

**LETTER OF AGREEMENT BETWEEN THE RICHLAND EDUCATION ASSOCIATION  
AND RICHLAND SCHOOL DISTRICT**

**REGARDING Professional Learning Communities for the 24-25 School Year**

THIS LETTER OF AGREEMENT SETS FORTH THE FOLLOWING BETWEEN THE  
RICHLAND EDUCATION ASSOCIATION AND THE RICHLAND SCHOOL DISTRICT PURSUANT TO  
THE 2022-2025 COLLECTIVE BARGAINING AGREEMENT.

WHEREAS, the RSD and REA have entered into a collectively bargained agreement which provides for the district recognizing the association as the sole and exclusive bargaining representative for all certificated employees whether under contract or on leave who are employed or to be employed by the district. Such representation shall cover all employees assigned to newly created positions unless the parties agree in advance that such positions are principally supervisory and administrative.

WHEREAS, the RSD and REA have entered into a collectively bargained agreement which does not specifically provide for the use of PLC time for professional development. The sole purpose of this Professional Development would be around the new TPEP Student Growth Goals. Administrators in conjunction with their instructional coach or classroom support teacher, will deliver Professional Development related to the Student Growth Goals as required by OSPI. The intent of the Professional Development is to ease the implementation of the new state mandated student growth goals.

The REA and RSD mutually agreed upon professional development for TPEP shall occur on two (2) one-hour Friday PLC sessions.

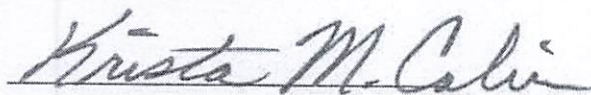
- a. Friday, October 11, 2024, shall be training titled "Part 1 TPEP Student Growth Goals the Inputs Goal Setting" and "Part 2 TPEP Student Growth Goals the Inputs Goal Setting continued." These PowerPoints were shared with the Association on September 16, 2024, during labor management.
- b. Friday, October 25, 2024, shall be "Part 3 TPEP Student Growth Goals the outputs feedback" and "Part 4 of the Student Growth Goals the Outputs Reflection." These PowerPoints were shared with the Association on September 16, 2024, during labor management.

For members of the association who are not subject to the Student Growth Goal change, they will not have their PLC time changed from current contract language (CCL).

This Letter of Agreement is non-precedent setting. This agreement shall be in effect upon the signature of the parties and expires August 31, 2025.

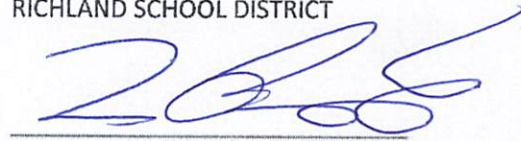
This Letter of Agreement shall be in effect upon the signature of the parties and expires August 31, 2025.

RICHLAND EDUCATION ASSOCIATION



REA Representative

RICHLAND SCHOOL DISTRICT



RSD Representative

**LETTER OF AGREEMENT BETWEEN THE RICHLAND  
EDUCATION ASSOCIATION**

**AND RICHLAND SCHOOL DISTRICT**

**SEL 2024-2025**

**THIS LETTER OF AGREEMENT SETS FORTH THE FOLLOWING  
BETWEEN THE**

**RICHLAND EDUCATION ASSOCIATION AND THE RICHLAND SCHOOL  
DISTRICT PURSUANT TO THE 2022-2025 COLLECTIVE BARGAINING  
AGREEMENT.**

**All Employees Pre-K through Secondary:**

1. The SEL curriculum adoption will require additional preparation. As recommended by the creators of the program, teachers need to engage with students and the curriculum to deliver the content with fidelity, not just "Plug and Play." REA and RSD shall add an eighth (8th) TIME day to compensate employees for the additional preparation. The eighth (8th) time day shall be considered "deemed done."
2. SEL scope and sequence shall be posted on the RSD website and available for public viewing, therefore teachers shall not be required to provide a syllabus or scope and sequence individually to students or parents.
3. The District shall provide alternative learning opportunities, in a separate location, for students whose parents or guardians opted them out of the SEL program or specific SEL lessons. Employees delivering SEL instruction shall not be responsible for the creation of these alternative learning opportunities.
4. Itinerants shall not be assigned SEL classes or monitor opt out students. Itinerants shall be available during the SEL advisory class period for emergency support.
  - a. Itinerants are all ESA (Educational Staff Associate) employees and certificated therapists including nurses, psychologists, counselors, ESA-social workers, Board Certified Behavior Analysts (BCBA), physical therapists, occupational therapists, speech language pathologists, and teacher(s) of the visually impaired.
  - b. Itinerants shall be available for tier two (2) and tier three (3) supports at a time other than during the SEL advisory class period.
5. Substitute educators shall be utilized for absent employees who deliver SEL instruction.
  - a. Substitute teachers shall be trained in how to access the SEL curriculum.
  - b. substitute teachers shall be provided access to the SEL curriculum.
6. Employees shall have the option to have all printed materials prepared and provided by the District before the start of each quarter or trimester or the teacher may choose to be responsible for any necessary copying.

**August Days Training and Support Requirements:**

1. New employees shall receive grade level Professional Development specific to the adopted SEL curriculum.

2. In addition to the August Professional Development days, the District shall survey employee needs and offer additional follow-up training throughout the year for educators based on the indicated needs. These trainings will be optional and may take the form of synchronous or asynchronous Zoom.
3. District administrators shall survey staff twice a year and specifically ask about needed supports.

**Secondary Advisories (6-12): Comprehensive Secondary Schools** will provide a student advisory period for the purpose of delivering social emotional learning curriculum.

1. The District will create an advisory plan that provides equitable opportunities for student access to SEL curriculum across secondary schools not to exceed thirty (30) minutes per week inclusive of the passing time.
2. The District agrees to consolidate conferences into one November session. For the 2024-2025 school year, conferences will occur the evening of November 6 for the high school and November 7 for the middle school followed by a student and teacher early release day on November 8.
3. Regular attendance shall be taken.
4. Assigning students to SEL advisory classes:
  - a. Special Education Students
    - i. Special education teachers shall assign caseload students to a SEL advisory.
    - ii. Special education teachers shall be allowed to assign students for their own classes.
  - b. High School Students:
    - i. For general education high school students
      1. 9th graders-the intent is to assign students to employees who the student will see in the regular course of the day during the first quarter as much as possible, for the year.
      2. 10th - 12th graders - the intent is to keep students that were assigned the previous year to a specific employee with that employee until the student graduates or transfers out of the school, barring extenuating circumstances related to discipline.
  - c. Middle School Students
    - i. The intent is to assign students to employees who the student will see in the regular course of the day during first quarter, and will remain in the advisory with that employee for the year.
5. Employees without a regular classroom shall be given proper equipment to make SEL courses possible.
6. The district shall provide composition books for students.

**Secondary Advisories (6-12): ALE Secondary Schools** will provide a student advisory period for the purpose of delivering social emotional learning curriculum.

1. Due to the unique scheduling of ALE schools, using the site-based decision making language of the CBA found in ARTICLE VII, SECTION 7O, administrators and staff will work together, to create an alternative SEL schedule and submit it to REA and RSD for approval no later than June 1, 2024.

**Elementary (K-5): Social Emotional Learning:** Elementary schools will provide a range of opportunities for students to engage in social emotional learning.

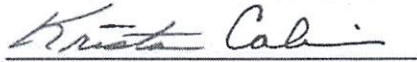
1. Classroom teachers are only required to teach SEL using the approved district curriculum.
2. In an effort to help lighten the load of elementary teachers, digital citizenship will no longer be covered by the classroom teacher.
3. Digital citizenship lessons shall be taught by librarians. For the purposes of substitute rotation, librarians will not be assigned class coverage, but may choose to volunteer.

**Early Learning Center Social Emotional Learning (Pre-K, EACAP, DD)**

1. Classroom teachers are only required to teach SEL using the approved district adopted curriculum.

This Letter of Agreement is non-precedent setting. In the Spring of 2025, the parties will come together to review the outcomes of the pilot in order to determine if the pilot program should continue, should be adjusted, or should end. This agreement shall be in effect upon the signature of the parties and expires August 31, 2025.

RICHLAND EDUCATION ASSOCIATION



REA Representative

RICHLAND SCHOOL DISTRICT



RSD Representative

**LETTER OF AGREEMENT BETWEEN THE RICHLAND  
EDUCATION ASSOCIATION**

**AND RICHLAND SCHOOL DISTRICT**

**SECONDARY CO-TEACHING 2024-2025**

**THIS LETTER OF AGREEMENT SETS FORTH THE FOLLOWING  
BETWEEN THE**

**RICHLAND EDUCATION ASSOCIATION AND THE RICHLAND SCHOOL  
DISTRICT PURSUANT TO THE 2022-2025 COLLECTIVE BARGAINING  
AGREEMENT.**

**Section 1: Definitions:**

- A. Co-Teacher: A general education teacher and special education teacher team or general education teacher and English Language Learner (ELL) endorsed teacher team who share instructional responsibility and accountability for a single group of students for whom they both have ownership.
- B. Co-teaching is:
  - 1. A service delivery model for providing specialized instruction to which students with Individualized Education Plans (IEP's) or those who qualify through WIDA as English Language Learners (ELL) have access to general education curriculum in the least restrictive environment (LRE) with the provision of supplementary aids and services.
  - 2. Two employees co-teaching; generally, a general education teacher and a special education teacher or ELL endorsed teacher.
  - 3. A general education teacher and special education teacher or general education teacher and English Language Learner (ELL) endorsed teacher working together primarily in a shared classroom or workspace. Special education teachers and ELL endorsed teachers shall maintain their own classroom or workspace separate from the co-teaching classroom.

**Section 2: Secondary Program:**

- A. Co-teaching class size is the secondary class size per contract language inclusive of a maximum of 12 identified IEP students or 12 identified ELL students.
  - 1. The number of identified students in a co-teaching classroom must be less than 40% of the total number of students in the class.
  - 2. Overload of \$3.00 per student, per class, per day will be paid to all teachers in a co-teaching classroom.
- B. The number of co-taught classes and/or subjects shall be limited to 2 (two) as assigned each year. Additional co-taught classes may be added at co-teacher team discretion each year, co-teacher team must agree.
- C. In building volunteers
  - 1. For current employees choosing to co-teach, co-teaching is voluntary for year one.

2. No later than March 1st of year one, co-teachers shall choose to no longer co-teach or continue co-teaching.
3. If a teacher chooses to continue to co-teach beyond year one and then wants to leave co-teaching in a subsequent year, it would require following the current assignment and transfer language (see ART. VI) to move to a vacant position.
4. Current employees shall not be assigned to co-taught classes or "voluntold."
5. In the case of one partner of a co-teaching pair leaving the school or using the Assignment Transfer language as part of Article VI, the remaining partner may choose to continue co-teaching or shall have until March 1<sup>st</sup> or within 4 weeks of learning of the change, shall give notice to the district of their decision to stop co-teaching for the following school year.

D. New employees or current employee transfers

1. New employees may be hired for a co-teaching position or current employees may transfer into a co-teaching position.
2. The number of co-taught classes shall be limited to two (2) during the first year. In subsequent years, the number of co-taught classes is at co-teacher team discretion (see section 2.B above).
3. If a teacher wants to leave co-teaching in a subsequent year, it would require following the current assignment and transfer language to move to a vacant position (see ART. VI).

E. Training and Planning

1. For all employees co-teaching, during year one, the District shall provide one (1) hour per week paid at per diem for mentoring/coaching.
2. Building schedules shall include a common planning period for teachers in co-teaching environments each year.
3. All co-teachers who do not have a common planning period, (i.e. sixth period contract) they shall receive an additional (1) hour per week paid at per diem for planning each year.

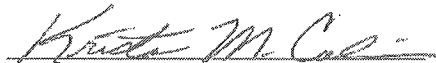
F. Teachers in co-teaching classrooms shall work with their teams (IEP, RTI, building, etc.) to assign students based on student need(s) with priority given to students who qualify in specific academic areas (eg. math, ELA, etc.).

G. Teachers in co-teaching classes shall be evaluated as defined in ARTICLE V of the CBA.

H. In the absence of a teacher in a co-teaching classroom, a substitute shall be provided. Co-teachers shall not be pulled from co-taught classrooms for any reason without substitute replacement.

This Letter of Agreement is non-precedent setting and shall be in effect upon the signature of the parties and expires August 31, 2025.

RICHLAND EDUCATION ASSOCIATION



REA Representative

RICHLAND SCHOOL DISTRICT



RSD Representative

## REA Salary Schedule 2024-25

8	\$61,588							
1.0000		BA + 0	BA + 10	BA + 30	BA + 45	BA + 90	BA + 135	BA + 180
						MA + 0	MA + 45	MA + 90/PhD
Year 0	Mix Factor	1.0000	1.0270	1.0550	1.0830	1.1989	1.2889	1.3469
	Base 0	\$61,588	\$63,251	\$64,975	\$66,700	\$73,838	\$79,381	\$82,953
	Time 8D	\$2,737	\$2,811	\$2,888	\$2,964	\$3,282	\$3,528	\$3,687
	<b>Total</b>	<b>\$64,325</b>	<b>\$66,062</b>	<b>\$67,863</b>	<b>\$69,664</b>	<b>\$77,120</b>	<b>\$82,909</b>	<b>\$86,640</b>
Year 1	Mix Factor	1.0135	1.0409	1.0692	1.0985	1.2122	1.3032	1.3608
	Base 1	\$62,419	\$64,107	\$65,850	\$67,654	\$74,657	\$80,261	\$83,809
	Time 8D	\$2,774	\$2,849	\$2,927	\$3,007	\$3,318	\$3,567	\$3,725
	<b>Total</b>	<b>\$65,194</b>	<b>\$66,956</b>	<b>\$68,777</b>	<b>\$70,661</b>	<b>\$77,975</b>	<b>\$83,829</b>	<b>\$87,534</b>
Year 2	Mix Factor	1.0263	1.0539	1.0826	1.1141	1.2257	1.3163	1.3746
	Base 2	\$63,207	\$64,910	\$66,674	\$68,615	\$75,485	\$81,069	\$84,658
	Time 8D	\$2,809	\$2,885	\$2,963	\$3,050	\$3,355	\$3,603	\$3,763
	<b>Total</b>	<b>\$66,016</b>	<b>\$67,795</b>	<b>\$69,637</b>	<b>\$71,665</b>	<b>\$78,840</b>	<b>\$84,672</b>	<b>\$88,420</b>
Year 3	Mix Factor	1.0395	1.0674	1.0964	1.1289	1.2384	1.3288	1.3885
	Base 3	\$64,021	\$65,740	\$67,522	\$69,527	\$76,270	\$81,838	\$85,514
	Time 8D	\$2,845	\$2,922	\$3,001	\$3,090	\$3,390	\$3,637	\$3,801
	<b>Total</b>	<b>\$66,868</b>	<b>\$68,662</b>	<b>\$70,523</b>	<b>\$72,618</b>	<b>\$79,659</b>	<b>\$85,475</b>	<b>\$89,315</b>
Year 4	Mix Factor	1.0525	1.0816	1.1107	1.1444	1.2517	1.3427	1.4029
	Base 4	\$64,819	\$66,613	\$68,408	\$70,480	\$77,091	\$82,696	\$86,400
	Time 8D	\$2,881	\$2,961	\$3,040	\$3,132	\$3,426	\$3,675	\$3,840
	<b>Total</b>	<b>\$67,700</b>	<b>\$69,574</b>	<b>\$71,448</b>	<b>\$73,613</b>	<b>\$80,517</b>	<b>\$86,372</b>	<b>\$90,240</b>
Year 5	Mix Factor	1.0659	1.0951	1.1245	1.1601	1.2653	1.3560	1.4173
	Base 5	\$65,644	\$67,446	\$69,258	\$71,447	\$77,926	\$83,513	\$87,287
	Time 8D	\$2,917	\$2,998	\$3,078	\$3,175	\$3,463	\$3,712	\$3,879
	<b>Total</b>	<b>\$68,561</b>	<b>\$70,444</b>	<b>\$72,336</b>	<b>\$74,622</b>	<b>\$81,389</b>	<b>\$87,224</b>	<b>\$91,166</b>
Year 6	Mix Factor	1.0796	1.1082	1.1387	1.1760	1.2792	1.3694	1.4310
	Base 6	\$66,490	\$68,254	\$70,128	\$72,426	\$78,781	\$84,341	\$88,133
	Time 8D	\$2,955	\$3,034	\$3,117	\$3,219	\$3,501	\$3,748	\$3,917
	<b>Total</b>	<b>\$69,445</b>	<b>\$71,288</b>	<b>\$73,245</b>	<b>\$75,645</b>	<b>\$82,282</b>	<b>\$88,089</b>	<b>\$92,050</b>
Year 7	Mix Factor	1.1038	1.1329	1.1637	1.2030	1.3052	1.3967	1.4601
	Base 7	\$67,981	\$69,770	\$71,667	\$74,091	\$80,383	\$86,022	\$89,924
	Time 8D	\$3,021	\$3,101	\$3,185	\$3,293	\$3,573	\$3,823	\$3,997
	<b>Total</b>	<b>\$71,002</b>	<b>\$72,871</b>	<b>\$74,853</b>	<b>\$77,384</b>	<b>\$83,955</b>	<b>\$89,845</b>	<b>\$93,921</b>
Year 8	Mix Factor	1.1392	1.1698	1.2014	1.2440	1.3461	1.4390	1.5049
	Base 8	\$70,160	\$72,049	\$73,991	\$76,614	\$82,904	\$88,622	\$92,681
	Time 8D	\$3,118	\$3,202	\$3,289	\$3,405	\$3,685	\$3,939	\$4,119
	<b>Total</b>	<b>\$73,278</b>	<b>\$75,251</b>	<b>\$77,280</b>	<b>\$80,019</b>	<b>\$86,588</b>	<b>\$92,561</b>	<b>\$96,801</b>
Year 9	Mix Factor	1.1746	1.2081	1.2413	1.2854	1.3875	1.4825	1.5504
	Base 9	\$72,341	\$74,406	\$76,447	\$79,163	\$85,452	\$91,305	\$95,487
	Time 8D	\$3,215	\$3,307	\$3,398	\$3,518	\$3,798	\$4,058	\$4,244
	<b>Total</b>	<b>\$75,556</b>	<b>\$77,713</b>	<b>\$79,844</b>	<b>\$82,682</b>	<b>\$89,250</b>	<b>\$95,363</b>	<b>\$99,731</b>
Year 10	Mix Factor	1.2099	1.2464	1.2816	1.3289	1.4310	1.5273	1.5974
	Base 10	\$74,515	\$76,763	\$78,931	\$81,845	\$88,135	\$94,066	\$98,383
	Time 8D	\$3,312	\$3,412	\$3,508	\$3,638	\$3,917	\$4,181	\$4,373
	<b>Total</b>	<b>\$77,827</b>	<b>\$80,175</b>	<b>\$82,439</b>	<b>\$85,482</b>	<b>\$92,052</b>	<b>\$98,247</b>	<b>\$102,756</b>

## REA Salary Schedule 2024-25

8	\$61,588							
	1.0000	BA + 0	BA + 10	BA + 30	BA + 45	BA + 90	BA + 135	BA + 180
						MA + 0	MA + 45	MA + 90/PhD
Year 11	Mix Factor	1.2453	1.2847	1.3219	1.3737	1.4758	1.5742	1.6457
	Base 11	\$76,696	\$79,122	\$81,413	\$84,604	\$90,894	\$96,953	\$101,358
	Time 8D	\$3,409	\$3,517	\$3,618	\$3,760	\$4,040	\$4,309	\$4,505
	<b>Total</b>	<b>\$80,104</b>	<b>\$82,639</b>	<b>\$85,032</b>	<b>\$88,364</b>	<b>\$94,933</b>	<b>\$101,262</b>	<b>\$105,863</b>
Year 12	Mix Factor	1.2807	1.3230	1.3623	1.4171	1.5224	1.6224	1.6961
	Base 12	\$78,876	\$81,481	\$83,901	\$87,275	\$93,762	\$99,918	\$104,457
	Time 8D	\$3,506	\$3,621	\$3,729	\$3,879	\$4,167	\$4,441	\$4,643
	<b>Total</b>	<b>\$82,381</b>	<b>\$85,102</b>	<b>\$87,630</b>	<b>\$91,154</b>	<b>\$97,930</b>	<b>\$104,358</b>	<b>\$109,100</b>
Year 13	Mix Factor	1.3161	1.3612	1.4026	1.4604	1.5706	1.6717	1.7476
	Base 13	\$81,056	\$83,834	\$86,383	\$89,943	\$96,730	\$102,956	\$107,629
	Time 8D	\$3,602	\$3,726	\$3,839	\$3,997	\$4,299	\$4,576	\$4,784
	<b>Total</b>	<b>\$84,658</b>	<b>\$87,560</b>	<b>\$90,223</b>	<b>\$93,941</b>	<b>\$101,029</b>	<b>\$107,532</b>	<b>\$112,413</b>
Year 14	Mix Factor	1.3514	1.3995	1.4429	1.5038	1.6202	1.7245	1.8010
	Base 14	\$83,230	\$86,192	\$88,865	\$92,616	\$99,786	\$106,209	\$110,923
	Time 8D	\$3,699	\$3,831	\$3,950	\$4,116	\$4,435	\$4,720	\$4,930
	<b>Total</b>	<b>\$86,929</b>	<b>\$90,023</b>	<b>\$92,815</b>	<b>\$96,732</b>	<b>\$104,221</b>	<b>\$110,930</b>	<b>\$115,853</b>
Year 15	Mix Factor	1.3868	1.4378	1.4833	1.5472	1.6623	1.7693	1.8479
	Base 15	\$85,410	\$88,551	\$91,353	\$95,289	\$102,380	\$108,970	\$113,807
	Time 8D	\$3,796	\$3,936	\$4,060	\$4,235	\$4,550	\$4,843	\$5,058
	<b>Total</b>	<b>\$89,206</b>	<b>\$92,487</b>	<b>\$95,414</b>	<b>\$99,524</b>	<b>\$106,930</b>	<b>\$113,813</b>	<b>\$118,865</b>
Year 16-17	Mix Factor	1.4222	1.4761	1.5236	1.5906	1.6956	1.8047	1.8848
	Base 16-17	\$87,590	\$90,910	\$93,835	\$97,962	\$104,427	\$111,149	\$116,083
	Time 8D	\$3,893	\$4,040	\$4,170	\$4,354	\$4,641	\$4,940	\$5,159
	<b>Total</b>	<b>\$91,483</b>	<b>\$94,950</b>	<b>\$98,006</b>	<b>\$102,316</b>	<b>\$109,068</b>	<b>\$116,089</b>	<b>\$121,242</b>
w/Longevity Stipend	Mix Factor	1.4222	1.4761	1.5236	1.5906	1.6956	1.8047	1.8848
	Base 18+	\$87,590	\$90,910	\$93,835	\$97,962	\$104,427	\$111,149	\$116,083
	Time 8D	\$3,893	\$4,040	\$4,170	\$4,354	\$4,061	\$4,940	\$5,159
	<b>Total</b>	<b>\$92,797</b>	<b>\$96,314</b>	<b>\$99,413</b>	<b>\$103,785</b>	<b>\$110,054</b>	<b>\$117,756</b>	<b>\$122,984</b>



**LETTER OF AGREEMENT BETWEEN THE RICHLAND EDUCATION ASSOCIATION  
AND RICHLAND SCHOOL DISTRICT**

**JROTC Senior Army Instructor and JROTC Army Instructor Positions**

**THIS LETTER OF AGREEMENT SETS FORTH THE FOLLOWING BETWEEN THE  
RICHLAND EDUCATION ASSOCIATION AND THE RICHLAND SCHOOL DISTRICT PURSUANT TO  
THE 2022-2025 COLLECTIVE BARGAINING AGREEMENT.**

1. The District shall outline the duties of the JROTC Senior Army Instructor and JROTC Army Instructor positions in a job description and submit the job description to the Association as outlined in ARTICLE I, Section 1B.C of the REA Certificated Contract.
2. Each employee assigned as a JROTC Senior Army Instructor or JROTC Army Instructor shall be placed on the certificated salary schedule commensurate with their experience as outlined in ARTICLE IX of the REA Certificated Contract.
3. All provisions of ARTICLE VII, titled Instruction, of the REA Certificated Contract shall apply to each employee who holds the position of JROTC Senior Army Instructor or JROTC Army Instructor.
4. Supplemental Contracts as outlined in ARTICLE X.H for CTE shall apply to all employees who hold the position of JROTC Senior Army Instructor or JROTC Army Instructor. One (1) HS CTE stipend per JROTC employee shall be allocated.
5. Extra duties as outlined in ARTICLE X.H.E for CTE of the REA Certificated Contract shall be at five (5) days for all employees who hold the position of JROTC Senior Army Instructor or JROTC Army Instructor.

This Letter of Agreement shall be in effect upon the signature of the parties and expires August 31, 2025.

RICHLAND EDUCATION ASSOCIATION



REA Representative

RICHLAND SCHOOL DISTRICT



RSD Representative

**LETTER OF AGREEMENT BETWEEN THE RICHLAND EDUCATION ASSOCIATION  
AND RICHLAND SCHOOL DISTRICT**

**REGARDING THE CONSOLIDATION OF PCOA AND RIVER'S EDGE UNDER ONE BUILDING  
ADMINISTRATIVE AND OFFICE STAFF**


THIS LETTER OF AGREEMENT SETS FORTH THE FOLLOWING BETWEEN THE  
RICHLAND EDUCATION ASSOCIATION AND THE RICHLAND SCHOOL DISTRICT PURSUANT TO  
THE 2022-2025 COLLECTIVE BARGAINING AGREEMENT.

1. All provisions of the Richland Education Association: Richland School District #400: 2022-2025 Certificated Contract shall apply to all PCOA and River's Edge employees unless explicitly stated below in this MOU document titled, "Letter of Agreement Between the Richland Education Association and Richland School District Regarding the Consolidation of PCOA and River's Edge Under one Building Administrative and Office Staff.
2. For the purposes of assignment, transfer, and vacancy, all PCOA employees shall be assigned to PCOA and referred to as PCOA employees. PCOA employees shall have the same in-building rights and preferences to positions at PCOA as any other employee assigned to a specific building as outlined in ARTICLE VI of the REA Certificated Contract.
3. For the purposes of assignment, transfer, and vacancy, all River's Edge employees shall be assigned to River's Edge and referred to as River's Edge employees. River's Edge employees shall have the same in-building rights and preferences to positions at River's Edge as any other employee assigned to a specific building as outlined in ARTICLE VI of the REA Certificated Contract.
4. PCOA employees shall not be compelled to work from an RSD central location or deliver in-person instruction/services. PCOA employees shall choose to work remotely offsite or at an RSD central location. A PCOA employee may volunteer or choose to offer in-person instruction/services, but shall not be administratively assigned to classes, courses, services, or duties that require in-person instruction/services.
5. River's Edge employees shall not be compelled to work remotely offsite or deliver online instruction/services. A River's Edge employee may volunteer or choose to offer online instruction/services, but shall not be administratively assigned to classes, courses, services, or duties that require online instruction/services. A River's Edge employee shall choose to work remotely offsite or at an RSD central location for any voluntary or chosen online work.
6. For the purposes of overload and supplemental contracts, all PCOA employees shall be assigned students enrolled at PCOA. The REA Certificated Contract language from ARTICLE VII, ARTICLE VIII, and ARTICLE X shall apply. PCOA employees may be assigned students enrolled at River's Edge following contractual class size/case management as shown in Section 7.D.A and Section 8.B.B. and overload paid accordingly.
7. For the purposes of overload and supplemental contracts, all River's Edge employees shall be assigned students enrolled at River's Edge. The REA Certificated Contract language from ARTICLE VII, ARTICLE VIII, and ARTICLE X shall apply. River's Edge employees may be assigned students enrolled at PCOA dependent on physical space that allows for project-based learning following contractual class size/case management as shown in Section 7.D.A and Section 8.B.B. and overload paid accordingly.

This Letter of Agreement shall be in effect upon the signature of the parties and expires August 31, 2025.

RICHLAND EDUCATION ASSOCIATION

RICHLAND SCHOOL DISTRICT

A handwritten signature in black ink, appearing to read "Kit M. Coe", written over a horizontal line.A handwritten signature in black ink, consisting of stylized initials and a surname, written over a horizontal line.

REA Representative

RSD Representative

**LETTER OF AGREEMENT BETWEEN THE RICHLAND EDUCATION  
ASSOCIATION**

**AND RICHLAND SCHOOL DISTRICT**

**SEL 2023-2024**

THIS LETTER OF AGREEMENT SETS FORTH THE FOLLOWING BETWEEN THE  
RICHLAND EDUCATION ASSOCIATION AND THE RICHLAND SCHOOL DISTRICT  
PURSUANT TO THE 2022-2025 COLLECTIVE BARGAINING AGREEMENT.

All Employees Pre-K through Secondary:

1. The SEL curriculum adoption will require additional preparation. As recommended by the creators of the program, teachers need to engage with students and the curriculum to deliver the content with fidelity, not just "Plug and Play." REA and RSD shall add an eighth (8th) TIME day to compensate employees for the additional preparation. The eighth (8th) time day shall be considered "deemed done."
2. SEL scope and sequence shall be posted on the RSD website and available for public viewing, therefore teachers shall not be required to provide a syllabus or scope and sequence individually to students or parents.
3. The District shall provide alternative learning opportunities, in a separate location, for students whose parents or guardians opted them out of the SEL program or specific SEL lessons. Employees delivering SEL instruction shall not be responsible for the creation of these alternative learning opportunities.
4. Itinerants shall not be assigned SEL classes or monitor opt out students. Itinerants shall be available for tier two (2) and tier three (3) and emergency support.
5. Substitute educators shall be utilized for absent employees who deliver SEL instruction.
6. Employees shall have the option to have all printed materials prepared and provided by the District before the start of each quarter or trimester or the teacher may choose to be responsible for any necessary copying.

**August Days must include the following Training Requirements:**

1. Employees shall receive grade level Professional Development specific to the adopted SEL curriculum.
2. Employees shall be trained in appropriate exit strategies and other management strategies to use for student prompted topics not appropriate to the classroom setting.
3. Employees shall be trained in how FERPA and other Privacy laws may relate to student prompted topics.
4. Employees shall be trained in how RSD School Board Policy 2331: Controversial Issues may affect SEL adopted curriculum topics or student prompted topics with emphasis on how to manage those topics.
5. The District shall schedule make-up professional development and training sessions for all employees who missed any or all the August Professional Development days. Those employees who were on paid leave, or not yet hired by the District, shall have the option to attend these training sessions through release time.
6. In addition to the August Professional Development days, the District shall survey employee needs and offer additional follow-up training throughout the year for educators based on the indicated needs. These trainings will be optional and may take the form of synchronous or asynchronous Zoom.

**Secondary Advisories (6-12):** Comprehensive Secondary schools will provide a student advisory period for the purpose of delivering social emotional learning curriculum.

1. The District will create an advisory plan that provides equitable opportunities for student access to SEL curriculum across secondary schools not to exceed thirty (30) minutes per week inclusive of the passing time.
2. The District agrees to consolidate conferences into one January session. For the 2023-2024 school year, conferences will occur the evening of January 10 for the middle school and January 11 for the high school followed by a student and teacher early release day on January 12.
3. Regular attendance shall be taken.
4. The intent is to assign students to employees who the student will see in the regular course of the day during first quarter, and will remain in the advisory with that employee for the year.
5. Employees without a regular classroom shall be given proper equipment to make SEL courses possible.
6. The district shall provide composition books for students.

**Elementary (K-5):** Social Emotional Learning: Elementary schools will provide a range of opportunities for students to engage in social emotional learning.

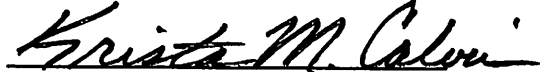
1. Classroom teachers are only required to teach SEL using the approved district curriculum.
2. The District shall purchase the "Optional Book Recommendation" one set, per week, per grade level, per school, and accompanying materials referenced throughout the adopted curriculum.
3. In an effort to help lighten the load of elementary teachers, digital citizenship will no longer be covered by the classroom teacher.
4. Digital citizenship lessons shall be taught by librarians. For the purposes of substitute rotation, librarians will not be assigned class coverage, but may choose to volunteer.

**Early Learning Center Social Emotional Learning (Pre-K, EACAP, DD)**

1. District staff, other than the classroom teacher, shall determine the pacing and guides as appropriate for the half-day classes.
2. Classroom teachers are only required to teach SEL using the approved district adopted curriculum.
3. The District shall purchase the "Optional Book Recommendation" one set, per week, per classroom, and accompanying materials referenced throughout the adopted curriculum.

This Letter of Agreement is non-precedent setting. In the Spring of 2024, the parties will come together to review the outcomes of the pilot in order to determine if the pilot program should continue, should be adjusted, or should end. This agreement shall be in effect upon the signature of the parties and expires August 31, 2024.

RICHLAND EDUCATION ASSOCIATION



REA Representative 6/5/23

RICHLAND SCHOOL DISTRICT



RSD Representative 6/5/23

## REA Salary Schedule 2023-24

8	\$59,391							
1.0000		BA + 0	BA + 10	BA + 30	BA + 45	BA + 90	BA + 135	BA + 180
						MA + 0	MA + 45	MA + 90/PhD
Year 0	Mix Factor	1.0000	1.0270	1.0550	1.0830	1.1989	1.2889	1.3469
	Base 0	\$59,391	\$60,995	\$62,658	\$64,321	\$71,204	\$76,549	\$79,994
	Time 8D	\$2,640	\$2,711	\$2,785	\$2,859	\$3,165	\$3,402	\$3,555
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$62,031</b>	<b>\$63,705</b>	<b>\$65,442</b>	<b>\$67,179</b>	<b>\$74,369</b>	<b>\$79,951</b>	<b>\$83,549</b>
Year 1	Mix Factor	1.0135	1.0409	1.0692	1.0985	1.2122	1.3032	1.3608
	Base 1	\$60,193	\$61,820	\$63,501	\$65,241	\$71,994	\$77,398	\$80,819
	Time 8D	\$2,675	\$2,748	\$2,822	\$2,900	\$3,200	\$3,440	\$3,592
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$62,868</b>	<b>\$64,568</b>	<b>\$66,323</b>	<b>\$68,141</b>	<b>\$75,194</b>	<b>\$80,838</b>	<b>\$84,411</b>
Year 2	Mix Factor	1.0263	1.0539	1.0826	1.1141	1.2257	1.3163	1.3746
	Base 2	\$60,952	\$62,595	\$64,296	\$66,168	\$72,793	\$78,177	\$81,638
	Time 8D	\$2,709	\$2,782	\$2,858	\$2,941	\$3,235	\$3,475	\$3,628
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$63,661</b>	<b>\$65,377</b>	<b>\$67,153</b>	<b>\$69,108</b>	<b>\$76,028</b>	<b>\$81,652</b>	<b>\$85,266</b>
Year 3	Mix Factor	1.0395	1.0674	1.0964	1.1289	1.2384	1.3288	1.3885
	Base 3	\$61,738	\$63,395	\$65,114	\$67,047	\$73,549	\$78,919	\$82,464
	Time 8D	\$2,744	\$2,818	\$2,894	\$2,980	\$3,269	\$3,507	\$3,665
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$64,483</b>	<b>\$66,212</b>	<b>\$68,008</b>	<b>\$70,027</b>	<b>\$76,818</b>	<b>\$82,426</b>	<b>\$86,129</b>
Year 4	Mix Factor	1.0525	1.0816	1.1107	1.1444	1.2517	1.3427	1.4029
	Base 4	\$62,507	\$64,237	\$65,967	\$67,966	\$74,341	\$79,746	\$83,318
	Time 8D	\$2,778	\$2,855	\$2,932	\$3,021	\$3,304	\$3,544	\$3,703
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$65,285</b>	<b>\$67,092</b>	<b>\$68,899</b>	<b>\$70,987</b>	<b>\$77,645</b>	<b>\$83,291</b>	<b>\$87,021</b>
Year 5	Mix Factor	1.0659	1.0951	1.1245	1.1601	1.2653	1.3560	1.4173
	Base 5	\$63,302	\$65,041	\$66,787	\$68,898	\$75,146	\$80,534	\$84,173
	Time 8D	\$2,813	\$2,891	\$2,968	\$3,062	\$3,340	\$3,579	\$3,741
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$66,116</b>	<b>\$67,931</b>	<b>\$69,755</b>	<b>\$71,960</b>	<b>\$78,486</b>	<b>\$84,113</b>	<b>\$87,914</b>
Year 6	Mix Factor	1.0796	1.1082	1.1387	1.1760	1.2792	1.3694	1.4310
	Base 6	\$64,118	\$65,819	\$67,626	\$69,843	\$75,970	\$81,332	\$84,989
	Time 8D	\$2,850	\$2,925	\$3,006	\$3,104	\$3,376	\$3,615	\$3,777
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$66,968</b>	<b>\$68,745</b>	<b>\$70,632</b>	<b>\$72,947</b>	<b>\$79,347</b>	<b>\$84,947</b>	<b>\$88,767</b>
Year 7	Mix Factor	1.1038	1.1329	1.1637	1.2030	1.3052	1.3967	1.4601
	Base 7	\$65,556	\$67,281	\$69,111	\$71,448	\$77,515	\$82,953	\$86,716
	Time 8D	\$2,914	\$2,990	\$3,072	\$3,175	\$3,445	\$3,687	\$3,854
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$68,470</b>	<b>\$70,272</b>	<b>\$72,183</b>	<b>\$74,623</b>	<b>\$80,960</b>	<b>\$86,640</b>	<b>\$90,570</b>
Year 8	Mix Factor	1.1392	1.1698	1.2014	1.2440	1.3461	1.4390	1.5049
	Base 8	\$67,657	\$69,478	\$71,352	\$73,881	\$79,946	\$85,461	\$89,375
	Time 8D	\$3,007	\$3,088	\$3,171	\$3,284	\$3,553	\$3,798	\$3,972
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$70,664</b>	<b>\$72,566</b>	<b>\$74,523</b>	<b>\$77,164</b>	<b>\$83,500</b>	<b>\$89,259</b>	<b>\$93,347</b>

## REA Salary Schedule 2023-24

8	\$59,391							
1.0000		BA + 0	BA + 10	BA + 30	BA + 45	BA + 90	BA + 135	BA + 180
						MA + 0	MA + 45	MA + 90/PhD
Year 9	Mix Factor	1.1746	1.2081	1.2413	1.2854	1.3875	1.4825	1.5504
	Base 9	\$69,761	\$71,752	\$73,720	\$76,339	\$82,404	\$88,048	\$92,081
	Time 8D	\$3,100	\$3,189	\$3,276	\$3,393	\$3,662	\$3,913	\$4,093
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$72,861</b>	<b>\$74,941</b>	<b>\$76,996</b>	<b>\$79,732</b>	<b>\$86,066</b>	<b>\$91,962</b>	<b>\$96,174</b>
Year 10	Mix Factor	1.2099	1.2464	1.2816	1.3289	1.4310	1.5273	1.5974
	Base 10	\$71,857	\$74,025	\$76,115	\$78,925	\$84,991	\$90,710	\$94,873
	Time 8D	\$3,194	\$3,290	\$3,383	\$3,508	\$3,777	\$4,032	\$4,217
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$75,051</b>	<b>\$77,315</b>	<b>\$79,498</b>	<b>\$82,433</b>	<b>\$88,768</b>	<b>\$94,742</b>	<b>\$99,090</b>
Year 11	Mix Factor	1.2453	1.2847	1.3219	1.3737	1.4758	1.5742	1.6457
	Base 11	\$73,960	\$76,300	\$78,509	\$81,586	\$87,651	\$93,494	\$97,742
	Time 8D	\$3,287	\$3,391	\$3,489	\$3,626	\$3,896	\$4,155	\$4,344
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$77,247</b>	<b>\$79,691</b>	<b>\$81,998</b>	<b>\$85,212</b>	<b>\$91,547</b>	<b>\$97,650</b>	<b>\$102,086</b>
Year 12	Mix Factor	1.2807	1.3230	1.3623	1.4171	1.5224	1.6224	1.6961
	Base 12	\$76,062	\$78,574	\$80,908	\$84,162	\$90,418	\$96,353	\$100,731
	Time 8D	\$3,381	\$3,492	\$3,596	\$3,741	\$4,019	\$4,282	\$4,477
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$79,443</b>	<b>\$82,067</b>	<b>\$84,504</b>	<b>\$87,902</b>	<b>\$94,436</b>	<b>\$100,636</b>	<b>\$105,208</b>
Year 13	Mix Factor	1.3161	1.3612	1.4026	1.4604	1.5706	1.6717	1.7476
	Base 13	\$78,165	\$80,843	\$83,302	\$86,735	\$93,280	\$99,284	\$103,790
	Time 8D	\$3,474	\$3,593	\$3,702	\$3,855	\$4,146	\$4,413	\$4,613
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$81,639</b>	<b>\$84,436</b>	<b>\$87,004</b>	<b>\$90,590</b>	<b>\$97,426</b>	<b>\$103,696</b>	<b>\$108,403</b>
Year 14	Mix Factor	1.3514	1.3995	1.4429	1.5038	1.6202	1.7245	1.8010
	Base 14	\$80,261	\$83,118	\$85,695	\$89,312	\$96,227	\$102,421	\$106,966
	Time 8D	\$3,567	\$3,694	\$3,809	\$3,969	\$4,277	\$4,552	\$4,754
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$83,828</b>	<b>\$86,812</b>	<b>\$89,504</b>	<b>\$93,282</b>	<b>\$100,503</b>	<b>\$106,973</b>	<b>\$111,720</b>
Year 15	Mix Factor	1.3868	1.4378	1.4833	1.5472	1.6623	1.7693	1.8479
	Base 15	\$82,364	\$85,392	\$88,095	\$91,890	\$98,728	\$105,083	\$109,747
	Time 8D	\$3,661	\$3,795	\$3,915	\$4,084	\$4,388	\$4,670	\$4,878
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$86,024</b>	<b>\$89,188</b>	<b>\$92,010</b>	<b>\$95,974</b>	<b>\$103,116</b>	<b>\$109,753</b>	<b>\$114,625</b>
Year 16-17	Mix Factor	1.4222	1.4761	1.5236	1.5906	1.6956	1.8047	1.8848
	Base 16-17	\$84,466	\$87,667	\$90,488	\$94,467	\$100,702	\$107,184	\$111,942
	Time 8D	\$3,754	\$3,896	\$4,022	\$4,199	\$4,476	\$4,764	\$4,975
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$88,220</b>	<b>\$91,563</b>	<b>\$94,510</b>	<b>\$98,666</b>	<b>\$105,177</b>	<b>\$111,948</b>	<b>\$116,917</b>
w/Longevity Stipend	Mix Factor	1.4222	1.4761	1.5236	1.5906	1.6956	1.8047	1.8848
	Base 18+	\$84,466	\$87,667	\$90,488	\$94,467	\$100,702	\$107,184	\$111,942
	Time 8D	\$3,754	\$3,896	\$4,022	\$4,199	\$3,916	\$4,764	\$4,975
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Longevity	\$1,267	\$1,315	\$1,357	\$1,417	\$1,511	\$1,608	\$1,679
	<b>Total</b>	<b>\$89,487</b>	<b>\$92,878</b>	<b>\$95,867</b>	<b>\$100,083</b>	<b>\$106,129</b>	<b>\$113,555</b>	<b>\$118,597</b>

# **Richland Education Association**

**Richland School District #400**

**2022-2025**

**Certificated Contract**

**Final Approval: August 2022**



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1 **PREAMBLE**

2 This Contract Is Made and Entered Into By And Between The Richland School District #400, and the  
3 Richland Education Association. It has been negotiated pursuant to the appropriate RCW or WAC.

4  
5 **ARTICLE I - ADMINISTRATION**

6  
7 **SECTION 1A. Definition of Terms**

- 8 A. The term “**District**” shall mean Richland School District No. 400, Richland, Benton County,  
9 Washington.
- 10 B. The term “**Board**” shall mean the Board of Directors of the District.
- 11 C. The term “**Association**” shall mean the Richland Education Association.
- 12 D. The term “**Parties**” shall mean the District and the Association.
- 13 E. The term “**Agreement**” shall mean this collective bargaining agreement.
- 14 F. The term “**WAC**” shall mean the Washington Administrative Code.
- 15 G. The term “**RCW**” shall mean the Revised Code of Washington.
- 16 H. The term “**Superintendent**” shall mean the chief administrative officer of the District or his/her designee.
- 17 I. The term “**contract**” (lower case) shall mean the individual contract issued to each employee pursuant  
18 to the appropriate RCW or WAC.
- 19 J. The term “**employee**” shall mean each employee (member) represented in the bargaining unit holding  
20 valid certification for the State of Washington and currently employed by the District.
- 21 K. The term “substitutes”, including “casual” and “long-term” substitutes, are defined in Article XIV of this  
22 Agreement and are only able to access contractual benefits explicitly defined in Article XIV.
- 23 L. The term “**levy**” shall mean a way to impose or collect a tax for the benefit of District projects and  
24 support.

25  
26 **SECTION 1B. Recognition**

27 A. The District recognizes the Richland Education Association as the sole and exclusive bargaining  
28 representative for all employees of the District, included in the bargaining unit as defined in paragraph B of  
29 this Section for the purpose of collectively bargaining for those represented employees in the areas of wages,  
30 hours, terms, and conditions of employment as provided in the appropriate RCW.

31 B. The bargaining unit shall consist of all the regular, full-time employees and those regular, part-time  
32 employees who are on regular contract with the District and have been assigned at least one (1) teaching hour  
33 for the entire semester or year. Certificated employees not subject to the terms and conditions of this Contract  
34 shall include:

- 35 1. Superintendent
- 36 2. Deputy Superintendent(s) and Assistant Superintendent(s)
- 37 3. Principal(s) and Assistant Principal(s)
- 38 4. Executive Director(s), Director(s) and Assistant Directors
- 39 5. Administrative Coordinator(s) and Program Coordinators
- 40 6. Supervisors and Administrative Assistants

41 C. Positions which may be created, added or substantially restructured during the duration of this  
42 agreement shall be set forth in a job description and submitted to the Association for discussion prior to  
43 inclusion or exclusion in the bargaining unit and to negotiate wages, hours, and conditions of employment.

44  
45 **SECTION 1C. Status of Agreement**

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

48 B. Those rules, regulations, policies, resolutions, or practices of the District not in conflict with this  
49 Contract may be amended, rescinded, or otherwise modified by the Board.

50  
51 **SECTION 1D. Contract Compliance**

52 A. All individual employee contracts of employees represented by the Association shall be subject to and  
53 consistent with Washington State law and the terms and conditions of this Contract. Any individual employee  
54 contract hereinafter executed shall indicate that it is subject to the terms of this and subsequent contracts

55 between the Board and the Association. If any individual employee contract contains any language  
56 inconsistent with this Contract, this Contract during its duration shall be controlling.

57 B. This Contract shall be governed by the statutes of the State of Washington, valid provisions contained  
58 in the Washington Administrative Codes, and applicable Federal law, if any.

59

60 **SECTION 1E. No strike-No lockout**

61 A. The parties agree that during the term of this Contract there shall be no strike or other economic action  
62 by the Association and there shall be no lockout or other economic action by the District. In case of an  
63 impending statewide work stoppage, the Association and the District will meet to consider modifying the  
64 school calendar.

65

66 **SECTION 1F. Management Rights**

67 A. The right to manage the District and to direct its employees and operations is vested in and retained by  
68 the Board, except as this right is limited by this Contract.

69 B. No Board policy may be adopted which is inconsistent with the terms of this Contract during the life of  
70 the Contract, or which impacts on wages, hours, terms, and conditions of employment.

71

72 **SECTION 1G. Conformity to Law—Savings Clause**

73 A. If any provision of this Contract between the Association and the Board, or any application of this  
74 Contract shall be found contrary to law by a court having jurisdiction, such provisions or applications shall  
75 be deemed not valid and shall not be performed or enforced except to the extent permitted by law. Any  
76 provision of this Contract found contrary to law shall be subject to appropriate negotiations between the  
77 Association and the Board as is permitted by law.

78 B. In the event that any provision of any Contract between the Association and the Board is or shall at any  
79 time be determined to be contrary to law, all other provisions of such Contract shall continue in effect.

80

81 **SECTION 1H. Printing and Distribution of Contract**

82 A. The negotiated Contract will be typed by the District after editing and review by the District and  
83 Association facilitators.

84 B. Approved by the Association and the Board.

85 C. Printed by the District and the Association, with each party sharing equally in the costs.

86 D. The District will supply sufficient copies of the contract for the Association to distribute one to each  
87 member of the bargaining unit.

88 E. Thirty-five (35) print copies shall be provided to the Association.

89 F. Copies of the Contract will be distributed within thirty (30) days after the Parties have approved the  
90 proof copy.

91 G. The Contract shall be available for inspection by applicants for employee positions at the Personnel  
92 Office.

93

94 **SECTION 1I. Funding**

95 A. Double Levy Loss: If a double levy loss occurs or ten (10) percent or more of state revenue is lost, all  
96 economic provisions of this Agreement shall be reopened within ten (10) days of such awareness.  
97 Negotiations shall be concluded within twenty (20) days thereafter. If no agreement is reached within said  
98 period, the District shall take appropriate action.

**ARTICLE II – BUSINESS**

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**SECTION 2A. Definition of Terms**

- A. The term “**member(s)**” will refer to each individual employee represented in the bargaining unit.
- B. The term “**fair share representation**” will mean a fee that is regarded as fair compensation and reimbursement to the Association for fulfilling its legal obligation to represent all members of the bargaining unit pursuant to the appropriate RCW.
- C. The term “**pay warrant**” will mean a voucher (check) authorizing payment to Association members for services provided.
- D. The term “**non-political**” will mean not to influence, be connected with, or request support for political matters and/or candidates.

**SECTION 2B. Dues Deduction**

- A. On or before September 1 of each school year, the Association will give written notice to the District the dollar amount of dues and fees of the Association, including the National Education Association and the Washington Education Association, to be deducted in the coming school year through automatic payroll authorization.
- B. The deductions authorized above will be made in twelve (12) equal amounts from each pay warrant beginning the pay period in September through the pay period in August of each year.
- C. Certificated employees who commence employment after September or terminate employment before June will have their deductions pro-rated at one twelfth (1/12) of the total annual amount for each month the employee is employed.
- D. The District will promptly remit to the Association all dues monies so deducted on a monthly basis, accompanied by a list of employees from whom the deductions have been made.
- E. No employee will have any claim or action against the District for the District’s deduction of dues and/or fees provided for in this Section, except where there has been an error in the amount deducted.
- F. The Association agrees to reimburse any employee from whose pay excess dues and/or fees were deducted as a result of an error in the amount deducted, provided the Association actually received the excess amount.
- G. Within ten (10) days of their commencement of employment, certificated employees may sign and deliver to the Board an Assignment of Wages Form, which will authorize deduction of membership dues and fees of the Association (including the National Education Association and the Washington Education Association).
  - 1. Such authorization will continue in effect from year to year unless a written request of revocation is submitted to the Board and the Association, signed by the employee, and received between August 1 and September 20, preceding the designated school year for which revocation is to take effect.
  - 2. Each month during the school year, the Association agrees to provide the Board with the names of those employees who have joined the Association and paid its dues and fees by means other than through payroll deduction.
- H. The Association’s authorization of payroll deduction form will clearly state that it will be understood by the employee signing the authorization that continuation of dues deductions until the end of the dues period on August 31 of each year is a binding condition for authorizing payroll deduction, and that exceptions based on hardship or emergency will be adjudicated by the Association.
- I. In the event an employee who is a member of the Association is granted a leave of absence without pay, the authorization will be temporarily suspended during the period of leave and will be reactivated upon return from the leave of absence.

**SECTION 2C. Association Membership**

- A. The rights of employees to self-organization, to form, join, or assist employee organizations, to bargain collectively through representatives of their own choosing are defined in the Chapter 41.59 RCW, The Educational Employment Relations Act.
- B. No employee will be required to join the Association.

- 153 C. Dues paying members in the Association may fully participate in all matters pertaining to collective  
154 bargaining and permit the District to deduct from salary, wages, or other sums due virtue of employment,  
155 the amount of dues for membership in the Association.  
156 1. Dues paying members are entitled to vote in all Association elections.  
157 2. Dues paying members are entitled to free professional development and clock hours  
158 opportunities provided by the Association.  
159 3. Dues Paying members are entitled to liability protection and free legal services provided by  
160 the Association.  
161 D. The Association agrees to defend and hold the District harmless against any legal action brought against  
162 the District in reference to any deductions made pursuant to this Section.  
163  
164 E. By October 1<sup>st</sup> of each year, the District shall provide the Association a list of employee information to  
165 include the following information, if gathered from employees and retained in the District's Human  
166 Resources Information System:  
167 1. Contact information for newly hired and assigned employees including employee name,  
168 assignment, work site, full-time equivalent (FTE), home address, home phone numbers, and  
169 email address.  
170  
171 F. By November 1<sup>st</sup> of each year, the District shall provide the Association:  
172 1. Employees on non-continuing contracts and  
173 2. Employees teaching with conditional certifications.  
174  
175 G. The District will provide the Association copies of monthly personnel action reports showing new hires  
176 upon approval by the Board.  
177  
178 H. The District will provide the Association with access to each new employee for a minimum of 30-minutes  
179 for the purpose of providing orientation, presenting this Agreement, outlining the role of the Association,  
180 answering questions, and soliciting membership to the Association.  
181  
182

## 183 **SECTION 2D. Other Deductions**

- 184 A. In addition to the currently approved and authorized payroll deductions (TSA's, United Way, etc.), the  
185 District agrees to provide for payroll deductions and deposits to approved and authorized credit unions  
186 and banks.  
187

## 188 **SECTION 2E. Use of Facilities and Services**

- 189 A. The Association may use District school buildings for the purpose of meetings and for transaction of  
190 Association business in accordance with established Board policy provided that such meetings and  
191 business shall not interfere with District educational programs. All meetings shall be arranged in advance  
192 in accordance to District policies. Charges and fees that may be assessed in a like manner as assessed to  
193 other in-district educational groups.  
194 B. The Association may post notices of their activities and matters of Association concern on a designated  
195 bulletin board provided in each faculty lounge of each building. Association material shall be clearly  
196 marked as such. All postings shall be of a non-partisan nature.  
197 C. The Association may use the intra-District mail and e-mail services for non-political communications to  
198 employees. Association mail shall be clearly marked as such. The REA mailbox shall be located at the  
199 Administration Building.  
200 D. The Association will have the right to solicit membership and collect membership dues and assessments  
201 within the buildings of the District.  
202 E. The Association will have the right to use the network, which includes the local Richland School District  
203 computer network as well as the Internet in support of education and research that is consistent with the  
204 mission of the District. The District reserves the right to remove the user account if it is determined that  
205 the user is engaged in unauthorized activity or is in violation of the Teaching Code of Ethics.  
206



207 **SECTION 2F. Pay Warrants**

- 208 A. Employees represented by the Association shall be informed by the District of the following options  
209 regarding their monthly pay warrant:
- 210 1. The employee may receive his/her pay warrant directly.
  - 211 2. The employee may authorize the District to directly deposit the monthly warrant to a bank, credit  
212 union, or savings institution of the employee's choice.
- 213 B. At the option of the employee, payment for extra-duty responsibilities will be made in one of two ways:
- 214 1. Over the remaining months of the teaching contract, commencing with the start of the activity.  
215 Payments over the remaining months will have the IRS withholding at the rate specified by law.
  - 216 2. In a lump sum payment when the activity has been completed. Payments in lump sums will be  
217 paid during the next pay period following the completion of the activity. IRS withholding will  
218 be at the rate specified by law.
- 219 C. Pay warrants shall be distributed in such a way as to insure privacy.

220 **ARTICLE III – PERSONNEL**

221

222 **SECTION 3A. Definition of Terms**

- 223 A. The terms “harassment” and “sexual harassment” are defined in District policies #3207, #5270 and #8700  
224 pursuant to the appropriate RCW and/or WAC. Board policies are available at:  
225 <https://app.eduportal.com/publicfolders/1095333/list/62075>.  
226 B. “Interference” is defined as an action “to interfere with, restrain, or coerce employees in the exercise of  
227 their collective bargaining rights.”  
228

229 **SECTION 3B. Employee Rights**

- 230 A. **Personal Freedom:** Certificated employees are entitled to the full rights of citizenship and the exercise  
231 thereof shall not be grounds for any disciplinary or discriminatory action. The appropriateness of  
232 employees exercising full political rights and responsibilities outside of the classroom is acknowledged.  
233 B. **Non-Discrimination:** There shall be no discrimination against any employee by reason of race, creed,  
234 color, marital status, sex, age, national origin, honorably discharged veteran or military status, sexual  
235 orientation including (gender expression or identity) or the presence of any sensory, mental, or physical  
236 disability or the use of a trained dog guide or service animal for a person with a disability.  
237 C. The rights granted to an employee hereunder shall be deemed to be in addition to those provided  
238 elsewhere.  
239 D. **Right to Join and Support Association:** Every employee of the District shall have the right to self-  
240 organization, to form, join, or assist the Association to bargain collectively. The District or the  
241 Association shall not directly or indirectly discriminate against any employee by reason of that  
242 employee’s membership (or non-membership) in the Association or their participation in any grievance,  
243 complaint, or proceeding under this Agreement. Every employee shall have the right to raise question(s)  
244 or voice objection(s) without fear of interference or discrimination as defined within this CBA. Every  
245 employee shall have the right to communicate with the Association for purposes of representation without  
246 fear of interference or discrimination as defined within this CBA.  
247 E. **Harassment:** Any form of harassment of individuals is prohibited in the workplace by any person and  
248 in any form at any time. The District and the Association are committed to a working and learning  
249 environment that is free of discriminatory intimidation. Harassment is illegal discrimination and will not  
250 be tolerated. In the event that a claim of illegal harassment is substantiated, the District will take prompt  
251 and appropriate remedial action which may include separating the harasser and the victim. Refer to  
252 District Policy #'s 3207, 5270, and 8700.  
253 F. **Right to Due Process:**  
254 1. No employee shall be disciplined, reprimanded, reduced in rank or compensation, deprived of any  
255 professional advantage, non-renewed or discharged without just cause.  
256 2. Whenever any employee is required to appear before his/her immediate supervisor, Superintendent,  
257 Board of Directors, or any committee or member thereof concerning any matter which adversely affects  
258 the contract status of that employee within the meaning of the appropriate RCW in his/her position of  
259 employment:  
260 a. He/she shall be given prior written notice of the reasons for such meeting or interview and  
261 b. shall be entitled to have a representative of the Association present to advise him/her and  
262 represent him/her during such meeting or interview.  
263 c. any suspension of a teacher pending an investigation for potential charges shall be with pay.  
264 d. any complaint not called to the attention of an employee may not be used as the basis for any  
265 disciplinary action against this employee.  
266 e. every effort will be made to resolve all complaints at the lowest level through communication  
267 between the employee and the individual making the complaint.  
268 3. If a complaint is not resolved through informal discussion and is elevated to the employee’s  
269 immediate supervisor, the supervisor will document the complaint and attempt to resolve the issue by  
270 facilitating a meeting between the employee, the individual making the complaint, and the supervisor.  
271 This meeting will take place within fifteen (15) days of the completion of informal communication and  
272 will be documented in writing by the immediate supervisor.

- 273 4. Any complaint, with the exception of those involving criminal activities, not discussed with the  
274 employee and his/her immediate supervisor prior to consideration by the superintendent or board may  
275 not be used as the basis of any disciplinary action against the employee.  
276 5. If a complaint is not resolved through discussions with the employee, immediate supervisor and  
277 individual making the complaint, the individual may then forward the complaint to the superintendent or  
278 designee.  
279 6. The superintendent or designee shall resolve the matter after a conference with the individual making  
280 the complaint, the immediate supervisor, and the employee.  
281 7. The superintendent or designee's decision may be appealed to the board. Such appeals shall be  
282 handled in executive session in the presence of the employee. Formal action by the board, which may  
283 affect the contract status of the employee within the meaning of the appropriate RCW/WAC, shall be in  
284 compliance with state law and this contract.  
285 8. Any disciplinary action shall follow the standards of Due Process.  
286 a. First Offense: verbal warning with documentation by summary memo, not to be placed in  
287 employee's personnel file.  
288 b. Second Offense: written reprimand; copy placed in personnel file.  
289 c. Third Offense: one-day suspension without pay.  
290 d. Additional offenses may result in further unpaid suspension and/or other appropriate  
291 discipline.  
292 e. Serious violations of policy and/or professional conduct may result in discharge or non-  
293 renewal with notification to OSPI Office of Professional Practice as required by law. The  
294 Code of Conduct for certificated employees can be found at  
295 <http://www.k12.wa.us/ProfPractices/CodeConduct.aspx>.  
296 9. The employee has the right to representation in any meeting with the employer or his/her designee or  
297 the district's legal counsel when the employee reasonably believes the meeting may result in disciplinary  
298 action. No meeting shall be delayed more than two (2) days in order for the employee to secure such  
299 representation. Extensions to this timeline are by mutual agreement.  
300 10. Employees may request that disciplinary actions, letters, etc. be removed from their personnel file  
301 after two (2) years from the date of placement in the file. Employees should submit the request in writing  
302 to the District, Attention: HR. The request will be granted unless similar incidents have occurred within  
303 the time period since the initial action. Disciplinary action related to violations of the Code of  
304 Professional Conduct or Sexual Misconduct regulations will remain in the employee's personnel file for  
305 a minimum of five (5) years and will not be removed, sealed or expunged from the District's files.

306 **G. Solicitation among Certificated Employees:**

- 307 1. The District recognizes and participates in the "United Way" fund raising or charitable and civic  
308 purposes. The District also participates in the program for the sale of U.S. Savings Bonds and levy  
309 contribution. No other solicitations may be conducted among District employees during working hours,  
310 either by employees or non-employees. Any exception to this provision requires approval of the Board  
311 of Directors.  
312 2. No employee shall be coerced in any manner to participate in any campaign.  
313 3. Within definitions of this provision, "solicitations" include organized requests for donations or  
314 contributions and the sale of books, magazines, stocks, insurance, lottery tickets, or any similar material  
315 not related to the profession.

316 **H. Gratuities:**

- 317 1. Certificated employees shall not accept any gratuity or special favor from individuals with whom the  
318 District is doing business or proposing to do business when such circumstances might reasonably be  
319 interpreted as an attempt to influence the recipients in the conduct of their work.  
320 2. Neither shall an employee offer any favor, service, or thing of value with the intent to obtain special  
321 advantage from such business firms or individuals.  
322

323 **SECTION 3C. Academic Freedom and Responsibility**

- 324 A. The employee must be free to think and to express ideas, free from unwarranted pressure of authority,  
325 and free to act within his/her professional group, subject to the limitations imposed by the basic responsibility  
326 of the employee to the District's educational program.

327 B. Methodology and style of teaching shall not be restricted provided such is appropriate to the level and/or  
328 subject being taught. Methodology of teaching will be considered to be means of instruction that reasonably  
329 provide for teaching within instructional standards in conformance with District and Washington State  
330 requirements as well as for suitable teaching activities leading to attainment of those standards. Standards as  
331 referenced herein shall relate directly to the District-adopted curriculum.

332 C. District wide curriculum, assessment, or student/parent reporting systems shall not be used to limit or  
333 require specific instructional practices, grading procedures, or methodologies. Where curriculum adoptions  
334 contain specific technology components, these components will be utilized appropriately as part of the  
335 curriculum. Employees will be expected to use and integrate such technology to the extent deemed  
336 appropriate in their professional judgment.

337 D. The principle of academic freedom for employees will not supersede the basic responsibilities of the  
338 employee to the education profession. These responsibilities include:

- 339 1. a commitment to democratic tradition as our way of life and the methods implied in implementing  
340 this end;
- 341 2. concern for the welfare, growth, and development of children;
- 342 3. an insistence upon objective scholarship.

343 E. The conception and implementation of School Improvement Plans (SIP) must follow WAC [180-16-](#)  
344 [220](#).

### 345 346 **SECTION 3D. Grievance Procedure**

#### 347 **A. Definitions**

- 348 1. The “grievant” is the employee, employees, or the Association claiming a violation of a specific  
349 provision or provisions of the Collective Bargaining Agreement and/or Board policies and submitting  
350 a grievance for resolution through the grievance procedure.
- 351 2. The “affected employee(s)” is/are the employee or employees for whom remedy will be applied  
352 through the grievance process.
- 353 3. A “party in interest” is any person who might be required to take action or against whom action might  
354 be taken in order to resolve the grievance.
- 355 4. A “contract day” is any duty day in which members of the bargaining unit are required by contract to  
356 render service.
- 357 5. “Grievance” shall mean a written statement by a grievant(s) that there has been a violation,  
358 misinterpretation, or misapplication of the express terms of this Agreement or that there has been a  
359 disagreement concerning the application of Board policy.

360 B. **Purpose:** The purpose of this procedure is to secure, at the lowest possible administrative level, equitable  
361 solutions to alleged violations of this Agreement that may from time to time arise affecting the welfare or  
362 working conditions of unit members and the Association. Both parties agree that these proceedings will  
363 be kept as informal and confidential as may be appropriate at any level of the procedures.

#### 364 **C. Procedure**

##### 365 1. Level One Immediate Supervisor

- 366 a. An employee making a grievance shall present in writing to their immediate supervisor the  
367 grievance form within thirty (30) contract days following the occurrence of the violation or  
368 alleged violation of this Agreement. If the Association is notified by the employee of a  
369 contract violation, the Association shall have thirty (30) contract days following notification  
370 to file the grievance or sixty (60) contract days from the date of the occurrence of the  
371 violation, whichever occurs sooner.
- 372 b. The immediate supervisor shall meet with the grievant within five (5) days of receipt of the  
373 grievance to discuss the alleged violation of the Agreement. The immediate supervisor shall  
374 provide a written disposition of the grievance, including the reasons therefore, to all parties  
375 of interest within five (5) days of such meeting.
- 376 c. If the grievant and/or the Association is not satisfied with the disposition of the grievance,  
377 or if no disposition has occurred within five (5) days of such meeting, the grievance may  
378 be appealed in writing to Level Two, with a copy simultaneously provided to the  
379 Association. The Level Two grievance shall be filed in writing with the Superintendent  
380 within five (5) days of the grievant’s receipt of the Level One response.

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2. Level Two Superintendent
    - a. The Superintendent or his/her designee shall meet with the grievant and/or designated Association Representative within five (5) days of receiving the grievance appeal and shall provide a written disposition of the grievance, including the reasons therefore, to the grievant within five (5) days of such meeting.
    - b. If the grievant is not satisfied with the disposition of the grievance or if no disposition has occurred within ten (10) days of the Level Two meeting, the grievant may request the Association to submit the grievance to Level 3 (Appeal to the Board) or Level 4 (Binding Arbitration).
  3. Level Three Appeal to Board (“or” Level Four Binding Arbitration)
    - a. If the grievant(s) is/are not satisfied with the disposition of the grievance at Step 2, or if the Superintendent or his/her designee have not provided a written decision within the time limits prescribed in Step 2, then the grievant or the Association acting at the request of the grievant(s) may request a meeting with the Board of Directors.
    - b. If a request for a meeting with the Board (or request for Binding Arbitration) is not delivered to the Superintendent within ten (10) contract days after the decision described in Step 2, then the grievance will be deemed withdrawn.
    - c. The Board of Directors shall meet with the grievant(s) and the Superintendent within fifteen (15) contract days after the Superintendent receives a written request for such a meeting.
    - d. Within ten (10) contract days after such meeting, the Board shall render a final written decision respecting the grievance.
  4. Level Three (or Four) Binding Arbitration
    - a. If the Association proceeds to arbitration, it shall notify the District in writing within ten (10) days of receiving the Board’s written decision or Step 2 response letter. Within ten (10) days of such notification, unless an agreement is reached to pursue voluntary mediation as set forth in Subsection 5, below, representatives of the District and the Association shall attempt to agree upon a mutually acceptable arbitrator and obtain a commitment from said arbitrator to serve. If the parties are unable to agree upon an arbitrator within the specified period, the Association shall file a Demand to Arbitrate with the American Arbitration Association (AAA). The selection of the arbitrator and the arbitration proceedings shall be conducted under the Voluntary Labor Arbitration Rules of the American Arbitration Association. The Association and District shall each pay one half (1/2) of any charges required by the American Arbitration Association for services rendered.
    - b. The arbitrator’s decision shall be in writing and shall set forth the findings of fact, reasoning, and conclusion of the issues submitted. The arbitrator shall be without power or authority to make any decision that requires the commission of an act prohibited by law or which violates the terms of this Agreement. The Arbitrator shall be without power or authority to add to, modify, or detract from this Agreement or to render a decision on any matter not specifically covered by this Agreement. The arbitrator is empowered to include in any award such financial reimbursement or other remedies as she/he judges to be proper and consistent with this Agreement. The decision of the arbitrator shall be submitted to the Association and the District and will be final and binding upon the parties. If any question arises to the arbitrability of the grievance, such question may be submitted to the arbitrator by consideration of written submissions prior to the hearing on the merits, or may, at the arbitrator’s discretion, be reserved for decision at the same time as the decision on the merits is issued.
    - c. Any employee receiving notification of non-renewal of contract, discharge, or adverse effect may elect to have the matter heard by either a hearing officer in accordance with the appropriate RCW or an arbitrator in accordance with the grievance procedure, but not both. Any matter related to the non-renewal of a provisional employee is subject only to the procedures set forth in RCW 28A.405.220 as now existing or hereafter amended.
    - d. All costs for the services of the arbitrator, including but not limited to, per diem expenses, travel and subsistence expenses, and cost, if any, of a hearing room, shall be borne equally by the District and the Association. All other costs, including release-time for the

435 grievant(s), Association representative(s), and witnesses, shall be borne by the party calling  
436 the witness or otherwise incurring the expense.

437 5. Mediation

- 438 a. If the grievant and/or the Association is not satisfied with the disposition of the grievance,  
439 or if no disposition has occurred pursuant to the provisions of Level Two, the grievance  
440 may be referred to grievance mediation by mutual agreement.
- 441 b. Upon agreement to mediate, the Association shall request that a conciliator/mediator from  
442 the Federal Mediation/Conciliation Service, or from any other mutually agreeable  
443 recognized dispute resolution center, be assigned to assist the parties in the resolution of the  
444 grievance.
- 445 c. The District, grievant and Association shall meet with the mediator at a mutually agreeable  
446 place and time for the purpose of resolving the grievance. Either party may terminate the  
447 mediation process at any time by written notice to the other party, in which case the grievant  
448 may advance the matter to arbitration within ten (10) days of such notice being received.
- 449 d. If an agreement is reached, the agreement shall be reduced to writing and shall be signed  
450 by the grievant, the Association and the District. This agreement shall be non-precedential  
451 and shall constitute a settlement of the grievance.

452 D. **Time Limits**

- 453 1. Time limits provided for at each level shall begin the day following receipt of the grievance appeal  
454 or written decision.
- 455 2. Since it is important that grievances be processed as rapidly as possible, the time limits specified at  
456 each level should be considered the maximum and every effort should be made to expedite the  
457 process. The time limits may, however, be extended in writing by mutual agreement.
- 458 3. In the event a grievance is filed at such a time that it cannot be processed through all the steps by the  
459 end of the school year, and if left unresolved harms a grievant, the time limits set forth herein may  
460 be reduced by mutual agreement so that the procedure may be exhausted prior to the end of the school  
461 year or as soon as is practicable.
- 462 4. The failure of the grievant to meet any of the timelines set forth in this Article for the filing or  
463 advancement of grievances shall result in the grievance being deemed to have been waived. The  
464 failure of the District to respond in a timely manner at any level shall entitle the grievant to advance  
465 the grievance to the next level of the grievance procedure.

466 E. **Rights of Representation:** A grievant may be represented at all stages of the grievance by an  
467 Association representative(s).

468 F. **No Reprisals:** No reprisals of any kind will be taken by the District or by the Association, or by any  
469 member or representative of the administration or the Board against any grievant, any party in interest,  
470 any bargaining unit member, the Association, or any other participant in the grievance procedure by  
471 reason of such participation.

472 G. **Miscellaneous**

- 473 1. The grievant or Association may initiate a grievance at Level Two if (a) the grievance arises from  
474 action or inaction of the District above the principal or immediate supervisor, or (b) the grievance  
475 asserts the existence of an immediate and continuing threat to the safety and welfare of staff or  
476 students. If after reviewing such a grievance the Superintendent or designee believes it would more  
477 appropriately commence at a lower level, the grievance may be referred back to Level One.
- 478 2. When it is necessary for the Association President to attend a grievance meeting or hearing during  
479 the day, she/he may be released without loss of pay in order to permit participation in the foregoing  
480 activities. Any unit member who is requested by the District to appear in such investigations,  
481 meetings, or hearing as a witness will be accorded the same right.
- 482 3. All documents, communications, and records dealing with the processing of a grievance shall be filed  
483 in a separate grievance file and will not be kept in the personnel file of any unit member.
- 484 4. Forms for filing grievances, serving notices, taking appeals, making reports and recommendations,  
485 and other necessary documents shall be prepared jointly by the District and Association and attached  
486 to this Agreement as appendices.
- 487 5. Upon mutual agreement of the Association and the District, a grievance may be taken directly to  
488 arbitration or mediation, or at any other mutually agreed step.

489 6. A unit member may at any time present grievances to the District, and have such grievances adjusted,  
490 without the intervention of the Association, as long as the adjustment is reached prior to arbitration  
491 and such adjustment is not inconsistent with terms of the written agreement. If any employee presents  
492 a grievance on her/his own behalf, the Association shall have the right to present and state its views  
493 at all grievance meetings. Any agreement reached with a grievant without the knowledge of the  
494 Association shall be binding only upon the specific grievant and shall not be considered binding upon  
495 the Association in future cases.

496 H. **Expedited Arbitration:** At the option of the Association or District, or by mutual agreement, the  
497 arbitration may be held under the Expedited Rules of the American Arbitration Association.  
498

499 **SECTION 3E. Access to Personal Data**

500 A. The District personnel file(s) on any employee in the possession of the District, its employees, or agents  
501 shall not be withheld at any time from the inspection of the employee, pursuant to appropriate RCW/WAC.

502 B. College and/or university credentials, which are retained by the District, are subject to review by the  
503 employee under the appropriate RCW/WAC.

504 C. The employee(s) shall be notified within five (5) school days of additions to the employee's personnel  
505 file if such additions are derogatory. The employee shall be allowed to attach a written comment to any  
506 material in his/her file.

507 D. The District will honor requests for information about present and former employees if requests are  
508 made or approved by the employee and are not foreseen to be detrimental to the District.

509 E. For employment purposes, the listing of the District as a reference source or employer shall constitute  
510 an authorization for the District to release personnel information.

511 F. No secret, duplicate, alternate or other personnel file shall be kept by the District except that a separate  
512 working file may be kept by the individual building principal or other designated evaluators. Such files shall  
513 be open for inspection by the employee. No information contained in this file without the employee's  
514 knowledge may form the basis for any reprimand, warning, discipline, or adverse effect, unless said  
515 information was transmitted to the personnel file within the same school year it was obtained. The evaluator's  
516 file is not part of the personnel file and all materials not transmitted to the permanent personnel file shall be  
517 destroyed or appropriately disposed of one calendar after the date of a specific incident. Archived  
518 investigation notes and materials in the Human Resources Department are exempt from the parameters of  
519 this section.  
520

521 **SECTION 3F. Certificated Employee Protection**

522 A. The District shall support any employee in seeking legal redress for violations of the law committed by  
523 students or members of the public who verbally or physically abuse that employee while he/she is performing  
524 contracted duties for the District. Such support shall be evidenced through aiding the employee in obtaining  
525 the services of the County Prosecutor for purposes of processing the case. The District expects that employees  
526 using the services of private lawyers will cover their own obligations for such fees or costs incurred by the  
527 use of such services.

528 B. The District agrees to provide reimbursement to staff for loss of personal property or damage thereto  
529 when damage or loss occurs when the property is located on the grounds or buildings of the school district  
530 for purposes related directly to job-related responsibilities. Such property shall be registered with the Building  
531 Principal upon entry and notification shall be given to the office when the personal property is removed from  
532 the employee's assigned area of work. Such obligations shall be limited to a maximum claim of five hundred  
533 dollars (\$500) per employee in any school year or two hundred fifty dollars (\$250) per incident.

534 1. The District agrees only to pay losses to personal vehicles under the deductible clause of the  
535 employee's personal vehicle insurance up to \$500. This coverage will exist for personal vehicles while  
536 they are located on school property while the employee is involved in school activities or school business.

537 2. Other items of personal property will be covered as stated in paragraph B only after they have been  
538 listed and registered, giving a reasonable replacement cost, with the Building Principal. In the event that  
539 the Principal determines that the District should not be responsible for damage or loss of certain personal  
540 items, he shall so notify the employee. Effective upon delivery of such notice, the District shall assume  
541 no responsibility with respect to any such item. Employees are encouraged to seek approval of the  
542 Principal prior to bringing personal property to school.

- 543 3. If any damaged or lost item is insured under personal insurance policies, the District shall be  
544 responsible for that portion of reimbursement not obtained from such carriers up to the limits of coverage  
545 set forth in this Section. In no case will the District accept liability for lost cash, checks, money orders,  
546 or jewelry.
- 547 4. The employee must report the theft, vandalism, or assault to the appropriate police officials within  
548 seventy-two (72) hours of knowledge of the incident.
- 549 C. The Board will maintain a public liability insurance policy that will provide coverage for employees of  
550 the District for liability incurred by the employee while acting as an agent of the District within the scope of  
551 employment.
- 552 D. Whenever an employee is absent from employment and unable to perform his/her duties as a result of  
553 personal injury sustained in the course of his/her employment, he/she will be paid his/her full salary for the  
554 period of his/her absence to the limit of his/her accumulated sick leave less the amount of any workmen's  
555 compensation award made for disability due to said injury. Such absence will be charged to the employee's  
556 annual or accumulated sick leave in a pro-rated amount as workmen's compensation bears to the employee's  
557 daily sick leave.
- 558 E. An employee who is threatened by any person or group while carrying out assigned duties shall  
559 immediately notify the immediate supervisor.
- 560 1. The supervisor shall notify the Superintendent and if necessary, the police.  
561 2. Immediate steps shall be taken, in cooperation with the employee, to provide for the employee's  
562 safety.  
563 3. Precautionary measures for the employee's safety shall be reported to the Superintendent at the  
564 earliest possible time.
- 565 F. In the event that the District, or any administrative staff, becomes aware of a threat made to an  
566 employee's life or personal property; the threatened Employee shall be immediately notified (before the end  
567 of the workday that the threat becomes known).
- 568 1. The student making the threat will be immediately suspended or removed from any classes with the  
569 teacher until the matter has been thoroughly investigated; the administration, parents, and law  
570 enforcement notified; and it is determined that no danger to the certificated staff member or property  
571 remains.  
572 2. Immediate steps will be taken, in cooperation with the employee, to provide for the employee's  
573 safety.  
574 3. The administrator and affected employee will determine whether the entire staff of the school where  
575 the student resides will be notified of the nature and severity of the threat, and the measures taken to  
576 ensure safety.
- 577 G. In the event that a student brings a life-threatening weapon onto school property the staff shall be  
578 apprised, in a timely manner, of the situation and the steps taken by administration to intervene and assure  
579 safety to students and staff.
- 580 H. In the event that a student makes a threat to the life of another student, the staff will be notified of the  
581 threat and intervention steps taken.
- 582 I. A student's prior criminal history shall be provided to any certificated staff who has regular contact with  
583 that student prior to their enrollment in the school pursuant to the appropriate RCW or WAC.
- 584 J. Schools will request student records of disciplinary action for all newly enrolled students pursuant to  
585 the appropriate RCW or WAC.



586 **ARTICLE IV - EVALUATION AND PROBATION NON-TPEP**

587  
588 **Certificated Employee Evaluation Procedure**

589 All employee evaluations shall be conducted in accordance with the appropriate RCW and/or WAC and this  
590 agreement. The intent of this Article is to cover the evaluation procedures for all employees not required by  
591 statute to be evaluated using a four-tiered rating scale and an instructional framework (“TPEP”). Any  
592 employee not on TPEP will be evaluated using the terms of this Article.

593  
594 For employees required to be evaluated using the four-tiered rating scale and an instructional framework  
595 consistent with the TPEP process, please see Article V of this Agreement.

596  
597 **SECTION 4A. Definition of Terms.**

- 598 A. The term “**Observation**” shall mean the actual viewing by the evaluator of the employee working in  
599 assigned areas during a specific period of time as part of the evaluation process. Documentation of the  
600 observation will be on the Teacher’s observation worksheet.
- 601 B. The term “**Evaluation Process**” shall mean that process which begins with the distribution of evaluation  
602 criteria be evaluators to each employee at the beginning of each school year. The process ends with the  
603 placement of the Evaluation Report into the employee’s personnel file.
- 604 C. The term “**Evaluator**” shall mean the building principal or supervisor of the employee being evaluated,  
605 provided that assistant principal(s) may serve under the direction of the building principal as evaluator.
- 606 D. The term “**Final Evaluation**” shall mean a summary document of the results of observation(s) of the  
607 employee during the evaluation process, as well as performance of other professional duties in the school  
608 setting, which becomes a permanent part of the employee’s personnel file.
- 609 E. The term “**Series**” shall mean a number of observations coming in succession.
- 610 F. The term “**TPEP**” shall refer to the Washington State Teacher/Principal Evaluation Process as defined  
611 by statute.

612  
613 **SECTION 4B. General Criteria**

- 614 A. **Purpose:** The primary purpose of evaluation is to increase opportunities for pupil learning through  
615 improvement of professional instruction and performance.
- 616 B. **Conduct of the Evaluation:** A principal or an administrative designee will evaluate all certificated  
617 personnel in the school.
- 618 C. **Use of Evaluation Results:** The evaluation process shall provide the official means for recognizing  
619 levels of performance and encouraging improvement in specific areas through systematic assessment.
- 620 D. **Forms** used to evaluate certificated staff are the Professional Observation Form and the Teacher  
621 Evaluation Summary. The specific criteria used in observations and evaluations are found in Appendix  
622 A.

623  
624 **SECTION 4C. Evaluation Formats**

625 **A. Provisional Status:**

- 626 1. Provisional status shall include all certificated staff who meet the definition of provisional  
627 employees under RCW 28A.405.220, as now existing or hereafter amended. Provisional status  
628 generally applies during the first three (3) years of employment, unless the employee has previously  
629 completed at least two (2) full years of certificated employment in another school district in the state  
630 of Washington, in which case provisional status applies during the employee’s first full year of  
631 employment at the District.
- 632 2. Staff on provisional status will be on the standard plan of observation and evaluation. See Section  
633 4.C.C.
- 634 3. The maximum number of formal observations or series of formal observations for an employee  
635 on provisional status shall be five (5) in one contract year; at least two (2) school weeks shall elapse  
636 between the observations.
- 637 4. Newly hired provisional employees shall be observed at least once with a minimum observation  
638 time of thirty (30) minutes during the first ninety (90) calendar days of their employment period.

639 **B. Standard Form**

- 640 1. The number of observations may vary according to individual employee needs. Total observation  
641 time in this category shall not be less than sixty (60) minutes for each school year.
- 642 2. Evaluators shall conduct at least two (2) formal observations per school year, one in each  
643 semester, unless documented extenuating circumstances exist.
- 644 3. The maximum number of formal observations or series of formal observations shall be five (5)  
645 in one (1) contract year. Employees on Probation as defined in Section B of this Article are exempt  
646 from this provision.
- 647 4. Additional formal observations may be scheduled upon mutual agreement between the employee  
648 and evaluator.
- 649 **C. Short Form:**
- 650 1. After an employee has four (4) years of satisfactory evaluations under the current standard  
651 evaluation process, an employee with the endorsement of the building principal may elect to go on  
652 the short form method of evaluation.
- 653 2. If the building administrator denies participation in a short form evaluation by a staff member,  
654 the reasons shall be stated in writing.
- 655 3. Employees new to a building or to the District will be on the Standard Evaluation format for  
656 their first year. They may request to go on the short form format the next year, if they meet the  
657 requirement of having four (4) total previous years of satisfactory evaluations.
- 658 a. Employees with at least three (3) years of District experience who transfer into a newly-  
659 opening, brand new school may be exempted from this requirement.
- 660 **D. The short form evaluation shall consist of either:**
- 661 1. A formal observation or series of observations, totaling at least thirty (30) minutes during the  
662 school year with a written summary, or
- 663 2. At least two (2) observation periods during the school year totaling sixty (60) minutes without  
664 a written summary of such observations being prepared and a final written evaluation using the  
665 regular criteria.
- 666 3. The standard evaluation process shall be followed at least once every four (4) years and an  
667 employee or evaluator may request that the standard evaluation process be conducted in any given  
668 school year. The short form evaluation process may not be used as a basis for determining that an  
669 employee's work is unsatisfactory as under the standard evaluation process, nor as probable cause  
670 for the non-renewal of an employee's contract.
- 671 **E. Professional Growth Plan (PGP):**
- 672 1. The major focus of the PGP is the quality of instruction and the improvement of education  
673 experiences for students. The PGP will expand and improve employee performance through  
674 professional goal setting, data collection, peer support and continuous assessment. Participation and  
675 work done while participating in the PGP may not be used for determining that an employee's work  
676 is unsatisfactory or as a basis from probation.
- 677 2. Criteria for Participation:
- 678 a. Participation by an employee is to be voluntary with the approval of the evaluator.
- 679 b. If participation by an employee is denied the reasons shall be stated in writing
- 680 3. Four (4) total previous years of satisfactory evaluations are required for participation.
- 681 4. Employees new to a building or to the District will be on the Standard Evaluation Format for  
682 their first year. They may request to go on a PGP the next year, if they meet the requirement of having  
683 four (4) total previous years of satisfactory evaluations.
- 684 a. Brand new, newly-opening schools are exempt from this requirement and employees will  
685 have the choice to remain on the PGP if allowed by statute.
- 686 5. Approval for participation in the PGP shall be requested annually by the employee.
- 687 6. An employee may remain on the PGP for three (3) years after which time they will rotate off for  
688 one (1) year to be evaluated using the standard evaluation. A PGP can be continued parallel to the  
689 standard evaluation as agreed to with their evaluator.
- 690 7. An employee may request a fourth or fifth year on the Professional Growth Plan. If the evaluator  
691 is concerned that minimum criteria as required by the State statutes are not being met during the  
692 employee's Professional Growth Plan, the evaluator will inform the employee in writing the request  
693 has been denied.

- 694 **F. Professional Growth Design**
- 695 1. Prior to October 1 of each year the employee shall request to participate in the PGP. The
- 696 employee shall then present a copy of their PGP to the evaluator for approval. (See Appendix A)
- 697 2. Goals must be selected in accordance with their impact to student learning and/or employee
- 698 performance,
- 699 3. Goals must support curriculum, assessment, and/or instruction.
- 700 4. A teacher may choose to develop an additional professional certification, advanced degree, or
- 701 additional endorsement.
- 702 **G. Data Collection**
- 703 1. The purpose of data collection is to provide information, which will allow the employee to assess
- 704 progress towards the achievement of goals.
- 705 2. The employee is encouraged to gather input from a broad base of persons affected by his or her
- 706 professional performance.
- 707 3. Data collection may include the following:
- 708 a. Observation by evaluator
- 709 b. Student assessment devices
- 710 c. Parental assessment devices
- 711 d. Self-evaluation
- 712 e. Recording devices
- 713 f. Research
- 714 g. Support group observation critique
- 715 **H. Support Group**
- 716 1. The support group shall consist minimally of the employee and evaluator and shall be established
- 717 at the sole discretion of the employee.
- 718 **I. Meetings**
- 719 1. Meetings shall be scheduled when deemed necessary by the employee to discuss and make
- 720 further suggestions for accomplishments towards goals.
- 721 2. The evaluator and employee shall meet at least three (3) times annually to discuss the PGP.
- 722 i. The first meeting shall be held to discuss the employee's PGP. A revised PGP may be
- 723 submitted after this meeting.
- 724 ii. The second meeting shall be held to discuss the employee's progress toward goals.
- 725 iii. The last meeting shall be prior to the last contracted school day to discuss goal progress
- 726 and assessment and bring closure to the process for the current school year. The purpose
- 727 of the meeting shall be to complete the final evaluation form (Appendix A) and establish
- 728 satisfactory teaching performance by the employee for the contracted year.
- 729 **J. Materials**
- 730 1. Materials, records, or portfolios developed as a result of the employee's participation in the PGP
- 731 shall be the property of the employee and shall not be retained in the employee's personnel file
- 732 or used by the district for evaluation.
- 733 **K. Duration**
- 734 1. If the evaluator is concerned that minimum criteria as required by state statutes are not being met
- 735 during the employee's Professional Growth Plan, the evaluator will inform the employee in writing
- 736 and schedule a meeting within five (5) school days to discuss the areas of concern.
- 737 2. A written summary shall be made available to the employee within five (5) school days of the
- 738 meeting and if the deficiencies have not been addressed within twenty (20) days of the initial concern,
- 739 the evaluator shall meet with the employee to schedule formal observation(s).
- 740 3. While determining that the employee meets minimal criteria, he/she may remain in the
- 741 Professional Growth Plan.
- 742 4. If the evaluator is still not satisfied that the minimum criteria as required by the state can be
- 743 maintained by the employee while on a Professional Growth Plan, the evaluator may choose to place
- 744 the employee on a standard evaluation plan for the remainder of the year and complete a summative
- 745 evaluation based upon formal observation(s).

746 5. Information gathered during the summative evaluation process may be used on the following  
747 school year's summative evaluation if the employee continues to show deficiency in performance by  
748 having a "needs improvement" marked on their summative evaluation.  
749

750 **SECTION 4D. Procedure for Formal Observation**

751 A. Employees shall be informed of the observation and evaluation process and its purpose at a meeting no  
752 later than September 30<sup>th</sup> each school year. A separate meeting shall be held with new employees.

753 B. Formal observations shall have the following characteristics:

- 754 1. Shall be at least ten (10) minutes in length, as part of a formal series of observations.
- 755 2. At least one (1) observation of thirty (30) minutes or a series of formal observations totaling at least  
756 thirty (30) minutes shall be done by mutual consent between the employee and evaluator.
- 757 3. A pre-observation conference shall be held between the evaluator and the employee no less than one  
758 (1) day prior to each observation to have a conversation regarding goals, expectations, specifics to  
759 be observed, etc. In preparation for the pre-observation conference, the evaluator may provide a set  
760 of discussion prompts to the employee to guide the conversation. Written documentation will not be  
761 required.
- 762 4. A post-observation conference between the evaluator and the employee shall be held within five (5)  
763 school days after the initial observation or series of observations. The five-day timeline may be  
764 extended by mutual agreement. The purpose of this conference is to discuss the qualities of the  
765 employee's effectiveness and to make suggestions for improved performance where needed.
- 766 5. The teacher observation worksheet will be provided to the employee within three (3) school days of  
767 the post-observation conference. This timeline can be extended by mutual agreement.
- 768 6. Any criterion marked "needs improvement" on an initial observation worksheet shall become a  
769 focus of a subsequent observation. If the employee agrees to accept assistance, a plan will be  
770 established to assist the employee. The employee will be afforded the opportunity to participate in  
771 the development of a professional assistance plan. This plan may include a selection of goals, a  
772 timeline for achieving them, and resources that will be provided to assist the employee in meeting  
773 the evaluative criteria. Resources may include, but are not limited to: working with another  
774 employee, receiving peer coaching, taking course work, and/or being provided various materials.

775 C. The evaluator and certificated staff who do not use the regular form shall meet prior to November 1 and  
776 establish the methods of observation to be used.

777 D. Any adverse comment that is used in any manner in observing an employee will be promptly reviewed  
778 with the employee during the post-conference.

779 E. The employee shall be given the opportunity to respond and/or refute such adverse comment.

780 F. Adverse comments without basis shall not be used in the teacher observation worksheet.

781 G. The evaluator is responsible for observing the employee under a variety of circumstances

782 H. All observations shall consist of direct observation and other observable supplemental data unless the  
783 employee and evaluator have agreed to an alternate plan.

784 I. It is recognized that various factors not directly related to employee competence may influence the  
785 employee's effectiveness. Among the factors to be considered by the evaluator are the following:

- 786 1. Workload
- 787 2. Adequacy of supplies and equipment
- 788 3. Physical facilities
- 789 4. Preparation time for the employee
- 790 5. Administrative support in dealing with disciplinary problems
- 791 6. Responsibility for exceptional pupils
- 792 7. Unique situations (films, assemblies, proximity to vacations, employee health, etc.)

793 J. An employee shall notify the evaluator in writing within one (1) work week following the post  
794 observation conference of any factors listed in Section I which, in the employee's judgment, could adversely  
795 affect the employee observation worksheet.

796 K. If any of these conditions adversely affect the performance level of the employee, the observation  
797 worksheet shall duly note these specific conditions.

798 L. Observation worksheets are for the temporary use of the evaluator and employee and shall not become a  
799 permanent part of the employee's personnel file.

800 **SECTION 4E. Procedure for Formal Evaluation**

801 A. The employee shall sign the final evaluation form following a review with the evaluator. Such signing  
802 need not indicate concurrence with the evaluation, only that the employee received and read the evaluation.

803 B. The employee may write a disclaimer on or appended to the evaluation form. Such disclaimer shall  
804 become a part of the evaluation in the employee's personnel file.

805 C. After the evaluation conducted pursuant to the appropriate RCW or WAC, the evaluator may require  
806 the teacher to take in-service training provided by the district for skills needing improvement and may require  
807 the teacher to have a mentor for the purposes of achieving such improvement.

808 D. Each employee shall, at the conclusion of the final evaluation of the school year, be provided a copy of  
809 the completed evaluation form to be retained in his/her personnel file.

810 E. An employee contracted forty-five (45) school days or longer in an assignment prior to transfer to  
811 another District supervisor's jurisdiction shall be evaluated at the time of transfer.

812 F. If an employee resigns, the evaluation form shall be completed prior to the resignation date, if possible.

813 G. Itinerant employees shall be evaluated by a Special Programs Director or designee, or other supervisor  
814 designated by the Superintendent or his/her designee for whom the itinerant employee works. All other  
815 supervisors that are served by the itinerant employee shall have the opportunity to provide input into the  
816 employee's evaluation.

817 H. Special Education staff, other than itinerant staff, and State and Federal program staff, are to be  
818 evaluated by building administrators, and/or Special Programs, or designee.

819 I. Any criteria marked "Needs Improvement" on an initial observation worksheet shall become a focus of  
820 a subsequent observation. If the employee agrees to accept assistance, a plan will be established to assist the  
821 employee. See Section 4.D.B(f).

822 J. Where there exists a reasonable belief by the employee that they cannot receive a fair, unbiased  
823 evaluation from their assigned evaluator, a second observer, mutually agreed to by the Association and the  
824 District, will be assigned. In the case where the District, Association, and Employee cannot agree on either  
825 the need or the identity of a second observer the Association may provide a second observer at Association  
826 expense. Teachers on probation shall be entitled to an additional evaluator as set forth in Subsection K,  
827 Probation, below.

828 **K. Probation:**

829 1. If it becomes necessary to place an employee on probation, such action shall be based on the  
830 evaluation criteria contained in this agreement.

831 2. If an employee is to be placed on probation, the Superintendent will notify the employee in writing  
832 of his/her probationary status between October 15<sup>th</sup> and February 1<sup>st</sup>.

833 3. The notification for probation shall include the following:

834 a. The specific areas of performance deficiencies

835 b. A reasonable program for improvement of the identified deficiencies

836 4. The evaluator as identified in Section 4A of this Contract shall supervise the probation; however, the  
837 evaluator, may authorize additional supervisory employees to evaluate the employee on probation and to  
838 aid the employee in improving his/her area(s) of deficiency. Should the evaluator not authorize such  
839 additional evaluator, the employee may request that an additional employee evaluator become part of the  
840 probationary process and this request must be implemented by including an additional experienced  
841 evaluator assigned by the educational service district in which the school district is located and selected  
842 from a list of evaluation specialists compiled by the educational service district.

843 5. A probationary period of sixty (60) school days will be established ending no later than May 15<sup>th</sup>.

844 6. During the probationary period the evaluator shall meet with the employee at least twice monthly to  
845 supervise and make a written evaluation of the progress, if any, made by the employee.

846 7. The employee may be removed from probation if he/she has demonstrated consistent improvement  
847 to the satisfaction of the evaluator in those areas specifically detailed in his/her initial notice of probation.

848 8. Written documentation shall be provided for any employee who does not show indicated  
849 improvement. This shall constitute grounds for non-renewal or placement into an alternative assignment.  
850 Written notification shall be made to the employee. The employee shall have the opportunity to attach a  
851 written statement.

852 9. Immediately following the completion of a probationary period that does not produce performance  
853 changes detailed in the initial notice of deficiencies and improvement program the employee may be

854 removed from his/her assignment and placed into an alternative assignment for the duration of the school  
855 year. This reassignment may not displace another employee nor may it adversely affect the employee's  
856 compensation or benefits for the remainder of the contract year. If such a reassignment is not possible,  
857 the district may place the employee on paid leave for the balance of the contract term.  
858 10. Any materials in the employee's personnel file related to his/her probationary status shall be removed  
859 upon written request from the employee to the Human Resources Department when two (2) years have  
860 elapsed since removal from probationary status.

**ARTICLE V-EVALUATION AND PROBATION: TPEP**

**SECTION 5A. Purpose**

- A. The purpose of this Article is to incorporate into the CBA the procedures and standards set forth in [RCW 28A.405.100](#) and other state laws related to classroom teacher evaluations, as now existing or as hereafter amended. This section is not intended to add or detract from the rights and responsibilities established by those laws, and if any inconsistencies arise between the provisions of this Section and state law, state law will govern.
- B. The evaluation procedure set forth herein provides for a positive attitude to be maintained by all parties toward the development and improvement of the instructional program of the District. The evaluation procedure recognizes high levels of performance and encourages improvement in specific identifiable areas as needed, and provides support for professional growth through the systematic assessment of employee performance.
- C. The parties agree that the following evaluation system for all employees in the bargaining unit is to be implemented in a manner consistent with good faith and mutual respect, and, as defined in [RCW 28A.405.110](#).
- D. Additionally, the parties agree that the evaluation process is one which will be implemented with collaboration between the evaluator and the bargaining unit member, as described in [WAC 392-191-025](#).
- E. The evaluator will assist the teacher by providing support and resources.

**SECTION 5B. Evaluator Qualifications**

- A. All assigned evaluators will have been trained in the evaluation processes they will be assigned to conduct. Upon request, the District will provide the Association with evidence of the content and successful completion of this training by each individual serving as an evaluator before any such individuals may participate in the evaluation process of bargaining unit members.
- B. No teacher will be evaluated by an evaluator who has not been trained in observation, evaluation, and the use of the specific instructional framework and rubrics contained in this agreement (Center for Educational Leadership 5D+ or CEL5D+) and any relevant state requirements.

**SECTION 5C. Applicability of Evaluation Processes**

- A. The evaluation provisions and framework described in this Article IV apply only to “certificated classroom teachers” as defined in [WAC 392-191A-030](#).
- B. This employee group includes specifically those certificated staff with an assigned group of students for whom they provide academically focused instruction. The term “classroom teachers” does not include Educational Staff Associates (e.g. Speech Language Pathologists, Psychologists), counselors, librarians, media specialists, and other bargaining unit members who do not meet this definition. Those bargaining unit members who do not meet this definition will remain under the previous evaluation system, as defined in Article IV of this Agreement.
- C. Each employee by September 15<sup>th</sup>, or within fifteen (15) days of employment, whichever is later, will be given a copy of the evaluation criteria, procedures, and any relevant forms and information appropriate to the teacher’s position and track in the evaluation cycle. Access to this information through an electronic system may replace hard copies when such system becomes available.
- D. Relevant forms must be standard across the District and mutually agreed upon by the Association and District administration. However, forms may differ as long as they are mutually agreed upon by the Association and the District. See **Appendix A**.

**SECTION 5D. Professional Development**

- A. Each teacher will receive an opportunity for adequate professional development to comprehend the framework and understand the evaluation process. Paid professional development will be available for classroom teachers on an annual basis provided that state funding is provided. All funding provided by the state specific to the purpose of professional development for evaluation will be used for that purpose.

913 This money will not supplant any other District/State/Federal funds designed for other professional  
914 development purposes or otherwise negotiated in other provisions of this Agreement.  
915

## 916 **SECTION 5E. Definitions, State Criteria, Framework and Scoring**

### 917 **A. Definitions**

- 918 1. **Criteria** will mean the eight (8) state defined categories to be scored.
- 919 2. **Component** will mean the sub-section of each criterion (also referred to as “sub-dimensions”).
- 920 3. **Evaluator** will mean a certificated administrator who has been trained in observation, evaluation  
921 and the use of the specific instructional framework and rubrics contained in this agreement and  
922 relevant state laws pertaining to classroom teacher evaluation.
- 923 4. **Artifacts** are one type of evidence and will mean any products generated, developed or used by a  
924 certificated teacher in the normal course of instruction. Teachers are not expected to create artifacts  
925 exclusively for use in the evaluation system. Additionally, tools or forms used in the evaluation  
926 process may be considered as artifacts when appropriate and relevant.
- 927 5. **Evidence** will mean examples or observable practices of the teacher’s ability and skill in relation to  
928 the instructional framework rubric. Evidence collection is not intended to mirror a Pro-Teach or  
929 National Boards portfolio but rather is a sampling of information to support the conclusions regarding  
930 the teacher’s level of performance. It should be gathered from the normal course of employment.  
931 Unsubstantiated Input from students, parents or sources other than the teacher and assigned  
932 administrator will not be used as evidence unless agreed to by the employee.
- 933 6. **Not Satisfactory** will mean:
  - 934 a. Level 1: Unsatisfactory – Receiving a summative score of 1 is not considered satisfactory  
935 performance for a teacher.
  - 936 b. Level 2: Basic – If the classroom teacher is on a continuing contract with more than five  
937 years of teaching experience and if a summative score of 2 has been received two years in a  
938 row or two years within a consecutive three-year period, the teacher is not considered  
939 performing at a satisfactory level.
- 940 7. **Student Growth Data** will mean the change in student achievement between two points in time  
941 within the current school year, as determined by the teacher. Assessments used to demonstrate  
942 growth will be selected by the classroom teacher.

### 943 **B. State Evaluation Criteria:**

- 944 1. Centering instruction on high expectations for student achievement,
- 945 2. Demonstrating effective teaching practices,
- 946 3. Recognizing individual student learning needs and developing strategies to address those needs
- 947 4. Providing clear and intentional focus on subject matter content and curriculum,
- 948 5. Fostering and managing a safe, positive learning environment,
- 949 6. Using multiple data elements to modify instruction and improve student learning,
- 950 7. Communicating and collaborating with parents and the school community, and
- 951 8. Exhibiting collaborative and collegial practices focused on improving instructional practices and  
952 student learning.

### 953 **C. Instructional Framework**

- 954 1. The parties have agreed to the Center for Educational Leadership 5D+ (CEL5D+) evidence-based  
955 instructional framework. The instructional framework is included in Appendix A. Upon mutual  
956 agreement the parties may negotiate a different OSPI approved instructional framework.

### 957 **D. Criterion Performance Scoring**

- 958 1. It is the evaluator’s responsibility to assign an evaluation rating based on evidence and in collaboration  
959 with the teacher. In determining the final criterion score, the following principles will apply:
  - 960 a. When there is more than one (1) component, if a 4 – Distinguished is scored, the overall  
961 criterion score cannot be lower than 2 – Basic.
  - 962 b. Each rating will be assigned the following numeric values:
    - 963 i. Unsatisfactory – 1
    - 964 ii. Basic – 2
    - 965 iii. Proficient – 3
    - 966 iv. Distinguished – 4



967 2. After scoring each component, the evaluator will determine the final criterion score based  
968 on a majority of the evidence.

969 **E. Summative Performance Rating**

970 A classroom teacher will receive a summative performance rating for each of the eight (8) state evaluation  
971 criteria. The overall summative score is determined by totaling the eight (8) criterion-level scores as  
972 follows:

- 973 1. 8-14—Unsatisfactory
- 974 2. 15-21—Basic
- 975 3. 22-28—Proficient
- 976 4. 29-32—Distinguished

977  
978 The score from the Comprehensive evaluation becomes the Focused summative evaluation score in  
979 subsequent years for teachers who are placed on a focused evaluation. To qualify for focused  
980 evaluation, teachers must have completed the Comprehensive evaluation and have received a Level  
981 3 (proficient) or Level 4 (distinguished).

982  
983 **F. Student Growth Criterion Score**

984 1. Embedded in the instructional framework are five (5) components designated as student growth  
985 components. These components are embedded in criteria as SG 3.1, SG 3.2, SG 6.1, SG 6.2, and SG  
986 8.1. Evaluators add up the raw score on these components and the employee is given a score of low,  
987 average or high based on the scores below:

- 988 a. 5-12—Low
- 989 b. 13-17—Average
- 990 c. 18-20—High

991 2. Student growth data will be taken from multiple sources during the school year in which the  
992 evaluation is being conducted, and must be appropriate and relevant to the teacher’s assignment. It  
993 may include teacher initiated formal and/or informal assessments of student progress. Student  
994 achievement that does not show growth between two points in time in the same school year will not  
995 be used to calculate a teacher’s student growth criterion score, except by mutual agreement between  
996 the evaluator and teacher. Evaluators will not consider school-wide or District-wide test scores when  
997 evaluating classroom teachers unless agreed to by the individual teacher in the goal setting/pre-  
998 observation conference.

999 3. If a teacher receives a Comprehensive Distinguished summative score and a Low student growth  
1000 score, they must be automatically moved to the Comprehensive Proficient level for their summative  
1001 score. If a teacher receives an overall student growth score of “Low” on the student growth  
1002 components, it will trigger a required student growth inquiry plan. Within two months of receiving  
1003 the low student growth score or at the beginning of the following school year, the teacher and  
1004 evaluator will mutually agree to engage in one of the following:

- 1005 a. Examine student growth data in conjunction with other evidence including observation,  
1006 artifacts and other student and teacher information based on appropriate classroom, school,  
1007 school district and state-based tools and practices;
- 1008 b. Examine extenuating circumstances which may include one or more of the following: Goal  
1009 setting process; content and expectations; student attendance; extent to which standards,  
1010 curriculum and assessment are aligned;
- 1011 c. Schedule monthly conferences focused on improving student growth to include one or more  
1012 of the following topics:
- 1013 d. Student growth goal revisions, refinement, and progress;
- 1014 e. Best practices related to instructional areas in need of attention;
- 1015 f. Create and implement a professional development plan to address student growth areas.

1016  
1017 4. Teachers participating in a focused evaluation who were rated “Proficient” on their last  
1018 Comprehensive evaluation can increase their summative score on their focused evaluation from  
1019 “Proficient” to “Distinguished” if they achieve “Distinguished” performance on the student growth  
1020 components for the applicable student growth criterion (3, 6, or 8).

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**SECTION 5F. Procedural Components of Evaluation**

- A. **Notification:** The teacher will be notified by September 15 each year, or within fifteen (15) days of the beginning of the school year, whichever is later, of their evaluator and whether the teacher will be evaluated using a comprehensive or focused evaluation. Pursuant to RCW [28A.405.100](#), either the teacher or the evaluator may initiate a change from focused to comprehensive evaluation.
- B. **Student Growth Goal Setting:** By October 15 each school year, the teacher will determine a student growth goal for the appropriate component or components of SG-3.1, SG-6.1 and SG-8.1 on a Goal Setting form. The goal for SG-6.1 and SG-8.1 may be the same goal. (**Appendix #**).
- C. **Artifacts and Evidence:** It will be the responsibility of the evaluator to collect artifacts and evidence necessary to complete the evaluation. All information collected will be shared with the teacher.
- D. The teacher may, but is not required to, provide additional artifacts and evidence to aid in the assessment of the teacher’s professional performance against the instructional framework rubric, especially for those criteria not observed in the classroom. The evidence provided by the teacher will be utilized in determining the final evaluation score.
- E. **Record-Keeping:** The District will adhere to the following:
  - a. A copy of the final framework rubric, teacher’s written comments, if provided, and forms will be included in the teacher’s personnel file.
  - b. Evaluators will share any collected evidence with the teacher within five (5) contract days and allow teachers to add comments or additional evidence.
  - c. Teachers will not be required to share self-assessment information.
  - d. Any and all data kept for evaluation will be considered confidential, and not be subject to public disclosure except to the extent required by law.
  - e. In the event electronic means are used for record keeping, teachers will have access to the electronic record system at such time as it is agreed to by the parties. The necessary equipment needed to use any adopted electronic system will be provided by the District for each affected employee.
- F. **Electronic Monitoring:** All observations will be conducted openly. Mechanical or electronic devices will not be used to listen to or record the procedures of any class without the prior knowledge and consent of the teacher. If the teacher grants consent for electronic monitoring, they may revoke consent at any time in writing to their evaluator.
- G. **Additional/Alternate Observer:** Where there exists a reasonable belief by the employee that they cannot receive a fair, unbiased evaluation from their assigned evaluator, a second observer, mutually agreed to by the Association and the District, will be assigned. In the case where the District, Association, and Employee cannot on agree on either the need or the identity of a second observer the Association may provide a second observer at Association expense.
- H. Teachers on probation will be entitled to an additional evaluator as set forth in Section 5K, below.

**SECTION 5G. Comprehensive Evaluation Process**

- A. A Comprehensive Evaluation will include evaluation of all eight state criteria. A teacher eligible for focused evaluations must complete a comprehensive evaluation once every four years.
- B. **Pre-Observation Conference:** At least one pre-observation conference will be held before the first formal observation or series of observations. The purpose of the pre-observation conference is to discuss the employee’s goals, establish a date for the formal observation or series, and to discuss such matters as the professional activities to be observed, their content, objectives, strategies, and possible observable evidence to meet the scoring criteria. Additional pre-observation conferences may be held at the request of the evaluator or teacher.
- C. **Formal Observation:** Each employee will have at least one prearranged formal observation conducted within the first ninety (90) contract days of the school year unless documented extenuating circumstances exist. The total annual observation time cannot be less than sixty (60) minutes. At least one formal observation will occur of not less than 30 minutes in length. The remainder of the required sixty (60) minutes may be comprised of a series of “drop-in” observations each being not less than ten (10) minutes in length or an additional formal observation.

- 1075 D. An employee in the third year of provisional status as defined in RCW 28A.405.220 will be observed at  
1076 least three (3) times in the performance of his or her duties and the total observation time for the school  
1077 year will not be less than ninety (90) minutes.
- 1078 E. Teachers will be notified at least 48 hours prior to a formal observation. Observations will not take place  
1079 the first week of the school year.
- 1080 F. The evaluator will document all formal observations using the negotiated form (see Appendix A) and  
1081 provide the information to the employee within three (3) days following the observation date and at least  
1082 one (1) day prior to the post observation conference.
- 1083 G. The teacher will be provided the opportunity to submit additional evidence to aid in the assessment of  
1084 the teacher's professional performance against the instructional framework rubric, especially for those  
1085 criteria not observed in the classroom. The evidence provided by the teacher will be utilized by the  
1086 evaluator in determining the final evaluation score.
- 1087 H. Any criteria of concern on an initial observation report will become a focus of a subsequent observation.  
1088 If the employee agrees to accept assistance, a plan will be established to assist the employee. The  
1089 employee will be afforded the opportunity to participate in the development of a professional assistance  
1090 plan. This plan may include a selection of goals, a time line for achieving them, and resources that will  
1091 be provided to assist the employee in meeting the evaluative criteria. Resources may include, but are not  
1092 limited to; working with another employee, receiving peer coaching, taking course work, and/or being  
1093 provided various materials.
- 1094 I. Any adverse comment that is used in any manner in observing an employee will be promptly reviewed  
1095 with the employee.
- 1096 J. The employee will be given the opportunity to respond and/or refute any such adverse comment.
- 1097 K. Adverse comments without basis will not be used in the employee observation report nor become part of  
1098 the final evaluation.
- 1099 L. The evaluator is responsible for observing the employee under a variety of circumstances such as  
1100 different subject areas and various instructional methods.
- 1101 M. All observations will consist of direct observation and other observable supplemental data unless the  
1102 employee and evaluator have agreed to an alternate plan.
- 1103 N. It is recognized that various factors not directly related to instructional skill may influence the certificated  
1104 employee's effectiveness. Among the factors to be considered by the evaluator are the following:
- 1105 a. Workload
- 1106 b. Adequacy of supplies and equipment
- 1107 c. Physical facilities
- 1108 d. Preparation time for the employee
- 1109 e. Administrative support in dealing with disciplinary problems
- 1110 f. Responsibility for exceptional pupils
- 1111 g. Unique situations (films, assemblies, proximity to vacations, teacher health, etc.)
- 1112 O. Following an observation report the employee will notify the evaluator in writing within five (5) contract  
1113 days or by documenting during the post observation conference of any such factors not noted by the  
1114 evaluator which, in the employee's judgment, could adversely affect their observation. If any of these  
1115 conditions adversely affect the performance level or the instructional program, the teacher observation  
1116 form will duly note these specific conditions and the evaluator will make appropriate adjustments for  
1117 said conditions when determining criterion scores.
- 1118 P. **Post-Observation Conference**
- 1119 a. A post-observation conference between the evaluator and the employee will be held no later than  
1120 five (5) contract days after the formal observation. Electronic communication satisfies this  
1121 meeting, however a face to face meeting can be requested. Following any drop-in or informal  
1122 observation, feedback will be provided within three (3) days and a post observation conference  
1123 may be requested by the employee or supervisor. An employee may give consent to a variation  
1124 or modification to the timeline or format for the post-observation conference.
- 1125 b. The purpose of a post-observation conference or written feedback is to review the evaluator's  
1126 and employee's evidence related to the scoring criteria during the observation, and to discuss the  
1127 employee's performance. The employee may submit evidence of the teacher's professional

1128 performance that the teacher deemed was not observed in the classroom. The evidence provided  
1129 by the teacher will be utilized in determining the final evaluation score (see Appendix A).

1130 **Q. Informal Observations**

1131 a. Information from informal observations will be provided to the employee if it is to be used in the  
1132 evaluation of the employee.

1133 b. Informal observations may consist of drop-ins or walkthroughs which occur during the  
1134 employee's instructional time in their classroom(s), or in other settings.

1135 **R. Final Summative Evaluation Conference:** If the employee's comprehensive summative score is  
1136 projected to be less than Proficient, the evaluator and teacher will meet to discuss the teacher's final  
1137 projected summative score no later than May 15<sup>th</sup>. The final comprehensive summative score, including  
1138 the student growth score, must be determined by an analysis of evidence. This analysis will take a holistic  
1139 assessment of the teacher's performance over the course of the year.

1140 a. The teacher has the right to provide additional evidence for each criterion to be scored.

1141 b. All evidence, measures and observations used in developing the final summative evaluation  
1142 score must be a product of the school year in which the evaluation is conducted.

1143 **S.** If the employee is to receive a comprehensive summative score below Proficient, the District will offer  
1144 additional support or resources to assist in their professional development.

1145 **T.** The Association President will be notified by June 30<sup>th</sup> of any employees rated with a comprehensive  
1146 summative score below Proficient.

1147 **U.** All scores will be objectively based on evidence. No quotas or limits will be imposed on individual  
1148 evaluators, buildings or the District as a whole regarding the number of Distinguished, Proficient, Basic  
1149 or Unsatisfactory ratings given.

1150 **V.** The teacher will sign two (2) copies of the Final Summative Evaluation Report. Each teacher will sign  
1151 the evaluation form to indicate receipt. The signature of the teacher does not necessarily imply that the  
1152 employee agrees with its contents. The teacher may attach any written comments to observations and to  
1153 the final annual evaluation report as well.

1154

1155 **SECTION 5H. Focused Evaluation Process**

1156 **A.** The Focused Evaluation is used when a teacher is not evaluated using the Comprehensive Evaluation  
1157 process, and will include evaluation of one of the eight state criteria.

1158 **B.** If a non-provisional teacher has scored at Proficient or higher the previous year, they may choose to be  
1159 evaluated using the Focused Evaluation. The teacher may remain on the Focused Evaluation for three (3)  
1160 years before returning to the Comprehensive Evaluation. The teacher or the evaluator can initiate a move  
1161 from the Focused to the Comprehensive Evaluation.

1162 **C.** Should an evaluator determine that a teacher on a focused evaluation should be moved to a  
1163 comprehensive evaluation for that school year, the teacher must be informed of this decision in writing  
1164 at any time on or before November 15<sup>th</sup>. The written notice will state the reason for change. A teacher  
1165 moved from focused to comprehensive evaluation may request a conference with the evaluator to discuss  
1166 the reasons for the change and the steps the teacher can take to address any deficiencies on which the  
1167 determination was based.

1168 **D.** The criterion area to be evaluated in a focused evaluation will be proposed by the teacher before or at the  
1169 first pre-observation conference. The evaluator may provide input and suggestions to arrive at a mutually  
1170 agreed upon criterion

1171 **E.** If the employee chooses criterion 1, 2, 4, 5, or 7, they must also complete the student growth components  
1172 in criterion 3 or 6.

1173 **F.** If the criterion selected for a focused evaluation has been determined to be non-observable, a classroom  
1174 based observation will not be required.

1175 **G.** Observations and conferences for the focused evaluation will follow the process set forth in **Section F,**  
1176 **Procedural Components of Evaluation, and Section G, Comprehensive Evaluation Process,** above.

1177 **H.** A summative score is assigned using the summative score from the most recent comprehensive  
1178 evaluation. This score becomes the focused summative evaluation score for any of the subsequent years  
1179 following the comprehensive summative evaluation in which the certificated classroom teacher is placed  
1180 on a focused evaluation.

- 1181 I. Should a teacher provide evidence of exemplary practice on the chosen focused criterion, a level 4  
1182 (Distinguished) score may be awarded by the evaluator.  
1183 J. A group of teachers may focus on the same evaluation criterion and share professional growth activities  
1184 and goals. This collaboration will be initiated by the teacher(s) and no individual will be required to work  
1185 on a shared goal.  
1186

1187 **SECTION 5I. Provisional Employees**

- 1188 A. The course of action for provisional employees will follow the guidelines stated in RCW [28A.405.220](#).  
1189

1190 **SECTION 5J. Probation**

- 1191 A. At any time after October 15 but before February 1, a classroom teacher whose work is judged not  
1192 satisfactory based on the scoring criteria will be placed on probation and notified in writing of the specific  
1193 areas of deficiencies and provided a written reasonable plan of improvement.  
1194 B. A classroom teacher's work is not judged satisfactory, and therefore will be placed on probation, when  
1195 the overall comprehensive score is Unsatisfactory (1).  
1196 C. A continuing contract teacher under RCW 28A.405.210 with more than five (5) years of teaching  
1197 experience whose comprehensive summative evaluation score is below Proficient (3) for two (2)  
1198 consecutive years or for two (2) years within a consecutive three (3) year time period will also be placed  
1199 on probation.  
1200 D. Teachers on continuing contracts who have been assigned to teach outside of their endorsements will not  
1201 be subject to nonrenewal or probation based on evaluations of their teaching effectiveness in the out-of-  
1202 endorsement assignments in accordance with WAC 181-82-110.  
1203 E. In the event that an evaluator determines that the performance of a teacher under his/her supervision  
1204 merits probation, the evaluator will report the same in writing to the Superintendent. The report will  
1205 include the following:  
1206 F. The evaluation report.  
1207 G. A recommended specific and reasonable program designed to assist the teacher in improving his or her  
1208 performance.  
1209 H. If the Superintendent concurs with the administrator's judgment that the performance of the employee is  
1210 not satisfactory, the Superintendent will place the teacher in a probationary status for a period of not less  
1211 than sixty (60) school days, any time after October 15. The probationary period may be extended into the  
1212 following school year if the teacher has more than five (5) years of teaching experience and the final  
1213 summative rating as of May 15<sup>th</sup> is Unsatisfactory. Before being placed on probation, the Association  
1214 and the employee will be given notice of action of the Superintendent which will contain the following  
1215 information:  
1216 1. Specific areas of performance deficiencies identified from the instructional framework;  
1217 2. A suggested specific and reasonable plan for improvement;  
1218 3. A statement indicating the duration of the probationary period and that the purpose of the  
1219 probationary period is to give the teacher the opportunity to demonstrate improvement in his/her  
1220 area or areas of deficiency.  
1221 4. A reasonable plan of improvement will be developed and will include the specific evaluative  
1222 criteria which must be met and the measures and benchmarks which will be used to determine  
1223 the teacher's success or failure. The plan will include a system for periodic feedback during the  
1224 term of probation will include supports provided and funded by the district, and the dates those  
1225 supports will be put in place. The employee may choose to include an Association  
1226 Representative and/or independent mentor, paid for by the Association, in the development and  
1227 monitoring of the improvement plan. Any support activities required by the District will be  
1228 compensated at the employee's per diem rate of pay for any time that occurs outside the normal  
1229 work day /year.  
1230 I. Evaluation During the Probationary Period: At or about the time of the delivery of a probationary letter,  
1231 the evaluator will hold a conference with the probationary teacher to discuss performance deficiencies  
1232 and the remedial measures to be taken.  
1233 1. Once the criteria for improvement have been determined, they may not be changed.

- 1234 2. During the probationary period the evaluator will meet with the probationary teacher at least  
1235 twice a month to supervise and make a written evaluation of the progress, if any, made by  
1236 the teacher. The provisions of this agreement will apply to the documentation of observation  
1237 reports and evaluation reports during the probationary period.
- 1238 3. The probationer may be removed from probation at any time if he/she has demonstrated  
1239 improvement to the satisfaction of the evaluator in those areas specifically detailed in his/her  
1240 notice of probation (as evidenced by a new summative score).
- 1241 4. The evaluator may authorize one additional supervisory certificated employee to evaluate  
1242 the probationer and to aid the employee in improving his or her areas of deficiency. Should  
1243 the evaluator not authorize such additional evaluator, the probationer may request that an  
1244 additional certificated employee evaluator become part of the probationary process and this  
1245 request must be implemented by including an additional experienced evaluator assigned by  
1246 the Educational Service District (ESD) in which the school district is located and selected  
1247 from a list of evaluation specialists compiled by the educational service district.
- 1248 5. If a procedural error occurs in the implementation of a program for improvement, the error  
1249 does not invalidate the probationer's plan for improvement or evaluation activities unless the  
1250 error materially affects the effectiveness of the plan or the ability to evaluate the probationer's  
1251 performance.
- 1252 J. A classroom teacher must be removed from probation if a teacher with five (5) or fewer years of  
1253 experience scores at Basic (2) or above or a teacher of more than five (5) years of experience scores at  
1254 Proficient (3) or above. A written notice will be provided to the teacher at the time this decision is made.
- 1255 K. Lack of necessary improvement during the established probationary period, as specifically documented  
1256 in writing with notification to the probationer, constitutes grounds for a finding of probable cause under  
1257 RCW 28A.405.300 or 28A.405.210.
- 1258 L. Evaluator's Post-Probation Report
- 1259 M. Unless the probationary teacher has previously been removed from probation, the evaluator will submit  
1260 a written report to the Superintendent at the end of the probationary period which report will identify  
1261 whether the performance of the probationary teacher has improved and which will set forth one (1) of  
1262 the following recommendations for further action:
- 1263 1. That the teacher has demonstrated sufficient improvement to obtain a comprehensive  
1264 summative evaluation rating sufficient to justify the removal of the probationary status (as  
1265 defined in Paragraph 8, above); or
- 1266 2. That the teacher has not demonstrated sufficient improvement to receive the necessary  
1267 overall comprehensive summative evaluation score required to be removed from probation,  
1268 and action should be taken to non-renew the employment contract of the teacher.
- 1269 N. Action by the Superintendent: Following a review of the report submitted pursuant to Section 4K.10  
1270 above, the Superintendent will determine which of the alternative courses of action is proper and will  
1271 take appropriate action to implement such determination.
- 1272 O. A teacher who fails to successfully complete the probation process, as outlined above, may have their  
1273 probationary period extended to the extent allowed by law, or may be recommended for non-renewal.
- 1274 P. After three (3) years of satisfactory evaluations, an employee may request for probationary records to be  
1275 removed from their personnel files. The final evaluation itself will remain permanently in the personnel  
1276 file.
- 1277

1278 **SECTION 5K. Non-Renewal (Discharge)**

- 1279 A. When a continuing contract employee with five or more years of experience receives a comprehensive  
1280 summative evaluation performance rating of level 1 for two consecutive years, the school district is  
1281 required by RCW 28A.405.100 to implement the employee notification of discharge, as provided in  
1282 RCW 28A.405.300, within ten days of the completion of the second comprehensive summative  
1283 evaluation or May 15th, whichever occurs first. Any such employee who receives a "1" rating will be  
1284 placed on a plan of improvement after the first one "1" rating. If the first one "1" rating is received at a  
1285 time during the school year when a sixty-school-day plan of improvement cannot be completed before  
1286 May 15, the plan of improvement will be commenced immediately and extended into the following

1287 school year. Additional days may be added to the plan of improvement by mutual agreement provided it  
1288 concludes by no later than May 15 of the following school year.

1289

1290 **SECTION 5L. Probable Cause**

1291 A. Any employee who is, at any time, issued a written notice of probable cause for non-renewal or discharge  
1292 by the Superintendent pursuant to this Article will have ten (10) calendar days following receipt of said  
1293 notice to file any notice of appeal as provided by statute or by this Agreement.

1294

1295 **SECTION 5M. Evaluation Results**

1296 A. Evaluation results will be used:

- 1297 1. To promote reflection on professional practice and facilitate continued professional growth.
- 1298 2. To document the level of performance by a teacher of his/her assigned duties.
- 1299 3. To identify specific areas in which the teacher may need improvement according to the criteria  
1300 included on the evaluation instrument.
- 1301 4. To document performance by a teacher judged unsatisfactory based on the District evaluation  
1302 criteria.

1303 B. Evaluation results will not be:

- 1304 1. Shared or published with any teacher identifying information.
- 1305 2. Shared or published without notification to the individual the Association.
- 1306 3. Used to determine any type of base or additional compensation.
- 1307 4. Considered an adverse effect on an employee's contract or as a step in progressive discipline.

**ARTICLE VI - ASSIGNMENT, TRANSFER AND VACANCY**

**SECTION 6A. Definition of Terms**

- A. A “**vacancy**” is a position that another employee has left, leaving no employee assigned or one, which has been newly created.
- B. A “**transfer**” happens when an employee’s work assignment is changed to another building.
- C. “**Assignment**” means the grade, program and/or course or classes the employee shall teach within the building.
- D. An “**administrative transfer**” happens when the District mandates an employee to change their work assignment to a different building.
- E. An “**employee reassignment request**” is one initiated by the employee for a change within a building.
- F. An “**administrative reassignment**” is an administratively initiated change within a building.
- G. “**Seniority**” for the purposes of this Section, is defined as total number of years teaching in Washington State. The date the employee signed the initial Richland employment certificated contract will be used to break ties.
- H. “**Qualifications**” is defined as: Certification required by the Office of the Superintendent of Public Instruction (OSPI) or Federal program requirements **AND** Either a major or minor in the subject area **OR** at least .4 FTE successful experience in any one year in the grade level, subject area or program.
- I. “**Program**” is any course of study, which the district supports with an allocated yearly budget. (i.e. GATE)
- J. “**Classroom/workspace placement**” is the physical room or space where an employee works.
- K. “**Pool**” are unassigned vacancies posted by the District with new hire assignment to be determined after in-building and in-district transfers occur.

**SECTION 6B. Assignment, Transfer, and Vacancy**

- A. Employees shall be **assigned** in accordance with the regulations of the State Board of Education and shall not, except for good cause, be assigned subjects and/or grade or other classes outside of their teaching certificates and/or their major or minor fields of study.
- B. Written **notification of school placement** shall be provided to all affected employees by June 1 of the current school year, if known.
  - 1. In other cases, personnel will be notified as soon as placement is known.
  - 2. In the event that it becomes necessary to transfer or reassign employees following said notification, the immediate supervisor or the District shall inform the affected employee of the reason(s), in writing.
- C. No later than March 1 of each academic year, the District shall post a District **seniority list** at each site. A District seniority list, sorted by date, shall be sent to the Association President.
- D. Assignment/Reassignment:
  - 1. By March 31<sup>st</sup> annually, the District will notify building principals of their projected staffing allocations for the upcoming school year. Building principals will communicate staffing allocations to all staff.
  - 2. Through June 15<sup>th</sup> or three (3) business days after the last day of school, whichever is later each year, all in-building reassignments shall be complete per the seniority process open positions shall be posted in-building for five (5) contract days.
    - a. Any position not filled in-building within five (5) contract days shall be posted in-district for a minimum of five (5) contract days.
    - b. Positions not filled after five (5) contract days in building and five (5) contract days in-district shall be posted out-of-district with preference being given to in-building, in-district staff.
    - c. If a position is not filled with a qualified in-building or in-district applicant in accordance with posting timelines outlined in a. and b. above, applicants may then be selected from the pool to fill the position from out-of-district.
  - 3. Employees who are to be administratively reassigned to another subject or grade level shall be notified within the first round of in-district postings.
    - a. In determining such assignments, principals will consider (not necessarily in this order) evaluations, qualifications, endorsements, seniority and employee interests.



- 1361                   b. If required to move classrooms within the same school site, employees will be provided one  
1362                   (1) day of pay at their per diem rate or one (1) day of release time.  
1363
- 1364                   4. Employees shall have access to information regarding available assignments in their building prior  
1365                   to placement of employees in those assignments for the subsequent year.  
1366                   5. Employees to be administratively transferred follow process in K. below  
1367
- 1368 E. Part-time employees with at least 0.4 FTE possess the same assignment/transfer rights as full time (1.0)  
1369 FTE employees.
- 1370 F. Employees who wish to apply for a posted position shall indicate their interest using the on-line application  
1371 system, no later than the fifth (5<sup>th</sup>) school day following the posting of such vacancy or before the advertised  
1372 closing date for the position if during the summer months.
- 1373 G. If a **vacancy is filled during the current year**, in-district employees not selected shall receive a letter  
1374 within thirty (30) school days after the vacancy is filled. Such notice shall include the reason(s) for non-  
1375 selection.
- 1376 H. If a **vacancy is filled during the summer months**, the District shall notify each in-district employee  
1377 whose application was not successful stating the specific reason(s) for non-selection. This notification shall  
1378 be in writing.
- 1379 I. Qualified employees who desire a transfer to a **vacant position** shall be considered on the basis of the  
1380 District's job announcement and selected before applicants from outside the Bargaining Unit, between the  
1381 first contracted day and June 15<sup>th</sup> or the last day of the school year, whichever is later.
- 1382                   1. The building reassignment preference does not apply if special certification is required for a posted  
1383 vacancy.
- 1384                   2. To apply for a vacancy, the employee's most recent Evaluation Summary must not have any  
1385 categories marked "needs improvement", or for classroom teachers, the overall summative evaluation  
1386 score must not be "Unsatisfactory". Also, the employee must not be on probation at any point in the  
1387 contract year.
- 1388                   3. If more than one District employee is acceptable for the position, the most senior employee shall be  
1389 selected when qualifications are substantially equal.
- 1390                   4. Where an employee's voluntary transfer into a position will cause the District a loss of funding under  
1391 state or federal regulations, (i.e., "out of endorsement"), the employee will be responsible to take the  
1392 steps needed to remedy the situation. The District shall provide the employee assistance and support,  
1393 excluding financial support, in fulfilling the necessary requirements. Failure to remedy the funding  
1394 issue(s) within the first year in the new assignment may result in the employee being administratively  
1395 transferred into a position which prevents such loss of funding.
- 1396 **J. Vacancies During the School Year:** When a vacancy occurs during the school year, it shall be filled  
1397 by a replacement employee or employee application.
- 1398 **K. Administrative Transfers:**
- 1399                   1. Transfers initiated by administration may be made only for the following reasons:  
1400                   a. Excess staff due to decline in student enrollment,  
1401                   b. School closure or boundary reorganization,  
1402                   c. Program needs of a school or program and  
1403                   d. Conflict between employees within a grade level or department that creates a disruption of  
1404                   the educational process and/or serious problem within the grade level, department or  
1405                   building.
- 1406                   i. Before such transfers are made, the following steps will be taken if requested by one  
1407                   (1) or more of the affected employees:  
1408                   I. Informal conflict resolution  
1409                   II. Meeting between the employees, their principal and an Association  
1410                   representative to discuss issues and possible solutions or accommodations  
1411                   III. Formal mediation  
1412                   IV. Meeting with the employees, principal, Association representative, and the  
1413                   District to discuss transfer options.

- 1414 ii. In cases of conflict, the following criteria will be considered in selecting the  
1415 individual(s) to be transferred:  
1416 I. available positions,  
1417 II. teacher preferences (including volunteering to transfer),  
1418 III. qualifications  
1419 IV. the willingness of individuals to resolve the conflict,  
1420 V. The unique details related to the conflict.
- 1421 2. Prior to the selection of any unit member for administrative transfer, the District shall notify all unit  
1422 members at the affected site or program of the potential for administrative transfer(s) to allow  
1423 voluntary transfers from the site. This does not apply to 1d) above.
- 1424 3. Notice of an administrative transfer shall be given to the affected employee and the Association  
1425 president as soon as the decision to transfer is determined.
- 1426 a. The least senior employee will be selected providing program requirements can be met and  
1427 the employee qualifications are substantially equal unless a more senior employee volunteers  
1428 to transfer. This does not apply to 1.d. above.
- 1429 4. An administrative transfer shall be made after the Executive Director of Human Resources, who shall  
1430 give reasons for the transfer, has personally contacted the affected employee. The transferred  
1431 employee is entitled to discuss his/her personal desires at that time.
- 1432 5. When requested, an employee to be transferred shall be released from teaching for up to three (3)  
1433 school days or be paid three (3) days of pay at per diem to prepare for the new assignment.
- 1434 a. The release time, if applicable, must be scheduled within one (1) week of the transfer date.  
1435 b. The District will inform the affected employee of this option to receive release time, when  
1436 available.  
1437 c. The affected employee who is required to transfer during the school year may request, from  
1438 their supervisor, the assistance of classified employee(s) to help move the transferee's  
1439 instructional materials.
- 1440 6. Administrative transfers shall be limited to one every three (3) years.
- 1441 7. Unit members who have been administratively transferred shall have the **right of first refusal** at the  
1442 site from which he/she was administratively transferred provided he/she are qualified for said  
1443 position for a period of three (3) years. First right of refusal is after the in-building movement is  
1444 done and there is an "open" position in the building. When two or more administratively transferred  
1445 unit members qualify under this section; the vacant position shall be filled by the most senior unit  
1446 member.
- 1447 a. First right of refusal is after the in-building movement is done and there is an "open" position  
1448 in the building.  
1449 b. When two or more administratively transferred unit members qualify under this section, the  
1450 vacant position shall be filled by the most senior unit member.
- 1451 8. If an employee is administratively transferred into a position that will cause the District a loss of  
1452 funding under state or federal regulations, the District shall provide the employee assistance and  
1453 support, including payment of associated costs and compensation for the employee's time, in  
1454 fulfilling the necessary requirements.
- 1455 9. When an employee is reassigned to a position that requires the employee to become highly  
1456 qualified, the District will reimburse the employee for the cost of taking and successfully completing  
1457 the necessary test. Examples of this would be the West E or NES or similar.

1458  
1459 **L. Transfers Occasioned by School Closures or Program Reductions:**

- 1460 1. Employees affected by building closures or program reductions will be placed in vacant positions  
1461 first.
- 1462 2. Every attempt shall be made to determine staff interests and preferences.
- 1463 3. In the event a position is desired by more than one employee, the most senior employee shall be  
1464 selected when qualifications are substantially equal.
- 1465 4. Some displacement of other employees may occur at the discretion of the District, but only for good  
1466 cause. Good cause includes but is not necessarily limited to displacements made to avoid nonrenewal  
1467 of one or more employees in the event of a reduction in force or school closure.

- 1468 5. Transfers of staff who are **displaced by building closures or program reductions** shall be made to  
1469 open or newly created positions.  
1470 6. In the event there are no such positions, persons will be administratively transferred to a school  
1471 assignment determined most appropriate for employee and staff program needs.  
1472 7. Preferences and interests shall be given careful considerations.  
1473 8. In schools where there is **overstaffing**, the least senior employee(s) shall be transferred unless there  
1474 is an overriding program need.

1475 **M. Opening/Reopening a New School:**

- 1476 1. When a new school is to be opened, the following procedures will be followed in transferring unit  
1477 members to that school:  
1478 a. The District will share with the Association the proposed organizational plan of the school  
1479 as soon as said plan is available.  
1480 i. The organizational plan shall set forth the number of positions at the new site  
1481 together with required qualifications for each position.  
1482 ii. A “Core Team” will be developed  
1483 1. A written application will be developed by District and shared with the  
1484 Association.  
1485 2. Qualified employees will be ranked in order of seniority, qualifications, and  
1486 interests.  
1487 3. The Core Team will assist the Principal in the development of the school  
1488 goals, objectives, programs, and building facility planning.  
1489 4. Employees chosen for the “Core Team” will have first right to assignment  
1490 or refusal of assignment in the new building.  
1491 iii. Unit members displaced by transfer of students shall be given right of first refusal  
1492 to the same or similar positions at the new site unless a more senior employee at the  
1493 impacted site volunteers to transfer.  
1494 1. The remaining positions shall be considered vacancies and posted according  
1495 to the provisions set forth in Section 6B of this agreement.  
1496 2. If vacancies still remain, unit members shall be administratively transferred  
1497 to fill remaining vacant positions according to the provisions set forth  
1498 herein.

1499 **N. Vacancies for Subsequent School Year:**

- 1500 1. The Human Resources Office shall post in every building each vacancy no later than five (5) business  
1501 days after it occurs. Copies of said “posting” shall be sent to the Association president.  
1502 2. Vacancies shall be posted for at least five (5) working days during the school year (consistent with  
1503 D.2 above). If there are no applicants after in-building posting, the District will post the vacancy in-  
1504 district for at least five (5) working days during the school year. If, after at least five (5) days of in-  
1505 district posting there are still no applicants, the vacancy may be posted to external applicants on the  
1506 Richland School District jobs website.  
1507 3. No vacancy shall be filled until the posting date expires. Employees hired into a “pool” will be  
1508 assigned a vacant position after the in-district posting date expires and prior to the vacancy being  
1509 posted to external applicants on the Richland School District jobs website.  
1510 4. During the summer vacation the vacancies will be posted on the Richland School District jobs  
1511 website with copies provided to the Association.  
1512 5. Vacancies will also be posted on the District website and other websites if applicable (such as WA  
1513 Teach, Teacher-Teacher, WEA JobLink, etc.).  
1514

1515 **SECTION 6C. Selection of Personnel**

- 1516 A. When practical, appropriate employees shall be involved in the selection of certificated personnel,  
1517 provided that the final responsibility for employment of certificated personnel shall rest solely with the  
1518 Board.  
1519

1520 **SECTION 6D. Retire/Rehire**

- 1521 A. A member who retires and is separated from service may be rehired in accordance with current RSD  
1522 Policy and applicable RCW guidelines.
- 1523 1. Retire/Rehire employees will not be considered for a posted vacancy unless there are no qualified  
1524 applicants for the position.
  - 1525 2. Positions must be posted annually and a retiree may be re-employed if no qualified applicants  
1526 apply for the vacancy.
  - 1527 3. Retire/Rehire employees who are rehired will be considered the same as a leave replacement  
1528 employee and will be given a non-continuing contract.
  - 1529 4. Retire/Rehire employees will not be eligible for sick leave or personal leave accumulation, and/or  
1530 cash out. Retire/Rehire employees will receive applicable benefits.
- 1531 B. Article V, Assignment, Transfer, Vacancies is not applicable for Retire/Rehire employees.
- 1532 C. Retire/Rehire employees will not be eligible for the District Early Notification Incentive for Retirement  
1533 or Resignation.
- 1534 D. Retire/Rehire employees will be evaluated using the Short Form, if they are a previous RSD Employee.
- 1535 1. A Standard Form will be used if new to the RSD District.
  - 1536 2. The Professional Growth Plan is not an option for Retiree evaluation.

**ARTICLE VII – INSTRUCTION**

**SECTION 7A. Definition of Terms**

- A. A “**student hour**” is defined as the unit of overload, which results from carrying an overload of one (1) student for a period of one (1) instructional period.
- B. A “**student day**” is defined as the unit of overload, which results from carrying an overload of one (1) student for a period of one (1) full teaching day.
- C. “**FTE**” refers to Full Time Equivalent individual.

**SECTION 7B. Work Day**

- A. The usual **work day** for employees shall be seven and one half (7.5) hours, including a thirty (30) minute duty-free lunch period. Employees are required to be at their respective schools for the benefit of students and patrons at least thirty (30) minutes before the scheduled opening of school in the morning and at least thirty (30) minutes after the scheduled closing of school in the afternoon.
- B. **Additional duties** beyond the 7.5 hour work day may be requested of employees and paid at per diem.
- C. Staff meetings that extend not more than 15 minutes beyond the 7.5 hour work day may be scheduled once per month unless agreed upon by staff to support the building decision making process on an issue. Work/activities in support of these meetings to be completed outside of the scheduled meeting time shall be kept to a minimum and should be reasonably able to be completed within contract time. Staff are encouraged to attend for the duration of the meeting.
- D. **Certificated** employees shall be allowed to leave their respective buildings immediately after the departure of students:
  - 1. Prior to breaks or weekends which include a legal holiday (except the last day of the school year)
  - 2. On the Fridays before a weekend or break with a legal holiday, elementary teachers may leave at 3:15 pm and secondary teachers may leave at 2:30 pm.
- E. **Planning Time:**
  - 1. **Secondary**
    - 1. Certificated employees in the secondary schools shall be assigned not more than three hundred (300) minutes of classroom instruction and supervision time per day.
    - 2. In addition, each secondary employee shall be entitled to two hundred seventy-five (275) minutes of planning time per week. This provision shall not include employee lunch periods, passing time, or times spent before and after the student day.
    - 3. Due to the alternative and flexible scheduling present in ALE settings, at REHS (ALE only) and TRHL, specific planning time on each individual day is not guaranteed. However, 275 minutes of planning time will be maintained as otherwise defined in this section.
    - 4. For traditional secondary classroom teachers who do not have a regular classroom (“tennis shoe teachers”), a good faith effort will be made to develop a daily schedule that enables the teacher to arrive at the location designated for their planning period within student passing times. If the teacher loses planning time, a plan will be developed with their principal upon request to identify an equitable amount of time to provide at another time of the day/week, or equitable compensation for lost planning time, with such additional pay not to exceed four (4) days at their per diem rate
  - 2. **Elementary**
    - 1. There shall be for full-time elementary classroom employees a minimum of two hundred seventy-five (275) minutes of uninterrupted individual planning time per week to occur during the usual work day in accordance with scheduling developed between the faculty and the building administrator at each individual building.
    - 2. Four periods of at least fifty minutes shall be provided for the purpose of individual planning. These instructional blocks shall be provided by specialists in the areas of art, library, music and PE. Fifteen minutes shall be added to the 30 minute duty-free lunch each day and shall also be counted as planning time.
    - 3. There exists additional time during the usual work day that shall be available for planning in addition to that time guaranteed herein, but which may be interrupted

- 1591 because of other assigned responsibilities. Recess shall not be counted towards the  
1592 275minutes planning time.
- 1593 4. Employees who work less than full-time will receive a prorated amount of two hundred  
1594 seventy-five (275) minutes of uninterrupted planning time per week.
- 1595 F. **Conferences:** Twice a year, in the fall and spring, elementary buildings will schedule time without  
1596 students for employees to conduct parent/guardian conferences for students in kindergarten through 5<sup>th</sup>  
1597 1. Two and one half (2½) days in the fall and two and one half (2½) days in the spring will be reserved  
1598 for parent/guardian conferences.  
1599 2. Students in grades K-5 will not attend school on these dates, excepted as noted in the calendar,  
1600 provided that District is able to obtain and maintain a waiver allowing for non-student attendance for  
1601 the purposes of conferences.  
1602 3. Twice a year, in the fall and spring, secondary teachers in grades 6-12 will offer one (1) session of  
1603 evening parent/guardian teacher conferences.  
1604 4. For fall conferences, high schools will conference on Wednesday, middle schools will conference on  
1605 Thursday, both will have early release on Friday. In the Spring it will be reversed with high schools  
1606 conferencing on Thursday and middle schools conferencing on Wednesday, with the early release  
1607 on Friday.  
1608 5. See Appendix C for conference protocols.
- 1609 G. **Passing Time/Breaks:** Elementary Art, Library, Music and PE teachers shall have a minimum five (5)  
1610 minute passing time following each two (2) classes. Reasonable time shall be allowed during the work  
1611 day for employees to attend to personal needs. Where continuous blocks of student contact time longer  
1612 than 2.5 hours are not separated by a five (5) minute non-student passing time, recess or other break in  
1613 the daily schedule, teachers may request regular scheduled coverage for needed relief time to be  
1614 coordinated by the office.
- 1615 H. **Trade Time:** In cases where an employee oversees a regular scheduled program which is not  
1616 compensated by stipend or supplemental contract and where part or all of the program time extends  
1617 beyond the scheduled workday, the employee may, with building administrator approval, trade the time  
1618 outside of the contracted work day for an equal amount of duty free time within or at either end of a work  
1619 day. Trade time will be scheduled in a manner that minimizes disruption to the building master schedule.  
1620 Trade time shall be used within the same work week unless, due to extenuating circumstances, other  
1621 arrangements are made with the building administrator. This time is not intended to be accumulated for  
1622 use in larger blocks.
- 1623 I. Kindergarten teachers shall be provided one (1) day release in the fall for TSGold reporting  
1624

### 1625 SECTION 7C. Facilities

- 1626 A. The District shall provide the following in each building to which employees are assigned:  
1627 1. Employee parking.  
1628 2. Access (e.g., badges and keys).  
1629 3. Telephone in each room where teachers and students are regularly assigned.  
1630 4. Lockable storage.
- 1631 B. In addition to 1-4 above, for each employee, the District shall, within available resources but excluding  
1632 grade level or departmental budgets, provide the following:  
1633 1. A classroom or office appropriate to the assignment.  
1634 2. The classroom or office shall include a desk, computer, computer printer, desk chair, basic office  
1635 supplies and adequate locking storage space for professional and/or instructional materials for  
1636 the employee's use.
- 1637 C. Within five (5) days of student placement in the classroom, equipment and materials required for students  
1638 requiring accommodations and modifications to instruction and/or environment (including the  
1639 implementation of Individualized Education Programs (IEPs), 504 plans, ELL students shall be provided.
- 1640 D. The District shall maintain all facilities, equipment, and materials in a safe, clean, healthful and functional  
1641 matter.
- 1642 E. Employees will have access to a furnished employee lounge.  
1643  
1644

1645  
1646

**SECTION 7D. Work Load and Class Size**

A.

Grade	Overload begins when class size exceeds the # below
Extended K/Pre-School	20 (with target class size of 15)
K-1	24
2-3	26
4	28
5	29
6-7-8	31
9-10-11-12	32
Secondary Physical Ed	35
All Senior Writing Classes	28
Orchestra/Choir 6-12	No Limit
6 <sup>th</sup> Grade Band	35
Elem Specialists (Art, Music, PE, Library)	K-1 (24), 2-3 (26), 4 (28), 5 (29)
Elem Combination Classrooms	K-1 (22), 1-2 (22), 2-3 (24), 3-4 (24), 4-5 (26)
Certificated WSLP Teacher @ Three River HomeLink	90 WSLP
Certificated Teacher @ Rivers Edge	29 WSLP, \$3/FTE Overload Per Day
Certificated WSLP Teacher PCOA	150 WSLP

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**B. District Adopted Social Emotional Screener Duties:**

1. To prevent overload, counselors, psychologists and social workers will only be assigned students identified by a social emotional screener who are on their current caseload.

**C. Elementary Combination Classrooms:** Teachers choosing to teach a combination class shall have the right to return to their previous single grade assignment except where it would displace a more senior employee.

1. Combination class teachers will be paid eight percent (8%) of one half (1/2) the base salary per semester as extra pay for extra work.
2. Combination class teachers (at teacher option) shall be allowed one day per semester of planning time.
  - i. Said planning day shall be an instructional day; a substitute will cover the teacher's class for that day.
  - ii. Said planning day shall not occur on a Monday, Friday, or otherwise immediately preceding or following a non-instructional day.
  - iii. With the exception of special classes and programs whose class sizes have traditionally been larger, whenever a general academic class section exceeds the above maximum standards, one or more of the steps described below shall occur provided there has been a review conducted by the supervisor, affected employee(s), and the Director of Human Resources.

**D.** The District shall have five (5) days at the beginning of the school year and three (3) days at the beginning of the second semester to adjust classes.

1. In the event overloaded classes cannot be adjusted within the maximum prescribed above, then the affected employee(s) shall have the options as outlined in this Section.
2. If overload pay is selected by the employee said overload shall be paid back to the first day of school.

**E. Overload Calculation and Payment:** The teacher shall have the option of selecting from either of the following options to **compensate for an overload:**

1. A trained paraeducator will be provided for alleviating overload as described below, **Or** overload pay will be implemented as described below.
2. **A student hour** is defined as the unit of overload which results from carrying an overload of one (1) student for a period of one (1) hour or the product of the factors, overload students and hours, for which the overload was carried.

1681 3. **A student day** is defined as the unit of overload which results from carrying an overload of  
1682 one (1) student for a period of one (1) full teaching day or the product of the factors, overload  
1683 students and teaching days, for which the overload was carried.

1684 **F. Paraeducator Option:**

- 1685 1. **Elementary:**  
1686 2. 1 FTE student = 1 hr. of instructional paraeducator time per day, with priority for assistance  
1687 to at-risk students in the classroom.  
1688 3. **Secondary:**  
1689 4. 3 FTE students/period = .5 hr. instructional paraeducator time per period.  
1690 5. 5 or more FTE students/period = 1 hr. instructional paraeducator time per period.  
1691 6. 5 or more FTE students/day = 1 hr. instructional paraeducator time per day.  
1692 i. A pool of hours will be available for each overload paraeducator to use in ½ hr.  
1693 blocks to meet with the classroom teacher periodically for planning.  
1694 7. **Pay Option:** Overload pay shall be at the rate of three dollars (\$3.00) per student hour or  
1695 fifteen dollars (\$15.00) per student day. Consultants/teachers in ALE programs will be  
1696 compensate per 7C.A, above.  
1697 8. If the District is unable to hire a paraeducator to compensate for overload, **Optional Pay** for  
1698 Overload per 5 above shall be implemented until a paraeducator can be hired.

1699 **G. The District may make downward adjustments in existing overloads at any time by implementing one or  
1700 more of the following options:**

- 1701 1. Form an additional or combination class section.  
1702 2. Transfer students if such transfer is feasible.  
1703 3. Other mutually agreeable options.

1704 **H. In order to ensure input from employees directly affected by classes larger than the staffing guidelines,  
1705 the following procedure shall be followed:**

- 1706 1. The Principal shall meet with affected employee(s) to analyze the situation and develop a  
1707 tentative solution plan.  
1708 2. The Principal will schedule a conference with the Director of Human Resources and the  
1709 affected employee(s) will participate in such conference.  
1710 3. Determination of action to be taken shall be announced to the Principal and employee(s)  
1711 within five (5) school days of the time the Superintendent receives the recommendation.

1712 **I. Deviations from these levels may occur where employee(s) and Administration have developed special  
1713 variations in curriculum, instructional methods, and staff organization.**

1714  
1715 **SECTION 7E. Elementary and Secondary Paraeducator Time**

1716 **A. By May 1<sup>st</sup> of each year the District will meet with the Association to review the allocation of  
1717 paraeducator hours to each elementary building for the purpose of maximizing student learning opportunities  
1718 beyond safety related building support (i.e. crossing, playground, bus supervision, etc.). The allocation  
1719 formula will provide equitable support to buildings based on student need. Principals, together with the  
1720 Leadership Team, will be notified of the number of hours assigned to their building and will determine how  
1721 those hours will be used.**

1722 **B. Kindergarten & Library Paraeducators will be staffed at the following minimum amounts:**

- 1723 1. Three (3) hours during 2022-2023, 2023-2024, 2024-2025.  
1724 a. Librarians responsible for Chromebook management  
1725 2. Kindergarten & Library employees assigned paraeducators shall dictate the duties of the  
1726 paraeducator  
1727  
1728

1729 **SECTION 7F. Elementary Art, Library, Music, and PE Teachers**

1730 **A. Each 1.0 FTE Elementary Art, Library, Music, PE and any other Specialist Teachers will supervise and  
1731 instruct a maximum of 25 classes (formerly sections) per week for purposes of staffing. This number will be  
1732 prorated by FTE (i.e., an 0.8 FTE Elementary Art, Library, Music, and PE Teacher = 20 classes per week).**



- 1733 B. Additional classes beyond 25 sections per week will be offered in 0.05 FTE increments in order as  
1734 follows:
- 1735 1. To the affected Art, Library, Music, and PE Teacher if the additional sections fit into their weekly  
1736 calendar.
  - 1737 2. To general education teachers, by seniority, to teach their own specific special(s) during their  
1738 prep time as based by the building's schedule (i.e., buying prep time to teach your own special).
  - 1739 3. To general education teachers within the building, by seniority, with schedule availability (i.e.,  
1740 buying prep time to teach someone else's special).
  - 1741 4. By in-District posting.
- 1742 C. Elementary Art, Library, Music, and PE Teachers will be provided 275 minutes of planning time per  
1743 week as defined for all other elementary employees within Section 7D.
- 1744 1. Any unscheduled time in excess of 15 minutes within the regular student day that is not planning  
1745 time or direct contact time with students may include building duties, including supervision and  
1746 interventions, as directed by the building principal.
  - 1747 2. During fall and spring conferences, specialists will direct that time to fulfill the duties of their  
1748 position as they see fit. This can include all-district PLC time for specific specialties (i.e., all  
1749 District art teachers can meet)
  - 1750 3. Elementary Art, Library, Music, and PE Teachers shall have a minimum five (5) minutes passing  
1751 time following each two (2) class sections.  
1752

### 1753 **SECTION 7G. Multiple Preparations**

- 1754 A. Recognizing the added effort required for multiple secondary assignments, the District will attempt to  
1755 schedule 1.0 FTE secondary employees for three (3) or fewer preparations per semester.
- 1756 B. Distinctive preparations are created by teaching courses in different subject areas or courses within the  
1757 same core subject area utilizing different adopted core curriculum.
- 1758 1. Various levels of elective courses such as Art, PE, foreign language, Music and CTE do not  
1759 constitute distinctive preparations.
  - 1760 2. HICAP/Honors courses within a subject area do not constitute a distinctive preparation.
  - 1761 3. The Association and District will meet and make the determination if any other elective  
1762 courses are appropriate to this list.
- 1763 C. When a teacher is assigned to teach a schedule requiring four or more distinctive preparations, they may  
1764 request Association representation to join them for a review of their schedule by the building administrator  
1765 to justify the need for the schedule and/or identify possible remedies.
- 1766 D. Every effort will be made to avoid giving more than three (3) preps to an employee:
- 1767 a. Provisional employee
  - 1768 b. employees new to an assignment, and
  - 1769 c. Employees who are teaching a course for the first time
- 1770 E. In the event an employee is assigned more than three (3) preps, they will be provided a stipend equal to  
1771 one (1) hour of per diem multiplied by each week of the additional prep course and paid monthly.
- 1772 F. Teachers who chose to teach more than three (3) distinct preps as part of their assignment are exempt  
1773 from this section.  
1774

### 1775 **SECTION 7H. Grading and Promotion**

- 1776 A. Grading and promotion of students is a primary responsibility of the classroom teacher(s).
- 1777 B. The basic decision for grading, promotion, or retention of students is to be made by the classroom  
1778 teacher(s). The decision of the classroom teacher(s) may be changed by the Principal only after consultation  
1779 with the teacher, providing the teacher is reasonably available.  
1780

### 1781 **SECTION 7I. Covering Classes**

- 1782 A. Employees assigned by the District to cover classes or to substitute for other employees shall be paid at  
1783 the rate equivalent to 0.13% of the BA, no experience step on the approved salary schedule.
- 1784 B. In order to reduce the covering of classes, the District will:
- 1785 1. Attempt to schedule coaches' planning time during the last period of the day.

- 1786 2. Attempt to schedule events and other activities at a later time to reduce the need for released class  
1787 time.  
1788 C. The District will honor the rate defined in part A of this Section for part-time employees who volunteer  
1789 to substitute teacher during the school day when they are not on contracted time.  
1790

1791 **SECTION 7J. Classroom Visitation**

- 1792 A. The parties recognize the desirability for patrons of the District to be familiar with the total educational  
1793 program. It is recognized that frequent or unannounced interruptions to the classroom can be detrimental to  
1794 the educational process.  
1795 B. Teachers may request or require that parents/visitors make an appointment prior to a classroom visitation  
1796 in accordance with School Board Policy.  
1797 C. In order to provide patrons the opportunity to visit classrooms with the least interruption to the teaching  
1798 process, all visitors to a school and/or classroom must check in at the office.  
1799 D. School Board Policies and regulations provide guidelines to permit visitors to visit or observe in our  
1800 schools and will be consulted when needed.  
1801

1802 **SECTION 7K. Certificated Employees' Responsibilities Regarding Paraeducators**

- 1803 A. Paraeducators serve in addition to the certificated employees who are directly responsible for each group  
1804 of children.  
1805 1. Paraeducators are to perform under the direct supervision of the assigned certificated employee.  
1806 2. Paraeducators shall not be assigned to perform work in the instructional setting which will  
1807 substitute or replace a certificated employee's assignment or employment.  
1808 B. Selection of Paraeducators:  
1809 1. The certificated employees may be involved in the selection of Paraeducators with whom they  
1810 may be required to work.  
1811 2. The certificated employees' involvement in the selection of Paraeducators shall be consistent  
1812 with the requirements of hiring Paraeducators in accordance with the Collective Bargaining  
1813 Contract between the District and Paraeducators.  
1814 3. The final authority for the hiring of any Paraeducators shall rest solely with the Board.  
1815 C. Assignment and Supervision:  
1816 1. Prior to assignment of Paraeducators to a certificated employee, the District shall make every  
1817 attempt to insure that both the Paraeducator and the certificated employee have a clear  
1818 understanding of the respective roles which can and are to be performed by Paraeducators.  
1819 2. The District shall discuss with each certificated employee assigned a Paraeducator the  
1820 requirements of supervision expected of the certificated employee over the Paraeducator and the  
1821 certificated employee shall be jointly responsible with the appropriate District administrator for  
1822 the supervision of the Paraeducator.  
1823 3. Assignment of Paraeducators shall be made in such a manner that is clear to the Paraeducator  
1824 which certificated employees are responsible for their supervision.  
1825 4. When necessary, pre-service training will be made available for the certificated employees who  
1826 utilize the services of Paraeducators.  
1827 D. Evaluation  
1828 1. The certificated employee assigned a Paraeducator shall be responsible to assist the appropriate  
1829 administrative personnel in the evaluation of the Paraeducator. Such assistance in evaluation  
1830 shall be consistent with the requirements of evaluation of Paraeducators in the negotiated  
1831 Collective Bargaining Contract between the Paraeducators and the Board.  
1832 2. The ultimate responsibility for the evaluation of Paraeducators shall rest with the appropriate  
1833 District administrative personnel.  
1834

1835 **SECTION 7L. Student Teachers**

- 1836 A. No employee will be assigned a student teacher without the employee's prior consent.  
1837 B. When possible, such assignment shall be discussed with the employee at least two (2) weeks in advance  
1838 of the student teacher's arrival.

- 1839 C. An employee shall have at least two (2) years of satisfactory teaching experience before being assigned  
1840 a student teacher.

1841  
1842 **SECTION 7M. Student Discipline**

- 1843 A. In accordance with applicable Board policy and State and Federal laws, every employee shall have the  
1844 authority to discipline students for disruptive or disorderly conduct while under supervision.
- 1845 B. Teachers are authorized to exclude any student from class for the remainder of a class session or  
1846 elementary day.
- 1847 C. Prior to the student's return to class, the administrator(s) of the school or his/her designee shall discuss  
1848 with the teacher the disciplinary action taken.
- 1849 D. Appropriate action will include one or more of the following:
- 1850 1. Parent/guardian contact
  - 1851 2. The taking of action by the Administration that is commensurate to the offense.
  - 1852 3. The establishment of a remediation program for students having behavior problems that are  
1853 repetitive in nature.
- 1854 E. The above is to be consistent with policies and practices of the Richland School District and Washington  
1855 State/Federal laws and regulations.
- 1856 F. School administrators shall meet with employees annually to establish and/or review building  
1857 disciplinary standards and procedures to ensure uniform enforcement of building standards.
- 1858 G. If requested by the majority of unit members at a site, the principal and the Building Leadership Team  
1859 will meet to review the concern(s) and develop a plan to address them. The Association will be notified  
1860 and have the option to join the Leadership Team for this process. The principal may choose to invite  
1861 parent representation at his/her discretion. The recommendation(s) of the Building Leadership Team  
1862 will be presented to the staff and the Decision Making Process will be followed to either ratify or reject  
1863 the changes
- 1864 H. Within the first week of each school year all employees shall be informed of the current procedural  
1865 requirements in processing such discipline.
- 1866 I. The District will provide a time-out space for each school supervised by an employee other than a  
1867 bargaining unit member (except for time-out space supervised by Dean of Students).
- 1868 J. The District and Association will form a joint committee for the 2018-2019 school year to discuss student  
1869 behavior concerns and legislative impacts. The format and charge of this committee will be set by the  
1870 parties at the September 2018 Labor Management Meeting.

1871  
1872 **SECTION 7N. Developing and Exploring Curriculum**

- 1873 A. The Administration and the Association encourage employees and building administrators to  
1874 cooperatively explore innovations in curriculum, instructional methods, and staff organization in an  
1875 effort to achieve an optimum setting for instruction for their school.
- 1876 B. It is further agreed that District level administrators and departments are also encouraged to explore  
1877 opportunities for innovations in curriculum, instructional methods, and other avenues to enhance  
1878 teaching and learning in the Richland School District.
- 1879 C. It is understood that no alteration or modification that impacts the workload, pay, or working conditions  
1880 of REA members will be implemented without bargaining such impacts and reaching mutual agreement  
1881 of the parties.

1882  
1883 **SECTION 7O. Professional Cooperation Agreement**

1884 **A. Site-Based Decision Making:**

- 1885 1. "Site-based decision-making" is a joint planning and problem-solving process that seeks to  
1886 enhance student learning, improve the working environment, and the professionalism of all  
1887 employees at the local school site. It is a cooperative effort in which the Building Leadership  
1888 Team (BLT) engages in collaborative dialogue and decision-making with all stakeholders at the  
1889 school level on matters critical to the quality of student learning and the achievement of school  
1890 goals which the building has established.
- 1891 2. Site based decision making should seek a minimum of two-thirds (2/3) building consensus (not  
1892 a simple majority).

- 1893 3. Site-based decision making may be used to create Pilot Programs. Pilot Programs must be  
1894 reviewed and approved by the Association and the District. Any potential changes to wages,  
1895 terms, and working conditions of employees caused by the implementation of a Pilot Program  
1896 must be bargained, upon request.  
1897 4. Site based decision making cannot be used to circumvent the contract or otherwise alter workload  
1898 or working conditions. If the building seeks a variance of the terms and conditions of the contract  
1899 it may be done through the Pilot Program process.

1900 **B. Pilot Programs:** A Pilot Program is a building or district wide initiative jointly agreed to by the District  
1901 and the Association requiring one or more provisions of the collective bargaining agreement to  
1902 temporarily be modified or suspended. Examples of site-based initiatives which would require a Pilot  
1903 Program proposal include but are not limited to advisory periods, block-scheduling, building-wide  
1904 discipline programs, or any other initiative which potentially modifies or alters the Contract or would  
1905 otherwise be a subject of bargaining. Pilot Programs shall have the following elements:

- 1906 1. Impacted provisions of the CBA shall be identified in a Letter of Agreement. This Letter of  
1907 Agreement shall:  
1908 i. Stipulate changes in the contract language that will be enforced for the duration of the  
1909 Pilot.  
1910 ii. Specify the duration of the Pilot.  
1911 iii. Clearly indicate that the changes in the contract language are non-precedent setting and  
1912 will expire at the end of the Pilot.  
1913 iv. Indicate the mutual responsibilities of the parties to fulfill various components of the  
1914 pilot, including communication.  
1915 2. Pilot Program proposals for the subsequent school year must be received by the Association no  
1916 later than June 1 to be considered for implementation.  
1917 3. A jointly agreed upon assessment mechanism will be used to determine the effectiveness of the  
1918 Pilot Program.  
1919 4. A jointly agreed upon timeline will be established for assessing and reviewing the Pilot Program.  
1920 5. Upon completion of the Pilot Program the District and the Association shall meet to determine  
1921 whether the Pilot Program should be extended, ended, or incorporated into the Collective  
1922 Bargaining Agreement.  
1923 i. If the parties wish to extend the Pilot, the Letter of Agreement shall stipulate the contract  
1924 changes and the duration of the Pilot Program extension.  
1925 ii. If the Pilot is ended, the original contract language that was in effect prior to the Pilot  
1926 shall be enforced.  
1927 6. If the Pilot is to be incorporated into the Collective Bargaining Agreement, a recommendation  
1928 to that effect shall be made to the District and the Association bargaining teams; and it will  
1929 become a subject for negotiations.

1930 **C. Professional Communication Model:** Responsible effective communication is essential for resolving  
1931 conflicts and disputes at the lowest level possible.

1932  
1933 **SECTION 7P. Professional Staff Development**

- 1934 A. The District and the Association acknowledge the importance of effective staff development training for  
1935 employees.  
1936 B. The district will identify, provide and maintain standardized classroom technology necessary for each  
1937 curricular and instructional area. Professional Development for the use of this technology equipment  
1938 will be provided by the District.

1939  
1940 **SECTION 7Q. Teacher's Assistance Program (TAP)**

- 1941 A. The District and the Association agree that induction of new staff, whether new to the profession or new  
1942 to the District coming from another teaching assignment, is critical to the professional growth of an  
1943 educator and the overall success of the District's instructional program.  
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**SECTION 7R: Lesson Plans**

- A. Employees responsible for instruction of students shall prepare lesson plans, the form and content of which shall remain discretionary with the employee. Lesson plans shall be made available to the employee’s supervisor upon request.
- B. “Made Available” means having lesson plan(s) accessible for the supervisor’s inspection.
- C. Employees are responsible to make lesson plans available to a casual or short-term substitute(s). Such lesson plans shall contain basic information with which the substitute(s) can conduct class(es) and shall include instructional information. When possible, if the absence requires a long-term substitute (see Article XIV, Section 14A), the employee shall work with their supervisor to discuss long-term lesson planning.

**SECTION 7S: Delta High School**

- A. Delta High School employees shall be subject to the Pasco School District adopted calendar. This shall include the first and last days of school, all holidays and breaks, Learning Improvement Days (if applicable), half days, early releases, late starts, weather delays and cancellations, conferences (if applicable), professional days, etc. Delta High School employees shall participate in “Time” days as defined by this Agreement and, if possible, the Delta staff calendar. If there are fewer “Time” days at Delta than this Agreement requires, employees will complete alternate professional development activities to make up the difference.
- B. Delta High School employees shall retain any employee-directed and/or collaborative time guaranteed by the REA/RSD Collective Bargaining Agreement.
- C. Delta High School employees shall receive all compensation due to him/her according to the terms of the REA/RSD Collective Bargaining Agreement.
- D. Any additional work performed by an employee at Delta High School outside the contracted work day shall be compensated at the employee’s applicable per diem rate of pay consistent with the definitions within the REA/RSD Collective Bargaining Agreement.
- E. Delta High School employees that are eligible for TPEP shall be supervised and evaluated by the Delta High School principal using Richland School District forms and timelines and the Charlotte Danielson Instructional Framework. In the event that the Delta High School principal determines that a RSD employee has a summative “basic” or “unsatisfactory” evaluative rating, the employee shall be administratively transferred out of Delta High School to a RSD job site where their evaluation can be conducted using the District’s CEL 5-D+ evaluative rubric. If no positions exist within the District, the employee can remain at Delta High School for the next school year, but shall be assigned an evaluator from the RSD’s group of principals in order to evaluate the teacher using the CEL 5-D+ evaluative rubric.
- F. Delta High School employees that are not eligible for TPEP shall be supervised and evaluated by the Delta High School Principal using the traditional evaluation forms defined in Article IV of the REA/RSD Collective Bargaining Agreement.
- G. No RSD teacher shall be allowed to transfer to Delta High School with either a “basic” or “unsatisfactory” summative evaluation score on a TPEP evaluation or a “needs improvement” on a traditional summative evaluation.

**SECTION 7T: Professional Learning Communities**

- A. Definitions & Intent
  - 1. The purpose of PLC time is to afford certificated staff the opportunity to collaborate with colleagues to enhance student learning.
  - 2. PLC time will be used for collaboration about the design, implementation, and assessment of instructional practices.
  - 3. While PLC time is intentionally defined as collaborative, there may be times where PLC members can use PLC time to work individually to implement the PLC’s plan.
  - 4. PLC’s will focus on the DuFour’s “Four Questions”:
    - i. What do we expect our students to learn?
    - ii. How will we know they are learning?
    - iii. How will we respond when they don’t learn?
    - iv. How will we respond if they already know it?

- 2001 5. PLC Teams (i.e. grade level or departments) will chose to work together in the same building.
- 2002 6. “Singleton” employees without a natural building PLC (i.e., elementary art teachers) may choose
- 2003 to PLC as a district team.
- 2004 7. All employees will participate in PLC’s.
- 2005 8. PLC membership may change annually or at each grading period.
- 2006 9. The District will use October 12, 2018 – the “fall professional day” – to retrain staff on the PLC
- 2007 initiative. The intent of this date is half all-district message and half work time within PLC’s for
- 2008 planning purposes.
- 2009 10. During 2018-19, the parties will further discuss a cycle of PLC training over a multi-year period
- 2010 for implementation in 2019-20.
- 2011 11. The Board of Directors may, at their discretion, discontinue PLC time for the subsequent school
- 2012 year. Should this happen, this section of the contract is considered null and void.

2013 B. Logistics, Records, and Evidence

- 2014 1. PLC’s will develop written norms to guide their work.
- 2015 2. PLC’s shall document their progress by a written running log and/or team notes.
- 2016 i. A District template for an electronic shared document will be provided for PLC use.
- 2017 ii. PLC’s may use other types of recording processes as defined by their norms.
- 2018 iii. In any event, documentation will be available for administration review automatically
- 2019 through the shared document system, or otherwise upon request, and may be used as
- 2020 TPEP evidence.
- 2021 iv. Notation/documentation shall reflect the work of the PLC.
- 2022 3. Students will be released on Fridays sixty (60) minutes prior to normal dismissal. PLC time will
- 2023 start fifteen (15) minutes after student release, and supervision of student departure will be
- 2024 structured to support the prompt start of PLC time.
- 2025 4. Teachers who are gathering for a PLC at a single site from multiple buildings may start their
- 2026 PLC up to thirty (30) minutes after student dismissal to accommodate travel.
- 2027 5. PLC’s will last sixty (60) minutes.
- 2028 6. On a Friday before a weekend or break containing a holiday, PLC’s will be reduced to forty-five
- 2029 (45) minutes.
- 2030 7. A PLC Calendar will be distributed in August to all staff annually.
- 2031 8. District-Wide PLC’s may be alternatively scheduled by the PLC so long as the total amount of
- 2032 PLC time is met and written notification is provided to principals.
- 2033 9. Certificated staff who work alternative schedules (i.e., zero hour) and/or work part time will
- 2034 work with their PLC’s to accommodate communication of team objectives, goals, and
- 2035 collaborative work.
- 2036 10. Administrators may attend PLC’s as their schedule allows and intervene with a PLC to ensure
- 2037 collaboration and work of the PLC is aligned to the DuFour four questions.
- 2038 11. PLC’s may request administrative support to facilitate the goals of the PLC and the collaborative
- 2039 process.
- 2040 12. Trading, swapping, or repurposing PLC time is discouraged. However, buildings that desire an
- 2041 alternative PLC schedule must make a request for a contract waiver to the building principal,
- 2042 District Human Resources Director, and Association leadership consistent with this Agreement.
- 2043 It is expected that the building will use their decision-making protocol prior to any contract
- 2044 waiver request.

2045

2046 **SECTION 7U. Alternative Learning Environments (ALEs)**

- 2047 A. Employees at Rivers Edge High School (REHS) and Three Rivers Home Link (TRHL) may work with
- 2048 their supervisor to reallocate the sixty (60) minutes before and after the school day to suit staff, student,
- 2049 and parent needs.
- 2050 B. Supervisors may allow employees at REHS and TRHL to complete work off-site when adequate work
- 2051 space is unavailable and/or the nature of the work is such that it can be completed off site.
- 2052 C. Final approval of (1) and (2) above belongs solely to the REHS or TRHL supervisor.
- 2053 D. Due to the alternative and flexible scheduling present in ALE settings, at REHS and TRHL, specific
- 2054 planning time on each individual day is not guaranteed. However, 275 minutes of planning time shall be

2055 maintained per week as otherwise defined in this section. Certificated teachers in ALE programs shall be  
2056 compensated per ARTICLE VII, Section 7D.  
2057

2058 **SECTION 7V. PCOA**

- 2059 A. Employees assigned to ALE programs are expected to maintain compliance with ALE requirements per  
2060 OSPI directives.
- 2061 B. The work day of the employee shall be 7.5 hours including a thirty (30) minute duty free lunch.
- 2062 1. Due to the alternative and flexible scheduling present in ALE settings, the starting and ending of  
2063 the 7.5-hour workday is flexible. Staff may be assigned to teach specific class(es) at specific  
2064 time(s) by the administrator consistent with the building's master schedule. Non-teaching time  
2065 outside of regularly scheduled class(es) is at the discretion of the employee.
- 2066 a. Secondary: employees shall not be assigned more than five (5) classes each  
2067 semester.
- 2068 i. 150 WSLPs equals a 1.0 FTE teacher or  
2069 ii. Five (5) classes each semester equals a 1.0 FTE.
- 2070 b. Class sizes and overload shall follow ARTICLE VII, Section 7D.
- 2071 c. WSLPs shall be managed by a certificated WLSP teacher (see ARTICLE VII,  
2072 Section 7D.).
- 2073 2. Due to the alternative and flexible scheduling present in ALE settings, at RVS/PCOA, specific  
2074 planning time on each individual day is not guaranteed. However, 275 minutes of planning time  
2075 shall be maintained per week as otherwise defined in this section.
- 2076 3. PLC time will be weekly and set by the team. The time, day, and Zoom link will be shared with  
2077 the administrator. All PLC language otherwise applies.
- 2078 4. Secondary employees at PCOA accept multiple preparations up to five (5) as workload.
- 2079 C. The District shall make substitutes available to employees as needed; if no substitute is provided,  
2080 employees will create asynchronous activities for students in lieu of a substitute.
- 2081 D. The District shall provide employees working remotely with a computer, document camera, and  
2082 printer/scanner.
- 2083 E. The District shall furnish employees with a centralized worksite for conducting job duties upon  
2084 request if they so choose. At this centralized worksite employees will:
- 2085 1. Have access to a desk, computer, computer printer/scanner, desk chair, copy machine, laminator,  
2086 and basic office supplies for the employee's use.
- 2087 2. Have access to a locked cabinet for personal items.
- 2088 3. Mailbox for in-district and US Mail
- 2089 F. WSLP caseload may be added to a teacher's instructional assignment to increase FTE with 25  
2090 WSLPs = .2 FTE.
- 2091 2. 1. For example, a .6 FTE employee may be assigned up to 50 WSLPs to make a 1.0 FTE contract.  
2092  
2093

**ARTICLE VIII - SPECIAL EDUCATION AND SPECIAL PROGRAMS**

Specially designed instruction provided to students with individualized education plans (IEP’s) may occur in a variety of settings within the District, both in and out of the general education classroom.

**SECTION 8A. Definition of Terms**

- A. **“Contact Hour”** At the secondary level, a “contact hour” is defined as the unit of service for purposes of defining overload.
- B. **“Secondary Overload”** is calculated by counting the contact hours each day.
- C. **“Elementary Overload”** -at the elementary level, overload is calculated on a daily basis by counting the caseload.
- D. **“SAT”** refers to Student Assistance Team.
- E. **“IEP/Evaluation Team”** refers to the team that determines eligibility and develops the student’s program.
- F. **“SLP”** refers to Speech Language Pathologist.
- G. **“OT”** refers to Occupational Therapist.
- H. **“PT”** refers to Physical Therapist.
- I. **“FTE”** refers to Full Time Equivalent individual.
- J. **“504”** refers to an individual plan for any student who is disabled but not eligible for Special Education.
- K. **“Caseload”** refers to the number of students on IEP and 504 Plans managed by a given educator (504 Plan consultations will be counted as one (1) case per four (4) consultations).

**SECTION 8B. Special Services Workload**

A. Classroom support shall be based on student need as determined by the IEP. The District and Association recognize that class size and work load limits should be applied for the purpose of maximizing student learning opportunities. In order to obtain an optimum learning and teaching environment, students will be assigned to each of their classes as equitably as possible.

The following factors shall be considered in determining workload:

1. number of MDT’s, IEP’s and 504 Plans
2. type and severity of handicapping conditions
3. amount of paraeducator support
4. space and equipment available
5. other required job-related duties
6. number of sites
7. geographic area to be covered
8. travel time required
9. type and amount of assessment and intervention

B. Overload begins when caseload or class size exceed the number below:

Program	Overload Trigger
Elementary Resource Room Caseload	30
Secondary Resource Room Caseload	30
Elementary & Secondary Resource Class Size Per Period	15
Life Skills Caseload and Class Size	10
Transition/Secondary Work Experience (Life Skills) Caseload and Class Size	15
Extended Resource Room Caseload	13
Behavior Education Social Skills Training (BESST) class size	6
Elementary BESST Caseload	6
Secondary BESST Caseload	12
Occupational Therapist Caseload	40
Physical Therapist Caseload	40
Teacher for the Visually Impaired	40
Speech Language Pathologist Caseload	45
Psychologist Caseload	120



DD Preschool Class Size per session	10
DD Preschool Caseload	22
ECEAP Preschool Caseload and Class Size per session	18
Structured/Self Contained Caseload and Class Size	12
Co-Teaching Classroom (Special Education +General Education)	12*
*Number of students on IEP's for special programs overload. General education overload follows ARTICLE VII Section 7	

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C. Employees Completing Certification/Credentialing:

When special programs employees work under the supervision of an employee in this bargaining unit for purposes of caseload management, the supervising employee shall be credited for that employee's caseload until the District receives notification of complete, regular certification/credentialing of the supervised employee

1. This does not include mentors for fully certificated or credentialed new employees.
2. Supervision of caseload should be voluntary unless there are no volunteers.
3. Supervision should be on a rotating basis.

**SECTION 8C. Paraeducator Time**

- A. Each one point zero (1.0) FTE Special Services classroom shall have no less than six (6) hours of paraeducator time for the purpose of maximizing student learning opportunities.
  - a. The work assignment of the paraeducators assigned to a special educator will be scheduled by that special educator in collaboration with the affected general educators to support special education students in both special education and general education classes. The schedule will be shared with the building administrator.
  - b. Designated one-on-one paraeducator time does not count toward classroom paraeducator time.
- B. Life Skills, BESST, ERR, Structured, and Supplemental Support classrooms will be staffed with an additional six (6) hours of paraeducator time in addition to the six (6) hours set forth in Section A, above.
- C. Preschool: three (3) hours of paraeducator time per session.
- D. Occupational Therapists will be assigned six (6) hours of paraeducator time.
- E. Physical Therapists will be assigned six (6) hours of paraeducator time.
- F. Additional hours of paraeducator time may also be provided by the Director of Special Education for specially identified classroom situations.

**SECTION 8D. Overload Calculation and Payment**

- A. If the number of student contact hours or caseload exceeds the overload trigger, the employee shall have the option of selecting from the following:
  1. Resource/Lifeskills/ERR/BESST/Preschool:
    - i. Overload pay at the rate of three dollars (\$3.00) per student contact hour will be paid at secondary and fifteen dollars (\$15.00) per student day will be paid at elementary.
  2. Additional paraeducator time in excess of that outlined in Section 8C. will be assigned as needed after discussion with the Director of Special Programs. If additional paraeducator time in excess of that outlined in Section 8C. is selected as an alternative, then the teacher will receive overload pay from the first day of overload until the additional paraeducator time starts on a permanent basis.
  3. Elementary and Secondary Resource Room: When the number of students exceeds 15 in an instructional hour, one (1) additional hour of paraeducator time will be scheduled to assist with their instruction, and or reschedule students to lower the class size. This will be in addition to the above remedies.
- B. Psychologists, SLP's, OT's, PT's: three dollars (\$3.00) per day per student over case load limits. For SLP's with an intern with a Conditional ESA or provided additional paraeducator time at a ratio of 1 hour/7 student overload: \$0.50 per day per additional case.

- 2178 C. Overload pay, retroactive to the first day of overload, will continue to be paid until some other solution
- 2179 is agreed upon.
- 2180 D. When a Resource Room teacher is split between two classrooms in different buildings then their overload
- 2181 is determined individually in each classroom and is not an average of both. (Other provisions of the
- 2182 contract dealing with split assignments will also apply).
- 2183 E. Secondary resource room caseload overload shall be paid at three dollars (\$3.00) per student per day for
- 2184 each IEP completed within legally required timelines. Overload will be paid for IEP's outside of the
- 2185 timeline if the reason for missing the timeline is outside of the employee's control.
- 2186 F. In cases where the IEP mandated paraeducator time is agreed to by a teacher without specific approval
- 2187 from the Director of Special Programs or their office representative, this additional paraeducator time
- 2188 may be applied as a remedy for an existing or future overload. If the additional paraeducator time is
- 2189 approved or mandated by the Director of Special Programs or their office representative, it shall not count
- 2190 towards overload remedy.
- 2191 G. When caseload levels exceed 25% of the overload threshold, the District shall endeavor to reassign
- 2192 students or employees to retribute caseload to the extent this alleviates the overload.
- 2193

**SECTION 8E. Planning Time**

- 2194
- 2195 A. Planning time consists of planning individualized or group instruction / therapy, materials preparation,
- 2196 lesson planning, etc.
- 2197 B. Time spent doing assessments, IEP meetings, MDTs, or assessment reports, shall not be counted as
- 2198 planning time.
- 2199 C. Special educators will receive the same weekly total hours of planning time that general education
- 2200 teachers receive. Each special education teacher will work out a schedule that is acceptable to both the
- 2201 teacher and the building principal.
- 2202 D. In an effort to support Special Education students, each Secondary resource room teacher will have a
- 2203 case management period during the instructional day equal to their planning time. The purpose of this
- 2204 additional case management period is to perform such duties as, but not limited to, assessments, IEP
- 2205 meetings, MDTs, assessment reports or collaboration with other staff.
- 2206 E. Special education employees shall be able to access a minimum of one (1) day (7.5 hours) release time
- 2207 each quarter or trimester grading period for purposes of completing progress reports and/or assessments.
- 2208

**SECTION 8F. Incentive Pay**

- 2209
- 2210 A. The District and Association agree the nature of Special Education requirements add significant
- 2211 additional time outside of the classroom. We share the following beliefs:
- 2212 a. Students receive maximum educational benefit from teachers rather than substitute teachers.
- 2213 b. The time required to attend meetings and do the related paperwork extends beyond the standard
- 2214 TRI agreement.
- 2215 c. It is important to attract and retain high quality special education staff.
- 2216 B. In recognition of the additional time and effort to meet the legal timelines and documentation, special
- 2217 education staff will receive a supplemental contract, prorated based on FTE, according to the following
- 2218 schedule:
- 2219

Level 1	\$2250	Preschool / Resource Room Teachers and Twin Rivers, Workbased Learning, and all Special Education teachers not listed in Level 2, 3, or 4
Level 2	\$2475	ERR and Structured
Level 3	\$2700	Psychologist, SLP, OT, PT, TVI, BCBA and all other certificated Special Education Itinerants
Level 4	\$3150	Life Skills, BESST Teachers

- 2220
- 2221 C. Special education teachers who are required to provide a student (or students) service during their
- 2222 planning/prep time or outside of the normal student day will be paid for that time at per diem.
- 2223

2224 **SECTION 8G. Facilities and Workspace**

- 2225 A. The District shall provide an adequate classroom / work space and appropriate furnishings for each  
2226 itinerant special services staff in each building.  
2227 B. A communication system shall exist between this workspace and the office of the school in which it is  
2228 located so that emergency notification is possible.  
2229 C. Itinerants will be able to draw basic office supplies (pencils, pens, post-its, legal pads, envelopes, etc.)  
2230 from each building as needed to serve that building.  
2231

2232 **SECTION 8H. English Language Learners (ELL); Title I; Learning Assistance Program (LAP)**

- 2233 A. Academic support programs funded through supplemental grants such as ELL, Title I, and LAP will be  
2234 designed in accordance with grant requirements and student need. Staffing will be dependent on funding  
2235 allocation.  
2236 B. Instructional Specialists will be issued a \$1,500 per year additional stipend.  
2237

2238 **SECTION 8I. Twin Rivers Group Home**

- 2239 A. The Twin Rivers Group Home teacher will timesheet hours at per diem for lost planning time as well as  
2240 share with supervisor.  
2241 B. The District and the Association agree to allow the Twin Rivers Group Home certificated teacher first  
2242 right-of-refusal for supervising the summer school program at the facility. Time worked for District  
2243 summer school will be paid at the summer school rate per diem.  
2244 C. The District will pay Special Education Stipends consistent with Section 8F of the Collective Bargaining  
2245 Agreement.  
2246

2247 **SECTION 8J. ECEAP**

- 2248 A. Class Size: a maximum of 18 students per session (inclusive of students from other defined programs –  
2249 i.e. Title 1, Special Education)  
2250 B. Arrival and departure times for ECEAP classroom sessions (sessions are morning/AM and  
2251 afternoon/PM) will be mutually decided upon by ECEAP teachers and ECEAP and building  
2252 administrators so long as the schedule is compliant with the DEL grant requirements.  
2253 C. Time days may be used by ECEAP teachers for training and certification in lieu of Building/District  
2254 Time Days with the mutual agreement of the ECEAP administrator, building principal, and the ECEAP  
2255 teacher(s).  
2256 D. In addition to Time (T) days provided, ECEAP teachers will be allocated at least two (2) days during the  
2257 school year without students for training.  
2258 E. Inclusive of any days already provided by the District, ECEAP teachers will be allocated at least three  
2259 (3) days during the school year without students for the purposes of mandated ECEAP data reporting  
2260 (i.e., TSGOLD).  
2261 F. Each ECEAP classroom session (sessions are morning/AM and afternoon/PM) will have no less than  
2262 three (3) hours of paraeducator time for the purpose of maximizing student learning opportunities.  
2263 G. The model ECEAP classroom will be staffed by one (1) certificated teacher and two (2) paraeducators,  
2264 inclusive of all breaks.  
2265 H. A minimum of 45 minutes will be allowed between morning and afternoon sessions for duty-free lunch  
2266 and transition.  
2267 I. Conferences: twice per school year, the ECEAP teacher will be allowed to schedule up to five (5) days  
2268 without students for parent/guardian conferences.  
2269 J. Lesson plans and menu plans will be maintained in the classroom but may be requested at any time by  
2270 an ECEAP administrator for program compliance purposes.  
2271 K. Due to the requirements of the ECEAP program, only paraeducators who meet the requirements of the  
2272 program will be placed in ECEAP classrooms.  
2273 L. In a year in which an ECEAP classroom is being rated for DEL, the lead teacher will be on a Focused  
2274 evaluation unless by statute a comprehensive evaluation is required.  
2275 M. Each ECEAP classroom will be provided a minimum of \$350 per session, per year, for consumable  
2276 materials budget. A full time ECEAP teacher with two (2) daily sessions would receive a minimum of  
2277 \$700 annually.

- 2278 N. Any technology, equipment, curriculum, or materials required by ECEAP will be provided by the  
2279 District.
- 2280 O. Students will be scheduled a maximum of four (4) days per week; the fifth workday of the work week  
2281 being scheduled for uninterrupted planning time and collaboration so long as the weekly schedule is  
2282 compliant with the DEL grant requirements.
- 2283 P. School health rooms will be utilized for health conditions and toileting when necessary as decided by the  
2284 ECEAP classroom teacher.
- 2285 Q. Should ECEAP funding be reduced in any way resulting in reduction of staff, the District will follow  
2286 ARTICLE XIII, Section 13A.C.

**ARTICLE IX - CERTIFICATED CONTRACTED DAYS, SALARY and BENEFITS**

**SECTION 9A. Length of Contract**

The length of the basic contract for full time equivalent (FTE) employees shall be as follows, with partial FTE scheduled pro-rata as assigned:

- A. 180 days.
  - 1. The Base Contract: Activities such as classroom preparation, self-reflection, goal setting, grading student work, preparing grades and progress reports, participation in a reasonable and equitable number of IEP's and 504 meetings, and attending Open House are considered base contract activities.
  - 2. Per-Diem calculations will be based on base salary exclusive of Time, Regionalization and Longevity stipends as defined below. Base salaries (BA+0) are as follows:
    - a. 2022-23 \$55,604 (BA+0) with daily per diem calculated as \$308.91
    - b. For 2023-24 and 2024-25 the base salary will be increased by 2%, or the state-funded inflationary adjustment to the CIS percentage ("IPD"), whichever is higher.
    - c. If it is determined that the language in the Master Agreement is inconsistent with State Law, the parties agree to meet to establish compliance
  - 3. Salary schedules for each year of this agreement can be found in the appendix.
- B. Time Stipend
  - 1. Employees will be issued a supplemental contract for extra workdays beyond their 180 day contract for seven (7) additional time days
  - 2. The District will set three (3) District-wide training dates and designate three (3) of these Time workdays to building control. Building time is inclusive of the day before school starts, which is a dedicated Time Day in each year of this agreement. Buildings will use their Site-based Decision Making protocol to schedule the building time days; and building time days may not overlap District training dates.
  - 3. The seventh (7<sup>th</sup>) time day shall be utilized for employees to complete annual training around safety protocols. Time available beyond the annual safety training requirement shall be used at employee discretion for classroom preparation.
  - 4. With the exception of the seventh (7<sup>th</sup>) time day, employee may substitute alternative activities with supervisor pre-approval.
  - 5. In case of absence(s), employees will take leave from appropriate leave banks to cover scheduled Time days.
- C. Regionalization Stipend
  - 1. During 2022-23 a 3% supplemental contract will be issued to each employee. This stipend will be included in the base salary beginning in 2023-24.
  - 2. Regionalization will be pro-rated by FTE.
- D. Longevity Stipend
  - 1. A 1.5% of the base supplemental contract will be added to total compensation beginning with Year 18 as an enrichment responsibility stipend in recognition of ongoing contributions of experienced teachers to the professional learning and mentorship of colleagues. This will be reflected in the salary schedules as a separate row.

**SECTION 9B. Certificated Salary**

- A. Full experience increments shall be paid effective the first working day of the school year. New educational increments shall be paid no later than the November payroll and shall be retroactive to the first working day of the school year.
- B. Salary schedules are attached to this Agreement for 2022-2023, 2023-2024 and 2024-2025.
- C. Full credit will be given for verified teaching experience in other school districts, accredited colleges, universities, and related work experience requiring a valid teaching certificate in accordance with the appropriate state regulations as designated in the 2018 S-275 reporting instructions for certificated staff experience and education credits.
- D. Experience credit will be given up to three (3) years for time in the Armed Services provided service interrupted the applicant's teaching career. Suitable documentary evidence must be submitted to the Office of Human Resources by the claimant.

- 2341 E. Career and Technical Education certificated employees: Recognition of additional work experience,  
2342 CTE Clock Hours, and conversion of work experience to nondegree education credits.  
2343

2344 The provisions of this section apply to all Career and Technical Education (CTE) instructors working  
2345 under an initial, continuing, or conditional CTE certificate and require the employee to have already  
2346 met the 6000-hour (3 year) minimum requirement for occupational experience for their certificate.  
2347

2348 Employees who have met the minimum occupational experience requirement may accrue employment  
2349 experience for those positions they held that required them to supervise or manage others in the  
2350 occupational area in which they are instructing.  
2351

2352 All CTE certificated employees may apply CTE Clock hours earned for CTE training that is for the  
2353 purpose of maintaining the CTE certification under WAC 181-77-003 toward placement and  
2354 advancement on the salary schedule. For every 10 CTE Clock hours, the employee shall be granted 1  
2355 education credit for salary schedule placement.  
2356

2357 A non-degree certificated employee who is working under a CTE certificate (initial, continuing, or  
2358 conditional) without a BA or higher-level degree may earn nondegree education credit through  
2359 occupational experience through either paid or unpaid work in the field being taught. For every 100  
2360 hours of occupational experience beyond the 6000-hour minimum required for nondegree certification,  
2361 the employee may earn 1 education credit limited to 20 education credits per year. Industry experience  
2362 more than 2000 hours may not be banked or carried over from year to year. Each year must be  
2363 calculated separately.

- 2364 F. Certificated employees teaching in the secondary schools who assume regular teaching responsibilities  
2365 for a **sixth period** in lieu of a regular planning period will be paid an extra one-fifth (1/5) of their regular  
2366 salary as compensation for the sixth teaching period.

2367 1. The acceptance of a sixth period teaching contract shall be voluntary.

2368 2. Sixth period teaching contracts will be posted in building and given to the most senior qualified  
2369 employee with schedule availability.

- 2370 G. Employees anticipating salary improvement by reason of additional professional preparation must  
2371 **submit official transcripts**, clock hour receipts, or copies of Standard or Continuing Certificates prior  
2372 to **October 1** in order to receive credit for new educational increments in the November pay warrant.  
2373 Discrepancies discovered in data submitted by October 1 may be corrected within two weeks following  
2374 the October 1 deadline.  
2375

#### 2376 **SECTION 9C. Extra Service Periods**

- 2377 A. Any extension of the basic work year shall be paid at the rate of 1/180<sup>th</sup> of the individual's actual base  
2378 salary and shall be paid by supplemental contract as extra pay for extra work.  
2379

#### 2380 **SECTION 9D. Mileage Reimbursement**

- 2381 A. The District shall reimburse the employees who drive their own cars on District business at the State  
2382 reimbursement rate. The District shall reimburse employees who are required to pay an insurance  
2383 surcharge because of car use on District business at the mileage rate stated above plus 3 cents per mile.  
2384

#### 2385 **SECTION 9E. Split Assignments**

- 2386 A. When an employee is required to travel between two (or more) buildings as a result of building-assigned  
2387 classes, the employee will be paid 4% of their base salary per semester.  
2388

#### 2389 **SECTION 9F. Insurance Benefits (see Appendix for SEBB/SHARED LEAVE/PFML MOU)**

- 2390 A. School Employees Benefit Board (SEBB)

2391 1. Employee health benefits will be provided by the state through the School Employee Benefits  
2392 Board (SEBB).

2393 2. The State provides benefits to employees through SEBB, including but not limited to:

- 2394 a. Medical plan  
2395 b. Vision  
2396 c. Dental including orthodontia  
2397 d. Basic life and accidental death and dismemberment insurance (AD&D)  
2398 e. Basic long-term disability  
2399 3. Employees are eligible to participate in the following:  
2400 a. Medical Flexible Spending Arrangement (FSA)  
2401 b. Dependent Care Assistance Program (DCAP) offered by the employer.  
2402 c. Health Savings Account (HSA) when a qualifying High Deductible Health Plan (HDHP) is  
2403 chosen.  
2404 4. In addition, employees shall be able to utilize payroll deduction for optional benefits as allowed by  
2405 SEBB, including but not limited to, supplemental long term disability, supplemental life insurance,  
2406 or anything else authorized through SEBB.  
2407 5. Information on those benefits are available through the SEBB website, or through the District's  
2408 Human Resources office.  
2409 6. As approved on an annual basis, the District will offer employees the opportunity to participate in a  
2410 VEBA plan allowing employees to contribute accumulated leave cash-out toward post-retirement  
2411 benefits, under the terms available through the selected plan.

2412 **SECTION 9G: Teacher Bonuses**

- 2413 A. Washington State provides a bonus to all eligible K-12 public school National Board Certified Teachers  
2414 (NBCTs).  
2415 B. The District shall pay bonuses to all eligible National Board Certified and national association certified  
2416 teachers and ESEA's, including counselors, psychologists, nurses, occupational therapists, physical  
2417 therapists, and speech language pathologists.  
2418 C. Teachers and ESEA's who hold a valid certification from the National Board of Professional Teaching  
2419 Standards (NBPTS) or similar national associations such as the National Board of Certified Counselors  
2420 (NBCC), the National Association of School Psychologists (NASP), the National Board for the  
2421 Certification of School Nurses (NBCSN), the National Board for Certification of Occupational Therapy  
2422 (NBCOT), the Federation of the State Boards of Physical Therapy (FSBPT), and the American Speech-  
2423 Language-Hearing Association (ASHA) shall be paid an annual bonus equal to the NBCT stipend.  
2424 1. Employees who hold a valid certificate from National Boards for the entire duration of the  
2425 academic year will receive an annual bonus as set by the state.  
2426 2. Employees who attain a valid certificate from National Boards during the current school year  
2427 will receive 60% of the annual bonus for that current year.  
2428 3. Employees in qualifying challenging schools may receive an additional bonus. This additional  
2429 bonus is based on the employee's percentage of time spent in the qualifying challenging area.  
2430 WAC 392-140-973(3) provides additional guidance on eligibility details.  
2431 D. Payment of National Board Certified Teacher (NBCT) or equivalent national bonus will be paid within  
2432 the month immediately following the District's receipt of NBCT funds from the State.  
2433 E. If the State discontinues NBCT bonuses, the District will not be obligated to pay these bonuses for all  
2434 employees.  
2435

2436 **SECTION 9H: Retirement Incentive**

2437 For the contract school year 2023-24, the District shall offer early retirement notification incentives in the  
2438 amount of \$1,000 per employee. To qualify for the retirement incentive, employees must provide the District,  
2439 by February 28, 2023, a binding retirement notice that is effective no later than August 31, of that year.  
2440

**ARTICLE X - SUPPLEMENTAL CONTRACTS**

**SECTION 10A. Stipends and Extra Duty Contracts**

- A. "Stipend" is a fixed, regular sum paid as salary.
- B. "Supplemental Contract" is an additional contract for payment for additional work.
- C. "Differential Salary" is payment for supervision of certain activities outside of the workday and may be co-curricular or extracurricular

**SECTION 10B. Department Heads and Grade Level Chairs**

A. General Purpose

- 1. Department Heads and Grade Level Chairs are beneficial to the District instructional program. Department Heads and Grade Level Chairs shall not be considered as supervisors and, as such, shall be assigned and given responsibilities as prescribed herein.
- 2. Each school shall be allocated Department Head and Grade Level Chair positions based on the stipends listed in C below. Elementary Schools will receive seven (7) stipends to be designated for each grade level inclusive of kindergarten through fifth (5<sup>th</sup>) grade plus one (1) for building specialists.
- 3. Members of departments and grade levels shall annually express their preference for Department Heads or Grade Level Chairs. The preference will be honored unless the administrator demonstrates cause to override the result. In this circumstance, the administrator will contact the Association president to discuss the reason(s).
- 4. Department Heads and Grade Level Chairs shall be primarily responsible to their department or grade level and to the appropriate administrator.
- 5. The District may establish District-level departments as deemed necessary during the existence of this contract.

B. Responsibilities of Department Heads and Grade Level Chairs shall include, but not be limited to, the following:

- 1. Inventory
  - a. Curriculum
  - b. Supplies
  - c. Audio-visual equipment
  - d. Furnishings
  - e. Movable equipment
- 2. Order equipment and materials
- 3. Participate in the budget process as defined by building practice
- 4. Coordinate programs within departments/grade levels, the building, and the district
- 5. Organize and preside at regular department meetings
- 6. Institute and promote curriculum change
- 7. Serve as a representative of the department/grade level
- 8. Assist classroom employees within the department or grade level professionally and personally
- 9. Assist administration:
  - a. Recommend hiring and placing staff within the department/grade level
  - b. Gather and share feedback about programs within the department/grade level
- 10. Inform employees about professional meetings and opportunities
- 11. Assist employees in understanding and implementing the present program with available materials
- 12. Serve as liaison between department/grade level and District-authorized advisory groups
- 13. Call upon staff to assist in any of the above-mentioned areas

C. Annual payment for Department Heads, Team and Grade Level Chairs will be related to the BA, no experience step of the salary schedule as follows:

- |                                                                                    |    |
|------------------------------------------------------------------------------------|----|
| 1. District Level Itinerants                                                       | 8% |
| 2. District Level Counselor: Elementary (1), Middle (1), High (1)                  | 8% |
| 3. District Level Art, PE, Music, Library: Elementary (1 each), Secondary (1 each) | 8% |
| 4. Building Level: Extra-Large (11+ members)                                       | 8% |



- 2495 5. Building Level: Large (8-10 members) 7%
- 2496 6. Building Level: Medium (6-7 members) 6%
- 2497 7. Building Level: Small (3-5 members) 4%
- 2498 D. Selection criteria for filling of stipend positions by staff will be developed at the building level and shared
- 2499 with the Association. The method used shall allow for rotation and equal opportunity for those staff
- 2500 qualified, willing and available to perform the required function.

- 2501
- 2502 **SECTION 10C. Extra Duties, Committees and Curriculum Work**
- 2503 A. Hourly salaries for work performed outside the contracted school day shall be no less than 0.09% of the
  - 2504 BA, no experience step of the salary schedule.
  - 2505 1. 0.09% for district level curriculum committee work
  - 2506 2. Representation shall be one (1) person per building, per curricular area
  - 2507 3. Per Diem for sixth (6<sup>th</sup>) period contract and targeted assistance summer school programs and
  - 2508 consulting work.

- 2509
- 2510 **SECTION 10D. Supplementary Contracts—Differential Salaries:**
- 2511 A. Length of Contract: Supplementary Contracts shall be issued for one year.
  - 2512 B. Non-Renewal: If a Supplementary Contract is not renewed, the employee affected upon request will be
  - 2513 given written reasons for such non-renewal.
  - 2514 C. Use of Certificated Employees for Differential Salary Schedule Positions: the District shall make every
  - 2515 reasonable effort to insure that the positions to be covered by the Differential Salary Schedule are held
  - 2516 by certificated personnel. Nothing in this Contract shall prevent the District from hiring a non-
  - 2517 certificated person in the event a qualified certificated person cannot be found or is not available.
  - 2518 D. Evaluation: All employees covered by this Section shall not formally evaluate other members of the
  - 2519 bargaining unit.

- 2520
- 2521 **SECTION 10E. Supplemental Days**
- 2522 A. Additional service contracts shall automatically be issued to the individuals who hold the following
  - 2523 positions:

Library / Media Specialists	5 days
Elementary School Counselors (hired before 7/1/1999)	5 days (10 days)
Middle School Counselors (hired before 7/1/1999)	12 days (20 days)
Senior High School Counselors (hired before 7/1/1999)	13 days (20 days)
Nurses	10 days
ESA/Social Worker	10 days
BCBA	10 days

- 2525
- 2526 B. For 2021-22, Special Education employees will receive one (1) additional day
  - 2527 C. For 2021-22 Nurses will receive two (2) additional days due to COVID workload in lieu of timesheet
  - 2528 work.

- 2529 **SECTION 10F. Itinerants**
- 2530 Itinerants are all ESA (Educational Staff Associate) employees and certificated therapists including nurses,
- 2531 psychologists, counselors, ESA-social workers, Board Certified Behavior Analysts (BCBA), occupational
- 2532 therapists, physical therapists, speech language pathologists, and teacher(s) of the visually impaired.
- 2533 A. Upon hire with the Richland School District, nurses, occupational therapists, physical therapists, and
  - 2534 speech language pathologists shall be placed on the salary schedule according to documented education,
  - 2535 experience and professional learning which shall include non-school district related experience in their
  - 2536 field of work. For appropriate placement on the salary schedule, the District must receive all
  - 2537 documentation of experience and education (including continued competency activities for nurses) by
  - 2538 October 1. Beginning with the 2022-2023 school year, current Richland School District itinerants will
  - 2539 be placed appropriately on the salary schedule.
  - 2540 B. For appropriate placement on the salary schedule, verified experience in an itinerant position both in
  - 2541 schools and in other non-school settings shall be utilized.

- 2542 C. Employees shall be paid mileage for travel between buildings  
2543 D. Nurses  
2544 a. For covering vacancies or leaves of nurses which exceed fifteen (15) consecutive work days, the  
2545 District shall provide compensation in the form of a 6th period contract paid at one-fifth (1/5) of  
2546 an employee's base salary as payment for additional work to substitute for an absent nurse or  
2547 temporarily cover a vacant position. The 6th period contract shall be prorated for the anticipated  
2548 duration of the reassignment and/or increased workload period.  
2549 b. For covering short-term vacancies or leaves of fifteen (15) days or less, nurses shall timesheet  
2550 the time spent performing "substitute" duties with supervisor's approval and be paid at class  
2551 coverage rate.  
2552 c. Nurses shall be allotted ten (10) days prior to the start of school for administrative duties related  
2553 to file reviews and teacher notification of health plans (see Section 10E, Supplemental Days)  
2554 d. Nurses shall be provided space within their assigned building(s) for confidential work. Said  
2555 space shall be equipped with at least a desk or table, an office chair and a telephone.  
2556 E. Itinerants (other than nurses)  
2557 a. For covering vacancies or leaves of itinerants which exceed fifteen (15) consecutive workdays,  
2558 the District shall provide compensation in the form of a 6th period contract paid at one-fifth (1/5)  
2559 of an employee's base salary as payment for additional work to substitute for an absent itinerant  
2560 or temporarily cover a vacant position. The 6th period contract shall be prorated for the  
2561 anticipated duration of the reassignment and/or increased workload period.  
2562 b. For covering short-term vacancies or leaves of fifteen (15) days or less, itinerants shall timesheet  
2563 the time spent performing "substitute" duties with supervisor's approval and be paid at class  
2564 coverage rate.

#### **SECTION 10G. Summer School**

- 2566 A. Employees teaching summer school shall be paid the higher of hourly per diem or curriculum rate.  
2567 B. All vacated or new summer school positions will be posted and hired consistent with Article VI  
2568 (Assignment, Transfer, and Vacancy) of the Collective Bargaining Agreement.  
2569 C. Vacant summer school positions will be posted on or by April 15<sup>th</sup>.  
2570 D. Preference may be given to summer school teachers(s) and coordinator(s) that served in the same position  
2571 in the prior summer based on prior year satisfactory summer school performance.  
2572

#### **SECTION 10H. Career & Technical Education (CTE)**

- 2574 A. Full Time 1.0 FTE Secondary CTE employees are to be paid additional days in a supplemental contract  
2575 that reflects the workload of the class/course. Identical classes/courses between buildings will receive an  
2576 identical supplemental contract.  
2577 B. Employees with split CTE/General Ed or partial CTE FTE assignments will be paid via monthly  
2578 timesheet equal to the prorated amount of the CTE supplemental contract that their FTE in CTE would  
2579 generate.  
2580 C. By September 15<sup>th</sup> annually, the District will provide a master list of CTE supplemental contracts by  
2581 class/course and site.  
2582 D. The District can adjust supplemental contracts on a yearly basis based on workload adjustments to the  
2583 class/course and/or budgetary changes at the state level.  
2584 E. CTE employees will be assigned extra days as follows:  
2585 a. 20 days for Career Specialists  
2586 b. 5 days for Student Store, GESA Credit Union, Tech Ed, CTE Sciences, and FASCE (only if  
2587 teaching Foods & Nutrition).  
2588 c. 3 Days for all other 1.0 FTE CTE Teachers  
2589 d. These days will be prorated to the percentage of the work day assigned to CTE.  
2590 F. Additional duties beyond these extended days can be time-sheeted at per-diem consistent with the terms  
2591 of the Collective Bargaining Agreement. Prior authorization by the CTE Director is required.  
2592 G. CTE employees who act as Advisors for nationally affiliated student organizations (such as DECA or  
2593 FFA) will be paid an extracurricular stipend as defined in the Coaches/Extracurricular Collective  
2594 Bargaining Agreement.  
2595

2596 **SECTION 10I. Teacher Release Time**

2597 A. For high school activity director, middle-school hi-cap department head, new teacher induction positions,  
2598 and any other position created, added, or substantially restructured by the District (see Article I, Section  
2599 1B), the District may choose to provide paid release time from teaching assignment in-lieu-of or in  
2600 addition to a position stipend. The number and type of paid release periods will be based on funding and  
2601 program need but shall not exceed the equivalent of 0.2 FTE (with the exception of high school activities  
2602 directors which may be granted release time of not more than 0.6 FTE) of an employee's contract. These  
2603 positions will be identified each fall and communicated to the Association by October 1. Selection of  
2604 employees for these positions will be in accordance with the criteria set forth in the job description.

**ARTICLE XI - TEACHERS ON LEAVE FROM CLASSROOM ASSIGNMENTS**

**SECTION 11A. Dean of Students**

**A. General Purpose**

1. Deans of Students are beneficial to the District instructional program. Deans of Students shall not be considered as administrators/supervisors and, as such, shall be assigned and given responsibilities as prescribed herein.
2. Deans of Students shall be primarily responsible to the principal and/or assistant principal. They will assist the principal in daily and on-going administrative duties.
3. It is intended that the Dean of Student position be a “training” position for future administrators, therefore preference will be given to staff members who have completed an intern program, are current or beginning principal interns, or have previously expressed an interest in becoming a principal intern.
4. Dean of Student positions will be posted In-District initially and there will be no in-building or seniority preference. Positions will be posted out of district only if an in-district applicant is not selected.
5. It is intended that a staff member will not serve longer than three (3) years as a Dean of Students. It is intended that since the position is a “training” position, the staff member will seek an administrative position or return to the classroom if they decide they are not ready or interested in pursuing an administrative position.
6. Deans of Students will be evaluated using the Professional Growth Evaluation Format or a modified Teacher Evaluation form developed by the Association and District.
7. Deans of Students will retain their seniority and will be part of the building staff. Should a RIF occur, they will have the same rights under ARTICLE VI Assignment, Transfer, and Vacancy as any other certificated staff member. Each building shall be allocated a Dean of Student position when the administration determines that enrollment is sufficient to justify the additional position.

**B. Supplemental Days**

1. Secondary (including Alternative Programs) Dean of Students will be given the basic teacher contract of 180 days and supplemental contracts for time, regionalization, and longevity (if applicable). In addition, they will be given twenty (20) extended days paid at per diem.
2. Elementary Dean of Students will be given the basic teacher contract of 180 days and supplemental contracts for time, regionalization, and longevity (if applicable). In addition, they will be given fifteen (15) extended days paid at per diem.

**C. Responsibilities of Dean of Students shall include, but not be limited to, the following:**

1. Assist building principal and leadership committees with providing curricular and instructional support leadership to effect systemic educational change and reform.
2. Assist in developing and implementing building and District policies and procedures.
3. Assist in supervising, directing, and assessing instructional programs at the site.
4. Serve as an on-going member of Leadership Team and assist Principal and Learning Improvement Team in development and implementation of School Improvement Plan.
5. Share responsibility with administrative team for providing supervision of student activities.
6. Assist in screening and interviewing staff applicants.
7. Assist principal with the evaluation of classified staff.
8. Assist principal in developing schedules.
9. Assume responsibility for daily student discipline, and monitor student attendance issues serving as liaison to courts as needed.
10. Serve and lead committees as needed or requested by principal.
11. Assist in managing building events.
12. Complete other tasks as assigned by principal.

**ARTICLE XII - LEAVES, BEREAVEMENT, SHARED ASSIGNMENT**

**SECTION 12A. LEAVES**

Certificated employees of the District are expected to fulfill the attendance requirements of their positions. Excused absence or leave is permitted to employees under contract under certain conditions.

**A. Paid and Unpaid Leaves (see Appendix for SEBB/SHARED LEAVE/PFML MOU):**

Type of Leave	Status of Leave
Personal Illness, Injury, Parental, Adoption, and Emergencies	Paid/Shared Sick Leave by Application & Approval
Personal Illness or Injury Leave	Unpaid
Family Illness and Religious Observation	Paid
Bereavement	Paid
Personal Leave	Paid
Jury Duty	Paid
Military	Paid 21 days, unpaid thereafter
Professional Leave	Paid
Indeterminate Leave	Unpaid
Other Leaves	Unpaid
Association Leave	Paid (paid by REA Membership Dues)

**B. Leave for Personal Illness, Injury, Maternity, Paternity and Emergencies:**

1. Each full-time employee of the District under contract for one (1) year shall be entitled to receive up to twelve (12) days of paid leave for illness, injury, or emergency purposes as defined herein. Other similarly contracted employees who are less than full-time equivalent employees shall be given a pro-rated amount of leave within this category.
2. Leave eligibility granted under this Section shall be credited to each employee at the beginning of the school year or at such other time as the employee enters into an employment contract with the District.
3. Deduction from this allocation of leave days shall be made for each absence occasioned by legitimate claims of the following kinds: personal illness, injury, maternity, paternity, or disability.
4. An employee may exercise an option to receive remuneration for unused leave under this Section accumulated in the previous year at a rate equal to one (1) day's compensation of the employee for each four (4) full days accrued leave for illness, injury, and maternity in excess of sixty (60) days.
  - a. Leave for illness, injury, and maternity for which compensation has been received shall be deducted from the employee's accumulated sick leave at the rate of four (4) days for everyone (1) day's compensation paid.
  - b. At the time of an employee's separation from the District due to retirement or death, an eligible employee or employee's estate shall receive remuneration at a rate equal to one (1) day's current compensation for the employee for each four (4) days accrued leave under this Section.
5. The District shall grant emergency leave for the following reasons:
  - a. Illness or hospitalization of a member of the employee's immediate family.
  - b. Serious damage to personal property.
  - c. Legal proceedings in which the court mandates attendance by the employee unless the case involves the District as a defendant and the employee as a petitioner.
6. The District may grant emergency leave in other extraordinary circumstances which cause the employee to be away from work. Other emergencies are defined as:
  - a. Circumstances that must have been suddenly precipitated, must be of such nature that planning is not possible, or
  - b. That planning could not relieve the necessity for the employee's absence.
  - c. Under this provision, if the leave request is granted, the employee shall first have exhausted other applicable leaves.

- 2696 7. In all instances described in 5 and 6 above, emergency leave shall be deducted from accumulated  
2697 sick leave in the same manner as deducted for illness or injury.
- 2698 **C. Personal Illness or Injury Leave:**
- 2699 1. If an employee exercises the leave provision of this Section provided for in paragraph B for  
2700 personal injury or personal illness, employees shall, when possible, give advance notice of at least  
2701 two (2) weeks to the District of their intent to return to employment.
- 2702 2. When the leave provisions of this Section are exercised for the reasons of personal health or  
2703 personal illness, the District shall have the option of requiring a physician's statement or other  
2704 acceptable documentation testifying to the employee's illness and recovery.
- 2705 3. In addition to the leave provided in paragraph B of this Section, employees who are unable to  
2706 perform their duties because of personal illness or injury and disability there from, may upon  
2707 request, be granted at the discretion of the District, a leave of absence without pay at the exhaustion  
2708 of the illness, or disability. This leave of absence shall be without pay and for no more than one  
2709 (1) school year, except that this leave may be renewed annually upon application to and approval  
2710 from the Superintendent.
- 2711 **D. Parental Leave:**
- 2712 1. The following terms and conditions shall apply to persons who are seeking leave under paragraph  
2713 B of this Section for the reasons of maternity/paternity or pregnancy.
- 2714 2. Parental Leave shall commence at the designation of the employee, the employee's personal  
2715 physician, and immediate supervisor provided that said leave shall not commence more than thirty  
2716 (30) calendar days prior to the estimated date of childbirth, unless medically required and the  
2717 employee's attending physician so certifies in writing to the District.
- 2718 3. The duration of the parental leave shall be from commencement to a period of ninety (90) contract  
2719 and/or school days following childbirth unless the requesting employee's attending physician  
2720 makes a written recommendation that the duration of the maternity leave shall extend beyond the  
2721 ninety (90) days.
- 2722 4. Employees are entitled to apply for shared leave
- 2723 5. An employee requesting parental leave shall notify the District at least two (2) weeks prior to the  
2724 day at which the employee desires to commence the maternity/paternity leave.
- 2725 6. The employee shall also notify the District at least two (2) weeks prior to the date which the  
2726 employee intends to return to work following parental leave.
- 2727 7. In any event, the employee shall notify the District within at least thirty (30) days after childbirth  
2728 of the date at which the employee intends to return to work for the District.
- 2729 8. Certificated employees returning from parental leave shall be placed in their former positions in  
2730 the District or in a similar position in the District.
- 2731 9. If an employee does not have available accrued leave to use for parental leave purposes, the  
2732 employee may be granted a leave of absence for a reasonable period of time for the purpose of  
2733 parental leave and retain the right to return to the employee's former position or a similar position  
2734 provided that this non-paid leave of absence shall not extend beyond the end of the current contract  
2735 year it was granted.
- 2736 10. In the event that childbirth occurs between the last contract day in the spring and the first contract  
2737 day of the following school year, this non-paid leave may be granted for the following contract  
2738 year but shall not extend beyond that contract year.
- 2739 **E. Family Illness and Religious Observance Leave:**
- 2740 1. The leave provided herein for the purpose of attending serious family illness, significant accident  
2741 or Religious Observance shall be limited to three (3) days in any one (1) contract year.
- 2742 2. Family illness shall be defined as the situation where the presence of the employee is necessary to  
2743 administer to the serious illness or significant accident of any one or more of the family members.  
2744 The District may request verification of the use of these days.
- 2745 a. Any relative residing in the household of the employee: Spouse, parents, step-parents,  
2746 guardians, children, brothers, sisters, or grandparents not residing in the home of the  
2747 employee.
- 2748 3. Certificated employees may need to be absent during regularly scheduled days for the purpose of  
2749 religious observance of the employee's faith.

- 2750 a. Leave notice for religious observance shall be directed to the immediate supervisor on  
2751 the form provided by the District.  
2752 b. When possible, the employee shall give at least three (3) days advance notice of the  
2753 intended leave.

2754 **F. Bereavement Leave:**

- 2755 1. The leave provided in this paragraph for the purpose of bereavement shall be limited to a maximum  
2756 of five (5) days leave within a twenty (20) day period for each case of absence caused by death in  
2757 the immediate family.  
2758 2. Immediate family is defined as spouse, domestic partners, parents, step-parents, guardians,  
2759 grandparents, brothers, sisters, step-brothers, step-sisters, children, step-children, in-laws and  
2760 grandchildren.  
2761 3. Bereavement leave shall be allowed for absence occasioned by the death in the employee's  
2762 spouse's and children's immediate family provided that said leave shall be limited to a maximum  
2763 of three (3) days per occasion.  
2764 4. Bereavement leave shall not be accumulative.  
2765 5. Bereavement leave limited to one (1) day of leave with pay is hereby provided in case of absence  
2766 caused by death of:  
2767 a. A close friend or  
2768 b. A relative not included in the "immediate family".  
2769 c. The single-day bereavement leave provided in this paragraph is limited to three (3)  
2770 occasions per year.  
2771 d. Such leave is not accumulative.  
2772 6. Bereavement leave shall be taken in whole-day or half-day increments.

2773 **G. Personal Leave:**

- 2774 1. The District recognizes that at times personal circumstances may require the absence of an  
2775 employee during working hours.  
2776 2. Under such circumstances, the employee shall be entitled to three (3) days per year of personal  
2777 leave.  
2778 3. The leave notice shall be directed to the immediate supervisor on the form provided by District.  
2779 4. When possible, the employee shall give at least one (1) contract day advance notice of the intended  
2780 leave, except in the case of emergencies. Personal leave requested within three (3) contract days  
2781 of the date of the intended leave will be granted contingent upon substitute teacher availability.  
2782 5. When the number of employees requesting leave for a particular day restricts the operation of an  
2783 individual school or the District, the leave requests shall be granted in a manner to minimize such  
2784 impact.  
2785 6. Personal leave will not be allowed on the first or last instructional day of the school year.  
2786 7. Personal leave may be taken in hourly, whole-day or half-day increments.  
2787 8. Unused personal leave may also be banked, at the employee's option, to a maximum of four (4)  
2788 days (in June). After receiving three (3) additional days the following September, an employee  
2789 shall then have the option to use not more than five (5) personal leave days consecutively in a  
2790 school year through the use of current and banked leave days.  
2791 9. Unused personal leave may also be cashed out at the end of each year at the rate of one (1) day for  
2792 one (1) day at per diem.  
2793 10. TRS I employees will not be allowed to cash out unused personal leave days during their last two  
2794 years prior to retirement due to the Excess Compensation penalty imposed on the School District  
2795 by the retirement system. Instead of the cash out provision, TRS I employees will instead be  
2796 allowed to trade unused personal leave for per diem day pay at the rate of one (1) personal leave  
2797 day for 3.75 hours or two (2) personal leave days for 7.5 hours.

2798 **H. Jury Duty:**

- 2799 1. In cases where jury duty is required, paid leave shall be granted provided that any funds received  
2800 by the employee for jury duty shall be retained by the employee. The leave provided in this  
2801 paragraph shall be in addition to the leave provided in paragraph B.

2802 2. On any day that a staff member is released from jury duty or as a witness by the court and four or  
2803 more hours of the staff member's scheduled work day remains, the staff member is to inform  
2804 his/her supervisor and report to work if necessary.

2805 **I. Military Leave:**

- 2806 1. Certificated employees may be granted military leave absence during the time required in the  
2807 Armed Services of the United States.  
2808 2. Military leaves of absence for present employees who are required to be in the service are construed  
2809 as school service in determining experience credits for salary purposes.  
2810 3. Military leaves of absence shall be paid up to twenty-one (21) days per year.  
2811 4. Additional military leave is without pay.  
2812 5. Certificated employees granted such military leave upon returning shall be placed in their former  
2813 position or similar position.

2814 **J. Professional Leave:**

- 2815 1. Where the District requires an employee to attend or participate in a professional meeting other  
2816 than Association business meetings, then the District shall grant leave for said participation without  
2817 deduction and shall reimburse the employee the reasonable actual expenses incurred in said  
2818 participation.  
2819 2. This leave shall be in addition to the leave provided in paragraph B of this Section and shall not be  
2820 deducted there from.  
2821 3. Certificated employees may request leave for participation in professional meetings other than  
2822 those required in (1), excluding Association business meetings.  
2823 4. The granting of this leave shall be at the sole discretion of the District.  
2824 5. The District shall reimburse the employee the reasonable, actual expenses incurred for such leave.  
2825 a. Reimbursement shall be in accordance with District rules and regulations.  
2826 b. The employee may waive all or part of the granted reimbursement allowing the  
2827 participation of more people.  
2828 6. Certificated employees may request leave from the District for participation in civic organizations  
2829 not related to their profession.  
2830 a. The granting of this leave shall be at the sole discretion of the District and shall be without  
2831 pay.  
2832 b. The leave provided in this paragraph shall not exceed five (5) days per meeting.  
2833 7. When the District approves that an employee is needed to transfer or accompany a student (or  
2834 several students) when they are representing the District or the individual school to activities, and  
2835 said employee misses regularly scheduled class time, the District will grant professional leave for  
2836 such absence.

2837 **K. Other Leaves:**

- 2838 1. Leaves of absence for one (1) full contract year without pay may be granted to employees for the  
2839 purpose of study, travel, recuperation, working in a professionally related field, or any other  
2840 purposes.  
2841 a. An employee will be expected to have completed at least two (2) consecutive years of  
2842 successful service in the District prior to the commencement of leave under this policy.  
2843 b. Under unusual circumstances, the Superintendent may recommend that leave be granted  
2844 to employees with fewer than two (2) years of service.  
2845 c. Such leaves of absence shall be automatically terminated and all rights to a position in  
2846 the District forfeited if the employee signs a "continuing contract" in another school  
2847 district.  
2848 2. Leaves of absence for up to two (2) full contract years without pay may be granted to employees  
2849 for the purpose of child rearing.  
2850 3. Such leaves may be extended upon the recommendation of the Superintendent and at the sole  
2851 discretion of the District. Certificated employees who wish to request an extension of a leave must  
2852 request the extension before March 1.  
2853 4. A leave of absence granted under this sub-Section without pay for one (1) year of study entitles an  
2854 employee to a normal salary increment.



- 2855 5. Leaves of absence granted under this policy shall be limited so that no more than five percent (5%)  
2856 of the employees of the District are on leave at one time. Under unusual circumstances, the Board  
2857 may increase the five percent (5%) limit.  
2858 6. If the number of applications exceeds five percent (5%) applications shall have the following  
2859 preferential priority:  
2860 a. Advanced study  
2861 b. Recuperation  
2862 c. Child rearing  
2863 d. Travel  
2864 e. Work  
2865 f. Other  
2866 g. In the event it becomes necessary to limit leaves allowed within categories above, the  
2867 candidate(s) possessing greatest seniority shall prevail.  
2868 7. Upon the request of an employee on leave, the District shall make provisions for the continuance  
2869 of an employee's participation in any District group insurance program, subject to approval of the  
2870 carrier. The entire premium required shall be paid by the employee to the District payroll office  
2871 on a monthly basis as required by the payroll office.

2872 **L. Association Leave:**

- 2873 1. Approved leave shall be allowed for Association activities. Recipients of such leave must be  
2874 officials of the Association, its constituent organizations, or members of these organizations who  
2875 are designated as official delegates or participants in the activities.  
2876 2. Guidelines for Association Leave:  
2877 a. When the Association and the District agree to conduct bargaining session(s) during the  
2878 contract day, members of the Association bargaining team shall be excused without loss  
2879 of pay, and the District will pay the costs of the substitute(s), should any be necessary.  
2880 b. For any other approved association leave, the Association shall pay to the District the  
2881 costs of the substitute, should any be necessary. This amount shall be equal to one (1)  
2882 day's substitute pay plus fringe benefits for each day of association leave used during the  
2883 contract year.  
2884 c. In order to be approved by the District, requests for association leave shall be submitted  
2885 by the Association in writing to the Human Resources office prior to the leave.  
2886 d. Prior to the leave, the member shall complete the proper leave request forms provided by  
2887 the District.

2888 **M. Officer Leave of Absence:**

- 2889 1. The District shall grant the Association President, a full-time paid leave of absence from their  
2890 teaching position for the 2-year term of service as president.  
2891 2. The District shall grant a leave of absence to the Association President's designee in the proportion  
2892 requested.  
2893 3. The leave portion of the contract to include salary, benefits, retirement contributions, and as if the  
2894 president and the president's designee, if applicable, were on a regular teaching assignment shall  
2895 be paid to the employee by the District and the District shall be fully reimbursed by the Association.  
2896 4. The employee(s) shall receive full experience credits and all other contractual benefits, rights, and  
2897 responsibilities as provided by the state and the Collective Bargaining Agreement. They will also  
2898 retain all seniority rights under this contract for the period of the leave.  
2899 5. Upon completion of the two-year leave, the full-time president and/or the president's designee on  
2900 leave, if applicable shall return to their previous teaching assignment or a mutually agreed upon  
2901 alternative assignment.

2902 **N. Return from Leaves:**

- 2903 1. An employee returning from a leave of absence of up to one (1) year granted under the provisions  
2904 of this Section shall be given the same consideration for returning to the position of last assignment  
2905 or a similar position within the District, as if the employee had been on active duty.  
2906 2. An employee returning from a leave of absence who chooses to resign part of their contract, will  
2907 not necessarily be guaranteed their current position and may need to apply for a part time vacancy  
2908 within the district.

2909 3. An employee returning from a leave of absence of more than one (1) year will not be guaranteed  
2910 their previous position and will be placed in an open position that matches their experience and  
2911 qualifications.

2912 **O. Consultation Release Time:**

- 2913 1. Certificated staff, who are representing the District on State Committees, on Special Assignments,  
2914 etc. are asked to attend meetings or make presentations at conferences:
- 2915 a. Will be limited to seven (7) to ten (10) days of release per year depending on complexity  
2916 of assignment.
  - 2917 b. Additional days may be requested with Building Principal or Program Manager and  
2918 Director of Human Resources approval.
  - 2919 c. Days to be used prior to requesting additional days are:
    - 2920 1. District Paid Days
    - 2921 2. Personal Leave
  - 2922 d. District should be reimbursed for the costs for substitutes, travel, etc.
  - 2923 e. Cost for travel to conferences that are not reimbursed, may be submitted to the building,  
2924 program or staff development fund through I-728.
  - 2925 f. Teachers making presentations at another building within the district will not be required  
2926 to count that time or days within the limit above.
- 2927 2. Teachers who are working as Consultants, representing themselves in a business capacity, working  
2928 as a referee or coaching outside of the district:
- 2929 a. Will be limited to seven (7) days of release per year for no more than two (2) years.
  - 2930 b. After two (2) years, the Teacher will need to decide if they want to continue to teach full  
2931 time for the District.
  - 2932 c. Days to be used will be:
  - 2933 d. Personal Leave (2-5 depending upon number of banked days)
  - 2934 e. All Personal Leave days will be used prior to non-paid days.
  - 2935 f. Non-Paid Days (2-5 days depending upon number of Personal Leave days)
  - 2936 g. The District will not be responsible for travel and/or registration costs.
  - 2937 h. The District will be reimbursed for the cost of a substitute for non-paid days.

2938  
2939 **P. Shared Leave:**

- 2940 1. Employees shall be eligible to receive shared leave if they meet the qualification criteria outlined  
2941 in RCW 41.04.665. Any unused shared leave shall be transferred back to respective donor(s) on  
2942 a first-in, first-out basis. The Executive Director of Human Resources will develop a tracking  
2943 system and communication plan for this and share it with employees and the Association.
- 2944 2. An employee is eligible for shared leave when condition(s) cause, or is (are) likely to cause, the  
2945 employee to go on leave without pay or terminate District employment and are consistent with  
2946 statutory eligibility requirements. Employees need to have worked for the District for at least  
2947 one (1) calendar year to be eligible for shared leave.
- 2948
- 2949 3. If the employee qualifies for shared leave for the reason(s) in parental leave or disability due to  
2950 pregnancy, they shall not be required to deplete all of their sick leave and can maintain up to  
2951 forty (40) hours of sick leave in reserve, and shall have the right to access up to sixteen (16)  
2952 weeks for shared leave for bonding with a child at any time within the first twelve (12) months  
2953 after the birth, adoption, or placement of a child. The 16-week period shall be exclusive of  
2954 holidays and school breaks.
- 2955 4. The dollar value of the leave donated shall be ignored, and the leave shall be calculated on an  
2956 hour donated and hour received basis.
- 2957 5. The maximum amount of shared leave an employee may receive during their total employment  
2958 with any Washington State school districts is five-hundred twenty-two days (522) days.
- 2959

2960 **Q. Paid Family and Medical Leave (PFML)**

2961 Employees are eligible to apply to the state for Paid Family and Medical Leave (PFML) benefits as  
2962 allowed by law through the Employment Security Department (ESD). The provisions in this Section are

2963 intended solely to reflect current state law eligibility and other requirements for PFML, will be construed  
2964 consistently with those requirements and rules issued by the state related to PFML.  
2965

2966 The District agrees to provide information to employees concerning this leave on an annual basis.  
2967 To qualify for paid leave under the state PFML system, State law currently requires employees to work  
2968 820 hours or more in the first four (4) of the last five (5) completed calendar quarters starting from when  
2969 the employee makes their claim for benefits.  
2970

2971 PFML benefits provided by the state include up to twelve (12) weeks of paid leave per year to care for  
2972 self or family unless otherwise extended by specific circumstances. PFML may not be taken without a  
2973 qualifying event.  
2974

2975 Qualifying events under PFML are as follows:

- 2976 1. To care and bond for a baby's birth or the adoption or foster placement of a child younger than  
2977 eighteen (18) years of age, to be used at any time within the twelve (12) months following the  
2978 birth or placement.
- 2979 2. To care for a family member experiencing an illness or medical event.
- 2980 3. Certain military-connected events.
- 2981 4. Medical leave for self in relation to an illness or medical event, including pregnancy disability.  
2982

2983 Under the following circumstances, benefits may be extended as follows:

- 2984 1. Total of up to 14 weeks for medical leave involving a health condition during pregnancy that  
2985 results in incapacity.
- 2986 2. Total of up to 16 weeks for combined medical and family leave.
- 2987 3. Total of up to 18 weeks for combined medical and family leave involving a health condition  
2988 during pregnancy that results in incapacity.  
2989

2990 The PFML family leave entitlement expires twelve (12) months following the birth or placement of a  
2991 child or the first application for PFML benefits. The PFML family leave entitlement expires twelve (12)  
2992 months following the first application for PFML benefits.  
2993

2994 Employees are responsible to file claims with the Employment Security Department and payments shall  
2995 come from the Employment Security Department.  
2996

2997 Employees may choose to use PFML prior to exhausting other leave options and not be required to  
2998 exhaust sick leave prior to accessing PFML.  
2999

3000 PFML shall be used consecutively with the employee's other paid leave entitlements.  
3001

3002 **SECTION 12B. Shared Assignments:**

- 3003 A. Two (2) employees may, upon administrative approval, share the same teaching assignment or daily  
3004 subject schedule.
- 3005 B. Employees granted such status shall be placed on a one-half (1/2) time contract while being placed on an  
3006 unpaid leave for the other one-half (1/2) of the contract.
- 3007 C. The employees are to be paid insurance benefits and salaries at one-half (1/2) time rate.
- 3008 D. The employee's leave status is renewable for one (1) additional year of leave.
  - 3009 1. Upon approval of the supervisor a job share may become a continuation of the current position.
  - 3010 2. Provided application is made no later than February 28<sup>th</sup> and administrative approval is received.
- 3011 E. The employees are entitled to full re-employment rights at the expiration of said leave.
- 3012 F. Employees on a shared assignment are expected to assume an equitable share of additional duties.

**ARTICLE XIII - REDUCTION IN FORCE (RIF)**

**SECTION 13A. General Conditions**

- A. The District and the Association recognize that a reduction in certificated staff may be necessary when the number of current employees with continuing certificated contracts (after considering attrition due to retirement, resignations, and leaves) exceeds the number positions needed for the following year. Should such layoffs be deemed necessary based on (a) projected student enrollment for the following year, or (b) a significant reduction in total resources compared to the current fiscal year or (c) loss of designated categorical funding for a specific program, the District shall follow the procedures set forth in this Article.
- B. This section shall apply to all employees, including those on leave and those provisional employees non-renewed for financial reasons.

**SECTION 13B. Layoff Conditions:**

- A. By April 15<sup>th</sup> of a year in which a layoff is anticipated, the District shall provide to the Association the rationale and data for its conclusion that a layoff may be necessary. During this time, the parties agree to meet and consider alternatives to eliminate or minimize the number of employees who will be laid off, including but not limited to the development of mutually agreed attrition incentives.
  - 1. If the State Legislature has not completed a budget for the coming school by May 1<sup>st</sup>, the District may, in writing, extend this deadline to June 1<sup>st</sup>.
- B. A reduction in force shall take place only after the following occur(s):
  - 1. All retire, rehire employees are non-renewed.
  - 2. All leave replacement employees are non-renewed.
  - 3. The District has granted all leave requests.

**SECTION 13C. Placement Criteria:**

- A. Employees will be considered for retention in order of seniority according to all areas of certification including any endorsements or eligibility for assignment pursuant to WAC 181.82.105 or 181.82.110.
- B. Employees are responsible for providing verification of course work, majors and/or minors and endorsements. Such verification shall consist of notations on college transcripts or by a letter from the college or university.

**SECTION 13D. Reduction Procedure:**

- A. When reductions are to be made, seniority will be the first consideration.
  - 1. Reductions will be made in an order beginning with the least senior employee.
  - 2. When seniority is equal, the employee with the earliest, first regular work day for a Washington State public school district will be retained. Summer school or other supplemental contracts will not be counted towards seniority. If a tie still exists, the employee with the higher summative evaluation score from the previous evaluation period will be retained provided all tied employees have a summative evaluation score. If a tie still exists, or not all employees involved have a summative evaluation score that tie will be broken by lot in the presence of both District and Association representatives.
- B. For the above considerations, seniority shall be defined as total years and months of service in Washington State in a certificated capacity.
- C. By March 1<sup>st</sup> of each year, the District shall distribute a seniority ranking list to each employee via email. Employees shall have twenty (20) work days to contest their seniority ranking. After 20 twenty (20) work days have passed, the seniority ranking is considered “locked” until the start of the next school year.
- D. Administrative transfers/reassignments shall be used when necessary to ensure maximum retention of employees in order of seniority. When choosing employees for administrative transfer/reassignment, the least senior eligible retained employee will be transferred or reassigned. This provision shall supersede conflicting provisions of Article VI, section 6B when a reduction in force is in effect.

**SECTION 13E. Layoff Provisions:**

- A. Employees not assigned to a position for the ensuing school year will be notified in writing of layoff by the Superintendent no later than May 15<sup>th</sup>.

- 3068 B. An employee receiving written notification of layoff shall be automatically placed on layoff status in a
- 3069 recall pool.
- 3070 C. Credit for any education acquired during the year of layoff will be granted in accordance with salary
- 3071 schedule criteria contained in this Agreement.
- 3072 D. No candidate will be hired by the District from outside the bargaining unit unless no employees on layoff
- 3073 status holds the necessary certification, endorsements or eligibility for assignment pursuant to WAC
- 3074 181.82.105 or 181.82.110 for the available position and all voluntary or administrative transfers to
- 3075 facilitate recall from the pool have been exhausted.
- 3076 E. Employees on layoff status can work in a substitute teacher capacity while on layoff.
- 3077 F. Upon the request of an employee, the District shall make provision for the continuance of an employee's
- 3078 participation in any District group insurance program. Subject to the approval of the carrier, the entire
- 3079 premium required shall be paid by the employee to the District payroll office on a monthly basis as
- 3080 required by the payroll office.
- 3081 G. Indeterminate Leave:
- 3082 1. All employees non-renewed as a result of the District's financial problems shall be, upon the
- 3083 employee's request, placed on indeterminate leave for a period of one (1) contract year unless
- 3084 the employee is offered employment as an employee of the District's schools during that year.
- 3085 a. Credit for any education acquired during that year will be granted.
- 3086 b. Acceptance of employment as an employee in any other school district during that year
- 3087 shall constitute an automatic termination of leave.
- 3088 2. No employees will be hired by the District from outside the pool created by the non-renewals
- 3089 unless all employees from the pool determined by the District administration to be qualified for
- 3090 the position have refused the position.
- 3091 3. Substitutes will be used for absences of a day or more and will come from this pool of employees
- 3092 except when no one from the pool is available.
- 3093 4. Upon the request of an employee, the District shall make provisions for the continuance of an
- 3094 employee's participation in any District group insurance program if the group insurance program
- 3095 so permits. The entire premium required shall be paid by the employee to the District payroll
- 3096 office on a monthly basis as required by the payroll office.

3097  
3098 **SECTION 13F. Recall:**

- 3099 A. Recall shall be by inverse order of layoff for any position for which the employee holds the required
- 3100 certification, endorsements or is eligible for assignment pursuant to WAC 181.82.105 or 181.82.110.
- 3101 B. Except where voluntary or administrative transfers would allow the employee to be recalled, an employee
- 3102 not meeting the above criteria for an available position will be passed over for that position but will
- 3103 maintain their ranking in the recall pool for any future position.
- 3104 C. The District shall give notice of recall by telephone and email or if unable to contact the affected
- 3105 employee, then notice shall be sent by registered letter to said employee's last known address. It is the
- 3106 employee's responsibility to ensure current contact information is on file with the District.
- 3107 D. Any employee so notified shall respond within ten (10) working days from receipt of said notice whether
- 3108 the employee accepts or rejects the position. If the District does not hear from the employee within this
- 3109 timeline, the employee forfeits their position on the recall list and the employment relationship with the
- 3110 District will be severed.
- 3111 E. An employee offered re-employment in accordance with this Section must accept employment (within
- 3112 the ten (10) day working period defined above) when offered or lose all rights to re-employment pursuant
- 3113 to this Section.
- 3114 F. Should an employee who had previously earned continuing status be recalled to fill a non-continuing
- 3115 position, the employee shall retain the right to continuing contract status with the District and be placed
- 3116 back into the employment pool at their original ranking, if necessary, when the position is no longer
- 3117 available.
- 3118 G. Acceptance of contract employment as an employee in any other school district while on layoff status
- 3119 shall constitute an automatic termination of the employment relationship as provided herein.

**ARTICLE XIV - SUBSTITUTE TEACHERS AND LONG TERM SUBSTITUTES**

**SECTION 14A. Definition of Terms**

- A. The term “**Replacement Employee**” shall mean an employee who replaces a full-time or part-time employee who has been granted a leave as provided in the appropriate RCW.
- B. The term “**Long Term Substitute**” shall mean a person who is temporarily employed but works more than twenty (20) consecutive days in one (1) assignment.
- C. **Thirty (30) day Substitute/Casual Substitute** is a person who is employed on a casual basis for thirty (30) days or more beginning or ending in the current school year or the preceding school year.

**SECTION 14B. Substitute Priority Procedure**

- A. It is recommended that substitutes be employed in order of the following priorities:
  - 1. Employee sick leave
  - 2. All remaining contractual leaves
  - 3. Supervision of student activities athletics and/or other such activities involving students
  - 4. Out -of-district professional activities
  - 5. Contracted Planning Time
  - 6. District-wide meetings
  - 7. Building meetings
  - 8. Other

**SECTION 14C. Daily Rate of Pay**

- A. The daily rate of pay for substitute teachers shall be available upon request from the Richland School District Office of Human Resources and/or the Payroll Department.

**SECTION 14D. Replacement, Substitutes, and Long Term Substitutes**

**A. Replacement Employee:**

- 1. Replacement employees shall be issued a non-continuing individual contract for the term of the leave. Leave replacement employee shall be for absence of one semester or more.
- 2. Replacement employees shall be entitled to all coverage of all the terms and conditions of this Agreement except Assignment and Transfer and Reduction in Force Procedures.

**B. Long Term Substitute:**

- 1. Upon completion of twenty (20) consecutive days in one (1) assignment, the person shall be considered a long term substitute and an employee within the bargaining unit.
- 2. Said employees shall be eligible for per diem salary placement (retroactive to the first day) and one (1) day of paid sick leave for each twenty (20) days of service as long as the employee remains in the same assignment.
- 3. Said leave is non-accumulative.
- 4. Long term substitutes who open the classroom, do the class grading at the semester, or who close the classroom at the end of the year shall be eligible for one (1) per diem day for each activity if they are working in a position which requires them to perform such activity.
- 5. Long term substitutes shall be covered by the following terms and provisions of this Agreement:
  - a. Article I Administration
  - b. Article II Business
  - c. Article III Personnel
  - d. Article IV Evaluation and Probation
  - e. Article VI Instruction
  - f. Article VII Special Education
  - g. Article VIII Contracted Days, Salary and Benefits
  - h. Article XIII Calendar
  - i. Article XIV Duration

3172 **C. Thirty (30) day Substitute/Casual Substitute:**

- 3173
- 3174
- 3175
- 3176
1. Upon completion of thirty (30) days within the proceeding time frame, the employee shall be considered a thirty (30) day substitute and an employee within the bargaining unit.
  2. Thirty (30) day substitutes shall not be covered by the provisions of this Agreement, except for the specific substitute language in the current agreement.

**ARTICLE XV – CALENDAR**

**SECTION 15A. Definition of Terms**

- A. “**Instructional Day**” for the purpose of this Contract shall be defined the same as “School Day” is defined under the appropriate RCW.
- B. “**Learning Improvement Days**” (LID) are state paid days provided beyond the 180 student days and are required work days for certificated staff.

**SECTION 15B. Perpetual Calendar**

- A. There are one hundred eighty (180) instructional days in a school year.
- B. Saturdays and Sundays are not instructional days.
- C. School Holidays are defined as Labor Day, Veterans’ Day, Thanksgiving Day, the Day after Thanksgiving, Christmas Day, New Years’ Day, Martin Luther King Day, Presidents’ Day, Memorial Day, and Independence Day. No school will be held on these days.
- D. Winter Break is defined as the two (2) full weeks inclusive of Christmas and New Years’ Day. The last instructional day prior to Winter Break will be the Friday prior to Christmas.
- E. Spring Break is defined as the week starting with the first (1<sup>st</sup>) Monday in April.
- F. High School Graduation is the first (1<sup>st</sup>) Friday in June. As a result, the last instructional day of the school year will be no later than five (5) school days after high school graduation as defined by RCW.
- G. The Friday before Memorial Day is designated as a Make-Up Day. This will be a non-contracted day for employees and no school will be held unless an instructional day from earlier in the school year is required to be made up. In that event, the Friday before Memorial Day becomes a contract day. Any subsequent make-up days will be placed after the regularly-scheduled last instructional day of the year.
- H. A “Grades Day” will be scheduled on the Monday (or Tuesday if attached to the Martin Luther King, Jr. Holiday) at the end of the first semester. This will be a non-contracted day for employees and no school will be held unless a building decides, using their decision making model, to place a “Time” supplemental day on this date.
- I. Elementary conference dates in the fall and spring will be placed in the week of the Thanksgiving Holiday and the week in March immediately after the end of the second (2<sup>nd</sup>) trimester.
- J. No later than February 1<sup>st</sup> of each year, the District will submit a draft calendar for the upcoming school year for Association review and input. The Association will have thirty (30) calendar days to solicit input from their membership and provide feedback to the District. At the end of this thirty (30) day period, the District will submit the calendar (with amendments, if any) to the Board for approval.

**SECTION 15C. Emergency School Closure and Delayed Opening**


- A. Emergency School Closure and Delayed Opening:
  - 1. In the event that it becomes necessary to close schools because of weather or other emergency situations, employees will be notified through local radio stations, when possible, by 6:30 a.m.
  - 2. If school has begun for the day and early dismissal is required, employees shall be dismissed immediately following the departure of students.
  - 3. No teacher shall be required to report for work on a day when student attendance in the building has been suspended for emergency reasons.
  - 4. In the case of delayed opening, teachers shall be required to report to work no earlier than thirty (30) minutes prior to the planned arrival of students.
  - 5. If makeup days are required, the dates upon which they are to be held shall follow the perpetual calendar language defined in Section 15B.
  - 6. No teacher shall be subjected to loss of pay or benefits due to non-attendance on days when the schools have been closed for emergency reasons.

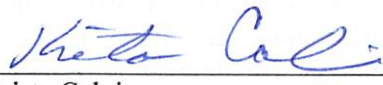



ARTICLE XVI - DURATION

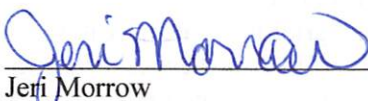
This contract shall remain in full force and effective from September 1, 2022 to and including August 31, 2025 but may be reopened for re-negotiation on mutually agreed upon topics. Either party may, upon written notice, no later than ninety (90) days before the date of expiration, give notice of its intent to negotiate a successor contract. This contract may be modified in writing at any time through the mutual consent of the parties.

In witness whereof, the parties have set their hands this 8 day of 31, 2022.

  
\_\_\_\_\_  
Jill Oldson  
President of the Richland School Board

  
\_\_\_\_\_  
Krista Calvin  
President of the Richland Education Association

  
\_\_\_\_\_  
Tim Praino  
Executive Director Human Resources

  
\_\_\_\_\_  
Jeri Morrow  
Vice President Richland Education Association

## **Appendix A: Evaluation Forms:**

1. Teacher Professional Growth Evaluation Summary
2. Teacher Professional Growth Plan
3. Teacher Evaluation Summary
4. Observation Worksheet
5. TPEP Comprehensive Summative Form
6. TPEP Focused Summative Form
7. Counselor Evaluation Summary
8. Counselor Evaluation Observation
9. Library Evaluation Summary
10. Library Evaluation Observation
11. Psychologist Evaluation Summary
12. Psychologist Evaluation Observation
13. SLP Evaluation summary
14. SLP Evaluation Observation
15. Therapist Evaluation Summary
16. Therapist Evaluation Observation





**RICHLAND SCHOOL DISTRICT NO. 400  
TEACHER EVALUATION SUMMARY**

Employee: \_\_\_\_\_ Assignment: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Evaluation Conference Date: \_\_\_\_\_

Standard Evaluation

Short Form Evaluation

1<sup>st</sup> Observation Date: \_\_\_\_\_

2<sup>nd</sup> Observation Date: \_\_\_\_\_

This Evaluation Summary is the uniform document for reporting demonstrated levels of employee competence and encouraging improvement in specific areas through systematic assessment. The following general criteria are assumed to be satisfactory unless otherwise noted: appearance, voice, loyalty, punctuality, judgment, and contribution to school and district activities.

<b>Professional Characteristics</b>					
Criterion	Meets Standards	Needs Improvement		Meets Standards	Needs Improvement
1. Instructional Skill			5. Handling Discipline and Student Problems		
2. Classroom Management			6. Interest in Teaching Students		
3. Professional Preparation and Scholarship			7. Knowledge of Subject Matter		
4. Effort Toward Improvement When Needed			8. Communication		

**EVALUATOR COMMENTS** (Required):

**EMPLOYEE COMMENTS:** (Optional – attach if applicable)

\_\_\_\_\_  
Signature of Evaluator                      Date                      Signature of Employee\*                      Date

\* I have read the above Evaluation Summary. My signature does not necessarily indicate agreement.

Original: Human Resources File    Copies: Employee    Evaluator  
Revised 08/04

**RICHLAND SCHOOL DISTRICT #400  
OBSERVATION WORKSHEET [Long Form]**

<b>Employee</b>	<b>Employee signature/date</b>	
<b>Evaluator</b>	<b>Evaluator signature/date</b>	
<b>Observation date(s)</b>	<b>Position Observed</b>	<b>Building Assignment</b>

**MS – Meets Standard, NI – Needs Improvement, NO – Not Observed**

<b>1.0 INSTRUCTIONAL SKILL</b>	MS	NI	NO
1.1 Possesses, demonstrates and maintains appropriate academic competence, skill, and scholarship in designing and implementing services and/or instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Instructs and motivates students and/or teachers: implementing a variety of techniques and developing informational materials when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Participates in making referrals, placements, develops and/or implements IEP's and/or 504 Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**2.0 MANAGEMENT OF CLASSROOM OR SPECIAL AND TECHNICAL ENVIRONMENT MS NI NO**

2.1 Implements a comprehensive and balanced program promoting an environment conducive to learning in the educational setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Assumes responsibility for supervision of his/her program by selecting and preparing equipment and/or materials in advance of use time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Adheres to the District Instructional Materials selection policy for curriculum & course descriptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Cooperates efficiently and promptly in school procedures and business matters (ie. Field trip paperwork, emergency procedures, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**3.0 PROFESSIONAL PREPARATION AND SCHOLARSHIP MS NI NO**

3.1 Participates in professional activities and pursues knowledge of current theories and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Uses effective and appropriate oral and written language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Exhibits appropriate professional practice and behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Deals with confidential information in an ethical manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**4.0 EFFORT TOWARD IMPROVEMENT MS NI NO**

4.1 Demonstrates an awareness of his/her strengths and limitations by efforts to implement professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Demonstrates effort toward self-improvement responding positively to supervision and constructive criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

<b>5.0</b>	<b>HANDLING OF STUDENT DISCIPLINE AND ATTENDANT PROBLEMS</b>	MS	NI	NO
5.1	Maintains appropriate student conduct that is consistent with and supportive to the educational setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Establishes and maintains good rapport and clear parameters for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	Creates an environment which provides privacy and protects student and family information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

<b>6.0</b>	<b>INTEREST IN TEACHING STUDENTS</b>	MS	NI	NO
6.1	Demonstrates an understanding and commitment to each pupil, taking into account each individual's unique background and characteristics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	Evaluates individual student progress and maintains appropriate records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

<b>7.0</b>	<b>KNOWLEDGE OF SUBJECT MATTER</b>	MS	NI	NO
7.1	Possesses and maintains appropriate academic background in current educational theory and practice as appropriate to classroom instruction or specialization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	Consults with staff, school personnel and/or parents concerning the development, coordination, selection of materials, and/or extension of services needed for designing learning experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

<b>8.0</b>	<b>COMMUNICATION</b>	MS	NI	NO
8.1	Works to establish and maintain a positive professional and supportive relationship with educational staff, colleagues, parents, and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2	Demonstrates the ability and desire to work with students, parents, and staff in offering specialized assistance in identifying those needing specialized programs and/or effectively conveys student academic progress and behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

## Comprehensive Summative Evaluation Form with Comments

RICHLAND SCHOOL DISTRICT #400 COMPREHENSIVE SUMMATIVE TEACHER EVALUATION										
Teacher Name	Stu Dent	School	SELECT							
Evaluator Name	Ann Teek	Year	2017-2018	Date of Eval	0 (check here with "X" if 90 day new hire eval)					
CRITERIA	CEL 5-D+ SUBDIMENSION RATINGS								OVERALL RATING	
1. Centering Instruction on High Expectations for Student Achievement	P1	P4	P5	CEC2						
2. Demonstrating effective teaching practices	SE1	SE4	SE5	CPS						
3. Recognizing individual student learning needs and developing strategies to address those needs	SE2	SE3	CP4	A4	SG 3.1	SG 3.2				
4. Providing clear and intentional focus on subject matter content and curriculum	P2	CP1	CP2	CP3	P3					
5. Fostering and managing a safe, positive learning environment	CEC1	CEC3	CEC4	CEC5						
6. Using multiple student data points to modify instruction and improve student learning	A1	A2	A3	A5	SG 6.1	SG 6.2				
7. Communicating and collaborating with parents and the school community	PCC2	PCC3								
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning	PCC1	PCC4	PCC5	SG 8.1						
CEL 5-D+ Subdimension Total Score & Rating									0	
8-14 Unsatisfactory									15-21 Basic	
22-28 Proficient									29-30 Distinguished	
Evaluator Signature & Date									Student Growth Total Score & Rating	
									0	
5-12 Low									13-17 Average	
									18-20 High	
Teacher Signature & Date									OVERALL SUMMATIVE RATING	
(signature does not imply agreement, only receipt)									Proficient	

RICHLAND SCHOOL DISTRICT #400 COMPREHENSIVE SUMMATIVE TEACHER EVALUATION									
Teacher Name	Stu Dent	School	SELECT						
Evaluator Name	Ann Teek	Year	2017-2018	Date of Eval	1/0/1900				
				0	(check here with "X" if 90 day new hire eval)				
Evaluator Comments (Add additional pages if necessary)									
Teacher Comments (Optional, add additional pages if necessary)									

## Focused Summative Evaluation (Criterion 8 as an example) Form with Comments

*Note: Teachers can select from any of the eight evaluative criteria; this is an example of one focused form*

RICHLAND SCHOOL DISTRICT #400 FOCUSED SUMMATIVE TEACHER EVALUATION										
Teacher Name	Stu Dent	School	SELECT							
Evaluator Name	Ann Teek	Year	2017-2018	Date						
CRITERION	CEL 5-D+ SUBDIMENSION RATINGS								OVERALL RATING	
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning	PCC1	PCC4	PCC5	SG 8.1						
1 Unsatisfactory									2 Basic	
									3 Proficient	
									4 Distinguished	
Evaluator Signature & Date									OVERALL SUMMATIVE RATING	
									Proficient	
(signature does not imply agreement, only receipt)										
Evaluator Comments (Add additional pages if necessary)										

RICHLAND SCHOOL DISTRICT #400 FOCUSED SUMMATIVE TEACHER EVALUATION									
Teacher Name	Stu Dent	School	SELECT						
Evaluator Name	Ann Teek	Year	2017-2018	Date					
Teacher Comments (Optional, add additional pages if necessary)									



## RICHLAND SCHOOL DISTRICT NO. 400 COUNSELOR EVALUATION SUMMARY

Employee \_\_\_\_\_

Assignment \_\_\_\_\_

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

Professional Growth Plan \_\_\_\_\_ Standard Evaluation \_\_\_\_\_ Short Form \_\_\_\_\_

This Evaluation Summary is the uniform document for reporting demonstrated levels of employee competence and encouraging improvement in specific areas through systematic assessment. The following general criteria are assumed to be satisfactory unless otherwise noted: appearance, voice, loyalty, punctuality, judgement, and contribution to school and district activities.

<b>Professional Characteristics</b>					
Criterion	Meets Standards	Needs Improvement		Meets Standards	Needs Improvement
1. Knowledge and Scholarship in special Field			4. The Counselor as a Professional		
2. Specialized Skills			5. Involvement in Assisting Pupils, Parents and Educational Personnel		
3. Management of Special and Technical Environment					

**EVALUATOR COMMENTS:** (Required)

**EMPLOYEE COMMENTS:**

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Employee\*

\_\_\_\_\_  
Date

\* I have read the above Evaluation Summary. My signature does not necessarily indicate agreement.

# Richland School District #400

## COUNSELOR OBSERVATION WORKSHEET

Observation date(s)	Employee	
Evaluator signature/date	Evaluator	
Employee signature/date	Grade/Subject Observed	Building Assignment

**DIRECTIONS:**

This worksheet is the basic device to help evaluators record observation data related to established evaluation criteria. The evaluator will complete an Observation Worksheet in conjunction with each formal observation or series of observations. This will serve as the primary basis for the post-observation conference. Supplemental data gathered outside the formal observation period may be used to support ratings.

**Ratings of 1 or 2 require that comments be provided.**

**Ratings: (M) Meets Standards (N) Does Not Meet Standards (N/O or N/A) Not Observed/Not Applicable**

1.0	<b>KNOWLEDGE AND SCHOLARSHIP IN SPECIAL FIELD</b>												
	<p>Demonstrates a depth and breadth of knowledge of theory and content in counseling as well as an understanding of and knowledge about public school education.</p> <p>1.1. Possesses and maintains appropriate academic background in counseling</p> <p>1.2. Possesses and maintains appropriate academic background in current educational theory and practice.</p> <p>1.3. Integrates counseling practices into the total school educational efforts.</p>												
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">1</th> <th style="width: 25%;">2</th> <th style="width: 25%;">3</th> <th style="width: 25%;">N/A</th> </tr> </thead> <tbody> <tr> <td>No evidence of use. Does not meet the standard</td> <td>Some evidence of use. Additional improvement needed</td> <td>Consistent evidence of use. Meets standard</td> <td>Not observed Not applicable</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	1	2	3	N/A	No evidence of use. Does not meet the standard	Some evidence of use. Additional improvement needed	Consistent evidence of use. Meets standard	Not observed Not applicable				
1	2	3	N/A										
No evidence of use. Does not meet the standard	Some evidence of use. Additional improvement needed	Consistent evidence of use. Meets standard	Not observed Not applicable										

Comments:

2.0	<b>SPECIALIZED SKILLS</b>
	<b>Standards and Performance Indicators</b>
2.1	<p>Implements the Guidance Curriculum through effective instructional skills and the careful planning of group sessions for students (classroom activities, group activities, etc.)</p> <p>2.1.1. Effectively uses instructional techniques.</p> <p>2.1.2. Effectively uses guidance learning activities.</p> <p>2.1.3. Actively involves students in learning.</p> <p>2.1.4. Follows district adopted benchmarks.</p> <p>2.1.5. Evidence is present of competency attainment for students.</p>

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use. Does not meet the standard	Some evidence of use. Additional improvement needed	Consistent evidence of use. Meets standard	Not observed Not applicable

Comments:

2.2	Implements individual planning through the effective use of guidance skills such as individual appraisal, individual advisement, placement, etc.
	2.2.1. Completes careful planning for individual sessions. 2.2.2. Presents accurate, relevant, unbiased information to students, parents and teachers about individual student needs. 2.2.3. Involves students in personalized educational and career planning. 2.2.4. Provides accurate and appropriate test interpretation. 2.2.5. Selects individual planning activities consistent with identified student needs.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use. Does not meet the standard	Some evidence of use. Additional improvement needed	Consistent evidence of use. Meets standard	Not observed Not applicable

Comments:

2.3	Conducts responsive services through consultations, personal counseling, crisis counseling and making referrals
	2.3.1. Appropriately identifies problems and issues to be resolved. 2.3.2. Selects counseling, consulting, and referral interventions appropriate to students' problems and circumstances. 2.3.3. Conducts well-planned and goal-oriented sessions. 2.3.4. Uses small groups and individual counseling techniques that are appropriate to the topic and to students' needs and abilities. 2.3.5. Actively involves students and parents in the counseling, consulting and referral process. 2.3.6. Provides timely follow-up. 2.3.7. Makes provision for services consistent with identified student needs.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use. Does not meet the standard	Some evidence of use. Additional improvement needed	Consistent evidence of use. Meets standard	Not observed Not applicable

Comments:

3.0	<b>MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT</b>
	Provides system support through effective program monitoring and management. 3.1. Provides a comprehensive and balanced guidance program. 3.2. Selects program activities which meet identified students' needs and are consistent with building and district goals. 3.3. Operates within established procedures, policies, and priorities. 3.4. Contributes to organizational solutions outside of assigned responsibilities.

- 3.5. Implements programs which promote and explain the school guidance program.
- 3.6. Attends to ideas and concerns expressed regarding the guidance program.
- 3.7. Provides necessary support for other school programs.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use. Does not meet the standard	Some evidence of use. Additional improvement needed	Consistent evidence of use. Meets standard	Not observed Not applicable

Comments:

4.0	<b>THE COUNSELOR AS A PROFESSIONAL</b>
-----	----------------------------------------

Establishes effective professional and interpersonal relationships and fulfills professional responsibilities.

- 4.1 Demonstrates positive interpersonal relationships with students, educational staff, and parents.
- 4.2 Participates in professional growth activities.
- 4.3 Follows the policies, procedures, and directives of the school district.
- 4.4 Maintains professional and responsible work habits.
- 4.5 Practices according to ethical standards and legal guidelines.
- 4.6 Demonstrates consistent effort toward self improvement.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use. Does not meet the standard	Some evidence of use. Additional improvement needed	Consistent evidence of use. Meets standard	Not observed Not applicable

Comments:

5.0	<b>INVOLVEMENT IN ASSISTING STUDENTS, PARENTS, AND EDUCATIONAL PERSONNEL</b>
-----	------------------------------------------------------------------------------

Demonstrates the ability and desire to work with students, parents, and staff in offering specialized assistance in identifying those needing specialized programs.

- 5.1. Communicates effectively with parents, staff and other professional personnel.
- 5.2. Effectively conveys to and elicits from parents information regarding the progress and behavior of their student.
- 5.3. Conducts and/or participates in MDT, IEP, and departmental meetings as necessary.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use. Does not meet the standard	Some evidence of use. Additional improvement needed	Consistent evidence of use. Meets standard	Not observed Not applicable

Comments:

**RICHLAND SCHOOL DISTRICT NO. 400  
LIBRARIAN EVALUATION SUMMARY**

Employee \_\_\_\_\_ Assignment \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Professional Growth Plan \_\_\_\_\_ Standard Evaluation \_\_\_\_\_ Short Form \_\_\_\_\_

This Evaluation Summary is the uniform document for reporting demonstrated levels of employee competence and encouraging improvement in specific areas through systematic assessment. The following general criteria are assumed to be satisfactory unless otherwise noted: appearance, voice, loyalty, punctuality, judgement, and contribution to school and district activities.

<b>Professional Characteristics</b>					
Criterion	Meets Standards	Needs Improvement		Meets Standards	Needs Improvement
<b>1. Instructional Skill</b>			<b>5. Handling Student Discipline and Attendant Problems</b>		
<b>2. Classroom Management</b>			<b>6. Interest in Teaching Students</b>		
<b>3. Professional Preparation and Scholarship</b>			<b>7. Knowledge of Subject Matter</b>		
<b>4. Effort Toward Improvement When Needed</b>			<b>8. Communication with Parents</b>		

**EVALUATOR COMMENTS** (Required):

**EMPLOYEE COMMENTS:**

\_\_\_\_\_  
Signature of Evaluator                      Date

\_\_\_\_\_  
Signature of Employee\*                      Date

\* I have read the above Evaluation Summary. My signature does not necessarily indicate agreement.

**RICHLAND SCHOOL DISTRICT #400  
LIBRARIAN OBSERVATION WORKSHEET**

Observation date(s) \_\_\_\_\_ Employee \_\_\_\_\_

Evaluator signature/date \_\_\_\_\_ Evaluator \_\_\_\_\_

Employee signature/date \_\_\_\_\_ Grade/Subject Observed \_\_\_\_\_ Building Assignment \_\_\_\_\_

**DIRECTIONS:**

This worksheet is the basic device to help evaluators record observation data related to established evaluation criteria. The evaluator will complete an Observation Worksheet in conjunction with each formal observation or series of observations. This will serve as the primary basis for the post-observation conference. Supplemental data gathered outside the formal observation period may be used to support ratings.

*Ratings of 1 or 2 require comments.*

**Ratings: (M) Meets Standards (N) Does Not Meet Standards (N/A or N/O) Not Observed/Not Applicable**

**1.0 INSTRUCTIONAL SKILL**

The librarian demonstrates competence (knowledge and skill) in designing and conducting an instructional experience.

- 1.1 Instructs and motivates students and teachers to effectively use Library / Media Center materials and equipment.
- 1.2 Serves as a participating member in curriculum planning, and development and implementation.
- 1.3 Provides reading, listening and viewing guidance to students and teachers.
- 1.4 Develops information on materials, services and new teaching ideas o the faculty.
- 1.5 Disseminates information on materials, services, and new teaching ideas to the faculty.

1	2	3	N/A
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

**2.0 CLASSROOM MANAGEMENT**

The librarian demonstrates competence (knowledge and skill) in organizing the physical and human elements.

- 2.1 Trains and supervises support personnel.
- 2.2 Coordinates use of Library/Media Center by classes and groups
- 2.3 Establishes clear procedure for students, faculty and administration.
- 2.4 Adheres to the District Instructional Materials selection policy.
- 2.5 Uses teacher suggestions in evaluation and selection of materials.
- 2.6 Prepares budget according to collection needs.
- 2.7 Maintains facilities, furnishings and supplies.
- 2.8 Establishes cataloging and classification processes and procedures.
- 2.9 Arranges materials and equipment for easy accessibility.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

**3.0** PROFESSIONAL PREPARATION AND SCHOLARSHIP

---



The librarian exhibits evidence of having a theoretical background and knowledge of the principles and methods of teaching and a commitment to education as a profession.

- 3.1 Possesses appropriate academic background
- 3.2 Demonstrates active participation in on-going professional growth.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

**4.0** EFFORT TOWARD IMPROVEMENT

---



The librarian demonstrates an awareness of his/her strengths and limitations by efforts to improve or enhance competence.

- 4.1 Responds positively to supervision and constructive criticism.
- 4.2 Makes use of self-evaluation.
- 4.3 Participates in appropriate in-service and career development activities.
- 4.4 Provides for on-going evaluation of the Library/Media Center.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

**5.0** HANDLING OF STUDENT DISCIPLINE AND ATTENDANT PROBLEMS

---



The librarian demonstrates ability to manage the non-instructional, human elements/dynamics occurring among pupils in the education setting.

- 5.1 Establishes clear parameters for student conduct.
- 5.2 Assists students toward self-discipline and acceptable standards of behavior.

5.3 Disciplines in a positive and consistent manner.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

**6.0** INTEREST IN TEACHING STUDENTS

The librarian demonstrates commitment to each pupil's unique background and characteristics and enthusiasm for enjoyment in working with pupils.

- 6.1 Establishes rapport with students.
- 6.2 Adapts willingly and constructively to change.
- 6.3 Maintains a positive attitude toward students and the educational setting.
- 6.4 Respects the uniqueness of each individual.
- 6.5 Responds to immediate classroom needs of teachers and students.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

**7.0** KNOWLEDGE OF SUBJECT MATTER

The librarian demonstrates adequate knowledge of theory and content in general education and subject matter specialization(s).

- 7.1 Demonstrates knowledge of specialization.
- 7.2 Shows skill in location of reference materials and preparation of bibliographies.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

**8.0** COMMUNICATION WITH PARENTS

The librarian employs effective and consistent efforts to relate the school program and student progress to parents.

- 8.1 Possesses rapport in dealing with parents.
- 8.2 Collects factual data on students.
- 8.3 Effectively conveys to parents information regarding the progress and behavior of their children.



<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

**RICHLAND SCHOOL DISTRICT NO. 400  
PSYCHOLOGIST EVALUATION SUMMARY**

Employee \_\_\_\_\_

Assignment \_\_\_\_\_

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

Professional Growth Plan \_\_\_\_\_ Standard Evaluation \_\_\_\_\_ Short Form \_\_\_\_\_

This Evaluation Summary is the uniform document for reporting demonstrated levels of employee competence and encouraging improvement in specific areas through systematic assessment. The following general criteria are assumed to be satisfactory unless otherwise noted: appearance, voice, loyalty, punctuality, judgement, and contribution to school and district activities.

<b>Professional Characteristics</b>					
Criterion	Meets Standards	Needs Improvement		Meets Standards	Needs Improvement
1. Knowledge and Scholarship in special Field			5. Involvement in Assisting Pupils, Parents and Educational Personnel		
2. Specialized Skills			6. Effort Toward Improvement When Needed		
3. Management of Special and Technical Environment			7. Personal and Professional Characteristics		
4. The Support Person as a Professional					

**EVALUATOR COMMENTS:** (Required)

**EMPLOYEE COMMENTS:**

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Employee\*

\_\_\_\_\_  
Date

\* I have read the above Evaluation Summary. My signature does not necessarily indicate agreement.

**RICHLAND SCHOOL DISTRICT #400  
PSYCHOLOGIST OBSERVATION WORKSHEET**

Observation date(s)	Employee	
Evaluator signature/date	Evaluator	
Employee signature/date	Grade/Subject Observed	Building Assignment

**DIRECTIONS:**

This worksheet is the basic device to help evaluators record observation data related to established evaluation criteria. The evaluator will complete an Observation Worksheet in conjunction with each formal observation or series of observations. This will serve as the primary basis for the post-observation conference. Supplemental data gathered outside the formal observation period may be used to support ratings.

**Ratings of 1 or 2 require comments.**

**Ratings: (M) Meets Standards (N) Does Not Meet Standards (N/O or N/A) Not Observed/Not Applicable**

**1.0 KNOWLEDGE AND SCHOLARSHIP IN SPECIAL FIELD**

- 1.1 Provides theoretical rationale for the use of various procedures.
- 1.2 Demonstrates understanding of the basic principals of human growth and development.
- 1.3 Demonstrates awareness of personal and professional limitations and has the ability to make appropriate referrals.
- 1.4 Relates and applies knowledge, research findings and theory to the development of a program of services.
- 1.5 Keeps professional preparation current.

1	2	3	N/A
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

**2.0 SPECIALIZED SKILLS**

- 2.1 Demonstrates ability to synthesize and integrate testing and non-testing data to help students integrate and assimilate data.
- 2.2 Demonstrates ability to synthesize and integrate testing and non-testing data to help others involved with the student interpret and use data appropriately and accurately.
- 2.3 Administers assessment procedures or organizes and prepares those who will administer assessment procedures.
- 2.4 Demonstrates ability to assist teachers and administrators integrate specialized information, materials or equipment into the general education curriculum.
- 2.5 Develops goals and objectives consistent with district-level goals and objectives which will facilitate the implementation of programs and services.
- 2.6 Provides specific and appropriate services with the social/behavioral realm.

1	2	3	N/A

No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard		Not observed Not applicable

COMMENTS:

**3.0** MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT

---

- 3.1 Selects and recommends testing and non-testing procedures and materials appropriate to student needs.
- 3.2 Creates an environment which provides privacy and protects student and family information
- 3.3 Is consistently prompt and accurate with reports.
- 3.4 Selects and prepares equipment and/or materials in advance of use time.

<b>1</b>	<b>2</b>	<b>3</b>		<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard		Not observed Not applicable

COMMENTS:

**4.0** SUPPORT PERSON AS PROFESSIONAL

---

- 4.1 Demonstrates awareness of the law as it relates to the area of special services.
- 4.2 Demonstrates awareness of responsibilities to students, parents and other educational personnel.
- 4.3 Willing accepts school responsibilities.
- 4.4 Deals with confidential information in an ethical manner.

<b>1</b>	<b>2</b>	<b>3</b>		<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard		Not observed Not applicable

COMMENTS:

**5.0** INVOLVEMENT IN ASSISTING PUPILS, PARENTS, AND EDUCATIONAL PERSONNEL

---

- 5.1 Consults with staff, school personnel and parents concerning the development, coordination, selection of materials, and/or extension of services needed.
- 5.2 Interprets characteristics and needs of students to parents, staff, and community in group and individual settings via oral and written communication.
- 5.3 Evaluates individual student progress and maintains records appropriate to the field of specialty.
- 5.4 Has positive attitude with students.
- 5.5 Deals fairly and consistently with students.
- 5.6 Is sought out for consultation.
- 5.7 Participants in IEP, multidisciplinary, and staff meetings
- 5.8 Establishes an anticipatory set at the onset of testing sessions.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

**6.0** EFFORT TOWARD IMPROVEMENT WHEN NEEDED

---



- 6.1 Is responsive to constructive criticism.
- 6.2 Attempts to implement suggestions for improvement.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

**7.0** PERSONAL AND PROFESSIONAL CHARACTERISTICS

---



- 7.1 Exhibits self-control, mature behavior and sound judgment.
- 7.2 Exhibits proper command and use of language skills, both written and oral.
- 7.3 Cooperates efficiently and promptly in school procedures and business matters.
- 7.4 Evidences energy and enthusiasm.
- 7.5 Participates in departmental meetings.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

## RICHLAND SCHOOL DISTRICT NO. 400 SLP EVALUATION SUMMARY

Employee \_\_\_\_\_ Assignment \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Professional Growth Plan \_\_\_\_\_ Standard Evaluation \_\_\_\_\_ Short Form \_\_\_\_\_

This Evaluation Summary is the uniform document for reporting demonstrated levels of employee competence and encouraging improvement in specific areas through systematic assessment. The following general criteria are assumed to be satisfactory unless otherwise noted: appearance, voice, loyalty, punctuality, judgement, and contribution to school and district activities.

<b>Professional Characteristics</b>					
<b>Criterion</b>	<b>Meets Standards</b>	<b>Needs Improvement</b>		<b>Meets Standards</b>	<b>Needs Improvement</b>
1. Knowledge and Scholarship in special Field			4. The Support Person as a Professional		
2. Specialized Skills			5. Involvement in Assisting Pupils, Parents and Educational Personnel		
3. Management of Special and Technical Environment					

**EVALUATOR COMMENTS:** (Required)

**EMPLOYEE COMMENTS:**

\_\_\_\_\_  
Signature of Evaluator                                      Date                                      Signature of Employee\*                                      Date

\* I have read the above Evaluation Summary. My signature does not necessarily indicate agreement.

**RICHLAND SCHOOL DISTRICT #400**  
**SLP OBSERVATION WORKSHEET**

Observation date(s)	Employee	
Evaluator signature/date	Evaluator	
Employee signature/date	Grade/Subject Observed	Building Assignment

**DIRECTIONS:**

This worksheet is the basic device to help evaluators record observation data related to established evaluation criteria. The evaluator will complete an Observation Worksheet in conjunction with each formal observation or series of observations. This will serve as the primary basis for the post-observation conference. Supplemental data gathered outside the formal observation period may be used to support ratings.

**Ratings of 1 or 2 require comments.**

**Ratings: (M) Meets Standards (N) Does Not Meet Standards (N/O or N/A) Not Observed/Not Applicable**

**1.0 KNOWLEDGE AND SCHOLARSHIP IN SPECIAL FIELD**

- 1.1 Uses principles and methods of learning theory (i.e. motivation, development, and personality) as a basis for the design of learning experiences.
- 1.2 Uses effective and appropriate oral and written language.
- 1.3 Keeps professional preparation current.

1	2	3	N/A
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

**2.0 SPECIALIZED SKILLS**

*Standards and Performance Indicators:*

2.1 Demonstrates understanding of learning theory by appropriate preparation for therapy session(s).

- 2.1.1 Relates previous learning and knowledge of students to design therapy sessions.
- 2.1.2 Designs sessions in a clear, logical format and insures continuity and sequence.
- 2.1.3 Modifies therapy sessions and therapy techniques as the learning situation requires.

1	2	3	N/A
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

2.2 Implements a variety of effective therapy techniques.

- 2.2.1 Employs a variety of therapy techniques as the subject and learner maturity indicate (i.e. modeling, demonstrating, questioning, role-playing, cooperative learning, peer tutoring, other).
- 2.2.2 Provides opportunities for students to solve problems through creative, analytical and critical thinking.
- 2.2.3 Develops and implements alternative intervention strategies for students who appear to not be performing to their abilities.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

2.3 Implements Essential Learnings consistent with district guidelines.

- 2.3.1 Presents therapy sessions and learning activities, which reflect appropriate guidelines and procedures to achieve the Essential Learnings.
- 2.3.2 Develops activities that allow students to apply what they have learned in therapy.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

2.4 Provides students with specific evaluative feedback.

- 2.4.1 Prepares and administers effective evaluation activities (pre-test, post-test, authentic performance).
- 2.4.2 Makes appropriate use of evaluation information (to develop goals and objectives, and provide feedback to students, parents, and teachers).
- 2.4.3 Keeps adequate and current assessment records.
- 2.4.4 Checks for student understanding during therapy.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:



2.5 Uses a variety of appropriate therapy materials.

- 2.5.1 Uses multi-sensory approaches (i.e. kinesthetic, tactile, visual, auditory).
- 2.5.2 Is resourceful in finding, developing and using materials to aid therapy.
- 2.5.3 Uses therapy materials to explain and demonstrate.

1	2	3	N/A
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

2.6 Participates in referral, placement, and development and implementation of IEP's for students with disabilities

- 2.6.1 Assists with the collection of observational data and work samples.
- 2.6.2 Aids in determination of student's strengths and weaknesses.
- 2.6.3 Aids in collection of evaluation and diagnostic information, such as observational data, within the required timeline.
- 2.6.4 Actively participates in implementation of IEP.

1	2	3	N/A
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

**3.0 MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT**

---



- 3.1 Gives prompt attention to routine duties (i.e. maintains adequate therapy logs, Medicaid billing info, etc).
- 3.2 Selects and prepares materials in advance of therapy session.
- 3.3 Assumes responsibility for therapy supervision.
- 3.4 Maintains environment conducive to learning.
- 3.5 Communicates an appropriate set of rules to students.
- 3.6 Relates therapy to objectives of the student's IEP.
- 3.7 Assists students toward self-discipline and acceptable standards of student behavior.
- 3.8 Deals consistently and fairly with all students.
- 3.9 Maintains good rapport with students.
- 3.10 Maintains appropriate student conduct that is consistent with building policy.
- 3.11 Displays concern for the welfare of each student.
- 3.12 Uses praise and positive motivation appropriately.
- 3.13 Uses students' responses and ideas in a constructive manner.
- 3.14 Encourages students to accept responsibility for their own performance.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

**4.0** SUPPORT PERSON AS PROFESSIONAL

---



- 4.1 Demonstrates academic background appropriate and training appropriate to area of discipline.
- 4.2 Recognizes strengths as well as limitations of training and experiences.
- 4.3 Implements suggestions for improvement and actively solicits suggestions from others as necessary.
- 4.4 Demonstrates consistent effort toward self-improvement.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

**5.0** INVOLVEMENT IN ASSISTING PUPILS, PARENTS, AND EDUCATIONAL PERSONNEL

---



- 5.1 Communicates effectively with parents, staff and other professional personnel.
- 5.2 Effectively conveys to and elicits from parents information regarding the progress and behavior of their children.
- 5.3 Conducts and/or participates in MDT, IEP and departmental meetings.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

**RICHLAND SCHOOL DISTRICT NO. 400  
THERAPIST EVALUATION SUMMARY**

Employee \_\_\_\_\_

Assignment \_\_\_\_\_

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

Professional Growth Plan \_\_\_\_\_ Standard Evaluation \_\_\_\_\_ Short Form \_\_\_\_\_

This Evaluation Summary is the uniform document for reporting demonstrated levels of employee competence and encouraging improvement in specific areas through systematic assessment. The following general criteria are assumed to be satisfactory unless otherwise noted: appearance, voice, loyalty, punctuality, judgement, and contribution to school and district activities.

<b>Professional Characteristics</b>					
Criterion	Meets Standards	Needs Improvement		Meets Standards	Needs Improvement
1. Knowledge and Scholarship in special Field			6. Involvement in Assisting Pupils, Parents and Educational Personnel		
2. Specialized Skills			6. Effort Toward Improvement When Needed		
5. Management of Special and Technical Environment			8. Personal and Professional Characteristics		
6. The Support Person as a Professional					

**EVALUATOR COMMENTS:** (Required)

**EMPLOYEE COMMENTS:**

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Employee\*

\_\_\_\_\_  
Date

\* I have read the above Evaluation Summary. My signature does not necessarily indicate agreement.

**RICHLAND SCHOOL DISTRICT #400  
THERAPIST OBSERVATION WORKSHEET**

Observation date(s) \_\_\_\_\_ Employee \_\_\_\_\_

Evaluator signature/date \_\_\_\_\_ Evaluator \_\_\_\_\_

Employee signature/date \_\_\_\_\_ Grade/Subject Observed \_\_\_\_\_ Building Assignment \_\_\_\_\_

**DIRECTIONS:**

This worksheet is the basic device to help evaluators record observation data related to established evaluation criteria. The evaluator will complete an Observation Worksheet in conjunction with each formal observation or series of observations. This will serve as the primary basis for the post-observation conference. Supplemental data gathered outside the formal observation period may be used to support ratings.

**Ratings of 1 or 2 require comments.**

**Ratings: (M) Meets Standards (N) Does Not Meet Standards (N/O or N/A) Not Observed/Not Applicable**

**1.0** KNOWLEDGE AND SCHOLARSHIP IN SPECIAL FIELD

- 1.1 Provides theoretical rationale for the use of various procedures.
- 1.2 Demonstrates understanding of the basic principals of human growth and development.
- 1.3 Demonstrates awareness of personal and professional limitations and has the ability to make appropriate referrals.
- 1.4 Relates and applies knowledge, research findings and theory to the development of a program of services.
- 1.5 Keeps professional preparation current.

1	2	3	N/A
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

**2.0** SPECIALIZED SKILLS

- 2.7 Demonstrates ability to synthesize and integrate testing and non-testing data to help students integrate and assimilate data.
- 2.8 Demonstrates ability to synthesize and integrate testing and non-testing data to help others involved with the student interpret and use data appropriately and accurately.
- 2.9 Administers assessment procedures or organizes and prepares those who will administer assessment procedures.
- 2.10 Demonstrates ability to assist teachers and administrators integrate specialized information, materials or equipment into the general education curriculum.
- 2.11 Develops goals and objectives consistent with district-level goals and objectives which will facilitate the implementation of programs and services.
- 2.12 Provides specific and appropriate services with the social/behavioral realm.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

**3.0** MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT

---

- 3.1 Selects and recommends testing and non-testing procedures and materials appropriate to student needs.
- 3.2 Creates an environment which provides privacy and protects student and family information
- 3.3 Is consistently prompt and accurate with reports.
- 3.4 Selects and prepares equipment and/or materials in advance of use time.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

**4.0** SUPPORT PERSON AS PROFESSIONAL

---

- 4.5 Demonstrates awareness of the law as it relates to the area of special services.
- 4.6 Demonstrates awareness of responsibilities to students, parents and other educational personnel.
- 4.7 Willing accepts school responsibilities.
- 4.8 Deals with confidential information in an ethical manner.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

**5.0** INVOLVEMENT IN ASSISTING PUPILS, PARENTS, AND EDUCATIONAL PERSONNEL

---

- 5.9 Consults with staff, school personnel and parents concerning the development, coordination, selection of materials, and/or extension of services needed.
- 5.10 Interprets characteristics and needs of students to parents, staff, and community in group and individual settings via oral and written communication.
- 5.11 Evaluates individual student progress and maintains records appropriate to the field of specialty.
- 5.12 Has positive attitude with students.
- 5.13 Deals fairly and consistently with students.
- 5.14 Is sought out for consultation.

- 5.15 Participants in IEP, multidisciplinary, and staff meetings
- 5.16 Establishes an anticipatory set at the onset of testing sessions.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

**6.0** EFFORT TOWARD IMPROVEMENT WHEN NEEDED

---



- 6.3 Is responsive to constructive criticism.
- 6.4 Attempts to implement suggestions for improvement.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

**7.0** PERSONAL AND PROFESSIONAL CHARACTERISTICS

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- 7.6 Exhibits self-control, mature behavior and sound judgment.
- 7.7 Exhibits proper command and use of language skills, both written and oral.
- 7.8 Cooperates efficiently and promptly in school procedures and business matters.
- 7.9 Evidences energy and enthusiasm.
- 7.10 Participates in departmental meetings.

<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
No evidence of use Does not meet the standard	Some evidence of use Additional improvement needed	Consistent evidence of use Meets standard	Not observed Not applicable

COMMENTS:

## **Appendix B: Settlement Documents**

1. 2022-23 Salary Schedule
2. 2023-24 Salary Schedule
3. 2024-2025 Salary Schedule

7	\$55,604	REA SALARY SCHEDULE 2022-23						
	1.0000	BA + 0	BA + 10	BA + 30	BA + 45	BA + 90	BA + 135	BA + 180
	3%					MA + 0	MA + 45	MA + 90/PhD
Year 0	Mix Factor	1.0000	1.0270	1.0550	1.0830	1.1989	1.2889	1.3469
	Base 0	\$55,604	\$57,105	\$58,662	\$60,219	\$66,663	\$71,668	\$74,893
	Time 7D	\$2,162	\$2,221	\$2,281	\$2,342	\$2,592	\$2,787	\$2,912
	Region	\$1,668	\$1,713	\$1,760	\$1,807	\$2,000	\$2,150	\$2,247
	<b>Total</b>	<b>\$59,434</b>	<b>\$61,039</b>	<b>\$62,703</b>	<b>\$64,367</b>	<b>\$71,256</b>	<b>\$76,605</b>	<b>\$80,052</b>
Year 1	Mix Factor	1.0135	1.0409	1.0692	1.0985	1.2122	1.3032	1.3608
	Base 1	\$56,354	\$57,878	\$59,452	\$61,081	\$67,403	\$72,463	\$75,666
	Time 7D	\$2,192	\$2,251	\$2,312	\$2,375	\$2,621	\$2,818	\$2,943
	Region	\$1,691	\$1,736	\$1,784	\$1,832	\$2,022	\$2,174	\$2,270
	<b>Total</b>	<b>\$60,237</b>	<b>\$61,865</b>	<b>\$63,547</b>	<b>\$65,289</b>	<b>\$72,046</b>	<b>\$77,455</b>	<b>\$80,878</b>
Year 2	Mix Factor	1.0263	1.0539	1.0826	1.1141	1.2257	1.3163	1.3746
	Base 2	\$57,065	\$58,603	\$60,196	\$61,948	\$68,151	\$73,192	\$76,432
	Time 7D	\$2,219	\$2,279	\$2,341	\$2,409	\$2,650	\$2,846	\$2,972
	Region	\$1,712	\$1,758	\$1,806	\$1,858	\$2,045	\$2,196	\$2,293
	<b>Total</b>	<b>\$60,997</b>	<b>\$62,640</b>	<b>\$64,342</b>	<b>\$66,216</b>	<b>\$72,846</b>	<b>\$78,234</b>	<b>\$81,697</b>
Year 3	Mix Factor	1.0395	1.0674	1.0964	1.1289	1.2384	1.3288	1.3885
	Base 3	\$57,801	\$59,352	\$60,962	\$62,772	\$68,859	\$73,886	\$77,205
	Time 7D	\$2,248	\$2,308	\$2,371	\$2,441	\$2,678	\$2,873	\$3,002
	Region	\$1,734	\$1,781	\$1,829	\$1,883	\$2,066	\$2,217	\$2,316
	<b>Total</b>	<b>\$61,784</b>	<b>\$63,441</b>	<b>\$65,161</b>	<b>\$67,096</b>	<b>\$73,602</b>	<b>\$78,976</b>	<b>\$82,524</b>
Year 4	Mix Factor	1.0525	1.0816	1.1107	1.1444	1.2517	1.3427	1.4029
	Base 4	\$58,521	\$60,141	\$61,761	\$63,632	\$69,600	\$74,661	\$78,005
	Time 7D	\$2,276	\$2,339	\$2,402	\$2,475	\$2,707	\$2,903	\$3,034
	Region	\$1,756	\$1,804	\$1,853	\$1,909	\$2,088	\$2,240	\$2,340
	<b>Total</b>	<b>\$62,552</b>	<b>\$64,284</b>	<b>\$66,015</b>	<b>\$68,016</b>	<b>\$74,395</b>	<b>\$79,804</b>	<b>\$83,378</b>
Year 5	Mix Factor	1.0659	1.0951	1.1245	1.1601	1.2653	1.3560	1.4173
	Base 5	\$59,265	\$60,893	\$62,528	\$64,504	\$70,354	\$75,398	\$78,805
	Time 7D	\$2,305	\$2,368	\$2,432	\$2,509	\$2,736	\$2,932	\$3,065
	Region	\$1,778	\$1,827	\$1,876	\$1,935	\$2,111	\$2,262	\$2,364
	<b>Total</b>	<b>\$63,348</b>	<b>\$65,088</b>	<b>\$66,836</b>	<b>\$68,948</b>	<b>\$75,201</b>	<b>\$80,592</b>	<b>\$84,234</b>
Year 6	Mix Factor	1.0796	1.1082	1.1387	1.1760	1.2792	1.3694	1.4310
	Base 6	\$60,030	\$61,622	\$63,314	\$65,389	\$71,126	\$76,146	\$79,570
	Time 7D	\$2,334	\$2,396	\$2,462	\$2,543	\$2,766	\$2,961	\$3,094
	Region	\$1,801	\$1,849	\$1,899	\$1,962	\$2,134	\$2,284	\$2,387
	<b>Total</b>	<b>\$64,165</b>	<b>\$65,867</b>	<b>\$67,675</b>	<b>\$69,894</b>	<b>\$76,026</b>	<b>\$81,391</b>	<b>\$85,051</b>
Year 7	Mix Factor	1.1038	1.1329	1.1637	1.2030	1.3052	1.3967	1.4601
	Base 7	\$61,376	\$62,991	\$64,704	\$66,892	\$72,572	\$77,663	\$81,187
	Time 7D	\$2,387	\$2,450	\$2,516	\$2,601	\$2,822	\$3,020	\$3,157
	Region	\$1,841	\$1,890	\$1,941	\$2,007	\$2,177	\$2,330	\$2,436
	<b>Total</b>	<b>\$65,604</b>	<b>\$67,330</b>	<b>\$69,161</b>	<b>\$71,500</b>	<b>\$77,572</b>	<b>\$83,014</b>	<b>\$86,779</b>
Year 8	Mix Factor	1.1392	1.1698	1.2014	1.2440	1.3461	1.4390	1.5049
	Base 8	\$63,343	\$65,048	\$66,802	\$69,169	\$74,848	\$80,011	\$83,676
	Time 7D	\$2,463	\$2,530	\$2,598	\$2,690	\$2,911	\$3,112	\$3,254
	Region	\$1,900	\$1,951	\$2,004	\$2,075	\$2,245	\$2,400	\$2,510
	<b>Total</b>	<b>\$67,706</b>	<b>\$69,529</b>	<b>\$71,404</b>	<b>\$73,934</b>	<b>\$80,005</b>	<b>\$85,523</b>	<b>\$89,440</b>



Year 9	Mix Factor	1.1746	1.2081	1.2413	1.2854	1.3875	1.4825	1.5504
	Base 9	\$65,312	\$67,176	\$69,019	\$71,471	\$77,149	\$82,434	\$86,209
	Time 7D	\$2,540	\$2,612	\$2,684	\$2,779	\$3,000	\$3,206	\$3,353
	Region	\$1,959	\$2,015	\$2,071	\$2,144	\$2,314	\$2,473	\$2,586
	<b>Total</b>	<b>\$69,811</b>	<b>\$71,804</b>	<b>\$73,773</b>	<b>\$76,395</b>	<b>\$82,464</b>	<b>\$88,112</b>	<b>\$92,148</b>
Year 10	Mix Factor	1.2099	1.2464	1.2816	1.3289	1.4310	1.5273	1.5974
	Base 10	\$67,275	\$69,305	\$71,261	\$73,892	\$79,571	\$84,926	\$88,824
	Time 7D	\$2,616	\$2,695	\$2,771	\$2,874	\$3,094	\$3,303	\$3,454
	Region	\$2,018	\$2,079	\$2,138	\$2,217	\$2,387	\$2,548	\$2,665
	<b>Total</b>	<b>\$71,910</b>	<b>\$74,079</b>	<b>\$76,170</b>	<b>\$78,983</b>	<b>\$85,053</b>	<b>\$90,776</b>	<b>\$94,942</b>
Year 11	Mix Factor	1.2453	1.2847	1.3219	1.3737	1.4758	1.5742	1.6457
	Base 11	\$69,243	\$71,434	\$73,503	\$76,383	\$82,062	\$87,532	\$91,509
	Time 7D	\$2,693	\$2,778	\$2,858	\$2,970	\$3,191	\$3,404	\$3,559
	Region	\$2,077	\$2,143	\$2,205	\$2,291	\$2,462	\$2,626	\$2,745
	<b>Total</b>	<b>\$74,013</b>	<b>\$76,355</b>	<b>\$78,566</b>	<b>\$81,645</b>	<b>\$87,715</b>	<b>\$93,562</b>	<b>\$97,813</b>
Year 12	Mix Factor	1.2807	1.3230	1.3623	1.4171	1.5224	1.6224	1.6961
	Base 12	\$71,212	\$73,564	\$75,749	\$78,795	\$84,652	\$90,209	\$94,308
	Time 7D	\$2,769	\$2,861	\$2,946	\$3,064	\$3,292	\$3,508	\$3,668
	Region	\$2,136	\$2,207	\$2,272	\$2,364	\$2,540	\$2,706	\$2,829
	<b>Total</b>	<b>\$76,117</b>	<b>\$78,632</b>	<b>\$80,967</b>	<b>\$84,223</b>	<b>\$90,483</b>	<b>\$96,423</b>	<b>\$100,804</b>
Year 13	Mix Factor	1.3161	1.3612	1.4026	1.4604	1.5706	1.6717	1.7476
	Base 13	\$73,180	\$75,688	\$77,990	\$81,204	\$87,331	\$92,953	\$97,171
	Time 7D	\$2,846	\$2,943	\$3,033	\$3,158	\$3,396	\$3,615	\$3,779
	Region	\$2,195	\$2,271	\$2,340	\$2,436	\$2,620	\$2,789	\$2,915
	<b>Total</b>	<b>\$78,221</b>	<b>\$80,902</b>	<b>\$83,362</b>	<b>\$86,798</b>	<b>\$93,348</b>	<b>\$99,356</b>	<b>\$103,866</b>
Year 14	Mix Factor	1.3514	1.3995	1.4429	1.5038	1.6202	1.7245	1.8010
	Base 14	\$75,143	\$77,817	\$80,231	\$83,617	\$90,090	\$95,890	\$100,145
	Time 7D	\$2,922	\$3,026	\$3,120	\$3,252	\$3,504	\$3,729	\$3,895
	Region	\$2,254	\$2,335	\$2,407	\$2,509	\$2,703	\$2,877	\$3,004
	<b>Total</b>	<b>\$80,319</b>	<b>\$83,178</b>	<b>\$85,758</b>	<b>\$89,377</b>	<b>\$96,296</b>	<b>\$102,495</b>	<b>\$107,044</b>
Year 15	Mix Factor	1.3868	1.4378	1.4833	1.5472	1.6623	1.7693	1.8479
	Base 15	\$77,111	\$79,947	\$82,477	\$86,030	\$92,432	\$98,382	\$102,748
	Time 7D	\$2,999	\$3,109	\$3,207	\$3,346	\$3,595	\$3,826	\$3,996
	Region	\$2,313	\$2,398	\$2,474	\$2,581	\$2,773	\$2,951	\$3,082
	<b>Total</b>	<b>\$82,423</b>	<b>\$85,455</b>	<b>\$88,159</b>	<b>\$91,957</b>	<b>\$98,799</b>	<b>\$105,159</b>	<b>\$109,827</b>
Year 16-17	Mix Factor	1.4222	1.4761	1.5236	1.5906	1.6956	1.8047	1.8848
	Base 16-17	\$79,080	\$82,077	\$84,718	\$88,443	\$94,280	\$100,349	\$104,804
	Time 7D	\$3,075	\$3,192	\$3,295	\$3,439	\$3,666	\$3,902	\$4,076
	Region	\$2,372	\$2,462	\$2,542	\$2,653	\$2,828	\$3,010	\$3,144
	<b>Total</b>	<b>\$84,527</b>	<b>\$87,731</b>	<b>\$90,554</b>	<b>\$94,536</b>	<b>\$100,775</b>	<b>\$107,262</b>	<b>\$112,024</b>
w/Longevity Stipend	Mix Factor	1.4222	1.4761	1.5236	1.5906	1.6956	1.8047	1.8848
	Base 18+	\$79,080	\$82,077	\$84,718	\$88,443	\$94,280	\$100,349	\$104,804
	Time 7D	\$3,075	\$3,192	\$3,295	\$3,439	\$3,666	\$3,902	\$4,076
	Region	\$2,372	\$2,462	\$2,542	\$2,653	\$2,828	\$3,010	\$3,144
	Longevity	\$1,186	\$1,231	\$1,271	\$1,327	\$1,414	\$1,505	\$1,572
	<b>Total</b>	<b>\$85,714</b>	<b>\$88,962</b>	<b>\$91,825</b>	<b>\$95,863</b>	<b>\$102,189</b>	<b>\$108,767</b>	<b>\$113,596</b>

**Note: Only nurses are eligible to move into yellow cells**

7	\$58,417	REA SALARY SCHEDULE 2023-24						
1.0000	BA + 0	BA + 10	BA + 30	BA + 45	BA + 90	BA + 135	BA + 180	
					MA + 0	MA + 45	MA + 90/PhD	
Year 0	Mix Factor	1.0000	1.0270	1.0550	1.0830	1.1989	1.2889	1.3469
	Base 0	\$58,417	\$59,995	\$61,630	\$63,266	\$70,037	\$75,294	\$78,682
	Time 7D	\$2,272	\$2,333	\$2,397	\$2,460	\$2,724	\$2,928	\$3,060
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$60,689</b>	<b>\$62,328</b>	<b>\$64,027</b>	<b>\$65,726</b>	<b>\$72,760</b>	<b>\$78,222</b>	<b>\$81,742</b>
Year 1	Mix Factor	1.0135	1.0409	1.0692	1.0985	1.2122	1.3032	1.3608
	Base 1	\$59,206	\$60,807	\$62,460	\$64,172	\$70,814	\$76,130	\$79,494
	Time 7D	\$2,302	\$2,365	\$2,429	\$2,496	\$2,754	\$2,961	\$3,091
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$61,509</b>	<b>\$63,171</b>	<b>\$64,889</b>	<b>\$66,667</b>	<b>\$73,567</b>	<b>\$79,090</b>	<b>\$82,586</b>
Year 2	Mix Factor	1.0263	1.0539	1.0826	1.1141	1.2257	1.3163	1.3746
	Base 2	\$59,953	\$61,569	\$63,242	\$65,083	\$71,599	\$76,896	\$80,299
	Time 7D	\$2,332	\$2,394	\$2,459	\$2,531	\$2,784	\$2,990	\$3,123
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$62,285</b>	<b>\$63,963</b>	<b>\$65,701</b>	<b>\$67,614</b>	<b>\$74,384</b>	<b>\$79,886</b>	<b>\$83,422</b>
Year 3	Mix Factor	1.0395	1.0674	1.0964	1.1289	1.2384	1.3288	1.3885
	Base 3	\$60,726	\$62,356	\$64,046	\$65,948	\$72,343	\$77,625	\$81,112
	Time 7D	\$2,362	\$2,425	\$2,491	\$2,565	\$2,813	\$3,019	\$3,154
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$63,088</b>	<b>\$64,780</b>	<b>\$66,537</b>	<b>\$68,513</b>	<b>\$75,157</b>	<b>\$80,644</b>	<b>\$84,266</b>
Year 4	Mix Factor	1.0525	1.0816	1.1107	1.1444	1.2517	1.3427	1.4029
	Base 4	\$61,482	\$63,184	\$64,886	\$66,852	\$73,122	\$78,439	\$81,952
	Time 7D	\$2,391	\$2,457	\$2,523	\$2,600	\$2,844	\$3,050	\$3,187
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$63,873</b>	<b>\$65,641</b>	<b>\$67,409</b>	<b>\$69,452</b>	<b>\$75,966</b>	<b>\$81,490</b>	<b>\$85,139</b>
Year 5	Mix Factor	1.0659	1.0951	1.1245	1.1601	1.2653	1.3560	1.4173
	Base 5	\$62,264	\$63,974	\$65,692	\$67,768	\$73,914	\$79,213	\$82,793
	Time 7D	\$2,421	\$2,488	\$2,555	\$2,635	\$2,874	\$3,081	\$3,220
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$64,686</b>	<b>\$66,462</b>	<b>\$68,247</b>	<b>\$70,404</b>	<b>\$76,788</b>	<b>\$82,294</b>	<b>\$86,013</b>
Year 6	Mix Factor	1.0796	1.1082	1.1387	1.1760	1.2792	1.3694	1.4310
	Base 6	\$63,067	\$64,740	\$66,518	\$68,698	\$74,725	\$79,999	\$83,596
	Time 7D	\$2,453	\$2,518	\$2,587	\$2,672	\$2,906	\$3,111	\$3,251
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$65,520</b>	<b>\$67,258</b>	<b>\$69,104</b>	<b>\$71,369</b>	<b>\$77,631</b>	<b>\$83,110</b>	<b>\$86,847</b>
Year 7	Mix Factor	1.1038	1.1329	1.1637	1.2030	1.3052	1.3967	1.4601
	Base 7	\$64,481	\$66,178	\$67,978	\$70,277	\$76,245	\$81,593	\$85,295
	Time 7D	\$2,508	\$2,574	\$2,644	\$2,733	\$2,965	\$3,173	\$3,317
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$66,989</b>	<b>\$68,752</b>	<b>\$70,622</b>	<b>\$73,010</b>	<b>\$79,210</b>	<b>\$84,767</b>	<b>\$88,612</b>
Year 8	Mix Factor	1.1392	1.1698	1.2014	1.2440	1.3461	1.4390	1.5049
	Base 8	\$66,548	\$68,339	\$70,182	\$72,669	\$78,636	\$84,060	\$87,910
	Time 7D	\$2,588	\$2,658	\$2,729	\$2,826	\$3,058	\$3,269	\$3,419
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$69,136</b>	<b>\$70,997</b>	<b>\$72,911</b>	<b>\$75,496</b>	<b>\$81,694</b>	<b>\$87,329</b>	<b>\$91,329</b>

Year 9	Mix Factor	1.1746	1.2081	1.2413	1.2854	1.3875	1.4825	1.5504
	Base 9	\$68,617	\$70,576	\$72,511	\$75,088	\$81,053	\$86,605	\$90,572
	Time 7D	\$2,668	\$2,745	\$2,820	\$2,920	\$3,152	\$3,368	\$3,522
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$71,286</b>	<b>\$73,320</b>	<b>\$75,331</b>	<b>\$78,008</b>	<b>\$84,205</b>	<b>\$89,973</b>	<b>\$94,094</b>
Year 10	Mix Factor	1.2099	1.2464	1.2816	1.3289	1.4310	1.5273	1.5974
	Base 10	\$70,679	\$72,811	\$74,867	\$77,631	\$83,598	\$89,223	\$93,318
	Time 7D	\$2,749	\$2,832	\$2,912	\$3,019	\$3,251	\$3,470	\$3,629
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$73,428</b>	<b>\$75,643</b>	<b>\$77,779</b>	<b>\$80,650</b>	<b>\$86,849</b>	<b>\$92,693</b>	<b>\$96,947</b>
Year 11	Mix Factor	1.2453	1.2847	1.3219	1.3737	1.4758	1.5742	1.6457
	Base 11	\$72,747	\$75,049	\$77,222	\$80,248	\$86,215	\$91,962	\$96,140
	Time 7D	\$2,829	\$2,919	\$3,003	\$3,121	\$3,353	\$3,576	\$3,739
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$75,576</b>	<b>\$77,967</b>	<b>\$80,225</b>	<b>\$83,369</b>	<b>\$89,567</b>	<b>\$95,538</b>	<b>\$99,879</b>
Year 12	Mix Factor	1.2807	1.3230	1.3623	1.4171	1.5224	1.6224	1.6961
	Base 12	\$74,815	\$77,286	\$79,582	\$82,782	\$88,935	\$94,774	\$99,080
	Time 7D	\$2,909	\$3,006	\$3,095	\$3,219	\$3,459	\$3,686	\$3,853
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$77,725</b>	<b>\$80,292</b>	<b>\$82,677</b>	<b>\$86,001</b>	<b>\$92,394</b>	<b>\$98,459</b>	<b>\$102,933</b>
Year 13	Mix Factor	1.3161	1.3612	1.4026	1.4604	1.5706	1.6717	1.7476
	Base 13	\$76,883	\$79,518	\$81,936	\$85,313	\$91,751	\$97,656	\$102,089
	Time 7D	\$2,990	\$3,092	\$3,186	\$3,318	\$3,568	\$3,798	\$3,970
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$79,873</b>	<b>\$82,610</b>	<b>\$85,123</b>	<b>\$88,631</b>	<b>\$95,319</b>	<b>\$101,454</b>	<b>\$106,059</b>
Year 14	Mix Factor	1.3514	1.3995	1.4429	1.5038	1.6202	1.7245	1.8010
	Base 14	\$78,945	\$81,755	\$84,291	\$87,848	\$94,649	\$100,742	\$105,212
	Time 7D	\$3,070	\$3,179	\$3,278	\$3,416	\$3,681	\$3,918	\$4,092
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$82,015</b>	<b>\$84,935</b>	<b>\$87,568</b>	<b>\$91,264</b>	<b>\$98,330</b>	<b>\$104,659</b>	<b>\$109,304</b>
Year 15	Mix Factor	1.3868	1.4378	1.4833	1.5472	1.6623	1.7693	1.8479
	Base 15	\$81,013	\$83,993	\$86,651	\$90,383	\$97,109	\$103,360	\$107,948
	Time 7D	\$3,151	\$3,266	\$3,370	\$3,515	\$3,776	\$4,020	\$4,198
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$84,164</b>	<b>\$87,259</b>	<b>\$90,020</b>	<b>\$93,898</b>	<b>\$100,886</b>	<b>\$107,380</b>	<b>\$112,146</b>
Year 16-17	Mix Factor	1.4222	1.4761	1.5236	1.5906	1.6956	1.8047	1.8848
	Base 16-17	\$83,081	\$86,230	\$89,005	\$92,919	\$99,051	\$105,427	\$110,107
	Time 7D	\$3,231	\$3,353	\$3,461	\$3,614	\$3,852	\$4,100	\$4,282
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$86,312</b>	<b>\$89,583</b>	<b>\$92,466</b>	<b>\$96,532</b>	<b>\$102,903</b>	<b>\$109,527</b>	<b>\$114,389</b>
w/Longevity Stipend	Mix Factor	1.4222	1.4761	1.5236	1.5906	1.6956	1.8047	1.8848
	Base 18+	\$83,081	\$86,230	\$89,005	\$92,919	\$99,051	\$105,427	\$110,107
	Time 7D	\$3,231	\$3,353	\$3,461	\$3,614	\$3,852	\$4,100	\$4,282
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$87,558</b>	<b>\$90,877</b>	<b>\$93,801</b>	<b>\$97,926</b>	<b>\$104,389</b>	<b>\$111,108</b>	<b>\$116,041</b>

**Note: Only nurses are eligible to move into yellow cells**

7	\$59,585	REA SALARY SCHEDULE 2024-25						
1.0000	BA + 0	BA + 10	BA + 30	BA + 45	BA + 90	BA + 135	BA + 180	
					MA + 0	MA + 45	MA + 90/PhD	
Year 0	Mix Factor	1.0000	1.0270	1.0550	1.0830	1.1989	1.2889	1.3469
	Base 0	\$59,585	\$61,194	\$62,863	\$64,531	\$71,437	\$76,800	\$80,255
	Time 7D	\$2,317	\$2,380	\$2,445	\$2,510	\$2,778	\$2,987	\$3,121
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$61,903</b>	<b>\$63,574</b>	<b>\$65,307</b>	<b>\$67,040</b>	<b>\$74,215</b>	<b>\$79,786</b>	<b>\$83,377</b>
Year 1	Mix Factor	1.0135	1.0409	1.0692	1.0985	1.2122	1.3032	1.3608
	Base 1	\$60,390	\$62,022	\$63,709	\$65,454	\$72,229	\$77,652	\$81,084
	Time 7D	\$2,348	\$2,412	\$2,478	\$2,545	\$2,809	\$3,020	\$3,153
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$62,738</b>	<b>\$64,434</b>	<b>\$66,186</b>	<b>\$68,000</b>	<b>\$75,038</b>	<b>\$80,671</b>	<b>\$84,237</b>
Year 2	Mix Factor	1.0263	1.0539	1.0826	1.1141	1.2257	1.3163	1.3746
	Base 2	\$61,152	\$62,799	\$64,506	\$66,384	\$73,031	\$78,433	\$81,905
	Time 7D	\$2,378	\$2,442	\$2,509	\$2,582	\$2,840	\$3,050	\$3,185
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$63,530</b>	<b>\$65,242</b>	<b>\$67,015</b>	<b>\$68,966</b>	<b>\$75,871</b>	<b>\$81,483</b>	<b>\$85,090</b>
Year 3	Mix Factor	1.0395	1.0674	1.0964	1.1289	1.2384	1.3288	1.3885
	Base 3	\$61,940	\$63,602	\$65,327	\$67,267	\$73,789	\$79,177	\$82,734
	Time 7D	\$2,409	\$2,473	\$2,540	\$2,616	\$2,870	\$3,079	\$3,217
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$64,349</b>	<b>\$66,076</b>	<b>\$67,867</b>	<b>\$69,883</b>	<b>\$76,659</b>	<b>\$82,256</b>	<b>\$85,951</b>
Year 4	Mix Factor	1.0525	1.0816	1.1107	1.1444	1.2517	1.3427	1.4029
	Base 4	\$62,711	\$64,447	\$66,183	\$68,188	\$74,584	\$80,007	\$83,590
	Time 7D	\$2,439	\$2,506	\$2,574	\$2,652	\$2,900	\$3,111	\$3,251
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$65,150</b>	<b>\$66,954</b>	<b>\$68,757</b>	<b>\$70,840</b>	<b>\$77,485</b>	<b>\$83,119</b>	<b>\$86,841</b>
Year 5	Mix Factor	1.0659	1.0951	1.1245	1.1601	1.2653	1.3560	1.4173
	Base 5	\$63,509	\$65,253	\$67,006	\$69,123	\$75,392	\$80,797	\$84,448
	Time 7D	\$2,470	\$2,538	\$2,606	\$2,688	\$2,932	\$3,142	\$3,284
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$65,979</b>	<b>\$67,791</b>	<b>\$69,611</b>	<b>\$71,811</b>	<b>\$78,324</b>	<b>\$83,939</b>	<b>\$87,732</b>
Year 6	Mix Factor	1.0796	1.1082	1.1387	1.1760	1.2792	1.3694	1.4310
	Base 6	\$64,328	\$66,035	\$67,847	\$70,071	\$76,219	\$81,598	\$85,267
	Time 7D	\$2,502	\$2,568	\$2,639	\$2,725	\$2,964	\$3,173	\$3,316
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$66,830</b>	<b>\$68,603</b>	<b>\$70,486</b>	<b>\$72,796</b>	<b>\$79,183</b>	<b>\$84,771</b>	<b>\$88,583</b>
Year 7	Mix Factor	1.1038	1.1329	1.1637	1.2030	1.3052	1.3967	1.4601
	Base 7	\$65,770	\$67,502	\$69,337	\$71,682	\$77,769	\$83,225	\$87,000
	Time 7D	\$2,558	\$2,625	\$2,696	\$2,788	\$3,024	\$3,237	\$3,383
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$68,328</b>	<b>\$70,127</b>	<b>\$72,033</b>	<b>\$74,469</b>	<b>\$80,793</b>	<b>\$86,461</b>	<b>\$90,383</b>
Year 8	Mix Factor	1.1392	1.1698	1.2014	1.2440	1.3461	1.4390	1.5049
	Base 8	\$67,878	\$69,706	\$71,585	\$74,122	\$80,208	\$85,740	\$89,668
	Time 7D	\$2,640	\$2,711	\$2,784	\$2,883	\$3,119	\$3,334	\$3,487
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$70,518</b>	<b>\$72,417</b>	<b>\$74,369</b>	<b>\$77,005</b>	<b>\$83,327</b>	<b>\$89,075</b>	<b>\$93,155</b>

Year 9	Mix Factor	1.1746	1.2081	1.2413	1.2854	1.3875	1.4825	1.5504
	Base 9	\$69,989	\$71,987	\$73,961	\$76,589	\$82,673	\$88,336	\$92,382
	Time 7D	\$2,722	\$2,799	\$2,876	\$2,978	\$3,215	\$3,435	\$3,593
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$72,711</b>	<b>\$74,786</b>	<b>\$76,837</b>	<b>\$79,568</b>	<b>\$85,888</b>	<b>\$91,772</b>	<b>\$95,975</b>
Year 10	Mix Factor	1.2099	1.2464	1.2816	1.3289	1.4310	1.5273	1.5974
	Base 10	\$72,092	\$74,267	\$76,364	\$79,183	\$85,269	\$91,007	\$95,184
	Time 7D	\$2,804	\$2,888	\$2,970	\$3,079	\$3,316	\$3,539	\$3,702
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$74,896</b>	<b>\$77,155</b>	<b>\$79,334</b>	<b>\$82,263</b>	<b>\$88,585</b>	<b>\$94,546</b>	<b>\$98,885</b>
Year 11	Mix Factor	1.2453	1.2847	1.3219	1.3737	1.4758	1.5742	1.6457
	Base 11	\$74,202	\$76,549	\$78,766	\$81,853	\$87,938	\$93,800	\$98,062
	Time 7D	\$2,886	\$2,977	\$3,063	\$3,183	\$3,420	\$3,648	\$3,814
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$77,087</b>	<b>\$79,526</b>	<b>\$81,829</b>	<b>\$85,036</b>	<b>\$91,358</b>	<b>\$97,448</b>	<b>\$101,875</b>
Year 12	Mix Factor	1.2807	1.3230	1.3623	1.4171	1.5224	1.6224	1.6961
	Base 12	\$76,311	\$78,831	\$81,173	\$84,437	\$90,713	\$96,669	\$101,061
	Time 7D	\$2,968	\$3,066	\$3,157	\$3,284	\$3,528	\$3,759	\$3,930
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$79,279</b>	<b>\$81,897</b>	<b>\$84,330</b>	<b>\$87,721</b>	<b>\$94,241</b>	<b>\$100,428</b>	<b>\$104,991</b>
Year 13	Mix Factor	1.3161	1.3612	1.4026	1.4604	1.5706	1.6717	1.7476
	Base 13	\$78,420	\$81,108	\$83,574	\$87,018	\$93,585	\$99,609	\$104,130
	Time 7D	\$3,050	\$3,154	\$3,250	\$3,384	\$3,639	\$3,874	\$4,049
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$81,470</b>	<b>\$84,262</b>	<b>\$86,825</b>	<b>\$90,402</b>	<b>\$97,224</b>	<b>\$103,482</b>	<b>\$108,179</b>
Year 14	Mix Factor	1.3514	1.3995	1.4429	1.5038	1.6202	1.7245	1.8010
	Base 14	\$80,524	\$83,390	\$85,976	\$89,604	\$96,541	\$102,756	\$107,316
	Time 7D	\$3,131	\$3,243	\$3,343	\$3,485	\$3,754	\$3,996	\$4,173
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$83,655</b>	<b>\$86,633</b>	<b>\$89,319</b>	<b>\$93,089</b>	<b>\$100,296</b>	<b>\$106,752</b>	<b>\$111,489</b>
Year 15	Mix Factor	1.3868	1.4378	1.4833	1.5472	1.6623	1.7693	1.8479
	Base 15	\$82,633	\$85,672	\$88,383	\$92,190	\$99,051	\$105,427	\$110,106
	Time 7D	\$3,214	\$3,332	\$3,437	\$3,585	\$3,852	\$4,100	\$4,282
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$85,846</b>	<b>\$89,003</b>	<b>\$91,820</b>	<b>\$95,776</b>	<b>\$102,903</b>	<b>\$109,527</b>	<b>\$114,388</b>
Year 16-17	Mix Factor	1.4222	1.4761	1.5236	1.5906	1.6956	1.8047	1.8848
	Base 16-17	\$84,742	\$87,954	\$90,784	\$94,776	\$101,031	\$107,535	\$112,308
	Time 7D	\$3,296	\$3,420	\$3,530	\$3,686	\$3,929	\$4,182	\$4,368
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total</b>	<b>\$88,038</b>	<b>\$91,374</b>	<b>\$94,315</b>	<b>\$98,462</b>	<b>\$104,960</b>	<b>\$111,716</b>	<b>\$116,676</b>
w/Longevity Stipend	Mix Factor	1.4222	1.4761	1.5236	1.5906	1.6956	1.8047	1.8848
	Base 18+	\$84,742	\$87,954	\$90,784	\$94,776	\$101,031	\$107,535	\$112,308
	Time 7D	\$3,296	\$3,420	\$3,530	\$3,686	\$3,929	\$4,182	\$4,368
	Region	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Longevity	\$1,271	\$1,319	\$1,362	\$1,422	\$1,515	\$1,613	\$1,685
	<b>Total</b>	<b>\$89,309</b>	<b>\$92,694</b>	<b>\$95,676</b>	<b>\$99,884</b>	<b>\$106,476</b>	<b>\$113,329</b>	<b>\$118,361</b>

**Note: Only nurses are eligible to move into yellow cells**

## **Appendix C**

1. TIME Agreement Verification Form
2. Grievance Form A
3. Grievance Form B
4. 2022-23 RSD Calendar
5. Conference Protocols

**RICHLAND SCHOOL DISTRICT NO. 400**  
**TIME VERIFICATION FORM:**  
**[ARTICLE IX, Section 9A]**

***DIRECTIONS: FILL OUT AND RETURN TO YOUR EVALUATING SUPERVISOR***

**Time Portion of Supplemental Contract:**

Pay for additional time beyond the base contract and normal workday will be granted. Part time employees will receive the full payment for each day regardless of FTE except in the case of shared contracts/job-shares. Supplemental work days will be scheduled for attendance at building or district directed in-service/staff development activities tied to the School Improvement Plan.

I verify I was in attendance at the following mandatory supplemental work days or an alternate in-service activity approved by my evaluating supervisor

**Note: Do not check a supplemental work day if you were on a leave.**

<b><u>2022-23</u></b>
<b><u>Day 1</u></b>
<b><u>Day 2</u></b>
<b><u>Day 3</u></b>
<b><u>Day 4</u></b>
<b><u>Day 5</u></b>
<b><u>Day 6</u></b>
<b><u>Day before school starts.</u></b>

I, \_\_\_\_\_, verify that I have fulfilled the conditions of the  
(Please print your name)

TIME Supplemental contract signed for the \_\_\_\_\_ school year for additional time, activities and responsibilities in accordance with the Collective Bargaining Agreement between the Richland School District and the Richland Education Association. This additional pay is for time, responsibilities or activities in addition to other activities that occurred outside the regular contract day for which I have already received compensation.

\_\_\_\_\_  
Employee's Signature                                              Employee Serial #                                              Date

\_\_\_\_\_  
Evaluating Supervisor Signature                                              Date

\_\_\_\_\_  
Superintendent or Designee's Signature                                              Date  
Original – Payroll                                              Copy – Employee

**Grievance Form A**

Notice of Grievance: \_\_\_\_\_ Level **1** **2** **3**

Grievant: \_\_\_\_\_

Date of Formal Presentation: \_\_\_\_\_

Affected Employee(s): \_\_\_\_\_

Home Address: \_\_\_\_\_

Telephone: Home: \_\_\_\_\_ Best Time to call: \_\_\_\_\_

E-Mail: \_\_\_\_\_ other than school if available

Name or School: \_\_\_\_\_

School Phone: \_\_\_\_\_ Best Time to call: \_\_\_\_\_

Affected Supervisor: \_\_\_\_\_ Subject Area/Grade Level: \_\_\_\_\_

Association Representative(s): \_\_\_\_\_

**Statement of Grievance**

\_\_\_\_\_ Contract of Grievance \_\_\_\_\_ Board Policy Grievance

Date Grievance Occurred: \_\_\_\_\_

Board Policy'(s), Rule(s), Regulation(s), or Article and Section of Contract Allegedly Violated: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Events Precipitating the Alleged Misinterpretation or Misapplication or Board Policy, Rule, Regulation, or Article and Section or Contract:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Specific Remedy Sought: \_\_\_\_\_

Signature of Grievant: \_\_\_\_\_

- Distribution:
  - Grievant
  - Affected Supervisor
  - REA Association President and/or designee
  - Superintendent and/or designee



**Grievance Form B**

Notice of Grievance: \_\_\_\_\_ Level 1 2 3

Grievant: \_\_\_\_\_

Date of Formal Presentation: \_\_\_\_\_

School: \_\_\_\_\_

Decision of Affected Supervisor and Reasons Therefore: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Date of Decision: \_\_\_\_\_

\_\_\_\_\_  
Signature of Affected Supervisor \_\_\_\_\_ Date of Response \_\_\_\_\_

\_\_\_\_\_  
Signature of Grievant \_\_\_\_\_ Date \_\_\_\_\_

- Distribution:
- Grievant
  - Affected Supervisor
  - REA Association President and/or designee
  - Superintendent and/or designee

**Richland School District  
2022-2023 School Year Calendar**

August - 2022						
Su	M	Tu	W	Th	F	St
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February - 2023						
Su	M	Tu	W	Th	F	St
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

September - 2022						
Su	M	Tu	W	Th	F	St
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

March - 2023						
Su	M	Tu	W	Th	F	St
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

October - 2022						
Su	M	Tu	W	Th	F	St
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April - 2023						
Su	M	Tu	W	Th	F	St
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

November - 2022						
Su	M	Tu	W	Th	F	St
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May - 2023						
Su	M	Tu	W	Th	F	St
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

December - 2022						
Su	M	Tu	W	Th	F	St
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June - 2023						
Su	M	Tu	W	Th	F	St
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

January - 2023						
Su	M	Tu	W	Th	F	St
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

July - 2023						
Su	M	Tu	W	Th	F	St
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Snow/Weather Makeup Days (If Needed)			
#1	Friday, 5/26/23	#3	Friday, 6/16/23
#2	Thursday, 6/15/23	#4	Monday 6/19/23

Date	Event
8/30/2022	First Day of School Grades K-12
8/30/2022	Parent Connect Conferences (Kindergarten)
8/31/2022	Parent Connect Conferences (Kindergarten)
9/5/2022	Labor Day (No School)
10/7/2022	Fall Professional Day (No School)
11/2/2022	Middle School Conferences (Evening)
11/3/2022	High School Conferences (Evening)
11/4/2022	Early Release Grades 6-12
11/4/2022	End of 1st Quarter (48 days)
11/11/2022	Veterans Day Holiday (No School)
11/21/2022	Elementary Conferences (No School K-5)
11/22/2022	Elementary Conferences (No School K-5)
11/23/2022	Elementary Conferences (No School K-5)
11/23/2022	Early Release Grades 6-12 @ 11:00 A.M.
11/23/2022	End of 1st Trimester (61)
11/24/2022	Thanksgiving Holiday (No School)
11/25/2022	Day After Thanksgiving (No School)
12/19/2022	Start of Winter Break
1/3/2023	End of Winter Break
1/16/2023	MLK JR. Holiday (No School)
1/20/2023	End of First Semester (87)
1/23/2023	Semester Day (No School)
2/20/2023	President's Day Holiday (No School)
2/22/2023	Middle School Conferences (Evening)
2/23/2023	High School Conferences (Evening)
2/24/2023	Early Release (11:00 AM) Grades 6-12
3/3/2023	Spring Professional Day (No School)
3/8/2023	Early Release (12:30 PM) Grades K-5
3/8/2023	Elementary Conferences (PM)
3/9/2023	Elementary Conferences (No School K-5)
3/10/2023	Elementary Conferences (No School K-5)
3/3/2023	End of 2nd Trimester (61)
3/31/2023	End of 3rd Quarter (47)
4/3/2023	Start of Spring Break
4/7/2023	End of Spring Break
5/26/2023	Snow Make-Up Day OR No School
5/29/2023	Memorial Day Holiday (No School)
6/9/2023	High School Graduation
6/14/2023	End of School Year - Early Release K-5 @ 12:30 PM, 6-8 @ 11:00 AM
<b>First/Last Day</b>	
<b>Holiday</b>	
<b>Conferences 6-12</b>	
<b>Conferences K-5</b>	
<b>No School</b>	
<b>Early Release</b>	
<i>Board Approval: 3/8/22</i>	

## CONFERENCES PROTOCOL

### ELEMENTARY

1. Buildings select five (5) of the following blocks to total 2.5 days of conferencing:
  - a. Day One
    - i. Morning 8:15 – 12:00
    - ii. Afternoon 12:00 – 3:45
    - iii. Evening 3:45 – 7:30
  - b. Day Two
    - i. Morning 8:15 – 12:00
    - ii. Afternoon 12:00 – 3:45
    - iii. Evening 3:45 – 7:30
  - c. Day Three
    - i. Morning 8:15 – 12:00
2. One block must be an evening block.
3. Teachers schedule their own breaks and preps.
4. Discuss Thanksgiving (M/T/W of Thanksgiving week doesn't give workday relief)

### SECONDARY

1. The evening conference session will last three and a half (3.5) hours, from 4:00 – 7:30.
2. The Middle Schools will hold parent/guardian conferences on a Wednesday, and the High Schools will hold parent/guardian conferences on a Thursday, to allow parents/guardians with students at both levels the ability to participate.
3. The Friday of conference week will be an early release for students in grades 6-12.
4. Employees are able to leave work three and a half (3.5) hours early on the Friday of conferences to compensate for the evening session.
5. The model of conferences (arena, scheduled, or something else) is at the discretion of the individual building to determine. Once the building sets the model, it is expected that all teachers participate in the evening conference session.