11 Mid-Trimester (K-5) 11 No School for Kindergarten Students 18 No School (K-12) Staff Professional Day

30 Early Release (9-12)

Jan 2025						
М	т	w	т	F		
	1.1	1	2	3		
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30	31		

1-3 No School (K-12) Winter Break 15 Early Release (9-12) 20 No School (K-12) MLK Jr. Day 22-24 High School Finals 24 Mid-Trimester (K-5) 24 End of 1st Semester - Early Release (6-12)

Mar 2025					
М	т	w	т	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31		1			

5 Early Release (9-12) 7 Early Release (K-5), End of 2nd Trimester, Report Card Prep 17 No School (K-12) (Snow Make-up) 19 Early Release (8-12) 20-21 Early Release (K-5) Conferences 28 End of 3rd Quarter (6-12) 31 No School (K-12) Spring Break

М	т	W	т	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

10-12 High School Finals 12 Early Release (K-12) - Last Day of

School

	4	pr 202	15	
M	T	W	т	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

25 Mid-Trimester (K-5)

		lul 202	5	
М	т	W	т	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

	A	ug 202	25	
М	T	W	T	F
-				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

21 Staff Professional Day 25 Staff Professional Day 26 Professional Day & Staff Welcome Back 27 First Day of School (ER K-8)

Nov 2025					
М	Т	W	T	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	

11 No School (K-12) Veteran's Day 21 End of 1st Trimester, Early Release- (K-8) Conferences 24 No School (K-12) Conferences

25 Early Release (K-8) Conferences 26 Early Release (K-12)

27-28 No School (K-12) Thanksgiving

Feb 2026					
м	Т	w	т	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	

4 Early Release (9-12) 13 Early Release (K-12) 16 No School (K-12) Presidents' Day 27 No School (K-12) Professional Day

May 2026					
М	Т	W	Т	F	
	1			1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

6 Early Release (9-12) 22 No School (K-12) (Snow Day Make-up) 25 No School (K-12) Memorial Day

Sep 2025					
М	т	w	т	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30				

10 Early Release (9-12) 26 No School (K-12) - Staff Professional Day (Focus on

Instruction)

Dec 2025						
М	Т	W	т	F		
1	2	3	4	5		
8	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26		
29	30	31	1			

10 Early Release (9-12) 22-31 No School (K-12) Winter Break

Mar 2026					
М	т	w	Т	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31	1			

4 Early Release (9-12) 13 Early Release (K-5), End of 2nd Trimester, Report Card Prep **16 No School (K-12) (Snow Make-up)** 19-20 Early Release (K-5) Conferences 18 Early Release (9-12) 27 End of 3nd Quarter (6-12)

30-31 No School (K-12) Spring Break

		un 202	10	
М	т	W	т	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	<u> </u>		

6 Class of 2023 Graduation 9-11 High School Finals 11 Early Release (K-12) - Last Day of

School

22 23 24 29 27 28 30 31 Early Release (9-12) 10 Mid-Trimester (K-5) 10 No School for Kindergarten Students 24 No School (K-12) Staff Professional Day 29 Early Release (9-12) 31 End of 1st Quarter (6-12)

Oct 2025

W

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М	т	an 202 W	T	F
iwi				
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19	20	21	22	23
26	27	28	29	30

1-2 No School (K-12) Winter Break 14 Early Release (9-12) 19 No School (K-12) MLK Jr. Day 21-23 High School Finals 23 End of 1st Semester – Early Release (6-12) 23 Mid-Trimester (K-5)

	A	pr 202	6	
м	т	w	т	F
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6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

1-3 No School (K-12) Spring Break 24 Mid-Trimester (K-5)

Jul 2026 W M F Т т 2 3 1 6 7 8 9 10 13 14 15 16 17 20 21 22 23 24 27 28 29 30 31

Every Wednesday is Early Release for K-8 students except for Highlands and Park Middle Schools. March 16 and May 22 are scheduled snow make-up days. Any other days that need to be made up will be added to the end of the school year.

2025 to 2026

F

3

10

17

Aug 2026						
М	т	W	т	F		
3	4	5	6	7		
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		
31						

31 Staff Professional Day

Nov 2026							
м	т	W	т	F			
2	3	4	5	6			
9	10	11	12	13			
16	17	18	19	20			
23	24	25	26	27			
30	1		1				
Ind of 1 No Sci Early F Early F No Sci Early F	Release (K Release- () hool (K-12	(6-12) 2) Veterar (-5) Report (-8) Confe (-8) Confer	Card Pre irences inces	p			

Feb 2027					
М	т	W	т	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	

3 Early Release (9-12) 12 Early Release (K-12) 15 No School (K-12) Presidents' Day 26 No School (K-12) Professional Day

May 2027					
М	Т	W	Т	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

7 Mid-Inmester (K-5) 12 Early Release (9-12) 28 No School (K-12) (Snow Day Make-up) 31 No School (K-12) Memorial Day

Sep 2026 Μ W F T т 2 3 4 1 9 8 10 11 7 14 15 16 17 18 21 22 23 24 25 28 29 30

1 Professional Day & Staff Weicome Back. 2 First Day of School (ER K-8) 7 No School (K-12) - Labor Day 16 Early Release (9-12) 25 No School (K-12) - Focus on Instruction) 30 Early Release (9-12)

Dec 2026						
М	т	W	т	F		
	1	2	3	4		
7	8	9	10	11		
14	15	16	17	18		
21	22	23	24	25		
28	29	30	31			

4 End of 1st Trimester - Early Release (6-12) 9 Early Release (9-12) 21-31 No School (K-12) Winter Break

Mar 2027					
М	т	W	т	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

3 Early Release (9-12) 12 Early Release (K-5). End of 2nd Trimester, Report Card Prep 18-19 Early Release (K-5) Conferences 22 No School (K-12) (Snow Make-up) 31 Early Release (9-12)

м	т	W	т	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		



Oct 2026					
М	М	т	W T		F
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

16 Mid-Trimester (K-5) 23 No School (K-12) Staff Professional Day

Jan 2027						
м	т	W	т	F		
		1		1		
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29		

1 No School (K-12) Winter Break 13 Early Release (9-12) 18 No School (K-12) MLK Jr. Day 27-29 High School Finals 29 End of 1⁴ Somester - Early Release (6-12) 29 Mid-Trimester (K-5)

	A	pr 202	7	
М	т	W	т	F
	1		1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

2 End of 3rd Quarter (6-12) 5-9 No School (K-12) Spring Break

Jul 2027				
М	T	W	т	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

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2026 to 2027