

Stanwood-Camano School District

and

Stanwood-Camano Education Association

Collective Bargaining Agreement & Appendices
for Non-Supervisory Certificated Staff

September 1, 2024, through August 31, 2027

TABLE OF CONTENTS

ARTICLE I – RECOGNITION AND DEFINITIONS 1
 Section 1.1 – Definition of Agreement 1
 Section 1.2 – Recognition 1
 Section 1.3 – Definitions 2

ARTICLE II – STATUS AND ADMINISTRATION OF AGREEMENT 3
 Section 2.1 – Ratification 3
 Section 2.2 – Relationship to Existing Policies, Practices, Rules, and Regulations 3
 Section 2.3 – Grants 3
 Section 2.4 – Relationship to Individual Contracts 3
 Section 2.5 – Conformity to Law 3
 Section 2.6 – Distribution of Agreement 3
 Section 2.7 – Contracting Out 4
 Section 2.8 – No Strike 4
 Section 2.9 – Management’s Rights 4

ARTICLE III – ASSOCIATION RIGHTS 6
 Section 3.1 – Exclusivity 6
 Section 3.2 – Equipment Use 6
 Section 3.3 – Communication with Bargaining Unit Members 6
 Section 3.3.1 – General Communication 6
 Section 3.3.2 – New Employee Recruitment and Orientation 7
 Section 3.4 – Availability of Information 7
 Section 3.5 – Communications Regarding District Programs and Initiatives 8
 Section 3.6 – Right to Address the Board 8
 Section 3.7 – Payroll Dues Deductions 9
 Section 3.7.1 – Membership Fees 9
 Section 3.7.2 – Hold Harmless 9
 Section 3.8 – Released Time 9
 Section 3.9 – Association Faculty Representatives 9

ARTICLE IV – EMPLOYEE RIGHTS AND RESPONSIBILITIES 10
 Section 4.1 – Individual Rights 10
 Section 4.2 – Right to Join and Support Employee Organization 10
 Section 4.3 – Disciplinary Cause 10
 Section 4.4 – Academic Freedom/Controversial Issues 11
 Section 4.5 – Personnel Files 12
 Section 4.6 – Teacher Protection 13
 Section 4.6.1 – Liability Insurance 13
 Section 4.6.2 – Insurance While Engaged in Maintaining Order, Etc. 13
 Section 4.6.3 – Handling of Complaints Against Employees 13
 Section 4.7 – Student Discipline 14
 Section 4.7.1 – General Provisions 14
 Section 4.7.2 – Procedures (Student Discipline) 15
 Section 4.7.3 – Support for Staff (Student Discipline) 17

TABLE OF CONTENTS

Section 4.7.4 – Staff Rights and Responsibilities Regarding Violent Incidents (Student Discipline).....	17
Section 4.8 – Individual Contracts.....	18
Section 4.8.1 – General Provisions.....	18
Section 4.8.2 – Release from Individual Contracts.....	18
Section 4.9 – Supplemental Contracts.....	18
Section 4.9.1 – Super FTE.....	19
Section 4.10 – Assignment, Vacancies, Promotion, and Transfer.....	19
Section 4.10.1 – Definitions.....	19
Section 4.10.2 – General Provisions.....	19
Section 4.10.3 – Assignments.....	21
Section 4.10.4 – Postings.....	21
Section 4.10.5 – Voluntary Transfers.....	22
Section 4.10.6 – Involuntary Transfer.....	22
Section 4.11 – Class/Duty Coverage.....	23
Section 4.12 – Assignment Exchange.....	23
Section 4.13 – Job Sharing.....	23
Section 4.13.1 – Wages, Hours, and Working Conditions.....	23
Section 4.13.2 – Application Procedures.....	24
Section 4.14 – Placement of Employee’s Children.....	24
ARTICLE V – LEAVES.....	25
Section 5.1 – General Leave Provisions.....	25
Section 5.2 – Leave for Illness, Injury, and Emergencies.....	25
Section 5.2.1 – Annual Leave.....	25
Section 5.2.2 – Leave Sharing Program.....	26
Section 5.2.3 – Paid Family Medical Leave.....	28
Section 5.3 – Maternity Leave.....	28
Section 5.4 – Adoption Leave.....	29
Section 5.5 – Personal Leave.....	30
Section 5.6 – Bereavement Leave.....	30
Section 5.7 – Jury Duty and Subpoena Leave.....	30
Section 5.8 – Military Leave.....	30
Section 5.9 – Attendance at Meetings and Conferences.....	31
Section 5.10 – Association Leave.....	31
Section 5.11 – Other Leaves.....	32
Section 5.12 – Employee Immunizations.....	33
ARTICLE VI – SALARIES, STIPENDS AND BENEFITS.....	34
Section 6.1 – Salary Payment.....	34
Section 6.2 – Salary Payment Provisions.....	35
Section 6.3 – Provisions Governing Employee Salary Schedule.....	37
Section 6.3.1 – Placement of Beginning Teachers on the Schedule.....	37
Section 6.3.2 – Initial Rating.....	37
Section 6.3.3 – Index.....	37
Section 6.3.4 – Certificate and Degree Requirements.....	37
Section 6.3.5 – Education Credits.....	38

TABLE OF CONTENTS

Section 6.3.6 – Experience Credits39

Section 6.3.7 – Out-of-State Experience Credit39

Section 6.4 – Part-Time Salaries40

Section 6.4.1 – Substitutes.....40

Section 6.5 – Curriculum Development Study/Committee Compensation.....40

Section 6.6 – Meetings and Events Outside Contracted Day40

Section 6.6.1 – Open House/Curriculum Night.....40

Section 6.6.2 – Kindergarten Registration Night.....41

Section 6.6.3 – Family Events41

Section 6.6.4 – Intervention Meetings41

Section 6.7 – Co-Curricular Schedule.....41

Section 6.8 – Travel Expenses.....46

Section 6.9 – Tuition Reimbursement.....46

Section 6.10 – Insurance Benefits46

Section 6.10.1 – School Employee Benefits Board (SEBB) Program.....46

Section 6.10.2 – Eligibility47

Section 6.10.3 – Benefit Enrollment.....47

Section 6.10.4 – Benefit Termination/End.....47

Section 6.10.5 – Legislative Changes48

Section 6.10.6 – Additional Items.....48

Section 6.11 – Payroll Deductions.....48

Section 6.11.1 – Automatic Deductions.....48

Section 6.11.2 – Discretionary Deductions48

Section 6.12 – Attendance Incentive Program49

Section 6.12.1 – Sick Leave Attendance Incentive Program49

Section 6.12.2 – Personal Leave Attendance Incentive Program.....49

Section 6.13 – Instructor Pay.....49

ARTICLE VII – OTHER TERMS AND CONDITIONS OF EMPLOYMENT.....50

Section 7.1 – Work Year.....50

Section 7.1.1 – Calendars50

Section 7.1.2 – Contract Length53

Section 7.1.3 – Non-Contract Days55

Section 7.1.4 – Conference Days.....56

Section 7.1.5 – Emergency School Closure and Delayed Opening.....56

Section 7.1.6 – Library Media Specialists.....57

Section 7.1.7 – Counselors57

Section 7.1.8 – School Psychologists.....57

Section 7.1.9 – Nurses.....58

Section 7.2 – Work Day58

Section 7.2.1 – Length of Work Day58

Section 7.2.2 – Time Utilization.....58

Section 7.2.3 – Professional Development Wednesday (PDW).....59

Section 7.2.4 – Preparation Time.....61

Section 7.2.5 – Special Education Preparation Time.....62

Section 7.2.6 – Speech and Language Pathologist and Occupational Therapist Preparation Time
.....62

TABLE OF CONTENTS

Section 7.2.7 – English/Language Arts Release Time.....	63
Section 7.2.8 – MTSS Interventionists and Title/LAP Teachers.....	63
Section 7.2.9 – Release Day Flexibility	63
Section 7.3 – Formation of Leadership Teams.....	63
Section 7.3.1 – Building Budget Transparency	64
Section 7.4 – Classroom Visitation.....	64
Section 7.5 – Employee Facilities	65
Section 7.5.1 – Classroom and Workspaces.....	65
Section 7.5.2 – Temperature.....	65
Section 7.5.3 – Air Quality.....	66
Section 7.6 – Safe Working Conditions.....	66
Section 7.7 – Employee Professional Education	66
Section 7.8 – Summer School and Adult Education.....	67
Section 7.9 – Purchase Order Request Forms	67
Section 7.10 – Layoff and Recall	68
Section 7.10.1 -- Criteria	68
Section 7.10.2 – Definition.....	68
Section 7.10.3 – Definition of Qualifications.....	68
Section 7.10.4 – Definition of Seniority	68
Section 7.10.5 – Recall Procedure	69
Section 7.10.6 – Layoff Benefits	69
Section 7.10.7 – Appeals.....	70
Section 7.11 – Selection of Instructional Materials.....	70
Section 7.12 – Employee Workload	70
Section 7.12.1 – General Provisions	70
Section 7.12.2 – Class Sizes	71
Section 7.12.3 – Secondary Preps.....	72
Section 7.12.4 – Caseloads.....	72
Section 7.12.5 – Workload Relief.....	73
Section 7.12.6 – Adequacy of Resources	74
Section 7.12.7 – Co-Teaching Model	75
Section 7.12.8 – Split Classes.....	75
Section 7.12.9 – Advisory	76
Section 7.12.10 – Workload Investigation and School Board.....	76
Section 7.13 – Full Day Kindergarten	76
Section 7.14 – Transitional Kindergarten	77
Section 7.15 – Preschool.....	78
Section 7.16 – Student Placement	78
ARTICLE VIII – EVALUATION, CERTIFICATED STAFF CRITERIA AND PROCEDURES.....	80
Section 8.1 – Purpose Statement	80
Section 8.2 – Structure of Evaluation	80
Section 8.2.1 – Applicability	80
Section 8.2.2 – Professional Development.....	80
Section 8.2.3 – Definitions	81
Section 8.2.4 – State Criteria, Framework, and Scoring.....	82
Section 8.3 – Procedures of the Evaluation System	85

TABLE OF CONTENTS

Section 8.3.1 – Procedural Components of Evaluation.....85
Section 8.3.2 – Comprehensive Evaluation.....86
Section 8.3.3 – Evaluation Results89
Section 8.3.4 – Support for Basic Continuing Employees89
Section 8.3.5 – Support for Provisional Employees Prior to Non-Renewal90
Section 8.3.6 – Probation90
Section 8.3.7 – Non-Renewal (Discharge).....93
Section 8.4 – Evaluative Criteria.....94
 Section 8.4.1 – Teaching Employees on 5240 Series of Evaluation94
 Section 8.4.2 – Educational Support Employees.....97
Section 8.5 – Evaluation Form/Format.....99
Section 8.6 – Probation Records.....99
Section 8.7 – Workload Notation99
Section 8.8 – Focused Evaluation.....100
 Section 8.8.1 – Purpose Statement.....100
 Section 8.8.2 – Components of Focused Evaluation100
Section 8.9 – Procedures for Professional Growth Process Evaluation.....101
 Section 8.9.1 – Identifying Professional Growth Process (PGP) Participants101
 Section 8.9.2 – Professional Growth Process Records – What and Where.....102

ARTICLE IX – GRIEVANCE PROCEDURE103
 Section 9.1 – Purpose103
 Section 9.2 – Definitions.....103
 Section 9.3 – Limitation on Time to File Grievance103
 Section 9.4 – Freedom from Reprisals.....104
 Section 9.5 – Confidentiality.....104
 Section 9.6 – Release from Duty104
 Section 9.7 – Right to Representation.....104
 Section 9.8 – Individual Rights105
 Section 9.9 – Continuity of Grievance.....105
 Section 9.10 – Discovery105
 Section 9.11 – Informal Procedure105
 Section 9.12 – Formal Procedure.....106
 Section 9.12.1 – Step 1 – Superintendent's Adjustment.....106
 Section 9.12.2 – Step 2 – Board Adjustment.....106
 Section 9.12.3 – Step 3 – Arbitration.....106
 Section 9.13 – Exclusive Remedy111

ARTICLE X – SIGNATURE OF PARTIES112

APPENDICES.....113
 Appendix A – Notice of Right to Representation.....114
 Appendix B – Complaint Against a School District Employee115
 Appendix C – Items to be Included in Job Sharing Applications116
 Appendix D – Verification of Additional Time Worked.....117
 Appendix E – Observation/Evaluation of Performance (Teacher 5240 Series).....119
 Appendix F – Annual Evaluation of Performance (Teacher 5240 Series)123
 Appendix G – Observation/Evaluation of Performance (ESA 5240 Series)126

TABLE OF CONTENTS

Appendix H – Annual Evaluation of Performance (ESA 5240 Series).....	129
Appendix I – Professional Growth Plan	131
Appendix J – Professional Growth Process	132
Appendix K – Professional Growth Plan Verification	133
Appendix L – Evaluation Rubric (CEL 5D+ Comprehensive)	134
Appendix M – Student Growth Goal Discussion Pre Form.....	147
Appendix N – Student Growth Goal Discussion Post Form.....	149
Appendix O – Comprehensive Observation Form	151
Appendix P – Comprehensive Summative Evaluation Form.....	160
Appendix Q – Focused Observation Form.....	164
Appendix R – Focused Summative Evaluation Form	176
Appendix S – Focused Evaluation Planning Form (Criteria 1-7)	184
Appendix T – Focused Evaluation Planning Form (Criterion 8)	185
Appendix U – Pre-Observation Conference Form	186
Appendix V – Walk Through Observation Form.....	187
Appendix W – Template Communication Letter for Classroom Evacuations.....	189
Appendix X – Salary Schedule Placement Regulations	190
SUBJECT INDEX.....	199

ARTICLE I – RECOGNITION AND DEFINITIONS

Section 1.1 – Definition of Agreement

THIS AGREEMENT, made pursuant to the Educational Employment Relations Act of 1975, on this 1st day of September 2024, by and between the Stanwood-Camano School District and the Stanwood-Camano Education Association, employee organization, shall take effect on September 1, 2024, and shall remain in effect until August 31, 2027, all in accordance with the terms and conditions of said Act. This Agreement may be reopened by either party to negotiate work year, calendar, Health Care Authority (HCA) Benefit Allocation for Retiree Fund, salaries, and evaluations. Otherwise this Agreement may not be reopened, except by mutual consent of the parties, during the duration hereof.

The parties hereby further agree that they have fully bargained with respect to wages, hours and terms and conditions of employment and that all wages, hours and other terms and conditions of employment and all other benefits to be received by the employees from the District are contained in this Agreement and not otherwise. The parties agree that they will commence collective bargaining, at the request of either party, for the purpose of attempting to reach agreement upon a collective bargaining agreement to succeed this Agreement, provided neither party shall be obligated to commence any collective bargaining prior to 120 days before the expiration of this Agreement.

Section 1.2 – Recognition

The Stanwood-Camano School District Board of Directors, by virtue of the Education Employees Relations Act, Section 3 (6) (b), hereby recognizes the Stanwood-Camano Education Association as the employee organization and exclusive bargaining representative for the hereinafter described non-supervisory certificated employee (hereinafter called "employees"), which employees shall constitute the bargaining unit, in accordance with and not in expansion upon the Educational Employees Relations Act of 1975, Chapter 41.59 RCW to-wit: All certificated employees, as defined by said Act, except the following:

- A. The chief executive officer;
- B. The chief administrative officers, including the superintendent, assistant superintendents, executive directors and directors;
- C. All confidential employees;
- D. All principals and assistant principals;
- E. All supervisors;
- F. All educational employees who do not require a certificate as a requirement for their employment with the District;
- G. All deans of students who are fulfilling such duties under an administrative contract.

ARTICLE I

Section 1.3 – Definitions

Unless the context in which they are used clearly requires otherwise, when used in this Agreement:

The term "Agreement" shall mean the current bargained contract.

The term "Association" shall mean the Stanwood-Camano Education Association.

The term "Board" shall mean the Board of Directors of the Stanwood-Camano School District Number 401.

The term "District" shall mean the Stanwood-Camano School District Number 401.

The term "WEA" shall mean Washington Education Association.

The terms "teacher", "certificated personnel", "certificated employee", "educational employee" or "employee" shall refer to all employees represented by the Association in the bargaining unit as defined in Article I - Section 1.2.

The term "days" shall mean calendar days unless otherwise specifically defined in this Agreement.

Unless the context in which they are used clearly required otherwise, words used in this contract denoting gender shall include both the masculine and feminine; and words denoting number include both the singular and plural.

ARTICLE II – STATUS AND ADMINISTRATION OF AGREEMENT

Section 2.1 – Ratification

This Agreement shall be ratified by the Association and then the Board and signed by authorized representatives thereof, and may not be amended or modified during its term except by mutual consent or as provided for herein.

Section 2.2 – Relationship to Existing Policies, Practices, Rules, and Regulations

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

Section 2.3 – Grants

All grant proposals shall be consistent with the Collective Bargaining Agreement.

Section 2.4 – Relationship to Individual Contracts

All individual teacher contracts shall be subject to and construed with Washington State Law, the laws of the United States of America, applicable rules and regulations, and any decisions of any adjudicatory body which are binding upon the District and employees and with the terms and conditions of this Agreement. Any individual teacher contract hereinafter executed shall expressly provide that it is subject to the terms of this Agreement between the Board and the Association. If any individual employee contract contains any language inconsistent with this Agreement, this Agreement while in effect, shall be controlling.

Section 2.5 – Conformity to Law

This Agreement shall be governed and construed according to the Constitution and laws of the state of Washington, rules, regulations and court decisions binding upon the District. If any provision of this Agreement shall be made invalid by applicable legislation or binding regulations, or found contrary to the law by any Court of competent jurisdiction, such provision or application shall have the effect only to the extent permitted by law, and all other provisions of this Agreement shall continue in full force and effect.

Section 2.6 – Distribution of Agreement

Upon ratification and execution of this Agreement, by the respective parties, this Agreement shall be binding upon the District, and all employees as herein defined. It shall be the responsibility of the Association to provide copies of the Agreement to the employees, provided, however, the District shall, within thirty (30) days following the execution of this Agreement, print and deliver to the Association 40 copies of the Agreement for the first year of the Agreement, plus an additional 15 copies for each additional year of the Agreement. The District and the Association shall share equally in the expense of reproducing this Agreement. The District will make available an electronic copy of the Agreement to the Association and post the Agreement in the District's webpage. The District will inform all employees of how to find the document on the webpage and inform employees that they may download the document.

ARTICLE II

Section 2.7 – Contracting Out

The duties or responsibilities of any position currently being held by any employee in the bargaining unit, which require a certificate, shall not be transferred to a person not a member of the bargaining unit without prior negotiation with the Association.

All open positions for special interest student co-curricular activities shall be posted as soon as possible, in advance of making assignments to such positions.

Section 2.8 – No Strike

During the term of this Agreement, members of the bargaining unit will not participate in any strike, work slowdown or work stoppage, nor shall such members engage in any concerted activities which are inconsistent with or inimical to the programs and operations of the District.

The employer shall not engage in any lockout of the employees during the term of this Agreement.

In the event that any employees violate the terms of this provision, the Association shall use all reasonable efforts to bring such employees into compliance and the Association shall not engage in any activities, during the term of this Agreement, which directly or indirectly encourage, support or direct a violation of this Section.

Section 2.9 – Management’s Rights

The Board has and will retain the exclusive right and power to manage the District and direct the employees and to delegate said right and power to management personnel, including, but not limited to the customary and usual rights, powers, functions and authority of management vested in the District. Included in these rights and not in limitation thereon, in accordance with and subject to applicable laws, regulations and provisions of this Agreement, is the right to direct the work force and schedule working hours; the right to hire, classify, grade, evaluate, promote, retain, transfer, assign and reassign employees in positions and work functions and establish, modify or change work schedules; the right to subcontract work as a last resort and designate the work to be performed by the employee or others and the places where and the manner in which it is to be performed, as well as the reasons thereof; the right to deal with all phases of school location, use, design, feasibility, need, cost, control and determination; the preparation, allocation and priorities of budgeting; to develop and adopt curriculum and educational programs; the utilization of technology; and the methods, means and personnel for conducting school district operations functions and efficiency therein.

The right to make necessary rules and regulations not inconsistent with, and in connection with implementation of this Agreement and otherwise, shall be considered acknowledged functions of the Board, and may be delegated to management. In making rules and regulations relating to personnel policies, procedures and practices and matters of wages and hours and terms and conditions of employment, the Board shall recognize rights and obligations of the employees and the District as imposed by this Agreement.

ARTICLE II

All matters not specifically and expressly covered or treated by the language of this Agreement are retained as management rights and may be reasonably administered by the District in accordance with such policy or procedure as the Board of Directors may, from time-to-time determine.

ARTICLE III

ARTICLE III – ASSOCIATION RIGHTS

Section 3.1 – Exclusivity

Throughout this Agreement, certain rights are accorded and ascribed to the Association as the legal representative for all employees covered under this Agreement. Rights and privileges afforded the Association and its constituent organizations shall not be granted to a minority organization seeking to represent or otherwise communicate with employees represented by the Association except as provided for in the Collective Bargaining Act. Payroll deductions for organization dues and the right to participate as an organization representing employees in grievance processing, shall be an exclusive right of the Association, except as otherwise provided herein.

Section 3.2 – Equipment Use

The Association shall be allowed to use District equipment normally used in the instructional process upon the following conditions:

- A. Such privilege may be exercised only by members of the Association who are employees of the District and competent to use such equipment.
- B. Such equipment shall not be used by the Association when it is needed for any District specified uses.
- C. The Association shall pay for all supplies and materials used. In order to provide for such payment, the Association shall notify the building office when the District materials will be used for Association purposes and will sign for any materials used.
- D. Prior to using any District equipment that is to be moved from its regular building location, the Association shall obtain approval from the appropriate administrative official in charge of such equipment in order to ensure that such equipment is not needed for District use, provided such approval not be unreasonably withheld.
- E. The Association shall indemnify the District for all repair or replacement costs necessitated by damage or destruction resulting from Association use.
- F. The equipment shall not be used in such a way as to put the District in the position of violating the law (e.g., RCW 42.17).

Section 3.3 – Communication with Bargaining Unit Members

Section 3.3.1 – General Communication

The Association shall have the non-exclusive right to utilize designated bulletin boards, at least one of which shall be provided in each faculty lounge of each school in the District, or place of reasonable access to teachers, for notices related to its representative or certificated employees.

The Association shall have the non-exclusive right to use the District mail delivery service and teacher mail boxes for official Association business communications only, so long as such use does not interfere with the District's use of same; provided that the Association shall not use this service in such a way as to put the District in the position of violating the law (e.g., Chapter 42.17A RCW). Any violation of the provisions herein set forth shall immediately terminate the Association's rights hereunder.

Duly authorized members of the Association, or their designated representatives, shall be permitted to transact official Association business on school property provided that this shall not interfere with or interrupt normal school operations.

Section 3.3.2 – New Employee Recruitment and Orientation

The Association will be placed on the agenda for any District orientation program scheduled for newly hired, certificated employees. At a minimum, the Association will have one (1) hour during the orientation program, inclusive of the scheduled lunch period.

The Association may include Association information and forms in all new-hire District packets.

Section 3.4 – Availability of Information

The Board or its agents shall furnish to the Association, at no cost to the Association, electronic versions of the following documents:

- A. Board agenda;
- B. Minutes of District board meetings;
- C. Summary payroll data concerning all deductions for payments made to the Association; and
- D. The names, addresses, FTE, assignments, and worksites of all employees represented by the Association shall be updated monthly to account for changes. Said employees' phone numbers and email addresses will also be included unless they withhold consent in writing. The same information shall be provided within three (3) days of receipt of each letter of intent to hire from all new employees.

In addition, the parties agree that the Association will give the District sufficient notice, and the District will comply within a reasonable period of time, to furnish the following financial documents, either in electronic or paper form for which the cost of copying may be charged, if such a charge would normally be made:

- A. Preliminary budget, if prepared by District;
- B. Final budget;
- C. Monthly financial statements;

ARTICLE III

- D. Monthly status reports;
- E. Statement of Apportionment Report;
- F. Revenue worksheets;
- G. Monthly enrollment summary;
- H. Audit report;
- I. Annual reports; and
- J. Staff Weighting Factor.

Section 3.5 – Communications Regarding District Programs and Initiatives

In the belief that working proactively and cooperatively together will have positive benefits for our students, staff, and community, there will be regular opportunities for communication and collaboration where the parties will discuss the educational programs and policies of the Stanwood-Camano School District and the resources needed to implement them with success. In order to provide the Association with a timely opportunity to dialog and provide educators' professional input prior to a decision, the District shall inform, gather input, and seek feedback from the Association when significant changes are under consideration, or when preliminary plans are being made, in District instructional initiatives, adoptions, and programs (understood in the broadest way possible), curriculum, assessments, grading practices and professional development. Both parties agree to share, in good faith, information on State initiatives, mandates or imminent decisions (related to but not limited to, the evaluation system, training for new teachers, State assessment changes, learning standards).

Section 3.6 – Right to Address the Board

The Board shall allow the employees and/or the Association the opportunity to submit a written position statement concerning the enactment, amendment or repeal of any general board policy, rule or regulation. Such statement shall be submitted to the Board no later than the commencement of any board meeting scheduled to take action upon such matters.

In addition, the employees and/or the Association shall be allowed an opportunity to make an oral presentation concerning said matters at any such board meeting, provided that the Board shall retain the right to reasonably limit the amount of total aggregate time for such presentation at any one board meeting.

It is understood and agreed that the matters to which the above rights pertain do not include those matters specifically excluded from the Open Public Meeting Act, Chapter 42.30 RCW as now or hereafter amended, nor to those matters which the Board may consider in "executive session" pursuant to Chapter 42.30 RCW as now or hereafter amended.

Section 3.7 – Payroll Dues Deductions

Section 3.7.1 – Membership Fees

Upon receipt by the District of an appropriate authorization form from each Association member, an amount equal to the fees, assessments and dues required for membership will be deducted from the salaries of Association members. Such dues and fees shall be deducted by the District monthly from the pay of all members and transmitted as the Association designates. Such payroll deduction shall be applied without cost to employees or the Association. It shall be the responsibility of the Association to provide its new members with such authorization forms in accordance with this provision and to provide such signed forms to the District. Written authorization from members authorizing salary deductions for Association dues shall continue in effect from year to year unless a written revocation is submitted to the Association and the District. The District shall notify the Association prior to ending payroll deduction of dues. A table of prorated annual fees, assessments and dues shall be supplied to the District payroll office by the Association annually, to enable the District to determine monthly deductions.

Section 3.7.2 – Hold Harmless

The Association shall hold the District harmless from all claims; whatsoever, made or presented by employees against the District as a result of any payroll deductions made by the District pursuant to the provisions herein before set forth; provided that the Association shall not be responsible for any unauthorized deductions made by the District. Accordingly, it shall be the duty and responsibility of the Association to reimburse any employee for which the District deducted an amount in excess of the authorized deduction, provided the Association actually received the excess amount from the District.

Section 3.8 – Released Time

Whenever Association representatives, employed by the District, are mutually scheduled with the Board's or Administration's representatives to participate in negotiations or grievance hearings during working hours, said representatives shall suffer no loss of pay.

In the event that the parties contemplate scheduling negotiations or grievance hearings during working hours, then the Association shall designate those representatives who will participate.

Section 3.9 – Association Faculty Representatives

Individual school principals are authorized to meet with designated Association Faculty Representatives, not to exceed one (1) such representative per school at the request of the principal or Association Faculty Representative, when not assigned student contact time. The purpose of these meetings shall be to discuss the administration of this Agreement as it relates to the particular school, provided that neither the principal nor the Association Faculty Representative have the authority to reach any decision which changes this Agreement; and their conduct shall not be construed, in any manner, as evidence of the meaning of any term or provision of this Agreement.

ARTICLE IV

ARTICLE IV – EMPLOYEE RIGHTS AND RESPONSIBILITIES

Section 4.1 – Individual Rights

Employees shall be entitled to full rights of citizenship. There shall be no discrimination with respect to the employment of any person because of such person's age, gender, marital status, race, creed, color, national origin, housing status, sexual orientation, gender expression or identity, veteran or military status, disability, or the use of a trained guide dog or service animal by a person with a disability, unless based upon a bona fide occupational qualification, provided that the prohibition against discrimination because of such handicaps shall not apply if the particular disability prevents the proper performance of the particular worker involved. Nothing contained herein shall be construed to deny or restrict to any employee such rights as he or she may have under applicable laws and regulations of the United States of America and/or the state of Washington.

Section 4.2 – Right to Join and Support Employee Organization

All certificated employees, as defined in this Agreement, shall have the right to self-organization, without interference, restraint or coercion, to form, join or assist the Association to bargain collectively through its representation, and shall also have the right to refrain from any and all such activities.

Neither the District nor the Association shall interfere with, restrain, or coerce employees in the exercise of the above enumerated rights, nor shall the District encourage or discourage membership, in the Association by discrimination in regard to hire, tenure of employment or any term or condition of employment, nor shall the District discharge or otherwise discriminate against any employee because he or she has filed charges or given testimony in connection with any alleged unfair labor practice or alleged grievance.

Section 4.3 – Disciplinary Cause

All discipline, discharge and non-renewal action taken against a member of the bargaining unit shall be in accordance with state law, and the District, in connection therewith, shall follow the mandated requirements of due process. Any disciplinary action taken against an employee must occur within forty-five (45) days after the supervisor's discovery of the employee conduct leading to such action, unless the process of a fair investigation reasonably requires a longer period of time, in which case an extension of the forty-five (45) day time limit will be negotiated between the District and the Association.

No employee shall be discharged without sufficient cause. Any disciplinary action taken against an employee shall be appropriate considering the conduct precipitating such discipline.

Other than the conferences held pursuant to the evaluation procedure set forth in this Agreement, any employee who has received written communication from his/her supervisor indicating that disciplinary action is contemplated or has received verbal discipline shall be entitled to have an Association representative and/or legal counsel present at all subsequent meetings. Once such representation is requested, no further action shall be taken until the representative is present or has been given ample time to appear. For purposes of this provision, ample time shall mean

twenty-four (24) hours if Association representation is being requested and seventy-two (72) hours if legal counsel is being requested.

Any written notification that disciplinary action is contemplated shall state that the basis for any disciplinary action or actions shall be made available to the employee, in writing, prior to any subsequent meetings, upon request, and that the employee has a right to representation as herein provided.

The District shall notify any employee concerning complaints directed against such employee, involving serious allegations justifying any investigation by the District.

Section 4.4 – Academic Freedom/Controversial Issues

Within reasonable District guidelines and Board policy, academic freedom shall be guaranteed to teachers, and no special limitations shall be placed upon study, investigation, presenting and interpreting facts and ideas concerning human society, the physical and biological world and other branches of learning. Academic freedom includes a commitment to democratic tradition; a concern for the rights, welfare, growth and development of children; consideration for the concerns and desires of the community; and an insistence on objective scholarship. Accordingly, the Board and the Association agree as follows:

- A. In handling controversial issues, teachers shall endeavor to develop in students an ability to meet issues without prejudice and without judgment while facts are being collected, assembled, weighed and evaluated and until relationships are developed, before drawing inferences or conclusions.
- B. The ability of pupils to progress and mature academically is a combined result of the school, the home, the economic and the social environment and the teacher alone cannot be held accountable for all aspects of the academic achievement of the pupil in the classroom.
- C. Subject to reasonable administrative guidelines, teachers shall have the authority to select the methods of instruction and shall be delegated the authority to select materials used for the instruction of students subject to the District policies on Selection of Instructional Materials. Such administrative guidelines shall be published and distributed to all certificated staff from time to time, as adopted. Teachers are expected to adhere to District guidelines, adopted curricula, and materials while maintaining flexibility to modify lessons and adjust pacing to meet student's diverse learning needs, including for differentiation, accommodations, reteaching, inclusion, and other necessary adjustments.
- D. In order to foster and protect academic freedom in the classroom no mechanical or electronic device shall be installed in any classroom or brought in on a temporary basis where such device would allow any person outside the classroom to listen to or would allow any person to record the proceedings in any class without the written permission of the Board or Superintendent or their designee and notification to the classroom teacher. In no case may any recording device be employed for the purpose of employee evaluation without the permission of the employee.

ARTICLE IV

Section 4.5 – Personnel Files

Each employee shall, upon request, have the right to inspect all contents of his or her complete personnel file kept within the District, excluding confidential employment references. Upon request, a copy of any documents contained therein shall be afforded the employee at no cost to the District. No secret (duplicate, alternative or other personnel) file shall be kept anywhere in the District. A separate file for processed grievances shall be kept apart from the employee's personnel file, which shall be open for inspection by the teacher. Anyone, at the employee's request, may be present at this review.

Each employee's personnel file shall contain the following minimum items of information: The employee's evaluation report; copies of annual contract; teaching certificate; a transcript of academic records.

Upon request by the employee, the superintendent or his/her official designee shall sign an inventory sheet verifying the contents of the personnel file and date same; provided the employee shall not make an unreasonable number of requests.

A copy of any District-generated written material concerning discipline, an investigation, or an evaluation will be furnished to the employee at the time it is placed in the District personnel file of the employee. Related documents added at a later time will be contemporaneously provided to the employee.

Letters of direction are not disciplinary in nature and, therefore, may not be issued in response to findings of misconduct. Letters of direction are appropriate for documenting expectations for employee conduct, including clarification of rules, policies, and behaviors, and for investigations which did not result in findings of misconduct. Documents containing the details of such investigations shall be filed separately from the letter of direction and shall not be placed in the employee's personnel file at any time.

Letters of direction shall include, as applicable:

- The date and nature of precipitating allegations or complaints;
- A statement that there was no finding of misconduct;
- Employee's right to review the allegations and findings of any investigation with a supervisor; and
- Clarification of rules and expectations following the issuance of the letter.

Employees may request letters of direction to be removed from the building administrator's working file after one year. Removal of the document will be at the discretion of the Executive Director of Human Resources. Letters of direction shall not be placed in the employee's personnel file at any time.

No derogatory material making any reference to a teacher's competence, character, or manner, shall be kept or placed in the personnel file without the teacher's knowledge and the right to attach his/her written comments, addressing such specific matters in said files.

No derogatory material, including written disciplinary action taken by the District, except those items that fall under the constraints of RCW 28A.400.301, shall remain in a teacher's file for more than five (5) years from the date of entry, so long as there are no related intervening reports concerning the employee. The employee may contact the Human Resources department to confirm the removal of such material from their personnel file.

Section 4.6 – Teacher Protection

Section 4.6.1 – Liability Insurance

The District agrees to maintain and pay for liability insurance covering certificated employees within the bargaining unit, covering liability incurred by them as a result of their negligence within the scope of their employment with the District, whether it be pursuant to a regular contract or supplemental contract, in accordance with current coverage, now provided, which present policy or policies and subsequent renewals thereof, during the term of this agreement, are incorporated herein by reference. Said policy shall provide for the defense of any such liability claims. The District further agrees that the monetary limitation for such insurance, as currently provided in its present policy may be increased; however, it shall not be reduced for the above coverage during the term of this agreement. The District agrees that no claims for reimbursement shall be presented against any employee for monies expended by the District under any such policy coverage on behalf of such employee.

Section 4.6.2 – Insurance While Engaged in Maintaining Order, Etc.

In addition, the District agrees to provide all certificated employees with insurance protection covering said employees while engaged in the maintenance of order and discipline and the protection of school personnel and students and the property thereof when that is deemed necessary by such employees. Such insurance will include liability insurance covering injury to persons and property, and insurance protecting those employees from loss or damage to their personal property incurred while so engaged. The District agrees to pay the amount of any "deductible" provided for in any such insuring agreement, provided. However, the District's obligation to provide such insurance shall not apply to the extent that any valid or collectible insurance, whether on a primary, contingent or excess basis is available to any employee under any other policy of insurance.

Section 4.6.3 – Handling of Complaints Against Employees

It is agreed that parents/citizens who have concerns with matters regarding an employee will be encouraged to confer directly with the employee involved in order to seek resolution of the concern. If a parent/citizen elects to confer with the employee and no resolution is reached, the parent/citizen may then take the concern to the building principal for resolution.

If a parent/citizen declines to confer with the employee or resolution was not reached by meeting with the employee, the principal will attempt to resolve the concern between the employee and parent/citizen through a conference with the parent/citizen and shall have a conversation with the employee unless prohibited by law. Should resolution not be reached through said conference and conversation and before any action other than investigation is taken, the building administrator will report the concern to the employee in writing, as early as

ARTICLE IV

possible, not to exceed five (5) school days from the completion of the conference so that any necessary defense or response may be undertaken by the employee.

In regards to the updating of grades in Skyward, teachers are expected to communicate in a timely manner to parents/guardians regarding student progress. In keeping with this belief, teachers of grades 6-12 will maintain a Skyward gradebook. Parents who express concerns about the updating of grades will be encouraged to contact the teacher. Concerns which rise to the administrator level will be communicated to the teacher and the procedures of 4.6.3 will be applied.

The following procedures apply to the processing of a complaint that cannot be resolved in the manner described above:

- A. If the problem is not satisfactorily resolved at the building level, the parent/citizen should file a written complaint with the Superintendent that describes the problem and suggests a solution, as outlined in Appendix B. The Superintendent shall send copies to the principal and staff member(s) within five (5) school days of receipt of the complaint.
- B. The employee shall acknowledge receipt of the complaint.
- C. The employee has the right to respond in writing or in person to the Superintendent regarding the complaint within five (5) school days.
- D. The Superintendent shall then attempt to resolve the matter through a conference with the parent/citizen.

If the matter is still not resolved, the Superintendent shall present the issue to the Board. The complaint shall be handled in executive session in the presence of the staff member. The Board shall attempt to make a final resolution of the matter. Any formal actions by the Board must take place at an open meeting. If such action may adversely affect the contract status of the staff member, the Board shall give written notice to the staff member of his/her rights to a hearing.

Section 4.7 – Student Discipline

Section 4.7.1 – General Provisions

- A. Every teacher has the right to a safe working environment and to expect that all students under his or her control will adhere to District and school rules of conduct and submit to corrective action taken as a result of conduct violations. Every teacher has the duty and responsibility to maintain discipline and an adequate educational atmosphere among all students under his or her direct control.
- B. All discipline shall be enforced reasonably, fairly, and consistently among all students in compliance with District policies.

- C. A teacher may, at any time, use such force, consistent with law, as is reasonably necessary to control spontaneous student behavior that poses an imminent likelihood of serious harm. Such physical intervention or force must be closely monitored to prevent harm to the student, and must be discontinued as soon as the likelihood of serious harm has dissipated. An employee must use the least amount of physical intervention or force appropriate to protect the safety of students and staff under such circumstances.
- D. The administration and Board shall support and uphold its teachers in their use of prudent, legal and reasonable disciplinary measures to maintain order and protect the safety and well-being of pupils and employees.
- E. An "emergency removal" (formerly called an "emergency expulsion") means the removal of a student from school 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, subject to the requirements in WAC 392-400-510 through 392-400-530.
- F. When consistent with state/federal law and District policy, the District shall impose an emergency removal or other appropriate disciplinary action for any student who assaults an employee.

Section 4.7.2 – Procedures (Student Discipline)

- A. Every building principal shall hold meetings with certificated staff to establish, discuss, and review building discipline standards and procedures. Such meetings shall occur on at least an annual basis. In accordance with RCW 28A.600.020, the teacher shall maintain good order and discipline in the classrooms at all times. Such duty should be carried out in such a way as to cause the least disruption of the educational process for the student and others.
- B. In case of student misconduct which violates written rules of the District and unreasonably disrupts the educational process, the teacher is empowered to exclude the student from his or her individual classroom, instructional area, or activity area. The student may be excluded from a classroom, instructional area, or activity area for all or any portion of the balance of the school day in which the student was excluded. The student may be excluded from the classroom, instructional area, or activity area for longer than the balance of the school day only if the school imposes an emergency removal, suspension, or expulsion under District policy.

Except under emergency circumstances, the teacher shall have first attempted one or more alternative forms of corrective actions to support the student in meeting behavioral expectations prior to excluding a student. "Emergency circumstances" means that 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. In administering other forms of discipline, the teacher may consider using best practices and strategies included in the

ARTICLE IV

state menu for behavior developed under RCW 28A.165.035. In no event without consent of the teacher shall an excluded student be returned during the balance of the particular class or activity period from which the student was initially excluded. Final decision regarding said pupil's discipline shall be at the discretion of the principal. Prior to the student returning to class the District will ensure that an administrator will inform the teacher of their decision regarding consequences. An administrator or certificated designee will meet with the student and teacher either together or separately to discuss the behavior and school behavior expectations, create a plan for student re-entry, and decide if a re-entry conference is needed. If a teacher is injured, credibly threatened, or is subjected to unreasonable emotional distress by a student, the student shall not return to the classroom without a written or updated safety plan.

In situations where classroom disruption is so severe that a danger to other students or staff exists, staff shall determine whether it is most appropriate to remove the individual student creating the dangerous situation or remove other students for the safety of the students and staff.

- C. Any excluded student must be provided an opportunity to make up any assignments and tests missed during the classroom exclusion.
- D. The teacher must report a classroom exclusion, including behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. If the classroom exclusion is based on emergency grounds, notice to the principal or the principal's designee should happen immediately.

In instances where individual students or entire classes are removed from the classroom, it shall be the responsibility of the building principal or their designee to contact the parents/guardians of the impacted students, utilizing the Template Communication Letter for Classroom Evacuations Due to Student Behavior in Appendix W.

When classes are combined due to the evacuation of a classroom(s), Class Duty/Coverage pay (per Section 4.11) shall be used to calculate compensation for the additional responsibilities of impacted teachers.

- E. In cases of chronic repeated student misconduct, a student will participate in behavior management instruction as provided by an appropriate staff member who may also recommend further intervention.
- F. If the principal does not concur with the teacher's recommendation in accordance with letter "E", above, the teacher shall be so informed of the reasons in writing.
- G. If the building administrator and the teacher involved mutually agree, an agreement including a statement of expectations and conditions may be requested of the student, parent or guardian, prior to readmission, provided nothing contained herein shall be construed to limit or restrict any student rights and responsibilities. Each party shall receive a copy of the agreement, if executed.

- H. Employees shall be informed via school district email about who has been designated to handle student conduct issues each time the regularly-assigned building administrator is not available. For situations requiring student discipline, the District will designate a certificated administrator to be available at all times that school is in session.

Section 4.7.3 – Support for Staff (Student Discipline)

- A. The District shall provide training and ongoing support for teachers on the development and implementation of evidence-based student behavior management strategies.
- B. Administrators shall inform reporting staff member(s) and other relevant staff members of actions taken to address student behavior in a timely manner. All staff members shall respect the legal confidentiality of student records and information related to the behavior.
- C. When a student has a known, documented history of violent or threatening behavior, that student's teachers shall receive notification in advance of the placement. This notification must follow all state and federal laws.
- D. Principals shall be responsible for ensuring each school has documented plans for responding to unanticipated and reasonably anticipated situations in which a student needs to be deescalated, removed, and/or when other students are removed from the classroom or instructional area in order to protect them and facilitate de-escalation of the student (room clears). Such plans shall be responsive to the possibly evolving needs and patterns of particular students and accommodating to the physical and emotional needs of staff members involved in such incidents. On such occurrences, principals will provide in-person support from an administrator or designee. Administrators will not rely on Special Education staff to serve as the primary responders for general education students who require restraint or de-escalation as part of crisis or intervention plans.

Section 4.7.4 – Staff Rights and Responsibilities Regarding Violent Incidents (Student Discipline)

- A. In the event that a staff member is injured by a student, or when there is a known imminent threat of such behavior, appropriate steps will be taken to ensure the safety of the staff member. Such steps may include, but are not limited to, the creation of a behavior contract, removal of the student from the employee's classroom, and/or provision for mental health evaluation and support for the student.
- B. Seeking the involvement of law enforcement or judicial protection may be an option in appropriate circumstances. Staff have the right to seek all protections they have under the law.
- C. Staff members assaulted by students while on the job and in the performance of their job functions will complete an employee accident and injury report in accordance with District policy and procedure.

ARTICLE IV

- D. The District will provide insurance to cover loss of employee personal property when damaged by students in assaultive or violent incidents. Such coverage may be subject to deductibles or other policy limits.

Section 4.8 – Individual Contracts

Section 4.8.1 – General Provisions

The Board shall make, with each employee employed by it, a written contract, which shall be in conformity with the laws of the state of Washington, and with this Agreement, and except as otherwise provided by law, limited to a term of not more than one (1) year. Contracts shall be delivered and returned electronically. Newly hired employees shall receive a hard-copy of their individual contracts prior to electronic delivery.

At the time of signing an individual contract, a teacher must affirm that he or she has not signed any other employment contract for the same term in another school district in the state of Washington or that the board of directors of such other school district has released said teacher from his or her obligations under the previous contract. Failure to so affirm or any untruthful affirmation shall be sufficient cause for an employee's discharge.

Section 4.8.2 – Release from Individual Contracts

Any employee, as defined in this Agreement, may terminate his or her employment contract with the District effective August 31st, by giving written notice of his or her resignation by certified mail, on or before the first (1st) day of July immediately preceding the effective date and said employment contract may be terminated after July 1st for the following academic school year only by mutual agreement between the employee and the District.

In the event that the employee requests a release from his or her employment contract, after July 1st, agreement by the District shall not be unreasonably withheld and special consideration shall be given to releasing such an employee, if possible, if:

- A. Illness or other personal employee difficulties make it impossible for the employee to continue his or her employment with the District; or,
- B. A qualified employee can be hired to replace the employee and there would be no detrimental effect to the educational program of the District.

Section 4.9 – Supplemental Contracts

All District specified co-curricular and other employment supplemental to and apart from the regular employment contract assignment shall be by supplemental written or electronic contract. At such times as the District shall have employment openings for such employment, the District shall give general notice thereof.

When the District decides to offer supplemental contracts, they shall be offered at the earliest possible date following the decision, regardless of the date upon which the performance of such supplemental contract is to commence. District administrators shall notify employees who will be

awarded appointments in writing no later than thirty (30) days before the assignment is to begin. Appointments for positions contingent upon school schedules shall be submitted to the District office for processing within three (3) days of the teacher accepting the assignment. Supplemental contracts shall be submitted for school board approval at the next available board meeting. The electronic or written contract shall be delivered to the teacher within five (5) working days of Board approval.

An employee may resign from a co-curricular assignment by giving written notice to the Superintendent at any time prior to ninety (90) days before the date that performance of such assignment is to commence, and not otherwise. No supplemental contract shall be valid for more than one (1) academic school year and no supplemental contract shall be renewed or offered except by order of the Board at its sole and absolute discretion.

Section 4.9.1 – Super FTE

The District will post all super FTE vacancies for five (5) days within the District before advertising the vacancy outside of the District.

Section 4.10 – Assignment, Vacancies, Promotion, and Transfer

Section 4.10.1 – Definitions

For the purpose of this section the terms below shall be defined as follows:

- A. **Transfer** – A transfer shall mean a change from an employee's current building to another building, except when an employee is assigned to a program that changes location and the employee moves with the program.
- B. **Voluntary Transfer** – A voluntary transfer shall mean an employee-requested transfer.
- C. **Involuntary Transfer** – An involuntary transfer shall mean a transfer that the District has initiated and an employee has not requested.
- D. **Assignment** – An assignment shall mean the placement of an employee in a position within the bargaining unit. A position shall include the grade level and/or subject taught, or specialty (e.g., special education or librarian) and the worksite.
- E. **Reassignment** – A reassignment shall mean a change in an employee's assignment within the building.
- F. **Vacancy** – A vacancy shall mean any unassigned position that may occur due to the resignation, nonrenewal, discharge, or death of an employee or any newly created position that the District intends to fill through hire or voluntary transfer.

Section 4.10.2 – General Provisions

- A. All assignments shall be made in accordance with State and Federal laws, the regulations of the state Professional Education Standards Board (PESB), the

ARTICLE IV

educational requirements of the District, and the particular qualifications of the individual employees as determined by the Board or its designee.

- B. Each employee who has indicated, in the manner prescribed by the District, an intent to return to the District during the next succeeding school year, shall receive, at the time his/her individual contract is delivered by the District for the employee's signature, a notice of tentative assignment for the following year which shall state the subject matter and/or grade level to be taught. Such tentative assignments may be changed with prior written notice to the employee, where staffing needs require, as determined by the District. The District will provide notice of tentative assignment by August 1st unless negotiations for a successor agreement have not been completed by July 15th.
- C. Transfers shall be made in the interest of District staffing, programs, students, and staff development needs. Transfer procedures shall be distributed to staff. Reasonable efforts shall be made to notify affected staff as soon as possible.
- D. Current continuing contract employees shall be given the opportunity to apply for a transfer and/or reassignment. This Section 4.10 does not apply to employees on non-continuing contracts or employees on probationary status. Nothing herein shall prevent the District from reassigning or transferring current employees who have not voluntarily requested same so long as the provisions of this Section are followed.
- E. The District shall endeavor to fill vacancies through the voluntary process, but it is understood that all reassignments and transfers are made at the sole discretion of the District and shall be made in accordance with the provisions and criteria of this Section 4.10.
- F. In the event that the District requires an employee to move out of his/her assigned room or an employee volunteers for an involuntary transfer or reassignment, the employee shall receive one additional workday. The additional workday will be provided for under the provision of a supplemental contract at the per diem rate of pay. If the move occurs with less than ten (10) days' notice, the employee will also receive a stipend equal to three and one-half (3.5) hours at the employee's per diem rate.
- G. No employee currently assigned to a K-8 position shall be transferred or reassigned involuntarily more than two grade levels over a two-year period commencing the school year immediately following a change in assignment.
- H. A District designee will confer with teachers who are changing positions to discuss training and/or support needs before or within the first two (2) weeks after the assignment begins. The District will provide training and/or support it deems necessary for teachers changing grade levels in elementary school or for those making significant content changes at the secondary level for up to one year. After conferring, a teacher may decline the opportunity for support or training if the individual believes he or she is appropriately prepared to assume his or her teaching responsibilities. Within the first four (4) weeks of school, the District will provide the Association with a list of all teachers conferred with and what training and/or support they will be providing. The

District will also provide updates at labor management meetings for any teachers who change positions midyear.

Section 4.10.3 – Assignments

- A. Employees may at any time indicate their preference for a specific program, subject(s) or grade level at their current building or work site. They may do so by submitting their preference to their Principal or other appropriate supervisor on the Assignment Preference form. If the request is for the next school year, the form shall be submitted to the Principal prior to February 1st.
- B. Employees requesting reassignment shall be reviewed and considered by the building or site administrator before new hires and transfers so long as the qualifications prescribed in 4.10.2 are met.
- C. No employee shall be reassigned or involuntarily transferred in their retirement year, provided they have submitted irrevocable notice of their retirement to the Human Resources Department.

Section 4.10.4 – Postings

- A. Postings will be sent electronically to the staff and Association President as far in advance of the date of filling a vacancy as possible, but in any event not less than seven (7) days prior to filling of the opening. Provided that, if a vacancy occurs as a result of transferring an employee to fill the original vacancy, the District shall publicize the subsequent vacancy no later than seven (7) days prior to filling the vacancy.
- B. The posting required above:
 - 1. Shall include, if known, the specific assignment, the qualifications for the position, and the procedure and deadline for applying.
 - 2. During the school year, shall be emailed to the Association President and staff and placed on the Stanwood - Camano School District website.
 - 3. During the summer break, job postings will be posted on the Stanwood - Camano School District website. Notice of postings shall be emailed to the Association President and to individuals who have expressed desire for said position by completion of the Transfer Request Form noted in 4.10.5.
- C. The posting requirement contained herein shall not be required for any position to be filled by employees awaiting recall in accordance with the Layoff and Recall procedure contained herein.

ARTICLE IV

Section 4.10.5 – Voluntary Transfers

- A. All transfer requests, not tied to specific postings, must be submitted to the Human Resources department no later than April 1st. All transfers will be based on qualifications for the position.
- B. An employee on a non-continuing contract or probationary status will not be considered for voluntary transfer.
- C. Each building will accept a minimum of one (1) non-provisional employee transfer per academic year.
- D. A qualified employee, who has submitted a transfer request as provided herein, shall be given first refusal for any vacancy unless the requirement in 4.10.5.C has been satisfied. Provided that, if two or more qualified employees submit transfer requests for the same vacancy, then the principal shall choose who shall have first refusal for the vacancy.
- E. The following procedure shall be used for voluntary transfers:

Requests for transfers by an employee to a vacancy will be submitted on the Transfer Request form as follows:

- 1. If the request is that said transfer be effective for the following year and not specific to an advertised opening, such a request shall be submitted no later than April 1st.
 - 2. Transfers tied to a specific posting must be submitted on the Transfer Request Form by the end of the posting deadline. If the request is for a specific posted position for the current school year, the employee shall specify same on the Transfer Request form and shall submit said form by the deadline contained on the posting. In the event a current continuing employee is selected for transfer, said position shall be filled with a long-term substitute for the remainder of the school year.
 - 3. Requests shall remain on file for one year from date of receipt by the Human Resources Department.
- F. In the event that a transfer request is not granted, the Director of Human Resources shall notify the employee in writing of the reason(s) for not granting the request.

Section 4.10.6 – Involuntary Transfer

- A. Involuntary transfers shall be determined by seniority as defined in Section 7.10.4.
- B. Employees identified for involuntary transfer shall be reviewed and considered first for any vacancy for which they qualify which becomes available for the school year immediately following the effective date of the transfer.
- C. In the event that an employee is involuntarily transferred, training time or other preparation time required by the District will be provided for under the provision of a

supplemental contract at the per diem rate of pay. Any such required training shall be at no cost to the employee.

- D. Whenever possible, the District will give at least five (5) school days' written notice to the employee who is to be involuntarily transferred.

Section 4.11 – Class/Duty Coverage

Any employee who is unable to continue her/his regular classes or duties due to illness or other cause provided for in this Agreement will notify her/his immediate supervisor or the supervisor's designee immediately but shall not leave her/his teaching station until a qualified person is in attendance.

The employee will not be responsible for securing someone to cover his/her assignment.

When an employee is required to cover another teacher's class for all or part of a period of instruction, the covering employee will receive \$50 of compensation. A period at the elementary level shall be defined as fifty (50) minutes.

Section 4.12 – Assignment Exchange

In accordance with the educational requirements of the District and the particular qualifications of the individual employees, two or more employees may make a written request by April 30th to the superintendent to temporarily exchange assignments. The superintendent shall grant the request or give written cause if such request is denied by May 31st. Such assignment exchanges when effected are temporary and at the end of such assignments the employees shall return to his or her regular assignments. Denial of an assignment exchange shall not be grievable beyond the School Board level.

Section 4.13 – Job Sharing

For the purpose of this agreement job sharing means the situation whereby two bargaining unit members voluntarily agree in writing to share one position that would normally be filled by one employee. Participation in a job share shall be subject to annual District approval and the District will determine the number of job sharing positions, if any, within the District for that year. The parties acknowledge and agree that while a job share arrangement may be desired by an employee, it is the priority of both the District and the Association to have a sound, consistent and cohesive educational program for the students.

Section 4.13.1 – Wages, Hours, and Working Conditions

- A. Job share partners shall be treated in the same manner as other part-time bargaining unit members with relation to compensation and benefits.
- B. Job-sharing certificated employees shall be given experience credit for advancement on the salary schedule based on the employee's FTE.

ARTICLE IV

- C. Continuing contract employees who have been granted a job share may either resign the remaining portion of his/her FTE or apply for a leave of absence for the remaining portion of his/her FTE. If an employee wishes to continue a job share after one year, he/she must resign the leave portion of his/her assigned FTE. After one year the District is under no obligation to hold open the position a job share partner held before assuming a job share assignment. (For Leave of Association President see Section 5.10)
- D. Should a job sharing participant not be able to complete the job sharing situation for any reason, the District will deal with the situation according to the following priorities:
 - 1. First, offer full time employment to the remaining job sharing person;
 - 2. Second, seek a compatible replacement, with the remaining partner working full-time until the replacement can be found;
 - 3. Third, if the remaining partner is unable to assume the full-time responsibility until a replacement is found, a substitute will be identified to work until a replacement is found.

Section 4.13.2 – Application Procedures

Employees with satisfactory evaluations who have non-provisional continuing contracts with the District may apply for a job share assignment. Such application should be submitted as a team in writing to the building principal by April 1st of the preceding contract year and indicate the employees' desire to job share the ensuing school year. The proposed teaching combination must have the approval of the building principal and the Director of Human Resources.

Responsibilities of job share partners shall be divided and/or allocated according to a written plan designed by the job-share partners with the approval of their immediate supervisor. Items to be addressed in job sharing applications are set forth in Appendix C.

Section 4.14 – Placement of Employee's Children

The District shall admit the children of full-time employees to attend the employee's school of choice.

ARTICLE V – LEAVES

Section 5.1 – General Leave Provisions

All leaves hereinafter provided for shall be without pay unless specifically stated otherwise. An employee who is on a valid leave under any specific leave provision shall not take leave under any other leave provision, to extend the total leave, without express approval from the Board.

Section 5.2 – Leave for Illness, Injury, and Emergencies

Section 5.2.1 – Annual Leave

All employees, as defined by this Agreement, shall be entitled to annual leave with compensation for illness, injury, family illness, and emergencies as follows, and not otherwise:

- A. For such persons under contract with the school district for a full year, twelve (12) days;
- B. For part-time employees, sick leave shall be granted, used and accumulated at the same rate as the ratio of time actually worked by such employees to the time actually worked by full-time equivalent employees bears to the twelve (12) days, (i.e. half-time employee would receive twelve-half days; 4/7-time employee would receive twelve 4/7ths days, etc.).
- C. Compensation for any such leave actually taken shall be the same as the compensation such employee would have received had such employee not taken the leave as herein provided;
- D. Any such leave not taken in any one year shall accumulate from year to year without limit and may be taken at any time during the school year for illness, injury, family illness, or emergency.
- E. Unless impossible, the employee shall notify the District as soon as the leave is contemplated and, in any event, no later than two hours prior to the time the employee would otherwise commence the performance of his or her duties with the school district if such employee intends to take leave for illness, injury, family illness, or emergency.
- F. Family illness shall be granted when such absence is required to care for a member of said employee's immediate family where such member of the employee's immediate family is unable to care for himself/herself and there is no other family member in a position to provide such adequate care.
- G. For the purposes of Article 5, immediate family is defined as a parent, step-parent, parent-in-law, child, step-child, child-in-law, sibling, step-sibling, sibling-in-law, spouse/domestic partner, grandparent, grandchild, or any person if living in the same household of the employee. Any circumstance outside of this definition will be directed to Human Resources and considered on a case-by-case basis.

ARTICLE V

- H. Following any return from such leave taken, the employee shall submit a written statement setting forth the inclusive dates of the leave taken, the reason or reasons why said leave was taken and the name or names of any physicians which may have been consulted in connection with said leave.
- I. The District will comply with applicable state law regarding compensation for unused accumulated leave.

Section 5.2.2 – Leave Sharing Program

- A. Certificated employees may participate in the Stanwood-Camano School District Leave Sharing Program as regulated by state law and provided by Board policy.
- B. An employee shall be entitled to receive leave under this section if the employee's absence and the use of shared leave are justified because:
 - 1. the employee suffers from, or has an immediate family member suffering from an illness, injury, impairment, or physical or mental condition which is of an extraordinary or severe nature; or
 - 2. the employee has been called to the uniformed services; or
 - 3. a state of emergency has been declared anywhere within the United States by the federal or any state government and the employee has needed skills to assist in responding to the emergency or its aftermath and volunteers his or her services to either a governmental agency or to a nonprofit organization engaged in humanitarian relief in the devastated area, and the governmental agency or nonprofit organization accepts the employee's offer of volunteer services; or
 - 4. the employee is a victim of domestic violence, sexual assault, or stalking; or
 - 5. the employee needs the time for parental leave, as defined below; or
 - 6. the employee is sick or temporarily disabled because of pregnancy disability, as defined below; and
 - 7. the employee's illness, injury, impairment, condition, call to service, emergency volunteer service, or consequence of domestic violence, sexual assault, or stalking, has caused, or is likely to cause, the employee to go on leave without pay status, or terminate employment.
- C. An employee receiving such leave sharing transfer must have depleted or will shortly deplete the employee's sick or military leave except when allowed to maintain up to forty (40) hours of such leave under current state regulations.
- D. For purposes of this section, "parental leave" as used in paragraph 5 above means leave to bond and care for a newborn child after birth or to bond and care for a child after

ARTICLE V

- placement for adoption or foster care, for a period of up to sixteen (16) weeks after the birth or placement.
- E. For purposes of this section, “pregnancy disability” means a pregnancy-related medical condition or miscarriage.
 - F. Staff members receiving workers' compensation are not eligible to receive leave sharing.
 - G. An employee needing leave days shall submit a request to the District. In the event the employee is unable to submit such written request, a designee may submit the request on behalf of the employee.
 - H. The superintendent, or designee, shall determine the amount of leave, if any, which an employee may receive. A full-time employee shall not receive a total of more than one hundred eighty (180) days leave. Part-time employees shall not receive more than their pro-rata share.
 - I. An employee who has accrued a sick leave balance of more than twenty-two (22) days may request a transfer of a specified amount of sick leave to another employee. In no event may such an employee request a transfer that would result in his or her sick leave account going below twenty-two (22) days.
 - J. The donating employee will complete the District form on leave sharing and submit the completed form to the personnel office.
 - K. While an employee is on leave, he or she shall receive the same treatment in respect to salary, wages, and employee benefits as the employee would normally receive if using accrued sick leave.
 - L. Recipients must use accumulated donated hours on consecutive workdays unless recommended otherwise by a physician's statement and approved by the director of personnel.
 - M. Transfer of leave shall not exceed the donating employee's requested amount.
 - N. The value of the leave transferred shall be based upon the leave value of the person receiving the leave.
 - O. Any leave transferred under this policy which remains unused shall be returned to the employee who donated the leave. To the extent administratively feasible, the unused leave which was transferred by more than one employee shall be returned on a prorata basis. For example, if three people each donate one hour to someone and only one of the three hours is used, two-thirds of one hour of leave would be returned to each donating employee.

ARTICLE V

Section 5.2.3 – Paid Family Medical Leave

- A. Program Eligibility:** Employees will be provided Paid Family and Medical Leave (PFML) benefits as allowed by the Washington State Family and Medical Leave and Insurance Act. To qualify for PFML, employees must work 820 hours or more in the qualifying period and have a qualifying event. The qualifying period is defined as the first four (4) of the last five (5) completed calendar quarters starting from when the employee makes their claim for benefits. Qualifying events, eligibility, and amount of benefit are determined by the Employment Security Department (ESD). Weekends, holidays and school breaks that fall within an employee's PFML leave do not count toward the employee's PFML entitlement.
- B. Premiums:** The District will pay the employer portion of the state-determined PFML premium and the employee will pay the employee portion of the state-determined PFML premium.
- C. Notification:** The District will annually notify employees about the benefits available under PFML. The District will provide eligible employees with a known qualifying event a written statement of their rights and the contact information for the Employment Security Department (ESD). If the leave is foreseeable, the employee must give their employer thirty (30) days' notice per RCW 50A.15.030. The employee may file after the first missed day of work or once they are physically able. Employees are responsible to file claims with the Employment Security Department (ESD) and payments will come from ESD.
- D. Use in Conjunction with FMLA and Sick and Personal Leave:** Employees may elect to use PFML prior to exhausting other leave options and will not be required to exhaust sick leave prior to accessing PFML. PFML may be used consecutively with the employee's other paid leave entitlements, at the employee's discretion. Employees may choose to use PFML consecutively with FMLA leave. Employees may use accumulated paid sick and personal leave in hourly increments concurrently with PFML, and the employee will notify the District of this election prior to or at the time the employee's PFML leave commences. Any paid leave used concurrently with PFML will be considered a supplemental benefit under the terms of the PFML statute.

Section 5.3 – Maternity Leave

A maternity leave of absence, for a period not to exceed six (6) months, shall be granted without pay to a pregnant employee upon her confirmation of pregnancy. Except in cases of medical emergency, the employee shall have the following options provided the employee informs the District at least thirty (30) days prior to the date on which the leave is to begin, and of the approximate time she expects to return to work:

- A.** Only those employees with active teaching assignments and receiving compensation for work performed may take a maternity leave, as herein provided, without pay, for a period of up to six (6) consecutive months: provided the employee may utilize any accumulated sick leave within said period and not in addition; and provided further, that said leave shall

be automatically extended, as necessary, to accommodate the employee's return at the beginning of a semester, or;

B. The employee may terminate her employment.

An employee who takes any portion of maternity leave and returns to work all within the same school year may save up to five (5) days of sick leave before going on leave without pay status.

A pregnant employee shall continue to work at her employment so long as she is adequately capable of performing the duties of her job. For such employees, all the employment rights shall be guaranteed upon return from maternity leave and reasonable effort will be made to return her to the same assignment, or to a reasonably equivalent position with at least equivalent compensation.

When an employee suffers a pregnancy loss, the employee is entitled up to five (5) days of leave with pay per occurrence, and otherwise without pay.

The provisions for maternity leave apply for paternity leave.

Section 5.4 – Adoption Leave

The parties recognize that under certain circumstances, it may be necessary for an employee to take a leave of absence as an adoptive parent in order to provide the necessary initial care for the adopted child. Accordingly, the employee shall be granted a leave of absence, without pay, for a period not to exceed six (6) months, for the purpose of providing such initial care, upon confirmation of an interim order awarding custody of the adopted child or final decree of adoption. The employee shall have the following options, provided that as soon as possible and no later than thirty (30) days following any order allowing the employee custody of the adopted child, the employee shall notify the District as to which of said following options the employee intends to take, including the date of leave or termination and, if the employee intends to return to work with the District, the date that he or she will return to work:

- A. The employee may take the adoption leave, as herein provided, without pay, for a period of up to six (6) consecutive months; provided that said leave shall be automatically extended, as necessary, to accommodate the employee's return at the beginning of a semester; or
- B. The employee may terminate his or her employment with the District.

For all employees returning to work following an adoption leave, all employment rights shall be guaranteed upon return and reasonable effort will be made to return said employee to his or her former position, or to a reasonably equivalent position with at least equivalent compensation.

Adoption leaves, as herein provided for, shall be allowed to employees for placement with the employee of a son or daughter for adoption. For purposes of leave taken for adoption, son or daughter means an adopted child who is either under age 18, or age 18 or older and incapable of self-care because of mental or physical disability at the time the leave is to commence.

ARTICLE V

Section 5.5 – Personal Leave

An employee shall be granted up to four (4) full days of leave per year with pay for personal reasons. An employee may accumulate up to a maximum of eight (8) days of leave at any given time.

No more than ten (10) percent of employees per building shall be granted personal leave for the same day. When a school site has less than 10 employees, a maximum of one (1) employee may be granted personal leave for the same day. It shall be the responsibility of the District to immediately notify an employee requesting personal leave if the ten (10) percent employee limitation has been exceeded. Failure to so notify by the District shall be construed as a granting of said leave.

Section 5.6 – Bereavement Leave

Bereavement leave, for up to five (5) days per occurrence with pay, and otherwise without pay, shall be allowed as required in accordance with the following:

- A. When an employee's immediate family member or other close relative dies, the employee is entitled up to five (5) days per occurrence; and,
- B. When an employee's other relative or close friend dies, the employee is entitled up to two (2) days per occurrence.

Section 5.7 – Jury Duty and Subpoena Leave

Leaves of absence with pay shall be granted for jury duty, as required by law. The teacher shall notify the District when notification to serve on jury duty is received.

Leave of absence with pay shall be granted when a teacher is subpoenaed to appear in a court of law on a school related issue.

Leave of absence without pay shall be granted when a teacher is subpoenaed to appear in court of law on a non-related school issue.

Section 5.8 – Military Leave

Every employee who is a member of the Washington National Guard or the Army, Navy, Air Force, Coast Guard, or Marine Corps Reserve of the United States, or of any organized Reserve or Armed Forces of the United States shall be entitled to and shall be granted military leave of absence from employment for a period not exceeding twenty-one (21) days during each year, beginning on October 1st and ending the following September 30th. Such leave shall be granted in order that the employee may take part in active duty training in such manner and at such times as he or she may be ordered to active duty training. Such military leaves of absence shall be in addition to any other paid leave to which the employee might otherwise be entitled, and shall not involve any loss of privileges or pay.

It shall be the duty of all employees who may be ordered to take part in active duty training from time to time pursuant to the above leave policy to make every effort to schedule such training during the non-academic school year and/or non-working hours and to notify the District, as soon as known, of the dates of any leave anticipated under this provision. It shall further be the duty of each employee taking military leave to supply the District with a statement of his earnings from the military while on such leave.

Section 5.9 – Attendance at Meetings and Conferences

Employees who are authorized in advance by the Board or its designee to attend meetings, conferences, symposiums and seminars, as a District representative, shall be afforded leave for attendance thereat, with no loss of pay and the District shall reimburse said employee for actual travel expenses incurred at the current Internal Revenue Service (IRS) rate per mile.

Section 5.10 – Association Leave

The Association shall be allowed unlimited employee days per year with pay, for the transaction of official Association business stemming from or related to the local bargaining relationship, including but not limited to conferences and negotiations with the employer, contract administration and maintenance investigation of grievances, preparation for and participation in grievance arbitration hearings; provided that the Association shall reimburse the District for the cost of substitutes required to maintain and continue the District's program as a result of any employee leaves taken pursuant to this provision. No member shall be absent for Association Leave more than 15 days in a school year unless the District and Association agree to increase that amount. Attendance at labor-management meetings and school board meetings will not count toward an individual's maximum number of allowable Association Leave days.

Those eligible for such leave are at the sole discretion of the Stanwood-Camano Education Association President and require his/her written approval for each leave request. The Association will notify the District as soon as possible prior to any leave being taken. The District will allow for paperless processing of Association Leave.

If the District's authority to grant Association leave is challenged and the District is required by a court of law to collect an additional amount from the Association for services lost during Association leave, the Association agrees to reimburse the District the amount required and to bear the cost of any legal defense of this provision; provided, however, that the Association shall have the right to select the attorney(s) responsible for litigating, on behalf of the District, any challenge to this provision.

The District shall make appropriate leave provisions for officers of the Association to carry out activities necessary for the organization to fulfill its legal responsibility of bargaining representative of employees. The District and the Association recognize that these leave provisions for Association officers are provided to meet the organization's representation responsibilities. Financial arrangements for this leave shall be consistent with the provisions of chapter 41.59 RCW.

Leave Provisions for Officers:

ARTICLE V

- A. The president of the Association shall be provided leave for the school years for which he/she is elected, without loss of salary, stipend, or fringe benefits, subject to full reimbursement to the District.
- B. At a mutually agreed upon date following election to office, the incoming president-elect for the ensuing school year shall be provided leave for the remainder of the school year, without loss of salary, stipend, or fringe benefits, subject to full reimbursement to the District.
- C. Bargaining Unit employees, who were or are elected to serve as president of the Association in a full time or regular part time position, shall be granted a leave of absence for the duration of their term of office. The Association shall notify the District in writing and request such leave of absence on behalf of the employee(s). The District shall make retirement contributions on said employee in accordance with applicable laws and regulations contingent upon being fully reimbursed by the Association. Presidents who are granted a leave of absence in accordance with this paragraph of the Collective Bargaining Agreement shall retain their seniority rights and shall be entitled to a salary increment if they would have otherwise been eligible for such advancement on the salary schedule and any other contractual considerations granted to other employees covered by the Collective Bargaining Agreement.

The president of the Association who has been provided leave pursuant to Chapter 41.59 RCW shall resume duties with the District at the conclusion of the term of office, unless re-elected to the same office. Upon return to duty, the president who has been released shall be given the same job assignment as last held, if possible, or, in the alternative, the employee shall be assigned to a substantially equivalent assignment. The president shall retain the same position on the salary schedule and receive an increment if eligible and not already at the maximum salary lane. The District agrees to maintain accumulated sick/emergency leave, retirement, and seniority rights for the president during the period of leave.

The cost of daily rate substitutes for District staff members released for short terms to serve as consultants to, or representatives for, the Association shall be reimbursed to the District by the Association.

Section 5.11 – Other Leaves

Upon application to the Board, an employee, at the sole discretion of the Board, may be granted up to one (1) year leave of absence without pay for the purpose of study, travel, recuperation, work in a professionally-related field, or other approved activities, at the discretion of the Board.

Upon return from such leave the employee shall be given the same job assignment as last held, if possible, or, in the alternative, the employee shall be assigned to a substantially equivalent assignment. Employees on leave pursuant to the provisions hereof may, at the discretion of the Board, be granted an extended leave not to exceed two (2) additional years. The employee must inform the District by April 1st of the year they are taking leave of the intent to return, resign, or request an additional year of leave without pay.

Section 5.12 – Employee Immunizations

The District may request proof of immunizations from its employees. Once immunization records have been provided to the District, such records shall be on file at the District office.

The District will assist staff by:

- A. Maintaining an accurate database containing immunization records and/or immunization proof, and
- B. Providing annual notification to all staff regarding immunization record status, and
- C. Providing annual notification of potential workplace exclusion in the event of an outbreak of a vaccine-preventable disease to all staff who have incomplete or missing immunization documentation or history and those who have indicated a bona fide religious objection to or medical exemption from the necessary immunization
- D. Providing notification to all new employees, upon hiring, of potential workplace exclusion as outlined in part C above.

Neither the District nor a certified/licensed health officer can compel an employee to be immunized prior to or after the outbreak of a disease.

Any employee who is recommended for exclusion from his/her work site by a public health or other agency related to an outbreak of a vaccine-preventable disease and has submitted to the District documentation concerning his/her immunization history claiming either a bona fide religious objection to or medical exemption from the necessary immunization may utilize his/her applicable leave as follows:

- Employees with a documented medical exemption may utilize sick leave and/or personal leave.
- Employees with a bona fide religious exemption may utilize emergency and/or personal leave.

ARTICLE VI

ARTICLE VI – SALARIES, STIPENDS AND BENEFITS

Section 6.1 – Salary Payment

All salaries shall be paid in accordance with the employee's placement on the salary schedule. Advancement and placement on the salary schedule shall be guided by the rules of OSPI (Office of the Superintendent of Public Instruction) in effect in the 2017-18 school year (see Appendix X), except as otherwise modified by this Agreement, and be consistent with the laws of the state of Washington.

- A. Additional salary improvements, if any, shall be provided to the extent of explicit authorization and specific salary funding therefore, so long as such improvement is allowed by law and in keeping with all compliance requirements. Any adjustments affecting individuals covered by this Agreement will be made as soon as feasible after information is available.
- B. If the District is determined to be out of compliance with state law, as a result of granting any increase, the salaries of District instructional certificated personnel shall be adjusted to comply with the requirements of state law. In such a situation the District and Association shall meet and consult.
- C. Article VI Section 6.1 shall be opened for negotiations if the present salary limitation laws are voided as applied to school districts by a final and binding court decision or legislative action.
- D. Section 6.1.A-E and G will be reopened annually for negotiations.
- E. It is the intent of the District to provide the maximum funds for salary for certificated instructional staff as authorized and funded by the legislature.
- F. Each cell in the salary schedule will be increased as follows and shall be indicated accordingly on the combined salary schedule included in Section 6.2:
 - 2024-25: IPD+1% (total 4.7%)
 - 2025-26: IPD+1%
 - 2026-27: IPD+1%

The 2025-26 and 2026-27 combined salary schedule will be included in Section 6.2 as the IPD is determined. The IPD (implicit price deflator) will be measured as the state's inflationary adjustment to the CIS salary formulas in the state apportionment act. If the state changes the method of measuring the inflationary adjustment or fails to include an inflationary adjustment in the apportionment act in any school year, the parties agree to reopen this section.

- G. The hourly per diem rate of pay for full time employees shall be determined by dividing the employee's base salary by one hundred eighty (180) days, then by seven (7) hours. For less than full time employees the hourly rate shall be determined by dividing the

employee's annual salary by the number of days in their contract, then by the number of hours per day for which they are contracted.

Section 6.2 – Salary Payment Provisions

All certificated employees shall be paid in twelve (12) equal monthly installments. All certificated employees shall receive their payroll warrant on the last working day of each month or when the state apportionment is not available (on the last workday of the month); the employee shall receive their warrant on the last business day of the month. In the event of mistake in payment, the following rule shall apply.

- A. In the event of underpayment, correction will be made on or before the 10th day of the following month, provided the District is notified by the 5th of the month, otherwise on the following paycheck.
- B. In the event of overpayment, reimbursement to the District will be taken from the second check following the notification; provided that if there is none, it shall be deducted from the check.
- C. If overpayment amounts to 30% or more of an employee's check, deduction may be prorated over a 4-month period, provided the employee remains so long employed; otherwise, subparagraph B will apply.

ARTICLE VI

STANWOOD-CAMANO SCHOOL DISTRICT #401
COMBINED SALARY SCHEDULE 2024-25

STEP		BA + 0	BA + 15	BA + 30	BA + 45	BA + 90	BA+135	MA	MA + 45	MA + 90
0	BASE	62,800	64,498	66,259	68,025	73,686	77,333	75,314	80,978	84,628
	CURR	1,396	1,433	1,472	1,512	1,637	1,719	1,674	1,800	1,881
	TRI	8,698	8,904	9,117	9,330	10,015	10,457	10,213	10,898	11,340
	TOTAL	72,893	74,835	76,848	78,867	85,338	89,509	87,201	93,675	97,848
1	BASE	63,647	65,370	67,153	68,994	74,716	78,343	76,153	81,875	85,500
	CURR	1,414	1,453	1,492	1,533	1,660	1,741	1,692	1,819	1,900
	TRI	8,800	9,009	9,225	9,448	10,140	10,579	10,314	11,007	11,445
	TOTAL	73,862	75,831	77,871	79,975	86,517	90,664	88,160	94,701	98,845
2	BASE	64,454	66,194	67,996	69,978	75,685	79,349	76,997	82,702	86,368
	CURR	1,432	1,471	1,511	1,555	1,682	1,763	1,711	1,838	1,919
	TRI	8,898	9,109	9,327	9,567	10,257	10,701	10,416	11,107	11,550
	TOTAL	74,784	76,773	78,834	81,100	87,624	91,813	89,124	95,646	99,837
3	BASE	65,286	67,041	68,862	70,910	76,604	80,357	77,798	83,487	87,244
	CURR	1,451	1,490	1,530	1,576	1,702	1,786	1,729	1,855	1,939
	TRI	8,999	9,211	9,432	9,680	10,369	10,823	10,513	11,202	11,656
	TOTAL	75,736	77,742	79,824	82,165	88,676	92,965	90,040	96,544	100,839
4	BASE	66,101	67,934	69,767	71,884	77,612	81,392	78,637	84,364	88,148
	CURR	1,469	1,510	1,550	1,597	1,725	1,809	1,747	1,875	1,959
	TRI	9,097	9,319	9,541	9,797	10,491	10,948	10,615	11,308	11,766
	TOTAL	76,667	78,763	80,858	83,278	89,286	94,149	91,000	97,546	101,873
5	BASE	67,547	69,405	71,273	73,528	79,286	83,178	80,207	85,967	89,857
	CURR	1,501	1,542	1,584	1,634	1,762	1,848	1,782	1,910	1,997
	TRI	9,273	9,497	9,723	9,996	10,693	11,164	10,805	11,502	11,973
	TOTAL	78,321	80,445	82,580	85,159	91,741	96,191	92,795	99,379	103,827
6	BASE	68,419	70,238	72,169	74,538	80,268	84,180	81,089	86,820	90,730
	CURR	1,520	1,561	1,604	1,656	1,784	1,871	1,802	1,929	2,016
	TRI	9,378	9,598	9,832	10,119	10,812	11,286	10,911	11,605	12,078
	TOTAL	79,318	81,397	83,605	86,313	92,864	97,336	93,802	100,354	104,824
7	BASE	69,956	71,801	73,757	76,254	82,069	86,090	82,741	88,553	92,576
	CURR	1,555	1,596	1,639	1,695	1,824	1,913	1,839	1,968	2,057
	TRI	9,564	9,787	10,024	10,326	11,030	11,517	11,111	11,815	12,302
	TOTAL	81,075	83,184	85,420	88,275	94,923	99,520	95,691	102,336	106,935
8	BASE	72,203	74,149	76,152	78,855	84,749	88,917	85,339	91,233	95,401
	CURR	1,605	1,648	1,692	1,752	1,883	1,976	1,896	2,027	2,120
	TRI	9,836	10,072	10,314	10,641	11,354	11,859	11,426	12,139	12,644
	TOTAL	83,643	85,869	88,158	91,249	97,987	102,752	98,662	105,400	110,165
9	BASE	72,203	76,579	78,683	81,484	87,516	91,825	87,966	94,000	98,311
	CURR	1,605	1,702	1,749	1,811	1,945	2,041	1,955	2,089	2,185
	TRI	9,836	10,366	10,620	10,959	11,689	12,211	11,744	12,474	12,996
	TOTAL	83,643	88,647	91,052	94,254	101,150	106,076	101,664	108,563	113,491
10	BASE	72,848	77,264	81,971	85,001	91,167	95,661	91,542	97,711	102,201
	CURR	1,619	1,717	1,822	1,889	2,026	2,126	2,034	2,171	2,271
	TRI	9,914	10,449	11,018	11,385	12,131	12,675	12,177	12,923	13,467
	TOTAL	84,381	89,430	94,810	98,275	105,324	110,461	105,753	112,805	117,939
11	BASE	72,848	77,264	81,971	87,870	94,170	98,755	94,412	100,713	105,295
	CURR	1,619	1,717	1,822	1,953	2,093	2,195	2,098	2,238	2,340
	TRI	9,914	10,449	11,018	11,732	12,495	13,050	12,524	13,287	13,841
	TOTAL	84,381	89,430	94,810	101,555	108,757	113,999	109,034	116,238	121,476
12	BASE	72,848	77,264	81,971	90,648	97,255	101,975	97,395	103,797	108,518
	CURR	1,619	1,717	1,822	2,014	2,161	2,266	2,164	2,307	2,412
	TRI	9,914	10,449	11,018	12,068	12,868	13,439	12,885	13,660	14,231
	TOTAL	84,381	89,430	94,810	104,731	112,284	117,680	112,444	119,764	125,161
13	BASE	72,848	77,264	81,971	90,648	100,416	105,276	100,483	106,957	111,817
	CURR	1,619	1,717	1,822	2,014	2,231	2,339	2,233	2,377	2,485
	TRI	9,914	10,449	11,018	12,068	13,251	13,839	13,259	14,042	14,630
	TOTAL	84,381	89,430	94,810	104,731	115,898	121,454	115,974	123,376	128,932
14	BASE	72,848	77,264	81,971	90,648	103,590	108,701	103,660	110,341	115,242
	CURR	1,619	1,717	1,822	2,014	2,302	2,416	2,304	2,452	2,561
	TRI	9,914	10,449	11,018	12,068	13,635	14,253	13,643	14,452	15,045
	TOTAL	84,381	89,430	94,810	104,731	119,526	125,370	119,606	127,245	132,848
15	BASE	73,494	77,950	82,696	91,452	107,231	112,520	107,299	114,215	119,290
	CURR	1,633	1,732	1,838	2,032	2,383	2,500	2,384	2,538	2,651
	TRI	9,992	10,532	11,106	12,166	14,075	14,715	14,084	14,921	15,535
	TOTAL	85,119	90,213	95,640	105,649	123,689	129,736	123,768	131,674	137,475
16	BASE	73,494	77,950	82,696	91,452	109,377	114,771	109,448	116,500	121,678
	CURR	1,633	1,732	1,838	2,032	2,431	2,550	2,432	2,589	2,704
	TRI	9,992	10,532	11,106	12,166	14,335	14,988	14,344	15,197	15,824
	TOTAL	85,119	90,213	95,640	105,649	126,143	132,309	126,224	134,286	140,206

Section 6.3 – Provisions Governing Employee Salary Schedule

Section 6.3.1 – Placement of Beginning Teachers on the Schedule

All beginning teachers' salaries shall commence no lower than Step BA-0 (1.000) on the salary schedule.

Approved credits, for purposes of educational increments, shall be credits earned from an accredited college or university as undergraduate or graduate credit, subsequent to receiving a BA (Bachelor's) Degree.

Section 6.3.2 – Initial Rating

The initial rating on the salary schedule is determined by the following criteria:

- A. To qualify for placement on a salary schedule, official transcripts of all college or university work must be submitted and be filed in the office of the superintendent. Classification on the schedule is for a full school year.
- B. Credit shall be granted for each full year of contracted service. When partial year experience equals or exceeds 0.5 of a year of experience, such experience shall be rounded to the next full year. Employees rated prior to September 1, 1989, shall be grandfathered, provided that, subsequent experience shall comply herewith.
- C. Credits must be earned prior to September 15th to be used in salary calculations for that year. All approved credits earned after September 15th will be used for the following academic year's salary calculations.
- D. Experience for ESA certificated staff shall include all experience in other non-school professional positions as speech-language pathologists, occupational therapists, physical therapists, counselors, nurses, and psychologists. For such non-school experience, one (1) year of service in a non-school position shall be counted as one (1) year of service.

Section 6.3.3 – Index

Increments for experience and education will be in accordance with the index shown on the salary schedule, provided that after the employee's initial position is established on the schedule, only subsequent experience and credits will be allowed thereafter for advancement on the salary schedule.

Section 6.3.4 – Certificate and Degree Requirements

No teacher shall be employed who does not hold an effective teachers certificate or other certificate required by law or the State Board of Education for the position for which the employee is employed and to continue employment thereafter they shall keep such certification in effect. The Bachelor's Degree (BA) post on the salary schedule is reached only when the

ARTICLE VI

Bachelor's Degree has been formally granted to the employee by an accredited college or university.

Vocational employees moving to non-vocational assignments become exempt for the non-vocational portion of their assignment until returning to a vocational assignment. Vocational employees adversely effected by this section will be notified no later than May 1st of the year prior to the expiration of their vocational certificate. Notice will also be given on or before October 1st of the school year of expiration.

If the only impediment to receipt of a vocational certificate is failure to "sign off" by the local vocational committee, the provisions of this section do not apply.

Section 6.3.5 – Education Credits

- A. Education credits will be granted for university and college work in a field related to the employee's work assignments earned subsequent to the Bachelor's (BA) Degree, provided that, any credits accepted by the office of the Superintendent of Public Instruction (OSPI) towards a continuing teacher certificate shall be granted towards salary schedule advancement. College credits for advancement on the salary schedule will be accepted from an accredited four-year-degree-granting institution, accredited universities, and for accredited community colleges, so long as they otherwise comply herewith. District approved in-service credits shall be applied regardless of degree status (but only to the extent such credits were earned after August 31, 1981).

When in the sole judgment of the superintendent, there is a reasonable doubt as the relevance of the course work, a statement showing the relationship of the college or university work to the employee's work assignment(s) shall be required from the employee who is seeking advancement on the salary schedule. If in the judgment of the superintendent the course work as defined above is not substantially relevant, the credit for advancement shall be denied. Denial of acceptance of credit for salary advancement shall be subject to the grievance procedure set forth in this Agreement.

- B. Credit for education experience shall be given automatically when evidence of such credit is filed with the District. Such evidence should be in the form of official college transcripts or grade reports and shall be filed with the District's business office no later than October 1st. If, for some circumstance beyond the control of the teacher, the college transcripts or grade reports are not available and the District has been advised in writing by the college prior to October 1st, of the credits, the teacher shall be granted the allowance for credit. The District will circulate, to the staff, notices of available, accredited college courses throughout the year to be held in this District or in surrounding districts, when provided to the District by the colleges.
- C. Inservice education credits shall be given automatically for board-approved educational activities voluntarily entered into by a teacher for the purpose of strengthening his/her competencies, in accordance with the following:
 - 1. One (1) education credit shall be granted for each ten (10) hours of formal class, laboratory or in-service participation.

- 2. One (1) education credit shall be granted for workshops involving ten (10) hours of actual workshop time.
- D. Continuing education credits (clock hours) recognized by the Office of the Superintendent of Public Instruction (OSPI) for certificate renewal shall be accepted for advancement on the salary schedule.
- E. Clock hours gained by completing the PGP process as recognized by OSPI for certificate renewal shall be accepted for advancement on the salary schedule. Staff members shall submit the clock hour form earned by completing the PGP process.

Section 6.3.6 – Experience Credits

Credit shall be given for experience on the basis of one (1) year increment for each year actually taught, provided no employee shall be entitled to more than one (1) year increment for experience in any one year. Each employee of the District who works less than the full work day shall receive experience credit equivalent to the quotient to the nearest thousandth obtained by dividing that part of the day worked by the full work day. Each employee of the District who works less than the full work year shall receive experience credit equivalent to the quotient to the nearest thousandth obtained by dividing that part of the year worked by the full work year.

For purposes of annual placement on the salary schedule the employee's total experience credit shall be rounded.

Employees granted experience credit prior to September 1, 1989, shall be grandfathered, provided that, subsequent experience credit shall comply herewith.

Examples (.5 rounds up):

1. Year One	.7 FTE = 1 year exp	.4 FTE = 0 year exp
2. Year Two	<u>.7 FTE</u> 1.4 FTE = 1 year exp	<u>.4 FTE</u> .8 FTE = 1 year exp
3. Year Three	<u>.7 FTE</u> 2.1 FTE = 2 years exp	<u>.4 FTE</u> 1.2 FTE = 1 year exp
4. Year Four	<u>.7 FTE</u> 2.8 FTE = 3 years exp	<u>.4 FTE</u> 1.6 FTE = 2 years exp
5. Year Five	<u>.7 FTE</u> 3.5 FTE = 4 years exp	<u>.4 FTE</u> 2.0 FTE = 2 years exp

Section 6.3.7 – Out-of-State Experience Credit

Employees hired from out-of-state shall be given the same experience credit as those hired within the state or those presently working for the District, based upon actual certificated work experience or equivalence.

ARTICLE VI

Section 6.4 – Part-Time Salaries

Employees who are assigned to teach regularly, under contract, less than full-time shall be compensated in accordance with their placement on the salary schedule on the basis of the ratio of any such employee's assigned work time to the amount of work time assigned to full-time employees.

Section 6.4.1 – Substitutes

Substitutes who are employed by the District shall receive the following salary and benefits:

- A. The daily rate of pay shall be \$200 per day (\$100 per half day). The rate of pay shall be \$70 per 2-hour substitute.
- B. The District sub caller will prioritize filling Elger Bay Elementary School vacancies each day.
- C. Leave Replacement – A teacher replacing another teacher who is on leave of at least thirty (30) days will receive full contract protection except for sections 6.9.1 Tuition Reimbursement and 7.10 Layoff and Recall. On day one (1) the Leave Replacement employee shall be placed on the salary schedule subject to Section 6.3.2 for the duration of his/her employment as a Leave Replacement employee. Leave Replacement will be provided for under the provision of a supplemental contract.
- D. Any substitute who is employed under A will be covered by Article I, Article IV, Article VI (except Section 6.9.1 Tuition Reimbursement), Article VII (except Section 7.10, Layoff and Recall) and Article IX.
- E. Substitutes who have any form of regular certificate (not emergency) will be given priority of assignment before any substitute with an emergency certificate.

Section 6.5 – Curriculum Development Study/Committee Compensation

Employees who serve on curriculum development groups outside the regular work school year/day shall be paid at per diem rate for the life of this Agreement.

Section 6.6 – Meetings and Events Outside Contracted Day

Section 6.6.1 – Open House/Curriculum Night

Employees will work one evening event outside the regular work year/day and shall receive compensatory time as scheduled through their building principal, except for reasons of leave in this contract. If such evening event is held prior to the first student day of the school year, it shall take place on the date designated on the negotiated calendar. Any additional evening events outside the regular work year/day shall be optional and either paid at per diem or compensated by time in accordance with Section 6.6.3.

When there is a gap in time between the end of the regular work day for elementary employees and the scheduled start of the one mandatory evening event, the start time of the elementary employees' work day will begin later by the same amount of time (e.g., if the regular work day is 8:30 am to 4:00 pm and the event starts at 5:00 pm, the work day will start at 9:30 am on that day).

Staff will be notified by August 15th each year which date will be the one required evening event.

Section 6.6.2 – Kindergarten Registration Night

Employees who work Kindergarten Registration Night shall receive compensatory time as scheduled through their building principal, except for reasons of leave in this contract.

Section 6.6.3 – Family Events

Each designated certificated employee who organizes family events that take place outside the contracted day shall be compensated at his/her per diem rate of pay for one (1) hour of planning and/or set-up for each event. In addition, each such employee shall be compensated at his/her per diem rate of pay for up to two (2) hours for the time spent at the event(s). Employees must complete and submit a timesheet for pay.

Other certificated employees who are requested by an administrator and opt to attend such family events shall receive compensatory time or be paid at per diem as agreed upon with their building principal. Requests will clearly identify that the event is optional and how employees will be compensated.

Family events for the purposes of this Section shall not include the one mandatory evening event described in Section 6.6.1.

Section 6.6.4 – Intervention Meetings

Employees attending an intervention team meeting shall be paid at the per diem rate of pay for any time outside of contracted hours.

Section 6.7 – Co-Curricular Schedule

All District specified co-curricular activity positions shall require a teaching certificate and shall be paid to the employee assigned thereto as follows for each year specified:

Activity Salary Schedule Regulations

- A. Stipends shall increase 2% for each year of the contract.
- B. Experience steps shall be determined by adding the number of years of experience in the same activity.

ARTICLE VI

- C. Assistant coaches, assistant coordinators, or assistant advisors shall receive 70% of the equivalent head coach's, main coordinator's, or advisor's stipend.
- D. Nonconsecutive experience in the same activity shall count.
- E. An additional stipend shall be paid for post-season time. Post-season time is the advancement of individuals or teams beyond the normal season (League, District, Regional, and State). Each post-season weekly stipend shall be the season stipend divided by the number of weeks in the regular season multiplied by the following percentage:

1 to 5 participants 70%

6 or more participants 100%

ARTICLE VI

STANWOOD-CAMANO SCHOOL DISTRICT								
2024-25 ACTIVITY SCHEDULE								
ACTIVITY	STEP 1 0 YEARS	STEP 1 1 YEAR	STEP 1 2 YEARS	STEP 2 3 YEARS	STEP 2 4 YEARS	STEP 3 5 YEARS	STEP 3 6 YEARS	STEP 4 7+YEARS
ACTIVITIES/CLUB (ES)(MS)	\$5,427							
3RD GRADE READING CHALLENGE	\$807	\$807	\$807	\$837	\$837	\$870	\$870	\$912
5TH GRADE COUNCIL	\$657	\$657	\$657	\$684	\$684	\$713	\$713	\$743
ANNUAL (ES)	\$807	\$807	\$807	\$837	\$837	\$870	\$870	\$912
ANNUAL (HS)	\$3,932	\$3,932	\$3,932	\$4,090	\$4,090	\$4,252	\$4,252	\$4,423
ANNUAL (MS)	\$1,862	\$1,862	\$1,862	\$1,937	\$1,937	\$2,019	\$2,019	\$2,096
ART COORDINATOR (ES)	\$202	\$202	\$202	\$209	\$209	\$220	\$220	\$233
ART HONOR SOCIETY	\$1,862	\$1,862	\$1,862	\$1,937	\$1,937	\$2,017	\$2,017	\$2,097
ASB (HS)	\$3,055	\$3,055	\$3,055	\$3,175	\$3,175	\$3,302	\$3,302	\$3,436
ASB (MS)	\$2,138	\$2,138	\$2,138	\$2,227	\$2,227	\$2,320	\$2,320	\$2,417
ASSESSMENT COORDINATOR	\$1,108	\$1,108	\$1,108	\$1,150	\$1,150	\$1,196	\$1,196	\$1,245
CAFETERIA DUTY	\$4,115	\$4,115	\$4,115	\$4,280	\$4,280	\$4,451	\$4,451	\$4,629
CHEMICAL HYGIENE OFFICER	\$2,828	\$2,828	\$2,828	\$2,941	\$2,941	\$3,058	\$3,058	\$3,181
CHESS TEAM (HS)	\$2,843	\$2,843	\$2,843	\$2,957	\$2,957	\$3,077	\$3,077	\$3,200
CHOIR (HS)	\$4,131	\$4,131	\$4,131	\$4,302	\$4,302	\$4,476	\$4,476	\$4,649
CLASS ADVISOR (FRESH, SOPH, JR)	\$807	\$807	\$807	\$837	\$837	\$870	\$870	\$912
CLASS ADVISOR (SENIOR)	\$1,846	\$1,846	\$1,846	\$1,918	\$1,918	\$1,995	\$1,995	\$2,078
DANCE TEAM	\$4,774	\$4,774	\$4,774	\$4,966	\$4,966	\$5,166	\$5,166	\$5,373
DEBATE TEAM	\$3,723	\$3,723	\$3,723	\$3,876	\$3,876	\$4,031	\$4,031	\$4,190
DEPT. CHAIR/LEADERSHIP TEAM	\$3,055	\$3,055	\$3,055	\$3,174	\$3,174	\$3,302	\$3,302	\$3,434
DRAMA (HS) FALL	\$2,872	\$2,872	\$2,872	\$2,987	\$2,987	\$3,105	\$3,105	\$3,227
DRAMA (HS) SPRING	\$4,776	\$4,776	\$4,776	\$4,972	\$4,972	\$5,168	\$5,168	\$5,373
DRAMA (MS)	\$3,749	\$3,749	\$3,749	\$3,898	\$3,898	\$4,054	\$4,054	\$4,216
DRAMA ASSISTANT (MS)	\$2,624	\$2,624	\$2,624	\$2,728	\$2,728	\$2,837	\$2,837	\$2,952
DRAMA CLUB (HS)	\$1,825	\$1,825	\$1,825	\$1,899	\$1,899	\$1,978	\$1,978	\$2,056
ELEMENTARY SCIENCE COORDINATOR	\$929	\$929	\$929	\$963	\$963	\$1,004	\$1,004	\$1,046
EQUITY TEAM ADVISOR	\$807	\$807	\$807	\$837	\$837	\$870	\$870	\$912
GSA (HS/MS)	\$807	\$807	\$807	\$837	\$837	\$870	\$870	\$912
HI-Q	\$4,131	\$4,131	\$4,131	\$4,301	\$4,301	\$4,473	\$4,473	\$4,649
HISTORY DAY CLUB	\$4,035	\$4,035	\$4,035	\$4,195	\$4,195	\$4,363	\$4,363	\$4,538
HONOR SOCIETY	\$1,862	\$1,862	\$1,862	\$1,937	\$1,937	\$2,017	\$2,017	\$2,097
INSTRUMENTAL MUSIC (HS)	\$7,010	\$7,010	\$7,010	\$7,294	\$7,294	\$7,586	\$7,586	\$7,891
INSTRUMENTAL/CHORAL (ES)	\$1,739	\$1,739	\$1,739	\$1,906	\$1,906	\$2,088	\$2,088	\$2,287
INSTRUMENTAL/CHORAL (MS)	\$1,739	\$1,739	\$1,739	\$1,906	\$1,906	\$2,088	\$2,088	\$2,289
INTRAMURAL(HS)	\$7,010	\$7,010	\$7,010	\$7,294	\$7,294	\$7,586	\$7,586	\$7,891
INTRAMURAL(MS)	\$5,243	\$5,243	\$5,243	\$5,456	\$5,456	\$5,672	\$5,672	\$5,900
JAZZ BAND (MS)	\$3,000	\$3,000	\$3,000	\$3,120	\$3,120	\$3,245	\$3,245	\$3,375
KNOWLEDGE BOWL	\$1,862	\$1,862	\$1,862	\$1,937	\$1,937	\$2,017	\$2,017	\$2,097
LEAD NURSE	\$1,592	\$1,592	\$1,592	\$1,654	\$1,654	\$1,722	\$1,722	\$1,791
LINK CREW (HS)	\$2,850	\$2,850	\$2,850	\$2,964	\$2,964	\$3,085	\$3,085	\$3,206
MARCHING BAND	\$3,515	\$3,515	\$3,515	\$3,655	\$3,655	\$3,802	\$3,802	\$3,955
MARCHING BAND ASST	\$2,460	\$2,460	\$2,460	\$2,559	\$2,559	\$2,660	\$2,660	\$2,767
MATH TEAM	\$1,862	\$1,862	\$1,862	\$1,937	\$1,937	\$2,017	\$2,017	\$2,097
MUSICAL DIRECTOR (HS)	\$3,246	\$3,246	\$3,246	\$3,376	\$3,376	\$3,512	\$3,512	\$3,651
NAGO	\$2,988	\$2,988	\$2,988	\$3,107	\$3,107	\$3,232	\$3,232	\$3,361
NATIONAL ENGLISH HONOR SOCIETY	\$1,825	\$1,825	\$1,825	\$1,900	\$1,900	\$1,977	\$1,977	\$2,056
NEWSPAPER (HS)	\$2,871	\$2,871	\$2,871	\$2,987	\$2,987	\$3,105	\$3,105	\$3,228
OUTDOOR ED. CAMP SUPERVISOR (ES)	\$1,023	\$1,023	\$1,023	\$1,066	\$1,066	\$1,110	\$1,110	\$1,156
PATROL (ES/MS)	\$1,862	\$1,862	\$1,862	\$1,937	\$1,937	\$2,017	\$2,017	\$2,097
SCIENCE CLUB (MS)	\$1,019	\$1,019	\$1,019	\$1,056	\$1,056	\$1,101	\$1,101	\$1,145
SCIENCE TEAM (MS/HS)	\$4,036	\$4,036	\$4,036	\$4,191	\$4,191	\$4,360	\$4,360	\$4,537
TECHNOLOGY COORDINATOR	\$8,117	\$8,117	\$8,117	\$8,443	\$8,443	\$8,786	\$8,786	\$9,134
VOICE OF DEMOCRACY	\$807	\$807	\$807	\$837	\$837	\$870	\$870	\$912

The District agrees to negotiate with the Association for the amount of any stipend to be paid in connection with any District specified co-curricular activities not herein provided for at such time as the District requires an employee to supervise same.

ARTICLE VI

STANWOOD-CAMANO SCHOOL DISTRICT								
2025-26 ACTIVITY SCHEDULE								
ACTIVITY	STEP 1 0 YEARS	STEP 1 1 YEAR	STEP 1 2 YEARS	STEP 2 3 YEARS	STEP 2 4 YEARS	STEP 3 5 YEARS	STEP 3 6 YEARS	STEP 4 7+YEARS
ACTIVITIES/CLUB (ES)(MS)	\$5,536							
3RD GRADE READING CHALLENGE	\$823	\$823	\$823	\$853	\$853	\$887	\$887	\$930
5TH GRADE COUNCIL	\$670	\$670	\$670	\$698	\$698	\$727	\$727	\$758
ANNUAL (ES)	\$823	\$823	\$823	\$853	\$853	\$887	\$887	\$930
ANNUAL (HS)	\$4,010	\$4,010	\$4,010	\$4,171	\$4,171	\$4,337	\$4,337	\$4,511
ANNUAL (MS)	\$1,899	\$1,899	\$1,899	\$1,976	\$1,976	\$2,059	\$2,059	\$2,138
ART COORDINATOR (ES)	\$206	\$206	\$206	\$213	\$213	\$224	\$224	\$238
ART HONOR SOCIETY	\$1,899	\$1,899	\$1,899	\$1,976	\$1,976	\$2,058	\$2,058	\$2,139
ASB (HS)	\$3,116	\$3,116	\$3,116	\$3,239	\$3,239	\$3,368	\$3,368	\$3,505
ASB (MS)	\$2,181	\$2,181	\$2,181	\$2,272	\$2,272	\$2,367	\$2,367	\$2,465
ASSESSMENT COORDINATOR	\$1,130	\$1,130	\$1,130	\$1,173	\$1,173	\$1,220	\$1,220	\$1,270
CAFETERIA DUTY	\$4,197	\$4,197	\$4,197	\$4,365	\$4,365	\$4,540	\$4,540	\$4,721
CHEMICAL HYGIENE OFFICER	\$2,884	\$2,884	\$2,884	\$3,000	\$3,000	\$3,119	\$3,119	\$3,245
CHESS TEAM (HS)	\$2,900	\$2,900	\$2,900	\$3,016	\$3,016	\$3,139	\$3,139	\$3,264
CHOIR (HS)	\$4,214	\$4,214	\$4,214	\$4,388	\$4,388	\$4,565	\$4,565	\$4,742
CLASS ADVISOR (FRESH, SOPH, JR)	\$823	\$823	\$823	\$853	\$853	\$887	\$887	\$930
CLASS ADVISOR (SENIOR)	\$1,883	\$1,883	\$1,883	\$1,956	\$1,956	\$2,035	\$2,035	\$2,120
DANCE TEAM	\$4,870	\$4,870	\$4,870	\$5,065	\$5,065	\$5,270	\$5,270	\$5,481
DEBATE TEAM	\$3,797	\$3,797	\$3,797	\$3,953	\$3,953	\$4,112	\$4,112	\$4,274
DEPT. CHAIR/LEADERSHIP TEAM	\$3,116	\$3,116	\$3,116	\$3,238	\$3,238	\$3,368	\$3,368	\$3,502
DRAMA (HS) FALL	\$2,929	\$2,929	\$2,929	\$3,046	\$3,046	\$3,167	\$3,167	\$3,291
DRAMA (HS) SPRING	\$4,871	\$4,871	\$4,871	\$5,071	\$5,071	\$5,271	\$5,271	\$5,481
DRAMA (MS)	\$3,824	\$3,824	\$3,824	\$3,976	\$3,976	\$4,135	\$4,135	\$4,301
DRAMA ASSISTANT (MS)	\$2,677	\$2,677	\$2,677	\$2,783	\$2,783	\$2,894	\$2,894	\$3,011
DRAMA CLUB (HS)	\$1,862	\$1,862	\$1,862	\$1,937	\$1,937	\$2,018	\$2,018	\$2,097
ELEMENTARY SCIENCE COORDINATOR	\$947	\$947	\$947	\$983	\$983	\$1,024	\$1,024	\$1,067
EQUITY TEAM ADVISOR	\$823	\$823	\$823	\$853	\$853	\$887	\$887	\$930
GSA (HS/MS)	\$823	\$823	\$823	\$853	\$853	\$887	\$887	\$930
HI-Q	\$4,214	\$4,214	\$4,214	\$4,387	\$4,387	\$4,563	\$4,563	\$4,742
HISTORY DAY CLUB	\$4,115	\$4,115	\$4,115	\$4,279	\$4,279	\$4,451	\$4,451	\$4,629
HONOR SOCIETY	\$1,899	\$1,899	\$1,899	\$1,976	\$1,976	\$2,058	\$2,058	\$2,139
INSTRUMENTAL MUSIC (HS)	\$7,151	\$7,151	\$7,151	\$7,440	\$7,440	\$7,738	\$7,738	\$8,049
INSTRUMENTAL/CHORAL (ES)	\$1,774	\$1,774	\$1,774	\$1,944	\$1,944	\$2,130	\$2,130	\$2,333
INSTRUMENTAL/CHORAL (MS)	\$1,774	\$1,774	\$1,774	\$1,944	\$1,944	\$2,130	\$2,130	\$2,334
INTRAMURAL(HS)	\$7,151	\$7,151	\$7,151	\$7,440	\$7,440	\$7,738	\$7,738	\$8,049
INTRAMURAL(MS)	\$5,348	\$5,348	\$5,348	\$5,565	\$5,565	\$5,785	\$5,785	\$6,018
JAZZ BAND (MS)	\$3,060	\$3,060	\$3,060	\$3,182	\$3,182	\$3,310	\$3,310	\$3,443
KNOWLEDGE BOWL	\$1,899	\$1,899	\$1,899	\$1,976	\$1,976	\$2,058	\$2,058	\$2,139
LEAD NURSE	\$1,624	\$1,624	\$1,624	\$1,687	\$1,687	\$1,757	\$1,757	\$1,827
LINK CREW (HS)	\$2,907	\$2,907	\$2,907	\$3,023	\$3,023	\$3,146	\$3,146	\$3,271
MARCHING BAND	\$3,585	\$3,585	\$3,585	\$3,728	\$3,728	\$3,878	\$3,878	\$4,034
MARCHING BAND ASST	\$2,510	\$2,510	\$2,510	\$2,610	\$2,610	\$2,714	\$2,714	\$2,823
MATH TEAM	\$1,899	\$1,899	\$1,899	\$1,976	\$1,976	\$2,058	\$2,058	\$2,139
MUSICAL DIRECTOR (HS)	\$3,311	\$3,311	\$3,311	\$3,444	\$3,444	\$3,583	\$3,583	\$3,724
NAGO	\$3,047	\$3,047	\$3,047	\$3,169	\$3,169	\$3,296	\$3,296	\$3,428
NATIONAL ENGLISH HONOR SOCIETY	\$1,861	\$1,861	\$1,861	\$1,938	\$1,938	\$2,016	\$2,016	\$2,097
NEWSPAPER (HS)	\$2,928	\$2,928	\$2,928	\$3,046	\$3,046	\$3,167	\$3,167	\$3,293
OUTDOOR ED. CAMP SUPERVISOR (ES)	\$1,043	\$1,043	\$1,043	\$1,087	\$1,087	\$1,132	\$1,132	\$1,179
PATROL (ES/MS)	\$1,899	\$1,899	\$1,899	\$1,976	\$1,976	\$2,058	\$2,058	\$2,139
SCIENCE CLUB (MS)	\$1,040	\$1,040	\$1,040	\$1,078	\$1,078	\$1,123	\$1,123	\$1,168
SCIENCE TEAM (MS/HS)	\$4,117	\$4,117	\$4,117	\$4,275	\$4,275	\$4,447	\$4,447	\$4,627
TECHNOLOGY COORDINATOR	\$8,279	\$8,279	\$8,279	\$8,612	\$8,612	\$8,962	\$8,962	\$9,317
VOICE OF DEMOCRACY	\$823	\$823	\$823	\$853	\$853	\$887	\$887	\$930

The District agrees to negotiate with the Association for the amount of any stipend to be paid in connection with any District specified co-curricular activities not herein provided for at such time as the District requires an employee to supervise same.

ARTICLE VI

STANWOOD-CAMANO SCHOOL DISTRICT								
2026-27 ACTIVITY SCHEDULE								
ACTIVITY	STEP 1 0 YEARS	STEP 1 1 YEAR	STEP 1 2 YEARS	STEP 2 3 YEARS	STEP 2 4 YEARS	STEP 3 5 YEARS	STEP 3 6 YEARS	STEP 4 7+YEARS
ACTIVITIES/CLUB (ES)(MS)	\$5,646							
3RD GRADE READING CHALLENGE	\$839	\$839	\$839	\$870	\$870	\$905	\$905	\$949
5TH GRADE COUNCIL	\$684	\$684	\$684	\$712	\$712	\$742	\$742	\$773
ANNUAL (ES)	\$839	\$839	\$839	\$870	\$870	\$905	\$905	\$949
ANNUAL (HS)	\$4,091	\$4,091	\$4,091	\$4,255	\$4,255	\$4,424	\$4,424	\$4,602
ANNUAL (MS)	\$1,937	\$1,937	\$1,937	\$2,016	\$2,016	\$2,100	\$2,100	\$2,181
ART COORDINATOR (ES)	\$210	\$210	\$210	\$218	\$218	\$229	\$229	\$242
ART HONOR SOCIETY	\$1,937	\$1,937	\$1,937	\$2,016	\$2,016	\$2,099	\$2,099	\$2,182
ASB (HS)	\$3,178	\$3,178	\$3,178	\$3,304	\$3,304	\$3,435	\$3,435	\$3,575
ASB (MS)	\$2,225	\$2,225	\$2,225	\$2,317	\$2,317	\$2,414	\$2,414	\$2,515
ASSESSMENT COORDINATOR	\$1,153	\$1,153	\$1,153	\$1,196	\$1,196	\$1,245	\$1,245	\$1,296
CAFETERIA DUTY	\$4,281	\$4,281	\$4,281	\$4,453	\$4,453	\$4,630	\$4,630	\$4,816
CHEMICAL HYGIENE OFFICER	\$2,942	\$2,942	\$2,942	\$3,060	\$3,060	\$3,182	\$3,182	\$3,310
CHESS TEAM (HS)	\$2,958	\$2,958	\$2,958	\$3,076	\$3,076	\$3,202	\$3,202	\$3,330
CHOIR (HS)	\$4,298	\$4,298	\$4,298	\$4,476	\$4,476	\$4,656	\$4,656	\$4,837
CLASS ADVISOR (FRESH, SOPH, JR)	\$839	\$839	\$839	\$870	\$870	\$905	\$905	\$949
CLASS ADVISOR (SENIOR)	\$1,921	\$1,921	\$1,921	\$1,996	\$1,996	\$2,075	\$2,075	\$2,162
DANCE TEAM	\$4,967	\$4,967	\$4,967	\$5,166	\$5,166	\$5,375	\$5,375	\$5,590
DEBATE TEAM	\$3,873	\$3,873	\$3,873	\$4,032	\$4,032	\$4,194	\$4,194	\$4,359
DEPT. CHAIR/LEADERSHIP TEAM	\$3,178	\$3,178	\$3,178	\$3,302	\$3,302	\$3,435	\$3,435	\$3,572
DRAMA (HS) FALL	\$2,988	\$2,988	\$2,988	\$3,107	\$3,107	\$3,230	\$3,230	\$3,357
DRAMA (HS) SPRING	\$4,969	\$4,969	\$4,969	\$5,172	\$5,172	\$5,376	\$5,376	\$5,590
DRAMA (MS)	\$3,900	\$3,900	\$3,900	\$4,056	\$4,056	\$4,218	\$4,218	\$4,387
DRAMA ASSISTANT (MS)	\$2,730	\$2,730	\$2,730	\$2,839	\$2,839	\$2,952	\$2,952	\$3,071
DRAMA CLUB (HS)	\$1,899	\$1,899	\$1,899	\$1,976	\$1,976	\$2,058	\$2,058	\$2,139
ELEMENTARY SCIENCE COORDINATOR	\$966	\$966	\$966	\$1,002	\$1,002	\$1,044	\$1,044	\$1,088
EQUITY TEAM ADVISOR	\$839	\$839	\$839	\$870	\$870	\$905	\$905	\$949
GSA (HS/MS)	\$839	\$839	\$839	\$870	\$870	\$905	\$905	\$949
HI-Q	\$4,298	\$4,298	\$4,298	\$4,475	\$4,475	\$4,654	\$4,654	\$4,837
HISTORY DAY CLUB	\$4,198	\$4,198	\$4,198	\$4,364	\$4,364	\$4,540	\$4,540	\$4,721
HONOR SOCIETY	\$1,937	\$1,937	\$1,937	\$2,016	\$2,016	\$2,099	\$2,099	\$2,182
INSTRUMENTAL MUSIC (HS)	\$7,294	\$7,294	\$7,294	\$7,588	\$7,588	\$7,893	\$7,893	\$8,210
INSTRUMENTAL/CHORAL (ES)	\$1,809	\$1,809	\$1,809	\$1,983	\$1,983	\$2,172	\$2,172	\$2,380
INSTRUMENTAL/CHORAL (MS)	\$1,809	\$1,809	\$1,809	\$1,983	\$1,983	\$2,172	\$2,172	\$2,381
INTRAMURAL(HS)	\$7,294	\$7,294	\$7,294	\$7,588	\$7,588	\$7,893	\$7,893	\$8,210
INTRAMURAL(MS)	\$5,455	\$5,455	\$5,455	\$5,676	\$5,676	\$5,901	\$5,901	\$6,139
JAZZ BAND (MS)	\$3,121	\$3,121	\$3,121	\$3,246	\$3,246	\$3,376	\$3,376	\$3,511
KNOWLEDGE BOWL	\$1,937	\$1,937	\$1,937	\$2,016	\$2,016	\$2,099	\$2,099	\$2,182
LEAD NURSE	\$1,656	\$1,656	\$1,656	\$1,721	\$1,721	\$1,792	\$1,792	\$1,864
LINK CREW (HS)	\$2,965	\$2,965	\$2,965	\$3,084	\$3,084	\$3,209	\$3,209	\$3,336
MARCHING BAND	\$3,657	\$3,657	\$3,657	\$3,803	\$3,803	\$3,956	\$3,956	\$4,115
MARCHING BAND ASST	\$2,560	\$2,560	\$2,560	\$2,663	\$2,663	\$2,768	\$2,768	\$2,879
MATH TEAM	\$1,937	\$1,937	\$1,937	\$2,016	\$2,016	\$2,099	\$2,099	\$2,182
MUSICAL DIRECTOR (HS)	\$3,377	\$3,377	\$3,377	\$3,513	\$3,513	\$3,654	\$3,654	\$3,799
NAGO	\$3,108	\$3,108	\$3,108	\$3,233	\$3,233	\$3,362	\$3,362	\$3,496
NATIONAL ENGLISH HONOR SOCIETY	\$1,899	\$1,899	\$1,899	\$1,977	\$1,977	\$2,057	\$2,057	\$2,139
NEWSPAPER (HS)	\$2,987	\$2,987	\$2,987	\$3,107	\$3,107	\$3,230	\$3,230	\$3,358
OUTDOOR ED. CAMP SUPERVISOR (ES)	\$1,064	\$1,064	\$1,064	\$1,109	\$1,109	\$1,155	\$1,155	\$1,203
PATROL (ES/MS)	\$1,937	\$1,937	\$1,937	\$2,016	\$2,016	\$2,099	\$2,099	\$2,182
SCIENCE CLUB (MS)	\$1,061	\$1,061	\$1,061	\$1,099	\$1,099	\$1,145	\$1,145	\$1,191
SCIENCE TEAM (MS/HS)	\$4,199	\$4,199	\$4,199	\$4,361	\$4,361	\$4,536	\$4,536	\$4,720
TECHNOLOGY COORDINATOR	\$8,445	\$8,445	\$8,445	\$8,784	\$8,784	\$9,141	\$9,141	\$9,503
VOICE OF DEMOCRACY	\$839	\$839	\$839	\$870	\$870	\$905	\$905	\$949

The District agrees to negotiate with the Association for the amount of any stipend to be paid in connection with any District specified co-curricular activities not herein provided for at such time as the District requires an employee to supervise same.

ARTICLE VI

Section 6.8 – Travel Expenses

Employees utilizing their own private automobile to travel to authorized school business, shall be reimbursed at the current Internal Revenue Service reimbursement rate per mile. All employees who by the nature of their assignment, must travel between schools or are required to make home visitations, excluding all travel between the employee's home and the first and last daily work assignment, shall also be reimbursed at the current Internal Revenue Service reimbursement rate per mile; provided, all reimbursable travel shall be approved, in advance, by the superintendent.

An official list of all teachers approved for local travel reimbursement shall be maintained in the business office, and a copy of the same shall be delivered to each teacher that is on the list.

Section 6.9 – Tuition Reimbursement

Each year the District shall contribute an amount equal to the salary schedule base plus \$10,000 to a fund for the sole purpose of tuition reimbursement. Distribution shall be according to the following formula: reimbursement fund divided by the total number of credits or clock hours submitted equals reimbursement per credit or clock hour amount (ten (10) clock hours equal one (1) credit). Completed claim forms and supporting documents must be submitted by July 1st of each year for credits completed between June 16th of the prior year and running through June 15th of the current year. Such reimbursement shall be for District approved clock hours or credits and shall be the lesser of:

- A. the actual cost per credit or clock hour or
- B. the cost per credit at Seattle Pacific University.

Reimbursement shall be made by the District, to the extent of the monies available in the tuition fund, following the presentation of proof of credit and cost for the course. National Board Certification candidates shall not be required to present proof of credit for work towards National Board Certification. National Board candidates seeking tuition reimbursement shall present proof of payment in accordance with the timeline outlined above.

For the purpose of tuition reimbursement calculations, National Board Certification shall be the equivalent of nine (9) credits. For the purposes of partial reimbursements, each of the four (4) components and the test are equivalent to 1.8 credits each.

Following July 15th of each year, the fund shall be distributed to employees for the cost of tuition for District approved clock hours or credits.

If any monies still remain, the balance shall be carried over to the next year's fund.

Section 6.10 – Insurance Benefits

Section 6.10.1 – School Employee Benefits Board (SEBB) Program

The District shall pay the full portion of the employer contribution to the School Employees Benefits Board (SEBB) for insurance programs as adopted in the statewide collective

bargaining agreement for all employees who meet the eligibility requirements outlined in state law and described below.

Benefits presently provided by the SEBB include but may not be limited to:

- Basic Life and accidental death and dismemberment insurance (AD&D)
- Basic Long-term Disability
- Vision
- Dental which may include orthodontia
- Medical

Employees are eligible to participate in the SEBB offered Medical Flexible Spending Arrangement (FSA) and Dependent Care Assistance Program (DCAP). Employees who select a qualifying High Deductible Health Plan (HDHP) for their medical insurance will automatically be enrolled in a Health Savings Account (HSA). These employees may choose to make additional contributions to their HSA through a payroll deduction.

Section 6.10.2 – Eligibility

Certificated staff, including substitute employees, shall be eligible for full insurance coverage under the SEBB program if they work, or are anticipated to work, 630 hours or more in a school year. For the purposes of counting hours for eligibility, the year shall be from September 1st through August 31st. All hours worked during the school year shall count for purposes of establishing eligibility.

When an employee, with the exception of those non-continuing employees and employees who do not work at least six of the last eight weeks of the school year, is hired into a position that would qualify for benefits if filled for the full eligibility year and not enough days remain in the year to achieve 630 hours, that employee will be provided with benefits coverage.

Paid leave hours shall count towards the 630 hours used to determine eligibility for benefits under this section. Employees on unpaid leave status will be considered in an employment status for the provisions of this section and will receive benefits when allowed by SEBB policy.

Section 6.10.3 – Benefit Enrollment

If the employee's first day of work is on or after September 1st, but not later than the first day of school, coverage begins on the first day of work. If the employee's first day of work is on any other date of the school year after the first day of school, coverage begins the first day of the month following the employee's first day of work.

Section 6.10.4 – Benefit Termination/End

An employee eligible for benefits who terminated the employment relationship shall continue to receive benefits through their final month of employment per WAC 182-31-050. In cases where separation occurs after completion of the student year, benefit coverage will continue through August 31st unless the employee identifies an earlier resignation or retirement date. When an employee notifies the District of the intent to resign or retire effective between the

ARTICLE VI

last day of school and August 1st the District will notify the employee of the impact on the SEBB coverage end date. After receiving said notification, the employee may contact the District to change the effective date of their resignation or retirement if they so choose. Monthly, the District will report to the Association any added represented employees not covered by SEBB and those whose benefit coverage is reasonably anticipated to change in the ensuing month. Any changes to an employee's benefits reasonably anticipated or occurring in July or August shall be discussed at a Labor Management meeting prior to the end of the school year.

Section 6.10.5 – Legislative Changes

If the Washington State Legislature changes provisions of the SEBB to allow for changes in employer contributions towards elective benefits, or substantially changes the medical coverage provisions, either party can reopen this agreement for negotiation over the changes to the extent allowed by law.

Section 6.10.6 – Additional Items

For the duration of the Agreement, the District and Association agree to participate in a VEBA program for employees to make monthly contributions via payroll deduction, currently equaling \$80 per employee, per FTE, per month.

All of the provisions of Section 6.10 shall be interpreted consistent with the rules and regulations of the SEBB.

Section 6.11 – Payroll Deductions

Section 6.11.1 – Automatic Deductions

All salaries are subject to payroll deductions from the employee's regular pay for:

- A. State Teachers or State Employment Retirement Systems;
- B. Federal Income Withholding Tax;
- C. FICA;
- D. Labor and Industry;
- E. Absence not provided for by paid leaves (computed at per diem based on the employee's annual salary for each day's absence); and
- F. WA Cares LTC.

Section 6.11.2 – Discretionary Deductions

The following deductions from the employee's regular pay may be made if authorized by the individual:

- A. Additional withholding tax;
- B. Approved medical plans;
- C. Approved long-term disability insurance;
- D. Approved tax sheltered annuities;

- E. Payments/Deposits to a maximum of three (3) banks or credit unions;
- F. Approved Life Insurance;
- G. Association Membership Dues;
- H. United Way;
- I. GET Program;
- J. WEA-PAC;
- K. Washington State School Retirees Association;
- L. Section 125 – Flex Plan and Dependent Care;
- M. Deferred Compensation Program (DCP);
- N. Health Savings Accounts (Health Equity); and
- O. Other Approved Insurance Programs.

Note: Effective September 1, 2009, Washington State School Retirees Association is available only to those employees currently authorizing discretionary deductions for this organization. Once currently enrolled employees cease employment with Stanwood-Camano School District, or are no longer authorizing deductions, this organization will no longer be an option for discretionary deductions unless agreed to by both parties.

Section 6.12 – Attendance Incentive Program

Section 6.12.1 – Sick Leave Attendance Incentive Program

In January of each year following any year in which more than sixty (60) days of leave for illness or injury is accrued any eligible employee may exercise an option to receive remuneration, for unused leave for illness or injury accumulated in the previous year, over sixty (60) days accumulated, at a rate equal to one (1) day's monetary compensation of the employee for each four (4) full days of accrued leave for illness or injury in excess of sixty (60) days up to three (3) days' remuneration. Leave for illness or injury for which compensation has been received shall be deducted from accrued leave for illness or injury at the rate of four (4) days for every one (1) day's monetary 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 for each four (4) full days accrued leave for illness or injury. Maximum accrual to be 180 days. Participation in the VEBA program shall be allowed.

Section 6.12.2 – Personal Leave Attendance Incentive Program

In July of each year, after any optional accumulation allowed in Section 5.5 has been applied, an employee who has personal leave remaining unused shall be reimbursed up to two (2) days at their per diem rate and at substitute rate for any remaining unused personal leave days. An employee will be reimbursed for unused personal leave days during their year of retirement.

Section 6.13 – Instructor Pay

Any employee assigned by the District to teach an inservice class shall receive 1.8 times their per diem rate per hour.

ARTICLE VII

ARTICLE VII – OTHER TERMS AND CONDITIONS OF EMPLOYMENT

Section 7.1 – Work Year

Section 7.1.1 – Calendars

STANWOOD-CAMANO SCHOOL DISTRICT #401
2024-2025 SCHOOL CALENDAR

August					September					October				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
			1	2	2	3	4	5	6		1	2	3	4
5	6	7	8	9	9	10	11	12	13	7	8	9	10	11
12	13	14	15	16	16	17	18	19	20	14	15	16	17	18
19	20	21	22	23	23	24	25	26	27	21	22	23	24	25
26	27	28	29	30	30					28	29	30	31	

November					December					January				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1	2	3	4	5	6		1	2	3	
4	5	6	7	8	9	10	11	12	13	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	13	14	15	16	17
18	19	20	21	22	23	24	25	26	27	20	21	22	23	24
25	26	27	28	29	30	31				27	28	29	30	31

February					March					April				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	4	5	6	7	3	4	5	6	7		1	2	3	4
10	11	12	13	14	10	11	12	13	14	7	8	9	10	11
17	18	19	20	21	17	18	19	20	21	14	15	16	17	18
24	25	26	27	28	24	25	26	27	28	21	22	23	24	25
					31					28	29	30		

May					June					July				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
			1	2	2	3	4	5	6		1	2	3	4
5	6	7	8	9	9	10	11	12	13	7	8	9	10	11
12	13	14	15	16	16	17	18	19	20	14	15	16	17	18
19	20	21	22	23	23	24	25	26	27	21	22	23	24	25
26	27	28	29	30	30					28	29	30	31	

Important Dates			
Aug. 26	New Teacher Orientation	Dec. 23- Jan 3	Winter break (No School)
Aug. 27	Optional Training Day (i.e. SPED)	Jan. 20	Martin Luther King, Jr. Day (No School)
Aug. 28	TRI/Curriculum Day (District/Building-Directed)	Jan. 27	1st Semester ends
Aug. 29	TRI/Curriculum Day (A.M. Dist-dir.; P.M. Tch-dir.)	Jan. 28	TRI/Curric. Day (Semester Grading - No School)
Aug. 29	Potential elementary evening event 5:00-6:00 (Elem. Day 9:30-5:00)	Feb. 17	Presidents' Day (No School)
Aug. 30	TRI/Curriculum Day (Teacher-Directed - No Meetings)	Mar. 14	(No School)
Sept. 2	Labor Day (No School)	Apr. 2	District P.D., Early Release
Sept. 3	First School Day	Apr. 3-4	Spring Conferences (K-12), Early Release
Oct. 18	(No School)	Apr. 3	3rd quarter (6-12) ends
Nov. 5	1st Quarter (6-12) ends	April 7-11	Spring Break (No School)
Nov. 11	Veterans Day (No School)	May 26	Memorial Day (No School)
Nov. 20-22	Fall Conferences (K-12), Early Release	June 13	Last School Day, Early release (9:40 Secondary, 11:00 Elementary)
Nov. 27	Early Dismissal, No Late Start	June 16, 17, & 18	Snow/Weather Make-up Days
Nov. 28, 29	Thanksgiving Break (No School)	June 19	Juneteenth (No school)

**STANWOOD-CAMANO SCHOOL DISTRICT #401
2025-2026 SCHOOL CALENDAR**

August	September	October
0	21	180 22
M T W T F	M T W T F	M T W T F
1	1 2 3 4 5	1 2 3
4 5 6 7 8	8 9 10 11 12	6 7 8 9 10
11 12 13 14 15	15 16 17 18 19	13 14 15 16 17
18 19 20 21 22	22 23 24 25 26	20 21 22 23 24
25 26 27 28 29	29 30	27 28 29 30 31
November	December	January
17	15	18
M T W T F	M T W T F	M T W T F
3 4 5 6 7	1 2 3 4 5	1 2
10 11 12 13 14	8 9 10 11 12	5 6 7 8 9
17 18 19 20 21	15 16 17 18 19	12 13 14 15 16
24 25 26 27 28	22 23 24 25 26	19 20 21 22 23
	29 30 31	26 27 28 29 30
February	March	April
18	22	17
M T W T F	M T W T F	M T W T F
2 3 4 5 6	2 3 4 5 6	1 2 3
9 10 11 12 13	9 10 11 12 13	6 7 8 9 10
16 17 18 19 20	16 17 18 19 20	13 14 15 16 17
23 24 25 26 27	23 24 25 26 27	20 21 22 23 24
	30 31	27 28 29 30
May	June	July
20	10	0
M T W T F	M T W T F	M T W T F
1	1 2 3 4 5	1 2 3
4 5 6 7 8	8 9 10 11 12	6 7 8 9 10
11 12 13 14 15	15 16 17 18 19	13 14 15 16 17
18 19 20 21 22	22 23 24 25 26	20 21 22 23 24
25 26 27 28 29	29 30	27 28 29 30 31

Important Dates	
Aug. 25 New Teacher Orientation	Dec. 22- Jan 2 Winter break (No School)
Aug. 26 Optional Training Day (i.e. SPED)	Jan. 19 Martin Luther King, Jr. Day (No School)
Aug. 27 TRI/Curriculum Day (District/Building-Directed)	Jan. 26 1st Semester ends
Aug. 27 Potential elementary evening event 5:00-6:00 (If so, Elem. Day 9:30-5:00)	Jan. 27 TRI/Curric. Day (Semester Grading - No School)
Aug. 28 TRI/Curriculum Day (A.M. Dist-dir.; P.M. Tch-dir.)	Feb. 13-16 Mid-Winter Break (No School)
Aug. 29 TRI/Curriculum Day (Teacher-Directed - No Meetings)	Apr. 1 District P.D., Early Release
Sept. 1 Labor Day (No School)	Apr. 2-3 Spring Conferences (K-12), Early Release
Sept. 2 First School Day	Apr. 2 3rd quarter (6-12) ends
Oct. 17 No School	April 6-10 Spring Break (No School)
Nov. 4 1st Quarter (6-12) ends	May 25 Memorial Day (No School)
Nov. 11 Veterans Day (No School)	June 12 Last School Day, Early release (9:40 Secondary, 11:00 Elementary)
Nov. 19-21 Fall Conferences (K-12), Early Release	June 15, 16, & 17 Snow/Weather Make-up Days
Nov. 26 Early Dismissal, No Late Start	June 19 Juneteenth (No school)
Nov. 27, 28 Thanksgiving Break (No School)	

ARTICLE VII

**STANWOOD-CAMANO SCHOOL DISTRICT #401
2026-2027 SCHOOL CALENDAR**

August	September	October
0	20	180 22
M T W T F	M T W T F	M T W T F
3 4 5 6 7	1 2 3 4	1 2
10 11 12 13 14	7 8 9 10 11	5 6 7 8 9
17 18 19 20 21	14 15 16 17 18	12 13 14 15 16
24 25 26 27 28	21 22 23 24 25	19 20 21 22 23
31	28 29 30	26 27 28 29 30
18	14	18
M T W T F	M T W T F	M T W T F
2 3 4 5 6	1 2 3 4	1
9 10 11 12 13	7 8 9 10 11	4 5 6 7 8
16 17 18 19 20	14 15 16 17 18	11 12 13 14 15
23 24 25 26 27	21 22 23 24 25	18 19 20 21 22
30	28 29 30 31	25 26 27 28 29
18	23	17
M T W T F	M T W T F	M T W T F
1 2 3 4 5	1 2 3 4 5	1 2
8 9 10 11 12	8 9 10 11 12	5 6 7 8 9
15 16 17 18 19	15 16 17 18 19	12 13 14 15 16
22 23 24 25 26	22 23 24 25 26	19 20 21 22 23
	29 30 31	26 27 28 29 30
20	10	0
M T W T F	M T W T F	M T W T F
3 4 5 6 7	1 2 3 4	1 2
10 11 12 13 14	7 8 9 10 11	5 6 7 8 9
17 18 19 20 21	14 15 16 17 18	12 13 14 15 16
24 25 26 27 28	21 22 23 24 25	19 20 21 22 23
31	28 29 30	26 27 28 29 30

Important Dates	
Aug. 26 New Teacher Orientation	Dec. 21- Jan 1 Winter break (No School)
Aug. 27 Optional Training Day (i.e. SPED)	Jan. 18 Martin Luther King, Jr. Day (No School)
Aug. 28 TRI/Curriculum Day (District/Building-Directed)	Jan. 26 1st Semester ends
Aug. 28 Potential elementary evening event 5:00-6:00 (If so, Elem. Day 9:30-5:00)	Jan. 27 TRI/Curric. Day (Semester Grading - No School)
Aug. 31 TRI/Curriculum Day (A.M. Dist-dir.; P.M. Tch-dir.)	Feb. 12-15 Mid-Winter Break (No School)
Sept. 1 TRI/Curriculum Day (Teacher-Directed - No Meetings)	Mar. 31 District P.D., Early Release
Sept. 2 First School Day	Apr. 1-2 Spring Conferences (K-12), Early Release
Sept. 7 Labor Day (No School)	Apr. 2 3rd quarter (6-12) ends
Nov. 4 1st Quarter (6-12) ends	April 5-9 Spring Break (No School)
Nov. 11 Veterans Day (No School)	May 31 Memorial Day (No School)
Nov. 18-20 Fall Conferences (K-12), Early Release	June 14 Last School Day, Early release (9:40 Secondary, 11:00 Elementary)
Nov. 25 Early Dismissal, No Late Start	June 15, 16, & 17 Snow/Weather Make-up Days
Nov. 26, 27 Thanksgiving Break (No School)	June 18 Juneteenth (No school)

Section 7.1.2 – Contract Length

The employees' academic school year shall consist of not more than 180 contract days, exclusive of vacations and holidays. The District may contract employees for extended periods, provided any employee whose regular full-time contract exceeds the academic school year shall be paid pro rata, at a per diem rate, based upon the ratio of the employee's work year to the academic school year and placement on the salary schedule. Nothing herein shall prevent the District from employing any employee on a part-time basis or for less than the academic school year at a pro rata salary.

A. Curriculum (TRI) Days

The District will establish and schedule four (4) days for inservice and curriculum work during the school year for all staff outside of the regular 180-day work year. The District will designate planned activities and projects to improve the educational program. The additional work days will be calculated by taking base compensation (base salary schedule placement) and dividing by 180. These are reflected in the supplemental contract issued for TRI compensation.

A Curriculum (TRI) Day will be set aside as a District-directed day prior to the start of the school year, as designated on the negotiated calendar in Section 7.1.1. Partial FTE employees may attend the full day and be compensated at their per diem rate of pay.

The day before the first student day of the school year shall be designated as a TRI Day. Teachers will prepare curriculum materials and strategies for the student year and will not be required to attend meetings, activities, or inservice. No meetings, activities, or inservice shall be conducted this day by the District. Employees may choose to work a day other than the day before the first student day in the 2 weeks prior to the opening of school.

A Curriculum (TRI) Day will be held prior to the start of the school year, as designated on the negotiated calendar in Section 7.1.1. Three-and-a-half (3 ½) hours of this day will be for District-directed professional development. Three-and-a-half (3 ½) hours of this day will be for teacher-directed collaboration time. No meetings, activities, or inservice shall be conducted by the District during the teacher-directed time. Partial FTE employees may attend the full day and be compensated at their per diem rate of pay.

One Curriculum (TRI) day will be held the day after the first semester ends. This day will be set aside as a teacher-directed day. No meetings, activities, or inservice shall be conducted this day by the District.

The provisions of Article V, Leaves, shall not apply to the TRI Days, however, employees unable to attend scheduled TRI Days for reasons of illness, personal, or bereavement may arrange with their supervisor to work the required hours.

B. TRI Compensation

The District and Association agree and affirm the following beliefs: (a) the success of the Stanwood-Camano School District is dependent upon hiring and retaining the highest

ARTICLE VII

quality teachers; (b) providing a quality education for students requires from teachers a commitment to the profession beyond the base contract, normal workday hours and school year; (c) state law allows additional compensation for additional time, additional responsibilities or incentives; (d) the additional commitment required of Stanwood-Camano's teachers cannot be accurately measured in hours or days; and (e) the time necessary to fulfill any one teacher's responsibilities will vary from that of another teacher as determined by the individual's own professional judgment.

For each year of the contract, each employee will be issued a supplemental contract for TRI compensation in an amount equal to \$960 plus 12.53% of total compensation on the salary schedule. These monies are in recognition of additional responsibilities and as an incentive to provide additional services. After said computation the District and Association shall review the TRI calculation for accuracy and include it on the Combined Salary Schedule.

The supplemental contract recognizes that employees will provide a professionally responsible level of service in the following areas which are above the basic contract:

1. Preparation for school opening;
2. Preparation for school closing;
3. Parent conferences;
4. Supporting community and student activities;
5. Providing individual help to students;
6. Evaluating student work;
7. Correcting papers and projects;
8. Workshops, classes and inservice work;
9. Researching educational materials and supplies;
10. Improving and maintaining professional skills;
11. Preparation and revisions of materials;
12. Consulting with other instructional staff;
13. Instructional-departmental staff meetings;
14. Working with computers and other technology;
15. Making presentations to the School Board;
16. Fund raising for student activities; and
17. Up to 90 minutes of mandatory annual online training.

Compensation for these duties shall be in accordance with the TRI portion of the Combined Salary Schedule and payment will be made in equal monthly installments as is done with regular paychecks. A part-time employee will receive a pro rata share of this TRI supplemental contract stipend based on the employee's full-time equivalency (FTE).

In the event of a double levy failure, the provisions of this subsection B shall be null and void for the following school year and thereafter provided (a) the District and Association meet and consult regarding continuance of any of these provisions and (b) if agreement is not reached by the parties in a timely manner, the District shall have no obligation to continue the provisions of this subsection B.

C. New Certificated Staff

Teachers who are new to the District and hired prior to the orientation date shall report to work one (1) day early for Human Resources orientation with one (1) additional day per diem stipend. In addition, new teachers shall also attend the equivalent of two (2) days (fourteen hours) of curriculum orientation provided by the District and will receive additional two (2) days per diem stipend.

The District will provide mentors in order to support certificated staff who are in their first year of the profession.

Mentoring support provided by the District includes:

- Certificated staff who serve as mentors will mentor no more than one mentee in a school year unless they are given the option and subsequently choose to take on a second mentee.
- Mentors will receive an annual stipend of \$600 for each mentee assigned.
- Mentors and mentees may claim up to ten (10) hours of per diem pay for coaching and meeting time that occurs outside of contracted time.
- Mentors and mentees will be provided with one release day each semester for the purpose of observing one another and/or willing colleagues.
- No notes or information gathered from the mentor/mentee relationship shall be shared with District administrative personnel or be used for evaluative or hiring/firing purposes.

The District shall make an effort to assign teachers who are new to the District their own room.

D. Certificated Special Education Staff Preparation Days

To support and develop the services of the school special education programs to best serve the school district, community, and students, each special education teacher shall have an extended contract of four (4) days. These additional days shall occur on a written schedule mutually determined by the employee and the immediate supervisor. The additional work days will be provided for under the provision of a supplemental contract at the per diem rate of pay.

Section 7.1.3 – Non-Contract Days

The following days shall be observed as non-contract days:

- A. Saturdays and Sundays
- B. The first day of January (New Year's Day)
- C. The third Monday of January (Martin Luther King, Jr. Day)
- D. The third Monday of February (Presidents' Day)
- E. Spring Break (See School Calendars)
- F. The last Monday in May (Memorial Day)

ARTICLE VII

- G. Juneteenth
- H. Independence Day
- I. The first Monday in September (Labor Day)
- J. Veterans Day
- K. The fourth Thursday in November (Thanksgiving Day)
- L. The day following Thanksgiving (Native American Heritage Day)
- M. Winter Vacation (See School Calendars)

Section 7.1.4 – Conference Days

Employees shall be assigned three (3) one-half (1/2) days during the first half of the academic school year; and, an additional two (2) one-half (1/2) days during the second half of the academic school year for the purpose of parent or teacher requested conferences and/or curriculum/in-service work. If parent-teacher conferences are scheduled outside the work day, the employee shall receive equivalent time off from calendared conference days from the same grading period. Time off is not to include instructional time.

Employees who hold a partial FTE contract shall not be required to do the same amount of conferencing and conference preparation as full-time employees and shall conduct conferences commensurate with their FTE. Pre-K-5 employees who hold a partial FTE may be provided with release time and/or additional per diem pay to prepare for and conduct additional conferences, up to the same amount of time as a full-time employee.

All families should be invited to attend a fall conference. Conference schedules must include a minimum of fifteen (15)-minute time slots for conferences with five (5) minutes between each conference slot. All employees shall receive a minimum of thirty (30) minutes of daily planning time and their duty-free lunch during all early-release conference days. During fall conferences, any teacher in excess of the recommended class size numbers in Section 7.12.2 shall receive additional per diem pay for additional time needed to accommodate conferences for all students.

Section 7.1.5 – Emergency School Closure and Delayed Opening

In the event that it becomes necessary to close the school(s) because of inclement weather, volcanic disruption or other acts of God, the District administration shall notify employees as soon as the decision is made. No employee shall be required to remain after the District has given notification to close the employees' work site, unless an alternative work site is available. Hazardous health and safety conditions which require the closing of the school(s) for students shall apply equally to all employees.

- A. Delayed Opening:** In the event that the District administration decides to delay the opening of school(s), employees shall report thirty (30) minutes before the students arrive and may leave thirty (30) minutes after students are dismissed.
- B. Compensation and Benefits:** On workdays when school is not in session because of conditions not within the control of the District administration due to acts of God, no employee shall suffer loss of pay nor have such absence from work charged against

any leave provision, and no employee shall be entitled to extra compensation for school days scheduled to make up days missed for such reason.

- C. Make-Up School Days:** When the District decides to make up school days missed in order to receive its appropriation due to emergency school closure, the District Superintendent shall confer with the Association President prior to scheduling makeup instructional days.

Section 7.1.6 – Library Media Specialists

The recommended minimum paraprofessional time per library shall be 1.5 hours for each Elementary School library, 3.25 hours for each Middle School library, and 6.5 hours for each High School library.

To support and develop the services of the instructional media programs to best serve the school district, community, and students, each Elementary and Middle School librarian shall have at a minimum an extended contract of five (5) days and each High School librarian shall have at a minimum an extended contract of ten (10) days. These additional days shall occur on a written schedule mutually determined by the employee and the immediate supervisor. The additional work days will be provided for under the provision of a supplemental contract at the per diem rate of pay.

Elementary librarians may use up to two (2) days of release time per year for the purpose of maintaining library resources. Principal approval is required when scheduling these days.

Section 7.1.7 – Counselors

To support and develop the services of the counselor programs to best serve the school district, community, and students, each Elementary counselor shall have at a minimum an extended contract of one (1) day, each Middle School counselor shall have at a minimum an extended contract of ten (10) days, and each High School counselor shall have at a minimum an extended contract of twelve (12) days. These additional days shall occur on a written schedule mutually determined by the employee and the immediate supervisor. The additional work days will be provided for under the provision of a supplemental contract at the per diem rate of pay.

504 Caseload Relief: Counselors with a caseload exceeding ten (10) 504 plans shall be paid a one-time amount of \$50 for each additional 504 plan. Caseload counts will be submitted by the last counselor work day of the school year. Payment will be made in the month of July.

Section 7.1.8 – School Psychologists

To support and develop the services of the school psychologist programs to best serve the school district, community, and students, each Elementary and Middle School psychologist shall have at a minimum an extended contract of five (5) days and each High School psychologist shall have at a minimum an extended contract of ten (10) days. These additional days shall occur on a written schedule mutually determined by the employee and the immediate supervisor. The additional work days will be provided for under the provision of a supplemental contract at the per diem rate of pay.

ARTICLE VII

Section 7.1.9 – Nurses

To support and develop the services of the nurse programs to best serve the school district, community, and students, each school nurse shall have at a minimum an extended contract of five (5) days. A Lead Nurse shall have at a minimum an extended contract of twenty (20) additional days, for a total minimum of twenty-five (25) days. These additional days shall occur on a written schedule mutually determined by the employee and the immediate supervisor. These additional workdays will be provided for under the provision of a supplemental contract at the per diem rate of pay.

Section 7.2 – Work Day

Section 7.2.1 – Length of Work Day

The length of the work day shall not be more than seven and one-half (7-1/2) hours, inclusive of a thirty (30) minute lunch period regardless of assignment.

All employees shall be available for student and/or parent conferences in their regular assigned duty stations for a period of not less than thirty (30) minutes prior to the beginning of the students' school day and for a period of not less than thirty (30) minutes immediately following the students' school day.

Elementary teachers will not be expected to supervise students during the time after school except for safe movement of students to the dismissal location at the end of the student day (3:30 pm unless otherwise indicated on an early release schedule) or as part of a Student Supervision stipend. The Student Supervision stipend is \$2,000 and may be paid quarterly, semesterly, or on an annual basis upon mutual agreement of the teacher(s) and building principal. If this stipend is shared between individuals, the time associated with that stipend must be equitably apportioned between the employees splitting the stipend. The work distribution will be identified prior to beginning service in the position.

Section 7.2.2 – Time Utilization

Unless specifically assigned otherwise, classroom teachers may utilize those times during the student day when they have no scheduled duties as planning time, at their discretion, including time during which their regular classes are receiving instruction from various specialists.

Employees who are required in the course of their employment to travel between buildings shall be scheduled to provide sufficient time for such travel.

Elementary specialists (such as music, library, P.E., and technology teachers) will teach no more than three (3) consecutive classes without a break of at least ten (10) minutes prior to teaching additional classes.

The employee's total instructional time shall not exceed three hundred-thirty (330) minutes per day.

ARTICLE VII

Except for emergencies, parent conferences, and/or as may be required by Washington law, including, but not limited to, the Washington Basic Education Act and Student Learning Objectives law, the employee's work time shall not regularly exceed seven (7) hours per day, exclusive of the thirty (30) minute lunch period.

The Wednesday before spring conferences will be an early-release day for three-and-a-half (3.5) hours of District-directed professional development. Teachers will receive a minimum of twenty (20) minutes of preparation time on this day. Partial FTE employees who are not regularly scheduled to work during the professional development portion of this day may attend up to 3.5 hours of the professional development and be compensated at their per diem rate of pay for that time.

Half day student early dismissal times shall be:

Grades K-5 12:00 pm
Grades 6-12 10:40 am

Last day of school student early dismissal times shall be:

Grades K-5 11:00 am
Grades 6-12 9:40 am

Section 7.2.3 – Professional Development Wednesday (PDW)

A. Calendar Exception for PDW (Schedule)

On all Wednesdays, the student day shall begin one (1) hour and twenty (20) minutes late, with the following exceptions:

1. If the first day of school is on a Wednesday then school shall begin at the regular time.
2. The Wednesday before Thanksgiving shall begin at the regular time.
3. If the last day of school is a Wednesday then school shall begin at the regular time.
4. If the first day of spring conferences is on a Wednesday, then school shall begin at the regular time for all schools in the District.

B. Purpose of PDW

The purpose of Professional Development Wednesday is to provide time for activities aimed towards increasing student achievement. Collaboration among staff shall be the main focus, with activities specifically linked to District, building, department/grade level, and individual goals. To develop a shared understanding, and used exclusively in article 7.2.3, the term collaboration is defined as: intentional and productive time spent working in a variety of groupings in order to promote student achievement, and to improve teaching and learning for the benefit of our schools.

ARTICLE VII

C. Plan for Use of PDW Time

1. Grade Preparation

The following Wednesdays before grades are due shall be for grade preparation:

- a. Elementary teachers – The last Wednesday prior to when grades are due first semester and the last two Wednesdays prior to when grades are due second semester.
- b. Secondary teachers – The last Wednesday prior to when grades are due at the end of first, second, and third quarter and the last two Wednesdays prior to when grades are due at the end of second semester.

2. District Led Activities (One per Year)

District and Association leadership shall jointly determine a schedule of specific Professional Development Wednesday District-led activities on one (1) designated Wednesday. This 80-minute block of time will be District directed. The schedule shall be sent to building administrators by August 15th for the upcoming school year.

3. Optional Cross-District Collaboration (Two per Year)

One 80-minute PDW session per semester (two total) shall be scheduled for teacher-initiated small group collaboration and/or for individual work related to collaboration. The Association and the District shall schedule and set aside this time on the calendar to allow for optional cross- district collaboration.

4. Teacher-Initiated/Individual Collaboration Work (One per Month)

Except in emergency situations, 80 minutes per month shall be set aside for teacher-initiated small group collaboration and/or for individual work related to collaboration. The Wednesday before each conference week shall be set aside as one of the teacher-initiated PDW times.

5. Staff Meetings (One per Month)

Except in emergency situations, up to 80 minutes per month shall be set aside for staff meeting(s). Allocation of this time shall be determined by the administrative team, and communicated to the Leadership Team for planning purposes.

6. Leadership Team (Remainder)

Each school Leadership Team is then charged with developing and disseminating a plan for their building Professional Development Wednesdays within two (2) weeks of the beginning of each grading period. The Leadership Team shall include representation from administration and staff. If there is a lack of consensus among

the Leadership Team as to the Professional Development Wednesday plan, one staff representative from the team and one administrative representative from the team shall develop an agreeable compromise. Individual or small group exceptions to the building plan must be pre-approved by the building Leadership Team.

D. Part-Time Employees

Partial FTE employees who are not regularly scheduled to work during Professional Development Wednesday time may attend a fraction of the Professional Development Wednesdays equivalent to their FTE and be compensated at the per diem rate of pay.

E. Ongoing Assessment and Improvement

District and Association representatives shall jointly develop a system to gather and share data for ongoing assessment and improvement of Professional Development Wednesdays.

Section 7.2.4 – Preparation Time

All certificated employees shall be guaranteed fifty (50) continuous minutes per day during the student instructional day for preparation time.

Preparation time shall be exclusive of the first and last thirty (30) minutes of the workday. In addition, preparation time shall include, but is not limited to, time when students are receiving specialized instruction, student recess (exclusive of recess passing time), and other time when they have no assigned duties.

On Professional Development Wednesdays a good faith effort will be made to provide forty-five (45) continuous minutes for preparation. If this is not possible, a minimum of thirty (30) continuous minutes shall be provided.

Special events or unanticipated adjustments to the workday or calendar may require rare exceptions from this provision.

An exception to the above provision of preparation time shall be made during the required state testing period. Parameters for this exception are:

- A. Each building's test schedule shall maintain fifty (50) continuous minutes of preparation time per day (with at least a minimum thirty-five (35) minutes on Wednesdays), if possible.
- B. If the building test schedule is unable to provide the fifty (50) continuous minutes per day of preparation time, then two hundred thirty-five (235) aggregate minutes per week shall be provided with no less than twenty-five (25) continuous minutes provided at one time. If necessary, Professional Development Wednesday minutes may be used to provide a portion of the two hundred thirty-five (235) aggregate weekly minutes during the required state testing schedule.

ARTICLE VII

Further, school psychologists, speech-language pathologists, occupational therapists, physical therapists, teachers of visually impaired students, and school counselors shall, with the approval of their supervisor, have the option of scheduling their preparation time so that the time is not necessarily taken in increments of fifty (50) minutes per day. For example, an employee in these positions may be permitted to work with students for four days without a preparation period and on the fifth day take the equivalent of five (5) days of preparation time (5X50 minutes or 4 hours and 10 minutes) or other variations in time to allow the employee to most effectively utilize planning. The employee will confer with his or her supervisor to obtain approval for a fixed preparation time schedule which will effectively address the needs of the educational program, students, and other staff. The employee will adhere to the approved schedule until such time as a schedule change is approved by the supervisor.

The District shall endeavor to avoid split-shifting, however, in any case, the District shall not make split-shift assignments requiring more than two (2) hours of consecutive non-work time between assignments in any single workday.

Section 7.2.5 – Special Education Preparation Time

In recognition of the additional paperwork and workload demands placed on each special education classroom teacher, the following time will be provided to complete IEPs, conduct student assessments, collaborate with other teachers related to IEPs and/or to complete other work associated with managing his/her workload:

- A. 4 release days per year per 1.0 FTE will be provided.
- B. Every special education classroom teacher will be provided one IEP period per day.
- C. If teachers of self-contained special education programs (i.e. ASSIST, Preschool, and Behavior Program) are unable to schedule an IEP period into the workday, nineteen (19) release days per 1.0 FTE will be provided. In the event that a teacher pre-arranges or posts for a substitute teacher at least three school days in advance and is unable to take a release day due to building schedule conflicts or a lack of substitutes, they may opt for compensation at the per diem rate of pay in lieu of taking the release day. Release days that are planned for Fridays or days that are consecutive with holidays are not eligible for per diem cash out.
- D. Preschool special education teachers shall receive five (5) additional days at his or her per diem rate of pay. Teachers may opt for a release day in place of the per diem day.

A period at the elementary level is defined as fifty (50) continuous minutes. The amount of time for an IEP period on Professional Development Wednesdays will match the amount of time provided for preparation time on Wednesdays.

Section 7.2.6 – Speech and Language Pathologist and Occupational Therapist Preparation Time

In recognition of the additional paperwork and workload demands placed on Speech and Language Pathologists and Occupational Therapists, the following time will be provided to

complete IEPs, conduct student assessments, collaborate with other teachers related to IEPs and/or to complete other work associated with managing his/her workload.

A. 4 release days per year per 1.0 FTE will be provided.

Section 7.2.7 – English/Language Arts Release Time

In recognition of the additional paperwork demands placed on teachers of Language Arts/English in grades 6-12, release time each semester shall be provided for grading papers. The teacher shall be awarded two (2) days of release time commensurate with the number of Language Arts and/or English periods taught each semester. For example:

One period taught = one period of one day release per quarter;
Two periods taught = two periods of one day release per quarter;
Up to two full days of release per semester for a full-time Language Arts and/or English teacher

Up to two (2) quarter release days may be combined and requested each semester through the date grades are due that semester. Principal approval is required when scheduling the days. Approval will be based on the projected number of teachers out of the building so there is adequate substitute teacher coverage. If the requested dates are denied, the principal and the teacher must mutually agree upon alternative date(s).

Section 7.2.8 – MTSS Interventionists and Title/LAP Teachers

In recognition of the additional paperwork and workload demands placed on MTSS Interventionists and Title/LAP teachers, the following time will be provided to complete student paperwork, conduct student assessments, collaborate with other teachers related to Title/LAP and/or to complete other work associated with managing his/her workload.

A. Two (2) release days per year per 1.0 FTE will be provided.

Section 7.2.9 – Release Day Flexibility

When the District grants release days due to workload issues under Section 7.2.5, 7.2.6, 7.2.7, 7.2.8, 7.12.3, 7.13, and 7.14, employees may choose to work off campus.

Section 7.3 – Formation of Leadership Teams

By April 30th of each year the building principal shall prepare and communicate to staff and the SCEA president a written plan describing leadership team activities for the ensuing school year. The plan shall include:

- Estimated number and duration of meetings;
- Scope and expected result of the team’s work;
- Participant responsibilities;
- The number of paid positions.

ARTICLE VII

Certificated employees interested in serving on the School Leadership Team, including certificated employees who wish to share a leadership team position, shall either submit to the principal a letter of interest or be nominated by another staff member. The nominating staff member shall provide a letter of nomination and support. A copy of the job description, initialed by the candidate staff member, shall accompany the letter. The names of all nominated staff shall be posted by the principal five days prior to closing. All letters of interest and nominations are due to the principal no later than May 15th, or the last working day prior to May 15th.

The principal will review the list of nominees and select a team that provides the most effective leadership for the building with broad representation. If a leadership team position is shared between two individuals, the duties associated with that stipend must also be equitably apportioned between the employees splitting the stipend. The modified duties will be identified prior to beginning service in the position.

Members of the leadership team seeking to remain on the team, must be nominated or apply in the spring of each year. Team members may serve a maximum of three (3) consecutive years. Certificated employees may reapply after one (1) or more years of non-service. In the event that no other employee is nominated and willing to make the commitment then Lincoln Hill/Lincoln Academy will be exempt from this provision.

The number of full stipends at each level shall be:

- Elementary: 4
- Middle School: 5
- High School: 9
- Lincoln Hill/Lincoln Academy: 2

Section 7.3.1 – Building Budget Transparency

Building principals will provide Leadership Teams with quarterly reports detailing any and all funds available to building departments or individual educators. In addition, if the spending of such funds are subject to time constraints, such information will also be provided.

Section 7.4 – Classroom Visitation

To provide patrons of the District and other observers with an opportunity to visit school classrooms, with minimal interruption to the student learning process, the following guidelines shall be utilized:

- A. All persons requesting visitation to any classroom during assigned student-teacher contact time, shall obtain prior approval of the appropriate principal
- B. The principal shall confer with the particular teacher involved for the purpose of arranging a mutually convenient classroom visitation time prior to granting approval of such visitation.
- C. The principal shall arrange for the particular teacher to have an opportunity to confer with classroom visitors, at some time prior to and/or subsequent to the scheduled visitation,

provided that inability to arrange for any such conference or conferences shall not preclude approval of the visitation.

- D. If a series of visits to the same classroom is requested by the same person or group of persons, then a statement of purpose for the visitations shall be filed with the principal with a copy delivered to the particular classroom teacher.

Section 7.5 – Employee Facilities

Section 7.5.1 – Classroom and Workspaces

As reasonably practicable, in the sole judgment of the Board, the District shall provide the following:

- A. Space in each classroom to store instructional materials and supplies;
- B. A work area for employees containing equipment and supplies to aid in the preparation of instructional materials;
- C. A furnished faculty lounge area for the use of all employees;
- D. A serviceable desk, chair, and filing cabinet for each employee work station. If requested a secure storage space for confidential material will also be provided;
- E. A storage space for each employee’s personal files and materials;
- F. A telephone in each building where reasonable privacy is assured for use of the faculty for District business, only;
- G. Workspaces for itinerant employees that are appropriate to their assignment and do not hinder the performance of their duties will be provided within two weeks of the beginning of a building assignment. Spaces that are actively used primarily for storage should not be considered for instructional purposes;
- H. A schedule of regular custodial services for each space that is used for instructional purposes; and
- I. A designated printing station at each building that provides confidentiality.

Section 7.5.2 – Temperature

The District shall provide classrooms and workspaces with safe and adequate temperature for effective learning in accordance with state regulations and a process, regularly communicated to employees, for requesting evaluation and remedy for spaces falling above or below this standard. Optimal temperature for a classroom environment falls between 68 degrees Fahrenheit and 76 degrees Fahrenheit. This does not preclude individual employees from requesting temperatures that fall outside this range. When solutions for inadequate temperatures cannot be implemented immediately, the District shall provide temporary

ARTICLE VII

solutions such as, but not limited to, portable fans, portable heating units, and/or alternative classrooms or workspaces.

Section 7.5.3 – Air Quality

To maintain optimal teaching and learning conditions, the District shall provide classrooms and workspaces with safe and adequate air quality. The parties agree that CO₂ levels shall not exceed 1200 ppm consistently over a 10 minute interval. The District shall also provide a process, regularly communicated to employees, for requesting evaluation and remedy for spaces falling above, or suspected to be falling above, this standard.

Section 7.6 – Safe Working Conditions

It is the responsibility of the District to ensure that staff is working in a safe environment. Facilities will be maintained in a way that meets environmental health and safety standards per WAC 296-800-110.

In the event that an employee's work place is temporarily rendered unsafe as defined in the above provisions, the employee shall not be required to continue working at such work place until the unsafe conditions are remedied. Such employee may be temporarily relocated to another safe work place as specified by the District.

Employees are responsible to notify their elected safety representative of the District Safety Committee and the building principal in writing when an unsafe condition comes to their attention. The principal will acknowledge receipt of the information about the unsafe condition within three (3) working days.

Employees will have access to current work order logs that provide information on the status of all work orders.

The process for being elected to the district-wide safety committee will be announced to certified staff prior to the establishment of the committee each year. The Association president may annually appoint one Association member to the District safety committee.

Classroom coverage will be provided for certificated employees serving on the committee as needed. When the committee meets outside the school day, participating certificated employees will be compensated at the per diem rate of pay.

Minutes documenting attendance and the issues discussed will be taken at the District safety meetings and will be posted at each worksite within the District.

Section 7.7 – Employee Professional Education

The District will annually sponsor at least thirty (30) Washington State clock hours or three (3) credits. At least five (5) of the sponsored clock hours must meet STEM requirements for certificate renewal. At least three and a half (3.5) of the sponsored clock hours per year must meet equity-based school practices requirements for certificate renewal. Staff wishing college credits may apply for reimbursement through the rules of the tuition incentive program.

When the District provides in-service professional education, it shall post notice thereof as soon as practicable.

Such programs, if and when available, shall be at no cost to employees, except for transportation and materials.

Except for certification requirements, any employee who, as a condition of continued employment with the District, is required to take any such course, shall be reimbursed for any costs reasonably and necessarily incurred in connection therewith.

In order to assist the Board in determining the need for feasibility and desirability of providing any such in-service education, the Association shall appoint three (3) employees, whose duty it shall be to serve on an In-Service Education Advisory Committee with three (3) persons appointed by the Board. Said committee shall develop in-service education plans, from time to time and submit them to the Board with recommendations.

Nothing herein shall be construed to mean that the District is under any obligation to provide such in-service education.

Section 7.8 – Summer School and Adult Education

No employee shall be required to accept a summer school assignment. Summer school employment shall not impact the employee's annual evaluation.

Summer school employment shall be provided for under the provision of a supplemental contract at per diem rate of pay times the number of hours the assigned summer school class is in session. In addition, instructors will be compensated for one (1) hour of preparation time for each five (5) hours of instruction time. Any training or other preparation required by the supervisor will be paid at per diem rate times the actual number of hours worked.

The initial search for qualified applicants will be limited to the Stanwood-Camano School District. Those teachers hired to fill the summer school positions will be issued a non-continuing supplemental contract for the salary amount. This stipend will be paid in one payment to be included in the first payroll warrant issued following completion of the assignment.

Both parties are aware that the program may be discontinued at the sole discretion of the District.

Section 7.9 – Purchase Order Request Forms

Purchase order request forms for equipment and supplies, including textbooks, shall be available to employees in each principal's office. Any employee submitting a purchase order request shall be entitled to know and shall be notified of the disposition of the order.

ARTICLE VII

Section 7.10 – Layoff and Recall

Section 7.10.1 -- Criteria

When the Board of Directors determines that conditions including lack of funds, program, or curriculum change warrant or require a reduction in certificated personnel, and when the required programs and positions have been determined by the Board, the determination of those certificated staff to be retained shall be made on the basis of certificate endorsements and seniority, in that order.

Section 7.10.2 – Definition

Certificate endorsements shall be determined by the District based upon the Revised Code of Washington (State Law) and the Washington Administrative Code (WAC) State Regulations.

Section 7.10.3 – Definition of Qualifications

An employee shall be deemed qualified for a position if he/she holds the required certificate endorsement.

Section 7.10.4 – Definition of Seniority

Seniority shall mean Washington State experience recognized by the State for salary funding purposes, rounding to the nearest tenth.

By February 1st of each school year the Board will publish and distribute to all employees and the Association a seniority list ranking each employee from greatest to least seniority. Any employee who believes that his or her seniority is incorrect may file a Notice of Correction and provide documentation to the Human Resources office no later than March 1st for resolution. The final seniority list will be published and distributed to all employees and the Association by March 15th. Any employee who believes that his or her seniority is incorrect may file a written grievance directly at Step 1 (Superintendent Level) and thereafter proceed to arbitration consistent with the Grievance Procedure.

In the event that more than one employee has the same seniority ranking, all employees so affected will be ranked in accordance with the total seniority as certificated employees in the District from greatest to least.

In the event that more than one employee has the same seniority ranking after applying the above provision, preference shall be given to the employee who has at that time the greater number of quarter equivalents of college credit beyond the BA degree as evidenced by college transcripts the employee has placed on file in accordance with provisions of Section 6.3.5 Education Credits.

In the event that more than one individual employee has the same seniority ranking after applying the above provisions, all employees so affected shall participate in a drawing, by lot, to determine position on the seniority list. The Association and all employees so affected shall be notified in writing of the date, place and time of the drawing. The drawing shall be

conducted openly and at a time and place which will allow affected employees and the Association to be in attendance.

Section 7.10.5 – Recall Procedure

All teachers receiving, on or before May 15th (or June 15th in years in which the legislature has not passed an omnibus appropriations act for that year prior to the end of the regular legislative session), a layoff notice shall be subject to recall as provided below, during the academic school year immediately following such notice. It is understood and agreed that, although employees properly laid off pursuant to the terms hereof do not have a continuing contract guaranteeing them a certificated employment position and a salary for the forthcoming fiscal year, each laid-off teacher shall be considered as to have employment status with the District for purpose of recall.

A laid-off employee shall be considered to have employment status with the District for the purpose herein defined for two (2) years immediately following August 31st of the year the employee is laid off. Such employment status may be extended upon employee request at the discretion of the Board.

In the event that additional vacancies or new positions become available in the District, the Board shall first recall all employees who have been laid off in accordance with these provisions before employing additional persons to fill such positions, so long as the qualification requirements are met. Employees with the greatest seniority and necessary qualifications as provided herein shall be recalled to available positions first.

The Board shall give written notice of recall from layoff by sending a registered or certified letter to said employee at their last known address, along with electronic communication. The employee's address and contact information as it appears on the Board's records shall be conclusive when used in connection with layoffs, recall, or other notice to the employee. It shall be the responsibility of the employee to notify the Board of any change in address and contact information. Failure to accept an offered position within five (5) business days from the date of such offer shall terminate all of the employee's employment rights with the District. It is understood that the layoff and recall provisions set forth in Section 7.10 shall not apply to any "provisional employee" as such employees are defined in current State law except those provisional employees who are nonrenewed due to solely economic reasons.

Section 7.10.6 – Layoff Benefits

Substitute teaching positions shall be offered to interested teachers on recall, in rotating alphabetical order, before any other person is offered such a position.

All benefits to which a teacher was entitled at the time of his/her layoff, including unused accumulated sick leave will be restored to the teacher upon his/her return to active employment and the teacher will be placed on the proper step of the salary schedule for the teacher's current position according to the teacher's experience and education.

ARTICLE VII

Section 7.10.7 – Appeals

Except for challenges to placement upon the seniority list, layoffs shall not be subject to the grievance procedures set forth in Article IX and any appeal shall precede in accordance with the applicable provisions of the Revised Code of Washington (State Law), as in the case of other discharges, non-renewals or adverse actions affecting contract status.

Section 7.11 – Selection of Instructional Materials

The Board and Association agree that the success of the District in meeting the needs of students and teachers depends to a great extent upon the range and quality of the instructional materials available to students and teachers. The District will provide teaching materials for adopted curriculum, such as text books, periodicals, audio visual materials, online access, and other resources essential to effective instruction for all programs. A teacher who requests the physical and/or online curriculum resources which have been adopted will be provided such materials for all levels of students they teach or support. Because of the rapid expansion of knowledge, it is essential that the school curriculum reflect this expansion. Consequently, selection of suitable instructional materials from the best available materials is a continuing process. Therefore, the District agrees to periodically review and revise, as necessary, the current policies on "Selection of Instructional Materials", in accordance with RCW 28.A.320.230 and WAC 392-190-055.

The District recognizes that where substantial changes in instructional materials and/or curriculum are implemented, some degree of additional preparation may be necessary to best utilize individual employees in the District's programs. Accordingly, any such employee may request that the Board provide for additional preparation in such manner as the Board, in its discretion deems appropriate, provided any such additional preparation prescribed shall be at no cost to the employee.

Section 7.12 – Employee Workload

Section 7.12.1 – General Provisions

- A. The District shall provide appropriate District-paid support for certificated employees assigned students with significant disabilities before or at the time of the placement of such students under their supervision and on an ongoing basis while they are responsible for such students. Such support could include but is not limited to training, equipment, assistants, easy access to a nurse, access to relevant student information and records, walkie-talkies or a District cell phone to use in an emergency. If the support is not available on the day the student is placed, a plan for supporting the student in the classroom will be communicated to the affected staff members.
- B. Any changes in special education scheduling or District programming that impact students' minutes served in special education shall include sufficient time for special education personnel to document changes. design Specially Designed Instruction (SDI) and, if necessary, for special education teachers to reconvene IEP teams to consider the changes.
- C. Employees shall have the right to:

1. Refer students for initial evaluation,
 2. Request reevaluation based on student progress,
 3. Reconvene the IEP team to reconsider placement, services, and instructional practices when students are not demonstrating growth or are disrupting the learning of others, and
 4. Include such other services and supports that the IEP team determines are necessary.
- D. IEP teams, including the professional expertise of certificated ESA personnel, will determine the amount and type of service a student needs to benefit from their education, including whether the service will be provided as Specially Designed Instruction or related services.
- E. By August 15th of each year, state test scores used to determine graduation eligibility will be available on the District student database system.

Section 7.12.2 – Class Sizes

The Association and District agree that large class sizes may have a negative impact on the effectiveness of instruction and student learning.

- A. The recommended maximum numbers of students per class are:

Preschool	12
Transitional Kindergarten	16
Kindergarten	19
1st Grade	20
2nd Grade	21
3rd Grade	21
4th Grade	25
5th Grade	25
6th Grade	27
7th/8th Grade	28
9-12th Grade	28
Weight Training (MS/HS)	28
Physical Education (MS/HS)	35

- B. Recommended elementary maximum numbers of students per class apply to elementary specialists' classes. Elementary specialists shall not be required to take on more than one class at the same time, virtually or otherwise, except in very rare situations at which time the compensation provisions of Section 4.11 shall apply. This does not apply to inclusion of students in special programs such as PBS or ASSIST, although such students will be counted in class size calculations.

ARTICLE VII

- C. Grades 6-12 not to exceed 140 total students per day. Physical education classes not to exceed 175 total students per day.
- D. Secondary classes such as band, choir, and drama are exempt from the provisions above.

Section 7.12.3 – Secondary Preps

For grades 6-12, teachers with four or more classes with different course titles for which to prepare shall be provided with one day of release time per semester. This release time does not apply to special education teachers.

Section 7.12.4 – Caseloads

- A. The recommended maximum total caseloads for the following employees are:

ASSIST Teacher:	12
Behavior Program Teacher:	10
Transition Program Teacher:	20
Resource Room Teacher:	32
Preschool Teacher:	22
Teacher of Visually Impaired	15
Occupational Therapist (OT)/Physical Therapist (PT):	40
Speech-Language Pathologist (SLP):	50
English Language Learner (ELL) Teacher (pull-out):	90
LHHS Independent Teacher (per .2 certificated FTE):	14
Saratoga Teacher Caseload (per .2 certificated FTE):	9
Counselor:	350

- B. The caseload number for Occupational Therapists, Physical Therapists, and Speech and Language Pathologists will be determined by multiplying the number of IEPs associated with self-contained special education programs (i.e. ASSIST, Preschool, Behavior Program) by .25 and adding that number to their caseload count.
- C. As practical, for the purpose of balancing workload, the caseload number of Psychologists will utilize the same multiplier.
- D. All enrolled Running Start students, Open Doors students, and home-schooled students will be included in caseload counts for counselors. For the purposes of balancing workload, the District shall utilize the caseload numbers.
- E. Certificated staff responsible for the WA-AIM assessment shall be provided supplemental pay. The following formula will apply:

Number of students x Number of assessments x 2 (pre/post test) x 1 hour worked per area x per diem

Example:

Grade 4:

4 students x 2 assessments x 2 (pre/post) x1 @ per diem = \$---

Grade 11:

6 students x 3 assessments x 2 (pre/post) x1 @ per diem = \$---

Section 7.12.5 – Workload Relief

The following provisions apply to certificated staff who have more than the recommended maximum total class sizes or caseloads.

- A. Enrollment Dates to Calculate Assistance: Student enrollment shall be monitored quarterly for purposes of determining class size/caseload assistance as provided herein. Building Principals will have the first ten (10) days of each quarter to balance class sizes. If class sizes are still above the recommended maximum, certificated employees in overload status will receive payment as indicated in subsection C below. Payment will be made in the month of the last day of the quarter.
- B. The District shall allocate \$400,000 to address classes over the recommended class size limits or caseloads. The allocations above will be divided equally between the four quarters of the school year. Any leftover funds will be rolled into the following year’s fund for class overage.

C. Payment:

- 1. For one to two (1-2) students over the maximum total class size/caseload:
 - a. Elementary teachers who exceed the recommended class size: \$550 per quarter
 - b. Elementary specialists who exceed the recommended class size: \$16 per class session, counting each qualified session over the course of a school week.
 - c. Secondary teachers who have a daily workload of 141-142 total students: \$550 per quarter
 - d. Secondary teachers with one or more classes over the maximum: \$110 per class per quarter
 - e. Secondary teachers will receive payment for either individual classes that are above the maximum or for the total daily workload but not both.

The above amounts will be prorated based on the remaining funds in the workload relief account.

- 2. For three plus (3+) students over the maximum total class size/caseload:
 - a. Elementary teachers who exceed the recommended class size: \$1,100 per quarter unless they meet the conditions of 7.12.5.C.4

ARTICLE VII

- b. Elementary specialists who exceed the recommended class size: \$32 per class session, counting each qualified session over the course of a school week
- c. Secondary teachers who exceed a daily workload of 142 total students: \$1,100 per quarter unless they meet the conditions of 7.12.5.C.3
- d. Secondary teachers with one or more classes over the maximum: \$220 per class per quarter
- e. Secondary teachers will receive payment for either individual classes that are above the maximum or for the total daily workload but not both.

The above amounts will be prorated based on the remaining funds in the workload relief account.

- 3. Secondary teachers who have a daily workload of 160 or more total students and physical education teachers who have a daily workload of 200 or more total students will receive \$1,650 per quarter. Secondary teachers at this level will receive their full overload allotment out of the workload relief fund. Secondary classes such as band, choir, and drama are excluded from these provisions.
 - 4. Elementary teachers who exceed the recommended class sizes by 4 or more students will receive \$1,650 per quarter. Elementary teachers at this level will receive their full overload allotment out of the workload relief fund.
- D. Options other than additional compensation to the employee qualifying for assistance may be considered by mutual agreement between the employee and the Human Resource Director.

Section 7.12.6 – Adequacy of Resources

Any employee may submit a request through electronic communication to their Building Principal and/or the Director of Special Education for assistance under this section for any student, regardless of category or label, who demonstrates one or more of the following characteristics: The student/class requires higher than average attention and/or extra assistance, exhibits complex behaviors, takes time away from other students, performs below grade level in reading and other subjects, is not achieving to appropriate expectations, or exhibits chronic difficulty succeeding in school.

As determined by the Building Principal and/or Director of Special Programs in consultation with the appropriate employee, the District may provide extra resources to affected employees. Such resources may include but not be limited to release time/substitute days, extended time, additional instructional assistant time, additional equipment and supplies, and transferring students within the building. The Building Principal and/or Director of Special Programs will provide written communication of their decision, including reasoning for not providing additional resources, to the employee and the Association President within five (5) working days following consultation with the affected employee.

If agreement is not reached at that level, the employee may request that the matter be heard by the Superintendent or a designee outside of that building or department that heard the original concern. If so requested, the Superintendent or designee will hear the views of all parties within five (5) working days of the request. The Superintendent or designee will render a decision and communicate the same to all parties within five (5) working days.

Section 7.12.7 – Co-Teaching Model

Inclusive practices allow for multiple methods of implementation including co-teaching. For the purpose of this collective bargaining agreement, co-teaching is defined as a daily collaborative, data-driven practice between a general education teacher and a special education teacher that delivers instruction. The following parameters apply to teachers working in a co-teaching model:

- A. Co-teachers will have a common preparation period. Co-planning will not be required to occur outside of common preparation periods.
- B. Special education teachers who are assigned to co-teaching shall be assigned to co-teach with no more than two general education teachers, and general education teachers will not be assigned to co-teach with more than two special education teachers.
- C. Certificated staff assigned to co-teach may request to change their co-teaching assignment the following year.
- D. The District will provide training regarding best practices for co-teaching and co-planning to all employees involved in such a model.
- E. Class overage thresholds will be calculated based on class size, not number of teachers involved in a co-teaching model. If a co-taught class exceeds the maximum recommended class size in Section 7.12.2, both co-teachers will be eligible for Workload Relief.
- F. When an employee working in a co-teaching model is absent, a substitute will be requested.

Section 7.12.8 – Split Classes

- A. The District will make every effort to avoid assigning elementary split classes. However, when an elementary teacher is assigned to teach a class that is a combination of grade levels, consideration will be given to class size and composition.
- B. A half-time certificated classroom teacher will be provided to each classroom teacher teaching a split class, and each teacher will be provided with their own classroom. If a classroom is not available, the District and the Association will meet to determine a mutually agreeable solution. In addition, two (2) days of professional development will be provided to teachers teaching split classes.

ARTICLE VII

- C. If a regular elementary classroom teacher has additional students during math, literacy, science or social studies as a result of split classes, workload relief will be based on the number of students taught during that time.
- D. If the split class certificated teacher is teaching science and/or social studies to the combined group, then they will be provided unique curricula in those areas so that students don't repeat instructional units from the previous or in the following year.
- E. Certificated staff assigned to teach a split class will not be assigned a split class the following year unless they specifically request to do so.

Section 7.12.9 – Advisory

In recognition of the additional paperwork and workload demands placed on secondary teachers who are assigned an advisory class, the following will apply:

- A. Advisory programs are at the discretion of each building.
- B. Decisions regarding advisory will include input from teachers who will be expected to teach an advisory period(s).
- C. Ten (10) minutes of each Professional Development Wednesday will be set aside for staff to prepare for advisory.
- D. Advisory will not take the place of counseling services or counselors. Advisors will not have the final responsibility for credit counseling, graduation requirements, or scheduling decisions. Advisors will refer students to appropriate staff.

Section 7.12.10 – Workload Investigation and School Board

Any employee who believes his or her workload to be in excess of the recommended maximum may request the building administrator investigate said teacher's workload situation and report to the Board thereon with appropriate recommendations.

It is understood and agreed that the Board has the sole authority and responsibility for determining the employee workload and that recommendations shall be advisory only and shall not be binding, in any way, upon the Board. Any Board action or inaction relative to employee workloads shall not be subject to the grievance procedure set forth in Article IX.

Section 7.13 – Full Day Kindergarten

In order to facilitate the Full Day Kindergarten Program (FDK), the District and the Association agree to the following:

- A. All new Kindergarten teachers who have not received WaKIDS training shall receive training prior to the start of the school year or as soon as possible thereafter as scheduled by Educational Service District 189. Teachers in attendance at the training will receive per diem rate of pay for training hours.

- B. Kindergarten teachers will conduct Family Connection Meetings for the first three days of the school year. Students will attend these meetings with a parent or guardian during their assigned time. An evening meeting time will be offered for families who cannot attend during the day. Teachers participating in the evening meeting will receive equivalent time off either during the three days of meetings or at another time as agreed upon by the principal and the teacher. Family Connection Meetings will be scheduled every thirty (30) minutes with the expectation that the length of the conference will be approximately twenty (20) minutes with a ten (10) minute buffer between meetings.
- C. The first full day of school for Kindergarten students will be the fourth day of the school year.
- D. Employees will have until the date set by the state to complete the WaKIDS assessments and record assessment data following the WaKIDS protocol. Teachers will be given two (2) days of release time or compensation for two (2) days at per diem rate of pay to complete assessments and data input. Teachers who are .5 FTE will be given one (1) day of release time or one (1) day of compensation at per diem rate of pay.
- E. In the first and second half of the academic school year full-time Kindergarten teachers will receive one (1) day of release time and half-time Kindergarten teachers will receive one half (.5) day of release time to complete academic assessment(s).

Section 7.14 – Transitional Kindergarten

In order to facilitate the Transitional Kindergarten program, the District and Association agree to the following:

- A. All new Transition Kindergarten (TK) teachers who have not received WaKIDS training shall receive training prior to the start of the school year or as soon as possible thereafter as scheduled by Educational Service District 189. Teachers in attendance at training occurring outside the work day or work year will receive per diem rate of pay for training hours.
- B. TK teachers have responsibilities prior to the first student day for transitioning former TK students into their Kindergarten classes. TK students will begin attending classes no earlier than the first student count date of October. If the District starts a new TK classroom mid-year, the parties will meet prior to the hiring of a teacher for that position to establish the first student day.
- C. Employees will have until the date set by the state to complete the WaKIDS assessments and record assessment data following the WaKIDS protocol. Teachers will be given two (2) days of release time or compensation for two (2) days at per diem rate of pay to complete assessments and data input. Teachers who are .5 FTE or less will be given one (1) day of release time or one (1) day of compensation at per diem rate of pay. The District will notify the Association if state or District requirements change for a second annual assessment. Support for assessments may be reopened by either party should the state or District require a second annual assessment of students.

ARTICLE VII

- D. Each TK class will be staffed with 6.25 hours/day of paraeducator support. Additional 6.25 hours/day of paraeducator support will be provided for the first three days of school.
- E. Each TK teacher involved in screening applicants for the TK program will be provided release time for administering the screening tool and making decisions regarding placement in the program.

Section 7.15 – Preschool

In order to facilitate the Preschool program, the District and Association agree to the following:

- A. The first day of school for preschool students will be the fourth day of the school year. When the fourth day of the school year is a Wednesday, the first day for preschool students will be on the fifth day of the school year.
- B. The last day of school for preschool students will be the day before the last day of the school year. When the last day of the school year is a Thursday, the last day for preschool students will be the Tuesday prior to the last day of the school year.
- C. The District will establish an Early Childhood Assessment Team (ECAT) which will consist of one classroom teacher, one SLP, one OT, and one psychologist. Certificated preschool staff may choose whether or not to be on the team. In the event there are more interested certificated preschool staff than there are positions on the team, the team will be established utilizing seniority, with the most senior preschool certificated staff person in each position having the right of first refusal to a position on the team, followed by the next-senior, and so on.
- D. The Early Childhood Assessment Team will:
 - 1. Conduct initial evaluations on upcoming preschool students whose birthdays fall between June 1st and September 15th; and
 - 2. Conduct the process for completing referrals that were started in the spring and are due to be completed by September 15th.
- E. Individuals on the Early Childhood Assessment Team will be compensated at their per diem rate of pay. They shall complete and turn in individual records for extra time for the time spent on associated team duties outside of contracted time.

Section 7.16 – Student Placement

The placement for students in elementary and middle school will be assigned equitably among the classrooms with special consideration for the curricular/program needs of the students. Equitable considerations include gender, demonstrated academic ability, and behavioral profiles. All students will be placed consistent with federal and state regulations, District policy, and any individual plans that apply to a particular student.

ARTICLE VII

Each elementary building principal, with input from staff, shall communicate to staff a plan describing elementary student placements for the following year.

Principals will make a good faith effort to communicate changes that are made after initial student placements are complete.

ARTICLE VIII

ARTICLE VIII – EVALUATION, CERTIFICATED STAFF CRITERIA AND PROCEDURES

Section 8.1 – Purpose Statement

The evaluation procedures set forth herein shall be to improve the educational program by improving the quality of instruction. The evaluation process shall recognize strengths, identify areas needing improvement, and provide support for professional growth.

The parties agree that the evaluation system 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, helpful, and objective; (2) an evaluation system must encourage improvements in teaching skills, techniques, and abilities by identifying areas needing improvement; (3) an evaluation system must provide a mechanism to make meaningful distinctions among teachers and to acknowledge, recognize, and encourage superior teaching performance; and (4) 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."

It is also the belief of both parties that the evaluation process will be most effectively implemented when there is strong collaboration between the evaluator and the bargaining unit member.

Section 8.2 – Structure of Evaluation

Section 8.2.1 – Applicability

The Teacher/Principal Evaluation Project (TPEP) only applies to classroom teachers, specifically those staff with an assigned group of students who provide academically focused instruction for students.

The term “classroom teacher,” for the purposes of evaluation, does not include Elementary MTSS Interventionists, Elementary Reading Specialists, Elementary Computer Teachers, Elementary Physical Education Teachers, Elementary Music Teachers, Pre-School Teachers, ASSIST Teachers, Behavior Program Teachers, ELL Teachers, Instructional Coaches, On-Time Graduation Specialists, Librarians, Nurses, SLPs, OT/PTs, Psychologists, Counselors, and other bargaining unit members who do not work with regularly recurring and specifically defined groups of students. Those bargaining unit members who do not meet this definition will remain under the previous evaluation system, as defined in Section 8.4 of this Agreement.

Section 8.2.2 – Professional Development

Prior to being evaluated under this Article the District shall provide professional development relevant to the framework and evaluation process. Teachers shall receive adequate professional development to comprehend the framework and understand the evaluation process. Professional development shall be planned jointly by SCEA and District representatives.

Each employee will be provided a copy of the evaluation criteria, observation forms, Student Growth Goal Setting forms, and other procedural components for either the comprehensive or

focused evaluation, depending upon the employee's placement. Principals will provide the material noted above to employees under their supervision within fifteen (15) days prior to their first observation or by September 30th, whichever is sooner. Employees hired after September 30th will receive materials specific to the comprehensive evaluation within fifteen days of employment.

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.

Section 8.2.3 – Definitions

- A. Criteria** – One of the eight state defined categories to be scored.
- B. Component** – A subsection of each criteria which provides more information about each criteria.
- C. Observe or Observation** – The gathering of evidence made through classroom or worksite visits, or other visits, work samples, or conversations that allow for the gathering of evidence of the performance of assigned duties for the purpose of examining evidence over time against the instructional framework rubric. As appropriate, the evaluation may include the observation of duties that occur outside of the classroom setting.
- D. Artifact** – A product developed or used by a teacher as part of his/her on-going work. The tools and forms used as part of the evaluation process may be artifacts.
- E. Evidence** – Examples of work or observable practice. Evidence is derived from day to day work. Information obtained from anonymous sources is not considered evidence. Information obtained from student and parent sources is not considered evidence unless substantiated. Student and parent surveys are not considered evidence.
- F. Student Growth** – The change in student achievements between two points in time in the current school year.
- G. Student Growth Data** – Data obtained from relevant and appropriate multiple measures. Measures may include both formative and summative assessments that predominately originate at the classroom level and are initiated by the teacher such as classroom based assessments, school based assessments, and District assessments.
- H. Not Satisfactory** – When a teacher receives a Level 1, Unsatisfactory summative score (1) or a Level 2 Basic (2) if the classroom teacher is on a continuing contract with more than five years teaching experience and the teacher received a Level 2 comprehensive summative evaluation rating for two consecutive years or for two years within a consecutive three year period.

ARTICLE VIII

- I. **Evaluator** – A certificated administrator who has been trained in observation, evaluation and the use of the specific instructional framework and rubrics contained in this agreement.

Section 8.2.4 – State Criteria, Framework, and Scoring

A. The state evaluation criteria are:

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

B. Instructional Framework

The parties have agreed to the adopted evidence-based instructional framework developed by the University of Washington’s Center for Educational Leadership (CEL) known as the 5 Dimensions of Teaching and Learning (5D) and approved by OSPI. The instructional framework is included in Appendix L.

Upon mutual agreement the parties may select a different OSPI-approved instructional framework.

C. Criteria Performance Scoring

1. The following four-level rating system will be used to evaluate certificated classroom teachers as defined in section 8.2.1. The rating describes performance along a continuum that indicates the extent to which the criteria have been met or exceeded. The performance ratings are:
 - a. Level 1 - Unsatisfactory;
 - b. Level 2 - Basic;
 - c. Level 3 - Proficient;

- d. Level 4 - Distinguished.
2. A classroom teacher will receive one of the four performance ratings for each of the eight criteria.
3. The average of the component scores in each criterion will be the score for that criterion.

D. Summative Performance Rating for the Comprehensive Evaluation

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:

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

Summative scores including a fractional number (for example 28.6) will be rounded to the nearest whole number. Scores with a fractional number of .5 or higher will be rounded up while anything less than a .5 will be rounded down. For example, a score of 28.6 would become 29 while a score of 28.3 would become 28.

E. Student Growth Criterion Score for the Comprehensive Evaluation

Embedded in the instructional framework are five (5) components designed 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:

1. 5-12 – Low
2. 13-17 – Average
3. 18-20 – High

Student growth data will be taken from multiple sources, and must be appropriate and relevant to the teacher’s assignment. The teacher will identify the formal and informal assessments of student progress they propose to use to measure student progress. During the goal setting conference the employee and his/her evaluator will discuss identified student growth goals and assessments used to measure identified goals, guided by the elements in the student growth rubrics. The evaluator will note responses on the Student Growth Goal Discussion Pre Form (Appendix M). The teacher and evaluator will reach consensus regarding final goals and assessments. If the teacher and

ARTICLE VIII

evaluator are unable to reach consensus, the teacher's decision will stand if the employee was evaluated at a proficient level or above in the previous year. If the employee is a provisional employee or is a continuing employee rated below proficient in the previous year, the evaluator's recommendation will stand.

The following are the outcomes of the student growth impact rating analysis:

1. If a teacher receives a 4 – Distinguished summative score and a Low student growth score, he/she must be automatically moved to the 3 – Proficient level for his/her summative score.
2. If a teacher receives a 1 – Unsatisfactory on any of the five student growth components, it will trigger the student growth inquiry plan.
3. Within two months of receiving a Low on student growth or at the beginning of the following school year, whichever is sooner, the teacher will identify and the evaluator must initiate one of the following:
 - a. Examine student growth data in conjunction with other evidence including observation, artifacts, and other student and teacher information based on appropriate classroom, school district, and state-based tools and practices and/or;
 - b. Examine extenuating circumstances which may include one or more of the following:
 - i. Goal setting process;
 - ii. Content and expectations;
 - iii. Student attendance;
 - iv. Extent to which curriculum, standards and assessment are aligned; and/or
 - c. Schedule monthly conferences focused on improving student growth to include one or more of the following topics:
 - i. Student growth goal revisions, refinement, and progress;
 - ii. Best practices related to instruction areas in need of attention;
 - iii. Best practices related to growth data collection and interpretation; and/or
 - d. Create and implement a professional development plan to specifically address student growth areas.

Section 8.3 – Procedures of the Evaluation System

Section 8.3.1 – Procedural Components of Evaluation

A. Notification

Each teacher will be notified by September 20th of his/her evaluator and which form will be used for evaluation.

B. Teacher Self-Assessment

1. Prior to the Pre-Observation Conference, the teacher may choose to complete a Self-Assessment form.
2. No teacher will be required to complete or share the Self-Assessment form with his/her evaluator.

C. Student Growth

1. Goal Setting: The teacher shall identify a student growth goal for Components 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. During the goal setting conference, the employee and his/her evaluator will discuss the identified student growth goals. The teacher and evaluator will reach consensus regarding the goal(s). If the teacher and evaluator are unable to reach consensus, the teacher's decision will stand if the employee was evaluated at a proficient level or above in the previous year. If the employee is a provisional employee or is a continuing employee rated below proficient in the previous year, the evaluator's recommendation will stand.
2. Timeline: The Student growth cycle must be completed by May 1st.

D. Artifacts and Evidence

1. The evaluator will collect and share artifacts and evidence necessary to complete the evaluation.
2. The teacher may, but shall not be required to provide additional artifacts and evidence to aid in the assessment of the teacher's professional performance against the instructional framework rubric, especially for those criteria not observed in the classroom. The evidence provided by the teacher will be discussed at the post conference and as appropriate will be included on the negotiated form and be used to determine the final evaluation score.

E. Unscheduled (Informal) Observations

1. An unscheduled (sometimes referred to as informal) observation is a documented observation that is not required to be pre-scheduled. Additional informal observations may be necessary to collect additional evidence.

ARTICLE VIII

2. An evaluator may conduct any number of unscheduled observations.
3. Observations do not have to be in the classroom. Department or collegial meetings may be used for unscheduled observations.
4. Unscheduled observations may be documented in writing and if documented, a copy will be provided to the teacher within three (3) days of completion of the form and not more than ten (10) working days from the time of the unscheduled observation. If there is an area of concern based upon any such unscheduled observation, the written documentation of the observation must be provided to the teacher in order for that evidence to be used in the evaluation process.
5. Any time after an unscheduled observation a teacher may request a conference with the administrator to discuss the observation.

F. Record-Keeping and Utilization of eVAL

The District shall adhere to the following:

1. The final evaluation form and teacher's written comments, if applicable shall be moved to the teacher's personnel file at the end of the school year.
 2. Evaluators shall notify the teacher of any additional evidence submitted to eVAL within forty-eight (48) hours.
 3. Teachers shall not be required to share self-assessment information utilized within the eVAL system.
 4. Teachers shall not be required to use the eVAL tool if an acceptable alternative is available.
 5. Any and all data entered into eVAL shall be considered confidential. The District will give notice to the affected teacher and the Association president if a public records request is made for any evaluation material.
 6. All observations shall be conducted openly. Mechanical or electronic devices shall not be used to listen to or record the procedures of any class.
- G. The school district superintendent may make a determination to remove an employee from provisional status if the employee has received a summative rating of Proficient (3) or Distinguished (4) during the second year of employment by the District.

Section 8.3.2 – Comprehensive Evaluation

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

A. Pre-Observation Conference

The pre-observation conference shall be held prior to each scheduled observation. The teacher and evaluator will mutually agree when to conference. The employee may opt to hold the conference in their classroom or workspace. The purpose of the pre-observation conference is to discuss the employee's goals, establish a date for the scheduled observation, and discuss such matters as the professional activities to be observed, their content, objectives, strategies, and possible observable evidence to meet the scoring criteria. The Pre-Observation Conference Form for scheduled observations (Appendix U) will be used for this meeting for those on TPEP.

It shall be the employee's duty to specify, in writing, any conditions existing at that time, which the employee believes impair his or her ability to perform. A teacher whose workload exceeds any recommended maximums pursuant to section 7.12 shall have a notation placed on the teacher's observation forms and summative evaluation report as indicated in Section 8.7.

B. Scheduled (Formal) Observations

1. At least two (2) scheduled observations shall be conducted by the evaluator, provided the observation shall not interfere unreasonably with the normal teaching-learning processes of the class, and provided further that employees whose assignments require their performance of duties at more than one building in the District shall have one evaluator assigned to observe according to the procedures set forth in Article VIII. At least three (3) scheduled observations shall be conducted by the evaluator for employees in their third year of provisional status.
2. The first of at least two (2) scheduled observation cycles (including post-observation conference) for each employee shall be conducted by January 1st. For provisional employees the first observation cycle shall be conducted by December 1st. The total annual observation time cannot be less than sixty (60) minutes. No scheduled observation will be less than twenty (20) minutes in length. At least one of the scheduled observations shall not be less than thirty (30) minutes in length. A teacher may request additional observations. The total annual observation time cannot be less than ninety (90) minutes for employees in their third year of provisional status.
3. The observations will occur no later than ten (10) days after the pre-observation meeting.
4. Observations will not take place on the day before winter or spring break or on half and early release days unless agreed to by the employee.
5. The evaluator will document all scheduled observations using the negotiated form and provide copies to the employee within three (3) days after the completion of the form and not more than ten (10) working days from the time of the observation date. The teacher shall sign the observation form to indicate receipt. The signature

ARTICLE VIII

of the teacher does not, however, necessarily imply that the employee agrees with the observation's content.

6. The second scheduled observations will occur prior to May 1st. The observation will occur no later than ten (10) days after the pre-observation meeting.

C. Post-Observation Conference

1. A post-observation conference will take place after each scheduled observation.
2. The post-observation conference between the evaluator and the teacher will be held no later than ten (10) working days after the scheduled observation. For each day of leave taken by the teacher, the timeline to meet is extended by that amount of time. The employee may opt to hold the conference in their classroom or workspace.
3. 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.
4. If there is an area of concern, the evaluator will identify, in writing, specific concerns for the applicable criteria and provide possible recommendations for improvement.
5. The teacher may attach written comments to observations.

D. Summative Evaluation Conference

1. No later than June 1st, the evaluator and teacher shall meet to discuss the teacher's summative evaluation. The employee may opt to hold the conference in their classroom or workspace. For those on TPEP, the summative evaluation, including the student growth score, must be determined by an analysis of evidence over the course of the year.
2. All evidence, measures and observations used in developing the summative evaluation score must be a product of the school year in which the evaluation is conducted.
3. The teacher will sign two (2) copies of the Summative Evaluation Report to indicate receipt of the document. The signature of the teacher does not, however, necessarily imply that the employee agrees with its contents.
4. Teachers shall have the right to attach additional comments or a rebuttal to the Summative Evaluation.

E. Peer Evaluation

Unit members shall not be asked or required to evaluate their peers whether full-time, part-time, or substitute employees.

Section 8.3.3 – Evaluation Results

- A. Evaluation results shall be used:
 - 1. To acknowledge, recognize, and encourage excellence in professional performance.
 - 2. To document the level of performance by a teacher of his/her 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 District evaluation criteria.
- B. Evaluation results shall not be:
 - 1. Shared or published without notification to the individual and Association.
 - 2. Used to determine any type of base or additional compensation.
- C. Evaluators shall base individual scores on a teacher's performance of his/her assigned duties. Nothing prohibits an evaluator from evaluating all teachers as Distinguished within a school.

Section 8.3.4 – Support for Basic Continuing Employees

- A. The Association will be notified when any teacher is judged below Proficient or judged Unsatisfactory on his or her summative evaluation.
- B. When a teacher is judged below Proficient (3), additional support will be provided to support the employee's professional development the school year following the Below-Proficient rating:
 - 1. The teacher shall be granted release time to observe a colleague if appropriate to the area of concern.
 - 2. Written feedback regarding the observed deficiencies with recommendations or directives for improvement that include examples and/or strategies where appropriate.
 - 3. The maximum number of students per class shall not exceed two fewer than the recommended maximum class sizes as outlined in Section 7.12.2 as long as doing so does not cause other class sizes to exceed the recommended maximums in this agreements.
- C. Other options for support may be utilized to assist the teacher as determined by the District. Examples may include:

ARTICLE VIII

1. Release time to attend relevant in-service or training, if training is available, that is appropriate to the employee's area of concern.
2. The teacher will be assigned to only one work location if possible.
3. The building administrator will conduct additional observations with written feedback.
4. A mentor or coach may be assigned to provide support if appropriate to the need.
5. At grades 6-12, limiting the number of preparations to no more than three classes with different titles unless the employee is the only teacher teaching in a content area or a limited number of teachers in a single content area restrict the District's ability to limit preparations.

Section 8.3.5 – Support for Provisional Employees Prior to Non-Renewal

Before non-renewing a provisional teacher, the evaluator shall have made a good faith effort beyond the minimum requirements of the evaluation process to assist the teacher in making satisfactory progress toward remediating deficiencies. A good faith effort shall include:

- A. The District shall provide written notice to the Association when support begins for an employee.
- B. Written feedback to the employee regarding deficiencies with recommendations or directives for improvement that include examples or strategies where appropriate;
- C. Where time permits and where deemed appropriate by the District, a written description of the assistance and services the District will provide to the teacher to improve his/her performance;
- D. A completed comprehensive evaluation conducted in accordance with Section 8.3.2; and
- E. Written notice of intent to non-renew will be provided to the teacher and the Association prior to May 15th.

Section 8.3.6 – Probation

Provisional employees shall be specifically excluded from this probationary procedure, provided, before non-renewing a provisional employee for alleged performance deficiencies, the evaluator shall have made a good faith effort beyond the minimum requirements of the evaluation process as noted in Section 8.3.5 (Support for Provisional Employees).

At any time after October 15th, 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 suggested written specific and reasonable plan of improvement.

ARTICLE VIII

- A. A classroom teacher's work is not judged satisfactory, and therefore shall be placed on probation, when the overall comprehensive score is 1 – 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 2 – Basic for two (2) consecutive years or for two (2) years within a consecutive three (3) year time period shall also be placed on probation. Staff evaluated using 5240 series of evaluation will be placed on probation when the overall summative score is Unsatisfactory.
- B. Teachers may only be placed on probation from the Comprehensive evaluation system described above.
- C. In the event that an evaluator determines that the performance of a teacher under his/her supervision merits probation, the evaluator shall report the same in writing to the Superintendent. The report shall include the following:
 - 1. The evaluation report prepared pursuant to the provisions of Section 8.3.1 above (Procedural Components of Evaluation), and
 - 2. A recommended specific and reasonable program designed to assist the teacher in improving his or her performance.
- D. If the Superintendent concurs with the evaluator's judgment that the performance of the employee is unsatisfactory, the Superintendent shall place the teacher in a probationary status for a period of not less than sixty (60) school days, any time after October 15th. The probationary period may extend into the following school year if the teacher has more than five (5) years of teaching experience and has a comprehensive summative rating as of May 15th of 1 – Unsatisfactory, or Unsatisfactory. 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 program 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 his or her area or areas of deficiency.
- E. The establishment of the probationary period and the giving of the notice to the employee shall be by the School District Superintendent and need not be submitted to the Board of Directors for approval.
- F. A plan of improvement will be developed and will include the specific areas of deficiency along with a specific and reasonable program for improvement, which shall include specific measurable objectives and examples or strategies as appropriate designed to assist the particular employee to overcome the specific deficiency(ies). The plan will also include assistance to be provided. The teacher and/or his or her

ARTICLE VIII

Association representative may request modification of the program for improvement prior to program implementation. 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.

G. Evaluation During the Probationary Period

1. At or about the time of the delivery of a probationary letter, the evaluator shall hold a personal conference with the probationary teacher to discuss performance deficiencies and the remedial measures to be taken.
 2. Once the areas of deficiency and criteria for improvement for the probation plan have been determined, they may not be changed.
 3. During the probationary period the evaluator shall observe and meet with the probationary teacher at least twice monthly to supervise and make a written evaluation of the progress, if any, made by the teacher. The provisions of Section 8.3.1 F above (Recordkeeping) shall apply to the documentation of observation reports during the probationary period.
 4. The probationary teacher may be removed from probation at any time if he or she has demonstrated improvement to the satisfaction of the evaluator in those areas specifically detailed in his/her notice of probation.
 5. Should the evaluator not authorize an additional evaluator, the probationary teacher may request that an additional certificated evaluator become part of the probationary process and the request must be granted. This evaluator will 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.
 6. The Association reserves the right to use a third party evaluator to inform the Association of any progress made by the probationer. The Association will arrange with the District- appointed evaluator in advance of any observations that will occur by the third party evaluator.
- H. A teacher who is on a plan of improvement must be removed from probation if he or she has demonstrated improvement in the areas prescribed as deficient. The teacher must be removed if a teacher with five (5) or fewer years of experience scores at 2 – Basic or above and a teacher of more than five (5) years scores at 3 – Proficient or above, or a Satisfactory rating on 5240 series evaluation form.
- I. 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 28.A.405.210.
- J. Evaluator’s Post-Probation Report – 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 set forth one (1) of the following recommendations for further action:

1. That the teacher has demonstrated sufficient improvement in the stated areas of deficiency to justify the removal of the probationary status; or
2. 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
3. A probation period may be extended into the following school year if a teacher has five or more years experience and has a comprehensive summative evaluation performance rating of less than level two (2) as of May 15th.
4. 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.

K. Action of the Superintendent – Following a review of the post-probation report the Superintendent shall determine which of the alternative courses of action is proper and shall take appropriate action to implement such determination.

L. Records relating specifically to the probation of an employee and which are utilized for no other purpose shall be destroyed, upon request by such employee, following the expiration of six (6) years after the successful termination of such employee's probation; provided, there are no related intervening deficiencies noted in said employee's evaluation reports.

M. If a procedural error occurs in the implementation of the probationer's plan for improvement, the error does not invalidate the plan for improvement or evaluation activities unless the error materially affects the effectiveness of the plan or the ability to evaluate the probationer's performance.

Section 8.3.7 – Non-Renewal (Discharge)

When a continuing contract teacher with five (5) or more years of experience receives a comprehensive summative evaluation rating of 1 – Unsatisfactory for two (2) consecutive years, the District shall, within ten (10) days of the completion of the Final Evaluation Conference or May 15th, whichever occurs first, implement the teacher notification of non-renewal (discharge) as provided in RCW28A.405.300.

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) days following receipt of said notice to file any notice of appeal as provided by statute.

ARTICLE VIII

Section 8.4 – Evaluative Criteria

Section 8.4 of this Agreement applies to non-classroom teachers. For the purposes of evaluation in this section, the term non-classroom teachers refers to Elementary MTSS Interventionists, Elementary Reading Specialists, Elementary Computer Teachers, Elementary Physical Education Teachers, Elementary Music Teachers, Pre-School Teachers, ASSIST Teachers, Behavior Program Teachers, ELL Teachers, Instructional Coaches, On-Time Graduation Specialists, Librarians, Nurses, SLPs, OT/PTs, Psychologists, Counselors and other bargaining unit members who do not work with regularly recurring and specifically defined groups of students. The following sections do not apply to staff evaluated on the 5240 series forms: Section 8.2; 8.3.1.B; 8.3.1.C; 8.3.1.D; 8.3.1.G.

The minimum criteria for the evaluation of the professional performance capabilities and development of certificated classroom teachers and certificated support personnel, as established and amended from time to time by the Superintendent of Public Instruction, pursuant to the 1975-76 Laws of Washington, Ch. 115, Section 3, 2d Ex Sess., as now or hereinafter amended, shall be incorporated into this Agreement by reference as if fully set forth herein.

Section 8.4.1 – Teaching Employees on 5240 Series of Evaluation

The evaluative criteria herein set forth pursuant to WAC 392-191-010 shall be utilized by the evaluator in performing the annual evaluation of each certificated classroom teaching employee. The indicators listed below each criteria are guides intended to assist the evaluator in judging whether the employee is meeting the criteria.

The evaluator shall decide which indicators, if any, are appropriate for the particular employee being evaluated.

Criterion 1: Knowledge of Subject Matter. The certificated teacher demonstrates a depth and breadth of knowledge of theory and content in general education and subject matter specialization(s) appropriate to the elementary and/or secondary level(s).

Performance Indicators

- 1.1 Demonstrates knowledge and understanding of state educational goals and district adopted curriculum as the frame work for subject matter;
- 1.2 Shows interest in subject(s) taught;
- 1.3 Presents content accurately;
- 1.4 Teaches processes and skills appropriate to the subject area and to the students' abilities;
- 1.5 Keeps abreast of developments in subject matter and issues related to teaching;
- 1.6 Considers relationship between one's subject matter and other disciplines/subjects;
- 1.7 Relates subject matter to life experiences and student interests.

Criterion 2: Instructional Skill. The certificated classroom teacher demonstrates in his or her performance a competent level of knowledge and skill in designing and implementing an instructional experience.

A. Planning

Performance Indicators:

- 2.1 Uses available district and state curriculum documents to design short and long range plans;
- 2.2 Develops a variety of instructional strategies and experiences to meet the learning needs of students;
- 2.3 Develops quality assessments aligned with lessons and units;
- 2.4 Applies consistent grading standards using benchmarks where appropriate.

B. Instruction

Performance Indicators:

- 2.5 Implements an instructional plan:
 - a. Communicates objective and evaluative criteria to students;
 - b. Provides clear directions to students;
 - c. Models expectations for students;
 - d. Continuously checks for student understanding and modifies instruction accordingly;
 - e. Uses appropriate guided, group, and independent practice;
- 2.6 Uses principles of learning to facilitate learning of objectives;
 - a. Developmentally appropriate practices;
 - b. Motivational theory;
 - c. Retention, application and transfer of knowledge;
- 2.7 Uses motivational strategies to actively engage students in learning;
- 2.8 Uses effective questioning techniques, problem solving and application strategies;
- 2.9 Consistently provides feedback in a timely manner.

C. Assessment

Performance Indicators:

- 2.10 Is knowledgeable about assessment methodology;
- 2.11 Incorporates quality assessment into planning and instruction.

Criterion 3: Classroom Management. The certificated classroom teacher demonstrates, in his or her performance, a competent level of knowledge and skill in organizing the physical and human elements in the educational setting.

Performance Indicators:

- 3.1 Organizes the physical setting to enhance learning;
- 3.2 Maintains orderly, efficient classroom environment conducive to learning;
- 3.3 Organizes individual, small and large group learning experiences, appropriate to the student(s), subject matter, and outcomes desired;
- 3.4 Implements well defined classroom procedures, yet remains flexible;

ARTICLE VIII

- 3.5 Makes appropriate use of support staff;
- 3.6 Teaches and models individual responsibility;
- 3.7 Establishes clear expectations for classroom operational processes and procedures.

Criterion 4: The Handling of Student Discipline and Attendant Problems. The certificated classroom teacher demonstrates the ability to manage the non- instructional, human dynamics in the educational setting.

Performance Indicators:

- 4.1 Recognizes and addresses conditions which may lead to disciplinary problems;
- 4.2 Establishes and teaches clear parameters for student conduct and regularly communicates expectations;
- 4.3 Holds students accountable for expectations;
- 4.4 Creates a positive environment where students are appropriately disciplined;
- 4.5 Utilizes a variety of progressive interventions to encourage appropriate behavior and deescalate conflicts;
- 4.6 Resolves discipline problems in accordance with law, school board policy, administrative regulations and policies;
- 4.7 Exercises responsibility for student management throughout the entire building.

Criterion 5: Interest in Teaching Pupils. The certificated classroom teacher demonstrates an understanding of and commitment to each pupil, taking into account each individual's unique background and characteristics.

Performance Indicators:

- 5.1 Expects all students to experience success;
- 5.2 Listens and responds appropriately to student concerns;
- 5.3 Develops a positive and appropriate rapport with students;
- 5.4 Interacts with students in a mutually respectful and professional manner;
- 5.5 Models lifelong learning with students;
- 5.6 Honors and utilizes the diversity within a group.

Criterion 6: Professional Preparation and Scholarship. The certificated classroom teacher exhibits, in his or her performance, evidence of having a theoretical background and knowledge of the principles and methods of teaching and a commitment to education as a profession.

Performance Indicators:

- 6.1 Demonstrates knowledge of current theory and methods of teaching;
- 6.2 Demonstrates commitment to the profession and its code of ethics;
- 6.3 Actively and collaboratively participates in the school improvement process by maintaining involvement in building goals and activities;
- 6.4 Participates in the diagnostic process and implements necessary modifications in the classroom to meet the special needs of all students, including those on 504 Plans and IEPs;

- 6.5 Exhibits flexibility, self-control and professional judgment;
- 6.6 Exhibits acceptable methods for resolving concerns, problems and/or conflicts within the school community.

Criterion 7: Efforts Toward Improvement When Needed. The certificated classroom teacher demonstrates an awareness of his or her limitations and strengths and demonstrates continued professional growth.

Performance Indicators:

- 7.1 Demonstrates ongoing reflection, self-assessment and professional growth;
- 7.2 Responds and follows through with recommendations included in periodic and annual personnel evaluations;
- 7.3 Examines multiple student learning results and if needed, seeks assistance to align instruction with successful practices.

Criterion 8: Communication with Parents. The certificated classroom teacher demonstrates an understanding of the importance of communication with parents/guardians in the educational process.

Performance Indicators:

- 8.1 Fosters the cooperative involvement and support of parents/guardians in the educational process.

Section 8.4.2 – Educational Support Employees

The evaluation criteria herein set forth, pursuant to WAC 392-191A-210, shall be utilized by the evaluator in performing the annual evaluation of each certificated support employee which shall include school psychologists, therapists, school nurses, and counselors. The indicators listed below each criteria are guides intended to assist the evaluator in judging whether the employee is meeting the criteria. The evaluator shall decide which indicators, if any, are appropriate for the particular employee being evaluated.

Criterion 1: Knowledge and Scholarship in Special Field. Each certificated support person demonstrates a depth and breadth of knowledge of theory and content in the special field. He/She demonstrates an understanding of and knowledge about common school education and the educational milieu grades K-12, and demonstrates the ability to integrate the area of specialty into the total school milieu.

Indicators: The evaluator may assess the support person's competency to:

- 1.1 Demonstrate understanding of the basic principles of human growth and development;
- 1.2 Demonstrate awareness of personal and professional limitations and have the ability and knowledge to make appropriate referrals;
- 1.3 Relate and apply knowledge, research findings and theory deriving from the individual's specific discipline to the development of a program of services.

ARTICLE VIII

Criterion 2: Specialized Skills. Each certificated support person demonstrates in his/her performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation and evaluation.

Indicators: The evaluator may assess the support person's competency to:

- 2.1 Design and conduct a program providing specific and unique services within the individual's specific discipline;
- 2.2 Demonstrate ability to synthesize and integrate testing and non-testing data concerning the student:
 - a. to help students integrate and assimilate data;
 - b. to help others involved with the student interpret and use data appropriately and accurately;
 - c. to help other specialists by providing case study materials;
- 2.3 Administer assessment procedures or to organize and prepare those who will administer assessment procedures;
- 2.4 Demonstrate ability to assist teachers and administrators integrate specialized information into the regular curricular program;
- 2.5 Develop goals and objectives consistent with district-level goals and objectives which will facilitate the implementation of programs and services.

Criterion 3: Management of Special and Technical Environment. Each certificated support person demonstrates an acceptable level of performance in managing and organizing the special materials, equipment and environment essential to the specialized programs.

Indicators: The evaluator may assess the support person's competency to:

- 3.1 Select or recommend testing and non-testing devices, materials, and/or equipment appropriate to student needs;
- 3.2 Demonstrate the use and understanding of the limitations and restrictions of devices, material, and procedures, and other similar matters;
- 3.3 Use comparative and interpretive data;
- 3.4 Create an environment which provides privacy and protects students and family information, as mandated by codes of ethics, federal and state regulations, and local school district policies.

Criterion 4: The Support Person as a Professional. Each certificated support person demonstrates awareness of his/her limitations and strengths and demonstrates continued professional growth.

Indicators: The evaluator may assess the support person's competency to:

- 4.1 Demonstrate awareness of the law as it relates to area of specialization;
- 4.2 Demonstrate awareness of responsibilities to students, parents, and other educational personnel as defined by the professional code of ethics supported by the support person's competence area;

- 4.3 Demonstrate commitment to school and professional activities (attendance at local district and state meetings, consortium activities, participation on special committees, and other similar matters);
- 4.4 Demonstrate commitment to the concept of career-long professional growth by participation in workshops and seminars or graduate study.

Criterion 5: Involvement in Assisting Pupils, Parents, and Educational Personnel. Each certificated support person demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

Indicators: The evaluator may assess the support person's commitment to, and competence in, offering specialized assistance to:

- 5.1 Consult with other staff, school personnel, and parents, concerning the development, coordination, and/or extension of services to those needing specialized programs;
- 5.2 Plan and develop support program to serve the preventive and developmental needs of the school population and the special needs for some students;
- 5.3 Interpret characteristics and needs of students to parents, staff and community in group and individual settings via oral and written communications.

Section 8.5 – Evaluation Form/Format

The employee shall have the right to affix to the evaluation form any comments, observations or considerations he or she believes to be pertinent to the evaluation. The form shall, therefore, contain space for the signatures of both parties and a statement that the employee's signature shall indicate receipt of, not agreement with, the contents of the document.

Section 8.6 – Probation Records

Form 5240 Series Evaluations: Those records relating specifically to the probation of an employee and which are utilized for no other purpose shall be destroyed, upon request by such employee, following the expiration of four (4) years after the successful termination of such employee's probation; provided, there are no related intervening deficiencies noted in said employee's evaluation reports.

Section 8.7 – Workload Notation

The evaluator shall confirm current class size or caseload numbers during each pre-observation conference specific in Section 8.3.2. When an employee's class size or caseload exceeds the recommended maximums pursuant to Section 7.12, the evaluator shall indicate, on each observation form and annual evaluation report, the assigned workload and the extent to which it exceeds the recommendations of Section 7.12. It shall be the duty of the evaluator to give due consideration to the effect, if any, of such workload upon the teacher's performance.

ARTICLE VIII

Section 8.8 – Focused Evaluation

Section 8.8.1 – Purpose Statement

A focused evaluation is an opportunity for a teacher to identify an area of professional growth and work with his/her evaluator to improve in that selected area. A teacher may work individually or collaboratively with others to accomplish identified goals. By its nature, a focused evaluation is characterized by professional conversations and collegial support between the teacher and his/her evaluator.

Section 8.8.2 – Components of 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 state criteria.

If a non-provisional teacher has scored at a Proficient or higher the previous year they may choose to be evaluated using the focused evaluation. The teacher may remain on the focused evaluation for five (5) years before returning to the comprehensive evaluation.

A teacher who has submitted their irrevocable notice of retirement to the Human Resources department may choose to be evaluated using the focused evaluation in their year of retirement.

The teacher or the evaluator can initiate a move from the focused to the comprehensive evaluation. A decision to move a teacher from focused to a comprehensive evaluation must occur by December 1st.

- A. The teacher may select the criterion for the focused evaluation based on an area in which s/he would like to grow professionally. The evaluator shall approve the teacher's choice after the focused evaluation conference (See Appendices S and T). The focused evaluation conference will take place by October 15th.
- B. The focused evaluation must be tied to one (1) of the eight (8) state evaluation criteria. If the employee chooses criterion 1, 2, 4, 5, or 7, the teacher must also choose and complete the student growth components in criterion 3 or 6.
- C. If the criterion selected for a focused evaluation has been determined to be non-observable, a classroom-based observation will not be required (e.g. criterion 7 or 8).
- D. Observations and conferences for the focused evaluation shall follow the guidelines set forth below:
 1. All classroom teachers who are subject to a focused evaluation must be observed at least twice each school year in the performance of their assigned duties unless the criterion selected is determined to be non-observable as noted in Section 8.8.2.C above.
 2. The first of at least two (2) scheduled observation cycles (including post-observation conference) for each employee shall be conducted by January 1st. The

total annual observation time cannot be less than sixty (60) minutes. No scheduled observation will be less than twenty (20) minutes in length. At least one of the formal observations shall not be less than thirty (30) minutes in length. Observations, conferences, and student growth processes follow the guidelines set forth in Section 8.3.2.

3. The role of the evaluator is to assist the teacher with the focused evaluation and assist in its implementation, particularly by making reasonable efforts to provide needed support.
 4. Observations, conferences, and student growth process follow the guidelines set forth in the comprehensive evaluation process.
- E. A summative focused score is assigned using the summative score from the most recent comprehensive evaluation. This score becomes the focused summative evaluation score for any of the subsequent years following the comprehensive summative evaluation in which the certificated classroom teacher is placed on a focused evaluation. Staff previously evaluated on the 5240 series and awarded a satisfactory rating, will be assigned a level 3 (Proficient) rating when on a focused evaluation for any of the subsequent years following the 5240 series evaluation.

Should a teacher provide evidence of exemplary practice on the chosen focused criterion, a level 4 (Distinguished) score may be awarded by the evaluator.

- F. A group of teachers may focus on the same evaluation criteria and share professional growth activities. This collaboration shall be initiated by the teacher(s) and no individual shall be required to work on a shared goal as part of their evaluation.

Section 8.9 – Procedures for Professional Growth Process Evaluation

Form 5240 Series Only: The Professional Growth Process Evaluation is intended to enable supervisors and teachers (who meet the qualifying criteria) to focus their collaborative energies on improving teaching skills in an articulated, mutually developed and cooperative process.

Section 8.9.1 – Identifying Professional Growth Process (PGP) Participants

- A. All employees must be evaluated at least once every six (6) years, or on principal recommendation, using the comprehensive evaluation form process outlined in Section 8.2 or the Form 5240 Series outlined in Section 8.4. An employee who submits their irrevocable notice of retirement to the Human Resources department may choose to be evaluated using the PGP Evaluation in their year of retirement.
- B. Participants must be willing to develop a Professional Growth Plan that is mutually acceptable to the employee and the evaluator. Participants must also be committed to setting and accomplishing worthwhile goals that focus on professional growth and student learning.

ARTICLE VIII

- C. Although some goal setting in the formative cycle may be based on information gathered in the summative cycle, information may not pass from the formative to the summative in order to ensure that employees may take risks and to innovate. It is conceivable that all stated goals may not be reached in a given year for a variety of circumstances and analysis of such circumstances can also take more than one year.
- D. The Professional Growth Process (PGP) may not be used as a basis for determining that an employee's work is unsatisfactory nor as probable cause for non-renewal of an employee's contract.

Section 8.9.2 – Professional Growth Process Records – What and Where

- A. Professional Growth Plan
 - 1. copy to teacher
 - 2. copy to evaluator
- B. Listing of Employees Who Are on PGP
 - 1. copy to evaluator
 - 2. copy to superintendent
 - 3. copy to personnel

ARTICLE IX – GRIEVANCE PROCEDURE

Section 9.1 – Purpose

The purpose of this procedure is to provide the sole means for the orderly and expeditious adjustments of grievances as hereinafter defined.

Section 9.2 – Definitions

- A. A "grievant" shall mean an employee having a grievance or, where appropriate and applicable, the Association.
- B. A "grievance" shall mean a claim by a grievant that a dispute or disagreement exists involving the interpretation or application of this Agreement, provided that no employee nor the Association shall have the right to file a grievance concerning any employee evaluation, except insofar as such grievance may allege that the evaluator failed to follow the required procedure set forth in this Agreement. It is understood and agreed that any appeal from a notice of probable cause for discharge, non-renewal or adverse effect in contract status shall be handled exclusively pursuant to Chapter 28A.405 RCW, as now or hereafter amended, and shall not constitute a grievance hereunder.
- C. A "grievance" may also include any dispute involving the interpretation or application of any existing Board rule or policy, applicable to members of the bargaining unit; provided that such grievances shall be processed through Steps 1 and 2, only, of the formal grievance procedure and shall not be subject to Step 3 (binding arbitration) and the Board's decision shall be final and binding.
- D. The term "days" as used to specify time limits in this Agreement, shall mean calendar week days, excluding weekends, except as otherwise indicated. If the specified time limitations are not met by the grievant, the grievance shall be deemed to be terminated and abandoned by the grievant, and no further proceedings shall be had pursuant to this procedure. If the supervisor, superintendent or Board fails to meet the specified time limits, as applicable, the grievant shall have the right to proceed to the next step in this procedure.

Section 9.3 – Limitation on Time to File Grievance

Within forty-five (45) days after the grievance is discovered, or reasonably should have been discovered, the employee must initiate the formal grievance procedure as herein set forth. No grievance shall be presented pursuant to this procedure, or any other procedure, unless the employee has complied with the requirement to initiate the grievance within forty-five (45) days, and no person, court, agency, Board, or arbitrator shall have jurisdiction thereof unless timely filed. If a grievance is filed and any question concerning the timeliness of the grievance is raised, said issue shall first be determined by an arbitrator selected according to the procedure set forth in Section 9.12 of this Agreement, and, if it is determined that the grievance was not timely filed it shall be dismissed forthwith, otherwise if, and only if, it is first determined that the grievance was timely filed, the grievance may then proceed on the merits.

ARTICLE IX

Section 9.4 – Freedom from Reprisals

Employees involved in the adjustment of grievances, as grievants, witnesses or duly authorized representatives of the Association, shall not suffer any restraint, interference, discrimination coercion or reprisal by either the District or the Association on account of such employee's good faith involvement in the grievance adjusting process.

Section 9.5 – Confidentiality

All matters pertaining to specific grievances shall be considered confidential and shall not be unnecessarily or indiscriminately related, disclosed or divulged by any participant in the grievance adjusting process or by any employee or director of the District.

A separate file, apart from the employee's personnel files, shall be kept for each processed grievance, containing all documents, exhibits, communications, and other records relating to the grievance and its resolution. Upon written request by a grievant, a record of final disposition of the grievance may be placed in said employee's personnel file.

Section 9.6 – Release from Duty

The parties recognize that ordinarily proceedings in connection with grievances shall not take place during normal employee working hours, without the mutual consent of both parties or their representatives. However, where meetings, conferences, or hearings are mutually scheduled during working hours, those employees required as participants, witnesses or duly authorized representatives of the Association shall be released from their respective duty assignments, to the extent required, without loss of pay and benefits: Provided no more than one (1) Association representative designated to represent an individual grievant, or group of grievants, or the Association as a grievant, shall be released from duty under the provisions hereof.

Section 9.7 – Right to Representation

Any individual grievant or group of grievants, processing grievances in the same proceeding, shall be entitled to representation.

In matters dealing with alleged violations of Association rights specified in this Agreement, if not resolved informally by the parties, the procedure may be initiated at Step 2 of the formal procedure by filing a written grievance on the form specified in Step 1, directly with the President of the School Board, together with serving a copy thereof upon the Superintendent. Any grievances filed alleging wrongful action or inaction on the part of the District Superintendent, in violation of specific provisions of this Agreement, may be commenced at Step 2 of the formal procedure by filing said written grievance in the form specified in Step 1 of the formal procedure with the President of the School Board, together with serving a copy thereof upon the Superintendent.

In all proceedings in which the Association is not a grievant, it shall have the right to have a representative present and to state its views at all steps of the formal procedure.

Section 9.8 – Individual Rights

- A. Nothing contained herein shall be construed to limit the right of any employee having a grievance to discuss the matter through administrative channels and to have the grievance adjusted without the intervention of the Association, so long as the disposition of any such grievance is not inconsistent with terms of this Agreement.
- B. A grievant may be represented at all stages of the formal procedure by himself/herself or, at his/her option, by an Association representative.

Section 9.9 – Continuity of Grievance

Notwithstanding the expiration of this Agreement, any grievance then pending may be processed to final disposition in accordance with the procedure herein set forth.

Section 9.10 – Discovery

The parties recognize that certain discovery is necessary to allow adequate preparation for the presentation of a grievance at the formal hearing stage. Accordingly, it is hereby agreed that the parties to any particular grievance which proceeds to Step 3 of the formal procedure shall be entitled to discover, in accordance with this procedure, the following:

- A. Names, addresses and telephone numbers of all persons that any other party intends to call as witnesses; and
- B. Names, addresses and telephone numbers of any expert witnesses that any other party intends to call as witness; and
- C. All written, photographic, electronically recorded, or other recorded documents or evidence which the other party intends to offer in support of its/their position.

Such discovery may be commenced at any time after the filing of a request for arbitration, pursuant to Step 3 of the formal procedure, by serving the other party to whom the discovery is directed, with a written request for discovery, specifying which of the above items are requested. The party receiving service of any such request for discovery shall have ten (10) calendar days after receipt of such request, within which to produce the required discovery and serve the same upon the party making such request. Failure to make discovery as herein provided for shall preclude any party so failing from presenting any evidence otherwise discoverable in accordance with this procedure, at the time of hearing; unless allowed by the arbitrator, in his or her discretion; provided, however, that in the event the arbitrator intends to allow presentation of such evidence, the party requesting discovery of such evidence prior to hearing, shall be entitled to a continuance of the hearing, upon said party's request, not to exceed five (5) days.

Section 9.11 – Informal Procedure

The grievant shall present the grievance to his or her immediate supervisor, in the case of an employee or to the Superintendent's designee, if the grievant is the Association, and those parties shall make every effort to resolve the problem at that time. If the parties are unable to resolve the

ARTICLE IX

problem in an informal manner within twenty-four (24) hours, the grievant may institute the formal procedure as set forth below in the next section. The grievance must be processed through the informal procedure as a condition precedent to filing a formal grievance.

Section 9.12 – Formal Procedure

Section 9.12.1 – Step 1 – Superintendent's Adjustment

If the grievance has not been resolved, through the informal procedure, and if an employee wishes to initiate the formal grievance procedure, or if the Association initiates the grievance pursuant to this Article, said grievant shall present the grievance in writing to the Superintendent of the District who shall arrange for a meeting to take place within four (4) days after the receipt of the grievance. All written grievances shall specify the name of the grievant, name of his or her immediate Supervisor, a detailed statement of the matter being grieved, including specific reference to the sections of this Agreement alleged to be violated, or where filed pursuant to Section 9.2.3, the complaint shall include specific reference to the Board rule or policy being disputed, the date that the event being grieved occurred and the date that it was discovered by the grievant, the remedy which is being sought and the specific basis upon which the remedy should be granted.

The grievant and/or authorized representatives, the grievant's immediate Supervisor (where appropriate) and the Superintendent, or his or her designee, and/or authorized District representatives shall be present for the meeting referenced above, provided that should such authorized representative(s) of any party be non-District employees, the party authorizing such representative(s) shall notify the other parties within two (2) days of the meeting that such representative, by name, will be present. The Superintendent shall provide the grievant, the authorized representatives, and the grievant's immediate Supervisor (where appropriate) with a written answer deciding the grievance within three (3) days after said meeting. Such answer shall include the reason or reasons upon which the decision was based.

Section 9.12.2 – Step 2 – Board Adjustment

If the decision reached by the Superintendent does not resolve the grievance, or if no decision has been rendered within the time limitation specified in Step 1, then the grievant may, within five (5) days after the date of the written answer, or if no written answer has been provided, within two (2) days after the expiration of said time limit set forth in Step 1, refer his or her complaint, in writing, to the President of the School District Board of Directors and shall serve a written copy of said referral upon the Superintendent within the same time period.

Within four (4) days after the grievant has transmitted the grievance complaint to the President of the Board, the Board shall conduct a meeting to review said grievance and shall render its decision, in writing, within two (2) days thereafter. The grievant(s) shall be entitled to submit to the Board for its consideration, at such meeting, a written argument to support the grievance.

Section 9.12.3 – Step 3 – Arbitration

In the event that the grievant is not satisfied with the Board's decision pursuant to Step 2, or if no decision has been rendered within the time limit specified in Step 2, the grievant, within five

ARTICLE IX

(5) days after said decision or, if no decision has been reached within five (5) days after the date that the decision should have been rendered, may make a written request directed to the Association, with a copy to the Superintendent, to have the Association submit the grievance to arbitration in accordance with the provisions hereof.

The Association, if it elects to proceed, shall within five (5) days after the receipt of the request from the grievant, notify the Superintendent of the Association's decision to submit the grievance to arbitration. If the Association is the grievant, and is dissatisfied with the decision at Step 2 and desires to submit the matter to arbitration, the Association shall notify the District Superintendent within five (5) days after said Step 2 decision has been rendered or should have been rendered.

If following receipt of the request for arbitration, the parties are unable to agree upon an arbitrator, application shall be made within seven (7) calendar days by the party seeking arbitration to the Federal Mediation and Conciliation Service for a panel of eleven (11) arbitrators. The arbitrator shall be selected from the panel within ten (10) calendar days after receipt of the panel of eleven (11) arbitrators in any manner mutually agreeable to the parties, except that, if they cannot agree upon a method, then the arbitrator shall be selected by the party seeking arbitration first striking from the list the name of any arbitrator unacceptable to that party.

The other party shall then strike a name and so on alternately until one (1) name remains. The remaining name shall be the name of the arbitrator. Should the arbitrator selected be unable to serve, for any reason, and, if the parties cannot then agree upon an arbitrator, then the party not seeking arbitration shall strike the name of said person and one additional name from the original list and, from the new list of nine remaining names, the parties shall alternately strike names in the aforementioned manner, until one name remains, which shall be the name of the arbitrator.

The arbitrator thus selected, shall be notified within seven (7) calendar days by a mutually signed letter stating the issue, concerning Section(s) of the Agreement, alleged to be violated.

If either party declines or refuses to participate in the selection of an arbitrator as set forth herein, then the declining or refusing party shall forfeit its right to participate in the selection procedure and the other party shall have the sole right to name the arbitrator.

The initial meeting before the arbitrator shall take place not more than twenty (20) calendar days subsequent to the date of notification to the arbitrator, unless a later date is found agreeable to the parties or necessary to the convenience of the arbitrator.

The arbitrator, who shall function in a judicial and not a legislative capacity, shall have only such jurisdiction and authority as is specifically granted to him or her by this Agreement. The arbitrator shall be limited to determining whether or not the District or the grievant has violated or failed to apply the specific provision or provisions of this Agreement as initially presented in the formal grievance. The arbitrator shall have no power to destroy, change, add to, or delete from any of the specific terms of this Agreement. The arbitrator shall be required to provide his or her decision in accordance with the express language of this Agreement. Grievances not

ARTICLE IX

processed in accordance with the provisions of this Agreement shall not be subject to arbitration. Any matter coming before the arbitrator which is not within his or her authority, function and jurisdiction, as herein defined, shall be rejected by him or her on that basis without any further decision or recommendation.

The decision of the arbitrator, when provided in accordance with the foregoing, shall be final and binding upon both parties.

Failure of the grieving party to refer an unresolved grievance to arbitration or failure of either party to comply with the time provisions of the arbitration procedure, shall be deemed as a recognition of the other party's position and the dispute will be deemed to have been settled in favor of the non-defaulting party, as to the issues identified and the employees or Association named in the grievance.

Except as may otherwise be mutually agreed by the parties, the following rules shall pertain to the conduct of any hearings held by the arbitrator:

- A. **Disclosure by Arbitrator of Disqualification.** Prior to accepting his or her appointment, the prospective arbitrator shall disclose any circumstances likely to create a presumption of bias or which he or she believes might disqualify him or her as an impartial arbitrator. Said disclosure shall be made to both parties and if either party declines to waive the presumptive disqualification, a new arbitrator shall be selected.
- B. **Time and Place of Hearing.** The arbitrator shall fix the time and place for each hearing. At least five (5) days prior thereto, the arbitrator shall mail notice of the time and place of hearing to each party, unless the parties have agreed otherwise.
- C. **Representation by Counsel.** Any party may be represented at the hearing by counsel or by other authorized representative.
- D. Any party may request a stenographic record and shall make arrangements through the arbitrator for same. If such stenographic record is agreed by the parties to be the official record of the proceeding, it must be made available to the arbitrator, and to the other party for inspection at a time and place determined by the arbitrator. The total cost of such a record shall be shared equally by those parties that order copies.
- E. **Attendance at Hearings.** Persons having a direct interest in the arbitration are entitled to attend hearings. The arbitrator shall have the power to require the retirement of any witness or witnesses during the testimony of other witnesses. It shall be discretionary with the arbitrator to determine the propriety of the attendance of any other persons.
- F. **Adjournment.** The arbitrator, for good cause shown, may adjourn the hearing upon the request of a party or upon his or her own initiative, and shall adjourn when all of the parties agree thereto.
- G. **Oaths.** The arbitrator shall require witnesses to testify under oath, administered by a duly qualified person, if required by law or requested by either party.

- H. **Order of Proceedings.** The hearing shall be opened by recording the name of the grievant or grievants and the name of the respondents, together with the place, time and date of the hearing, the presence of the arbitrator and parties, and counsel, if any, and the receipt by the arbitrator of the demand and answer, if any, or the submission agreement, and if previously submitted, the same shall be duly noted in the record.

Exhibits, when offered by either party, may be received in evidence by the arbitrator. The names and addresses of all witnesses and exhibits, in order received, shall be made a part of the record.

The arbitrator may, in his or her discretion, vary the normal procedure under which the initiating party first presents his or her claim, but, in any case, shall afford full and equal opportunity to all parties for presentation of relevant proofs.

- I. **Arbitration in the Absence of a Party.** Unless the law provides to the contrary, the arbitration may proceed in the absence of any party, who, after due notice, fails to be present or fails to obtain and adjournment. An award shall not be made solely on the default of a party. The arbitrator shall require the other party to submit such evidence as he or she may require for the making of an award.
- J. **Evidence.** The parties may offer such evidence as they desire and shall produce such additional evidence as the arbitrator may deem necessary to an understanding and determination of the dispute. The arbitrator shall be the judge of the relevancy and materiality of the evidence offered and conformity of legal rules of evidence shall not be necessary. All evidence shall be taken in the presence of the arbitrator and all of the parties, except where any of the parties is absent in default or has waived the right to be present. The arbitrator shall have the right to reject any evidence which he or she deems to be irrelevant, immaterial or unreliable and to limit the number of witnesses or other evidence, if cumulative or repetitive.
- K. **Evidence by Affidavit and Filing of Documents.** The arbitrator may receive and consider the evidence of witnesses, by affidavit, but shall give it only such weight as he or she deems proper after consideration of any objections made to its admission, if he or she determines it to be relevant, material and reliable, and, if the person giving such evidence would not be available for testimony, in person, without great inconvenience.

All documents not filed with the arbitrator at the hearing, but which are arranged at the hearing or subsequently by agreement of the parties to be submitted, shall be filed with the arbitrator with copies to opposing parties. All parties shall be afforded an opportunity to examine such documents, and make their objections and responses thereto.

- L. **Inspection.** Whenever the arbitrator deems it necessary, he or she may make an inspection in connection with the subject matter of the dispute, after written notice to the parties who may, if they so desire be present at such inspection.

ARTICLE IX

- M. **Closing of Hearings.** The arbitrator shall inquire of all parties whether they have any further proofs to offer or witnesses to be heard. Upon receiving negative replies, the arbitrator shall declare the hearings closed and a minute thereof shall be recorded. If briefs or other documents are to be filed, the hearing shall be declared closed as of the final date set by the arbitrator for filing of said briefs or documents. The time limit within which the arbitrator is required to make his or her award shall commence to run, in the absence of other agreement by the parties, upon the closing of the hearings.
- N. **Reopening of Hearings.** The hearings may be reopened by the arbitrator on his or her own motion, or on the motion of either party, for good cause shown, at any time before the award is made, but if the reopening of the hearing would prevent the making of the award within the specific time provided herein, the matter may not be reopened, unless both parties agree upon the extension of such time limit. If reopened, the arbitrator shall have thirty (30) days from the closing of the reopened hearings within to make an award.
- O. **Waiver of Rules.** Any party who proceeds with arbitration after knowledge of any provision or requirement of these rules has not been complied with and who fails to state his or her objection thereto in writing, shall be deemed his or her right to object.
- P. **Waiver of Oral Hearings.** The parties may provide, by written agreement, for waiver of oral hearings. If the parties are then unable to agree as to the procedure for submission of the dispute, the arbitrator shall specify a fair and equitable procedure.
- Q. **Extension of Time.** The parties may modify any time period by mutual agreement. The arbitrator, for good cause shown, may extend any period of time, established herein, for the conduct of the hearing and making of the award. The arbitrator shall notify the parties of any such extension of time and his or her reason therefore.
- R. **Service of Notices, Documents, Other Papers, and Award.** All notices, documents, papers and the award shall be served by or upon the parties and the arbitrator by mail addressed to such party or arbitrator at his or her last known address, or by personal service upon them.
- S. **Time of Award.** The award shall be rendered promptly by the arbitrator and, unless otherwise agreed by the parties, not later than thirty (30) days from the date of closing the hearings, or if oral hearings have been waived, then from the date of transmitting the final statements and proof to the arbitrator.
- T. **Form of Award.** The award shall be in writing and shall be signed by the arbitrator. The award shall be accompanied by an opinion setting forth the relevant and material findings and conclusions of the arbitrator and the reasons therefore, in support of the award.
- U. **Delivery of Award.** Parties shall accept as legal delivery of the award the placing of the award or a true copy thereof in the mail by the arbitrator addressed to such party at his or her last known address or to his or her authorized representative or personal

service of the award or the filing of the award in any manner which may be mutually acceptable to the parties.

V. **Expenses.** Each party shall bear the expense of preparing and presenting its own case including the expenses of any witness called in support of its case.

W. **Expenses of the Arbitrator.** Expenses of the arbitrator, if any, other than the cost of the stenographic record, including required traveling and other expenses of the arbitrator and the expenses of any witnesses or the cost of any proofs produced at the direct request of the arbitrator, shall be borne equally by the parties.

X. **Interpretation and Application of Rules.** The arbitrator shall interpret and apply these Rules insofar as they relate to his or her powers and duties.

Section 9.13 – Exclusive Remedy

The grievance procedure as herein before set forth in this Agreement, shall be the exclusive procedure and sole means of remedying any grievance as defined in this Agreement.


ARTICLE X

ARTICLE X – SIGNATURE OF PARTIES

This Agreement, having been ratified by the Employer and the Employees is hereunder executed by the duly authorized representatives of the Association and the Board.

STANWOOD-CAMANO EDUCATION ASSOCIATION

By  _____
Nyda Goldstein, President

By  _____
Rita Peterson, Head Negotiator

STANWOOD-CAMANO SCHOOL DISTRICT

By  _____
Deborah Rumbaugh, Superintendent

APPENDICES

APPENDIX A

**Stanwood-Camano School District No. 401
Appendix A – Notice of Right to Representation**

I have been informed that:

- a. Prior to any disciplinary action being taken an investigatory conference will be held.
- b. The investigatory conference may lead to disciplinary action.
- c. I am entitled to Association representation at the conference and at all subsequent meetings.
- d. Once such representation is requested no further action shall be taken until the representative is present or has been given ample time to appear.

Being so informed:

- I waive my right to representation at this time.
- I request Association representation.
- I request the Association be notified of any disciplinary action.

Employee's Signature

Supervisor's Signature

Date

Date

Stanwood-Camano School District No. 401
Appendix B – Complaint Against a School District Employee

TO: THE SUPERINTENDENT DATE: _____

Name of person(s) against whom complaint is made: _____

Description of complaint (include names, dates and places): _____

(You may use additional pages to describe your complaint more fully if you so desire)

Table with 4 columns: Have you discussed the complaint with, Yes, Name, Date. Rows for Employee? and Principal/Supervisor?

Result of discussion(s): _____

Suggested solution: _____

I understand that:

- 1. The School District may request further information about this complaint, and if such information is available, I shall present it upon request.
2. A copy of this complaint will be given by the School District to the person against whom this complaint is being made within 5 school days of receipt of complaint.
3. The superintendent shall attempt to resolve the matter through a conference with the parent/citizen.
4. If the matter is still unresolved, the Board of Directors, in Executive Session, may hold a hearing with press and public excluded in accordance with District Policy 4220.

Signature _____

Signature _____

Address _____

Address _____

Employee Receipt of Complaint:

I have received a copy of this complaint: Employee Signature _____ Date _____

APPENDIX C

Appendix C – Items to be Included in Job Sharing Applications

The final proposal is due April 1st to the principal.

The application should address all of the items needed to share the duties and responsibilities of one position, including but not limited to the following criteria.

1. The agreement on an acceptable division of the teaching assignment. Principals and teachers should work together to determine divisions that provide the greatest instructional benefit and least disruption to the educational program of students.
2. When and how job-sharing partners are going to provide for joint planning.
3. Division of teaching tasks, including subject matter to assure appropriate coverage of State Grade Level Expectations (GLEs) and District curriculum.
4. Basic ground rules for discipline.
5. How the following details will be covered so that both parties are informed and have opportunity for contribution:
 - A. Faculty meetings
 - B. Parent conferences
 - C. Reporting student progress
 - D. Professional Development Wednesday activities/in-service opportunities
 - E. Open House or Curriculum Night
 - F. First and last day of school
 - G. Substituting/Exchange of days
 - H. PEG meetings/IEP conferences
6. Communications system:
 - A. Between job share applicants
 - B. With building administration
 - C. With parents
 - D. With students
 - E. With colleagues

**Stanwood-Camano School District No. 401
Appendix D – Verification of Additional Time Worked**

Time, Responsibility and Incentive (TRI)

Directions: Fill out and submit by the last student day of the current school year.

Per Section 7.1.1 of the Collective Bargaining Agreement, the basic salary schedule pay covers 180 days of service annually.

Per Section 7.1.1.B TRI Compensation of the Collective Bargaining Agreement, in addition to the 180 days compensation, all certificated employees will receive compensation for Time, Responsibility, and Incentive (TRI). This compensation will be based upon each employee’s placement on the TRI portion of the Combined Salary Schedule and FTE status. Payment for the TRI portion of the Combined Salary Schedule is paid in twelve (12) equal monthly payments, September through August.

Per Section 7.1.1.A Curriculum (TRI) Days, the TRI portion of the Combined Salary Schedule includes compensation for *Professional Responsibilities* and for four (4) days for In-service and Curriculum Work.

*indicates required question

1. Email*
2. School where you work (if you work in more than one building, just select one)*

- CES
- DO
- EBE
- LHH/LA
- PSMS
- SAR
- SES
- SHS
- SMS
- TCE
- UES

3. Four (4) Curriculum (TRI) Days Verification. Check the box of those days attended:*

- 1 Day – Professional Development Day (District-Directed)
- 1 Day – Building Day (Staff-Directed)
- 1 Day – Curriculum Day (Staff Collaboration/District PD)
- 1 Day –Building Day (Staff-Directed)

4. TRI Professional Activities Verification – I certify that, in addition to the above-required four (4) Curriculum (TRI) Days, I have completed professional responsibilities beyond the

APPENDIX D

contracted workday or work year, based on my FTE status. During the school year, I fulfilled my TRI Professional Responsibilities requirements through the following activities.

Check all that apply.

- Preparation for school opening
- Preparation for school closing
- Parent conferences
- Supporting community and student activities
- Providing individual help to students
- Evaluating student work
- Correcting papers and projects
- Workshops, classes and inservice work
- Researching educational materials and supplies
- Improving and maintaining professional skills
- Preparation and revisions of materials
- Consulting with other instructional staff
- Instructional-departmental staff meetings
- Working with computers and other technology
- Making presentation to the School Board
- Fund raising for student activities
- Up to 90 minutes of mandatory annual online training

5. Comments or notes:

6. I certify (by typing my full name below) that the information given above accurately verifies the Curriculum (TRI) Days I worked as specific in the Stanwood -Camano Education Association Bargaining Agreement:

7. Today's Date:*

Example: January 7, 2019

This content is neither created nor endorsed by Google.

Google Forms

Stanwood-Camano School District No. 401
Appendix E – Observation/Evaluation of Performance (Teacher 5240 Series)

Observation 90 day

Teacher's Name:

Assignment:

School:

Date(s) of Observation:

Duration of Observation:

S= Satisfactory Performance

N = Needs Improvement

U = Unsatisfactory Performance

(Not to be used for Annual Evaluation)

Criterion 1: Knowledge of Subject Matter. The certificated teacher demonstrates a depth and breadth of knowledge of theory and content in general education matter specialization(s) appropriate to the elementary and/or secondary level(s).

Performance Indicators:

- 1.1 Demonstrates knowledge and understanding of state educational goals and district adopted curriculum as the framework of subject matter;
- 1.2 Shows interest in subject(s) taught;
- 1.3 Presents content accurately;
- 1.4 Teaches processes and skills appropriate to the subject area and to the students' abilities;
- 1.5 Keeps abreast of development in subject matter and issues related to teaching;
- 1.6 Considers relationship between one's subject matter and other discipline/subjects;
- 1.7 Relates subject matter to life experiences and student interests.

Comments:

Criterion 2: Instructional Skill. The certificated classroom teacher demonstrates in his or her performance a competent level of knowledge and skill in designing and implementing an instructional experience.

A. PLANNING

Performance Indicators:

- 2.1 Uses available district and state curriculum documents to design short and long-range plans;
- 2.2 Develops a variety of instructional strategies and experiences to meet the learning needs of students;
- 2.3 Develops quality assessments aligned with lessons and units;
- 2.4 Applies consistent grading standards using benchmarks where appropriate.

B. INSTRUCTION

Performance Indicators:

- 2.5 Implements an instructional plan:
 - Communicates objective and evaluative criteria to students;
 - Provides clear directions to students;
 - Models expectations for students;
 - Continuously checks for student understanding and modifies instruction accordingly;
 - Uses appropriate guided, group, and independent practice.
- 2.6 Uses principles of learning to facilitate learning of objectives:
 - Developmentally appropriate practices;
 - Motivational theory;
 - Retention, application, and transfer of knowledge.
- 2.7 Uses motivational strategies to actively engage students in learning.

- 2.8 Uses effective questioning techniques, problem solving, and application strategies;
- 2.9 Consistently provides feedback in a timely manner.

C. ASSESSMENT

- 2.10 Is knowledgeable about assessment methodology;
- 2.11 Incorporates quality assessment into planning and instruction.

Comments:

_____ **Criterion 3: Classroom Management.** The certificated classroom teacher demonstrates, in his or her performance, a competent level of knowledge and skill in organizing the physical and human elements in the educational setting.

Performance Indicators:

- 3.1 Organizes the physical setting to enhance learning;
- 3.2 Maintains orderly, efficient classroom environment conducive to learning;
- 3.3 Organizes individual, small and large group learning experiences, appropriate to the student(s), subject matter, and outcome desired;
- 3.4 Implements well defined classroom procedures, yet remains flexible;
- 3.5 Makes appropriate use of support staff;
- 3.6 Teaches and models individual responsibility;
- 3.7 Establishes clear expectations for classroom operational processes and procedures.

Comments:

_____ **Criterion 4: The Handling of Student Discipline and Attendant Problems.** The certificated classroom teacher demonstrates the ability to manage the non-instructional, human dynamics in the educational setting.

Performance Indicators:

- 4.1 Recognizes and addresses conditions which may lead to disciplinary problems;
- 4.2 Establishes and teaches clear parameters for student conduct and regularly communicates expectations;
- 4.3 Holds students accountable for expectation;
- 4.4 Creates a positive environment where student are appropriately disciplined;
- 4.5 Utilizes a variety of progressive interventions to encourage appropriate behavior and deescalate conflicts;
- 4.6 Resolves discipline problems in accordance with law, school board policy, administrative regulations and policies;
- 4.7 Exercises responsibility for student management throughout the entire building.

Comments:

_____ **Criterion 5: Interest in Teaching Pupils.** The certificated classroom teacher demonstrates an understanding of, and a commitment to, each pupil, taking into account each individual's unique background and characteristics.

Performance Indicators:

- 5.1 Expects all students to experience success;
- 5.2 Listens and responds appropriately to student concerns;
- 5.3 Develops a positive and appropriate rapport with students;
- 5.4 Interacts with students in a mutually respectful and professional manner;
- 5.5 Models lifelong learning with students;
- 5.6 Honors and utilizes the diversity within a group.

Comments:

_____ **Criterion 6: Professional Preparation and Scholarship.** The certificated classroom teacher exhibits, in his or her performance, evidence of having a theoretical background and knowledge of the principles and methods of teaching and a commitment to education as a profession.

Performance Indicators:

- 6.1 Demonstrates knowledge of current theory and methods of teaching;
- 6.2 Demonstrates commitment to the profession and its code of ethics;
- 6.3 Actively and collaboratively participates in the school improvement process by maintaining involvement in building goals and activities;
- 6.4 Participates in the diagnostic process and implements necessary modifications in the classroom to meet the special needs of all students including those with an IEP or 504 plan.
- 6.5 Exhibits flexibility, self-control and professional judgment;
- 6.6 Exhibits acceptable methods for resolving concerns, problems and/or conflicts within the school community.

Comments:

_____ **Criterion 7: Efforts Toward Improvement When Needed.** The certificated classroom teacher demonstrates an awareness of his or her limitations and strengths and demonstrates continued professional growth.

Performance Indicators:

- 7.1 Demonstrates ongoing reflection, self assessment and professional growth;
- 7.2 Responds and follows through with recommendations included in periodic and annual personnel evaluations;
- 7.3 Examines multiple student learning results and, if needed, seeks assistance to align instruction with successful practices.

Comments:

_____ **Criterion 8: Communication With Parents.** The certificated classroom teacher demonstrates an understanding of the importance of communication with parents/guardians in the educational process.

Performance Indicators:

- 8.1 Fosters the cooperative involvement and support of parents/guardians in the educational process.

Summary Comments:

General Comments (optional):

Date of Evaluation Conference:

It is my judgment, based on the adopted criteria, this staff member’s overall performance during the evaluation period has been

Satisfactory

Unsatisfactory

Evaluator’s Signature _____

Date _____

Evaluatee’s Signature _____

Date _____

The evaluatee shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. Signature indicates receipt of document, not necessarily agreement with the contents.

Current Class Size/Caseload: _____

Does the current Class Size/Caseload exceed the recommended maximum listed in Section 7.12?

- Yes No

If "Yes", by how many students is it over? _____

Stanwood-Camano School District No. 401
Appendix F – Annual Evaluation of Performance (Teacher 5240 Series)

Annual

Teacher's Name:

Assignment:

School:

Date(s) of Observation:

Duration of Observation:

S= Satisfactory Performance

U = Unsatisfactory Performance

Criterion 1: Knowledge of Subject Matter. The certificated teacher demonstrates a depth and breadth of knowledge of theory and content in general education matter specialization(s) appropriate to the elementary and/or secondary level(s).

Performance Indicators:

- 1.1 Demonstrates knowledge and understanding of state educational goals and district adopted curriculum as the framework of subject matter;
- 1.2 Shows interest in subject(s) taught;
- 1.3 Presents content accurately;
- 1.4 Teaches processes and skills appropriate to the subject area and to the students' abilities;
- 1.5 Keeps abreast of development in subject matter and issues related to teaching;
- 1.6 Considers relationship between one's subject matter and other discipline/subjects;
- 1.7 Relates subject matter to life experiences and student interests.

Comments:

Criterion 2: Instructional Skill. The certificated classroom teacher demonstrates in his or her performance a competent level of knowledge and skill in designing and implementing an instructional experience.

A. PLANNING

Performance Indicators:

- 2.1 Uses available district and state curriculum documents to design short and long-range plans;
- 2.2 Develops a variety of instructional strategies and experiences to meet the learning needs of students;
- 2.3 Develops quality assessments aligned with lessons and units;
- 2.4 Applies consistent grading standards using benchmarks where appropriate.

B. INSTRUCTION

Performance Indicators:

- 2.5 Implements an instructional plan:
 - Communicates objective and evaluative criteria to students;
 - Provides clear directions to students;
 - Models expectations for students;
 - Continuously checks for student understanding and modifies instruction accordingly;
 - Uses appropriate guided, group, and independent practice.
- 2.6 Uses principles of learning to facilitate learning of objectives:
 - Developmentally appropriate practices;
 - Motivational theory;
 - Retention, application, and transfer of knowledge.
- 2.7 Uses motivational strategies to actively engage students in learning.
- 2.8 Uses effective questioning techniques, problem solving, and application strategies;
- 2.9 Consistently provides feedback in a timely manner.

C. ASSESSMENT

- 2.10 Is knowledgeable about assessment methodology;
- 2.11 Incorporates quality assessment into planning and instruction.

Comments:

_____ **Criterion 3: Classroom Management.** The certificated classroom teacher demonstrates, in his or her performance, a competent level of knowledge and skill in organizing the physical and human elements in the educational setting.

Performance Indicators:

- 3.1 Organizes the physical setting to enhance learning;
- 3.2 Maintains orderly, efficient classroom environment conducive to learning;
- 3.3 Organizes individual, small and large group learning experiences, appropriate to the student(s), subject matter, and outcome desired;
- 3.4 Implements well defined classroom procedures, yet remains flexible;
- 3.5 Makes appropriate use of support staff;
- 3.6 Teaches and models individual responsibility;
- 3.7 Establishes clear expectations for classroom operational processes and procedures.

Comments:

_____ **Criterion 4: The Handling of Student Discipline and Attendant Problems.** The certificated classroom teacher demonstrates the ability to manage the non-instructional, human dynamics in the educational setting.

Performance Indicators:

- 4.1 Recognizes and addresses conditions which may lead to disciplinary problems;
- 4.2 Establishes and teaches clear parameters for student conduct and regularly communicates expectations;
- 4.3 Holds students accountable for expectation;
- 4.4 Creates a positive environment where student are appropriately disciplined;
- 4.5 Utilizes a variety of progressive interventions to encourage appropriate behavior and deescalate conflicts;
- 4.6 Resolves discipline problems in accordance with law, school board policy, administrative regulations and policies;
- 4.7 Exercises responsibility for student management throughout the entire building.

Comments:

_____ **Criterion 5: Interest in Teaching Pupils.** The certificated classroom teacher demonstrates an understanding of, and a commitment to, each pupil, taking into account each individual's unique background and characteristics.

Performance Indicators:

- 5.1 Expects all students to experience success;
- 5.2 Listens and responds appropriately to student concerns;
- 5.3 Develops a positive and appropriate rapport with students;
- 5.4 Interacts with students in a mutually respectful and professional manner;
- 5.5 Models lifelong learning with students;
- 5.6 Honors and utilizes the diversity within a group.

Comments:

_____ Criterion 6: Professional Preparation and Scholarship. The certificated classroom teacher exhibits, in his or her performance, evidence of having a theoretical background and knowledge of the principles and methods of teaching and a commitment to education as a profession.

Performance Indicators:

- 6.1 Demonstrates knowledge of current theory and methods of teaching;
- 6.2 Demonstrates commitment to the profession and its code of ethics;
- 6.3 Actively and collaboratively participates in the school improvement process by maintaining involvement in building goals and activities;
- 6.4 Participates in the diagnostic process and implements necessary modifications in the classroom to meet the special needs of all students including those with an IEP or 504 plan.
- 6.5 Exhibits flexibility, self-control and professional judgment;
- 6.6 Exhibits acceptable methods for resolving concerns, problems and/or conflicts within the school community.

Comments:

_____ Criterion 7: Efforts Toward Improvement When Needed. The certificated classroom teacher demonstrates an awareness of his or her limitations and strengths and demonstrates continued professional growth.

Performance Indicators:

- 7.1 Demonstrates ongoing reflection, self assessment and professional growth;
- 7.2 Responds and follows through with recommendations included in periodic and annual personnel evaluations;
- 7.3 Examines multiple student learning results and, if needed, seeks assistance to align instruction with successful practices.

Comments:

_____ Criterion 8: Communication With Parents. The certificated classroom teacher demonstrates an understanding of the importance of communication with parents/guardians in the educational process.

Performance Indicators:

- 8.1 Fosters the cooperative involvement and support of parents/guardians in the educational process.

Summary Comments:

General Comments (optional):

Date of Evaluation Conference:

It is my judgment, based on the adopted criteria, this staff member’s overall performance during the evaluation period has been

Satisfactory

Unsatisfactory

Evaluator’s Signature _____

Date _____

Evaluatee’s Signature _____

Date _____

The evaluatee shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. Signature indicates receipt of document, not necessarily agreement with the contents.

Stanwood-Camano School District No. 401
Appendix G – Observation/Evaluation of Performance (ESA 5240 Series)
Educational Support Employees

Observation 90 day

Name:

Assignment:

School:

Date(s) of Observation:

Duration of Observation:

S= Satisfactory Performance

N = Needs Improvement

U = Unsatisfactory Performance

(Not to be used on Annual Evaluation)

_____ **Criterion 1: KNOWLEDGE AND SCHOLARSHIP IN SPECIAL FIELD.** Each certificated support person demonstrates a depth and breadth of knowledge of theory and content in the special field. He/She demonstrates an understanding of and knowledge about common school education and the educational milieu grades P–12, and demonstrates the ability to integrate the area of specialty into the total school milieu.

Performance Indicators:

- 1.1 Demonstrate understanding of the basic principles of human growth and development;
- 1.2 Demonstrate awareness of personal and professional limitations and have the ability and knowledge to make appropriate referrals;
- 1.3 Relate and apply knowledge, research findings and theory deriving from the individual's specific discipline to the development of a program of services.

Comments:

_____ **Criterion 2: SPECIALIZED SKILL.** Each certificated support person demonstrates in his/her performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation and evaluation.

Performance Indicators:

- 2.1 Design and conduct a program providing specific and unique services within the individual's specific discipline;
- 2.2 Demonstrate ability to synthesize and integrate testing and non-testing data concerning the student:
 - (a) to help students integrate and assimilate data;
 - (b) to help others involved with the student interpret and use data appropriately and accurately;
 - (c) to help other specialists by providing case study materials;
- 2.3 Administer assessment procedures or to organize and prepare those who will administer assessment procedures;
- 2.4 Demonstrate ability to assist teachers and administrators integrate specialized information into the regular curricular program;
- 2.5 Develop goals and objectives consistent with district-level goals and objectives which will facilitate the implementation of program and services.

Comments:

_____ **Criterion 3: MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT.** Each certificated support person demonstrates an acceptable level of performance in managing and organizing the special materials, equipment and environment essential to the specialized programs.

Performance Indicators:

- 3.1 Select or recommend testing and non-testing devices, materials, and/or equipment appropriate to student needs;

- 3.2 Demonstrate the use and understanding of the limitations and restrictions of devices, material, and procedures, and other similar matters;
- 3.3 Use comparative and interpretive data;
- 3.4 Create an environment which provides privacy and protects students and family information, as mandated by code of ethics, federal and state regulations, and local school district policies.

Comments:

_____ **Criterion 4: THE SUPPORT PERSON AS A PROFESSIONAL.** Each certificated support person demonstrates awareness of his/her limitations and strengths and demonstrates continued professional growth.

Performance Indicators:

- 4.1 Demonstrate awareness of the law as it relates to area of specialization;
- 4.2 Demonstrate awareness of responsibilities to students, parents, and other educational personnel as defined by the professional code of ethics supported by the support person’s competence area;
- 4.3 Demonstrate commitment to school and professional activities (attendance at local district and state meetings, consortium activities, participation on special committees, and other similar matters);
- 4.4 Demonstrate commitment to the concept of career-long professional growth by participation in workshops and seminars or graduate study.

Comments:

_____ **Criterion 5: INVOLVEMENT IN ASSISTING PUPILS, PARENTS, AND EDUCATIONAL PERSONNEL.** Each certificated support person demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

Performance Indicators:

- 5.1 Consult with other staff, school personnel, and parents, concerning the development, coordination, and/or extension of services to those needing specialized programs;
- 5.2 Plan and develop support program to serve the preventive and developmental needs of the school population and the special needs for some students;
- 5.3 Interpret characteristics and needs of students to parents, staff and community in group and individual settings via oral and written communications.

Comments:

General Comments (optional):

Date of Evaluation Conference:

It is my judgment, based on the adopted criteria, this staff member’s overall performance during the evaluation period has been

Satisfactory

Unsatisfactory

Evaluator’s Signature _____

Date _____

Evaluatee’s Signature _____

Date _____

The evaluatee shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. Signature indicates receipt of document, not necessarily agreement with the contents.

Current Class Size/Caseload: _____

Does the current Class Size/Caseload exceed the recommended maximum listed in Section 7.12?

- Yes No

If "Yes", by how many students is it over? _____

- 3.3 Use comparative and interpretive data;
- 3.4 Create an environment which provides privacy and protects students and family information, as mandated by code of ethics, federal and state regulations, and local school district policies.

Comments:

_____ Criterion 4: THE SUPPORT PERSON AS A PROFESSIONAL. Each certificated support person demonstrates awareness of his/her limitations and strengths and demonstrates continued professional growth.

Performance Indicators:

- 4.1 Demonstrate awareness of the law as it relates to area of specialization;
- 4.2 Demonstrate awareness of responsibilities to students, parents, and other educational personnel as defined by the professional code of ethics supported by the support person’s competence area;
- 4.3 Demonstrate commitment to school and professional activities (attendance at local district and state meetings, consortium activities, participation on special committees, and other similar matters);
- 4.4 Demonstrate commitment to the concept of career-long professional growth by participation in workshops and seminars or graduate study.

Comments:

_____ Criterion 5: INVOLVEMENT IN ASSISTING PUPILS, PARENTS, AND EDUCATIONAL PERSONNEL. Each certificated support person demonstrates and acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

Performance Indicators:

- 5.1 Consult with other staff, school personnel, and parents, concerning the development, coordination, and/or extension of services to those needing specialized programs;
- 5.2 Plan and develop support program to serve the preventive and developmental needs of the school population and the special needs for some students;
- 5.3 Interpret characteristics and needs of students to parents, staff and community in group and individual settings via oral and written communications.

Comments:

General Comments (optional):

Date of Evaluation Conference:

It is my judgment, based on the adopted criteria, this staff member’s overall performance during the evaluation period has been

Satisfactory

Unsatisfactory

Evaluator’s Signature _____

Date _____

Evaluatee’s Signature _____

Date _____

The evaluatee shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. Signature indicates receipt of document, not necessarily agreement with the contents.

Stanwood-Camano School District No. 401
Appendix I – Professional Growth Plan

Name _____

School Year: _____

1. Professional goals (one to five goals recommended) which are to be the focus of my Professional Growth Plan activities and discussions.
2. What is the plan of action for achieving my goals?
3. How can my principal help me to achieve my goal(s)?
4. Who will be involved in working with me to achieve my goal(s)?
5. How will I measure my success in achieving my goal(s)?

Evaluator's Signature: _____

Teacher: _____

Date: _____

Date: _____

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**Stanwood-Camano School District No. 401
Appendix J – Professional Growth Process**

Conference Dates: _____
List all (a minimum _____
Of 2 are required) _____

Planning Worksheet

Employee's Name _____ Assignment _____ Supervisor _____
 School Year _____ Work Site _____

Goal(s)	Activities, Procedures, Resources for Goal Accomplishment	Indicators of Goal Evaluation

White Copy: Certificated Staff Member
 Yellow Copy: Principal (Return to staff member June 1)

Stanwood-Camano School District No. 401
Appendix K – Professional Growth Plan Verification

Name _____ School _____ Year _____

Supervisor _____

Grade _____ Subject(s) _____

Goal(s): Teacher, Student, Program, Organizational (to be completed by staff member)

Identity Self-Assessment Instrument(s) Used

To be completed by supervisor: _____

Planning worksheet and activities verifying progress toward goal attainment were completed.

_____ has met the statutory requirements of the PGP for Washington State and the Stanwood-Camano Education Collective Bargaining Agreement.

Date _____

Staff Member _____

Date _____

Supervisor _____

Position _____

APPENDIX L

Appendix L – Evaluation Rubric (CEL 5D+ Comprehensive)

CEL 5D+™ Rubric for Instructional Growth and Teacher Evaluation (2016),
version 3 by Washington State Criteria

Criterion 1: Centering instruction on high expectations for student achievement.			
P1 Learning target(s) connected to standards			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.
P4 Communication of learning target(s)			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher rarely states or communicates with students about the learning target(s).	Teacher states the learning target(s) once during the lesson and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction.
P5 Success criteria			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The success criteria for the learning target(s) are nonexistent or vague.	Success criteria are present but may lack alignment to the learning target(s) and/or may not be used by students for learning.	Success criteria are present and align to the learning target(s). With prompting from the teacher, students use the success criteria to communicate what they are learning.	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.
CEC2 Learning routines			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Learning routines for discussion and collaborative work are absent.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students are held accountable for completing their work and for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.

Criterion 2: Demonstrating effective teaching practices.			
SE1 Quality of questioning			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher does not ask questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.
SE4 Opportunity and support for participation and meaning making			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher does not use engagement strategies and structures that facilitate participation and meaning making by students. Few students have the opportunity to engage in discipline-specific meaning making.	Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student-led.
SE5 Student talk			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Talk is dominated by the teacher and/or student talk is unrelated to the discipline.	Student talk is directed to the teacher. Talk reflects discipline-specific knowledge. Students do not provide evidence for their thinking.	Student talk is a mix of teacher-student and student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking.	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.
CP5 Use of scaffolds			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills. If teacher uses scaffolds, he or she does not release responsibility to students.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant.

APPENDIX L

Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.			
SE2 Ownership of learning			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher rarely provides opportunities and strategies for students to take ownership of their learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with teacher.	Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support student learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.
SE3 Capitalizing on students' strengths			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher has little knowledge of how students' strengths (academic background, life experiences and culture/language) could be used as an asset for student learning.	Teacher has knowledge of students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways not connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in a variety of ways connected to the unit goals.
CP4 Differentiated instruction for students			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher does not use strategies that differentiate for individual learning strengths and needs.	Teacher uses one strategy – such as time, space, structure or materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies.
A4 Teacher use of formative assessments			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher does not use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students.	Teacher uses formative assessments to modify future lessons or makes in-the-moment instructional adjustments based on completion of task(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students.

Student Growth 3.1: Establish Student Growth Goal(s)			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>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.</p> <p>OR</p> <p>The teacher does not explain how the knowledge of individual students informed the goal.</p> <p>The goal does not address an essential standard for the teacher’s content and grade level.</p> <p>The goal does not require students’ cognitive or emotional engagement.</p> <p>The teacher does not communicate with students’ families about the goal.</p>	<p>The teacher develops a student growth goal for a group of students within a class who are not yet reaching full learning potential.</p> <p>The teacher explains how the knowledge of students informed the goal for the students as a group, but not as individuals.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level.</p> <p>The goal requires students’ cognitive and emotional engagement.</p> <p>The teacher communicates the goal to students’ families.</p>	<p>The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the knowledge of individual students informed the goal in specific ways.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level.</p> <p>The goal requires students’ cognitive and emotional engagement.</p> <p>The teacher seeks and considers, when provided, input from students’ families in developing the goal.</p>	<p>The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the knowledge of individual students informed the goal in specific ways.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level.</p> <p>The goal requires students’ cognitive and emotional engagement.</p> <p>The teacher seeks and considers, when provided, input from students’ families in developing the goal.</p> <p>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.</p>

APPENDIX L

Student Growth 3.2: Achievement of Student Growth Goal(s)			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of student engagement in assessment of their own progress.</p> <p>There is no evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher does not provide evidence of reflecting on how the learning activities and instructional decisions impacted student learning progress.</p> <p>The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is limited evidence of student engagement in assessment of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>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.</p> <p>The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>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.</p> <p>The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>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.</p> <p>The teacher uses information from student progress and students' experience of learning to:</p> <p>Guide their next steps for instruction, and</p> <p>Effect changes in instructional practice or professional learning beyond their own classroom or context.</p>

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.			
P2 Lessons connected to previous and future lessons, broader purpose and transferable skill			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Lessons are rarely linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.
CP1 Alignment of instructional materials and tasks			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Instructional materials and tasks do not align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.
CP2 Teacher knowledge of content			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher demonstrates a lack of knowledge of discipline-based concepts and habits of thinking by making content errors.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another within a unit.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.
CP3 Discipline-specific teaching approaches			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher rarely uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking at one or two points within a unit.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking throughout the unit, but not daily.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.
P3 Design of performance task			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Performance tasks do not require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.

APPENDIX L

Criterion 5: Fostering and managing a safe, positive learning environment.			
CEC1 Classroom arrangement and resources			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Physical environment of the classroom is unsafe or resources are not accessible to all students to support their learning during the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.
CEC3 Use of learning time			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Instructional time is frequently disrupted.	Some instructional time is lost through inefficient transitions or management routines. Teacher responds to student misbehavior with uneven results.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Student misbehavior is rare.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.
CEC4 Student status			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/or unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates positive teacher- student relationships that foster students' well-being. Patterns of interaction between teacher and students and among students may send messages that some students' contributions are more valuable than others.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.
CEC5 Norms for learning			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Classroom norms are not evident and/or do not address risk-taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident but result in uneven patterns of interaction that do not encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk- taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk- taking, collaboration, respect for divergent thinking and students' cultures. Students self- monitor or remind one another of the norms.

Criterion 6: Using multiple student data elements to modify instruction and improve student learning.			
A1 Student self-assessment			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher does not provide an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that may not deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.
A2 Student use of formative assessments over time			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Students do not use formative assessments to assess their own learning.	Students use formative assessments at least two to three times per year/course to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within a unit or two to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.
A3 Quality of formative assessment methods			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Assessment tasks are not aligned with the learning target(s).	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides no information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides limited information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.
A5 Collection systems for formative assessment data			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher does not have routines for recording formative assessment data.	Teacher has an observable system and routines for recording formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and periodically uses the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and uses the system to inform day-to-day instructional practice.

APPENDIX L

Student Growth 6.1: Establish Student Growth Goal(s)			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The teacher does not develop a student growth goal.</p> <p>OR</p> <p>The teacher does not explain how the knowledge of students informed the goal.</p> <p>The goal does not address an essential standard for the teacher’s content and grade level.</p> <p>The goal does not require students’ cognitive or emotional engagement.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses a single data element to explain how the knowledge of students informed the goal.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level.</p> <p>The goal requires students’ cognitive and emotional engagement.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements to explain how the knowledge of students informed the goal.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level.</p> <p>The goal requires students’ cognitive and emotional engagement.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements to explain how the knowledge of students informed the goal.</p> <p>The goal addresses an essential standard for the teacher’s content and grade level.</p> <p>The goal requires students’ cognitive and emotional engagement.</p> <p>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.</p>

Student Growth 6.2: Achievement of Student Growth Goal(s)			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of student engagement in assessment of their own progress.</p> <p>There is no evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher does not provide evidence of taking responsibility for student learning progress.</p> <p>The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is limited evidence of student engagement in assessment of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>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.</p> <p>The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> exceeded the learning goal met or nearly met the learning goal did not yet meet the learning goal <p>The reflection includes analysis of why students did or did not make progress, and next steps for each group.</p> <p>The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> exceeded the learning goal met or nearly met the learning goal did not yet meet the learning goal <p>The teacher uses information from student progress and students' experience of learning to:</p> <ul style="list-style-type: none"> Guide their next steps for instruction, and Effect changes in instructional practice or professional learning beyond their own classroom or context.

APPENDIX L

Criterion 7: Communicating and collaborating with parents and the school community.			
PCC2 Communication and collaboration with parents and guardians			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher rarely communicates in any manner with parents and guardians about student progress.	Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.
PCC3 Communication within the school community about student progress			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher maintains student records. Teacher rarely communicates student progress information to relevant individuals within the school community.	Teacher maintains student records. Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only).	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.			
PCC1 Collaboration with peers and administrators to improve student learning			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and development.
PCC4 Support of school, district and state curricula, policies and initiatives			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher is unaware of or does not support school, district or state initiatives. Teacher violates a district policy or rarely follows district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum.	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.
PCC5 Ethics and advocacy			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.

APPENDIX L

Student Growth 8.1: Establish Student Growth Goal(s)			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The teacher does not collaboratively develop the student growth goal.</p> <p>OR</p> <p>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</p> <p>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.</p>	<p>The teacher collaborates with other grade, school, or district team members to develop the student growth goal.</p> <p>The team uses a single data element to explain how knowledge of students informed the goal.</p> <p>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.)</p> <p>The goal requires students’ cognitive and emotional engagement.</p>	<p>The teacher collaborates with other grade, school, or district team members to develop the student growth goal.</p> <p>The team uses multiple data elements to explain how knowledge of students informed the goal.</p> <p>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.)</p> <p>The goal requires students’ cognitive and emotional engagement.</p> <p>The teacher follows through with team decisions regarding instruction and assessment.</p>	<p>The teacher collaborates with other grade, school, or district team members to develop the student growth goal.</p> <p>The team uses multiple data elements to explain how knowledge of students informed the goal.</p> <p>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.)</p> <p>The goal requires students’ cognitive and emotional engagement.</p> <p>The teacher follows through with team decisions regarding instruction and assessment.</p> <p>The teacher helps develop other team members’ capacity to be effective.</p>



Appendix M – Student Growth Goal Discussion Pre Form

Date: _____

Teacher Name: _____

Evaluator Name: _____

Class and Content Area:

3.1 (Identify which students)

6.1

Description of Goal:

3.1

6.1

Knowledge of Individual Students:

Knowledge of Students:

3.1

6.1

APPENDIX M

Standard addressed in goal:

3.1

6.1

Student Cognitive and Emotional Engagement Related to Goal:

3.1

6.1

Family Involvement:

3.1



Appendix N – Student Growth Goal Discussion Post Form

Date: _____

Teacher Name: _____

Evaluator Name: _____

Evidence of Student Progress (Formative and Summative Assessments):

3.2

6.2

Evidence of Student Engagement in Assessment:

3.2

6.2

How Students Monitored Their Progress:

3.2

6.2

APPENDIX N

How Students Shared Feedback:

3.2

6.2

Reflections on Learning Process:

3.2 (individual students)

6.2 (3 groups of students – exceeded, met or nearly met, or did not meet)

Next Step for Instruction:

3.2

Analysis of Why Students Did/Did Not Make Progress

6.2

Next Steps for Each Group:

6.2

**Stanwood-Camano School District No. 401
Appendix O – Comprehensive Observation Form**

Teacher's Name: _____
Assignment/Subject: _____

Observation Date and Time: _____
School: _____

Criterion One: Centering instruction on high expectations for student achievement. _____

Criterion 1	Unsatisfactory	Basic	Proficient	Distinguished	Score
P1 Purpose – Learning target(s) connected to standards	Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.	
P4 – Communication of learning target(s)	Teacher rarely states or communicates with students about the learning target(s).	Teacher states the learning target(s) once during the lesson and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction.	
P5 – Success criteria	The success criteria for the learning target(s) are nonexistent or vague.	Success criteria are present but may lack alignment to the learning target(s) and/or may not be used by students for learning.	Success criteria are present and align to the learning target(s). With prompting from the teacher, students use the success criteria to communicate what they are learning.	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.	
CEC2 – Learning routines	Learning routines for discussion and collaborative work are absent.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students are held accountable for completing their work and for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.	
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Comments:

APPENDIX O

Criterion Two: Demonstrating effective teaching practices.

Criterion 2	Unsatisfactory	Basic	Proficient	Distinguished	Score
SE1 – Quality of questioning	Teacher does not ask questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.	
SE4 – Opportunity and support for participation and meaning making	Teacher does not use engagement strategies and structures that facilitate participation and meaning making by students. Few students have the opportunity to engage in discipline-specific meaning making.	Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student-led.	
SES5 – Student talk	Talk is dominated by the teacher and/or student talk is unrelated to the discipline.	Student talk is directed to the teacher. Talk reflects discipline-specific knowledge. Students do not provide evidence for their thinking.	Student talk is a mix of teacher-student and student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking.	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	
CP5 – Use of scaffolds	Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills. If teacher uses scaffolds, he or she does not release responsibility to students.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.	
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Comments:

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

Criterion 3	Unsatisfactory	Basic	Proficient	Distinguished	Score
SE2 – Ownership of learning	Teacher rarely provides opportunities and strategies for students to take ownership of their learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with teacher.	Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support student learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.	
SE3 – Capitalizing on students’ strengths	Teacher has little knowledge of how students’ strengths (academic background, life experiences and culture/ language) could be used as an asset for student learning.	Teacher has knowledge of students’ strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways not connected to the unit goals.	Teacher capitalizes on students’ strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways connected to the unit goals.	Teacher capitalizes on students’ strengths (academic background, life experiences and culture/language) and applies this knowledge in a variety of ways connected to the unit goals.	
CP4 – Differentiated instruction for students	Teacher does not use strategies that differentiate for individual learning strengths and needs.	Teacher uses one strategy – such as time, space, structure or materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies.	
A4 – Teacher use of formative assessments	Teacher does not use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students.	Teacher uses formative assessments to modify future lessons or makes in- the-moment instructional adjustments based on completion of task(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students.	
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Comments:

APPENDIX O

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

Criterion 4	Unsatisfactory	Basic	Proficient	Distinguished	Score
P2 - Lessons connected to previous and future lessons, broader purpose and transferable skill	Lessons are rarely linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.	
CP1 – Alignment of instructional materials and tasks	Instructional materials and tasks do not align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students’ levels of challenge.	
CP2 - Teacher knowledge of content	Teacher demonstrates a lack of knowledge of discipline-based concepts and habits of thinking by making content errors.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another within a unit.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.	
CP3 – Discipline-specific teaching approaches	Teacher rarely uses discipline- specific teaching approaches and strategies that develop students’ conceptual understanding and discipline- specific habits of thinking.	Teacher uses discipline-specific teaching approaches and strategies that develop students’ conceptual understanding and discipline-specific habits of thinking at one or two points within a unit.	Teacher uses discipline-specific teaching approaches and strategies that develop students’ conceptual understanding and discipline-specific habits of thinking throughout the unit, but not daily.	Teacher uses discipline-specific teaching approaches and strategies that develop students’ conceptual understanding and discipline-specific habits of thinking on a daily basis.	
P3 – Design of performance task	Performance tasks do not require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.	
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Comments:

Criterion Five: Fostering and managing a safe, positive learning environment.

Criterion 5	Unsatisfactory	Basic	Proficient	Distinguished	Score
CEC1 – Classroom arrangement and resources	Physical environment of the classroom is unsafe or resources are not accessible to all students to support their learning during the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.	
CEC3 – Use of learning time	Instructional time is frequently disrupted.	Some instructional time is lost through inefficient transitions or management routines. Teacher responds to student misbehavior with uneven results.	Instructional time is maximized in service of learning through efficient transitions, Management routines and positive student discipline. Student misbehavior is rare.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.	
CEC4 – Student status	Teacher does not develop positive teacher-student relationships that attend to students’ well-being. Patterns of interaction or lack of interaction promote rivalry and/ or unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates positive teacher-student relationships that foster students’ well-being. Patterns of interaction between teacher and students and among students may send messages that some students’ contributions are more valuable than others.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students’ well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students’ well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.	
CEC5 – Norms for learning	Classroom norms are not evident and/or do not address risk-taking, collaboration, respect for divergent thinking or students’ cultures.	Classroom norms are evident but result in uneven patterns of interaction that do not encourage risk-taking, collaboration, respect for divergent thinking and students’ cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students’ cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students’ cultures. Students self-monitor or remind one another of the norms.	
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Comments:

APPENDIX O

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

Criterion 6	Unsatisfactory	Basic	Proficient	Distinguished	Score
A1 – Student self-assessment	Teacher does not provide an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that may not deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.	
A2 – Student use of formative assessments over time	Students do not use formative assessments to assess their own learning.	Students use formative assessments at least two to three times per year/course to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within a unit or two to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.	
A3 – Quality of formative assessment methods	Assessment tasks are not aligned with the learning target(s).	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides no information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides limited information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.	
A5 – Collection systems for formative assessment data	Teacher does not have routines for recording formative assessment data.	Teacher has an observable system and routines for recording formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and periodically uses the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and uses the system to inform day-to-day instructional practice.	
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Comments:

Criterion Seven: Communicating and collaborating with parents and the school community.

Criterion 7	Unsatisfactory	Basic	Proficient	Distinguished	Score
PCC2 – Communication and collaboration with parents and guardians	Teacher rarely communicates in any manner with parents and guardians about student progress.	Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.	
PCC3 – Communication within the school community about student progress	Teacher maintains student records. Teacher rarely communicates student progress information to relevant individuals within the school community.	Teacher maintains student records. Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only).	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.	
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Comments:

APPENDIX O

Criterion Eight: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Criterion 8	Unsatisfactory	Basic	Proficient	Distinguished	Score
PCC1 – Collaboration with peers and administrators to improve student learning	Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and development.	
PCC4 – Support of school, district and state curricula, policies and initiatives	Teacher is unaware of or does not support school, district or state initiatives. Teacher violates a district policy or rarely follows district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum.	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.	
PCC5 – Ethics and advocacy	Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.	
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Comments:

General Comments (Optional):

Evaluator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

Current Class Size/Caseload: _____

Does the current Class Size/Caseload exceed the recommended maximum listed in Section 7.12?

- Yes No

If “Yes”, by how many students is it over? _____

APPENDIX P

**Stanwood-Camano School District No. 401
Appendix P – Comprehensive Summative Evaluation Form**

Teacher's Name: _____
Assignment/Subject: _____

Observation Date and Time: _____
School: _____

Criterion One: Centering instruction on high expectations for student achievement.

Components:

- P1 Learning target(s) connected to standards _____
- P4 Communication of learning target(s) _____
- P5 Success criteria _____
- CEC2 Learning routines _____

Comments:

Criterion Two: Demonstrating effective teaching practices.

Components:

- SE1 Quality of questioning _____
- SE4 Opportunity and support for participation and meaning making _____
- SE5 Student talk _____
- CP5 Use of scaffolds _____

Comments:

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

Components:

- SE2 Ownership of learning _____
- SE3 Capitalizing on students' strengths _____
- CP4 Differentiated instruction for students _____
- A4 Teacher use of formative assessments _____

Student Growth

- SG 3.1 Establish Student Growth Goal(s) _____
- SG 3.2 Achievement of Student Growth Goal(s) _____

Comments:

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

Components:

- P2 Lessons connected to previous and future lessons, broader purpose and transferable skill
- CP1 Alignment of instructional materials and tasks
- CP2 Teacher knowledge of content
- CP3 Discipline-specific teaching approaches
- P3 Design of performance task

Comments:

Criterion Five: Fostering and managing a safe, positive learning environment.

Components:

- CEC1 Classroom arrangement and resources
- CEC3 Use of learning time
- CEC4 Student status
- CEC5 Norms for learning

Comments:

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

Components:

- A1 Student self-assessment
- A2 Student use of formative assessments over time
- A3 Quality of formative assessment methods
- A5 Collection systems for formative assessment data

Student Growth

- SG 6.1 Establish Student Growth Goal(s)
- SG 6.2 Achievement of Student Growth Goal(s)

Comments:

Criterion Seven: Communicating and collaborating with parents and the school community.

Components:

- PCC2 Communication and collaboration with parents and guardians
- PCC3 Communication within the school community about student progress

Comments:

APPENDIX P

Criterion Eight: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning. _____

Components:

PCC1 Collaboration with peers and administrators to improve student learning _____

PCC4 Support of school, district and state curricula, policies and initiatives _____

PCC5 Ethics and advocacy _____

Student Growth

SG 8.1 Establish Team Student Growth Goal(s) _____

Comments:

General Comments (Optional):

Total Summative Score: _____

Student Growth Rubric Rating

Student Growth Rubrics	Score
3.1 – Goal Setting – Subgroups of Students	
3.2 – Goal Achievement – Subgroups of Students	
6.1 – Goal Setting – Whole class of Students	
6.2 – Goal Achievement – Whole class of Students	
8.1 – Goal Setting – Collaborative Team	
Total Student Growth Score	

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

A student growth score of "1" in any of the student growth rubrics will result in a Low rating. Student growth must include a minimum of two student growth measures.

Student Growth Rating (Low, Average, High): _____

Total Summative Score: _____

OSPI Approved Summative Scoring Band			
8-14	15-21	22-28	29-32
1	2	3	4
Unsatisfactory	Basic	Proficient	Distinguished

Summative Rating (U/B/P/D): _____

Evaluator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

APPENDIX Q

Stanwood-Camano School District No. 401 Appendix Q – Focused Observation Form

Teacher's Name: _____

Observation Date and Time: _____

Assignment/Subject: _____

School: _____

Criterion One: Centering instruction on high expectations for student achievement. _____

Criterion 1	Unsatisfactory	Basic	Proficient	Distinguished	Score
P1 Purpose – Learning target(s) connected to standards	Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.	
P4 – Communication of learning target(s)	Teacher rarely states or communicates with students about the learning target(s).	Teacher states the learning target(s) once during the lesson and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction.	
P5 – Success criteria	The success criteria for the learning target(s) are nonexistent or vague.	Success criteria are present but may lack alignment to the learning target(s) and/or may not be used by students for learning.	Success criteria are present and align to the learning target(s). With prompting from the teacher, students use the success criteria to communicate what they are learning.	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.	
CEC2 – Learning routines	Learning routines for discussion and collaborative work are absent.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work and for learning.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work and for learning. Students support the learning of others.	

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Comments:

Evaluator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

Current Class Size/Caseload: _____

Does the current Class Size/Caseload exceed the recommended maximum listed in Section 7.12?

Yes No

If "Yes", by how many students is it over? _____

**Stanwood-Camano School District No. 401
Appendix Q – Focused Observation Form**

Teacher's Name: _____

Observation Date and Time: _____

Assignment/Subject: _____

School: _____

Criterion Two: Demonstrating effective teaching practices.

Criterion 2	Unsatisfactory	Basic	Proficient	Distinguished	Score
SE1 – Quality of questioning	Teacher does not ask questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.	
SE4 – Opportunity and support for participation and meaning making	Teacher does not use engagement strategies and structures that facilitate participation and meaning making by students. Few students have the opportunity to engage in discipline-specific meaning making.	Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student-led.	
SES5 – Student talk	Talk is dominated by the teacher and/or student talk is unrelated to the discipline.	Student talk is directed to the teacher. Talk reflects discipline-specific knowledge. Students do not provide evidence for their thinking.	Student talk is a mix of teacher-student and student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking.	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.	
CP5 – Use of scaffolds	Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills. If teacher uses scaffolds, he or she does not release responsibility to students.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.	

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Comments:

Evaluator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

APPENDIX Q

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

Current Class Size/Caseload: _____

Does the current Class Size/Caseload exceed the recommended maximum listed in Section 7.12?

Yes No

If "Yes", by how many students is it over? _____

**Stanwood-Camano School District No. 401
Appendix Q – Focused Observation Form**

Teacher's Name: _____

Observation Date and Time: _____

Assignment/Subject: _____

School: _____

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

Criterion 3	Unsatisfactory	Basic	Proficient	Distinguished	Score
SE2 – Ownership of learning	Teacher rarely provides opportunities and strategies for students to take ownership of their learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with teacher.	Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support student learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.	
SE3 – Capitalizing on students' strengths	Teacher has little knowledge of how students' strengths (academic background, life experiences and culture/ language) could be used as an asset for student learning.	Teacher has knowledge of students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways not connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in a variety of ways connected to the unit goals.	
CP4 – Differentiated instruction for students	Teacher does not use strategies that differentiate for individual learning strengths and needs.	Teacher uses one strategy – such as time, space, structure or materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies.	
A4 – Teacher use of formative assessments	Teacher does not use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students.	Teacher uses formative assessments to modify future lessons or makes in- the-moment instructional adjustments based on completion of task(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s).	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students.	
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Comments:

Evaluator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

Current Class Size/Caseload: _____

Does the current Class Size/Caseload exceed the recommended maximum listed in Section 7.12?

- Yes No

If “Yes”, by how many students is it over? _____

APPENDIX Q

Stanwood-Camano School District No. 401 Appendix Q – Focused Observation Form

Teacher's Name: _____

Observation Date and Time: _____

Assignment/Subject: _____

School: _____

Criterion Four: Providing clear and intentional focus on subject matter content and curriculum. _____

Criterion 4	Unsatisfactory	Basic	Proficient	Distinguished	Score
P2 - Lessons connected to previous and future lessons, broader purpose and transferable skill	Lessons are rarely linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.	
CP1 – Alignment of instructional materials and tasks	Instructional materials and tasks do not align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.	
CP2 - Teacher knowledge of content	Teacher demonstrates a lack of knowledge of discipline-based concepts and habits of thinking by making content errors.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another within a unit.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.	
CP3 – Discipline-specific teaching approaches	Teacher rarely uses discipline- specific teaching approaches and strategies that develop students' conceptual understanding and discipline- specific habits of thinking.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking at one or two points within a unit.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking throughout the unit, but not daily.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.	
P3 – Design of performance task	Performance tasks do not require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.	
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Comments:

Evaluator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations

APPENDIX Q

he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

Current Class Size/Caseload: _____

Does the current Class Size/Caseload exceed the recommended maximum listed in Section 7.12?

Yes No

If “Yes”, by how many students is it over? _____

APPENDIX Q

Stanwood-Camano School District No. 401 Appendix Q – Focused Observation Form

Teacher's Name: _____

Observation Date and Time: _____

Assignment/Subject: _____

School: _____

Criterion Five: Fostering and managing a safe, positive learning environment. _____

Criterion 5	Unsatisfactory	Basic	Proficient	Distinguished	Score
CEC1 – Classroom arrangement and resources	Physical environment of the classroom is unsafe or resources are not accessible to all students to support their learning during the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.	
CEC3 – Use of learning time	Instructional time is frequently disrupted.	Some instructional time is lost through inefficient transitions or management routines. Teacher responds to student misbehavior with uneven results.	Instructional time is maximized in service of learning through efficient transitions, Management routines and positive student discipline. Student misbehavior is rare.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.	
CEC4 – Student status	Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/ or unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates positive teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students and among students may send messages that some students' contributions are more valuable than others.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.	
CEC5 – Norms for learning	Classroom norms are not evident and/or do not address risk-taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident but result in uneven patterns of interaction that do not encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.	

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Comments:

Evaluator's Signature: _____

Date: _____

APPENDIX Q

Teacher's Signature: _____

Date: _____

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

Current Class Size/Caseload: _____

Does the current Class Size/Caseload exceed the recommended maximum listed in Section 7.12?

Yes

No

If "Yes", by how many students is it over? _____

APPENDIX Q

Stanwood-Camano School District No. 401 Appendix Q – Focused Observation Form

Teacher's Name: _____

Observation Date and Time: _____

Assignment/Subject: _____

School: _____

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

Criterion 6	Unsatisfactory	Basic	Proficient	Distinguished	Score
A1 – Student self-assessment	Teacher does not provide an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that may not deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s).	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). Students use success criteria for improvement.	
A2 – Student use of formative assessments over time	Students do not use formative assessments to assess their own learning.	Students use formative assessments at least two to three times per year/course to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within a unit or two to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.	
A3 – Quality of formative assessment methods	Assessment tasks are not aligned with the learning target(s).	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides no information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides limited information about student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.	
A5 – Collection systems for formative assessment data	Teacher does not have routines for recording formative assessment data.	Teacher has an observable system and routines for recording formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and periodically uses the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and uses the system to inform day-to-day instructional practice.	
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Comments:

Evaluator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

Current Class Size/Caseload: _____

Does the current Class Size/Caseload exceed the recommended maximum listed in Section 7.12?

Yes No

If "Yes", by how many students is it over? _____

**Stanwood-Camano School District No. 401
Appendix Q – Focused Observation Form**

Teacher's Name: _____

Observation Date and Time: _____

Assignment/Subject: _____

School: _____

Criterion Seven: Communicating and collaborating with parents and the school community. _____

Criterion 7	Unsatisfactory	Basic	Proficient	Distinguished	Score
PCC2 – Communication and collaboration with parents and guardians	Teacher rarely communicates in any manner with parents and guardians about student progress.	Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.	
PCC3 – Communication within the school community about student progress	Teacher maintains student records. Teacher rarely communicates student progress information to relevant individuals within the school community.	Teacher maintains student records. Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only).	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.	
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Comments:

Evaluator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

Current Class Size/Caseload: _____

Does the current Class Size/Caseload exceed the recommended maximum listed in Section 7.12?

- Yes No

If “Yes”, by how many students is it over? _____

APPENDIX Q

Stanwood-Camano School District No. 401 Appendix Q – Focused Observation Form

Teacher's Name: _____

Observation Date and Time: _____

Assignment/Subject: _____

School: _____

Criterion Eight: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Criterion 8	Unsatisfactory	Basic	Proficient	Distinguished	Score
PCC1 – Collaboration with peers and administrators to improve student learning	Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and development.	
PCC4 – Support of school, district and state curricula, policies and initiatives	Teacher is unaware of or does not support school, district or state initiatives. Teacher violates a district policy or rarely follows district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum.	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.	
PCC5 – Ethics and advocacy	Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.	
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Comments:

Evaluator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

Current Class Size/Caseload: _____

Does the current Class Size/Caseload exceed the recommended maximum listed in Section 7.12?

- Yes No

If “Yes”, by how many students is it over? _____

APPENDIX R

**Stanwood-Camano School District No. 401
Appendix R – Focused Summative Evaluation Form**

Teacher's Name: _____

Observation Date and Time: _____

Assignment/Subject: _____

School: _____

Most recent Comprehensive Summative Evaluation Score: _____

Criterion One: Centering instruction on high expectations for student achievement.

P1 Learning target(s) connected to standards _____

P4 Communication of learning target(s) _____

P5 Success criteria _____

CEC2 Learning routines _____

Student Growth

SG _____.1 Establish Student Growth Goal(s) _____

SG _____.2 Achievement of Student Growth Goal(s) _____

Comments:

Summative Rating: _____

Evaluator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

Stanwood-Camano School District No. 401
Appendix R – Focused Summative Evaluation Form

Teacher's Name: _____

Observation Date and Time: _____

Assignment/Subject: _____

School: _____

Most recent Comprehensive Summative Evaluation Score: _____

Criterion Two: Demonstrating effective teaching practice

SE1 Quality of questioning _____

SE4 Opportunity and support for participation and meaning-making _____

SE5 Student talk _____

CP5 Use of scaffolds _____

Student Growth

SG _____.1 Establish Student Growth Goal(s) _____

SG _____.2 Achievement of Student Growth Goal(s) _____

Comments:

Summative Rating: _____

Evaluator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

APPENDIX R

**Stanwood-Camano School District No. 401
Appendix R – Focused Summative Evaluation Form**

Teacher's Name: _____

Observation Date and Time: _____

Assignment/Subject: _____

School: _____

Most recent Comprehensive Summative Evaluation Score: _____

Criterion Three:	Recognizing individual student learning needs and developing strategies to address those needs.	_____
SE2	Ownership of learning	_____
SE3	Capitalizing on students' strengths	_____
CP4	Differentiated instruction for students	_____
A4	Teachers use of formative assessments	_____
Student Growth		
SG 3.1	Establish Student Growth Goal(s)	_____
SG 3.2	Achievement of Student Growth Goal(s)	_____

Comments:

Summative Rating: _____

Evaluator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

Stanwood-Camano School District No. 401
Appendix R – Focused Summative Evaluation Form

Teacher's Name: _____

Observation Date and Time: _____

Assignment/Subject: _____

School: _____

Most recent Comprehensive Summative Evaluation Score: _____

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

- P2 Lessons connected to previous and future lessons, broader purpose and transferable skill _____
- CP1 Alignment of instructional materials and tasks _____
- CP2 Teacher knowledge of content _____
- CP3 Discipline-specific teaching approaches _____
- P3 Design of performance task _____
- Student Growth
- SG _____.1 Establish Student Growth Goal(s) _____
- SG _____.2 Achievement of Student Growth Goal(s) _____

Comments:

Summative Rating: _____

Evaluator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

APPENDIX R

**Stanwood-Camano School District No. 401
Appendix R – Focused Summative Evaluation Form**

Teacher's Name: _____

Observation Date and Time: _____

Assignment/Subject: _____

School: _____

Most recent Comprehensive Summative Evaluation Score: _____

Criterion Five: Fostering and managing a safe, positive learning environment.

CEC1 Classroom arrangement and resources _____

CEC3 Use of learning time _____

CEC4 Student status _____

CEC5 Norms for learning _____

Student Growth

SG _____.1 Establish Student Growth Goal(s) _____

SG _____.2 Achievement of Student Growth Goal(s) _____

Comments:

Summative Rating: _____

Evaluator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

Stanwood-Camano School District No. 401
Appendix R – Focused Summative Evaluation Form

Teacher's Name: _____

Observation Date and Time: _____

Assignment/Subject: _____

School: _____

Most recent Comprehensive Summative Evaluation Score: _____

Criterion Six:	Using multiple student data elements to modify instruction and improve student learning.	_____
A1	Student self-assessment	_____
A2	Student use of formative assessments over time	_____
A3	Quality of formative assessment methods	_____
A5	Collection systems for formative assessment data	_____
Student Growth		
SG 6.1	Establish Student Growth Goal(s)	_____
SG 6.2	Achievement of Student Growth Goal(s)	_____

Comments:

Summative Rating: _____

Evaluator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

APPENDIX R

**Stanwood-Camano School District No. 401
Appendix R – Focused Summative Evaluation Form**

Teacher's Name: _____

Observation Date and Time: _____

Assignment/Subject: _____

School: _____

Most recent Comprehensive Summative Evaluation Score: _____

Criterion Seven: Communicating and collaborating with parents and the school community. _____

PCC2 Communication and collaboration with parents and guardians _____

PCC3 Communication within the school community about student progress. _____

Student Growth _____

SG _____.1 Establish Student Growth Goal(s) _____

SG _____.2 Achievement of Student Growth Goal(s) _____

Comments: _____

Summative Rating: _____

Evaluator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

Stanwood-Camano School District No. 401
Appendix R – Focused Summative Evaluation Form

Teacher's Name: _____

Observation Date and Time: _____

Assignment/Subject: _____

School: _____

Most recent Comprehensive Summative Evaluation Score: _____

Criterion Eight:	Exhibiting collaborative and collegial practices focused on improving instructional practice and student.	_____
SE1	Collaboration with peers and administrators to improve student learning	_____
SE4	Support of school, district, and state curricula, policies and initiatives	_____
SE5	Ethics and advocacy	_____
Student Growth		
SG 8.1	Establish Team Student Growth Goal(s)	_____

Comments:

Summative Rating: _____

Evaluator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

APPENDIX S

**Stanwood-Camano School District No. 401
Appendix S – Focused Evaluation Planning Form (Criteria 1-7)**

Teacher name _____ School _____

Grade or content _____ School Year _____

This form is to assist the employee in planning an area of professional growth. Upon completion, this form will be discussed with the employee's evaluator. These questions will be the basis of conversation during the focused evaluation planning conference.

1. What criterion will be your focus for the year?
2. Why did you select this criterion? (i.e. Are there specific components that you want to improve on?)
3. What steps will you take to accomplish growth in this area?
4. How can I help you meet your goal?
5. Are you going to be working with anyone else on this criterion?
6. If you did not select Criterion 3 or 6, what student growth area will you select (you may choose either 3.1/3.2 or 6.1/6.2)?
7. When do you anticipate starting your student growth process?

Teacher

Date

Administrator

Date

Current Class Size/Caseload: _____

Does the current Class Size/Caseload exceed the recommended maximum listed in Section 7.12?

- Yes No

If "Yes", by how many students is it over? _____

**Stanwood-Camano School District No. 401
Appendix T – Focused Evaluation Planning Form (Criterion 8)**

Teacher name _____ School _____

Grade or content _____ School Year _____

This form is to assist the employee in planning an area of professional growth. Upon completion, this form will be discussed with the employee's evaluator. These questions will be the basis of conversation during the focused evaluation planning conference.

1. Why did you select this criterion? (i.e. Are there specific components that you want to improve on?)
2. How do you plan to consistently and actively collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year (Criteria SG 8.1)?
3. Who will you be collaborating with?
4. What is/are your timeline(s) for the above activities?
5. How can I help you meet your goal?

Teacher

Date

Administrator

Date

APPENDIX U

Stanwood-Camano School District No. 401 Appendix U – Pre-Observation Conference Form

1. What is your learning target for the day?
2. What are your success criteria?
3. Standard addressed:
4. Where is this lesson in the unit?

5. What is the flow of the lesson? (Engagement Activities, Student Talk, Differentiation, Questioning Strategies, Formative Assessment Opportunities)

6. What will the lesson closure be?

7. What would you like me to know about this class that influenced your planning decisions?

Is there anything else you want me to watch for in this observation?

Current Class Size/Caseload: _____

Does the current Class Size/Caseload exceed the recommended maximum listed in Section 7.12?

Yes No

If “Yes”, by how many students is it over? _____

**Stanwood-Camano School District No. 401
Appendix V – Walk Through Observation Form**

Teacher _____ Date _____ Time _____

Criterion 1	Centering Instruction on high expectations for student achievement.
P1	Learning target(s) connected to standards
P4	Communication of learning target(s)
P5	Success criteria
CEC2	Learning routines
Criterion 2	Demonstrating Effective Teaching Practices.
SE1	Quality of questioning
SE4	Opportunity and support for participation and meaning making
SE5	Student talk
CP5	Use of scaffolds
Criterion 3	Recognizing individual student learning needs and developing strategies to address those needs.
SE2	Ownership of learning
SE3	Capitalizing on students' strengths
CP4	Differentiated instruction for students
A4	Teacher use of formative assessments

Criterion 4	Providing clear and intentional focus on subject matter and content and curriculum.
P2	Lessons connected to previous and future lessons, broader purpose and transferable skill
CP1	Alignment of instructional materials and tasks
CP2	Teacher knowledge of content
CP3	Discipline-specific teaching approaches
P3	Design of performance task
Criterion 5	Fostering and managing a safe, positive learning environment.
CEC1	Classroom arrangement and resources
CEC3	Use of learning time
CEC4	Student status
CEC5	Norms for learning
Criterion 6	Using multiple student data elements to modify instruction and improve student learning.
A1	Student self-assessment
A2	Student use of formative assessments over time
A3	Quality of formative assessment methods
A5	Collection systems for formative assessment data

APPENDIX V

Walk Through Observation Form – Comments Continued

Teacher _____ Date _____ Time _____

What I noticed:

What I wondered:

Criterion 7	Communicating and collaborating with parents and school community
PCC2	Communication and collaboration with parents and guardians
PCC3	Communication within the school community about student progress

Criterion 8	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.
PCC1	Collaboration with peers and administrators to improve student learning
PCC4	Support of school, district, and state curricula, policies and initiatives
PCC5	Ethics and advocacy

**Appendix W – Template Communication Letter for Classroom Evacuations
Due to Student Behavior**

<Date>

This letter is to inform you that your student was part of a classroom evacuation on <*Date of incident*>. Your student was moved to <*classroom or area*> for approximately <*minutes*> while a peer's behavior was addressed.

When do classroom evacuations occur?

There are times when a teacher or other school official may deem it necessary to remove students from a classroom when significant disruptive behavior by a student has occurred. We make every attempt to ensure classroom evacuations are rare.

What discipline actions are being taken?

In accordance with the Family Education Rights and Privacy Act (FERPA) we will not disclose information about specific students or incidents. Furthermore, it is important to remember that our students are growing and learning individuals. As a school community we do not want to blame students who need learning assistance, behavior support, or other interventions.

If you have questions, please contact <*principal or designee and contact information*>.

APPENDIX X

Appendix X – Salary Schedule Placement Regulations

Excerpts from Chapter 392-121 WAC in Effect for 2017-18 School Year

WAC 392-121-249 Definition—Accredited institution of higher education. As used in this chapter, "accredited institution of higher education" means an institution of higher education that has been accredited by a national or regional accrediting association recognized by the Washington student achievement council and the secretary of the U.S. Department of Education pursuant to WAC 181-78A-010(7).

WAC 392-121-250 Definition—Highest degree level. As used in this chapter, the term "highest degree level" means:

(1) The highest degree earned by the employee from an accredited institution of higher education, pursuant to WAC 392-121-249; or

(2) "Nondegreed" for a certificated instructional employee who:

(a) Holds no bachelor's or higher level degree; or

(b) Holds a bachelor's or higher level degree and a valid vocational/career and technical education certificate, but:

(i) The bachelor's or higher level degree was not a requirement of any past or present education certificate or permit, including the vocational/career and technical education certificate, pursuant to chapter 181-77 or 181-79A WAC; and

(ii) Whose highest placement pursuant to WAC 392-121-270 is as a nondegreed certificated instructional employee.

WAC 392-121-255 Definition—Academic credits. As used in this chapter, "academic credits" means credits determined as follows:

(1) Credits are earned after the awarding or conferring of the employee's first bachelor's degree;

(2) Credits are earned on or before October 1 of the year for which allocations are being calculated pursuant to this chapter;

(3) Credits are earned from an accredited institution of higher education: Provided, That credits, determined eligible pursuant to subsections (1), (2), (4) and (6) of this section, earned from any other accredited community college, college, or university and reported on Form S-275 on or before December 31, 1992, shall continue to be reported;

(4) Credits are transferrable or applicable to a bachelor's or more advanced degree program: Provided, That for educational courses which are the same or identical no more credits for that educational course than are transferrable or applicable to a bachelor's or more advanced degree program at that institution shall be counted;

(5) Credits earned after September 1, 1995, must satisfy the additional requirements of WAC 392-121-262;

(6) Credits are not counted as in-service credits pursuant to WAC 392-121-257 or nondegreed credits pursuant to WAC 392-121-259;

(7) The number of credits equals the number of quarter hours, units or semester hours each converted to quarter hours earned pursuant to this section; and

(8) Accumulate credits rounded to one decimal place.

WAC 392-121-257 Definition—In-service credits. As used in this chapter, "in-service credits" means credits determined as follows:

- (1) Credits are earned:
 - (a) After August 31, 1987; and
 - (b) After the awarding or conferring of the employee's first bachelor's degree.
- (2) Credits are earned on or before October 1 of the year for which allocations are being calculated pursuant to this chapter.
- (3) Credits are earned in either:
 - (a) A locally approved in-service training program which means a program approved by a school district board of directors or charter school board, and meeting standards adopted by the professional educator standards board pursuant to the standards in WAC 181-85-200 and the development of which has been participated in by an in-service training task force whose membership is the same as provided under RCW 28A.415.040; or
 - (b) A state approved continuing education program offered by an education agency approved to provide in-service for the purposes of continuing education as provided for under rules adopted by the professional educator standards board pursuant to chapter 181-85 WAC.
- (4) Credits are not earned for the purpose of satisfying the requirements of the employee's next highest degree.
- (5) Credits earned after September 1, 1995, must satisfy the additional requirements of WAC 392-121-262.
- (6) Credits are not counted as academic credits pursuant to WAC 392-121-255 or nondegree credits pursuant to WAC 392-121-259.
- (7) Ten locally approved in-service or state approved continuing education credit hours defined in WAC 181-85-030 equal one in-service credit.
- (8) Each forty hours of participation in an approved internship with a business, industry, or government agency pursuant to chapter 181-83 WAC equals one in-service credit.
 - (a) No more than two in-service credits may be earned as a result of an internship during any calendar-year period.
 - (b) Each individual is limited to a maximum of fifteen in-service credits earned from internships.
- (9) Accumulate credits rounded to one decimal place.

WAC 392-121-259 Definition—Nondegree credits. As used in this chapter, "nondegree credits" means credits recognized for nondegreed certificated instructional employees as follows:

- (1) Zero credits shall be recognized for persons holding a valid certificate other than a certificate included in subsection (2) or (3) of this section.
- (2) Thirty credits shall be recognized for persons holding a valid continuing or standard school nurse certificate.
- (3) Persons holding valid vocational/career and technical education certificates as provided for in chapter 181-77 WAC shall accumulate recognized credits as follows:
 - (a) One credit for each one hundred clock hours of occupational experience as defined in WAC 181-77-003(7), subject to the following conditions and limitations:
 - (i) Clock hours of occupational experience used in determining nondegree credits must be earned after meeting the minimum vocational/career and technical education certification requirements of three years (six thousand hours) as established in WAC 181-77-041 (1)(a)(i), regardless of when the initial certificate is issued and regardless of type of vocational/career and technical education certificate held.

APPENDIX X

(ii) Nondegree credits based on occupational experience shall be limited to a maximum of twenty credits per calendar year.

(iii) Nondegree credits based on occupational experience shall exclude experience determined pursuant to WAC 392-121-264 (1)(a) through (d).

(b) One credit for each ten clock hours of vocational/career and technical education educator training meeting the requirements of WAC 181-77-003 (2), (9), or (12). Clock hours of vocational/career and technical education educator training used in determining nondegree credits must be earned after meeting the minimum vocational/career and technical education certification requirements as established in WAC 181-77-041 (1)(b) and (c), regardless of when the initial certificate is issued and regardless of type of vocational/career and technical education certificate held.

(4) Credits earned after September 1, 1995, must satisfy the additional requirements of WAC 392-121-262.

(5) Accumulate credits rounded to one decimal place.

WAC 392-121-261 Definition—Total eligible credits. As used in this chapter, "total eligible credits" means the total number of credits determined as follows:

(1) For an employee whose highest degree is a bachelor's degree, sum:

(a) Academic and in-service credits; and

(b) Nondegree credits, determined pursuant to WAC 392-121-259 and reported on Report S-275 prior to the awarding of the bachelor's degree for vocational/career and technical education instructors who obtain a bachelor's degree while employed in the state of Washington as a nondegreed vocational/career and technical education instructor.

(2) For an employee whose highest degree is a master's degree, sum:

(a) Academic and in-service credits in excess of forty-five earned after the awarding or conferring of the bachelor's degree and prior to the awarding or conferring of the master's degree; and

(b) Academic and in-service credits earned after the awarding or conferring of the master's degree.

(3) For a nondegreed employee sum only nondegree credits.

WAC 392-121-262 Definition—Additional criteria for all credits. Credits earned after September 1, 1995, must satisfy the following criteria in addition to those found in WAC 392-121-255, 392-121-257, and 392-121-259:

(1) At the time credits are recognized by the school district or charter school, the content of the course must meet at least one of the following:

(a) It is consistent with a school-based plan for mastery of student learning goals as referenced in RCW 28A.655.110, the annual school performance report, for the school in which the individual is assigned;

(b) It pertains to the individual's current assignment or expected assignment for the following school year;

(c) It is necessary for obtaining endorsement as prescribed by the Washington professional educator standards board;

(d) It is specifically required for obtaining advanced levels of certification;

(e) It is included in a college or university degree program that pertains to the individual's current assignment or potential future assignment as a certificated instructional staff;

(f) It addresses research-based assessment and instructional strategies for students with dyslexia, dysgraphia, and language disabilities when addressing learning goal one under RCW 28A.150.210, as applicable and appropriate for individual certificated instructional staff; or

(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.

(2) Credits which have been determined to meet one or more of the criteria in subsection (1) of this section shall continue to be recognized in subsequent school years and by subsequent school district and charter school employers; and

(3) Credits not recognized in a school year may be recognized in a subsequent school year if there is a change in the qualifying criteria such as a change in professional educator standards board rules, a change in the district's or charter school's strategic plan, a change in the school-based plan for the school in which the individual is assigned, a change in the individual's assignment, or a change in the individual's employer.

WAC 392-121-264 Definition—Certificated years of experience. Regardless of the experience factors used by a school district or charter school for the purposes of its salary schedule(s), as used in this chapter, the term "certificated years of experience" means the number of years of accumulated full-time and part-time professional education employment prior to the current reporting school year in the state of Washington, out-of-state, and a foreign country. School districts and charter schools shall report all certificated years of experience including those beyond the experience limit of the school district's or charter school's salary schedule.

(1) Professional education employment shall be limited to the following:

(a) Employment in public or private preschools or elementary and secondary schools in positions which require certification where:

(i) Schools include the Centrum education program, the Pacific Science Center education program, educational centers authorized under chapter 28A.205 RCW, and Seattle Children's Hospital education program;

(ii) Certification means the concurrent public professional education licensing requirements established in the state, province, country, or other governmental unit in which employment occurred and which, for the state of Washington, refers to the certificates authorized by WAC 181-79A-140 and temporary permits authorized by WAC 181-79A-128;

(b) Employment in public or private vocational-technical schools, technical colleges, community/junior colleges, colleges, and universities in positions comparable to those which require certification in Washington school districts;

(c) Employment in a governmental educational agency with regional administrative responsibilities for preschool, elementary, and/or secondary education including but not limited to an educational service district, office of superintendent of public instruction, or United States department of education in any professional position including but not limited to C.P.A., architect, business manager, or physician;

(d) Experience in the following areas:

(i) Military, Peace Corps, or Vista service which interrupted professional education employment included in (a), (b), or (c) of this subsection; and

(ii) Sabbatical leave.

(e) For nondegreed vocational/career and technical education instructors, up to a maximum of six years of management experience as defined in WAC 181-77-003(6) acquired after the

APPENDIX X

instructor meets the minimum vocational/career and technical education certification requirements of three years (six thousand hours) established in WAC 181-77-041 (1)(a)(i), regardless of when the initial certificate is issued and regardless of type of vocational/career and technical education certificate held. If a degree is obtained while employed in the state of Washington as a nondegreed vocational/career and technical education instructor, the eligible years of management experience pursuant to this subsection reported on Report S-275 prior to the awarding of the degree shall continue to be reported but shall not increase.

(f) Beginning in the 2007-08 school year, for occupational therapists, physical therapists, nurses, speech-language pathologists, audiologists, counselors, psychologists, and social workers regulated under Title 18 RCW, years of experience may include employment as occupational therapists, physical therapists, nurses, speech-language pathologists, audiologists, counselors, psychologists, and social workers, that does not otherwise meet the requirements of (a) through (e) of this subsection, subject to the following conditions and limitations:

(i) Experience included under this subsection shall be limited to a maximum of two years.

(ii) The calculation of years of experience shall be that one year of experience in a school or other nonschool position counts as one year of experience for the purposes of this subsection, per subsection (2)(a) of this section.

(iii) Employment as occupational therapists shall be limited to the following:

(A) In positions requiring licensure as an occupational therapist under Title 18 RCW, or comparable out-of-state employment; and

(B) While holding a valid occupational therapist license, or other comparable occupational therapist credential.

(iv) Employment as physical therapists shall be limited to the following:

(A) In positions requiring licensure as a physical therapist under Title 18 RCW, or comparable out-of-state employment; and

(B) While holding a valid physical therapist license, or other comparable physical therapist credential.

(v) Employment as nurses shall be limited to the following:

(A) In positions requiring licensure as a registered nurse under Title 18 RCW, or comparable out-of-state employment; and

(B) While holding a valid registered nurse license, or other comparable registered nurse credential.

(vi) Employment as speech-language pathologists or audiologists shall be limited to the following:

(A) In positions requiring the same or similar duties and responsibilities as are performed by speech-language pathologists or audiologists regulated under Title 18 RCW; and

(B) After completion of the minimum requirements for conditional certification as a school speech-language pathologist or audiologist established in WAC 181-79A-231 (1)(c)(iv).

(vii) Employment as counselors shall be limited to the following:

(A) In positions requiring the same or similar duties and responsibilities as are performed by counselors regulated under Title 18 RCW; and

(B) After completion of the minimum requirements for emergency certification as a school counselor established in WAC 181-79A-231(3).

(viii) Employment as psychologists shall be limited to the following:

(A) In positions requiring the same or similar duties and responsibilities as are performed by psychologists regulated under Title 18 RCW; and

(B) After completion of the minimum requirements for emergency certification as a school psychologist established in WAC 181-79A-231(3).

(ix) Employment as social workers shall be limited to the following:

(A) In positions requiring the same or similar duties and responsibilities as are performed by social workers regulated under Title 18 RCW; and

(B) After completion of the minimum requirements for emergency certification as a school social worker established in WAC 181-79A-231(3).

(x) Certificated years of experience as occupational therapists, physical therapists, nurses, speech-language pathologists, audiologists, counselors, psychologists, and social workers, determined pursuant to this subsection and reported on Report S-275, by teachers and other certificated staff who are no longer employed as occupational therapists, physical therapists, nurses, speech-language pathologists, audiologists, counselors, psychologists, and social workers, shall continue to be reported but shall not increase.

(2) Years of full-time and part-time professional education employment prior to the current reporting school year are accumulated as follows:

(a) For each professional education employment which is not employment as a casual substitute pursuant to subsection (1)(a) of this section;

(i) Determine the total number of hours, or other unit of measure, per year for an employee working full-time with each employer;

(ii) Determine the number of hours, or other unit of measure, per year with each employer, including paid leave and excluding unpaid leave;

(iii) Calculate the quotient of the hours, or other unit of measure, determined in (a)(ii) of this subsection divided by the hours, or other unit of measure, in (a)(i) of this subsection rounded to two decimal places for each year.

(b) For professional education employment as a casual substitute pursuant to subsection (1)(a) of this section:

(i) Determine the total number of full-time equivalent substitute days per year;

(ii) Calculate the quotient of full-time equivalent days determined in (b)(i) of this subsection divided by 180 rounded to two decimal places for each year.

(c) No more than 1.0 year may be accumulated in any traditional nine-month academic year or any twelve-month period.

(i) Accumulate, for each year, professional education employment calculated in (a)(iii) and (b)(ii) of this subsection.

(ii) Determine the smaller of the result in (c)(i) of this subsection or 1.00 for each year.

(d) Determine certificated years of experience as the accumulation of all years of professional education employment calculated in (c)(ii) of this subsection and report such years rounded to one decimal place.

WAC 392-121-266 Definition—LEAP salary allocation documents. As used in this chapter, "LEAP salary allocation documents" means the computerized tabulations prepared by the legislative evaluation and accountability program (LEAP) and identified in the state Operating Appropriations Act as part of the formula for determining average salaries for the purpose of allocating state moneys to school districts or charter schools.

WAC 392-121-270 Placement of certificated instructional employees on LEAP salary allocation documents. Each certificated instructional employee shall be placed on LEAP salary

APPENDIX X

allocation documents with the highest placement based on the employee's highest degree level, total eligible credits, and certificated years of experience each defined in this chapter: Provided, That

(1) If an employee holds more than one degree of the same level, additional credits shall be counted after the first degree.

(2) An employee whose highest degree is a bachelor's degree, whose total eligible credits are ninety or greater, and whose total eligible credits earned prior to January 1, 1992, were less than one hundred thirty-five shall be placed on the BA + 90 column.

(3) An employee whose highest degree level is nondegreed shall be placed on the BA columns except that such persons holding valid vocational/career and technical education certificates with one hundred thirty-five or more eligible credits shall be placed on the MA + 0 column.

(4) A vocational/career and technical education instructor who obtains a bachelor's degree while employed in the state of Washington as a nondegreed vocational/career and technical education instructor and for whom one hundred thirty-five or more eligible credits determined pursuant to WAC 392-121-259 were reported on Report S-275 prior to the awarding of that bachelor's degree shall continue to be placed on the MA + 0 column and shall not advance to any other column unless a master's degree is obtained.

(5) For placement on LEAP salary allocation documents, total eligible credits and certificated years of experience shall be rounded to the nearest whole number. One-half credit or year shall be rounded to the next highest credit or year.

WAC 392-121-280 Placement on LEAP salary allocation documents—Documentation required. School districts and charter schools shall have documentation on file and available for review which substantiates each certificated instructional employee's placement on LEAP salary allocation documents. The minimum requirements are as follows:

(1) Districts and charter schools shall document the date of awarding or conferring of the highest degree including the date upon which the degree was awarded or conferred as recorded on the diploma or transcript from the registrar of the accredited institution of higher education.

(a) If the highest degree is a master's degree, the district or charter school shall also document the date of awarding or conferring of the first bachelor's degree.

(b) If the degree was awarded by an institution which does not confer degrees after each term, and all degree requirements were completed at a time other than the date recorded on the diploma or transcript, a written statement from the registrar of the institution verifying a prior completion date shall be adequate documentation.

(c) If the degree program was completed in a country other than the United States, documentation must include documentation in English of degree equivalency for the appropriate degree as allowed by WAC 181-79A-260: Provided, That documentation of degree equivalency is not required if that institution of higher education is already accredited pursuant to WAC 181-78A-010(7).

(2) Districts and charter schools shall document academic credits by having on file a transcript from the registrar of the accredited institution of higher education granting the credits. For purposes of this subsection:

(a) An academic credit is deemed "earned" at the end of the term for which it appears on the transcript: Provided, That a written statement from the registrar of the institution verifying a prior earned date may establish the date a credit was earned;

(b) Washington state community college credits numbered one hundred and above are deemed transferable for purposes of WAC 392-121-255(4) subject to the limitations of that same subsection;

(c) Credits are not deemed "earned" at an institution of higher education which transfers-in credits. Such credits must be documented using a transcript from the initial granting institution and are subject to all the limitations of WAC 392-121-255;

(d) If the credits were completed in a country other than the United States, documentation must include a written statement of credit equivalency for the appropriate credits from a foreign credentials' evaluation agency approved by the office of superintendent of public instruction: Provided, That documentation of degree equivalency is not required if that institution of higher education is already accredited pursuant to WAC 181-78A-010(7); and

(e) For credits earned after September 1, 1995, districts and charter schools shall document that the course content meets one or more of the criteria of WAC 392-121-262(1). At a minimum, such documentation must include a dated signature of the immediate principal, supervisor, or other authorized school district or charter school representative and must be available to the employee's future employers.

(3) Districts and charter schools shall document in-service credits:

(a) By having on file a document meeting standards established in WAC 181-85-107; and

(b) For credits earned after September 1, 1995, districts and charter schools shall document that the course content meets one or more of the criteria of WAC 392-121-262(1). At a minimum, such documentation must include a dated signature of the immediate principal, supervisor, or other authorized school district or charter school representative and must be available to the employee's future employers.

(4) Districts and charter schools shall document nondegree credits.

(a) For vocational/career and technical education educator training credits pursuant to WAC 392-121-259(3) districts and charter schools shall have on file a document meeting standards established in WAC 181-85-107 and evidence that the training was authorized pursuant to WAC 181-77-003 (2), (9), or (12).

(b) For credits calculated from converted occupational experience pursuant to WAC 392-121-259(3) districts and charter schools shall have on file documents which provide:

(i) Evidence that the occupational experience meets the requirements of WAC 181-77-003(7);

(ii) Evidence of the individual's actual number of hours of employment for each year including dates of employment; and

(iii) The district or charter school calculation of converted credits pursuant to WAC 392-121-259(3).

(c) For credits earned after September 1, 1995, districts shall document that the course content meets one or more of the criteria of WAC 392-121-262(1). At a minimum, such documentation must include a dated signature of the immediate principal, supervisor, or other authorized school district representative and must be available to the employee's future employers.

(5) Districts and charter schools shall document certificated years of experience as follows:

(a) For certificated years of experience obtained and reported on Report S-275 prior to the 1994-95 school year districts and charter schools shall have on file documents that provide evidence of employment including dates of employment.

(b) For certificated years of experience reported on Report S-275 for the first time after the 1993-94 school year districts and charter schools shall have on file:

APPENDIX X

(i) The total number of hours, or other unit of measure, per year for an employee working full-time with each employer;

(ii) The number of hours, or other unit of measure (worked by the employee), per year and dates of employment with each employer, including paid leave and excluding unpaid leave: Provided, That documentation of hours in excess of one full-time certificated year of experience in any twelve-month period is not required;

(iii) The quotient of the hours, or other unit of measure, determined in (b)(ii) of this subsection divided by the hours, or other unit of measure, in (b)(i) of this subsection rounded to two decimal places for each year;

(iv) The name and address of the employer;

(v) For those counting experience outside of the school district or charter school pursuant to WAC 392-121-264 (1)(a), evidence whether or not the position required professional education certification pursuant to WAC 392-121-264 (1)(a)(ii);

(vi) For those counting experience pursuant to WAC 392-121-264 (1)(b), a brief description of the previous employment which documents the school district's or charter school's decision that the position was comparable to one requiring certification in the Washington school districts;

(vii) For those counting management experience pursuant to WAC 392-121-264 (1)(e), evidence that the experience meets the requirements of WAC 181-77-003(6);

(viii) For those counting experience (for educational staff associates) pursuant to WAC 392-121-264 (1)(f), evidence that the previous employment meets the requirements in the applicable subsections of WAC 392-121-264 (1)(f).

(6) Any documentation required by this section may be original or copies of the original: Provided, That each copy is subject to school district or charter school acceptance or rejection.

(7) The falsification or deliberate misrepresentation, including omission of a material fact concerning degrees, credits, or experience by an education practitioner as defined in WAC 181-87-035 shall be deemed an act of unprofessional conduct pursuant to WAC 181-87-050. In such an event the provisions of chapters 181-86 and 181-87 WAC shall apply.

SUBJECT INDEX

Academic Freedom/Controversial Issues.....	11
Additional Items (VEBA and Insurance Benefits).....	48
Adequacy of Resources.....	76
Adoption Leave.....	29
Advisory.....	77
Air Quality.....	67
Annual Leave.....	25
Appeals (Layoff and Recall).....	71
Applicability (Evaluation).....	81
Application Procedures (Job Sharing).....	24
Arbitration (Grievance Procedure).....	108
Assignment Exchange.....	23
Assignment, Vacancies, Promotion, and Transfer.....	19
Assignments.....	21
Association Faculty Representatives.....	9
Association Leave.....	31
Attendance at Meetings and Conferences.....	31
Attendance Incentive Program.....	49
Automatic Deductions.....	48
Availability of Information.....	7
Benefit Enrollment.....	47
Benefit Termination/End.....	48
Bereavement Leave.....	30
Board Adjustment (Grievance Procedure).....	107
Building Budget Transparency.....	66
Calendar Exception for PDW (Schedule).....	60
Calendars.....	51
Caseloads.....	73
Certificate and Degree Requirements.....	37
Certificated Special Education Staff Preparation Days.....	56
Class Sizes.....	72
Class/Duty Coverage.....	23
Classroom and Workspaces.....	66
Classroom Visitation.....	66
Co-Curricular Schedule.....	42
Communication with Bargaining Unit Members.....	6
Communications Regarding District Programs and Initiatives.....	8
Components of Focused Evaluation.....	101
Comprehensive Evaluation.....	88
Conference Days.....	57
Confidentiality (Grievance Procedure).....	105
Conformity to Law.....	3
Continuity of Grievance.....	106
Contract Length.....	54

SUBJECT INDEX

Contracting Out.....	4
Co-Teaching Model	76
Counselors	58
Criteria (Layoff and Recall)	69
Curriculum (TRI) Days	54
Curriculum Development Study/Committee Compensation.....	40
Definition (Layoff and Recall)	69
Definition of Agreement	1
Definition of Qualifications (Layoff and Recall)	69
Definition of Seniority (Layoff and Recall)	69
Definitions	2
Definitions (Assignment, Vacancies, Promotion, and Transfer).....	19
Definitions (Evaluation).....	82
Definitions (Grievance Procedure)	104
Disciplinary Cause	10
Discovery (Grievance Procedure)	106
Discretionary Deductions	49
Distribution of Agreement.....	3
District Led Activities (PDW).....	61
Education Credits.....	38
Educational Support Employees (Evaluation).....	98
Eligibility (Insurance Benefits).....	47
Emergency School Closure and Delayed Opening.....	57
Employee Facilities.....	66
Employee Immunizations.....	33
Employee Professional Education	68
Employee Workload.....	72
English/Language Arts Release Time.....	64
Equipment Use.....	6
Evaluation Form/Format	100
Evaluation Results.....	90
Evaluative Criteria	95
Exclusive Remedy (Grievance Procedure).....	112
Exclusivity	6
Experience Credits	39
Family Events	41
Focused Evaluation.....	101
Formal Procedure (Grievance Procedure).....	107
Formation of Leadership Teams	65
Freedom from Reprisals (Grievance Procedure)	105
Full Day Kindergarten.....	78
General Communication.....	6
General Leave Provisions.....	25
General Provisions (Assignment, Vacancies, Promotion, and Transfer).....	20
General Provisions (Employee Workload).....	72
General Provisions (Individual Contracts).....	18

SUBJECT INDEX

General Provisions (Student Discipline).....	14
Grade Preparation (PDW)	61
Grants	3
Handling of Complaints Against Employees	13
Hold Harmless	9
Identifying Professional Growth Process (PGP) Participants	102
Index (Salary Increments)	37
Individual Contracts.....	18
Individual Rights.....	10
Individual Rights (Grievance Procedure).....	106
Informal Procedure (Grievance Procedure).....	106
Initial Rating	37
Instructor Pay.....	50
Insurance Benefits.....	47
Insurance While Engaged in Maintaining Order, Etc.	13
Intervention Meetings	41
Involuntary Transfer.....	22
Job Sharing	23
Jury Duty and Subpoena Leave	30
Kindergarten Registration Night.....	41
Layoff and Recall.....	69
Layoff Benefits	71
Leadership Team (PDW).....	62
Leave for Illness, Injury, and Emergencies	25
Leave Sharing Program.....	26
Legislative Changes (Insurance Benefits).....	48
Length of Work Day	59
Liability Insurance	13
Library Media Specialists.....	58
Limitation on Time to File Grievance.....	104
Management’s Rights.....	4
Maternity Leave	28
Meetings and Events Outside Contracted Day	41
Membership Fees	9
Military Leave.....	30
MTSS Interventionists.....	64
New Certificated Staff.....	56
New Employee Recruitment and Orientation.....	7
No Strike.....	4
Non-Contract Days	56
Non-Renewal (Discharge).....	94
Nurses.....	59
Ongoing Assessment and Improvement (PDW).....	62
Open House/Curriculum Night.....	41
Optional Cross-District Collaboration (PDW)	61
Other Leaves	32

SUBJECT INDEX

Out-of-State Experience Credit	40
Paid Family Medical Leave.....	28
Part-Time Employees (PDW).....	62
Part-Time Salaries.....	40
Payroll Deductions.....	48
Payroll Dues Deductions.....	9
Personal Leave.....	30
Personal Leave Attendance Incentive Program.....	50
Personnel Files.....	12
Placement of Beginning Teachers on the Schedule.....	37
Placement of Employee’s Children.....	24
Plan for Use of PDW Time	61
Postings	21
Preparation Time.....	62
Preschool	79
Probation.....	91
Probation Records.....	100
Procedural Components of Evaluation.....	86
Procedures (Student Discipline)	15
Procedures for Professional Growth Process Evaluation.....	102
Procedures of the Evaluation System.....	86
Professional Development (Evaluation).....	81
Professional Development Wednesday (PDW).....	60
Professional Growth Process Records – What and Where.....	103
Provisions Governing Employee Salary Schedule	37
Purchase Order Request Forms.....	69
Purpose (Grievance Procedure).....	104
Purpose of PDW	60
Purpose Statement (Evaluation).....	81
Purpose Statement (Focused Evaluation).....	101
Ratification	3
Recall Procedure	70
Recognition.....	1
Relationship to Existing Policies, Practices, Rules, and Regulations.....	3
Relationship to Individual Contracts.....	3
Release Day Flexibility	65
Release from Duty (Grievance Procedure).....	105
Release from Individual Contracts.....	18
Released Time.....	9
Right to Address the Board	8
Right to Join and Support Employee Organization	10
Right to Representation (Grievance Procedure).....	105
Safe Working Conditions	67
Salary Payment	34
Salary Payment Provisions (Salary Schedule).....	35
School Employee Benefits Board (SEBB) Program.....	47

SUBJECT INDEX

Secondary Preps.....	73
Selection of Instructional Materials	71
Sick Leave Attendance Incentive Program	49
Special Education Preparation Time.....	63
Speech and Language Pathologist and Occupational Therapist Preparation Time	64
Split Classes.....	77
Staff Meetings (PDW).....	62
Staff Rights and Responsibilities Regarding Violent Incidents (Student Discipline)	17
State Criteria, Framework, and Scoring (Evaluation).....	83
Structure of Evaluation.....	81
Student Discipline.....	14
Student Placement.....	80
Substitutes.....	40
Summer School and Adult Education.....	68
Super FTE.....	19
Superintendent's Adjustment (Grievance Procedure)	107
Supplemental Contracts.....	18
Support for Basic Continuing Employees	90
Support for Provisional Employees Prior to Non-Renewal	91
Support for Staff (Student Discipline)	17
Teacher Protection	13
Teacher-Initiated/Individual Collaboration Work (PDW)	61
Teaching Employees on 5240 Series of Evaluation.....	95
Temperature.....	67
Time Utilization.....	59
Title/LAP Teachers	64
Transitional Kindergarten.....	79
Travel Expenses	46
TRI Compensation	54
Tuition Reimbursement.....	46
Voluntary Transfers	22
Wages, Hours, and Working Conditions (Job Sharing).....	24
Work Day	59
Work Year	51
Workload Investigation and School Board.....	78
Workload Notation.....	100
Workload Relief.....	74

