

Negotiated Agreement 2025-2028

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Walla Walla Valley Education Association

Updated August 2026

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**AGREEMENT BETWEEN
WALLA WALLA PUBLIC SCHOOLS
and
WALLA WALLA VALLEY
EDUCATION ASSOCIATION
2025-2028**

This Agreement is made and entered into by and between the Walla Walla Public Schools Board of Directors, hereinafter referred to as the “Board” or the “District,” and the Walla Walla Valley Education Association, hereinafter referred to as the “Association,” and includes all of the following articles, provisions and appendices.

WHEREAS:

The Board and the Association recognize the mutual obligation to bargain collectively to effectuate the provisions of applicable state law. So that the cause of public education may be served in the District, the Board and Association do hereby agree as follows:

ARTICLE I

ADMINISTRATION

SECTION 1: EXCLUSIVE RECOGNITION

The Board hereby recognizes the Association as the sole and exclusive bargaining representative for all certificated non-supervisory personnel currently under contract, under District approved leave, or who are represented substitutes. Such representation shall cover all employees assigned to newly created professional positions unless the parties agree in advance that such positions are principally supervisory and administrative. Such representation shall exclude:

Superintendent
Assistant Superintendent
Executive Director of Teaching and Learning
Executive Director of Human Resources
Special Education Director
Principals
Assistant Principals
Vocational Director
Athletic Director
Non-represented Substitutes

Contracted employees shall mean all employees who work fifteen (15) consecutive days or more and whose positions require a teaching certificate or an ESA certificate to perform their duties.

The term “certificated employee or teacher” when used hereinafter in this Agreement shall refer to all contracted employees represented by the Association in the bargaining unit as defined.

Unless the context in which they are used clearly requires otherwise, words used in this Agreement denoting gender shall include both the masculine and feminine.

SECTION 2: STATUS OF AGREEMENT

Throughout this Agreement certain rights and functions are accorded and ascribed to the Association, which are in addition to the rights and functions provided for in the rules, regulations, policies, resolutions, and practices of the District. These rights and functions are afforded to the Association as the legal representative for all employees covered under this Agreement.

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

No employee shall be deprived of salary or benefits, which have been established under past practice of the District or under the terms of the Agreement. The incorporation of specific provisions into this Agreement shall be regarded as legitimate mutual alteration of related past practices and such language shall be considered controlling in the application of terms of this Agreement.

Existing rules, regulations, policies, resolutions, or practices of the District not in conflict with this Agreement may remain in full force at the Board's discretion.

SECTION 3: AGREEMENT ADMINISTRATION

The Board and the Association recognize the importance of good communication for the effective administration of this Agreement.

SECTION 4: CONFORMITY TO LAW

If any provision of this Agreement or any application of this Agreement to any certificated employee or group of certificated employees shall be found contrary to law by a tribunal of final jurisdiction, then such provision or application shall not be deemed valid and subsisting except to the extent permitted by law. All other provisions or applications shall continue in full force and effect. If any provision of this Agreement is so held to be contrary to law, the parties shall commence negotiations on said provision as soon thereafter as is reasonably possible.

SECTION 5: DISTRIBUTION OF AGREEMENT

Following ratification and signing of this Agreement, the District shall publish this Agreement on the district website at www.wvps.org. Employees are welcome to print a copy of this Agreement on a Walla Walla Public Schools' copier.

SECTION 6: CONTRACTING OUT

The District will bargain with the Association concerning the effects of any proposed subcontracting on certificated employee positions.

ARTICLE II

BUSINESS

SECTION 1: DUES DEDUCTIONS

On or before the first day of each school year, the Association shall give written notice to the District business office of the dollar amount of dues and assessments of the Association including the National Education Association and the Washington Education Association, which dues and assessments are to be deducted in the coming school year under all payroll deduction. All Association members who have consented to deductions in accordance with Section A, below, shall have their dues deducted on a twelve (12) months basis.

Teachers who join the Association and consent to deductions in accordance with Section A, below, but who commence employment after September or terminate employment before June shall have their deductions

prorated (\$X/number of days in contract). The business office agrees to remit promptly to the Washington Education Association all monies so deducted, accompanied by a list of teachers from whom the deductions have been made. A duplicate list shall be promptly provided to the Association as receipt for said transaction. On or before the monthly pay period, the business office shall notify the Association of any changes in said list due to teachers entering or leaving the employ of the District, and both the District and Association shall notify each other on or before the monthly pay period of any employee entering or revoking membership with the Association.

The Association agrees to reimburse any teacher, from whose pay dues and assessments were deducted, those sums in excess of the total amount due to the Association at that time, provided the Association or its affiliate actually received the excessive amount.

- A. Such authorization shall continue in effect from year to year unless a written request for revocation is submitted, signed by the teacher and received between August 1 and August 31 preceding the designated school year for which revocation is to take effect.

All Membership “drop” requests must be processed through the WEA office before payroll may cease deduction of dues. **Members who wish to cease membership dues and drop their memberships must make inquiries to WEA directly.**

WEA Member Drop Contact Info:

PHONE: (253) 765-7190

EMAIL: nonmemberinfo@washingtonea.org

- B. Representation Fee Deductions

If any teacher fails to, or affirmatively decides not to, sign and deliver a dues check-off authorization and assignment form to the business office, the District will not deduct any membership, representation, or agency fee from that employee until and unless they sign and deliver the check-off authorization and assignment form to the business office.

- C. Indemnification for Dues Disputes

The Association will indemnify, defend, and hold the District harmless against any claim made and any suit instituted or judgment rendered against the District resulting from any deduction of the Association dues. The Association agrees to refund to the District any amounts paid in error because of the dues deduction provision. In the event of any suits against the District relative to dues deductions, the District shall select the attorney(s).

SECTION 2: ASSOCIATION RIGHTS

- A. Upon request, the District shall provide to the Association any available information in accordance with state statute, which will assist the Association in carrying out its responsibility as the bargaining representative.
- B. The Association shall have the right to use school facilities and equipment as provided in District policy. The Association shall pay a reasonable cost for all materials and supplies incidental to such use.
- C. The Association may use the District inter-school delivery service, school mailboxes, and school e-mail within Public Disclosure Commission (PDC) guidelines for communication to certificated employees.
- D. The District shall provide the Association the use of District buildings for Association meetings and transaction of official Association business, providing the facilities have been scheduled through the

building principal concerned or the central office administration in the case of the District central facilities.

- E. Representatives of the Association and their respective affiliates shall have the right to transact Association business on school property after notifying the building office. Such business shall not interrupt the teaching process.
- F. The Association shall have the right to post notices of its activities and matters of Association concern on a bulletin board provided in each faculty lounge of each building in the District. The Association agrees that the bulletin board will not be used to defame the district or for any political purposes other than information.
- G. The following days and times will be kept free for Association professional meetings:
 - Association Executive Board
 - the third Monday of each month.
 - Association Representative Council Meeting
 - the fourth Monday of each month at 4:00 p.m.WWVEA Executive Board members or representative council members will be excused from District-initiated meetings.
- H. Monthly pay will be electronically deposited into a financial institution of the staff member's choice. Employees must make special arrangements with the Business Office to make an exception to their practice.
- I. If necessary, the Association President shall be granted up to twenty-five (25) days per year of release time for the purpose of conducting the business of the Association.

The Association shall notify the District in writing by March 1 of the school year preceding the start of the presidential term regarding the total amount of release time it intends to support for the Association President's two-year term of office.

If the President is an elementary educator, release time shall be scheduled in half-day or full-day increments. If the President is a secondary educator, release time shall be scheduled in full-period increments aligned with the secondary bell schedule.

In return for the release time, the Association shall pay the District an amount equal to the employee's per diem salary and negotiated benefits for each equivalent day taken. Method and frequency of payment shall be arranged between the Association and the District business office.

- J. The names of all employees, their building(s), grade and subject assignments shall be provided to the Association by October 15.
- K. Up to fifty-five (55) days shall be allowed per school year for Association business. Leave shall be granted upon Association request. Notification of the leave shall be submitted by the Association president in writing to the superintendent two (2) days before the leave is to take effect, if possible. The Association president and the employee shall be informed of the arrangements made for the leave. The District shall be responsible for securing a substitute when necessary and available. The cost of the substitute shall be paid by the Association. No employee representing the Association shall suffer loss in pay or other benefits under this provision.

SECTION 3: PICKET LINE RIGHTS

It shall not be a violation of this Agreement nor shall any employee be disciplined or discriminated against for refusing to cross any lawful picket line in the course of performing their duties.

SECTION 4: NO STRIKE-NO LOCKOUT

The parties agree that during the term of this Agreement, there shall be no strike or other economic action by the Association and there shall be no lockout or other economic action by the District.

ARTICLE III

PERSONNEL

SECTION 1: EMPLOYEE RIGHTS

- A. Employees shall be entitled to full rights of citizenship. The District shall provide equal employment opportunity and nondiscriminatory treatment for all staff in recruitment, hiring, retention, assignment, transfer, promotion, and training. Such equal employment opportunity will be provided without discrimination with respect to all protected groups as set forth in the Washington State laws against discrimination in hiring or employment as now or hereafter enacted, except insofar as such factors are valid occupational qualifications.
- B. Employees of the District who are represented by the Association shall have the right to freely organize, join, and support the Association and its activities.

- C. Right to Due Process

No employee shall be reprimanded, disciplined, or reduced in rank or compensation without just cause. An employee shall be entitled to have present a representative of the Association during any formal disciplinary action. When a request for such representation is made, no action shall be taken with respect to the employee until such representative of the Association is present. If representation is not arranged within ten (10) working days of written notification to the employee, the District may proceed with action against an employee. For the purpose of interpretation of this section, formal disciplinary action shall mean situations in which an employee is to receive a suspension from work, a written reprimand or a notice of termination.

- D. Election of Remedy

Any employee receiving notification of nonrenewal of contract, discharge, or adverse effect may elect to have the matter heard either by a hearing officer in accordance with [RCW 28A.405.310](#) or [RCW 28A.405.380](#) or an arbitrator in accordance with the grievance procedure contained herein, provided that when an employee elects arbitration, the Association agrees to move toward arbitration in a timely manner. This section does not apply to non-renewal of provisional employees.

- E. Safety

The parties shall abide by the applicable safety standards set forth in the Washington Industrial Safety and Health Act. Health and safety concerns are to be reported to the immediate supervisor.

- F. Grading

Employees shall have the exclusive right and responsibility to determine grades of students. No grade shall be changed without the approval of the employee.

SECTION 2: ACADEMIC FREEDOM

Academic freedom shall be guaranteed to all employees, and no special limitations shall be placed upon study, investigation, presentation and interpretation of facts and ideas concerning man, human society, the physical

and biological world and other branches of learning subject to accepted standards of professional responsibility, community standards and adopted curriculum as per [RCW 28A.150.240](#).

These responsibilities include a commitment to democratic tradition, a concern for the welfare, growth and development of children and an insistence upon objective scholarship.

SECTION 3: GRIEVANCE PROCEDURE

A. Definitions

1. A grievance shall mean a written statement (see Appendix K) by the Association that a controversy, dispute, or disagreement of any kind or character exists which arises out of or in any way involves the interpretation or application of the express term or terms of this Agreement.
2. “Days” shall mean school district working days.

B. Procedures

Within thirty (30) days following the time when the grievant knows or could reasonably have known of the act or condition which is the basis of the grievance, the grievant may file a written grievance with their principal or immediate supervisor, with a copy to the superintendent or designee. Grievances filed in the name of the Association or the Board may be initiated at Step 2 of their grievance procedure as set forth below. All certificated employees shall have the right of Association representation at each step of the grievance procedure.

A grievance may be withdrawn or settled at any step without establishing prejudice or precedent.

No reprisals shall be taken by the employer or the Association against any employee because of the employee’s participation or refusal to participate in a grievance.

Step 1:

The school principal or immediate supervisor shall attempt to meet with the grievant within five (5) days, but no more than ten (10) days, following receipt of the grievance and attempt a mutually satisfactory resolution of the grievance. If no satisfactory agreement is reached, the grievant may within three (3) days appeal to Step 2.

Step 2:

The grievant shall meet within five (5) days following the receipt of the grievant’s appeal to the superintendent with the superintendent or designee. The Superintendent or designee shall respond in writing within ten (10) days after the Step 2 meeting. The response shall include the reasons upon which the decision was based. If no satisfactory agreement is reached, the Association may, within twenty (20) days of the meeting, appeal to Step 3 — Arbitration or request grievance mediation.

Optional Grievance Mediation

If the grievance is not resolved at Step 2, the Association may request grievance mediation.

The Association shall notify the District in writing within ten (10) days of receipt of the Step 2 response of its desire to refer the grievance to mediation.

The District shall respond in writing to the Association within five (5) days of receipt of the Association notification whether or not the District agrees to mediation.

If the parties agree to mediation, they shall attempt to agree on a mediator.

The mediator will have the authority to meet and discuss the matter separately with either party, but will not have the authority to compel resolution of the grievance.

The presentation of facts and considerations shall not be limited to those presented at Step 2.

Proceedings shall be informal in nature.

Any settlement agreed to shall be reduced to writing by the mediator and, if necessary, shall be enforceable through the grievance procedure of the Agreement.

The fees and expenses of the mediator and related costs shall be borne equally by the parties.

If no settlement is reached, the grievance may be continued to arbitration.

Step 3:

The parties agree to select an arbitrator whose decision shall be final and binding. A list of at least five (5) arbitrators shall be requested from the Federal Mediation and Conciliation Service and/or the American Arbitration Association. The parties shall select the arbitrator within ten (10) days of receipt of said list. The total selection list of arbitrators shall always consist of an odd number.

The arbitrator shall be selected from the list of eligible candidates by a representative of the superintendent or designee and the grievant, alternately striking names until only one name remains.

The representative of the superintendent or designee and the grievant shall present their cases to the arbitrator within thirty (30) days after the arbitrator has been selected.

The arbitrator shall make a decision in writing not more than fifteen (15) days following the day the case is presented.

The arbitrator shall have no power or authority to rule on any issue not specifically before them. The parties shall not present any issue to the arbitrator, which has not been specifically included within the grievance as presented to the superintendent or designee in Step 2. The arbitrator shall not have any authority to decide any subject not specifically set forth in the express terms of this Agreement, nor shall they decide any subject not expressly contemplated by the terms of the Agreement. To the extent any arbitrator's decision exceeds the limitations of their authority; it shall be null and void.

The expenses of the arbitration shall be borne equally by the District and the Association.

SECTION 4: PROGRESSIVE DISCIPLINE

The District has the right to discipline, suspend, or dismiss for just cause. Prior to instituting progressive discipline steps, the District will have made a reasonable attempt to counsel with the employee and to clarify job expectations. All disciplinary action shall be in accordance with the principles of progressive discipline. Progressive discipline may include: verbal warning, written warning, and written reprimand. The District may bypass the steps of progressive discipline because of the severity of the employee conduct that constituted just cause for discipline.

SECTION 5: PERSONNEL FILES

The District and the Association agree that confidentiality in observation and evaluation promotes full and fair compliance with the Basic Education Act and that objective observation and evaluation is a vital governance issue, which may be substantially and irreparably damaged by public disclosure of specific observations,

evaluations and personnel files. The parties further agree that in order to protect the privacy rights of the individual employees, confidentiality is necessary. Therefore, in compliance with [RCW 42.56.210](#) and [RCW 42.56.540](#), and [RCW 28A.150.230](#) (2-a), the District agrees to exercise best efforts to protect employee rights consistent with the law. Processed grievances, garnishments, and attachments of wages will be kept separate from the employee's personnel file.

There will be only one personnel file, which will be kept in Power School Records. There will be no secret or alternative files kept in the district. However, this will not preclude administrators from keeping working files for their own use. All working files will be subject to the employee's inspection, with exclusive right of response by the employee. At the end of the current school year, material contained in an administrative working file will be destroyed or moved to the personnel file. This excludes material in an open, ongoing investigation.

Any material, except criminal investigations, not shown to the employee within ten (10) days after receipt or composition shall not be allowed as evidence in any grievance or in any disciplinary action against such employee. A certificated employee shall have the right to attach their own written comments relating to material in the file.

Correspondence or other materials making reference to an employee's competence, character or manner will not be kept or placed in the personnel file and/or working file without the employee's knowledge and the employee will have the right of the addendum of all items in the files. Student and parent complaints will not be placed in the personnel file.

Any materials, except evaluations and materials required by law, including materials concerning sexual misconduct and/or physical and/or verbal abuse to staff or students will be removed from the employee's personnel file at their written request two years (or more) from the date of the circumstances or event that precipitated the placement of the material provided there has been no reoccurrence of similar misconduct.

Any documentation, including emails, that are related to items removed from the personnel file shall not be allowed as evidence in any grievance or in any disciplinary action against the employee. Central office administrators will review the contract language regarding personnel files and working files with building administrators at the beginning of each school year.

The following shall apply to the District's current practice of documenting written directives and verbal warnings in emails:

- Administrators will begin placing written directives and verbal warnings in the personnel file;
- Administrators will place any emails documenting written directives and verbal warnings issued prior to the 2025-2026 school year in the employee's personnel file;
- Once a written directive or verbal warning has been transitioned to the personnel file, an email copy will be retained to comply with public records requirements, but only the personnel file version may be admissible in a grievance or disciplinary proceeding (subject to any removal from the personnel file in accordance with this section).

SECTION 6: CERTIFICATED EMPLOYEE EVALUATION PROCESS

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, which encourages improvement in specific identifiable areas, and provides support for professional growth through the systematic assessment of employee performance.

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](#):

- (1) An evaluation system must be meaningful and manageable;(2) an evaluation system must encourage improvements in teaching skills, by identifying areas needing improvement;
- (2) an evaluation system must provide a mechanism to make meaningful distinctions among teachers and to acknowledge, recognize, and encourage superior teaching performance; and
- (3) an evaluation system must encourage respect in the evaluation process by the persons conducting the evaluations and the persons subject to the evaluations through recognizing the importance of objective standards and minimizing subjectivity.

Additionally, the parties agree that the evaluation process is one that will be implemented with collaboration between the evaluator and the bargaining unit member, as described in [WAC 392-191-025](#):

“To identify in consultation with classroom teachers and certificated support personnel observed, particular areas in which their professional performance is satisfactory or outstanding, and particular areas in which the classroom teacher or support person needs to improve their performance.”

B. EVALUATOR QUALIFICATIONS:

1. All assigned evaluators shall have been trained in the adopted evaluation processes. The District will maintain documentation with evidence of the successful completion of their training by evaluator before any such individuals may participate in the evaluation process of bargaining unit members.
2. No teacher shall 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 and any relevant state or federal requirements.

C. APPLICABILITY FOR EVALUATION PROCESSES

The evaluation processes to be utilized for employees shall be as follows:

1. Classroom Teacher- Their employee group includes specifically those certificated staff with an assigned group of students for whom they provide academically focused instruction and grades.
2. Non-Classroom bargaining unit members- Their employee group does not meet the classroom teacher definition :

Article 1.	Psychologist
Article 2.	Therapeutic Specialist
Article 3.	Speech-Language Pathologist
Article 4.	Coordinator/TOSA
Article 5.	Counselor
Article 6.	Library Media Specialist

The evaluative procedure and criteria shall be distributed and explained to all certificated employees at the building level by October 15 of each year or when an employee is assigned to a building. Each employee shall have access through the electronic system appropriate to the teacher’s position and track in the evaluation cycle.

D. PROFESSIONAL LEARNING

Each teacher shall receive professional learning focused on the Danielson adopted framework and state criterion to ensure clear understanding of the evaluation process.

E. DEFINITIONS, STATE CRITERIA, FRAMEWORK, AND SCORING

1. Definitions

1. **Criteria** shall refer to one (1) of the eight (8) state-defined categories to be scored.
2. **Component** shall refer to the sub-section of each criterion.
3. **Evaluator** shall refer to a certificated administrator who has been trained in observation and evaluation using the adopted instructional framework contained in this Agreement and any relevant state or federal requirements. The evaluator shall assist the teacher by providing support and resources. The building principal shall have the primary responsibility for the evaluation of employees under their supervision.
4. **Artifacts** shall refer to any products generated, developed, or used by a certificated teacher. Artifacts should not be created specifically for the evaluation system. Additionally, tools or forms used in the evaluation process may be considered as artifacts.
5. **Evidence** shall refer to examples or observable practices of the teacher in relation to the instructional framework rubric. It should be gathered through the normal course of employment and demonstrate student growth impact. The district and association are interested in quality versus quantity.
6. **Not Satisfactory** shall refer to:
 - A. Level 1: Unsatisfactory – Receiving a summative score of 1 is not considered satisfactory performance for a teacher.
 - B. Level 2: Basic – If the classroom teacher is on a continuing contract with more than five (5) years of teaching experience and if a summative score of 2 has been received two years in a row or two years within a consecutive three-year period, the teacher is not considered performing at a satisfactory level.
7. **Student Growth Data** shall mean the change in student achievement between two points in time within the current school year (mutually agreed between teacher and evaluator). Assessments used to demonstrate growth should originate at the classroom level. Assessments used to demonstrate growth must be appropriate, relevant and may include multiple measures, both formative and summative.

2. State Evaluation Criteria:

Criterion 1: Centering instruction on high expectations for student achievement

Criterion 2: Demonstrating effective teaching practices

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

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum

Criterion 5: Fostering and managing a safe, positive learning environment

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

Criterion 7: Communicating and collaborating with parents and the school community

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practices and student learning

3. Instructional Framework

The parties have agreed to the 2022 Danielson evidence-based instructional framework (Appendix M).

All classroom teachers will be assessed using the Charlotte Danielson Framework for Teaching evaluation rubric.

Non-classroom teachers will be assessed using their respective frameworks, which are published on the district's webpage.

4. Criterion Performance Scoring [WAC 392-191A-140](#)

If the evaluator and teacher cannot agree on a final criterion score, the following principles will apply:

- a. When there is more than one (1) component, if a 4 – Distinguished is scored, the overall criterion score cannot be lower than 2 – Basic.
- b. Each rating will be assigned the following numeric values:
 - Unsatisfactory – 1
 - Basic – 2
 - Proficient – 3
 - Distinguished – 4

5. Summative Performance Rating

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

- 8-14—Unsatisfactory
- 15-21—Basic
- 22-28—Proficient
- 29-32—Distinguished

All scores will be determined based on the preponderance of evidence and staff shall have the opportunity to provide additional evidence prior to the final evaluation.

6. Student Growth Criterion Score

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

- 5-12—Low
- 13-17—Average
- 18-20—High

b. Student growth data will be taken from multiple sources during the school year in which the evaluation is being conducted and must be appropriate and relevant to the teacher's assignment. It will include teacher-initiated formal and/or informal assessments of student progress. Student achievement that does not show growth between two points in time in the same school year shall not be used to calculate a teacher's student growth criterion score. Evaluators shall not consider school-wide or District-wide test scores when evaluating classroom teachers as current state testing does not measure two points in time or individual teacher impact. Teachers and administrators will collaborate on how to best capture and record the reflective nature of the updated student growth goals.

c. If a teacher receives a 4 – Distinguished summative score and a Low student growth score, they must be automatically moved to the 3 – Proficient level for their summative score. If rubric scores produce a 'low' student growth score or any one of the five student growth components receive an unsatisfactory (1) rating, then a student growth inquiry is triggered as outlined below. The teacher and evaluator will mutually agree to engage in one (1) of the following:

- Compare student growth measure with other evidence (including observation, artifacts and student evidence) and additional levels of student growth based on classroom, school, District and state-based tools;
- Examine extenuating circumstances possibly including: goal setting process/expectations, student attendance, and curriculum/assessment alignment;
- Schedule monthly conferences with evaluator to discuss/revise goals, progress toward meeting goals, and best practices;
- Create and implement a student growth inquiry plan to address student growth areas (Appendix P).
- Work with a mentor teacher.

F. PROCEDURAL COMPONENTS OF EVALUATION (Appendix O)

1. Notification

The teacher will be notified no later than October 15th of their evaluator and whether the teacher will be evaluated using a comprehensive or focused evaluation.

2. Student Growth Goal Setting: (Appendix P)

By October 31st, the teacher shall determine a student growth goal for the appropriate component or components of SG-3.1, SG-6.1, and SG-8.1. The goal for SG-6.1 and SG-8.1 may be the same goal. *Non-classroom teachers are not required to submit student growth goals or scores.

3. Artifacts and Evidence:

1. The evaluator will collect observation data and evidence and share artifacts and evidence necessary to complete the evaluation.
2. The teacher will provide 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-

4. Record-Keeping

The District shall adhere to the following:

- a. A copy of the final evaluation summary, teachers' written comments, if applicable, and forms shall be included in the teacher's personnel file.
- b. Teachers shall have access to their eVAL account in subsequent years.
- c. Evaluators shall notify the teacher of any additional evidence submitted to eVAL within three days barring extenuating circumstances.
- d. Teachers are encouraged but shall not be required to share personal assessment information utilized within the eVAL system.
- e. Any and all data entered into eVAL shall be considered confidential.
- f. The necessary equipment needed to use the eVAL system will be provided by the District.
- g. Since non-classroom teachers do not currently have access to the state eVAL system, paper options will be provided (Appendix Q).

5. Electronic Monitoring

All observations shall be conducted openly. Mechanical or electronic devices shall not be used to listen to or record the procedures of any class without the consent of the teacher. This recording shall be used for evaluation and not shared without permission.

6. Alternative Evaluator -

Teachers may make an appeal to Human Resources and WWVEA to request an alternative evaluator. Requests must be submitted in writing within ten (10) days of the first post-observation conference.

G. COMPREHENSIVE EVALUATION PROCESS

A Comprehensive Evaluation will include evaluation of all eight (8) state criteria. A teacher eligible for focused evaluations must complete a comprehensive evaluation once every six (6) years.

Observation Cycle –

1. Pre-Observation/Planning Conference:

The pre-observation conference shall be held prior to the first formal observation. The teacher and evaluator will mutually agree when to conference. The purpose of the planning conference is to discuss the employee's goals, establish a date for the formal observation, 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.

2. Observation:

- a. Comprehensive Evaluation Process for non-provisional teachers will include 1 formal, 30-minute observation and a minimum of 30 minutes of drop-in or other observations.
- b. Provisional Employees will follow the guidelines stated in [RCW 28A.405.100](#) and have at least the following:
 - Provisional 1 – One (1) formal observation within ninety (90) calendar days (Ninety day start date is the first teacher meeting day of the school year) and drop-ins totaling at least sixty (60) minutes.
 - Provisional 2 – One (1) formal observation and drop-ins totaling at least sixty (60) minutes.
 - Provisional 3 – Two (2) formal observations and drop-ins totaling at least ninety (90) minutes.
- c. The observations will occur no later than five (5) working days after the planning meeting (barring extenuating circumstances).
- d. Observations will not take place the first week of the school year, the last day before or after a break or on the day following an absence of the employee unless mutually agreed upon.

3. Reflective Conference

- a. A reflective conference between the evaluator and teacher shall be scheduled no later than five (5) days after the formal observation (barring extenuating circumstances).
- b. The purpose of the post-observation conference is to review the evaluator's and teacher's evidence related to the scoring criteria during the observation and to discuss the teacher's performance. The teacher shall be provided an additional opportunity to submit evidence of the teacher's professional performance that the teacher deemed was not observed in the classroom. The evidence provided by the teacher shall be incorporated on the negotiated form and be used to determine the final evaluation score.
- c. If there is an area of concern, the evaluator will identify, in writing, specific concerns for the applicable criteria and provide district support and resources to remedy the concern.
- d. The teacher may attach written comments to the observation report.

4. Final Evaluation Conference

- a. The evaluator and teacher shall meet no later than June 1 to discuss the teacher's final summative score. The final summative score, including the student growth score, must be determined by an analysis of evidence. Their analysis will include a holistic assessment of the teacher's performance through the year.
- b. The teacher has the right to provide additional evidence for each criterion to be scored.
- c. All evidence, measures, and observations used in developing the final summative evaluation score must be a product of the school year in which the evaluation is conducted.
- d. If the teacher reasonably believes the criterion score or final summative score were not objectively scored, they may be granted any of the following:
 - a. An alternative evaluator scoring of evidence who is mutually agreed upon by the teacher and the Association
 - b. Assignment of a new evaluator for the ensuing school year
 - c. Assignment of a mentor
- e. The teacher will sign two (2) copies of the Final Summative Evaluation Report (one copy-employee, one copy-personnel file). The signature of the teacher does not, however, necessarily imply that the employee agrees with its contents. The teacher may attach any written comments to observations and to the final annual evaluation report.

H. FOCUSED EVALUATION

The Focused Evaluation is used when a teacher is not evaluated using the Comprehensive Evaluation process and will include evaluation of one of the eight (8) state criteria (student growth impact required).

If a non-provisional teacher has scored at Proficient for their previous year, they may be moved to Focused Evaluation. The teacher may remain on the Focused Evaluation for five (5) years before returning to the Comprehensive Evaluation.

The teacher or the evaluator can initiate a move from the Focused to the Comprehensive Evaluation. A decision to move a teacher from a Focused to a Comprehensive Evaluation must occur by December 15.

1. The criterion area to be evaluated shall be proposed by the teacher at the goal-setting conference and must be approved by the evaluator.
2. If the employee chooses criterion 1, 2, 4, 5, or 7, they must also complete the student growth components in criterion 3 or 6.
3. Observations and conferences for the focused evaluation shall be discussed by the educator and evaluator during the Student Growth Goal meeting and shall total a minimum of 60 minutes of observation, including drop-in observations and follow up conversations. The score from the last comprehensive evaluation will be a carryover score. This allows the teacher to take risks and stretch their professional practice without risking a lower evaluation score.
4. Evaluators can override a carryover score if the teacher's professional practice exceeds the carry-over score.
5. A group of teachers may focus on the same evaluation criterion and share professional growth activities. This collaboration should be initiated by the teacher(s), and no individual shall be required to work on a shared goal, unless they and/or their Professional Learning Team have agreed to having Criterion 8 and Student Growth Goal 8.1 as their goal area. In some instances, there may be a school wide goal that all teachers will be collaborating on.

I. SUPPORT FOR BASIC AND UNSATISFACTORY PERFORMANCE

1. When a teacher is judged below Proficient, provisions shall be offered to the employee in support of their professional development.
Support may include:
 - Four (4) days of district funded release time to observe colleagues' instruction
 - Additional/different certificated employee evaluator
 - A mentor
 - Voluntary structured support plan
 - In-service training
 - Required mentor ([RCW 28A.405.140](#))
 - Compensation at the per diem rate of pay for any time that occurs outside the normal work day /year
2. In such cases that a teacher with more than five (5) years of experience receives a summative evaluation score below Proficient, the teacher must be formally observed before October 15th the following year. If the Formal Observation in that following year results in ongoing and specific performance concerns, a structured support plan will be mutually developed by the evaluator and teacher within five (5) days following the First Post-Observation Conference and will be completed prior to completion of the comprehensive evaluation.

K. PROBATION ([WAC 181-82-110](#) and [RCW 28A.405.210](#))

At any time after October 15, a classroom teacher whose work is judged not satisfactory based on the scoring criteria shall be placed on probation and notified in writing of the specific areas of deficiencies and provided a written reasonable plan of improvement.

1. A non-provisional classroom teacher's work is not judged satisfactory, and therefore shall be placed on probation, when the overall comprehensive score is Unsatisfactory. A continuing contract teacher under RCW 28A.405.210 with more than five (5) years of teaching experience whose comprehensive summative evaluation score is below Proficient for two (2) consecutive years or for two (2) years within a consecutive three (3) year time period shall also be placed on probation.
2. Teachers may only be placed on probation from the Comprehensive Evaluation Process.

3. Teachers on continuing contracts who have been assigned to teach outside of their endorsements shall not be subject to nonrenewal or probation based on evaluations of their teaching effectiveness in the out-of-endorsement assignments in accordance with [WAC 181-82-110](#).
4. In the event that an evaluator determines that the performance of a teacher under their supervision merits probation, the evaluator shall report the same in writing to the Superintendent. The report shall include the following:
 1. The evaluation report and supporting evidence.
 2. A recommended specific and reasonable program designed to assist the teacher in improving their performance.
5. If the Superintendent concurs with the administrator's judgment that the performance of the employee is unsatisfactory, the Superintendent shall place the teacher in a probationary status for a period of no less than sixty (60) school days, any time after October 15. The probationary period may be extended into the following school year if the teacher has more than five (5) years of teaching experience and the final summative rating as of June 1st is Unsatisfactory - 1. Before being placed on probation, the Association and the teacher shall be given notice of action of the Superintendent which shall contain the following information:
 1. Specific areas of performance deficiencies identified from the instructional framework;
 2. A suggested specific and reasonable plan for improvement;
 3. A statement indicating the duration of the probationary period and that the purpose of the probationary period is to give the teacher the opportunity to demonstrate improvement in their area or areas of deficiency.
6. A reasonable plan of improvement will be developed and will include the specific evaluative criteria which must be met and the measures and benchmarks which will be used to determine the teacher's success or failure. The plan will include a system for periodic feedback during the term of probation, supports provided and funded by the district, and the dates those supports will be put in place. Any of these support activities shall be compensated at the employee's per diem rate of pay for any time that occurs outside the normal work day/year.
7. Evaluation During the Probationary Period
 - a. At or near the delivery of a probationary letter, the evaluator shall hold a personal conference with the teacher to discuss performance deficiencies and the remedial measures to be taken.
 - b. Once the areas of deficiency and criteria for improvement have been determined, they may not be changed.
 - c. During the probationary period, the evaluator shall meet with the probationary teacher at least twice a month to supervise and make a written evaluation of the progress, if any, made by the teacher. The provisions of this Agreement shall apply to the documentation of observation reports and evaluation reports during the probationary period.
 - d. The probationary teacher may be removed from probation at any time if they have demonstrated improvement to the satisfaction of the evaluator in those areas specifically detailed in their notice of probation.
 - e. The probationary teacher may request that an additional certificated evaluator be included as a member of the probationary process and their request must be granted. Their evaluator may be assigned by the ESD and will be jointly selected by the district and the Association from a list of evaluation specialists compiled by the ESD.
8. A teacher who is on a plan of improvement must be removed from probation if they have demonstrated improvement in the areas prescribed as deficient. A teacher must be removed from probation if a teacher with five (5) or fewer years of experience scores at Basic (2) or above or a teacher of more than five (5) years of experience scores at Proficient (3) or above. A written notice will be provided to the teacher at the time this decision is made.

9. Lack of necessary improvement during the established probationary period, as specifically documented in writing with notification to the probationer constitutes grounds for a finding of probable cause under [RCW 28A.405.300](#) or [28A.405.210](#).
10. Unless the probationary teacher has previously been removed from probation, the evaluator shall submit a written report to the Superintendent at the end of the probationary period which report shall identify whether the performance of the probationary teacher has improved and shall set forth one (1) of the following recommendations for further action:
 - a. That the teacher has demonstrated sufficient improvement in the stated areas of deficiency to justify the removal of the probationary status; or
 - b. That the teacher has demonstrated sufficient improvement in the stated areas of deficiency to justify the removal of the probationary status if accompanied by a letter identifying areas where further improvement is required; or
 - c. That the teacher has not demonstrated sufficient improvement in the stated areas of deficiency and action should be taken to non-renew the employment contract of the teacher.
11. The Superintendent shall determine which of the alternative courses of action is proper and shall take appropriate action to implement such determination.
12. A teacher who fails to successfully complete the probation process, as outlined above, may have their probationary period extended or may be recommended for non-renewal. Provisional employees are excluded from the evaluation probationary process described herein.

L. NON-RENEWAL (DISCHARGE) [RCW 28A.405.210](#)

When a continuing contract teacher with five (5) or more years of experience receives a comprehensive summative evaluation rating of Unsatisfactory – 1 for two (2) consecutive years, after completing probation the first year, the District shall, within ten (10) days of the completion of the Final Evaluation Conference or June 1st, whichever occurs first, implement the teacher notification of non-renewal (discharge) as provided in [RCW.28A.405.300](#).

M. PROBABLE CAUSE The teacher who is, at any time, issued a written notice of probable cause for non-renewal or discharge by the Superintendent pursuant to this Article shall have ten (10) calendar days following receipt of said notice to file any notice of appeal as provided by statute or by this Agreement.

N. EVALUATION RESULTS

- (a) Evaluation results shall be used:
 1. To promote reflection on professional practice and facilitate continued professional growth.
 2. To document the level of performance by a teacher of their assigned duties.
 3. To identify specific areas in which the teacher may need improvement according to the criteria included on the evaluation instrument.
 4. To document performance by a teacher judged unsatisfactory based on the State evaluation criteria.
- (b) Evaluation results shall not be:
 1. Shared or published with any teacher identifying information.
 2. Shared or published without notification to the individual and Association.
 3. Used to determine any type of base or additional compensation.
 4. Used as part of any disciplinary process.

SECTION 7: LAYOFF AND RECALL

In the event the District suffers a significant loss in revenues and/or programs, which require a reduction in the work force, the District shall follow the procedures contained herein. The term “layoff” as used herein refers to action by the board reducing or eliminating the contractual status of individuals represented hereunder.

The District shall provide the Association with a detailed report relating to the District's financial condition and the anticipated educational program for the ensuing school year.

Seniority for the purpose for this Agreement is defined as: Number of years of service within the State of Washington. When years of service result in a tie, the staff weighting index number will be the determining criteria.

A. Layoff Procedure

Each employee shall receive and verify their seniority and staff weighting index number annually in accordance with Appendix L. Seniority will include the current school year; however, staff weighting index number will include degrees and credits earned prior to October 1 of the current year. Experience credit for part-time employees shall be granted on the same basis as their percentage of employment, e.g., half time employment for a full year yields one-half year experience credit on the staff weighting index schedule. Summer school and other supplemental contract work do not count toward seniority.

The District will make every effort to use the voluntary and involuntary transfer process in Section 8 before initiating any layoffs. Employees will be laid off beginning with the least senior employee and moving up the seniority order as needed. If a staff member is not qualified to teach in any existing available position in the district, that staff member will be laid off before staff members who are qualified but have less seniority. For the purposes of this Agreement, qualified means the proper state endorsement.

Employees with identical staff weighting indices shall be ranked according to the actual date of employment with the District to break the tie. If a tie still exists after all of the above criteria have been utilized, the District will determine which employee is to be retained, provided the District does not act in an arbitrary and capricious manner.

Employees on leave are subject to the Layoff procedure. Any person in the recall pool with more seniority than a person on leave, is recalled prior to the return from leave for the less senior employee.

B. Employment Pool

A certificated employee receiving written notification of layoff shall retain an employment relationship with the District by being automatically placed on layoff and recall status.

Credit for any education acquired during that year will be granted. Acceptance of contract employment as a certificated employee in any other school District while on layoff status shall constitute an automatic termination of the employment relationship as provided herein.

Any employee accepting a temporary position shall not forego their seniority recall option in the event a permanent position becomes available.

No certificated employee will be hired by the District from outside of the bargaining unit until all employees on layoff status shall have been determined to not be qualified for the position. Employment of substitutes shall come from those employees on layoff status except when no qualified employee is available.

Upon the request of a certificated employee, the District shall make provision for the continuance of an employee's participation in any District group insurance program. The entire premium required shall be paid by the employee to the District business office on a monthly basis as required by the business office.

C. Recall

Recall shall be in reverse order of the staff-weighting index number. If a staff member is not qualified to teach in an existing available position in the district, that staff member will not be recalled before staff

members who are qualified but have less seniority. For the purposes of this Agreement, qualified means the proper state endorsement.

The District shall give written notice of recall by sending a registered letter to the employee at their last known address. Any certificated employee so notified shall respond as to whether they accept or reject the position within ten (10) working days from receipt of said notice.

SECTION 8: ASSIGNMENT, TRANSFERS AND VACANCIES

A. Definitions

1. Vacancies

A "vacancy" is a position that is not assigned to a current staff member at a given site. Notices of vacancies for positions covered by this Agreement shall be posted as they occur and copies of such notices shall be provided to the Association. In cases where multiple openings may occur in a single year, the District shall not be required to re-post like positions.

In filling vacancies for the succeeding year, the District will first decide whether it is necessary to make any involuntary transfers from sites and, if so, the district will follow the provisions below dealing with involuntary transfers. Next, the District will consider qualified employees who volunteer for reassignment or transfer according to the provisions below dealing with voluntary reassignment or transfer.

2. Transfer

A "transfer" shall mean a move by an employee from one site to another. When considering the needs of the district, Title/LAP, Intervention and Learning Specialists elementary teachers will be considered part of the classroom teacher population.

3. Voluntary Transfer

A "voluntary transfer" shall mean a transfer that an employee requests.

4. Involuntary Transfer

An "involuntary transfer" shall mean a transfer that an employee has not requested and shall include a reassignment that an employee has not requested.

5. Assignment

An "assignment" shall mean the placement of an employee in a particular grade level, subject area, or specialty area.

6. Program

At the elementary level, "program" is defined as Special Ed, Dual Programs, and other roles as agreed upon by the WWVEA and district.

B. Voluntary Requests of Reassignment and/or Transfer

Evaluation results for certificated classroom teachers must be used as one of multiple factors in making human resources decisions.

Areas that could be used in HR decisions:

- Probable cause for non-renewal
- Conversion from provisional to continuing status after year two (2)
- Consideration for TOSA positions requires proficient rating in all eight (8) criterion.

All vacancies which occur for the succeeding year will be posted. After three (3) days during the school year, or five (5) days during the summer, certificated employees interested in reassignment and/or transfer, shall be given first consideration by being offered an interview.

Interviewed employees will be reassigned and/or transferred provided: (1) they are qualified, and (2) the needs of the District are met. The District has the exclusive ability to define its needs, provided the District does not act arbitrarily. After the internal interview process, any unsuccessful employees will be notified as soon as possible in person by the applicable site administrator and provided a basis for the committee's decision. If an internal candidate is not selected the district may interview external candidates.

The District will make every effort to notify certificated employees in writing of any changes in their programs and schedules for the ensuing school year (including the schools to which they will be transferred, the grades and/or subjects that they will teach, and any special assignments they will have) prior to the end of the school year.

C. Involuntary Transfers from Sites

To assure compliance with state and federal requirements and to assure the best quality educational program in the District, it becomes necessary on occasion to make some transfers on an involuntary basis.

1. Prior to the selection of any Association member for transfer, Human Resources shall notify all Association members at the affected site or program of the potential for administrative transfer(s) to allow voluntary transfers from the site. No Association member shall be encouraged or discouraged from volunteering.

Where there are several qualified employees who volunteer for transfer, the senior employee who is qualified shall be given the preferential right of transfer.

Seniority for the purpose of this Agreement is defined as:

- a. Number of years of service within the state of Washington.
 - b. Current placement on the staff weighting index form when years of service do not break the tie.
2. If no qualified employee at the affected site volunteers to be transferred, certificated employees at the affected site will be transferred on the following basis: (1) the employee must be qualified, (2) the employee's seniority, with the seniority list used in reverse order, (3) the needs of the district must be met and in considering the needs of the district Title/LAP, K-3 Intervention and Learning Specialists, elementary teachers will be considered part of the classroom teacher population. When the least senior employee does not meet all these qualifications, the District will continue to consider certificated employees from the seniority list used in reverse order until one who meets all the conditions is identified.
 3. Certificated employees who are to be transferred shall be notified as far in advance of the transfer as possible.
 4. A transfer shall be made only after the certificated employee has been notified in writing containing the reasons for the transfer and a meeting has been held with the Executive Director of Human Resources or their building principal.

5. Any certificated employee who is involuntarily transferred is exempt from another involuntary transfer for two (2) years after the date of being informed of the transfer.
6. A staff member being transferred shall be provided two (2) school days for the move free of teaching duties if the move occurs during a school year.

D. Part-Time Status/Exclusions

Part time teachers may have their time increased within a building or department upon mutual agreement between the teacher and the district without posting the position. Teachers on probation or on a discipline plan may not qualify for transfer until removed from probation or until they complete the discipline plan. Extracurricular assignments for teachers are not covered by their contract.

SECTION 9: STAFF PROTECTION

- A. The District shall protect certificated employees acting within the scope of their employment by purchasing liability insurance in the amount of ten million dollars (\$10,000,000) per occurrence and twenty million dollars (\$20,000,000) aggregate and the district shall include the certificated employees as named insured under the general liability insurance policy of the District.
- B. Legal counsel shall be provided, through insurance, to any certificated employee against whom a lawsuit is initiated, provided such certificated employee at the time of the act or omission complained of was acting within the scope of their employment or under the direction of the District.
- C. A certificated employee who experiences harassment, sexual harassment, threats, or intimidation, as outlined in Walla Walla Public Schools Board Policies and Procedures 3143, 5010 and 5011, while they are performing assigned duties, should bring this to the attention of their immediate supervisor or the district's affirmative action officer. The incident will be reported to the superintendent or designee and when necessary, the police. In cooperation with the employee, the district will take immediate steps to provide for the employee's safety, which may include not assigning the student to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned. The district will make a good faith effort to comply with a court order. If the order is violated, it is the responsibility of law enforcement to enforce the order.
 - A. The District will continue to provide insurance coverage under its present policy to cover the costs of loss of property (excluding cash) sustained in the course of employment. In addition, the board will develop a \$6,000 fund for the purpose of settling personal property claims utilizing procedures developed jointly by the Association and the District. Such procedures shall address the registration of some items, precautionary measures, limitations, and method of payment.
 - B. When a certificated employee is absent from employment and unable to perform duties in accordance with L&I because of an assault on their person in the course of their employment, the Board will grant the injured certificated employee leave of absence with contract pay for a period not to exceed one (1) calendar year, as provided for hereinafter. During such a period of disability, the District will compensate for the difference in the amount of state compensation and their regular salary. All benefits such as retirement, social security, sick leave and salary placement shall be maintained by the District. Medical benefits will be maintained by the District in accordance with the Family and Medical Leave Act (FMLA), when applicable.

SECTION 10: CONTRACTS, WORKDAY AND PAYMENT

A. Individual Employee Contract

All individual employee contracts (see Appendix A) shall be subject to, and consistent with, Washington state law and the terms and conditions of this Agreement. If any individual certificated employee contract contains any language inconsistent with this Agreement, this Agreement, during its duration, shall be controlling.

The Board shall not solicit execution of any individual certificated employee contract at such time or in such manner as shall constitute an unfair labor practice.

Nonprofessional personnel shall not be assigned to perform work in the instructional setting (classroom) which will substitute or replace a certificated employee in their assignment or employment. All certificated employees shall be placed on the annual salary schedule in accordance with the criteria for salary schedule placement as contained in this Agreement. The District shall provide each certificated employee a contract with building assignment(s) indicated therein. Such building assignment(s) shall be subject to Section 8 contained herein.

B. Job-Share

Definition:

A Job Share is the shared performance of the duties of a full-time (1.0 FTE) regular position by two (2) employees.

Application Process:

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

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

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

No job share request shall require the hiring of a part-time employee (see Appendix H).

Decision:

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

Working Conditions:

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

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

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

Continuation of the Job Share:

Once a job share position has been approved, the position shall remain as such for the remainder of the school year. By March 15, the employees in a job share position must apply again and request that the job share

arrangement continue and that a leave of absence be extended. The principal or supervisor in consultation with Human Resources will notify the employees, no later than April 30, if the job share will be continued.

Termination of the Job Share Agreement:

If the job share arrangement is terminated, each employee will be returned to their FTE contract status which was allocated at the time the job share began. The assignment of each employee will begin at the start of a school year and will be at the sole discretion of the District. If either employee who agreed to job share cannot fulfill their obligation to a job share or no longer wants to continue the arrangement, the job share may be terminated at the end of the school year or sooner depending upon the circumstances. Both employees may be required to return to work full-time and assignment will be at the sole discretion of the District.

C. Part Time Employment

All part time staff will have access to 6.5 extra days, which are specifically designated on the separate contract day form (Appendix E). Benefits shall be paid on a per diem basis for all participants.

D. Part Time Teacher's Workday

Elementary teachers who are at least half-time but less than full time employees shall receive and be compensated for a prorated amount of pupil/patron time either before and/or after the school day, prorated planning time and 30 minutes of duty-free lunch if their assignment continues through the lunch period. If at all possible, the teacher's schedule will be continuous once their day begins.

Secondary teachers who are part time will be compensated proportionally according to their FTE assignment. They will be expected to set aside time either before or after school to meet pupils and patrons.

E. Copies of the Contract

An original contract shall be sent to the employee each year for their signature via electronic signing.

F. Length of Contract

The length of a regular employee contract shall be one hundred eighty two (182) days. This shall include 178 student instruction days plus two (2) parent-teacher conference days. If the District extends the contract of a certificated employee, the employee shall be paid per diem for the extra day(s).

G. Current Certification

It is the responsibility of each employee to maintain current certification according to the current standards for the state of Washington. Employees who permit their certification to lapse or do not meet certification requirements shall immediately be placed on unpaid leave from their contract and shall not be permitted to return to their assignment until such time as they are able to provide Human Resources with proof of current certification. Employees who knowingly continue to exercise their contracted duties with a lapsed certificate shall be subject to disciplinary action by the District.

H. Separate Contract Days

Separate contract days must be negotiated each negotiation cycle and shall not be awarded on an ongoing annual basis. ([RCW 28A.400.200\(4\)](#))

Six and one-half (6.5) separate contract days will be designated as follows:

Elementary:

- Day before school begins OR Thursday prior to Labor Day (Post Labor Day Start – Thursday prior to Labor Day; Pre-Labor Day start – the day before school)
- Fall Collaboration Day – (Planning with Data) – half-day district directed and half-day teacher directed with district-directed portion balanced between building time and collaboration time
- The second fall conference day
- The second winter conference day/professional growth day
- IEP Meeting Participation – attending five (5) IEP meetings in their entirety that occur outside the contract day.

*One and one-half (1.5) days to be building directed

OR

As otherwise arranged with the approval of the building administrator

Secondary:

- Day before school begins OR Thursday prior to Labor Day (Post Labor Day Start – Thursday prior to Labor Day; Pre-Labor Day start – the day before school)
- Fall Collaboration Day – (Planning with Data) – half-day district directed and half-day teacher directed with district-directed portion balanced between building time and collaboration time
- The second fall conference one-half (.5) day
- The second winter conference one-half (.5) day/professional growth day
- IEP Meeting Participation - attending five (5) IEP meetings in their entirety that occur outside the contract day.

*Two and one-half (2.5) days to be building directed

OR

As otherwise arranged with the approval of the building administrator

*Administrators will make every effort to provide building directed day schedule to staff on or before September 15th of each year and will inform staff of any building directed days scheduled during the summer before June 1.

IEP Meeting Participation:

The District and the Association recognize the critical importance of educators participating in Individualized Education Program (IEP) meetings. These meetings ensure educators have a comprehensive understanding of each student's needs and can effectively implement supports and accommodations outlined in the IEP.

To support teacher participation in IEP meetings while acknowledging the additional time commitment this may require, the District and Association agree to the following provisions:

1. Professional Responsibility: Participation in IEP meetings in their entirety and completion of Teacher Input Questionnaires (TIQs) are considered a professional responsibility, in accordance with the law, for students on their caseload when their input is necessitated by the student's IEP goals. As required by federal law and the state auditor, attendance in these meetings is documented. IEP participation may be taken into consideration as part of Danielson Criterion 8, which includes 4d – Contributing to School Community and Culture; 4e – Growing and Developing Professionally; and 4f – Acting in Service of Students, highlighting the value of engagement and professionalism in a thriving and supportive school culture.
2. Scheduling Considerations:
The responsible Special Education team will make reasonable efforts to schedule IEP meetings during the regular workday. Additional efforts will include:

- Utilizing parent/teacher conference days for IEP meetings that coincide with the conference schedule.
 - When feasible coordinate general education teacher IEP meeting invitations to avoid conflicts with other professional responsibilities.
 - Being strategic about which staff members are invited based on the purpose of the meeting.
3. Compensation for Meetings Beyond the Contract Day:
- In accordance with state and federal law, IEP meetings must be scheduled at times that allow for meaningful parent/guardian participation. As a result, some meetings may occur outside the educator's regular contracted day.
 - Educators will be compensated up to an additional separate contract day to cover the first five (5) IEP meetings in their entirety that occur outside the contract day.
 - Educators who are invited to fewer than five (5) IEP meetings may replace the time by attending other multidisciplinary team meetings (e.g., 504, IHP, etc.). After attending five (5) IEP meetings outside the contracted day during the school year, educators will be eligible for compensation at their per diem hourly rate (5 additional hours for general education teachers and 10 for special education teachers/case managers). At the conclusion of each IEP meeting, the LEA representative will record all participants using a Google Form. The District Office will compile this information and provide staff with a monthly report summarizing the number of IEP meetings attended, along with any additional time accrued beyond the first five meetings.

Staff will receive one separate contract day for attending five IEP meetings in their entirety. This separate contract day will be paid in the June paycheck. Any additional time beyond the first five meetings will be compensated at the applicable per diem rate and paid in the month the employee reaches the threshold (five hours for teachers and ten hours for special education staff). If an employee does not reach the threshold during the school year, any remaining eligible time beyond the first five meetings will be paid in the June paycheck.

These provisions reflect a shared commitment to ensuring IEPs are developed with meaningful input from all members of the student's team, while also acknowledging the time and effort involved in their essential work.

I. Extended Day Contracts:

Educators assigned extended contract days shall document all activities worked using Appendix F. Extended contract time may be worked in increments that reflect the actual duties performed and does not need to be completed in full- or half-day increments.

Agricultural Education Extended Contract Days:

Annually, the District will confer with Agricultural Education teachers and the Association on their extended day duties and the allocation of those days.

Dean of Students:

The Dean of Students shall be provided twenty (20) extended contract days in recognition of the additional time required before and after the school year and outside the regular contract day to fulfill the responsibilities of the position.

District Music Coordinator:

The District Music Coordinator shall be provided ten (10) extended contract days in recognition of the additional time required to support the District's music programs and fulfill the responsibilities of the position.

Counselors:

In recognition of the additional responsibilities deemed necessary to support students and families counselors will have four (4) additional extended days. Walla Walla High School counselors will receive a total of ten (10) extended contract days in recognition of additional responsibilities associated to their assignments.

JJC:

While the District operates the JJC program, an additional 39 extended contract days will be allocated.

Nurses:

In recognition of the additional responsibilities required to support student health services at the start of the school year, School Nurses will be provided ten (10) extended contract days. These days are intended to support time-sensitive duties necessary for the safe and compliant operation of school health services. For more details see page 38.

Walla Walla High School Librarian:

The Walla Walla High School Librarian shall be provided five (5) extended contract days in recognition of the additional time required to support district curriculum materials, student technology management, and fulfill the responsibilities of the position.

I. General Provisions

All separate contract days are to be reported in half or full-day increments. Professional growth days and conference days may be used on a regular workday as long as they are not used during the employee's regular work hours. Other separate contract days may not be used on a day for which the employee has been compensated. Separate contract days are exempt from the leave provisions of this Agreement.

J. Length of Workday

Employees shall make themselves available at the beginning and end of their work day for pupil-patron time. The total length of the workday shall be 7.5 hours, which shall include at least a continuous thirty (30) minute duty-free lunch period. One-half (.5) day 3.5 hours (7.5 hours, minus the thirty (30) minute duty-free lunch period, divided by 2). As a last resort, and with building administrator approval, self-contained special education teachers will be compensated at per diem for instructing students during their duty free lunch. Elementary principals should consider including a brief relief period for staff members during their morning and afternoon schedules.

The regular work week for programs with non-traditional schedules shall be equivalent to five (5) work days at 7.5 hours per day, and the work schedule may be differentiated to accommodate building/program/district needs through the waiver process (Appendix G).

K. Collaboration Time

The purpose of collaboration time is to afford teachers the opportunity to work together to improve student learning and instructional practices within the scope of district and building improvement plans.

The focus of collaboration time should be spent addressing the following questions:

- What is it we want our students to learn? What knowledge, skills and dispositions do we expect them to acquire as a result of their course, grade level, or unit of instruction?
- How will we know if each student is learning each of the essential skills, concepts, and dispositions we have deemed most essential?

- How will we respond when some of our students do not learn? What process will we put in place to ensure students receive additional time and support for learning in a timely, directive, and systematic way?
- How will we enrich and extend the learning for students who are already proficient?
Revisiting Professional Learning Communities at Work by DuFour, DuFour, and Eaker

Collaboration Time - Wednesdays

Team based collaboration will occur every Wednesday. If needed, the district may use one Wednesday per month for other purposes.

Teachers who are part of a collaborative team will be actively engaged in the collaborative process to improve student learning. Teachers will have the opportunity to provide input before collaborative teams are finalized.

The length of the teacher contracted day may be extended for the purposes of Wednesday collaboration time not to exceed 5 hours over the course of the year.

At the secondary level, when there are four or more Collaboration Wednesdays in one (1) month, one (1) Wednesday may be used to collaborate within a department, or another PLT group, or with a teacher(s) who instruct the same class different than their assigned collaborative team. Secondary staff who wish to exercise their option must provide their supervisor a schedule of who will be participating and where these meetings will occur and also ensure that their meeting does not conflict with another district collaboration event.

Each elementary and secondary building has up to seven (7) hours that can be used for staff meeting or professional learning in a year. Staff meetings will not exceed one (1) hour; however, professional learning activities may be scheduled beyond one (1) hour.

L: Emergency School Closure and Delayed Opening

In situations which necessitate the shortening of the school day (i.e. inclement weather and/or hazardous road conditions, etc.) all employees will be expected to report to work commensurate with the delay. It shall be the responsibility of each employee to contact their immediate supervisor as early as possible if the employee will be late for the re-scheduled start of school.

If the determination is made to hold school in the District, all employees are to report to work unless they are ill or are absent on approved District business. In the event of closures, the district will work in collaboration with the Association to find an equitable solution that attempts to mirror duties, times, etc. being lost with the exception of cancellation of collaboration Wednesdays.

M: Payment

Regular certificated employees shall be paid in twelve (12) monthly installments on the last business day of each month. Each warrant shall contain one-twelfth (1/12) of the contracted salary, except situations where the employee and the District mutually agree to other arrangements.

In the event of a mistake in payment resulting in underpayment or overpayment, the District and certificated employees involved shall mutually determine an arrangement for correction.

SECTION 11: SALARIES AND STIPENDS

A. Certificated Employee Salary Schedule (Appendix C)

Staff members' placement on the District salary schedule shall reflect their education and all certified experience.

CTE Teacher Salary Placement:

Generally, a Bachelor's degree will constitute the minimum academic requirement for employment. An employee whose highest degree level is non-degreed shall be placed on the BA columns except that such persons holding valid vocational/career and technical education certificates with one hundred thirty-five (135) or more eligible credits shall be placed on the MA-0 column.

A vocational/career and technical education instructor who obtains a bachelors' degree while employed in the state of Washington as a non-degreed vocational/career and technical education instructor and for whom one hundred thirty-five (135) or more eligible credits determined pursuant to WAC 392-121-259 were reported on the S-275 Report prior to the awarding of that bachelor's degree shall continue to be placed on the MA-0 column.

B. Horizontal Advancement on the Salary Schedule

Teachers completing sufficient education during any year or summer to qualify for horizontal advancement on the salary schedule must contact Human Resources no later than September 10 for a review of their credits and to complete the District form requesting movement on the salary schedule. Failure to meet this deadline will eliminate any opportunity for horizontal advancement on the salary schedule during the current school year.

All requests for horizontal advancement on the salary schedule shall be accompanied by proof of completion, which must be in the form of an official transcript. Grade reports or other documentation will not be accepted. Official transcripts shall be submitted no later than September 10 if advancement is to be reflected in the September payroll. Official transcripts will be accepted by Human Resources up to October 1. However, teachers who fail to provide official transcripts to Human Resources by October 1 will forfeit their right to horizontal advancement during that school year.

CTE Teachers Horizontal Salary Placement

Starting in the 2025-26 school year, non-degreed CTE teachers can advance horizontally through credits or clock hours attained after August 1, 2025. This provision was established in 2025, and does not apply retroactively.

Teachers will be reimbursed solely on the basis of approved experience and credits for which appropriate documentation exists in line with existing state laws and the negotiated agreement. All credits to be used for advancement on the salary schedule and must be approved by the District as meeting at least one of the criteria defined by OSPI. Only credits approved by the State of Washington for LEAP calculations shall be approved for salary schedule advancement.

C. Co-curricular Request – Co-curricular Salary Review

The Co-curricular Salary Schedule for employees is attached to this Agreement as Appendix D and by this reference is incorporated herein. Any formal activity, whether currently being offered or not, may be proposed to be included in the Co-curricular Salary Schedule. In addition, when a co-curricular employee (for a single-employee position), or group of employees (for multiple-employee positions) believes their or their assigned job duties are significantly different than their current job description/expectation, the employee(s) may request a co-curricular salary review.

When an employee believes their after-school activity should be included in the Co-curricular Salary Schedule, or a salary review warranted, they may submit a Co-curricular Request for Consideration

Application to the Human Resources Department for consideration. A review will be conducted by a four member committee comprised of District employees not associated with the application. Two members will be selected by the Association and two selected by the Assistant Superintendent. The committee's decision will be based on information provided by the employee and the District. The committee's decision is final and is not subject to grievance, complaint, or review procedures outlined in either the CBA or Board Policy. A majority vote confirming the request shall result in one of the three outcomes:

For a co-curricular request:

- a. the activity will not be included in the Co-curricular Salary Schedule;
- b. the activity will be included in the Co-curricular Schedule at a level determined by the committee, and the employee will be issued a pro-rated contract based on the committee approval date for the remainder of the school year; or,
- c. the activity will be included on the Co-curricular Schedule at a level determined by the committee, and will become effective the following school year.

For a co-curricular review:

- a. the current rate of pay will not be adjusted;
- b. the current rate of pay will be adjusted to a level determined by the committee, and the employee will be issued a pro-rated contract based on the committee approval date for the remainder of the school year; or,
- c. the current rate of pay will be adjusted to a level determined by the committee and will become effective the following school year.

An employee is limited to no more than one co-curricular request and one co-curricular review per two (2) year period.

The committee shall provide the employee only an acceptance or denial of the request. The employee shall not solicit information about the committee's deliberations.

- C. Stipend for K-8 Dual Language Classroom Teachers
K-8 Dual Language Classroom Teachers will be provided a \$1,500 annual stipend.

D. Building Leadership in the Absence of the Principal

When it becomes necessary for all building administrators to be absent from the building, the principal shall designate a certificated staff member to be in charge during the principal's absence. In making their assignment, the principal shall give first consideration to appointing an individual who has the appropriate administrative education whenever possible. No staff member will be assigned this responsibility without their consent. Staff members who have agreed to serve as designees will receive appropriate training, to be compensated at their per diem rate and to include information about out-of-building administrator supports and procedures in case of emergency. When an administrative intern is available to assume this responsibility, assignment of such duties to the intern would be considered appropriate.

Before leaving the site, the building principal will communicate to all building staff who has been assigned as the designee.

When a building leadership responsibility is assigned to a certificated staff member other than an intern, the employee shall be compensated at 1.3 times their regular hourly rate (30 percent above the regular hourly rate) for all time involved. In return for such compensation, the employee will assume the administrative duties assigned by the principal during their absence, including duties which might result in the lengthening of the employee workday.

F. Class Coverage

1. A principal or their designee may request employees to cover classes in cases of emergency when arrangements for a regular substitute cannot be made, either because of the time factor or the unavailability of a qualified substitute. The district shall make every attempt to provide a substitute when a regular employee is absent from work. When requested to cover a class, employees will be paid at the employee's hourly rate. Their compensation will be for their planning time that will be done outside of the school day.
2. Arrangements for voluntary class coverage may be made between employees with the prior approval of the building principal except in cases covered by paragraph one (1) above.

G. Compensation for Teaching Extra Class

Compensation for teachers assigned teaching responsibilities for a regular class in addition to normal full-time work assignment shall be calculated as follows:

$$(base\ annual\ salary \div 182\ days \div periods\ taught) \times additional\ class\ period(s)\ taught$$

H. Early Notification/Transition Grant

All employees who plan to leave the school district at the completion of their regular contract year shall be offered a \$500 grant to be paid in a single installment. The purpose of this grant is to enlist the assistance of employees in providing for an orderly transition from one (1) school year to the next. In return for this grant, employees are requested to leave their room and equipment in good order and to provide the replacement employees with inventories and information necessary for them to assume the duties of their new assignment. Employees may also be asked to participate in an exit conference with the person who will be filling the position. These responsibilities shall be completed by June 30 of the current school year.

In order to receive the grant, employees must signify their intent to leave the school district through a formal letter of resignation submitted to the Board of Education no later than March 1 of the school year in which they intend to resign. Their grant shall not be considered as regular remuneration as qualified for retirement calculation purposes.

I. District Compensation for Professional Learning

District compensation for certificated employees to provide professional learning outside of the contract day.

- Selection of trainers will be from a list of interested individuals with applicable expertise or district TOSAs. Prior to the assignment, the employee will be provided a summary of the compensation and expectations related to the professional learning being offered.
- Certificated employees providing professional learning outside of the school day will be paid at per diem rate.
- Planning for professional learning (outside of the school day) will be compensated as follows:
 - For a first time training, one (1) hour of planning for every hour of presenting.
 - For a repeat training (the teacher has presented the training previously), one (1) hour of planning for every two (2) hours of presenting.

J. In recognition of full-time service in certificated employment, the district will provide longevity stipends to certificated employees:

\$350.00 annually - Beginning after their 17th year of full-time certificated employment (at Step 17) and continuing through their 21st year of full-time certificated employment.

\$700.00 annually - Beginning after their 21st year of full-time certificated employment (at Step 21) and continuing through their 25th year of full-time certificated employment.

\$1,050.00 annually - Beginning after their 25th year of full-time certificated employment (at Step 25). In 2020-21, the stipend will be \$2,100.00. In 2021-22, the stipend will be \$3,150.00.

K. In recognition of the similarity in certification standards between Educational Support Associates (ESA) national certifications and the standards for National Board for Professional Teaching Standards Certification (NBPTS), the District will provide a prorated National ESA Certification single stipend in the amount of \$5,000 per school year for ESAs who possesses one (1) or more of the following recognized national certifications:

- National Board for the Certification of School Nurses (NCSN)
- Occupational Therapists National Board for Certification in Occupational Therapy (NBCOT)
- Physical Therapists National Physical Therapist Examination (NPTE)
- Psychologists National Certification in School Psychology (National Association of School Psychologists)
- Speech Language Pathologists who have achieved the Certificate of Clinical Competence from American Speech-Language-Hearing Association (CCC-ASHA)

A certificate, valid for the entire duration of the academic year, shall be submitted no later than September 10 if the stipend is to be reflected in the September payroll. Certificates will be accepted by Human Resources up to October 1. If not provided by October 1, the stipend will not be issued during that school year. An employee is only eligible for one (1) stipend; if eligible for the NBPTS stipend, the employee is not eligible for a National ESA Certification stipend.

L. On an annual basis the District will make information available to the Association in regards to all available stipends, and will confer on any changes. The Association will post their information at www.wvvea.org/contract:

SECTION 12: INSURANCE BENEFITS

Beginning January 1, 2020, and each year thereafter, the employer agrees to provide the insurance plans, follow employee eligibility rules and provide funding for all bargaining unit members and their dependents as required by State Law, the State Operating Budget, and the School Employees' Benefits' Board (SEBB). Inclusive of employer funding will be payment of the retiree carve-out for all eligible employees.

SECTION 13: LEAVES

A Sick Leave

Twelve (12) days of sick leave earned over the full contract shall be allowed each year for certificated employees (see Section 10). At the beginning of each school year, employees actively working or otherwise in a paid status shall be credited with their annual sick leave allotment. In implementation of the District sick leave policy, the amount paid to the staff member for total days absence because of illness (or compensatory bereavement) shall not exceed the number of days covered by sick leave times the daily rate of pay (amount of contract divided by number of days contracted). When all sick leave has been exhausted, salary deductions will be at per diem rate. If an employee does not complete their contracted year, their earned sick leave will be prorated for the amount of time worked. In the event the employee has used more sick leave than they have earned, there will be a payroll deduction equivalent to the difference.

Employees who begin the school year on unpaid leave, including Family Medical Leave (FMLA) or Paid Family Medical Leave (PFML), shall be credited with their prorated sick leave allotment upon their return to active employment. Less than full-time employees shall have their sick leave prorated against the amount of time worked. Each employee shall be allowed to accumulate sick leave to a maximum number of days that equal the number of days in the employee's contract.

Sick leave may be used for an employee's absence resulting from the employee's mental or physical illness, injury, or health condition; to accommodate the employee's need for medical diagnosis, care, or treatment of a mental or physical illness, injury, or health condition; or the employee's need for preventive medical care.

Sick leave may also be used to provide care for a family member with a mental or physical illness, injury, or health condition; who requires medical diagnosis, care, or treatment of a mental or physical illness, injury, or health condition; who requires preventive medical care.

The district has an interest related to planning purposes to know how long an employee may be out on sick leave. If an absence is to exceed five days the district, in order to plan accordingly and provide available leave options to the employee, may reach out to the employee for planning purposes and/or ask for a health care provider's statement confirming the need for additional leave. Nothing in this provision shall require an employee to disclose a diagnosis, specific medical condition, or other confidential medical information unless otherwise required by law.

When using sick leave, all absences will be submitted by the employee to the substitute management system along with sub plans. In the event of a last-minute emergency or illness, employees will notify the building secretary and, if able, submit to the substitute management system.

Hourly Use of Sick Leave

Certificated employees may use sick leave in hourly increments. An hour increment may be taken when the coverage has been arranged by the employee and communicated in advance with the head secretary. If any employee is unable to obtain coverage for an hourly leave request in coordination with office staff or if the leave exceeds one (1) hour, the leave shall be recorded and deducted in half-day increments.

At the elementary level, if a teacher provides coverage for another teacher's class during their scheduled planning time or supervises both their own and another class concurrently, the covering teacher shall be compensated at their per diem rate for the amount of time covered up to one (1) hour.

Verification of Sick Leave Use

The district may require reasonable verification of sick leave use when there is a reasonable basis to question whether leave is being used for a purpose authorized under this Agreement or applicable law. Such verification may include a health care provider's statement confirming the need for leave, fitness for duty, or other information reasonably necessary to determine eligibility for leave.

Nothing in this provision shall require an employee to disclose a diagnosis, specific medical condition, or other confidential medical information unless otherwise required by law. Any investigation or review of sick leave use shall be conducted in a manner that respects employee privacy and is consistent with applicable law, district policy, and the employee's due process rights.

B. Attendance Incentive Program

The attendance incentive program shall consist of two parts: 1) annual sick leave buyback, and 2) retirement sick leave compensation.

1. Annual Sick Leave Buyback

In January of each year, each eligible current certificated employee may choose to convert unused sick leave days earned during the previous year to monetary compensation. Only days in excess of sixty (60) accumulated days may be converted, and the days shall have been earned at a rate no greater than one (1) full day per month.

Sick leave days eligible for conversion shall be remunerated at a rate equal to one (1) day of the employee's current full-time daily rate of compensation for each four (4) full days of eligible sick leave.

All sick leave days that are converted shall be deducted from the employee's accumulated sick leave balance. The administration of their program shall be in accordance with [WAC 392-136-015](#).

2. Retirement Sick Leave Compensation

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

The administration of their program shall be in accordance with [WAC 392-136-020](#) as amended.

C. Maternity/Adoption Leave

A certificated employee shall be entitled to take a leave of absence for childbirth/adoption and upon the employee's return, will be reinstated in a position comparable to that held when the leave was granted. The employee is expected to give notification of an impending request for maternity/adoption leave to the administration in a reasonable and timely manner. An employee requesting maternity/adoption leave shall give written notice to the district at least thirty (30) days prior to commencement of said leave. The employee shall also notify Human Resources of the approximate time they expect to return to work and, within thirty (30) days after childbirth or thirty (30) days after receiving the adopted child within the employee's home shall inform the District of the specific day when they will return. All approved maternity/adoption leave shall be deducted from accrued sick leave until all sick leave is exhausted; however, the employee may choose to maintain up to forty (40) hours of sick leave in reserve. Remaining days of approved maternity/adoption leave shall then be without pay.

D. Family and Medical Leave Act (FMLA)

All district employees who qualify under the conditions of the Family and Medical Leave Act may take up to 12 weeks of leave during any 12 month period for the employee's own health needs or to care for certain family members. All FMLA will be deducted from the employee's accumulated sick leave until all sick leave is exhausted. When the sick leave has been exhausted, then all remaining days of FMLA will be taken without pay.

While on FMLA, employees are entitled to maintenance of all group health plan coverages.

When the employee returns to work from FMLA, they will assume the duties of the same position or an equivalent position within the building unless involuntary transfer language applies. ([District Policy #5404](#))

E Paid Family and Medical Leave

Employees are eligible to apply to the state for Paid Family and Medical Leave (PFML) benefits as allowed by law through the Employment Security Department. The provisions in this Section are intended solely to reflect current state law eligibility and other requirements for PFML, and will be construed consistently with those requirements and rules issued by the state related to PFML.

The district agrees to provide information to employees concerning this leave on an annual basis. To qualify for paid leave under the state PFML system, State law currently requires employees to work 820 hours or more in a qualifying period.

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

Qualifying events may include, but are not limited to, the following:

- a) To care for and bond after a baby's birth or the adoption or foster placement of a child, to be used within the twelve (12) months following the birth, adoption, or placement.
- b) To care for a family member (child/children, grandchild/grandchildren, grandparent(s), parent(s), spouse's parent(s), spouse, or state-registered domestic partner) experiencing a serious health condition or injury.
- c) Certain military-connected events.
- d) To care for self in relation to a serious health condition, including pregnancy disability.

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

- a) Total of up to 16 weeks if employee has more than one qualifying event.
- b) Total of up to 18 weeks for a health-condition during pregnancy or birth that results incapacity.

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

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

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

The employee may choose to use PFML concurrently or consecutively with FMLA.

When the employee returns to work from PFML, they will assume the duties of the same position or an equivalent position within the building unless involuntary transfer language applies.

The use of PFML does impact retirement service credits, and years of Washington state years of experience.

F. Bereavement Leave

Each employee will receive an annual allocation of up to five (5) days bereavement leave which cannot be rolled over. Bereavement leave days do not need to be consecutively used or adjacent to the event(s). Use of bereavement leave will be granted to each certificated staff member under the following conditions:

- If the leave is for bereavement other than in the immediate family, it will be granted upon prior approval of the superintendent or their designated authority with no deduction in salary. Immediate family is defined as the employee's spouse, father, mother, parents of spouse, grandparents, grandparents of spouse, children, brother, sister, brothers-in-law, sisters-in-law, or any relative residing in the employee's household, significant other, or any person with whom the staff member has had a close relationship for several years.
1. These five (5) days bereavement leave will not be charged against the twelve (12) days sick leave.
 2. Additional days, if required, may be granted upon District notification. The additional days will be charged to sick leave.

Additional bereavement leave is an acceptable reason for use of sick leave.

F. Emergency Leave

An emergency shall be defined as an event which requires the personal attention of the employee, and proper planning would not have avoided the need for using school time. It should be a situation which is not anticipated and is suddenly precipitated. All emergency leave taken under these conditions will be deducted

from the employee's accumulated sick leave. The employee will make every effort to notify their supervisor and/or the Human Resources as early as possible prior to taking the leave.

G. Subpoena Leave

A leave of absence with pay will be granted when an employee is subpoenaed to appear in an official proceeding if such proceeding does not involve self-employment, other employment or employer, and does not concern the employee's own personal affairs or the affairs of their immediate family. Compensation received for honoring a subpoena will be deducted from their regular salary if it is determined that they are entitled to a leave of absence.

H. Military Leave

If a member of the staff who is in the Armed Forces Reserve is called for reserve duty not to exceed fifteen (15) days during the school year, and such duty cannot be scheduled during the summer, such service shall be allowed in addition to any vacation or sick leave and shall not involve any loss of efficiency rating, privileges or pay. During the period of military leave, the employee shall receive their normal pay.

I. Personal Leave

The employee may take up to two (2) days leave each year at the employee's discretion. These days shall be at no cost to the employee. If the employee does not use their personal leave days, the district will reimburse the employee at per diem for each day. Compensation will be included in the July paycheck. However, Washington State Teachers' Retirement System Plan I employees, with more than 23 years of experience, must work an additional seven and one-half (7.5) hours of time for each personal day that they wish to cash out. Employees may carry over one (1) personal leave day per year. Their request must be submitted to the business office before the last day of school. Personal days may accumulate and be used up to a maximum of three (3) days in any one school year. (Appendix J)

In keeping with the district's focus on family involvement, employees with school-age children are encouraged to attend their child's school-related events (i.e., programs, recognitions, awards) during the contract day, provided they give advanced notice and coverage can be arranged on a voluntary basis. The entire duration away from duty should not exceed 90 minutes.

Restrictions:

1. Two (2) days prior notice must be given to either the principal or their designee.
2. Substitutes must be scheduled through Human Resources according to procedures. Requests will be considered in the order they are received and confirmed according to the availability of substitutes.

J. Service Incentive Leave

An employee shall receive up to three (3) service incentive leave days each year, as follows:

- One (1) day of service incentive leave each year commencing with the seventh (7th) year (Step 6) of employment as a certificated employee;
- One (1) day of service incentive leave each year commencing with the fourteenth (14th) year (Step 13) of employment as a certificated employee;
- One (1) day of service incentive leave each year commencing with the twenty-first (21st) (Step 20) year of employment as a certificated employee.

For employees choosing not to use one (1) or more of their incentive leave days, the school district will agree to reimburse the employee at per diem for unused days. Compensation will be included in the July paycheck. Incentive leave days may not be accumulated. However, Washington State Teachers' Retirement System

Plan I employees, more than 23 years of experience, must work an additional seven and one-half (7.5) hours of time for each incentive day that they wish to cash out.

Restrictions:

- Their leave is to be taken according to mutual arrangement and agreement between the employee and the immediate supervisor.

K. Longevity Recognition

The District wishes to recognize the longevity and loyalty of those members who have devoted 20 or more years to education (commencing with Step 19). The Association has the option of choosing one of the following for those members with 20 or more years as a certificated teacher.

Two (2) additional service incentive days or two (2) days cashed out at staff member's per diem rate. Compensation will be included in the July paycheck.

Restrictions:

Their leave is to be taken according to mutual arrangement and agreement between the employee and the immediate supervisor.

L. Leave Sharing

Certificated employees who have accumulated more than 176 hours of sick leave or more than ten (10) days of vacation leave may donate accumulated leave to other certificated employees. The employee donating the hours shall specify the number of days to be donated. Leave sharing shall be administered in compliance with [RCW 41.04.665](#).

The employee receiving the donated hours must have exhausted all sick leave before using the donated hours, and the employee suffers from, or has a relative or household member suffering from an illness, injury, impairment, or physical or mental condition which is of an extraordinary or severe nature and which has caused, or is likely to cause, the employee to:

1. go on unpaid leave of absence; or
2. terminate employment.

Requests for the initiation of a sick leave sharing program must be accompanied by a doctor's statement indicating that a valid medical condition exists, which precludes the employee from returning to work. If the medical condition does not exist with the employee, then it must also be established that the family would greatly benefit from the personal attention of the employee. No employee shall receive an amount of donated leave, which totals more than the length of their annual basic employment contract. No employee may request a transfer of sick leave, which would result in their sick leave account going below 176 hours. Donated but unused leave hours shall revert back to the employee who donated the leave hours. An employee receiving donated sick leave hours shall receive the same benefits and pay as if he or she had been working.

All donated leave must be given voluntarily. No employee shall be coerced, threatened, intimidated, or financially induced into donating sick leave. In addition, the names of the individuals who do or do not make donations shall not be published.

M. Leaves of Absence

Leaves of absence up to one (1) year without pay may be granted to employees for the purpose of study, travel, exchange teaching, to serve as an elected official, working in a professionally related field, or Association related business.

A leave of absence without pay for one (1) year for exchange teaching and/ or professional advancement beyond certification requirements entitles an employee to a normal salary increment. Upon return from leave, the employee shall be placed in the position last held or in a similar position in the District.

N. National Board Certification Leave

Employees while actively enrolled in the National Board Certification Program may request two (2) days of release time to use at their discretion to complete the program requirements. Should the employee not successfully complete the program, the employee shall not request the days a second time.

SECTION 14: CALENDAR (Appendix B)

A calendar committee consisting of WWVEA members, PSE members, and district administration will meet and recommend a school year calendar to the Association. Upon Association ratification, the recommended calendar will be presented to the Board for approval.

Beginning with the 2019-2020 school year the following details will apply to the Walla Walla Public Schools calendar:

- a. The two teacher contract days (previously known as the 181st and 182nd days) scheduled prior to the district-wide annual kick-off/in-service day will serve as professional learning days. One of these days will be designated to fulfill the required annual state training. In alternating years, this training will focus on either Equity or Social Emotional Learning, as determined by the District in alignment with state requirements. The second professional learning day will consist of half district-directed and half employee-directed time. Staff who are unable to attend either day must use appropriate leave (sick, personal, incentive, or longevity) in accordance with the collective bargaining agreement.
- b. Friday before Spring Break is a full-day for students.

SECTION 15: EMPLOYEE FACILITIES

The District shall provide the following in each school facility at which certificated employees are assigned:

- a. Keys will be issued for the classroom, faculty lounge, designated work areas, and outside door of the building.
- b. Classroom or workspace appropriate to assignment (counselor's office, consulting room, therapy area, nurse).
- c. Equipment and materials required for the implementation of IEPs shall be provided for the placement of the student into the least restrictive environment.
- d. Workspace and resource needs for itinerant staff prior to the beginning of the school year.

The District shall maintain all facilities, equipment, materials and information in a safe, clean, healthful and functional manner. Concerns relating to employee facilities should be routed through the building principal to the central office for consideration. Such requests shall receive notice of implementation or feasibility.

SECTION 16: TECHNOLOGY

The District and the Association agree that the District will form a committee and develop a coordinated procedure for providing technology and support for all certificated district employees regardless of regular or special services. The parties also agree that this language will not be included in the negotiated agreement.

ARTICLE IV

INSTRUCTION

SECTION 1: WORKLOAD

The District will make every effort to maintain an average of twenty-four (24) students per classroom in Kindergarten, twenty-five (25) students per classroom in grade 1, twenty-six (26) students per classroom in grade 2-6, and an average of thirty (30) students per class per teacher in grades 7-12.

High school counselors and administrators shall distribute overload students as equitably as possible maintaining balanced class size in identical classes. In the event the teacher-pupil ratio for any individual classroom exceeds twenty-four (24) in kindergarten, exceeds twenty-five (25) in grade 1, exceeds twenty-seven (27) in grades 2-3, exceeds twenty-eight (28) in grades 4-6, exceeds thirty-two (32) in grades 7-12, or exceeds 35 in physical education grades 6-12, then the following action(s) may take place in the order indicated below. Overload pay shall be instituted in the event the teacher pupil ratio for any individual classroom exceeds their limit for a class period (secondary) or in thirty (30) minute increments (elementary) the following actions(s) will take place in the order indicated below:

1. \$3 per student hour (class period) – secondary
2. \$1.50 per elementary thirty (30) minute block
3. \$15 per student day - elementary
4. Performing music groups shall be excluded from overload provisions.
5. The first ten (10) days of school and the first ten (10) days of the second semester shall be excluded from provisions for overload pay, except that if not corrected, overload pay becomes retroactive to day one (1).
The district shall attempt to distribute overloads as evenly as possible.

Additional certificated employees (classroom teachers) may be employed when it is not possible to transfer students to another school(s) with a lower classroom teacher-pupil ratio. If it becomes necessary as an alternative to reduce a class or classes to comply with the class size(s), as defined above, a combination class may be formed. In such instances, combination classes shall not exceed twenty (20) students. Any school(s) receiving such students shall not be caused to exceed the teacher-pupil ratios as indicated herein above.

The District recognizes the impact of mainstreaming students with disabilities upon the workload of the classroom teachers. The District agrees to take such impact into consideration in determining the maximum number of students to be assigned to any individual classroom. Classroom teachers that instruct self-contained special education students, above the teacher pupil ratio, without para-educator support will receive overload pay as described above.

Special classes or classes composed predominantly or exclusively of students with disabilities (i.e., resource rooms, special education rooms) will be given special consideration in maintaining an appropriate class load. Exceptions to the workload limitations shall be mutually agreed upon by the District and the Association.

During school days that follow the regular schedule, the District shall allocate a minimum of two (2) hours of paraprofessional time per kindergarten classroom for instructional purposes. Kindergarten para schedules will be developed with input from Kindergarten teachers. The District will make every attempt to provide substitutes for paraprofessionals in these positions, but if a substitute is not available another paraprofessional from within the building will not cover the absence. Kindergarten teachers with class sizes less than 12 will not receive the paraprofessional allocation.

Nurses:

Nurses shall be provided space within their assigned building(s) for confidential work. Said space shall be equipped with at least a desk or table, an office chair and a telephone.

School Nurses will be provided up to ten (10) additional extended contract days (75 hours) to support time-sensitive health services prior to and the start of the school year. These hours are intended to address essential duties including but not limited to: cross-training of secretaries and/or para educators for delegated medical tasks; complete state-mandated trainings related to life-threatening health conditions; developing and updating Individual Health Plans; communicating with families and healthcare providers; preparing and managing medications; participate in 504 meetings; distributing health alerts to staff, and reviewing and updating immunization records.

Recognizing that these responsibilities depend on family availability, student enrollment timelines, and other variables, the scheduling of these hours may occur flexibly before and/or after the first student day of the school year.

Nurses will be released from attendance at Building Directed Professional Days to develop Individual Health Plans for students, review students' immunization status, and discuss related duties.

When an HRA is absent and there is no substitute, all of the HRA's duties will be covered by delegated staff except for those duties that require a nurse. When necessary for a nurse to cover another nurse's duties they shall be compensated their hourly per diem rate for the time needed to cover such duties.

Alternative Program Caseload Staffing Guidelines:

The following are guidelines for Walla Walla Online and Opportunity Programs. Exceptions to the caseload guidelines shall be mutually agreed upon by the District and the Association.

Walla Walla Online	The standard advisory caseload for Walla Walla Online shall be one (1) certificated ALE teacher per forty-two (42) students. If the advisory teacher's caseload exceeds forty-two (42) students, the teacher will receive an additional hour of per diem pay per week for every 3 students over their limit.
Opportunity Program	Each student on a teacher's roster counts as a 0.2 FTE. The standard caseload for the Opportunity program teacher is one (1) certificated ALE per seventeen point two (17.2) FTE students. If the teacher's caseload exceeds 17.2 students, the teacher will receive an additional hour of per diem pay per week for every 3 students over their limit.

Special Education Caseload Staffing Guidelines

The following are guidelines for special education programs throughout the district. Exceptions to the caseload guidelines shall be mutually agreed upon by the District and the Association.

Resource Rooms (K-12):

- <10 students – 1 teacher
- 10-25 students – 1 teacher; 1 paraprofessional
- 26-30 students – 1 teacher; 1.1 to 1.4 paraprofessionals
- 31-38 students – 1.5 teachers; 1.5 paraprofessionals
- 39-45 students – 1.5 teachers; 1.6 to 1.9 paraprofessionals
- 46-50 students – 2.0 teachers; 2.0 paraprofessionals
- 50 + students – apply guidelines proportionately as outlined above

In recognition of the additional responsibilities deemed necessary by both federal and state law, additional days will be granted for IEP development and monitoring according to the following formula:

1-15 IEPs = 3 per diem days
16-20 IEPs = 4 per diem days
21-25 IEPs = 5 per diem days
26-30 IEPs = 6 per diem days
31-35 IEPs = 7 per diem days
36-40 IEPs = 8 per diem days
41-45 IEPs = 9 per diem days
46-50 IEPs = 10 per diem days

Special Education Resource Room teachers will submit monthly caseload snapshots to the Special Education Assistant Secretary by a predetermined calendar published every school year. These snapshots are used to determine the number of per diem days allocated for IEP development and monitoring.

To allow for more accurate representation of IEP caseloads, IEP per diem days will be determined using the October 1st and March 1st caseload snapshots. Resource Room teachers will be paid the first half of their IEP per diem in the October paycheck and the second half in the March paychecks, which will reflect any changes in caseloads during the year.

Resource Room teachers may appeal the IEP per diem day allocation adjustment. Appeals must be submitted within fifteen (15) calendar days of receiving the IEP per diem caseload confirmation letter from Human Resources. The Director of Human Resources will review the teacher's monthly IEP caseload submissions to determine if any adjustment is necessary based on the monthly average.

Resource Room teachers will be provided an option for one (1) release day upon request to the Special Education Secretary.

Placement of Special Education para-educators at the secondary level will take into consideration the needs of the students, class demographics, and class sizes. Any Special Education class period with a class size above ten (10) will have an assigned para-educator. Para-educator schedules will be determined by the principal with communication with special education chair/representative.

Self-Contained Classrooms:

- 12 students – 1 teacher; 2 paraprofessionals
- Behavior Program will include 1 intervention specialist

Overload Pay for Self-Contained Classrooms:

- \$15 per student day above 12 students

In recognition of the additional responsibilities deemed necessary by both federal and state law, additional days will be granted for IEP development and monitoring according to the following formula:

- IEPs - 5 per diem days plus 2 release days to be used throughout the year; if release days are not used they may be cashed out.

Transition Program:

- 12 students – 1 teacher; 2 paraprofessionals

In recognition of the additional responsibilities deemed necessary by both federal and state law, additional days will be granted for IEP development and monitoring according to the following formula:

- IEPs - 5 per diem days plus 2 release days to be used throughout the year; if release days are not used they may be cashed out.

Speech & Language, Occupational Therapy, and Physical Therapy:

The district's goal is to achieve sustainable caseloads that recognize differences in the intensity and type of support required by individual students, so that each itinerant staff member can provide high quality services across their assigned sites. To that end, the following additional weighting factors will be used in calculating workloads for itinerant staff assigned to one (1) or more special programs:

	Pre-K	Grades K-8	Grades 9-12
DD	-	1.5	-
Developmental Pre-K	2.0	-	-
REACH	-	1.5	1.5
Resource Room	1.0	1.0	1.0
RISE	-	1.5	1.5
Standalone RS	.5	.5	.5

A standard workload is an adjusted student count of 50 per week, using the above weighting factors (e.g., 25 students in the Developmental Pre-K program equals an adjusted student count of 50).

Additional days will be provided as follows:

Adjusted Student Count	Additional Per Diem Days
50 or fewer	4 per diem days
51 – 60	5 per diem days
61 - 70	6 per diem days
71 – 80	7 per diem days
81 or more	8 per diem days

Every attempt is made to not have an itinerant serving more than two (2) sites; however, this is dependent upon student need and itinerant licensure.

Special Education Itinerant Staff will submit monthly caseload snapshots to the Special Education Assistant Secretary by a predetermined calendar published every school year. These snapshots are used to determine the number of per diem days allocated for IEP development and monitoring.

To allow for more accurate representation of IEP caseloads, IEP per diem days will be determined using the October 1st and March 1st caseload snapshots. Special Education Itinerant Staff will be paid the first half of their IEP per diem in the October paycheck and the second half in the March paychecks, which will reflect any changes in caseloads during the year.

Special Education Itinerant Staff may appeal the IEP per diem day allocation adjustment. Appeals must be submitted within fifteen (15) calendar days of receiving the IEP per diem caseload confirmation letter from Human Resources. The Director of Human Resources will review the teacher's monthly IEP caseload submissions to determine if any adjustment is necessary based on the monthly average.

School Psychologists:

The Director of Special Education will work collaboratively with the school psychologist group regarding work assignments and caseload; however, the Director maintains final authority.

Caseloads for school psychologists are:

WWVEA/WWPS Negotiated Agreement 2025-2028

Elementary – 1:110
Secondary – 1:150
Elementary/Secondary – 1:125

Overload Pay for School Psychologist: \$1.50 per day for each student above the caseload

Ten (10) per diem days will be provided.

School Psychologists who, at the request of supervisor, covers for an administrator at an IEP meeting for which they would not normally attend, will be compensated at per diem.

The district will pay applicable American Speech and Hearing Association (ASHA) membership and certification dues and Washington State license dues up to \$500.00. This an annual district requirement, not a State requirement which generates Medicaid dollars for the district.

The district will pay applicable annual membership/certification dues and Washington State license fees up to \$500.00 for ESA specialists (i.e. SLP, OT, PT) regardless of FTE, who are eligible to generate Medicaid dollars.

SECTION 2: PLANNING TIME

A. Elementary Planning Time

All full time (1.0 FTE) teachers will be granted two hundred ten (210) minutes of planning per week, free of all duties and away from students, for the purpose of preparation, evaluation, and data analysis for individualization. Only when an employee volunteers, or when exigent/emergency circumstances arise, may required meetings (e.g. Evaluation, IEP, parent-related) be scheduled during their time. As a last resort, and with building administrator approval, self-contained special education teachers will be compensated at per diem for instructing students during their planning period. Their planning time is in addition to pupil patron time before and after school. No single period of daily planning shall be less than 20 minutes in duration

All elementary school teachers shall be granted three (3) half days for preparation of conference and report card preparation

B. Secondary Planning Time

All secondary classroom teachers shall be granted one (1) class period a day, free of all duties and away from the students in a regular classroom situation for the purpose of preparation and evaluation. Only when an employee volunteers, or when exigent/emergency circumstances arise, may required meetings (e.g. Evaluation, IEP, parent-related) be scheduled during their time. As a last resort, and with building administrator approval, self-contained special education teachers will be compensated at per diem for instructing students during their planning period.

C. Use of Planning Time

Since planning time falls during the regular, contracted workday, the appropriate use of their time shall be subject to monitoring by the supervisor. For the purpose of safety and risk management, staff wishing to leave campus during their preparation time shall seek approval from their supervisor.

SECTION 3: CHANGE OF TEACHING ASSIGNMENT

If a teacher's assignment is changed (e.g., a new elementary grade level or secondary course) less than six (6) weeks before the start of the school year, the teacher will receive two (2) days of per diem pay.

If the teacher is reassigned to a course or grade level that was taught in the previous year, but the reassignment differs from what was communicated by the end of the school year, the teacher will receive one (1) day of per diem pay.

SECTION 4: CLASSROOM VISITATION

To provide patrons of the District the opportunity to visit classrooms with the least interruption to the teaching process, the following guidelines are set forth:

- A. All visitors to a school and/or a classroom shall obtain the approval of the principal or designee, and, if the visit is to a classroom, the time will be arranged after the principal has conferred with the certificated employee, if possible.
- B. Whenever possible, the certificated employee will be afforded the opportunity to confer with the classroom visitor before and/or after the visitation.

SECTION 5: PROFESSIONAL LEARNING

It is recognized that an effective professional learning program is necessary to provide continuing opportunities for the professional learning of certificated employees. Therefore, the District and Association shall periodically survey certificated employees to determine staff professional learning needs. Said surveying, planning, and implementation may be with the assistance of other agencies, colleges, or universities.

- A. Professional learning activities may cover the following areas:
 - 1. Release time for classroom observation and visitation
 - 2. Release time for professional learning
 - 3. Workshops and classes designed to meet student needs
 - 4. Consultant and material assistance for staff involved in curriculum improvement and innovation.
 - 5. Clock hours (see Appendix I)
- B. The Association may recommend to the District topics for professional learning designed to improve the quality of instruction.
- C. In the implementation of new curriculum, the District and selected staff shall develop and implement a training program for any certificated employee(s) who will be responsible for teaching the new curricular program.
- D. Each federal or state project done or taken on by the District in the area of certification and teacher training will involve a representative from the professional Association and shall be appointed by the Association president or their designee. This professional Association representative will be actively involved in the planning [if the District receives more than forty-eight (48) hours notice], promoting, interpreting, and evaluating the project for the duration of the program. The professional Association representative should represent the level involved in the project and released time will be allowed upon the approval of the superintendent or designee when the need arises.

E. Professional Fund

The District will pay \$320 per full-time certificated non-administrative employee to be used at the discretion of the employee. Funds may be used for classroom supplies and materials, technology, or for professional growth of the employee such as workshops, conference fees or membership in professional organizations.

Professional fund dollars will be paid in the employee's September paycheck.

SECTION 6: STUDENT DISCIPLINE

In the maintenance of a sound learning environment, the District shall expect acceptable behavior on the part of all students who attend school in the District. Discipline shall be enforced fairly and consistently regardless of race, creed, sex, or status. Such discipline shall be consistent with applicable federal and state laws.

The Board and superintendent shall support and uphold employees in their efforts to maintain discipline in the District, and shall give immediate response to all employees' requests regarding discipline problems. Further, the authority of employees to use reasonable disciplinary measures for the safety and well-being of students and employees is supported by the Board. In the exercise of authority by an employee to control and maintain order and discipline, the employee may use reasonable and professional judgment concerning matters not provided for by specific policies adopted by the Board and not inconsistent with federal or state laws or regulations. District Policy No. 3241 is referenced under this section.

The School District and teachers will make every reasonable attempt to involve parents or guardians in the resolution of student discipline matters.

In order to preserve a beneficial learning environment for all students and to maintain good order and discipline in each classroom, the board of directors shall provide that written procedures are developed for administering discipline at each school within the district.

The school-wide discipline plan shall be reviewed, with input from certificated staff, at least once a year. The plan will be shared with all staff prior to the beginning of the school year. This should include the discipline referral process, how the school addresses Tier 2 & Tier 3 behaviors, plan to address threats of violence or references to weapons, and how staff and parents will be communicated with after a disciplinary incident.

The district understands the importance of administrators being present in the building during student contact hours and will attempt to minimize circumstances where all building administrators are absent at the same time.

Exclusions: As outlined in RCW 28A.600.020 any student who creates a disruption of the educational process in violation of the building disciplinary standards while under a teacher's immediate supervision may be excluded by the teacher from their individual classroom and instructional or activity area for all or any portion of the balance of the school day, or up to the following two (2) days, or until the principal or designee and teacher have conferred and agreed on next steps, whichever occurs first. Unless the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, the teacher or other school personnel must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations before using classroom exclusion.

Current district procedures (3241) developed in collaboration with staff, provide for the following and are affirmed in their contract:

The process for exclusions includes the following:

1. Remove the student from the classroom and identify as an exclusion.
2. Report the exclusion to the administrator.
Following the classroom exclusion of a student, the teacher must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or principal's designee as soon as reasonably possible. Classroom exclusion under the behavioral violation category of "other" is insufficient.

When the teacher or other authorized school personnel administers a classroom exclusion because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process the teacher or other school personnel must immediately notify the principal or the principal's designee. The

principal or the principal's designee must meet with the student as soon as reasonably possible and administer appropriate discipline.

3. Notification of parents of the exclusion:

The teacher, principal, or the principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. The initial contact will be made by the teacher via phone or email. The exception would be if a pattern of more than one exclusion exists, or if the student was excluded because they posed an immediate and continuing danger to other students or school personnel or there was an immediate and continuing threat of material and substantial disruption of the educational process. In these circumstances parent contact will be made by the school principal, assistant principal or their designee.

4. Create student re-entry plan:

a) Confer between administrator and teacher.

To confer means to agree on next steps. Conferring may include discussion of:

- i. What was the student behavior and the factors contributing to the incident?
- ii. What corrective action, restorative practice, and/or intervention has been utilized?
- iii. What does the class and/or the employee need before the student returns?
- iv. What does the student need before returning to class?
- v. What is the plan to help the student avoid the same behavior in the future?
- vi. What are the next steps if the behavior continues?

Upon the employee's request, a conference between student parent/guardian, principal or administrator, and the employee shall be held to discuss future behavior expectations of the student. If the parent/guardian is unable or unwilling to attend, the meeting may still be held.

b) Communicate outcomes:

Prior to the student's return to a classroom, the employee who excluded the student from the classroom will be informed of the disciplinary action taken against the student.

c) Student returns to class.

In the event of multiple exclusions or a pattern of disruptive behaviors, a teacher or administrator may request a meeting to include the teacher(s), building principal and a member of the district or building SEL team to develop a behavior plan. Their plan may include: identification of appropriate consequences, prevention strategies, teaching replacement behaviors, who is responsible, and dates to check-in.

SECTION 7: BUILDING BUDGET COMMITTEE

Building principals shall involve teachers in the establishment of priorities to a building for the purpose of purchasing curriculum and instructional materials, developing curriculum, and implementing programs. The building principal and staff shall mutually determine a method of implementing the intent of their provision.

Upon request, a financial statement of the building budget shall be made available to the building through the building principal. The primary responsibility for the building budget shall be with the building principal, subject to the provisions contained herein.

SECTION 8: DISTRICT COMMITTEE WORK

When requesting teacher participation in district committee work, the District will attempt to convey, as accurately as possible, the full nature of the committee's charge. Their communication will include the following information:

- A. Specific task(s) to be addressed by the committee;
- B. Who will be responsible for the committee's leadership?
- C. The nature of the results expected of the committee (i.e. report, recommendation, proposals, etc.) and how the District anticipates their work will be used (a tentative time line for the committee's work, including an estimate of the time required of individual committee members), provisions for compensation and/or release time, if any, for the work of the committee which extends beyond the normal work day and year. Upon request by the individual, the committee chairperson will provide Human Resources a notice of the individual's participation on the District committee for inclusion in the individual's personnel file

SECTION 9: BEGINNING TEACHER ASSISTANCE PROGRAM

Should the District choose to participate in the Beginning Teacher Assistance Program, the following guidelines for participation shall be in effect:

- A. Beginning teachers are eligible to participate in the district's new teacher support program. A beginning teacher shall mean a certificated teacher with fewer than ninety (90) consecutive days of classroom teacher experience in either a public or private school in any grade, kindergarten through grade 12, and who is under contract for the current school year by Walla Walla Public Schools. The support program shall include New Staff Orientation, the assignment of a Peer Mentor and participation in the District's Mentor Teacher Program. Each beginning teacher and their peer mentor shall be given the equivalent of two (2) release days to be taken in at least half-day blocks to work on instruction and or curriculum.
- B. Qualified individuals interested in becoming peer mentors, should make application to their supervisor or building principal prior to the end of the school year. Principals or supervisors may nominate additional individuals for participation. A peer mentor should:
 - 1. Teach in the same major or related area of concentration as that of the beginning teacher and hold either a major or minor in that field.
 - 2. Have taught successfully for not less than three (3) full years including at least one (1) year in Walla Walla Public Schools.
 - 3. Demonstrate effective teaching skills.
 - 4. Have a good understanding and perspective of District and building policies, procedures, and programs.
 - 5. Possess a high level of professional development/commitment.
 - 6. Demonstrate good communication and interpretation skills.
 - 7. Have the necessary level of energy and enthusiasm and high level of creativity.
 - 8. Be highly regarded by students, staff, and the community.
- C. Selection of peer mentors shall be made by the building principal and a representative appointed by the Association. Whenever a beginning teacher is nominated by a building principal or supervisor, the District shall notify the Association of that nomination. The Association shall then immediately appoint a representative for the selection process.
- D. Participation in the Beginning Teacher Assistance Program is required for the first year. The second year shall be optional.
- E. Beginning teachers participating in the Beginning Teacher Assistance Program will be paid per diem for hours spent participating in the program. There will be no more than one (1) required meeting per month. These required meetings will last no more than two (2) hours. In addition, there will be an optional one (1) hour per diem time for lead teacher and beginning teacher to consult.
- F. New certificated employees will participate in the New Staff Orientation conducted in August and will be compensated for their time with a stipend.

ARTICLE V

REPRESENTED SUBSTITUTES

Represented substitutes are substitutes, who have been employed by the District fifteen (15) consecutive days in the same assignment, constitute a special category of employees whose rights under this Agreement shall be limited specifically to only those provisions listed below for the continuation of the long term substitute position (the grievance process will be limited to the following sections):

1. Article III – Personnel: Section 1C: Right to Due Process, Section 1E: Safety, Section 1F: Grading, Section 2: Academic Freedom. Section 9C: Staff Protection from Harassment and Intimidation, Section 10J: Length of Workday, Section 10K: Collaboration Time, Section 11 E: Class Coverage, Section 13E: Bereavement Leave, Section 13F: Emergency Leave, 13G: Subpoena Leave and Section 15: Employee Facilities,

Article IV – Instruction: Section 1: Workload, Section 2: Planning Time, Section 3: Classroom Visitation, Section 4: Professional Learning, Section 5, Student Discipline

2. Substitutes who properly apply will be considered for leave replacement positions and for vacancies posted for regular bargaining unit positions.
- 3.. Substitute teachers who are employed in exactly the same assignment for fifteen (15) or more days, shall be paid, starting with the sixteenth (16) day, at a per diem rate that the employee would receive if paid on the salary schedule for regular certificated teachers.
 4. All employees will accrue at least one (1) hour of paid sick leave for every forty (40) hours worked as an employee per RCW 49.46.210. This provision applies to substitutes who can request use of their sick leave via the Sick Leave Form in the online Employee Records program.
5. The District shall purchase sufficient liability insurance to protect substitute teachers acting within the scope of their employment.
7. Substitutes who work at least 630 hours will be SEBB eligible.
8. Principals may determine to green sheet long term substitutes for non-student days when participating in the day would be beneficial for their position and students.
8. If a long term substitute goes from one (1) long term position to another long term position within one (1) school week, they will maintain their represented substitute status and per diem.

ARTICLE VI

DURATION

SECTION 1: SUPPLEMENTAL AGREEMENT

- This agreement may be amended during its life provided both parties concur. The agreement will allow re-openers. Three (3) Summer 2026 reopeners include: nurses, civility policy, and leaves and three (3) Summer 2027 reopeners include: private/public nexus, one (1) WWVEA choice, and overload caps. ,.

SECTION 2: DURATION AND SIGNATURE PROVISION

This contract shall remain in full force and effect from September 1, 2025 to and including August 31, 2028. The District will automatically adjust salaries and insurance as outlined in Appendix C and Section 12. Either party may, upon written notice no later than sixty (60) days before the date of expiration, give notice of its intent to negotiate a successor contract.

The term of the contract is for THREE (3) years.

IN WITNESS WHEREOF, the parties hereunto set their hands and seal the thirteenth day of August, 2025.

FOR THE DISTRICT

FOR THE ASSOCIATION

Derek Sarley

6911175397003EAA6649D45751F2B4BA
Derek Sarley
School Board President

ready

Keith Swanson

6D8AFBC13E0A90255F188B3A9423DBF5
Keith Swanson, President
Walla Walla Valley Education Association

ready

Dr. Ben Gauyan

4A3113A64610423DEBDA60FE1EE91C62
Dr. Ben Gauyan
Superintendent

ready

Felipe Virrueta

82DA5A749C984DBA9792F8BC420AANA
Felipe Virrueta, Lead Negotiator
Walla Walla Valley Education Association

ready

APPENDIX A

Degree and Credits +
Salary Schedule -
Placement
Years Experience
FTE

School District No. 140
Walla Walla, Washington

CERTIFICATED CONTRACT

It is hereby agreed, by and between the Board of Directors of School District No. 140, Walla Walla County, Washington, and [Employee's Name] that said employee shall be employed in the public schools of said district, and is to perform such duties as are prescribed by the laws of the State of Washington, including the rules and regulations made thereunder pertaining to said district, and district policy for one year. A gross annual salary of [Amount] shall be payable in accordance with regulations and requirements of the district and relevant portions of any applicable collective bargaining agreement respecting payment of employees. Payments will be made in twelve (12) equal monthly installments, beginning on or before October 1, 20[]. The employee shall be subject to assignment, reassignment, or transfer by his or her supervisor or the superintendent.

This contract will be subject to the applicable terms and conditions of any collective bargaining agreement between the district and the organization certified as the exclusive bargaining representative for certificated personnel. Should the terms and conditions of employment change because of negotiations between the district and the exclusive bargaining representative, this contract will be adjusted accordingly. Any request to have the employee's placement on the applicable salary schedule changed must be made to the human resources office by September 10 and must include evidence to support the change.

This contract does not become effective until the following happens: (1) the employee provides the human resources office with a valid Washington State teaching certificate; (2) the necessary background investigations have been completed; (3) the employee signs and returns the contract within ten days of it being issued; and (4) the Board of Directors sign the contract. If the employee fails to sign and return the contract within ten (10) days of it being issued, then the district's offer of employment is withdrawn.

The employee affirms that he or she is not bound by any other contract, which might interfere with the performance of his or her duties.

Should this contract be terminated for legitimate cause or causes prior to the completion of said school term, the employee shall receive a total salary which bears the same ratio to the whole salary specified herein as the number of days actually worked by the employee.

The law governing this contract shall be the law in effect at the time of its implementation.

Certificate No. -

Please complete the following: Type of Certificate _____ Expiration Date _____

In witness whereof, we have hereunto subscribed our names this ____ day of ____, 20__ by order of the Board of Directors of School District No. 140, Walla Walla County, Washington.

By: _____
Chairman of the Board

By: _____
Superintendent and Secretary of the Board

AFFIDAVIT

I, the undersigned, do solemnly swear (or affirm) that the foregoing statements are true and correct to the best of my knowledge.

DATE _____ SIGNATURE _____

This contract replaces all previously issued Walla Walla Public School teaching contracts

APPENDIX B

2026-2027 TEACHER WORK CALENDAR

TEACHER 182 DAY CALENDAR

Teacher Contract Day
 Non Contract Day

July '26				
Mo	Tu	We	Th	Fr
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

August '26-12W				
Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September '26-20W				
Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October '26-20W				
Mo	Tu	We	Th	Fr
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November '26-18W				
Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December '26-14W				
Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January '27-19W				
Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February '27-18W				
Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March '27-22W				
Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April '27-17W				
Mo	Tu	We	Th	Fr
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May '27-19W				
Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June '27-3W				
Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

APPENDIX C

Teacher salary schedules are available via links below.

2025-2026 Teachers Salary Schedule

[2026-2027 Teachers Salary Schedule](#)

2027-2028 Teachers Salary Schedule

APPENDIX D

Walla Walla Public Schools Co-curricular Salary Schedule 2025-2028 CO-CURRICULAR POSITIONS (teacher certification required*)

<i>CURRICULUM</i>	<i>Step 1</i>	<i>Step 2</i>	<i>Step 3</i>	<i>Step 4</i>
HIGH SCHOOL				
Annual	2,196	2,311	2,432	2,560
AVID Advisor	2,592	2,784	2,976	3,168
Debate	2,196	2,311	2,432	2,560
Department Head	2,592	2,784	2,976	3,168
JROTC (bi-annual)	2,045	2,153	2,267	2,386
CTSO Advisor	2,045	2,153	2,267	2,386
CTSO Assistant Advisor	1,297	1,365	1,438	1,513
Newspaper	2,120	2,232	2,349	2,473
Social Emotional Learning Team	1,071	1,127	1,187	1,250
LINCOLN HIGH SCHOOL				
Annual	1,622	1,707	1,796	1,891
Vocal	1,297	1,365	1,438	1,513
Guiding Coalition Team	1,071	1,127	1,187	1,250
Social Emotional Learning Team	1,071	1,127	1,187	1,250
MIDDLE SCHOOL				
Annual	1,622	1,707	1,796	1,891
Newspaper	823	866	912	961
Guiding Coalition Team	1,071	1,127	1,187	1,250
Social Emotional Learning Team	1,071	1,127	1,187	1,250
ELEMENTARY SCHOOL				
Guiding Coalition Team	1,071	1,127	1,187	1,250
Social Emotional Learning Team	1,071	1,127	1,187	1,250
MUSIC				
HIGH SCHOOL				
Band	4,141	4,358	4,589	4,829
Vocal	4,141	4,358	4,589	4,829
Orchestra	1,796	1,891	1,991	2,095
MIDDLE SCHOOL				
Band	1,796	1,891	1,991	2,095
Vocal	1,297	1,365	1,438	1,513
Orchestra	1,197	1,260	1,326	1,397
Jazz Band	1,197	1,260	1,326	1,397
Honor Choir	1,197	1,260	1,326	1,397
ELEMENTARY				
Vocal	1,073	1,129	1,189	1,251
Orchestra	290	343	395	448

- Placement on the cocurricular salary schedule will depend upon prior experience and, if transferring from another district, service must be verified to the personnel office.
- Positions are curriculum based - product or competition.
- *If we are unable to fill these positions with a certificated staff member who is qualified, willing and able to perform requirements of these positions we may fill with non-certificated staff.
- : See Cocurricular Request for Consideration Application for the process for current position review or request to add an additional position to this schedule.

APPENDIX D-1

CO-CURRICULAR REQUEST FOR CONSIDERATION APPLICATION

Name: _____ **Date of Request:** _____

Check one: ☐ **Co-curricular Request** ☐ **Co-curricular Salary Review**

Proposed Position Title and/or Current Position): _____

Building and/or Program Affected: _____

In addition to the completed form, the following information shall be presented to the Human Resources Department in order to fulfill the application consideration process:

- a) A detailed summary of the duties being performed, including, but not limited to:
 - a. Description of the activity(ies) being performed (or proposed)
 - b. History of the activity (e.g. how long has the activity program been in place, has the activity/program been modified recently, offered before)
 - c. If applicable, how have the duties changed over time to warrant consideration
 - d. Number of students being impacted by the activity/program (or proposed)
 - e. General description of the time commitment involved (e.g. when and where the program convenes, times of day, days per week, seasonal vs. yearlong)
 - f. How/if the program will be improved if the request is awarded
 - g. Proposed placement on the Co-curricular schedule (e.g. Appendix D)
 - h. Applicable research performed by the requestor that justifies the request or review (e.g. comparisons from other districts)
- b) Letter of recommendation in support of the program from the proposed building/program supervisor.

APPENDIX E

2025-2026 Separate Contract Days

Printed Staff Member's Name _____

Building _____

ELEMENTARY			
I verify that I was in attendance at the following supplemental work day activities Initial each day you attended.			
Day	Activity	Date(s)	Initial to Verify
.5	Building Directed Day (1/2 Day)	August 13, 2025	
1	Building Directed Day	August 14, 2025	
1	Day Before School Begins	August 19, 2025	
1	Second Fall Conference Day	September 25, 2025	
1	Fall Professional Day	October 3, 2025	
1	Second Spring Conference Day	February 12, 2026	
1	IEP Meeting Participation		
Total Days for Upper Section =			

For specifics regarding what constitutes a building directed day for elementary and/or secondary – please refer to the negotiated agreement.

SECONDARY			
I verify that I was in attendance at the following supplemental work day activities Initial each day you attended.			
Day	Activity	Date(s)	Initial to Verify
.5	Building Directed (1/2 Day)	August 12, 2025	
1	Building Directed Day	August 13, 2025	
1	Student Orientation Day	August 14, 2025	
1	Day Before School Begins	August 19, 2025	
.5	Second Fall Conference Day	September 25, 2025	
1	Fall Professional Day	October 3, 2025	
.5	Second Spring Conference Day	February 12, 2026	
1	IEP Meeting Participation		
Total Days for Upper Section =			

Employee Signature

Date

Principal/Administrator Signature

Date

APPENDIX F

2026-2027 Extended Contract Day Record

Printed Staff Member's Name

Building

Please indicate specific dates for extended contract days for which you are eligible.

[illegible]

Employee Signature

Date _____

Principal/Administrator Signature

Date _____

I certify that the information provided is a true and accurate accounting of special program staff participation if applicable.

Revised 08.2026

APPENDIX G

Length of Workday - Waiver Request Form

To: Walla Walla Valley Education Association
Walla Walla School District Board of Directors

From: _____
Building/Program

Date of Request: _____

1. What is the intent of the proposed contract waiver? (goal, objective, or action that requires a waiver)
2. Outline changes to the waived contract provisions.

Building Principal/Designee Date

Association President/Designee Date

Assistant Superintendent/Designee Date

June 2011

APPENDIX H

JOB SHARE APPLICATION

_____ and _____

submit the attached proposal as application to share a full-time (1.0 FTE) position

at _____. This proposal includes provisions addressing:

(School)

1. Teachers' compatibility in such areas as:
 1. personal traits
 2. areas of effectiveness
 3. discipline expectations
 - a. educational philosophy
 - b. experience
2. Division of teaching tasks. Who will teach what?
3. How the following items will be covered:

• first day of school • grade level meetings • curriculum nights • room participation/closure • assessment • conferences	• faculty meetings • field trips • staff development • open house • parent/teacher orientation • last day of school
--	---
4. Agreement on an acceptable division of time (i.e. split day, split week)
5. Basic ground rules for discipline.
6. A communication system:

• between selves • with parents • with parents regarding the share plan	• with principal • with other teachers and staff
---	--

We understand that the implementation of their job share shall not cost the District more than the cost of filling a 1.0 FTE position with a single employee with regard to insurance benefits and supplemental days. We also understand that we may be expected to pay a set amount per month toward the District cost of insurance benefits.

We agree that when pre-planning allows such an arrangement we will be expected to substitute for each other, and they will be paid consistent with the substitute rate in the current collective bargaining agreement for that work.

Request for Long-Term Leave forms will be submitted (along with a copy of this form and our proposal) as soon as their Job Share Application is approved by the building principal.

Signed: _____

Date: _____

Signed: _____

Date: _____

Approval: _____

Date: _____

(Building Principal)

APPENDIX I

Certificated Staff WALLA WALLA PUBLIC SCHOOLS

Prior Approval of College Credits and Clock Hours for Salary Advancement (this form not required for clock hours provided by WWPS, WEA or OSPI)

Name:	Current Assignment:	Location:
-------	---------------------	-----------

Instructions: Obtain and enter the information requested in each section for the course(s) or workshop(s) you propose to take for salary increment. Use the state-defined criteria and the instructions for their use that are explained on the reverse. Use only one criterion on each form and list all classes/workshops that apply to that specific criterion. Make sure to attach all required documentation (see reverse), sign Employee Declaration section below, and forward to the appropriate individual for approval.

Please send completed form with applicable signatures to Human Resources

Note: It is recommended that you keep a copy of this form, along with documentation that will provide backup should any questions be forthcoming from an audit concerning these credits.

Course Number and Title	Institution/Provider**	Date of Class	Quarter Credits*	Criterion see second page for details (one per form)
				B

* To convert semester hours to quarter credits, multiply by 1.5; to convert clock hours to quarter credits, multiply by 0.1

** Institution must be accredited (WAC 180.78.010) or a Washington State approved clock hour provider (WAC 180.85.083)

Principal/Supervisor Approval for Criteria A, B, F and G

Principal/Supervisor Signature _____	Date _____
Approval yes ☐ no ☐	Rationale for support _____

Human Resources Approval for Criteria C, D and E

Signature _____	Date _____
Approval yes ☐ no ☐	Rationale for support _____

If credits are not approved at this time, they may be resubmitted at a later date when they meet criteria.

Employee Declaration/Signature

By signing my name below, I hereby do certify, state, and declare, under penalty of perjury under the laws of the state of Washington, that the content of the course(s) listed above meets the state-defined criteria which I have named and marked on this form. I also attest that the information is true and accurate to the best of my knowledge. I further understand that deliberate misrepresentation of any fact on this form shall be an act of unprofessional conduct for which certification may be revoked pursuant to Chapter 180-85 WAC.

Signature _____	Date _____
-----------------	------------

If prior approval did not occur within 30 days of class/program completion employee may appeal for credit/clock hour approval by providing all of the following documentation.

- An official letter of acceptance to the specific program of study.
- A syllabus indicating the credits/clock hours earned are included in the degree, endorsement or certification program for which transcripts are submitted.

APPENDIX I-1

Walla Walla Public Schools

Prior Approval of College Credits and Clock Hours for Salary Increments Certificated *Staff*

The 1995 Washington State Legislature has mandated that all credits (including clock hours) earned after September 1, 1995 shall count only if the intent of the course meets one or more of the state-defined criteria listed below. It will be necessary to complete the attached form and establish eligibility before any credits awarded after September 1, 1995 will be accepted by the district for salary placement. Upon course completion, official transcripts and original clock hour forms must be received by Human Resources no later than October 1 for movement on the salary schedule for the current year. (Reference WAC 392.121.255, 257, 259, and 280.)

INSTRUCTIONS: Review the five recognition criteria listed below. Determine if there is one criterion that will best justify the credits or clock hours for which you are seeking prior approval. Place the letter of the criterion on the form and include the required documentation listed below. All documentation requirements must be met in order for the credits or clock hours to be approved.

- A. The course is consistent with a school based plan for mastery of student learning goals as referenced in RCW 28A.320.205, the annual school improvement report, for the school in which the individual is assigned.
 - Obtain signature and approval of the principal/supervisor.
- B. The course pertains to the individual's current assignment or expected assignment for the following school year.
 - Obtain signature and approval of principal /supervisor.
- C. The course is necessary for an endorsement as prescribed by the State Board of Education.
 - Identify and attach the specific endorsement information and the appropriate essential area of study.
 - Attach a list of classes that apply to the endorsement.
- D. The course is specifically required for obtaining advanced levels of certification.
 - Identify and attach specific advanced level of certification.
- E. The course is included in a college or university degree program that pertains to the individual's current or potential future assignment as a certificated instructional staff member of the school district.
 - Identify and attach the name of the degree program.
 - Attach a copy of the letter of acceptance or a signed Affidavit of Degree Intent form.
- F. The course addresses research-based assessment and instructional strategies for students with dyslexia, dysgraphia, and language disabilities when addressing learning goal one under RCW 28A.150.210, as applicable and appropriate for individual certificated instructional staff.
 - Obtain signature and approval of principal /supervisor.
- G. Beginning in the 2011-12 school year, it pertains to the revised teacher evaluation system under RCW [28A.405.100](#), including the professional development training provided in RCW [28A.405.106](#).
 - Obtain signature and approval of principal /supervisor.

APPENDIX J

Personal Leave Day – Carry Over Form

Walla Walla Public Schools

PERSONAL LEAVE CARRY OVER

Employees may carry over one personal leave day per year, up to a maximum balance of three (3) personal days. Employees wishing to carry over one personal day must print and submit a **hard copy** with original signature to the **business office** by your last contract day for the current school year.

I, _____, would like to carry over one Personal Day to the following school year.
(Print Name)

Employee Signature

Date

APPENDIX K

GRIEVANCE FORM A

A. Notice of Grievance

Affected Employee(s)_____Date of Formal Filing_____

Level file:_____ 1 _____ 2

Telephone: Home_____ School_____

Subject/Grade Level:_____

School:_____

Association Representative(s):

B. Statement of Grievance

Date Grievance Occurred:_____

Article(s) and section(s) of contract allegedly violated or misinterpreted:

Events precipitating the alleged misinterpretation or misapplication of contract:

C Specific Remedy Sought

SIGNATURE, ASSOCIATION PRESIDENT

Distribution of Form:

Affected Employee(s)

Affected Supervisor(s)

Association Representative(s)

Superintendent

APPENDIX K-2

GRIEVANCE FORM B

Grievance Response

Affected Employee(s)_____Date of Formal Filing_____

School:_____Level of Response: _____ 1_____2

Decision of Affected Supervisor(s) and Reasons Therefore:

Date of Decision_____

SIGNATURE, AFFECTED SUPERVISOR

Association Response and Reasons Therefore:

Date of Response _____

SIGNATURE, ASSOCIATION REPRESENTATIVE

Distribution of Form:

Affected Employee(s)
Affected Supervisor(s)
Association Representative(s)
Superintendent

APPENDIX L



Walla Walla Public Schools
Developing Washington's Most Sought-After Graduates

Human Resources
364 S. Park Street
Walla Walla, WA 99362
(509) 527-3000
www.wwps.org

Date: November _____, 2026

To: *Name*

From: Chris Gardea, Assistant Superintendent

Per the negotiated agreement, certificated staff are required to review and confirm all information on this page. Please initial this form within 10 days of receipt.

Staff Weighting Index Number (SWIN) and 2026-2027 Salary Schedule Placement

Using your Washington State years of experience and your degree and credit column listed below, please refer to the enclosed Staff Weighting Index Number table to verify your SWIN number noted below. If the number is correct, please check the box to the right of the number. If it is not correct, please check the second box and input the correct number in the space provided. Your initials acknowledge receipt of this form. If your years of experience or credits end in a decimal of .5 or greater, the figure should be rounded up to the next whole number. Placement on the SWIN index will not necessarily be identical to placement on the salary schedule. Please double-check the accuracy of this SWIN number—it will be used in accordance with the negotiated agreement page 16 if necessary.

Washington Experience ONLY:

Cumulative at end of 25-26 year	
FTE for current year:	
Total at end of current year	

Degree and credits

Current year +

SWIN NO

Correct ☐ Incorrect ☐

Corrected SWIN number if incorrect above.

(see second page for SWIN number chart)

The Walla Walla School District is an Equal Opportunity Employer and complies with all requirements of the ADA. 8/16/2026

APPENDIX L-2

Walla Walla School District Staff Weighting Index

Education	1	2	3	4	5	6	7	8	9
WA State	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA+90
Experience	↓								
1	1.0000	1.0400	1.0800	1.1371	1.1828	1.2285	1.2742	1.3199	1.3656
2	1.0400	1.0800	1.1200	1.1828	1.2285	1.2742	1.3199	1.3656	1.4113
3	1.0800	1.1200	1.1600	1.2285	1.2742	1.3199	1.3656	1.4113	1.4570
4	1.1200	1.1600	1.2000	1.2742	1.3199	1.3656	1.4113	1.4570	1.5027
5	1.1600	1.2000	1.2400	1.3199	1.3656	1.4113	1.4570	1.5027	1.5484
6	1.2000	1.2400	1.2800	1.3656	1.4113	1.4570	1.5027	1.5484	1.5941
7	1.2400	1.2800	1.3200	1.4113	1.4570	1.5027	1.5484	1.5941	1.6398
8	1.2800	1.3200	1.3600	1.4570	1.5027	1.5484	1.5941	1.6398	1.6855
9	1.3200	1.3600	1.4000	1.5027	1.5484	1.5941	1.6398	1.6855	1.7312
10	1.3600	1.4000	1.4400	1.5484	1.5941	1.6398	1.6855	1.7312	1.7769
11	1.4000	1.4400	1.4800	1.5941	1.6398	1.6855	1.7312	1.7769	1.8226
12	1.4400	1.4800	1.5200	1.6398	1.6855	1.7312	1.7769	1.8226	1.8683
13	1.4800	1.5200	1.5600	1.6855	1.7312	1.7769	1.8226	1.8683	1.9140
14	1.5200	1.5600	1.6000	1.7312	1.7769	1.8226	1.8683	1.9140	1.9597
15	1.5600	1.6000	1.6400	1.7769	1.8226	1.8683	1.9140	1.9597	2.0054
16	1.6000	1.6400	1.6800	1.8226	1.8683	1.9140	1.9597	2.0054	2.0511
17	1.6400	1.6800	1.7200	1.8683	1.9140	1.9597	2.0054	2.0511	2.0968
18	1.6800	1.7200	1.7600	1.9140	1.9597	2.0054	2.0511	2.0968	2.1425
19	1.7200	1.7600	1.8000	1.9597	2.0054	2.0511	2.0968	2.1425	2.1882
20	1.7600	1.8000	1.8400	2.0054	2.0511	2.0968	2.1425	2.1882	2.2339
21	1.8000	1.8400	1.8800	2.0511	2.0968	2.1425	2.1882	2.2339	2.2796
22	1.8400	1.8800	1.9200	2.0968	2.1425	2.1882	2.2339	2.2796	2.3253
23	1.8800	1.9200	1.9600	2.1425	2.1882	2.2339	2.2796	2.3253	2.3710
24	1.9200	1.9600	2.0000	2.1882	2.2339	2.2796	2.3253	2.3710	2.4167
25	1.9600	2.0000	2.0400	2.2339	2.2796	2.3253	2.3710	2.4167	2.4624
26	2.0000	2.0400	2.0800	2.2796	2.3253	2.3710	2.4167	2.4624	2.5081
27	2.0400	2.0800	2.1200	2.3253	2.3710	2.4167	2.4624	2.5081	2.5538
28	2.0800	2.1200	2.1600	2.3710	2.4167	2.4624	2.5081	2.5538	2.5995
29	2.1200	2.1600	2.2000	2.4167	2.4624	2.5081	2.5538	2.5995	2.6452
30	2.1600	2.2000	2.2400	2.4624	2.5081	2.5538	2.5995	2.6452	2.6909
31	2.2000	2.2400	2.2800	2.5081	2.5538	2.5995	2.6452	2.6909	2.7366
32	2.2400	2.2800	2.3200	2.5538	2.5995	2.6452	2.6909	2.7366	2.7823
33	2.2800	2.3200	2.3600	2.5995	2.6452	2.6909	2.7366	2.7823	2.8280
34	2.3200	2.3600	2.4000	2.6452	2.6909	2.7366	2.7823	2.8280	2.8737
35	2.3600	2.4000	2.4400	2.6909	2.7366	2.7823	2.8280	2.8737	2.9194

FOR EXAMPLE: If a staff member has an MA+45 quarter hours and 20 years of experience in Washington State, he/she would have a staff weighting index number of 2.1882.

APPENDIX M

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4
PLANNING AND PREPARATION	LEARNING ENVIRONMENTS	LEARNING EXPERIENCES	PRINCIPLED TEACHING
1a Applying Knowledge of Content and Pedagogy - Disciplinary Expertise - Pedagogical Content Knowledge - Knowledge of Interdisciplinary Relationships and Skills 1b Knowing and Valuing Students - Respect for Students' Identities - Understanding of Students' Current Knowledge and Skills - Knowledge of Whole Child Development - Knowledge of the Learning Process and Learning Differences 1c Setting Instructional Outcomes - Value and Relevance - Alignment to Grade-Level Standards - Clarity of Purpose - Integration of Multiple Aspects of Student Development 1d Using Resources Effectively - Instructional Materials - Technology and Digital Resources - Supports for Students 1e Planning Coherent Instruction - Tasks and Activities - Flexible Learning - Student Collaboration - Structure and Flow 1f Designing and Analyzing Assessments - Congruence with Instructional Outcomes - Criteria and Standards - Planning Formative Assessments - Analysis and Application	2a Cultivating Respectful and Affirming Environments - Positive Relationships - Sense of Belonging - Cultural Responsiveness - Positive Conflict Resolution 2b Fostering a Culture for Learning - Purpose and Motivation - Dispositions for Learning - Student Agency and Pride in Work - Support and Perseverance 2c Maintaining Purposeful Environments - Productive Collaboration - Student Autonomy and Responsibility - Equitable Access to Resources and Supports - Non-Instructional Tasks 2d Supporting Positive Student Behavior - Expectations for the Learning Community - Modeling and Teaching Habits of Character - Self-Monitoring and Collective Responsibility 2e Organizing Spaces for Learning - Safety and Accessibility - Design for Learning and Development - Co-Creation and Shared Ownership	3a Communicating About Purpose and Content - Purpose for Learning and Criteria for Success - Specific Expectations - Explanations of Content - Use of Academic Language 3b Using Questioning and Discussion Techniques - Critical Thinking and Deeper Learning - Reasoning and Reflection - Student Participation 3c Engaging Students in Learning - Rich Learning Experiences - Collaboration and Teamwork - Use of Instructional Materials and Resources - Opportunities for Thinking and Reflection 3d Using Assessment for Learning - Clear Standards for Success - Monitoring Student Understanding - Timely, Constructive Feedback 3e Responding Flexibly to Student Needs - Evidence-Based Adjustments - Receptiveness and Responsiveness - Determination and Persistence	4a Engaging in Reflective Practice - Self-Assessment of Teaching - Analysis and Discovery - Application and Continuous Improvement 4b Documenting Student Progress - Student Progress Toward Mastery - Shared Ownership - Maintaining Reliable Records 4c Engaging Families and Communities - Respect and Cultural Competence - Community Values - Instructional Program - Engagement in Learning Experiences 4d Contributing to School Community and Culture - Relational Trust and Collaborative Spirit - Culture of Inquiry and Innovation - Service to the School 4e Growing and Developing Professionally - Curiosity and Autonomy - Developing Cultural Competence - Enhancing Knowledge and Skills - Seeking and Acting on Feedback 4f Acting in Service of Students - Acting with Care, Honesty, and Integrity - Ethical Decision-Making - Advocacy

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APPENDIX M-2

DOMAIN 1 PLANNING AND PREPARATION

1a Applying Knowledge of Content and Pedagogy

Disciplinary Expertise: Teachers have deep knowledge of the disciplines they teach, including structures, central concepts and skills, prerequisite relationships, and methods of inquiry.

Pedagogical Content Knowledge: Teachers make content accessible to students by understanding and addressing preconceptions, presenting ideas in comprehensible and powerful ways, and thoughtfully implementing the most effective pedagogical approaches.

Knowledge of Interdisciplinary Relationships and Skills: Teachers make interdisciplinary connections to scaffold learning, support engagement, and build essential knowledge and skills that cross disciplines and support student learning in multiple contexts.

1c Setting Instructional Outcomes

Value and Relevance: Instructional outcomes represent ambitious learning of important content and meaningful opportunities to support student learning and development.

Alignment to Grade-Level Standards: Instructional outcomes reflect appropriate grade-level standards and communicate high expectations for each student.

Clarity of Purpose: Instructional outcomes clearly define what will be learned, why it is important, and how students will develop and demonstrate mastery of content and skills.

Integration of Multiple Aspects of Student Development: Instructional outcomes integrate academic and social-emotional development to complement and build on one another.

1e Planning Coherent Instruction

Tasks and Activities: Tasks and activities are specifically matched to learning outcomes, encourage higher-level thinking and student agency, and create authentic opportunities to engage with meaningful content.

Flexible Learning: Multiple strategies and approaches are tailored to individual student needs to create the appropriate level of challenge and support for each student.

Student Collaboration: Student groups are an essential component of learning and development, and are organized thoughtfully to maximize opportunities and build on students' strengths.

Structure and Flow: Lesson and unit plans are well structured and flow from one to the next to support student learning and development.

1b Knowing and Valuing Students

Respect for Students' Identities: Students' lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character.

Understanding of Students' Current Knowledge and Skills: Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind.

Knowledge of Whole Child Development: Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote student success and autonomy.

Knowledge of the Learning Process and Learning Differences: Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs.

1d Using Resources Effectively

Instructional Materials: Teachers utilize high-quality instructional materials to ensure access to rigorous content and support specific student needs, furthering engagement and mastery.

Technology and Digital Resources: Technological and digital resources support personalized instruction, equitable learning, engagement, exploration, connection, and student development.

Supports for Students: Teachers seek and provide additional aligned resources and supports that make content and curriculum materials accessible to students and address their individual needs.

1f Designing and Analyzing Assessments

Congruence with Instructional Outcomes: Aligned assessments provide accurate, clear evidence and allow for the analysis of student understanding and mastery of instructional outcomes.

Criteria and Standards: Criteria and standards for assessment are appropriate and aligned, clearly communicated, and whenever possible have been developed with student input.

Planning Formative Assessments: Teachers plan formative assessments to monitor student progress toward instructional outcomes and support students to monitor their own learning.

Analysis and Application: Teachers consistently use assessment data to direct planning and preparation and to support individualized student instruction.

APPENDIX M-3

DOMAIN 2 LEARNING ENVIRONMENTS

2a Cultivating Respectful and Affirming Environments

Positive Relationships: Teacher-student and student-student interactions demonstrate caring and respect, and honor the dignity of each member of the community.

Sense of Belonging: Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.

Cultural Responsiveness: Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments.

Positive Conflict Resolution: A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

2b Fostering a Culture for Learning

Purpose and Motivation: Teachers and students share an overarching dedication to both content mastery and personal growth.

Dispositions for Learning: Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.

Student Agency and Pride in Work: Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.

Support and Perseverance: Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.

2c Maintaining Purposeful Environments

Productive Collaboration: Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success.

Student Autonomy and Responsibility: Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy.

Equitable Access to Resources and Supports: Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students.

Non-Instructional Tasks: Teachers complete non-instructional tasks with little to no loss of instructional time or disruption to lesson delivery.

2d Supporting Positive Student Behavior

Expectations for the Learning Community: Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group.

Modeling and Teaching Habits of Character: Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.

Self-Monitoring and Collective Responsibility: Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.

2e Organizing Spaces for Learning

Safety and Accessibility: The learning space is safe and accessible to all students and is modified if necessary by students or teachers to accommodate individual student needs.

Design for Learning and Development: The learning space is thoughtfully designed and adjusted as necessary to support and facilitate learning activities.

Co-Creation and Shared Ownership: Students play a role in the design and adjustment of the learning space and demonstrate a sense of ownership through appropriate participation and interaction.

APPENDIX M-4

DOMAIN 3 LEARNING EXPERIENCES

3a Communicating About Purpose and Content

Purpose for Learning and Criteria for Success: Teachers communicate the goals and objectives of learning activities and outline an instructional pathway for students to meet the established criteria for success.

Specific Expectations: Student actions during each step of learning activities are clearly and effectively communicated with specific expectations articulated and reinforced throughout.

Explanations of Content: Content knowledge is scaffolded and presented in multiple, engaging ways with frequent, integrated checks for student understanding.

Use of Academic Language: Verbal and written content-related language used by teachers and students is academically rigorous, accurate, and subject and grade appropriate.

3c Engaging Students in Learning

Rich Learning Experiences: Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.

Collaboration and Teamwork: Student collaboration is a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.

Use of Instructional Materials and Resources: Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.

Opportunities for Thinking and Reflection: Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.

3e Responding Flexibly to Student Needs

Evidence-Based Adjustments: When appropriate, teachers use their expertise to alter or replace pre-planned activities based on students' understanding, questions, and interests.

Receptiveness and Responsiveness: Teachers are open to and capitalize upon unexpected student actions, questions, and internal and external events; they encourage and support students to pursue new learning and opportunities on their own.

Determination and Persistence: Teachers are committed to efficacy, even when students encounter difficulty in learning, and pursue alternative approaches when necessary to help students be successful.

3b Using Questioning and Discussion Techniques

Critical Thinking and Deeper Learning: Questions and discussions require critical thinking, have multiple answers, and are used to deepen student understanding of content, themselves, and the larger world.

Reasoning and Reflection: Questions and discussions challenge students to reason, reflect on learning, justify their thinking, and generate ideas for future inquiry.

Student Participation: Students demonstrate curiosity and engage one another through questions and dialogue, challenging each other's thinking with respect and humility.

3d Using Assessment for Learning

Clear Standards for Success: Collaborative goals, the characteristics of high-quality work, and the criteria established as evidence of success are clear to students and those supporting them.

Monitoring Student Understanding: Teachers and students are constantly monitoring learning and making use of specific strategies to elicit evidence of understanding.

Timely, Constructive Feedback: High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

APPENDIX M-5

DOMAIN 4 PRINCIPLED TEACHING

4a Engaging in Reflective Practice

Self-Assessment of Teaching: Teachers use evidence from activities and assessments to identify the impact of different elements of practice on student learning and evaluate the success of learning experiences.

Analysis and Discovery: Based on their self-assessment, teachers consider alternative approaches or perspectives, question their own ideas or beliefs, and learn new ways to further advance student learning.

Application and Continuous Improvement: Teachers demonstrate commitment to the success of each student by planning, practicing, and trying new approaches to enhance their teaching based on their assessment and analysis.

4b Documenting Student Progress

Student Progress Toward Mastery: The teacher documents student progress toward learning and developmental goals and shares information with students, parents, and educational collaborators.

Shared Ownership: With support from teachers, students utilize resources to monitor their progress toward learning and developmental goals and regularly analyze and discuss their progress with teachers and caregivers.

Maintaining Reliable Records: The teacher consistently gathers, updates, and shares data that is accurate, accessible, and clear to students and families.

4c Engaging Families and Communities

Respect and Cultural Competence: Teachers interact with families and the community in ways that respect their values and cultural backgrounds.

Community Values: Learning experiences and environments are extensions of the community and uphold its values, creating a shared vision of student success.

Instructional Program: Established structures and processes keep families informed about the instructional program and provide opportunities for input and feedback.

Engagement in Learning Experiences: Teachers connect students' out-of-school learning and lives to their efforts in school and take the lead in forming partnerships and relationships to strengthen those connections.

4d Contributing to School Community and Culture

Relational Trust and Collaborative Spirit: Teachers develop strong relationships with students and colleagues that support professional learning, collaboration, mutual trust, and student success.

Culture of Inquiry and Innovation: Teachers contribute to the culture of the school by modeling school values, helping to identify underlying problems, and taking positive action toward their solution.

Service to the School: Teachers extend their influence beyond their classrooms by leading and contributing to school events, projects, and initiatives.

4e Growing and Developing Professionally

Curiosity and Autonomy: Teachers identify personal and professional growth areas and independently seek opportunities to develop and refine their knowledge.

Developing Cultural Competence: Teachers seek knowledge regarding the students and community they serve and apply findings to their practice and development of the school culture.

Enhancing Knowledge and Skills: Teachers work to deepen content and pedagogical knowledge and exchange new learning with colleagues.

Seeking and Acting on Feedback: Teachers seek opportunities to receive and provide feedback and work collaboratively and constructively to utilize feedback effectively.

4f Acting in Service of Students

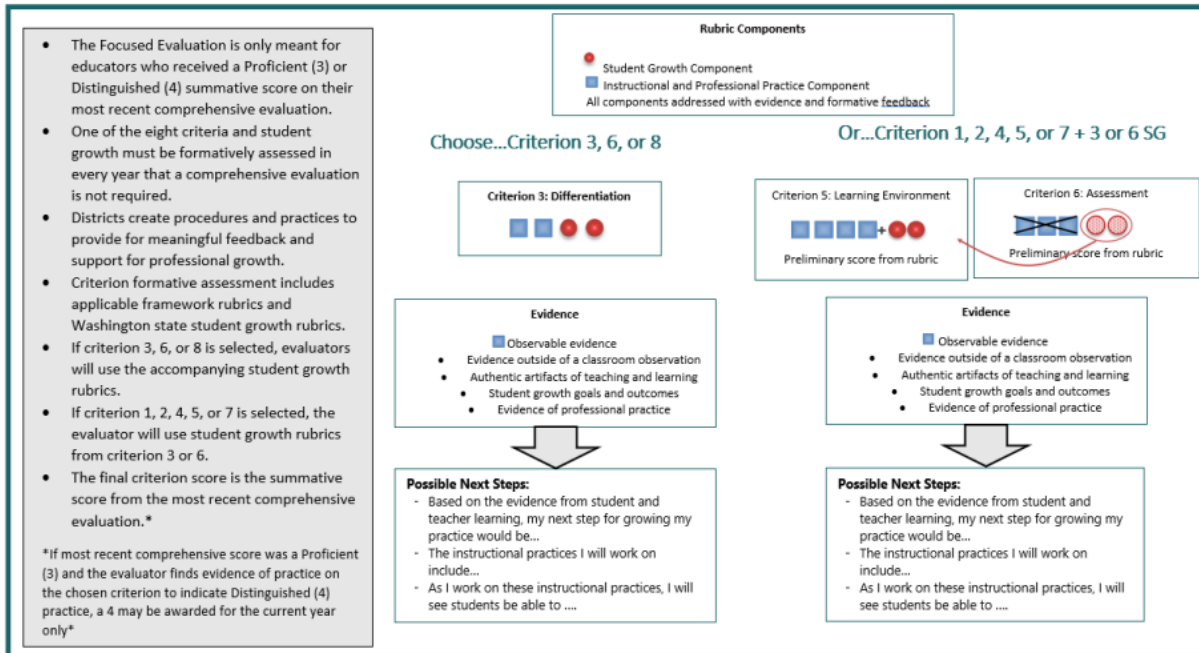
Acting with Care, Honesty, and Integrity: Teachers consistently model care, honesty, and integrity in interactions with students, families, and colleagues.

Ethical Decision-Making: Teachers make wise decisions, especially under challenging circumstances, that are in the best interest of students and their families.

Advocacy: Teachers are active advocates for students, their families, and colleagues and lead in taking action on their behalf.

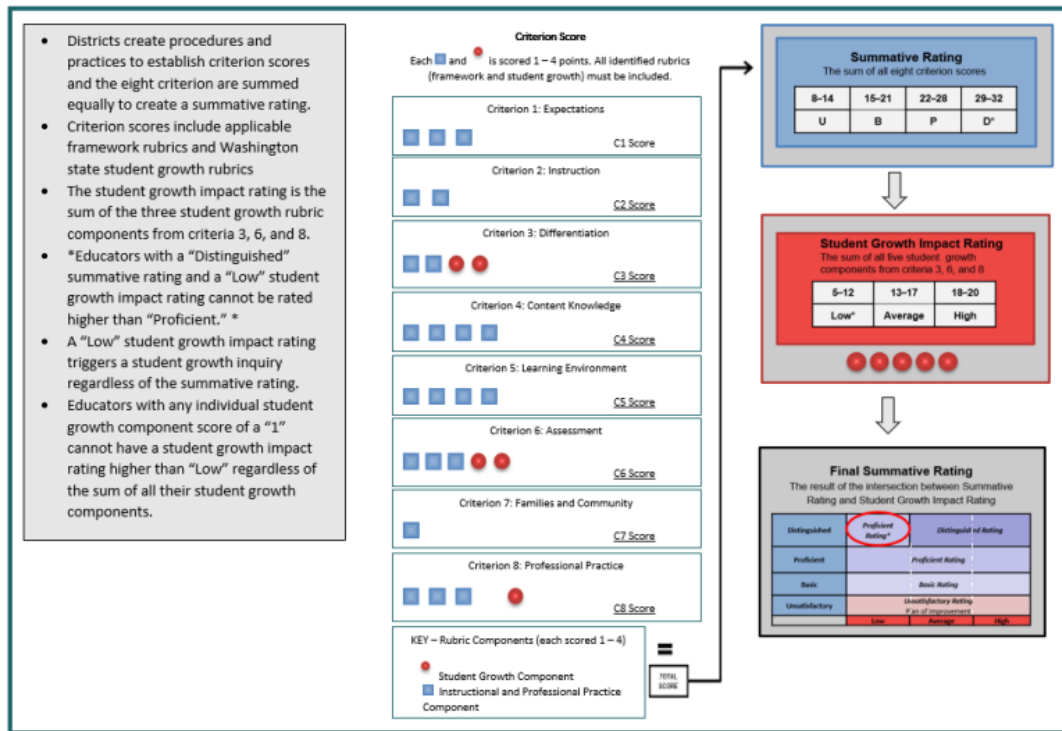
APPENDIX N

Focused Evaluation – Danielson – Certificated Classroom



APPENDIX N-2

Comprehensive Evaluation – Danielson – Certificated Classroom



Washington Office of Superintendent of
PUBLIC INSTRUCTION

APPENDIX O

STAFF EVALUATION TIMELINES

Certificated Comprehensive - All Criterion & new SGG - see below for additional requirements for Provisional Staff

- | |
|--|
| <ul style="list-style-type: none"> • Evaluation Forms & Process Reviewed - October 15 • Goal Conference - October 30 • Evaluator approves goal & criterion - October 31 • 1st Observation & Conference - January 15 • 60 minutes minimum of observation (P3 = 2 formal & 90 minutes) - May 1 • Evaluations Completed & Sent to HR - June 1 |
|--|

Certificated Provisional

- | |
|--|
| <ul style="list-style-type: none"> • Provisional 1 – 1 formal observation within 90 days and drop-ins totaling 60 minutes. • Provisional 2 – 1 formal observation and drop-ins totaling 60 minutes. • Provisional 3 – 2 formal observation and drop-ins totaling 90 minutes. |
|--|

Certificated Focused - C3, C6, or C8 & new SGG

<u>(Observation minutes should be done throughout the year and include observing PLCs, IEPs, walk-throughs, etc).</u>

- | |
|---|
| <ul style="list-style-type: none"> • Evaluation Forms & Process Reviewed - October 15 • Goal Conference - October 30 • Evaluator approves goal & criterion - October 31 • 1st Observation & Conference - January 15 • 60 minutes minimum of observation - May 1 • Evaluations Completed & Sent to HR - June 1 |
|---|

Staff in need of Improvement

- Consult with HR and discuss plan
- Formal Process may begin after October 15
- 60 day remediation process (Plan of Improvement) completed by May 1
- Non-renewal deadline - May 15

CERTIFICATED OBSERVATIONS: No observations of certificated personnel may be conducted the first week of school, the day before a break, the day after a break, or the first day after a substitute has been teaching a class.

- Provisional 1 – 1 formal obs within 90 days and drop-ins totaling 60 minutes.
- Provisional 2 – 1 formal obs and drop-ins totaling 60 minutes.
- Provisional 3 – 2 formal obs and drop-ins totaling 90 minutes.

SHARED EVALUATIONS: A building principal may request a certificated district director to assist with the observations and subsequent evaluation of a certificated employee under his/her supervision.

APPENDIX O-2

STAFF EVALUATION TIMELINES

TEMPORARY STAFF: Employees in temporary positions must be evaluated annually and follow all provisional/probationary guidelines if applicable (i.e. depends on year of employment).

- October 15 The evaluation procedure and the forms to be used are to be reviewed with certificated staff.
- October 15 Probation procedures for non-provisional certificated staff may begin.
- October 31 Goals for certificated staff must be approved by supervisors. Goals must relate to the school improvement plan or a professional objective, that when accomplished, will improve student learning.
- November 11 (The date may change annually). Certificated "Provisional 1" employees must have one formal observation within the first *90 calendar days* (*orientation date is start date*) of employment.
- January 15 First observation and conference completed for:
- Provisional 2,3
 - Non-Provisional
 - Written documentation of observation provided to staff within 3 working days
- May 1 The sixty-day remediation period for a teacher with unsatisfactory performance completed. minimum of 60 days of remediation required.
- May 15 Deadline for notification of non-renewal to certificated staff.
- June 1 All **comprehensive** and **focused** certificated evaluations completed and original sent to Human Resources.
- June 1 Classified evaluation conference for less than 12-month employees completed with original sent to Human Resources.
- June 1 All certificated administrators' evaluations completed and original sent to Human resources.
- July 1 Classified evaluation conferences for 12-month employees completed with original evaluation form sent to Human Resources. This includes classified administrators' Evaluations.

APPENDIX P Establishing Student Growth Goals 3.1. 6.1, 8.1

Student Growth Criterion 3: Recognizing individual learning needs and developing strategies to address those needs.			
Student Growth 3.1: Establish Student Growth Goal – Alignment of this goal with Criterion 3 provides educators the opportunity to attend to a smaller group of individual students and to monitor progress of each and every student in this identified group.			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not develop a student growth goal for a group of students within a class who are not yet reaching full learning potential. OR The teacher does not explain how the knowledge of individual students informed the goal. The goal does not address an essential standard for the teacher's content and grade level. The goal does not require students' cognitive or emotional engagement. The teacher does not communicate with students' families about the goal.	The teacher develops a student growth goal for a group of students within a class who are not yet reaching full learning potential. The teacher explains how the knowledge of students informed the goal for the students as a group, but not as individuals. The goal addresses an essential standard for the teacher's content and grade level. The goal requires students' cognitive and emotional engagement. The teacher communicates the goal to students' families.	The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential. The teacher explains how the knowledge of individual students informed the goal in specific ways. The goal addresses an essential standard for the teacher's content and grade level. The goal requires students' cognitive and emotional engagement. The teacher seeks and considers, when provided, input from students' families in developing the goal.	The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential. The teacher explains how the knowledge of individual students informed the goal in specific ways. The goal addresses an essential standard for the teacher's content and grade level. The goal requires students' cognitive and emotional engagement. The teacher seeks and considers, when provided, input from students' families in developing the goal. The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.

Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning.			
Student Growth 6.1: Establish Student Growth Goal – Alignment of this goal with Criterion 6 provides educators the opportunity to use multiple data elements, including knowledge of students, to plan instruction and advance their learning.			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not develop a student growth goal. OR The teacher does not explain how the knowledge of students informed the goal. The goal does not address an essential standard for the teacher's content and grade level. The goal does not require students' cognitive or emotional engagement.	The teacher develops a student growth goal for students in one grade level or class. The teacher uses a single data element to explain how the knowledge of students informed the goal. The goal addresses an essential standard for the teacher's content and grade level. The goal requires students' cognitive and emotional engagement.	The teacher develops a student growth goal for students in one grade level or class. The teacher uses multiple data elements to explain how the knowledge of students informed the goal. The goal addresses an essential standard for the teacher's content and grade level. The goal requires students' cognitive and emotional engagement.	The teacher develops a student growth goal for students in one grade level or class. The teacher uses multiple data elements to explain how the knowledge of students informed the goal. The goal addresses an essential standard for the teacher's content and grade level. The goal requires students' cognitive and emotional engagement. The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.

APPENDIX P – Achievement of Student Growth Goals Rubrics 3.2, 6.2

Student Growth Criterion 8: Exhibiting collaborative and collegial practice focused on improving instructional practice and student learning.			
Student Growth 8.1: Establish Student Growth Goal – Alignment of this goal with Criterion 8 provides educators the opportunity to learn together how to impact student learning and advance their knowledge and practice of teaching as a profession. Since the focus is on learning together by setting the goal, there is no rubric associated with reflecting on the progress students made. However, reflective discussion about student progress in this collaborative setting aligns with many professional educator practices and is an opportunity to further deepen the learning.			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not collaboratively develop the student growth goal. OR Collaboration does not yield a goal that: - Is informed by knowledge of students - Addresses an essential standard for the teacher's content and grade level - Require cognitive or emotional engagement The teacher undermines team's ability to make and implement team decisions and/or does not follow through with team decisions regarding instruction and assessment.	The teacher collaborates with other grade, school, or district team members to develop the student growth goal. The team uses a single data element to explain how knowledge of students informed the goal. The goal addresses an essential standard for the teacher's content and grade level. (Goal may not necessarily be the same for all team members.) The goal requires students' cognitive and emotional engagement.	The teacher collaborates with other grade, school, or district team members to develop the student growth goal. The team uses multiple data elements to explain how knowledge of students informed the goal. The goal addresses an essential standard for the teacher's content and grade level. (Goal may not necessarily be the same for all team members.) The goal requires students' cognitive and emotional engagement. The teacher follows through with team decisions regarding instruction and assessment.	The teacher collaborates with other grade, school, or district team members to develop the student growth goal. The team uses multiple data elements to explain how knowledge of students informed the goal. The goal addresses an essential standard for the teacher's content and grade level. (Goal may not necessarily be the same for all team members.) The goal requires students' cognitive and emotional engagement. The teacher follows through with team decisions regarding instruction and assessment. The teacher helps develop other team members' capacity to be effective.

APPENDIX P-2 – Achievement of Student Growth Goals Rubrics 3.2, 6.2

Student Growth Criterion 3: Recognizing individual learning needs and developing strategies to address those needs.			
Student Growth 3.2: Achievement of Student Growth Goal – <i>The intention is for an educator to learn and reflect on how to adjust instruction to advance student learning.</i>			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher provides evidence of student progress on the stated learning goal from only summative assessments. There is no evidence of student engagement in assessment of their own progress. There is no evidence of opportunities for students to share feedback on how they experienced the learning. The teacher does not provide evidence of reflecting on how the learning activities and instructional decisions impacted student learning progress. The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.	The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments. There is limited evidence of student engagement in assessment of their own progress. There is limited or no evidence of opportunities for students to share feedback on how they experienced the learning. The teacher reflects with supervisor on student learning progress overall, but not for specific students. The reflection may not establish how the learning activities and instructional decisions impacted student progress. The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.	The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments. There is evidence of student engagement in assessment and student monitoring of their own progress. There is evidence of opportunities for students to share feedback on how they experienced the learning. The teacher reflects with supervisor on the learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress. The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.	The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments. There is evidence of student engagement in assessment and student monitoring of their own progress. There is evidence of opportunities for students to share feedback on how they experienced the learning. The teacher reflects with supervisor on learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress. The teacher uses information from student progress and students' experience of learning to: • Guide their next steps for instruction, and • Effect changes in instructional practice or professional learning beyond their own classroom or context.

Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning.			
Student Growth 6.2: Achievement of Student Growth Goal – <i>The intention is for an educator to learn and reflect on how to adjust instruction to advance student learning.</i>			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher provides evidence of student progress on the stated learning goal from only summative assessments. There is no evidence of student engagement in assessment of their own progress. There is no evidence of opportunities for students to share feedback on how they experienced the learning. The teacher does not provide evidence of taking responsibility for student learning progress. The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.	The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments. There is limited evidence of student engagement in assessment of their own progress. There is limited or no evidence of opportunities for students to share feedback on how they experienced the learning. The teacher reflects with supervisor on student learning progress generally. The reflection may be missing an analysis of why students did or did not make progress, and/or next steps for groups of students or individuals. The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.	The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments. There is evidence of student engagement in assessment and student monitoring of their own progress. There is evidence of opportunities for students to share feedback on how they experienced the learning. The teacher reflects with supervisor on the learning progress for three groups of students: Students who • exceeded the learning goal • met or nearly met the learning goal • did not yet meet the learning goal The reflection includes analysis of why students did or did not make progress, and next steps for each group.	The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments. There is evidence of student engagement in assessment and student monitoring of their own progress. There is evidence of opportunities for students to share feedback on how they experienced the learning. The teacher reflects with supervisor on the learning progress for three groups of students: Students who • exceeded the learning goal • met or nearly met the learning goal • did not yet meet the learning goal The teacher uses information from student progress and students' experience of learning to: • Guide their next steps for instruction, and

APPENDIX Q

Final Comprehensive Evaluation ☐

Final Focused Evaluation ☐

Employee: _____

Building/Program: _____

Evaluator: _____ School Year: _____

Dates of Observations: _____ Date of final conference: _____

Scoring: 1 = Unsatisfactory 2 = Basic 3 = Proficient 4 = Distinguished

		Score
Criterion 1 Expectations: Centering instruction on high expectations for student achievement.		
2a		
3a		
3c		

		Score
Criterion 2 Instruction: Demonstrating effective teaching practices		
3b		
4a		

		Score
Criterion 3 Differentiation: Recognizing individual student learning needs and developing strategies to address those needs.		
1b		
3e		

		Score
Criterion 4 Content Knowledge: Providing clear and intentional focus on subject matter content and curriculum.		
1a		
1c		
1d		
1e		

		Score
Criterion 5 Learning Environment: Fostering and managing a safe, positive learning environment.		
2a		
2c		
2d		
2e		

		Score
Criterion 6 Assessment: Using multiple student data elements to modify instruction and improve student learning.		
1f		
3d		
4b		

APPENDIX Q-2

Final Comprehensive Evaluation ☐

Final Focused Evaluation ☐

		Score
Criterion 7 Families and Community: Communicating and collaborating with parents and the school community.		
4c		

		Score
Criterion 8 Professional Practice: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning		
4d		
4e		
4f		

Total Criterion Score	
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Scoring Chart Summative Rating

The sum of all eight criterion scores

8-14	15-21	22-28	29-32
U	B	P	D

OVERALL RATING (Circle One) **Unsatisfactory** **Basic** **Proficient** **Distinguished**

Administrator Comments:

Teacher Comments:

The employee and administrator have conferred on the type of evaluation to be used for the following school year and agree to use: ☐ Comprehensive ☐ Focused ☐ Plan of Improvement

Signatures:

The employee's signature below indicates his or her receipt of this evaluation report only and does not imply that he or she agrees with the contents of the report and/or summative score.

Teacher

Administrator

Date

