

COLLECTIVE BARGAINING AGREEMENT

Between

EDMONDS EDUCATION ASSOCIATION

and

EDMONDS SCHOOL DISTRICT NO. 15

September 1, 2022 through August 31, 2025

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ARTICLE I - GENERAL PROVISIONS

Section 1.1 - Recital – Witnesseth

This Agreement is entered into this first day of September 2022 by and between Edmonds Education Association, hereinafter called the "Association," and the Edmonds School District No. 15, the County of Snohomish, Washington, hereinafter called the "District."

WHEREAS, the Board has a statutory obligation, pursuant to RCW 41.59, to bargain with the Association as the exclusive representative of its certificated non-supervisory personnel with respect to hours, wages, terms and conditions of employment, and;

WHEREAS, the parties have reached certain understandings which they desire to confirm in this Agreement;

In consideration of the following mutual covenants, it is hereby agreed as follows:

Section 1.2 – Recognition

The Board of Directors of the Edmonds School District No. 15 recognizes the Edmonds Education Association as the exclusive bargaining representative for all certificated non-supervisory employees under a regular, a non-continuing, a provisional or part-time (.2 or more) contract in positions which require the employee to hold a teacher or educational staff associate certificate, excluding principals, assistant principals, the Superintendent, and all supervisory and administrative positions identified as Administrators, Levels I through IV, and Superintendent's Staff.

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 this entire negotiated Procedural Agreement.
- The term "Association" shall mean the Edmonds Education Association.
- The term "Board" shall mean the Board of Directors of the Edmonds School District No. 15.
- The term "District" shall mean the Edmonds School District No. 15.
- The term "employee" shall refer to all certificated employees represented by the Association in the bargaining unit as defined in Section 1.2 of this Agreement.
- The term "days" shall mean contracted workdays unless otherwise specifically defined in this Agreement.
- The term "Act" shall mean the Educational Employment Relations Act, RCW 41.59.
- The term "Section" followed by numbers shall mean a section of this Agreement.

Unless the context in which they are used clearly requires otherwise, words used in this Agreement denoting gender shall include both the masculine and feminine, and non-conforming; and words denoting number include both the singular and the plural.

Section 1.4 – Relationship of the Parties

The relationship between the Association and the District is articulated in the Trust Agreement between the parties. Some topics previously addressed in this Agreement have been deleted or moved to the Trust Agreement. These changes are not meant to abrogate the rights previously enumerated as of July 31, 1995. The parties commit to a continuous problem-solving process related to the contents of this Agreement.

Section 1.5 – No Strike

During the duration of this Agreement and any extensions thereof by mutual agreement, the Association, its officers, or agents, acting individually or in concert with others, shall not engage in any strike, slowdown, or work stoppage against the District.

Section 1.6 – Savings Clause

It is the intent and belief by both parties that this Agreement is lawful and is in compliance with all applicable provisions of State and Federal law, including all individual employee contracts subject to this Agreement.

Should any provision of this Agreement be held to be contrary to law, such provision or application shall have effect only to the extent permitted by law and the remainder of the Agreement shall continue in full force and effect.

If any provision is declared or determined to be contrary to law by a court of competent jurisdiction, the parties shall mutually agree to renegotiate said provision as soon thereafter as reasonably possible and such negotiations shall be confined to the one issue declared or determined to be contrary to law. If a satisfactory agreement on the provision in question is not achieved, all other conditions of the negotiated Agreement shall continue to apply in full force and effect without interruption.

In any event any of the salary increases provided for herein are held by a court of competent jurisdiction to be unlawful, the parties will commence negotiations on said salaries as soon as reasonably possible. Meanwhile, and pending exhaustion of any judicial appeals, the District shall pay those salaries allowed by the court order.

The parties acknowledge the necessity for the District to comply with State compensation limitations. The parties intend that nothing in this Agreement shall operate to preclude the District from complying with State compensation laws nor to vest employees with compensation in excess of that provided for by law.

In the event of a change in state funding, changes in local levy authority as a result of state legislative actions, changes in how levy funds may be spent, or double levy failure, either party shall have the option to reopen this

Agreement to negotiate the provisions of the Agreement. Such reopening shall be in writing. Within ten (10) days of such notice, the parties shall begin negotiations on an expedited basis.

Section 1.7- -Publication and Distribution of Agreement

Within thirty (30) days following signing of this Agreement, the District agrees to print and distribute one copy of this Agreement to each Association Building Representative, one copy to each school administrator, one for each manager/director of certificated staff, each school office, and post to the District's web page.

Section 1.8 – Appendices

The appendices are integral parts of this Agreement and by this reference are incorporated herein.

Section 1.9 – Agreement Waivers

Employees and administrators may jointly request that the District and the Association waive requirements of this Agreement.

- A. Such a request must be for the purpose of program improvement.
- B. Such a request must include:
 - 1. Reference to the specific provisions of the Agreement requested to be waived;
 - 2. Evidence of both employee and administrator participation in the decision-making process leading up to the request;
 - 3. Rationale attesting to the need for the waiver;
 - 4. Time lines (if applicable);
 - 5. Costs (if applicable);
 - 6. Affect of waiver on other areas of the Agreement.
- C. The waiver request must be submitted to the Superintendent or designee and the Association concurrently, and will be granted only if both the District and Association agree.
- D. A waiver, if granted, shall expire no later than the end of the current contract year. Waiver requests may be submitted each year.

ARTICLE II – RIGHTS OF THE PARTIES

Section 2.1 – Association Rights

- A. The Association has the exclusive right and duty to represent the employees covered by this Agreement.
- B. Regarding other District matters not covered by this Agreement, the Association has the right to openly address the Board at Board meetings before final action is taken by the Board.
- C. The Association and its representatives shall have the right to use District facilities for meetings and to transact business and print shop services, provided that:
 - 1. All meetings are cleared with the building administrator so as not to conflict with prior scheduled events.
 - 2. The Association shall be charged at the established District rate for meetings requiring custodial services.
 - 3. The full cost of print shop services for services requested by the Association shall be charged to the Association. Materials printed by the District for the Association shall not be in conflict with the District mission, and shall not cause the District to be in violation of the laws regulating use of District facilities and equipment for campaign or election purposes.
- D. Duly authorized representatives of the Association shall be permitted to transact Official Association business on school property with bargaining unit members during the work day, provided this is cleared with the building administrator and does not interfere with or disrupt normal school operations.
- E. The Association shall have the right to post notices, bearing the signature of an Association official, of activities and matters of Association concern on at least one-half (½) of one (1) faculty room bulletin board which shall be provided in each school building. The responsibility to promptly remove notices from the bulletin board after they have served their purpose shall rest with the individual who posted such notices.

The Association may use employee mail boxes for communication to employees provided that a copy of each item so distributed, except bargaining surveys, grievance information, Association financial information and Association election ballots, is delivered to the office of each building where such distribution is made, and to the Superintendent's office, at the time of the distribution.

- F. The District agrees to make available to the Association in response to reasonable requests available information concerning the financial resources of the District, including annual financial reports and audits, budget information, agendas and minutes of all Board meetings, treasurer's reports, enrollment data, names and addresses of all employees covered by this Agreement, salaries paid thereto, and educational credits affecting salary placement.

- G. The District shall make available to the Association, upon request, one copy of Board meeting materials, except materials classified as confidential. Such information shall be made available to the Association at the same time as it is provided to Board members.
- H. The Association has the right to periodic consultation with District representatives on matters of mutual concern.
- I. No rival organization shall enjoy any of the rights contained herein except as provided by law.

Section 2.2 --Association Dues

- A. All employees hired after June 1, 1978 may elect to become members of the Association
- B. The District shall furnish the Association a listing by name of all employees employed by the District and their school location by November 30 of each year. A list of corrections and changes to this list shall be furnished to the Association at monthly periods thereafter.
- C. On or before August 25 of each school year, the Association shall give written notice to the District of the dollar amount of dues, which are to be deducted in the coming school year under payroll deduction. The amount of this deduction shall not be subject to change during the school year. The deduction authorized above shall be made in twelve (12) equal amounts from each paycheck beginning the pay period in September through the pay period in August of each year. Employees who commence employment after September or terminate employment before June shall have their deductions prorated at one-twelfth (1/12) of the total amount for each month the employees are employed. The District agrees to promptly remit directly to the banking institution designated by the Association all monies so deducted, accompanied by a list of employees from whom the deductions have been made. A duplicate list shall be provided to the Association. The Association agrees to reimburse the District those sums in excess of the total amount due, provided the Association actually received the excessive amount.

Section 2.3 – Management Rights

The Board, acting on behalf of the electorate of the District, has the exclusive right and responsibility conferred upon and vested in it by the regulations of the State Board of Education, the Laws and Constitution of the State of Washington and/or the United States to manage and transact all the business and operations of the District, either through its own employees or through contracting or subcontracting, provided that such contracting or subcontracting shall not result in layoff of employees covered by this Agreement, and provided further that the District will, at the request of the Association, engage in collective bargaining prior to making a final decision to subcontract those work functions which have traditionally been assigned to employees in this bargaining unit.

All rights, powers, authority and functions of management, whether heretofore or hereafter exercised and regardless of frequency or infrequency of their exercise, shall remain exclusively vested in the District and its Board of Directors except as expressly and specifically surrendered or limited by the express provisions of this Agreement. The exercise of these rights shall not be subject to the Grievance Procedure as defined and set forth in this Agreement.

Section 2.4 – Employee Rights

- A. Pursuant to RCW 41.59, the parties agree that employees have the right to self-organization, to form, join or assist the Association, to bargain collectively through the Association and shall have the right to refrain from any or all such activities. The District shall not discourage, deprive or coerce any employee in exercising or refraining from exercising such lawful rights.
- B. Nothing contained in this Agreement shall be construed to deny an employee or restrict an employee any rights they may have under law. Such rights assured by law shall be subject to appeal through established legal processes for alleged violation or abridgement of said rights and are thereby excluded from redress through the Grievance Procedure in this Agreement.

The Association shall not engage in discrimination of any kind that infringes on the civil or human rights of employees with respect to membership in the Association.

- C. Employees shall have the right to refuse to:
 - 1. Participate in private research projects not specifically approved by the Superintendent or designee.
 - 2. Participate on interview teams for hiring new employees.
 - 3. Accept the assignment of student teachers to them.
- D. No electronic or recording device shall be used for purposes of employee surveillance without the employee's prior knowledge and approval.

Section 2.5 - Nondiscrimination

All terms and conditions of employment included in this Agreement shall be applied without regard to age, sex, race, color, religion, creed, national origin, genetic information, sexual orientation including gender expression or identity, marital status, honorably discharged veteran or military status, or the presence of any sensory, mental, or physical disability or use of a trained dog guide or service animal by a person with a disability, or any other basis prohibited by law or Edmonds School District policy except as may be necessary to meet a bona fide occupational qualification, and provides equal access to the Boy Scouts and other designated youth groups.

ARTICLE III – CONTRACTS, SALARIES, STIPENDS AND BENEFITS

Section 3.1 – Employee Contracts

- A. All contracts issued for each school year covered by this Agreement will state they are subject to the terms of this Agreement. All contracts issued for the school year after the expiration date of this Agreement will state that they are subject to the terms of the Agreement in effect for that year.
- B. The District shall provide each employee a basic District employee contract, and shall provide each eligible employee a Separate Contract, as provided for in Appendix 5-b, both of which must be promptly signed and submitted by the employee in order to be eligible for employment. These two individual contracts together with the Agreement cover all work performed by employees. No other individual contracts will be issued.
- C. **Copies of contracts:** The employee's contracts, base and supplemental, shall be sent electronically to the employee prior to the designated date for signing and submission. The employee shall retain one (1) signed copy of each contract. One (1) signed copy of each contract shall be forwarded to the Human Resources Office.
- D. **Release from contracts:** An employee under contract (basic District Employee Contract and Separate Contract) for the following year shall be released from the obligations of the contracts upon request under the following conditions:
 - 1. A letter of resignation submitted prior to July 1 to the Human Resources Office;
 - 2. Illness or other personal matters which make it impossible for the employee to continue in the District.

Section 3.2 – Salaries and Stipends

- A. **Certificated Employees' Salary Schedule:** All employees shall be paid in accordance with the provisions of the Certificated Employee's Salary Schedule as found in Appendix 1 for the duration of this contract. 5.5 percent + \$500 shall be applied to each cell of the salary schedule in the 2022-23 school year. The State Allocation + \$500 shall be applied to each cell of the salary schedule in the 2023-24 school year. The State Allocation + \$1000 shall be applied to each cell of the salary schedule in the 2024-25 school year. The arrangements contained in Sections 3.2.A.1 through 3.2.A.4 shall be utilized, based on the District's salary flow-through capacity pursuant to the appropriate sections of the then current State Budget.
 - 1. Eligible employees shall be credited with experience and education increments at the beginning of the contract year pursuant to the 2017-18 placement procedures, excepting Education Support Associates (ESAs) who will now receive placement on both Base Salary and TRI schedules for recognized outside work experience.

2. The parties acknowledge the necessity for the District to comply with compensation limitations. On or about March 1, the District and the Association will review the District's compliance with State law. The parties intend that nothing in this Agreement shall operate to preclude the District from complying with State compensation laws nor to vest employees with compensation in excess of that provided by law.
3. If the parties hereafter find themselves in disagreement over appropriate salaries as specified above, the subject of salaries shall thereupon be treated as a negotiable matter rather than a contractual matter and the above paragraph(s) in dispute shall be deemed null and void, except as may be agreed in subsequent negotiations.
4. In the event the Legislature hereafter authorizes and funds an additional salary increase for nonsupervisory certificated personnel, the Association may reopen negotiations on salaries.

B. TRI Schedule

1. Employees are eligible to supplemental pay under a separate contract.
2. The supplemental pay schedule is set forth in Appendix 1.
3. In the event the District's Maintenance and Operations Levy at the maximum capacity should fail, the Supplemental Pay Schedule shall be renegotiated by the District and the Association.

C. **Extended Contracts:** Employees who are contracted for additional days beyond the base work year shall be paid at the employee's per diem rate of pay for such days worked. Additional days shall not be provided on basic employment contracts for employees not previously having additional days.

D. **Sixth Period Teaching Assignment:** The term "6th period teaching assignment" means a regular teaching assignment that is beyond the employee's 1.0 FTE teaching assignment. When the District finds it necessary to offer a 6th period teaching assignment to 1.0 FTE employees and a 1.0 FTE employee opts to accept a 6th period teaching assignment, the pay for the 6th period teaching assignment shall be determined by multiplying 20% (for a one [1] hour class) of the employee's per diem rate times the number of days of the teaching assignment. (*Reference Implementation Procedures "Sixth Period Teaching Assignment"*)

E. **Part-Time Teachers:** Part-time teachers shall be paid the actual percentage of the regular teaching day normally assigned a full-time teacher and shall be provided proportionate paid planning time. They shall assume the proportionate share of non-instructional duties associated with the teaching assignment.

F. Extra Duty Assignments

1. The extra duty stipends, discretionary amounts and hourly rates are shown in Appendix 4. The District shall determine extra duty positions. The filling or not filling of an extra duty position(s) and the assignment of staff to such extra duty position(s) shall not be subject to the Grievance Procedure.

2. Employees assigned District extra duty assignments pursuant to the Extra Duty Salary Schedules in Appendix 4 of this Agreement will be notified of the assignment and the duration of that assignment. Stipends of three hundred dollars (\$300) or less will be paid in one payment on the June paycheck. Stipend of more than three hundred dollars (\$300) will be divided in equal monthly payments beginning the pay period following notification of assignment to Human Resources.
 3. Termination of an extra duty assignment during the term of the assignment shall be for good reason and shall be subject to the Grievance Procedure contained in this Agreement. The decision not to continue an extra duty assignment for an ensuing year shall be at the sole discretion of the District and shall not be subject to the Grievance Procedure.
- G. **Senior Employee Stipend:** Each continuing contract employee who has been at the fourteenth (14th) year salary schedule step for two (2) years will be eligible for a stipend equal to four (4) days at the employee's per diem rate of pay to complete a project for the District. Such stipend will be issued one (1) time only during the remainder of the individual's employment with the District and the project must be completed during one (1) contract year. The project plan must be developed between the employee and the immediate supervisor by January 15 of the year in which the project is to be completed. The stipend will be paid in a lump sum at the completion of the project.
- H. **National Certification Stipend:** Employees who hold a valid certificate from the National Board for Professional Teaching Standards (NBPTS) at the beginning of the current school year, will receive a stipend as provided by the State Legislature for that current year. Those employees who attain a valid certificate from the National Board for Professional Teaching Standards (NBPTS) during the current school year will receive sixty percent of the stipend amount provided by the State Legislature.

Employees earning their National Board Certification shall receive a stipend in the amount designated through legislative action, notwithstanding any procedural error on the part of the District to procure appropriate funding.

I. **Salary Payments:**

1. Employees beginning employment at the beginning date of school in the fall shall be paid in twelve (12) monthly installments. Those employees beginning employment after that date shall be paid in equal monthly installments through the following August.
2. Pay shall be issued to employees on the last business day of each month.
3. All compensation owed to an employee who terminates their services with the District shall, upon request, be paid at the end of the month, provided that such request is received prior to the fifth (5th) day of the month. Requests for payment that are received after the fifth (5th) day of the month shall be paid at the end of the next month.

- J. **Vocational Stipend:** In recognition of the training requirements to periodically renew the highest level of vocational certificate, the District will provide pay at the employee's regular daily rate for District approved attendance at summer Office of the Superintendent of Public Instruction (OSPI) vocational inservice workshops to obtain the required training for renewal of the highest level of certification available in the employee's vocational field.
- K. **National Certification Stipend for Specified Educational Staff Associates (ESAs):** ESAs who hold a valid certificate from a recognized national organization will receive a \$1,500 stipend, pro-rated by FTE. To be eligible for the stipend, the ESA must submit a copy of the certificate to Human Resources and must complete the current school year. The stipend will be paid on the July warrant of each year. *(Reference Implementation Procedures "Educational Staff Associates [ESA] National Certification Stipend")*
- L. **Conditions:** Without endeavoring to prejudge future developments, the parties acknowledge that the salaries provided for above necessarily will require the expenditure of substantial District resources and may possibly entail a reallocation of priorities with an attendant impact upon elements of the overall educational program, including possible reductions in staffing levels.

Section 3.3 – Rules and Regulation Pertaining to Salary Schedule Placement

- A. **Experience Credits.** Documentation for granting experience credit must reach the District's Human Resources Office by October 15 to be applied to salary placement for the year, unless the employee's contract becomes effective after the first day of school, in which case the necessary documents shall reach the District's Human Resources Office within forty-five (45) days of the issue date of the contract. The rules regarding experience credit for placement on the Salary Schedule will be those used by the District pursuant to the 2017-18 placement procedures, excepting Education Support Associates (ESAs) who will now receive placement on both Base Salary and TRI schedules for recognized outside work experience.
- B. **Education Credits.** Rules regarding education credits for placement on the Salary Schedule will be those used by the District pursuant to the 2017-18 placement procedures. Certificates, college transcripts, and required letters of substantiation from authorities involved must reach the District's Human Resources Office by October 15 to be applied to salary placement for the year, unless the employee's contract becomes effective after the first day of school, in which case the necessary documents shall reach the District's Human Resources Office within forty-five (45) days of the issue date of the contract.

Section 3.4 – Liability Insurance Benefits/Worker's Compensation

- A. The District shall designate employees as additional named insureds on the District's general liability policy. The scope of an employee's coverage shall be limited by the terms of the District's policy. The District shall also provide employees with the same liability protection as provided the Superintendent and administrators for errors and omissions and will provide the Association with a copy of applicable insurance policy(ies) and updates as coverages change.

- B. Pursuant to the requirements of RCW 28A.400.370, the District shall provide insurance covering employees engaged in the maintenance of order and discipline or the protection of school personnel and students or the property thereof. Limits of coverage for personal property shall be:

Five hundred dollars (\$500) per occurrence for personal property with a ten-dollar (\$10) deductible payable by the employee. (Personal property is limited to indispensable personal property necessarily worn by the employee, such as eyeglasses, hearing aids, dentures, watches, clothing, and other personal property used in the educational process and approved in advance by the District.)

- C. When an employee receives time-loss payments for an injury covered by worker's compensation, the District shall pay the employee the difference between the time-loss payments and the employee's regular salary and charge the difference payment to employee's sick leave account, provided the employee has sufficient accumulated sick leave to cover the difference payment.

Section 3.5 – Health, Life and Disability Insurance

A. Definitions

1. Insurance year: shall be defined as January 1 thru December 31.
2. School year: shall be defined as September 1 thru August 31.
3. Open Enrollment: shall be as otherwise set by the School Employees Benefits Board (SEBB).
4. Eligible Employee: shall mean anyone covered by the Procedural Agreement meeting the conditions herein or as otherwise required by SEBB.
5. Dependent: shall mean a person who meets the eligibility requirements in WAC 182-31-140.
6. Default Plan: Eligible employees who fail to enroll or waive coverage when eligible for benefits shall be enrolled as single subscribers in a default plan as set by SEBB and will be unable to change plans or enroll eligible dependents until the next SEBB annual open enrollment window or unless they have a qualifying event that allows the change, such as marriage, birth or adoption.
 - a. Employees who fail to enroll or waive coverage will also be charged the tobacco use premium surcharge.

B. Health Care Allotments

The District will contribute the full state-funded amount provided for SEBB insurance benefits toward benefits for each employee.

C. Eligibility

1. 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. All hours worked during the school year shall count for purposes of establishing eligibility. Employees who are hired late in the year but are anticipated to work 630 hours or more the following year are eligible for coverage.

2. Paid leave hours shall count towards the 630 hours to determine eligibility for benefits under this section.
3. Hours that will be counted toward eligibility to determine whether an employee is anticipated to work 630 hours will include: base days, supplemental days and extended days included in supplemental contracts,
4. If the District determines an employee is not anticipated to meet the conditions above, the District will notify the school employee in writing that the employee is not anticipated to work at least 630 hours in the current school year. The notification will include information on how to appeal the eligibility determination.
5. Eligibility and coverage periods are subject to the following additional conditions:
 - a. Benefits will carry over, uninterrupted, from one school year to the next if the employee was eligible in the previous year and is anticipated to work 630 hours at the beginning of the next school year.
 - b. Employees starting work in August and anticipated to work 630 hours in the next school year, will begin coverage on September 1.
 - c. Employees starting work September 1, but not later than the first day of school, will begin coverage on September 1.
 - d. Employees starting work after the first day of school will begin coverage the first day of the following month.
 - e. If an employee reasonably not anticipated to work 630 hours does so, their eligibility will begin on the day they reach 630 hours and their coverage will begin the first day of the following month.
 - f. The District will not deny or limit an employee's work hours for the purpose of preventing SEBB benefit eligibility.

D. Menu of Plans

The regionally accessible health care programs provided by SEBB carriers will be available to employees and will include:

1. Required (100% covered premium)

- a. Dental
- b. Vision
- c. Basic Life
- d. Accidental Death and Dismemberment (AD&D)
- e. Long Term Disability

2. Required, except if waived by employee

SEEB Medical Plans

3. Other Benefits

Flexible Spending Arrangement, Health Savings Accounts, Dependent Care Assistance and other voluntary employee paid SEBB programs will be available to employees under terms as determined by SEBB.

E. Enrollment Period

1. Enrollment will be from October 1 to November 15, or as otherwise set by SEBB. When the enrollment period ends, no insurance options may be added to or deleted during the contract year except for changes in family or job status. If an employee fails to enroll or waive coverage within the open enrollment period, they will be placed on the default medical, dental and vision plans as determined by SEBB.
2. If an employee is hired **after** the open enrollment period, they will have 31 days from their date of eligibility to enroll in approved plans. If the eligible employee fails to enroll or waive coverage, they will be placed on the default medical, dental and vision plans as determined by SEBB. Coverage will begin the first day of the month following the employee's enrollment.

F. Termination of Benefits

1. For employees who resign/retire/are terminated from their position effective August 31, their SEBB benefits will end on that date.
2. When a resignation/retirement/termination takes place prior to August 31, the employee's SEBB benefits will continue to the last day of the month in which the resignation,/retirement/ termination is effective.

G. Sharing Health Care Coverage

SEBB does not allow for dual coverage.

H. Employee Assistance Program

The District and the Association agree to provide access to an Employee Assistance Program.

I. Compliance.

The District will comply with the terms of School Employees Benefits Board (SEBB) and any negotiated agreements between the parties.

J. Washington State Paid Family and Medical Leave Act

The District will pay 100% of the Paid Family and Medical Leave premium.

K. Voluntary Employees' Beneficiary Association (VEBA)

The District will contribute \$50 per month into eligible employees' VEBA accounts to help offset

costs associated with health care. Eligible employees is defined as .4 FTE or higher.

Section 3.6 – Travel Reimbursement

- A. **In-District.** An employee whose assignment requires travel between schools or travel within the District on school business will either have a school vehicle assigned on a regular basis or will be compensated on a per mile basis at the maximum allowable mileage rate recognized by the Internal Revenue Service as a deductible business expense.
- B. **Out-of-District.** An employee who is required to travel out of the District shall be compensated for such required travel on a per mile basis at the maximum allowable mileage rate recognized by the Internal Revenue Service as a deductible business expense when no District vehicle is available. If a District vehicle is available and the employee chooses to use they own vehicle, the mileage rate shall be the maximum allowable mileage rate recognized by the Internal Revenue Service as a deductible charitable expense.
- C. **Effective Dates of Changes.** Changes in the rates set forth in Section 3.6.A and B, shall be effective as of the date of receipt by the District of a publication of the Internal Revenue Service recognizing the new rates.

Section 3.7 – Payroll Deduction

Upon presentation of a completed authorization form, an employee may have access to payroll deduction to any financial institution.

Section 3.8 – Substitute Unavailability

- A. Each building will, at the beginning of the school year, develop a plan for covering classes in the event that no substitute is available.
- B. If Human Resources has been contacted to provide a substitute for an absent teacher, and no substitute is available, an amount equal to the daily substitute rate, or a half day rate, will be provided as follows:
- C. Using the building plan, certificated staff covering for the absent teacher may be paid. An amount of the daily substitute rate, proportionate to the part of the day covered will be available for this purpose. If no certificated staff is willing to cover, funds may be used to hire paraeducators. Unused funds will go to the building budget.

Section 3.9 – Automatic Deposit

All employees are required to enroll in direct deposit.

ARTICLE IV – LEAVES OF ABSENCE

Section 4.1 – Compensated Leave Days – Sick Leave

A. Accumulation

1. Sick leave shall be earned at a rate of one day per month, to a total of twelve (12) days per year for each full-time employee. Leave shall be awarded at the beginning of the school year. Less than full year employees shall receive a day of sick leave for each full month of contracted employment; employment that commences on or before the 15th of the month shall count as a full month of employment for leave accrual purposes. A day of sick leave is equivalent to the employee's contracted FTE (full-time equivalency) multiplied times 7.33 hours per day. Unused portions of these leave days shall be accumulated from year to year pursuant to current State law and regulations. For leave use only, the maximum accumulation for each employee shall be the total number of contracted days in any given year, plus the employee's sick leave allocation, currently a minimum of one hundred ninety-five (195) days, for a 1.0 FTE employee contracted for a full school year.
2. The annual allocation of twelve (12) days each year may be used without reducing the maximum accumulation for employees who at the beginning of the school year have attained the maximum number of days. Each year an employee may carry over up to the maximum of sick leave for employees (183 days).

B. Uses

1. Personal illness or disability, including medical or dental appointments which cannot be scheduled outside the regular workday, and to care for a child of the employee under the age of eighteen with a health condition that requires treatment or supervision up to the limit of accumulated days. Supporting statements from the attending physician or licensed practitioner may be required for each personal illness or disability absence of five (5) or more consecutive workdays or for each absence of five (5) or more consecutive workdays to care for a child under the circumstances described above.
2. Up to nine (9) days in any school year for serious immediate family or household member illness other than to care for a child of the employee under the age of eighteen with a health condition that requires treatment or supervision. The immediate family shall consist of spouse, domestic partner, other children, parents, grandparents, grandchildren, siblings of the employee or spouse, or any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship, as provided in Section 4.2. (See also Section 4.2 Family Care Leave.)
3. Up to three (3) days in any school year for emergencies.

C. An emergency is defined as follows:

1. The problem must have been suddenly precipitated and must be of such a nature that preplanning is not possible.

2. The problem cannot be one of minor importance or of mere convenience but must be of a serious nature that cannot be handled outside the regular workday.
 3. Car trouble (with the exception of an accident) and participation in or attendance at recreational or sporting activities or travel related to such activities shall not be valid reasons for emergency leave.
- D. Requests for emergency leave shall be subject to the following procedures:
1. The employee must follow current District procedures to arrange for a substitute during they absence from work as a result of the emergency.
 2. An employee requesting emergency leave shall make application on forms provided in each school no later than two (2) days after the employee returns to work following the leave.
- E. Employees who take leave for reasons not valid under the above definitions will be subject to appropriate disciplinary action.
- F. The Superintendent or designee shall review and approve or disapprove each application for leave.

G. Attendance Incentive Program

1. **Attendance Incentive Program - Annual Conversion.** Provided that RCW 28A.400.210 is valid and in effect, any employee who at the end of the calendar year shall have accumulated in excess of sixty (60) days of unused sick leave may elect to convert unused sick leave earned the previous year in excess of sixty (60) days to monetary compensation at the rate of twenty-five percent (25%) of the employee's current, regular daily rate of compensation for each full day of eligible sick leave. Any such election shall be made by written notice to the District payroll officer during the month of January. Any such conversion shall be subject to the terms and limitations of applicable statutes and regulations.
2. **Attendance Incentive Program - Separation from District Employment.** Provided that RCW 28A.400.210 is valid and in effect, any employee "eligible" under RCW28A.400.210(2) or such eligible employee's estate shall receive monetary compensation at the rate of one day's current compensation of the employee for each four (4) days of accrued sick leave. No more than one hundred eighty-three (183) accrued sick leave days shall be eligible for conversion. Any such conversion shall be subject to the terms and limitations of applicable statutes and regulations.
3. **Program Continuation.** The goal of this program is to reduce absenteeism. Therefore, should the bargaining unit absenteeism average more than seven (7.0) days per full-time employee over any two (2) consecutive years, the Association and District agree to reexamine the Attendance Incentive Program for possible change.

Section 4.2 – Family Care Leave

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An employee may use accumulated sick leave and other paid leave to care for (a) a child of the employee with a health condition that requires treatment or supervision; or (a) a spouse/domestic partner, parent, parent-in-law, grandparent, grandchild of the employee, or any individual related by blood or affinity, whose close association with the employee is the equivalent of a family relationship, who has a serious health condition or an emergency condition. Advance leave may not be used for this purpose until it has been earned. All normal conditions relating to appropriate use of leave shall be applicable to family care leave, including reasonable notice where possible and documentation of need upon reasonable request for verification.

Section 4.3 – Compensated Day – Not Deducted from Sick Leave

A. Employees may take the following leaves:

1. Up to one (1) day in any school year for the parent(s) at the birth of or adoption of a child.
2. Up to three (3) days in situations in which the attending physician or licensed practitioner deems that death is imminent for a member of the employee's immediate family. The immediate family shall consist of spouse, domestic partner, children, parents, grandparents, grandchildren and siblings of the employee or spouse.
3. Up to five (5) days for bereavement in the event of the death of a member of the immediate family, as defined above, excluding spouse/domestic partner or child for bereavement. Up to ten (10) days for bereavement in the event of the death of a spouse/domestic partner (as defined by the benefit program) or child for bereavement. Up to two (2) additional days will be allowed for travel greater than 100 miles.
4. Up to one (1) day for attendance at the funeral or memorial service for another relative (nonimmediate family) or close personal friend.
5. Up to ten (10) employees from any one (1) building will be released for any one (1) funeral or memorial service. Approval of this leave for any given date shall be subject to the availability of substitutes.
6. A total of four (4) days of annual leave shall be available to each full-time employee at the beginning of the school year. Employees under a contract as part-time and/or less than full year employees shall receive that portion of one day as the total number of days contracted forbears to one hundred eighty (180) days.

Annual leave shall be subject to the following:

- a. The employee must call the substitute desk to arrange for a substitute during they absence from work as a result of the leave.

- b. Contingent on the successful passage of the District's Maintenance and Operations Levies, and as an employee incentive to reduce the use of annual leave, each employee with unused annual leave remaining at the end of the school year will automatically have the leave carried over for use in the following year. Carryover plus the new year's allocation cannot exceed 36.65 hours. Hours in excess of 36.65 will be lost. Employees have the option of waiving the automatic carryover provision by submitting a request to cash out annual leave, in full-day increments, up to a maximum of 36.65 hours. Annual leave will be cashed out at the 46-day sub rate of pay. Request for cashing out annual leave must be submitted to Payroll on an Annual Leave Cash out Request Form no later than June 30th of any school year.
- c. Those employees who leave the District prior to August who had an opportunity to use annual leave during the year and who have unused annual leave on their termination date, will receive with their final pay warrant an amount equal to the 46-day substitute rate for each full day of unused annual leave remaining.
- d. Notwithstanding any other portion of this Procedural Agreement, in any given year if the percentage of annual leave events exceeds 60% of the total annual leave allocation to the bargaining unit (for example, number of employees x 4 days), the parties will reopen negotiations on the use of funds provided in Section 4.3.A.6.d as an incentive to employees to reduce the use of annual leave. In addition, the parties will reopen negotiations to discuss placing restrictions on the use of annual leave if complaints are received that bargaining unit employees or individual schools are being negatively impacted by the annual leave use practices of EEA staff.

B. Upon written prior approval of the District, leave may be granted for:

- 1. Professional improvement visitations.
- 2. Conferences.
- 3. Conventions.
- 4. Subpoenas resulting from service as a District employee in actions to which the employee is not a party.

C. Upon written request, leave will be granted when an employee:

- 1. Is called for and serving jury duty service, whereupon the employee shall return to the District the jury duty fees. Arrangements for covering extra duty assignment(s) will be made at the work site at no additional cost to the District.
- 2. Who is a member of the National Guard or of any Reserve Branch of the Armed Forces of the United States is ordered to required military duty, training, or drills, including those in the National Guard or state active status. This military leave of absence shall be granted for a period not exceeding twenty-one (21) days during each year, beginning October 1st and ending September 30th, and shall be granted without loss of efficiency rating, privileges, pay, or other benefit.

- D. In the event that employees are subpoenaed for a court appearance on behalf of the plaintiff when the District is a defendant, up to three (3) employees, for a maximum of three (3) days for each employee, shall be authorized leave with compensation provided that the Association assumes the cost of substitutes for such days.
- E. There shall be a total of one hundred-fifty (150) days granted to employees without pay deduction to work on the implementation of this Agreement, provided that:
 - 1. No one employee exceeds a limit of fourteen (14) days per year under this Section.
 - 2. The number of persons released is only those necessary to any one (1) meeting, not to exceed eighteen (18) employees for any one day.
 - a. Exceptions to the eighteen (18) maximum employees for any one (1) day shall be granted for the annual EEA building representative retreat and WEA Representative Assembly. On these two (2) occasions, the number of persons released shall not exceed the number of representatives required for each activity.
 - 3. Prior notice shall be given the District in accordance with the District's normal substitute request procedures.
 - 4. The granting of leave is contingent on substitute availability.
 - 5. The Association assumes the cost of the substitute(s) for such days.
 - 6. The provisions of Section 4.3.E may be adjusted in individual situations upon mutual agreement of the parties.

Section 4.4 – Partially Compensated Leave – Short Leave

- A. With five (5) days prior notice to the District, contingent on the availability of a qualified substitute, an employee may take one day per year up to a maximum of five (5) days during any five (5) consecutive years to receive an award for himself/herself, child or spouse/domestic partner, to engage in educational travel or for any other educationally related purpose which is acceptable to the District.
- B. A deduction for each day of absence pursuant to this Section shall be made at regular daily substitute rate.

Section 4.5 – Extended Leaves of Absence Without Compensation

A. Mandatory approval with increment

1. Upon written application of any employee who will have completed two (2) years of employment with the District prior to the leave, a leave of absence of one (1) or two (2) year(s) shall be granted for the following purposes:
 - a. Participating in exchange teaching programs or foreign teaching programs in a K-12 level teaching program.
 - b. Participating in the Peace Corps or VISTA as a full-time participant in a K-12 level teaching program.
2. A military leave of absence shall be granted to any employee for the purpose of induction, enlistment, or call-up for military duty in any branch of the Armed Forces of the United States.
3. Health insurance and other insurance benefits approved through the District may remain in force throughout the period of such leave, at the employee's discretion, by the employee submitting to the District the monthly premium in advance of each payment provided that such continuation of benefits is allowed by the insurance carrier.
4. Upon expiration of said leave, subject to eligibility under layoff and recall provisions in effect at the time of expiration, the employee shall be returned to their former position or one of similar nature, and unused accumulated leave in Section 4.1,A. to which the employee is entitled before the leave shall be maintained and restored to the employee upon return to active employment, and for purposes of salary schedule placement the year of leave shall be considered the same as a year of local service.

B. Mandatory approval with no increment

1. Upon written application by any employee who will have completed two (2) years of employment with the District prior to the leave, a leave of absence of up to one (1) year shall be granted for the following purposes:
 - a. To serve as an elected or appointed official to any public or private office.
 - b. To serve in any volunteer or paid staff position in any public or private organization other than a school.
2. Health insurance and other insurance benefits provided through the District may remain in force throughout the period of such leave, at the employee's discretion, by the employee submitting to the District the monthly premium in advance of each payment provided that such continuation of benefits is allowed by the insurance carrier.

3. Upon expiration of said leave, subject to eligibility under layoff and recall provisions in effect at the time of expiration, the employee shall be returned to their former position or one of similar nature, and unused accumulated leave in Section 4.1, A. to which the employee is entitled before the leave shall be maintained and restored to the employee upon return to active employment.

C. Permissive approval with increment

1. Upon written application of any employee who will have completed two (2) years of employment with the District prior to the leave, a leave of absence of up to one (1) year may be granted, subject to prior approval of the Superintendent or designee for the purpose of certificated employment in another school district in the United States where the employee will be serving in the other district in a provisional status. Requests for such leave shall include a proposed plan and purpose for which the leave will be used. Applications must be submitted no later than March 15 preceding the year the leave is to be taken, unless this date is specifically waived by the District due to circumstances that made it impossible to meet that date for the particular leave purpose. A leave granted under this section shall be for one (1) year only. No more than two (2) employees may be granted such leave during a given school year.
2. Upon expiration of said leave, subject to eligibility under layoff and recall provisions in effect at the time of expiration, the employee shall be returned to their former position or one of similar nature, the unused accumulated leave in Section 4.1, A. to which the employee is entitled before the leave shall be maintained and restored to the employee upon return to active employment.

D. Permissive approval with no increment

1. Upon written application of any employee who will have completed two (2) years of employment with the District prior to the leave, a leave of absence of up to one (1) year may be granted, subject to prior approval of the Superintendent or designee, for the following reasons:
 - Academic study
 - Research
 - Travel
 - Alternative work experience (not including certificated employment in another school district or school)

Requests for such leave shall include a proposed plan and purpose for which the leave will be used. Study, research, travel, or work experience must be directly related to the employee's current or proposed assignment with the District, related to meeting certification requirements for career advancement or related to completion of the employee's chosen advanced degree program. While on such leave, an employee shall not work as a certificated employee in another school district or school other than as a casual, daily substitute. Applications must be submitted no later than March 15 preceding the year the leave is to be taken, unless this date is specifically waived by the District due to circumstances that made it impossible to meet that date for a particular leave purpose. Health insurance and other insurance benefits provided through the District may remain in force throughout the period of such leave, at the

employee's discretion, by the employee submitting to the District the monthly premium in advance of each payment provided such continuation of benefits is allowed by the insurance carrier.

Upon expiration of said leave, subject to eligibility under layoff and recall provisions in effect at the time of expiration, the employee shall be returned to their former position or one of similar nature, and unused accumulated leave in Section 4.1.A to which the employee is entitled before the leave shall be maintained and restored to the employee upon return to active employment.

2. Upon written application of any employee, a leave of absence of up to one (1) year may be granted subject to prior approval of the Superintendent or designee, for the following purposes:

a. **Health Leave:**

- i. For illness and/or physical or mental disability, health leave shall be granted to any employee upon written application. Such application shall be accompanied by a recommendation from the attending physician or licensed practitioner.
- ii. Health insurance and other insurance benefits provided through the District may remain in force throughout the period of such leave, at the employee's discretion, by the employee submitting to the District the monthly premium in advance of each payment provided such continuation of benefits is allowed by the insurance carrier.

Employees must exhaust all accumulated sick leave prior to going on unpaid leave.

- iii. The employee may return to work on the date anticipated in the health leave application provided that at least five (5) days prior to the return date the employee submits a physician's or licensed practitioner's statement certifying fitness to return to duty. The employee will be assigned to their previous position or to a position of similar nature, subject to the layoff and recall provisions in effect at the time of the proposed return.
- iv. The employee may return to work before the date anticipated in the health leave application provided that at least five (5) days prior to the preferred return date the employee submits a physician's or licensed practitioner's statement certifying fitness to return to duty and provided further that the previous position or a position of similar nature is available, subject to the layoff and recall provisions in effect at the time of the proposed return.

b. **Child Care Leave:** Childcare leave shall be granted under the following conditions:

- i. Written request must be submitted to the District's Human Resources Office at least thirty (30) calendar days prior to the beginning of the leave, except as otherwise specified by law.

- ii. If the employee desires a leave of less than a full year, the request shall indicate the anticipated date of return to full employment. At least sixty (60) calendar days prior to the termination of said leave, the employee will notify the District's Human Resources Office of their intent to return.
- iii. Health insurance and other insurance benefits provided through the District may remain in force throughout the period of such leave, at the employee's discretion, by the employee submitting to the District the monthly premium in advance of each payment provided such continuation of benefits is allowed by the insurance carrier.

c. Employees will enjoy those Family and Medical Leave rights required by federal law.

E. **Special Leave.** Employees eligible for retention or rehire under layoff and recall provisions in effect at the time of the application for leave may, upon application, be granted a special leave of absence without pay for the ensuing school year, to the extent that there is a reduction in force within the category held by the employee.

1. All requests for special leave must be received by the Human Resources Office on or before August 15 in order to be eligible for consideration for the ensuing school year.
 - a. The number of special leaves granted (FTE basis) to applicants of a given category held shall not exceed the number of employees reduced in force in that category (FTE basis).
 - b. In the event the number of requests for special leave exceeds the number of employees of that category in the reduction in force pool, such leaves shall be granted on the basis of seniority as defined in Section 8.2, B., 7., b.
2. If, after August 15, reduction in force within a category exceeds the number of special leave requests, additional leave requests will be granted on a first-come basis, until the leaves granted equal the number of individuals of that category in the reduction-in-force pool. (All calculations shall be on an FTE basis.
3. Any special leave granted will be limited to two (2) consecutive renewals or a maximum of three (3) consecutive school years.
4. While on special leave, an employee shall not be employed by any nonpublic preschool-grade 12 educational program in Snohomish or King Counties.
5. **Review Procedures:** An ad hoc committee consisting of two (2) members appointed by the District and two (2) members appointed by the Association shall be formed as needed for the following purposes:
 - a. Investigate alleged violations of Section 4.5, E., 4.
 - b. Clarify the terms and conditions of special leaves for individual employees.

- c. In the event this committee cannot reach agreement, a mutually agreed upon impartial third party shall be selected to join the committee to formulate a recommendation. All recommendations of the committee will be forwarded to the Superintendent.
6. Upon their return from leave, the employee shall be assigned to their former position or one of similar nature, subject to layoff and recall provisions in effect at the time and shall resume their position on the salary schedule.
7. Health insurance and other insurance benefits provided through the District may remain in force throughout the period of such leave at the employee's discretion by the employee submitting to the District the monthly premium in advance of each payment provided such continuation of benefits is allowed by the insurance carrier.

F. General Conditions Affecting Extended Leaves.

1. An employee on any extended leave except health leave shall notify the District's Human Resources Office in writing prior to March 15 if they intend to return the following year or the employee's relationship with the District will be terminated at the end of the leave period.
2. Upon written application by the employee, a leave provided for in Section 4.5 may be extended at the discretion of the Superintendent or designee, for one additional year only, not to exceed a total of two (2) consecutive years of leave unless otherwise noted.
3. Subject to all other applicable leave provisions, an employee may take a maximum of two (2) years of any combination of extended leaves in any seven (7) consecutive years. Exceptions will be made only in instances where the subsequent granting of health, childcare, special, and/or legally mandated leaves would cause the employee to exceed this limit.
4. The District reserves the right to consider and grant leaves for reasons other than previously stated to any employee completing two (2) years of employment with the District. The granting of such leaves shall be based upon written application.

Section 4.6 – Extended Leave with Partial Compensation

A. Eligibility. Employees shall be eligible to apply for sabbatical leave for:

1. Study
2. Research
3. Travel

4. Work experience (commercial or industrial) that will be of service to the individual, the school, and the students of the District. Sabbatical leaves may be granted for commercial or industrial work experience which will enhance the applicant's service in their assignment.

B. Sabbatical leave shall be granted in accordance with the following stipulations:

1. Employees shall have served six (6) or more continuous years in the District.
2. Sabbatical leave may be granted up to one (1) full year to not more than two-thirds percent (2/3%) of the total number of the employees in the bargaining unit in any one (1) year, said percent to be rounded to the nearest complete individual.
3. Application for sabbatical leave shall be filed with the Superintendent not later than March 15 prior to the school year for which it is requested.
4. A proposed plan of study, research, or travel to which the time spent on leave will be devoted, must accompany the application.
5. Applications shall be evaluated on the following five (5) criteria, in order of priority:
 - a. The merit of the proposed plan of study, research, travel, or work experience and its relationship to service to the District in terms of the individual's professional background.
 - b. Proportionate employee representation of the different levels of the District schools such as elementary, middle and high schools, and support services employees such as nurses, counselors, case workers, etc.
 - c. If more than two-thirds percent (2/3%) of employees apply and meet all qualifications, seniority will be considered.
 - d. First sabbatical
 - e. Second sabbatical
6. Applications approved by the Superintendent shall be presented to the Board for final approval. Once approved by the Board, any change of the sabbatical shall be presented in writing and must be approved in advance by the Superintendent.
7. An applicant who is taking part in a two-year study, upon evaluation of the program, may request one (1) year of sabbatical leave and one (1) year's leave of absence under Section 4.5, D.

8. An employee on sabbatical leave shall receive a stipend equal to sixty percent (60%) of total salary, excluding extra duty stipends, to a maximum of 1.22 times the base of the salary schedule or fifty percent (50%) of total salary, excluding extra duty, whichever is greater.
9. An employee taking a sabbatical leave shall post a fidelity bond equal to the sum of the sabbatical stipend. At the time the employee returns to the District and the employee has signed a contract for the next school year, they shall post a bond for one-half (½) of the sabbatical stipend. No bond will be required at the beginning of their second year of employment with the District.
10. In the event an employee on sabbatical leave fails to return to service in the District at the end of the leave, the stipend received shall be repaid in full to the District immediately, either through the bond, personal check, or cash.
11. The potential stipend repayment obligation shall be canceled upon the immediate return of the employee to the District in the following manner:
 - a. One-half (½) of the potential stipend repayment obligation shall be canceled after the first year's service to the District.
 - b. The remaining one-half (½) of the potential stipend repayment obligation shall be canceled after the second year of service.
12. Should an employee be unable to return to the District due to a physical or mental disability, any repayment obligation will be suspended until the employee is again fit and able to return to their assignment in the District.
13. A second sabbatical leave may be granted after fourteen (14) years of professional service. Approval of the second sabbatical leave will be subject to the criteria in item 5 above and there being a six (6) year period between leaves.
14. The District retains the right to grant no sabbatical leaves, or fewer than two-thirds percent (2/3%) of employees in the bargaining unit, in years of funding insufficiencies as determined by the District, whose right and determination shall be final and not appealable in any forum.
15. Upon expiration of said leave, subject to eligibility under layoff and recall provisions in effect at the time of expiration, the employee shall be returned to their former position or one of similar nature. Unused accumulated leave in Section 4.1, A. to which the employee was entitled before the granting of the leave shall be restored to the employee upon return to active employment. For purposes of salary schedule placement, the year of leave shall be considered the same as a year of local service.
16. An employee on sabbatical leave shall not seek employment for compensation during the period of study, research, travel, or work experience other than to supplement sabbatical leave income while carrying out the approved program.

17. Within thirty (30) days of their return from sabbatical leave, the employee will file with the Superintendent a report giving the substance of the program of study, travel, research, or work experiences in which they were engaged, indicating the value to the District which they believe grew out of their experience.
18. Employees may at any time request leave to accept scholarships up to one (1) full year which would not involve the District in any financial obligation, in which case all other provisions of the sabbatical leave policy except the percentage limitations shall apply.
19. Health insurance and other insurance benefits provided through the District may remain in force throughout the period of such leave, at the employee's discretion, by payroll deduction from each sabbatical stipend warrant, provided such continuation of benefits is allowed by the insurance carrier.

Section 4.7 – Local, Statewide or National Association Officer Leave

- A. The District shall grant a leave to the President of the Association or statewide or national association officer for each school year covered by this Agreement on the basis of the portion of the school day determined by the Association. Such leave shall be granted in multiples of .2 at the secondary level or in multiples of .5 at the elementary level.
- B. Provided that the Association shall reimburse the District monthly in advance for the full scheduled salary and benefit costs to the District, the District shall:
 1. Make salary payments to the President inclusive of contracted additional days as if they were not on leave.
 2. Allow the President to participate in SEBB.
 3. Grant a total of twelve (12) days sick leave at the beginning of each school year, prorated on an FTE basis. Use and cash out of sick leave shall be the same as that described in Section 4.1.
- C. In the event the Association fails to reimburse the District in advance as required above, the District may, at its discretion, cancel this Section in its entirety.
- D. Upon expiration of said leave, subject to eligibility under layoff and recall provisions in effect at the time of expiration, the employee shall be returned to their former position or one of similar nature, and unused accumulated leave in Section 4.1, A. to which the employee is entitled before the leave shall be maintained and restored to the employee upon return to active employment, and for purposes of salary schedule placement the year of leave shall be considered the same as a year of local service.
- E. The Association agrees to indemnify the District and hold it harmless against any and all claims, demands, suits, attorney fees, or other forms of liability that may arise out of or by reason of the District's compliance with the terms of this Section. The Association shall have the right to select the legal counsel to be used.

The District shall cooperate by providing all information available to it that is deemed necessary by the legal counsel for adequate representation of the District.

ARTICLE V – RIGHTS

Section 5.1 – Student Behavior Management

- A. There shall be an annual review of District and building student behavior management policies, procedures, and plans at the building level during the month of September. Said review shall be jointly led by representatives of the District and Association and shall include materials related to student and teacher rights and due process in maintaining order and discipline. For employees hired after the September review, the annual review materials shall be provided by the District during the first ten (10) work days.
- B. The employee shall have the right to use reasonable and prudent disciplinary measures, including such physical restraint when reasonable and necessary to protect any student or other person from physical injury or to prevent the commission of a crime. The employee shall have the primary responsibility for maintaining order and discipline in the employee's work site(s) based on District and building student behavior management policies, procedures, and plans; the highest consideration should be given to the judgment of qualified certificated educators regarding conditions necessary to maintain the optimum learning atmosphere. Employees shall receive assistance from the principal or designee in discipline cases and shall receive prompt response to a request for assistance.
- C. Pursuant to RCW 28A.600.020(2) Any student who creates a disruption of the educational process in violation of the building disciplinary standards while under a teacher's immediate supervision may be excluded by the teacher from his or her individual classroom and instructional or activity area for all or any portion of the balance of the school day, or up to the following two days, or until the principal or designee and teacher have conferred, whichever occurs first: (1) PROVIDED, that except in emergency circumstances, the teacher shall have first attempted one or more alternative forms of corrective action; (2) PROVIDED FURTHER, that in no event without the consent of the teacher shall an excluded student be returned during the balance of that class or activity period or up to the following two days, or until the principal or his or her designee and the teacher have conferred. (*Reference Implementation Procedures "Student Behavior Management"*)
- D. The employee has the right to recommend suspension or expulsion for student misconduct included in School Board Policies and Procedures 3241P "Procedure Student Discipline". Instances where student behavior warrants suspension or expulsion from school shall be carefully documented by the employee, specifying dates of occurrence and specific acts.
- E. The employee shall have the responsibility to notify parents of student behavior which may lead to suspension or expulsion.
- F. The above shall be subordinate to any inconsistent requirement of law, implementing regulations or Board Policy.

- G. Disputes relating to matters outlined in Section 5.1 shall not be subject to the grievance procedures as defined and set forth in this Agreement and shall be resolved through the following problem-solving procedures. These problem-solving procedures are available when an employee(s) has a concern with:
- (1) the principal's or designee's handling of discipline of a student(s) in the employee's class(es) or
 - (2) the implementation of the building's student behavior management plan.

The employee may discuss, with or without an Association representative, the concern(s) with: (1) the principal or designee involved; (2) the building student behavior management committee if any. It is the intention that resolution be achieved at the level closest to the issue as possible. The employee may begin the problem-solving sequence with any of the steps outlined above.

If the concern has not been resolved after pursuing one or more of the above outlined steps the employee and the principal or designee involved may meet with the appropriate assistant superintendent and Association President to discuss the concern. Any decision made at this level shall be binding and not subject to further review or appeal.

Section 5.2 – Personnel Files

- A. The District shall maintain a single Personnel File which shall be kept in the office of the Executive Director, Human Resources and shall be controlled by the Executive Director, Human Resources and/or they designee.
- B. Any material or complaint not shown to an employee or a copy provided the employee within ten (10) days of receipt shall not be used in evidence in any grievance or disciplinary action against the employee.
- C. The employee shall have the right to examine they Personnel File in the presence of the Executive Director, Human Resources or they designee at a time and place mutually agreeable. Such review may be done in the company of a person of the employee's own choosing.
- D. Removal of Materials from the Personnel File.
 1. After two (2) years, at the request of the employee, any warning or reprimand and the materials related thereto shall be removed from the District Personnel File, provided that no subsequent warning(s) or reprimand(s) has been issued the employee during that period.
 2. Materials which have been in the employee's Personnel File for two (2) years and are removed pursuant to Section 5.2.D.1 may be retained for an additional two (2) years in a separate file in the office of the Executive Director, Human Resources if the warning(s) or reprimand(s) involved one or more of the following:
 - a. Sexual abuse or harassment of students or other persons;
 - b. Sexual contact with students;

- c. Violence, excessive use of force, or physical abuse directed at students or other persons;
- d. Racial, ethnic or sexual slurs;
- e. Improper off-duty conduct involving students.

Such materials will be considered part of the employee's Personnel File for a total of four (4) years from the date materials were placed in the Personnel File.

- E. The District shall maintain no Personnel Files other than those cited in Section 5.2, A. It is understood and agreed by the parties that listings and objective forms which include an employee's name and objective data shall not be construed to be a part of the contents of any Personnel File.

Examples: Affirmative action reports and records, equal opportunity for employment information and records, records of absence, payroll data, fringe benefit reports and records, rosters, certification information and records, information and records regarding health certificates, retirement information and records, authorizations for withholding from pay and employee withholding exemption certificate.

Section 5.3 – Building Files

- A. Supervisors may maintain an information file at the work site for employees for whom they have formal evaluation responsibility subject to the following conditions:
 - 1. It may contain material related to employee evaluation.
 - 2. It shall be available to review by the employee in the presence of the principal, supervisor, or their designee.
 - 3. Copies of evaluation materials stored in an electronic format will be treated in the same manner as non-electronic formatted materials.
 - 4. After three (3) years, at the request of the employee, materials other than formal observations and final evaluations shall be removed provided that no record of subsequent related incidents occurred during that period.
 - 5. An employee has the right to review their building file at any time.
 - 6. The building file may only be transferred to a subsequent evaluating supervisor under the following conditions:
 - a. The evaluation of the employee is transferred to another administrator in the same building who has been in that building at least one year.

- b. The evaluating supervisor is replaced during the school year.
- B. Any material or complaint not shown to an employee or a copy provided the employee within ten (10) days of receipt shall not be used in evidence in any grievance or disciplinary action against the employee.

Section 5.4 – Staff Protection

- A. Job related assault shall be defined as any physical attack upon an employee which takes place during the workday, at a school-sponsored event, while performing work-related duties at the work site, or at any other time as a result of the employee's performance of work-related duties.
Inappropriate acts/behaviors directed toward EEA staff, as a result of their employment with the Edmonds School District, whether occurring on or off school premises, shall be subject to building/district level investigation and may result in disciplinary or other appropriate action toward the perpetrator, as determined by the District.
- B. The employee shall be assisted by the supervisor on duty in:
 - 1. Gaining medical attention as appropriate.
 - 2. Reporting the incident to and filing charges with the appropriate police agency (detailing the incident, supplying witnesses' names, etc.).
 - 3. Reporting the incident to the Human Resources Office so that industrial insurance procedures can be initiated.
- C. The District, through the Superintendent or designee, shall arrange a conference with an attorney at District expense. The attorney shall provide the employee with information and/or direction in regard to:
 - 1. Filing the complaint with police.
 - 2. Criminal trial procedure.
 - 3. The availability of civil remedies, including lawsuits.
 - 4. Sources for locating an attorney to represent the employee in any civil remedy pursued.
- D. Upon receipt of a request, the District shall provide the Association information pertaining to an assault on a bargaining unit member, provided that no information of a confidential nature shall be released without the consent of the employee.

Upon receipt of a request, the Association shall provide the District information pertaining to an assault on a bargaining unit member, provided that no information of a confidential nature shall be released without the consent of the employee.

Section 5.5 – Just Cause

In other than emergency situations, building administrators or their designees, who are investigating a complaint against an employee, shall inform the employee of the concerns or allegations prior to commencing the investigation.

- A. No employee shall be disciplined by written warning or written reprimand without just cause. The specific grounds forming the basis for disciplinary action will be made available, upon the employee's request, to the employee and the Association in writing. Complaints from complainants whose identity is undisclosed to the employee shall not be used as the basis for a written warning or written reprimand except in sexual abuse and/or sexual harassment cases. The employee shall have an opportunity to attach a written response to the warning or reprimand. Any such discipline shall be subject to the Grievance Procedure through all steps.
- B. Letters of Direction to an employee do not constitute disciplinary action.
- C. Any disciplinary action taken against an employee shall be appropriate to the behavior which precipitates said action.
- D. An employee shall be entitled to have present a representative of the Association during any disciplinary action. When a request for such representation is made and an Association representative is not available, any disciplinary action will be postponed for a maximum of one (1) workday to accord an opportunity for an Association representative to be present.
- E. The parties agree that redress for District actions resulting in discharge, nonrenewal of contract, or action adversely affecting individual contract status are covered by Statute and will not be pursued under this Agreement.

ARTICLE VI- CONDITIONS OF EMPLOYMENT

Section 6.1 – Work Year, Work Week, Work Day

- A. The length of the work year covered by the basic employee contract shall be 183 days for continuing employees and 186 days for employees new to the District. All certificated staff new to the Edmonds School District will be expected to attend and be compensated for three (3) 7-hour days for the new certificated staff orientation, regardless of the contracted FTE. If the new staff member has a reason that they cannot attend any or all of the orientation days, they will contact the Human Resources Director to discuss options.

In the 2023-24 and 2024-25 school years, the three (3) days before students start school will be divided equally between District/Building and Individual time. One (1) supplemental day will be between semesters and designated Individual time for the purpose of grading and second semester prep. The three (3) state Professional development days shall be divided equally between district/building and individual time.

- B. Upon mutual consent of the employee and the supervisor, or sufficient consensus as determined through the building decision-making process at the building level, contractual time may be measured on a weekly basis. The average work week will consist of 36 hours and 40 minutes, plus an uninterrupted daily 30 minute duty-free lunch period. (*Reference Implementation Procedures "Work Day Calculations For Certificated Employees."*)
- C. The workday Monday through Friday shall consist of 7.33 hours per day, plus an uninterrupted 30-minute duty-free lunch period. The following provisions shall apply:
1. Except as agreed to in Section 6.1.H, no teacher shall be required to exceed 300 minutes per day or 1,500 minutes per five-day week of classroom and/or instructional activities.
 2. An employee may be assigned a maximum of 100 minutes non-instructional supervisory duties (such as bus supervision, playground supervision, lunch supervision, and assignment to the classroom before school) per week.

When assigning supervisory minutes, the administrator will work, whenever possible, to balance the minutes among all eligible staff.
 3. If the Association member believes that they is directing less than 50% of the before and after school time, the District and Association will work together to solve the problem.
 4. eLearning Academy Workday & Work Week (*Reference Implementation Procedures" eLearning Academy Use of Time"*)
- D. Up to two (2) Wednesdays per month, administrators may hold a staff meeting of no more than 60 minutes before or after school during the contract day. District and EEA will work together to establish a calendar of staff meetings. The building principal/immediate supervisor may call an emergency staff meeting if they determine that an emergency exists.
- E. For all certificated staff, on Supplemental days, the workday will be 7:30 a.m. to 3:00 p.m. Part-time certificated employees who choose to work a full day on Supplemental days will be compensated at the applicable rate.
- F. An employee may be required to participate in no more than six (6) hours of uncompensated school or school-related functions outside the regular workday during a school year.
- G. The District will maintain planning periods at the 7-12 level for the duration of this Agreement. Every effort will be made to adapt building schedules to provide equitable planning time for all teachers throughout the year.
- H. Any required training will have an option to attend during the contracted day.

- I. Employees can be required to attend IEP, 504, or other federally required meetings. It is understood that the staff will work to schedule meeting times that allow all the affected parties to attend with the understanding that there is an obligation to meet the needs of the families.
- J. The music, PE, and library schedule shall be collaboratively developed and established at each elementary school by the principal, general music teacher, PE teacher, and Library Information Specialist, with input from staff. Music, library, and PE classes shall be strategically scheduled to limit the number of consecutive classes taught without at least a 5-minute break to four 30-minute sections. If a specialist schedule cannot accommodate a rest break, the school will contact Human Resources and the Association for assistance.

Every effort will be made to establish schedules for itinerant PE and music teachers to allow students to remain with the same teacher for that subject.

Staffing levels for elementary and PE specialist in kindergarten shall be consistent with the staff of music and PE specialists for other elementary grade levels. Any change in the number of sections taught per specialist FTE shall be bargained.

- K. Collaboration is a professional responsibility and should occur to meet the needs of the students, as well as to fulfill the requirements of Criterion 8.

Elementary Specialists: On half-days with building time in the afternoon, elementary P.E., Music, and Library will be canceled to provide time for elementary specialists throughout the District to collaborate and participate in job-alike meetings.

On half-days with building time in the afternoon, after the students have been released, 30 minutes of planning time, contiguous with lunch, will be provided for all other building-based certificated staff.

- L. The District will maintain planning periods at the K-6 level for the duration of this Agreement. In addition, each elementary building will be allocated two (2) hours per day of paraeducator time to be used to provide more planning time for elementary teachers.
- M. The early release of students for testing at the secondary level and/or inservice/special projects at all levels may be instituted, provided the reduction of the student day does not and would not violate the Basic Education Act as determined by the appropriate State agency. If the District is not or would not be in compliance with the Basic Education Act by such early release of students, a majority vote of a building staff shall allow for the lengthening of the student day up to ten (10) minutes to accommodate such early release of students. Inservice and special projects are subject to approval/disapproval of the Superintendent or designee.
- N. On two-hour-late-start days, when staff are precluded from arriving on time due to safety reasons, i.e., icy roads, downed power lines or trees, flooding, etc., they will be given the option to work from home, provided they arrive 30 minutes prior to student start time.

- O. In the event an individual school is closed due to extenuating circumstances, such as lack of heat, water, power, etc., the District will determine alternate work locations, which could include the option for employees to work from home.
- P. Should teaching or office spaces need to be used for District or community-use events on non-student days, the affected staff member will work with their supervisor to find an alternative work location, which could include the option to work from home.
- Q. In person meetings are preferred. To accommodate parents and educator schedules, Zoom may be used for parent conferences, IEP/evaluation/504/etc. meetings upon request, as well as peer collaborative meetings.
- R. Beginning in the 2024-25 school year, the District shall allocate .6 FTE to each comprehensive high school for the position of Building Athletic Coordinator.

Building Athletic Coordinators shall not simultaneously coach any sport. In the event the District is unable to hire a coach for a particular sport, the parties agree to come together to determine the best course of action to take. In that determination, the parties agree to seriously consider the option of hiring an Athletic Coordinator who is qualified to coach said sport for a single season only.

Section 6.2 – Assignment to More Than One Duty Station

Assignment to more than one duty station shall be done when necessary, under the following conditions:

- A. Scheduling will be such that a teacher teaches all classes at one building before beginning to teach classes at the second building.
- B. Reasonable travel time will be provided in addition to a thirty-minute, duty-free lunch period.
- C. Mileage allowance will be provided pursuant to Section 3.6.
- D. Employees traveling between and among duty stations will be required to work no longer than the workday as defined in Section 6.1, C.
- E. An employee who is required to travel between buildings during their planning period will be compensated for such travel time on a prorated per diem basis.
- F. On days when assigned to teach at more than one school, elementary music and PE teachers shall be assigned no more than 8 sessions per day.

Section 6.3 – Additional Time for Specialists

Continuation of this compensation is contingent upon successful passage of the District's Maintenance and Operations levies at the maximum capacity allowed by State law.

- A. Middle School Counselors shall be employed twelve (12) days in excess of the length of the basic employee contract. (also see H. below)
- B. High School Counselors shall be employed sixteen (16) days in excess of the length of the basic employee contract. (also see H. below)
- C. The District will provide a pool of four thousand dollars (\$4,000) for extra counselor hours to be administered by the Superintendent or designee.
- D. Library Information Specialists shall be employed five (5) days in excess of the basic employee contract.
- E. Regular high school activity coordinators shall be employed two (2) days in excess of the basic employee contract.
- F. Elementary psychologists shall be employed ten (10) days in excess of the basic employee contract. Middle school and high school psychologists shall be employed twelve (12) days in excess of the basic employee contract. (also see H. below)
- G. CTE (auto tech, engineering, construction, sci-ma-tech) teachers will receive the equivalent of one (1) day pay placed on the extra duty schedule for the purpose of closing school.
- H. Through the Draft 5 process, counselors and psychologists will work with their building or program administrator to determine days to be scheduled for group activities or trainings. Employees will verify on a form that they have completed the required hours.
- I. Special Education teachers shall be employed one (1) day in August for training purposes in excess of the basic employee contract.
- J. Nurses shall be employed the following number of days in excess of the basic employee contract:
 - a Nurses who serve fewer than 500 students 5 days*
 - b Nurses who serve between 501 and 700* students 7 days*
 - c Nurses who serve between 701 and 1000* students 9 days*
 - d Nurses who serve between 1001 and 1350* students 12 days*
 - e Nurses who serve more than 1351 students 14 days*

*A day shall consist of 7.33 hours and will not be prorated according to FTE.

Section 6.4 – Parent Conferences

- A. The District shall provide for elementary school conferences on the following basis:

1. Five (5) days of early dismissal for students in grades K-6 scheduled through the calendar bargaining process.
 2. Two (2) days of early dismissal for students in grades K-6 scheduled in March.
 3. One evening, in lieu of one afternoon, to be determined by building staff during the five (5)-day fall conference schedule.
 4. A building staff may initiate a request for a deviation from the District-established parent conference dates, provided such request must be submitted to the Superintendent or designee for approval/disapproval no later than September 30. In those years when the school calendar has been altered after the beginning of the year due to emergency closure, the timeline for submitting a waiver request may be extended by mutual consent of the District and the Association.
 5. Any additional costs incurred as a result of using an alternative conference schedule will come from the building budget.
- B. The conferences referred to in Sections 6.4.A.1 and 6.4.A.2 shall be for the purpose of reviewing pupil progress and pupil goals.
- C. Additional conferences shall be scheduled at the request of either the teacher or parent.

Section 6.5 – Employee Facilities

The District shall make available the following facilities and equipment for employees:

- A. Desk, chair, filing cabinet and lockable storage at the employee's workstation.
- B. A work area containing equipment and supplies for the preparation of instructional materials.
- C. Restrooms and dining areas separate from students.
- D. Parking area designated for employees.
- E. Faculty lounge or work area equipped with an operating telephone with an outside line.
- F. Two-way communication system between the main office and the classrooms.
- G. Safe, adequate, and consistent work areas to provide instruction and/or therapy for students in each building in which they work. The area will be clean and ready for use at all regularly scheduled times. If the dedicated workspace will not be available due to a school event, the building administrator will notify the ESA in advance, and they will discuss where the employee will perform their assigned work during the time their workspace is unavailable.

In addition to the employee facilities listed above, building administrators will work with appropriate OT/PT staff to find an appropriate space to deliver federally mandated therapy services. OTs and PTs will be assigned workspaces that allow for evaluations and/or services to be completed in accordance with student IEPs.

- H. At the beginning of each school year, building keys and/or FOBs will be provided to all ESAs.

Classroom Moves within Building

Time, pay, or support is available for required moves within a building (*Reference Implementation Procedures "Classroom Moves within Building"*).

Section 6.6 – Technology

- A. The employee shall not be expected to use technology that the district has not yet made readily available.
- B. The employee may use the District email system for non-political Association communication and business. The District email system may not be used for campaign or election purposes, or to organize or promote work stoppages.
- C. Notwithstanding any independent agreement between a district department and employee, whether signed or unsigned by said employee, prior to recovering the cost of damaged or destroyed computers or other district property, the District will conduct a fair and impartial investigation into the assertion that damage was due to employee action or inaction. The District will contact the Association in the event of an investigation, and the employee will be offered representation at all meetings regarding the damaged property.
- D. Secondary level teachers will be expected to update grades in Skyward every two (2) weeks, if new grades are available.

Section 6.7 – School Calendar

- A. The District shall establish the Traditional School Calendar using the following criteria:
 - 1. The first day of school is the Wednesday after Labor Day.
 - 2. For employees new to the District, the non-student contract days will be established between the Association and the District.
 - 3. There shall be one hundred eighty (180) instructional days for students, unless altered through mutual agreement and approved by State waiver.
 - 4. The winter break will be two (2) consecutive weeks.
 - 5. The spring break will be one (1) week, scheduled the first full week of April.

6. The Tuesday following Presidents' Day shall be a non-contract day.
 7. School make-up day(s), resulting from school closure, shall be scheduled by the District immediately following the last scheduled day of school, as needed.
- B. Except for changes in grading periods there shall be no change in the school calendar except by mutual agreement of the District and the Association unless the Superintendent or designee determines that an emergency condition exists because of an occurrence such as fire, earthquake, or weather.

C. Quarter/Semester - Report Cards

The District shall determine the beginning and ending dates of the quarters and/or semesters. Completed report cards are due at the close of the employee workday, on the fourth (4th) scheduled workday following the day designated as the last day of the quarter or semester. At the end of the second semester and/or fourth quarter, report cards shall be completed no later than 5:00 p.m. of the last day of school.

Section 6.8 – Work Load Relief

A. Class Load Relief System

1. In the interest of alleviating class load concerns in the District, the following system of class load relief will be undertaken. The components and sequence of the system are set out below.
2. The process will begin with the establishment of base staffing ratios by the District in the spring for the ensuing year. The District has established the following staffing ratios:

Grades

K-3	21:1
4	25:1
5-6	27:1
7-8	24.1:1
9-12	24.3:1

3. District has set the following class-size norms and teaching load norms:

K-3	CN	=	20
4	CN	=	24
5-6	CN	=	26
7-8:	TLN	=	$23.1 \times 6/5 \times 5 = 138.6$ (rounded to 139)
9-12:	TLN	=	$23.3 \times 6/5 \times 5 = 139.8$ (rounded to 140)

(TLN = daily Teaching Load Norms for a 1.0 FTE teacher; 6/5 = periods in student day divided by 1.0 FTE teaching load; 5 = periods taught by 1.0 FTE teacher.)

4. Beginning in the 2023-24 school year, the District will implement the following class size reductions:
 - a Classroom norms for the following ninth and tenth grade non-honors/AP/IB classes will be set at 24 students. (ALE exempted.)
 - i World History 9
 - ii World History 10
 - iii Algebra 1
 - iv Geometry
 - v Biology
 - vi Physical Science (if majority of students are 9th and 10th graders)
 - vii Earth Space Science
 - b Should classes exceed 24 students:
 - i Trigger 1 at 25
 - ii Trigger 2 at 26
 - iii Should a class reach trigger 3 (27 students), upon teacher request, the EEA president, the Director of Certificated staff, the building principal, and the affected teacher will meet to determine appropriate relief to be provided to the teacher.
 - iv Should 3 classes of the same subject reach 27 students, an additional section will be created no later than the next grading period.
5. Trigger points for class load relief will then be established by adding an allowed overage number to the respective class-size norms. That is, class-size (or teaching-load) norm + allowed overage number +1 = trigger point for relief.

Beginning in 2023-24, class load relief trigger points will be reduced by two (2) students in grades 4 through 8:

- Grade 4: 26 T1, 28 T2, 30 T3, etc.
- Grades 5-6: 28 T1, 30 T2, 32 T3, etc.
- Grades 7-8: 30 T1, 32, T2, 34 T3, etc. for individual class trigger.
- Grades 7-8: 144 T1, 154 T2, 164 T3, etc. for daily teaching load

6. In calculating a given teacher's class load, the following rules will apply:
 - a. Elementary special education students assigned to a regular classroom for part of the school day will count as 1.0 FTE. Where teachers team teach or otherwise share students, Section 6.8.A.5.c shall take precedence over this subsection. Special education students who are mainstreamed for less than 30 minutes per day are not counted toward trigger.
 - b. Where more than one teacher shares a class, e.g., in cases where an overload situation has been remedied by the addition of a part-time teacher, the class size will be determined by dividing the class enrollment by the FTE teachers assigned to the class. (For example, a class of 40 being taught by 1.5

FTE teachers would have an adjusted class size of 27 for purposes of determining eligibility for class load relief.)

- c. Part-time teachers will be treated on a pro rata basis for determining eligibility for relief and the amount of relief, if any. (For example, a .6 FTE secondary teacher with 99 students will be deemed to have a class load of 165 on a 1.0 FTE basis [99 divided by .6]. Relief for an eligible .6 FTE teacher would be .6 of the full relief.)
 - d. Class loads will be measured by the principal at the following times:
 - Grades K-12: 16th day of school
 - (Semester System) 8th day of 2nd quarter
 - 11th day of 2nd semester (3rd quarter)
 - 8th day of 4th quarter
 - e. School principals will promptly report to the appropriate assistant superintendent which teachers are entitled to relief along with the relief selected by each teacher.
 - f. After each measurement date, it is the responsibility of the employee to notify the principal or designee in writing if they class load reaches the trigger point for relief. If the class load continues at trigger point for more than six (6) consecutive days after the employee's written notification is received by the principal or designee, and if such notification is received during the first half of the quarter, the full relief amount will be provided for that quarter. If the class load continues at trigger point for more than six (6) consecutive days after the employee's written notification is received by the principal or designee, and if such notification is received during the second half of the quarter, half the relief amount will be provided for that quarter.
7. In general education classrooms, trigger points are established according to the Class Load Relief implementation procedures.

Classroom teachers entitled to class load relief, based upon class loads equal to or in excess of the applicable trigger point, will select one of the following forms of relief:

- a. **Option A:** One (1) hour of paraeducator time per day at each trigger point, until the next time overloads are measured (see Section 6.8.A.5.e). The District will make every effort to assign a paraeducator in increments of no fewer than 30 minutes.
- b. **Option B:** Compensation in the form of a stipend of \$500 per quarter at the first trigger point, and an additional \$750 per quarter at each trigger point thereafter.
- c. **Option C:** Members who have triggered more than once may elect to receive a combination of compensation and paraeducator assistance.

- d. Overage numbers, creating entitlement to relief, shall be as follows:
 - i. At the elementary level relief will be granted at four (4) students over the class-size norms and for every additional two (2) students thereafter.
 - ii. At the middle and high school levels relief will be granted at fifteen (15) students over the teaching-load norms and for every additional ten (10) students thereafter.
 - e. Two-grade combination classes at the elementary level will receive relief at two (2) students above the class-size and for every additional two (2) thereafter. The class size norm will be the staffing ratio of the lower grade.
 - f. Three-grade combination classes at the elementary level will receive relief at two (2) students above the class-size norm and for every additional two (2) thereafter. The class-size norm will be the staffing ratio of the middle grade.
 - g. Relief shall remain in place until the implementation point following the next measurement point described in Section 6.8.A.5.e.
8. The District and Association agree that student learning is optimized in smaller classes, where individualized attention is possible. Therefore, classes will not exceed double trigger, unless:
- a. The teacher agrees;
 - b. In the event the teacher does not agree, a conversation is held among the Association president, affected employee, building principal, and the director of certificated staff to explore possible alternatives.
9. Additional provisions are as follows:
- a. Class load relief will be inapplicable to elementary instrumental music teachers.
 - b. Secondary music teachers shall receive relief according to Section 6.8, A., 4. for that portion of the teacher's assignment which excludes the following classes:

Band	Choir	Orchestra
Cadet Band Concert Band Marching Band Symphonic Band Wind Ensemble Wind Symphony	Choir Concert Choir Symphonic Choir	Concert Orchestra Orchestra Symphony Orchestra

- c. Elementary vocal music, physical education teachers, and library information specialists shall receive relief (Option B) for each class session taught per week which is at the first trigger point at the following rates per quarter:

<u>Example:</u>	<u>Quarter</u>
1 class per week at the first trigger point =	\$11.08
2 classes per week at the first trigger point =	\$22.16
3 classes per week at the first trigger point =	\$33.24
4 classes per week at the first trigger point =	\$44.32
5 classes per week at the first trigger point =	\$55.40
6 classes per week at the first trigger point =	\$66.48
7 classes per week at the first trigger point =	\$77.56
8 classes per week at the first trigger point =	\$88.64
9 classes per week at the first trigger point =	\$99.72

For classes at second and third trigger points relief will be provided at double and triple these amounts respectively.

In addition, elementary vocal music, physical education teachers, and library information specialists who teach more than 45 sessions per week shall receive a sixty-six dollar and fifty cents (\$66.50) relief allocation per quarter (Option B) for each session over 45.

<u>Example:</u>	<u>Quarter</u>
45 classes assigned =	no relief
46 classes assigned =	\$66.50 relief
49 classes assigned =	\$266.00 relief
50 classes assigned =	\$332.50 relief

- d. Teachers with both high school and middle school assignments will have class loads measured by the principal using the grades 7-12 quarter system checkpoints set forth in Section 6.7, A., 5., e. Relief for such teachers will be based on the class-size norm for high school or middle school, whichever is lower.
- e. Classroom teachers of grades 7-12, whose total teaching loads do not reach trigger point but who teach one or more classes larger than the result of dividing the first trigger point by five (rounded up), shall receive relief in the form of a stipend according to the following:
1. Schools on semester/quarter schedule – one hundred dollars (\$100) for each class over the number of students determined in Section 6.8, A., 3. two hundred fifty dollars (\$250) for each class three (3) over the number of students determined in Section 6.8, A., 3., and four hundred dollars (\$400) for each class five (5) over the number of students determined in Section 6.8, A., 3. One hundred fifty dollars (\$150) for each additional two (2) students.

- f. Advisory periods, sustained silent reading, priority periods, home rooms, and similar activities outside the basic curriculum shall not be counted as part of secondary teaching loads, provided they are supervisory only, i.e., they do not include planning, materials preparation, grading, whole-group instruction, assessing, parent contact, etc.
- g. eLearning Academy (See Class Load Relief for eLearning MOU.)
- h. Edmonds Heights K-12 (See Edmonds Heights K-12 Trigger MOU.)

B. Workload Relief for Specialists

1. Occupational Therapist/Physical Therapist (OT/PT) Workload:

The District shall establish the staffing levels for Occupational Therapists and Physical Therapists in the spring for the ensuing year; in the event that such staffing levels cause an increase in the workload standard for OT/PTs the subject of OT/PT workload shall thereupon be treated as a negotiable matter rather than a contractual matter and Section 6.7, B., 1. and its subsections shall be deemed null and void, except as may be agreed to in subsequent negotiations.

- a. Workloads will be measured by the appropriate administrator at the times indicated for grades K6 in Section 6.8, A., 5., e.
- b. Part-time OT/PTs will be treated on a pro rata basis for determining eligibility for relief and the amount of relief. (Example: OT/PT working 1.0 is entitled to workload relief for every 4 students and shall be paid when an OT/PT is assigned 36 students and again when an OT/PT is assigned their 40th student. OT/PT working 0.5 is entitled to workload relief for every 2 students and shall be paid when an OT/PT is assigned 18 students and again when an OT/PT is assigned their 20th student.)

OT and PT relief will be paid as a stipend in the following amounts:

- 1) 36-39 students = \$500.00
- 2) 40-43 students = \$1250.00
- 3) 44-47 students = \$2000.00 and so on.

The OT/PT department will work as a group with the appropriate student service administrator to assign caseloads based on the following consideration: number of IEPs, number and location of buildings served, and number of education programs served. When the parties do not agree, the appropriate student services administrator will make the determination.

- c. The district will allocate \$30,000 to be used for the purpose of providing workload relief for OT/PTs. Specific allocation of these monies will be determined by the OT/PTs and the superintendent or designee.

2. **Speech Language Pathologists (SLP) Workload:**

The District will allocate \$42,000 to be used for the purpose of providing workload relief for Speech Language Pathologists. Specific allocation of these monies will be determined by the SLPs and the Superintendent or designee.

SLPs who are required to travel during their planning periods will be compensated on a per diem basis for the amount of time required for such travel and will receive compensation according to the District's mileage reimbursement rate schedule. Requests for such per diem and mileage compensation will be made on forms provided for this purpose by the District.

The parties recognize that if the funds described above are used to hire a continuing contract employee for workload relief, there will not be an opportunity to subsequently redeploy those funds until a vacancy of at least the FTE amount of the continuing contract exists within this group of employees.

In addition to the lump sum workload, when an individual SLP caseload exceeds 48 students, the SLP will be entitled to workload relief. Workload relief shall be paid, regardless of FTE, at the first (1st) student above the norm and again for every 4 students above the first trigger point. (Example: workload relief shall be paid when an SLP is assigned 49 students and again when an SLP is assigned his or her 53rd student, etc.)

SLP relief will be paid as a stipend in the following amounts:

- a. 49-52 students = \$500.00
- b. 53-56 students = \$1250.00
- c. 57-60 students = \$2000.00 and so on.

Caseloads will be monitored by SLH program administrator and the leadership team, who will make a good-faith effort to ensure equity in workload distribution with consideration to student population, travel, and technology needs.

Workloads will be assigned by the appropriate administrator, and measured at the times indicated in Section 6.8, A., 5., e. for semester schedules.

3. **Audiologist Workload:**

Audiologists will be staffed at 1.0 FTE per 15,000 students enrolled in the District.

4. Nurse Workload:

In the 2022-23 school year, the District will increase certificated nursing staffing by 3.0 FTE.

In the 2024-25 school year, the District will increase certificated nursing staffing by 3.0 FTE.

Unless altered by the additional staffing referenced above, certificated nurses will be assigned three (3) days per week in each High School, two (2) days per week in each Middle School, and two (2) days per week in each Elementary School.

The District will allocate \$55,000 each year to be used for providing workload relief for nurses. Specific allocation of these monies will be determined by the nurses and the Superintendent or designee.

The parties recognize that if the funds described above are used to hire a continuing contract employee for workload relief, there will not be an opportunity to subsequently redeploy those funds until a vacancy of at least the FTE amount of the continuing contract exists within this group of employees.

The District will add the equivalent of four (4) days at per diem per FTE into the current workload relief pool to support more time before school to develop 504 health plans (LTECPs, IHPs, ECPs). Allocation of monies will be determined by the nurses.

5. Psychologist Workload:

Psychologists will have the option to work up to two (2) half days per week at the ESC to complete required paperwork.

In the 2022-23 school year, secondary school Psychologist/Behavior Specialist allocation will be calculated based on a ratio of 150 students receiving special education services to 1.0 FTE. The building administration in consultation with Student Services administration and school psychologist/behavior specialist assigned to that building will determine the distribution of this resource in each building. When parties do not agree, the Student Services administrator will make the determination.

The District will allocate \$30,000 to be used for the purpose of providing workload relief for psychologists. Specific allocation of these monies will be determined by the psychologists and the Superintendent or designee.

The parties recognize that if the funds described above are used to hire a continuing contract employee for workload relief, there will not be an opportunity to subsequently redeploy those funds until a vacancy of at least the FTE amount of the continuing contract exists within this group of employees.

Psychologists who are assigned to participate in an emergency threat assessment will be paid at per diem for the number of hours required to complete the threat assessment.

In the 2022-23 and 2023-24 school years, the District will allocate 2.0 FTE float time for additional workload relief. In the 2024-25 school year, the District will reduce float time from 2.0 to 1.0 FTE.

Beginning in the 2023-24 school year, FTE for elementary psychologists will be as follows:

- Schools up to 450 students, based on headcount, not FTE, shall be allocated .3 psychologist FTE.
- Schools with more than 450 students, based on headcount, not FTE, shall be allocated .5 psychologist FTE.
- Schools and Programs with 1 special classroom (DK, IS, ISES, VI, DHH) will be allocated an additional .1 FTE.
- Schools and Programs with 2 or more special classroom (DK, IS, ISES, VI, DHH) will be allocated an additional .2 FTE.

Beginning in the 2024-25 school year, FTE for secondary psychologists will be as follows

- Middle School—Base staffing for each middle school shall be 1.0 FTE psychologist. For schools with enrollment over 650 students, staffing shall be 1.2 psychologist FTE.
- High School—Base staffing for each comprehensive high school shall be 2.0 FTE psychologist.

6. Early Learning and Elementary Counselor Workload Relief:

The District will staff Alderwood Early Childhood Center and Woodway Center with .5 counseling FTE each.

The District will staff each Elementary and K-8 school with a minimum 1.0 FTE counselor. Beginning in 2022-2023, the District will staff each Title I Elementary school with 400 or more students with 1.2 counseling FTE.

Beginning in the 2023-24 school year, the District will staff as follows:

- Schools between 450 and 550 = 1.2 total counseling FTE
- Schools with 550+ students = 1.4 total counseling FTE
- Title 1 schools with 550 + students = 1.6 total counseling FTE

Beginning in the 2024-25 school year, the District will staff as follows:

- Schools between 500 and 549 = 1.4 total counseling FTE
- Title 1 schools between 500 and 549 = 1.6 total counseling FTE

7. Identified Itinerant Staff Workload:

The District will allocate \$35,000 to be used for the purpose of providing workload relief for identified itinerant staff (Audiologists, Hearing Therapists, Vision Therapists, Itinerant Sped pre-school teachers, Assistive Technology Specialist, BCBA's and Social Workers). Specific allocation of these monies will be determined by the identified itinerant staff and the Superintendent or designee.

8. Special Education Teacher Workload:

The District will allocate \$31,000 to be used for the purpose of providing workload relief for special education teachers. Specific allocation of these monies will be determined by the special education teaching staff and the Superintendent or designee. No SPED certificated staff member will be denied payment for attending meetings related to SPED services.

The District annually will provide each special education teacher one (1) day of release time or 4.5 additional hours at the per diem rate of pay, as well as two (2) hours at the per diem rate of pay per IEP for the purpose of preparing student Individualized Educational Plans (IEPs). The two (2) hours of per diem pay will be paid when the IEPs satisfy the criteria. (*Reference Implementation Procedures "Special Education Teacher Workload"*).

The District also annually will provide each building two (2) additional release days, or the equivalent amount of additional time at the per diem rate of pay per special education teacher on an FTE basis, to be used for IEP preparation according to a plan developed by the special education teachers in the building and the principal. Please refer to the Implementation Procedures for additional information regarding this compensation.

Every effort will be made to equitably distribute IEP workload among qualified staff within each department. Staff may bring caseload distribution concerns to the building administrator or department administrator; they will confer within 5 school days and initiate a mutually agreed upon solution. When the parties do not agree, they will meet jointly with the appropriate student services administrator.

For workload relief regarding WA-AIM portfolio assessment compensation, reference WA-AIM Portfolio Assessment Memorandum of Understanding.

In addition to the IEP workload relief described above, individual special education teachers will be entitled to workload relief when their workload exceeds the following norms:

- a. **Elementary Intensive Social Emotional Support (ISES) Teachers:** 10 students per class
- b. **Elementary Intensive Support (IS) Teachers:** 10 students per class
- c. **Secondary ISES Teachers:** 12 students per class
- d. **Pre-school Deaf and Hard of Hearing (DHH) Teachers:** 7 students per class
- e. **K-12 DHH Teachers:** 13 students per class
- f. **Secondary Resource Teachers:** 25 student IEPs, and 16 students per class, with trigger points at 17, 19, etc.

- g. **Developmental Kindergarten Teachers:** 11 students per session per full-time teacher; trigger at first student over and every two after
- h. **Elementary Resource Teachers:** 23 IEPs per 1.0 FTE.
- i. **Visually Impaired (VI) Teachers:** 13 students per session per full-time teacher; trigger at first student over and every two (2) after
- j. **Early Childhood Teachers:** 11 students per session per full-time teacher; trigger at first student over and every two (2) after
- k. **Middle School Life Skills Teachers:** 14 students plus two (2) program paraeducators per full-time teacher per class; trigger at first student over and every two (2) after.
- l. **High School Life Skills Teachers:** student IEPs per full-time caseload; trigger at first student and every two thereafter. 14 Life Skills students plus two (2) program paraeducators per full-time teacher per class with trigger paid at first student over and every two (2) after. When a building administrator and Life Skills teachers agree to place learning support students in a Life Skills classroom, those learning support students shall not count toward Life Skills trigger pay.
- m. **VOICE Teachers:** 15 students per full-time teacher plus two (2) program paraeducators per class. Fifteen (15) IEPs per 1.0 FTE. Trigger at first student over and every two (2) after.

Workloads will be assigned by the appropriate administrator, and measured at the times indicated in Section 6.8, A., 5., e. The administrator will determine the appropriate workload relief (paraeducator support or trigger pay) for each situation. Part-time special education teachers will be treated on a pro rata basis for determining eligibility for relief and the amount of relief.

Workload relief shall be provided based on the following formula:

- a. For ISES, IS, and DHH teachers, relief shall be provided at the first (1st) student above the norm, and again for every two (2) students above that first trigger point (Example: when an ISES teacher is assigned 11 students, and again when they are assigned their 13th student.)
- b. For Resource teachers, relief shall be provided at the first student above the norm, and again for every four (4) students above that first trigger point. (Example: when a Resource teacher is assigned 26 students, and again when they are assigned their 30th student.)

9. Special Education Case Management Time

- a. In addition to their contractual planning periods, elementary resource teachers shall be released 2.5 hours per week to complete student assessments.
- b. Secondary Resource Teachers (*See Resource Case Management MOU.*)
- c. Self-Contained or Center-based Special Education (*See Self-Contained or Center-based Special Education MOU.*)

10. TITLE 1/LAP Teachers: Title I/LAP teachers will be entitled to workload relief when workload exceeds 60 students per 1.0 FTE. Trigger will apply at every four (4) students above 60, e.g., 61, 65, 69.

Title 1/LAP relief will be paid as a stipend in the following amounts:

- i. 61-64 students = \$500
- ii. 65-68 students = \$1250
- iii. 69-72 students = \$2000 and so on.

11. Multilingual Learner (ML) Workload Relief

A. Secondary

- Multilingual Learner (ML) teachers shall be entitled to individual workload relief when their workload exceeds 25 students per class.
- Workloads will be assigned by the appropriate administrator, and measured at the times indicated in Section 6.8, A., 5., e. The administrator will determine the appropriate workload relief (paraeducator support or trigger pay) for each situation. Part-time ML teachers will be treated on a pro rata basis for determining eligibility for relief and the amount of relief.
- Workload relief shall be provided at the first (1st) student above the norm, and again for every four (4) students above that first trigger point. (For example, when an ML teacher is assigned their 26th student, and again when they are assigned their 30th student.)
- Required initial placement and annual testing of secondary ML students will be conducted and documented by a district assessment team.
- ML Testing Coordinator Stipend (*See ML Testing Stipend MOU.*)
- The Designated Teacher of Record (TOR) will have a TOR period in addition to their planning period to fulfill their TOR responsibilities.

B. Elementary

- In the 2022-23 school year, an additional 5.0 FTE will be allocated based on need and taking into consideration the number of newcomers at buildings.
- In the 2023-24 school year, an additional 3.0 FTE will be allocated based on need and taking into consideration the number of newcomers at buildings.

11. High School Counselor Workload Relief

In the 2022-23 school year, each comprehensive high school shall be staffed with a minimum of 4.5 FTE counselors. Based on the projected September head count enrollment, inclusive of all students being tracked by counselors for graduation, a high school shall be provided with additional EEA counseling FTE staff in .1 FTE increments, when no less than an additional .5 FTE is required to achieve a ratio of 1 FTE counselor per 325 students.

Trigger will be paid for the gap between 325:1 and when .5 counselor FTE is added. Trigger compensation will be divided equally among the building counselors *.(Reference Implementation Procedures "Secondary Counselor Trigger Relief and Dates")*

The District will conduct a study regarding the use of counselor time, based on the recommendations of the Comprehensive Counseling Review Committee.

In the 2023-24 school year, each comprehensive high school shall be staffed with a minimum of 5.0 FTE counselors. Based on the projected September head count enrollment, inclusive of all students being tracked by counselors for graduation, a high school shall be provided with additional EEA counseling FTE staff in .1 FTE increments, when no less than an additional .5 FTE is required to achieve a ratio of 1 FTE counselor per 300 students.

Trigger will be paid for the gap between 300:1 and when .5 counselor FTE is added. Trigger compensation will be divided equally among the building counselors *(Reference Implementation Procedures "Secondary Counselor Trigger Relief and Dates")*.

In the 2024-25 school year, each comprehensive high school shall be staffed with a minimum of 5.5 FTE counselors. Based on the projected September head count enrollment inclusive of all students being tracked by counselors for graduation, a high school shall be provided with additional EEA counseling FTE staff in .1 FTE increments, when no less than an additional .5 FTE is required to achieve a ratio of 1 FTE counselor per 270 students.

Trigger is eliminated for counselors.

13. Middle School Counselor Workload Relief

In the 2022-23 school year, an additional .5 counseling allocation will be added to middle schools with headcount of 600 or more. Based on the projected September head count enrollment, a middle school shall be provided with additional EEA counseling FTE staff in .1 FTE increments, when no less than an additional .5 FTE is required to achieve a ratio of 1 FTE counselor per 320 students.

Trigger will be paid for the gap between 320:1 and when .5 counselor FTE is added. Trigger compensation will be divided equally among the building counselors *(Reference Implementation Procedures "Secondary Counselor Trigger Relief and Dates")*.

The District will conduct a study regarding the use of counselor time, based on the recommendations of the Comprehensive Counseling Review Committee.

In the 2023-24 school year, an additional .5 counseling allocation will be added to middle schools with headcount of 750 or more. Based on the projected September head count enrollment, a middle school shall be provided with additional EEA counseling FTE staff in .1 FTE increments, when no less than an additional .5 FTE is required to achieve a ratio of 1 FTE counselor per 275 students.

Trigger will be paid for the gap between 275:1 and when .5 counselor FTE is added. Trigger compensation will be divided equally among the building counselors (*Reference Implementation Procedures "Secondary Counselor Trigger Relief and Dates"*).

14. Counselor Section 504 Plan Workload Relief

- a. Counselor will be paid one hour for annual review of each 504 student plan.
- b. Counselor will be paid one hour at per diem rate of pay for exiting students from the 504 process.
- c. Counselors will be paid an additional hour at per diem rate of pay for initial 504 plans.
- d. A consistent process will be implemented across the district (e.g., follow the district's current policy).

15. Board Certified Behavior Analyst (BCBA)

- a. The District shall allocate 3.0 BCBA FTE
- b. The District shall employ 4 full time behavior specialists.
- c. All behavior staff shall be exempt from covering for substitute unavailability

16. K-8 Library Information Specialist Workload Relief

Each K-8 library shall be assigned a minimum of three (3) hours per day of paraeducator support.

- a. Elementary Schools with 25-27 sections of library will receive one (1) hour of paraeducator time per day. Elementary schools with 28 or more sections of library will receive two (2) hours of paraeducator time per day.
- b. The District will allocate 1.0 FTE LIS in every building, except Edmonds Heights and eLearning.

17. Kindergarten Workload Relief

- a. The District shall ensure that each kindergarten session is assigned a minimum of two (2) hours of paraeducator support.

- b. WAKIDS (*Reference Implementation Procedures “WAKIDS Components, Requirements, and Supports”.*)

18. **“PREPaRE” Team” Emergency Support**

EEA staff who serve on a district “PREPaRE” team” to provide emergency support will be paid \$100 per PREPaRE team event.

19. **Split Classroom Workload Relief**

Each teacher assigned to a split classroom established as a result of student enrollment will receive ten (10) additional hours of compensation at curriculum rate of pay on their January pay warrant. In addition, they may choose of one of the following forms of workload relief:

- a. 8 days of substitute release time; or
- b. 40 hours of planning time at curriculum rate of pay; or
- c. 60 hours of paraeducator time

20. **Mandated Individual Testing Workload Relief**

Building administrators will work with the affected teachers to schedule assistance for individual mandated tests.

C. **Building Class Load Relief Funds**

The District will establish a pool of \$100,000 for the purpose of paying general education teachers and itinerant staff to attend IEP meetings outside their contracted work day. The pool will be managed by the Assistant Superintendent of Human Resources. (*Reference Implementation Procedures “What Qualifies as an IEP Meeting”*)

D. **Professional Excellence Committee (PEC)**

The District and Association will use the PEC for the purpose of assuring successful implementation of curriculum adoptions and district initiatives, while creating and maintaining manageable workloads.

Section 6.9 – Reading Support

- A. In the 2023-24 school year:
 - a. The District will allocate 6.0 FTE for reading support in grades 4-6 based on student learning data at each building. Students will be identified in the spring based on data from:
 - i. Winter iReady

- ii. SBA
- iii. Tri-annual progress monitoring from district data sources
- b. The District shall provide Reading Support for students in grades 7 and 8 as a Tier 2 MTSS support.
 - i. The District shall allocate a minimum of 1.0 FTE at each middle school for reading support classes.
 - ii. Classes shall not exceed 16 students.
 - iii. Students will be identified based on data from:
 - 1. iReady
 - 2. SBA
 - 3. Tri-annual progress monitoring from district data sources

Section 6.10– Patron Complaints

- A. A District administrator who receives a patron complaint about an employee will recommend that the patron discuss the complaint with said employee.
- B. Prior to disciplinary action of any employee in connection with a patron complaint, the employee will have the opportunity to meet with the immediate supervisor.

Section 6.11 – Job Sharing

- A. Job sharing shall be defined as two bargaining unit members sharing one position. Participation in a job share shall be voluntary for the affected employees and subject to District approval.
- B. Job sharing shall be available only to bargaining unit members who have continuing contracts with the District and who have indicated in writing to the Assistant Superintendent, Human Resources a desire to job share. Job responsibilities for job share participants shall be divided according to a plan designed by the job share partners and is subject to approval and modification by the immediate supervisor.
- C. In the event a replacement is required for a job share partner during the school year, the District will ask the remaining job share partner if they would like to fill the whole position. If the remaining partner would like to continue to job share, but no qualified replacement partner can be found, the position will become whole and will be filled by the remaining partner.
- D. Job share partners shall be treated in the same manner as other part-time bargaining unit members with relation to compensation and benefits to the extent permitted by law.

Section 6.12 – Joint Committees

Joint Committees shall be established annually by District and Association agreement.

Section 6.13 – Individual Discretionary Funds

The District will provide four hundred dollars (\$400) per 1.0 FTE employee to the building budgets for the purchase of materials, equipment, supplies, and conference/workshop fees. This amount will be prorated for employees who are less than 1.0 FTE.

(Reference annual Discretionary Funds Memo/Implementation Memo, which includes form and parameters.)

Section 6.14 – Individual Professional Development Reimbursement

One hundred (\$100) will be available for all Association members to be used for reimbursement of professional development activities or any other activity required to maintain certification, with the submission of a form with receipt attached.

Section 6.15 – Lesson Plans for Substitutes

When absent, classroom teachers, excepting those on an extended leave approved by HR, are expected to prepare daily lesson plans for their classes, including a full day of instructional activities for substitutes.

Annually, prior to September 30th, teachers will develop emergency substitute plans to include detailed classroom procedures. Classroom procedures information should include, when applicable: classroom management plans, transitions, seating charts, emergency procedures, specialist and student intervention schedules, if applicable, and other relevant classroom/building information. Plans should be updated as needed. The plans will be provided to the building principal, and a copy will be kept in the office for use by substitutes.

ARTICLE VII – GRIEVANCE PROCEDURE

Section 7.1 - Definitions

- A. A grievance is a claim by an employee, a group of employees, or the Association that there has been a violation, misinterpretation, or misapplication of any provision of this Agreement which directly affects that employee, group of employees or the Association, respectively, and may be processed as a grievance as hereinafter provided. Once an employee has initiated a formal grievance, the Association, at its discretion, may process that grievance through the remaining steps of the procedure, irrespective of the wishes of the employee who initiated the grievance.
- B. A grievant may be an employee, a group of employees, or the Association having a grievance.

Section 7.2 – Grievance Steps

In the event that a grievant believes there is a basis for a grievance, the employee may first discuss the alleged grievance with the immediate supervisor in person accompanied by an Association representative. If the grievance is not thus resolved, formal grievance procedures may be instituted. However, the exhaustion of the informal procedure is not a condition precedent to invoking the formal Grievance Procedure.

A. **Step 1**

1. The grievant may invoke the formal Grievance Procedure through the Association on the form set forth in Appendix 7 which will be available from the Association representative in each building, setting forth the following:
 - a. The facts upon which the grievance is based;
 - b. Reference to the specific provision(s) of this Agreement which is/are alleged to have been violated;
 - c. Remedy sought.
2. A copy of the grievance form shall be delivered to the immediate supervisor. If the grievance involves more than one school building or is based on action of a District-level administrator, it may be filed with the Superintendent or designee. A grievance form must be filed within twenty (20) days of the occurrence of which the grievant complains or twenty (20) days of the time when the grievant learned of the occurrence of which they complains, whichever is later.
3. Within five (5) days of receipt of the written grievance, the immediate supervisor shall meet with the grievant and an Association representative in an effort to resolve the grievance. No meeting shall be required if, before filing a written grievance, the employee first discussed the alleged grievance with the immediate supervisor in person accompanied by an Association representative. The immediate supervisor shall indicate their disposition of the grievance in writing within five (5) days of such meeting and shall furnish a copy thereof to the grievant and the Association.

B. **Step 2**

If the Association and/or grievant is/are not satisfied with the disposition of the grievance, or if no disposition has been made within five (5) days of such meeting or ten (10) days from the date of filing, whichever shall be later, the grievance shall be transmitted to the Superintendent. Within ten (10) days of receipt of the grievance form the Superintendent or designee shall meet with an Association representative and the grievant on the grievance and shall indicate their disposition of the grievance in writing within five (5) days of such meeting and shall furnish a copy thereof to the grievant and to the Association.

C. **Step 3**

1. If the Association is not satisfied with the disposition of the grievance by the Superintendent or designee, the Association may proceed to Step 4 or the Association and the Superintendent may mutually agree to submit the grievance to an impartial mediator within five (5) days of the decision by the Superintendent or designee.

2. The parties shall select a mutually agreed-upon mediator. If the parties cannot agree upon a mediator, PERC will be contacted to provide a mediator who shall not be a PERC Hearing Officer.
3. The parties shall meet with the mediator for a period of time not to exceed two (2) days. If no solution acceptable to the Association is achieved within that time period, the Association may proceed to Step 4.

D. Step 4

The Association shall exercise its right of arbitration by giving the Superintendent written notice of its intention to arbitrate within twenty (20) days of receipt of the written disposition of the Superintendent or designee or ten (10) days following completion of mediation, whichever comes later. The arbitrator shall be selected by the American Arbitration Association in accord with its rules which rules shall likewise govern the arbitration proceeding. Neither the District nor the Association shall be permitted to assert in such arbitration proceeding any ground or to rely on any evidence not previously disclosed to the other party during Steps 1 through 3. The decision of the arbitrator shall be final and binding upon both parties.

Section 7.3 – Arbitration Costs

Each party shall bear its own costs of arbitration except that the fees and charges of the arbitrator shall be borne equally by the District and the Association.

Section 7.4 – Jurisdiction of the Arbitrator

- A. The arbitrator shall have no power to alter, add to, or subtract from the terms of this Agreement. The arbitrator shall decide all substantive and procedural arbitrability issues.
- B. The award of the arbitrator may be entered in any court of competent jurisdiction should either party fail to implement the award. If a motion to vacate the arbitrator's award is entered in a court of competent jurisdiction, and the initiating party does not prevail in the litigation, such party shall bear the full costs of such action including, but not limited to, the adverse party's court costs, legal fees and other related expenses incurred as a result of defending such action.

Section 7.5 – Time Limits

- A. The resolution of grievances shall be accomplished as rapidly as is possible. To that end, the number of days in each step shall be considered as maximum and efforts should be made by the parties to expedite the process.
- B. The time limits provided in this Article shall be strictly observed unless extended by agreement of the parties. In the event a grievance is filed after May 15 of any year, the District shall use its best efforts to process such grievance prior to the end of the school term or as soon thereafter as possible. Failure of the Association to proceed with its grievance within the times hereinbefore provided shall result in dismissal of the grievance.

Failure of the District or its representatives to take the required action within the times provided shall entitle the Association to proceed to the next step on the Grievance Procedure.

Section 7.6 – Grievance and Arbitration Hearings

All hearings or conferences pursuant to this Grievance Procedure shall be scheduled at a time and place which will afford a reasonable opportunity for all parties entitled to attend to be present, including witnesses.

Section 7.7 – Freedom from Reprisal

Employees involved in the processing of grievances whether as a grievant, a witness, a representative of the Association or otherwise shall not suffer any restraint, interference, discrimination, coercion or reprisal, or prejudice in any manner as a result of their participation in the grievance process. All documents, communications and records dealing with grievances and their adjustments shall be filed separately from the grievant's personnel file.

Section 7.8 – Individual Complaints

If an individual teacher has a personal complaint which they desire to discuss with the supervisor, they are free to do so without recourse to the Grievance Procedure. However, no grievance as defined herein shall be adjusted without prior notification to the Association and opportunity for an Association representative to be present, nor shall any such adjustment of the grievance be inconsistent with the terms of this Agreement. In the administration of the Grievance Procedure, the interest of the employee shall be the sole responsibility of the Association.

Section 7.9 – Continuity of Grievance

Notwithstanding the expiration of this Agreement, any claim or grievance arising hereunder may be processed through the Grievance Procedure until resolution.

Section 7.10 – Assistance in Investigation

- A. The District shall provide to the Association upon request such information as is necessary to the processing of a grievance. Requests for such information shall be submitted to the Superintendent by a designated Association leader or agent.
- B. All matters pertaining to specific grievances shall be confidential information and shall not be unnecessarily or indiscriminately related or divulged by any participant in the grievance adjusting process or by any employee of the District.
- C. The Association shall obtain from the grievant and every participant in the processing of any grievance on behalf of the grievant a signed commitment that the above confidentiality will be maintained and the

Association will hold the District harmless from any claim and damages in any case in which this confidentiality is violated by the grievant or any participant in the processing of the grievance on behalf of the grievant.

ARTICLE VIII – LAYOFF AND RECALL

Section 8.1 – Employee Seniority and Category Lists

- A. By January 15 of each year the District will send an email notification to each employee, including those on leave, asking each employee to update they records of employment category qualifications and to verify they seniority and academic credits. Each employee shall be required to identify, by January 31, all employment categories for which he or she may be qualified. The submission of this information shall be on a form provided by the District.

Employees will not be allowed to delete employment categories.

- B. By February 15 of each year the District will email each employee and post on Human Resources page of the District website Preliminary Employee Seniority and Category Lists for each employment category listed in Section 8.2, B., 6. Any employee who believes that an error has been made in they placement on one or more employee lists must notify the District Human Resources Office of the alleged error by March 1.

By March 15 the District will email each employee and post on the Human Resources page of the District website the Final Employee Seniority and Category Lists. The Final Employee Seniority and Category Lists shall be the basis on which layoff and recall decisions are made.

Section 8.2 – Provisions for Layoff

In the event the District adopts a reduced educational program by reason of financial necessity, those teachers and other nonsupervisory certificated employees (collectively "certificated employees" herein) who will be retained to implement the District's reduced or modified program and those certificated employees who will be terminated from employment or adversely affected in contract status shall be determined in accord with the following considerations:

A. Educational Programs.

1. The funds available for implementation of the educational programs.
2. The needs of the students evidenced by requirements for graduation, minimum program requirements in accordance with WAC 180-16-200; Chap. 180 51 WAC; requirements for accreditation and historical participation of students in programs.
3. The curriculum offerings and co-curricular program based on the material developed pursuant to Sections 8.2.A.1 and 2.

4. The positions needed to operate the educational programs developed under Section 8.2, A., 1., 2., and 3.

B. Certificated Staff - General Provisions and Definitions.

The following provisions shall be applied in developing the list of the Employee Seniority and Category List.

1. All certificated staff on approved leaves of absence shall be considered for a position in the same manner as any other certificated staff member not on a leave of absence and all portions of Article VIII shall apply.
2. No employee shall be considered for retention in a position which includes extended days unless that employee was in a like position at the time of layoff.
3. College credits must be supported by official transcripts (not simply grade slips) which the individual has on file in the Human Resources Office, Educational Services Center of the District. It shall be the responsibility of the individual employee to furnish the District with such supporting transcripts. All transcripts and records of professional credits and experience must be on file by October 15 of the school year that Section 8.2, B. is to be applied, in order to be given consideration under Section 8.2, B., 5.
4. A part-time employee shall not be eligible to be retained in a position of higher FTE status than that held at the time of retention determination until such time as employment has been offered to everyone in the employment pool in their category or categories.
5. Each certificated employee employed under a continuing contract shall be considered for retention in the employment category or categories for which the employee is qualified and holds an endorsement in that category. The employee shall first be considered for retention in the category or categories appropriate to the position held and then in any other category or categories for which the employee may be qualified according to the provisions of this paragraph. For the purpose of this paragraph, an employee is qualified for a category if they have the proper certification and if:
 - a. The employee with a pre-1987 certificate is currently assigned or has previously been assigned .4 FTE or more (under continuing or non-continuing contract) for one full school year to such category; or
 - b. The employee holds an endorsement in that category area or is currently assigned or has previously been assigned at least .2 FTE (under continuing or non-continuing contract) in the Edmonds School District to such category for two or more consecutive years; or
 - c. The employee has an academic major as stated on the official transcript or presents written documentation from an appropriate college or university official that such employee has earned credits in that field equivalent to a major.

Substitute service, unless used for initial placement on the certificated employees' salary schedule, cannot be used for category qualification.

6. The following categories are established:

- a. Elementary teaching personnel will be considered for retention in the following categories: Primary (K-3), Intermediate (4-6), **Dual Language**, Instrumental Music, Vocal Music, Physical Education, Teacher of the Gifted, Learning Assistance (LAP)/Chapter I, and Learning Support.
- b. Grades 7-12 teaching personnel will be considered for retention in the following categories: Agriculture, American Sign Language, Anthropology, Art, Biology, Business Education, Chapter I, Chemistry, Computer Education, Drama, Earth Science, Economics, English, English as a Second Language, Family and Consumer Science Education (FACSE), Foreign Language (by individual language), Gifted--Teacher of, Geography, Health, History, Home Economics, Humanities, Industrial Arts (by individual program), Journalism, Learning Assistance (LAP), Marketing, Math-Advanced (higher than Algebra 1), Math--General (Algebra 1 and lower), Music--Instrumental, Music--Vocal, Physical Education, Physics, Political Science, Psychology, Reading, General Science, Sociology, Speech, and Technology Education.
- c. Support staff personnel will be considered in the following categories: General Counselor, Vocational Counselor, Specialist (by area of specialty), Secondary Library Information Specialist, Elementary Library Information Specialist, Psychologist, Social Worker and Nurse.
- d. Special Education personnel will be considered for retention in the following categories: Preschool Special Education Teacher, Primary Special Education Teacher (K-3), Intermediate Special Education Teacher (4-6), Secondary Special Education Teacher, Teacher of the Blind, Teacher of the Deaf, Educational Caseworker, Speech Language Pathologist, Audiologist, Occupational Therapist, Physical Therapist, Orientation and Mobility Specialist.

7. **Criteria for Retention.** Certificated employees shall be considered for retention in available positions within the employment categories for which they qualify under Section 8.2, B., 6. In the event that there are more qualified employees than available positions in a given category, the following criteria shall be used to determine which employee shall be retained:

- a. Seniority as a certificated employee as defined in Section 8.2, B., 5. b. shall be the basis for retention in those categories identified in Section 8.2, B., 6. the most recent Final Employee Seniority and Category List described in Section 8.1, B. Within each such category the employee(s) having greater seniority shall be retained. In the event ties exist, the employee(s) having the highest number of college, university and professional credits eligible for recognition by the District for salary purposes shall have preference, provided that all such credits must have been earned after the employee has been awarded his or her Bachelor's Degree. If ties remain, the employee(s) to be retained shall be determined by drawing lots among the employees who tie. Such drawing will be held after affected employees and the Association have been notified of the date, time and place of the drawing. The drawing shall be conducted openly and at a time which would permit a reasonable opportunity for the affected employees and Association representatives to be present.
- b. "Seniority" shall mean experience reported to the State, rounding to the nearest tenth,

under Section 3.3.A. *(Also reference Memorandum of Understanding for regarding “Education Staff Associates [ESA] Experience”)*

8. It is recognized that certificated administrative personnel not included in this bargaining unit may be eligible, under applicable Board policy and administrative procedures, for retention in one or more of the employment categories identified in Section 8.2, B. 6.; provided such administrative personnel shall be subject to the same terms and conditions of employment as though they were members of this bargaining unit.
9. An employee who holds a pre-1987 Elementary/Secondary Continuing Certificate who qualifies for retention may be assigned up to .6 FTE to a category for which they is otherwise not eligible for retention.
10. An employee who otherwise qualifies for retention may be assigned .2 FTE to a which they has not previously qualified. Placement in such .2 FTE assignment in a non-qualifying category shall be made contingent on mutual agreement between the employee and the administrator, the prior approval of a Human Resources administrator and proper certification of the employee.
11. As soon as feasible after the beginning of each semester the District shall provide the Association with a list of employees working in non-category areas, their assignments and FTE in those assignments.

C. **Release of Provisional Employees.** The District and the Edmonds Education Association have a shared interest in providing future employment opportunities for those provisional employees who are not retained in a certificated position as a result of a Reduced Educational Program.

1. Provisional persons released as part of the Reduced Educational Program shall be placed in a District employment pool
2. Those individuals in the employment pool will be considered for any District teaching or support staff vacancy for which they are qualified.
3. Such employment shall be by a contract issued by the District either on a continuing or non-continuing contract basis.
4. Placement in the provisional employment pool shall be by seniority as defined in Section 8.3 of the Procedural Agreement.

D. **District Review and Action.**

The Superintendent shall review the recommendations of the Executive Director, Human Resources. After review, the Superintendent shall take such action as may be necessary and such notice shall be given certificated staff members as required by law. All certificated personnel who are not recommended for retention in accordance with these procedures shall be terminated from employment and placed in a District employment pool.

Section 8.3 – Provisions for Recall

- A. **Employment Pool.** Certificated persons whose names are in the employment pool will be considered for any District teaching or support staff vacancy for which they are qualified which thereafter occurs. Such employment shall be by a contract issued by the District either on a continuing or non-continuing basis.
1. Employment pool personnel will be given the opportunity to fill open positions according to the criteria detailed in Section 8.2, B., 5. An individual retains all rights of the reemployment pool until they receive a continuing contract subject to other provisions of this Article.
 - a. Said employment pool shall exist until the third November 1, following the implementation of Article VIII, or until the employment pool is depleted, whichever comes first. (If Article VIII is implemented again before the termination date of an existing employment pool, a new employment pool will be created with a termination date consistent with the provisions of this Article after each name in the pool.)
 - b. An employee in the employment pool who is not eligible for consideration in a job category under Section 8.2, B., 6. will be employed in a position for which they is qualified by preparation and proper certification in preference to an applicant from outside the District.
 2. By January 15 of each year in which an employment pool exists, the District will provide to each person in the employment pool a copy of the Layoff and Recall provisions of the current collective bargaining agreement, with a cover letter inviting such persons to let the District know by January 31 whether they wish to remain in the employment pool and if so, to update their records of experience and category qualifications and verify academic credits. If no response from an individual is received by the District by January 31, that individual will be dropped from the employment pool.
 3. By February 15 the District will provide to each person in the employment pool a copy of the Preliminary Employment Pool Seniority and Category Lists. Any person in the employment pool who believes that an error has been made in their placement on one or more employment pool lists must notify the District Human Resources Office of the alleged error by March 1.
 4. By March 15 the District will provide to each person in the employment pool a copy of the Final Employment Pool Seniority and Category Lists. The Final Employment Pool Seniority and Category Lists shall be the basis on which recall decisions are made.
 5. When a vacancy occurs for which a person(s) in the employment pool is qualified under the criteria in Section 8.2, B., 6., the District will attempt to contact such individual(s) by telephone with the offer of the position.
 - a. Such individual(s) will have up to three (3) business days (during which the District Human Resources Office is open) to accept or reject the position and up to seven (7) calendar days to return to service with the District following acceptance of a position.

- b. It shall be the responsibility of the individual to provide the Human Resources Office with a telephone number and address where they or their designee can be reached at all times.
 - c. In the event that an individual cannot be reached by telephone, the District will send the contract offer by certified U.S. Mail or by personal delivery. Such individual will have three (3) calendar days from receipt of the written offer or ten (10) calendar days from the date of mailing, whichever comes first, to accept the position, and up to seven (7) days to return to service with the District following acceptance of the position.
6. If an individual in the employment pool fails to accept two (2) positions offered, such individual shall be placed at the bottom of the Final Employment Pool Seniority and Category List for the employment category appropriate to the position offered. Exceptions to the above would be:
- a. Cases where a contract for less than .5 FTE is offered.
 - b. Cases where an elementary teacher is offered a position that is more than two (2) grade levels from the last position held.
7. If in two (2) consecutive contract years an individual fails to accept two (2) positions offered or if the offers cannot be delivered within ten (10) days of mailing, such individual will be dropped from the employment pool. Exceptions to the above would be:
- a. Cases where a contract for less than .5 FTE is offered.
 - b. Cases where an elementary teacher is offered a position that is more than two (2) grade levels from the last position held.
8. The District shall provide an employee who is recalled to a position during the school year one (1) working day for orientation to the new position. The building principal and/or designee will be responsible for such orientation.
9. The term "vacancy," for purposes of this Article, shall mean all teaching and support staff positions to be filled by the District for a period of sixty (60) or more consecutive contracted days during any year in which an employment pool exists.
10. Individuals accepting contracts for positions of less than .5 FTE shall be given the opportunity to fill vacancies for greater daily service in categories for which they qualify under the criteria in Section 8.2, B., 3. subject to the limitation in Section 8.2, B., 2. before such vacant positions are offered to others in the employment pool. Only one such improvement in daily contracted service which results in a transfer or reassignment to another program or building will be allowed per individual during a contracted year.

B. General Provisions.

1. The District will utilize employment pool personnel as substitutes on a first priority basis, if those personnel have registered for substituting in the manner prescribed by the District. The District will inform employment pool personnel of the proper registration procedure.
2. Final action to terminate any contract shall be taken under statutes as may exist from time to time.

ARTICLE IX – CERTIFICATED EVALUATIONS

Section 9.1 - Introduction

The goals of the evaluation process are to create positive and engaging learning experiences for all students.

The evaluation procedures set forth herein shall be to support the educational program by emphasizing a positive growth-based process anchored in quality conversations about instruction and student learning. We approach the evaluation process with the assumption that employees are proficient and currently engage in ongoing reflections and continuous professional growth. The evaluation process shall be grounded in collaborative conversations that recognize strengths, identify areas needing improvement, and provide support for professional growth as educators.

The parties agree that the following evaluation system is to be implemented in a manner consistent with good faith and mutual respect. We believe all conversations should be open and grounded within the language of the rubric. Within the selected instructional framework teachers will be allowed to exercise their professional judgment and will be evaluated on their own practice, skills, and knowledge.

The evaluation process recognizes the importance of implementing agreed upon processes, using objective standards as defined by the rubric, minimizing subjectivity, and eliminating surprises.

Section 9.2 - Applicability

The evaluation system as described in this section applies only to classroom teachers, specifically those staff with an assigned group of students who provide academically focused instruction.

The term “classroom teacher” includes general education, special education, and EL teachers, e-Learning instructors, and elementary Library Information Specialists (LIS). It does not include secondary LISs, ESAs, Counselors, Nurses, Media Specialists, TOSAs, Instructional Coaches, Curriculum Specialists, 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 current evaluation system, as defined in Section 9.16 of this agreement.

The following staff will be evaluated using the comprehensive process:

- All provisional employee(s) as defined by the State;

- All current employees who were on plans of improvement or probation during the previous school year;
- Staff on non-continuing contracts, excepting Edmonds retire/rehire employees.

All other eligible employees will be evaluated using the Focused Evaluation process, except those employees referenced in Article 9.8, B., 2. Employees on the Focused Evaluation must cycle through the Comprehensive Evaluation process every six (6) years from the date the new evaluation process is implemented.

Section 9.3 - Definitions

- A. **“Criteria”** shall mean one of the eight (8) State-defined categories to be scored.
- B. **“Component”** shall mean the subsection of each criterion.
- C. **“Classroom Teacher”** shall mean a certificated employee who provides academically focused instruction to students. All teachers shall be evaluated annually using either a Comprehensive or Focused Evaluation process.
- D. **“Evaluator”** shall mean a certificated administrator who has responsibility for assessing the performance of classroom teachers and/or certificated support personnel. Certificated administrators can include: principals, assistant principals, program administrators, who are employed and assigned by the District. Evaluators shall receive training in observation, evaluation, and use of the specific instructional framework and rubrics contained in this Agreement and any relevant State or Federal requirements and demonstrate competence to the District.
- E. **“Not Satisfactory”** shall mean:
- Level 1: **Unsatisfactory** – Receiving a summative score of 1 is not considered satisfactory performance for all employees.
- Level 2: **Basic** – If the employee is on a continuing contract with more than five years of teaching experience, and if a summative score of two (2) has been received two years in a row or two years within a consecutive three-year period, while on the Comprehensive Evaluation, the employee is not considered performing at a satisfactory level.
- F. **“Student Growth”** shall mean the change in student achievement between two points in time within the school year.
- G. **“Student Growth Data”** shall mean relevant and available multiple measures using classroom-based, school-based, District-based, and State-based tools that show growth within the current school year. Assessments used to demonstrate growth will be determined by the employee in collaboration with the evaluator. Assessments must be appropriate and relevant and may include both formative and/or summative measures.

- H. **“Artifact”** shall mean any authentic product(s) generated, developed or used by a certificated employee during the course of instruction. Artifacts should arise naturally from classroom instruction or practices and should not be created specifically for the evaluation system or at the direction of the evaluator. Additionally, tools and/or forms used in the evaluation process may be considered as artifacts.
- I. **“Evidence”** shall mean observed practice, artifacts, conversations or results of an employee’s work that demonstrates knowledge and skills of the educator with respect to the four-level rating system. Evidence collection is a sampling of data that will be used to inform decision(s) about the level of performance. It should be gathered from the normal course of employment.
- J. **“Preponderance of Evidence”** shall mean that, taken as a whole, the evidence gathered is more likely than not to show that an employee’s performance falls within a specific level of the rubric, i.e., Unsatisfactory, Basic, Proficient, or Distinguished. When determining the preponderance of evidence, the evaluator will apply the following principles:
- The evaluation is a growth-based model; therefore, preponderance of evidence cannot be an average of performance.
 - The most recent evidence should be given more weight in scoring.
 - The evidence should be judged by quality, not quantity.
- K. **“Instructional Framework”** shall mean one of the approved instructional frameworks adopted by OSPI to support the new evaluation system. The parties have agreed to the adopted evidence-based instructional framework developed by Charlotte Danielson. Any items contrary to the terms and/or conditions of this agreement within the instructional framework will not be binding on either party. The instructional framework is included in Appendix 9-b (summary page).

Section 9.4 – State Criteria, Framework, and Scoring – Classroom Teachers

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.

**See Appendix 8m for Role of Library Information Specialists*

B. Criterion Performance Scoring. See Evaluation Forms, Appendix 8g-4 and 8h-4 (Focused, Comprehensive).

C. Summative Performance Rating for 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
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D. Summative Performance Rating for Focused Evaluation

A classroom teacher shall receive a summative performance rating. The summative score of the teacher's latest Comprehensive Evaluation will carry through the Focused period and will serve as the summative score for the Focused year.

1 = Unsatisfactory	2 = Basic	3 = Proficient	4 = Distinguished
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E. Student Growth Criterion Score

Embedded in the instructional framework of the Comprehensive Evaluation are five (5) components designated as student growth components. These components are embedded in criteria as SG 3.1, SG 3.2, SG 6.1, SG 6.2, and SG 8.1.

Evaluators total the raw score on these components and the employee is given a rating of low, average or high based on the scores below:

Low 5-12	Average 13-17	High 18-20
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F. Student Growth Levels

1. *Unsatisfactory* (1): Multiple sources of growth or achievement data from at least two points in time shows no evidence of growth for more than 50% of the class.
2. *Basic* (2): Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for 50% to 74% of the class.

3. *Proficient* (3): Multiple sources of growth or achievement data from a least two points in time show clear evidence of growth for 75% to 84% of the class.
4. *Distinguished* (4): Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for 85% to 100% of the class.

G. **Student growth data** will be taken from multiple sources and must be appropriate and relevant to the employee's assignment (*Reference Implementation Procedures "Student Growth," Appendix 8b*). Student growth data will be selected by the employee in collaboration with the administrator and may include formative and/or summative assessments of student progress, classroom-based assessments, and/or District-generated assessments. Student data that does not show growth between two points in time in the current school year shall not be used to calculate an employee's student growth criterion score. If an employee receives a "Distinguished" (4) summative score and a "Low" student growth score, they will be automatically moved to the "Proficient" (3) level for their summative score.

If an employee receives an "Unsatisfactory" (1) on any of the five (5) student growth components, a "Low" overall student growth score must be given, and it will trigger the student growth inquiry plan. Within two (2) months of receiving the "Low" student growth score or at the beginning of the following school year, whichever is later, the employee and evaluator will mutually agree to engage in at least one of the following:

1. Conduct two (2) additional thirty (30)-minute observations;
2. Schedule monthly conferences with the employee to discuss/revise student growth goals, progress toward meeting student growth goals, and best practices;
3. Examine extenuating circumstances which may include: student growth goal setting process/expectations, student attendance, and curriculum/assessment alignment;
4. Examine student growth measures with other evidence (including observation, artifacts, and student evidence) and additional levels of student growth based on classroom, school, District, and State based tools; and/or
5. Create and implement a professional development plan to address student growth areas.

Section 9.5 - Artifacts

Artifacts used for the employee evaluation are provided only as needed for components in Domains 1, 2, and 3. If a teacher's performance on a component is deemed Proficient (3) or Distinguished (4) through the observations and/or conversations, artifacts are not necessary.

Artifacts for components in Domain 4 are outlined below:

Component 4A: Reflecting on Teaching. Artifacts are optional as needed. The administrator can evaluate performance levels through the pre- and post-conference conversations in conjunction with scheduled or unscheduled observations.

Component 4B: Maintain Accurate Records. Artifacts may include both instructional records (student completion of assignment(s), student progress in learning, updating Skyward, elementary grade books, and IEPs), and non-instructional records (attendance).

Component 4C: Communicating and Collaborating with Families. No more than three (3), relevant artifacts or pieces of evidence are needed to demonstrate proficiency. Examples may include but are not limited to updating Skyward a minimum of every two weeks (at secondary level), initiating and/or responding to emails and phone calls, parent meetings and/or conferences, attendance at curriculum night and/or open house, newsletters, progress reports, updated websites, and use of language line, interpretation, and/or translation services.

Component 4D: Participating in a Professional Community. (See Appendix 8c)

Component 4E: Growing and Developing Professionally. (See Appendix 8d)

Component 4F: Showing Professionalism. An employee will be deemed Proficient (3) unless the evaluator has evidence and/or documentation that would prompt placement of the employee at a different level.

Section 9.6 – Procedural Components

A. Notification

The employee will be notified within ten (10) days from the beginning of the school year whether they will be evaluated using the Comprehensive or Focused Evaluation process and who will be assigned as the evaluator. For those employees who are hired or begin work after the first day of school, administrators will work with the Human Resources Director to establish training and timelines around the evaluation process.

Within each school and program, the principal, program manager or they designee shall be responsible for conducting annual professional assessments of employees assigned to that school or program. If an employee is assigned to more than one school or site, the principal or program manager of the school or site to which they is assigned the greater part of the time shall be responsible for that employee's evaluation. An evaluator for employees, other than those described above shall be designated by the District. Such evaluator may be a principal, they designee, or program administrator.

B. Observations (Scheduled)

The evaluator shall conduct at least two (2) observations totaling a minimum of sixty (60) minutes. The date, time, and place of the scheduled observations are mutually agreed upon by the employee and evaluator.

C. **Unscheduled Observations**

1. An unscheduled observation is a documented observation that is not required to be scheduled with the employee. Said observation must be at least fifteen (15) minutes in length if used for evaluative purposes.
 2. Department or collegial meetings may be used for unscheduled observations. Meetings in which the purpose is to discuss the education of a single student shall not be construed as department or collegial meetings.
 3. If used for evaluative purposes, unscheduled observations must be documented in writing. A copy will be provided to the employee within three (3) days of the observation. Anytime following the observation, an employee may request a post observation conference.
- D. A second-year Provisional employee who receives a summative rating of Proficient (3) or Distinguished (4) may be granted continuing contract status for the subsequent school year.
- E. All observations shall be conducted openly. Audio or video devices shall not be used to record any class for the purpose of evaluation.
- F. No use of hearsay shall be injected into the documentation pertaining to evaluation.
- G. Administrators will not solicit information from parents, students, employees, and/or community members for the purpose of evaluation. The only exception will be when an investigation is conducted as a result of a complaint/concern filed by a student, parent/guardian, or employee.
- H. The employee will be afforded the opportunity of filing a written response to the evaluation no later than fourteen (14) calendar days after the close of school in the year in which the evaluation was written. If a response is filed, the employee shall have the option to meet with the evaluator or superintendent. At the employee's option, an Association representative may be present at said meeting.
- I. The evaluator will submit copies of the completed Summative Evaluation with the final summative score to Human Resources no later than ten (10) days after the close of school. The final evaluation form will be placed in the employee's personnel file at the end of the school year.
- J. **Supporting Documents:**
1. Evaluation Calendar/Timeline (*Appendices 8g-1 and 8h-1*)
 2. Beginning of Year (BOY) Protocol (*Appendices 8g-2 and 8h-2*)
 3. Student Growth Form (*Appendices 8g-3 and 8h-3*)
 4. Focused and Comprehensive Observation Report Forms (*Appendices 8j-1-8j-7*)
 5. Lesson Plan Template (use of is optional) (*Appendix 8e*)

End of the Year Protocol

Mutual agreement shall be reached between District & Association prior to dissemination of all evaluation documents to evaluators and staff.

- K. Upon written request and in consultation and agreement between the Association and the District, an employee may be allowed an alternate evaluator for the purpose of conducting a pre-conference, scheduled observation, and post-conference, prior to being placed on plan of improvement.

Section 9.7 – Focused Evaluation

- A. A Focused Evaluation must be performed in any year that a Comprehensive Evaluation is not scheduled. Criterion 8 is the default area of the Focused Evaluation unless a different area of growth is mutually agreed upon by the employee and evaluator. The employee will identify the team(s) to collaborate with for Criterion 8. The team(s) may include other grade, school, or district staff.

B. Eligibility

Employees who are on the Comprehensive Evaluation and have received a summative rating of Proficient (3) or Distinguished (4) for three (3) years may be placed on a Focused Evaluation.

To encourage the facilitation of educator growth, the summative score of the employee's latest Comprehensive Evaluation will carry through the Focused period and will serve as the summative score for the Focused year. A Level 4 performance on a Focused Evaluation may serve as the Summative Score for that year only.

- C. The fundamental activities for this process include:

- 1. Beginning of the Year (BOY) Conference

- a. Will be scheduled between the second full week of school and October 20.
- b. Will be anchored in reflections from previous year and plans for current year, including supports that might be helpful.
- c. Will include possible makeup of the Criterion 8 team(s), as well as the initial development and plans for the student growth goals. The discussion of the student growth goals is formative in nature.
- d. Will clarify aspects of the rubric and/or the evaluation process, if necessary.

- 2. Student Growth Goals

- a. The District will provide a Student Growth form for employees to record goal(s) and multiple measures.

- b. All Student Growth forms must be submitted to evaluators by October 31.
- c. Once a Student Growth form is signed by the employee and evaluator, it is deemed proficient or above. Changes may be made to student growth goal(s) upon mutual agreement between the employee and evaluator and or the evaluator and Criterion 8 team, as applicable. All changes must be reflected on a new Student Growth form signed by both parties to the agreement.

3. Observations

- a. The evaluator will conduct a minimum of two observations totaling a minimum of 60 minutes over the course of the school year. Each observation must be at least 15 minutes in length.
- b. At least one observation will be conducted in the classroom setting for the purpose of providing feedback on, or evaluating instruction, as applicable.
- c. For any observation that occurs outside of a classroom setting, the evaluator will not participate in the activity being observed.

4. Post-Observation Conversation

- a. The evaluator and employee shall meet within three (3) days following the observation for 20-30 minutes to discuss:
 - i. Classroom observations
 - ii. Components of 4D, 4E, 4F
 - iii. Evaluator concerns related to 4D, 4E, 4F, if any

5. Written feedback to the teacher is provided within five (5) days of the post-conference. The feedback is anchored in the framework language is provided in a summary format including:

- a. Reflections
- b. Areas of strength
- c. Conversation about professional growth (can include the following):
 - Areas for improvement
 - Places the teacher has identified as growth areas
 - Criteria identified to focus on for next conversations/observations

6. End of the Year Conversation and Final Focused Report

- a. The end of the year conversation shall be held no later than the tenth (10th) day prior to the end of school. The intent of the conversation is to bring closure to the year and allow reflections and thinking ahead to the next year.
- b. The procedure for the End of the Year conversation shall include:
 - i. Employee shares student growth information.
 - ii. The evaluator shares the Focused Evaluation report, reviews Criterion 8 components 4D, 4E, 4F.

NOTE:

For those employees being evaluated on a criterion other than 8, the evaluator and employee will discuss the components of that criterion.

- iii. Both parties will sign and date the form.
- D. Employees on the Focused Evaluation process must be cycled through the Comprehensive Evaluation process every six (6) years.

Section 9.8 – Comprehensive Evaluation Process

A. Definition

1. The Comprehensive Evaluation is an annual, growth-oriented, employee/evaluator centered process that requires employees to be evaluated on the eight (8) criteria. This includes self-reflection related to attainment of the criterion components and assessment and feedback based on two (2) scheduled observations of at least thirty (30) minutes by the evaluator, as well as artifacts provided by the employee.
2. One scheduled observation shall occur within the first semester and the second scheduled observation shall occur within the second semester.
3. For provisional employees, the evaluator shall make at least one scheduled observation within the first ninety (90) calendar days of employment. Provisional employees in their third year of employment shall receive three (3) thirty (30)-minute observations, two of which are scheduled.

B. Eligibility

1. The following employees shall be placed on a Comprehensive Evaluation:
 - a. Employees new to the profession or with no prior Washington public school experience in the first three (3) years of employment in the District.

- b. Employees new to the District, but with experience in the public schools of Washington for the first year of employment with the District and until the employee has received three (3) years of satisfactory Comprehensive Evaluations in the District or elsewhere in Washington.
 - c. Employees who receive a summative score of Unsatisfactory (1) or Basic (2) on a previous Comprehensive or Focused Evaluation.
 - d. Employees who hold non-continuing (leave replacement) contracts, unless the employee has received three (3) years of proficient or distinguished Comprehensive Evaluations in the District.
 - e. All employees shall receive a Comprehensive Evaluation at least once every six (6) years.
2. The following employees may be placed on Comprehensive Evaluation:
- a. Employees changing assignments such as grade, level, subject area, specialty area or building from previous school year at the discretion of the evaluator or employee.
 - b. Employees identified by the evaluator as having deficiencies.

C. *The fundamental activities for this process include:*

- 1. Beginning of the Year (BOY) Conversation
 - a. Will be scheduled between the second full week of school and October 20.
 - b. Will be anchored in reflections from previous year and plans for current year, including supports that might be helpful.
 - c. Will include possible make-up of the Criterion 8 team(s), as well as the initial development and plans for the student growth goals. The discussion of the student growth goals is formative in nature.
 - d. Will clarify aspects of the rubric and/or the evaluation process, if necessary.
- 2. Student Growth Goals
 - a. The District will provide a Student Growth form for employees to record goals and multiple measures.
 - b. All Student Growth forms must be submitted to evaluators by October 31. *(Reference Appendix 8h-3)*
 - c. Once a Student Growth form is signed by the employee and evaluator, it is deemed proficient or above. Changes may be made to student growth goal(s) upon mutual agreement between the

employee and evaluator and or the evaluator and Criterion 8 team, as applicable. All changes must be reflected on a new Student Growth form signed by both parties to the agreement.

3. Pre-Observation Conversation

- a. In a 20 to 30-minute conversation, the employee brings and discusses a written lesson plan and is able to articulate where it falls within the sequence of instruction and how it supports student learning needs in the classroom. The District will provide a lesson plan template for those who wish to use it, but its use shall not be required.

4. Post-Observation Conversation

- a. The evaluator and employee shall meet within three (3) days following the observation.
- b. The post observation conversation activities include:
 - i. Shared conversation and reflections about the lesson in relationship to the framework.
 - ii. Evaluators share a draft of the highlighted rubric.
 - iii. Discussion of areas of strength.
 - iv. Discussion of areas that are below proficient at the component level including specific ideas and strategies to reach proficiency.
 - v. Discussion of areas where there is no evidence observed and identify methods to gather missing evidence. Missing evidence will not result in a score unless evidence of a component should be observable (example: classroom management).

5. Written Feedback

- a. Within five (5) days of post-observation conversation, the evaluator will provide the color highlighted rubric, including any revisions made based on the post observation conversation. No expectation exists that all 8 criteria and/or 22 components are scored within one observation.
- b. If the highlighted rubric indicates that the observation was overall proficient or distinguished, a summary paragraph anchored in the framework language will be provided. If applicable, the paragraph will explain those components that are below proficient, including specific ideas and strategies to improve.
- c. If the highlighted rubric indicates the overall observation was basic or unsatisfactory, the report will be more detailed, specific, and include:
 - i. Specific information about the basic and/or unsatisfactory components;

- ii. Multiple pieces of evidence documenting components that are below proficient and specific strategies needed to reach proficiency.

D. End of the Year Conversation and Final Comprehensive Report

1. The end of the year conversation shall be held no later than five days prior to May 15th. The intent of the conversation is to bring closure to the year and allow reflections and thinking ahead to the next year.
2. The procedure for the End of the Year conversation shall include:
 - a. Employee shares student growth information, and the evaluator and the employee jointly determine the score for student growth.
 - b. The evaluator shares the Comprehensive Evaluation report and any criteria scored less than proficient.
 - c. Employees in need of additional support, as determined by a preponderance of evidence and feedback throughout the year, will be notified of continued placement on the Comprehensive Evaluation for the following year.

E. Summative Comprehensive Scoring Methodology

1. The rating rubric for each criterion on the final Comprehensive Evaluation report shall be Unsatisfactory (1), Basic (2), Proficient (3), Distinguished (4). A final summative rating shall be given by the evaluator, based on totaling the eight (8) criterion level scores, which are weighted equally, as follows:

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

2. The Comprehensive Summative Score is based on a preponderance of evidence, using the following body of evidence:
 - a. observations of classroom instruction
 - b. student work and/or data collected (2-3 pieces that demonstrate student learning over 2-3 points in time)
 - c. artifacts or reflections regarding any component of the rubric
 - d. information derived from professional conversations
 - e. observations of collaboration and/or professional inquiry and learning

- f. student growth goals 3.1, 6.1 and 8.1 shall be considered at least proficient upon approval by the evaluator. Student growth 8.1 will be scored at the End of the Year Conversation.

Section 9.9 – Time, Resources, and Professional Development

- A. The district will provide teacher coaches for the purpose of professional development.
- upon request by an employee;
 - for the support/mentoring of new hires, and/or provisional employees; and
 - as directed by the evaluator under a plan of improvement and/or probation.

For the purpose of professional development and growth, the coach's role is strictly to provide assistance as requested by the employee. All work between the coach and the employee receiving assistance will remain confidential between the two parties.

In the event a coach is assigned to an employee as part of a plan of improvement/probation, the coach, upon the employee's request, may meet with the employee and their evaluator to discuss specific suggestions and areas of concern. However, the coach will not provide feedback, or an evaluation as to the employee's ability or job performance, to the assigned evaluator or to District administration.

- B. Time available to use for meetings between the evaluator and employee will include:
1. Before and after school time within the contracted day can be accessed by the evaluator for the purpose of evaluation meetings between the evaluator and the employee.
 2. An employee may choose to use their designated planning time for the purpose of participating in evaluation meetings.
 3. An employee may choose to use their designated individual time for the purpose of participating in evaluation meetings.
 4. An employee may choose to use sub release time and/or time-sheeting for the purposes of participation in evaluation meetings with the administrator.

Section 9.10 – Support for Employees

- A. A plan of support will be available for those employees with five (5) or more years of experience whose evaluator has determined that their overall performance on the Comprehensive Evaluation is a Basic (2) rating after the first observation period and for those employees who have less than five (5) years of experience whose performance on the Comprehensive or Focused Evaluation is determined to be Unsatisfactory (1) following the first observation period.
- B. The plan will be developed collaboratively by the evaluator and employee. The employee may ask for support from the Association, and the Principal may call HR. If Association and/or HR representatives are present at

the meeting, they shall not challenge the score, as such challenge would have occurred prior to the meeting to develop the plan of support.

- C. The purpose of the plan is to provide the opportunity for the employee to correct the deficiencies prior to the end of the school year. Such support will be determined based on the employee's needs and may include any of the following: release time to work with other employees or instructional coaches; additional planning time outside of the workday; accessing instructional coaches during the employees' contracted day; identification of classes or workshops available to the employee; access to videos and resources available through the Teaching and Learning Division. The employee may access their 21 hours allocation for assistance.
- D. For purposes of professional growth and coaching, audio and/or video recording may occur, upon request by the employee; it is understood that such recording will not be used as part of the evaluation process.

Section 9.11 – Plan of Improvement

- A. A Plan of Improvement shall mean a written professional development plan that identifies specific deficiencies under the state evaluation criteria. It is intended to improve the overall skills to a proficient level within the criteria and overall summative score. The Plan of Improvement will include specific achievable goals that are measurable, and time bound, which will be developed by the evaluator & Human Resources in collaboration with the employee and the Association.
- B. A Plan of Improvement will be used for an employee on a continuing contract who has five (5) or more years of teaching experience and receives a summative rating of Basic (2).

Section 9.12 – Probation Process

- A. Any employee other than a provisional or non-continuing contract employee whose services have been judged unsatisfactory based on the Comprehensive Evaluation criteria may be placed on probation by the Superintendent after October 15, but no later than a minimum of sixty (60) days prior to May 1 of any school year.

For employees on a Comprehensive Evaluation, work is judged unsatisfactory if:

1. They receive a summative rating of Unsatisfactory (1) or,
2. They are a continuing contract employee with more than five (5) years of teaching experience who receives a summative rating of Basic (2) for two (2) consecutive years, or for two (2) years with a consecutive three (3) year time period.

These employees shall be notified in writing of the specific areas of deficiencies. The district, in collaboration with the Association, will develop a Plan of Probation that will include specific, achievable goals that are measurable, and time bound.

Days may be added if deemed necessary to complete a Plan of Probation and evaluate the probationer's performance, as long as the probationary period is concluded before May 15th of the same school year. The probationary period may be extended into the following school year if the probationer has five (5) or more years of teaching experience and has a comprehensive summative evaluation performance rating as of May 15th of Unsatisfactory (1).

B. Before such action is taken, the following steps shall be implemented:

1. The evaluator shall meet with the employee in an attempt to resolve matters relating to performance before probation is recommended. The conference shall be held no later than January 20. The employee shall have the opportunity to have an Association representative in attendance at the conference.
2. If an employee is being considered for probation, the recommendation to the Superintendent for probation must be made on or before January 20. The recommendation for probation must be in writing and a copy of that recommendation be sent to the employee. The recommendation for probation shall include the following:
 - a. A definition of the problem in terms of deficiencies based upon the evaluative criteria and/or the employee's Plan of Improvement;
 - b. Expectations delineating levels of performance that would constitute acceptable performance in the problem areas defined;
 - c. A prescription for remediation which spells out a course of action and time expectations for the employee involved to reach an acceptable level of performance;
 - d. A prescription for assistance which spells out a course of action whereby the employee will be assisted, counseled, or mentored to improve the level of performance to an acceptable level;
 - e. A tentative schedule which provides for at least twice monthly meetings during the probationary period between the evaluator and employee to discuss and provide a written assessment of the progress, if any, made by the employee toward an acceptable level of performance.
3. The Superintendent or designee shall review the evaluator's recommendation for probation. If the Superintendent or designee determines that there is an alternative to probation, they may continue to work with the parties involved.
4. If it is determined by the Superintendent that probation is warranted, then the Superintendent shall notify the employee in writing and such notice shall include all of the provisions of Section 9.6, as well as being consistent with other provisions of this Agreement. The evaluator may receive assistance from the Superintendent or designee to supply additional resources during the probationary period.

C. No later than May 5, a summarized written evaluation report with recommendations for future action shall be prepared for the Superintendent. A copy shall be furnished to the employee. In the event that the report

contains any information not previously made known to and discussed with the employee, the employee may submit a written, signed statement which shall be attached to the evaluation report and recommendation. Within five (5) days from the receipt of the report, the employee may request and will be given a meeting with the Superintendent. The meeting shall be held within five (5) days of receipt of the request.

- D. A provisional or non-continuing contract employee whose services have been judged unsatisfactory based on the evaluation criteria will be so advised no later than February 1 of any school year, provided that such employee may be advised thereafter where circumstances warrant.
- E. A teaching employee who is no longer provisional, but with fewer than five (5) years of experience will be removed from probation if they demonstrate improvement that results in a summative rating of "Basic" (2) or higher. A continuing contract teaching employee with more than five (5) years of experience will be removed from probation if they demonstrate improvement that results in a summative rating of "Proficient" (3) or higher.

When a continuing contract employee with five (5) or more years of experience receives a comprehensive summative evaluation performance rating of Unsatisfactory (Level 1) for two (2) consecutive years, the school district shall, within ten (10) days of the completion of the second summative Comprehensive Evaluation or May 15th, whichever comes first, implement the employee notification of discharge as provided in RCW 28A.405.300.

Section 9.13 - Exclusions

The procedures outlined in Sections 9.1 through 9.12 shall be subject to the Grievance Procedure. Without limiting the generality of the foregoing, the substantive and subjective aspects of an evaluation are specifically excluded from the Grievance Procedure.

Section 9.14 – Criteria for Comprehensive Evaluation – Classroom Teachers

(includes grade level, subject matter, special education, music, physical education art, elementary LISs)

1. Centering instruction on high expectations for student achievement
 - a. Establishing a culture of learning
 - b. Communicating with students
 - c. Engaging students in learning
2. Demonstrating effective teaching practices
 - a. Using questioning and discussion techniques
 - b. Reflecting on teaching
3. Recognizing individual student learning needs and developing strategies to address those needs a. Demonstrating knowledge of student,

- b. Demonstrating flexibility and responsiveness
 - c. Establishing student growth goal(s)
- 4. Providing clear and intentional focus on subject matter content and curriculum
 - a. Demonstrating knowledge and content pedagogy
 - b. Setting instructional outcomes
 - c. Demonstrating knowledge of resources
 - d. Designing coherent instruction
- 5. Fostering and managing a safe, positive learning environment
 - a. Creating an environment of respect and rapport
 - b. Managing student behavior
 - c. Organizing physical space
- 6. Using multiple student data elements to modify instruction and improve student learning
 - a. Designing student assessment
 - b. Using assessment in instruction
 - c. Maintaining accurate records
 - d. Establishing student growth goal(s)
- 7. Communicating and collaborating with parents and the school community
 - a. Communicating with families
- 8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning
 - a. Participating in a professional community
 - b. Growing and developing professionally
 - c. Showing professionalism
- 9. Establish student growth goals, implement, and monitor growth.

Section 9.15 – Evaluation Process for Certificated Support Personnel and non-Instructional Support Staff

Certificated support personnel and those who do not provide academically focused instruction to students will be evaluated under the following process. This will include: Counselors, Nurses, Occupational and Physical Therapists, Psychologists, Speech Language Pathologists/Audiologists, Mobility & Orientation Specialist, Board Certified Behavior Analysts, Social Workers, Secondary LISs, full-time Deans of Students, Athletic Coordinators or Activity Coordinators with no teaching assignment, and Teachers on Special Assignment (TOSA).

A. Professional Growth and Assessment (PGAP)

The Professional Growth and Assessment Process (PGAP) is an annual, growth-oriented, employee centered process that encourages peer collaboration. PGAP includes self-reflection, and goal setting aligned with activities to support student achievement and tied to District and building/program initiatives. The evaluator and the employee share the responsibility for developing and carrying out the PGAP. The fundamental activities of this process are 1) the annual development of direct job-related growth goals between the employee and the supervisor; and 2) self-reflection related to attainment of the established growth goals conducted by the employee unless otherwise stated below.

B. Employee Responsibilities

Prior to the annual goal-setting conference, the employee will:

1. Review the appropriate performance standards.
2. Review the district and program initiatives that support student achievement.
3. Draft individual annual growth goals that are aligned with District and program initiatives that support student achievement which will be reviewed with the evaluator.
4. For each goal, identify measurable indicators that gauge progress toward the goal and specific strategies that will assist in attaining the goal. At least one (1) strategy per goal which is aligned to District/program initiatives needs to involve collegial collaboration. Collegial collaboration activities are encouraged for any goal; however, self-reflection alone may be appropriate.

After the annual goal setting conference, the employee is responsible for working to meet they annual growth goals as described on the PGAP Planning Worksheet (Appendix 8I-2).

C. Evaluator Responsibilities

1. Each evaluator shall, within the first twenty (20) days of the school year or employment, whichever comes later, advise employees of the professional assessment forms to be used and the criteria upon which they will be assessed including expected levels of employee performance where applicable. This normally occurs in a staff meeting before school starts.
2. No later than the thirtieth (30th) day or within the first thirty (30) days of employment, whichever comes later, the evaluator shall meet with the employee to confer on the criteria and annual growth goals upon which the employee will be assessed and the procedures and forms to be used.
3. The evaluator will offer input and assistance and may provide guidance and coaching to the employee during the annual Professional Growth and Assessment Process.

4. The evaluator will conduct two (2) observations of at least thirty (30) minutes each, one of which must be scheduled. All observations shall be conducted openly. Audio or video devices shall not be used to record any class for the purpose of evaluation. Within three (3) days following the observation, the evaluator will hold a post-observation conference with the employee. Within five (5) days following the post-observation conference, the evaluator shall provide a written report to the employee.
5. The evaluator may decide to move the employee to a Long Form Evaluation process, which may include a Plan of Improvement after the employee's annual growth goals have been established, provided that the decision is made and communicated to the employee in writing, including the reason for the decision, no later than March 1.
6. The evaluator shall submit copies of the annual PGAP Verification Form (Appendix 8I-3) to Human Resources no later than ten (10) days after the close of school.

D. Shared Employee/Evaluator Responsibilities

1. The employee and evaluator will meet to cooperatively establish annual growth goals at the conference described in Section 9.15.B above and to complete the PGAP Planning Worksheet.
2. Engage in pre and post-observation conferences.
3. No later than the fifth (5th) day prior to the end of school in the facility where the employee is assigned, the employee and evaluator will meet to analyze and discuss employee-gathered evidence related to the accomplishment of the established annual growth goals and to complete the annual PGAP Verification Form.

- E. The PGAP is the locally bargained evaluation process emphasizing professional growth, and it does not require Long Form Evaluation after the first four (4) years of satisfactory Long Form Evaluation except as required in Section 9.16.B below.

Section 9.16 – Long Form Evaluation Process

A. Professional Growth Goals

1. Professional Growth Goals shall be established annually for all employees on Long Form Evaluation. The Long Form goals shall be established by the evaluator with input from the employee. In the case of employees who received a *Below Average* or *Unsatisfactory* rating in any evaluation criterion on the final evaluation, Long Form goals shall be established for the next school year by the fifth (5th) day prior to the end of school when the *Below Average* or *Unsatisfactory* rating was received. Such Long Form goals shall be reviewed by the evaluator and the employee no later than October 1 of the following school year.

B. Eligibility

1. The following employees shall be placed on Long Form Evaluation:
 - a. Employees new to the profession or with no prior Washington public school experience the first four (4) years of employment in the district.
 - b. Employees new to the district, but with experience in the public schools of Washington for the first year of employment with the district and until the employee has had four (4) years of satisfactory Long Form evaluations in the district or elsewhere in Washington.
 - c. Employees who receive a *Below Average* or *Unsatisfactory* rating in any evaluation criterion on the final evaluation for the next school year.
 - d. Employees who hold non-continuing contracts, except those reemployed after they have retired from District employment. Retired employees from another district and who can provide documentation of four (4) years of satisfactory evaluations in the state are eligible for PGAP after satisfactorily completing the first year on the long form evaluation process.
 - e. Employees returning to District employment following an absence of five (5) or more years.
2. The following employees may be placed on Long Form Evaluation:
 - a. Employees returning to District employment following an absence of two (2) or more years at the discretion of the evaluator or employee.
 - b. Employees changing assignments such as grade, level, subject area, specialty area or building from the previous school year at the discretion of the evaluator or employee.
 - c. Employees identified by the evaluator as having deficiencies or areas for improvement.

C. Scheduled Observations

1. For all employees on Long Form Evaluation, the evaluator shall conduct at least two (2) scheduled observations during the course of the evaluation period.
2. For provisional employees, the evaluator shall make at least one (1) scheduled observation within the first ninety (90) calendar days of employment. Provisional employees in their third year of employment shall receive three (3) thirty (30)-minute observations, two (2) of which are scheduled.
3. Scheduled observations shall be conducted in accordance with law, provided that observations shall be for not less than fifteen (15) consecutive minutes, provided further that the total observation time shall total at least sixty (60) minutes including one (1) observation of at least thirty (30) minutes.

4. The evaluator will conduct two (2) observations of at least thirty (30) minutes each, one of which must be scheduled. Audio or video devices shall not be used to record any class for the purpose of evaluation. Within three (3) days following the observation, the evaluator will hold a post-observation conference with the employee. Within five (5) days following the post-observation conference, the evaluator shall provide a written report to the employee.

D. Final Long Form Evaluation

1. A final Long Form Evaluation report shall be completed by the evaluator for all employees on Long Form Evaluation, all employees on probation, and those whom the evaluator has found *Below Average or Unsatisfactory* in any criterion.
2. The final evaluation shall be based on the Evaluation Criteria listed in Section 9.20 and the Long Form Goals.
3. The rating scale for each criterion on the final evaluation shall be Satisfactory, Below Average, or Unsatisfactory.
4. No use of hearsay shall be injected into the documentation pertaining to evaluation.
5. Administrators will not solicit information from parents, students, employees, and/or community members for the purpose of evaluation. The only exception will be when an investigation is conducted as a result of a complaint/concern filed by a student, parent/guardian, or employee.
6. The final evaluation shall be submitted to the employee who is on Long Form Evaluation, probation or who has received a *Below Average or Unsatisfactory* rating in any criterion on or before May 15.
7. The evaluator shall hold a conference with the employee within five (5) days following submission of the final evaluation report.
8. The employee shall be afforded the opportunity of filing a written response to the evaluation no later than fourteen (14) calendar days after the close of school in the year in which the evaluation was written. If a response is filed, the employee shall have the opportunity to meet with the evaluator and the Superintendent or designee. At the employee's option, an Association representative may be present at such meeting.
9. The evaluator shall submit copies of the Long Form Evaluation (*Appendices 8k-1 – 8k-7*) to Human Resources no later than ten (10) days after the close of school.

Section 9.17 – Plan of Improvement

A Plan of Improvement shall mean a written professional development plan that identifies specific deficiencies under the state evaluation criteria. It is intended to improve the overall skills to a proficient level within the

criteria and overall summative score. The plan of improvement will include specific achievable goals that are measurable, and time bound, which will be developed by the evaluator and Human Resources in collaboration with the employee and the Association.

SECTION 9.18 - Probation

- A. Any employee other than a provisional or non-continuing contract employee whose services have been judged unsatisfactory based on the Long Form Evaluation criteria may be placed on probation by the Superintendent after October 15, but no later than a minimum of 60 days prior to May 1 of any school year. Before such action is taken, the following steps shall be implemented:
1. The evaluator shall meet with the employee in an attempt to resolve matters relating to performance before probation is recommended. The conference shall be held no later than January 20. The employee shall have the opportunity to have an Association representative in attendance at the conference.
 2. If an employee is being considered for probation, the recommendation to the Superintendent for probation must be made on or before January 20. The recommendation for probation must be in writing and a copy of that recommendation be sent to the employee. The recommendation for probation shall include the following:
 - a. A definition of the problem in terms of deficiencies based upon the evaluative criteria and/or the employee's Plan of Improvement.
 - b. Expectations delineating levels of performance that would constitute acceptable performance in the problem areas defined.
 - c. A prescription for remediation which spells out a course of action and time expectations for the employee involved to reach an acceptable level of performance.
 - d. A prescription for assistance which spells out a course of action whereby the employee will be assisted, counseled, or mentored to improve the level of performance to an acceptable level.
 - e. A tentative schedule which provides for at least twice monthly meetings during the probationary period between the evaluator and employee to discuss and provide a written assessment of the progress, if any, made by the employee toward an acceptable level of performance.
 3. The Superintendent or designee shall review the evaluator's recommendation for probation. If the Superintendent or designee determines that there is an alternative to probation, they may continue to work with the parties involved.
 4. If it is determined by the Superintendent that probation is warranted, then the Superintendent shall notify the employee in writing and such notice shall include all of the provisions of Section 9.20, as well

as being consistent with other provisions of this Agreement. The evaluator may receive assistance from the Superintendent or designee to supply additional resources during the probationary period.

- B. No later than May 5, a summarized written evaluation report with recommendations for future action shall be prepared for the Superintendent. A copy shall be furnished to the employee. In the event the report contains any information not previously made known to and discussed with the employee, the employee may submit a written, signed statement which shall be attached to the evaluation report and recommendation. Within five (5) days from the receipt of the report, the employee may request and will be given a meeting with the Superintendent. The meeting shall be held within five (5) days of receipt of the request.
- C. A provisional or non-continuing contract employee whose services have been judged unsatisfactory based on the evaluation criteria will be so advised no later than February 1 of any school year, provided that such employee may be advised thereafter where circumstances warrant.

Section 9.19 - Exclusions

Only the procedures outlined in Sections 9.15 through Section 9.18 shall be subject to the Grievance Procedure. Without limiting the generality of the foregoing, the substantive and subjective aspects of an evaluation are specifically excluded from the Grievance Procedure.

Section 9.20 – Criteria for Long Form Evaluation – Certificated Support Personnel

The following criteria will be used in the evaluation of certificated support personnel:

- A. **Knowledge and Scholarship in Special Fields.** The employee demonstrates a depth and breadth of knowledge of theory and content in a special field; the employee demonstrates an understanding of and knowledge about common school education and the educational milieu grades K-12, and demonstrates the ability to integrate an area of specialty into the total school milieu by:
 - 1. Providing a theoretical rationale for the employee's individual use of various procedures.
 - 2. Demonstrating understanding of the basic principles of human growth and development.
 - 3. Demonstrating awareness of personal and professional limitations and the ability and knowledge to make appropriate referrals.
 - 4. Relating and applying knowledge, research findings and theory deriving from the employee's discipline to the development of a program of services.
- B. **Specialized Skills.** The employee demonstrates competency (skill and knowledge) in designing and conducting specialized programs of prevention, instruction, remediation and/or evaluation by:

1. Designing and conducting a program providing specific and unique services within the employee discipline.
 2. Demonstrating ability to synthesize and integrate evaluation data concerning the student.
 3. Administering assessment procedures appropriate to the employee field or organizing for and preparing those who will administer the assessment procedure.
 4. Demonstrating ability to assist employees, administrators and other employee personnel to integrate specialized information into regular or specialized curricular programs.
 5. Developing goals and objectives which will facilitate the implementation of programs and service.
- C. **Management of Special and Technical Environment.** The employee demonstrates competency in managing and organizing the special materials, equipment, and environment essential to the specialized program by:
1. Selecting or recommending evaluative devices, materials, and/or equipment appropriate to student needs.
 2. Demonstrating the use of and an understanding of the limitations and restrictions of devices, materials, and procedures.
 3. Using comparative and interpretive data based on student needs.
 4. Providing an environment which protects student and family right to privacy, as mandated by Federal and State regulations, and District policies.
- D. **The Employee as a Professional.** The employee demonstrates awareness of their limitations and strengths and attempts to improve and enhance competency by:
1. Demonstrating awareness of the law related to the area of specialization.
 2. Demonstrating commitment to professional activities (attendance at local and State meetings, consortium activities, participation on special committees, etc.).
 3. Demonstrating commitment to the concept of career-long professional growth by participation in workshops and seminars or graduate study.
- E. **Involvement in Assisting Pupils, Parents, and Educational Personnel.** The employee demonstrates competency in offering specialized assistance and initiative in identifying those needing specialized programs by:

1. Consulting with other certificated support personnel, school personnel and parents concerning the identification of those needing specialized programs.
2. Consulting with other certificated support personnel, school personnel, and parents concerning the development, provision, coordination, and/or extension of services to those needing specialized programs.
3. Planning and developing programs to meet the developmental needs of the school population and the special needs for some students.
4. Interpreting characteristics and needs of students to parents, staff and community, in group and individual settings via oral and written communications.

Section 9.21 – Criteria for Long Form Evaluation - Counselors

- A. Counselors share responsibility for guiding educational decisions and practices based on most appropriate counseling strategies.
 1. Knowledge and understanding of human growth and development, and the diverse social and cultural environments of the school population.
 2. Knowledge and understanding of group dynamics, counseling theories, career guidance, with individuals and groups.
 3. Knowledge and understanding of current laws, rules, and regulations.
 4. Knowledge and understanding of the diverse social and cultural environments of the school population.
- B. Counselors advocate for a school environment which supports all students' academic, social, and personal growth.
 1. Consulting with administration to establish, review, and revise procedures for a developmentally appropriate comprehensive guidance and counseling program.
 2. Assisting with the design, implementation, and evaluation of a developmentally appropriate comprehensive guidance and counseling program.
 3. Participating and assisting in the delivery of career education information.
 4. Promoting the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate.
- C. Counselors share the responsibility for assessing the socio-emotional, academic, personal, and career strengths and needs of students and collaborating in the development of plans for growth in these areas.

1. Utilizing surveys, interviews, needs assessments, personal observations and records to evaluate a student's educational program placement.
 2. Engaging students in setting goals and assessing their individual strengths and needs.
 3. Encouraging students to transfer individual strengths and needs into lifelong learning, personal growth, and goal setting.
- D. Counselors collaborate with family and community agencies to help facilitate the delivery of appropriate educational planning and needed social service referrals.
1. Communicating the strengths and needs of students to family, employees, and other professionals.
 2. Organizing and facilitating meetings with family and educational personnel to review and plan educational programs for students when needed.
 3. Identifying community agencies as resources for students and families.
 4. Protecting the student's and family's right to privacy.
- E. Counselors will maintain a commitment to professional growth and development.
1. Practicing the ethical standards and guidelines of the American School Counseling Association.
 2. Being involved in building, District, State, or National level work that promotes the understanding of student growth and development.
 3. Participating in continuing education and professional growth opportunities.
 4. Building and fostering positive relationships with students, colleagues, families, and the community.

Section 9.22 – Criteria for Long Form Evaluation – Professional Nurses

- A. The Educational Health Specialist demonstrates a depth and breadth of knowledge of theory and content in the field of educational health and demonstrates the ability to integrate this knowledge into the total school environment.
1. Acquiring and maintaining current knowledge and competence in educational health services program.
 2. Demonstrating understanding of current laws, rules, and regulations affecting area of practice, public schools, and special education.
 3. Identifying the relationship between health status and the student's ability to learn.

4. Utilizing opportunities to communicate and clarify the role of nurses within the educational setting.
- B. The Educational Health Specialist demonstrates the ability to organize and manage information and the environment to enhance the educational health environment.
1. Consulting with administration to establish, review, and revise procedures for a comprehensive health program.
 2. Communicating health needs of students to appropriate school staff.
 3. Orienting, supervising, and evaluating health assistants and others involved in health services delivery, as appropriate.
 4. Providing formal health instruction in the classroom based on sound learning and theory appropriate to student's developmental level.
 5. Providing individual/group health teaching/counseling for students, parents, and staff.
 6. Acting as a resource person in health education to school personnel, students, and families in promotion, prevention, wellness, and other self-care strategies.
- C. The Educational Health Specialist is responsible for assessing student health and developing appropriate intervention strategies.
1. Selecting and administering formal and informal assessment tools and procedures appropriate to the student, for health evaluation.
 2. Analyzing assessment data to develop a plan of care to facilitate the student's educational program.
 3. Interpreting results of assessment and summarizing implications for student program.
 4. Evaluating and reviewing interventions systematically to revise plan of care, as appropriate.
 5. Completing assessment reports, records, and other required paperwork in a timely manner.
- D. The Educational Health Specialist collaborates with family members and the community in the delivery of health and social services.
1. Functioning as a liaison for the school in ongoing school/community/agency cooperation related to health issues.
 2. Interpreting health-related characteristics and needs of students to parents, employees, and other professionals as they pertain to the student's educational program.

3. Protecting the student's and family's right to privacy in accordance with Federal and State confidentiality requirements.
 4. Organizing and/or participating in facilitation of meetings with parents and educational personnel to review and plan for the student's health needs.
 5. Identifying community agencies as resources for students and families and evaluating each for appropriateness for client's needs to include eligibility criteria, costs, accessibility, and other factors that may impact services to client.
 6. Participating in school/community collaborative health projects.
 7. Functioning as home/school liaison by making home visits as necessary to network and collect data regarding health issues as related to the student's educational program.
- E. The Educational Health Specialist promotes best practice by continued professional enhancement and by demonstrating professional conduct.
1. Participating in professional activities at local, State, or National level.
 2. Pursuing continued professional growth and development through educational programs.
 3. Maintaining professional responsibility, accountability, and behavior.
 4. Participating in evaluation of the efficacy of ongoing programs and communicating findings to administration and program managers.
 5. Following through on recommendations included in periodic and annual personnel.

Section 9.23 – Criteria for Long Form Evaluation – Occupational and Physical Therapists

- A. The Therapist will possess and apply a strong knowledge of Occupational or Physical Therapy principles and practices in a school setting to maximize a student's performance.
1. Understanding normal and abnormal development.
 2. Understanding general and pediatric anatomy, physiology, neurology, orthopedics, kinesiology, pathology, neuromuscular and musculoskeletal systems.
 3. Understanding sensorimotor systems.
 4. Understanding perceptual systems (may not be applicable for P.T.s).

5. Understanding vocational and/or avocational readiness.
 6. Understanding functional training in self-care and home management.
 7. Understanding assistive technology.
 8. Understanding adaptive and assisted equipment/devices.
 9. Understanding pertinent state and federal laws and regulations.
 10. Understanding special and general education laws and regulations.
 11. Understanding treatment strategies.
 12. Understanding current best practices and professional standards.
 13. Understanding educational systems and processes.
 14. Understanding educational relevance of therapy practices.
- B. The Therapist is responsible for providing an environment in which safety, trust, and rapport exist.
1. Establishing and maintaining an environment that maximizes student response.
 2. Using positive reinforcement to elicit desired behaviors.
 3. Responding to changes in the student's emotional and physical status.
 4. Setting necessary limits in response to undesirable physical or social behavior.
 5. Intervening when necessary, at signs of fatigue and/or frustration.
 6. Adhering to treatment precautions and contraindications.
- C. The Therapist helps meet the student's educational needs in a variety of physical settings (*within individual therapy centers*).
1. Using equipment in accordance with equipment manufacturer's guidelines and/or safety standards.
 2. Using equipment and toys appropriately.
 3. Inspecting equipment routinely.
 4. Using space efficiently for the number and type of students.

5. Considering the use of space and its impact on colleagues and students.
 6. Following universal precautions (*within other educational settings*).
 7. Using adaptive/assistive equipment appropriately for the given setting.
 8. Facilitating appropriate environmental adaptations.
 9. Collaborating with and/or training school staff.
 10. Communicating and instructing classroom, school, and District staff clearly and appropriately.
- D. The Therapist will utilize therapeutic approaches (program) to meet the student's educational needs.
1. Selecting treatment approaches (program) that demonstrate an understanding of Occupational of Physical Therapy theory.
 2. Choosing treatment approaches (program) that are appropriate to motor and/or sensory deficits.
 3. Demonstrating effective therapeutic handling techniques.
 4. Utilizing a variety of age or developmentally appropriate and motivating activities.
 5. Determining the logical sequence of treatment activities to attain established goals.
 6. Modifying goals as student's condition or response to treatment changes.
 7. Demonstrating problem-solving skills in student treatment.
- E. The Therapist is responsible for employing a broad range of tests and measures appropriate to student educational needs.
1. Employing a variety of assessment strategies to determine student deficits in motor, sensorimotor, perceptual, self-care, vocational, and/or avocational readiness skills.
 2. Gathering necessary information from staff, family (care giver), student; records and selects relevant areas and methods to assess.
 3. Administering the assessment according to standardized or recommended protocols.
 4. Adapting assessment when usual procedures are not feasible.
 5. Interpreting assessment data accurately.

6. Documenting and reporting the results of assessment and/or reassessment accurately, completely, and understandably (lay terms) in accordance with District requirements.
 7. Reassessing and documenting the student's programs and progress at regular intervals in accordance with professional and Individual Educational Program (IEP) protocols.
 8. Establishing and documenting relevant and attainable short-term objectives and long-term goals which reflect the assessment data.
 9. Collaborating with Multidisciplinary Team (MDT), in establishing goals.
 10. Establishing treatment priorities with students, family (care giver), and MDT respecting cultural differences.
 11. Reviewing progress with student, family (care giver), and MDT at regular intervals.
 12. Orienting and instructing school staff and family (care giver) in support of treatment programs.
- F. The Therapist will work collaboratively with other professionals and family (care giver) to serve the student's needs in the community.
1. Utilizing clear and effective strategies to communicate with family (care giver) and other professionals.
 2. Working effectively with family (care giver) and other professionals.
 3. Identifying and referring community resources as needed.
 4. Being sensitive to diverse cultural backgrounds.
- G. The Therapist is responsible for maintaining a commitment to professional development.
1. Maintaining and updating professional knowledge, skills, and abilities through appropriate continuing education, professional literature, inservice training, and/or higher education.
 2. Complying with professional standards and code of ethics.
 3. Working collaboratively with colleagues to promote effective treatment approaches.
 4. Participating in decision making concerning the allocation of time, space, and other resources.

Section 9.24 – Criteria for Long Form Evaluation – School Psychologists

- A. School psychologists possess the professional knowledge and expertise to effectively deliver psychological services within the school setting.

1. Knowledge of Psychological Foundations: biological bases of behavior; human learning; social and cultural bases of behavior; child and adolescent development; individual differences.
 2. Knowledge of Educational Systems and Processes: organization and operation of schools; curriculum and instruction; foundation in education of exceptional learners; group processes; community resources.
 3. Knowledge of assessment: psychoeducational assessment of personality, emotional status, social skills and adjustment, intelligence and cognitive functioning, academic skills, adaptive behavior, language and communication skills, sensory and perceptual motor functioning, educational setting, family/environment/cultural influences, career and vocational development, aptitude, and interests; a variety of instruments, procedures, and techniques, including interviews, observations, and behavioral evaluations; test administration, scoring, interpretation.
 4. Knowledge of Special Education Law: current State and Federal regulations, history of special education practices.
 5. Knowledge of Statistics and Research Methodology: research and evaluation methods, statistics, and measurement.
 6. Knowledge of Professional School Psychology: NASP and APA ethical guidelines, department procedures, roles and functions of the school psychologist, professional issues and standards of practice.
- B. School Psychologists are responsible for providing services that support the child's learning environment.
1. Consulting and collaborating with parents, employees, related professions, and community personnel regarding educational, behavioral, and mental health concerns (including, but not limited to, individual consultations, multidisciplinary team, child study team, employee assistance team, and IEP team).
 2. Designing, developing, and evaluating programs and/or procedures for preventing disorders, intervening to promote mental health and learning, and improving educational systems.
 3. Working collaboratively on a multidisciplinary team to develop individualized educational and behavior support plans.
 4. Providing skill enhancement activities regarding issues of human learning, development, and behavior (such as parent education, student and parent counseling, and inservice training).
 5. Describing school psychological services and clearly communicating an access and referral system for staff, parents, and other professionals.
 6. Creating a safe environment for student and parent counseling (while maintaining confidentiality) in such areas as referrals to outside agencies, developing interventions, problem solving, assessment feedback, and educational planning.

- C. School psychologists are responsible for assessing the psychoeducational functioning of children and developing and practicing reflective strategies.
 - 1. Conducting multifactored psychoeducational assessments, utilizing a variety of instruments, procedures, and techniques.
 - 2. Taking into account cultural, contextual, and setting influences when conducting psychoeducational assessments.
 - 3. Communicating interpretations of assessment results, in oral and written form, to parents, students, and related professionals in a manner that is respectful, accurate, understandable, and useful.
 - 4. Integrating their knowledge of curriculum, instruction, the child's needs, assessment results, and the resources available to provide practical recommendations to those who work directly with the child.
 - 5. Conducting psychoeducational assessments and completing required documentation in compliance with State, Federal, and District regulations in a timely and organized fashion.
- D. School psychologists foster connections between schools, families, and the community.
 - 1. Maintaining relationships and collaborating with other professionals in the community who provide services to children and families.
 - 2. Demonstrating respect for the parents' role by involving them in decision making, educational planning, and advocacy for their child.
 - 3. Using effective communication skills, taking into account diversity in families' culture, environment, and language.
 - 4. Communicating with parents in an environment which protects student and family rights to privacy in compliance with ethical and legal guidelines.
 - 5. Referring families to community agencies and providing follow-up support as needed.
- E. School psychologists are committed to their profession.
 - 1. Participating in activities designed to continue, enhance, and upgrade professional training and skills to help ensure quality service. This includes, but is not limited to, membership in professional organizations, reading of professional journals and books, discussion of professional issues with colleagues, and participation on special committees.
 - 2. Being aware of their professional and personal limitations and strengths in carrying out professional activities.

3. Practicing in full accordance with ethical guidelines as published by professional organizations.
4. Becoming integrated members of their assigned schools and department as evidenced by participation in school and department activities and decision making.
5. Building and fostering positive relationships with colleagues.

Section 9.25 – Criteria for Long Form Evaluation – Speech-Language Pathologists

- A. SLPs/Therapists possess a strong knowledge of normal communication development and of the impact on student learning of communication disorders in the processes of hearing, language, and/or speech.
 1. Exhibiting awareness of and using current best practices and professional standards in the fields of SLP/audiology/education.
 2. Using appropriate and effective therapeutic strategies to facilitate student learning. May include interventions for articulation, fluency, hearing impairment, language, and voice.
 3. Using appropriate technology to enhance student communication or functioning. May include augmentative communication, FM systems, hearing aids, computers, and other diagnostic equipment.
 4. Maintaining appropriate reports and records. May include assessment reports, IEP forms, Medicaid documentation, and therapy logs.
- B. SLPs/Therapists establish a supportive learning environment.
 1. Establishing rapport with students by demonstrating patience, acceptance, and positive attitude.
 2. Communicating clear expectations for students' goals, objectives and behavior.
 3. Motivating students to learn by exhibiting enthusiasm, making tasks relevant and encouraging self-assessment.
 4. Establishing an environment that is conducive to learning considering appropriate noise level, physical space, ventilation, lighting, privacy/confidentiality, etc.
 5. Utilizing a variety of behavior management techniques appropriate to the students' needs and abilities.
 6. Providing a continuum of service delivery options as appropriate for student needs. May include pullout, small group, in-class, staff in-service, and/or parent education.
- C. SLPs/Therapists are responsible for assessing children's communication abilities and developing reflective practices.

ARTICLE X – VACANCIES, TRANSFERS AND ASSIGNMENTS

Section 10.1 – Assignments Within a Building and/or Program

- A. Employees within a building and/or program shall be assigned to a grade level, subject(s) and/or specialized area by the building principal and/or program manager.
- B. Requests for a change in teaching assignment within a building and/or program are to be discussed with the building principal and/or program manager.

Section 10.2 – Changes in Subject or Grade Level Assignment Within a Building

- A. In the event one or more of the following changes in assignment is made for the ensuing year, the employee affected shall be notified and shall have the opportunity to meet with the building principal and/or program manager regarding the change:
 - 1. In the elementary, reassignment to a different level (primary, intermediate).
 - 2. In the secondary, reassignment of class loads in which more than one additional preparation will be required.
 - 3. In the secondary, reassignment to a different category (as defined in Section 8.2, B., 6., b, c, and d).
- B. After the eighth (8th) teaching day, until the succeeding year's assignments are made, no involuntary change of assignment as defined in Section 10.2, A. above shall be made without the consent of the employee, except in cases of emergency or to prevent undue disruptions of the instructional program or for changes in staff requirements or for changes in student distribution. The principal and/or program manager shall discuss the reasons for the change in assignment with the affected employee two (2) days prior to the effective date of the change.

Section 10.3 - Vacancies

A. Vacancies Defined

- 1. A permanent (continuing) vacancy shall be defined as a continuing contract position within the bargaining unit which will be filled by the District for at least sixty (60) contracted days.
- 2. When a permanent (continuing) vacancy is filled after the start of the school year, the District will issue a continuing contract, although such continuing contract may not always be issued to the individual filling the vacancy.

3. A vacancy created as a result of a leave shall be defined as a temporary (non-continuing) vacancy. When a temporary (non-continuing) vacancy for at least sixty (60) contracted days is filled, the District will issue a non-continuing contract, although such non-continuing contract may not always be issued to the individual filling the vacancy.
4. Fifty percent (50%) of the 1.0 FTE and fifty percent (50%) of the less-than-full-1.0 FTE vacancies at each level (elementary, middle, high) which open during the voluntary transfer process may be exempt from the voluntary transfer process. All permanent (continuing) vacancies for the ensuing year that are posted prior to August 1, are open to voluntary transfer except the 50% noted here, and the categories of Elementary Instrumental and Vocal Music, Nurse, Specialist (categories 66 & 72), Psychologist, Audiologist, Educational Caseworker, Speech Language Pathologist, Teacher of Blind, Teacher of Deaf, Occupational Therapist, Physical Therapist, and any "miscellaneous" position in which 50% or more of the assignment does not fit under any of the employment categories listed in Section 8.2.B.6.a,b,c & d are exempt from transfer.

B. Posting of Vacancies

1. All vacancies are listed, and applied for, online through the District website.
2. Employment Pool positions are open all year long for positions identified as hard-to-fill. Administrators can choose to hire out of the Pool instead of posting their specific hard-to-fill positions. Employees who are seeking alternative positions or additional FTE are encouraged to apply to the Pool as well as any specific open position they are interested in. Continuing contract (CC) positions that are filled via the Pool during the transfer cycle period will be counted as a "not-open for transfer" position on the building's transfer cycle.
3. Vacancies that are open to transfer are also listed online but can only be accessed by district employees through the Staff Portal. All CC positions are subject to the transfer cycle through July 31st.
4. It shall be the responsibility of the employee to keep him/herself apprised of any openings, including those open to transfer, during the summer break.
5. Non-continuing contract (NCC) vacancies of less than .5 FTE may be assigned (without posting) to a less than 1.0 FTE qualified staff member in the building in which the vacancy occurs providing that such assignment does not cause the employee's FTE to exceed 1.0 FTE. These assignments are at the District's discretion. (*Reference Implementation Procedures "Assigning FTE to a Less Than 1.0 Employee"*)
6. For employees in job-share situations only, when one of the job-share employees is giving up FTE through leave or resignation, FTE of more than .5 FTE may be added to the other job-share employee without posting. If that job-share employee declines the additional FTE, the position will be posted.
7. Principals may choose to rehire, without posting, non-continuing employees in situations where the same position is reopened by the leave extension of the continuing contract employee to whom the non-

continuing employee is matched. Non-continuing positions are not subject to the transfer cycle. The posting for a NCC vacancy can be waived if the administrator elects to roll over a current NCC employee to a NCC vacancy for the following school year.

8. CC positions are subject to the transfer cycle.

Section 10.4 – Provisions Controlling Voluntary and Involuntary Transfers

- A. For the purposes of this Article, transfer means the assignment of an employee to a different building from the one to which they are currently assigned.
- B. The District and the Association encourage transfers as a positive process.
- C. Transfers are subject to approval or disapproval by the level assistant superintendent and/or the Executive Director, Human Resources.
- D. Each employee shall be notified of a change in building placement as soon as practical after the determination is made.
- E. Each employee who transfers to a different building for the following school year will be provided two (2) days beyond the basic employee contract, at the moving rate of pay. The selection of the dates of such days and the duties to be performed will be determined by the principal/program manager and the employee. The length of the days will be prorated based on the FTE of the employee.
- F. Each employee who transfers to a different building during the school year will be provided two (2) days release time, or two (2) days beyond the basic employment contract at the moving rate, at the employee's discretion. The selection of the dates of such days and the duties to be performed will be determined by the principal/program manager and the employee.

Section 10.5 – Voluntary Transfer

- A. An employee may apply for a voluntary transfer to a permanent (continuing) vacancy position pursuant to Section 10.3.
- B. Each employee seeking a transfer will complete an online transfer application for each position sought. All transfer positions are advertised for five working days through Skyward/Employee Access.
- C. To be eligible for transfer an employee must:
 - hold the employment category(ies) of the position sought;
 - hold continuing contract FTE entitlement equal to that of the position, and not be on leave for any portion of their entitlement in the year for which the transfer is sought;

- meet the certification and published qualifications requisite to the position. Qualifications will describe skills, abilities, and knowledge, required. Neither experience nor educational level will be used as a qualification in the voluntary transfer process;
- not have received an "unsatisfactory" in any criterion or overall performance on their last Final Evaluation Report; and,
- request to transfer they total FTE.

Upon receiving the signed agreement of the employee and all supervisors affected, Human Resources will waive the eligibility criteria to transfer the total FTE and not to be on leave for any portion of their entitlement in the year for which the transfer is sought.

- D. If more than one employee requests a transfer to a given transfer position and meets the eligibility requirements set forth in Section 10.5, C. above, the position shall be filled by the employee recommended by the building selection team.
- E. An employee may voluntarily transfer only once for a given school year.

Section 10.6 – Involuntary Transfer

- A. The District may initiate the involuntary transfer of employees under the following conditions:
1. School Closure. Employees transferred as a result of school closure will be given first priority to fill vacancies.
 - a. When final School Board action has identified a specific building to be closed, the District will notify that building's employees of their new building assignment as soon as possible.
 - b. Employees of a closed building will have the first opportunity to accompany students to their newly assigned service area school(s) to the extent positions are available.
 - c. Employees not assigned to a comparable level (elementary, middle, high school) when first transferred from a closed building will have first priority to fill vacancies available at their previous level for two years. Such transfers will normally be made at the beginning of a school year.
 - d. The District will provide release time for employees of buildings identified by final School Board action for closure to meet with the administration and/or level/subject area employees of their newly-assigned building.
 2. Reduction or Elimination of a Program. An employee(s) may be transferred (surplussed and reassigned) when a program is reduced or eliminated, thereby requiring fewer staff.

3. Enrollment Reduction in a Building or Program. An employee(s) may be transferred (surplussed and reassigned) when enrollment in a building or program is reduced, thereby requiring fewer staff.
4. Change in Student/Teacher Ratios. An employee(s) may be transferred (surplussed and reassigned) when a change in the student/teacher ratio requires fewer staff.
5. Educational Program. Notwithstanding any other provision(s) of this Article, an employee may be transferred to maintain or improve the educational program. Such transfers, not to exceed three percent (3%) of the certificated staff district wide, may be made without following the provisions of this Article, provided such transfers will not supersede Sections 10.6, A., 1 and 10.6, A., 2. Prior to such transfer, the affected employee will have an opportunity to meet with the principal and/or program manager and the level assistant superintendent and/or program director.
6. Partial Resignations not due to documented health conditions. When an employee requests a partial resignation (not due to documented health conditions), the District may, in its sole judgment, determine it is unable to accept the partial resignation due to concerns with the resulting impact on the building to which the employee is assigned. If the District determines it will not grant the request, the following options may be considered:
 - a. The employee may withdraw their request and remain at their current FTE, or
 - b. During the normal surplus process and working in cooperation with the District, the employee may initiate a voluntary surplus to another building that is better able to accommodate the partial resignation. If the voluntary surplus cannot be accommodated at the current time, the employee may reinstate the request the following year.

Alternatively, and with the mutual agreement of the employee, the District may accept the partial resignation and initiate an involuntary transfer of the employee to another assignment within the District that would result in less impact on the building.

The Association shall be notified when the District does not accept a partial resignation.

- B. Involuntary transfers shall be based on "in-district experience." "In-district experience" means the experience that is reported to the State for salary funding purposes minus any out-of-district experience.
- C. The District will identify staff to be involuntarily transferred in instances of enrollment reduction, program reduction, or elimination or changes in student/teacher ratios as follows:
 1. The District will first request volunteers for transfer. Should transfers be necessary beyond those accommodated by volunteers, the employee(s) having the lesser in-district experience within the applicable category shall be transferred. Assignments for those thus supplanted will be made first for those who volunteered, and then for those involuntarily transferred in order of greater in-district experience into positions that are vacant at that time.

- D. An employee who has been involuntarily transferred or volunteered to transfer in lieu of an employee being required to involuntarily transfer shall be exempt from further involuntary transfer for five (5) years following the involuntary transfer, provided an involuntary transfer may be made in cases of school closure, program and/or enrollment reduction and/or program elimination if there is no other employee who meets the reduction need.

In instances that require staff who are subject to involuntary transfer multiple times within a five-year period, the procedures for determining such transfer under Article 10.6 will be applied repeatedly.

- E. An employee who is involuntarily transferred to a different building for the following school year will be given the first right to return to the building from which the employee was transferred via the voluntary transfer process, provided that they submit a timely Voluntary Transfer Application by the deadline stipulated on the posting. *(Reference Implementation Procedures "Spring Surplussing Provisions and Fall Surplussing Provisions at Elementary Level.)*
- F. An employee who is involuntarily transferred or volunteered to transfer in lieu of an employee being required to involuntarily transfer to a different building during the school year shall for one (1) calendar year hold the first right of refusal on the first position for the following school year for which s/he is qualified that opens in the building from which s/he was transferred.

Section 10.7 – Voluntary Exchange

- A. An employee may arrange for an exchange of teaching assignment with another employee, provided both employees are eligible for retention under the provisions of Article VIII. Mutual agreement by the employees involved in the exchange and approval of the affected building principals/program managers is required. Such exchange may be between levels or programs. The exchange must be for a mutually agreed, specified period of time not to exceed one (1) school year.
- B. For purposes of layoff and recall, an employee will not gain entry to a new category as the result of a voluntary exchange.
- C. Employees seeking a voluntary exchange shall request such via a jointly signed letter of application submitted to the Human Resources Office by March 15.
- D. The Human Resources Division will coordinate voluntary exchanges.
- E. Before March 15 of the exchange school year by mutual agreement of the two (2) employees and their supervisors and by so notifying the Human Resources Division in writing, signed by all parties, an exchange may be made permanent or extended for another then-to-be-determined period of time.

Section 10.8 – Special Education Transfer

- A. The parties agree to make an effort to facilitate alternative teaching experiences for individuals who have worked in the District for five (5) or more consecutive years as special education teachers.
- B. In order to implement such effort, notwithstanding any other provision(s) of this article, the District will consider any plans, such as job sharing, team teaching and part-time assignments, proposed by a teacher or group of teachers in regard to special education teacher assignments.
- C. Experience which employees gain under this section shall not qualify such employees for category(ies) not already held.
- D. Any Special education teacher who would like to be considered for a change of assignment within special education will submit such request to Human Resources by March 15.

ARTICLE XI – CERTIFICATED SUBSTITUTES

This Article shall govern the wages, hours, and working conditions of certificated substitutes represented by the Association. Provisions contained in other portions of the Agreement shall apply to such certificated substitutes only to the extent specifically incorporated by reference into this Article XI.

Section 11.1 – Association Membership and Dues

- A. A substitute may following their first workday become a member of the Association and pay the dues required of membership for substitutes in the Association.
- B. The District shall furnish the Association a listing by name and address of all substitutes employed by the District. This list shall be provided to the Association by September 30 of each year and shall be updated. In addition, a list of long-term substitutes shall be provided to the Association quarterly.
- C. On or before August 25 of each school year, the Association shall give written notice to the District of the dollar amount of dues of the Association which is to be deducted in the coming school year under payroll deduction. The amount of this deduction shall not be subject to change during the school year. The District agrees to promptly remit directly to the bank identified by the Association all monies so deducted, accompanied by a list of substitutes from whom the deductions have been made. A duplicate list shall be provided the Association. The Association agrees to reimburse the District those sums in excess of the total amount due, provided the Association actually received the excessive amount.

Section 11.2 – Rates of Pay

- A. There shall be three (3) rates of pay for certificated substitutes: regular daily, 46-day, and long-term, as listed in the Certificated Hourly and Substitute Rates Implementation Procedure.

- B. Substitute rates of pay shall be increased in September, 2023 and September, 2024 by the State Allocation, if any, and rounded to the nearest dollar.
- C. In the event the District's Maintenance and Operations Levy at the maximum capacity should fail, the substitute pay rates shall be renegotiated.

1. Regular Daily Substitute

- a. A regular daily substitute is defined as a person who works as a District substitute for forty-five (45) days or fewer substitute teaching assignments (half-day or full-day assignments) during the current school year.
- b. Substitute rates of pay, are listed on the annual *Implementation Procedures "Certificated Hourly and Substitute Rates"* available on the District's web site. A regular daily substitute shall be paid at the rate established in the Implementation Procedures for a full day. The half-day rate shall be sixty percent (60%) of the daily rate.

2. 46 Day Substitute

- a. A 46-day substitute is defined as a person who has worked as a District substitute for forty-six (46) days or more substitute teaching assignments (half-day or full-day assignments) during the current school year.
- b. A substitute who is paid the 46-day daily substitute rate at the end of one school year shall be paid at the 46-day daily substitute rate for substitute assignments at the beginning of the subsequent school year.
- c. A 46-daysubstitute shall be paid at the rate established in the Implementation Procedures The half-day rate shall be sixty percent (60%) of the 46-day rate.
- d. Retired teachers from Edmonds earn the highest rate of substitute pay only during their first year of substitute teaching, provided they work 45 days during that first year of substitute teaching. The difference in pay would be retroactive back to the first day of substitute teaching.

3. Long-Term Substitute

- a. A long-term substitute is defined as a person who has worked as a District substitute for thirty 30 or more days in the same assignment during the current school year.
- b. Beginning on the thirtieth (30th) day in the same assignment, a long-term substitute will be paid according to they placement on the Certificated Employee's Salary Schedule retroactive to the first day in the assignment. No more than four (4) days of absence shall be allowed in a sixty (60) day period of such assignment without losing placement on the Certificated Employee's Salary Schedule.

Such days of absence shall be without compensation and shall not count towards the thirty (30) days to achieve the placement on the Certificated Employee's Salary Schedule.

- D. The rate of pay for substituting in the full assignment of a teacher with a 6th period teaching assignment or when additional teaching duties are accepted by a substitute during the planning period of a full day assignment shall be the applicable daily substitute rate plus 20% of that rate.
- E. Substitutes will receive an additional \$25.00 per day, if they work on Mondays and/or Fridays prior to or after school breaks. Additionally, The District and Association will annually determine five (5) more days to which this \$25.00 bonus will apply. (*Reference Implementation Procedures "Substitute High Usage Days"*).
- F. A substitute who is erroneously called by the District and reports for duty as assigned may choose to remain at the building on an alternate assignment designated by a building administrator for one-half (1/2) day and shall be paid at the applicable half-day rate, providing they cannot be immediately reassigned by the Substitute Office. If the substitute cannot be immediately reassigned by the Substitute Office or refuses the alternate assignment offered by the building administrator or Substitute Office, a reporting fee of \$20.00 will be paid.
- G. The following will apply regarding substituting at schools with 3 and 4-period day schedules:
 - 1. The rate of pay for a full day substitute assignment will be the same as the applicable daily substitute rate, regardless of whether or not the teaching schedule for the daily assignment contains a planning period.
 - 2. The rate of pay for a half-day substitute assignment will be the same as the applicable half-day rate; a half-day assignment is 3.5 hours in length, and no attempts will be made to convert a full day assignment containing a planning period into a half-day substitute assignment.
 - 3. The applicable daily substitute rate plus 20% will be paid when additional teaching duties are accepted by a substitute during the planning period of a full day assignment.
 - 4. The District will provide information for substitutes about the 3 and 4-period school schedules at the annual fall Substitute Workshop.
 - 5. Teachers will take particular care to leave adequate lesson plans to assist substitutes in successfully carrying out instructional activities during the longer class periods.
 - 6. Schools considering adopting non-traditional schedules will include substitutes in planning and decision-making activities that affect them; this may involve providing pay for substitutes to attend building meetings. The schools will be proactive in communicating information to substitutes which affects them via notices either placed in the substitute folders or directly from the office manager.
 - 7. Schools utilizing non-traditional schedules will assist the Association and the District, as requested, to implement periodic gathering and tracking of data for review of substitute usage at their buildings.

H. Professional Development Opportunities

1. Professional Development Opportunities Designed for Substitutes:

In recognition of the value of substitute teachers to the District and in furtherance of the District's educational program, the District will annually offer at least seven (7) hours of professional development for substitute teachers, 3.5 of which will occur prior to the beginning of school year and cover classroom technology and de-escalation strategies. All those who substitute for the District are eligible to attend. The professional development subjects, activities, and dates will be collaboratively planned by representatives of the District and the Association.

- a. Each substitute who worked at least twenty (20) days during the preceding school year who participates in District-offered professional development activities for substitutes during the current year will be compensated at the applicable half-day substitute rate.
 - b. Each substitute who worked less than twenty (20) days during the preceding school year, but did work at least twenty (20) days during the current school year who participates in District-offered professional development activities for substitutes during the current year will be compensated at the regular daily substitute rate, divided by seven (7) hours, for each hour of attendance up to a maximum of three-and-one-half hours.
2. District-wide Professional Development Opportunities: The District will invite substitute teachers to participate in any District-wide PD. No compensation will be provided to substitutes to attend District-wide professional development activities, unless provided by a specific building or department.
 3. Building/Department, Quad or Grade Level Professional Development Opportunities: A building, department, quad, or level may choose to pay a substitute to attend professional development activities which are offered by that building, department, quad, or level.
 4. Provide in-district clock hours at no cost to substitutes.
- I. In the event any of the salary increases provided for herein are held by a court of competent jurisdiction to be unlawful, the parties will commence negotiations on said salaries as soon as reasonably possible. Meanwhile, and pending exhaustion of any judicial appeals, the District shall pay those salaries allowed by the court order.
 - J. The parties acknowledge the necessity for the District to comply with State compensation limitations. The parties intend that nothing in this Agreement shall operate to preclude the District from complying with State compensation laws or to vest employees with compensation in excess of that provided by law.
 - K. From time to time, the Association may request substitutes through the District to perform association duties, provided the Association reimburses the District for all related costs. Employees who serve as the

substitute EEA President shall have these activities counted toward attainment of the 31-day or 75-day substitute rate, whichever is applicable.

Section 11.3 – Conditions of Employment

A. Workday

1. Substitutes may be assigned for a half day (three and one-half [3 1/2] hours) or a full day (seven and one-half [7 1/2] hours). Full-day assignments include a 30-minute duty-free, uninterrupted lunch time. Full-day assignments will include the planning time scheduled for the absent employee; half day assignments will include 30 minutes of planning time. *(Reference Implementation Procedures "Substitute Planning Time for Half-Day Assignments")*.
2. Beginning in the 2023-24 school year, on early release Fridays, the substitute workday will end 30 minutes after the end of the school day without a commensurate decrease in compensation.
3. When a substitute is required to set up a class, either prior to the start of school or after the school year begins, they will be provided three (3) additional days for such class setup and be paid at the applicable rate for the class setup and assignment.
4. Substitutes will be expected to follow the same schedule under the same conditions and perform responsibilities that would have held for the regular employee whose position the substitute is filling whether the assignment occurs at one or more duty stations. These duties may include attendance at staff meetings, parent conferences, visitations to homes of students which are required of the regular employee, e.g. special education, vocational education, nurses, home instruction, or as may be required by state law and state regulations, and/or participation in any uncompensated school or school-related functions outside the regular work day.

B. Substitutes may volunteer to participate in noncontracted activities occurring after the normal student day and on non-school days or overnight (i.e., outdoor education and other similar programs) on an unpaid basis. Participation or lack thereof shall not adversely affect any substitute in their employment.

C. The District will attempt to assign substitute teachers as requested by contracted teachers following the daily placement of substitute teachers with employment pool rights.

D. The District's Human Resources Division will be responsible for:

1. Ensuring that a minimum of two (2) substitute teachers who apply for posted positions and meet the qualifications for the position(s) sought are interviewed; only those substitutes who have had fewer than two (2) interviews and meet or exceed the qualifications of those applicants selected for interview will be interviewed pursuant to this section.

E. Effective January 1, 2018, certificated Substitutes will accrue paid sick leave at a rate of one (1) hour for every 40 hours worked. Paid sick leave may be used for:

- The employee's mental or physical illness, injury or health condition;
- Preventative care for the employee such as medical, dental, or optical appointments and/or treatment;
- Care of a family member with an illness, injury, health condition or for preventative care;
- Closure of the employee's work location or child's school/place of care by order of a public official for any health-related reasons;
- If the employee or the employee's family member is a victim of domestic violence, sexual assault, or stalking

Family member is defined as a child or parent (including biological, adopted, foster, step or legal guardian), spouse, registered domestic partner, grandparent, grandchild, sibling and/or spouse's/domestic partner's parent.

Sick leave can be used for any of the above reasons when the substitute needs to be absent from an assignment for which the employee was scheduled to work. Substitutes are allowed to use paid sick leave in half or full day increments and will be compensated at the rate of pay associated with the assignment(s) from which the substitute is absent. At the end of the sick leave accrual year, any unused sick leave of 40 hours or less will carry over to the following accrual year. The accrual year is September 1 through August 31. Substitutes will not be allowed to cash out any balance of sick leave either on an annual basis or upon separation from employment. If a substitute leaves District employment and is rehired within 12 months of separation, any accrued, unused sick leave up to 40 hours will be reinstated to the substitute's sick leave balance. (*Reference Implementation Procedures "Certificated Substitute Request and Use of Paid Sick Leave"*).

Section 11.4 – Staff Protection – Procedure for Assault Cases

A. Job-related assault shall be defined as any physical attack upon substitutes which takes place during the workday, at a school-sponsored event, while performing work-related duties at the work site, or at any other time as a result of the substitute's performance of work-related duties. Inappropriate acts/behaviors directed toward EEA staff, as a result of their employment with the Edmonds School District, whether occurring on or off school premises, shall be subject to building/district level investigation and may result in disciplinary or other appropriate action toward the perpetrator, as determined by the District.

B. The substitute shall be assisted by the supervisor on duty in:

1. Gaining medical attention as appropriate;
2. Reporting the incident to and filing charges with the appropriate police agency (detailing the incident, supplying witnesses' names, etc.);

3. Reporting the incident to the Human Resources Benefits Office so that industrial insurance procedures can be initiated.
- C. The District, through the Superintendent or designee, shall arrange a conference with an attorney at District expense. The attorney shall provide the substitute with information and/or direction in regard to:
 1. Filing the complaint with police;
 2. Criminal trial procedure;
 3. The availability of civil remedies, including lawsuits;
 4. Sources for locating an attorney to represent the substitute in any civil remedy pursued.
- D. Upon receipt of a request, the District shall provide the Association information pertaining to an assault on a substitute provided that no information of a confidential nature shall be released without the written consent of the substitute.
- E. Upon receipt of a request, the Association shall provide the District information pertaining to an assault on a substitute provided that no information of a confidential nature shall be released without the written consent of the substitute.

Section 11.5 – Discipline of Students

- A. The District's student discipline policy shall be made available to all substitutes.
- B. Substitutes shall be responsible for maintaining order and discipline in their work site(s) as related to the District-adopted student discipline policy. Substitutes shall receive assistance from building administrators in discipline cases and shall receive prompt response to a request for assistance.
- C. The substitute shall have the right to use reasonable and prudent disciplinary measures for the safety and well-being of students and employees.
- D. The substitute shall have the responsibility to notify the building administrator of deviant or disruptive behavior of a student which may lead to suspension or expulsion.
- E. Instances where student behavior warrants suspension or expulsion from school shall be carefully documented, specifying dates of occurrence and specific acts.
- F. Prior to the student being permanently readmitted to class following suspension and expulsion recommended by a substitute, there shall be a meeting between the substitute, if still in the assignment, student, and principal.

Section 11.6 – Release from Assignment/Exclusion from a Building

- A. A substitute shall not be terminated from an assignment of a scheduled duration of two or more days prior to the end of the assignment without the approval of a Human Resources administrator. The substitute will be informed of the reason for the termination from such assignment.
- B. When there is a concern with a substitute's performance, the substitute shall be notified. Where possible, building administrators will communicate concerns to the substitute on the day of their assignment. If a building administrator requests that a substitute be excluded from a classroom or a building, the administrator must submit, in a timely manner, their concerns in writing with a request to temporarily block the substitute. A substitute shall not be excluded from working in a classroom or a building by a building administrator without the approval of a Human Resources administrator.

Substitutes will be notified via U.S. mail of the temporary block from the building or classroom within three (3) working days from the time Human Resources receives the request. The notification will include the written concern submitted by the building administration and will include a date and time to meet with a Human Resources administrator to review the concern, should the employee choose to do so. Following the meeting, the Human Resources administrator will make a determination whether to uphold or dismiss the request to block the substitute. If the substitute declines the opportunity to meet, then the Human Resources administrator will make a determination regarding the request to block the substitute.

Section 11.7 – Substitute Teacher Handbook

- A. All new substitutes shall be provided a copy of the Substitute Handbook. Replacement copies will be furnished upon request.
- B. Substitutes may submit suggestions to the Human Resources Office for revisions of the handbook.

Section 11.8 – Travel Reimbursement

- A. **In-District.** A substitute whose assignment requires travel between schools or travel within the District on school business will be compensated on a per mile basis at the maximum allowable mileage rate recognized by the Internal Revenue Service as a deductible business expense.
- B. **Out-of-District.** A substitute who is required to travel out of the District shall be compensated for such required travel on a per mile basis at the maximum allowable mileage rate recognized by the Internal Revenue Service as a deductible business expense.

Section 11.9 – Liability Insurance Benefits

- A. The District shall designate substitutes as additional named insureds on the District's general liability policy. The scope of a substitute's coverage shall be limited by the terms of the District's policy. The District shall also provide substitutes with the same liability protection as provided the Superintendent and administrators

for errors and omissions and will provide the Association with a copy of applicable insurance policy(ies) and updates as coverages change.

- B. Pursuant to the requirements of RCW 28A.400.370 the District shall provide insurance covering substitutes engaged in the maintenance of order and discipline or the protection of school personnel and students or the property thereof. Limits of coverage for personal property shall be:

Five hundred dollars (\$500) per occurrence for personal property with a ten dollar (\$10) deductible payable by the substitute. (Personal property is limited to indispensable personal property necessarily worn by the substitute, such as eyeglasses, hearing aids, dentures, watches, clothing, and other personal property used in the educational process and approved in advance by the District.

Section 11.10 – Personnel Files

- A. The District shall maintain a single personnel file which shall be kept in the office of the Executive Director, Human Resources and shall be controlled by the Executive Director, Human Resources and/or they designee.
- B. The District shall maintain no personnel files other than those cited in Section 11.10, A. It is understood and agreed by the parties that listings and objective forms which include a substitute's name and objective data shall not be construed to be a part of the contents of any personnel file.

Example: Affirmative action reports and records, equal opportunity for employment information and records, records of absence, payroll data, fringe benefit reports and records, rosters, certification information and records, information and records regarding health certificates, retirement information and records, authorization for withholding from pay and employee withholding exemption certificate.

- C. The substitute shall have the right to examine they personnel file in the presence of the Executive Director, Human Resources or they designee at a time and place mutually agreeable. Such review may be done in the company of a person of the substitute's own choosing.

Section 11.11 – Management Rights

The Board, acting on behalf of the electorate of the Edmonds School District, has the exclusive right and responsibility conferred upon and vested in it by the regulations of the State Board of Education, the Laws and Constitution of the State of Washington and/or the United States to manage and transact all the business and operations of the District, either through its own employees or through contracting or subcontracting, provided that such contracting or subcontracting shall not result in layoff of substitutes covered by this Article, and provided further that the District will, at the request of the Association, engage in collective bargaining prior to making a final decision to subcontract those work functions which have traditionally been assigned to substitutes.

All rights, powers, authority and functions of management, whether heretofore or hereinafter exercised and regardless of frequency or infrequency of their exercise, shall remain exclusively vested in the District and its Board of Directors except as expressly and specifically surrendered or limited by the express provisions of this Article. The exercise of these rights shall not be subject to the Grievance Procedure as defined and set forth in this Article.

Section 11.12 – Substitute Rights

- A. Pursuant to RCW 41.59.070 the parties agree that substitutes have the right to self-organization, to form, join or assist the Association, to bargain collectively through the Association and shall have the right to refrain from any or all such activities. The District shall not discourage, deprive or coerce any substitute in exercising such rights or refraining from exercising such rights.
- B. Nothing contained in this Article shall be construed to deny a substitute or restrict a substitute any rights they may have under law. Such rights assured by law shall be subject to appeal through established legal processes for alleged violation or abridgement of said rights and are thereby excluded from redress through the Grievance Procedure in this Article.
- C. No substitute shall be denied membership in the Association because of race, color, religion, creed, national origin, gender, sexual orientation, marital status, age, or the presence of a disability, or any other basis prohibited by law or Edmonds School District policy or by provision of this Article.
- D. Substitutes shall have the right to refuse to:
 - 1. Participate in private research projects not specifically approved by the Superintendent or designee;
 - 2. Participate on interview teams for hiring new employees;
 - 3. Accept the assignment of student teachers to them.
- E. No electronic or recording device shall be used for purposes of substitute surveillance without the substitute's prior knowledge and approval.
- F. A substitute teacher who is subsequently employed by the District on a continuing or noncontinuing contract shall be allowed to count full-day equivalent substitute service with the District, for purposes of salary schedule placement, on the same basis as contracted certificated employee experience is allowed (i.e., experience shall be calculated to tenths of years, based on a 180-day school year).

Section 11.13 - Nondiscrimination

Staff will be treated with respect and dignity and will treat each other that way. Students, parents and community members will be treated with respect and dignity. The obligations of law related to nondiscrimination will be met by all employees and students. The District shall not engage in discrimination of any kind that infringes on the civil or human rights of employees.

All terms and conditions of employment included in this Agreement shall be applied without regard to age, sex, race, color, religion, creed, national origin, genetic information, sexual orientation including gender expression or identity, marital status, honorably discharged veteran or military status, or the presence of any sensory, mental, or physical disability or use of a trained dog guide or service animal by a person with a disability, or any other basis prohibited by law or Edmonds School District policy except as may be necessary to meet a bona fide occupational qualification, and provides equal access to the Boy Scouts and other designated youth groups.

Section 11.14 – No Strike

During the duration of this Article and any extensions thereof by mutual agreement, the Association, its officers, or agents, acting individually or in concert with others, shall not engage in any strike, slowdown or work stoppage against the District.

Section 11.15 Grievance Procedure

A. Definitions

1. A grievance is a claim by a substitute, a group of substitutes, or the Association that there has been a violation, misinterpretation, or misapplication of any provision of this Agreement which directly affects that substitute, group of substitutes or the Association, respectively, and may be processed as a grievance as hereinafter provided. Once a substitute has initiated a formal grievance, the Association, at its discretion, may process that grievance through the remaining steps of the procedure, irrespective of the wishes of the employee who initiated the grievance.
2. A grievant may be a substitute, a group of substitutes or the Association, having a grievance.

B. Grievance Steps. In the event that a grievant believes there is a basis for a grievance, the substitute may first discuss the alleged grievance with the immediate supervisor either personally or accompanied by an Association representative. If the grievance is not thus resolved, formal grievance procedures may be instituted. However, the exhaustion of the informal procedure is not a condition precedent in invoking the formal Grievance Procedure.

1. Step 1

- a. The grievant may invoke the formal Grievance Procedure through the Association on a form which will be available from the Association representative in each building, setting forth the following:
 - i. The facts upon which the grievance is based;
 - ii. Reference to the specific provision(s) of this Article which is/are alleged to have been violated;
 - iii. Remedy sought.

- b. A copy of the grievance form shall be delivered to the immediate supervisor. If the grievance involves more than one school building, or is based on action of a District-level administrator, it may be filed with the Superintendent or designee. A grievance form must be filed within twenty (20) days of the occurrence of which the grievant complains or twenty (20) days of the time when the grievant learned of the occurrence of which they complains, whichever is later.
- c. Within five (5) days of receipt of the written grievance, the immediate supervisor shall meet with the grievant and an Association representative in an effort to resolve the grievance. The immediate supervisor shall indicate their disposition of the grievance in writing within five (5) days of such meeting, and shall furnish a copy thereof to the grievant and the Association.

2. Step 2

If the Association and/or grievant is/are not satisfied with the disposition of the grievance, or if no disposition has been made within five (5) days of such meeting or ten (10) days from the date of filing, whichever shall be later, the grievance shall be transmitted to the Superintendent. Within ten (10) days of receipt of the grievance form the Superintendent or designee shall meet with an Association representative and the grievant on the grievance and shall indicate their disposition of the grievance in writing within five (5) days of such meeting, and shall furnish a copy thereof to the grievant and to the Association.

3. Step 3

- a. If the Association is not satisfied with the disposition of the grievance by the Superintendent or designee, the Association may proceed to Step 4 or the Association and the Superintendent may mutually agree to submit the grievance to an impartial mediator within five (5) days of the decision by the Superintendent or designee.
- b. The parties shall select a mutually agreed-upon mediator. If the parties cannot agree upon a mediator, PERC will be contacted to provide a mediator who shall not be a PERC Hearing Officer.
- c. The parties shall meet with the mediator for a period of time not to exceed two (2) days. If no solution acceptable to the Association is achieved within that time period, the Association may proceed to Step 4.

4. Step 4

The Association shall exercise its right of arbitration by giving the Superintendent written notice of its intention to arbitrate within twenty (20) days of receipt of the written disposition of the Superintendent or designee or ten (10) days following completion of mediation, whichever comes later. The arbitrator shall be selected by the American Arbitration Association in accord with its rules which rules shall likewise govern the arbitration proceeding. Neither the District nor the Association shall be permitted to assert

in such arbitration proceeding any ground or to rely on any evidence not previously disclosed to the other party during Steps 1 through 3. The decision of the arbitrator shall be final and binding upon both parties.

C. Arbitration Costs.

Each party shall bear its own costs of arbitration except that the fees and charges of the arbitrator shall be borne equally by the District and the Association.

D. Jurisdiction of the Arbitrator.

1. The arbitrator shall have no power to alter, add to, or subtract from the terms of this Article. The arbitrator shall decide all substantive and procedural arbitrability issues.
2. The award of the arbitrator may be entered in any court of competent jurisdiction should either party fail to implement the award. If a motion to vacate the arbitrator's award is entered in a court of competent jurisdiction, and the initiating party does not prevail in the litigation, such party shall bear the full costs of such action including, but not limited to, the adverse party's court costs, legal fees and other related expenses incurred as a result of defending such action

E. Time Limits

1. The resolution of grievances shall be accomplished as rapidly as is possible. To that end, the number of days in each step shall be considered as maximum and efforts should be made by the parties to expedite the process.
2. The time limits provided in this section shall be strictly observed unless extended by agreement of the parties. In the event a grievance is filed after May 15 of any year, the District shall use its best efforts to process such grievance prior to the end of the school term or as soon thereafter as possible. Failure of the Association to proceed with its grievance within the times hereinbefore provided shall result in dismissal of the grievance. Failure of the District or its representatives to take the required action within the times provided shall entitle the Association to proceed to the next step in the Grievance Procedure.

F. Grievance and Arbitration Hearings. All hearings or conferences pursuant to this Grievance Procedure shall be scheduled at a time and place which will afford a reasonable opportunity for all parties entitled to attend to be present, including witnesses.

G. Freedom from Reprisal. Substitutes involved in the processing of grievances whether as a grievant, a witness, a representative of the Association or otherwise shall not suffer any restraint, interference, discrimination, coercion or reprisal, or prejudice in any manner as a result of their participation in the grievance process. All documents, communications and records dealing with grievances and their adjustments shall be filed separately from the grievant's personnel file.

H. Individual Complaints. If an individual substitute has a personal complaint which they desires to discuss with the supervisor, they is free to do so without recourse to the Grievance Procedure. However, no grievance as

defined herein shall be adjusted without prior notification to the Association and opportunity for an Association representative to be present, nor shall any such adjustment of the grievance be inconsistent with the terms of this Article. In the administration of the Grievance Procedure, the interest of the substitute shall be the sole responsibility of the Association.

- I. **Continuity of Grievance.** Notwithstanding the expiration of this Article, any claim or grievance arising hereunder may be processed through the Grievance Procedure until resolution.
- J. **Assistance in Investigation.**
1. The District shall provide to the Association upon request such information as is necessary to the processing of a grievance. Requests for such information shall be submitted to the Superintendent by a designated Association leader or agent.
 2. All matters pertaining to specific grievances shall be confidential information and shall not be unnecessarily or indiscriminately related or divulged by any participant in the grievance adjusting process or by any substitute of the District.
 3. The Association shall obtain from the grievant and every participant in the processing of any grievance on behalf of the grievant a signed commitment that the above confidentiality will be maintained and the Association will hold the District harmless from any claim and damages in any case in which this confidentiality is violated by the grievant or any participant in the processing of the grievance on behalf of the grievant.
- K. **Definition.** For purposes of this Grievance Procedure only, "days" shall mean scheduled days of student instruction.

Section 11.16 - Definitions

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

- The term "Article" shall mean this Article XI of the Procedural Agreement.
- The term "Association" shall mean the Edmonds Education Association.
- The term "Board" shall mean the Board of Directors of the Edmonds School District No. 15.
- The term "District" shall mean the Edmonds School District No. 15.
- The term "substitute" shall mean all certificated substitutes as defined in Section 11.2.A of this Article.
- The term "days" shall mean substitute workdays unless otherwise specifically defined in this Article.
- The term "Section" followed by numbers shall mean a section of this Article.

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

ARTICLE XII – DURATION AND TOTALITY OF AGREEMENT

This Agreement shall be in effect September 1, 2022 – August 31, 2025.

Thereafter, if this Agreement is not to be extended for an additional three (3) years beyond 2025, either party must give written notice to the other of the same no later than March 1, 2025. Absent such notice, this contract shall be deemed extended for an additional three (3) years. Subsequent triennial extensions will likewise occur unless the requisite notice is given by March 1 of the third year in each three-year extension.

The parties commit to a continuous bargaining/problem-solving process related to the contents of this Agreement, as described in the Trust Agreement. All portions of this Agreement will be reopened for amendment upon request of either party except Section 1.5 *No Strike*, 5.5 *Just Cause*, 6.7 *Work Load Relief*, and Articles II *Rights of the Parties*, VII *Grievance Procedures*, VIII *Layoff and Recall*, and XII *Duration*. Requests for amendment by either party must be in writing and must include a summary of the proposed amendment.

EDMONDS EDUCATION ASSOCIATION

EDMONDS SCHOOL DISTRICT NO. 15

Andi Nofziger-Meadows
President

Nancy Katims
Board President

Sandra Goveia
UniServ Representative

Dr. Rebecca Miner
Superintendent and Secretary to the Board

Date

Rob Baumgartner
Assistant Superintendent, Human Resources

Date

**Edmonds School District
Fiscal 2022-2023 EEA Salary Schedule**

22-23 Base Salary										
LEVEL	BA	BA	BA	BA	BA		MA	MA	MA	
	0-14	15-29	30-44	45-90	90+	GF	0-44	45-89	90+ or DR.	
	I	II	III	IV	V	VI	VII	VIII	IX	
STEP										STEP
0	\$ 70,021.00	\$ 71,526.00	\$ 73,082.00	\$ 74,644.00	\$ 79,679.00	\$ 82,923.00	\$ 81,355.00	\$ 86,370.00	\$ 89,594.00	0
1	\$ 70,694.00	\$ 72,216.00	\$ 73,792.00	\$ 75,419.00	\$ 80,614.00	\$ 83,913.00	\$ 82,003.00	\$ 87,066.00	\$ 90,272.00	1
2	\$ 71,418.00	\$ 72,957.00	\$ 74,549.00	\$ 76,300.00	\$ 81,456.00	\$ 84,817.00	\$ 82,740.00	\$ 87,792.00	\$ 91,031.00	2
3	\$ 75,505.00	\$ 77,057.00	\$ 78,666.00	\$ 80,576.00	\$ 85,603.00	\$ 89,080.00	\$ 86,825.00	\$ 91,847.00	\$ 95,195.00	3
4	\$ 77,072.00	\$ 78,698.00	\$ 80,442.00	\$ 82,459.00	\$ 87,567.00	\$ 91,034.00	\$ 88,434.00	\$ 93,482.00	\$ 96,893.00	4
5	\$ 77,759.00	\$ 79,399.00	\$ 81,157.00	\$ 83,276.00	\$ 88,359.00	\$ 91,837.00	\$ 89,134.00	\$ 94,149.00	\$ 97,605.00	5
6	\$ 79,238.00	\$ 80,878.00	\$ 82,674.00	\$ 84,941.00	\$ 90,063.00	\$ 93,682.00	\$ 90,747.00	\$ 95,845.00	\$ 99,434.00	6
7	\$ 81,564.00	\$ 83,444.00	\$ 84,669.00	\$ 87,591.00	\$ 92,890.00	\$ 96,615.00	\$ 93,461.00	\$ 98,660.00	\$ 102,364.00	7
8	\$ 81,564.00	\$ 83,444.00	\$ 91,502.00	\$ 94,147.00	\$ 99,636.00	\$ 103,659.00	\$ 99,996.00	\$ 105,438.00	\$ 109,409.00	8
9	\$ 81,564.00	\$ 83,444.00	\$ 91,502.00	\$ 96,355.00	\$ 101,954.00	\$ 106,045.00	\$ 102,209.00	\$ 107,753.00	\$ 111,794.00	9
10	\$ 81,564.00	\$ 83,444.00	\$ 91,502.00	\$ 98,496.00	\$ 104,328.00	\$ 108,523.00	\$ 104,503.00	\$ 110,126.00	\$ 114,273.00	10
11	\$ 81,564.00	\$ 83,444.00	\$ 91,502.00	\$ 98,496.00	\$ 106,786.00	\$ 111,086.00	\$ 106,898.00	\$ 112,561.00	\$ 116,843.00	11
12	\$ 81,564.00	\$ 83,444.00	\$ 91,502.00	\$ 98,496.00	\$ 109,273.00	\$ 113,731.00	\$ 109,385.00	\$ 115,242.00	\$ 119,511.00	12
13	\$ 81,564.00	\$ 83,444.00	\$ 91,502.00	\$ 98,496.00	\$ 111,362.00	\$ 115,968.00	\$ 111,474.00	\$ 117,458.00	\$ 121,828.00	13
14	\$ 81,564.00	\$ 83,444.00	\$ 91,502.00	\$ 98,496.00	\$ 115,416.00	\$ 120,121.00	\$ 115,561.00	\$ 121,655.00	\$ 126,144.00	14
22-23 TRI Schedule										
LEVEL	BA	BA	BA	BA	BA		MA	MA	MA	
	0-14	15-29	30-44	45-90	90+	GF	0-44	45-89	90+ or DR.	
	I	II	III	IV	V	VI	VII	VIII	IX	
STEP										STEP
0	\$ 1,782.00	\$ 1,820.00	\$ 1,860.00	\$ 1,903.00	\$ 2,033.00	\$ 2,118.00	\$ 2,077.00	\$ 2,208.00	\$ 2,291.00	0
1	\$ 1,800.00	\$ 1,839.00	\$ 1,879.00	\$ 1,923.00	\$ 2,057.00	\$ 2,143.00	\$ 2,093.00	\$ 2,224.00	\$ 2,309.00	1
2	\$ 1,818.00	\$ 1,858.00	\$ 1,899.00	\$ 1,945.00	\$ 2,079.00	\$ 2,166.00	\$ 2,112.00	\$ 2,244.00	\$ 2,328.00	2
3	\$ 1,924.00	\$ 1,964.00	\$ 2,007.00	\$ 2,055.00	\$ 2,187.00	\$ 2,276.00	\$ 2,218.00	\$ 2,348.00	\$ 2,436.00	3
4	\$ 1,966.00	\$ 2,007.00	\$ 2,053.00	\$ 2,105.00	\$ 2,238.00	\$ 2,328.00	\$ 2,260.00	\$ 2,392.00	\$ 2,480.00	4
5	\$ 1,982.00	\$ 2,025.00	\$ 2,072.00	\$ 2,127.00	\$ 2,258.00	\$ 2,348.00	\$ 2,277.00	\$ 2,409.00	\$ 2,498.00	5
6	\$ 2,022.00	\$ 2,064.00	\$ 2,110.00	\$ 2,170.00	\$ 2,303.00	\$ 2,396.00	\$ 2,321.00	\$ 2,453.00	\$ 2,546.00	6
7	\$ 2,082.00	\$ 2,129.00	\$ 2,163.00	\$ 2,238.00	\$ 2,377.00	\$ 2,473.00	\$ 2,391.00	\$ 2,526.00	\$ 2,623.00	7
8	\$ 2,082.00	\$ 2,129.00	\$ 2,340.00	\$ 2,409.00	\$ 2,552.00	\$ 2,655.00	\$ 2,561.00	\$ 2,701.00	\$ 2,804.00	8
9	\$ 2,082.00	\$ 2,129.00	\$ 2,340.00	\$ 2,466.00	\$ 2,611.00	\$ 2,718.00	\$ 2,618.00	\$ 2,763.00	\$ 2,867.00	9
10	\$ 2,082.00	\$ 2,129.00	\$ 2,340.00	\$ 2,522.00	\$ 2,673.00	\$ 2,783.00	\$ 2,678.00	\$ 2,824.00	\$ 2,932.00	10
11	\$ 2,082.00	\$ 2,129.00	\$ 2,340.00	\$ 2,522.00	\$ 2,737.00	\$ 2,849.00	\$ 2,740.00	\$ 2,887.00	\$ 2,999.00	11
12	\$ 2,082.00	\$ 2,129.00	\$ 2,340.00	\$ 2,522.00	\$ 2,801.00	\$ 2,918.00	\$ 2,804.00	\$ 2,957.00	\$ 3,068.00	12
13	\$ 2,082.00	\$ 2,129.00	\$ 2,340.00	\$ 2,522.00	\$ 2,856.00	\$ 2,976.00	\$ 2,859.00	\$ 3,014.00	\$ 3,128.00	13
14	\$ 2,082.00	\$ 2,129.00	\$ 2,340.00	\$ 2,522.00	\$ 2,961.00	\$ 3,084.00	\$ 2,965.00	\$ 3,124.00	\$ 3,240.00	14
22-23 Supplemental Days Schedule (4, 7 hour Days @ Per Diem Amount)										
LEVEL	BA	BA	BA	BA	BA		MA	MA	MA	
	0-14	15-29	30-44	45-90	90+	GF	0-44	45-89	90+ or DR.	
	I	II	III	IV	V	VI	VII	VIII	IX	
STEP										STEP
0	\$ 1,462.00	\$ 1,493.00	\$ 1,526.00	\$ 1,558.00	\$ 1,663.00	\$ 1,731.00	\$ 1,698.00	\$ 1,803.00	\$ 1,870.00	0
1	\$ 1,476.00	\$ 1,507.00	\$ 1,540.00	\$ 1,574.00	\$ 1,683.00	\$ 1,752.00	\$ 1,712.00	\$ 1,817.00	\$ 1,884.00	1
2	\$ 1,491.00	\$ 1,523.00	\$ 1,556.00	\$ 1,593.00	\$ 1,700.00	\$ 1,770.00	\$ 1,727.00	\$ 1,833.00	\$ 1,900.00	2
3	\$ 1,576.00	\$ 1,608.00	\$ 1,642.00	\$ 1,682.00	\$ 1,787.00	\$ 1,859.00	\$ 1,812.00	\$ 1,917.00	\$ 1,987.00	3
4	\$ 1,609.00	\$ 1,643.00	\$ 1,679.00	\$ 1,721.00	\$ 1,828.00	\$ 1,900.00	\$ 1,846.00	\$ 1,951.00	\$ 2,023.00	4
5	\$ 1,623.00	\$ 1,657.00	\$ 1,694.00	\$ 1,738.00	\$ 1,844.00	\$ 1,917.00	\$ 1,861.00	\$ 1,965.00	\$ 2,037.00	5
6	\$ 1,654.00	\$ 1,688.00	\$ 1,726.00	\$ 1,773.00	\$ 1,880.00	\$ 1,956.00	\$ 1,894.00	\$ 2,001.00	\$ 2,076.00	6
7	\$ 1,703.00	\$ 1,742.00	\$ 1,767.00	\$ 1,828.00	\$ 1,939.00	\$ 2,017.00	\$ 1,951.00	\$ 2,059.00	\$ 2,137.00	7
8	\$ 1,703.00	\$ 1,742.00	\$ 1,910.00	\$ 1,965.00	\$ 2,080.00	\$ 2,164.00	\$ 2,087.00	\$ 2,201.00	\$ 2,284.00	8
9	\$ 1,703.00	\$ 1,742.00	\$ 1,910.00	\$ 2,011.00	\$ 2,128.00	\$ 2,214.00	\$ 2,133.00	\$ 2,249.00	\$ 2,334.00	9
10	\$ 1,703.00	\$ 1,742.00	\$ 1,910.00	\$ 2,056.00	\$ 2,178.00	\$ 2,265.00	\$ 2,181.00	\$ 2,299.00	\$ 2,385.00	10
11	\$ 1,703.00	\$ 1,742.00	\$ 1,910.00	\$ 2,056.00	\$ 2,229.00	\$ 2,319.00	\$ 2,231.00	\$ 2,350.00	\$ 2,439.00	11
12	\$ 1,703.00	\$ 1,742.00	\$ 1,910.00	\$ 2,056.00	\$ 2,281.00	\$ 2,374.00	\$ 2,283.00	\$ 2,406.00	\$ 2,495.00	12
13	\$ 1,703.00	\$ 1,742.00	\$ 1,910.00	\$ 2,056.00	\$ 2,325.00	\$ 2,421.00	\$ 2,327.00	\$ 2,452.00	\$ 2,543.00	13
14	\$ 1,703.00	\$ 1,742.00	\$ 1,910.00	\$ 2,056.00	\$ 2,409.00	\$ 2,507.00	\$ 2,412.00	\$ 2,539.00	\$ 2,633.00	14

22-23 Mandatory Training - 3.5HRS										
LEVEL	BA	BA	BA	BA	BA		MA	MA	MA	
	0-14	15-29	30-44	45-90	90+	GF	0-44	45-89	90+ or DR.	
	I	II	III	IV	V	VI	VII	VIII	IX	
STEP										STEP
0	\$ 183.00	\$ 187.00	\$ 191.00	\$ 195.00	\$ 208.00	\$ 216.00	\$ 212.00	\$ 225.00	\$ 234.00	0
1	\$ 184.00	\$ 188.00	\$ 193.00	\$ 197.00	\$ 210.00	\$ 219.00	\$ 214.00	\$ 227.00	\$ 236.00	1
2	\$ 186.00	\$ 190.00	\$ 195.00	\$ 199.00	\$ 213.00	\$ 221.00	\$ 216.00	\$ 229.00	\$ 238.00	2
3	\$ 197.00	\$ 201.00	\$ 205.00	\$ 210.00	\$ 223.00	\$ 232.00	\$ 227.00	\$ 240.00	\$ 248.00	3
4	\$ 201.00	\$ 205.00	\$ 210.00	\$ 215.00	\$ 228.00	\$ 238.00	\$ 231.00	\$ 244.00	\$ 253.00	4
5	\$ 203.00	\$ 207.00	\$ 212.00	\$ 217.00	\$ 231.00	\$ 240.00	\$ 233.00	\$ 246.00	\$ 255.00	5
6	\$ 207.00	\$ 211.00	\$ 216.00	\$ 222.00	\$ 235.00	\$ 244.00	\$ 237.00	\$ 250.00	\$ 259.00	6
7	\$ 213.00	\$ 218.00	\$ 221.00	\$ 229.00	\$ 242.00	\$ 252.00	\$ 244.00	\$ 257.00	\$ 267.00	7
8	\$ 213.00	\$ 218.00	\$ 239.00	\$ 246.00	\$ 260.00	\$ 270.00	\$ 261.00	\$ 275.00	\$ 285.00	8
9	\$ 213.00	\$ 218.00	\$ 239.00	\$ 251.00	\$ 266.00	\$ 277.00	\$ 267.00	\$ 281.00	\$ 292.00	9
10	\$ 213.00	\$ 218.00	\$ 239.00	\$ 257.00	\$ 272.00	\$ 283.00	\$ 273.00	\$ 287.00	\$ 298.00	10
11	\$ 213.00	\$ 218.00	\$ 239.00	\$ 257.00	\$ 279.00	\$ 290.00	\$ 279.00	\$ 294.00	\$ 305.00	11
12	\$ 213.00	\$ 218.00	\$ 239.00	\$ 257.00	\$ 285.00	\$ 297.00	\$ 285.00	\$ 301.00	\$ 312.00	12
13	\$ 213.00	\$ 218.00	\$ 239.00	\$ 257.00	\$ 291.00	\$ 303.00	\$ 291.00	\$ 306.00	\$ 318.00	13
14	\$ 213.00	\$ 218.00	\$ 239.00	\$ 257.00	\$ 301.00	\$ 313.00	\$ 302.00	\$ 317.00	\$ 329.00	14
22-23 Total Salary at 1.0 FTE (Assuming all 4 Supplemental Days are worked for 7 hours, and 3.5 hours of mandatory training is completed)										
LEVEL	BA	BA	BA	BA	BA		MA	MA	MA	
	0-14	15-29	30-44	45-90	90+	GF	0-44	45-89	90+ or DR.	
	I	II	III	IV	V	VI	VII	VIII	IX	
STEP										STEP
0	\$ 73,448.00	\$ 75,026.00	\$ 76,659.00	\$ 78,300.00	\$ 83,583.00	\$ 86,988.00	\$ 85,342.00	\$ 90,606.00	\$ 93,989.00	0
1	\$ 74,154.00	\$ 75,750.00	\$ 77,404.00	\$ 79,113.00	\$ 84,564.00	\$ 88,027.00	\$ 86,022.00	\$ 91,334.00	\$ 94,701.00	1
2	\$ 74,913.00	\$ 76,528.00	\$ 78,199.00	\$ 80,037.00	\$ 85,448.00	\$ 88,974.00	\$ 86,795.00	\$ 92,098.00	\$ 95,497.00	2
3	\$ 79,202.00	\$ 80,830.00	\$ 82,520.00	\$ 84,523.00	\$ 89,800.00	\$ 93,447.00	\$ 91,082.00	\$ 96,352.00	\$ 99,866.00	3
4	\$ 80,848.00	\$ 82,553.00	\$ 84,384.00	\$ 86,500.00	\$ 91,861.00	\$ 95,500.00	\$ 92,771.00	\$ 98,069.00	\$ 101,649.00	4
5	\$ 81,567.00	\$ 83,288.00	\$ 85,135.00	\$ 87,358.00	\$ 92,692.00	\$ 96,342.00	\$ 93,505.00	\$ 98,769.00	\$ 102,395.00	5
6	\$ 83,121.00	\$ 84,841.00	\$ 86,726.00	\$ 89,106.00	\$ 94,481.00	\$ 98,278.00	\$ 95,199.00	\$ 100,549.00	\$ 104,315.00	6
7	\$ 85,562.00	\$ 87,533.00	\$ 88,820.00	\$ 91,886.00	\$ 97,448.00	\$ 101,357.00	\$ 98,047.00	\$ 103,502.00	\$ 107,391.00	7
8	\$ 85,562.00	\$ 87,533.00	\$ 95,991.00	\$ 98,767.00	\$ 104,528.00	\$ 108,748.00	\$ 104,905.00	\$ 110,615.00	\$ 114,782.00	8
9	\$ 85,562.00	\$ 87,533.00	\$ 95,991.00	\$ 101,083.00	\$ 106,959.00	\$ 111,254.00	\$ 107,227.00	\$ 113,046.00	\$ 117,287.00	9
10	\$ 85,562.00	\$ 87,533.00	\$ 95,991.00	\$ 103,331.00	\$ 109,451.00	\$ 113,854.00	\$ 109,635.00	\$ 115,536.00	\$ 119,888.00	10
11	\$ 85,562.00	\$ 87,533.00	\$ 95,991.00	\$ 103,331.00	\$ 112,031.00	\$ 116,544.00	\$ 112,148.00	\$ 118,092.00	\$ 122,586.00	11
12	\$ 85,562.00	\$ 87,533.00	\$ 95,991.00	\$ 103,331.00	\$ 114,640.00	\$ 119,320.00	\$ 114,757.00	\$ 120,906.00	\$ 125,386.00	12
13	\$ 85,562.00	\$ 87,533.00	\$ 95,991.00	\$ 103,331.00	\$ 116,834.00	\$ 121,668.00	\$ 116,951.00	\$ 123,230.00	\$ 127,817.00	13
14	\$ 85,562.00	\$ 87,533.00	\$ 95,991.00	\$ 103,331.00	\$ 121,087.00	\$ 126,025.00	\$ 121,240.00	\$ 127,635.00	\$ 132,346.00	14

2022 - 2023 EXTRA DUTY SALARY SCHEDULES

Extra Duty Categories: In order to perform duties in the following categories, a teaching certificate is required. The stipend and hourly rate amounts are not included in the salary schedule adjustment process described in Section 3.2.A.2 and will not be increased retroactively. For the 2022-23 school year, a 5.5 % index increase has been applied to all preexisting stipends.

A. EXTRA DUTY FIXED POSITIONS

1. HIGH SCHOOLS		Stipend Amounts
Activities Coordinator		\$6,465
Athletic Coordinator		\$8,683
Band Advisor		\$4,683
Band Dir. Post Season		****\$137
Tournament	<i>per team, per week</i>	
Band Advisor Support		\$1,846
Musical Prod. Advisor	**	\$4,683
Drama Advisor		\$3,244
Choir Advisor	**	\$3,244
Link Crew		\$3,244
Debate Advisor		\$2,702
Newspaper Advisor		\$2,702
Yearbook Advisor		\$2,702
Jazz Band Advisor		\$2,162
Jazz Choir Advisor		\$2,162
Scott Hi-Q Advisor		\$2,162
Orchestra Advisor		\$3,244
State Testing Coordinator		\$2,718
Chess Advisor		\$1,729
Commencement Advisor		\$721
Freshmen Class Advisor		\$936
Sophomore Class Advisor		\$936
Junior Class Advisor		\$936
Senior Class Advisor		\$1,729
Honor Society Advisor		\$1,729
Chemical Hygiene Coordinator		\$1,182
Discretionary Amount		\$2,557 (\$75 minimum)
 <u>VOCATIONAL FUND POSITIONS</u>		
FBLA Advisor	*	\$1,293
Skills USA Advisor (<i>see NOTE</i>)	*	\$1,170
DECA Advisor	*	\$1,170
FFA Advisor	*	\$1,170
FCCLA Advisor	*	\$1,170
HOSA Advisor	*	\$1,170
TSA Advisor	*	\$1,170
WCTSMA Advisor	*	\$1,170
 NOTE: This stipend provides for individual advisors for multiple Skills USA CTE program areas.		
* These stipends are provided by vocational funds which will not be added to the discretionary amount if the positions are unfilled.		
** This stipend may be carried over for one year; no one individual may receive more than one full year's stipend.		
*** This stipend is only available to those middle schools and K-8s that have a jazz choir.		

2. MIDDLE SCHOOLS		Stipend Amounts
Band Advisor		\$2,162
Choir Advisor		\$2,162
ASB Advisor		\$2,126
WEB Crew		\$1,624
Newspaper Advisor		\$1,170
TSA Advisor	*	\$1,170
Orchestra Advisor		\$2,162
Jazz Band Advisor		\$903
Jazz Choir Advisor	***	\$903
State Testing Coordinator		\$2,718
Illuminati Advisor		\$936
Yearbook Advisor		\$936
Chemical Hygiene Coordinator		\$946
Discretionary Amount		\$2,557 (\$75 minimum)

3. ELEMENTARY SCHOOLS		Stipend Amounts
Outdoor Ed Advisor		\$2,702
General Music Ensemble Advisor		\$2,162
Band Advisor		\$540
Strings Advisor		\$540
State Testing Coordinator		\$2,718
Discretionary Amount		\$2,847 (\$75 minimum)

4. K-8 SCHOOLS		Stipend Amounts
Outdoor Ed Advisor		\$2,702
Band Advisor, 7-8		\$2,162
Band Advisor, Elementary		\$540
Choir Advisor, 7-8		\$2,162
Gen. Music Ensemble Advisor, Elem.		\$2,162
Jazz Band Advisor, 7-8		\$903
Jazz Choir Advisor, 7-8	***	\$903
Orchestra Advisor, 7-8		\$903
Strings Advisor, Elementary		\$540
State Testing Coordinator		\$2,718
Chemical Hygiene Coordinator		\$592
Discretionary Amount		\$4,409 (\$75 minimum)

***** This stipend will be paid to the band director for performances and postseason tournaments, when the director is in attendance at the tournament.

5. Maplewood School / Scriber Lake High School/Woodway Center/Alderwood Early Childcare Center

Maplewood Discretionary Amount	\$3,591	(\$75 minimum)
Scriber Lake H.S. Discretionary Amount	\$13,855	(\$75 minimum)
Woodway Center Discretionary Amount	\$5,000	(\$75 minimum)
Alderwood Early Childcare Center Discretionary Amount	\$5,000	(\$75 minimum)

6. Discretionary Fund for Diversity and/or Equity Club Advisors (BSU, Latino Club, GSA, etc.)

\$2,315 for each of the five (5) high schools	(\$75 minimum)
\$1,447 for each of the 4 middle schools	(\$75 minimum)

7. CTE (autotech, engineering, construction, sci-ma-tech)

Will receive the equivalent of 1 day's pay at per diem rate of pay placed on the extra duty schedule for the purpose of closing school.

8. Edmonds Heights K-12 Extra Duty Stipends

Department Chair/Build	\$5,415	(\$75 minimum)
ASB Advisor	\$2,527	
Commencement Advisor	\$317	
Yearbook	\$950	
Testing Coordinator	\$6,193	
Discretionary Fund	\$3,159	(\$75 minimum)

9. Edmonds eLearning Academy Extra Duty Stipends

Department Chair/Build	\$5,415	(\$75 minimum)
Testing Coordinator	\$2,718	
Commencement Advisor	\$317	
Discretionary Fund	\$3,159	(\$75 minimum)

10. General Provisions: Extra duty stipends may not be increased above the amount identified in Appendix 4.A.1-5. If a building chooses not to fill a fixed position, the stipend will be added to the Discretionary Amount. Positions funded from the Discretionary Amounts shall be offered first to certificated staff in the building. If a building wishes to fill a fixed position, but no certificated employee in the building is willing to fill it, the Association and District will meet to resolve the issue.

B. DEPARTMENT CHAIRPERSONS

Department chairpersons shall not make formal observation for evaluation purposes. If a department chairperson position is not filled in a building, the stipend will be added to the Discretionary Amount. Positions funded from the Discretionary Amounts shall be offered first to certificated staff in the building.

1. High School or Middle School Departments

Business Educ./Marketing	\$2,127	Health	\$1,475
Counseling	\$2,127	Family and Consumer Sciences	* \$1,475
English	\$2,127	Technology Education	\$1,475
Mathematics	\$2,127	Music	\$1,475
Social Studies	\$2,127	Physical Education	\$1,475
Science	\$2,127	Special Education	** \$1,475
Art	\$1,475	1.0 FTE Departments	\$1,475
Foreign Language	\$1,475	(from above listing)	

ELL	\$1,475	Discretionary Fund	\$1,695.00 (\$75 minimum)
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* This stipend is provided by vocational funds for high school level only and will not be added to the discretionary amount if the position is unfilled.

** This stipend is provided by special education funds which will not be added to the discretionary amount if the position is unfilled.

2. **Elementary Schools**

Discretionary Amount	\$4,829 (\$75 minimum)
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3. **K-8 Schools**

1.0 FTE Departments (see 1. above)	\$1,475
Discretionary Amount	\$5,252 (\$75 minimum)

Department Chair stipends for less than 1.0 FTE departments will receive a prorated amount of the \$1,338 determined by the FTE of the department. The proration will occur in increments of 0.2. Determination of FTE staff in each department shall be made by the building principal.

4. **Maplewood School / Scriber Lake High School**

Maplewood Discretionary Amount	\$2,957 (\$75 minimum)
Scriber Lake H.S. Discretionary Amount	\$12,936 (\$75 minimum)

C. **22-23 HOURLY RATES**

(ref. Implementation Memo 2016-17 Certificated Hourly and Substitute Rates)

Activity	Hourly Rate
Hourly Timesheet Rate	\$49.53
Instructing Teachers	\$42.47
Classroom Instruction Summer School Teaching	\$30.80
Curriculum Work	\$26.76
Moving Rate	\$22.60
Attendance at District-Approved In-service	\$21.25

General Provisions

1. Work compensated at hourly rates must be done outside the contracted workday or work year.
2. Rates for instructional activities are paid on a contact-hour basis. A factor for planning has been included in the instructional rates.

Implementation Procedures

EXTRA DUTY PROVISIONS APPENDIX 2A

Rev 10/22

Fixed Certificated Extra-Duty Positions: The following guidelines reflect a strong desire on the part of the District and the Association to establish stipends that are equitable between individuals in different buildings doing comparable work:

1. **Certificate Required:** *Each fixed certificated extra duty position requires a teaching certificate and must be filled by a certificated EEA bargaining unit member.*
2. **Stipend Limitations:** In order to receive a fixed-position stipend, employee must meet the minimum requirements for that position as outlined on the attached documents. Employees exceeding those requirements do so of their own choice and do not qualify for additional pay. Fixed position stipends may not be increased by the building without a waiver signed by the District and EEA, and approved by the Board.
3. **Splitting Positions and Stipends:** A position and its corresponding stipend may be split between two or more EEA bargaining unit employees with approval of the building administrator.
4. **Unfilled Positions:** Fixed positions may be unfilled because a building chooses not to fund the activity or because no certificated staff member in the building wants to accept the position. If a building chooses not to fund a fixed position, the stipend for that position may be used to augment the extra duty discretionary amount allocated to that school. It may **not** be used for any other purpose. If a certificated staff member in the building cannot be found to accept a position and the building still wishes the position filled, the principal should contact Human Resources for assistance.

Extra Duty Discretionary Funds: The discretionary allocation is intended to provide for extracurricular activities which are not included on the fixed position list. The building staff should be involved in determining the use of the discretionary allocation. The process for this involvement should follow the guidelines for building budget decision making in the joint District/EEA document entitled *Parameters for Decision Making*, dated August 22, 1995 (Draft 5). If the building staff has decided to use the discretionary funds for services other than student activities, that should be noted on the form when it is submitted. The discretionary allocation may not be used for curriculum development work. Discretionary funds may be used to compensate certificated staff either by a stipend, which must be approved by the Board, or the already approved certificated hourly rates.

Extra duty positions funded from the discretionary amount must be offered annually to certificated staff first. If no certificated staff member in the building is willing to accept the discretionary position it may be offered to a classified staff member in the building for the remainder of the school year. Classified staff accepting discretionary positions should be informed they do not have rights to the positions in subsequent years. Classified staff who accept extracurricular activities funded by the discretionary funds must be paid at the Student Activity Advisor rate, if eligible, for these duties; if they perform clerical work they must be paid their regular rate plus overtime, if eligible.

Fixed Non Certificated Extra Duty Positions: Chess Club Advisor, Freshman, Sophomore, Junior and Senior Class Advisors, Commencement Advisor, Honor Society Advisor, M.S. Yearbook Advisor, and Illuminati Advisor are extra duty positions which do not require a teaching certificate. Certificated and Fair Labor Standards Act (FLSA) overtime exempt classified staff will receive pay in the form of stipends for performing this work.

Overtime eligible classified staff performing this work must be paid their current hourly rate plus overtime, if eligible, for each hour worked. Any overtime generated by classified staff will come from the building budget.

Guidelines 2-4 under **Fixed Certificated Extra Duty Positions** also apply to fixed non-certificated positions.

Review: If you encounter any problems in implementing these provisions, please let Human Resources know so that your concerns can be addressed as soon as possible.

CERTIFICATED EXTRA DUTY POSITIONS
(Minimum Requirements - ELEMENTARY)

POSITION	ELEMENTARY
Outdoor Education Advisor	In coordination with the site administrator, coordinate the outdoor education program including: selection of site, arrangement of curriculum (including preplanning and follow up), arrangement for food, selection and training of student counselors, transportation arrangements, ensure proper safety and supervision and submission and record keeping of all District/school required permissions and approvals.
General Music Ensemble Advisor (8/17)	Coordinate, conduct, and supervise at least four performances scheduled outside the contracted work day of the employee, one of which may be a rehearsal. Performances may include combined programs involving one or more schools (i.e. quad concerts), performances of choir or other school musical groups (i.e. grade level performances, marimba ensembles, etc.). At least one of the four performances must be done at the school from which the employee receives the stipend. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Band Advisor (8-08)	Conduct and supervise at least three performances of the band, scheduled outside the contracted work day of the employee. At least two of the performances must be done at the school from which the employee receives the stipend. Additional performances may include combined programs involving one or more schools (Quad Concerts) and/or other community performances. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Strings Advisor (8/08)	Conduct and supervise at least three performances, scheduled outside the contracted work day of the employee, of the strings group. At least two of the performances must be done at the school from which the employee receives the stipend. Additional performances may include combined programs involving one or more schools (Quad Concerts) and/or other community performances. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
State Testing Coordinator	Work with District/Building Administration to coordinate and implement annual State testing for the school. Responsibilities include training proctors, receiving/coordinating/sorting/distributing and providing security for booklets, gathering necessary supplies for test, coordinating and implementing make-ups as necessary, coordinating facility/materials/proctors for students requiring additional testing time, coordinating/communicating/implementing the schedule for testing, documenting irregularities, repackaging booklets for return.

CERTIFICATED EXTRA DUTY POSITIONS
(Minimum Requirements – K-8)

POSITION	K-8
Band Advisor (7-8)	Coordinate, conduct and supervise performances, scheduled outside the contracted work day of the employee, for the following: at least two school concerts and at least three other events that could include athletic events, quad concerts, music festivals or other contests, tours, parades and/or other community performances. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Band Advisor (Elem) 8/08	Conduct and supervise at least three performances of the band, scheduled outside the contracted work day of the employee. At least two of the performances must be done at the school from which the employee receives the stipend. Additional performances may include combined programs involving one or more schools (Quad Concerts) and/or other community performances. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Jazz Band Advisor (7-8)	Coordinate, conduct and supervise performances, scheduled outside the contracted work day of the employee, for the following: at least two school concerts and at least two other events that could include quad concerts, music festivals or other contests, tours and/or other community performances. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Choir Advisor (7-8)	Coordinate, conduct and supervise performances, scheduled outside the contracted work day of the employee, for the following: at least two school concerts and at least three other events that could include quad concerts, music festivals or other contests, tours and/or other community performances. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Jazz Choir Advisor (7-8)	Coordinate, conduct and supervise performances, scheduled outside the contracted work day of the employee, for the following: at least two school concerts and at least two other events that could include quad concerts, music festivals or other contests, tours and/or other community performances. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
General Music Ensemble Advisor (Elem) (8/17)	Coordinate, conduct, and supervise at least four performances scheduled outside the contracted work day of the employee, one of which may be a rehearsal. Performances may include combined programs involving one or more schools (i.e. quad concerts), performances of choir or other school musical groups (i.e. grade level performances, marimba ensembles, etc.). At least one of the four performances must be done at the school from which the employee receives the stipend. Submit and keep record of all District and/or school required permissions and approvals, where applicable
Orchestra Advisor (7-8)	Coordinate, conduct and supervise performances, scheduled outside the contracted work day of the employee, for the following: at least two school concerts and at least two other events that could include quad concerts, music festivals or other contests, tours and/or other community performances. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Strings Advisor (Elem) (8-08)	Conduct and supervise at least THREE performances, scheduled outside the contracted work day of the employee, of the strings group. At least two of the performances must be done at the school from which the employee receives the stipend. Additional performances may include combined programs involving one or more schools (Quad Concerts) and/or other community performances. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Outdoor Education Advisor	Supervise all arrangements for outdoor education including selection of site, arrangement for curriculum (including preplanning and follow-up), arrangement for food, student counselors, transportation and safety.
State Testing Coordinator	Work with District/Building Administration to coordinate and implement annual State testing for the school. Responsibilities include training proctors, receiving/ coordinating/sorting/distributing and providing security for booklets, gathering necessary supplies for test, coordinating and implementing make-ups as necessary, coordinating facility/materials/proctors for students requiring additional testing time, coordinating/communicating/implementing the schedule for testing, documenting irregularities, repackaging booklets for return.

<p>Chemical Hygiene Coordinator (1/17)</p>	<ul style="list-style-type: none"> ● Implements the district Chemical Hygiene Plan (CHP) at the given site, and distributes the CHP to each teacher who comes in contact with potentially dangerous chemicals (see attached list from the WAC and the health department) ● Distributes the General Safety and Health Rules and Permission Form to teachers who instruct a class where students may come in contact with potentially dangerous chemicals ● Coordinate with the Department Chair and the building administrator to review annually the Personal Protection Equipment (PPE) and safety equipment, and determine what needs to be purchased, as required by the Chemical Hygiene Plan, for the safety of students and staff members ● Notify the administrator of the purchase needs and the administrator will authorize the funds ● Receive chemical safety training as necessary ● Communicate all training needs, including new employee training with the Science Lead and District Safety Specialist ● Within the first month of each semester, will inspect eyewashes, safety showers, fume hoods, spill kits, fire extinguishers, and chemical storage room, and report defects and safety concerns to the building administrator and District Safety Specialist ● Maintains a log to document the safety check
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**CERTIFICATED EXTRA DUTY POSITIONS
(Minimum Requirements - MIDDLE SCHOOL)**

POSITION	MIDDLE SCHOOL
Band Advisor	Coordinate, conduct and supervise performances, scheduled outside the contracted work day of the employee, for the following: at least two school concerts and at least three other events that could include athletic events, quad concerts, music festivals or other contests, tours, parades and/or other community performances. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Choir Advisor	Coordinate, conduct and supervise performances, scheduled outside the contracted work day of the employee, for the following: at least two school concerts and at least three other events that could include quad concerts, music festivals or other contests, tours and/or other community performances. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
ASB Advisor	Work with administration to implement and coordinate the activity program for the school, including: school dances, spirit weeks, school assemblies, student recognition programs, development and monitoring of the ASB budget. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Newspaper Advisor	Coordinate all duties necessary for the publication of the newspaper, including: A. Consultation with administration and mutual agreement upon number of issues to be published B. Supervision of photography of extracurricular activities C. Preparation of budget for newspaper D. Distribution of newspaper Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Orchestra Advisor (8/08)	Coordinate, conduct and supervise performances, scheduled outside the contracted work day of the employee, for the following: at least two school concerts and at least three other events that could include quad concerts, music festivals or other contests, tours and/or other community performances. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Illuminati Advisor (2017)	Work with Building Administrator to coordinate and implement: Student Honor Roll Student recognition Awards, ceremony and family communication Meetings with students
Yearbook Advisor (2017)	Work with Building Administrator to coordinate and implement: After school events - photojournalism, articles to write Meetings with students on articles/publications for the yearbook Yearbook budget Meetings with yearbook vendors Advertising and selling yearbooks to students/staff, etc.
Jazz Band Advisor	Coordinate, conduct and supervise performances, scheduled outside the contracted work day of the employee, for the following: at least two school concerts and at least two other events that could include quad concerts, music festivals or other contests, tours and/or other community performances. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Jazz Choir Advisor	Coordinate, conduct and supervise performances, scheduled outside the contracted work day of the employee, for the following: at least two school concerts and at least two other events that could include quad concerts, music festivals or other contests, tours and/or other community performances. Submit and keep record of all District and/or school required permissions and approvals, where applicable..

WEB Advisor	Work with Activities Coordinator to implement the WEB program for the school, including: soliciting nominations for WEB Leaders; managing and reviewing applications and selecting WEB Leaders; organizing and conducting trainings for WEB Leaders; organizing and supervising new student orientation; organizing and/or monitoring at least five follow-up activities throughout the year. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
State Testing Coordinator	Work with District/Building Administration to coordinate and implement annual State testing for the school. Responsibilities include training proctors, receiving/ coordinating/sorting/distributing and providing security for booklets, gathering necessary supplies for test, coordinating and implementing make-ups as necessary, coordinating facility/materials/proctors for students requiring additional testing time, coordinating/communicating/implementing the schedule for testing, documenting irregularities, repackaging booklets for return.
TSA (vocational)	Provide leadership for students in TSA which includes following all guidelines of State and National charters, developing and executing an approved plan of work, conducting regular monthly meetings and participating in local, regional and State club leadership activities. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Chemical Hygiene Coordinator (1/17)	<ul style="list-style-type: none"> • Implements the district Chemical Hygiene Plan (CHP) at the given site, and distributes the CHP to each teacher who comes in contact with potentially dangerous chemicals (see attached list from the WAC and the health department) • Distributes the General Safety and Health Rules and Permission Form to teachers who instruct a class where students may come in contact with potentially dangerous chemicals • Coordinate with the Department Chair and the building administrator to review annually the Personal Protection Equipment (PPE) and safety equipment, and determine what needs to be purchased, as required by the Chemical Hygiene Plan, for the safety of students and staff members • Notify the administrator of the purchase needs and the administrator will authorize the funds • Receive chemical safety training as necessary • Communicate all training needs, including new employee training with the Science Lead and District Safety Specialist • Within the first month of each semester, will inspect eyewashes, safety showers, fume hoods, spill kits, fire extinguishers, and chemical storage room, and report defects and safety concerns to the building administrator and District Safety Specialist • Maintains a log to document the safety check

**CERTIFICATED EXTRA DUTY POSITIONS
(Minimum Requirements - HIGH SCHOOL)**

POSITION	HIGH SCHOOL
Activities Coordinator	Work with administration to implement and coordinate the activity program for the school, including: school dances, homecoming and spirit weeks, school assemblies, student elections, student leadership conferences and activities, recognition programs, development and monitoring of the ASB budget, recruitment and selection of club and class advisors, monitor club and class activities, supervise and participate in Interhigh activities and selection and coordination of ASB related vendors. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Athletics Coordinator (8/09)	Work with administration to implement and coordinate the athletics program for the school, including: <ul style="list-style-type: none"> • Work with District AD to prepare meetings • Coordinate scholar-athlete paperwork • Supervise events • Attend ESD seasonal coach meetings • Facilitate seasonal parent/coach meeting • Meet with coaches • Observe practices • Document coach observations • Assist AP with evaluations • Accept and review eligibility paperwork • Coordinate in-building game staff • Interview potential coaches and game staff • Schedule and inspect practice/game facility • Coordinate and meet with full booster group • Coordinate fundraising requests/fundraisers • Complete/submit WIAA required paperwork • Coordinate admin supervision for events • Meet with parents and student athletes, as needed • Facilitate parent/coach meetings, as needed • Coordinate transportation requests
Band Advisor	Coordinate, conduct and supervise performances for the following: all home varsity football games, a total of ten varsity basketball games (e.g. 5 boys and 5 girls), at least two building concerts, commencement and at least two other major events, scheduled outside the contracted work day of the employee, (which could include quad concerts, a tour, music festivals or other contests, a parade and/or other large community events). Submit and keep records of all District and/or school required permissions and approvals, where applicable.
Band Advisor Support (8-08)	This individual provides support to the Band Advisor by participating in select Pep Band, Marching Band and parade events. The individual will be hired and paid on an hourly basis as requested by the Band Advisor and approved by the Building Principal (or designee). Funding will be made available from the District Music Department's budget and may not exceed an annual expenditure of \$1,562 per year, per building.
Musical Production Advisor	Coordinate the production of a school-wide full musical, including: selection of the musical, auditions and selections of cast and crew members, work with ASB bookkeeper to develop and monitor the budget (PO's, ticket sales, etc), schedule and supervise rehearsals, coordinate production requirements, schedule/supervise performances and coordinate with other advisors, when applicable. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Drama Advisor	Coordinate the production of two plays, including: selection of the play, auditions and selections of cast and crew members, work with ASB bookkeeper to develop and monitor the budget (PO's, ticket sales, etc), schedule/supervise rehearsals, coordinate production requirements and schedule/supervise performances. Submit and keep record of all District and/or school required permissions and approvals, where applicable.

Choir Advisor	Coordinate, conduct and supervise performances for the following: at least two school concerts, at least three other major events scheduled outside the contracted work day of the employee, which could include quad concerts, a tour, music festivals or other contests and/or other large community events. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Debate Advisor	Coach students and supervise participation in at least FIVE interscholastic contests.
Newspaper Advisor	Coordinate and supervise all duties necessary for the publication of the newspaper, including: coordination of the layout and production of a minimum four newspapers, coordination of photography, work with ASB bookkeeper to develop and monitor a budget, solicitation of community based advertising and coordination of distribution. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Yearbook Advisor	Coordinate and supervise all duties necessary for the publication of the yearbook, including: work with site administrator or designee to develop yearbook specs and selection of vendor (when applicable), work with yearbook staff and vendor rep to coordinate layout and production of the yearbook, coordinate photography, work with the ASB bookkeeper to develop and monitor a budget and assist in coordination of sales and distribution of the yearbook. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Jazz Band Advisor	Coordinate, conduct and supervise performances for the following: at least two school concerts and at least three other major events, scheduled outside the contracted work day of the employee, which could include Quad Concerts, a tour, music festivals or other contests, a parade and/or other large community events. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Jazz Choir Advisor	Coordinate, conduct and supervise performances for the following: at least two school concerts and at least three other major events, scheduled outside the contracted work day of the employee, which could include Quad Concerts, a tour, music festivals or other contests and/or other large community events. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Scott HI-Q Advisor	Coordinate and supervise all duties necessary for participation in the Hi-Q league, including: selection of team members, coordination and supervision of practices, coordination of home contests to meet league guidelines, coordinate transportation for away contests and maintain inventory of supplies. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Orchestra Advisor	Coordinate, conduct and supervise performances for the following: at least two school concerts and at least three other major events, scheduled outside the contracted work day of the employee, which could include Quad Concerts, a tour, music festivals or other contests and/or other large community events. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
H.S. Chess Club Advisor (non certificated position)	Coordinate and supervise all duties necessary for participation in the chess league, including: selection of team members, coordination and supervision of practices, coordination of home contests to meet league guidelines, coordinate transportation for away contests and maintain inventory of supplies. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Senior Class Advisor (non certificated position)	Work with administration or designee and class officers to coordinate and supervise class activities, including: regular class officer meetings, class meetings, participation in homecoming activities, fundraising activities, work with ASB bookkeeper to develop and monitor the class budget, Senior Ball (venue, food, music, photography, ticket sales, supervision), work with school vendor in selection and sales of caps/gowns and announcements and work with Commencement Advisor in selection of Commencement speakers and program. Other specific duties that are school specific and agreed upon with site administrator or designee. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Junior Class Advisor (non certificated position)	Work with administration or designee and class officers to coordinate and supervise class activities, including: regular class officer meetings, class meetings, participation in homecoming activities, fundraising activities, work with ASB bookkeeper to develop and monitor the class budget, assist in the election of officers for subsequent year and selection of Senior Ball venue (if applicable). Other specific duties that are school specific and agreed upon with site administrator or designee. Submit and keep record of all District and/or school required permissions and approvals, where applicable.

Sophomore Class Advisor (non certificated position)	Work with administration or designee and class officers to coordinate and supervise class activities, including: regular class officer meetings, class meetings, participation in homecoming activities, fundraising activities, work with ASB bookkeeper to develop and monitor the class budget and assist in the election of officers for subsequent year. Other specific duties that are school specific and agreed upon with site administrator or designee. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Freshman Class Advisor (non certificated position)	Work with administration or designee and class officers to coordinate and supervise class activities, including: regular class officer meetings, class meetings, participation in homecoming activities, fundraising activities, work with ASB bookkeeper to develop and monitor the class budget and assist in the election of officers for subsequent year. Other specific duties that are school specific and agreed upon with site administrator or designee. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Commencement Advisor (non certificated position)	Work with site administrator or designee to coordinate all duties for the Commencement ceremony, including: selection of date, time and site of the ceremony and completion of necessary paperwork, ordering of caps/gowns for staff participants, work with the class advisor(s) in selection of speakers and ceremony schedule, ticket distribution, program distribution, photography and/or video, plan and supervise rehearsal and coordinate the set-up and clean up of the ceremony. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Honor Society Advisor (non certificated position)	Serve as advisor to the National Honor Society, including: selection and notification of eligible students, coordination of an induction ceremony, coordinate and supervise the election of officers and coordinate and supervise at least one service projects and one social event for the organization. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Link Crew Advisor	Work with Activities Coordinator to implement the Link Crew program for the school, including: soliciting nominations for Link Leaders; managing and reviewing applications and selecting Link Leaders; organizing and conducting spring and summer trainings for Link Leaders; organizing and supervising freshman orientation; organizing and/or monitoring at least five follow-up activities throughout the year. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
FBLA (vocational)	Provide leadership for students in FBLA which includes following all guidelines of state and national charters, developing and executing an approved plan of work, conducting regular monthly meetings and participating in local, regional and state club leadership activities. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
Skills USA (vocational)	Provide leadership for students in Skills USA which includes following all guidelines of state and national charters, developing and executing an approved plan of work, conducting regular monthly meetings and participating in local, regional and state club leadership activities. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
DECA (vocational)	Provide leadership for students in DECA which includes following all guidelines of State and National charters, developing and executing an approved plan of work, conducting regular monthly meetings, and participating in local, regional, and State club leadership activities. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
FFA (vocational)	Provide leadership for students in FFA which includes following all guidelines of state and national charters, developing and executing an approved plan of work, conducting regular monthly meetings and participating in local, regional and state club leadership activities. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
FCCLA (vocational)	Provide leadership for students in FCCLA which includes following all guidelines of state and national charters, developing and executing an approved plan of work, conducting regular monthly meetings and participating in local, regional and state club leadership activities. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
HOSA (vocational)	Provide leadership for students in HOSA which includes following all guidelines of State and National charters, developing and executing an approved plan of work, conducting regular monthly meetings, and participating in local, regional, and State club leadership activities. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
TSA (vocational)	Provide leadership for students in TSA which includes following all guidelines of State and National charters, developing and executing an approved plan of work, conducting regular monthly meetings, and participating in local, regional, and State club leadership activities. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
WCTSMA (vocational)	Provide leadership for students in WCTSMA which includes following all guidelines of State and National charters, developing and executing an approved plan of work, conducting regular monthly meetings, and participating in local, regional, and State club leadership activities. Submit and keep record of all District and/or school required permissions and approvals, where applicable.
State Testing Coordinator	Work with District/Building Administration to coordinate and implement annual State testing for the school. Responsibilities include training proctors, receiving/ coordinating/sorting/distributing and providing security for booklets, gathering necessary supplies for test, coordinating and implementing make-ups as necessary, coordinating facility/materials/proctors for students requiring additional testing time, coordinating/communicating/implementing the schedule for testing, documenting irregularities, repackaging booklets for return.

<p>Chemical Hygiene Coordinator</p>	<ul style="list-style-type: none"> • Implements the district Chemical Hygiene Plan (CHP) at the given site, and distributes the CHP to each teacher who comes in contact with potentially dangerous chemicals (see attached list from the WAC and the health department) • Distributes the General Safety and Health Rules and Permission Form to teachers who instruct a class where students may come in contact with potentially dangerous chemicals • Coordinate with the Department Chair and the building administrator to review annually the Personal Protection Equipment (PPE) and safety equipment, and determine what needs to be purchased, as required by the Chemical Hygiene Plan, for the safety of students and staff members • Notify the administrator of the purchase needs and the administrator will authorize the funds • Receive chemical safety training as necessary • Communicate all training needs, including new employee training with the Science Lead and District Safety Specialist • Within the first month of each semester, will inspect eyewashes, safety showers, fume hoods, spill kits, fire extinguishers, and chemical storage room, and report defects and safety concerns to the building administrator and District Safety Specialist • Maintains a log to document the safety check
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◆ Implementation Procedures □

DEPARTMENT CHAIR PROVISIONS APPENDIX 2.B

The current Procedural Agreement between the Edmonds School District and the Edmonds Education Association includes provisions for department chairpersons (Appendix 4.B). The following implementation information should be of assistance to you in working with the provisions.

DEPARTMENT CHAIR DUTIES

1. **Textbooks/Materials:** Includes ordering, inventorying, maintenance and dispersal.
2. **Equipment:** Includes ordering, inventorying, maintenance and dispersal.
3. **Curriculum:** Provide direction and leadership in curriculum and instructional strategies; includes the facilitation of writing and teaching curriculum by individuals and teams of teachers, attending district curriculum meetings and reporting to the department, facilitating the dispersal of curriculum information including latest research, attending conferences, etc.
4. **Dept. Coordination:** Coordinate, monitor and evaluate program and curriculum; work with administrators to develop class schedules; hold and lead meetings for department coordination; attend and participate in District meetings for intradistrict department coordination; includes representing the department when working with building staff, the building administrators, the quadrant, and the district.
5. **Budget:** Develop and monitor the department budget; includes facilitating departmental decisions regarding building budget decision making.
6. **Site Decision Making:** Middle and high school department chairs should be expected to participate in shared decision making activities involving departmental or intradepartmental issues. They should not be expected to sit on school-wide decision making bodies as part of their department chair responsibilities.

COMPENSATION

1. Department chair stipends may only be assigned to EEA bargaining unit employees assigned in that department.
2. Department chairs shall be compensated according to Department Chairpersons Salary Schedule Appendix 4.B.

3. Department chairs may receive greater compensation than that specified on the schedule in years when extra work on short-term projects is required, e.g., textbook adoption. Such compensation must come from the discretionary amount allocated to the building for department chair duties.
4. Less than 1.0 FTE note on Appendix 2 to be updated each year.
5. In order to qualify for the stipend, an employee must carry out the duties described above.

OTHER

1. Determination of departmental FTE: Determination of FTE staff in each department shall be made according to staffing known on October 1, and shall be based on course codes as listed in the Curriculum data base in Skyward.
2. Departments with less than 1.0 FTE: High schools, middle schools, and K-8 schools may fund department chair positions for departments with less than 1.0 FTE staff from the discretionary amount allocated for department chairs.
3. Splitting positions and stipends: A department chair position and the corresponding stipend may be split between two or more EEA bargaining unit employees with approval of the building principal.
4. Purpose of discretionary allocation: The discretionary allocation is intended to provide for curriculum-related work which is outside the duties of department chairs (listed above). This allocation may not be used to fund other activities.
5. Process for deciding use of discretionary allocation: The building staff should be involved in determining the use of the discretionary allocation. The process for this involvement should follow Draft 5 guidelines.
6. Unfilled positions: Unused department chair funds (e.g. if a school does not have any FTE in a listed area) may be used to augment the department chair discretionary fund, but not for any other purpose.
7. Selection of Department Chairs: The process of selecting department chairs shall be determined by the building, however, at the beginning of the school year employees should be made aware of department chair positions available for the ensuing year and the building selection process/time line for filling the positions.
8. Review: If you encounter any problems in implementing these provisions, please let me know so that your concerns can be addressed as soon as possible.

EDMONDS SCHOOL DISTRICT NO. 15

2022-23 CERTIFICATED EMPLOYEES' SUPPLEMENTAL CONTRACT SCHEDULES

2022-23 SUPPLEMENTAL CONTRACT DAYS, ADDITIONAL TIME and RESPONSIBILITIES

1. District-Scheduled Days

1.0 FTE Employees will work and be compensated for six (6) seven (7) hour days above and beyond the 183-day basic employee contract.

1/1/2 days are on the TRI Schedule. 3.5 hours, equivalent of a half day, is paid in October for Safe Schools training that has been completed by September 30. Four (4) days are on the calendar as indicated below.

Work and time for less than 1.0 FTE employees shall be prorated:

<u>Scheduled Days</u>	<u>Daily Pay Rate</u>	<u>Payment Date</u>
August 31, 2022	Per Diem	Sept. payroll
September 1, 2022	Per diem	Sept. payroll
September 6, 2022	Per diem	Oct payroll
January 30, 2023	Per diem	Feb. payroll

Less than 1.0 FTE Staff who are not on a personal health leave may choose to work the full day and be timesheet the extra time.

Employees new to the district* will work and be compensated for three (3) orientation days above and beyond the 183-day basic employee contract. The three (3)-orientation days are seven (7) hour days for all new employees.

<u>Scheduled Days</u>	<u>Daily Pay Rate</u>	<u>Payment Date</u>
August 25, 26, 29, 2022	Per diem	Sept. payroll

* Employees new to the district shall not have been contracted previously with the Edmonds School District as a continuing or non-continuing certificated employee.

Use of non-student time is addressed in the EEA/District Implementation Memo entitled 2017-18 Use of Non Student Time.

Verification of performance for the district-scheduled days will be accomplished through a list of participants signed by the building/district administrator and submitted to Human Resources. If, for some reason, an employee is unable to work the scheduled days, the building/district administrator will approve the substitution of alternate dates, and verification of performance will be accomplished through submittal of a separate statement signed by the employee and the administrator.

2. Employee-Scheduled Responsibilities (Levy-Funded) TRI Pay

Employees will work and be compensated for the responsibility of employee-scheduled supplemental professional activities above and beyond the 183-day basic employee contract. Compensation will be prorated for employees below 1.0 FTE. Payment for the additional responsibilities, as shown on the TRI Schedule will be made in twelve (12) payments.

Work appropriate for the employee-scheduled responsibilities is listed below:

- **Planning, preparing, and delivery of professional development workshops.** (EXAMPLES: content workshops, faculty meeting presentations, CIA presentations)
- **In-depth study relating to a specific project or content area.** (EXAMPLES: survey development and distribution, action research or research reviews)
- **Researching, planning, or creating curriculum.** (EXAMPLES: framework implementation, new curriculum and adoptions, and adoptions for special needs students)
- **Participation in local and statewide professional organizations.** (EXAMPLES: statewide content specific organizations like WA Association of Science Teachers, ASCD)
- **The acquisition or enhancement of professional skills.** (EXAMPLES: assessment literacy, data/problem solving, strategies for designing units of study, multiple intelligences, classroom management strategies, schematic

planning, learning styles, differentiated instruction, and content- specific training such as reading, math, social studies)

- **Student success by providing tutorial opportunities or access to school resources outside the school day.** (EXAMPLES: Study Tables, extended day opportunities, access to computer lab)
- **Articulation between P-12 schools.** (EXAMPLES: curriculum alignment, portfolio development, assessment coordination)
- **Committee work that links with building goals.** (EXAMPLES: Safety Committee, Professional Excellence Committee, joint EEA/District work)
- **Collaboration to address individual, building, quadrant, or district goals.** (EXAMPLES: articulation meetings, quadrant-reading initiatives, Edmonds Math Project, study groups)
- **A collaborative ethic among building staff.** (EXAMPLES: peer coaching, administrator teacher conferencing, team reflection, goal revision)
- **The acquisition of technology integration skills.** (EXAMPLES: participation in study groups, coaching, classes to learn how to use technology in the curriculum [hardware & software, online resources, software to support content areas])
- **A greater understanding of diversity and multicultural issues.**
- **Other services as applicable to job duties.**

Work not appropriate for employee-scheduled days consists of work covered by the basic contract (e.g. usual and customary grading papers/student progress assessment, lesson planning, communicating with parents), 6 additional hours in Article 6.1.F, and any additional otherwise compensated activities.

3. Additional Time and Responsibilities

Pursuant to Article 6.3 of the Procedural Agreement between the District and the Edmonds Education Association, certain designated specialists shall perform additional hours or days of service at Employee's per diem rate of pay.

Pursuant to Article 6.8.A of the Procedural Agreement between the District and the Edmonds Education Association, Employee shall receive the agreed on class load relief provided Employee's class load meets the overload requirements for this relief.

Pursuant to Appendix 2 of the Procedural Agreement between the District and the Edmonds Education Association, Employee shall be eligible to receive the agreed on rate of pay for the performance of the assigned duties enumerated in that appendix, specifically extra duty, department chair and hourly work.

Upon District request, Employee shall be eligible to perform additional hours or days of service at Employee's per diem or appropriate hourly rate of pay.

4. Article IV Leaves of Absence shall not apply to separate contracts.

Lynnwood, WA 98036-7400

APPLICATION FOR VOLUNTARY TRANSFER**Application for Voluntary Transfer is now done
online through Frontline**

As they become available each individual open to transfer position will be posted online and will be viewable through the District webpage. Click on the “Employment” icon, Job Postings, then “View All Jobs, including Internal Only”, which is under the heading Internal Applicants at the bottom of the page.

Clickable link: <https://www.applitrack.com/edmonds/onlineapp/>

APPENDIX 5 – COMPLAINT BY THE AGGRIEVED

Distribution of Form:

Association Representative
Immediate Supervisor
Association
Grievant

COMPLAINT BY THE AGGRIEVED

Type or Print:

Aggrieved Person _____ Date of Formal Presentation _____

School _____ Immediate Supervisor _____

Association Representative _____

STATEMENT OF GRIEVANCE: _____

RELIEF SOUGHT: _____

(Signature of Aggrieved)

DECISION OF SCHOOL PRINCIPAL or IMMEDIATE SUPERVISOR

School _____ School Principal/
Immediate Supervisor _____

Decision of school principal or immediate supervisor and reasons therefore:

☐ As Written

☐ See Attached

Date of Decision _____

Signature of School Principal or Immediate Supervisor

Aggrieved Person's Response:

- ☐ I accept the above decision.
- ☐ I hereby refer the above decision to the Superintendent for review.

Date of Response _____ Signature of Aggrieved _____

DECISION BY SUPERINTENDENT

Date of Appeal Received by Superintendent _____ Date of Hearing Held by Superintendent _____

Decision of Superintendent and reasons therefore:

- ☐ As Written
- ☐ See Attached

Date of Decision _____ Signature of Superintendent _____

Aggrieved Person's Response:

- ☐ I accept the above decision by the Superintendent.
- ☐ I hereby submit this grievance to arbitration.

Date of Response _____ Signature of Aggrieved _____

Criterion 1	Criterion 2	Criterion 3
Centering instruction on high expectations for student achievement.	Demonstrating effective teaching practices.	Recognizing individual student learning needs and developing strategies to address those needs.
<p><i>Domain 2: The Classroom Environment</i></p> <p>2b: Establishing a Culture for Learning</p> <p><i>Domain 3: Instruction</i></p> <p>3a: Communicating with Students</p> <p>3c: Engaging Students In Learning</p>	<p><i>Domain 3: Instruction</i></p> <p>3B: Using Questioning And Discussion Techniques</p> <p><i>Domain 4: Professional Responsibilities</i></p> <p>4a: Reflecting on Teaching</p>	<p><i>Domain 1: Planning and Preparation</i></p> <p>1b: Demonstrating Knowledge of Students</p> <p><i>Domain 3: Instruction</i></p> <p>3e: Demonstrating Flexibility And Responsiveness</p> <p><i>Student Growth</i></p> <p>SG 3.1: Establish Student Growth Goal(s)</p> <p>SG 3.2: Achievement of Student Growth Goal(s)</p>
Criterion 4	Criterion 5	Criterion 6
Providing clear and intentional focus on subject matter content and curriculum.	Fostering and managing a safe, positive learning environment.	Using multiple student data elements to modify instruction and improve student learning.
<p><i>Domain 1: Planning and Preparation</i></p> <p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>1c: Setting Instructional Outcomes</p> <p>1d: Demonstrating Knowledge of Resources</p> <p>1e: Designing Coherent Instruction</p>	<p><i>Domain 2: The Classroom Environment</i></p> <p>2a: Creating an Environment of Respect and Rapport</p> <p>2c: Managing Classroom Procedures</p> <p>2d: Managing Student Behavior</p> <p>2e: Organizing Physical Space</p>	<p><i>Domain 1: Planning and Preparation</i></p> <p>1f: Designing Student Assessments</p> <p><i>Domain 3: Instruction</i></p> <p>3d: Using Assessment in Instruction</p> <p><i>Domain 4: Professional Responsibilities</i></p> <p>4b: Maintaining Accurate Records</p> <p><i>Student Growth</i></p> <p>SG 6.1: Establish Student Growth Goal(s)</p> <p>SG 6.2: Achievement of Student Growth Goal(s)</p>
Criterion 7	Criterion 8	
Communicating and collaborating with parents and the school community.	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	
<p><i>Domain 4: Professional Responsibilities</i></p> <p>4c: Communicating with Families</p>	<p><i>Domain 4: Professional Responsibilities</i></p> <p>4d: Participating in a Professional Community</p> <p>4e: Growing and Developing Professionally</p> <p>4f: Showing Professionalism</p>	<p><i>Student Growth</i></p> <p>SG 8.1: Establish Team Student Growth Goal(s)</p>

EDMONDS SCHOOL DISTRICT

20420 68th Avenue West
Lynnwood, WA 98036-7400

EDMONDS EDUCATION ASSOCIATION

19105 36th Avenue West, Suite 101
Lynnwood, WA 98036

Implementation Procedures

STUDENT GROWTH

The Procedural Agreement contains language regarding student growth data as part of the new teacher evaluation system. We have agreed to the following principles and guidelines regarding establishing student growth goals and artifacts.

GUIDELINES – Conversation regarding student growth goals and student growth data artifacts will occur during the beginning of the year evaluation conference (SG 6.1)

During the pre/post observation conferences there will be continued conversations regarding whole classroom student growth goals, as well as student growth goals for subgroups of students not reaching full learning potential. (SG 6.1, SG 3.1)

The employee may submit student growth data artifacts to show evidence of student growth at any time during the school year. (SG 3.2, SG 6.2)

Examples of appropriate and relevant student growth data artifacts may include, but are not limited to, the following items:

- Student presentations
- Student performances (solo or group)
- Student art work
- Student projects
- Pre and post tests
- Classroom based assessment
- Anchor tasks
- Writing samples
- Portfolios
- Student work samples
- Student reflection/journals
- Teacher observation
- Teacher checklist
- Skill inventory
- Physical education matrix
- Entrance and exit slips
- Computer programs that chart progress
- Student task cards
- DIBELS
- Running Records
- QRI
- Benchmark CSA
- Easy CBM
- Functional Academics
- STAR Assessment
- Progress monitoring data from IEP

For student growth goal 8.1 regarding establishing team student growth goals, at the proficient level, teachers are responsible for consistently and actively collaborating 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.

Examples of activities/processes to meet this goal may include, but are not limited to, the following items:

- Grade level conversations about student learning data
- Common assessments (e.g. health and fitness CBA)
- Meetings to plan how to help students who aren't making growth
- P-3/cross grade level alignment, including: knowing where students are and where they need to be; use of common vocabulary; and across grades and schools
- Review student work
- Monitor growth of students at two (2) points in time—progress monitoring data (elementary learning support and Title 1 uses DIBELS, secondary learning support uses easyCBM)
- Work together to plan interventions – PLCs, MTI, Child Study Team meetings, IEP meetings, LAP Accelerated Learning Plans
- Work together to individualize student needs
- Work with parents around student learning goals
- Work to implement best practices
- Common assessments
- Common learning goals across building or content areas

COMPONENT 4D	Danielson Possibilities PROFICIENT	Edmonds Specific Possibilities PROFICIENT
Relationships With Colleagues	<p>At the proficient level of performance, teaching practices may include the following types of activities:</p> <ul style="list-style-type: none"> • Teacher interacts with grade-level or department colleagues on a regular basis, discussing how to improve instruction for all students • Teacher shares newly acquired instructional strategies with colleagues on a regular basis • Teacher works with grade-level or department colleagues to identify areas of student need that they can address together • Teacher participates as a member of the school-based professional development team, creating opportunities for collaboration and job-embedded learning • Teacher regularly demonstrates a willingness to work collaboratively with colleagues to develop and implement new ideas • Teacher regularly examines the practices, policies, and procedure of the school to evaluate their effect of student learning • Teacher engages in analysis, reflection, discussion, and debate with the intent to improve instructional practice 	<ul style="list-style-type: none"> ❖ Common unit and lesson planning ❖ Professional Learning Communities (PLCs) ❖ Cross-grade level meetings (using Building time) ❖ Job-alike meetings (specialists use Building time) ❖ Collaborative time (District days) with grade level alike groups ❖ Grade level MTI meetings ❖ Leadership teams – Literacy, Technology, Math, Science, assembly team, committees (PTS, EEA) ❖ District and school-based department meetings (MTI/PLT/PLC) embedded within contract day in a <i>consistent</i> way throughout entire District – time must be built into contract ❖ Release time to observe each other ❖ Critical friends ❖ Book study groups ❖ Student teacher/mentor ❖ Transition meetings (PreK →K; 6th →MS) ❖ Attend optional learning opportunities ❖ Teacher involvement in professional organizations –attend workshops, read literature ❖ Online forum (in-District or outside) sharing instructional strategies ❖ Emphasis of meetings on: <ul style="list-style-type: none"> ○ How to improve instruction ○ Share strategies for formative assessment ○ Discuss students of concern <ul style="list-style-type: none"> ▪ Works w/multi-departmental members ▪ Opportunities for management and leadership ❖ Staff meetings: <ul style="list-style-type: none"> ○ Include leadership opportunities for teachers ○ Decision-making model (DRAFT 5) with staff input for committees ❖ Participation in school events should align with student learning events, and not social events
Involvement In a Culture of Professional Inquiry	<p>At the proficient level of performance, teaching practices may include the following types of activities:</p> <ul style="list-style-type: none"> • Teacher participates in a discussion group with colleagues about student test data to determine appropriate instructional strategies for struggling students • Teacher participates in school-based professional development and shares ideas to promote increased understanding among colleagues • Teacher conducts action research in the classroom to determine areas of student need • Teacher continually reviews education web sites and shares pertinent sites with colleagues • Teacher regularly collaborates with colleagues, which may include special area teachers, school specialists, content-area specialists, or special educators, to plan instruction that meets the needs of all learners • Teacher participates in a “circle of friends” or study group to examine student work. 	
Participation in School and District Projects	<p>At the proficient level of performance, teaching practices may include the following types of activities:</p> <ul style="list-style-type: none"> • Teacher participates in school-based discussion groups to determine appropriate instructional strategies for students, based on assessment data • Teacher mentors teachers new to the school • Teacher attends training designed to share appropriate strategies for mentors • Teacher participates in a district-level initiative to develop a wellness policy • Teacher participates in a committee to develop a revised curriculum for new teacher training • Teacher is a member of school-based and district-wide committees 	

COMPONENT 4E	Danielson Possibilities PROFICIENT	Edmonds Specific Possibilities PROFICIENT
Enhancement of Content Knowledge and Pedagogical Skill	<p>At the proficient level of performance, teaching practices may include the following types of activities:</p> <ul style="list-style-type: none"> • Teacher attends district-sponsored professional development activities related to his subject area or grade level • Teacher attends university classes related to her content area • Teacher reads educational periodicals for current information about effective instructional strategies • Teacher visits colleagues' classrooms to enhance his own instructional skills • Teacher continuously seeks better, more effective ways to help students • Teacher works in collaborative teams to examine how lessons align with the state learning standards mapped in the curriculum • Teacher works with colleagues to design benchmark assessments to measure how students are demonstrating that they understand the skills and strategies that were taught • Teacher checks assessment results and adjusts instruction according to research-based practices 	<ul style="list-style-type: none"> ❖ Professional development (in and out of District) ❖ MTI ❖ Research self-student to deep content knowledge of curriculum ❖ Using technology as a self-study tool ❖ Teachers share learning with staff (that they've gained from professional development, etc.) ❖ Designing common assessments ❖ Release time to observe (at other schools or districts, or within own school) ❖ Curriculum and assessment/adoption committees or focus groups ❖ Development of curriculum/assessment ❖ Building/District Days <ul style="list-style-type: none"> ○ Biology EOC for students – teachers had to cover cost/time without State requirement – State/District should be paid ○ SIOP ❖ Common Core Training <ul style="list-style-type: none"> ○ Increase PD/department budgets ❖ Peer/administration – cultural collaboration in building needs to be developed
Receptivity to Feedback from Colleagues	<p>At the proficient level of performance, teaching practices may include the following types of activities:</p> <ul style="list-style-type: none"> • Teacher responds to observation feedback from supervisors or colleagues to improve teaching and learning • After receiving feedback from a colleague, teacher invites the colleague to review and comment on the changes she made to an instructional plan or teaching strategy • Teacher participates in the collaborative examination of student work to improve instruction and student learning • Teacher participates in peer coaching to improve instruction and student learning 	<ul style="list-style-type: none"> ❖ Peer coaching/mentoring <ul style="list-style-type: none"> ○ Admin checks in/participates in PLC/T ❖ Co-teaching (general ed/special ed/across curriculum) <ul style="list-style-type: none"> ○ Self/group reflection

Edmonds School District #15
Lesson Planning Template

Teacher: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Subject and/or Grade Level: [Click here to enter text.](#)

Date (s): [Click here to enter a date.](#)

Lesson Elements	
Specific Learning Standards Addressed (e.g. CCSS): Click here to enter text. Optional: Does this lesson reflect one of the Common Core “shifts” in instruction? If so, which shift and how? Click here to enter text.	
Learning Target(s): What will students know and be able to do as a result of this lesson? Click here to enter text.	Student-friendly Translation of Learning Target: Click here to enter text.
Success Criteria: How will you and your students know if you have hit your learning targets? What specific criteria will be met in a successful product/process? What does success on this lesson’s outcomes look like? Click here to enter text.	Student-friendly Translation of Success Criteria: Click here to enter text.
Previous Learning or Lesson: How does this lesson fit with prior learning? Click here to enter text.	Upcoming Concepts or Learning: How does this lesson fit with future learning? Click here to enter text.
Learning Plan: In what learning experiences will students engage? Opener/Launch: How will you prepare students for learning? Click here to enter text. Activities/Tasks: What activities and tasks will support the learning targets? How will these activities cognitively engage students? Click here to enter text. Rigor: How does this lesson reflect academic rigor? Click here to enter text. Key Questions: What are some higher level questions you will use to promote students’ thinking? Click here to enter text.	

Grouping of Students: How does your grouping of students support learning? How will students engage in collaborative learning and enhance their collaborative learning skills? [Click here to enter text.](#)

Formative Assessment: How will you use these learning experiences or student work to assess students' understanding? What student learning data will you collect to make instructional decisions? [Click here to enter text.](#)

Closure/Reflection: How will you end the lesson to promote reflection and self-assessment? [Click here to enter text.](#)

Resources/Materials: What texts, digital resources and materials will students be using in this lesson? [Click here to enter text.](#)

Access/Accommodations: How will you ensure all students have access to and are able to engage appropriately in this lesson? Describe the strategies you will be using for differentiation.

General Accommodations: [Click here to enter text.](#)

English Language Learners: [Click here to enter text.](#)

Special Needs:

Low Performing: [Click here to enter text.](#)

Advanced: [Click here to enter text.](#)

Other: [Click here to enter text.](#)

Student Growth: Does the formative assessment data you will collect relate to your Student Growth Goal(s)? If so how? How does the evidence you collect of student learning inform progress on your Student Growth Goals? [Click here to enter text.](#)

OPTIONAL

TPEP Plan of Support

20____ - 20____

Teacher: Click here to enter text. Evaluator: Click here to enter text.	School: Click here to enter text. Date (of plan development): Click here to enter a date.
Areas of Growth: Describe, using Danielson Framework Language, the specific areas of growth. Click here to enter text. List specific elements and critical attributes for teacher to demonstrate proficient levels of performance in the areas explained above. What will instructional practice need to look like? Click here to enter text.	
Menu of Support Strategies: Mark the strategies to be included in plan of support. <ul style="list-style-type: none"> <input type="checkbox"/> Working with coach, content specific specialist or peer mentor Dates/Timeframe: Click here to enter text. <input type="checkbox"/> Release time for observation of other teachers Dates: Click here to enter text. <input type="checkbox"/> Attend a training <input type="checkbox"/> Access Teachscape Learn professional development system <input type="checkbox"/> Other: Click here to enter text. 	
Plan for Demonstrating Growth: Describe how teacher will demonstrate growth in the identified areas. This could include additional classroom observations, conversations, and artifacts. Click here to enter text.	
Signatures indicate the plan has been agreed upon and will be implemented. <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div> Teacher Signature: _____ </div> <div> Date: Click here to enter a date. </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> Evaluator Signature: _____ </div> <div> Date: Click here to enter a date. </div> </div>	

Note to Evaluator: Forward a copy of this completed form to the Director of Certificated Staff and the EEA President.

APPENDIX 8g-1 FOCUSED EVALUATION TIMELINE

2022-23 FOCUSED Evaluation Timeline for Classroom Teachers

DEADLINE	ACTIVITY
By September 20, 2022	Notify employee that he/she will be on focused evaluation <i>*For those hired after first day of school, notify within 10 days of employment</i>
Between Sept. 21, 2022, and Oct. 19, 2022	Meet with employee to conduct Beginning of the Year Conversation.
By October 31, 2022	Student Growth Goals Recording form submitted to supervisor
By November 15, 2022	Form signed by both employee and evaluator will be returned to employee.
Observation/Conversation/Reports	
The evaluator will conduct a minimum of 2 observations totaling 60 minutes. Each observation must be at least 15 minutes. At least 1 observation needs to be conducted in a classroom setting.	Date, time and place of observation(s) are mutually agreed upon by evaluator and employee.
Within three (3) days of observation	Hold post-observation conference.
Within five (5) days of post-observation conversation	Provide written feedback to employee.
Recommended by May 25, 2023	Complete observations
Summative Reporting	
No later than June 12, 2023 (or within ten (10) days prior to the end of school)	Conduct end of the year conversation. Complete and sign final focused evaluation report.
By July 14, 2023 (or within fourteen (14) calendar days after the end of school)	Deadline for employee filing a written response to evaluation
By July 31, 2023	Send completed evaluation tool with final summative score to HR

Beginning of the Year Conversation Protocol for Focused Evaluations

We believe:

- *Equal and active participation in this process by both teacher and evaluator is optimal.*
- *Professional conversations create opportunities for shared understanding.*
- *Self-assessment and reflection enhance professional growth.*
- *Conversations should be open, honest, and transparent. There should be no surprises in the process.*

Criterion 8 is the default area of the Focused Evaluation unless a different area of growth is mutually agreed upon by the employee and evaluator.

Purpose: The beginning of the year conversation serves as a launch to this year's cycle of professional growth and the evaluation process.

Evaluation Process: The evaluator will review the steps and a possible timeline for the teacher's evaluation process for the year.

Conversation

Reflection and self-assessment is a critical step in a cycle of professional growth. Evaluator and employee review last year's final evaluation, if applicable, and determine if employee will use Criterion 8 as his/her evaluation criterion. If the employee is using Criterion 8, have preliminary conversation about the composition of the Criterion 8 team and potential student growth goal.

If the employee and evaluator have mutually agreed on a Criterion other than 8, consider these possible conversations:

1. Describe the activities you will do to work to improve your practice in selected Criteria. What are your current instructional practices? What specific elements will you work to refine in your instructional practice?
2. We know context matters. Share information about your students, classes and teaching assignment to help your evaluator better understand these aspects of your work. How will concentrating your learning on the Criterion identified above support your work serving students this year?
3. What resources and supports will you need as you work on the Criterion?
4. Have preliminary conversation whether student growth goal will be in Criterion 3 or Criterion 6.

Next Steps

The evaluator will briefly review the steps in the teacher's evaluation process for the year.

- Observation Process
- Schedule first observation cycle
- Student Growth Goals (timeline)
- Opportunities for ongoing conversation



**Student Growth Goal
Focused Recording Form**
School Year 20 ____ - 20 ____

Appendix 8g-3

No later than October 31, submit this completed form to serve as a record of your student growth goal and the multiple measures to be used to assess your achievement of this goal. Once the form is signed by both parties, the goal is deemed 3-Proficient or higher. Teacher and evaluator will discuss student growth goals as part of a formal observation cycle. If the formal observation will be in the second semester, a separate student growth goal meeting will be scheduled. Changes may be made to the goal or multiple measures upon mutual agreement between parties. Documentation of these changes must be made (e.g. revised form, email).

Name: [Click here to enter text.](#)

School(s): [Click here to enter text.](#) Evaluator: [Click here to enter text.](#)

Subject(s)/Grade(s)/Specialized Services: [Click here to enter text.](#)

Check the State 8 Teacher Evaluation Criterion on which your evaluation will be based this year.

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

Record your student growth goal and multiple measures below. **Note if you are evaluated on Criterion 1, 2, 4, 5 or 7, which do not have student growth components, you must choose the Student Growth Components for Criterion 3 or 6.**

Click on the first box item to choose your student growth component. Click in the second to enter your student growth goal for this component and in the third to add your multiple measures.

- Choose an item. :
- [Click here to enter text.](#)
- Multiple Measures: [Click here to enter text.](#)

Teacher Signature: _____

Date: [Click here to enter a date.](#)

Evaluator Signature: _____

Date: [Click here to enter a date.](#)



20____ - ____ Final Focused Evaluation

Teacher

School

Date

Evaluator

Grade/
Subject

Criterion 8 is the default area of the Focused Evaluation unless a different area of growth is mutually agreed upon by the teacher and evaluator. Please indicate the evaluated criterion and the student growth component(s) used for the evaluation in the spaces below:

Evaluated Criterion

Student Growth Component(s)

PERFORMANCE LEVEL (based on most recent Comprehensive evaluation):

Summary Notes & Recommendations:**Employee Signature:****Date:**

Evaluator Signature:**Date:**

APPENDIX 8h-1 – COMPREHENSIVE TIMELINE

2022-23 COMPREHENSIVE Evaluation Timeline for Classroom Teachers

DEADLINE	ACTIVITY
By September 20, 2022	Notify employee that they will be on a comprehensive evaluation
Between September 21, 2022 , and October 19, 2022	Meet with employee to conduct Beginning of the Year Conversation
Observation Cycle Activities	
Prior to pre-observation conversation	Date, time, and place for observation mutually agreed upon by evaluator and teacher
Pre- observation conversation	30 minutes to discuss a written lesson plan for the observation
Within three (3) days after the observation	Hold post-observation conversation
Within five (5) days of post-observation conversation	Provide employee with written feedback and highlighted rubric
First and Second Semester Cycle Deadlines	
By October 31, 2022	Student Growth Goals Recording Form submitted to evaluator
By November 16, 2022	Form signed by both employee and evaluator will be returned to employee by November 16, 2022.
By December 9, 2022	Conduct first observation for provisional employees
By January 27, 2023	First observation cycle completed
Recommended by April 28, 2023 <i>Note: For provisional employees in 3rd year, a minimum of 3 observations must be conducted by April 28th</i>	Second observation cycle completed
No later than May 5, 2023	<ul style="list-style-type: none"> Meet with employee and have end of the year conversation Share any criteria scored less than proficient Discuss student growth information and jointly determine the score for student growth Employees in need of additional support, as determined by a preponderance of evidence and feedback throughout the year, will be notified of continued placement on comprehensive evaluation
May 15, 2023	Statutory deadline for submitting signed final comprehensive report to employee
By July 14, 2023 (or within 14 days after the end of school)	Deadline for employee filing a written response to evaluation
By July 31, 2023	Send completed evaluation tool with final summative score to HR

***NOTE:**

- If an employee with 5 or more years of experience is rated as basic or below after the first observation period, a Plan of Support will be developed collaboratively by the evaluator and employee. The same applies for those employees who have less than 5 years of experience whose performance is determined to be unsatisfactory following the first observation period. (See Section 9.10 of the Procedural Agreement)

If an employee with 5 or more years of teaching experience scores basic or below the previous year, contact the Director of Certificated Staff about a Plan of Improvement.

Beginning of the Year Conversation Protocol for Comprehensive Evaluations School Year 20____ - 20_____

We believe:

- *Equal and active participation in this process by both teacher and evaluator is optimal.*
- *Professional conversations create opportunities for shared understanding.*
- *Self-assessment and reflection enhance professional growth.*
- *Conversations should be open, honest, and transparent. There should be no surprises in the process.*

Purpose: The beginning of the year conversation serves as a launch to this year's cycle of professional growth and the evaluation process.

Evaluation Process: The evaluator will review the steps and a possible timeline for the teacher's evaluation process for the year.

Conversation

Reflection and self-assessment is a critical step in a cycle of professional growth
Evaluator and employee review last year's final evaluation, if applicable.

Questions to Consider:

1. What have you identified as areas of strength in the State 8 Criteria and related components?
2. Within the State 8 Criteria, are there specific areas on which you would like to concentrate your professional learning this year?

Following the discussion of the previous year, the teacher and his/her evaluator will continue the conversation and the related components. It may not be necessary to discuss each of the State 8 Criteria. It is valuable to anchor this conversation in the State 8 Criteria and the Danielson Framework rubrics and look forward to the current year.

Possible conversation starters:

1. Considering the teacher's areas of strength and potential professional growth, examine the rubrics, component elements and supporting documents for selected Criteria.
2. Describe the activities you will do to work to improve your practice in selected Criteria. What are your current instructional practices? What specific elements will you work to refine in your instructional practice?
3. We know context matters. Share information about your students, classes and teaching assignment to help your evaluator better understand these aspects of your work. How will concentrating your learning on the Criteria identified above support your work serving students this year?
4. Who are you considering for your Criterion 8 team?
5. What resources and supports will you need as you work on all Criteria?

Next Steps

The evaluator will briefly review the steps in the teacher's evaluation process for the year.

- Observation Process
- Schedule first observation cycle (remember provisional employees must have first observation within first 90 days and 3rd year provisional employees' process must include 3 observations)
- Student Growth Goals (timeline)
- Opportunities for ongoing conversation

**Student Growth Goals
Comprehensive Recording Form
School Year 20_____ - 20_____**

No later than October 31, submit this completed form to serve as a record of your student growth goals and the multiple measures to be used to assess their achievement of the goals. Once the form is signed by both parties, the goals are deemed 3-Proficient or higher. Changes may be made to the goal or multiple measures upon mutual agreement between parties. Documentation of these changes must be made on a revised form.

Name: [Click here to enter text.](#)

Beginning of the Year Conversation: [Click here to enter a date.](#)

School(s): [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Subject(s)/Grade(s)/Specialized Services: [Click here to enter text.](#)

Record your student growth goals and multiple measures below.

SG 3.1 Student Growth Goal (subgroup(s)): [Click here to enter text.](#)

SG 3.2 Multiple Measures: [Click here to enter text.](#)

SG 6.1 Student Growth Goal (whole class): [Click here to enter text.](#)

SG 6.2 Multiple Measures: [Click here to enter text.](#)

SG 8.1 Team Student Growth Goal: [Click here to enter text.](#)

Teacher Signature: _____

Date: [Click here to enter a date.](#)

Evaluator Signature: _____

Date: [Click here to enter a date.](#)



20__ - __ Final Comprehensive Evaluation

Teacher

School

Date

Evaluator

Grade/Subject

The evaluator will indicate the level of performance for each component in all eight evaluative criteria areas by entering an "X" in the appropriate column.

a. The number of marks (X) in each column are added up and multiplied by the Performance Rating at the top of that column and the Performance Score is automatically entered. *Example: 2 marks (X) in Performance Rating 3 column (2x3)=a Performance Score of 6.*

b. All four Performance Scores are added together to get a Total Score for each criteria area.

c. Using the Total Score and the Overall Rating Range, a final Criterion Score is automatically calculated for each criteria area.

d. Each Criterion Score is automatically transferred to the Summary of Overall Ratings page.

CRITERION 1 Centering instruction on high expectations for student achievement.	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
2b: Establishing a Culture for Learning			X		Adds scores from all columns to get a "Total Score"
3a: Communicating with Students			X		
3c: Engaging Students in Learning		X			
Enters "Performance Score" for each column.	0	2	6	0	
Overall "Rating Range"	3-4	5-7	8-10	11-12	
Using the "Rating Range" and "Total Score", indicates level of performance for this criterion "Criterion Score"					3

CRITERION 1 Centering Instruction on High Expectations for Student Achievement	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
2b: Establishing a Culture for Learning					Adds scores from all columns to get a "Total Score"
3a: Communicating with Students					
3c: Engaging Students in Learning					
Enters "Performance Score" for each column	0	0	0	0	
Overall "Rating Range"	3-4	5-7	8-10	11-12	
Using the "Rating Range" and "Total Score", indicates level of performance for this criterion "Criterion Score"					0

COMMENTS:

CRITERION 2 Demonstrating Effective Teaching Practices	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
3b: Using Questioning and Discussion Techniques					Adds scores from all columns to get a "Total Score"
4a: Reflecting on Teaching					
Enters "Performance Score" for each column	0	0	0	0	
Overall "Rating Range"	2-3	4-5	6-7	8	
Using the "Rating Range" and "Total Score", indicates level of performance for this criterion "Criterion Score"					0

COMMENTS:

CRITERION 3 Recognizing Individual Student Learning Needs and Developing Strategies to Address Those Needs	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
1b: Demonstrating Knowledge of Students					<i>Adds scores from all columns to get a "Total Score"</i>
3e: Demonstrating Flexibility and Responsiveness					
SG 3.1: Establish Student Growth Goal(s)					
SG 3.2: Achievement of Student Growth Goal(s)					
<i>Enters "Performance Score" for each column</i>	0	0	0	0	0
Overall "Rating Range"	4-6	7-9	10-13	14-16	
<i>Using the "Rating Range" and "Total Score", indicates level of performance for this criterion "Criterion Score"</i>					"Criterion Score" 0

COMMENTS:

CRITERION 4 Providing Clear and Intentional Focus on Subject Matter Content and Curriculum	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
1a: Demonstrating Knowledge of Content and Pedagogy					<i>Adds scores from all columns to get a "Total Score"</i>
1c: Setting Instructional Outcomes					
1d: Demonstrating Knowledge of Resources					
1e: Designing Coherent Instruction					
<i>Enters "Performance Score" for each column</i>	0	0	0	0	0
Overall "Rating Range"	4-6	7-9	10-13	14-16	
<i>Using the "Rating Range" and "Total Score", indicates level of performance for this criterion "Criterion Score"</i>					"Criterion Score" 0

COMMENTS:

CRITERION 5 Fostering and Managing a Safe, Positive Learning Environment	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
2a: Creating an Environment of Respect and Rapport					<i>Adds scores from all columns to get a "Total Score"</i>
2c: Managing Classroom Procedures					
2d: Managing Student Behavior					
2e: Organizing Physical Space					
<i>Enters "Performance Score" for each column</i>	0	0	0	0	0
Overall "Rating Range"	4-6	7-9	10-13	14-16	
<i>Using the "Rating Range" and "Total Score", indicates level of performance for this criterion "Criterion Score"</i>					"Criterion Score" 0

COMMENTS:

CRITERION 6 Using Multiple Student Data Elements to Modify Instruction and Improve Student Learning	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
1f: Designing Student Assessments					<i>Adds scores from all columns to get a "Total Score"</i>
3d: Using Assessment in Instruction					
4b: Maintaining Accurate Records					
SG 6.1: Establish Student Growth Goal(s)					
SG 6.2: Achievement of Student Growth Goal(s)					
<i>Enters "Performance Score" for each column</i>	0	0	0	0	0
Overall "Rating Range"	5-7	8-12	13-17	18-20	
<i>Using the "Rating Range" and "Total Score", indicates level of performance for this criterion "Criterion Score"</i>					"Criterion Score" 0

COMMENTS:

CRITERION 7 Communicating and Collaborating with Parents and the School Community	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
4c: Communicating with Families					<i>Adds scores from all columns to get a "Total Score"</i>
<i>Enters "Performance Score" for each column</i>	0	0	0	0	
Overall "Rating Range"	1	2	3	4	
<i>Using the "Rating Range" and "Total Score", indicates level of performance for this criterion "Criterion Score"</i>					"Criterion Score" 0

COMMENTS:

CRITERION 8 Exhibiting Collaborative and Collegial Practices Focused on Improving Instructional Practice and Student Learning	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
4d: Participating in a Professional Community					<i>Adds scores from all columns to get a "Total Score"</i>
4e: Growing and Developing Professionally					
4f: Showing Professionalism					
SG 8.1: Establish Student Growth Goals, Implement and Monitor Growth					
<i>Enters "Performance Score" for each column</i>	0	0	0	0	
Overall "Rating Range"	4-6	7-9	10-13	14-16	
<i>Using the "Rating Range" and "Total Score", indicates level of performance for this criterion "Criterion Score"</i>					"Criterion Score" 0

COMMENTS:

Comprehensive Evaluation

► Student Growth ◀

NOTE: THIS PAGE IS FILLED IN AUTOMATICALLY.

a. The number of marks (X) in each column are added up and multiplied by the Performance Rating at the top of that column and the Performance Score is automatically entered.

Example: 2 marks (X) in Performance Rating 3 column (2x3)=a Student Growth Performance Score of 6 .

b. All four Performance Scores are added together to get a Total Score for each criteria.

c. All three Total Scores are added together to get a Total Student Growth (SG) Score. The Total SG Score is automatically transferred to the Summary of Student Growth page.

CRITERION 3 Recognizing Individual Student Learning Needs and Developing Strategies to Address Those Needs	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
SG 3.1: Establish Student Growth Goal(s)	0	0	0	0	
SG 3.2: Achievement of Student Growth Goal(s)	0	0	0	0	"Total Score"
<i>Enters "Performance Score" for each column</i>	0	0	0	0	0

CRITERION 6 Using Multiple Student Data Elements to Modify Instruction and Improve Student Learning	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
SG 6.1: Establish Student Growth Goal(s)	0	0	0	0	
SG 6.2: Achievement of Student Growth Goal(s)	0	0	0	0	"Total Score"
<i>Enters "Performance Score" for each column</i>	0	0	0	0	0

CRITERION 8 Exhibiting Collaborative and Collegial Practices Focused on Improving Instructional Practice and Student Learning	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
SG 8.1: Establish Student Growth Goals, Implement and Monitor Growth	0	0	0	0	"Total Score"
<i>Enters "Performance Score" for each column</i>	0	0	0	0	0

ADDS UP ALL THREE TOTAL SCORES TO GET A TOTAL STUDENT GROWTH (SG) SCORE AND COPIES IT TO SUMMARY OF STUDENT GROWTH ON PAGE 5 -----	0
---	----------

Comprehensive Evaluation Summary

SUMMARY OF OVERALL RATINGS

<i>Criteria</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>
Criteria Score	0	0	0	0	0	0	0	0

TOTAL CRITERIA SCORE

0

STATE SUMMATIVE BAND

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

PERFORMANCE LEVEL BASED ON
TOTAL CRITERIA SCORE

0

SUMMARY OF STUDENT GROWTH

5-12	13-17	18-20
1 LOW	2 AVERAGE	3 HIGH

TOTAL SG SCORE

0

PERFORMANCE LEVEL
SG SCORE BASED ON
TOTAL SG SCORE

0

1) A score of Unsatisfactory (1) in any student growth component or an overall summary student growth score of (1) will result in a Low (1) Student Growth score. A Low (1) Student Growth score will automatically trigger the implementation of a Student Growth Inquiry Plan. (9.4 G)

Is a Student Growth inquiry plan required?

NO

2) A Low (1) Summary of Student Growth score along with a Distinguished (4) State Summative Band score will automatically result in a move to the Proficient (3) level on the State Summative Band rating. (9.4 G)

Move to the Proficient (3) level?

NO

Employee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

2022-23
Long Form Evaluation Timeline
for Educational Staff Associates (ESA)

DEADLINE	ACTIVITY
By September 20, 2022	Notify employee that he/she will be on long form evaluation <i>*For those hired after first day of school, notify within 10 days of employment</i>
By October 29, 2022	Meet with employee to conduct Beginning of the Year Conversation. Complete and sign long form individual goals worksheet (appendix 8i-2)
Observation/Conversation/Reports	
Prior to observation (minimum of 2 of at least 15 minutes for a total of at least 60 minutes)	Date, time and place are mutually agreed upon by the evaluator and employee
Within three (3) days of observation	Hold post-observation conversation
Within five (5) days following post-observation conversation	Provide written feedback to employee
By December 9, 2022	1st Observation completed for provisional employees
<i>For employees who received a below average or unsatisfactory rating on any evaluation criterion on the final evaluation of the previous school year, long form goals should be established for the current year at least five (5) days prior to the end of the previous school year. Such long form goals shall be reviewed by evaluator and employee no later than October 1, 2022.</i>	
Recommended by April 28, 2023	Complete Observations
Summative Reporting	
No later than May 5, 2023	<ul style="list-style-type: none"> Meet with employee to have end of year conversation Share any criterion scored below average or unsatisfactory Share final evaluation determination
By May 15, 2023	Statutory deadline for submitting signed final evaluation report (specific to job title)
By July 14, 2023 (or within fourteen (14) calendar days after the end of school)	Deadline for employee filing a written response to evaluation
By July 31, 2023	Send completed evaluation tool with final summative score to HR

EDMONDS SCHOOL DISTRICT NO. 15

LONG FORM INDIVIDUAL GOALS

EMPLOYEE'S NAME _____ Year 20_____

District Goal #1	Create engaging learning experiences that provide all students the opportunity to acquire the knowledge and skills necessary to experience post-secondary success, meet personal goals, and become productive community members.
District Goal #2	Support a diverse, highly-skilled, professionally involved and fairly compensated staff.
District Goal #3	Expand community support and engagement by increasing the number of parents and community members participating in District decision making and playing a role in student achievement.
District Goal #4	Maximize resources to support the district's mission and goals.

Building/Program Goals:

*(You may attach additional pages, if needed, for additional goals.)***Goal #1** *(supports building/program goal to improve student achievement):***Specific strategies** *(at least one strategy per goal must include collegial collaboration):***Indicators of progress toward goal** *(include one piece of evidence measuring impact on students; feedback from students/parents is encouraged):***Goal #2** *(supports building/program or individual content area goal to improve student achievement):***Specific strategies** *(at least one strategy per goal must include collegial collaboration):***Indicators of progress toward goal** *(include one piece of evidence measuring impact on students; feedback from students/parents is encouraged):*

Goal #3 (optional)

Specific strategies:

Indicators of progress toward goal (*feedback from students/parents is encouraged*):

Proposed plan for Professional Growth Activities:

I have reviewed the long form evaluation sheet, and understand that this will be my evaluative status for the current year.

Employee Name (please print)

Employee Signature

Evaluator Name (please print)

Evaluator Signature

Date of Initial Conference

Make copy for Evaluator file.

This form shall be retained as a part of the permanent evaluation record.

EDMONDS SCHOOL DISTRICT NO. 15
Lynnwood, WA 98036-7400

OBSERVATION FORM – *LIBRARY INFORMATION SPECIALIST-SECONDARY*

Name:

Date of Observation:

School(s):

Time of Observation:

Subject(s)/Grade(s)/Specialized Services:

This observation is based upon the following criteria and Long Form Individual Goals. The criteria that were observed at this time are circled, and remarks about these circled criteria are written below.

CRITERIA	
A.	Library Information Specialist's role as an active participant in Instructional Leadership
B.	Library Information Specialist's role to create and maintain effective learning environments for students
C.	Library Information Specialist's role as Teacher of Information Literacy
D.	Library Information Specialist's role as a Reading Advocate
E.	Library Information Specialist's role as a Collaborative Resource
F.	Library Information Specialist's role as Information Manager

OBSERVATION:

Signature of Evaluator:

Signature of Employee:

Date of Conference:

EDMONDS SCHOOL DISTRICT NO. 15
Lynnwood, WA 98036-7400

OBSERVATION FORM – COUNSELOR

Name:

Date of Observation:

School(s):

Time of Observation:

Subject(s)/Grade(s)/Specialized Services:

This observation is based upon the following criteria Long Form Individual Goals. The criteria that were observed at this time are circled, and remarks about these circled criteria are written below.

CRITERIA	
A.	Shares responsibility for guiding educational decisions and practices based on most appropriate counseling strategies.
B.	Advocates for a school environment which supports all students' academic, social, and personal growth.
C.	Shares the responsibility for assessing the socio-emotional, academic, personal, and career strengths and needs of students and collaborating in the development of plans for growth in these areas.
D.	Collaborates with family and community agencies to help facilitate the delivery of appropriate educational planning and needed social service referrals.
E.	Maintains a commitment to professional growth and development.

OBSERVATION:

Signature of Evaluator:

Signature of Employee:

Date of Conference:

EDMONDS SCHOOL DISTRICT NO. 15
Lynnwood, WA 98036-7400

OBSERVATION FORM – *PROFESSIONAL NURSE*

Name:

Date of Observation:

School(s):

Time of Observation:

Subject(s)/Grade(s)/Specialized Services:

This observation is based upon the following criteria Long Form Individual Goals. The criteria that were observed at this time are circled, and remarks about these circled criteria are written below.

CRITERIA

- | | |
|--|---|
| <ul style="list-style-type: none"> A. B. C. D. E. | <ul style="list-style-type: none"> Demonstrates a depth and breadth of knowledge of theory and content in the field of educational health and demonstrates the ability to integrate this knowledge into the total school environment. Demonstrates the ability to organize and manage information and the environment to enhance the educational health environment. Is responsible for assessing student health and developing appropriate intervention strategies. Collaborates with family members and the community in the delivery of health and social services. Promotes best practice by continued professional enhancement and by demonstrating professional conduct. |
|--|---|

OBSERVATION:

Signature of Evaluator:

Signature of Employee:

Date of Conference:

EDMONDS SCHOOL DISTRICT NO. 15
Lynnwood, WA 98036-7400

OBSERVATION FORM
OCCUPATIONAL AND PHYSICAL THERAPIST

Name:

Date of Observation:

School(s):

Time of Observation:

Subject(s)/Grade(s)/Specialized Services:

This observation is based upon the following criteria and Long Form Individual Goals. The criteria that were observed at this time are circled, and remarks about these circled criteria are written below.

CRITERIA	
A.	Possesses and applies a strong knowledge of Occupational or Physical Therapy principles and practices in a school setting to maximize a student's performance.
B.	Is responsible for providing an environment in which safety, trust, and rapport exist.
C.	Helps meet the student's educational needs in a variety of physical settings.
D.	Utilizes therapeutic approaches (program) to meet the student's educational needs.
E.	Is responsible for employing a broad range of tests and measures appropriate to student educational needs.
F.	Works collaboratively with other professionals and family (care giver) to serve the student's needs in the community.
G.	Is responsible for maintaining a commitment to professional development.

OBSERVATION:

Signature of Evaluator: _____

Signature of Employee: _____

Date of Conference: _____

EDMONDS SCHOOL DISTRICT NO. 15
Lynnwood, WA 98036-7400

OBSERVATION FORM – *SCHOOL PSYCHOLOGIST*

Name:

Date of Observation:

School(s):

Time of Observation:

Subject(s)/Grade(s)/Specialized Services:

This observation is based upon the following criteria and Long Form Individual Goals. The criteria that were observed at this time are circled, and remarks about these circled criteria are written below.

CRITERIA

- A. Possesses the professional knowledge and expertise to effectively deliver psychological services within the school setting.
- B. Is responsible for providing services that support the child's learning environment.
- C. Is responsible for assessing the psychoeducational functioning of children and developing and practicing reflective strategies.
- D. Fosters connections between schools, families, and the community.
- E. Is committed to their profession.

OBSERVATION:

Signature of Evaluator:

Signature of Employee:

Date of Conference:

(8/07)

EDMONDS SCHOOL DISTRICT NO. 15**Lynnwood, WA 98036-7400****OBSERVATION FORM — SPEECH-LANGUAGE PATHOLOGIST/AUDIOLOGIST**

Name:

Date of Observation:

School(s):

Time of Observation:

Subject(s)/Grade(s)/Specialized Services:

This observation is based upon the following criteria and the Professional Growth Goal identified on the Professional Growth Goal Planning Worksheet. The criteria that were observed at this time are circled, and remarks about these circled criteria are written below.

CRITERIA	
A.	Possesses a strong knowledge of normal communication development and of the impact on student learning of communication disorders in the processes of hearing, language, and/or speech.
B.	Establishes a supportive learning environment.
C.	Is responsible for assessing children's communication abilities and developing reflective practices.
D.	Encourages connections among children, families, school, and community.
E.	Is responsible for enhancing their professional development.

Scale:

5	Outstanding job in demonstrating this competency
4	Good job in demonstrating this competency
3	Satisfactory job in demonstrating this competency
2	Needs to continue to improve to demonstrate this competency
1	Does not demonstrate this competency
N/O	Not observed

PRE-OBSERVATION CONFERENCE

1. Demonstrate knowledge and skills in speech-language pathology and related subject areas (e.g., literacy).	5	4	3	2	1	N/O
a. Works with individuals at all ability levels and serves a range of disorders, as appropriate for the setting.						
b. Completes and provides in-services (i.e., completing professional development).						
c. Demonstrates competence in oral and written communication.						
d. Organizes work space, materials, and equipment.						
2. Provide culturally and educationally appropriate services, and reflect evidence-based practices.	5	4	3	2	1	N/O
a. Engages students in the session's activities.						
b. Provides accurate and appropriate feedback to students individually.						

c. Implements activities that promote progress on the students' specific IEP goals.						
d. Has good behavior management skills.						
e. Uses the allocated time efficiently and effectively.						
f. Fosters a positive interaction with students.						
g. Provides each student with an opportunity for a significant number of responses.						
h. Includes curricular objectives or materials in the session.						
i. Develops and executes appropriate therapy plans.						
j. Demonstrates knowledge and skills necessary for providing or facilitating treatment for children from culturally and linguistically different backgrounds.						
k. Advocates for appropriate services for students.						
l. Documents the nature of services and evidence of progress.						
3. Partner with the team to determine eligibility and recommend services that are compliant with state and federal regulations for children with IEPs.	5	4	3	2	1	N/O
a. Prepares adequately for meetings.						
b. Explains contents of the IEP clearly, using language that parents and other team members understand.						
c. Explains how speech, language, and hearing goals relate to student success with the curriculum.						
d. Develops understandable and meaningful goals.						
e. Responds appropriately to questions and comments of other team members.						
f. Deals appropriately with conflicts that may occur during the meeting.						
g. Provides evidence that parent(s) and other team members have been involved in creating IEP content.						
h. Explains how IEP goals relate to present educational levels.						
i. Completes documentation within a specific timeline using appropriate forms.						
j. Contributes appropriate information to transition plans.						
k. Solicits feedback from parents, teachers, and students about documentation and compliance via checklists and surveys.						
l. Maintains confidentiality and adheres to the IDEA, Section 504, FERPA, and HIPAA regulations related to documentation and compliance.						
m. Offers evidence that contributes to the eligibility determination.						
4. Demonstrate ability to conduct appropriate comprehensive evaluations for students who may be experiencing a variety of communication disorders.	5	4	3	2	1	N/O
a. Gathers case history information.						
b. Uses appropriate formal and informal assessment tools.						
c. Reports assessment findings in a timely manner.						
d. Develops appropriate evaluation reports.						

e. Observes informal and formal testing using a variety of assessment strategies.						
f. Creates schedules that reflect assessments to be conducted at designated times (i.e., scheduling blocks).						
g. Demonstrates knowledge and skills necessary for providing or facilitating assessment of children from culturally and linguistically different backgrounds.						
5. Provide appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs.	5	4	3	2	1	N/O
a. Develops activities that promote progress on students' specific IEP goals.						
b. Given a reasonable workload, designs a schedule that allows completion of all work activities in an efficient and effective manner.						
c. Changes activities, feedback, or direction of the session when a student is not understanding or able to demonstrate success with the session goal.						
d. Records data on student performance during the session.						
6. Demonstrate collaboration with classroom teachers and other professionals for students in both general and special education.	5	4	3	2	1	N/O
a. Respects teachers and other professionals.						
b. Demonstrates active listening.						
c. Presents with a professional demeanor.						
d. Responds professionally to feedback.						
e. Demonstrates collaborative instruction or co-teaching.						
f. Demonstrates collaboration in an IEP team meeting and other meetings.						
7. Collaborate with families and provide opportunities for families to be involved in the student's SLP services.	5	4	3	2	1	N/O
a. Respects students and families.						
b. Demonstrates active listening.						
c. Presents with a professional demeanor.						
d. Responds professionally to feedback.						
e. Demonstrates collaboration with families in an IEP team meeting and other meetings.						
f. Shows evidence of communication with families (e.g., parent communication log).						
8. Earn continuing education of professional development units sufficient to meet ASHA requirements for certification maintenance as well as state certification and licensing requirements.	5	4	3	2	1	N/O
a. Completes in-services (i.e., completes professional development).						
b. Provides in-services (i.e., provides professional development)						
c. Participates in state, school, or local associations; meetings and conferences; and/or professional learning communities.						

Post-observation conference:

Signature of Evaluator: _____

Signature of Employee: _____

Date of Conference: _____

EDMONDS SCHOOL DISTRICT NO. 15
Lynnwood, WA 98036-7400

OBSERVATION FORM
CERTIFICATED SUPPORT PERSONNEL
(TOSA, INSTRUCTIONAL COACH, DEAN, ETC.)

Name:

Date of Observation:

School(s):

Time of Observation:

Subject(s)/Grade(s)/Specialized Services:

This observation is based upon the following criteria and Long Form Individual Goals. The criteria that were observed at this time are circled, and remarks about these circled criteria are written below.

CRITERIA

- A. Knowledge and scholarship in special fields
- B. Specialized skills
- C. Management of special and technical environment
- D. The employee as a professional
- E. Involvement in assisting pupils, parents and educational personnel

OBSERVATION:

Signature of Evaluator:

Signature of Employee:

Date of Conference:

EDMONDS SCHOOL DISTRICT NO. 15
Lynnwood, WA 98036-7400

FINAL LONG FORM EVALUATION REPORT
LIBRARY INFORMATION SPECIALIST - SECONDARY

Name: ☐ Annual 20 __ - 20 __

School(s): ☐ 90 Day Provisional 20 __ - 20 __

Other (specify):

Subject(s)/Grade(s)/Specialized Services:

This evaluation is based upon the general criteria and the Professional Growth Goal reviewed in the initial conference on (date) _____. Formal observations for evaluation were made on the following dates:

CRITERIA	Satis- factory	Below Aver.	Unsatis- factory	CRITERIA	Satis- factory	Below Aver.	Unsatis- factory
A. Library Information Specialist's role as an active participant in Instructional Leadership				E. Library Information Specialist's role as a Collaborative Resource			
B. Library Information Specialist's role to create and maintain effective learning environments for students				F. Library Information Specialist's role as Information Manager			
C. Library Information Specialist's role as Teacher of Information Literacy				Professional Growth Goal			
D. Library Information Specialist's role as a Reading Advocate							

This employee's overall performance has been ☐ Satisfactory ☐ Unsatisfactory during the evaluation period _____ covered in this report.

EVALUATIVE COMMENTS (*address all criteria and professional growth plan*):

Progress toward achievement of Individual Professional Development activities:

Signature of Evaluator

My signature below indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings. I understand that I may submit a written response within 14 calendar days of the end of the school year.

DATE

Signature of Library Information Specialist

EDMONDS SCHOOL DISTRICT NO. 15
Lynnwood, WA 98036-7400

FINAL LONG FORM EVALUATION REPORT – COUNSELOR

Name: ☐ Annual 20 __ - 20 __

School(s): ☐ 90 Day Provisional 20 __ - 20 __

Other (specify):

Subject(s)/Grade(s)/Specialized Services:

This evaluation is based upon the general criteria and the Professional Growth Goal reviewed in the initial conference on (date) _____. Formal observations for evaluation were made on the following dates:

CRITERIA	Satis- factory	Below Aver.	Unsatis- factory	CRITERIA	Satis- factory	Below Aver.	Unsatis- factory
A. Shares responsibility for guiding educational decisions and practices based on most appropriate counseling strategies.				D. Collaborates with family and community agencies to help facilitate the delivery of appropriate educational planning and needed social service referrals.			
B. Advocates for a school environment which supports all students' academic, social, and personal growth.				E. Maintains a commitment to professional growth and development.			
C. Shares the responsibility for assessing the socio-emotional, academic, personal, and career strengths and needs of students and collaborating in the development of plans for growth in these areas.				Professional Growth Goal			

This employee's overall performance has been ☐ Satisfactory ☐ Unsatisfactory during the evaluation period _____ covered in this report.

EVALUATIVE COMMENTS (*address all criteria and professional growth plan*):

Progress toward achievement of Individual Professional Development activities:

Signature of Evaluator

My signature below indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings. I understand that I may submit a written response within 14 calendar days of the end of the school year.

DATE

Signature of Counselor

EDMONDS SCHOOL DISTRICT NO. 15
Lynnwood, WA 98036-7400

FINAL LONG FORM EVALUATION REPORT – PROFESSIONAL NURSE

Name: ☐ Annual 20 __ - 20 __

School(s): ☐ 90 Day Provisional 20 __ - 20 __

Other (specify):

Subject(s)/Grade(s)/Specialized Services:

This evaluation is based upon the general criteria and the Professional Growth Goal reviewed in the initial conference on (date) _____. Formal observations for evaluation were made on the following dates:

CRITERIA	Satis- factory	Below Aver.	Unsatis- factory	CRITERIA	Satis- factory	Below Aver.	Unsatis- factory
A. Demonstrates a depth and breadth of knowledge of theory and content in the field of educational health and demonstrates the ability to integrate this knowledge into the total school environment.				D. Collaborates with family members and the community in the delivery of health and social services.			
B. Demonstrates the ability to organize and manage information and the environment to enhance the educational health environment.				E. Promotes best practice by continued professional enhancement and by demonstrating professional conduct.			
C. Is responsible for assessing student health and developing appropriate intervention strategies.				Professional Growth Goal			

This employee's overall performance has been ☐ Satisfactory ☐ Unsatisfactory during the evaluation period _____ covered in this report.

EVALUATIVE COMMENTS (*address all criteria and professional growth plan*):

Progress toward achievement of Individual Professional Development activities:

Signature of Evaluator

My signature below indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings. I understand that I may submit a written response within 14 calendar days of the end of the school year.

DATE

Signature of Professional Nurse

EDMONDS SCHOOL DISTRICT NO. 15
Lynnwood, WA 98036-7400

FINAL LONG FORM EVALUATION REPORT
OCCUPATIONAL AND PHYSICAL THERAPIST

Name: ☐ Annual 20 __ - 20 __

School(s): ☐ 90 Day Provisional 20 __ - 20 __

Other (specify):

Subject(s)/Grade(s)/Specialized Services:

This evaluation is based upon the general criteria and the Professional Growth Goal reviewed in the initial conference on (date) _____. Formal observations for evaluation were made on the following dates:

CRITERIA	Satis- factory	Below Aver.	Unsatis- factory	CRITERIA	Satis- factory	Below Aver.	Unsatis- factory
A. Possesses and applies a strong knowledge of Occupational or Physical Therapy principles and practices in a school setting to maximize a student's performance.				E. Is responsible for employing a broad range of tests and measures appropriate to student educational needs.			
B. Is responsible for providing an environment in which safety, trust, and rapport exist.				F. Works collaboratively with other professionals and family (care giver) to serve the student's needs in the community.			
C. Helps meet the student's educational needs in a variety of physical settings.				G. Is responsible for maintaining a commitment to professional development.			
D. Utilizes therapeutic approaches (program) to meet the student's educational needs.				Professional Growth Goal			

This employee's overall performance has been ☐ Satisfactory ☐ Unsatisfactory during the evaluation period _____ covered in this report.

EVALUATIVE COMMENTS (*address all criteria and professional growth plan*):

Progress toward achievement of Individual Professional Development activities:

Signature of Evaluator

My signature below indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings. I understand that I may submit a written response within 14 calendar days of the end of the school year.

DATE

Signature of Occupational and Physical Therapist

EDMONDS SCHOOL DISTRICT NO. 15
Lynnwood, WA 98036-7400

FINAL LONG FORM EVALUATION REPORT – *SCHOOL PSYCHOLOGIST*

Name: ☐ Annual 20__ - 20__

School(s): ☐ 90 Day Provisional 20__ - 20__

Other (specify):

Subject(s)/Grade(s)/Specialized Services:

This evaluation is based upon the general criteria and the Professional Growth Goal reviewed in the initial conference on (date) _____. Formal observations for evaluation were made on the following dates:

CRITERIA	Satis- factory	Below Aver.	Unsatis- factory	CRITERIA	Satis- factory	Below Aver.	Unsatis- factory
A. Possesses the professional knowledge and expertise to effectively deliver psychological services within the school setting.				D. Fosters connections between schools, families, and the community.			
B. Is responsible for providing services that support the child's learning environment.				E. Is committed to their profession.			
C. Is responsible for assessing the psychoeducational functioning of children and developing and practicing reflective strategies.				Professional Growth Goal			

This employee's overall performance has been ☐ Satisfactory ☐ Unsatisfactory during the evaluation period _____ covered in this report.

EVALUATIVE COMMENTS (*address all criteria and professional growth plan*):

Progress toward achievement of Individual Professional Development activities:

Signature of Evaluator

My signature below indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings. I understand that I may submit a written response within 14 calendar days of the end of the school year.

DATE

Signature of School Psychologist

EDMONDS SCHOOL DISTRICT NO. 15
Lynnwood, WA 98036-7400

FINAL LONG FORM EVALUATION REPORT
SPEECH-LANGUAGE PATHOLOGIST

Name: ☐ Annual 20 __ - 20 __

School(s): ☐ 90 Day Provisional 20 __ - 20 __

Other (specify):

Subject(s)/Grade(s)/Specialized Services:

This evaluation is based upon the general criteria and the Professional Growth Goal reviewed in the initial conference on (date) _____. Formal observations for evaluation were made on the following dates:

CRITERIA	Satis- factory	Below Aver.	Unsatis- factory	CRITERIA	Satis- factory	Below Aver.	Unsatis- factory
A. Possesses a strong knowledge of normal communication development and of the impact on student learning of communication disorders in the processes of hearing, language, and/or speech.				D. Encourages connections among children, families, school, and community.			
B. Establishes a supportive learning environment.				E. Is responsible for enhancing their professional development.			
C. Is responsible for assessing children's communication abilities and developing reflective practices.				Professional Growth Goal			

This employee's overall performance has been ☐ Satisfactory ☐ Unsatisfactory during the evaluation period _____ covered in this report.

EVALUATIVE COMMENTS (*address all criteria and professional growth plan*):

Progress toward achievement of Individual Professional Development activities:

Signature of Evaluator

My signature below indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings. I understand that I may submit a written response within 14 calendar days of the end of the school year.

DATE

Signature of Speech-Language Pathologist

EDMONDS SCHOOL DISTRICT NO. 15
Lynnwood, WA 98036-7400

FINAL LONG FORM EVALUATION REPORT
CERTIFICATED SUPPORT PERSONNEL
(TOSAs INSTRUCTIONAL COACH, DEAN, ETC)

Name: ☐ Annual 20 __ - 20 __

School(s): ☐ 90 Day Provisional 20 __ - 20 __

Other (specify):

Subject(s)/Grade(s)/Specialized Services:

This evaluation is based upon the general criteria and the Professional Growth Goal reviewed in the initial conference on (date) _____. Formal observations for evaluation were made on the following dates:

CRITERIA	Satis- factory	Below Aver.	Unsatis- factory	CRITERIA	Satis- factory	Below Aver.	Unsatis- factory
A. Knowledge and scholarship in special fields				D. The employee as a professional			
B. Specialized skills				E. Involvement in assisting pupils, parents and educational personnel			
C. Management of special and technical environment				Professional Growth Goal			

This employee's overall performance has been ☐ Satisfactory ☐ Unsatisfactory during the evaluation period _____ covered in this report.

EVALUATIVE COMMENTS (*address all criteria and professional growth plan*):

Progress toward achievement of Individual Professional Development activities:

Signature of Evaluator

My signature below indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings. I understand that I may submit a written response within 14 calendar days of the end of the school year.

DATE

Signature of Certificated Support Employee

APPENDIX 8I-1 - PGAP TIMELINES

2022-23
PGAP Evaluation Timeline
for Educational Staff Associates (ESA)

DEADLINE	ACTIVITY
By October 4, 2022	Notify employee that he/she will be on PGAP (not long form) evaluation <i>*For those hired after first day of school, notify within 20 days of employment</i>
By October 18, 2022	Meet with employee to conduct Beginning of the Year Conversation <i>*For those hired after the first day of school, meet within 30 days of employment</i>
No later than March 1, 2023	Deadline to move an employee on PGAP to the long form evaluation process. <i>*Must contact HR Certificated Director prior to March 1 for assistance.</i>
Observation/Conversations/Reports	
Evaluator will conduct 2 observations of at least 30 minutes each, one of which must be scheduled	Date, time, and place of scheduled evaluation is mutually agreed upon by evaluator and employee
Hold pre-observation conference with employee for the scheduled observation	
Within three (3) days after all observations	Hold post-observation conversation
Within five (5) days following all post-observation conversations	Provide written feedback to employee
Recommended by May 25, 2023	Complete observations
Summative Reporting	
No later than June 20, 2023 (or within five (5) days prior to end of school)	Conduct end of the year conversation. Complete and sign PGAP verification form.
By July 11, 2023 (or within ten (10) days after the close of school)	Deadline for employee filing a written response to evaluation
By July 31, 2023	Send completed evaluation tool with PGAP verification form to HR

EDMONDS SCHOOL DISTRICT NO. 15

PGAP PLANNING WORKSHEET

EMPLOYEE'S NAME _____

Year _____

District Goal #1	Create engaging learning experiences that provide all students the opportunity to acquire the knowledge and skills necessary to experience post-secondary success, meet personal goals, and become productive community members.
District Goal #2	Support a diverse, highly-skilled, professionally involved and fairly compensated staff.
District Goal #3	Expand community support and engagement by increasing the number of parents and community members participating in District decision making and playing a role in student achievement.
District Goal #4	Maximize resources to support the district's mission and goals.

Building/Program Goals:

*(You may attach additional pages, if needed, for additional goals.)***Goal #1** *(supports building/program goal to improve student achievement):*Specific strategies *(at least one strategy per goal must include collegial collaboration):*Indicators of progress toward goal *(include one piece of evidence measuring impact on students; feedback from students/parents is encouraged):***Goal #2** *(supports building/program or individual content area goal to improve student achievement):*Specific strategies *(at least one strategy per goal must include collegial collaboration):*Indicators of progress toward goal *(include one piece of evidence measuring impact on students; feedback from students/parents is encouraged):***Goal #3 (optional)**

Specific strategies:

Indicators of progress toward goal *(feedback from students/parents is encouraged):*

Proposed plan for Professional Growth activities:

I have reviewed the PGAP planning sheet and understand that this will be my evaluative status for the current year.

Employee Name (please print)

Employee Signature

Evaluator Name (please print)

Evaluator Signature

Date of Initial Conference

Make copy for Evaluator file.

EDMONDS SCHOOL DISTRICT NO. 15
Lynnwood, WA 98036-7400

FINAL PGAP VERIFICATION FORM

(To be completed no later than the 5th day prior to the end of school
and submitted to Human Resources no later than 10 days after the end of school.)

To Be Completed by the Employee

Name _____ School _____ Year _____

Evaluator _____

Grade _____ Subject(s) _____

Goal#1: _____

Progress toward achievement based on identified indicators:

Goal 2: _____

Progress toward achievement based on identified indicators:

Goal 3: _____

Progress toward achievement based on identified indicators:

Professional Growth Activities (list Professional Activities accomplished):

Employee Name (please print)

Employee Signature

Date _____

To Be Completed by the Evaluator *(Evaluators may only write comments directly related to PGAP goals.)*

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

☐ There was a review of PGAP activities in support of building/program goals.

During this school year, employee's performance has been: ☐ Satisfactory

☐ Unsatisfactory

Evaluator Name (please print)

Evaluator Signature

Date _____

Send signed original to Human Resources no later than 10 days after the end of school.



Edmonds School District

Serving the communities of Brier, Edmonds,
Lynnwood, Mountlake Terrace, and Woodway

Teaching Profession Self-Assessment CONTINUUM

Revised June 2010

This is not an Administrative Evaluation Tool.

Edmonds School District No. 15
TEACHING PROFESSION SELF-ASSESSMENT CONTINUUM
USER MANUAL

READ THIS PAGE FIRST**READ THIS PAGE FIRST**

In its commitment to become a standards-referenced district, Edmonds School District educators have developed standards for student learning as well as standards for the teaching profession. These documents have become the foundation for classroom work and a catalyst for professional growth.

The *Continuum* was designed for the following purposes:

- < Link high student learning to exemplary teaching standards
- < Promote reflection about teaching and student learning
- < Formulate PGAP (individual and group)
- < Guide self-improvement
- < Cultivate understanding of standards-referenced education

The *Teaching Profession Self-Assessment Continuum* is an essential part of a meaningful self-evaluation and growth process. It has been written to facilitate the self-assessment process and is intended for the teacher's personal use. The teacher's self-assessment may be shared with colleagues (supervisors, mentors, or others) at teacher discretion.

All Edmonds educators will use this document to set and monitor annual growth goals. It is organized around the seven components of the *Edmonds School District Standards for the Teaching Profession*:

- A. Teachers create and maintain effective environments for student learning
- B. Teachers demonstrate knowledge of the content they teach and knowledge of best teaching practices for student learning
- C. Teachers plan and design appropriate learning experiences for all students
- D. Teachers implement best teaching practices that engage all students and optimize learning
- E. Teachers assess student learning and communicate results
- F. Teachers develop as professional educators
- G. Teachers are members of learning communities

Not all the components are applicable to every situation, nor may the five stages represent the full range of characteristics observed. Placement on each stage or strand of the continuum is dynamic, changing as individuals progress and/or accept new challenges.

This document is now linked to the Washington State Professional Teaching Standards. Included in the brackets [] are the state criteria for meeting the Washington State Professional Teaching Standards. These are provided to show the link between the Edmonds Standards for the Teaching Profession and the state teaching standards.

EDMONDS SCHOOL DISTRICT
TEACHING PROFESSION SELF-ASSESSMENT
CONTINUUM

A. *TEACHERS CREATE AND MAINTAIN EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING.*

This is demonstrated by:

1. Establishing a climate that promotes caring and positive relationships.

[1(c) Establishing and maintaining a positive student-focused learning environment: Classroom Environment]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher establishes rapport with individual students.	Builds caring, friendly rapport with students and models equitable, respectful relationships through positive verbal and non verbal interactions.	Maintains caring, friendly relationships with students and promotes respectful interactions among them. Most students act respectfully toward teacher.	Promotes caring, respectful, and equitable interactions between students. Most students act respectfully toward teacher and each other.	Maintains an environment in which students demonstrate caring, respectful, and equitable relationships with each other and the teacher.

2. Establishing a climate that affirms individuality and diversity.

[1(c) Establishing and maintaining a positive student-focused learning environment: Classroom Environment]

[1(e) Demonstrating cultural sensitivity in teaching and in relationships with students, parents, and community]

[3(c) Advocating in curriculum, instruction, and learning environments which meet the diverse needs of students]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher recognizes student diversity and addresses prejudiced attitudes and behaviors among students.	Values student diversity and life experiences, promotes students' self-esteem, and intervenes to address prejudiced attitudes and behaviors.	Promotes students' self-esteem and empathy for others. Develops strategies to help students to identify prejudiced attitudes and behaviors.	Promotes self-esteem, empathy and cooperation among all students. Uses strategies to help students address and challenge prejudice in their learning environments.	Fosters an inclusive and equitable learning environment, and helps students to actively challenge prejudice in the classroom, school, community, and beyond.

3. Establishing a climate that promotes responsibility.

[1(c) Establishing and maintaining a positive student-focused learning environment: Classroom Environment]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher creates opportunities for individual students to have classroom responsibilities.	Encourages student autonomy through individual classroom responsibilities and independent activities. Students are encouraged to take initiative for their own work.	Encourages student autonomy through individual classroom responsibilities, independent activities, and choices. Encourages students to take initiative for and follow through on their own work.	Encourages students to take initiative for and follow through on their own work. Students are given opportunities for leadership in the classroom.	Facilitates an environment in which students consistently take initiative for their own learning. Teacher promotes student leadership in the school and community.

4. Establishing and maintaining standards for student behaviors.

[1(a) Using effective teaching practices including classroom management]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher establishes and communicates clear expectations and consequences for student behavior which are aligned with building standards.	Affirms positive behavior and implements consequences according to established expectations.	Consistently reinforces expectations and implements consequences. Structures opportunities for students to monitor own behavior.	Consistently and equitably reinforces expectations and consequences. Coaches all students to monitor their own behavior and others' in a respectful way.	Facilitates an environment in which students consistently maintain and monitor positive behavior.

5. Planning and implementing classroom procedures and routines that support student learning.

[1(a) Using effective teaching practices including classroom management]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher establishes some rules to support student learning.	Establishes clear classroom rules, routines, and procedures, and modifies as needed.	Maintains clear and equitable rules, routines, and procedures, and modifies as needed.	Uses strategies to involve students in developing and maintaining equitable rules, routines, and procedures.	Assists students to internalize rules, routines, and procedures.

6. Creating and maintaining a physical environment that engages all students and is conducive to learning.

[1(c) Establishing and maintaining a positive student-focused learning environment: Classroom Environment]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher arranges classroom furniture for safety and accessibility to students.	Arranges classroom furniture for safety, student interaction and movement. Displays student work.	Arranges and adjusts classroom seating to accommodate individual and group learning needs. Displays student work that demonstrates current learnings.	Arranges the physical environment to promote individual and group learning. Students help to select and display their work and contribute to the design of the environment.	Uses the total physical environment as a resource to promote individual and group learning and display student work. Students contribute to the changing design of the environment.

B. *TEACHERS DEMONSTRATE KNOWLEDGE OF THE CONTENT THEY TEACH, AND KNOWLEDGE OF BEST TEACHING PRACTICES FOR STUDENT LEARNING.*

This is demonstrated by:

1. Demonstrating knowledge of subject matter content in designing effective learning experiences.

[1(d) Designing and/or adopting challenging curriculum that is developmentally appropriate]

[3(c) Advocating in curriculum, instruction, and learning environments which meet the diverse needs of students]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher organizes subject matter, concepts, and skills from the Frameworks to encourage student understanding.	Organizes subject matter themes, concepts, and skills within specific content areas to facilitate student understanding and reflect District Frameworks.	Organizes and sequences interdisciplinary themes, concepts, and skills within specific content areas to facilitate student understanding and to reflect District Frameworks.	Organizes curriculum to facilitate student understanding of themes, concepts, and skills and demonstrates their relationship across the curriculum.	Organizes and adapts curriculum to facilitate an in-depth understanding of themes, concepts, and skills in each content area, and demonstrates relationship across the curriculum.

2. Demonstrating knowledge of student development in designing effective learning experiences.

[1(d) Designing and/or adopting challenging curriculum that is developmentally appropriate]

[3(c) Advocating in curriculum, instruction, and learning environments which meet the diverse needs of students]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher uses knowledge of subject matter and student development to support student learning.	Uses knowledge of subject matter and student development to design specific lessons and activities.	Applies subject matter and developmental knowledge into lessons and specific learning activities.	Integrates instructional strategies that demonstrate an understanding of individual student's development in relation to curriculum and learning goals.	Consistently uses understanding of individual student's development to meet learning goals and make the curriculum appropriate and accessible to all students.

3. Interrelating ideas and information across subject matter areas and applying them to real-world settings when possible.

[2(c) Remaining current in subject area(s), theories, research, and ethical practice]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher identifies real-world applications of the key concepts in subject matter areas.	Identifies real-world applications of the key concepts and underlying themes in subject matter areas to help students relate new concepts to previous knowledge.	Identifies and integrates key concepts and themes within subject matter areas, and incorporates a range of diverse perspectives to support student learning.	Identifies and integrates key concepts and themes within and across curriculum to make connections between concepts, prior learning, and life experiences. Incorporates a range of diverse perspectives to support student learning.	Connects key concepts and themes within and across the curriculum, and builds a wide range of diverse perspectives and experiences to extend learning to all students.

C. **TEACHERS PLAN AND DESIGN APPROPRIATE LEARNING EXPERIENCES FOR ALL STUDENTS.**

This is demonstrated by:

1. **Selecting learning goals based on standards from available District Curriculum Frameworks or appropriate standards per subject area.**

[1(a) Using effective teaching practices including classroom management]

[1(c) Establishing and maintaining a positive student-focused learning environment: Classroom Environment]

[1(d) Designing and/or adopting challenging curriculum that is developmentally appropriate]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher uses District Curriculum Frameworks to plan lessons.	Uses Frameworks to plan lessons and establish outcomes from Performance Standards.	Establishes short-term goals for student learning and ensures that instructional activities are related to Frameworks.	Establishes short and long-term goals for learning with high expectations for all students. Instructional activities are related to Frameworks.	Articulates short and long-term goals with high expectations for learning and designs activities so that students participate in setting and achieving the goals.

2. **Choosing, adapting, or developing challenging curriculum and materials that are based on District Frameworks.**

[1(a) Using effective teaching practices including classroom management]

[1(d) Designing and/or adopting challenging curriculum that is developmentally appropriate]

[1(g) Integrating technology into instruction and assessment]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher begins to select relevant instructional materials, resources, and technologies for specific lessons.	Uses selected relevant instructional materials, resources, and technologies to present concepts.	Selects and uses relevant instructional materials, resources, and technologies to present concepts. Materials reflect diverse perspectives and issues.	Selects and uses a range of relevant instructional materials, resources, and technologies to promote students' understanding of concepts. Materials reflect diverse perspectives and issues.	Analyzes and uses a range of relevant instructional materials, resources, and technologies to extend students' understanding of concepts. Materials reflect diverse perspectives and issues.

3. **Planning, developing, and sequencing instructional activities for optimal student learning.**

[1(a) Using effective teaching practices including classroom management]

[1(d) Designing and/or adopting challenging curriculum that is developmentally appropriate]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher follows instructional plans to motivate students and involve them in learning.	Plans and modifies instruction that sequences subject matter concepts to promote student understanding and involve them in learning.	Plans sequenced instruction to promote understanding and critical thinking in students. Revises as needed.	Sequences, adapts, and revises short- and long-term plans, based on assessment of students' learning, to promote understanding of concepts and critical thinking for all students.	Designs instruction to help students synthesize and apply new knowledge, to see relationships and connections across subject matter areas.

4. Creating and using resources to meet learner goals.

[1(g) Integrating technology into instruction and assessment]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher makes materials, resources, and technology available to students. Monitors their safe use.	Makes materials, resources, and technology accessible to students and establishes expectations for their safe use and care.	Makes materials, resources, and technology accessible to all students and maintains expectations, clear routines and procedures while teaching students to value, respect and care for materials.	Creates an environment in which all students have access to materials, resources, and technology, and students demonstrate the safe use of materials.	Maintains an environment in which all students access and take full responsibility for the use and care of materials, resources, and technology.

5. Using personnel resources to meet learner goals and optimize learning.

[1(a) Using effective teaching practices including classroom management]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher uses support personnel (certificated, classified, volunteers) to assist with teacher tasks.	Plans for the occasional involvement of support personnel to assist students in learning activities.	Plans instruction to involve the structured use of support personnel in assisting student learning.	Incorporates a range of support personnel into long-term instructional plans to assist students and to extend learning.	Utilizes a wide range of support personnel as essential partners in instruction and incorporates them into long-term plans to assist students and to extend learning.

D. TEACHERS IMPLEMENT BEST TEACHING PRACTICES THAT ENGAGE ALL STUDENTS AND OPTIMIZE LEARNING.

This is demonstrated by:

1. Communicating purpose, expectations, and procedures clearly and effectively to all students.

[1(a) Using effective teaching practices including classroom management]

[1(c) Establishing and maintaining a positive student-focused learning environment: Classroom Environment]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher informs students of classroom procedures and expectations.	Provides models and opportunities to practice procedures and expectations.	Uses a variety of methods to explain purpose and present procedures and expectations to optimize learning.	Involves students in understanding purpose and developing clear expectations and procedures.	Facilitates opportunities for students to develop clear purpose, expectations, and procedures that optimize learning.

2. Facilitating opportunities that promote learning.

[1(e) Demonstrating cultural sensitivity in teaching and in relationships with students, parents, and community]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher provides opportunities and resources for students to learn, practice, and discuss skills, concepts, and processes.	Provides opportunities and resources for students to learn and practice skills, concepts, and processes in meaningful contexts and to discuss and reflect on content and issues.	Provides opportunities and resources that encourage all students to question, consider diverse perspectives, and apply skills, concepts, and resources in real-life contexts.	Provides opportunities and resources for all students to consider diverse perspectives, engage in critical thinking and problem solving in real-life contexts within and across the curriculum.	Facilitates opportunities and resources for all students to consider diverse perspectives, problem solve in real-life contexts, analyze, and draw conclusions within and across the curriculum.

3. Facilitating opportunities for multiple modality learning.

[1(c) Establishing and maintaining a positive student-focused learning environment: Classroom Environment]

[3(c) Advocating in curriculum, instruction, and learning environments which meet the diverse needs of students]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher recognizes the need to incorporate opportunities for multiple modality learning.	Uses a variety of instructional strategies to introduce, explain, and restate subject matter concepts and processes, and support student learning.	Creates and uses a variety of oral, visual, or other instructional strategies to present concepts and to support student learning.	Creates and modifies a repertoire of oral, visual, or other instructional strategies to ensure participation and promote learning for students.	Consistently uses and modifies a repertoire of oral, visual, or other instructional strategies to promote learning for students.

4. Facilitating learning experiences that promote interaction, independent learning and community/group responsibility.

[1(i) Incorporating democratic principles into his/her practice: Democratic Principles]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher experiments with small group and individual activities, creating opportunities for students to create together.	Provides opportunities for students to develop communication and group skills, and participation in individual and group activities that support student learning.	Provides experiences that support interaction, independent learning, and group responsibility.	Facilitates learning experiences that promote collaboration, independent learning, and group responsibility.	Facilitates challenging learning experiences that promote collaboration, independent learning, and group responsibility for students.

5. Facilitating learning experiences that promote autonomy.

[1(f) Using information about student achievement and performance to advise and involve students, parents, and community members]

[1(i) Incorporating democratic principles into his/her practice: Democratic Principles]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher monitors student progress within a specific lesson.	Encourages students to monitor their own learning within specific lessons.	Helps students to develop and use strategies to monitor and reflect on their own learning.	Assists students to become self-directed learners who are able to set goals, demonstrate and reflect on what they are learning.	Facilitates and extends opportunities for students to set goals, demonstrate, reflect on, and evaluate their own learning.

6. Being flexible and responsive to individual student's needs by monitoring and adjusting.

[1(b) Using assessment to monitor and improve instruction]

[1(f) Using information about student achievement and performance to advise and involve students, parents, and community members]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher plans lessons and follows them as planned.	Modifies lesson plans to make content accessible to more students.	Revises lesson plans to promote individual student understanding of concepts and critical thinking.	Provides for remediation or enrichment based on assessment of student's learning as lesson progresses.	Reflects on and revises the design of instruction in relation to short and long-range goals for learning to extend understanding and critical thinking for each student.

E. TEACHERS ASSESS STUDENT LEARNING AND COMMUNICATE RESULTS.

This is demonstrated by:

1. Implementing a variety of assessment tools.

[1(b) Using assessment to monitor and improve instruction]

[1(g) Integrating technology into instruction and assessment]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher observes, monitors, and documents student learning.	Observes student learning and uses relevant assessment tools to align instruction and verify student learning.	Uses a variety of assessments that are aligned with standards to guide instruction and verify student learning with a preponderance of evidence.	Uses a variety of assessments to guide short and long-term instructional plans and support student learning.	Uses a variety of assessments that are embedded in instruction to guide short and long-term instructional plans and support learning for all students.

2. Communicating assessment criteria and standards to all students.

[1(b) Using assessment to monitor and improve instruction]

[1(f) Using information about student achievement and performance to advise and involve students, parents, and community members]

Beginning	Emerging	Applying	Integrating	Innovating
Informs students of upcoming assessments.	Informs students of form and content of upcoming assessments.	Informs students of form and content of upcoming assessments. Communicates criteria.	Informs students of form and content of upcoming assessments. Communicates criteria and standards with benchmark examples/sample questions.	Engages students in formulating assessment criteria and standards.

3. Teaching and guiding student self-evaluation, reflection, and goal setting.

[1(b) Using assessment to monitor and improve instruction]

[1(f) Using information about student achievement and performance to advise and involve students, parents, and community members]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher uses grades and test scores to help students evaluate their progress.	Uses District standards and benchmark examples to help students learn to reflect on and evaluate their own work and behavior.	Engages students in practicing self and peer evaluation and in identifying goals based on District standards.	Uses a variety of tools and strategies to teach students how to reflect on and evaluate their work. Students identify their own goals based on District standards and engage in peer discussion of their work.	Engages all students in practicing self and peer evaluation, identifying their own goals based on District standards, and monitoring their progress over time.

4. Communicating student progress with students.

[1(b) Using assessment to monitor and improve instruction]

[1(f) Using information about student achievement and performance to advise and involve students, parents, and community members]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher provides students with information about their progress through test scores, grades, and report cards.	Provides students with information about their current progress as they engage in learning activities and at regularly scheduled reporting periods.	Provides students with information about their current progress and helps the students use the information to improve performance.	Provides students with information about their progress over time and helps the students use the data to improve their performance.	Uses a variety of assessments to provide students with comprehensive information about their progress over time. Tries to help all students to engage in reflection about their growth over time.

5. Communicating student progress with families and others.

[1(f) Using information about student achievement and performance to advise and involve students, parents, and community member]

[1(h) Informing, involving, and collaborating with parents and families as partners in the educational process]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher communicates with families at regularly scheduled times.	Initiates communication with families and support personnel when needed.	Maintains regular communication with families and support personnel to exchange information about students' progress.	Exchanges information with families and support personnel to improve understanding and encourage progress. Students have opportunities to communicate their own progress.	Involves families and support personnel in the assessment process to improve understanding and encourage progress. Students share their progress and participate in conferences.

F. TEACHERS DEVELOP AS PROFESSIONAL EDUCATORS.

This is demonstrated by:

1. Engaging in reflection on teaching practice, establishing professional goals, planning professional development, and working with colleagues to improve practice.

[2(a) Evaluating the effects of his/her teaching through feedback and reflection]

[2(b) Designing and implementing personal professional growth programs]

[3(e) Participating collaboratively in school improvement activities]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher identifies areas for professional growth with assistance from experienced colleagues.	Reflects on instructional successes and dilemmas, and establishes goals for professional development with assistance.	Reflects on teaching practice, modifies and pursues goals for professional development, and assesses growth through collegial support and dialogue.	Reflects on teaching practice to modify and extend plans for professional development, and uses data as well as dialogue with colleagues to improve practice.	Reflects on teaching practice and uses data as well as dialogue with colleagues and professional community to extend plans for professional development.

2. Engaging in continuous improvement through professional development.

[2(b) Designing and implementing personal professional growth programs]

[2(c) Remaining current in subject area(s), theories, research, and ethical practice]

[3(a) Participating in activities within the school community to improve curriculum and instructional practices]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher expands her/his understanding of teaching and learning by observing and interacting with more experienced teachers.	Seeks to expand knowledge and skills through professional development opportunities (e.g. workshops, classes, seminars.	Collaborates with peers on site and participates in professional development opportunities to improve teaching.	Collaborates with District peers, participates in professional development opportunities, and reads current professional literature to refine and extend teaching.	Contributes to professional organizations, literature, and development opportunities to extend own practice and that of colleagues. Leads professional development.

3. Applying and refining a philosophy of education in alignment with District mission and goals as embraced by the Trust Agreement.

[3(a) Participating in activities within the school community to improve curriculum and instructional practices]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher is aware of the district's mission and basic educational goals.	Identifies components in program that exemplify district's mission and educational goals. Understands the Trust Agreement.	Applies District mission and goals in program. Understands and appreciates the purpose and ideals of the Trust Agreement. Learning program characterizes the ideals of the district's mission, goals, and Trust Agreement.	Applies District mission and goals in program. Understands and appreciates the purpose and ideals of the Trust Agreement. Learning program characterizes the ideals of the district's mission, goals, and Trust Agreement. Strengthens resolve through dialogue with colleagues.	Advocates for the district's mission and goals. Knows how the Trust Agreement is the foundation for all activities in the district.

G. TEACHERS ARE MEMBERS OF LEARNING COMMUNITIES.

This is demonstrated by:

1. Participating in shared decision making.

[3(d) Demonstrating communication skills and/or strategies that facilitate group decision making: Communication Skills]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher is aware of District's decision-making model and has a copy for reference.	Understands the range of decisions within the school community and understands which decisions are governed by the shared decision-making models, and at what level of participation.	Applies appropriate decision-making strategies within learning environment.	Advocates for shared decision making. Understands which decisions are appropriate to the Draft 5 model and at what level of participation.	Applies a thorough understanding of the history, purpose, and implementation of shared decision making. Acts as a facilitator to help groups within the district in the decision-making process.

2. Working collaboratively with communities, families, and colleagues to improve student learning and professional practices.

[1(h) Informing, involving, and collaborating with parents and families as partners in the educational process]

[3(e) Participating collaboratively in school improvement activities]

Beginning	Emerging	Applying	Integrating	Innovating
Teacher learns about students' communities.	Elicits information about students' communities and cultures and increases understanding of the role of the community in students' lives.	Identifies District social services and community resources.	Uses knowledge of local community's culture, services, and resources to support student learning.	Uses knowledge of the community and local services to provide and maintain innovative programs that support all students.

3. Involvement in school and community.

[3(a) Participating in activities within the school community to improve curriculum and instructional practices]

[3(b) Participating in professional and/or community organizations]

[3(e) Participating collaboratively in school improvement activities]

[1(h) Informing, involving, and collaborating with parents and families as partners in the educational process]

Beginning	Emerging	Applying	Integrating	Innovating
Participates in required activities, e.g. curriculum night, open house, staff meetings.	Knowledgeable about community resources and events that enrich educational programs and willing to participate in school-related committees.	Uses community resources/events and incorporates them into the educational program. Chooses to participate in school and/or District committees.	Engages parents and community members in the work of the classroom. Chooses to continue committee participation.	Becomes a leader by working collaboratively and professionally to foster school/community relationships.

ROLE OF LIBRARY INFORMATION SPECIALISTS

- A. A Library Information Specialist's role as an active participant in Instructional Leadership is demonstrated by:
 - 1. Providing and/or facilitating formal and informal professional development based on staff needs as related to:
 - a. Information literacy and the research process
 - b. Reading advocacy
 - c. Instructional technologies
 - d. Intellectual property
 - 2. Aligning the library program to contribute to the school improvement plan.
 - 3. Developing as a professional educator by participating in learning communities.
- B. A Library Information Specialist's role to create and maintain effective learning environments for students is demonstrated by:
 - 1. Setting expectations and monitoring student behavior.
 - 2. Developing positive relationships with students.
 - 3. Working effectively with diverse learners at all levels.
 - 4. Coordinating school resources and personnel, as necessary.
 - 5. Using effective teaching strategies to engage students in learning, including:
 - a. Clear and effective communication.
 - b. Designing and facilitating activities for engaging diverse learners.
- C. A Library Information Specialist's role as Teacher of Information Literacy is demonstrated by:
 - 1. Designing and implementing lessons that integrate problem-solving and information literacy skills with content curriculum.
 - 2. Supporting the Edmonds Research process as it relates to established models, e.g. CBAs, culminating projects, senior projects.
 - 3. Teaching information literacy, e.g. use of databases, note-taking tools, internet skills, communication tools.
 - 4. Facilitating ethical standards, e.g. copyright, internet safety, plagiarism.
 - 5. Assisting students and staff in identifying, locating, and interpreting information.

6. Teaching and assisting in the use of technology to access information outside the school.
 7. Creating learning opportunities that encourage the use of appropriate technologies to communicate ideas.
 8. Integrating technology to enhance learning.
- D. A Library Information Specialist's role as a Reading Advocate is demonstrated by:
1. Offering a wide variety of activities that encourage a love of reading, literature appreciation, and reading for understanding. Examples include:
 - a. Creating a positive climate that celebrates and values reading.
 - b. Supporting students in development of comprehension strategies, including critical thinking skills for lifelong learning and personal enrichment.
 - c. Guiding students in selecting materials at levels that facilitate the reading process.
- E. A Library Information Specialist's role as a Collaborative Resource is demonstrated by:
1. Participating in building, District, department, and grade level curriculum development as appropriate.
 2. Working collaboratively with employees to facilitate instructional activities that integrate information literacy and research skills.
 3. Offering employees assistance in acquiring and accessing instructional materials.
 4. Providing expertise in the evaluation, selection, and implementation of instructional technologies.
 5. Encouraging use of the library and its resources to support learning and individual growth.
- F. The Library Information Specialist's role as Information Manager is demonstrated by:
1. Training and managing library staff and volunteers.
 2. Providing flexible student and staff access to library.
 3. Providing rich and diverse resources for meeting learning and personal needs.
 4. Making resources available to students and staff through a systematically developed library collection and through access to resources outside the school.
 5. Promoting policies and procedures to ensure equitable access to information.
 6. Articulating issues and procedures surrounding intellectual property such as copyright and fair use.
 7. Articulating intellectual freedom issues and managing challenges to materials knowledgeable and diplomatically.

8. Providing access to resources through an accurate and efficient management system.
9. Providing timely and accessible information about new materials, equipment and services that meet information needs and interests.
10. Selecting and ordering high quality resources.
11. Managing the library media budget.
12. Providing coordination and liaison with technical support personnel.