



Collective Bargaining Agreement

Between

Seattle Public Schools

And

**Seattle Education Association
Certificated Non-Supervisory Employees**

2015-2018

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Superintendent of Schools

Larry Nyland

In witness whereof, the parties hereto have executed this Agreement
on this ____ day of September, 2015.

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SEATTLE PUBLIC SCHOOLS:

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Larry Nyland
Superintendent, Seattle Public Schools

John Donaghy, Executive Director
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Brent C. Jones, Assistant Superintendent of
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PREAMBLE

COLLECTIVE BARGAINING AGREEMENT
between
SEATTLE PUBLIC SCHOOLS
and
SEATTLE EDUCATION ASSOCIATION
CERTIFICATED NON-SUPERVISORY EMPLOYEES

2015 - 2018

PREAMBLE

- A. We, the Seattle Education Association (SEA) and the Seattle Public Schools (SPS) commit to placing the student in the center of the circle. We will address the need for equity in results, fan hope with real actions, demand the best of students and ourselves, exhibit the humility necessary to seek and welcome the engagement of parents/guardians and community in the education of all the children and the young men and women in our care. Together we believe in our students, our community and ourselves.
- B. We commit to ensuring that all students are provided the support they require to reach the standards that the parents and guardians, staff, School Board and community establish as reflecting what every student should know and be able to do upon graduating from the Seattle Public Schools.
- C. We believe there is a correlation between the education of our students and the empowerment of the staff entrusted with the responsibility for their learning. Therefore, this Agreement commits both parties to building a collaborative partnership based on mutual respect and trust that is deeper than the leadership and which will continue beyond the tenure of those currently in leadership positions in our respective organizations.
- D. We are committed to changing the odds for student success and creating a culture of success. We are focused on closing the achievement gap and creating learning communities that provide academic enrichment programs for all students. We believe that we can do this by creating and supporting a system that has:
 - 1. High expectations of and by students and adults
 - 2. High support from SEA and SPS
 - 3. High success for students and staff
 - 4. High trust in parents/guardians, students and staff
 - 5. High engagement of community and families
 - 6. High degree of openness
 - 7. High personalization to meet the unique needs of both students and staff
- E. To accomplish this we need to take the good works and collective wisdom of all those who independently care and act for education. We wish to harness the strengths of each to create an outcome that we cannot create alone.

PREAMBLE

- F. The following beliefs by all the stakeholders are fundamental to developing a vision for success, and to realizing that vision:
1. We believe the capacity to create and support the vision that will unite stakeholders and provide successful educational opportunities is in our school system today. Creating a vision of what a student needs to know and be able to do upon graduation from the Seattle Public Schools must be developed with parents or guardians, students, staff, and community.
 2. We believe that to create positive change that endures over time, efforts must rely on and be replicable and sustainable under realistic funding projections. Use of grants or other short-term realignment of resources may be used to speed up change while fundamental realignment of resource use is being identified and implemented.
 3. We believe that realigning resources is necessary to achieve our vision. We commit to, over time, collaboratively reviewing the ability to sustain small schools while remaining committed to sustaining small learning communities.
 4. We believe that our success demands that a strong parent/guardian and community engagement process be built into this effort. We must provide the training, time and support for school staff to engage with parents/guardians and communities, to develop the shared responsibility for supporting student learning.
 5. We will overcome challenges to innovation rather than using bureaucracy to impede efforts. We will also advocate on behalf of schools with OSPI and the federal government.
 6. We will provide a safe and healthy environment where discrimination, intimidation and harassment are not tolerated by or toward students, families, community, or school employees.
 7. We will provide professional development to infuse cultural literacy into training, curriculum, instruction and assessment, and community and parent/guardian engagement.
 8. We recognize that simply raising achievement of all students will not in and of itself eliminate the achievement gap. We share the goal and expectation that students will meet SPS standards. For students who have a longer climb we will provide the necessary additional support to help meet the goals.
 9. We will work together to secure adequate funding for Seattle Public Schools that will provide the environment, the class size/caseloads, and the compensation that will attract and retain quality staff.
- G. These commitments and beliefs, supported by action, will bring about the culture of success that SPS and SEA envision.

ARTICLE I: PURPOSE, RECOGNITION AND TERMS OF AGREEMENTS

ARTICLE I: PURPOSE, RECOGNITION AND TERMS OF AGREEMENTS

SECTION A: PURPOSE

1. This Agreement is entered into this 1st day of September, 2015, by and between the Seattle Public Schools (aka Seattle School District #1), hereinafter called the "SPS", and the Seattle Education Association, hereinafter called the "SEA."
2. The SPS and the SEA, as the exclusive representative of the certificated non-supervisory educational employees, have a mutual responsibility to bargain in good faith in an effort to reach agreement in accordance with Chapter 41.59 RCW.
3. The SPS and the SEA have reached certain understandings that they desire to confirm in this Agreement.

SECTION B: STATUS OF THE AGREEMENTS

1. The SPS recognizes the SEA as the exclusive representative of certificated non-supervisory educational employees as defined in Chapter 41.59 RCW under the following titles: teacher; substitute; counselor; librarian; social worker; school psychologist; nurse; occupational therapist; physical therapist; speech language pathologist; vocational instructor; certificated classroom traffic education instructor; head teacher; house administrator; consulting teacher e.g., mentor; instructional coach; audiologist; and excluding the chief administrative officers of the SPS, confidential employees and supervisory employees as defined in Chapter 41.59 RCW. Any other certificated non-supervisory educational employees with position titles not listed above but paid on the Certificated Non-Supervisory Employee Salary Schedule shall be in the SEA unit. All duties of the kind customarily performed by the certificated non-supervisory educational employees operating under the direction/supervision of SPS personnel shall be performed only by SEA bargaining unit personnel, except by mutual agreement of the SPS and the SEA, provided, however, a Principal or Assistant Principal may fill in when a substitute is not available or they may conduct a class of their own as long as the duties do not become a primary part of their job or performing the work displaces an existing certificated non-supervisory educational employee. Persons rendering non-compensated voluntary service and/or short-term staff consultants are excluded from the bargaining unit.
2. When used herein the term "employee" shall refer to a certificated non-supervisory educational employee represented by the SEA as defined in item 1 above.
3. Throughout this Agreement certain rights are accorded to and certain functions are ascribed to the SEA. The SEA shall have the exclusive privileges and rights for members of its bargaining unit including the right to have payroll deduction of organization dues and fees and other deductions as mutually agreed in this Agreement and the right of representation in formal grievance hearings of employees pursuant to the provisions of the Grievance Procedure. The rights granted herein to the SEA in accordance with law shall not be granted to any competing employee organization.
4. Individual contracts for employees shall be in conformance with 28A.405.210, 28A.405.240, and 28A.405.900 RCW, and other applicable laws. The personnel rules, regulations and procedures contained in the individual contracts for employees shall not be in conflict with the provisions of this Agreement.
 - a. Each employee shall be the holder of a valid teaching, Educational Staff Associate (ESA) and/or vocational certificate issued by the State Board of Education.

ARTICLE I: PURPOSE, RECOGNITION AND TERMS OF AGREEMENTS

- b. The Board shall make a written individual employee contract with each employee in conformity with the provisions of this Agreement and the laws of the State.
 - c. As an Equal Opportunity Employer, the SPS shall continue to seek to obtain applications for employment from men and women in accordance with its Affirmative Action program. Yearly, the parties shall meet with a representative group of staff of color to discuss how, together, we can attract and retain staff of color.
 - d. Employees will be on the Certificated Non-Supervisory Employees Salary Schedule based on verification of credits and experience.
5. Unless otherwise provided herein, this Agreement shall not be interpreted and/or applied so as to eliminate, reduce, or otherwise detract from individual salaries or employee benefits.

SECTION C: DURATION

- 1. The term of this Agreement shall be effective September 1, 2015 through August 31, 2018, provided either party may reopen for renegotiation any item subject to renegotiation during the term of this Agreement as specified elsewhere in this Agreement.
- 2. Except as otherwise provided in this Agreement, this Agreement is complete in and of itself and sets forth all terms and conditions of all the agreements between the SPS and the SEA pursuant to Chapter 41.59 RCW.
- 3. The SPS will appropriately maintain and/or modify SPS policies, rules, regulations, procedures and/or practices in order to implement the provisions of this Agreement.
- 4. Policies, rules, regulations, procedures and practices of the SPS in effect on the effective date of this Agreement dealing with matters of wages, hours, and terms and conditions of employment, published by the SPS, and not in conflict with the provisions of this Agreement shall remain in full force during the term of this Agreement, unless modified by mutual agreement of the SPS and the SEA. The SPS reserves the right to make, adopt, and implement other policies, rules, regulations and procedures not in conflict with this Agreement.

SECTION D: RENEGOTIATIONS

- 1. This Agreement may be altered, changed, added to, deleted from, or modified only in writing following the voluntary, mutual consent of the SPS and the SEA. Neither party shall be required to negotiate on any issue during the term of this Agreement except as provided in this Agreement.
- 2. The parties agree that should there be changes in legislation, administrative code, or funding either party may initiate negotiations over the impact of the changes. Further, either party may initiate negotiations over matters related to efforts to implement the intent of the Preamble of this Agreement to close the achievement gap or any provision of this Agreement that either party feels thwarts this effort.
- 3. If any provisions or any applications of this Agreement shall be found contrary to law, the provisions or application shall not be valid except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect for the term of this Agreement. Adjustment or modification of any provisions of this Agreement found to be contrary to law will be subject to bargaining provisions of Chapter 41.59 RCW.

ARTICLE I: PURPOSE, RECOGNITION AND TERMS OF AGREEMENTS

4. Unless mutually agreed otherwise in writing, should either party desire to change, modify or terminate this Agreement after its expiration date of August 31, 2018, written notice of the intent shall be given to the other party no sooner than March, but no later than April of the calendar year 2018. Thereafter, representatives of the SEA and the SPS shall meet at reasonable times and shall bargain in good faith in an effort to reach agreement with respect to wages, hours, and terms and conditions of employment as provided in Chapter 41.59 RCW. Collective bargaining shall be conducted at the times mutually agreeable to the bargaining team named by each party.
5. Copies of this Agreement entitled "Collective Bargaining Agreement between SPS and the SEA for 2015-2018" shall be printed by the SEA after the Agreement has been ratified and signed, and shall be distributed by the SEA to all certificated non-supervisory employees represented by the SEA or they may choose to post the Agreement online and send a link to each of their members.
 - a. The SPS shall post the Agreement on the District website and provide the link to all newly employed certificated non-supervisory employees.
 - b. The SPS and the SEA will mutually agree to any proposed format changes to the Agreement prior to posting it online.
 - c. There shall be two (2) signed copies of the final Agreement for the purpose of records. One shall be retained by the SPS and one by the SEA.
6. The SPS shall furnish upon request of officers or authorized representatives of the SEA any and all disclosable information, statistics, and records which the SEA and the SPS mutually agree are relevant to negotiations or are necessary for the organization to fulfill its legal representation responsibility.
7. Any requests beyond what is relevant to negotiations or necessary for the organization to fulfill its legal responsibility that necessitate extensive use of staff and data processing time beyond that normally allocated and budgeted in developing and producing information, statistics and records normally utilized by the SPS must be carefully evaluated to keep expenditures within budgeted allocations. Requests beyond budgeted allocations shall be honored but the costs incurred shall be reimbursed by the SEA.
8. Calendar Negotiations: The parties agree to negotiate all calendars during the negotiation process. The parties agree that on or about October 1 but before December 1 of the final year of the agreement, they will commence negotiations regarding the school calendars for the subsequent school year. The parties also agree that the tentatively agreed upon calendars resulting from these negotiations are to be ready for presentation and recommended adoption to the School Board and SEA membership by no later than January 31.

The normal student calendar shall be developed using the following formulas for key dates. If calendar anomalies occur in any given year, the parties will discuss alternatives.

- a. First day of school. The first Wednesday in September.
- b. State In-Service Day. As recognized by the State (typically the second Friday in October).
- c. Winter Break. At least ten weekdays, ending after New Year's Day. If New Year's Day falls or is observed on a Monday, students will return to school on the next day (Tuesday).
- d. Mid-Winter Break. President's Day and the following four workdays.
- e. Spring Break. Five days starting the second Monday in April.
- f. Snow Make-Up Days. At least three snow days shall be scheduled, including the day between semesters, and the first two days following the last day of school in June. Additional snow make-up days may be added in June as necessary.

ARTICLE I: PURPOSE, RECOGNITION AND TERMS OF AGREEMENTS

- g. Holidays. Labor Day (when school begins before this day in September), Veteran's Day (November), Thanksgiving Day (November), the day after Thanksgiving (November), Martin Luther King Jr. Day (January), President's Day (February), and Memorial Day (May).
- h. TRI Days. The four days immediately preceding the start of school, except for the Friday before Labor Day.
- i. November. Three consecutive days for conferences immediately preceding Thanksgiving Day.

SECTION E: COMMUNICATION RIGHTS AND PRIVILEGES

1. The SEA shall have the right to post notices of its activities and matters of organizational concern on a bulletin board to be provided in each school building by the SPS.
2. The SEA may use SPS school buildings for meetings and to transact official business on school property at all reasonable times when custodians are normally on duty before and after school hours, provided that this shall not interfere with nor interrupt normal school operations as determined in consultation with the building principal/program manager or supervisor.
3. Any officer or authorized representative of the SEA, so designated by the SEA and identified to the Superintendent, shall have the right to visit SPS buildings, individual employees, or groups of employees represented by the SEA, at reasonable times when employees are not on duty, such as before and after work hours and at lunch time, during the employees planning time, or at other times by special arrangement through the principal or his/her designee, provided that this shall not interfere with nor interrupt normal school or business operations. In all instances, the authorized representative or representatives shall report to the school office and follow the normal sign-in procedures for visitors before they proceed through the building to any room. All the visits must not interfere with any employee's activities while on duty nor disrupt the orderly educational process of the school or program.
4. The SPS and the SEA agree that having SEA representatives included in Outlook (the SPS's email program) provides for quality and efficient communications between represented employees and their union. The parties agree that the purpose for allowing SEA to use District communication tools for union business is to get SPS related issues resolved efficiently, which includes grievances and individual performance issues. The parties agree that it is not appropriate for SEA and SPS employees to use District email communications to coordinate no-confidence votes, walk-outs, or strikes. Private email accounts must be used for these purposes. The SEA will take the necessary steps to ensure that all communications are accurate and in line with its duties as bargaining representative. The SPS shall incur no additional cost as a result of the SEA use of email. This means that the SEA will pay for all equipment, installation costs, supplies, training costs, system security provisions, overhead expenditures and any other costs of any nature that may arise. There shall be no additional workload or expense at the school site. SEA use of the email system will not cause the system to become overloaded. The parties agree that there is no expectation of privacy if using SPS email accounts and agree to comply with all Public Disclosure Commission rules.

SECTION F: CONTRACT WAIVERS

Waiver proposals must be developed with knowledge and opportunity for participation of all SEA-represented employees and administrators assigned to the building/program submitting the proposal.

1. The requests must be for the purpose of implementing strategies for increasing academic achievement and tied to the building's/program's CSIP.
2. The requests must include: (See Appendix T SEA/SPS Contract Waiver Request Form)

ARTICLE I: PURPOSE, RECOGNITION AND TERMS OF AGREEMENTS

- a. Reference to the specific provisions of the Agreement requested to be waived;
- b. Evidence of both employee and administrator participation in the decision-making process leading up to the request (2/3 of the SEA-represented staff must vote to support the request);
- c. Rationale for the waiver: specifically how will the waiver assist in increasing academic achievement, how will the building or program staff evaluate the effectiveness of the change and how will any negative impact on SEA members or other effected staff be mitigated or addressed;
- d. Duration of Waiver - Waiver requests may be for up to three years. Schools must review the waiver each year, and if the SEA-represented staff determine they wish to continue the waiver, they will notify the SEA and Regional Executive Director. If the SEA-represented staff wishes to modify or extend the waiver beyond the duration originally approved, they must submit a new application. Any request or documentation will be forwarded to the Assistant Superintendent of Human Resources.
- e. Costs (if applicable);
- f. Effect of waiver on other areas of the Agreement, other bargaining units' contracts, or other programs/buildings;
- g. After the building has conducted its process, the Waiver Request Form must be signed by the SEA representative and the building principal.

The Waiver Request must be submitted to the Regional Executive Director and SEA concurrently and by the first working day of each month so the respective committees can process and make recommendations to their appropriate decision-making bodies. Waiver requests will be granted only if both the SPS and the SEA agree. A copy will be forwarded to the Assistant Superintendent of Human Resources.

SECTION G: PAYROLL DEDUCTIONS

1. It shall be an exclusive right of employees who are members of the SEA and who are covered by this Agreement pursuant to Article I. B.1 of this Agreement, within thirty (30) days of employment and/or actively going to work, to sign and deliver to the SEA an assignment authorizing payroll deduction of membership dues and/or fees in the SEA and to state and national organizations with which it is affiliated. The authorization shall then be submitted to the SPS Payroll Services by the SEA. The SPS Payroll Services shall process the authorization to make it effective at the earliest payroll period, and no later than forty-five (45) days after submission of the authorization by the SEA to the SPS Payroll Services. This authorization shall be on a continuing basis. A table of prorated annual dues and/or fees shall be supplied by the SEA to the SPS Payroll Services for use with new employees who join the corps during the year.
2. Authorization by employees for dues and/or fees to the SEA shall continue in effect unless the authorization is revoked by formal notice in writing that is delivered to the SPS Payroll Services by the certificated employee who will also deliver or mail a copy of the formal written revocation to the SEA. The revocations of dues deductions may be made at the end of the SEA's dues period on 10/01 of each year and/or at the end of the Agreement.
 - a. The SEA's authorization of payroll deduction form shall clearly state that it shall be understood by the employee signing the authorization that continuation of dues and/or fees deductions and maintenance of membership is a binding condition for authorizing payroll deduction and

ARTICLE I: PURPOSE, RECOGNITION AND TERMS OF AGREEMENTS

that exceptions during the year will be based on hardship or emergency and shall be adjudicated by the SEA.

- b. The SEA shall be responsible for notice to state and national organizations with which it is affiliated and who have also been receiving dues and/or fees under the authorization of payroll deduction which is being revoked.
3. The deduction of membership dues and/or fees shall be made monthly for regular warrants. The SPS agrees to remit monthly all monies so deducted to the SEA accompanied by a list of employees from whose pay the deductions have been made. The SEA shall be responsible for remitting a portion of dues and/or fees to the state and national organizations with which it is affiliated when the dues have been authorized by the employee on an assignment of payroll deduction. The SPS shall be absolved by the SEA of all responsibility for accuracy and accounting of state or national professional organization dues and/or fees.
4. Employees who are SEA members may authorize payroll deduction for the Washington Education Association – Political Action Committee (WEA-PAC). The rules for SEA membership dues outlined in this section shall also apply to WEA-PAC payroll deductions.
5. Employees who are SEA members may authorize payroll deduction for a Seattle Education Association educational opportunity fund. The rules for SEA membership dues outlined in this section shall also apply to the educational opportunity fund payroll deductions.
6. Employees who are members of the School Employees Credit Union of Washington or similar financial institutions may authorize payroll deduction for Credit Union activities by presenting an authorization for the deductions to the Credit Union.
7. The SEA agrees to indemnify and save the SPS harmless against any liability which may arise by reason on any action taken by the SPS to comply with the provisions of this Article I.G including reimbursement for any legal fees or expenses incurred in connection therewith. The SPS agrees to notify the SEA promptly, in writing, of any claim, demand, suit or other form of liability in regard to this Section and, if the SEA so requests in writing, to surrender claims, demands, suits or other forms of liability.

SECTION H: SEA SECURITY

1. It is recognized that the negotiations and administration of this Agreement entail expenses which appropriately are shared by all employees who are beneficiaries of this Agreement. The terms and conditions of this Agreement in regard to SEA membership or the payment of an agency shop fee or alternatives as provided in accordance with RCW 41.59.100 are set forth below.
2. Employees may elect to become members of the SEA or may pay an agency shop fee equivalent to the dues of the SEA. Employees who fail to authorize payroll deductions will have the agency shop fee deducted from their salary and paid to the SEA, pursuant to Chapter 41.59 RCW.
3. In order to safeguard the right of employees based on a bona fide religious objection, the teachings or tenets of a church or religious body of which the employee is a member, the employee may pay an amount of money equivalent to the agency shop fee to a non-religious charity designated by the SEA, pursuant to Chapter 41.59.100 RCW.
4. The SEA agrees to indemnify and save the SPS harmless against any liability which may arise by reason of any action taken by the SPS to comply with the provisions of the Section above, including reimbursement for any legal fees or expenses incurred in connection therewith. The SPS agrees to

ARTICLE I: PURPOSE, RECOGNITION AND TERMS OF AGREEMENTS

notify the SEA promptly in writing of any claim, demand, suit or other form of liability in regard to which it will seek to implement the provisions of this item and, if the SEA so requests in writing, to surrender claims, demands, suits or other forms of liability.

5. Membership in the SEA, the legally recognized organization authorized to negotiate with the SPS, shall be in compliance with Chapter 41.59 RCW and membership shall be nondiscriminatory with regard to race, creed, religion, gender, sexual orientation, gender expression or identity, marital status, age, disability, use of a trained guide dog or service animal, veteran or military status or national origin.
6. The SPS shall furnish the SEA a listing by name of all employees employed by the SPS and their school/work location by September of each year. A list of corrections and changes to this list shall be furnished to the SEA at monthly or other agreed-upon periods thereafter.

ARTICLE II: PARTNERSHIP FOR CLOSING THE ACHIEVEMENT GAP

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The SEA and the Seattle Public Schools continue to strive for a relationship that is focused on providing the best possible learning environment for students. The organizational structures described below will help to advance collaboration as we work toward this goal. There is not the luxury of time - each day that passes without every effort being made to insure that all students can reach the standards set by the SPS for every student to be able to know and do upon graduation is a breach of our collective responsibility to provide a quality education. Paraprofessionals, SAEOPS and Certificated staff are all part of the process. The principles and beliefs set forth in the Preamble of this contract will guide the work of the committee.

SECTION A: Organizational Structure

The proposed organizational structure for effective collaboration consists of:

1. The Partnership Committee
2. The Leadership Committee
3. The Labor-Management Committee
4. Building Leadership Teams/Program Leadership Teams
5. Instructional Councils, Cabinets or Faculty Representatives
6. Building Equity Teams

1. Partnership Committee

The SPS and SEA will create a Partnership Committee consisting of 5 appointees of SPS, 5 appointees of the SEA, and 3 non-voting community members selected by the parties using agreed upon selection criteria, after the initial convening of the Committee. Each member must commit to serve for a 12 month period. The parties will make their best effort to assure that the Committee reflects the racial and ethnic composition of the students we serve. The purpose of the committee will be to address the issues of the achievement gap.

The Partnership Committee will:

- a. Convene within 60 days of ratification of this agreement, and monthly thereafter. The District will be responsible for organizing the initial convening.
- b. Identify and make recommendations to the Leadership Committee on best practices and initiatives that focus on reducing disproportionality in student discipline.
- c. Identify and work with internal committees, task forces, groups, individual staff members, etc. that are working to increase equity and reduce disproportionality in an effort to align and coordinate initiatives.
- d. Identify human and financial resources that could support school-level and District-level initiatives.
- e. In May of each year, the committee will give a written report to the Leadership Committee that will discuss the District's progress in eliminating disproportionate discipline and include recommended strategies for use at the District, program and school level. The District will provide to the Committee disaggregated student data on discipline and graduation rates by race/ethnicity, age, gender, and ELL or special education status.
- f. Disproportionate discipline and the achievement and opportunity gap are present in every school, and need to be addressed everywhere as soon as possible. In May of each year, the Committee will make a recommendation to the Leadership Committee regarding the

ARTICLE II: PARTNERSHIP FOR CLOSING THE ACHIEVEMENT GAP

continuation or expansion of the number of Equity Teams, or a recommendation to pursue an alternative strategic initiative to eliminate disproportionate discipline.

- g. At the end of two years, the Committee will make a recommendation to the Leadership Committee as to the future scope of its work as regards eliminating disproportionate discipline, and reducing the opportunity and achievement gap.
- h. Screen applications and select the schools for piloting Equity Teams by December 1 of each year, review the work of Building Equity Teams, and make recommendations regarding how to share their learnings and best practices.
- i. The District will set aside at least one half day of a District TRI day for training related to disproportionate discipline in the 2016-17 school year, to be planned by the Partnership Committee. All SAEOPs and Paraprofessionals will be invited and allowed to participate and paid for their time.

2. The Leadership Committee

- a. The Leadership Committee will be a forum for collaboration, communication and cooperation in which the parties will discuss SPS policy, which could include fiscal policies, site-based decision making, policies related to student instruction, adoption and use of technology, legislative policies, as well as other policies, imminent decisions, trouble spots, and the SPS/SEA collaborative relationship. The Committee will not be empowered to vote on or veto SPS decisions or the labor agreement and will not discuss bargaining issues.
- b. The Committee will consist of the Superintendent and other SPS representatives appointed by the Superintendent and the SEA President and the Executive Director of SEA and other SEA representatives appointed by the SEA. The Committee will meet monthly at mutually convenient times determined by the Superintendent and the SEA President or their designees.
- c. The Committee will define the factors that will be used to focus effort and resources on a school/program. These factors will include but not be limited to such data as the mobility of students and staff; poverty levels; discipline and attendance records; retention rates; unfilled substitute educator requests; student dropout rates; second language students; experience level of the staff; standardized and classroom based assessments, state as well as common District assessments: AP and IB course completion rates; length of time attending SPS; and the percentage of students on track to graduate. The Committee will determine whether the school/program(s) as currently configured would be sustainable in the longer term. The Leadership Committee may have subgroups to work on these areas.

3. The Labor-Management Committee

- a. The Labor-Management Committee will be a problem-solving forum for discussing issues rather than hearing individual cases. It is not empowered to negotiate labor agreement provisions or additions or deletions thereto. It will focus on general contract administration and interpretation, including grievance trends, backlogs and the administration of labor relations work.
- b. The Committee will include SEA staff appointed by the SEA Executive Director and Human Resources staff appointed by the Assistant Superintendent of Human Resources, including the Labor Relations Director and representatives from among the Instructional Directors and other appropriate staff as needed. The Executive Director of SEA and the Director of Labor Relations will determine the agenda for these meetings.

4. Building Leadership Teams/Program Leadership Teams

ARTICLE II: PARTNERSHIP FOR CLOSING THE ACHIEVEMENT GAP

- a. For purposes of collaborative site-based decision making, each building/program will establish its own committee structure. However, at a minimum, each school/program must form a Building Leadership Team/Program Leadership Teams and determine a decision-making process that meets the needs of the school/program. The collaborative decision-making process will be communicated to the entire staff through a written document, which will include a decision-making matrix.
- b. The Building Leadership Team/Program Leadership Team for each building/program shall consist of at least:
 - 1) The principal/supervisor, and
 - 2) Five (5) elected SEA-represented staff. One of the five (5) elected seats will be designated for and voted upon by classified SEA-represented staff. If the BLT exceeds 7 SEA members, representation of classified staff should at a minimum be two, ideally one paraprofessional and one SAEOP.
 - 3) To the extent possible, the Building Leadership Team/Program Leadership Team will reflect the racial and ethnic composition of the school/program staff and school community. The Building Leadership Team/Program Leadership Team must be selected by a process that is supported by the SEA-represented staff at the school. The structure of the BLT/PLT will be reviewed with the staff each year. The documents created will be provided to the SEA and Executive Director of Schools with a copy forwarded to the Assistant Superintendent of Human Resources.
- c. The primary function of a Building Leadership Team/Program Leadership Team is to promote and facilitate the collaborative decision-making process which affects academic achievement and to identify how to support the needs of students and staff in buildings. The more specific responsibilities of the Building Leadership Team/Program Leadership Team are to oversee the facilitation and development of:
 - 1) For BLTs, a Continuous School Improvement Plan (CSIP) including the configuration and structure of the school's classes and/or program offerings, and the school's efforts to ensure equity in discipline, learning, and opportunity for all students.. For PLTs, a plan of moving and improving program delivery including the configuration and structure of the program's offerings.
 - 2) A school-wide/program-wide professional development plan to support the CSIP/plan.
 - 3) The school's /program's budget.
 - 4) Creation/review of the Decision-making Matrix (DMM).
- d. Because one of the shared beliefs is that those impacted by decisions must be given an opportunity to be involved in the decision making, the parties recognize that extra effort may be required to provide opportunity for representatives of the paraprofessional and office professional staff to participate in the work of the Building Leadership Team/Program Leadership Team. Buildings/programs will examine the possibilities of altered work week scheduling, shared office coverage, limited use of voice mail coverage, and other strategies that encourage and enable the participation on behalf of paraprofessional and office staff representatives. Schools will also make an effort to provide an opportunity for itinerant staff to participate in decisions impacting them, as appropriate.
- e. The scheduling and assignment of teachers, the assignment of students to classes, and the daily schedule of classes and activities shall be made with staff participation and be consistent with the CSIP, while recognizing that the principal has the right to make the final decision. In May of each year, employees may submit three choices in priority order for assignment of grade level/subject area for the following year. If the choice cannot be honored, a conference will be held to discuss why an employee will be placed in an area that was not requested.

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Programs will carry out assignments and transfers as outlined in their procedures and/or Policy and Procedures Manuals.

- f. To ensure staff participation in collaborative decision making, buildings/programs need to establish processes for that involvement. Buildings/programs may wish to identify committees or other means to accomplish the work of the school/program (e.g., health, safety, hiring, and budget) and assist with the responsibilities assigned to the Building Leadership Team/Program Leadership Team.
 - g. Processes for establishment of building/program committees and the membership of the committees must be approved by a majority of staff at the school/program. Failing such support, the building/program committees and membership shall be determined by the Building Leadership Team/Program Leadership Team.
 - h. The Building Leadership Team/Program Leadership Team and building/program committees shall include parent/family members, students, and community representatives as appropriate. Building-based committees will seek input from other organizational structures (e.g., PTSA, site council) as appropriate.
 - i. If there is a conflict between a decision made by the BLT, or building/program staff, (within the responsibilities set out above) and an instructional council or other faculty representative body (per 5 below), the decision of the BLT or staff will take precedence.
 - j. When a staff, following the school's/program's decision-making matrix, cannot reach consensus or at least a 2/3 vote on budget, the professional development plan, or CSIP, a representative from SEA and a representative from SPS will meet with the staff involved in an attempt to resolve the issues. If after a reasonable attempt the issues remain unresolved, the issues will be forwarded to the Superintendent's designee for a final decision. Members of the decision-making body may submit a statement to the Superintendent's designee before a final decision is made. SEA and SPS will strive to have a final decision within five (5) work days from the date that the issues are initially raised.
5. Building Equity Teams/Program Equity Teams
- a. For purposes of eliminating disproportionate discipline; promoting stronger relationships between schools, their staff, parents, and students; and supporting student learning and the closing of achievement and opportunity gaps, each building and program that is selected by the Partnership Committee will establish its own Equity Team which meets a minimum of once per month. In addition to Equity Teams already established through the Race and Equity Department, 10 additional teams will be added in 2015-16, and 10 additional teams will be added in 2016-17.
 - b. The Equity Team will consist of at least:
 - 1) The principal/supervisor, and
 - 2) At least four (4) elected SEA-represented staff. One of the four (4) elected seats will be designated for and voted upon by classified SEA-represented staff. Schools are encouraged to include staff members from special education and English Language Learning departments. If the team exceeds 7 SEA members, representation of classified staff should at a minimum be two, ideally one paraprofessional and one SAEOP.

Because one of the shared beliefs is that those impacted by recommendations must be given an opportunity to be involved, the parties recognize that extra effort may be required to provide opportunity for representatives of the paraprofessional and office professional staff to participate in the work of the Equity Team. Buildings/programs will

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examine the possibilities of altered work week scheduling, shared office coverage, limited use of voice mail coverage, and other strategies that encourage and enable the participation on behalf of paraprofessional and office staff representatives.

- 3) The BLT team may also appoint a parent and/or student representative with consent of the Equity Team. Other staff members may also be invited to participate in the Equity Team meetings in a non-voting capacity. To the extent possible, the Equity Team will reflect the racial and ethnic composition of the school/program staff and school community.
 - c. The work of the Equity Team may be combined with other school or program committees.
 - d. The responsibilities of the Equity Team are to:
 - 1) Review the District's recommendations on best practices and recommended initiatives
 - 2) Review school/program data on disproportionality in discipline and other areas
 - 3) Create and lead discussions on how to reduce disproportionality in educationally supportive ways
 - 4) Facilitate problem-solving around identified issues of disproportionality or inequity
 - 5) Work with the BLT on the CSIP, budget, and professional development plan to incorporate strategies to reduce disproportionality and inequity
 - 6) Participate in and coordinate with District level efforts to address disproportionality and inequity
 - e. The District will convene Equity teams at least twice per school year for training and collaboration on a regional or District-wide basis. The Partnership Committee will oversee the planning of these meetings in conjunction with the SPS Department of Race and Equity.
6. Instructional Councils, Cabinets or Faculty Representatives:
- a. Instructional Councils, Cabinets or other faculty representative organizations in instructional settings are considered an appropriate means to encourage staff involvement in providing leadership in the development, implementation, and evaluation of instructional strategies. In non-instructional settings where staff meetings are held, support personnel may place appropriate items on the agenda of their staff meetings.
 - b. The faculty representative organizations shall make recommendations to the building principals/program managers in the following areas:
 - 1) Goals, objectives and standards in instruction and conduct;
 - 2) Program development, implementation and program evaluation;
 - 3) Scheduling and allocation of personnel;
 - 4) Budget allocations; and,
 - 5) An instructional program that is based upon input from local citizen groups, academic sources, SPS philosophy, and consistent with SPS goals.

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- c. The recommendations of the faculty representative organization within an instructional setting shall become the accepted rules, regulations and procedures for that building upon approval of the building principal/program manager.
- d. The building principal/program manager shall respond in writing to all written recommendations of the faculty representative organization in meetings with that organization.
- e. The faculty representative organization shall use established administrative channels of the building when recommending changes in existing rules, regulations and procedures.
- f. Membership in the faculty representative organization shall be determined at the building level through consultation between the faculty and building administration. Membership in the faculty representative organization at the secondary levels shall include as a minimum the following: curricular department heads or team leaders, head counselor, head librarian, at least one (1) representative of Special Programs, Bilingual Education, or Special Education at the building level, and the building principal/program manager or his/her designee. At least one (1) member of the faculty representative organization shall be an ethnic minority person.
- g. In providing orderly procedures for the introduction and evaluation of building level experimental and innovative programs in instructional settings, the faculty representative organization shall be utilized and shall prepare recommendations for implementation and evaluation. In making the recommendations, the faculty representative organization shall ensure that the building staff has participated during the planning and development of this program. The evaluation of a program shall determine the effectiveness of the program.
- h. Officers of the faculty representative organization shall be selected by members of the organization.
- i. The faculty representative organization shall meet during the employee workday.
- j. A representative from each of the categories of Special Education will serve on the SPS Teacher Advisory Committee subject to minority representation. These representatives are selected by the members for each Special Education category. These representatives shall serve in an advisory capacity to the Special Education Department. The members of the advisory committee may place items on the agenda. The SEA Special Education Committee may appoint a representative to serve as a member of the Committee.

SECTION B: DECISIONS REGARDING USE OF TIME FOR PROFESSIONAL DEVELOPMENT AND DECISION MAKING:

- 1. SEA-represented staff assigned to buildings/programs will decide by consensus, or at minimum by a 2/3 vote, how to schedule and use:
 - a. The equivalent of two (2) scheduled TRI days (16 hours) designed to provide staff with time for professional development and to collaborate with each other in ways and on topics or in activities designed by staff to support the achievement of their CSIP, the SPS's Strategic Plan, to improve student learning and academic achievement, to decrease disproportionality. The dates and purpose will be decided by the building/program staff.
 - b. Three (3) calendar waiver days for professional development;
 - c. Five (5) half (½)-day early releases, for purposes of school-wide staff development or site-based decision making to support the CSIP;
 - d. Decisions will be made by the building/program through the building/program decision-making matrix. This time may be used for scheduled activities like training, seminars, working together

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as collaborative teams in support of the CSIP or to incorporate the focus of training into delivery of instruction or support of students. The parties encourage buildings/programs to use the time in significant blocks, to the extent possible. In the absence of agreement by consensus or 2/3 votes, the SEA-represented staff will resolve the matter as to the use of the days identified above using the building/program decision-making matrix.

2. Two TRI days will be scheduled before the first student day. The purpose of one day is building business and classroom/worksite preparation. The purpose of the second day is for building professional development or to review data and do school-wide planning. The purpose will be decided by the building/program staff.
3. The final TRI day will be a SPS-directed day for professional development.
4. There is an expectation by the parties that all employees, including part-time employees, will fully participate in these mandatory days. An employee who, due to illness or injury, is unable to attend a mandatory day activity shall complete a leave slip for time missed. It is the employee's responsibility to arrange for and acquire the information or training that was provided on the mandatory time. Curricula or policy decisions made by the staff while an employee is absent will be adhered to by the employee.
5. Staff may substitute an alternative TRI activity if they are unable to attend activities during the scheduled TRI day(s)/hours because of illness or personal emergency or if previous experience in the topic or alternative instructional needs suggest a better use for the TRI hours. A request to substitute because of prior experience or alternative instructional needs requires prior approval by the BLT. Substitutions because of illness or personal emergency will be developed and approved by the BLT on the return of the individual. Absence from professional development or site decision activities on TRI, LID, waiver or early release days will be charged to paid or unpaid leaves as appropriate, unless an alternative is agreed to between the individual and principal/supervisor. Any alternative must be consistent with the original purpose of the days.
6. ESA staff may choose to attend the building-based professional development where they are assigned or a district-wide professional development activity geared towards their classification. Other employees may also attend district-wide professional development opportunities when site based professional development does not pertain to their classification/job title. Before deciding on a professional development activity, employees will consult with their supervisor or principal about which activity to attend.
7. The SPS shall provide \$3820 per building and four (4) programs (Nurses, SLP/Audiologists, OT/PTs, and Psychologists) to support stipends for site-based decision making.
8. When referencing building/program/department decision making, principals, program managers and staff are included in the decision-making process.

SECTION C: PROFESSIONAL DEVELOPMENT & STEERING COMMITTEE

There shall be a Steering Committee for professional development led by the Superintendent's designee and the President of the SEA. The steering committee shall consist of eight (8) to twelve (12) individuals equally representing the parties.

1. The steering committee's primary role is insuring professional development to support sustainable progress in raising student achievement. The steering committee will:
 - a. Identify SPS initiatives that require professional development to support implementation. Determine if there is sufficient time and follow-up support allocated to the initiative to create sustainable progress in increasing student achievement.

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- b. Review and comment on initiatives, which have been developed with building agreement to insure that the building has a realistic implementation plan, including time and follow-up support.
 - c. Support the identification of research-based, best practice support for instruction, curriculum and assessments, including the creation and impact of an aligned curriculum.
 - d. Review and recommend approval of grant applications for professional development or instructional material to determine if the application is in line with overall SPS initiatives, provides adequate support for professional development, and will create sustainable progress in increasing student achievement.
 - e. The committee will review major contracts with vendors to determine if there is adequate provision for increasing internal capacity to replicate the training for staff new to the building/program or SPS.
 - f. The Steering committee may form joint sub-committees or task forces as needs are identified. These sub-committees or task forces will be provided with clear guidance as to task, role, timing and support.
2. Professional Development for Substitute Educators, SAEOPS and Paraprofessionals
- a. Funding will be provided to the Professional Development Department for the purpose of hiring a certificated non-supervisory employee. This individual, in collaboration with the advisory committee will be responsible for developing and coordinating a professional development program designed to provide Substitute Educators, SAEOPS and Paraprofessionals with relevant and timely training in core areas. SEA representatives from the three impacted units will participate in the selection process for this position any time there is a vacancy.
 - b. An advisory committee of up to five (5) individuals, selected by SEA and up to five (5) individuals selected by SPS will be formed to assist in designing and prioritizing the professional development opportunities for Substitute Educators, SAEOPS and Paraprofessionals. The Director of Instructional Services will review the work of the advisory committee.
 - c. The sum of \$150,000 will be used to compensate and support training of substitute educators, SAEOPS and Paraprofessionals in attending training opportunities designed by and for this program. Paraprofessionals and SAEOPS will access their professional development funds to the extent available for professional development.
 - d. The dollars allocated in paragraph c. above are available in the following amounts: \$40,000 for Substitutes, \$40,000 for SAEOP, and \$70,000 for Paraprofessionals. Employees may access up to a maximum of \$500 per individual per year. After May 1 of each year, the remaining funds become eligible to all employees on a first come-first serve basis. SPS and SEA will review the allocation of these dollars each year to evaluate if the allocations are meeting the needs of each group. The parties may determine that adjustments need to take place regarding the division of funds and can be changed with the consent of both parties.
3. The Classified and Certificated Task Force, under the guidance of the Professional Development Steering Committee, will identify a certification/degree program to assist Paraprofessionals and SAEOPS in becoming certificated employees. The benefit of encouraging SPS classified employees to become certificated staff is to increase the number of certificated employees who are connected to and part of the community. The nature of the support a candidate will receive will be in the SEA/SPS developed program and may include support for tuition, books and material, time to intern, adjustments to schedules. The program will include an internship with SPS, coursework that is compatible with SPS expectations and curriculum, a focus on hard-to-fill qualifications and a review

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process developed by SEA and SPS. A person who successfully, as defined by the SEA/SPS review process, completes the program will be placed in the displacement pool, so long as openings for which they are qualified exist. Individuals who participate in this program will be required to sign a contract that obligates them to three years service to the SPS upon completion of the program.

- a. \$300,000 will be set aside for this program. This level of funding is designed to support Paraprofessionals, SAEOPs and bilingual instructional assistants in their pursuit of certification. The parties will reallocate money not expended.
 - b. The effectiveness of the program will be reviewed annually by the SEA/SPS and may be modified by mutual agreement.
4. Race matters and cultural literacy:
- a. The goal is to insure that all staff training and decision-making processes are respectful and inclusive of the richness of the varied cultures staff bring to SPS and will increase the ability of employees to understand and teach to the strengths of the students. Attending to the need to respect and reflect on the differences that each individual brings to the school community, adult learning models designed to infuse all staff development and decision-making processes with culturally relevant techniques, processes and norms will be used for all trainings.
 - b. The Professional Development Steering Committee will have guidelines and processes designed to integrate culturally relevant materials and assessments into all new instructional material adoptions. They will also use a process for infusing culturally relevant material into existing curriculum.
 - c. Understanding and skills to increase the ability of school staff to communicate with parents/guardians, students, and school communities will be available as a professional development module.
5. SPS developed a Professional Development Plan (PDP) to ensure employee accessibility to differentiated, integrated high quality professional development offerings that are aligned with SPS' Strategic Plan. The PDP offers on-going activities reflective of a five-year plus professional development continuum. The PDP builds upon professional development that has already taken place over the past years. The PDP will be updated as needs change. SPS will use a collaborative process for making changes to the PDP and will coordinate this process with the Joint Professional Development Steering Committee.
- a. The PDP categorizes professional development by Required and Recommended components. Each of these components has Essential Elements of Teaching integrated within every professional development course.
 - b. The PDP is differentiated to meet employee needs based on their assignment and experience as well needs identified in school CSIPs.
 - c. All employees will be required to engage in on-going professional development.
 - d. In collaboration with the building administrator, CNS new to SPS will select the order for taking required course offerings. Initial professional development may be waived in collaboration with the building administrator.
 - e. Employees will not be obligated to take more than twenty-four (24) hours of SPS-required professional development in a school year. Based upon available funding, SPS will pay for all SPS-required professional development courses. When funding is not available, employees will be notified and will not be required to fulfill this requirement.

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- 1) For purposes of this section only, a school year begins on September 1 and runs through August 31 of the succeeding year.
 - 2) Employees may opt to take more than twenty-four (24) hours of required courses up to a maximum of forty-two (42) hours.
 - 3) If employees have completed all required courses the above section is waived.
- f. School - embedded professional development will continue to be decided by staff using their site-based plans. Required professional development, with the exception of two days of District required Common Core and/or 21st Century Skills professional development, will be offered during school time as well as after school hours and during the summer. In order to effectively implement Common Core State Standards and 21st Century Skills by 2014-2015; for 2013-2014, all teachers will be required to attend a minimum of two (2) full-day District sessions offered during the school day on Common core and/or 21st Century Skills. Because elementary teachers must teach both content areas (Math and ELA), those who teach grades 3-5 will be required to do an additional two days of training which will be offered as outlined in this section. Employees are encouraged to use building-based professional development days for required courses.
6. Professional in-service courses will address themselves to specific needs of the SPS and be relevant to the employee's present or planned future responsibility. Professional Development courses shall be made available at no cost except for material and transportation fees connected with participation in the course. A penalty fee may be charged for enrollees who do not complete a course.
 7. In an effort to effectively teach all students and work with all staff and parents, the SPS, on an ongoing basis, will offer appropriate training in working with special needs students; working with difficult people; and working in an inclusion model.
 8. The employee and building principal/program manager or supervisor should examine the Professional Development courses offered for the purpose of relating the courses to be taken to the employee's current or planned professional assignment.
 9. Any professional in-service course may be taken for personal enrichment purposes on a space-available basis.
 10. All material, tuition, or transportation fees for college extension courses shall be paid by the employee.
 11. Where feasible and possible, in-service courses shall be designed and offered for clock hours or college extension credit, with clock hours or tuition cost paid by the employee.
 12. Whenever possible, courses shall be offered in the geographical location most convenient for those employees participating.
 13. Courses shall be offered at times which are as convenient as possible for the majority of those employees participating.
 14. Sufficient time shall be allowed for employees to reach professional classes, even if participants must leave their buildings early, though not earlier than the regular dismissal of classes.
 15. Workshops and/or Professional Development Programs initiated and established by administration with required attendance normally shall be conducted at times so as to minimize disruption of the school program within schools and with a minimum time requirement for those employees involved. Some professional development resulting from legal requirements of the SPS will be planned to meet those legal requirements. Workshops and Professional Development Programs, other than regular professional development programs which occur at times when the employee is not

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otherwise compensated, shall be compensated in accordance with the provisions of Article IV, Section G.

16. Budgetary planning will include consideration of compensation for staff members who are asked to participate in workshops and professional development conferences which call for significant or substantial time in excess of the employee school workday.
17. When new teaching skills are required within existing Special Education programs, the SPS shall provide and/or facilitate training at no cost to the employee. If new skills are required for new Special Education programs, the SPS shall provide for or facilitate the training.

Employees who serve students with disabilities and prepare IEP's shall be provided one (1) extra day, paid at the appropriate in-service rate, for the purpose of attending a Special Education IEP Workshop. This workshop shall be conducted prior to 11/01 and shall be coordinated by the Special Education Department with an agenda that provides in-service opportunity tied to the development of IEPs.
18. The SPS and the SEA agree to abide by the provisions of RCW 28A.415.250 with reference to the Mentor Teacher Program.
19. Each school will establish a process for determining the use of the staff development days. The plan for the utilization of the staff development days must fulfill the needs and requirements of the SPS. Employees shall be afforded authentic participation in the development of the plan for utilization of the staff development days.
20. In an effort to support teachers new to the profession or new to the district, SPS will:
 - a. Mentor teachers new to the profession using the STAR Program outlined in Section D.
 - b. Provide a complementary building-based mentor program for all employees new to the SPS.
 - c. Have each building Identify and develop other ways to increase capacity of building staff to help colleagues.
 - d. Support the efforts of employees achieving their Professional Certification, including negotiating with higher education institutions to provide the classes, credits and content within the SPS and with SPS employees providing the instruction.
 - e. Make sure the needs of substitute educators new to the SPS or new to teaching or their long-term assignment will be addressed
21. SPS will provide a targeted support fund of up to \$500 for each employee who has been evaluated as Unsatisfactory or who is on a support plan triggered by low student growth. The fund, which will be under the guidance of the employee's evaluator, will be for evaluative areas targeted in the employee's improvement plan. Funds may be used for items such as additional one-to-one consultations with instructional coaches and/or school-based mentor or master teachers; release time to plan collaboratively with a mentor or to observe exemplary practice; internal or external professional development offerings that are focused on areas identified in the employee's evaluation as in need of improvement; or for other expenditures approved by the evaluator. Building principals must issue final approval for any support fund expenditure.

SECTION D: THE STAR PROGRAM

Overview: The SPS Board of Education, Administration and the SEA are continuously striving to provide the highest possible quality of education. The Board, Administration, and SEA recognize that for students to

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succeed in learning, teachers must succeed in teaching and, therefore, agree to cooperate in the design and implementation of teacher induction and peer assistance programs that support the development of highly capable practitioners who positively affect student learning. Programs would offer high quality mentoring, and a variety of professional development opportunities. Research of effective induction programs suggests a greater degree of teacher efficacy as well as a higher rate of teacher retention. Mentoring is a means to a larger end: that of creating a strong, improvement-oriented profession within school districts, schools, and associations. Mentoring beginning teachers is an important component of an induction program, a critical building block for successful education reform in Closing the Educational Gap. The Board, Administration and SEA commit to support the STAR Panel as they undertake strategies to accomplish the above goals.

1. General criteria:

- a. A seven member group (STSAR Panel) directs the program. The SEA appoints four members, one of which will be a STAR Mentor Teacher, and the Superintendent of the SPS appoints three.
- b. The STAR Panel selects the mentor teachers who will be assigned to STAR participants.
- c. Teachers new to the profession will be assigned a mentor teacher for at least their first year. The STAR panel, with the input of the mentors, will determine the level of support mentor teachers will provide the first year and beyond for each teacher. Experienced teachers new to the district will participate in the teacher induction program on a needs basis. SPS and SEA recognize that in order to provide equity to all students, some new teachers may need additional time with mentor teachers to provide a successful experience when working in high poverty and/or high needs schools.
- d. Experienced teachers requesting peer assistance may apply to the STAR Program to receive support. The STAR Panel reviews requests and determines the level of support. On an average, the STAR Program will attempt to give nine (9) hours of support over a three (3) month period for each experienced teacher.
- e. All contractual and legal rights of employees assigned to the STAR Program are honored.
- f. While participating in the STAR Program, building principals will supervise employees, consistent with SPS policies and the Collective Bargaining Agreement.
- g. In the event of adverse developments which necessitate layoffs, the STAR program would be modified on an equal and consistent basis with other like programs such as centrally funded coaches. (See Article XII, Section A)

2. The STAR Program:

The STAR Program consists of two components, one for teachers new to the profession and one for experienced teachers. The term “teachers” as used in this Program shall encompass all certificated non-supervisory staff represented by the SEA.

- a. Teacher Induction Component: The STAR Program offers all newly-hired teachers the support, advice, and direction necessary to make their experience for their first year and beyond in the SPS as successful as possible.
 - 1) Teachers New to the Profession: Upon employment, teachers will be assigned a STAR Mentor Teacher for at least one (1) full year. The STAR

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Panel will differentiate services as needed and work to achieve a caseload ratio of 1:15. The District will cap the number of STAR Mentors at thirteen (13). If there are more than 200 new teachers, SEA and SPS will reopen negotiations to discuss this matter.

- 2) Experienced Teachers: Experienced teachers new to the district will be notified of opportunities to participate in the teacher induction program.
- b. Peer Assistance Component: Experienced teachers requesting peer assistance may apply to the STAR Program to receive support. Examples of request could include a teacher whose assignment has changed, or is seeking opportunities to enhance his/her practice.
 - 1) The applicant completes a Peer Assistance Request form and submits to STAR Panel.
 - 2) The STAR Panel reviews requests and determines the level of support given recognizing a mentor teacher's total case load will not exceed a ratio of 1:20.

3. The STAR Panel:

The STAR Panel is composed of four members appointed by the SEA and three members appointed by the Superintendent of the SPS. The Panel year is defined as September 1st - August 31st, co-chaired by SEA and SPS members. To have a quorum, at least five (5) members of the Panel must be present. The Panel will attempt to operate by consensus, but failing consensus all actions taken by the Panel must be approved by at least five (5) affirmative votes. The major responsibilities of the STAR Panel are as follows:

- a. STAR Program - The STAR Panel determines the specific details of the STAR Program. The Panel establishes operational procedures, and is responsible for the continuous improvement of the program such as revision or development of all necessary procedures, forms and documents. It generally manages the STAR program. The STAR Panel will be provided the staffing needed to perform these duties.
 - b. STAR Program Mentor Teachers - The Panel selects the STAR program mentor teachers based on criteria established in Article II, Section D.6. These teachers are trained to offer peer mentoring/assistance and trained in the specific details of the STAR Program. The Panel continuously monitors and evaluates the effectiveness of the STAR Program.
 - c. STAR Program Participants - Teachers new to the profession shall receive classroom observations, classroom visitations, conferences, professional development, and opportunities to set goals and reflect on their practice. Teacher logs will reflect Charlotte Danielson's self-reflection rubric, goals, and personal reflections. The development of these forms and rubrics are the responsibility of the STAR Panel.
4. Program Review - The STAR Panel monitors the efficacy of program implementation.
 5. The STAR Panel is updated at regular intervals on the level of participation being made by STAR participants in regards to the components of the program. Once program components have been completed, an exit slip will be submitted to the panel for sign off and inclusion in the participant's personnel file.

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6. The STAR Mentor Teacher Selection Criteria:
 - a. Demonstrates strong professional practice and knowledge of instruction. Any new STAR Mentor Teacher must meet the same eligibility criteria for career ladder positions as outlined in Article IV, Section E.8.
 - b. Demonstrates ability to work successfully with racially, culturally and linguistically different groups.
 - c. Demonstrates talent in written and oral communications.
 - d. Demonstrates leadership ability or potential within her/his profession.
 - e. Demonstrates ability to work cooperatively and effectively with other professional staff members.
 - f. Has extensive knowledge of a variety of classroom management and instructional techniques that support culturally responsive learning and teaching environments.
 - g. Demonstrates knowledge of adult learning and mentoring principles.
 - h. Has taught for at least five (5) years, with at least two (2) years of teaching within the Seattle School District.

7. Selection Process:
 - a. There is an application form specifically for the position of STAR Mentor teacher. As positions become available they will be posted throughout the SPS with an application deadline. Applications will be kept on file for future consideration based on the expansion and/or needs of the Program. In addition to submitting a properly completed application form, each applicant is required to submit current references directly to the STAR Panel from the following individuals:
 - 1) A reference from her/his building principal or immediate supervisor if the teacher is not assigned to a school or building.
 - 2) A reference from a union representative.
 - 3) References from two other teachers from her/his building or program if the teacher is not assigned to a school building.
 - b. The STAR Panel reviews the application and identifies teachers for further consideration. The STAR Panel will conduct an interview process with the finalists. The Panel selects teachers from this group of applicants. All applications and references are treated with the strictest confidentiality and will not be disclosed except as required by law.

8. Assignment Status:

Applicants who are not accepted as mentor teachers are notified in writing. Those who are selected by the STAR Panel as mentor teachers will:

 - a. Upon assignment, work full-time as a mentor teacher. Generally, assignments will be for the school year and will not continue more than four (4) years. Once an

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individual has served as a mentor teacher, the individual may reapply to be a mentor teacher after returning to her/his regular duties for a period of three years.

- b. Have a right to return to their most recent teaching assignment if they were hired prior to September 1, 2009, regardless of the length of the mentor teacher assignment, and to receive any supplemental contracts that they held at the time of their assignment. If the duty-service for which the supplemental contract was issued is no longer in existence, there is no obligation on the part of the SPS to provide another supplemental contract. STAR mentor teachers hired beginning September 1, 2009 will not have the right to return to the same position although they are guaranteed a similar position within the district.
 - c. Supplemental contracts held by mentor teachers before assignment to the STAR Program will be ended upon assignment and payment will be prorated if the services under the contract have begun.
 - d. Upon assignment in the STAR program, mentor teachers will receive a supplemental contract for services as an assigned consulting teacher. Partial years will be prorated. Mentor teachers will work a 185-day year and will be compensated for additional assigned STAR program-related work beyond this period on a per diem basis. The per diem amount shall be based on their regular rate of pay and the STAR program supplemental contract.
 - e. Other successful applicants may be given the opportunity to be placed in a pool for future consideration in the event a position in their category becomes available.
9. STAR Program Review:

The SPS or SEA may initiate a formal or informal review of the STAR Program at any time.

SECTION E: CREATIVE APPROACH SCHOOLS

SPS and SEA agree that school staffs and communities know the needs of their students' best. To that end, Creative Approach Schools have been created and may be designated. Designated schools are those who have developed a new, different, and creative approach that supports raising achievement and closing the achievement gap for all enrolled students in their particular school.

1. The process and criteria for applying for and designating a Creative Approach School are developed by the joint SPS and SEA Creative Approach Schools Oversight Committee, which will consist of three appointees from each side.
2. The process and criteria will be reviewed by the committee annually.
3. Any school applying to be a Creative Approach School will be strictly held by the agreed upon criteria, process, and timelines.
4. The process will contain a provision that requires a staff vote of 80% approval in order for an application to be valid. The vote should be conducted similarly to the contract waiver vote outlined in the Collective Bargaining Agreement in Article I, Section F and Appendix T.
 - a. Creative Approach School proposals must be developed with knowledge and opportunity for participation of all SEA-represented employees and administrators assigned to the building/program submitting the proposal.

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- b. Employees should fully understand the creative approach that is being proposed, along with any School Board Policy and Collective Bargaining Agreement provisions that would be waived in order to accomplish the proposed approach.
 - c. The Creative Approach Schools vote should be conducted by the SEA Association Representative for the building.
 - d. All Certificated, Paraprofessionals, and SAEOPs who work in the building more than two (2) days a week must be involved in this voting process.
 - e. The SEA Association Representative should document the total number of SEA represented employees in the building, along with the number who voted in favor of the creative schools proposal. At least 80% of the SEA represented employees working more than two (2) days a week in the building must vote in favor. Abstentions and non-voting employees are considered the same as a negative vote.
 - f. The SEA Association Representative and the building Principal should both sign and date the voting documentation and submit it along with the Creative Approach School proposal.
5. SPS and SEA agree that school staffs and communities should be able to apply for broad exceptions from SPS policies and collective bargaining agreements in return for enhanced autonomy and accountability. If there are any requests to waive any provision of either school board policy/procedures and/or the collective bargaining agreement, those requests must be specifically listed in the application for approval.
 - a. All waiver requests will first be reviewed by the Creative Approach Schools Oversight Committee.
 - b. Those waiver requests approved by the Creative Approach Schools Oversight Committee will then be submitted to the Superintendent for approval.
 - c. All School Board policy/procedure waiver requests approved by both the Creative approach Schools Oversight Committee and Superintendent will then be submitted to the School Board for approval.
 - d. All collective bargaining agreement waiver requests, to the extent they are not covered by Article I, Section F of the CBA, shall require approval of (1) the Creative Approach School Oversight Committee; (2) the Superintendent; (3) the School Board; and (4) the SEA Board of Directors. If all approve the waiver request, the waiver will be granted.
 - e. Federal, state, and local laws/regulations contained in District School Board policies and procedures or in the collective bargaining agreement cannot be waived unless federal, state, or local approval for such waiver is obtained.
6. The Creative Approach Schools Oversight Committee will determine which proposals to forward to the Superintendent for approval, which shall be subject to approval by the School Board if the proposal includes requests to waive either collective bargaining agreement provisions or School Board policies.
7. All SEA represented staff who work in these buildings or are thereafter assigned to work in the building at least two (2) days per week must sign a statement that they agree to the assignment and will adhere to the Creative Approach School plan and philosophy.
8. Staff members, who choose not to participate in the creative approach plan, may displace themselves from the building prior to phase 1 of the hiring process unless currently on either

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probation or a performance improvement plan. Those individuals displacing themselves will have the same rights as all other displaced employees.

9. Any Creative Approach School(s) developed pursuant to this section will adhere to all Common Core State Standards, as applicable.
10. A Creative Approach School program, as a condition of continued existence, must remain budget neutral unless outside funds for the three (3) years of implementation are secured through grants and donations. Acceptance of any grant or donation funds must go through the normal SPS approval process. In the event that a program is not budget neutral, the District may discontinue the program.
11. Any Creative Approach School must demonstrate documented success in student achievement. The Creative Approach Schools Oversight Committee will assess the School, after each year of implementation, based on summative and qualitative indicators, including, but not limited to, the MSP/HSPE and Smarter Balance assessments. The District reserves the right to determine if the Creative Approach School will continue as such after year three (3) of the implementation.
12. The Creative Approach Schools Oversight Committee will develop and/or review guiding principles every two (2) years for designating Creative Approach Schools. Community input will be gathered in the development process. The guiding principles are subject to approval by the SEA Board of Directors and the School Board.

SECTION F: THE ASSESSMENT COMMITTEE

1. SEA and the District agree that tests required by federal or state law are exempted from this section, except for section 7.a, Minimizing Disruptions.
2. SEA and the District agree that closing the achievement gap is a complex endeavor that requires many different interventions that target direct and indirect causes.
3. SEA and the District agree that student achievement may be impacted whenever instructional time or student access to resources, such as libraries and computer labs, is disrupted.
4. SEA and the District agree that assessment plays a key role in supporting student achievement.
5. SEA and the District agree that student assessment is a complex issue that has many different dimensions and impacts students, teachers, and support staff in a variety of ways.
6. SEA and the District agree that no additional District-mandated assessments will be added after a District-wide annual assessment calendar has been approved by the superintendent. Building faculty and administrators may adopt additional assessments in their buildings by working through their building's decision-making process.
7. SEA and the District agree that the Assessment Committee will address a range of issues related to the annual assessment calendar as described below and will focus on making recommendations to the Superintendent in the following areas:
 - a. Minimizing Disruptions: Developing recommendations for reducing the impact of testing on instructional time and student access to resources, such as libraries and computer labs;
 - b. Assessment Review: Reviewing and identifying standardized or common assessments, to recommend for building, regional, or district-wide use.

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- 1) The committee's recommendations will be presented in writing to the Superintendent. That writing must contain a discussion of why the assessment was chosen, and why the test is valid, reliable, and unbiased.
- 2) The committee will consider the needs of SPED and ELL students.
- 3) District-wide Annual Assessment Calendar: Each year of this contract, the committee will collaborate with Research Evaluation & Assessment staff to develop a proposed District-wide annual assessment calendar for the upcoming academic year. A draft will be produced no later than May 1. The District-wide assessment calendar will be finalized by August 15.
- 4) Committee Composition: The Assessment Committee will consist of three (3) members appointed by SPS and five (5) members appointed by the SEA. The parties will make their best effort to assure that the Committee reflects the racial and ethnic composition of the District.

ARTICLE III: GENERAL RIGHTS AND RESPONSIBILITIES

ARTICLE III: GENERAL RIGHTS AND RESPONSIBILITIES

SECTION A: ADMINISTRATIVE RESPONSIBILITY AND AUTHORITY

1. The SPS's Board of Directors and its agents are legally responsible for the management of the SPS. Reserved to the SPS, therefore, is the exclusive authority to manage, determine and operate the educational program and staff, subject to this Agreement. Except as specifically and expressly covered and controlled by the language of this Agreement or federal or State laws and/or regulations, all matters relating to program, facilities, budget, personnel, and staffing shall be determined and administered by the SPS through the policies, procedures, and practices as it may select. This statement of SPS authority shall be deemed the equivalent of a detailed enumeration of all respects in which the authority may properly be exercised.
2. The SPS and its employees share the common purpose of maintaining and improving the performance of the SPS in serving students and in managing resources effectively and prudently. School staffs will have a key role via site-based, decision-making activities and committees in developing CSIPs, developing building budgets, performing staff development, and hiring of staff for the buildings.

SECTION B: NONDISCRIMINATION RIGHTS

There shall be no unlawful discrimination against any employee or applicant for certificated employment by reason of race, creed, religion, color, marital status, gender, sexual orientation, gender expression or identity, age, disability, use of a trained guide dog or service animal, national origin, veteran or military status, or because of their membership or non-membership in employee organizations or in their exercise of other rights including union representation under Chapter 41.59 RCW, Educational Employment Relations Act. Sexual harassment is recognized to be a form of unlawful sex discrimination.

1. The SPS is committed to treat all sexual harassment complaints with respect and confidentiality regarding the personal privacy of all concerned parties. Procedures for handling sexual harassment complaints will be in accordance with SPS's sexual harassment policy.
2. Retaliatory action against anyone filing a complaint of sexual harassment is strictly prohibited.
3. There shall be no discrimination against any employee in respect to assignment, promotion or condition of work due to high position on the salary schedule.
4. Employees are entitled to full rights of citizenship and the proper exercise thereof shall not be grounds for any discipline or discrimination against an employee.
5. There shall be no discrimination against any employee for using the grievance procedure.

SECTION C: REPRESENTATION RIGHTS AND DUE PROCESS

1. An employee who has received a written communication from his/her supervisor indicating deficiencies requiring improvement, at his/her request shall be entitled to have a representative of the SEA or legal counsel present at subsequent meetings with his/her supervisor when the elements of the initial communication are to be considered. Once representation is requested, the discussion of the matters communicated in writing shall not continue until representation is present, provided, however, the meeting/interview shall not be delayed more than seventy-two (72) hours unless both parties agree to an extension of time limits.
2. Weingarten Rights: Employees have the right to request union representation in all meetings or interviews which may lead to disciplinary action. The supervisor shall grant the employee's request to be represented by the SEA; provided, however, the meeting/interview shall not be delayed more than seventy-two (72) hours unless both parties agree to an extension of time limits.

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3. The Annual Performance Evaluation and evaluation conferences conducted by the building principal/program manager or supervisor in the evaluation process are specifically excluded from these provisions, except that subsequent discussions of the evaluation following the receipt of the written evaluation may involve representation pursuant to these provisions.
4. Any complaint not called to the attention of the employee in a timely manner may not be used as the basis for future disciplinary action or adverse evaluation against the employee. Any written complaint or record of a complaint made against an employee must be called to the attention of the employee within ten (10) working days of the time the complaint/record was made. The notification to the employee must contain the issue that generated the complaint and the date and time of the alleged incident, if applicable. The employee will be given the specifics of the allegations known to the District unless this disclosure would compromise the District's investigation.
5. No employee shall be disciplined without just and sufficient cause. A process of progressive discipline will be used. Progressive discipline includes, but is not limited to, oral warning, written warning or reprimand, suspension and/or termination as appropriate to the circumstances. The SPS may bypass the steps of the progressive discipline process in any situation because of the seriousness of the employee conduct that constituted just cause for discipline. Any disciplinary action, except an oral warning not documented or recorded in the employee's personnel file, shall be subject to the grievance procedure including binding arbitration. The specific grounds forming the basis for disciplinary action will be made available to the employee in writing. This section shall not apply to matters covered by statutory due process procedures.
6. Employees may be placed on paid administrative leave only when the safety of the employee, students or other employees would be at risk by allowing the employee to remain on the job or the SPS is investigating issues related to alleged misconduct or similar serious concerns. Alternatives to placing employees on administrative leave will be explored and considered whenever possible. The parties agree that delays in returning employees to work are costly to the SPS and to the employee's ability to return to his/her work. The SEA will be notified of the consideration or decision to place an employee on administrative leave at the earliest possible time. In addition the SEA and SPS can mutually agree to place an employee on administrative leave in exceptional cases.

SECTION D: EMPLOYEE PERSONNEL FILES

1. There shall be only two files established for maintenance of employee performance and discipline records. The official personnel file, secured at the SPS office and the working building/program file secured at the building/program.
2. Exceptions to this are temporary investigation/probation files that are created by the Human Resources or legal department while there is an active investigation/probation being conducted. At the conclusion of the investigation the findings of the investigation will be put into writing, and provided to the employee along with supporting documentation if requested by the employee.
3. If the investigation exonerates the employee, HR will retain a form document that indicates a complaint was made and found not to be meritorious. If the complaint or accusation was made by a student or a group of students, the name of the student(s) will also be listed on the form document for future reference. All other materials and notes will either be destroyed or SPS and SEA will have a discussion why or why not the documents should be retained by the SPS.
4. If the investigation has resulted in discipline or a referral to other agencies, HR or Legal will maintain the supporting documents until the conclusion of any appeals. If the employee is exonerated the materials will be destroyed. If the complaint is found valid, the SPS will maintain the relevant supporting documents, final investigation report and the decisions, if any, of outside adjudicators. The outcome of discipline issues will remain confidential and will only be shared with the parties who have a need to know.

ARTICLE III: GENERAL RIGHTS AND RESPONSIBILITIES

5. The limitations in this section shall not be applied in a manner that would require the SPS to violate State or federal law.
6. Materials placed in the employee's SPS personnel file after the employee's employment is approved by the Board are available for review by the employee under the rules, regulations, and procedures of the SPS.
7. All materials related to an employee's evaluation, discipline, or complaints held at the work location, except for the building copy of the formal evaluation, shall either be transferred to the SPS personnel file or shall be destroyed at the end of the work year, except that the observation report form (see Appendix J) for those employees determined to be unsatisfactory and/or in need of improvement or a performance improvement plan may be retained in the building until the employee's performance has improved as set forth in the observation report form. However, observation report forms for those employees determined to be in need of improvement may not be retained at the building beyond twelve (12) months following the completion of the next school year's performance evaluation.
8. College/university credentials that are confidential shall be handled as directed by the college/university after employment is approved by the SPS Board.
9. Materials reviewed by an employee and judged by the employee to be derogatory to his/her conduct, service, character, or personality may be:
 - a. Answered and/or refuted by the employee in writing. The written response shall be permanently attached to the materials and shall become a part of his/her written personnel records.
 - b. Pursued by use of the grievance procedure.
 - c. Removed from the SPS personnel file after four years upon request, if the disciplinary action was a written reprimand or less and if the employee has not repeated the action that caused the discipline to be initiated. Any documents, required by law to remain in the personnel file, such as discipline concerning sexual or physical abuse, cannot be removed.
10. Material judged through the grievance procedure to need adjustment shall be modified or removed as appropriate.
11. When materials are removed from a personnel file or destroyed for any reason, it shall include all electronic copies.

SECTION E: ACADEMIC FREEDOM

1. The exercise of full rights of citizenship is guaranteed by the SPS for employees. Toward that end the employee must be free to think and to express ideas, free from undue pressure of authority, and free to act within his/her professional group. The freedom must be unrestricted except as it conflicts with the basic responsibility to utilize properly the current SPS authorized course of study and SPS rules and regulations which each member of the profession must accept.
2. The principle of academic freedom for employees shall not supersede the basic responsibilities of the employee to the education profession. These responsibilities include:
 - a. A commitment to support the Constitution of the United States;
 - b. A concern for the welfare, growth, and development of children; and,
 - c. An insistence upon objective scholarship.

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3. The professional staff shall assist in designing the curriculum, in conformity with the laws of Washington and the rules and regulations of the State Board of Education.
4. Free interchange of ideas leading to clearer understandings at the maturity level of pupils must be expected as a part of effective teaching. Any challenge of members of the professional staff relative to the use of educational materials on the basis of suitability, upon their presentation of ideas involving morality or patriotism, or upon their literary merit, shall be resolved through utilizing established administrative channels.
5. No single instructional philosophy or technique is prescribed by the SPS for the instruction of a Special Education student.
6. The SPS agrees to conform to the School Board policy concerning ownership provisions of copyright materials.
7. Employees will have the right to determine grades and evaluation of students. If asked by an administrator due to parent or student inquiry, concern or complaint, the employee will provide the background to the administrator on how the grade was determined. In addition, if the administrator determines that a meeting between the parent/student and the employee is needed, the employee will participate in the meeting.

SECTION F: CLASSROOM CONTROL

1. The SPS shall support and uphold employees in their efforts to maintain a sound learning environment. Using professional judgment the employee shall request assistance if a student substantially disrupts the classroom environment and shall provide written information/requests for assistance as required. It shall be the responsibility of the appropriate administrator to provide assistance in an immediate or timely fashion consistent with the circumstances.
2. Consistent with SPS discipline procedures, the principal and certificated employees of each building shall confer at least annually for the purpose of developing, or reviewing, or both, building discipline standards and the uniform enforcement of those standards. (WAC 392-400-225 (1)(b)).
3. Employees are required by law to maintain a suitable environment for learning, and administrators have the responsibility for maintaining and facilitating the educational program. A student who by his/her behavior is substantially disrupting the classroom environment may be removed from a class pending action by the SPS, subject to the provisions of SPS regulations and procedures in accordance with State law and Chapter 392-400 WAC. Students shall be removed from the classroom only for the violation of established rules as set forth in the SPS Statement of Rights and Responsibilities, the laws of the State of Washington, Chapter 392-400 WAC, or the rules and regulations of the SPS and the Federal Government.
4. A student may be removed immediately from a class, subject or activity by a certificated teacher and sent to the building principal/program manager or other designated school authority provided the teacher has good and sufficient reason to believe the student's presence poses an immediate and continuing danger to the student, other students, or school personnel or is an immediate and continuing threat of substantial disruption of the class, subject, activity or educational process of the student's school, according to Chapter 392-400 WAC as now or hereafter amended.
5. The student shall remain out of the class, subject or activity only until the danger or threat ceases or until the building principal/program manager or other designated school authority acts to impose discipline or short-term suspension, initiates a long-term suspension or expulsion, or imposes an emergency expulsion.

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6. The building administrator will utilize written recommendations from employees in his/her deliberations relative to potential student classroom suspensions and expulsions.
7. When a student is returned to school following temporary removal or suspension from school or from a class, subject or school activity, the administrator, in consultation with the employee(s), shall specify in writing the conditions, if any, for the student to return.
8. Prior to the time the student is returned to the class(s), subject(s) or activity(s), the building principal/program manager or school authority shall notify the teacher who removed the student of the action which has been taken or initiated.
9. Parents and/or guardians shall be adequately informed of the classroom behavior of their children so they may take corrective measures where necessary.
10. The SPS will continue to provide classes and programs for students who are unable to profit from the regular educational program.
11. All visitors shall obtain the approval of the principal/program manager or his/her designee, prior to entering a classroom. The principal/program manager will contact the employee regarding the pending visit and will respect a request to postpone the visit if the timing would be disruptive to the activity taking place at the time. Visitors will be encouraged to contact the teacher to schedule the visit. Each school shall develop a plan to accommodate visitors during the spring assignment process. Prior to the adoption of the plan, the principal/program manager shall seek input from staff and parents. This does not apply to classroom visits by SPS personnel.

SECTION G: EMPLOYEE PROTECTION

1. If the principal/program manager is aware of information about students who evidence behavior(s) that could present a safety problem to the students or staff, within twenty-four hours, he/she should pass this information along to the classroom teacher, and other non-supervisory certificated staff who regularly work with the students as long as the dissemination does not breach any legal requirements concerning confidentiality. This requirement may be waived if there are specific legal restrictions on the ability of the SPS to inform the staff.
2. When new students transfer into the District, SPS will make contact with the previous school to obtain any pertinent information that may be of concern to the staff at the receiving school. This information should be provided within twenty-four hours to all staff who regularly work with the student if it is not immediately accessible upon the time of registration.
3. Employees have the right to call 911 in emergency or threatening situations. After making the 911 call the employee will notify the supervisor or identified emergency building contact should the supervisor be out of the building. Principals/supervisors will notify the staff of the person (s) to contact when they are leaving the worksite.
4. Employees shall be trained by the SPS prior to being assigned to insert catheters or perform other required medical procedures.
5. Employees shall be trained by the SPS prior to being assigned to dispense medication. All dispensing of medication will be in accordance with the law.

SECTION H: SAFETY AND SECURITY

1. The SPS and the SEA are jointly committed to providing quality educational programs in a warm, open, supportive environment which protects the safety and security of all students and staff. The parties also agree that an optimal teaching and learning climate for staff and students requires that the SPS ensure that there are policies and procedures; including student discipline procedures, to

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make certain that schools are safe and those sanctions can be upheld during due process hearings. Students who bring and use weapons and dangerous devices or who physically touch school staff in a manner that is designed to threaten, intimidate, and harm staff must be dealt with immediately through consequences, interventions, behavioral training and in some cases, mandatory treatment.

SPS and SEA agree that employees should not have to be subjected to parents/guardians who physically or verbally threaten, intimidate, and/or harm staff. If a staff member is threatened, intimidated, or harmed by a parent/guardian they have a right to end the interaction. If a meeting or interaction is ended under this section, the staff member must immediately inform their supervisor (and if necessary Safety and Security) and work with their supervisor to resolve the underlying issue(s) with the parent/guardian.

2. The SPS currently has in place a number of programs and procedures that have been designed to identify, sort, and direct resources to potentially dangerous students. These programs and procedures provide a wide range of effective interventions and sanctions to maximize staff and student safety, while maintaining student due process rights. These programs and procedures include:
 - a. Central Intervention Team (CIT): The CIT is a team of multidisciplinary members comprised of representatives from school psychologists, special education, safety and security, legal, student assignment, ombudsman, nursing, school officials, and staff who know the student best. The CIT takes referrals from schools regarding difficult to manage and/or dangerous students. At the conclusion of the CIT, a plan is developed for dealing with the dangerous or problematic student.
 - b. School Threat Assessment Team (STAT): The Threat Assessment Team, within the Safety and Security Department, becomes involved when administrators are concerned about a student's safety. School administrators request STAT services when a student makes a direct and credible threat to do lethal harm, exhibits behaviors that cause sufficient concern that a student may pose a significant threat or is sexually aggressive or sexually inappropriate despite intervention/sanctions.
 - c. Risk Assessments: Potentially assaultive or dangerous students are given risk assessments. These assessments are designed to identify the circumstances and variables that are known to be correlated with youth violence and aggression as well as to assist SPS staff in developing a case management plan. Risk assessments must be completed by a SPS-approved mental health provider trained in risk assessments.
 - d. Safety Plans: Safety plans are developed by the SPS in order to maximize safety and reduce fear. The development of these plans includes input from school administrators, affected staff, students, and parents/guardians. If the Safety and Security Department is involved in the Risk Assessment, then the department, in consultation with the General Counsel's Office, will be involved with the creation and implementation of the Safety plan. The Safety plans are designed to change variables found in the risk assessment that affect social, emotional and behavioral factors and promote safety for staff and students. These may include a range of interventions such as, but not limited to, social skills training, daily backpack checks, or transfer to another school.
 - e. Emergency Exclusion for Safety Reasons: A student may be placed on Emergency Exclusion during continuing investigation and risk assessment. This Safety Exclusion is not disciplinary but is a response to lethal and dangerous behavior. The Safety Exclusion continues until the danger is abated and may be re-instituted if the student does not follow the safety plan.
3. Whereas, the SPS and the SEA continue to support a policy of "no tolerance" for weapons, dangerous devices and assaultive behaviors and continue to support the use of expulsions from the school as an appropriate sanction for violations of the weapons policy. However, there are legal

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limitations to the ability to expel in every case, including particularly in cases of first offense for possession of weapons other than firearms in the absence of any exceptional circumstances.

- a. Establishing a Safe Environment - To achieve the above, consistent with student due process and other legal requirements, the parties agree to:
 - 1) collaboratively develop improved security procedures,
 - 2) expand training opportunities for all staff, and
 - 3) engage in cooperative problem solving to strengthen the working relationships among the administration, staff, students, and the community.
- b. Weapons.
 - 1) Possession or use of weapons, explosives, firecrackers, illegal knives, or other items capable of producing bodily harm is prohibited.
 - 2) Possession of Dangerous Device or Weapon Other Than Firearm: The normal penalty for possession or use of any weapons or dangerous devices will continue to be expulsion, except in the limited circumstances involving a first offense for the possession of an ordinary knife or other SPS defined weapon where there are no exceptional circumstances present and a sanction less than expulsion is necessary to comply with student due process rights. On the other hand, when a student uses a weapon or dangerous device, it is considered an exceptional circumstance and schools may proceed to expulsion without regard to progressive discipline
 - 3) Items That Appear To Be Weapons: The normal sanction is expulsion when a student uses any item that appears to be a weapon, is used by the student/aggressor as a weapon and the victim reasonably believes it to be a weapon.
 - 4) The normal penalty is emergency expulsion and other appropriate sanction for any student who commits a serious assault.
 - 5) Serious assaultive behaviors are defined as either physical assaultive behavior (purposeful assaultive, aggressive behavior, with intent to do serious harm), or verbal assaultive behavior (racial threat or threat to do physical harm, either student-to-student or student-to-staff).
 - 6) The emergency expulsion will continue if the principal or designee, in consultation with directly affected staff, has good and sufficient reason to believe the student's presence poses:
 - a) an immediate and continuing danger to employee(s), a student, other students, or school personnel; or
 - b) an immediate and continuing threat of substantial disruption of the class, subject, activity, or educational process of the student's school.
4. Repeat Weapons and Serious Assault Offenders: Repeat offenders relating to weapons and or serious assaultive behavior will be expelled from their school, not from the SPS.
5. An employee will not be expected or required to provide emergency treatment in situations involving weapons if the employee has a reasonable belief the scene/area is not safe or secure.
 - a. Consequences

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- 1) The standards for weapons and dangerous devices and serious assaultive behavior apply to all students. Students expelled for weapons possession and/or serious assaultive behavior will be referred to the appropriate SPS office for:
 - a) Referral to a behavior modification program, if available.
 - b) Support and intervention services, as appropriate, if available.
 - c) A temporary school assignment.
 - d) A new school assignment.
 - 2) The SPS will track these students when they request re-admittance after successfully completing a behavioral modification program.
 - 3) The SPS will reassign these students on an even basis across the SPS in appropriate individual schools and classrooms when they are readmitted to a regular school, unless there are extenuating circumstances.
 - 4) The SPS will provide the principal and SEA written reasons for the extenuating circumstances.
 - 5) The principal will be responsible for distribution to impacted staff.
 - 6) The principal or designee will immediately and thoroughly investigate oral and/or written reports regarding weapons, explosives and firecrackers and/or assaultive behavior.
 - 7) The principal or designee will take prompt and reasonable action to protect employees and students and their property.
 - 8) The principal or designee will report all incidents of weapons possession and/or serious assaultive behaviors to Safety & Security.
 - 9) The student's parents or guardians will be promptly informed of the incident.
 - 10) Students who have been expelled for offenses relating to weapons or serious assaultive behaviors must participate in and successfully complete an approved behavioral modification program prior to readmittance to a new regular Seattle Public School.
 - 11) Every effort will be made to secure involvement and support of a parent, guardian or responsible adult.
 - 12) The enrollment of juvenile sex offenders shall be in schools where victims or victims' siblings are not in attendance.
 - 13) SPS policy regarding gangs on school grounds will provide for student suspension and/or expulsion.
- b. Special Education: In the event a Special Education student is emergency expelled for misconduct related to the disability, the SPS, if necessary:
- 1) Will file in the appropriate court a petition for a temporary restraining order and preliminary and permanent injunctions asking that the court authorize continued exclusion from school pending consideration of appropriate placement.

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- 2) Receiving certificated employees will be immediately given all information properly available concerning students expelled for weapons, dangerous devices, or serious assaults, including the intervention and behavior modification program or equivalent, related to the weapons/suspension prior to admittance to classrooms.
6. Disruptive Non-students: The SPS will recommend to the appropriate prosecuting attorneys that any individual on school premises under the influence of alcohol or who has possession of drugs or other non-prescribed narcotic substances and/or who physically or verbally abuses or intimidates or interferes with an employee performing his/her duties will be prosecuted to the fullest extent provided by law.
7. Hearing Officers: The SEA and the SPS annually will jointly review and evaluate hearing officers.
8. Searches: Bargaining Unit employees will not be required to search a student, a student's possessions, or a student's locker. Employees may be assigned to supervise other students while search is in progress.
9. Health and Safety Needs:
 - a. The SPS shall provide a safe and healthy workplace per State law, WAC 296-24-020.
 - b. Teaching stations shall be equipped for the purpose of communicating in emergency situations.
 - c. The District will inform all staff in an affected building or school as soon as possible upon learning that the building or school has failed an environmental safety test (e.g., water quality test). The District will meet with the building or school's safety committee to both discuss the results of any such test, and any protective measures where such may be necessary, that will be taken to protect students, staff, and the public during any remediation period. Such notice shall be given to the affected building or school as soon as possible and in any event no later than five (5) working days after the District has knowledge that it has failed an environmental test.
10. HIV/AIDS, Hepatitis B Training and Inoculation Requirements:
 - a. The SPS will advise the SEA of those employee groups which will receive special Hepatitis B training and who will be offered pre-exposure inoculations.
 - b. The SPS will provide HIV/AIDS - Hepatitis B training as required by law.

SECTION I: NO REPRISAL FOR DISCLOSING MISDEEDS

The SPS agrees to abide by the SPS Whistleblower Policy; however, in the event an employee decides to pursue the matter in court, the employee shall not have access to the grievance procedure herein, or the SPS's appeal procedure, in addition to court proceedings. It is the intent of the parties that the employee has the right to select one avenue of resolution.

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SECTION A: BASIC EMPLOYMENT CONTRACT AND EMPLOYEE RESPONSIBILITIES

1. Employees receive a basic contract for 180 days of work.
2. All employees shall fulfill their contracted number of days during the regular school calendar, unless otherwise agreed to between the employee and his/her supervisor so long as State requirements are met.
3. The requirements for fulfilling the basic contract are as follows - Plan for and deliver or support quality instruction for students:
 - a. Plan daily lessons and implement SPS curriculum as outlined in the site's CSIP, SPS curriculum documents, and State competencies, including use of various instructional strategies and resources. Specialists plan and provide meaningful program activities that support student progress toward building, SPS and State goals.
 - b. Provide meaningful and engaging instruction during available instructional time.
 - c. Administer assessments and use the results to inform instructional planning, modify lessons or instructional style to meet individual needs of students.
 - d. Maintain in a timely manner all required reports including such items as grade books, attendance, necessary data collection and anecdotal record keeping.
 - e. Adhere to Washington Administrative Code, State and federal requirements and SPS policy (for example: Vocational Education Programs, Special Education Programs, and 504 Plans).
 - f. Create and provide a culturally responsive learning environment that acknowledges all students.
 - g. Participate in staff meetings. Within a building/program, employee and departmental or grade level meetings are necessary to provide and receive information that may include sharing in decisions related to site issues. Building/programs will decide how best to use staff and departmental/grade meeting time to address issues identified by the staff or administration. Emergency meetings will be called whenever conditions require.
 - h. Communicate with parents/guardian.
 - i. Parent/guardian involvement is an essential element of student growth and positive community relationships.
 - j. Employees will participate in site decisions for parent/guardian communications and meetings.
 - k. Employees will maintain contact with parents/guardians, return phone calls, notes, or e-mails, and be proactive when dealing with student concerns (such as discipline, low achievement, etc.).
 - l. While the preferred time to meet with parents is during the ½ hour before or after school, or during PCP time, meetings may, on occasion, have to be scheduled outside of the normal workday without additional compensation. Employees will schedule and attend these conferences with parents/guardians. Building plans may include flexible time scheduling to accommodate after-hour conferences. Supervisors will support staff in efforts to keep parent/guardian meetings within the workday where practical.

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- m. Supervise students. Employees are an integral part of ensuring the safety and well being of students while on campus, including assemblies, recesses, and before/after school. Building crises, site, and activity plans, as developed by the building/program employees, will include defining responsibilities for employee supervision. Employees will communicate concerns about students and report unsafe conditions, and suspected child neglect/ abuse; or events such as fights, bullying, harassment, threats, or violations of the discipline policy to the appropriate people or agency in a timely manner. Buildings have an obligation to have safety, student supervision, and student discipline plans.
- n. Professional growth. Employees will stay current on educational issues, keep updated in subject area(s), and maintain certification or work toward proper certification.

SECTION B: TYPES OF EMPLOYEE CONTRACTS

- 1. There shall be an individual Employee Contract and a Supplemental Contract(s), in conformity with Washington State law and rules and regulations of the SPS and the Seattle School Board.
 - a. Contracts must be returned by the staff members within fourteen (14) calendar days of date of issuance. If not returned by that date, a contract will be presumed to be rejected unless other arrangements have been made with the Executive Director of Human Resources.
 - b. Staff members can only be released from their individual certificated non-supervisory contract upon approval of the SPS Board of Directors.
 - c. As an incentive to know certificated vacancies for the following school year as early as possible, the District will provide a \$300 bonus payment to anyone with five (5) years of experience or more who notifies the District by February 1 of the current year that they will be leaving the District at the end of the school year. The payment and notification will be non-revocable and will not count towards retirement calculations.
- 2. Non-Continuing Contracts
 - a. Certificated employees hired by the SPS to replace employees who have been granted official SPS leaves shall be contracted not to exceed one (1) year in accordance with RCW 28A.405.900 and shall receive fringe benefits in accordance with this Agreement. Employees on non-continuing contracts will be evaluated as if they were employees with provisional contracts.
 - b. The SPS will annually review the status of all individuals who are on non-continuing contracts. If the number of individuals who are on non-continuing contracts exceeds the number of employees on leave, the SPS will offer provisional or continuing contracts to a number of non-continuing contracted employees. The number of employees who will be offered provisional or continuing contracts shall be equal to the difference between the number of non-continuing employees and the number of employees on leave, who have a guaranteed right to be placed in the displacement pool when they return from leave. The SPS will provide the SEA with a list of those employees who have been offered provisional or continuing contracts. The list shall be provided to the SEA by March 16th of each year. The following procedure will be followed:
 - 1) In January or early February, principals/program managers are asked to make recommendations for conversion of their non-continuing contracted employees.
 - 2) Employees on non-continuing contracts who are not recommended are immediately balanced against a person on leave who has the same category as they do.

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- 3) The remaining employees on leave are analyzed, by categories, to determine how many there are in the various teaching areas; i.e., special education, elementary education, etc.
 - c. Each person on a non-continuing contract is balanced against a person on leave who has the same category. If there are more non-continuing contracts with the same categories than there are people on leave, employees are converted to either a provisional 1, provisional 2, or continuing contract (depending upon experience).
 - d. Conversions are based upon the following criteria:
 - 1) principal/program manager recommendation
 - 2) date of employment
 - 3) diversity
 - 4) SPS need
 - 5) certification flexibility
 - 6) unique skills and expertise
 - e. In March, during the staffing process, principals/program managers shall staff their recommended non-continuing contracts into their vacancies. These staff will then receive provisional or continuing contracts based upon years of experience in Washington State retroactive to their start date in the current school year.
 - f. The remaining non-continuing contracts that are recommended but not converted are analyzed against the SPS's needs and converted to the displaced/unassigned pool, if appropriate.
3. At the time of employment, each new employee shall receive the following materials as part of the sign-up process conducted by Human Resources. The SEA shall be provided the opportunity to participate in the sign-up process.
 - a. The Employee Contract in duplicate. The Employee Contract will be mailed to the new employee approximately one week after they complete the sign-up process. One (1) copy is retained by the employee and one (1) signed copy returned to the Human Resources;
 - b. A copy of the Certificated Non-Supervisory Employees Salary Schedule with the salary placement marked;
 - c. A copy of the current Collective Bargaining Contract Agreement Between SPS and SEA;
 - d. A copy of the SPS's GROUP INSURANCE PROGRAM BOOKLET, the appropriate insurance enrollment forms, instructions regarding enrollment procedures, information for contacting the SPS insurance consultant, and an explanation of the SPS's contributions to the premiums. Enrollment or waiver cards must be returned to the Human Resources no later than thirty-one (31) calendar days from the employee's first day of duty.
 - e. A notice regarding the SEA Security Clause.
4. A training module regarding expectations concerning touching, sexual and racial harassment, and cultural literacy expectations will be part of the employee orientation.
5. The enrollment of new employees shall begin with their employment and shall be completed within the first thirty-one (31) days after the beginning of service.
6. The SPS will maintain a Section 125 Plan as authorized by law.

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SECTION C: BASIS FOR TRI AND BASIC SALARY

1. The compensation for SPS employees shall be for the services rendered pursuant to the employee's contract.
2. Salary
 - a. It is the intent of the parties to comply with the limitations imposed by State laws, State appropriations acts and the appropriate Legislative Evaluation and Accountability Program (**LEAP**) documents. No provisions of this Agreement shall be interpreted or applied so as to place the SPS in breach of the salary limitations imposed by State law or subject the SPS to a State funding penalty.
 - b. The salary schedule is appended.
 - 1) The negotiated Certificated Non-supervisory Employee Salary Schedule will be increased by the percentage, if any, the Legislature provides for increases through the annual State Allocation Model. The same percentage increase, if any, will be applied to the Special and Supplemental Assignment Schedule (Appendix E) and Certificated Non-Supervisory Staff Extra-Time Hourly Rates (Appendix D).
 - 2) Prior to effectuating the annual salary adjustment noted above, the SPS will consult with SEA concerning the appropriate amounts and mechanics. If the parties are unable to agree on the amount and mechanics for implementation, the subject of adjustments will be treated as a negotiable matter and the SPS's pass-through commitment will be deemed null and void except as agreed in subsequent negotiations.
 - c. Increments and lane changes will be granted each year.
 - d. Roll-up or Carry Forward
 - 1) In April of each year, the SPS in consultation with SEA will determine whether there remains additional pass-through capacity or negative capacity for annual salaries within the State's State-funded salary lid law.
 - 2) If the SPS, in consultation with the SEA, determines that one-tenth of one percent (0.1%) or more salary capacity is available, either salary adjustments will be implemented to reach full salary capacity for the current year or the amount available will be carried forward to adjust compensation in the subsequent year.
 - 3) If the SPS, in consultation with SEA, determines that less than one-tenth of one percent (0.1%) is available, no adjustment will be made.
 - 4) Prior to effectuating roll-up or carry forward adjustments, the SPS will consult with SEA concerning the appropriate amounts and mechanics. If the parties are unable to agree on the amount and mechanics for implementation, the subject of adjustments will be treated as a negotiable matter and the SPS's roll-up or carry forward commitment will be deemed null and void except as agreed in subsequent negotiations.
 - e. Salary increases for substitute educators will be at the same percentage as regular certificated staff.

SECTION D: TIME, RESPONSIBILITY AND INCENTIVE

The SPS and SEA believe:

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1. The success of the SPS is dependent upon hiring and retaining the highest quality employees.
2. The employees of the SPS should be treated as professionals and trusted to use their professional judgment to accomplish the responsibilities expected by their profession, the SPS and the SEA.
3. Successfully providing all students with a quality education requires staff to recognize that students have prior experiences that frame their worldview and to create and provide a culturally responsive learning environment that acknowledges that all students:
 - a. Are life-long learners
 - b. Can academically achieve at high levels when they are appropriately taught and encouraged; when resources are available that support high expectations for learning; and, when there is strong family and community support
 - c. Are entitled to learn in multicultural context
4. Providing a quality education for all students requires from employees a commitment to the profession beyond the basic contract, normal workday hours and school year:
 - a. The additional commitment required of employees cannot be accurately measured in hours or days; nonetheless, the parties are clear that employees are not being asked to work "24-7" ;
 - b. In meeting their individual responsibilities, the time necessary to fulfill those responsibilities may vary between one employee and another employee;
 - c. State law allows additional compensation for additional time, additional responsibilities or incentives (TRI). Therefore, as incentive for the additional services required of all employees outside of the basic contract, each employee will be issued a supplemental contract in recognition of these additional responsibilities, services and time. Compensation for these duties shall be in accordance with the TRI Salary Schedule Appendix B and payment will be made in equal monthly installments as part of the regular paycheck. A part-time or late-hire employee will receive a pro rata share of this TRI supplemental contract, except as modified by mandatory days, based on the employee's full-time equivalency (FTE).
5. The self-directed portion of the supplemental responsibility contract (TRI) recognizes that employees will provide a professionally responsible and reasonable level of service in the following areas that are above the basic contract:
 - a. Preparation for school opening, including preparation for the classroom or workspace before, after and during the school year for quality instruction and support of instruction;
 - b. Work connected with the conclusion of the school year or grading period with grades and related paperwork will be submitted within five (5) workdays from the last student day of the grading period;
 - c. Conferencing/communicating with students or parents/guardians at reasonable times;
 - d. Supporting school/student activities such as dances, concerts, sporting events and performances as chosen by the employee;
 - e. Providing individual help to students when able;
 - f. Analyzing data and evaluating student work;

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- g. Participating in self-reflection, goal setting, and related professional growth activities, such as: attending workshops, classes, conferences or seminars or participating in action research projects as chosen by the employee;
 - h. Researching and acquiring educational materials and supplies;
 - i. Preparing, revising, and replacing materials;
 - j. Planning with other employees in areas of instruction, curriculum and assessment;
 - k. Working with computers and other technology as related to educational uses;
 - l. Attending SPS and/or school-connected meetings and governance such as PTSA, etc., as chosen by the employee;
 - m. Participating in the development of a school plan or other building activities or committees;
 - n. Participating in a reasonable number of IEP and Section 504 meetings and communicating with parents/guardian and students.
6. The mandatory portion of the supplemental responsibility contract (TRI) covers participation in scheduled meetings and professional development as follows:
- a. Under the supplemental responsibility contract the employee will be required to participate in the following scheduled activities:
 - 1) One (1) SPS scheduled TRI days. The SPS may choose to provide flexibility on the use of all or part of this day.
 - 2) One (1) building directed TRI day as outlined in Article II, Section B, 2 and two (2) building directed TRI days or the equivalent in hours (for these purposes a day is 8 hours) as outlined in Article II, section B, 1, a.
 - 3) One (1) TRI day is calendared before the first student day for building business and classroom/worksite preparation
 - b. Part-time staff will receive a full day's pay for any full days worked. Part-time staff will submit time sheets for the portion of scheduled TRI hours that exceeds their FTE, when they work the time. For example a .5 FTE staff member will receive a .5 of the total TRI supplemental salary; in addition the staff member will receive 4 hours per diem pay for the additional time he/she will work under the TRI provision. (TRI Days are 8 hour days.)
 - c. All employees with regular contracts (provisional, continuing or leave-replacement contracts) are eligible for full TRI supplemental contracts prorated for their FTE. Building Designated Substitutes and each Long-Term Substitute who has agreed to teach a special education class for which they do not have an endorsement are entitled to a full TRI supplemental contract prorated for their FTE and the portion of the year they are under contract or are a Long-Term Substitute.
 - d. Each employee is responsible for maintaining a personal record of work in case the State auditor requests verification of having met the responsibility contract. This record is not submitted to the SPS.
 - e. The Time Responsibility and Incentive Salary Schedule and Index is found in Appendix A and B. The TRI increase for the 2015-2016 school year will be an across the board amount of 3.0%. This is calculated by adding 3.0% of the 2015-2016 regular salary schedule base salary

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(BA only/Step 1) to the 2014-2015 TRI base. This new amount will then be applied to the TRI index found in Appendix B to generate the 2015-2016 TRI Salary Schedule. Beginning 2016-2017, the annual TRI increase will be an additional across the board amount of 2.0%. This is calculated by adding 2.0% of the 2016-2017 regular salary schedule base salary (BA only/Step 1) to the 2015-2016 TRI base. This new amount will then be applied to the TRI index found in Appendix B to generate the 2016-2017 TRI Salary Schedule. Beginning in 2017-2018, the annual TRI increase will be an additional across the board amount of 4.5%. This is calculated by adding 4.5% of the 2017-2018 regular salary schedule base salary (BA only/Step 1) to the 2016-2017 TRI base. This new amount will then be applied to the TRI index found in Appendix B to generate the 2017-2018 TRI Salary Schedule.

In addition to any percentage increases provided by the Legislature, the hourly and daily certificated substitute rates will be increased by 3.0% in 2015-2016, 2.0% in 2016-2017, and 4.5% in 2017-2018.

7. Employees new to the SPS will receive additional three (3) mandatory days compensation scheduled by the SPS for employee orientation. Retire/rehires or staff returning to the SPS after an absence of less than five (5) years are not provided this time.
8. Hold Harmless for Both Parties: In the event the SPS's maintenance and operations levy does not pass (double levy failure), the provisions for the TRI Supplemental Responsibility contracts shall be null and void for the following school year and thereafter (until and unless the maintenance and operation levy passes) provided (a) the SPS and SEA meet and negotiate regarding continuance of any of these responsibilities, additional time and compensation and (b) if agreement is not reached by the parties in a timely manner, the SPS shall have no obligation to continue the responsibility stipend but will have a responsibility to work with SEA regarding which additional responsibilities will no longer be required or will be modified to a reasonable level because of the loss of the responsibility stipend.

SECTION E: SUPPLEMENTAL CONTRACTS FOR STIPENDED ASSIGNMENTS

1. As professional staff members, all certificated non-supervisory employees who work in schools perform certain duties that contribute to the activity program, to the guidance program, and to the good climate and efficient operation of the school as well as their assignment duties. Compensation for those duties is paid according to Certificated Non-Supervisory Employees Salary Schedule and through TRI compensation. Some special and supplemental assignments make heavy time demands beyond the school day or call for unusual diligence, effort, responsibility, or skill. The special or supplemental assignments are made on a yearly basis in accordance with RCW 28A.405.240 through Supplemental Contracts and are paid according to the Compensation Schedule for Supplemental Assignments.
2. Duties which are compensated on the Compensation Schedule for Special and Supplemental Assignments involve one or more of the following criteria:
 - a. Special skills, responsibility, effort, or diligence;
 - b. Extra days of duty served beyond the contract year;
 - c. Extra duties regularly extending substantially beyond the work day as defined in Article IX, A of this Agreement; and,
 - d. Responsibility for leadership of other adult professional employees.
3. The special and supplemental assignments vary in terms of required time, effort, and skill for their execution. Relevant factors to determine the amount of the compensation on the Schedule are as follows:

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- a. Professional training and experience required;
 - b. Responsibilities as described in the job description;
 - c. Number of students supervised;
 - d. Extra time and days required over and above the work day and work year of employees and;
 - e. Number of other adults working with the employee in his/her leadership role.
4. Activity coordinators, deans, house administrators and head counselors shall not have any additional supplemental assignments. The building principal/program manager should seek to balance other extracurricular and special assignments at the building level. With the exception of the Level 1 School Teacher Stipend, no employee may have more than two (2) compensated supplemental assignments except as provided in b) below. Assignments shall not have overlapping times, except department heads may have an overlapping compensated supplemental assignment for one (1) sports season during the school year.
- a. Any employee who has more than two (2) compensated supplemental assignments shall submit to the building principal/program manager a list of those compensated supplemental assignments which he/she currently holds, in preference order.
 - b. The building principal/program manager shall attempt to reallocate compensated supplemental assignments other than the top two (2) selected by the employee. If no qualified employee in the building who is eligible to hold a supplemental assignment is willing to accept the assignment, the assignment shall be returned to the employee currently holding that assignment.
5. Appointments to supplemental assignments are on a yearly basis in accordance with RCW 28A.405.240. An employee appointed to an assignment shall normally be reappointed to the assignment for the forthcoming school year, provided that:
- a. Employees holding supplemental assignments shall have their appointment to a supplemental assignment reviewed each year by the building principal/program manager. This review will be based on the written job description or posting.
 - b. Every five (5) years from the date of initial appointment each supplemental assignment will be reviewed by the principal/program manager. The appointment will be reviewed using the following considerations. An employee may exercise an exception to this review by declaring his/her intent to retire. An employee may use the retirement exception once for any given supplemental assignment.
 - 1) General female/male and racial minority/majority balance of supplemental assignments throughout the building;
 - 2) Established education requirements needed for the assignment, as stated on the job description;
 - 3) Established experience requirements needed for the assignment, as stated on the job description;
 - 4) Progress of the department/assigned area in meeting building/program goals established by the building CSIP where appropriate; or,

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- 5) The opportunity to provide leadership experience and/or professional growth for other qualified employees in the building/program.
 - c. Any employee not reappointed shall be given notification of his/her removal by the first Monday in June of the current school year. An exception to the June date is allowed when the activity is not offered due to insufficient participation, reorganization, financial reasons, or when the employee is not reassigned to the building. In the case of an exception to the June date being used, the principal/supervisor will notify the employee at the earliest possible time thereafter.
6. Employees who are not reappointed to a supplemental assignment shall have a conference with the building principal/program manager and shall receive a written explanation including the reasons from the building principal/program manager by the close of the current school year.
 - a. The written explanations shall include a just and sufficient cause only when the non-reappointment is a result of the yearly review and not the result of the provisions set forth in Article IV.E.5.b above.
 - b. Employees not reappointed shall have the right to utilization of the grievance process.
 - c. Appointments for positions are finalized through issuance of the Supplemental Contract. The SPS shall issue Supplemental Contracts for the next year as early as possible. Assignments are confirmed through prompt return of the signed Supplemental Employee Contract.
 - d. When an employee in a stipend position is absent for more than twenty (20) consecutive days without pay, he/she shall not receive the stipend pay for the period of time during which substitute service is rendered. An employee from within the school or from another school who substitutes for another employee in a stipend position shall receive the stipend pay after twenty (20) consecutive days of service retroactive to the first day of service.
7. Appointments to the positions of department head, team leader, head counselor, dean, house administrator and subject matter specialist shall be made by the process described below from a list of candidates who have applied through the Site-Based Hiring Process.
 - a. Human Resources shall advertise all openings in the weekly job postings and on the SPS's web site.
 - b. Applications will be filed with the school/program that has the opening and the Site-Based Hiring Process will be followed.
 - c. Applicants will be interviewed using the Site-Based Process. Recommendations will be forwarded to Human Resources, who will make the final offer.
 - d. In the event there is no vacancy in a building in the subject area/grade level or department in which a stipend is available, the stipend will be publicized within the building. Current employees interested in the position will notify the school and the Site-Based Hiring Process will be utilized.
 - e. If a stipend position is filled by someone who is already in the building or program, the position created by this movement may be filled using the candidate pool who applied for the stipend position.
8. Career Ladder Positions
 - a. Teachers who apply for the following positions must have a summative evaluation rating of Distinguished and a most recent state student growth impact rating that is "average" or higher;

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or have a summative evaluation rating of Proficient and state student growth impact rating of “high.”

- 1) Demonstration Teacher
- 2) Mentor Teacher
- 3) Master Teacher
- 4) Content Demonstration Teacher
- 5) STAR Mentor Teacher
- 6) Evaluation Support Consulting Teacher
- 7) Academic Coach
- 8) Consulting Teacher
- 9) Curriculum Specialist
- 10) Special Education Program Specialist

b. Building-based Career Ladder positions include Demonstration Teachers, Mentor Teachers and Master Teachers, and Content Demonstration Teachers. Starting 2016-17, Demonstration and Mentor Teachers will be renamed Building Level Career Ladder Teachers and the job descriptions will be blended. Current Demonstration, Mentor and Master Teachers will continue in their two year appointments under the new job description. All schools and programs will be eligible for career ladder positions.

- 1) To be considered for Career Ladder positions, an employee, in addition to meeting position-specific criteria, must:
 - i. Have a summative evaluation rating of Distinguished and a state student growth impact rating that is “average” or higher; or have a summative evaluation rating of Proficient and state student growth impact rating of “high”.
 - ii. Agree to have his/her student growth and academic goals reviewed more closely.
 - iii. Show that he/she achieved high student growth over two years.
 - iv. Show that he/she achieved goals developed under TPEP guidelines.
 - v. Have prior experience as a Demonstration or Mentor Teacher to apply for a Master Teacher position.
 - vi. In the case of positions at a high needs school, have taught at least two years in a school defined as high needs when the employee taught there.
- 2) Eligible candidates will apply for positions within their building using the Site-Based Process. The principal will make the final offer. Content Demonstration Teachers will be hired at the District level.
- 3) In the event that a school has no qualified candidates, and there is an open certificated position, the school may advertise the Career Ladder position to all eligible candidates within SPS.
- 4) Positions will be two-year appointments and an employee may re-apply.
- 5) Each school will be allotted ten (10) substitute days for the year. For schools who have a Career Ladder Master Teacher, an additional four (4) substitute days will be allotted and used to support the Career Ladder Program goals of an individual school.
- 6) Content Demonstration Teachers will have eight (8) substitute days allotted each year.

c. District-based Career Ladder Positions

Curriculum Specialists, Special Education Program, Specialists, Academic Coaches, and Consulting Teachers will be four (4) year positions and an employee may reapply. In order to reapply, an employee must be overall Proficient and be Distinguished in at least one domain

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on his or her most recent summative evaluation. Evaluation Support and Consulting Teachers (ESCTs) do not need to reapply for their positions. An employee selected by SEA will be part of the hiring teams for all District-based Career Ladder positions.

9. The Compensation Schedule for Special and Supplemental Assignment shall be shown in Appendix E of this Agreement.
 - a. Supplemental assignments will be reported by building principals/program managers to Human Resources as early as possible. Every reasonable effort will be made to begin stipend payments for school year assignments on the 10/01 payroll. Assignments that are dependent on the 10/01 student enrollment count, e.g., department head, team leader, will be paid retroactively on the November payroll.
 - b. Once a department head or team leader stipend is established on the basis of the 10/01 classification report, that amount will not be changed either up or down due to enrollment changes for the remainder of the school year.
 - c. Copies of job descriptions for all positions on the Compensation Schedule for Special and Supplemental Assignments are available in Human Resources and at each work site.
 - d. Substitutes shall be provided as needed for coaches who receive approval of the appropriate building and SPS administrators to attend tournaments and championship interscholastic sports events.
 - e. Each senior high school will receive three (3) periods of released time or its equivalent. These released periods shall be assigned by the building principal/program manager for utilization by department heads and/or other staff in order to assist the instructional program of the school in accordance with the building decision-making process.
 - f. Per Diem Days: Each secondary and middle school shall be allotted twenty-five (25) extra days of duty per year for the use of its curriculum area departments. Individuals who serve these days shall be paid at their per diem rate. An individual employee, a department head, or a group of department heads, Building Leadership Team or the faculty representative organization may submit a proposal for utilizing the time available to their school, subject to approval by the building principal/program manager.
 - g. Per Diem Days: Per Diem for any supplemental assignment of an employee who is assigned additional days beyond those specified in his/her contract shall be his/her contract salary, excluding stipends, divided by the number of days specified in his/her contract.
 - h. Substitute Days: Secondary and Middle Schools shall have available, upon written request to the building principal/program manager, substitute days for the purpose of releasing department heads, team leaders, and other employees for observing and assisting in improvement of instruction in accordance with Article XI and other approved activities on the basis of one (1) day for every three (3) non-supervisory certificated employees in the school.
 - i. Compensation for supplemental assignment will be determined through the procedures of Human Resources in accordance with appropriate pay schedules. Supplemental assignments will be reported to Human Resources as early as possible by the responsible administrator and will be processed for payment in the next appropriate payroll.
 - j. The SPS contribution for elementary stipends listed in Appendix F shall not be reduced should other SPS programs or outside agencies provide other stipends or paid positions to a building or program.

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- k. There will be \$2,000 allotted for stipends for each elementary school beyond the stipends listed in Appendix E.

SECTION F: SALARY SCHEDULE PLACEMENT

1. The employee's position on lanes of the salary schedule shall be determined by totaling the number of acceptable credits and degrees. All employees hired as of October 1, 1990 and employees re-hired by the SPS as of October 1, 1990 (who have been gone for five (5) years or more) will be placed on the salary schedule in accordance with their Bachelor's Degree and actual educational credits earned after the granting of that degree. Effective 10/01/90 additional credit hours earned after the granting of the Bachelor's Degree and credit for experience shall be applicable for advanced placement on the salary schedule provided that the credits and experience were recognized by the Office of the Superintendent of Public Instruction (OSPI) in accordance with applicable provisions of WAC 392-121. If an employee holds two (2) or more Bachelor's degrees, eligible credits for advanced placement on the salary schedule shall be those credits earned after the granting of the employee's first Bachelor's Degree in any field.
2. An employee shall present all official transcripts in envelopes sealed by the college/university as soon as possible after a contract is offered. Transcripts for Human Resources are required in addition to transcripts sent to the Superintendent of Public Instruction, Olympia, Washington, for certification purposes. Submission of transcripts to Human Resources as college credits are earned is required for accurate salary placement.
 - a. A statement of evaluation of credits to be used to establish salary placement shall be sent to each employee new to Seattle Schools after his/her transcripts have been received and evaluated by Human Resources.
 - b. Acceptable Credits: All acceptable credits will be subject to the restrictions provided in Article IV,F,1, above:
 - 1) College Credit: All education-related credits earned through colleges/universities accredited by the National Council for the Accreditation of Teacher Education and/or by the American Association of Collegiate Registration and Admission Offices (AACRAO) shall be acceptable for advancement on the Certificated Non-Supervisory Employees Salary Schedule. Other college/university credit shall count toward advancement on the Certificated Non-Supervisory Employees Salary Schedule, provided the institution is reported in the publication "ACCREDITED INSTITUTIONS OF POST-SECONDARY EDUCATION" published by the American Council on Education as having a rating of good or better.
 - 2) Foreign Colleges and Universities: Credits earned from foreign universities and colleges accepted by an accredited American college/university shall be counted toward advancement on the Certificated Non-Supervisory Employees Salary Schedule.
 - 3) In-service and Workshop Credit: Professional in-service credit earned and reported prior to 10/01/79 which was earned while attending Seattle Public School Staff Development Training Programs, shall be acceptable for advancement on the Certificated Non-Supervisory Employees Salary Schedule.
 - 4) Professional In-Service Credit: Professional in-service credit earned and reported prior to 10/01/79 may be granted for certain types of curriculum committee activities, professional association workshops, study conferences, or the like, upon approval of the Professional Development Office. The number of credits may vary depending upon the activity.

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- 5) Community College Credit Including Physical Education and Activity Courses: Undergraduate work done while attending an accredited community college shall be accepted for salary purposes if the community college work is accepted by the college/university where the B.A. degree is earned.
- 6) Community college credits earned in accredited community colleges after a B.A. degree has been granted will be accepted at full credit value for salary purposes, following the established rules for the acceptance of college credits. The credits earned must be listed in the University of Washington College Transfer Guide, or must otherwise be applicable to a Bachelor's or more advanced degree program.
- 7) Vocational teachers will be awarded salary credit for earned academic credits from vocational institutions accredited by the Superintendent of Public Instruction and/or the Northwest Association of Schools and Colleges.
- 8) For classes offered in community colleges in programs other than those listed in the College Transfer Program, credit will be granted where there is a direct relationship of the courses to the applicant's primary instructional or administrative responsibility, or if they improve or update an individual's skills, knowledge or understanding so as to enable the employee to perform instructional or administrative duties more effectively.
- 9) Non-acceptable credits include duplicate courses.
- 10) Each ten (10) clock hours earned after 08/31/87 through in-service or continuing education which meet State Board of Education approval standards and are approved by the SPS Human Resources Department will count as one (1) in-service credit as defined by WAC 180-85-030 and WAC 392-121-257. Clock hour credits may not be used to earn a B.A. or higher academic degree. Official documentation of clock hours earned must be provided by the approved agency which offered training.
- 11) Employees hired (or rehired) after December 31, 1991 will not be placed in the salary lane which recognizes a B.A. level degree and 135 quarter hour credits unless the employees are eligible for grandfathering in this column in accordance with the guidelines of the State Department of Public Instruction. Eligibility to move from lanes: 100, 200, 300 or 500 to lane 700 (BA and 135 credits) expires August 31, 2005.

3. Experience Credit

- a. Effective 10/01/90, for purposes of calculating experience credit, nine (9) to twelve (12) months of full-time (contract) teaching during one (1) year will constitute a school year, except that two (2) full semesters in separate years may be counted as one (1) school year. Effective 10/01/90, part-time employment which required certification and was completed under contract will be calculated by dividing the total number of full-time equivalent days served by one hundred eighty (180) and rounding to the nearest tenth (10th).
- b. Seattle teaching experience credit, as defined in Item 3,a above, shall be granted to employees hired into SPS for the following:
 - 1) Teaching in approved public, private or parochial preschools or elementary schools and if the employee was certificated. Only schools within the United States or its territories which appear to be patterned after the public school system will be considered except as provided in Item b,5 below.
 - 2) Teaching experience as defined in Item 3,a above which is gained in the Armed Forces Dependent Schools.

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- 3) Twelve (12) months of active military service or a major fraction thereof (182 days or more) may be counted as a year of prior service at full credit for salary purposes, except that no employee may be given credit on the salary schedule for more than two (2) years of active military service, including both prior service and service while on leave from the Seattle School SPS. Allowable credit is not to exceed the maximum in their salary lane. Military credit can be given only for active service in the armed forces of the United States. If law determines that more than two (2) years can be credited towards service, the higher amount of service will be given as appropriate.
 - 4) Classroom teaching experience as defined in Item 3,a above gained in the Peace Corps or VISTA shall be accepted.
 - 5) Experience credit for full-time teaching in private or public schools in and under the auspices of foreign countries outside of the United States and its territories will be granted for experience on the basis of two (2) full years of teaching for one (1) year of Seattle salary experience credit, provided that the person was certified or eligible for certification under the laws of that particular country at the time of the experience. Verification of the experience and/or certification is not always possible. The SPS reserves the right to accept or reject on a case-by-case basis, any experience and/or education claimed. Reasonable evidence or verification is required.
 - 6) Effective 10/01/90, prior experience for those employed in the fields covered by the Educational Staff Associate (ESA) Certificates may be counted for salary purposes only for those who will serve in these fields for the SPS. Prior public school experience for the fields covered by the ESA Certificates will carry full SPS credit. Other prior service in these areas may carry salary credit if the assignment involved school age children and the person was properly trained in his/her field at the time the service was given. The prior service will be granted on the basis of one (1) full calendar year of experience for each year of experience allowed. Effective 09/01/92, ESA certificated employees will be given salary credit for prior experience as certificated teachers according to the same guidelines used for SPS employees with teaching certificates. This credit will include applicable substitute experience.
 - 7) Employment in public or private vocational-technical schools, community/junior colleges, and universities in positions which, in the judgment of the SPS, are comparable to those which require certification in K-12 schools will be evaluated for experience credit.
 - 8) Experience credit for full-time vocational instructors will be granted up to a maximum of six (6) calendar years of state-accepted occupational experience acquired after the instructor meets the minimum vocational certification requirements.
- c. An employee who has been a member of the SPS, resigned, taught elsewhere, and has returned to the SPS shall be given Seattle experience credit for the intervening experience if this experience conforms to the rules for granting credit and the employee is not at maximum of his/her salary lane.
 - d. No experience credit may be granted in an amount to place the employee above the maximum salary for his/her salary lane.
 - e. Any employee who has taught in the SPS on contract the equivalent of a full semester, less a maximum of ten (10) days absence for any cause, shall be entitled to an annual increment for the following year, provided he/she has not reached the maximum of his/her classification.
 - f. If an employee has received a contract late in the school year and does not teach the number of days required to earn an increment, he/she may add days taught as a substitute in the SPS

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that same school year to the days taught on contract. In this event, the minimum days teaching required to earn an increment is 81.

- g. Seattle teaching experience credit is granted to employees elected to the SPS for substitute teaching in the SPS by adding all days of substitute teaching in the SPS together and dividing by 180. A total of 180 days taught (full time) equals one year, with fractions of .5 or more counted as a full year. For Certificated Non-Supervisory employees hired after October 1, 1990, consistent with SPI practices, the SPS will accept documented substitute time from Washington State public and private preschools, elementary schools and secondary schools in positions which require certification. Certificated substitute experience in public schools outside of Washington State may be acceptable if properly documented, subject to approval by Human Resources.

SECTION G: MISCELLANEOUS SALARY PROVISIONS

1. Summer Semester Programs:
 - a. Positions in the summer semester programs shall be established through the classification procedures of Human Resources. Once an employee has accepted a summer school assignment and begun teaching he/she may be dismissed only for just cause or elimination of the assignment.
 - b. Employees in the summer semester programs will be paid an hourly rate for the position they hold in the summer semester program, as follows:
 - 1) Regular teaching employees will be compensated at their actual hourly rate in effect at the end of the regular school year immediately past, or the average hourly rate for a teaching position, depending on which rate is highest.
 - 2) New employees, including any summer semester employees who worked as substitute employees during the school year immediately past, and regular non-teaching employees will be compensated at the average hourly rate for a teaching position in effect at the end of the regular school year immediately past.
 - c. First priority for hiring to the regular academic summer semester shall be given to qualified applicants who did not work in the regular academic summer school during the preceding summer.
2. Compensation for Special Summer Project Assignments and Workshops: Salaries for employees who are participants in special summer projects or workshop assignments shall be as follows:
 - a. All salaries are to be determined through the regular classification procedures by Human Resources according to job requirements in the following areas: required training, required experience, job responsibility, and work environment conditions. No other commitments will be honored by Payroll Services.
 - b. Employees whose summer project or workshop assignments involve the same or similar kinds of duties and responsibilities as their regular school year assignments shall be paid a per diem rate based on their individual contract salary, divided by the number of days specified in their individual contracts.
3. Compensation for Professional Development Instruction: Professional development compensation shall be dependent upon the program offered by the SPS. Instructors who are SPS employees shall be compensated at the rate shown on the Compensation Schedule for Special and Supplemental Assignments.

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4. Compensation will be given for National Board for Professional Standards (NBPS) certification at the amount set by the legislature. ESA employees, who are not eligible for NBPS certification, will receive \$1,500 each year for valid national certification in their respective fields.
 - a. If the legislature ever decides to pay ESA employees for national certification, this section is open for discussion between the SEA and SPS.
 - b. ESAs must earn national certification before the last day of school. Employees with continuing national certification will receive a lump sum payment on the September 1st paycheck. A copy of the certificate must be provided to Human Resources as soon as possible, but no later than July 31st in order to receive payment on September 1st.
 - c. Employees are responsible for providing Human Resources with verification of renewal when their certificates expire. Employees whose certification has lapsed have an obligation to inform SPS as soon as possible of this fact. If they are paid erroneously because of a lapsed certificate they must repay the overpayment.
 - d. The compensation will be pro-rated based on the employee's staffed FTE as of July 31st of the year.
 - e. If an ESA employee leaves SPS employment during the year, he/she will not receive this compensation.
 - f. Social workers will be eligible for this payment if an equivalent national certification is identified. Nurse practitioners who hold a national certificate other than the National School Nurse certificate will be eligible for this payment so long as the nurse practitioner national certificate is in a child-related field and relevant to their work in schools.
5. Payment Regulations:
 - a. One-twelfth (1/12) of the annual salary of the employee shall be paid on the first duty day of October and of each succeeding month. If individual contracts corrected on the basis of credits submitted are issued subsequent to 10/01, the corrected salary shall be paid pro rata for the remaining payments for that school year. If the regularly scheduled payment day occurs when employees are not on duty, warrants will be distributed to the employees on the first SPS business day of the month.

Contingent upon agreement with all other SPS unions and adoption of a paperless system (pay stubs will no longer be sent to employees via hardcopy), the District will change the pay date for employees from the first duty day of the month to the last duty day of the month starting the last duty day of September 2015.
 - b. Summer payments of the annual salary shall be mailed to the employee on the first SPS business day of the month.
 - c. Special summer payments to pay employees for work in the summer programs shall be made once each in the months of July, August, and September.
 - d. Pro rata payments for changes of salary, special assignment payrolls, and requests for special payments that are received in Payroll Services on or before the 15th of the month will be processed with the first subsequent monthly payroll and paid on the first-SPS business day of the month.
 - e. Contract Adjustments: A set of all official transcripts shall be sent in a sealed envelope from the college or university to Human Resources as soon as possible after a contract is offered. Transcripts required for Human Resources to determine contract adjustments, if any, are in

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addition to transcripts sent to the Office of the Superintendent of Public Instruction (OSPI) for certification purposes. Upon completion of additional college or university work, the employee shall have the transcript sent to Human Resources to assure proper placement on the SPS Salary Schedule.

- f. Individual Contract Changes: The deadline for filing of credits in Human Resources for employees currently employed and for salary adjustments for the current school year is the last school day in October. The deadline for the earning of the credits is October 1. Credits earned during the first semester, or later, may not be counted for salary purposes until the following year. No in-service workshop or professional in-service credits earned or reported after October 1, 1979 shall be accepted or counted for salary advancement.

Further clarifications to these deadlines are as follows:

- 1) Employees whose transcripts for credits or degrees earned through October 1 which, for any reason, have not reached Human Resources by the October deadline (the last school day in October) may send in their transcripts after the deadline, but for current school year salary adjustment purposes no later than the last school day of the first semester. Late transcripts received after the October deadline will be evaluated for current salary increases, but any earned increase will be granted for the second semester only.
 - 2) No transcripts of credit or degrees will be accepted after the last school day of the first semester for current school year salary adjustments. Transcripts of credits or degrees received after this time will not apply until the following school year.
 - 3) Salary adjustments for employees currently employed are made as soon as possible after credits justifying the change are received. Credits received by 08/01 make possible salary adjustments in October warrants. Credits received after 08/01 and on or before the last teaching day in October make possible salary adjustments by 12/01 but not later than 02/01 retroactive to the beginning of the school year.
 - 4) Employees who have earned additional college credits, whatever the date, and whether or not they would affect salary, are urged to submit these credits as early as possible so that their records may be up to date at all times.
 - 5) Transcripts must be official, contain the college registrar's stamp, and may be sent directly to Human Resources. If sent or brought in by the employee, they must be enclosed in envelopes sealed by the college. Unsealed transcripts will not be accepted for salary purposes at any time. It is the employee's responsibility to order these; they are never requested from a college by the SPS. Official transcripts for Human Resources are required in addition to transcripts sent to the Superintendent of Public Instruction in Olympia by the educator or the college. The SPS will not forward transcripts to the Superintendent of Public Instruction in Olympia for certification purposes.
 - 6) Vocational academic credits must be listed on either an official, sealed transcript or listed on an official certificate from a vocational institution accredited by the Superintendent of Public Instruction and/or the Northwest Association of Schools and Colleges. The official certificate must recognize successful completion of the course(s) and must list the number of clock hours completed. This official certificate must be enclosed in an envelope sealed by the vocational institution.
- g. Salary overpayments due to error shall be repaid according to a monthly installment schedule mutually agreed upon by the employee and the SPS. The employee shall be notified by the

ARTICLE IV: PROVISIONS FOR COMPENSATION AND WORK HOURS

SPS of his/her right to SEA representation at all meetings relating to overpayments of salary. In the event that the employee and the SPS do not agree on a repayment schedule, the SPS shall implement a repayment plan, subject to the provisions of Article X.

6. Compensation in the amount of \$2,000 will be given to any certificated employee working in a Level 1 school. The stipend will be given each year the school is designated as a Level 1 school and will continue for two years beyond the designation if the school is at Level 2 or higher. Any employee, who falls off the performance schedule, as outlined in the evaluation procedures, will have three (3) months to improve their performance or will have the remaining amount of the stipend suspended until improvement is shown. The stipend will be paid in two lump sums, half in the February 1 paycheck and half in the July 1 paycheck.
7. Hard to Staff Positions. Each year prior to the staffing process, the Labor/Management Committee (LMC) will meet to determine if there are positions that should be listed as having a "hard to fill" designation. The LMC will meet to develop strategies to fill and retain teachers in hard to staff positions. The LMC may utilize up to \$57,454 for the purpose of filling hard to staff positions. If any portion of the \$57,454 is not used, it will be added to the insurance pools for the following school year. Two-thirds will be added to the certificated insurance pool and one-third will be added to the classified insurance pool.

SECTION H: TRAFFIC EDUCATION

1. The compensation schedule for traffic education instructors shall be as indicated in the Compensation Schedule for Special and Supplemental Assignment in the Appendices of this Agreement.
2. There shall be no differential in rate of pay among classroom, simulator, or in-car instructors. Differentials in salary and pay increment shall be based on the following:
 - a. Increment credit shall be granted for classroom, simulator or in-car experience gained in another Washington school district.
 - b. Increment considerations are based on the following:
 - 1) Instruct four (4) sections of academic diversified study and instruction of at least thirty (30) hours per section.
 - 2) Instruct twelve (12) sections of simulation laboratory consisting of ten (10) hours per section.
 - 3) Instruct 180 hours on-street instruction [thirty (30) students, six (6) hours each or the equivalent thereof].
3. As professional employees the driving instructors shall have a representative voice in curriculum matters and in policies relating to the operation of the program.
4. Complete automobile insurance covering students, instructors, vehicles, observers, or other persons authorized by the instructor to be in the vehicle shall be provided by the SPS. This coverage shall include:
 - a. Public liability and property damage;
 - b. Collision;
 - c. Fire, theft and comprehensive;

ARTICLE IV: PROVISIONS FOR COMPENSATION AND WORK HOURS

- d. Medical payments; and,
 - e. Uninsured motorist.
5. Under no circumstances shall any authorized person in the vehicle be required to pay his/her own medical expenses.
 6. Absence due to injury incurred in the course of the employee's employment shall not be charged against the employee's sick/emergency leave days and shall be at full pay upon medical verification by Human Resources.
 7. Under no circumstances shall an instructor be held liable for damages arising in the course of his/her service unless the damages are a result of the instructor's gross negligence, intentional or wanton misconduct, knowing violation of law or criminal act.
 8. Instructors shall be paid for any Traffic Education Office scheduled hour during which they are present and prepared to work, but are unable to do so due to student absence or vehicular failure. A maximum of one (1) hour will be paid for any scheduled lesson.
 9. Insofar as possible, all traffic education instructors henceforth shall be hired from the regular non-supervisory certificated employees of the SPS.

ARTICLE V: SUBSTITUTES

ARTICLE V: SUBSTITUTES

The SPS shall provide every substitute hired into the SPS at the beginning of the school year or thereafter a standard District Orientation Packet which will include a copy of the Agreement, Substitute Handbook, SPS Rules and Regulations Affecting Substitute Certificated employees, a map showing school locations, a list of all school buildings (including addresses and phone numbers) and the phone number of Human Resources. SPS will share with SEA all materials to be included in the packet prior to inclusion. SEA will have the opportunity to respond to the documents and will also be able to suggest documents for inclusion. As a reference for all SPS personnel, "The Best Practices Guideline for Substitute Certificated employees" is found in Appendix S.

1. Types of Substitutes:

- a. **Senior Substitute:** A person eligible to substitute for the SPS, who has served four (4) or more years as a SPS substitute educator or regular employee and who is willing to accept any assignment for which he/she is qualified, shall be called a senior substitute and shall have first priority in assignment. First priority shall mean that any position posted more than 48 hours in advance of the job start time will be open to senior substitutes only. To maintain this designation a Senior Substitute must work 45 days in the prior year and accept assignments for which they are called. (Note: to be eligible to self-pay for medical insurances the senior substitute must work at least 90 days in the prior year). Teachers laid off and not re-employed by the start of the school year, upon application, will be considered a senior substitute.
- b. **Regular Substitute:** A person eligible to substitute for the SPS, who has served fewer than four (4) years as a SPS substitute or regular employee and who is willing to accept any assignment for which he/she is qualified, shall be called a regular substitute.
- c. **Building Designated Substitute:** A person who is specifically employed or assigned as a Building Designated Substitute for a given school year to serve every day as a substitute educator at a specified school or cluster of schools.
- d. **Long-Term Substitute:** A substitute who remains in a single assignment of sixty (60) or more consecutive workdays.

2. Assignment of Substitutes:

- a. Substitutes shall receive consideration for 16-day and/or 60-day assignments, provided an unassigned contracted teacher serving in the contracted substitute pool cannot fill the vacancy.
- b. The SPS shall not use substitutes on a continuing basis for more than ninety (90) student days in lieu of regular certificated non-supervisory employees. The District will utilize leave-replacement contracts for those long-term positions which are unfilled or where employees are out on leave for one school year or less than one year but greater than ninety (90) student days. If a substitute working more than ninety (90) days in a position is ineligible for a leave-replacement contract, the substitute will receive a stipend equivalent to the TRI pay they would have received if they or the position had been eligible for a leave replacement contract.
- c. Building principals/program managers shall not require a substitute to supervise another class during scheduled Preparation-Conference-Planning (PCP) time. In the event that a substitute does supervise another class during his/her scheduled PCP time, he/she shall receive additional compensation from the funds the building has that are generated from the "lack of substitute funds" prorated to the daily rate for the PCP time lost.
- d. Should two (2) or more substitutes be called for the same assignment, the SPS shall pay each substitute called for the full rate of pay for the initial day of the assignment.

ARTICLE V: SUBSTITUTES

- e. A one-half (.5) day substitute assignment shall consist of up to three and one-half (3.5) clock hours.
 - f. An assignment of over three (3) consecutive class periods (or the equivalent if a school has adopted an alternative schedule) at the secondary level or more than three and one-half (3.5) clock hours at the elementary level shall count as a full day of service, except that any student contact period of fifteen (15) or less minutes before or between classes shall not be considered a violation of Item e above.
 - g. In the event a substitute is assigned to two or more buildings in one day, the employee will be paid the contractual mileage.
 - h. When working an assignment in a school with a rotating schedule, and on a day when there is no PCP time, a substitute is entitled to an hour of extra pay if they remain at the school for one hour beyond the contractual day to complete work that would normally have been completed during the preparation time. This only occurs for single day assignments. If the assignment is for multiple days, the teacher's regular extra-long planning time will occur on a separate day and there shall be no extra payment.
 - i. Substitutes will be paid an extra half hour for those teachers who are working a supplemental .1 FTE contract, and an extra hour for those teachers who are working a supplemental .2 FTE contract.
3. Teacher Request for a Specific Substitute: A request for a specific substitute, made by a regular full-time or part-time teacher, shall be honored, if possible, provided:
- a. The name of the substitute requested appears on the Substitute Roster and the substitute is available for the assignment; and,
 - b. The Substitute Services dispatcher receives the request the day preceding the absence of the regular instructor, either by telephone prior to 7:00 p.m. or in writing. Substitute Services will make a reasonable effort to honor requests made after 7:00 p.m.
4. Classifications of substitute assignments:
- a. Daily assignments up to and including fifteen (15) consecutive workdays. The base rate of pay for daily substitute assignments shall be as indicated in the Salary Schedule for Substitutes in the Appendices of this Agreement. Payment step is based on the greater of the number of hours worked in the previous or current school years. A person who has served as a regular employee the previous school year shall start the current school year at the highest payment step. Higher daily pay is not retroactive to the beginning of the school year.
 - b. Sixteen (16) consecutive workdays or longer assignments. Any assignments that exceed fifteen (15) consecutive workdays shall be paid at the contract teacher rate retroactive to the first day of assignment, except that, when Human Resources knows the assignment to be greater than fifteen (15) consecutive workdays, the contract teacher rate will be paid from the beginning of the assignment.
 - c. Substitutes who have to set up classrooms will receive two (2) day's pay at the substitute per diem rate, up to sixteen (16) hours.
 - d. After sixty (60) consecutive workdays in the same assignment certificated substitutes shall be eligible for medical and dental benefits. Coverage shall begin on the first of the following month if the eligibility begins between the 1st and 15th of the month. If eligibility begins after the 15th of

ARTICLE V: SUBSTITUTES

the month coverage shall begin on the first of the second full month thereafter. Eligibility shall be for a minimum of three (3) months beyond the last day in the assignment.

- e. Building Designated Substitutes will be issued a contract paid at the teacher contract rate. They are also entitled to medical and dental insurance benefits and TRI days funded at the same rate as all other regular certificated non-supervisory contracted employees.
 - f. Substitutes who agree to work in positions that are designated "hard to fill" according to Article IV, Section G, 6, will be paid a substitute rate determined by the Labor Management Committee.
5. Breaks in consecutive day assignments
- a. Should a substitute be removed from, and then returned to, a specific assignment such that the removal impacts a consecutive day requirement, the missed days will be counted toward the consecutive day requirement provided the substitute was available to work on those days.
 - b. One day missed within the first twenty (20) days of an assignment will not be counted against a substitute's progress toward a consecutive day requirement.
6. Leaves for Substitute:
- a. A substitute serving in one (1) single assignment up to and including twenty (20) consecutive workdays shall be credited with one (1) day of Sick Leave for each twenty (20) consecutive work days in that assignment. This Sick Leave shall accumulate from year to year and apply to all substitute assignments of twenty-one (21) consecutive workdays or more.
 - b. Substitutes who serve in assignments of twenty-one (21) or more consecutive workdays shall be entitled to Bereavement Leave.
7. Medical insurance eligibility: When the insurance providers allow participation, substitutes who have worked at least ninety (90) days in the previous year shall be eligible to participate on a self paid basis in SPS-sponsored medical insurance plans offered regular employees under the terms of this Agreement. The substitute may elect medical only or a medical, dental and vision plan. Eligibility shall be for the subsequent year, following the substitute having worked at least 90 days in the prior year. Substitutes may enroll during the fall open enrollment period. If not selected in the fall open enrollment period, the substitute has waived their right to enroll for that year. Each substitute electing to participate shall make written arrangements, including payment schedule, with the SPS's Payroll Service or its designee.
8. Substitutes may participate in the hiring process described in Article VIII, Staffing. Substitutes will be given consideration over outside candidates for all certificated positions in their categories. Consideration means that all qualified substitute applicants will be forwarded to the hiring teams and the most qualified substitute applicant, as deemed by the hiring team, may be one of the two internal applicants.
9. Pay for Extra Work upon Opening of School: Certificated substitutes who work in excess of eight (8) hours the day prior to the opening of school or the first day of school shall be paid on an hourly basis for the extra work. The extra pay shall be equal to one-eighth of the daily rate for each hour worked in excess of eight. Payment for this work is conditioned upon the extra work being approved in advance by the principal/program manager.
10. Substitutes who work in a long term substitute position will have the right to be included when building surveys are administered.

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11. Substitutes working in long term substitute positions may also take part and will be paid for professional development while they are assigned to the building. Substitutes may also access the Substitute/SAEOP/Paraprofessional professional development fund as outlined in Article II, Section C. 2.c. On early release days, daily substitutes may attend the professional development in the assigned school; attend another district provided professional development experience; or may work with administration doing tasks during their assigned hours.
12. At the request of the employee, substitutes working in a long-term assignment of sixty (60) continuous days or more will be evaluated by the building principal, program manager, or assigned administrator using the evaluation tool found in Appendix R. Those substitutes, working in a long term assignment for more than ninety (90) days will be observed at least once using the Charlotte Danielson framework and evaluated using Appendix R. A copy of all documentation will be provided to the substitute employee first and then a copy of the evaluation will be sent to the employee's district personnel file.
13. The substitute evaluation process will not be utilized in lieu of personnel issues that could potentially lead to discipline. Any personnel issue will be handled through the procedures outlined in Article III and using the SEA/SPS jointly developed incident report form.
14. A substitute may not be barred from a building/program without notification. In an effort to support informal resolution of concerns, a substitute has a right to a meeting within two (2) weeks of filing with a Labor Relations Manager or designee, and prior to the form being placed in the employee's file. In an effort to support informal resolution of concerns, a substitute has a right to a meeting with a Labor Relations Manager or designee within two (2) weeks of the filing of an incident report form, and prior to the form being placed in the employee's file.

ARTICLE VI: LEAVE RULES, REGULATIONS AND PROCEDURES

ARTICLE VI: LEAVE RULES, REGULATIONS AND PROCEDURES

SECTION A: SHORT TERM LEAVES

All leaves granted under these provisions will be in units of full days or half days. Provisions and procedures for requesting and reporting use of different types of leave are:

1. Sick Leave
 - a. At the beginning of each school year, each employee shall be credited with an advance sick leave allowance equal to ten (10) days. Should the employee leave the SPS prior to the end of the contract year, or become a part-time employee, the employee's sick leave will be prorated to reflect actual time worked.
 - b. For employees hired after the beginning of the school year, one (1) day of sick leave shall be deemed earned during the first month of employment if work commences on or before the 15th day of the month.
 - c. Employees may accrue sick leave in accordance with State law. Employees may cash out sick leave in accordance with State law.
 - d. When an employee is quarantined by a Health Officer of Competent Jurisdiction, the employee may utilize his/her sick leave; provided however, that the quarantine is a result of the fact that the employee is ill, the employee has a communicable disease, or the employee is unable to be inoculated because he/she is allergic to the respective vaccine. Employees who choose not to be inoculated, for whatever reason, may choose 1) leave without pay or, 2) to use their personal leave.
 - e. Sick Leave may be used for absence caused by illness, injury, medical disability (including that caused by childbearing), poor health of the employee, child care to the extent required by law, or an emergency caused by family illness, where no reasonable alternative is available to the employee. An employee's position will be held for his/her return to work for as long as the employee is off work on sick leave plus a twenty-five (25) workday grace period after the exhaustion of his/her accrued sick leave. If the employee qualifies for Family Medical Leave Act (FMLA) benefits, his/her position will be held for her/his return for the period of time covered by the FMLA or the end of the 25 day grace period, whichever is longer. Employees who are or will be out of their assignments on sick leave for ten (10) consecutive days must submit a written application for Leave for Health Condition.
 - f. For the purposes of the FMLA, the twelve (12) weeks of eligibility period begins with the first day of paid or unpaid sick leave used for a purpose allowed under FMLA. SPS considers the submission of a leave application to be notice that the employee may need FMLA benefits. SPS may require an employee to provide medical verification before the leave is approved.
 - g. The supervisor may request a conference with the employee if he/she is concerned about the employee's sick leave usage. If the employee's absences continue, the supervisor may require that the employee provide medical certification for future sick leave absences.
 - h. Upon return from extended sick leave or FLMA, the employee will return to the same position, so long as the leave did not exceed one (1) school year. For those employees assigned from programs (Nurses, OT/PTs, Audiologists/SLPs, and Psychologists), the right to the same site assignments will also be given unless there has been a change in FTE at one or more of the buildings the employee was assigned to. In this case, the employee and supervisor will discuss which buildings to return to and will utilize Human Resources and SEA if necessary.

ARTICLE VI: LEAVE RULES, REGULATIONS AND PROCEDURES

- i. Upon return from extended sick leave or FLMA, the employee, upon approval of the Labor Management Committee, will be permitted to utilize unpaid leave on a periodic basis to deal with health issues and/or doctor appointments.
2. Personal Leave: Employees will receive two (2) days per year of Personal Leave for situations which require absence during school hours for purposes of transacting or attending to personal or legal business, or family matters. The leave shall be granted with full pay during the work year. These days can be used for religious observance. District policy and state law also provides for up to two (2) additional days of unpaid leave for reasons of faith, conscience or an organized activity conducted under the auspices of a religious denomination, church, or religious organization. Unused personal leave will be converted and added to the employee's sick leave accrual at the end of the fiscal year.
3. The procedures for obtaining sick or personal leave are as follows:
 - a. An employee who anticipates the need for taking short term leave shall notify her/his supervisor at least three (3) working days before taking the leave.
 - b. In cases of personal emergency or personal illness when it is not possible to give three (3) days' notice, the employee shall notify her/his supervisor as soon as possible.
 - c. The employee must make proper arrangement for a substitute, if he/she works in a position for which a pool of substitutes exists.
 - d. The employee must keep the supervisor informed about the expected duration of her/his leave and/or his/her expected return date.
 - e. Fridays and Mondays, particularly those associated with a holiday weekend, are generally those days which have the highest demand for substitutes and often the Substitute Office cannot fill all requests for substitutes. Employees are encouraged not to request personal leave on Fridays or in conjunction with holiday weekends. In the case of an emergency, the SPS will attempt to provide a substitute, but in the cases where no substitutes are available, the buildings will not be reimbursed by the SPS for the lack of substitutes.
 - f. Upon return from short term leave the employee is responsible for entering the absence into the District's time and attendance system to ensure accurate time accounting and payroll processing.
 - g. Employees who fail to notify their supervisor of their leave status and/or fail to return to work after the expiration of any leave will be subject to progressive discipline for failure to follow leave procedures and/or job abandonment unless a written medical reason from a health care provider is submitted to the District prior to the scheduled return date.
 - h. Any employee who is injured by a student and has been approved for worker's compensation as related to the injury will not be deducted sick leave for the first two days.
4. Sick Leave Buy Back.
 - a. Employees who retire shall be entitled, upon written request to the SPS's Payroll Services, to compensation for all unused Sick Leave up to the one hundred and eighty (180) day maximum at the ratio of 4:1 at their per diem rate. As allowed by law, the funds will be put into a VEBA account.
 - b. On or before January 31 or the last business day of January, employees may elect to be compensated at the ratio of 4:1 at their per diem rate for Sick Leave accumulated in excess of sixty (60) days which was earned but unused during the previous calendar year.

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- c. The continuation of the Sick Leave Buy Back Program is contingent upon maintenance of the authorization in RCW 28A.400.210.
5. Leave Sharing: The SPS agrees to maintain a leave sharing plan that conforms to law. Shared leave will be used only for the purpose of maintaining salary and insurance benefits. The length of time a position is held for the employee's return will not be extended by the use of shared leave.
6. Worker's Compensation:

Employees who are on a leave of absence due to injuries or occupational illness which resulted from the employee performing contracted professional duties shall be provided by the SPS, as a self-insured employer for Worker's Compensation, continuation of salary without loss of sick leave during the period of disability caused by an injury on duty in compliance with the terms of the Industrial Insurance Laws of the State of Washington. The injuries or occupational illness occurring as a result of the employee performing contracted professional services are subject to certification by a duly qualified physician. The employee will be eligible for continuation of salary without loss of pay for sixty days exclusive of using earned leaves to bring the total compensation to 100% of pre-disability compensation. After 60 days the employee may use remaining accumulated paid leaves to bring total compensation to 100% of pre-disability until the paid leave runs out. After sixty (60) days or when earned leaves run out, whichever occurs later, the employee will receive the statutory benefit.

 - a. The employee shall promptly complete a Self-Insurer Accident Report claim form with the assistance of the supervisor of the work location where the injury occurred, in accordance with SPS insurance procedures. The employee shall file a claim for occupational illness on an appropriate form, in accordance with SPS and State insurance procedures.
 - b. The employee shall conform to the requirements of the Industrial Insurance Laws of the State of Washington by providing to the SPS monthly reports from the attending physician which documents a medical condition which prevents the employee from performing any contracted professional duties.
 - c. The employee shall return to contracted professional duties when deemed fit by the employee's attending physician in accordance with the Industrial Insurance Laws, with the concurrence of the SPS's appointed medical officer. At the time of return to work, Time Loss Compensation benefits for absence due to injury on duty or occupational illness shall cease.
 - d. The SEA and SPS will do a joint study of this section to determine the usage, cost, and the impacts of paying up to 100% of the disability cost for sixty (60) days.
7. Bereavement Leave:

Up to three (3) days Bereavement Leave will be granted for each occurrence of death in the employee's immediate family. In cases where funeral services are located more than two hundred (200) miles from the employee's home, the employee may request up to two (2) additional days leave for the purpose of travel to and from the services. The requests should be sent to the employee's immediate supervisor.

 - a. Bereavement Leave shall be granted with full pay during the work year.
 - b. For the purpose of Bereavement Leave, immediate family is defined to include mother, father, sister, brother, husband, wife, son, daughter, son-in-law, daughter-in-law, mother-in-law, father-in-law, brother-in-law, sister-in-law, grandchild, grandparent, aunt, uncle or anyone who is living with or considered part of the family.
 - c. Bereavement Leave will be granted only for days immediately following the death and days directly linked to a formal observance of the death (e.g., a funeral or memorial service).

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8. Attendance at the Legislature:

Upon specific request of a Washington State legislative committee and his/her professional organization which is sent to Human Resources and approved by the appropriate executive level administrator, an employee may be absent for one (1) day only to give information at a committee meeting at the Legislature. In the event a hearing is postponed or extended, upon request an additional day or days may be approved. When the leave is approved, the employee will receive full pay and he/she or the organization he/she represents pay for the substitute's salary.

9. Jury Service:

Employees may serve as jurors in accordance with State and federal laws.

- a. Arrangements for the necessary temporary leave shall be made through the supervisor.
- b. Employees who serve as jurors during the work year shall receive full pay, provided that any/all jury or subpoena fees received for the service is remitted to the SPS upon receipt.
- c. Any transportation, meal or lodging expense reimbursement shall be retained by the employee. The employee will provide the SPS in writing an accounting breakdown of the daily jury/subpoena fee and the transportation, meals, and lodging monies that will be reimbursed to the employee in accordance with current SPS policy.

10. Mandatory Court or Subpoenaed Appearances:

To the extent possible, all leaves under this Article VI,A,6 shall be scheduled outside of the school year. Upon request to the building principal/program manager or supervisor, leave may be granted for an employee to appear pursuant to a lawful subpoena or summons or as a party plaintiff or defendant, according to the following:

- a. When the employee's appearance is essential to or on behalf of SPS interests, leave shall be with full pay.
- b. For appearances in which the employee's appearance is adversarial to SPS interests, leave shall be without pay.
- c. For appearances unrelated to SPS interests but in which the employee is a party, leave shall be with full pay, provided that the employee shall pay to the SPS the full cost of his/her substitute.
- d. For appearances unrelated to the SPS and in which the employee is a disinterested witness or participant, leave shall be with full pay, provided that any witness fees paid to the employee shall be returned to the SPS.

11. Adoption Leave:

Adoption Leave shall be granted with pay on a temporary basis upon application to Human Resources to either or both parents in order to complete the adoption process, providing the leave does not exceed an aggregate of ten (10) days in any given year. The temporary leave may be used for court and legal procedures, home study and evaluation, and required home visitation by the adoption agency.

12. Attendance at Meetings and Conferences:

- a. Categories of leaves which are permitted without salary deductions under this section are as follows:

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- 1) Substitute educator and necessary expenses paid by the SPS. This category applies to employees authorized by the Board to represent the SPS at important educational conferences.
 - 2) Substitute educators paid by the SPS; necessary expenses paid by the employee or outside agency. This category applies to employees authorized by the Board to represent the SPS at important educational conferences.
 - 3) Substitute educators paid by the employee or his/her sponsor; no expenses paid by the SPS. This category applies to employees or members of the organization sponsoring the conference or meeting and who have been authorized to represent their local organization. Reimbursement to the SPS for the cost of the substitute is required.
- b. Categories of leaves which are permitted with salary deductions under this section are as follows:
- 1) Up to two (2) weeks leave (10 working days) for other causes (without pay) may be granted upon application to the building principal/program manger and approval by the appropriate executive level administrator/department director for reasons which are compelling and of substantial value to the employee and cause no serious disruption to the educational program.
 - 2) Leaves beyond ten (10) working days will be submitted to the appropriate executive level administrator for regular SPS processing.

13. Inclement Weather Leave:

- a. Any leave requested for days which are normally contracted but fall on days that school is not open due to inclement weather shall not be charged to the employee.
- b. The SPS shall distribute a copy of its inclement weather/school closure policy to all employees on an annual basis.
- c. After a decision has been made to close a building for the remainder of the day, the principal/program manager or his/her designee shall inform the employees.
- d. Principals/program managers shall use a reasonable standard to release employees after students are dismissed.
- e. Principals/program managers will initially request volunteers to meet the operational needs of the building before requesting employees to remain.
- f. When schools are opened late, employees will report to work at least thirty (30) minutes prior to students.

SECTION B: LONG TERM UNCOMPENSATED LEAVES

1. Leave for Health Condition: Health leave without pay and paid sick leave (with the exception of child bearing leave) are used concurrently for the purpose of determining eligibility and the rights afforded under the Family Medical Leave Act.
 - a. An employee who is unable to perform his/her duties because of medical disability shall be eligible for, upon his/her request and physician's verification, a leave without pay for the duration of disability up to one (1) year.

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- b. Employees who are out of their assignments for health reasons or who use 10 consecutive days of sick leave must submit a written leave application to Human Resources at that time. Approval will be granted if the employee has provided medical certification that he/she is unable to perform the essential functions of his/her job, and has signed a medical release that allows SPS to communicate with his/her medical provider regarding information relevant to the leave request approval process. When SPS considers it necessary to verify the need for health leave, the employee may be required to be examined by a SPS appointed medical officer. Any visit to a SPS appointed medical officer shall be at SPS expense, including documented mileage and parking.
 - c. In the event a second year of health leave is necessary, an employee may apply for an additional year upon written request and with medical verification to Human Resources. An employee who has been granted Leave for Health Condition for two years or less will be returned to service, when cleared by their physician, by applying for vacancies and being selected through the site-based hiring process. If there is no assignment available through the site-based process, the employee may substitute at substitute pay for the remainder of the current school year and, the employee will be placed in the displacement pool for the upcoming school year. The employee's return to service must be approved by Human Resources, the employee's personal physician, and when deemed appropriate, a SPS appointed medical officer.
 - d. Except in extraordinary circumstances, Leaves for Health Conditions for more than two years will not be approved by Human Resources. In the event an employee has been on leave for more than two years she/he may request a return to service at a time other than the start of a school year by applying for vacancies and being selected through the site-based hiring process. If there is no assignment available through the site-based process, the employee's right to return is based on the availability of a position for which he/she is qualified and for which there is no qualified employee in the displacement pool. Employees who have been on leave for more than two (2) years will also go through new employee orientation, when available, and be assigned a mentor, when available, to assist in the transition back to employment.
 - e. Seniority is retained but not accumulated, while on Unpaid Leave for Health Condition. No increment is allowed for the year(s) when an employee is on Leave for Health Condition.
 - f. An employee whose performance has been evaluated unsatisfactory, placed on a plan of improvement or placed on probation prior to Leave for Health Condition will be returned with the same status and same supervisor and same position, if possible, if the position exists upon completion of the leave.
 - g. Employees using unpaid leave may continue insurance coverage for twelve (12) months by self-paying the entire premium, if allowed by the insurance carrier.
 - h. An employee who has been released by his/her medical provider to return from health leave on a part-time basis may apply for a partial leave of absence subject to the approval of her/his supervisor and Human Resources. Partial leaves for health reasons will only be approved for a total of two (2) years, including the time the employee was on full-time leave. For purposes of eligibility for leave renewal, each year of partial leave will be counted the same as if it were a full-time leave.
2. Child Care Leave:
- a. Child Care Leave, without pay, will be granted after the birth of a child for the remainder of a school year or until the end of the next school year and shall be exclusive of rights under FMLA or the period of physical disability (childbearing leave). Other arrangements for

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returning from leave during a school year may be agreed to by the supervisor, Human Resources and the employee.

- b. An employee requesting to return from Child Care Leave must submit a written request to Human Resources:
 - 1) An employee requesting to return to duty at the beginning of the next school year will be placed in the displaced pool and staffed accordingly.
 - 2) The employee who requests to return to duty during the school year may apply for vacancies through the site-based hiring process. If there is no assignment available through the site-based process, the employee may substitute at substitute pay.
 - c. Male and female employees are eligible to receive Child Care Leave without pay.
 - d. Child Care Leave without pay is available to parents or guardians of natural or adopted children.
 - e. Employees using leave for a year may continue insurance coverage by self-paying the entire premium, if allowed by the insurance carrier.
3. Other Long-term Leaves Without Pay:
- a. Human Resources may grant other long term leaves without pay to those employees who have a continuing contract and who have completed two (2) full years with SPS immediately prior to the leave. Human Resources will not approve more than one (1) year of these types of leave without pay, regardless of whether the leave is less than the employee's contracted FTE. Exceptions to the one year limitation may be granted for leaves to serve in the Peace Corps, childcare or other programs with specific terms. These leaves may be granted for professional growth or education, employment opportunities (other than teaching in another school district, state or foreign country), serving in a public office, study or travel, professional experience or other purposes approved by Human Resources.
 - b. Employees using leave for a year may continue insurance coverage by self-paying the entire premium, if allowed by the insurance carrier.
 - c. The employee granted the leave must intend to return to the SPS.
 - d. In times of financial difficulty, Human Resources shall extend leaves to those employees requesting them on a case by case basis.
 - e. Deadline for Notification of Intent to take a leave: Any employee desiring a leave of absence has the responsibility to inform Human Resources in writing as early as possible but no later than the first business day in March prior to the year the leave is desired. Approval or rejection of the request will be provided within 20 work days of receipt of a completed application by Human Resources.
 - f. Deadline for Notification of Intent to Return: On or before the first business day in March of the year the leave of absence occurs, Human Resources must receive written confirmation of an employee's intent to return. An employee's failure to confirm his/her return will be considered a resignation from employment from the SPS.
 - g. Long term leave without pay will not be granted to any employee who is on a performance improvement plan, probation, or currently subject to disciplinary action.
4. Placement Upon Return from Leave:

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- a. Upon return from extended unpaid leave, the employee will return to the same position, so long as the leave did not exceed one (1) school year.
 - b. An employee who has been on leave for two (2) years or less may request a return to service at a time other than the start of a school year by applying for vacancies and being selected through the site-based hiring process. If there is no assignment available through the site-based process, the employee may substitute at substitute pay. If no assignment is available and the employee has made the request to return to service before March 1, the employee will be placed in the displacement pool for the upcoming school year. An employee on leave or returning from leave is subject to Reduction in Force provisions.
 - c. In the event an employee has been on leave for more than two (2) years, he/she may request a return to service at a time other than the start of a school year by applying for vacancies and being selected through the site-based hiring process. If there is no assignment available through the site-based process, the employee's right to return is based on the availability of a position for which she/he is qualified and for which there is no qualified employee in the displacement pool. Employees who have been on leave for more than two (2) years will also go through new employee orientation and be assigned a mentor, when available, to assist in the transition back to employment.
 - d. On returning from leave, the employee will receive experience credit and earned clock hours or credits for those leaves and classes that are accepted for experience or salary schedule credit by OSPI. Accumulated sick leave will be restored upon return from leave.
 - e. An employee seeking election to public office shall take a leave of absence without pay for the time his/her campaign duties interfere with the orderly performance of his/her SPS duties and responsibilities. In no event shall the leave of absence begin later than the opening of school in September for a candidate for an office, the election for which will be held either in the primary or general election. Excluded from this requirement are elections for offices that do not create a conflict of interest or positions which do not interfere with the performance of the employee's position. When an employee is elected to or appointed to a salaried public office or position that precludes rendering normal contractual service to the SPS, he/she shall resign from the District or apply for a temporary leave of absence without pay from the SPS.
5. Military Leave and Service Credit:

Military Leave of Absence and Service Credit is provided to the extent required by and consistent with law. Employees called to active duty will be provided all rights in accordance with the Uniformed Services Employment and Reemployment Rights Act.

Leave for military training duty of up to fifteen (15) calendar days leave per year, or the amount required by law, will be granted with pay for reservists ordered to active training duty, provided, that any reservist shall present evidence to the SPS that he/she made all reasonable efforts to arrange for the active training duty during the summer months or other school vacation period. The request for training must be submitted to Human Resources for processing.

6. Failure to Return from Long-Term Leave

Failure to return at the expiration of any leave will terminate the employee's employment contract with SPS unless a written medical certification is submitted to SPS prior to the scheduled return date.

SECTION C: LEAVE FOR SEA OFFICERS

1. The SPS shall make appropriate leave provisions for officers of the SEA to carry out activities necessary for the organization to fulfill its legal responsibility of bargaining representative of

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employees. The SPS and the SEA recognize that these leave provisions for SEA officers are provided to meet the organization's representation responsibilities. Financial arrangements for this leave shall be consistent with the provisions of Chapter 41.59 RCW. The SEA shall provide legal defense including attorneys and agrees to indemnify and to defend the SPS and its representatives and hold each and all of them harmless from any and all claims, liabilities or costs which arise out of entering into or enforcement of this Section. The SPS agrees not to bring suit to invalidate this Section.

2. Leave Provisions for Officers:

- a. The president and executive vice-president of the SEA shall be provided leave for the school years for which he/she is elected, without loss of salary, stipend, or fringe benefits, subject to full monthly reimbursement to the SPS.
- b. At a mutually agreed upon date following election to office, the incoming president-elect for the ensuing school year shall be provided leave for the remainder of the school year, without loss of salary, stipend, or fringe benefits, subject to full monthly reimbursement to the SPS.
- c. Bargaining Unit employees who were or are elected to serve as officers of the SEA in a full time or regular part time position, shall be granted a leave of absence for the duration of their term of office. The SEA shall notify the SPS in writing and request the leave of absence on behalf of the employee(s). The SPS shall acknowledge the request in writing. The SPS shall make retirement contributions on the employee's behalf in accordance with applicable laws and regulations contingent upon being fully reimbursed by the SEA.
- d. Officers who are granted a leave of absence in accordance with this Section C shall retain their seniority rights and shall be entitled to a salary increment if they would have otherwise been eligible for the advancement on the salary schedule and any other contractual considerations granted to other employees covered by the Collective Bargaining Agreement. [This is retroactive to (1992-93) for Teachers' Retirement System Plan I, (TRS-II, TRS-III).]

3. Conditions for Released Time:

The officers of the SEA who have been provided leave pursuant to Chapter 41.59 RCW shall resume duties with the SPS at the conclusion of the term of office, unless re-elected to the same or another office. Upon return to duty, the officers who have been released shall be entitled to a position comparable to his/her previous position with the SPS. The officers shall retain the same position on the salary schedule and receive an increment if eligible and not already at the maximum in the salary lane. The SPS agrees to maintain accumulated sick leave, retirement, and seniority rights for the officers during the period of the leave.

4. Special Requests for Released Time:

- a. Requests by the SEA for SPS staff members to be released for a period not to exceed five (5) consecutive days as special consultants to participate directly in a collective bargaining session on a specific proposal or issue, when the consultant's particular expertise would contribute to the development of a full consideration of the matter being discussed, shall be in writing to the SPS. Copies of written requests for released time shall be presented to the Assistant Superintendent of Human Resources or his/her designee, Labor Relations, and administrative supervisor as soon as possible, but not less than three (3) working days prior to the date of release. The requests will be reviewed by the SPS, and when released time is provided it shall be subject to reimbursement to the SPS for the cost of any necessary substitute.
- b. Requests by the SEA for alternate or additional individual SPS staff members to be released during the school year for a sustained time to participate directly in collective bargaining

ARTICLE VI: LEAVE RULES, REGULATIONS AND PROCEDURES

sessions shall be in writing to the SPS. Written requests for released time shall be presented to the Assistant Superintendent of Human Resources or his/her designee, Labor Relations, and administrative supervisor as soon as possible, but not less than three (3) working days prior to the date of release. The request will be reviewed by the SPS, and when approved the SPS shall provide leave, subject to reimbursement to the SPS for the full cost of the substitute, when necessary.

- c. The cost of daily rate substitutes for SPS staff members released for short terms to serve as consultants to or representatives for the SEA shall be reimbursed to the SPS by the SEA.
- d. The SEA will be provided a pool of three hundred and twenty (320) substitute days during each school year paid for by the SEA. The pool of days shall be shared by the three (3) bargaining units represented by the SEA (i.e., SEA, SAEOP and Paraprofessional Staff). This category applies to officers or members of the SEA who are engaged in activities necessary for the organization to fulfill its legal responsibility of bargaining representative for employees. The SPS recognizes this release of SEA members is of direct benefit to the SPS and is enacted in full accordance with the law. SPS will pay for up to 150 substitute days for joint endeavors which benefit the district and its educational program upon written approval by the Assistant Superintendent of Human Resources at least three days prior to the requested day(s).

ARTICLE VII: EMPLOYEE BENEFITS AND PROTECTION

ARTICLE VII: EMPLOYEE BENEFITS AND PROTECTION

SECTION A: GROUP INSURANCE PROVISIONS

1. The SPS shall make funds available to contribute toward premiums of SPS-approved group insurance programs.
 - a. Employees eligible for participation in the SPS-approved insurance programs are defined as those who hold a .5 FTE or greater position.
 - b. The SPS contribution to the Group Insurance Pool shall be based on the full State monthly allocation figure for insurance benefits.
 - c. Employees who work .5 FTE or greater will receive their pro rata contribution toward insurance benefits.
 - d. Employees who arrange and are approved for a job share will receive pro rata benefits.
 - e. Buildings that create partial jobs (displacements of .5 or 1.0 FTE are not covered by this provision) resulting in situations where an existing employee is not able to maintain their full FTE will be responsible for maintaining the employee's benefits at the FTE they held prior to the change. (Example: a building decided it needs only a .8 teacher, there is not ability of a 1.0 teacher to pick up the .2 through displacement, and the building would be responsible to pay the .2 in benefit costs). This would not apply to a situation where an employee has voluntarily reduced their 1.0 FTE nor would it apply to situations where the employee could be assigned to another job which maintained 1.0 FTE but chose not to do so.
 - f. The parties have further agreed that it is their intent to comply with any limitations imposed by State laws. No provision of this Agreement shall be interpreted or applied so as to place the SPS in breach of State law or subject the SPS to a State funding penalty.
2. Pooling. It is the intent of SPS as per agreement with the SEA to provide the SPS's contribution to the Group Insurance Fund for certificated employees of the SPS to the fullest extent allowed by the Group Insurance Fund Pool. The SPS recognizes that the total amount contributed to the pool for any individual may not be fully utilized due to some employees selecting less coverage than would be paid by the SPS. Therefore, the SPS will identify any unutilized portion of the contributed amount for group insurance and distribute such amount, if any, to enrollees whose coverage exceeds the full share rate.
 - a. Beginning with the 10/01 pay warrants, the SPS's maximum contribution rate to the pool shall be the State monthly allocation figure for insurance benefits.
 - b. Any unutilized portion of the Group Insurance Fund Pool for certificated employees of the SPS shall be computed by the SPS based on the 12/01 payroll, with adjustments made for projected changes in certificated employees' participation in group insurance programs.
 - c. Figures used by the SPS to compute the cost of projected premium increases and projected changes in employee participation in insurance programs shall be developed by the SPS in consultation with the SEA.
 - d. The unutilized amount will be divided among individual enrollees whose participation in SPS insurance programs as of 12/01 exceeds the maximum average enrollee share on an equitable basis as determined by the SPS, after consultation with the SEA. The resulting figure will be effective for the pay periods beginning 01/01 through 08/31, provided that in no case shall any individual receive more than the amount necessary to pay for SPS insurance programs selected by the individual.

ARTICLE VII: EMPLOYEE BENEFITS AND PROTECTION

SECTION B: LIABILITY COVERAGE AND HOLD HARMLESS PROVISIONS

1. The SPS shall hold harmless and shall provide one million dollars (\$1,000,000) liability protection for each employee covered by this Agreement in case of suit, actions, or claims against the employee and/or the SPS arising from or out of the employee's performance or failure of performance of duties as agent for the SPS, provided that:
 - a. The SPS shall not be obligated to hold harmless or defend employees in connection with acts or omissions outside those performed as an agent of the SPS or in connection with an employee's gross negligence, intentional or wanton misconduct, knowing violation of law or criminal act; and,
 - b. The employee agrees to give notice as soon as possible to an attorney of the SPS's General Counsel of any suit, claim, or action brought against the employee.
2. The SPS agrees to adopt such methods as it and the SPS insurance carrier may deem appropriate to inform itself and to correct safety and health hazards and deficiencies relating to school property, activities and procedures. The SEA agrees that it will support and assist the SPS in all efforts to be informed of and to correct safety and health hazards and deficiencies.
3. Specifications for staff coverage in the SPS's Liability Protection shall be developed by the SPS Insurance Review Committee involving employee representatives.

SECTION C: PROTECTION OF EMPLOYEES, STUDENTS AND PROPERTY

The SPS shall make every reasonable effort to provide a safe and healthful environment for students and employees. Employees shall not be required to work under conditions known to be unsafe or hazardous or to perform tasks which endanger their health, safety, or well-being. The SPS will call upon other agencies such as the police, the courts and social services to help preserve the health and safety of all persons involved in a school situation. To attain these goals, the SPS agrees to the following provisions:

1. Preservation of Order in the Schools:
 - a. An employee is authorized to use force, but no more force than is necessary, upon or toward a student or other person on or around school premises whenever the employee is about to be injured, or when the employee lawfully comes to the aid of another about to be injured, or to prevent a malicious trespass, or other malicious interference with that real or personal property which lawfully is in his/her possession, in the possession of another employee or student, or upon school premises.
 - b. The SPS shall give priority consideration to the utilization of appropriate security personnel at functions such as athletic events, school plays, concerts and other school functions, to maintain discipline and order.
2. Benefits to Employees:
 - a. A direct communication system shall be installed in elementary and secondary school classrooms wherever possible and appropriate within budgetary constraints.
 - b. All regular full-time, part-time, and substitute employees will be provided space to secure personal belongings (e.g., coat, purse, etc.) School safety committees may meet to discuss how to achieve this goal and what is feasible within the school's resources and building design.

ARTICLE VII: EMPLOYEE BENEFITS AND PROTECTION

- c. The SPS shall provide legal counsel to an employee against whom a lawsuit is instituted and which suit arises out of his/her proper exercise of that force authorized in Item 1, a above, or other SPS regulations. Furthermore, the SPS shall assist an employee in obtaining counsel to represent him/her when he/she has been assaulted in or around the school premises or as a result of him/her performing his/her professional duty.
- d. To the extent required by law, SPS Self-Insured Employer Worker's Compensation benefits in accord with the Industrial Insurance laws of the State of Washington shall reimburse an employee for medical, surgical, hospital, disability, or rehabilitation costs incurred as the result of an injury sustained in the course of the employee's employment or as a direct result of the employee performing his/her responsibilities.
- e. The SPS or its insurer shall reimburse an employee for any certified loss of or damage to personal property necessarily used in the course of duty or in transporting him/her to or from his/her place of assignment when the loss or damage is willfully and maliciously inflicted by students or persons known or unknown on school premises or while the employee is on duty, subject to the conditions below. Willfully and maliciously inflicted loss or damage shall include loss or damage caused by hit and run.
 - 1) The SPS shall reimburse first-dollar losses up to the limit of the employee's insurance deductible, not to exceed two-hundred and fifty dollars (\$250). The SPS shall pay hit and run losses up to the limit of the employee's collision insurance not to exceed two hundred and fifty dollars (\$250).
 - 2) The SPS shall provide an additional sum of \$7000 annually. This sum of money shall be used to provide reimbursement to employees who have a deductible of more than \$250 but not more than \$500. If, for example, an employee incurs a loss of \$450 and he/she has a deductible of \$500, then the employee would be reimbursed the first \$250 as a general reimbursement and up to \$200 from the \$7000 reserve fund. It is understood that the \$7000 is the maximum obligation on the part of the SPS in providing reimbursement of claims in excess of \$250. Once the fund is exhausted, it shall not be replenished until the following school year.
 - 3) The SPS will provide full property insurance coverage separate from the previously-stated fund for theft of any SPS property from the private vehicles of itinerant student support staff who transport any SPS materials, equipment and supplies to and from their work assignments. Employees are expected to exercise reasonable care in transporting SPS property.
 - 4) There shall be no reimbursement for loss of cash.
 - 5) The use of personal equipment for instructional purposes must have the prior approval of the building principal/program manager or supervisor.
 - 6) There must be proof submitted that the employee either has no insurance or that his/her insurance does not cover the damage or loss in question. An employee must exhaust his/her own insurance recovery possibility before being eligible for reimbursement under this Section.
 - 7) There must be filed with the SPS General Counsel's Office within twenty (20) days after the damage or loss, a Notice of Loss and Claim for Reimbursement form.

3. Reporting Procedures:

An employee shall immediately report any assault suffered by him/her in connection with SPS employment to his/her building principal/program manager or other immediate supervisor and

ARTICLE VII: EMPLOYEE BENEFITS AND PROTECTION

cooperate fully in the completion of written and oral reporting procedures. Furthermore, to qualify for benefits under Items b, c and d above, he/she shall permit the SPS or its authorized representative to examine all medical records pertaining to the injury for which recovery is sought. This does not preclude an employee calling 911 prior to notifying the SPS.

4. The SPS and any of its employees involved in the investigation and reporting of assaults and injuries resulting there from shall comply with any reasonable request of an employee for information in its or their possession which relate to the assault or persons involved in it.

SECTION D: TRAVEL ALLOWANCES

1. An employee who is authorized to use his/her personal vehicle on SPS business shall be compensated at the maximum Federal Internal Revenue Service allowance for tax purposes. The mileage shall be authorized and validated by the employee's immediate supervisor in accordance with the budget and the established rules, regulations and procedures of the SPS.
2. Employees authorized to utilize their personal vehicle on SPS business shall carry insurance in accordance with Washington State law.

SECTION E: TRANSPORTATION OF STUDENTS

1. Employees are not required to furnish transportation for students participating in school activities.
2. Employees who sponsor and obtain SPS approval of school activities utilizing private transportation should assure themselves that:
 - a. The drivers are appropriately licensed and carry adequate insurance;
 - b. The vehicles to be used are in good operating condition; and,
 - c. Parent requests for student participation on the trips are on file before departure.

SECTION F: TAX SHELTERED ANNUITIES

The SPS shall continue to comply with the law(s) regarding Tax Sheltered Annuities.

SECTION G: TRANSIT PASSES

Upon request, employees may purchase ORCA Transit passes from SPS. These passes will be provided on a pre-tax basis through payroll deduction as long as IRS rules allow.

ARTICLE VIII: STAFFING—QUALIFICATIONS-BASED HIRING FOR CERTIFICATED NON-SUPERVISORY EMPLOYEES

ARTICLE VIII: STAFFING—QUALIFICATIONS-BASED HIRING FOR CERTIFICATED NON-SUPERVISORY EMPLOYEES

SECTION A: STAFFING DECISIONS

The SPS and SEA believe that staffing decisions should offer students the teachers who can best help them meet their learning goals, promote excellent teaching and allow resources to be expended where they have the highest educational value. The SPS and SEA also believe that school staff should have a meaningful role in the decisions that affect them.

Each year Seattle Public Schools and the SEA agree to staffing processes for certificated non-supervisory staff that include specific goals. Staffing dates and details will be agreed upon each year taking into consideration the budget situation and the following goals:

1. Advertise vacant positions as early in the Spring Staffing process as possible.
2. Maximize opportunities for regular employees who are displaced or transferring to apply for advertised positions (Phase 1).
3. Ensure that employees who are displaced due to school closures, program changes, and funding reductions have secured placement in available positions elsewhere in the district prior to any outside hire.
4. Prudently manage the displacement pool.
5. Identify shortage areas such as special education early and offer contingency contracts.
6. Notify certificated employees of reduction in force (RIF) by early May.

SECTION B: THREE - PHASE STAFFING PROCESS

1. The Certificated staffing process will include the following Phases:

Phase I

Vacant certificated positions will be advertised and available only for SPS certificated staff with contracts, including displaced staff, in order to allow for transfer opportunities. Positions in critical shortage areas where there are no displaced teachers will be identified by SPS and SEA for advertising as Phase 3 vacancies, open to all applicants

Phase 2

After any placements deemed necessary by Human Resources to comply with Federal and State disability accommodation requirements are made, remaining vacant positions will be advertised for displaced staff only.

The positions will be advertised as “open to all displaced”. Displaced teachers will apply for positions following the agreed upon process. Site teams will conduct interviews and make recommendations to HR. Any remaining positions in Level 2-5 schools will be assigned to displaced staff by HR and the Instructional Directors considering categories, experience, the employees’ preferences and program needs.

Positions in categories where there are no displaced staff will be offered to Reduction in Force (RIF) employees with right to return in seniority order.

Phase 3

Positions where there are no displaced or laid off certificated employees will be identified for advertising, open to all applicants, internal and external.

2. For purposes of this section, “displaced” staff are defined as staff who:

ARTICLE VIII: STAFFING—QUALIFICATIONS-BASED HIRING FOR CERTIFICATED NON-SUPERVISORY EMPLOYEES

- a. Are involuntarily removed from a building or program as a result of being least senior in their category because the number of staff exceeds the building's requirements for the following year.
 - b. Volunteer to leave the building or program either because the number of staff exceeds the building's requirements for the following year or the school direction has changed and the displacement removes the need to displace someone else. If there are more volunteers than necessary, the most senior volunteer will be offered the opportunity to move.
 - c. Volunteer to leave a school or program that SEA and the SPS have mutually agreed is undergoing a significant change in direction.
 - d. Volunteer to leave a "school requiring SPS intervention" as described in Article VIII, G, below.
 - e. Are involuntarily removed due to a building or program closure.
 - f. Are returning from leave of more than one year.
 - g. Are new recruits to the SPS who have been offered contracts and need assignments.
 - h. Any employee who is not meeting the expectations of the performance schedule, as set forth in Article XI, will not be permitted to voluntarily displace himself/herself from a school or program.
3. Assignment of displaced employees:
- a. All individuals remaining in the displaced pool on July 1st, including new recruits, will have a temporary assignment prior to the opening of school. These temporary assignments will be in vacant positions for which they qualify or, if no position for which they qualify exists, they may be placed on temporary assignments in buildings to assist as a substitute on contract until another position for which they are qualified is available.
 - b. At the start of the school year unassigned staff placed as temporary substitutes into vacant positions for which they are qualified but do not hold the right category will receive consideration for permanent placement in the positions.
 - c. Except as provided elsewhere, any contracted teacher who is displaced from a building, and no position for which he/she is qualified is available, he/she will be designated a substitute-on-contract (SOC) at full pay and benefits until he/she is assigned a position.
 - d. An employee who is displaced shall have the right to return to his/her immediate previous work location if that former assignment becomes available within two years of the teacher's being displaced. Employees must notify Human Resources in writing by February 1st of the current year if they wish to exercise their right to return the second year.
4. Summer Hiring Plan: Schools will submit a plan describing the hiring process to be used during the summer months. The plan will be turned in to Human Resources in the school's staffing packet submitted in March.
5. SPS responsibility regarding notification of vacancies:
- a. Position Change Request (PCR): Principals/program managers shall file a PCR upon knowledge that a vacancy has occurred. The SPS shall not unreasonably delay in establishing a permanent position in order to hold or save a position or potential position for a particular unassigned employee or other potential applicants. Delays for necessary and

ARTICLE VIII: STAFFING—QUALIFICATIONS-BASED HIRING FOR CERTIFICATED NON-SUPERVISORY EMPLOYEES

unavoidable or otherwise justifiable reasons shall be approved/disapproved by the administrative supervisors.

- b. Principals/program managers shall make every reasonable effort to establish teaching schedules to avoid assignments and the establishment of PCRs that require more than one (1) category. Any assignment will be reviewed by Human Resources and, if deemed appropriate, Human Resources will request the approval/disapproval of the administrative supervisor before processing. After PCRs are submitted, categories and FTE may not be changed unless budget is withdrawn or there are significant program changes.
- c. The SPS must provide notification of vacancies one week prior to the closing date for applications.
- d. Candidates on leave shall receive information describing their rights and responsibilities in interviewing for a position. The employee must provide the SPS with a reliable means for contacting them or their designee.
- e. The SPS shall send a notice and directions to the SPS's web site concerning job postings for the next school year (sometime in April) to candidates on leave. Thereafter job announcements and standardized application procedures will be available on the internal electronic mail system. Candidates are responsible for monitoring the SPS's web site and job postings to identify current openings.
- f. Candidates are responsible for submitting site-based applications to schools and participating in interviews.

SECTION C: SITE-BASED HIRING PROCESS

- 1. The hiring process must have the following features:
 - a. All members of the hiring teams will participate in a joint SEA/SPS interview training session which includes communication of the legal constraints against discrimination based on age, race, gender and other factors. Participation in Waiver Training conducted prior to 9/1/94 meets this requirement.
 - b. The hiring team will screen applications and resumes. The SPS will verify appropriate certification for candidates recommended by the school.
 - c. If there are qualified internal candidates for a position, a hiring team will interview at least two for vacant positions. In addition, hiring teams will give consideration to substitutes as outlined in Article V, 7.
 - d. Teachers returning from leave, displaced from buildings, and new recruits will be given full consideration in the hiring process.
 - e. Applicants who best meet the hiring team's criteria will be interviewed by a hiring team that includes a group of teachers who are knowledgeable about the requirements of the position and the school's CSIP.
 - f. The hiring team should reflect the diversity at that school in the areas of seniority, educational specialty and culture.
 - g. The hiring team may contain parents and/or other school staff appropriate to the selection process.

ARTICLE VIII: STAFFING—QUALIFICATIONS-BASED HIRING FOR CERTIFICATED NON-SUPERVISORY EMPLOYEES

- h. The hiring team and the principal will jointly develop criteria for staff selection that are in alignment with the school's CSIP.
 - i. The hiring team may also decide to ask applicants for additional information not included in the standardized Site-Based Application.
 - j. Both the SPS and SEA agree that the goal is to complete the majority of the hiring prior to the end of the school year.
2. Any school that currently uses a hiring process that gives staff a more significant role in hiring than is described below as the minimum may retain their process if the school team and principal find the process serves the school well. The ideal hiring process would be based on consensus of principal and staff. Other options include, but are not limited to:
- a. The principal is part of the hiring team.
 - b. The hiring team makes the final decision.
 - c. The principal agrees to hire the number one applicant recommended by the hiring team.
 - d. The hiring team recommends 2-3 top candidates in preference order and the principal selects.
3. The minimum requirement as to staff participation in choosing among candidates is: The hiring team will interview candidates and submit three recommendations in preference order to the principal. The principal must select from among these choices, unless the principal and the hiring team find in checking with references that none of the candidates in fact meet the selection criteria. In that case, three additional recommendations from the hiring team will be made to the principal. If the pool contains no candidates who meet the criteria specified for the opening, the position must be reopened.
4. Conditions for suspension of qualifications-based hiring: Because the designation of substitutes-on-contract may in some years be beyond the SPS's financial ability to support, the SPS reserves the right to set a limit on the number of substitutes-on-contract it will support or the available budget for substitutes-on-contract and to suspend the qualifications-based hiring in order to preserve full time teaching positions for existing employees.
5. Relationship of hiring policy to conditions for layoff and direct reassignments:
- a. No part of the hiring process and conditions described in this section shall be construed as changing or qualifying the conditions for staff adjustment (layoff) or the SPS's rights and responsibilities outlined in Article XII of this Agreement.
 - b. SPS and SEA can agree at any time to bypass the hiring process in exceptional cases.
6. During the first school year in a new position, a teacher cannot be reassigned to another position other than that for which he/she was hired, without mutual agreement between the principal, the hiring team and the teacher.

SECTION D: HIRING PROCESS FOR CERTIFICATED NON-SUPERVISORY PERSONNEL OTHER THAN TEACHERS.

1. Librarians and secondary counselors will have the same hiring process as provided for above. The hiring process for certificated non-supervisory personnel other than teachers, librarians and secondary counselors (i.e., speech/language pathologists, occupational and physical therapists, school psychologists and nurses) will be the same as that outlined with the following exception:

ARTICLE VIII: STAFFING—QUALIFICATIONS-BASED HIRING FOR CERTIFICATED NON-SUPERVISORY EMPLOYEES

- a. A hiring team will be assembled. The hiring team will include staff from the supervising department in central administration, staff from buildings who are performing similar professional tasks, and other staff who are knowledgeable about the requirements of the position.
- b. The hiring team will submit three candidates in order of preference to the director of the supervising department. If none of the candidates referred by the hiring team are found suitable for the position, the director of the supervising department must explain to the hiring team why the information discovered in checking references makes one of the candidates unsuitable for the position. In that case, the department must request three additional recommendations from the hiring team. If the pool contains no candidates who meet the criteria specified for the vacancy, the position must be reopened.

SECTION E: MID-YEAR TRANSFERS

1. Employees who accept a position in the spring for the following school year must remain in the new position for the entire year.
2. Employees may apply and be selected for a stipend position at any time of year if it constitutes a promotional opportunity.
3. Mid-year transfers can only occur in secondary schools at the semester break.
4. Internal candidates currently teaching in an elementary position may apply for such positions advertised after October 1. If an internal candidate accepts a position, but a mid-year transfer is not agreed upon by their current principal, that position will be filled by a one (1) year contract teacher. The recommended internal candidate will be placed into that position (or another position at that school with the same category or categories) the following year. The one (1) year teacher filling this position would not be retained and the position will not be advertised again. If funding shortfalls reduce positions and no position in the category is available, the recommended candidate will remain in his/her current position and will not displace a less senior teacher from the school.
5. A mid-year transfer may occur if the employee, SEA and SPS mutually agree to such transfer. Ordinarily, these transfers should occur within two (2) weeks.

SECTION F: ADMINISTRATIVE TRANSFER PROCEDURES

The following procedures for transfers shall apply to all employees within the bargaining unit:

1. Guidelines for Administrative Transfers: The SPS has the legal responsibility to establish the educational programs, services and staff in accordance with the SPS's basic educational goals and program continuity consistent with the financial resources available. The SPS has the authority to make necessary adjustments in the SPS's educational programs, services and staff to be consistent with financial resources available and the provisions of this Agreement.
 - a. The appropriateness of the assignment of employees has a significant impact on the morale of the employee and his/her effectiveness in the total educational program.
 - b. The SPS shall comply with Title VII of the Civil Rights Act of 1964, Title IX of the 1972 Amendments, Section 504 of the Rehabilitation Act of 1973, and the Affirmative Action goals of the SPS in placing and transferring employees.
 - c. The SPS and SEA may agree that it is in the best interest of the employee, the site, students and the SPS to transfer an employee from his/her assignment or building. When there is such agreement by SPS and SEA the decision is not grievable.

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2. Transfer by Administrative Decision:
 - a. Employees who are transferred by administrative decision for the following year shall be notified in writing as soon as practicable, but no later than 06/01 of the school year. Employees who are to be transferred at other times shall be given at least one (1) week's notice. The written notification shall include the reasons for the transfer.
 - b. The building principal/program manager will confer with the individual tentatively selected for administrative transfer, shall provide tentative notice of transfer in writing, and shall provide the employee with an opportunity to comment.
 - c. Criteria listed in Item 1 above shall be utilized for administrative transfer.
 - d. An employee who is selected to transfer as a result of administrative decision after the beginning of the school year shall be assigned to a position as expeditiously as possible. Unless there are some unusual circumstances, he/she will remain in the original assignment until a position is available.
 - e. Employees who are on probation are prohibited from transferring from one site or assignment to another site or assignment without the approval of the principal/program managers of the schools/buildings and/or the appropriate education directors. The SPS will notify the SEA of any proposed transfers.

3. Impact of School Closure: Movement/Transfer of Equipment, Teaching Materials, Personnel and Programs:
 - a. Employees from closed schools will be responsible for transporting their personal materials and equipment to their new work location; for example: self-made teaching materials, gifts, and items purchased by the employee. However, the SPS will transport the above-mentioned materials on an exception basis for employees requiring accommodation under Section 504 of the Rehabilitation Act of 1973.
 - b. Employees from closed schools may personally transport SPS-owned personal-use items, such as: pens, scissors, rulers, binders and staplers, to their new work locations after filling out an inventory list and submitting it to the building principal/program manager.
 - c. The SPS will develop a process whereby employees from closed schools will be given the opportunity to request the transfer of SPS textual materials and/or equipment they presently use to their new SPS locations. Textual materials and/or equipment approved for transfer will be transported to the employees' new assignments by the SPS.
 - d. Every effort shall be made to have the materials of transferring employees from closed schools transported by the SPS to their new work locations by August 17.
 - e. It will be a top priority of the SPS to have essential equipment, supplies and textual materials assigned and available in all buildings by August 17.
 - f. In the event that an employee, who has been reassigned as a result of school closure or relocation of programs, performs duties as mutually determined are necessary by the employee and the SPS which are associated with school closure or relocation of programs, he/she will be compensated for duties performed beyond his/her contracted work year at his/her per diem rate. The employee will receive at a minimum one day to pack their assigned classroom and one day to unpack their classroom. Those employees who require more time to pack the District supplies in their workspace such as librarians, physical education teachers, band directors, etc. will be compensated for up to three (3) days to pack and unpack. This

ARTICLE VIII: STAFFING—QUALIFICATIONS-BASED HIRING FOR CERTIFICATED NON-SUPERVISORY EMPLOYEES

section includes those sites that are scheduled for construction and require employees to move into other buildings/classrooms.

SECTION G: SPECIAL STAFFING ISSUES AT SCHOOLS REQUIRING SPS INTERVENTION

1. SPS may choose to intervene in a school that has remained in the lowest performance level over the course of three years.
2. By January 31, SPS will notify schools for which there will be an intervention the following school year. If the intervention requires staff to meet new expectations, these expectations will be shared with current staff by February 15. In such cases, SPS will require existing staff to decide by March 15 of the current school year if they wish to remain in the school.
3. Staff members who remain at the schools requiring special intervention must commit to make any adjustment in curriculum or instruction as required by SPS and reflected in the CSIP adopted for the following academic year.
4. Staff members who choose not to remain at that school will participate in the district's site-based hiring process. The positions that they have chosen to vacate will be filled through this hiring process as well.
5. A staff member who chooses not to remain at the school requiring special intervention is eligible to apply for open positions elsewhere in the SPS. Staff members will qualify for the displaced pool under the terms described in Section B above.
6. Nothing in this section prohibits the district from having all rights afforded by the administrative transfer procedures in accordance with Article VIII, Section F.

SECTION H: PROGRAM MOVEMENT OR CLOSURE

1. Instructional staff associated with a program that moves from one work site to another are assumed to move with the program. A teacher who prefers to stay at the original site may do so, if there is a vacancy for which he/she is qualified/certified and if he/she commits to the training or changes in curriculum as the CSIP requires for the next year. A teacher who chooses not to move with the program or to accept a position at the original site (or for whom no vacancy is available) will be displaced and must apply and compete for other positions in the SPS.
2. If a program is terminated and then reinstated within two (2) school years, teachers who were in that program shall have first priority for the re-openings. The teacher will successfully complete the training as required in the school's CSIP and will revise curriculum and instructional methods to reflect the new direction of the program.
3. Prior to terminating a program or the closure of a school, any displaced teacher may choose from the following options: to remain at the original site if there is a vacancy for which he/she is qualified/certified and if he/she commits to the training or changes in curriculum as required in the CSIP for the next year or shall select or be placed in a vacancy during Phase II, after those needing 504 accommodation have been placed.

SECTION I: EMPLOYEES COVERED UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

The SPS shall comply with Section 504 of the Rehabilitation Act of 1973 when placing or transferring employees. In addition to the selection rights of all employees during the year, Human Resources will assign employees covered under Section 504 who require transfers or adjustments of their assignments to an available position within the same job title for which the employee will be able to perform the essential functions, with or without reasonable accommodations. This placement will be made based on the judgment

ARTICLE VIII: STAFFING—QUALIFICATIONS-BASED HIRING FOR CERTIFICATED NON-SUPERVISORY EMPLOYEES

of the Human Resources staff responsible for the 504 accommodation and will be aligned with the details of the approved 504 accommodation.

SECTION J: AFFIRMATIVE ACTION

1. The Seattle School Board selects employees as needed on the basis of merit, training and experience so that there shall be no discrimination against any employee or applicant because of race, creed, religion, color, national origin, gender, age, marital status, sexual orientation or disability except as may be permitted to meet a bona fide occupational qualification and the SPS shall comply with State or national laws as may pertain thereto.
2. The SPS has as its goal an Affirmative Action program of recruiting, hiring and assigning staffs in every department, every school and at every level of operation with proportions of racial minority to total employees corresponding to the SPS Affirmative Action program.
3. In implementing the Affirmative Action program, the SPS shall recruit, employ and assign personnel in conformity with State and federal laws, rules, regulations and directives.
4. The SPS's Affirmative Action goals shall not serve as ceilings or quotas for representation of racial groups among SPS employees.

ARTICLE IX: WORKDAY, WORKLOAD, ASSIGNMENT AND SCHEDULING OF EMPLOYEES

ARTICLE IX: WORKDAY, WORKLOAD, ASSIGNMENT AND SCHEDULING OF EMPLOYEES

SECTION A: LENGTH OF SCHOOL WORKDAY

1. Elementary School Day. The elementary contractual day remains a seven and one-half (7.5) hour workday. The standard working day in the building or on site for elementary classroom teachers and non-teaching certificated non-supervisory employees shall be seven and one-half hours (7.5) hours inclusive of the thirty (30) minutes before the beginning of the student day and the thirty (30) minute duty-free lunch period, and shall include Preparation-Conference-Planning (PCP) time during the student day, as well as a period of twenty (20) to thirty (30) minutes after the student day in order to bring the total contractual work time to seven (7) hours. Additionally, thirty (30) minutes of teacher self-directed time shall be worked either preceding or following the prescribed working hours bringing the total working day to seven and one-half (7.5) hours. The PCP time shall not be scheduled during the thirty (30) minutes preceding the student day or during the contractual time following the student day.

The staff at each school, through the BLT decision making process, will determine when the additional one-half (1/2) hour will be added to the schedule. Individual staff members may discuss with the principal exceptions that could help accommodate their needs.

Beginning in 2017-18, the elementary contractual day will remain a seven and one-half (7.5) hour workday. The standard working day in the building or on site for elementary classroom teachers and non-teaching certificated non-supervisory employees shall be seven and one-half (7.5) hours inclusive of the thirty (30) minutes before the beginning of the student day and the thirty (30) minute duty-free lunch period, and shall include Preparation-Conference-Planning (PCP) time during the student day, as well as a period of thirty (30) minutes after the student day in order to bring the total contractual work time to seven and one-half (7.5) hours. The PCP time shall not be scheduled during the thirty (30) minutes preceding the student day or during the contractual time following the student day.

2. K-8 School Day. Beginning in 2017-18, all K-8s will follow the elementary school schedule with equivalent student instructional minutes and equivalent staff work hours for elementary and middle school staff working at K-8 sites. PCP minutes will be assigned according to the elementary and middle school schedules, as referenced in Article IX, Section E (elementary) and Article IX, Section C (middle school/high school).
3. Secondary School Day. The standard working day in the building or on site for secondary classroom teachers and non-teaching certificated non-supervisory employees shall be seven and one-half (7½) hours inclusive of the thirty (30) minutes before the beginning of the student day and the thirty (30) minute duty-free lunch period, and shall include PCP time, as well as the thirty (30) minutes after the student day in order to bring the total contractual work time to seven and one-half (7 ½) hours. The PCP time shall not be scheduled during the thirty (30) minutes preceding the student day or the thirty (30) minutes following the student day.

Beginning in 2017-18, the standard working day in the building or on site for secondary classroom teachers and non-teaching certificated non-supervisory employees shall be seven and one-half (7.5) hours inclusive of the twenty (20) minutes before the beginning of the student day and the thirty (30) minute duty-free lunch period, and shall include PCP time, as well as the twenty (20) minutes after the student day in order to bring the total contractual work time to seven and one-half (7.5) hours. The PCP time shall not be scheduled during the thirty (30) minutes preceding the student day or the thirty (30) minutes following the student day.

4. These standard elementary, K-8, and secondary working day schedules would not necessarily hold for schools where staff and administrators have developed and arranged special variations in curriculum, instructional methods, and staff organization. This includes schools that staff certain

ARTICLE IX: WORKDAY, WORKLOAD, ASSIGNMENT AND SCHEDULING OF EMPLOYEES

individuals related to specialized job titles to assist with an extended learning day for students. All employees in these positions must agree on the altered schedule.

5. K-12 Collaboration Time. Beginning in 2017-18, the District will schedule one sixty (60) minute late arrival or early dismissal per week for the purpose of providing professional collaborative time, common planning time, and technological proficiency. Late arrival or early dismissal will be determined by SPS with input from SEA Executive Board. Common planning time, collaboration time, and tech time will be determined using interest-based bargaining, as described by the school day MOU and Article IX, Section P.
 - a. Schools may designate no more than one early release/late arrival per month for common planning. All remaining early release/late arrival days are designated and reserved as collaboration days as set forth in this Agreement in Article IX, Section P.
6. 24 Credit Reopener: Upon thirty (30) day notice by the District, to be given no later than April 30, 2016, the District and the SEA agree to meet for the purpose of negotiating the 2017-18 school year implementation of the 24 credit requirement set forth by the Washington State Board of Education as described in WAC 180.51.068.
7. Employees will be expected, in addition to performing duties during the regularly scheduled on-site hours, to participate in activities and to perform duties related to the functioning of the total school, such as faculty meetings, organizational meetings, the guidance and counseling of students, parent contacts and meetings, and those duties associated with school activities not covered by currently stipended positions.
 - a. These duties may be performed at irregularly scheduled times and shall be divided equally among all employees in a building.
 - b. Participation in faculty, instructional council, departmental, team/grade level, safety, and technology meetings, will not exceed one hour outside the defined workday unless mutually agreed upon by the participants. Building scheduled faculty meetings (emergencies excepted) shall not exceed one per week; and no more than two meetings per month may be used primarily for business or professional development. Other meetings will be used for teacher-directed collaboration time or for Professional Learning Communities (PLC).
 - c. Employees with compensated special or supplemental assignments shall increase their workday on or off the site to fulfill their supplemental responsibilities.
 - d. Employees will not be required to meet during their preparation time during the student day without twenty-four hours' notice.
 - e. Because of technology tools deployed by the District, parents have an expectation of access to classroom information. Facilitated by the BLT and using the site-based decision making process, schools will determine what is acceptable practice and workload for employees to communicate to parents.
8. Employees who report to a staff organization and/or are assigned to and maintain an office in the John Stanford Center or one of its branches will be on duty for eight (8) hours. This category includes employees in programs such as Curriculum and Instruction, School to Work Program, Bilingual Education, Special Education, Special Programs, and whose responsibility is primarily support for the classroom teacher or school staff as a consultant specialist, instructional coach or other similar titles. These employees may flex their time when during the contractual year they are conducting professional development, training, or other work beyond their regular scheduled hours with prior approval from their immediate supervisor. No employee will be forced to work outside their contractual year without agreeing and being paid their daily rate.

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9. Certificated personnel who are assigned to a school building on a part-time basis, temporary and/or substitute certificated non-supervisory employees are expected to conform to the normal workday as defined above in the assignment to which they are placed.
10. Exceptions to Items 1, 2, 3 and 4 above may be granted for SEA activity or, at the discretion of the building principal/program manager, for attendance at professional activities or for urgent personal business. Other employees who do not work in the school setting may arrange with the immediate supervisor to attend to similar activities.
11. Visitations by employees to the homes of their students shall be at the option of the employee, with the approval of the building principal/program manager.
12. Employees may work with their principal/supervisor to schedule flexible hours to accommodate family and/or personal needs so long as: 1) there is no impact to the student day, instructional time, or program services; 2) the employee arrives at least ten (10) minutes prior to the start of the student day; and 3) there are no additional costs for the building or for SPS. The principal/supervisor has sole discretion in determining whether the flexible schedule meets the above requirements. If a flexible schedule has been approved and the principal/supervisor later determines that the flexible schedule no longer meets the above requirements, he/she may require the employee to meet the building's regular schedule.
13. Executive Directors of Schools will work with buildings to establish best practices regarding parent visitations and emails. These district best practices will be communicated to families each year. BLTs may request a meeting with the area Executive Director to discuss issues concerning the workload associated with parent/guardian communication that the building believes is excessive. The area Executive Director will develop a plan with the staff that will ensure that teachers get to focus on teaching and learning. Individual employees may request that an administrator remind parents/guardians of the agreed upon best practices.

SECTION B: EMPLOYEE LOAD

1. Elementary teachers will be assigned by the building principal/program manager to combination or split grades as required by the actual student enrollment in a specific school. An employee will be assigned to a combination or split-grade class by the building principal/program manager only after discussion with the employee regarding the necessity of the assignment.
2. In the process of organizing elementary school classrooms at the beginning of the school year, the basic class size in combination or split-grade assignments shall be at least two (2) less than the average class size limits of those combined grade levels for a particular school. This does not apply to staff who make the choice to split with a co-teacher or multi-age classrooms (where the building has adopted that mode of instruction in whole or part).
3. Combination or split-grade assignments as differentiated from multi-age organization shall not be given to beginning teachers until they are proficient in three domains of the evaluation. Except for first year teachers, exceptions can be approved by the Executive Director of Schools.
4. The SPS will consider as a reasonable maximum, secondary teacher assignments of no more than three (3) different curriculum course preparations in no more than two (2) subject fields. Secondary teachers will not teach more than five (5) class periods per day without volunteering and being compensated for giving up their PCP time. To the extent possible, departments will balance the number of preparations between employees. Schools will avoid giving teachers new to the profession more than two different curriculum course preparations. An exception to this last rule may happen when the new employee is the only person in their job category at the school or when the number of preparations in any given department would cause the District to have to compensate an employee for extra preparation time.

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5. Variations to the above conditions shall be made by the building principal/ program manager after discussion and mutual agreement between a teacher, an affected grade level, a department, the certificated teaching staff (faculty) or the BLT/Instructional Council. The written record of the arrangement shall be retained on file in the school office and shall be binding on all affected parties for one semester/year as appropriate.
6. Employees who are assigned to two (2) buildings shall be scheduled in such a manner as to provide a thirty (30) minute duty-free lunch period plus necessary travel time between buildings. Mileage allowance shall be provided for travel between the two work locations pursuant to Article VII, Section D of this Contract. The employee shall keep a mileage report. The affected principals will agree to means for reimbursement.
7. When the need is mutually agreed upon between the building principal/program manager and the employee, employees who are transferred from one work location to another during the school year shall be provided with one (1) work day to vacate and relocate before the assignment is to begin, except when the transfer occurs at semester times.
8. The SEA will be given advance notice of any new programs, initiatives, curriculum, or significant changes to existing programs. A workload analysis should be discussed in the Labor-Management Committee, prior to implementation in the SPS. The SEA will have the opportunity to discuss with the District all concerns regarding increased employee workload that may be created by implementation of programs or proposals. The Committee will be part of the labor/management meetings and both parties may bring representatives (e.g. teachers, principals, instructional assistants, office personnel, etc.) to discuss the impact. When professional development is involved, discussions will be in collaboration with the professional development steering committee. The proponent will give all affected parties (e.g. SEA, SPS, building staff) reasonable notice so that any issues can be resolved in a timely manner.

SECTION C: PREPARATION-CONFERENCE-PLANNING TIME

1. All teachers shall plan with the building administration in their schools to organize their work day to include Preparation-Conference-Planning (PCP) time. Elementary teachers and elementary teachers assigned to K-8 schools shall have a minimum of 150 minutes per week of PCP time within the employee workday for the 2015-16 and 2016-17 school years, increasing to a minimum of 165 minutes per week beginning in the 2017-18 school year. All secondary teachers shall plan with the building administration to have PCP time to the equivalent of one (1) full class period per day. The PCP time shall not be scheduled during the thirty (30) minutes preceding the student day or the contractual time following the student day. The faculty representative organization shall be responsible for working with building administration to develop plans for PCP time when the faculty delegates this responsibility.
2. The primary purpose of PCP time periods in elementary, middle and secondary schools is for the individual teacher to prepare, plan and conference; however, PCP time shall also be used for period conferences, departmental meetings and other cooperative group planning.
3. Teachers on a part-time contract shall be entitled to prorated PCP time in a ratio equal to the percentage of time they work.
4. Preparation-Conference-Planning (PCP) teachers may be assigned on an itinerant basis, although the District recognizes that best practice has teachers assigned to one site.
5. Buildings may choose, by a 2/3 vote of the building's SEA represented staff who work in the building at least two days a week, to schedule extended blocks of PCP time on some days in exchange for no PCP time on other days so long as: 1) the scheduled PCP time meets the minimum weekly standard set forth above; 2) there is no loss of instructional time; 3) there is no impact to the number of daily class periods approved by the Superintendent's designee; and 4) there are no additional

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costs to either the building or SPS. Any building that chooses to provide extended blocks of PCP time must provide SEA and SPS a copy of its PCP schedule. A vote will need to be conducted yearly. When tabulating the vote count, abstentions are not counted as part of the vote; the yes votes must be 2/3 of the vote when totaling the yes and no votes together.

SECTION D: CLASS-SIZE & STAFFING RATIOS

1. SPS Averages and Building ranges: The SPS recognizes that a reasonable school class-size ratio is desirable. However, any application of a rigid numerical limitation on class size within schools restricts the staff and the building principal/program manager in their flexibility in seeking an ideal learning environment. The SPS and SEA believe that class-size ratio must reflect individual school needs and unique problems. Staff and building administrators are encouraged to develop cooperatively and to explore continually special variations in curriculum, instructional methods and staff organization to endeavor to achieve an optimum for instruction in their school.
2. The SPS will maintain an average SPS building ratio of students to full-time equivalent teachers at no more than 26:1 for grades K-3, 28:1 for grades 4-5, and 150:1 for grades 6-12 (when grade 6 is conducted using a secondary model), exclusive of Special Education and Bilingual.

An exception to the average ratios will occur when the SPS ratios do not meet state mandated class reduction requirements as outlined in state budgetary decisions.

3. Elementary/Secondary Regular Programs:

Elementary and Secondary Class Size Ratios: In implementing the objectives of quality instruction and in order to properly deal with the challenges of discipline, counseling and instruction, the SPS shall maintain a class-size ratio of students to full-time equivalent classroom teachers at no more than the following:

- a. Secondary Class Size: Take actions to limit class size to thirty-two (32) students for core classes in grades 6-12 (28 for grade 6 when the site uses an elementary model for grade 6). Core is defined as including English/Language Arts; World Languages; Math; Science; and Social Studies. These limits would not necessarily hold when staff have, through their decision-making process, adopted a whole school model that results in a variation in curriculum, instructional methods and staff organization. An example would be the adoption of a block schedule. The appropriate executive level administrator will be notified by the building principal/program manager of assignments which exceed the guidelines to address the overload. The preferred solution is to reduce class size to the negotiated levels. Failing that option, other assistance may be identified in consultation with and agreement between the appropriate executive level administrator, principal and the impacted teacher, the SEA representative may be involved in this discussion. The individual teacher will be compensated for any days after October 1 during which he/she has an overload.
- b. Secondary Daily Limits: Maintain a staffing guideline of 150 students per teacher per day (when using a block or modified schedule, the total students served by a teacher each week would be 150), with the exception of special classes and programs where the individual class size has been exceeded in grades 6-12. The appropriate executive level administrator will be notified by the building principal/program manager of assignments which exceed the guidelines. The preferred solution is to reduce class size to the negotiated levels. Failing that option, other assistance may be identified in consultation with and agreement between the appropriate executive level administrator, principal and the impacted teacher. The SEA representative may be involved in this discussion. The individual teacher will be compensated for any days after October 1 during which he/she has an overload.
- c. Class size for non-core classes will be limited by space, safety, equipment needs, ability to supervise, and effective instruction. If non-core classes have been incorporated into an

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integrated/cluster curriculum, then class-size limits could apply. The principal will consult with staff in departments offering non-core classes concerning these issues. If requested by the teacher, the SEA representative may be involved in this discussion. After meeting with the building principal regarding any concerns, a teacher may request for their caseload to be reviewed by the Superintendent designee for the purpose of determining if there are student health and/or safety concerns within the classroom.

- d. Elementary Class Size Individual Classrooms: Take actions to limit individual regular academic class size for grades K-3 to twenty-six (26) and for grades 4-5 (and grade 6 when operated in an elementary model) to twenty-eight (28). These limits would not necessarily hold when staff have, through their decision-making process, adopted a whole school model that results in a variation in curriculum, instructional methods and staff organization. Exceptions to these limits would occur when the SPS ratios do not meet state mandated class size reduction requirements as outlined in state budgetary decisions. The preferred solution is to reduce class size to the negotiated levels; failing that option, other assistance may be identified in consultation with and agreement between the appropriate executive level administrator, principal and the impacted teacher. The SEA representative may be involved in this discussion. The individual teacher will be compensated for any days after October 1 during which he/she has an overload.
- e. Maintain staffing in special programs for students with disabilities at levels to provide exceptional children an opportunity to achieve to the best of their ability. Staffing guidelines for various programs will be in conformity with the students' educational needs, State standards and State funding and can be found in Section F of this Article.
- f. When possible, IEP identified students will be assigned in a way that results in an equitable apportionment, with special consideration for the nature and extent of the disability, among the classroom teachers at each school.
- g. As soon as relevant information about an IEP student is received by the SPS's Special Education office and the school, it will be shared with the teachers to whom that student is assigned.
- h. When building/programs intentionally staff programs outside contractual ratios, with affected staff agreeing, no compensation will be paid for overloads. No overload compensation will be paid on days when additional staffing has been provided to address class overloads.

SECTION E: ELEMENTARY SPECIALISTS

1. The SPS recognizes that specialists provide instruction at the elementary level which is beneficial to the instructional program.
2. In order to provide increased specialization in physical education, music, or other subject matter areas at the elementary level, while at the same time providing for quality program and schedule flexibility, Elementary Specialists and Elementary Specialists assigned to K-8 schools will be assigned no more than (40) sections per week to provide for the 150 minutes per week for the 2015-16 and 2016-17 school years, increasing to 165 minutes per week beginning in the 2017-18 school year, allocated to classroom teachers as Preparation-Conference-Planning (PCP). If a school provides more planning time for classroom teachers, the cost of doing so is the responsibility of the building.
3. To promote equity between classroom teachers and Elementary Specialists, class size for Elementary Specialists shall be subject to the same limits as for all other classroom teachers as specified in Article IX, Section D,3,d of the Collective Bargaining Agreement.

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4. When creating building schedules, schools must give consideration to the daily schedule of the Elementary Specialist including Preparation-Conference-Planning time and recess, if applicable. The specialists will be involved in the scheduling of classes and their PCP and the specialists and administrator should strive to achieve consensus.
5. Elementary Specialists will work with the principal to develop a schedule that includes a sufficient amount of passing time between classes.

SECTION F: SPECIAL EDUCATION STAFFING RATIOS, RELIEF, AND WORKLOAD ISSUES

1. STAFFING RATIOS:

- a. The following full continuum of service levels shall determine the number of students served per special education classroom teacher. SPS will provide the Full Continuum of Services with the student to staff ratios and services as outlined below in this section and in the accompanying chart listing Service Models and Ratios; more staffing can be added to meet the needs listed on the students’ IEPs and emergent needs of each school. The following staffing ratios will be used in schools as a means for staffing teachers and paraprofessionals in Special Education:

Service Model	Ratio (student: teacher: IA)
Access- Elementary	10:1:3
Access- Secondary	13:1:3
Social and Emotional Services	10:1:2
Focus	10:1:2
Distinct	7:1:2
Deaf/Hard Hearing	9:1:2
Medically Fragile	6:1:2
Vision Impairment	18:1:1
Orientation & Mobility (Itinerant)	12:1
Resource Satellite	18:1:1
Resource Continuum	22:1
Preschool (includes DHH preschool)	10:1:2
Transition (Access, Behavior, Focus)	10:1:2
Transition (Medically Fragile/Distinct)	6:1:2

Schools:

- 1) Satellite school: An elementary school or K-5 portion of a K-8-school where resource services provide specially designed instruction in specific academics and social skills.
- 2) Continuum school: Continuum schools will have a range of special education service options which guarantee a student’s access and participation in Resource, Access, Intensive services and General Education. In a continuum school special education staff will work as a collaborative team to plan and provide services. Special Education paraprofessionals will maintain their current primary classroom assignment with flexibility to support inclusion of special education students and/or grouping of special education students outside of and between special education classrooms. Continuum school special education teams consist of special education teacher, special education paraprofessionals, ESAs and building administrator.

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- a) **Resource Services:** Students who receive resource services are students with mild to moderate differences in their instructional needs for specific academic needs and social skills. These students spend the majority of their instructional time in general educational settings with targeted support. Students may qualify in any one of the thirteen federally mandated categories of disability. Services may be provided in any setting based on the IEP. Students at all grade levels have a right to these services. In schools with the full continuum of services, resource services will be staffed at 22:1 ratio and in satellite schools the resource services will be staffed at 18:1:1 ratio.
- b) **Access Services:** Access Services shall provide specially designed instruction to students with moderate to intensive academic and functional needs. These students are able to make progress on their IEP goals while spending the majority of their instructional time, including specially designed instruction, in general education settings with full range of supports needed. These students may also benefit from a variety of specialized instruction, including smaller group instruction and intervention, for part of the day. Students at all grade levels have a right to these services. Access Services will be staffed at a ratio of 10:1:3. Students may qualify in any one of the thirteen federally mandated categories of disability. Access services-Elementary will be staffed at a ratio of 10:1:3. Access services-Secondary will be staffed at a ratio of 13:1:3.
- c) **Social and Emotional Services:** Social and Emotional Services shall provide specially designed instruction to develop the student's social/emotional skills, and social understanding. These students are able to make progress on their IEP goals spending a majority of their instructional time in a smaller group setting as their least restrictive environment. Additionally, these services may provide some or all of the academic instruction needed by these students as determined by the IEP. Students at all grade levels have a right to these services. Social and Emotional services will be staffed at a ratio of 10:1:2
- d) **Focus Services:** Focus Services shall provide specially designed instruction to students with intensive academic and functional needs and provide students opportunities to participate in the general education curriculum through specially designed instruction at their present level of performance. These students benefit from spending a majority of their instructional time, including specially designed instruction, in a smaller group setting as their least restrictive environment. Students at all grade levels have a right to these services. Focus Services will be staffed at a ratio of 10:1:2.
- e) **Distinct Services:** Distinct Services shall provide specially designed instruction to students who would benefit from a curriculum which differs significantly from the general education curriculum. These services may include academic, communication, life and functional skill components. These students benefit from spending a majority of their instructional time in a smaller group setting as their least restrictive environment. Students at all grade levels have a right to these services. Distinct Services will be staffed at a ratio of 7:1:2.
- f) **Unique Assignment needs:** Unique assignments provide support to students who may not benefit from any other of the identified pathways and/or are delivered at an alternate services location. Students receive specially designed instruction in their least restrictive environment as determined by the IEP Team. Students who may benefit from a concentration of support services, or specialized facilities outside their assignment area will be provided an appropriate placement. Staffing ratios for these groups of students are as

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follows: deaf/hard of hearing is 9:1:2; visual impairment is 18:1:1; orientation and mobility (itinerant) specialist is 12:1; medically fragile is 6:1:2.

- g) Preschool classrooms, including DHH preschool classrooms, will have a ratio of 10:1:2. The teacher will select and admit up to two additional students who are typically developing peers.

- a. Overages: Any time a teacher goes beyond the staff ratios identified above, the following improvements in the overage chart below will be made:

Student Overages	Remedies
Resource Services Continuum	Per teacher
1-4	overage pay
5-8	.4 cert FTE.
9-13	.6 cert FTE.
14-17	.8 cert FTE
18-22	1.0 cert FTE
Resource Services Satellite (Elementary)	Per teacher
1-4	Overage pay
5-7	.4 cert. FTE.
8-10	.6 cert. FTE.
11-14	.8 cert. FTE.
15-18	1.0 cert FTE
Resource Services Continuum (Secondary)	Per teacher
1-4	Overage pay
5-12	.4 cert FTE
13-17	.6 cert. FTE
18-22	1.0 cert FTE
Access Services-Elementary	Per Teacher
1-2	overage pay
3-4	Overage pay or 1 IA FTE
5	New classroom -1 cert FTE plus 1 IA FTE
Access Services- Secondary	Per teacher
1-4	overage pay
5-6	plus 1 IA FTE
7-9	New classroom-1 cert FTE plus 1 IA FTE
10	New classroom-1 cert FTE plus 2 IA FTE
Social /Emotional Services	Per class
1-2	overage pay

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3-4	1 IA FTE
5	New classroom -1 cert FTE plus 1 IA FTE
Focus Services	Per class
1-2	overage pay
3-4	Overage pay or 1 IA FTE
5	New classroom -1 cert FTE plus 1 IA FTE
Distinct Services	Per class
1	Overage pay
2-3	1 IA FTE
4	New Classroom- 1 cert FTE plus 1 IA FTE
5	1 cert FTE plus 2 IA FTE
Medically Fragile Services	Per teacher
1 or 2 over in the District	1 IA FTE
3 or 4 over in the District	New Classroom - 1 cert FTE and 1 IA FTE
5 over in the District	1 cert FTE and 2 IA FTE
DHH	Per teacher
1- 2	overage pay
3-4	Teacher choice: Overage pay or 1 IA FTE
5 or more	New classroom- 1 cert FTE plus 2 IA FTE
Visually impaired	Per teacher
1-2	Overage pay
3-6	Teacher choice: 1 FTE IA or overage pay
7	1 cert FTE
Orientation and mobility	Per teacher
1-5	overage pay
6	1 cert FTE
Preschool	
1	Overage pay
2-3	Teacher choice: 1FTE IA or overage pay
4+	1 cert FTE plus 2 IA FTE

- b. Process for going outside the contractual limits for Resource, Access, Social and Emotional, Focus, and Distinct Services: Central office communicates with the principal and teacher about the possibility of having an overage. The school and teacher determine the type of overage support based on the chart above. After agreement by the school and teacher, the principal will communicate the overage request to SEA and the SPS Special Education Office. SEA will contact the employee to verify that he/she agrees with the overage remedy. Once verification has taken place, the remedy will be enforced.
- c. When the Special Education ratio falls below the above staffing ratio due to an under enrollment the following will occur:

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Total of students assigned	Amount of staff assigned
Resource Services Continuum (Elementary)	Per school
17-14 students enrolled	.8 cert FTE
13-9	.6 cert FTE
8-5	.4 cert FTE
4-1	.2 cert FTE
Resource Services Satellite	Per school
14-11 students enrolled	.8 cert FTE
10-8	.6 cert FTE
7-5	.4 cert FTE
4-1	.2 cert FTE
Resource Services continuum (Secondary)	Per school
22-16 students enrolled	1.0 cert FTE
16-10	.6 cert FTE
9-1	.4 cert FTE
Access services	Per school
4 students enrolled	1 cert FTE, 2 1 IA FTE
1-3	1 cert FTE
Access Services- Secondary	Per teacher
12-7 students enrolled	1 cert FTE plus 3 IA FTE
6-4	1 cert FTE plus 2 IA FTE
3-1	1 cert FTE
Social and Emotional Services	Per class
5 students enrolled	1 cert FTE, 1 IA FTE
1-4	1 cert FTE, 1 IA FTE
Focus Services	Per class
5 students enrolled	1 cert FTE, 1 IA FTE
1-4	1 cert FTE, 1 IA FTE
Distinct	Per class
5 students enrolled	1 cert FTE, 2 IA FTE
1-4	1 cert FTE, 1 IA FTE
Medically Fragile	Per teacher
No adjustments	
DHH	Per teacher
No adjustments	
Visually impaired	Per teacher
6 students enrolled	1 cert FTE
Orientation and Mobility	Per teacher
6 students enrolled	1 cert FTE

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Preschool	
No adjustments	

2. RELIEF

a. Special Education Relief Fund Committee:

- 1) The Relief Committee shall be convened each school year to review staff requests and make relief decisions, including allocations from the Special Education Relief Fund to address the need for resources due to student complexity; headcount; unsafe environment; significant mobility issues; significant classroom dynamic; significant medical concerns; and significant transition issues for new students and insure safety and effective learning environments for special education students.
- 2) SPS will provide a fund of \$520,000 per year. (This is combining the 4b committee and DSU funds) The purpose of the fund is to alleviate unanticipated problems beyond regular baseline staffing in the area of Special Education.
- 3) The Relief Committee shall be composed of five (5) representatives appointed by the SPS and five (5) representatives appointed by the SEA.
- 4) The Relief Committee shall be appointed no later than 9/1 in each year and shall continue to meet on a prearranged schedule agreeable to the Committee members. However, the committee will meet outside of its scheduled meetings to provide relief to impacted staff and students as soon as possible. The committee will reconvene in May each year to review the effectiveness of the recommendations and suggest modifications as appropriate.
- 5) The following procedures shall apply for the identification of problems and recommendation of proposed resolution:
 - i. Problems associated with employee workload, as identified by a certificated non-supervisory employee serving students with special needs, shall be first brought to the attention of the building principal/program manager.
 - ii. If a solution is not achieved at the building level, the employee may, by no later than May 1 each year, refer the problem(s) to the Relief Committee.
 - iii. Staff shall complete the Special Education Relief Fund form (Appendix Z). Along with the Special Education Relief Fund Form attach behavior data and incident report forms if pertinent.

b. It is recognized that some students in Special Education may present severely aggressive, disruptive and/or acting out behaviors. In situations where the students pose a significant problem for classroom management and documentation is available as to the specific behaviors of concern - their intensity, their frequency, and interventions attempted - options for support shall be made available either by a school or SPS-based student support team upon written request by the classroom teacher. Options to relieve outside of schools suspension, may include, but are not limited to:

- 1) Instructional support in the form of behavioral and intervention strategies;
- 2) Support for parent/family as appropriate;

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- 3) Support from a SPS appointed behavior specialist for students who have Autism with aggressive and unsafe behaviors, Emotional/Social Disorder Specialist; and/or a counselor for Mental Health Disorders;
- 4) Increased individualization of program/alternate placement;
- 5) Short-term Instructional Assistant assigned to that particular situation.
- 6) Any changes in services remain subject to IEP process requirements. It is recognized that the intent of this provision is to provide support to the classroom and not as a means for evaluating teachers.

3. WORKLOAD ISSUES:

- a. The district will provide an IEP content and district procedures training two times per year. Attendance to one IEP content/procedure training per year will be mandatory for anyone who is responsible for writing IEPs.
- b. The district recognizes the need for appropriate training to better serve all students. The building administrator/supervisor will allow employees the opportunity to attend a meeting facilitation training, which will include training to assist facilitators to work with difficult teams.
- c. The building administrator/supervisor will allow employees the opportunity to attend a Special Education Law training at least one time per year.
- d. Certificated staff new to special education in the district, will receive the IEP Online training within thirty (30) days of their start date.
- e. In order to facilitate the educational assessment and to provide services to students with special needs, and to provide health/medical and legal safeguards for the students and employees, all information shall, to the extent possible, be made available within the receiving building prior to student placement for students being placed from outside the district.
 - 1) Student Services Assessment Report and Summary;
 - 2) Any medical information necessary for student safety;
 - 3) Specialized Education Services Report(s), if applicable;
 - 4) Parent Appraisal;
 - 5) Student's initial and current IEP's;
 - 6) Former academic program, social information; and, behavior plans;
 - 7) Notice of any critical condition.
- f. For special education students being transitioned from within the district, access to the student's IEP online file will be given to the new team as soon as the student's placement has been verified. After the IEP team makes the determination of the least restrictive environment for a student, the central staff assigns the student to the appropriate building dictated by the IEP team recommendations of services within the student's middle school assignment area or linked school. The building staff (principal, head secretary and IEP case manager (receiving teacher)) will be informed of the student assignment with student name and student number. IEP Support will be contacted to provide access to the receiving teacher. The receiving IEP

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team will have 3 days to prepare for the student's transition to ensure the student will receive appropriate services upon entry to the new school.

- g. In addition, the employees who are responsible for preparing IEP's are entitled to thirty (30) additional hours paid at per diem, for the purpose of preparing IEP's. To access this payment the employee must be current in IEP preparation. In addition, when a special education teacher goes above and beyond the recognized service caseload they will receive additional compensation of \$75.00 per IEP. Any ESA who has a caseload, at least 2 above the average caseload for their respective field, will also be entitled to the additional compensation of \$75 per IEP.
- h. Employees responsible for preparing the Washington- Access to Instruction and Measurement (WA-AIM) are entitled to additional pay of \$50.00 per section per student.
- i. All employees involved in the special education student riser process (including visiting schools, participating in meetings, and transfer of files) will be paid at their workshop hourly rate for any time beyond their contractual day.

4. JOINT SPECIAL EDUCATION TASKFORCE

- a. SEA and SPS will continue the Joint Special Education Services Taskforce. The Taskforce includes SEA-represented educators appointed by SEA and building administrators, family representatives, and leaders from the Special Education Department appointed by the District.
- b. The Task Force will meet monthly. The charge of the taskforce is to:
 - i. Monitor and review data and reports provided by the SPS. Data and reports SPS will bring to the Taskforce will include but are not limited to student numbers, demographics, population shifts, current schools with services provided, capacity of buildings, staff turnover, vacant certified and classified special education positions, and work on corrective action plans.
 - ii. Review and make recommendations on:
 - 1) The District's efforts to implement, monitor and improve the Full Continuum of Services
 - 2) The special education professional development plan
 - 3) Transition Services
 - 4) Appropriate assessments for students receiving special education service
 - 5) Discuss and consider any other topic the Taskforce agrees is necessary to its work.
- c. Decisions regarding recommendations shall be made by consensus. The district shall keep minutes of the meetings and make these minutes available within 5 days of the meeting.
- d. In 2015-16, the Taskforce will include, as one of its major priorities, an exploration of methods to reduce special education costs. The Taskforce may assign this role to a dedicated subcommittee. Where the District is able to realize savings as a result of this process, it will prioritize redirection of surplus funds created by the savings to reducing employee workloads.

SECTION G: COVERING CLASSES AND SUBSTITUTE REBATE AND REIMBURSEMENT

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1. Requests initiated by the building principal/program manager or his/her designee to cover classes not regularly assigned may be made only as deemed necessary by the building principal/program manager or his/her designee in emergencies when arrangements for regular substitutes cannot be made, either because of a time factor or unavailability of a qualified substitute. See Section 4 below, Substitute's Rebate and Reimbursement, for details regarding substitute rebate and reimbursement when a substitute is not available and another teacher or teachers in the building cover the absent teacher's class or classes.
 - a. Arrangements for class coverage may be made between employees with the approval of the building principal/program manager.
 - b. To facilitate specific professional programs, arrangements to utilize other staff members to cover classes may be initiated by the staff with approval of the building principal/program manager.
2. Practicum students and non-certificated personnel may be used to cover classes only in emergency situations as described in Section G, Item 1 above. Except in unusual circumstances, practicum students and non-certificated personnel shall not cover classes other than those to which they are regularly assigned. In exceptional situations, the building principal/program manager or his/her designee shall make the decision for an arrangement and shall accept ultimate responsibility.
3. No Special Education teacher shall be required to teach a program for which he/she does not have the appropriate training and/or experience as determined by the SPS.
4. Substitutes Rebate and Reimbursement: The SPS shall rebate to each building/program/office a sum equivalent to a substitute's daily rate of pay for each occurrence during the school year that the SPS is unable to provide a substitute to a building/program/office which has, following the normal process, notified the Substitute Services of their need for substitute services. The rebate shall be provided to affected buildings/program/offices on a quarterly basis.
5. Each building will have an emergency substitute process in place that equitably distributes the responsibility for covering teaching assignments when a substitute is not available. Each school will determine a reimbursement policy for SEA-represented non-supervisory certificated staff substituting for other SEA-represented staff consistent with the following guidelines:
 - a. For certificated non-supervisory staff substituting for other certificated non-supervisory staff:
 - 1) All schools will determine a reimbursement policy for substituting based on the daily rate of pay for a substitute. Building staff will, through the building decision-making process, determine pay based on blocks of time, such as periods, the entire day, or percent of a class. Reimbursement will not be based on an hourly rate of pay.
 - 2) This compensation is similar to the stipend for additional duties.
 - 3) The building staff may determine if a stipend will be paid out of the money reimbursed to the building for bookkeeping within a building.
 - 4) Based on the school's reimbursement policy, staff who substitute when a regular substitute is not available shall complete a Certificated Substitute Reimbursement Form on a quarterly basis.
 - b. For certificated non-supervisory staff when a paraprofessional substitute is not provided, the certificated staff will be reimbursed at the rate of pay for a paraprofessional substitute.

SECTION H: SCHOOL FACILITIES, TEACHING STATIONS AND ITINERANT WORK SPACE

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1. Employees shall serve only in properly maintained, adequate facilities which provide standard heating, ventilation, and lighting. The facility shall meet all health and safety standards for employees. After weekends or periods of school closures, gymnasiums with centrally controlled heating will have the heating turned on one hour prior to the time of the rest of the school.
2. When it is necessary to assign employees to relocatable structures (portables), the building principal/program manager will discuss the assignment with the employee.
3. Kindergarten classes shall not be assigned to relocatable structures unless the facility is specifically suitable for the classes. The determination shall be made by the building principal/program manager after discussion with the faculty and the affected kindergarten teachers.
4. Classrooms that are used for eating areas at lunch due to no central feeding location at the school site will be cleaned daily.
5. Movement of Employees Within the Program
 - a. In assigning classrooms and teaching stations, an employee shall not be assigned to more than two (2) teaching station assignments nor be required to "float" for two (2) consecutive years without agreement by the employee and the building principal/program manager.
 - b. Assignment to more than one (1) teaching station shall be made in accordance with the following conditions:
 - 1) For educationally sound reasons, such as implementation of flexibility in programming;
 - 2) With as little disruption to the instructional program and personnel as possible.
 - c. With classrooms between which the employee must travel to be located as conveniently near one another as possible. Whenever possible, the SPS shall make the following provisions for the "floating employee":
 - 1) Adequate storage in each classroom in which the employee works, e.g., file and desk drawer, table with drawers, or a section of a cabinet;
 - 2) Equipment and materials located within each room, e.g., books, basic laboratory equipment, and audio-visual equipment so only the employee must move;
 - 3) A private desk and file cabinet for the "floating employee" away from students, not necessarily in an individual office, but some place where only building staff members are admitted.
7. The SPS shall provide a teaching station for the itinerant teaching personnel with required equipment and technology and in an appropriate location as determined in consultation among the employee, supervisor and building principal/program manager.
 - a. Student Service personnel and itinerant Special Education personnel shall be provided an adequate working space for each particular building.
 - b. The working space shall be reserved for the personnel during the time they are regularly scheduled into the building.
 - c. The needs for privacy and/or the protection of materials shall be met.
 - d. The employees shall be provided access to a telephone where private conversations are possible.

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- e. After discussion with the employee, the building principal is responsible for making these arrangements. The building principal and the program manager will work to resolve conflicts regarding space.
8. The working space of any employee will be of the appropriate size to fit the students and employees safely and comfortably in the assigned room. SPS will assign students and place programs at appropriate sites to ensure that there is adequate working space to provide quality instruction and services.

SECTION I: KINDERGARTEN INSTRUCTION

1. All kindergarten teachers shall be provided Preparation-Conference-Planning (PCP) time consistent with Article IX,C of this Agreement.
2. The SPS shall strive to provide suitable kindergarten classrooms appropriately equipped for effective learning. Building principals/program managers and employees will discuss room assignments in the light of available facilities in the building as indicated in Article IX,H of this Contract.
3. Kindergarten teachers who are assigned to two (2) buildings shall be scheduled in such a manner as to provide a thirty (30) minute duty-free lunch period plus necessary travel time between buildings.
4. Kindergarten teachers assigned to two (2) buildings shall be provided one (1) full day of released time each month. The released time will provide the teacher an opportunity to remain a full day in one (1) of the buildings for the purpose of preparing instructional materials and for conferring with staff and parents.
5. The contract year for one-half (.5) day kindergarten teachers shall include one (1) teacher duty day without students present at the beginning and end of the academic year.
6. A teacher assigned to a split kindergarten/first grade class shall have only one (1) session of kindergarten in addition to the first grade.
7. The total number of minutes of instructional time shall be consistent for all half-time kindergartens and consistent for all full-time kindergartens throughout the SPS.
8. Any teacher required to implement the WA Kids Assessment will receive two (2) days of pay or release time per testing period per class. In addition, each school required to implement WA Kids will begin the year with a slow start for Kindergarten by having the first three (3) days of school set aside for conducting family connections.

SECTION J: BILINGUAL EDUCATION

1. Bilingual Education programs shall have clearly defined goals, objectives and measurable achievements for the level of instruction.
2. Bilingual teachers shall cooperatively plan and hold appropriate meetings with SPS administrators regarding their programs.
3. Elementary Bilingual self-contained (BOC) students shall be included in total enrollment count for each building in determining staffing for clerical and PCP based on a school's enrollment.
4. The SPS will ensure that the SPS Bilingual staffing level, when compared to the statewide average Bilingual staffing level, will be no less than the relationship of the SPS regular program staffing level compared to the statewide average regular program staffing level.

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5. The baseline staffing average for all level 1 and 2 performance management schools will consist of 1 ELL teacher for fifty (50) elementary students, 1 teacher for thirty-five (35) secondary students and 1 instructional assistant for thirty-five (35) students. The baseline staffing average for all performance management schools levels 3, 4, and 5 will consist of 1 teacher for every 70 elementary students, 1 teacher for every forty-five (45) secondary students and 1 instructional assistant for every thirty-five (35) students. All schools who were level 1 or 2 in the previous year and moved up to levels 3, 4 or 5 will have an automatic waiver their first year of performance management increase and the option to submit a waiver to maintain the 1 to 50 and 1 to 35 ratio if they have an ELL population that consists of 25% or higher of level 1 students for their second year and beyond at level 3, 4 or 5. This additional year of support is to address the additional funding needed for a high needs ELL student population. The waiver process will be a year to year review based on enrollment projects provided during the budget arena process in February. Other schools with 25% or higher of level 1 or 2 students may request a waiver through the bilingual relief fund as outlined in number 8 below.
6. The ELL Department Chair/Team Leader will receive a stipend based on the number of adults (both certificated and classified) working in the ELL program at the school.
7. The Bilingual Program will operate according to two models. The Collaborative Teaching Model supports specialized, differentiated, instruction to bilingual students with English speaking peers that will be provided with the expertise of a bilingual-endorsed teacher. Classrooms not participating in the Collaborative Teaching Model will implement the Aligned Sheltered Model of Instruction for Bilingual Service delivery.

The collaborative service model will be supported in those schools that have opted in.

To facilitate the implementation of the collaborative model, bilingual teachers and general education teachers who participate in the collaborative teaching model will be provided with at least one (1) hour of paid collaboration time per week to facilitate the implementation of the differentiated service model. This collaboration time will be directed by the Bilingual Program Department and will be used also to promote professional learning communities within the Bilingual Program.

8. Bilingual Relief Fund

Committee regarding Bilingual Staffing

- a. A Joint Committee shall be convened to review staff requests and make recommendations for expenditure of funds appropriated under Item d below.
- b. The Committee shall be appointed by no later than October 1 of each year and shall be composed of three (3) representatives appointed by the SPS and three (3) representatives appointed by the SEA.
- c. The Committee shall hold its first meeting by no later than October 15 of each year and shall continue to meet on a pre-arranged schedule agreeable to the Committee members. The Committee should make itself available to provide relief to impacted staff and students as soon as possible.
- d. The SPS will provide a fund of \$300,000 each year. The purpose of the fund is to alleviate problems beyond regular baseline staffing in the area of Bilingual self-contained classrooms and to provide assistance when related services personnel have excessive caseloads. The following procedures shall apply for the identification of problems and recommendation of proposed resolution.
 - 1) Problems associated with employee workload, as identified by a certificated non-supervisory employee serving bilingual students, shall be first brought to the attention of the building principal/program manager.

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- 2) If a solution is not achieved at the building level, the employee may, by no later than March 2 of each year, refer the problem(s) to the Joint Committee,
 - 3) Recommendations of the Joint Committee shall be made to the appropriate line administrator, with the final decision to be made by the Superintendent.
- e. All Joint Committee recommendations for additional staff must be received by the appropriate line administrator by March 16 of each year.
- f. Costs associated with the final decision shall be made from the above-referenced fund.

SECTION K: SCHOOL COUNSELORS AND SOCIAL WORKERS

1. Pursuant to rules established by the State Board of Education, all school counselors employed by the Seattle Public Schools shall hold a valid Educational Staff Associate (ESA) Counseling Certificate. The District will implement a counseling program as established in RCW 28A.410.043. The purpose and role of the school counselor is to plan, organize, and deliver a comprehensive school guidance and counseling program that personalizes education and supports, promotes, and enhances the academic, personal, social, and career development of all students, based on the national standards for school counseling programs of the American School Counselor Association. Counselors will not be required to be the test coordinator at their school. As outlined in Article IX, Section A. 4, counselors will not have any more duties assigned before the student day, during lunch time, or after the student day, than other certificated staff in the building.
2. Each counselor shall be accountable to the principal/program manager of the building to which he/she is assigned.
3. Each secondary school shall be allotted five (5) days for each full-time equivalent counselor at per diem pay. These days shall be assigned to the building counselors by the building principal/program manager after discussion with the counseling staff.
4. Each secondary counselor will have five (5) additional days at per diem pay a year for working on scheduling, registration, and other counseling activities.
5. Except in unusual circumstances there shall be no more than one (1) part-time counselor in any one (1) secondary building. Part-time secondary counselors shall retain their preparation periods.
6. Secondary counselors are assigned on a ratio of approximately 400:1.
7. Middle School and Elementary counselors shall hold either a valid Educational Staff Associate (ESA) Counseling or School Social Workers Certificate. Whenever feasible elementary counselors shall be assigned to one (1) building.
8. Counselors may attend professional meetings and conferences during school hours as recommended by and approved by the appropriate building principal/program manager.
9. Nothing in this provision prevents the SPS from determining that an ESA certificated School Social Worker be hired at the high school level to fulfill duties appropriate to the certificate.

SECTION L: EDUCATIONAL STAFF ASSOCIATES (AUDIOLOGIST, OT, PT, PSYCHOLOGIST, SLP)

1. ESA personnel shall have SPS-wide supervision provided by a responsible individual in the Central Administration. The District will work to ensure that supervisory staff who evaluate ESA employees have the background necessary to work collaboratively with the ESA in the evaluation process. Any ESA, who is considered to be off the performance schedule, as outlined in the evaluation section of

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this agreement, must be evaluated by an administrator certified in the ESA's field of work. Any ESA on a plan of improvement will have access to their program's career ladder positions for assistance.

2. Periodic meetings of the various ESA groups will be established by the appropriate line administrators/team leaders for the purpose of planning and consulting to meet the needs of students.
3. Educational Staff Associates may attend professional meetings, professional development activities and conferences during school hours as recommended by and approved by the appropriate line administrators.
4. SPS will ensure that each ESA department maintains current and appropriate testing equipment, protocols, scoring software and report writing material, and that each ESA has timely access to routinely use equipment/materials/working computers to complete assessments in a timely manner.
5. SPS Special Education Administrators will track consents for all ESA employees.
6. SPS will provide access and arrange for interpretation and translation services in a timely manner for the ESA's when required by OSPI.
7. ESAs will be assigned workspaces that allow for evaluations and/or services to be completed in accordance with student IEPs. This includes consideration of noise levels and other distractions, lighting, confidentiality, sufficient space, access to a phone, locking file cabinet, computer, internet access, chair, and adult desk. If the 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 do their assigned work during the time their workspace is not available.
8. New ESAs will be assigned a mentor from their field during their first year with the District. They will also have access to their program's demonstration and master career ladder positions for assistance, if needed.
9. The District recognizes the financial gain of billing Medicaid for services. To assist in maximizing Medicaid billing, the District will pay both the initial and renewal state licensure fees for SLPs who get state licensure and are qualified to do Medicaid billing. The District will also pay the individuals for their time to do the billing.
10. ESA Workload Limits:
 - a. School Psychologists: There will be a ratio of 1 School Psychologist, including contractors, assigned to directly serve every 1050 K-12 students enrolled in the District. A school psychologist will be assigned no more than three schools with the exception of schools that have multiple programs. School Psychologists will be paid for an additional thirty (30) hours per FTE to compensate for time after contractual hours dealing with IEPs and compliance issues. This will be pro-rated for part-time psychologists.

Particular district-wide roles are required from School Psychologists for which additional FTE will be dedicated beyond the workload ratios listed above. The PLT, team leaders, and supervisor will identify those positions that support District-wide psychological services and ensure that said positions are appropriately staffed, based on existing data regarding workload, e.g., team leaders, private school assessment positions, preschool assessment positions, and birth-to-three transition. A determination of FTE for these District-wide roles will be reached at least annually through consensus by the PLT that includes the team leader and supervisor. When the parties do not agree, the supervisor will make the determination.

- b. Audiologists: The workload ratio will be 1 audiologist to 15,000 students enrolled in the District. Additional FTE will be assigned to preschool and Deaf/Hard of Hearing Programs.

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- c. Speech Language Pathologists (SLPs): Starting in 2015-16, the department-wide SLP average caseload shall be one SLP to 49 students. Starting in 2016-17, the ratio shall be one SLP to 47 students. Individual caseloads may vary above or below these ratios. Fractional SLP's therapy caseloads shall be calculated and prorated by an employee's FTE. Caseloads will be monitored quarterly by the Program Leadership Team, who will attempt within reason and in good faith to ensure equity in workload distribution, with consideration to student population, travel and technology needs. It will be left to the individual SLP to determine service delivery model(s) for his/her own caseload consistent with the evaluations and IEPs.

Lower caseload numbers for specific assignments will be determined by consensus of PLT, team leader and supervisor for assignments that require a smaller caseload to meet student needs, e.g., assistive technology, deaf and hard of hearing, itinerant services (multiple sites), and students with complex needs. When the parties do not agree, the supervisor will make the determination.

Particular District-wide roles are required from SLPs for which FTE will be dedicated beyond the caseloads listed above. The PLT, team leader, and supervisor will identify those positions that do not provide direct service to students and ensure that said positions are appropriately staffed based on existing data regarding workload, e.g., SLP team leader, SLP assessment positions, and birth-to-three transition. When the parties do not agree, the supervisor will make the determination.

- d. Occupational Therapists (OTs): Starting in 2015-16, the department-wide OT average caseload ratio shall be one OT to 40 students. Starting in 2016-17, the ratio shall be one OT to 36 students. Individual caseloads may vary above or below these ratios.

Caseloads for OTs will be monitored quarterly by the Program Leadership Team, who will attempt within reason and in good faith to ensure equity in workload distribution.

- e. Physical Therapists (PTs): Starting in 2015-16, the department-wide PT average caseload ratio shall be one PT to 35 students. Individual caseloads may vary above or below these ratios.

Caseloads for PTs will be monitored quarterly by the Program Leadership Team, who will attempt within reason and in good faith to ensure equity in workload distribution.

- f. Particular district-wide roles are required from OTs and PTs for which FTE will be dedicated beyond the caseloads listed above. That total recommended will be at least 2.3 FTE to cover: preschool assessment, private school assessment, sensory integration specialist consultation, adaptive equipment specialist consultation, and assistive technology specialist, a team lead position of one or both disciplines. If there is a need for additional FTE for these issues, the PLT will discuss with administration and determine if FTE should be added. When the parties do not agree, the supervisor will make the determination.

- g. The District will allocate sufficient FTE each year to meet the above ESA staffing ratios and will utilize contractors if positions are not filled, or as average monthly ratios vary, in order to fulfill the ratios.

SECTION M: SCHOOL LIBRARIES

1. A major goal of the SPS is to provide a full program of instruction to meet the needs of all students. In an effort to meet this goal, the SPS shall continue to maintain and staff library and learning resource center facilities. Continuous access to library collections and flexible scheduling of facilities shall be a major component of the plans.

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2. The SPS shall adhere to appropriate State laws and regulations relative to library services within the public schools of the State of Washington.
3. Elementary and secondary librarians will arrange cooperative meetings during the employee's work day at their respective levels for purposes of discussing books, materials or other business pertinent to professional librarians. These meetings shall be cooperatively planned and implemented by the supervisor of libraries and a committee including at least four (4) librarians.
 - a. Coordination for the meetings will be through the appropriate SPS administrator's office.
 - b. Arrangements will be made at each building for the libraries to remain open.
 - c. Librarians shall be eligible for consideration for attendance at the Washington Library Media Association's annual conference and other annual meetings of professional organizations under the provisions of Article VI, A.12 of this Contract.
4. The Library Catalog Unit shall be staffed and equipped so that library materials received by the SPS can be delivered to the buildings promptly. Unreasonable delays shall be a subject for discussion by librarians with the Library Supervisor and the appropriate Assistant Superintendent.
5. Each elementary librarian must be allotted time beyond planning and passing time, each week in each school to which they are assigned, to perform duties necessary to maintain the school or schools' library collection and resources.
6. The Librarian shall be a member of the faculty representative organization in each school.
 - a. All librarians should allow time in their daily schedule for conferencing with faculty members to implement the most efficient use of the library as a learning and resource center. Librarians shall not provide a substantial amount of PCP time, (not more than ½ their time) during their librarian assignment if staffed at 1.0 FTE. Those working a .5 FTE assignment will not be required to do PCP.
 - b. All library staff is directly responsible to the Librarian.
7. Five (5) additional days per school, shall be made available for the academic year at per diem rate to be used in the opening and closing of the facilities. One (1) or two (2) of the available days may be utilized during winter or spring vacation to complete tasks that cannot be carried out during the school year.

SECTION N: WORLD LANGUAGES

1. World languages in the Seattle Public Schools shall be taught by teachers adequately prepared in the language offered.
2. World language programs shall have clearly defined goals, objectives and measurable achievements for the level of instruction.
3. World language teachers shall cooperatively plan and hold appropriate meetings with SPS administrators regarding their programs.

SECTION O: SCHOOL NURSES

1. All school nurses within the Seattle Public Schools shall hold valid Educational Staff Associate (ESA) Certificates issued by the State Superintendent of Public Instruction and a Washington Nurses License. One additional FTE per year will be added on top of the weighted staffing standards. The SEA and SPS agree to reopen negotiations if the ratio of District allocation nurses equals 1:1000.

ARTICLE IX: WORKDAY, WORKLOAD, ASSIGNMENT AND SCHEDULING OF EMPLOYEES

2. One-half (.5) day released time or the equivalent amount of monies shall be provided monthly for all school nurses to meet under the direction of the Health Services Supervisor for the purpose of professional development on matters that will assist in meeting the needs of the students within the SPS, or to provide staff development for school nurses. Loss of time at sites will be commensurate with the percentage of time assigned to the schools.
3. The SPS Student Health Services administration, Governance Council and the school nursing staff will continue to examine the SCHOOL HEALTH SERVICES REGULATIONS AND PROCEDURES HANDBOOK.
4. Nurses shall be provided with a duty-free lunch period of thirty (30) minutes. The school nurse may, at his/her own option, choose to schedule his/her lunch break to provide health care during the students' lunch period.
5. When substitute nurses are employed, they shall be paid at the same rate as the substitute.
6. Nurses shall be freed from responsibility to building professional development activities on workdays prior to students' arrival, although they may elect to participate. In addition nurses will receive three (3) days compensation at per diem per site prior to the beginning of school. These days will be used by the nurses to fulfill their responsibilities in developing and implementing health plans for students with illnesses, immunization compliance, health room setup, and other beginning of school year activities. Days will not be pro-rated by FTE. Instead, on a per school basis, nurses will be permitted to work three full days before the start of school, based on the standard working day outlined in Article IX, Section A of the CBA.
7. Health Services Delivery. The staff or an appropriate Building Committee, including a SAEOP representative and the Principal, will annually discuss how to provide health services to students when a school nurse or health assistant is not present. (Held at the start of the school year and again as the budget is being prepared.)
8. The District will make provisions to collect medications for disposal from nurses.

SECTION P: ELEMENTARY AND K-8 COLLABORATION TIME

All elementary and K-8 employees will receive an additional hour per week of paid collaboration time that is focused on student achievement and aligned with the SPS Strategic Plan. Building staff will determine how best to schedule this additional collaboration time. Certificated employees will be expected to meet in small or large groups that will focus on areas that include, but are not limited to: discussing instructional practices and meeting academic standards; sharing student and/or class dilemmas; collectively assessing student work; generating student growth objectives and discussing progress toward meeting them; collaborating around special education and ELL services; analyzing student data; further developing cultural competency; discussing current research and/or professionally-relevant books; and participating in Critical Friend Groups. The District recognizes employees as professionals and therefore will not require any written documentation regarding collaboration time, although certificated staff will communicate with building administration regarding collaboration time.

Beginning in 2017-18, one-hour per week of paid collaboration time will be incorporated into the seven and one-half (7.5) hour elementary and K-8 school day, and added into the secondary day. Non-supervisory certificated employees will receive an hour per week for work conducted outside of the regular workday as a result of collaboration time conducted within the existing work day. This time will be focused on student achievement and aligned with the SPS Strategic Plan. Certificated employees will be expected to meet in small or large groups that will focus on areas that include, but are not limited to: discussing instructional practices and meeting academic standards; sharing student and/or class dilemmas; collectively assessing student work; generating student growth objectives and discussing progress toward meeting them; collaborating around special education and ELL services; analyzing student data; further developing cultural

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competency; discussing current research and/or professionally-relevant books; and participating in Critical Friend Groups. The District recognizes employees as professionals and therefore will not require any written documentation regarding collaboration time, although certificated staff will communicate with building administration regarding collaboration time.

Additionally, eight (8) hours of technology time will be available for all certificated non-supervisory staff in 2017-18. Technological training time will be made available for eight (8) one hour periods during the school day—although technological training may occur at any time during the school year. A form confirming that training has been completed must be submitted to be paid. No more than eight (8) hours of technology time may be earned by any individual employee. If the 2016-17 Buildings, Technology and Academics/Athletics levy is rejected by the voters, the eight (8) hours of tech time described above will be converted to common planning time.

SECTION Q: CAREER AND TECHNICAL EDUCATION CHAPTER ADVISORS

Unless they are provided with an additional prep period to support this work, effective 2016-17, each high school will provide up to three (3) stipends at the Subject Matter Specialist 1 rate to CTE chapter advisors for OSPI Recommended Leadership Extra-Curricular Activities and SPS CTE Approved Leadership Programs.

If there are more than three (3) eligible CTE advisors at a given school, the stipends will be distributed at principal discretion after consultation with the CTE advisors.

ARTICLE X: GRIEVANCE PROVISIONS

ARTICLE X: GRIEVANCE PROVISIONS

SECTION A: PURPOSE

The purpose of these provisions is to provide for the orderly and expeditious adjustment of grievances.

SECTION B: DEFINITIONS

As used in these grievance provisions:

1. "Grievance" means a claim based upon an event or condition which affects the conditions or circumstances under which an employee works, allegedly caused by the misinterpretation or inequitable application of written SPS regulations, rules, procedures, or SPS practices and/or the provisions of this Agreement.
2. "Grievant" means an employee or employees of the SPS covered by this Agreement having a grievance or the SEA.
3. "SEA" has the meaning attributed to an employee organization in Chapter 41.59 RCW.
4. "Day" means a calendar day.
5. "Working day" means a day on the student calendar excluding holidays and winter and spring vacations.

SECTION C: INITIAL GRIEVANCE PROVISIONS

The adjustment of grievances shall be accomplished as rapidly as possible in order to resolve the grievance promptly.

1. To expedite resolution, the grievance shall be initiated within sixty (60) days following the events or occurrences upon which it is based, except that grievances related to salary may be filed within two (2) years of when the situation occurred.
2. The number of days within which each step is prescribed to be accomplished shall be considered as maximum and every effort shall be made to expedite the process.
3. At Steps 1, 2 and 3, failure of the appropriate SPS administrator to hold the grievance conference within the prescribed time limits shall be cause for the grievant to proceed to the next step by submitting a Grievance Review Request.
4. If, after a hearing, further investigation and data are required before an administrator can respond in writing, the administrator shall contact the grievant, inform the grievant of the need for additional time to respond, and request agreement for a time extension.
5. The time limits prescribed in these provisions may be extended by a written mutual agreement between the grievant and person or persons by whom the grievance is being considered.
6. Failure of the grievant to submit a timely Grievance Review Request for the next step or to submit a timely Demand for Arbitration within the time limits shall result in the grievance being dropped unless the time limits have been extended by mutual agreement as provided above.
7. Grievances which have been submitted and processed and which have resulted in the grievance being adjusted satisfactorily, dropped, or withdrawn by the employee in writing shall be deemed closed. Grievances which are identified by mutual agreement of the grievant and the appropriate

ARTICLE X: GRIEVANCE PROVISIONS

SPS administrator to have been changed at Step 3 shall be deemed withdrawn and resubmitted at Step 2.

SECTION D: GRIEVANCE PROCEDURE

1. Step 1: Informal Discussion: An employee shall first take up a complaint or problem with his/her immediate administrative supervisor in private informal discussion(s) and every effort shall be made to adjust the complaint or deal with the problem in an informal manner. The informal conference shall occur within ten (10) working days of the employee's request for the conference.
 - a. The employee must notify the immediate administrative supervisor before the end of the informal discussion that he/she considers the informal discussion to constitute Step 1 of the grievance process, thereby notifying the immediate administrative supervisor that he/she is expected to adhere to the grievance process as outlined below.
 - b. The immediate administrative supervisor may make a determination during the informal discussion and communicate his/her decision orally during that meeting. The immediate administrative supervisor will provide the employee with a Step 1 response letter that documents the decision no later than ten (10) working days after the meeting. One copy of the response letter will be retained by the administrative supervisor and one copy will be forwarded to the Department of Labor relations.
 - c. The immediate administrative supervisor may elect to provide his/her decision after the meeting. A written response shall be given or addressed and mailed to the grievant by the immediate administrative supervisor within ten (10) working days after the meeting.
2. Step 2: If the employee is dissatisfied with the outcome of Step 1, he/she may, within ten (10) working days after the receipt of the Step 1 response, request review, conference, and action at Step 2 by presenting a Grievance Review Request form to the Department of Labor Relations with a copy to the immediate administrative supervisor.
 - a. Every effort should be made in the Step 2 conference to develop an understanding of the facts and the issues in order to create a climate which will lead to a solution.
 - b. The Step 2 conference shall occur within ten (10) working days of the receipt of the written request by the Department of Labor Relations.
 - c. A written response shall be given or addressed and mailed to the grievant by the immediate administrative supervisor within ten (10) working days after the Step 2 conference, and copies shall be filed with the Department of Labor Relations and the SEA.
3. Step 3: If the grievance is not adjusted to the satisfaction of the grievant under Step 2, the grievant may request review, conference and action at Step 3 by submitting a completed Grievance Review Request form to the Department of Labor Relations within ten (10) working days after receipt of the copy of the Step 2 response by the SEA.
 - a. The Department of Labor Relations will assign the grievance to an appropriate Central administrator for review and conference at Step 3.
 - b. The conference at Step 3 shall occur within ten (10) working days of the receipt of the Grievance Review Request by the Department of Labor Relations.
 - c. A written response shall be mailed/given to the grievant by the designated Central administrator within ten (10) working days after the formal conference, and copies shall be filed with the Department of Labor Relations and the SEA.

ARTICLE X: GRIEVANCE PROVISIONS

4. Step 4, Arbitration: If the grievance is not adjusted to the satisfaction of the grievant under Step 3, within sixty (60) days after receipt of the copy of the Step 3 response by the SEA, the SEA may, within that time constraint, submit the grievance to final and binding arbitration by filing a written notice of intention to arbitrate (Demand) with a copy to the Department of Labor Relations. The arbitration shall be conducted by an arbitrator under the rules and administration of the American Arbitration Association (AAA) or the Federal Mediation Conciliatory Services (FMCS). If the SEA does not notify the SPS and the AAA/FMCS of intention to arbitrate (Demand) (by AAA/FMCS Rules) within sixty (60) days after receipt of the copy of the Step 3 response by the SEA, the grievance shall be deemed withdrawn. During arbitration under this step, neither the SPS nor the grievant will be permitted to assert any grounds not previously disclosed to the other party.

SECTION E: EXPEDITED ARBITRATION

Procedure: Upon mutual consent of the SEA Executive Director and the SPS's General Counsel, the following expedited procedure may be used. After selection of the arbitrator to hear the grievance, the arbitrator shall hold a hearing within twenty (20) days of his/her selection. The hearing shall be preceded by at least ten (10) working days' notice to both parties of the time and place of the hearing. The arbitrator may have up to twenty (20) days to render a final and binding decision to the parties. The arbitrator's decision shall be in writing in "letter form" and shall briefly set forth his/her finding of fact, reasoning and conclusions of the issues submitted. No court reporter(s) will be used.

SECTION F: POWERS OF THE ARBITRATOR

It shall be the function of the arbitrator, after due investigation and hearing, to make a written decision subject to the following limitations:

1. The arbitrator shall have no power to alter, add to, subtract from, or modify the terms of this Agreement between the SPS and the SEA or the rules, regulations, policies or resolutions of the SPS.
2. The arbitrator is empowered to include in his/her award the financial reimbursement as the arbitrator judges to be proper.
3. The decision or award of the arbitrator shall be final and binding on the employee involved and the SPS.

SECTION G: EXPENSES OF ARBITRATION

Each party shall bear the full costs for its side of the arbitration and the cost of any transcript(s) it requests, and will pay one-half of the costs for the arbitrator and American Arbitration Association/FMCS administration.

SECTION H: SUPPLEMENTAL CONDITIONS

1. All individuals who might possibly contribute to the acceptable adjustment of a grievance are urged to provide any relevant information they may have to the grievant and/or SPS administration, with full assurance that no reprisal will follow by reason of their involvement in the grievance.
2. All documents/communications/records dealing with the processing of grievances shall be filed separately from the grievant's personnel file.
3. At each step of the procedure for adjusting grievances the grievant may request to be accompanied by a representative of the SEA, provided that any employee at any time may present his/her grievance to the appropriate SPS administrator and have the grievance adjusted without the intervention of the SEA, as long as the SEA has been given a reasonable opportunity to be present

ARTICLE X: GRIEVANCE PROVISIONS

at any grievance adjustment hearing and to make its views known, and as long as that adjustment is not inconsistent with the terms of this Agreement, pursuant to RCW 41.59.090.

4. No known agent of an organization in competition with the SEA shall be allowed to process or monitor grievances unless the agent is the grievant or possesses relevant information which may contribute to adjustment of the grievance.
5. Excluded from the grievance procedure shall be matters for which law mandates another method of review.
6. The Labor Relations Department may maintain a grievance file which holds documents relevant to the grievance.

ARTICLE XI: EVALUATION

ARTICLE XI: EVALUATION

SECTION A: INTRODUCTION

1. The SPS and SEA agree that the evaluation process shall recognize strengths, identify areas needing improvement, and provide support for professional growth. Outstanding performance should be recognized, opportunities for continuous professional development should be provided to all staff members, and resources should be effectively allocated to provide support for performance improvement.
2. The SPS and SEA agree that the following evaluation system is to be implemented in a manner consistent with good faith and mutual respect, and as defined in RCW 28A.405.110 “(1) An evaluation system must be meaningful, helpful, and objective; (2) an evaluation system must encourage improvements in teaching skills, techniques, and abilities by identifying areas needing improvement; (3) an evaluation system must provide a mechanism to make meaningful distinctions among teachers and to acknowledge, recognize, and encourage superior teaching performance; and (4) an evaluation system must encourage respect in the evaluation process by the persons conducting the evaluations and the persons subject to the evaluations through recognizing the importance of objective standards and minimizing subjectivity.”
3. The SPS and SEA agree that the highest goals for student achievement are met when teachers, educational staff, administrators, parents, students and the entire community understand and fulfill their shared responsibility for the educational success of all students. The SPS and SEA are jointly committed to pursuing this vision of shared responsibility on the part of all stakeholders.
4. The SPS and SEA agree that a meaningful and effective evaluation process is based on the principles of mutual respect, shared accountability, and continuous improvement. The SPS and SEA agree that these principles will be advanced by an evaluation system that is conducted in a manner that fosters open and candid communication, that recognizes all factors that affect performance, and by a mutual commitment to assist all employees to meet or exceed performance expectations.
5. Individual employees and their evaluators shall jointly set goals for professional development and establish performance expectations that are consistent with the individual school’s Continuous School Improvement Plan (CSIP), the SPS’s educational philosophy, this Collective Bargaining Agreement, OSPI guidelines, and State law.
6. The SPS and SEA agree that within the requirements and expectations of the instructional framework, teachers will be allowed to exercise their professional judgment in selecting instructional strategies that are aligned to school CSIPs, district goals and meet student needs.

SECTION B: JOINT PROFESSIONAL GROWTH AND EVALUATION WORKING GROUP

1. The parties agree that the Joint Professional Growth and Evaluation Work Group will monitor the state-mandated evaluation system, including eVAL, the state online evaluation tool. The work group will gather feedback and recommend adjustments to the system and applicable forms and quick guides, as needed.
2. The following parameters will continue to guide the work of the work group:
 - a. The work group consists of 12 people, 6 selected by SEA and 6 selected by SPS.
 - b. Operating beliefs:
 - i. The purpose of every evaluation is to help strengthen every employee in his or her practice to maintain a professional standard.

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- ii. Schools are lifelong learning communities, where continuous professional development and growth are practiced,
 - iii. Data is one source of information to assist teachers in reflecting on student learning, classroom environment and instruction. A clear understanding of both the usefulness and limitations of data is critical to both performance evaluation and goal setting,
 - iv. A safe learning environment for students and teachers is one where innovation is encouraged and professional judgment is respected. Concise and consistent communication among all parties involved in the evaluation process is critical.
 - v. Charlotte Danielson's Framework for Teaching Evaluation Instrument (2013) as a foundation for the PG&E evaluation system. The instructional framework cross referenced to the state criteria is included in Appendix H.
3. Upon mutual agreement, the parties may select a different OSPI approved instructional framework.

SECTION C: DEFINITIONS:

1. **Artifacts** shall mean any products generated, developed, or used by a certificated teacher. Artifacts should not be created specifically for the evaluation system. Additionally, tools or forms used in the evaluation process may be considered as artifacts.
2. **Classroom Teacher** shall mean a contracted certificated employee who provides instruction to regularly recurring and specifically defined groups of students.
3. **Component** shall mean the sub-section of each criterion.
4. **Comprehensive Summative Evaluation** shall mean the required annual performance evaluation for certificated employees. This evaluation includes the employee's body of work throughout the course of the school year. For classroom teachers, this encompasses all eight criteria and student growth rubrics embedded in criteria 3, 6, and 8, and also includes a student growth impact rating separate from the final summative score of eight criteria. For non-classroom certificated employees, this encompasses all four domains. The comprehensive evaluation must be completed at least once every four years.
5. **Criterion** shall mean one of the eight (8) state defined categories to be scored in accordance with TPEP.
6. **eVAL** shall refer to the online evaluation system that supports the professional growth and evaluation process that is aligned to TPEP for classroom teachers.
7. **Evaluator** shall mean a certificated administrator who has been trained in observation, evaluation and the use of the specific instructional framework and rubrics contained in this agreement and any relevant state or federal requirements with an emphasis on developing rater reliability.
8. **Evidence** shall mean examples (e.g. relevant conversations, certificated employee report of events/practice) or observable practices of the certificated employee's ability and skill in relation to the instructional framework rubric. Evidence collection is not intended to mirror a Pro-Teach or National Boards portfolio, but rather is a sampling of data to inform the decision about level of performance. It should be gathered from the authentic course of professional practice throughout the year. Anonymous sources shall not be used as evidence.
9. **Final Summative Evaluation Rating** shall mean the overall rating – corresponding to the summative score for teachers on comprehensive evaluation – which ranges from Level 1 (Unsatisfactory) to Level 4 (Distinguished). (Used only for classroom teachers).

ARTICLE XI: EVALUATION

10. **Final Summative Score** for teachers on comprehensive evaluations shall mean the sum of all 8 criterion scores and is determined by the OSPI approved scoring band, which determines the final summative evaluation rating, and for teachers on focused evaluations shall mean the final score on the focused criterion. (Used for classroom teachers only).
11. **Focused Summative Evaluation** shall mean the required annual performance evaluation for continuing status certificated employees who have received a final summative evaluation rating of proficient or distinguished on their most recent comprehensive summative evaluation. A focused evaluation will specify one criterion (for classroom teachers) or one domain (for non-classroom certificated employees) to be evaluated throughout the school year. Classroom teachers on focused evaluations will not receive a student growth impact rating but will monitor growth and achievement during the year. A focused evaluation must be performed in any year that a comprehensive evaluation is not required. (see section G of this Article).
12. **Formal Observation** shall mean an observation that is scheduled and includes a pre-observation and post-observation conference. Formal observations and subsequent report will be on the observable components of the Charlotte Danielson Framework embedded in TPEP for classroom teachers, or the appropriate framework rubrics for non-classroom certificated employees.
13. **Non-classroom Certificated Employee** shall mean a contracted certificated employee who does not fall under the Classroom Teacher definition above, shall include but not be limited to ESA's (Educational Staff Associates), Counselors, Teacher-Librarians, Instructional Coaches, Consulting Teachers, Curriculum Specialists, House Administrators, and other bargaining unit members who do not work with regularly recurring and specifically defined groups of students.
14. **Not Judged Satisfactory** shall mean receiving an evaluation rating of:
 - a. Level 1: (Unsatisfactory)
 - b. Level 2: (Basic) if the certificated employee has continuing status with more than five (5) years of certificated experience and if the Level 2 (Basic) comprehensive summative evaluation performance rating has been received for two consecutive years or for two years within a consecutive three-year time period.
15. **Performance Expectations:** The minimum expectations for satisfactory performance established by the state of Washington in RCW.28A.405.100 for all certificated employees
 - a. **Teachers with Provisional Status—New to Teaching:**

The Performance Schedule for provisional teachers shall mean the adopted performance expectations schedule that requires minimum final summative evaluation score for provisional teachers (as identified in RCW 28A.405.220) (Year 1-score of 16; Year 2-score of 18; Year 3-score of 20).
 - b. **Teachers with Provisional Status—with 4 or more years teaching experience** must have a final summative score of 22 or higher, and a final summative evaluation rating of 3-proficient or higher.
 - c. **Teachers with Continuing Status –** must have a final summative score of 22 or higher, and a final summative evaluation rating of 3-proficient or higher.
 - d. **Non-classroom Certificated Employees – New to Profession:**

The Performance Schedule for provisional non-classroom certificated employees shall mean the adopted performance expectations schedule that requires minimum final summative evaluation ratings for provisional certificated employees (as identified in RCW 28A.405.220)

ARTICLE XI: EVALUATION

(Year 1- proficient in one domain; Year 2- proficient in two domains; Year 3- proficient in three domains).

- e. **Non-classroom Certificated Employees with Provisional Status—with 4 or more years experience** must have a final summative evaluation rating of 3-proficient or above in all four (4) domains.
 - f. **Non-classroom Certificated Employees with Continuing Status-** must have a final summative evaluation rating of 3-proficient or above in all four (4) domains for a comprehensive evaluation, and a final summative evaluation rating of 3-proficient or above in one (1) domain for a focused evaluation.
- 16. **Preponderance of Evidence** shall be based on the certificated employee's overall body of work collected throughout the school year and reflect the scope of the components within a criterion (for classroom teachers) or domain (for non-classroom certificated employees). It shall not be based on a single component in isolation or based upon a single observation.
 - 17. **Provisional Certificated Employees** include the following: Employees new to teaching or other certificated job categories, employees new to Washington, and employees who have come to Seattle from another Washington school district. Provisional certificated employees are referred to as P1s, P2s, or P3s, depending on their experience, certificated employment history in the state of Washington, and/or in the district. Employees will undergo a Human Resources assessment to determine placement on the provisional ladder (P1, P2, P3).
 - 18. **SMART Goal** shall mean that the goal is specific, measurable, attainable, relevant and time bound.
 - 19. **Student Growth Data** shall mean the change in student achievement between two points in time. Assessments used to demonstrate growth must be relevant and may include classroom-based, school-based, district-based, and/or state-based measures. Any assessments associated with team growth goals must be relevant and appropriate.
 - 20. **Student Growth Impact Rating** refers to the overall rating from Student Growth Rubrics ("SGR") 3.1,3.2, 6.1, 6.2 and 8.1. This rating is only calculated for classroom teachers evaluated on the Comprehensive Evaluation cycle. (See Appendix I)
 - 21. **TPEP (Teacher Principal Evaluation Project)** shall refer to the evaluation system for Classroom Teachers which was established by RCW 28A.405.100 and implemented beginning with the 2013-14 school year.

SECTION D: GENERAL TERMS & PROCEDURES FOR EVALUATIONS OF CERTIFICATED EMPLOYEES

The district will continue to develop and improve a calibration system and provide training to monitor and support consistent application of PG&E with an emphasis on rater reliability.

- 1. **All contracted certificated employees** must receive an annual performance evaluation of either a comprehensive evaluation or a focused evaluation. All certificated employees shall receive a comprehensive summative evaluation at least once every four years.
 - a. **For Classroom Teachers:**
 - i. All certificated classroom teachers must receive annual performance evaluations as provided in section 12 of RCW 28A.405.100.
 - ii. A comprehensive summative evaluation assesses all eight evaluation criteria and all criteria contribute to the comprehensive summative evaluation performance rating.

ARTICLE XI: EVALUATION

- b. For Non-Classroom Certificated Employees:**
 - i. The components of PG&E for non- classroom teachers are based on the Charlotte Danielson's, Enhancing Professional Practice: A Framework for Teaching (ASCD 2007), which includes evaluative criteria, four domains, a four level rating system of Distinguished-4, Proficient-3, Basic-2, and Unsatisfactory-1. Each job category will use the SEA and SPS jointly developed rubric for its job category.
 - ii. A comprehensive summative evaluation assesses all four domains of the rubric for each job category.
2. **Annual Comprehensive Summative Evaluation:** The following categories of certificated employees shall receive an annual comprehensive summative evaluation.
 - a. Certificated employees who are provisional employees under RCW 28A.405.220
 - b. Any certificated employees who received a comprehensive summative evaluation performance rating of 1- Unsatisfactory or 2- Basic in the previous school year.
 - c. For 2015-2017 the district evaluators will decide which of the remaining experienced certificated employees who have yet to be on a comprehensive summative evaluation, so that by the school year 2016-2017 all certificated employees who have been employed by SPS since 2013 will have been on a comprehensive summative evaluation at least once.
 - d. By certificated employee or evaluator decision (*see Section H of this article*)
3. **Annual Focused Summative Evaluation;** After successful completion of a comprehensive summative evaluation, a continuing certificated employee will:
 - a. Return to a focused evaluation.
 - b. A certificated employee will remain on the Focused Evaluation until the designated time (year) they are determined to have a comprehensive evaluation, unless moved to a comprehensive evaluation as noted in section G of this Article.
 - c. **For Classroom Teachers:** a focused evaluation includes an assessment of one of the eight criteria selected for a performance rating and an associated student growth rubric as adopted by OSPI plus professional growth activities specifically linked to the selected criteria.
 - i. The criterion area to be evaluated shall be proposed by the teacher at the first goal setting conference, and must be approved by the evaluator. A group of teachers or PLC may focus on the same evaluation criteria.
 - ii. If the employee chooses criterion 1, 2, 4, 5, or 7, they must also complete the student growth components in criterion 3 or 6.
 - iii. If the employee chooses criterion 8, they must also submit a SMART goal consistent with the language in the 8.1 rubric (develop measures, monitor growth). One does not additionally need to choose the student growth component in criterion 3 or 6.
 - iv. The evaluator must assign a summative evaluation rating for the focused evaluation (selected criterion) using the methodology adopted by OSPI for the Charlotte Danielson framework. This shall be completed on the Focused Evaluation Form
 - d. **For Non-Classroom Certificated Employees:**

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- i. The focused evaluation allows for the employee to concentrate and set goals in one domain. The employee will only be evaluated and rated on that one domain for the time the employee is using the focused evaluation.
 - ii. The domain area to be evaluated shall be proposed by the non-classroom certificated employee at the first goal setting conference, and must be approved by the evaluator. A PLC may focus on the same evaluation criteria.
4. By **October 15**, each certificated employee shall be given a copy of the evaluation criteria procedures and timelines, and any other relevant forms appropriate to the certificated employee's job category. At this time, a certificated employee will be notified of their assigned evaluator and whether the certificated employee's annual performance evaluation will be a comprehensive or focused evaluation.
5. **Evaluation training:** Certificated employees will be offered consistent and accurate training in the PG&E process each year.
6. **Designation of evaluator:**
 - a. Within each school building/program, the principal/manager or designee will be responsible for completing an annual performance evaluation for every employee whose major portion of assignment is in that building/program. The evaluator must be trained to use the instructional framework.
 - b. A certificated employee who serves equal time in two (2) buildings may receive two evaluations or only one evaluation depending upon the preference of the employee. If a concern is identified in either building, the employee will receive an evaluation from each supervisor.
 - c. Employees assigned to a building (or buildings) from central administration will be evaluated by their supervisor, with input from the building principal or designee. With agreement from the building administrator and district supervisor, an ESA employee may be evaluated by the building administrator in lieu of their district supervisor.
 - i. Any ESA who is off the performance schedule will be evaluated by an evaluator with an ESA credential. The District shall make a reasonable effort to provide a second evaluator certified in the ESA's field of work or to consult with an outside expert in the ESA's field of work.
 - d. Non-classroom certificated employees assigned to a building from central administration will be evaluated by their supervisor, with input from the building principal or his/her designated administrator.
7. **Goal Setting Conference:**

By November 15th of each year, the evaluator will meet with each certificated employee. The purpose of this meeting is for certificated employees to reflect on their practice and set goals for the year:

 - a. For **Classroom Teachers:** goals shall be based upon the eight TPEP criteria, and will include student growth goals. Teachers on comprehensive evaluation will set student growth goals for the classroom (SG 6.1) (determined by the individual or department/grade level team) and the subgroup (SG 3.1), as well as team goal (SG 8.1) on a goal-setting form. Goals may be

ARTICLE XI: EVALUATION

nested. Teachers on a focus evaluation will choose one criterion and one of the student growth goals to address. (See Section D.3.c. in this article).

- i. Each goal must identify more than one measure of student growth data, and may include classroom-based, school based, district-based, and/or state measures. Student growth data will be taken from multiple sources, and must be appropriate and relevant to the teacher's assignment. In consultation with the evaluator, it will include teacher initiated and mutually agreed upon formal and informal assessments of student progress. Nothing precludes an administrator from offering alternative suggestions of ways to assess the goal.
- b. **For Non-Classroom Certificated Employees:** goals shall be based upon the appropriate Charlotte Danielson rubric for each job category. The evaluator and the certificated employee will mutually set two professional growth goal(s) (SMART) and agree to the manner in which they will be measured.

8. **Observations:**

During each school year all certificated employees shall be observed for the purposes of evaluation at least twice in the performance of their duties. The evaluator is always required to share timely feedback on performance and to provide appropriate supports.

a. **Observations For Provisional Certificated Employees on Comprehensive Evaluations**

- i. For P1 and P2 Provisional employees, the evaluator will conduct at least two (2) formal observations of the employee's performance for a minimum total of sixty (60) minutes of observation. At least one (1) observation must be for a period of thirty (30) minutes.
- ii. For P1, P2, and P3 Provisional employees, the first observation will be no less than thirty (30) minutes. For employees new to the district, the first observation will occur during the first ninety (90) calendar days of employment.
- iii. For P3 employees, the evaluator will conduct at least three (3) observations for a minimum total of ninety (90) minutes. At least two (2) such observations will be formal.
- iv. A pre-observation conference to discuss professional activities to be observed will be held prior to each formal observation.
- v. The evaluator must schedule a post observation conference within five (5) working days of the formal observation and provide the employee with a copy of the written observation report within five (5) working days of the post observation conference. The observation report will include information regarding the observable components of the lesson and may include information or artifacts from the pre and/or post conference.
- vi. The employee may respond to the observer/evaluator regarding the Observation Report in writing within five (5) working days of receiving the report. Any response made by the employee will be attached to and filed with the Observation Report.
- vii. Information gathered during informal observations may be included in the summative evaluation. Within 5 days of the observation, documentation must be provided in writing to the employee for any concerns that are to be included in the summative evaluation.
- viii. If concerns are raised, reasonable time will be provided to allow an opportunity to improve. If a second formal observation is scheduled, it will be no sooner than 20 workdays after the first formal observation; however, this provision will not apply in situations where the evaluator's opportunity to observe is compromised, if the

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certificated employee requests additional observations, or if the employee is on probation.

b. **Observations for Continuing Certificated Employees on Comprehensive Evaluations**

The evaluator will conduct at least two (2) observations of the employee's performance for a minimum total of sixty (60) minutes of observation. At least one (1) observation must be formal and for a period of thirty (30) minutes.

- i. A formal observation will occur before winter break or during the first 90 calendar days of employment, whichever is later.
- ii. A pre-observation conference to discuss professional activities to be observed will be held prior to the first required formal observation. For any subsequent observation, a pre-observation conference may be requested by either the teacher or the evaluator.
- iii. The evaluator must schedule a post observation conference within five (5) working days of the observation and provide the employee with a copy of the written observation report within five (5) working days of the post observation conference. The observation report (Appendix H) will include information regarding the observable components of the lesson and may include information or artifacts from the pre and/or post conference.
- iv. The employee may respond to the observer /evaluator regarding the Observation Report in writing within five (5) working days of receiving the report. Any response made by the employee will be attached to and filed with the Observation Report.
- v. Information gathered during informal observations may be included in the summative evaluation. Within 5 days of the observation, documentation must be provided in writing to the employee for any concerns that are to be included in the summative evaluation.
- vi. If concerns are raised, reasonable time will be provided to allow an opportunity to improve. If a second formal observation is scheduled, it will be no sooner than 20 workdays after the first formal observation; however, this provision will not apply in situations where the evaluator's opportunity to observe is compromised, if the certificated employee requests additional observations, or if the employee is on probation.

c. **Observations for Continuing Certificated Employees on Focused Evaluations**

- i. The evaluator will conduct at least two (2) observations of the employee's performance for a minimum total of sixty (60) minutes of observation. At least one of these observations will be scheduled in advance. The evaluator and the certificated employee will plan so that the observations will be based on their focused criterion/domain
- ii. A pre and a post-observation conference may be requested by either the teacher or evaluator.
- iii. The evaluator must promptly document the results of the observation in writing, and provide the employee with a copy of the written observation-feedback within five (5) work days after such report is prepared. .
- iv. The employee may respond to the observer regarding the written observation feedback within five (5) work days of receiving the observation feedback. Any response made by the employee will be attached to and filed with the evaluator's written observation feedback.

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- v. Information gathered during informal observations may be included in the summative evaluation. Within 5 days of the observation, documentation must be provided in writing to the employee for any concerns that are to be included in the summative evaluation.
- vi. If concerns are raised, reasonable time will be provided to allow an opportunity to improve. This provision will not apply in situations where the evaluator's opportunity to observe is compromised.

9. Annual Summative Evaluation and Conference for Comprehensive and Focused:

All certificated employees will receive an annual performance evaluation and final summative evaluation performance rating. Evaluations must be completed by June 10.

- a. No later than June 5th the evaluator and certificated employee shall meet to discuss the certificated employee's final summative evaluation performance rating. In order to determine the final summative performance rating the evaluator will start from the premise that the certificated employee is proficient. The performance rating must be determined by the preponderance of evidence based on an analysis of the certificated employee's overall body of work/performance over the course of the year.
- b. The certificated employee may provide additional evidence for each criterion (or domain for non-classroom certificated employees) to be scored. Certificated employees will only be required to provide 2-4 pieces of evidence for each criterion (or domain for non-classroom certificated employees).
 - i. **For Classroom Teachers:** If the evaluator assigns the teacher a criterion score below a three (3), the evaluator shall provide evidence to support the criterion score(s). The evaluator shall identify the individual component(s) of concern within a criterion and show corresponding evidence. If an evaluator does not rate a classroom teacher Distinguished in a criterion and the teacher believes they are, the teacher will have the burden of proof. The evaluator/teacher shall identify the individual component(s) of distinction within a criterion and show corresponding evidence. The evaluator shall consider evidence that a teacher collected and provided within the relevant criterion. See section E of this article.
 - ii. **For Non-Classroom Certificated Employees:** If an evaluator believes that an employee is Basic or Unsatisfactory in a domain, the evaluator will have the burden of proof to show evidence for the rating. The evaluator shall identify the individual component(s) of concern within a domain and show corresponding evidence. If an evaluator does not rate an employee Distinguished in a domain and the employee believes they are, the employee will have the burden of proof. The employee shall identify the individual component(s) of distinction within a domain and show corresponding evidence. The evaluator shall consider evidence that a certificated employee collected and provided within the relevant domain(s).

All non-classroom certificated employees will have the same rights as teachers listed in this article including but not limited to: ESCT support, professional growth documents, performance improvement plans, and the probation process.
- c. The evaluator will refer to the performance expectations/schedule as outlined in section C of this article and complete a Comprehensive Summative Evaluation Form and/or a Focused Evaluation Form and provide a copy to the certificated employee and a copy to Human Resources to be placed in the employee's personnel file. Each certificated employee shall sign the evaluation form to indicate receipt. The signature of the certificated employee does not imply that the employee agrees with its contents. Certificated employees shall have the right to attach additional comments or a rebuttal to their Final Summative Evaluation.

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- d. The Annual Summative Evaluation and evaluation conferences conducted by the evaluator in the evaluation process are specifically excluded from the representation provisions of Article III, Section C, except that the subsequent discussion of the evaluation following the receipt of the written evaluation may involve representation pursuant to these provisions

SECTION E: SUMMATIVE PERFORMANCE RATING and STUDENT GROWTH MEASURES FOR CLASSROOM TEACHERS

1. Final Criterion Scoring for a Comprehensive Evaluation:
 - a. The evaluator will give a final score to each criterion as follows: 4-Distinguished, 3-Proficient, 2-Basic, and 1 Unsatisfactory.
 - b. A 3-Proficient final criterion score is assumed the professional standard of excellence. Classroom teachers are assumed to be 3-Proficient and evidence is collected in the normal course of professional practice.
 - c. If the preponderance of evidence reflecting the scope of the components within a criterion leads an evaluator to believe that an employee is Basic or Unsatisfactory in a criterion, the evaluator will have the burden of proof to show evidence for the rating. If an evaluator does not rate an employee Distinguished in a criterion and the employee believes he/she is, the employee will have the burden of proof.
 - i. To modify a final criterion score to above a 3, the evaluator or teacher shall identify the component(s) of distinction within a criterion and show corresponding evidence.
 - ii. To modify a final criterion score to below a 3, the evaluator shall identify the component(s) of concern within a criterion and show corresponding evidence.
 - iii. In the event that the preponderance of evidence leads an evaluator to believe that a teacher is evenly divided between two criterion scores, the higher of the two criterion scores shall be given and used as the final criterion score.
 - iv. The evaluator shall consider evidence that a teacher collected and provided within the relevant criterion.
2. Comprehensive Summative Evaluation Performance Rating
 - a. The final summative comprehensive performance evaluation rating assumes that a Level 3, Proficient is the professional standard of excellence. (Refer to Performances Expectations section C of this Article)
 - b. Following state guidelines, a classroom teacher shall receive a final criterion score for each of the eight (8) state evaluation criteria. The final summative score is determined by totaling the eight (8) criterion-level scores. For teachers with a continuing status, total scores and corresponding performance ratings are as follows:
 - i. 29-32: Level 4, Distinguished: Professional practice at Level 4 is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. To achieve this rating, a teacher would need to have received a majority of distinguished ratings on the criterion scores. A teacher at this level must show evidence of average to high impact on student growth. Ongoing, reflective teaching is demonstrated through the highest level of expertise and commitment to all students' learning, challenging professional growth, and collaborative practice

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- ii. 22-28: Level 3, Proficient: Professional practice at Level 3 shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional, and effective practice. Teaching at this level utilizes a broad repertoire of strategies and activities to support student learning. At this level, teaching is strengthened and expanded through purposeful, collaborative sharing and learning with colleagues as well as ongoing self-reflection and professional development.
 - iii. 15-21: Level 2, Basic: Professional practice at Level 2 shows a developing understanding of the knowledge and skills of the criteria required to practice, but performance is inconsistent over a period of time due to lack of experience, expertise, and/or commitment. This level may be considered minimally competent for teachers early in their career but insufficient for more experienced teachers. This level requires specific support.
 - iv. 8-14: Level 1, Unsatisfactory: Professional practice at level 1 shows evidence of not understanding the concepts underlying individual components of the criteria. This level of practice is ineffective and inefficient and may represent practice that is harmful to student learning progress, professional learning environment, or individual teaching practice. This level requires immediate intervention
- c. Student Growth Impact Rating (*See Appendix K*)
- Embedded in the instructional framework are five (5) components designated as student growth components. A student growth goal is specific, measurable, attainable, relevant, and time bound. These components are embedded in criteria as:
- i. 3.1 Establish Student Growth Criteria (RE: individual or sub groups)
 - ii. 3.2 Achievement of Student Growth Goals (RE: individual or sub groups)
 - iii. 6.1 Establish Student Growth Goals using multiple Student Data Elements (RE: whole class based on standards)
 - iv. 6.2 Achievement of Student Growth Goals (RE: whole class based on standards)
 - v. 8.1 Establish Team Student Growth Goals
- The Student Growth Impact Rating is generated by combining the five (5) student growth component scores from criteria 3, 6, and 8. Evaluators add up the raw score (1-4) on these components and the employee is given a total score:
- i. 18-20—High
 - ii. 13-17—Average
 - iii. 5-12—Low
- d. If a teacher receives a 4 – Distinguished summative score and a Low student growth impact rating, they must be automatically moved to the 3 – Proficient level for their overall summative performance rating.

3. Student Growth Inquiry Process

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A “Low” Student Growth Impact Rating triggers a comprehensive evaluation (in the following year) and a student growth inquiry regardless of the Summative Performance Rating. In addition, one (1) or more of the following must be initiated by the evaluator:

- a. Examine student growth data in conjunction with other evidence including observation artifacts and other student and teacher information based on appropriate classroom, school, district and state-based tools and practices; and/or
 - b. Examine extenuating circumstances which may include one (1) or more of the following : goal setting process, content and expectations, student attendance, extent to which curriculum, standards and assessment are aligned; and/or
 - c. Schedule monthly conferences with the evaluator focused on improving student growth to include one (1) or more of the following topics: student growth goal revisions, refinement and progress; best practices related to instruction areas in need of attention; best practices related to student growth data collection and interpretation; and/or
 - d. Create and implement a professional development plan to address student growth areas.
 - e. In addition, the teacher and evaluator can access and consult on how to use up to \$500 of the improvement fund (as detailed in Article II, Section C, 21).
4. Final Criterion Scoring for Focused Summative Evaluation:

A Focused Evaluation is used when a teacher is not evaluated using a Comprehensive Summative Evaluation, and will include evaluation of one of the eight state criteria. The evaluator must assign a summative evaluation rating for the focused evaluation (selected criterion) using the methodology adopted by OSPI for the Charlotte Danielson framework embedded in TPEP.

SECTION F: PEER ASSISTANCE AND REVIEW (PAR) COMMITTEE

SPS and SEA agree to develop a Peer Assistance and Review (PAR) program using an interest-based bargaining process during the term of this collective bargaining agreement. The PAR program will focus on supporting and elevating the teaching profession by providing peer feedback and calibrated review during the evaluation process. A working group will enter into a facilitated process with an agreed-upon facilitator, no later than sixty (60) days after the ratification of this contract, in which the parties work to design authentic indicators of teacher performance and discuss the role of assessments in teacher evaluation.

The working group will work with the National Education Association (NEA) and the Montgomery County Public Schools to ensure the process and outcomes are aligned with best practices in district/union collaboration aimed at supporting and elevating quality teaching.

SPS and SEA agree to eliminate Article XI, Section F, District-Determined Student Growth Ratings, for the term of this contract.

~~SPS and SEA agree that a focus on student performance on tested subjects should not diminish our efforts to raise student achievement in non-tested subjects.~~

- ~~1. When state or district summative assessments are administered in the spring, the results of these assessments will be used by the district to calculate student growth ratings in the fall after scores from the previous spring are available.~~
 - ~~a. District-determined student growth ratings apply only to teachers of tested subjects for whom a common state or district summative assessment aligned to state standards is administered in the spring.~~

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- ~~b. District-determined student growth ratings are independent of, and in addition to, the State mandated Student Growth Impact Rating determined by the teacher's evaluator using the student growth rubric.~~
- ~~c. Student growth ratings will be based on a two-year rolling average.~~
- ~~d. The District will calculate each teacher's rating by using a valid, reliable and transparent methodology as agreed upon by SEA and SPS. SEA and SPS will, in partnership, continue to examine and refine the methodology.~~
- ~~e. Students must be enrolled 80% of the time and must be in attendance 80% of that time to have their assessment results counted in the district-determined student growth rating.~~
- ~~f. To ensure that teachers of challenging student populations are assessed fairly, the district's student growth methodology will factor in the student composition of teachers' classrooms, including the proportion of English learners, students who qualify for free/reduced lunches, and students with disabilities.~~
- ~~g. For teachers of subjects that are assessed by the state, the final rating will be contingent on the receipt of final state assessment data; a written report will be issued to each teacher within 30 days of the district's receipt of the final assessment report from the state.~~
- ~~h. The aggregate performance of a teacher's students on each assessment will be rated according to a 100-point scale signifying the following:
 - ~~1) Low growth: less than 35~~
 - ~~2) Average growth: 35-65~~
 - ~~3) High growth: more than 65~~~~
- ~~i. Teachers of tested subjects who receive a low district-determined student growth rating will be observed both formally and informally in the first ninety (90) days and will participate in a student growth reflective inquiry process regardless of their Summative Performance Rating. In order to support the teacher's reflective practice, one (1) or more of the following must be initiated by the evaluator:
 - ~~1) Examine student growth data in conjunction with other evidence including observation artifacts and other student and teacher information based on appropriate classroom, school, district and state-based tools and practices; and/or~~
 - ~~2) Examine extenuating circumstances which may include one (1) or more of the following: goal setting process, content and expectations, student attendance, extent to which curriculum, standards and assessment are aligned; and/or~~
 - ~~3) Schedule monthly conferences focused on improving student growth to include one (1) or more of the following topics: student growth goal revisions, refinement and progress; best practices related to instruction areas in need of attention; best practices related to student growth data collection and interpretation; and/or~~
 - ~~4) Create and implement a professional development plan to address student growth areas; and/or~~
 - ~~5) Return to the comprehensive evaluation if principal determines it is the appropriate evaluation cycle.~~~~

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- ~~j. In addition, the teacher and evaluator can access and consult on how to use up to \$500 of the improvement fund (as detailed in Article II, Section C, 21).~~
- ~~k. A district determined low student growth rating based on summative assessments will not impact a teacher's overall Summative Performance Rating as determined by the evaluator.~~
- ~~l. The District Determined Growth Score shall remain confidential as a part of the evaluation system.~~

SECTION G: RESPONSE TO FINAL SUMMATIVE EVALUATIONS

Comprehensive Evaluation:

1. Employees with **Provisional Status**

- a. Any second or third year certificated employee with provisional status, who has a comprehensive summative evaluation rating of Level 4 – Distinguished may be converted to continuing status.
- b. Certificated employees with provisional status, whose final summative evaluation rating fails to meet the performance expectation/schedule as identified in Definitions, Section C, of this Article, will not have their contracts renewed.
- c. A rating of one (1) on any single criterion will require a provisional certificated employee to be non-renewed.

2. Employees with **Continuing Status**

- a. To be considered for Career Ladder positions, a certificated employee, in addition to meeting position specific criteria, must have a comprehensive summative performance evaluation rating of Distinguished. Classroom teachers must have a student growth impact rating equal to Average or High; or have a comprehensive summative performance evaluation rating of Proficient and a student growth impact rating equal to High.
- b. When an employee with continuing status receives a comprehensive summative evaluation rating of Level 2 (Basic) for the first time in the most recent consecutive three-year time period:
 - i. The employee and the evaluator must collaboratively create a Professional Growth Support Document using the template included in the appendices of this contract.
 - ii. The Professional Growth Support Document will identify appropriate, specific supports, which address the specific concerns identified in the comprehensive summative evaluation.

The specific supports identified may include, but are not limited to the following menu of available supports:

- a) Request the support of an Evaluation Support Consulting Teacher (ESCT), if Evaluation Support Team's capacity allows
- b) Professional development sessions focused on areas needing support
- c) PLCs focused on areas needing support
- d) Other building-level supports as available (peers, CLTs, teams, coaches)
- e) A targeted support fund of up to \$500, which will be under the guidance of the employee's evaluation. Funds may be used for items such as additional one-to-one consultations with instructional coaches and/or school-based mentor or

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master teachers; release time to plan collaboratively with a mentor or to observe exemplary practice; internal or external professional development offerings that are focused on areas identified in the employee's evaluation as in need of improvement; or for other expenditures approved by the evaluator.

- c. The following comprehensive summative evaluation ratings, for employees with continuing status, mean an employee's work is not judged satisfactory:
 - i. **Level 1** (Unsatisfactory); or
 - ii. **Level 2** (Basic); if the certificated employee has continuing status with more than five (5) years of certificated experience and if the Level 2 (Basic) comprehensive summative evaluation performance rating has been received for two consecutive years or for two years within a consecutive three-year time period.
- d. Certificated employees with continuing status, whose work is not judged satisfactory in their comprehensive summative evaluation, by the performance expectations established by RCW.28A.405.100:
 - i. Will be issued a Performance Improvement Plan (PIP) that identifies appropriate, specific supports that address the specific concerns identified in the comprehensive summative evaluation. This plan shall be reasonable and specific and will include the specific evaluative criteria that must be met, and the measures and benchmarks that will be used to determine the teacher's success or failure.

The specific supports identified may include, but are not limited to the following menu of available supports:

 - a) Professional development sessions focused on areas needing support
 - b) PLCs focused on areas needing support
 - c) A targeted support fund of up to \$500, which will be under the guidance of the employee's evaluator. Funds may be used for items such as additional one-to-one consultations with instructional coaches and/or school-based mentor or master teachers; release time to plan collaboratively with a mentor or to observe exemplary practice; internal or external professional development offerings that are focused on areas identified in the Performance Improvement Plan.
 - ii. Will be offered the support of an Evaluation Support Consulting Teacher (ESCT)
 - iii. May be placed on probation.
- e. When a continuing contract employee with continuing status and five (5) or more years of experience receives a comprehensive summative evaluation performance rating below level 2 for two consecutive years, the District shall, within ten (10) days of the completion of the second comprehensive summative evaluation or May 15th, whichever occurs first, implement the employee notification of discharge as provided in RCW 28A.405.300.

Focused Evaluation:

The final focused criterion/domain score will be considered the final summative score for focused evaluations and final summative evaluation rating.

1. Certificated employees with continuing status, who receive a focused final summative rating of Level 2 (Basic):
 - a. Will be moved to the comprehensive cycle

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- b. The evaluator is required to collaborate with the employee to identify appropriate, specific supports, which address the specific concerns identified in the focused summative evaluation.
 - c. The employee may request that the evaluator create, collaboratively with the employee, a Professional Growth Support Document to formally identify supports and access additional district-level supports, using the template included in the appendices of this contract.
 - d. The specific supports identified may include, but are not limited to the following menu of available supports:
 - i. Informal Supports
 - a) Professional development sessions focused on areas needing support
 - b) Building-level supports as available (peers, teams, coaches)
 - ii. Formal Supports (available only with Professional Growth Support Document)
 - a) All informal supports above
 - b) Request the support of an Evaluation Support Consulting Teacher (ESCT), if Evaluation Support Team's capacity allows
2. Certificated employees with continuing status, who receive a focused final summative rating of Level 1 (Unsatisfactory):
- a. Will be moved to a comprehensive cycle.
 - b. The evaluator and employee are required to collaborate to create a Professional Growth Support Document, using the template included in the appendices of this contract that identifies appropriate, specific supports to address the specific concerns identified in the focused summative evaluation, before November 15.

The specific supports identified may include, but are not limited to the following menu of available supports:
 - i. Professional development sessions focused on areas needing support
 - ii. Other building-level supports as available (peers, teams, coaches)
 - iii. A targeted support fund of up to \$500 that will be under the guidance of the employee's evaluator. Funds may be used for items such as additional one-to-one consultations with instructional coaches and/or school-based mentor or master teachers; release time to plan collaboratively with a mentor or to observe exemplary practice; internal or external professional development offerings that are focused on areas identified in the Professional Growth Support Document
 - c. Will be offered the support of an Evaluation Support Consulting Teacher.

SECTION H: CERTIFICATED EMPLOYEES RETURNED TO A COMPREHENSIVE EVALUATION

- 1. Every four (4) years every certificated employee with continuing status must receive a Comprehensive Summative Evaluation.
- 2. A certificated employee may be transferred from a focused evaluation to a comprehensive summative evaluation for the following school year, at any time, under the following conditions:
 - a. At the request of the certificated employee

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- b. At the direction of the certificated employee's evaluator
 - e.g. An employee has a change of assignment (different subject, grade level, or building) and an administrator chooses to move the employee to support the employee in their new assignment
 - c. If the employee received a Final Summative Evaluation Rating of Level 1 or Level 2 in the prior school year. (See Response to Final Summative Evaluation Section G of this Article)
 - d. If the certificated teacher receives a "Low" TPEP Student Growth Impact Rating.
3. A certificated employee may be transferred from a focused evaluation to a comprehensive summative evaluation within a given school year prior to February 15th.
 - a. If the evaluator identifies areas of concern beyond the focused criterion/domain, or if the certificated employee's performance is consistently below proficiency in that criterion/domain, the evaluator will notify the certificated employee that they are being returned to a comprehensive evaluation.
 - b. If the reason for the return to a Comprehensive Evaluation is due to performance concerns, the evaluator must cite the components of the criterion/domain that are of concern along with evidence that supports cited concerns.
 4. The decision to move an employee to a Comprehensive Evaluation is not grievable, but a meeting of the employee, his/her SEA representative, the evaluator and the SPS Executive Director of Schools may be called by the employee to discuss the reasons for the change.
 5. Certificated employees who are moved to a Comprehensive Evaluation may be provided with a Professional Growth Support Document.

SECTION I: THE EVALUATION SUPPORT CONSULTING TEACHER (ESCT) PROGRAM

ESCTs provide individualized instructional support to teachers who have received either a Professional Growth Support Document or Plan of Improvement (PIP) as a result of the evaluation process. The partnership between the ESCT and the teacher is confidential and guided by the areas of concern identified in either the Professional Growth Support Document or Performance Improvement Plan. ESCTs visit participating teachers' classroom, collaboratively generate strategies to address the areas of concern outlined in the plan, and facilitate reflective conversations around instructional growth and student learning.

1. The Evaluation Support Consulting Teacher program offers resources within the school system to help experienced teachers who are having serious difficulties in the performance of their professional duties. In close cooperation with the building principal, the Evaluation Support Consulting Teacher offers support, and monitors progress of each intervention participant to identify next steps toward the criteria detailed in the Professional Growth Support Document or Plan of Improvement (PIP). Other school system personnel assist in the program when requested by the Consulting Teacher.
2. The following aspects of the Evaluation Support Consulting Teacher Program demonstrate the relationships between and interaction among various team members.
 - a. When a certificated employee qualifies to receive the support of an ESCT as a result of the evaluation process, the evaluator will inform the certificated employee identified for intervention that an ESCT will be contacting them to offer support.
 - b. After a certificated employee has been informed by their evaluator that they qualify for ESCT support, the ESCT will contact the participating certificated employee and arrange to meet with them individually to discuss the intervention process, the parameters of the program, and the

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types of available support.

- c. Following the initial contact meeting between the participating certificated employee and the ESCT, the ESCT will meet with both the building principal or program manager and the participating certificated employee to review the draft version of the Professional Growth Support Document or Plan of Improvement (PIP) created by the evaluator. The building principal or program manager will identify problems and offer suggestions for improvement.
 - d. The ESCT will visit the participating certificated employee's workplace to collect data to share with the certificated employee to inform reflective conversations and develop next steps.
 - e. During the participant's involvement in the Evaluation Support Program, various developmental strategies may be employed. The ESCT will frequently visit the participant's classroom, having both pre- and post- reflective conversations as often as practical. ESCTs will not be present when an evaluator is performing a formal observation.
 - f. The ESCT will collaborate with subject area consultants and/or other specialists as necessary. The participant may also request assistance from such specialists.
 - g. The ESCT will attend pre- and/or post-conferences between the building principal and participating certificated employee as scheduling permits. The ESCT will help to clarify the evaluator's expectations and suggestions by asking questions and/or reframing them for the participating certificated employee. The ESCT may also suggest additional strategies as appropriate.
 - h. During the intervention process, the building principal may communicate with the ESCT as regularly as necessary regarding the goals and areas being worked on with the participant. The building principal may also share concerns, strategies, and specific areas of focus with the ESCT.
 - i. The ESCT may communicate with the building principal regarding the goals and areas being worked on with the participant as often as needed. The ESCT is not part of the evaluation process, and will not share evaluative feedback with the building principal under any circumstances.
 - j. Evaluation of the participating certificated employee will follow the agreed-upon timelines in the Performance Improvement Plan and will be the responsibility of the principal or program manager.
 - k. Certificated employees who successfully complete their Professional Growth Support Document or Performance Improvement Plan may receive continued ESCT support as program capacity allows.
3. The district will employ four ESCT FTE. If the number of certificated employees in the district rises above 3,700 or below 2,300, the district and the SEA will reopen negotiations to discuss if FTE should be raised or lowered for the following year.

SECTION J: STANDARD PROCESS OF PROBATION FOR CERTIFICATED EMPLOYEES

1. The Superintendent may, at any time after October 15, place a contracted certificated employee on probation if his/her performance is judged to be unsatisfactory based on the appropriate Evaluation Criteria and at least two (2) observations prior to winter break.
2. A certificated employee's work is not judged satisfactory, and therefore shall be placed on probation, when he/she is rated:

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- a. **Level 1** (Unsatisfactory); or
 - b. **Level 2** (Basic); if the certificated employee is a continuing contract employee under RCW 28A.405.210 with more than five (5) years of certificated experience and if the level 2 comprehensive summative evaluation performance rating has been received for two consecutive years or for two years within a consecutive three-year time period.
3. Prior to the Superintendent placing any employee on probation, the evaluator must complete an Evaluation Form (Appendix N) by no later than January 15th. A copy of the Evaluation Form will be provided to the employee
 4. A mid-year evaluation rating of 2-Basic shall not constitute a second Basic comprehensive summative evaluation performance rating under paragraph 2 above.
 5. A mid-year evaluation rating of 1-Unsatisfactory may lead to PIP and probation in the same year provided that:
 - a. Evaluation ratings from previous years shall be considered in the PIP/probation decision; and,
 - b. Reasonable notice and opportunity to improve have been provided to the employee in the current year.
 6. Any employee who is to be placed on probation will be notified in writing by the Superintendent. The notice will comply with RCW 28A.405.100. The SPS will provide a copy of the Superintendent's letter placing an employee on probation to the Executive Director of the SEA.
 7. At the beginning of probation the certificated employee will be provided with a draft of the specific and reasonable program (including the specific components of concern within the criterion/domain) for improvement pursuant to RCW 28A.405.100. The employee will meet with the principal/supervisor within five (5) work days following the receipt of the draft plan for the purpose of discussing and providing input to the plan. The principal/program manager has the responsibility to complete the final plan. The principal/program manager will provide the employee with the final plan within five (5) work days after that meeting. Any objection to the plan will be made at the time the final plan is provided to the employee. If there is a disagreement, an SEA representative will collaborate with a designee of the Superintendent to develop the parts of the plan in question.
 8. During the probationary period the evaluator shall meet with the employee at least twice monthly to supervise and make a written evaluation of the progress, if any, made by the employee.
 9. The probationer must be removed from probation if he/she has demonstrated improvement to the satisfaction of the principal/program manager in those areas specifically detailed in his/her initial notice of deficiency and subsequently detailed in his/her plan of improvement.
 10. Upon recommendation of the evaluator, the Superintendent must remove the employee from probationary status if a satisfactory performance improvement has been observed and documented.
 11. Non-renewal of any employee's contract will be accomplished in accordance with the procedures established by applicable law.
 12. The probationary period may be extended into the following school year if the probationer has five or more years of teaching experience and has a comprehensive summative evaluation performance rating as of May 15th, of less than level 2 (RCW 28A.405.100).

SECTION K: GRIEVANCES

1. Procedural Disputes:

ARTICLE XI: EVALUATION

- a. Disputes concerning exclusively a departure by the SPS from the procedural requirements of this Article XI (Evaluation) will be subject to Article X (Grievance Provisions).
 - b. An arbitrator will have the authority to direct appropriate remedies in cases properly subject to arbitration.
2. Non Procedural Disputes:
- a. All other disputes (including findings made and conclusions reached by the evaluator) will not be subject to the grievance provisions in Article X, except that continuing contract employees with performance judged to be Proficient or Distinguished and provisional employees who have met the performance schedule on the annual performance evaluation form (Appendix N) may use the grievance provisions of Article X through Step 2 for the purpose of obtaining a review of the findings made and conclusions reached.
 - b. Any employee who remains dissatisfied with the results of this review will have the right to remove the annual performance evaluation form (Appendix N) from his/her personnel file after a period of four (4) years from the date of the Step 2 grievance response.
3. In cases of notice of probable cause for discharge, adverse change in contract status, or non-renewal of contract, any pending grievance under Article X will be discontinued and the grievant may pursue the statutory review procedures. An arbitrator will have the authority to direct appropriate remedies in cases properly subject

ARTICLE XII: LAYOFF AND RECALL

ARTICLE XII: LAYOFF AND RECALL

SECTION A: CONDITIONS NECESSARY FOR LAYOFF

1. The SPS has the legal responsibility to establish the educational programs, services and staff in accordance with the SPS's basic educational goals and program continuity consistent with the financial resources available. The SPS has the authority to make necessary adjustments in the SPS's staff to be consistent with financial resources available and the programs and services which it determines to provide, subject to the provisions of this Agreement.
2. Adverse developments which can necessitate layoffs include:
 - a. Failure of a special levy election;
 - b. Large insufficiencies in State funding; or,
 - c. Large reductions in categorical funds or projects.
3. In such cases where large-scale layoffs are necessary, the SPS shall minimize the number of employees to be laid off by reducing cash reserves in a prudent manner to replace depleted revenues and by reducing expenditures in a prudent manner in areas of capital outlay, travel, contractual services, books and supplies. The SPS may reduce the levels of employees as necessary to remain within reasonably secure revenues for the following fiscal year, but in so doing, shall give priority to those programs and services which relate to instruction and welfare of the students.
4. In the event of layoffs determined for other reasons such as declining enrollment, changes in programs and priorities within and among programs, adoptions of a different manner of providing services, and non-large funding losses and insufficiencies, the SPS shall provide the SEA with a listing which includes the names, teaching categories, and seniority of all employees to be laid off prior to the employees' receipt of layoff notification. Except in unusual circumstances, the notice shall be provided at least twenty-four (24) hours prior to the employees' receipt of lay-off notices. The SPS and the SEA will immediately meet to review the changes.
5. The performance ratings (evaluation) of employees shall only be a factor in determining the order of layoff under this Section in cases of tied seniority. Anyone who is not considered proficient by the state summative performance rating will be laid off prior to someone of the same seniority who is considered proficient. If there is tied seniority and all employees are proficient on their state summative performance rating, the date of hire will be the tiebreaker.
6. Vacancies created by retirements, resignations, leaves and discharges will be taken into consideration in determining the number of available certificated positions prior to the following school year.
7. The SPS will provide the SEA with a master copy of the Bargaining Unit seniority list and two (2) copies of the building seniority list given each principal/program manager prior to the beginning of the staff adjustment process.

SECTION B: SENIORITY

1. Seniority is the length of regular contract service an employee has with the SPS and includes length of service transferred from other Washington public schools.
 - a. Service from another Washington public school will be calculated on the same basis that is used to calculate service for those who have served in Seattle only.

ARTICLE XII: LAYOFF AND RECALL

- b. A year of service is earned by fulfilling the number of days specified in the Contract.
 - c. Seniority for any employees who are contracted following the beginning of the school year will be computed by dividing the number of days worked by the number of days specified in the Contract. For purposes of computing seniority, a day consists of working one-half (.5) day or more. For employees working less than one-half (.5) day, seniority will be computed on the basis of full-time equivalency.
 - d. A day of seniority is based upon a day for which pay is received. Therefore, the following are excluded:
 - 1) Absences for other causes; and,
 - 2) All unpaid leaves except Military Leave which interrupt an employee's service.
2. Seniority includes Washington school district service prior to resignation or leave and excludes substitute service.
3. It is the intention of the parties that this Article be consistent with the SPS Affirmative Action efforts in hiring.
4. Employee Categories

Funding and staffing needs may change in schools, resulting in layoffs or displacement of some staff. Non-supervisory certificated staff are retained or displaced from schools or identified for layoff (RIF) according to seniority in each category (codes given to teaching areas). Categories are established to ensure the qualifications of employees assigned to retained positions. Each year prior to staffing for the following year, certificated staff has an opportunity to review categories and request additional categories for which they qualify.

In order to meet the Federal Government's No Child Left Behind definition of Highly Qualified Teacher, District categories are aligned with the NCLB subject area requirements. To request new categories, teachers must provide information proving they meet the NCLB Highly Qualified criteria in addition to holding the appropriate endorsement. For teachers working in areas outside of the NCLB Subject Areas, endorsements, experience and credits will be considered in granting new categories.

The NCLB Subject Areas include:

Science
Math
English
Language Arts
Reading
World Languages
Music
Visual Arts
Theatre Arts
Dance
History
Economics
Civics/Government
Geography

A teacher is automatically considered Highly Qualified when he/she proves that he/she has:

ARTICLE XII: LAYOFF AND RECALL

Passed the Praxis II in the Content Area
Washington State Endorsement in Content Area
Academic Major in Content Area
National Board Certification in Content Area
45 Credits in Content Area

If not highly qualified by the above criteria, a teacher may qualify by using the HOUSSE (Highly Objective Uniform State Standard Evaluation) method for the core subject areas.

For teachers working in areas outside of the NCLB Subject Areas, endorsements, experience and credits will be considered in granting new categories. Any new categories or changes in categories must meet the following criteria:

- a. An over-arching endorsement that covers the category. For example the elementary endorsement for elementary math category, or Standard certificate for all categories, and then;
- b. A major in the category; or,
- c. A minor in that category within the last six (6) years; or,
- d. One (1) year of experience (minimum .8 FTE in the chosen category within the last six (6) years to accumulate to a minimum of .8 FTE.

Employment categories are established to ensure the qualifications of employees assigned to retained positions and include both Career and Technical and Non-Career/Technical Categories. Career and Technical categories are determined by specific endorsements issued by the State, and Non-Career/Technical Categories include:

ARTICLE XII: LAYOFF AND RECALL

BILINGUAL CATEGORIES

BE -English As A Second Language - Elementary
BS-English As A Second Language - Secondary
GE-Bilingual Generalist – Elementary
GS-Bilingual Generalist – Secondary

SPECIAL EDUCATION CATEGORIES

XA-Audiologist*
XB-Behavior Disability, Self-Contained/Agency
XC-Special Education Career Consultant
XD-Speech/Language Pathologist*
XE-Early Childhood Special Education
XF-Orientation and Mobility Specialist
XG-Special Education Generalist
XH-Hearing Impaired
XL-Deaf/Blind
XM-Mentally Handicapped, Self-Contained
XO-Orthopedically Handicapped
XP-Adaptive P.E.
XS-Severe/Profound
XT-Autism
XV-Visually Impaired
XX-Hospital Instruction
XY-Occupational Therapist*
XZ-Physical Therapist*

* Requires ESA certificate

SUPPORT SERVICES

AJ-Academic Intervention Specialist
DA-Drug/Alcohol Intervention Specialist
ZA-Guidance Specialist*
ZE-Counselor, Elementary*
ZN-Nurse*
ZP-Psychologist*
ZS-Counselor, Secondary*
ZW- Social Worker*

*Requires ESA Certificate

ELEMENTARY CATEGORIES

AE-Alternative, Elementary
AM-Montessori
E3-Multi-age
E4-Kindergarten
E5-Grades 1-3
E6-Grades 4-5
EA-Art Specialist
EB-Language Immersion
ED-Distar
EF-Foreign language
EG-Gifted Specialist
EI-Music Specialist, Instr.
EL-Librarian
EM-Elementary Math
EP-Phys.Ed.
ER-Elementary Reading
ES-Science Specialist
EU-Multi Arts Gen. (Art, Drama, Music & Dance)
EV-Music Specialist, Vocal
E2-Computer Specialist
IS –Itinerant Elementary Instrumental Music Specialist
RS-Reading Specialist

SECONDARY CATEGORIES

ARTS

AG-Visual Arts
AD-Dance
LD-Theatre Arts

ALTERNATIVE

AC-Corrections/Educ. Specialist
AS-Alternative School, Secondary
AX-Home School Parent Partner

COMPUTER EDUCATION

M2-Computer Educ./Programming

FOREIGN LANGUAGE

FC-Chinese - Han Yu (Mandarin)
FE-Secondary Language Emersion
FF-French
FG-German
FJ-Japanese
FL-Latin
FN-Norwegian
FP-Philippino (Tagalog)
FR Russian
FS-Spanish
FW-Swedish

HEALTH EDUCATION

HE-Health Education, General

LANGUAGE ARTS

LA-Language Arts, General
LJ-Journalism
LR-Reading

MATHEMATICS

MA-Integrated Math
MC-Pre-Calculus
MG-Mathematics, General

MIDDLE SCHOOL

H7-Middle School History
L7-Middle School Language Arts
M7-Middle School Math
R7-Middle School Reading
S7-Middle School Science

MUSIC

MI-Music, Instrumental
MV-Music, Vocal

PHYSICAL EDUCATION

PE-Physical Education, General
PS-Physical Education, Swimming

SCIENCE

SB-Biology
SC-Chemistry
SG-Science, General
SM-Marine Biology
SP-Physics

SECONDARY SPECIALIST

ZG -Gifted Specialist, Secondary
ZL-Librarian, Secondary

SOCIAL STUDIES

SE-Economics
SH-History
SI-Geography
SO-Government

TECHNOLOGY EDUCATION – Middle School

IG-Tech.Educ. Generalist
IM-Tech.Educ.-Graphics

FM-Family&Consumer Science

TRAFFIC EDUCATION

ZT-Traffic Education

ARTICLE XII: LAYOFF AND RECALL

5. Seniority credit for purposes of displacement, transfer and layoff and recall when transferring from classified unit to certificated unit:

In January of the first year of certificated service, the employee will be credited with seniority equal to their years of accrued SPS classified seniority.

6. Seniority credit for non-supervisory certificated employees hired after September 1, 1991 will include credit for certificated substitute service in the Washington State public school districts, subject to the following provisions:
 - a. Only Washington State public school district certificated substitute service will be recognized.
 - b. Seniority credit for substitute service will be computed on the basis of total full-time equivalent certificated substitute days, divided by 180 days.

SECTION C: DISPLACEMENT AND LAYOFF GUIDELINES

Guidelines for displacement and layoff shall be as follows:

1. Displacement of staff from buildings, layoff, and recall shall be by seniority, within categories, subject matter areas, or departments. The FTE of an employee will not be a consideration. When a part-time employee is subject to recall and the same level of FTE is not available, the employee will first be offered a higher FTE, if available. If the employee does not accept the higher FTE and a lower FTE is available, the employee may select that position, but must accept an offered position by August 1st. If another position becomes available prior to August 31st, the partial FTE may then transfer to that position
2. Employees are designated “displaced” if they are involuntarily removed from a building because the number of staff with continuing contracts in that category at the building exceeds the building’s requirements for the following year but the number of staff the SPS will require in that category the following year is sufficient to warrant retention of the employee in a “displaced pool” eligible to seek vacant positions under the terms of Article VIII, Staffing. Displaced employees retain the rights and protections described in Article VIII, Staffing. Seniority within categories determines whether an employee is “displaced” or “laid off”.
3. Employees are designated “laid off” if they are involuntarily removed from a building because the number of staff with continuing contracts in that category in the SPS exceeds the SPS’s requirements in that category for the following year and the employee does not have sufficient seniority to be retained in the “displacement pool”.
4. The SPS shall comply with Title VII of the Civil Rights Act of 1964, Title IX of the 1972 Amendment, and Section 504 of the Rehabilitation Act when implementing layoffs.

SECTION D: CERTIFICATED EMPLOYEE LAYOFFS

Retentions and layoffs shall be determined as follows:

1. Certification: Possession of any valid Washington State certification which may be required for the position(s) under consideration shall be a requisite for retention.
2. Selection Within Employment Categories: Certificated employees shall be considered for retention in available positions within the categories or specialties which they have designated as preferences in accordance with Article XII,B,4 of this Agreement.
3. Length of service of certificated employees shall be the basis for retention within the

ARTICLE XII: LAYOFF AND RECALL

employment categories.

4. Employees who do not meet the seniority requirement for the first preference listed will be considered, on a seniority basis, for their other listed preferences.

SECTION E: RECALL FROM LAYOFF: PROVISIONS FOR REEMPLOYMENT OF LAID OFF EMPLOYEES

1. All employees laid off as a result of program or staff adjustments will be placed in an employment pool from which they will have priority for reemployment.
2. The SPS shall maintain a roster of certificated employees who were laid off from positions. Persons on the list will be ranked in order of seniority within categories. The SPS shall make every reasonable effort to recall laid off employees to employment at the earliest possible date after determination that an appropriate vacancy exists.
3. If a position becomes vacant and if no qualified internal candidate accepts the position (see Article VIII, Staffing), the most senior person holding that category is recalled. Internal candidates include anyone eligible to participate in internal open hiring (as described in Article VIII). The exceptions are that:
 - a. To the extent that the employee's immediately previous assignment is available, the employee shall automatically be placed in his/her immediately previous assignment.
 - b. The employee shall have the right to return to his/her immediately previous work location whenever a position is available, but no later than the second week of school.
4. Recall shall be determined as follows:
 - a. Certification: Possession of any valid Washington State Certification which may be required for the position(s) under consideration shall be a requisite for reemployment.
 - b. Each individual shall be considered for reemployment in any of the categories the employee indicated as preferences.
 - c. Reemployment will be made on a seniority basis, within categories.
 - d. The employee shall have the right to refuse the first and second offer of employment. Refusing the third offer shall result in the individual's name being placed on the bottom of the rehire list.
 - e. Employees reemployed to a position in a 30% or more ethnic minority populated school shall have training and/or experience with multi-ethnic or multi-cultural situations. If such employees are not available within the pool and no person will or can take the training and/or experience prior to the opening of school, other persons will be selected with consideration of appropriate in-service training and/or orientation.
5. It shall be the responsibility of each individual placed in the reemployment pool to notify Human Resources in writing between June 1 and June 30 if the individual wishes to remain in the reemployment pool for the second year. If the notification is not received, the name of the individual(s) shall be dropped from the employment pool.
6. Individuals not re-employed before the start of the fall school term, upon application, shall be placed on the substitute roster and will be considered senior substitutes as outlined in Article V. Laid off employees may renew annually their position within the substitute roster.

ARTICLE XII: LAYOFF AND RECALL

7. It is recognized that certificated employees of the SPS holding administrative or supervisory positions and not included in the bargaining unit covered by this Agreement may be eligible, under applicable Board policy and administrative procedures, for retention in one or more of the employment categories.
8. Any laid off individual shall, upon reemployment, retain full seniority rights and all other rights as though his/her employment relationship with the SPS had not been broken.

SECTION F: EMPLOYMENT NOTIFICATION

1. All laid off employees shall be responsible for notifying Human Resources of a telephone number through which they can be reached.
2. Any laid off employee may assign his/her power of attorney to the SEA who will thereby be authorized to accept or reject an assignment on the employee's behalf.
3. Laid off employees will be contacted by telephone to be offered re-employment and shall respond within twenty-four (24) hours following receipt of the offer.
4. Employees may authorize Human Resources to accept or reject an assignment on their behalf.

SECTION G: RECALL FROM LAYOFF AND SENIORITY

1. All employees recalled from layoff shall receive full seniority credit retroactive to the first date of the semester if recalled prior to October 31.
2. The recall period for laid-off employees shall be renewable on an annual basis by the former employee for a two (2) year length of time.

ARTICLE XIII: NO-STRIKE CLAUSE

ARTICLE XIII: NO-STRIKE CLAUSE

1. The SPS will not lock out its employees and the SEA will not cause or encourage its members to engage in any strike or other work stoppage.
2. The SEA will not cause or encourage its members to refuse to cross any picket line established by any labor organization at any location unless there is a mutual agreement between the SPS and the SEA that there is danger to the safety and well-being of the employees. A written agreement shall be reached between the SEA and the SPS regarding the situation.

APPENDICES TO THE AGREEMENT

BETWEEN

SEATTLE PUBLIC SCHOOLS

AND

SEATTLE EDUCATION ASSOCIATION

CERTIFICATED NON-SUPERVISORY EMPLOYEES

2015-2018

APPENDIX A (continued)

SEATTLE PUBLIC SCHOOLS CERTIFICATED NON-SUPERVISORY SALARY SCHEDULE 2015-16 180 day

5 days per diem

Sal Plan	CN1	Yrs Serv	BA	(100)	BA+22.5* (200)	BA+45* (300)	BA+45* +MA (400)	BA+90* (500)	BA+90* +MA (600)	BA+135* (700)	BA+135* +MA (800)	BA+155* +MA (900)	Ph.D/DR (906)
Step													
1	-		\$	981	\$ 988	\$ 988	\$ 1,180	\$ 988	\$ 1,184	\$ 988	\$ 1,184	\$ 1,184	\$ 1,186
2	1		\$	986	\$ 990	\$ 1,000	\$ 1,186	\$ 1,032	\$ 1,187	\$ 1,041	\$ 1,189	\$ 1,199	\$ 1,246
3	2		\$	986	\$ 990	\$ 1,032	\$ 1,186	\$ 1,076	\$ 1,187	\$ 1,090	\$ 1,190	\$ 1,247	\$ 1,293
4	3		\$	986	\$ 990	\$ 1,054	\$ 1,186	\$ 1,108	\$ 1,187	\$ 1,127	\$ 1,190	\$ 1,281	\$ 1,326
5	4		\$	986	\$ 1,007	\$ 1,084	\$ 1,186	\$ 1,150	\$ 1,201	\$ 1,173	\$ 1,224	\$ 1,326	\$ 1,371
6	5		\$	986	\$ 1,024	\$ 1,115	\$ 1,186	\$ 1,192	\$ 1,242	\$ 1,219	\$ 1,270	\$ 1,370	\$ 1,415
7	6					\$ 1,155	\$ 1,206	\$ 1,244	\$ 1,294	\$ 1,276	\$ 1,327	\$ 1,428	\$ 1,472
8	7					\$ 1,194	\$ 1,245	\$ 1,294	\$ 1,345	\$ 1,331	\$ 1,382	\$ 1,482	\$ 1,527
9	8					\$ 1,235	\$ 1,285	\$ 1,347	\$ 1,397	\$ 1,388	\$ 1,439	\$ 1,539	\$ 1,583
10	9					\$ 1,275	\$ 1,326	\$ 1,399	\$ 1,449	\$ 1,445	\$ 1,496	\$ 1,596	\$ 1,640
11	10					\$ 1,316	\$ 1,366	\$ 1,451	\$ 1,501	\$ 1,502	\$ 1,553	\$ 1,653	\$ 1,697
12	11					\$ 1,357	\$ 1,407	\$ 1,503	\$ 1,553	\$ 1,559	\$ 1,610	\$ 1,710	\$ 1,754
13	12							\$ 1,555	\$ 1,606	\$ 1,616	\$ 1,666	\$ 1,767	\$ 1,811
14	13							\$ 1,607	\$ 1,658	\$ 1,673	\$ 1,723	\$ 1,824	\$ 1,868
15	14							\$ 1,635	\$ 1,686	\$ 1,702	\$ 1,753	\$ 1,855	\$ 1,900

Responsibility Contract

Sal Plan	CN1	Yrs Serv	BA	(100)	BA+22.5* (200)	BA+45* (300)	BA+45* +MA (400)	BA+90* (500)	BA+90* +MA (600)	BA+135* (700)	BA+135* +MA (800)	BA+155* +MA (900)	Ph.D/DR (906)
Step													
1	-		\$	10,442.41	\$ 10,703	\$ 10,965	\$ 11,487	\$ 12,531	\$ 13,053	\$ 13,575	\$ 14,097	\$ 15,141	\$ 15,664
2	1		\$	10,756	\$ 11,017	\$ 11,278	\$ 11,800	\$ 12,844	\$ 13,366	\$ 13,888	\$ 14,411	\$ 15,455	\$ 15,977
3	2		\$	11,069	\$ 11,330	\$ 11,591	\$ 12,113	\$ 13,157	\$ 13,680	\$ 14,202	\$ 14,724	\$ 15,768	\$ 16,290
4	3		\$	11,382	\$ 11,643	\$ 11,904	\$ 12,426	\$ 13,471	\$ 13,993	\$ 14,515	\$ 15,037	\$ 16,081	\$ 16,603
5	4		\$	11,695	\$ 11,957	\$ 12,218	\$ 12,740	\$ 13,784	\$ 14,306	\$ 14,828	\$ 15,350	\$ 16,395	\$ 16,917
6	5		\$	12,009	\$ 12,270	\$ 12,635	\$ 13,157	\$ 14,097	\$ 14,619	\$ 15,141	\$ 15,664	\$ 16,708	\$ 17,230
7	6					\$ 13,053	\$ 13,575	\$ 14,515	\$ 15,037	\$ 15,559	\$ 16,081	\$ 17,126	\$ 17,648
8	7					\$ 13,471	\$ 13,993	\$ 14,933	\$ 15,455	\$ 15,977	\$ 16,499	\$ 17,543	\$ 18,065
9	8					\$ 13,888	\$ 14,411	\$ 15,350	\$ 15,872	\$ 16,395	\$ 16,917	\$ 17,961	\$ 18,483
10	9					\$ 14,306	\$ 14,828	\$ 15,768	\$ 16,290	\$ 16,812	\$ 17,334	\$ 18,379	\$ 18,901
11	10					\$ 14,724	\$ 15,246	\$ 16,186	\$ 16,708	\$ 17,230	\$ 17,752	\$ 18,796	\$ 19,318
12	11					\$ 15,141	\$ 15,664	\$ 16,603	\$ 17,126	\$ 17,648	\$ 18,170	\$ 19,214	\$ 19,736
13	12							\$ 17,021	\$ 17,543	\$ 18,065	\$ 18,587	\$ 19,632	\$ 20,154
14	13							\$ 17,439	\$ 17,961	\$ 18,483	\$ 19,005	\$ 20,049	\$ 20,572
15	14							\$ 17,857	\$ 18,379	\$ 18,901	\$ 19,423	\$ 20,467	\$ 20,989

2015-2016 COMBINED SUBSTITUTE SALARY RATES

CERTIFICATED

CERTIFICATED SUBSTITUTES - TEACHING

Salary Schedule	Grade	Days Worked	Hours Worked	Hourly Rate	Daily Rate
CH1	1	0.5 - 29.5	Below 240 hours worked	\$21.40	\$171.20
CH1	2	30 - 59.9 days	At least 240 hours worked	\$22.36	\$178.88
CH1	3	60.0 - 89.9 days	At least 240 hours worked	\$23.35	\$186.80
CH1	4	90 or more	At least 240 hours worked	\$24.85	\$198.80

EFFECTIVE
4/1/2015

CERTIFICATED SUBSTITUTES - NURSES

Salary Schedule	Grade	Position	Hourly Rate	Daily Rate
CH5	1	Certificated Substitute Nurse	\$31.83	\$254.64

APPENDIX B

Time Responsibility and Incentive

TRI Responsibility Contract Index - Remains in place September 15, 2015 through August 31, 2018.											
Sal Plan CN1 Step	Yrs Serv	BA (100)	BA+22.5 (200)	BA+45 (300)	BA+45 +MA (400)	BA+90 (500)	BA+90 +MA (600)	BA+135 (700)	BA+135 +MA (800)	BA+155 +MA (900)	Ph.D/DR (906)
1	0	1.00	1.03	1.05	1.10	1.20	1.25	1.30	1.35	1.45	1.50
2	1	1.03	1.06	1.08	1.13	1.23	1.28	1.33	1.38	1.48	1.53
3	2	1.06	1.09	1.11	1.16	1.26	1.31	1.36	1.41	1.51	1.56
4	3	1.09	1.12	1.14	1.19	1.29	1.34	1.39	1.44	1.54	1.59
5	4	1.12	1.15	1.17	1.22	1.32	1.37	1.42	1.47	1.57	1.62
6	5	1.15	1.18	1.21	1.26	1.35	1.40	1.45	1.50	1.60	1.65
7	6			1.25	1.30	1.39	1.44	1.49	1.54	1.64	1.69
8	7			1.29	1.34	1.43	1.48	1.53	1.58	1.68	1.73
9	8			1.33	1.38	1.47	1.52	1.57	1.62	1.72	1.77
10	9			1.37	1.42	1.51	1.56	1.61	1.66	1.76	1.81
11	10			1.41	1.46	1.55	1.60	1.65	1.70	1.80	1.85
12	11			1.45	1.50	1.59	1.64	1.69	1.74	1.84	1.89
13	12					1.63	1.68	1.73	1.78	1.88	1.93
14	13					1.67	1.72	1.77	1.82	1.92	1.97
15	14					1.71	1.76	1.81	1.86	1.96	2.01

Effective 9/15/2015



TRI Contract

APPENDIX C

It is hereby agreed that

_____ (EMPLOYEE NAME)

_____ (EMPLOYEE ID)

Shall perform all Time Responsibility Incentive responsibilities per the TRI, pursuant to Article II, Section B., term of the SPS/SEA Collective Bargaining Agreement during the school year. This includes work on five TRI days and the responsibilities associated with pursuant to Article IV, Section D, Professional Responsibility Compensation. You shall be compensated as indicated below in conformance with district supplemental compensation practice:

Supplemental Assignment:

TRI – 650

Department:

FTE:

School Year:

Effective Date:

The terms and conditions of this contract shall be prorated based on current assignment’s full time equivalency.

Each employee is responsible for maintaining a personal record of work in case the state auditor requests verification of having met the responsibility contract. This record is not submitted to the district.

This is a one-year, non-continuing contract in accordance with RCW 28A.405.

The District reserves the right to void, cancel, rescind and/or nullify this contract if it discovers that this contract was issued or offered to the Employee in error or on account of fraud or mistake or duress or any other reason allowed by law.

By signing this contract the District Employee agrees to all its terms and conditions. The Employee must return one signed copy of this contract to the Human Resources Department within two weeks of the date of issue. Failure to do so will be considered a waiver of right to receive compensation.

In Witness, whereof, we have hereunto subscribed our names this _____ day of _____.

BOARD SECRETARY

EMPLOYEE

**Certificated Non-Supervisory Employee's Supplemental Contract
Extra Days and Additional Services**

EMPLOYEE:

Date:

Pursuant to RCW 28A.400.200(4), The Board of Directors of the Seattle Public Schools (SPS herein) and the employee whose name appears above (Employee herein) agree that the Employee shall be authorized to, in addition to the duties and services under the Employee's Employment and TRI Contracts, perform the following assigned additional days and duties in the Seattle Public Schools during the 2010-11 fiscal year:

Pursuant to Article IV, Section E.8.f, middle and secondary school Employees may be assigned additional hours or days at the per diem rate of pay.

Pursuant to Article IV, Section E.8.g, Employee shall be eligible to perform additional hours or days of service at Employee's per diem rate of pay as assigned by SPS.

Pursuant to Article IX, Section G.4 and 5 of the CBA between SPS and SEA, Employee may be reimbursed for additional duties performed when a substitute is unavailable and class coverage is required, depending on the building's reimbursement plan.

Pursuant to Article IX, Sections K.4 and M.6 of the CBA between SPS and SEA, FTE secondary counselors and FTE librarians shall perform additional hours or days of service at Employee's per diem rate of pay. Pursuant to Appendix F nurses may be assigned additional days at the per diem rate prior to the start of the school year.

Pursuant to Appendix D of the CBA between SPS and SEA, Employee shall be eligible to receive the agreed upon Extra-Time Hourly Rates of pay appropriate to extra-hourly work performed.

Pursuant to Appendix F of the CBA between SPS and SEA, 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.

The District reserves the right to void, cancel, rescind and/or nullify this contract if it discovers that this contract was issued or offered to the Employee in error or on account of fraud or mistake or duress or any other reason allowed by law.

Pursuant to the provisions of RCW28A.405.240, this contract is not subject to the continuing contract provisions of Title 28A RCE, is not for provision of services that are part of SPS's basic education program, and shall automatically terminate at the end of the school year identified above, subject to the provisions of Article IV, Section E.5 of the CBA between SPS and SEA.

By signing this contract the Employee and SPS agree to its terms. The Employee must return one signed copy of this contract to the Human Resources Department within two weeks of date of issue. Failure to do so will be considered rejection of this contract and waiver of eligibility of employment for extra days and additional services by SPS.

In Witness, whereof, we have hereunto subscribed our names this _____ (day) of _____ (month).

BOARD SECRETARY

EMPLOYEE

APPENDIX D

CERTIFICATED NON-SUPERVISORY STAFF EXTRA-TIME HOURLY RATES 2015-2016

Semi-Independent Activities - An employee instructing an in-service class; or designing and writing new curriculum; or serving as the assigned chairperson of a curriculum-type committee or project. \$35.73/Hr.

Guided Activities - An employee serving as a member of a curriculum revision committee; or an instructional materials development committee; or attendance by certificated employees at certain voluntary in-service activities, including a coaches= clinic. \$26.50/Hr.

Closely Supervised Activities - An employee participating in certain voluntary in-service activities; or on a textual materials review committee. \$17.21/Hr.

Required Activities - Required attendance by certificated employees for activities initiated and established by the administration or required at the building level. \$37.15/Hr.

See Combined Substitute Schedule for Sub Reimbursement Rates

Effective 9/15/2015

Note: The rates on this schedule are increased only by 3.0%.

CERTIFICATED NON-SUPERVISORY STAFF EXTRA-TIME HOURLY RATES 2016-2017

Semi-Independent Activities - An employee instructing an in-service class; or designing and writing new curriculum; or serving as the assigned chairperson of a curriculum-type committee or project. \$36.37/Hr.

Guided Activities - An employee serving as a member of a curriculum revision committee; or an instructional materials development committee; or attendance by certificated employees at certain voluntary in-service activities, including a coaches= clinic. \$26.98/Hr.

Closely Supervised Activities - An employee participating in certain voluntary in-service activities; or on a textual materials review committee. \$17.52/Hr.

Required Activities - Required attendance by certificated employees for activities initiated and established by the administration or required at the building level. \$37.82/Hr.

See Combined Substitute Schedule for Sub Reimbursement Rates

Effective 9/1/2016

Note: The rates on this schedule are increased only 1.8%.

APPENDIX E

CERTIFICATED NON-SUPERVISORY SPECIAL & SUPPLEMENTAL ASSIGNMENTS COMPENSATION SCHEDULE 2015-2016

When an activity or program is not offered, due to insufficient participation, reorganization or financial reasons, the stipend will not be provided.

Athletic Coaches

INTRAMURALS ELEM	\$2,295.77
INTRAMURALS SEC	\$2,415.14

Curricular (discretionary)

BUILDING LEADERSHIP TEAM	\$3,622.51
DEPT HEAD I: 30 or more classes or 7 or more FTE's	\$3,477.58
DEPT HEAD II: 16-29 classes or 4-6 FTE's	\$2,909.82
DEPT HEAD III: 6-15 classes or 2-3 FTE's	\$2,496.89
DEPT HEAD IV: 1-5 classes or 0.2-1 FTE	\$1,622.66
Note: The ELL Dept. Head stipend amount is based on the number of adults (Classified and Certificated) working in the ELL Program at the School, not FTE.	
ELEM CURRICULUM	\$1,833.42
ELEM INSTRUCTION	\$1,833.42
ELEM MUSIC (CHORAL)	\$1,068.87
EQUITY TEAM	\$2,500.00
INSTRUCTIONAL LIAISON	\$1,833.42
SUBJ MATT SPEC I	\$2,071.07
SUBJ MATT SPEC II	\$1,665.67
SUBJ MATT SPEC III	\$1,410.82
SUBJ MATT SPEC IV	\$1,306.51
TEAM LEADER I: 7 or more FTE's	\$3,477.58
TEAM LEADER II: 4-6 FTE's	\$2,909.82
TEAM LEADER III: 2-3 FTE's	\$2,496.89
TEAM LEADER IV: 0.2-1 FTE	\$1,622.66
Educational Tech Leader I (Elem Level)	\$1,833.42
Educational Tech Leader I (Sec Level)	\$2,071.07
Chemical Hygiene Officer I	\$1,398.99
Chemical Hygiene Officer II	\$1,165.65
Chemical Hygiene Officer III	\$874.24
Level 1 School	\$2,000.00
Demonstration Teacher	\$2,575.00
Mentor Teacher	\$3,605.00
Master Teacher	\$5,356.00
Teacher Advisory Council	\$1,030.00
Teen Truancy Board Advisor	\$2,060.00

Curricular (associated to job code)

HEAD COUNSELOR	\$3,093.70
SVCS CONSULT I <i>(Headstart and Interagency are currently using this stipend)</i>	\$1,622.66
SVCS CONSULT II <i>(Headstart and Interagency are currently using this stipend)</i>	\$3,477.58
SVCS CONSULT III <i>(Headstart and Interagency are currently using this stipend)</i>	\$5,224.98

Curricular (assigned to job code - Mandatory)

Activity Coordinator (15001036)	\$6,294.92
Advanced Learning Consulting Teacher (15001037)	\$6,294.92
Assessment Development Specialist (15023005)	\$7,096.08

Assessment Testing Support Specialist (15001038)	\$3,477.58
Career Ladder Professional Development Specialist (15020958)	\$7,095.67
Consulting Teacher (15001826) (15001266) (15020151)	\$6,294.92
Coordinator, College & Career Readiness (15020758)	\$6,294.92
Counselor Special Assignment (15022830)	\$3,093.71
Curriculum Specialist (15001430)	\$6,294.95
Dean of Students (15001438)	\$3,477.58
Early Childhood Literacy Specialist (15001276)	\$6,294.92
Early Learning Professional Dev School Coach (15020803)	\$6,294.92
Equity & Race Relations Specialist (15001762)	\$6,294.92
Evaluation Support Consulting Teacher (15020885)	\$7,096.04
Head Teacher I (15001689)	\$3,477.58
High School Specialist (15001761)	\$6,294.92
House Administrator (15001700)	\$3,477.58
Evaluation Support Consulting Teacher (15020885)	\$6,294.92
Instructional Services School Coach (15001817; 1818, 1819)	\$6,295.36
Instructional Services Music Coach (15001824)	\$6,295.36
Instructional Technology Support/Resource Teacher (15001702)	\$6,294.92
Native American Education Intervention Coordinator (150208280)	\$6,294.95
Prevention Intervention Support Consultant (15023004)	\$6,295.36
Reading First Coach (15001785)	\$1,833.42
School-Based Prof Dev School Coach (15001765)	\$1,833.40
School Nurse Coordinator (15023032)	\$7,095.67
School to Work Specialist (15001802)	\$6,294.92
SPED Early Childhood Specialist (15023112)	\$6,299.64
SPED Private Schools Program Specialist (15023115)	\$6,299.64
SPED Program Specialist (15023111)	\$6,299.64
STAR Mentor (15001834)	\$7,096.04
Teacher-Science/Resource (15001201)	\$3,477.58

Professional Certificates

Professional Certificates (ESA)	\$1,500.00
National Standards Certificate Bonus	\$5,090.00

Extra Curricular (Discretionary)

ANNUAL	\$2,373.23
BUILDING COORDINATOR ATHLETICS	\$1,744.82
DEBATE	\$1,321.57
ELEM RECREATIONAL	\$1,768.26
ELEM SCH/HOME/COMM COORD	\$1,768.26
NEWSPAPER	\$2,373.45
SAFETY PATROL	\$1,257.16
SR CLASS ADVISOR	\$1,422.54
STOCKROOM	\$2,248.71
BAND, CHORAL, DRAMA, ORCHESTRA (Secondary Schools with > 1500 students)	\$10,623.42
BAND, CHORAL, DRAMA, ORCHESTRA (Secondary Schools with < 1500 students)	\$6,779.46

Summary of Additional Days Assignments and Substitute Days:

Some special assignments involve additional days beyond contracted service. Such days are compensated at the daily per diem rate of contract salary for additional days served. (Article IV, Section E.9.g.)

Per Diem Days: Each Secondary and Middle School shall be allotted twenty-five (25) days (Article IV, Section E.9.f)

Each Secondary School shall be allotted five (5) days for each full-time equivalent Counselor at per diem pay (Article IX, Section K.3)

Each Secondary Counselor will have five (5) additional days at per diem pay a year for working on scheduling, registration, and other counseling activities. (Article IX, Section K.4)

Each Librarian shall be provided with five (5) days at per diem pay per school (Article IX, Section M.6)

Data processing Days: 180 day pool for use by Middle and Secondary Schools.

School Nurses receive three (3) days compensation at per diem pay per site prior to the beginning of school (Article IX, Section O.6)

Substitute Days: Secondary and Middle Schools shall have available substitute days for the purpose of releasing department heads, team leaders and other employees on the basis of one (1) day for every three (3) non-supervisory certificated employees (Article IV, Section E.9.h)

Secondary collaboration time: Beginning in 2017-2018, the secondary certificated staff will receive one hour per week (36 weeks) of pay at per diem rate.

Effective 9/1/2015

School Year Calendar 2015-2016																
180 Day, Certificated Non-Supervisory (SAP Calendar U1)																
Revised 09/2015 – STRIKE (V 2.0)																
					Days Paid						Days Paid					
Mon	Tue	Wed	Thu	Fri		Mon	Tue	Wed	Thu	Fri						
July 2015						January 2016										
		1	2	3	0					#1	19					
6	7	8	9	10		4	5	6	7	8						
13	14	15	16	17		11	12	13	14	15						
20	21	22	23	24		#18	19	20	21	22						
27	28	29	30	31		25	26	27	28	29						
August 2015						February 2016										
3	4	5	6	7	0	1	2	3	4	5	19					
10	11	12	13	14		8	9	10	11	12						
17	18	19	20	21		#15	[16]	17	18	19						
24	25	26	27	28		22	23	24	25	26						
31						29										
September 2015						March 2016										
	Td1	Tb2	Tb3	>4	10		1	2	3	4	23					
#7	Tb8	>9	>10	>11		7	8	9	10	11						
>14	>15	Td16	S17	18		14	15	16	17	18						
21	22	23	24	25		21	22	23	24	25						
28	29	30				28	29	30	31							
October 2015						April 2016										
			1	2	22					1	16					
5	6	7	8	9		4	5	6	7	8						
12	13	14	15	16		[11]	[12]	[13]	[14]	[15]						
19	20	21	22	23		18	19	20	21	22						
26	27	28	29	30		25	26	27	28	29						
November 2015						May 2016										
2	3	4	5	6	18	2	3	4	5	6	21					
9	10	#11	12	13		9	10	11	12	13						
16	17	18	19	20		16	17	18	19	20						
23	24	25	#26	#27		23	24	25	26	27						
30						#30	31									
December 2015						June 2016										
	1	2	3	4	14			1	2	3	18					
7	8	9	10	11		6	7	8	9	10						
14	15	16	17	18		13	14	15	16	17						
[21]	[22]	[23]	#24	#25		20	21	22	23	S24						
[28]	[29]	[30]	#31			27	28	29	30							
Day Calendar Begins 9/17/2015 & Ends 6/24/2016 KEY: # = Holidays - Not Paid [] = Vacation days - Not Paid > = Non Work Day – Not Paid T = District TRI day – Paid under TRI contract (d = District Directed; b = Building Directed) S = Students Begin 9/17/2015 and End 6/24/2016						July 2016										
									1	0						
					4	5	6	7	8							
					11	12	13	14	15							
					18	19	20	21	22							
					25	26	27	28	29							
											August 2016					
						1	2	3	4	5	0					
						8	9	10	11	12						
						15	16	17	18	19						
	22	23	24	25	26											
	29	30	31													

TEACHERS' RESPONSIBILITIES

Chapter 180-44 WAC

WAC 180-44-005 Regulatory Provisions Relating to RCW 28A.305.130(6) and RCW 28A.600.010.

Pursuant to authority vested in the State Board of Education under provisions of RCW 28A.305.130(6) and RCW 28A.600.010 to prescribe rules and regulations for the government of the common schools, pupils and teachers, the State Board of Education hereby adopts rules and regulations provided in WAC 180-44-007 through 180-44-060 relating to teachers. (Filed 3/29/65, eff. 4/29/65. Formerly SBE 44-4-1.)

WAC 180-44-007 Application.

The rules and regulations provided for in WAC 180-44-010 through 180-44-060 shall be applicable to all teachers and other certificated personnel of grades kindergarten through twelve of the common schools. (Filed 3/29/65, eff. 4/29/65. Formerly SBE 44-4-2.)

WAC 180-44-010 Responsibilities Related to Instruction.

- (1) It shall be the responsibility of the teacher to follow the prescribed courses of study and to enforce the rules and regulations of the school, SPS, the State Superintendent of Public Instruction, and the State Board of Education, maintaining and rendering the appropriate records and reports.
- (2) Teachers shall have the right, and it shall be their duty, to direct and control within reasonable limits the studies of their pupils, taking into due consideration individual differences among pupils, PROVIDED, that all pupils shall receive instruction in such prescribed courses of study as are required by law and regulations.
- (3) Teachers shall be responsible for the evaluation of each pupil's educational growth and development and for making periodic reports to parents or guardians and to the designated school administrator.
- (4) Teachers are required to make due preparation daily for their duties, preparation to include attendance at teachers' meetings and such other professional work contributing to efficient school service as may be required by the principal, Superintendent or Board of Directors. (Filed 3/29/65, eff. 4/29/65. Formerly SBE 44-4-20.)

WAC 180-44-020 Responsibilities Related to Discipline of Pupils.

- (1) Teachers shall maintain good order and discipline in their classrooms at all times, and any neglect of this requirement shall constitute sufficient cause for dismissal. (Filed 6/1/77, Order 7-77; Filed 3/29/65, eff. 4/29/65. Formerly SBE 44-4-21.)

WAC 180-44-040 Classroom - Physical Environment.

Every teacher shall give careful attention to the maintenance of a healthful atmosphere in the classroom, reporting to the principal or his designated representative any shortcomings in lighting, heating or ventilation. (Filed 3/29/65, eff. 4/29/65. Formerly SBE 44-4-22.)

WAC 180-44-050 School Day as Related to the Teacher.

Teachers and other certificated personnel are required to be at their respective schools for the benefit of pupils and patrons at least thirty minutes before the opening of school in the morning and at least thirty minutes after the closing of school in the afternoon. This requirement may be waived by the State as part of a plan for professional development or school reform. (Filed 3/29/65, eff. 4/29/65. Formerly SBE 44-4-24.)

WAC 180-44-060 Drugs and Alcohol - Use of as cause for dismissal.

Use by any certificated person of habit-forming drugs, without pharmaceutical prescription by a duly licensed practitioner of medicine and/or dentistry licensed doctor of medicine, or any unauthorized use of alcoholic beverage on school premises, or at a school-sponsored activity off the school premises, shall constitute sufficient cause for dismissal or non-renewal of contract. (Filed 6/1/77, Order 7-77; Filed 3/29/65, eff. 4/29/65. Formerly SBE 44-4-24.)

Danielson’s Framework for Teaching Rubrics by Washington State Criteria
For Use in the 2015-18 School Year – Version 1.1

Criterion 1: Centering instruction on high expectations for student achievement.			
2b: Establishing a Culture for Learning			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
<p>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>
3a: Communicating with Students			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher’s explanation of the content contains major errors. The teacher’s spoken or written language contains errors of grammar or syntax. The teacher’s vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher’s spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students’ ages.</p>	<p>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher’s spoken and written language is clear and correct and uses vocabulary appropriate to the students’ ages and interests.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies.</p>
3c: Engaging Students in Learning			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.</p>

Criterion 2: Demonstrating effective teaching practices.

3b: Using Questioning and Discussion Techniques

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
<p>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p>

4a: Reflecting on Teaching

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p>	<p>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>

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

1b: Demonstrating Knowledge of Students

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
<p>Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</p>	<p>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</p>	<p>Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.</p>	<p>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>

3e: Demonstrating Flexibility and Responsiveness

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>

Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs			
Student Growth 3.1: <i>Establish Student Growth Goal(s)</i>			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goal(s).
Student Growth 3.2: <i>Achievement of Student Growth Goal(s)</i>			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.
Criterion 4: Providing clear and intentional focus on subject matter content and curriculum			
1a: <i>Demonstrating Knowledge of Content and Pedagogy</i>			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
1c: <i>Setting Instructional Outcomes</i>			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
1d: <i>Demonstrating Knowledge of Resources</i>			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for	Teacher displays awareness of resources - not only through the school and district but also through sources external to the school and on the Internet -	Teacher displays extensive knowledge of resources - not only through the school and district but also in the community, through

	students, but no knowledge of resources available more broadly.	available for classroom use, for the expansion of his or her own knowledge, and for students.	professional organizations and universities, and on the Internet - for classroom use, for the expansion of his or her own knowledge, and for students.
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1e: Designing Coherent Instruction

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high level cognitive activity. Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.

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

2a: Creating an Environment of Respect and Rapport

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.

2c: Managing Classroom Procedures

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost through only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.

2d: Managing Student Behavior

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior

Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.	behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.	and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
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2e: Organizing Physical Space

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

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

1f: Designing Student Assessments

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.

3d: Using Assessment in Instruction

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self assessment.	Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.

4b: Maintaining Accurate Records

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
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Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.
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Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning

Student Growth 6.1: Establish Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
Does not establish student growth goal(s) or establishes inappropriate goal(s) for whole classroom. Goal(s) do not identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

Student Growth 6.2: Achievement of Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

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

4c: Communicating with Families

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
Teacher communication with families - about the instructional program, about individual students - is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.

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

4d: Participating in a Professional Community

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked to do so.	Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a

			leadership role in at least one aspect of school or district life.
4e: Growing and Developing Professionally			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues - either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
4f: Showing Professionalism			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school. Teacher's decisions and recommendations are based on limited but genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.	Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally under- served, are honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Student Growth Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.			
Student Growth 8.1: Establish Team Student Growth Goal(s)			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished - 4
Does not collaborate or reluctantly collaborates 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.	Does not consistently collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high quality measures, and to monitor growth and achievement during the year.	Consistently and actively collaborates 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.	Leads 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.

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

Student Growth 3.1: Establish Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

Student Growth 3.2: Achievement of Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

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

Student Growth 6.1: Establish Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not establish student growth goal(s) or establishes inappropriate goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

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

Student Growth 6.2: Achievement of Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

Student Growth Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Student Growth 8.1: Establish Team Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not collaborate or reluctantly collaborates 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.	Does not consistently collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Consistently and actively collaborates 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.	Leads 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.

Seattle Public Schools Certificated Teacher Classroom Observation Form - Comprehensive

APPENDIX J



Employee Name	Emp. ID	Evaluator Name	School	
Date (enter at right)	0/0/0000	Start and End Time	START TIME	END TIME
		Duration of Observation (minutes)	DURATION	

Criteria	Evidence
2b: Establishing a culture for Learning 3a: Communicating with Students 3c: Engaging Students in Learning	
C1: Centering instruction on high expectations for student achievement	Evidence:
3b: Using Questioning and Discussion Techniques	
C2: Demonstrating effective teaching practice	Evidence:
*Note: Evidence for 4a: Reflecting on Teaching is not collected during a classroom observation.	

3e: Demonstrating Flexibility and Responsiveness

C3: Recognizing individual student learning needs and developing strategies to address those needs

Evidence:

* Note: Evidence for **1b: Demonstrating Knowledge of Students** is not collected during a classroom observation.

1a: Demonstrating Knowledge of Content and Pedagogy | 1c: Setting Instructional Outcomes | 1d: Demonstrating Knowledge of Resources | 1e: Designing Coherent Instruction

C4: Providing clear and intentional focus on subject matter content and curriculum

Evidence for C4 is not collected during classroom observations.

**2a: Creating an Environment of Respect and Rapport | 2c: Managing Classroom Procedures | 2d: Managing Student Behavior
2e: Organizing Physical Space**

C5: Fostering and managing a safe, positive learning environment

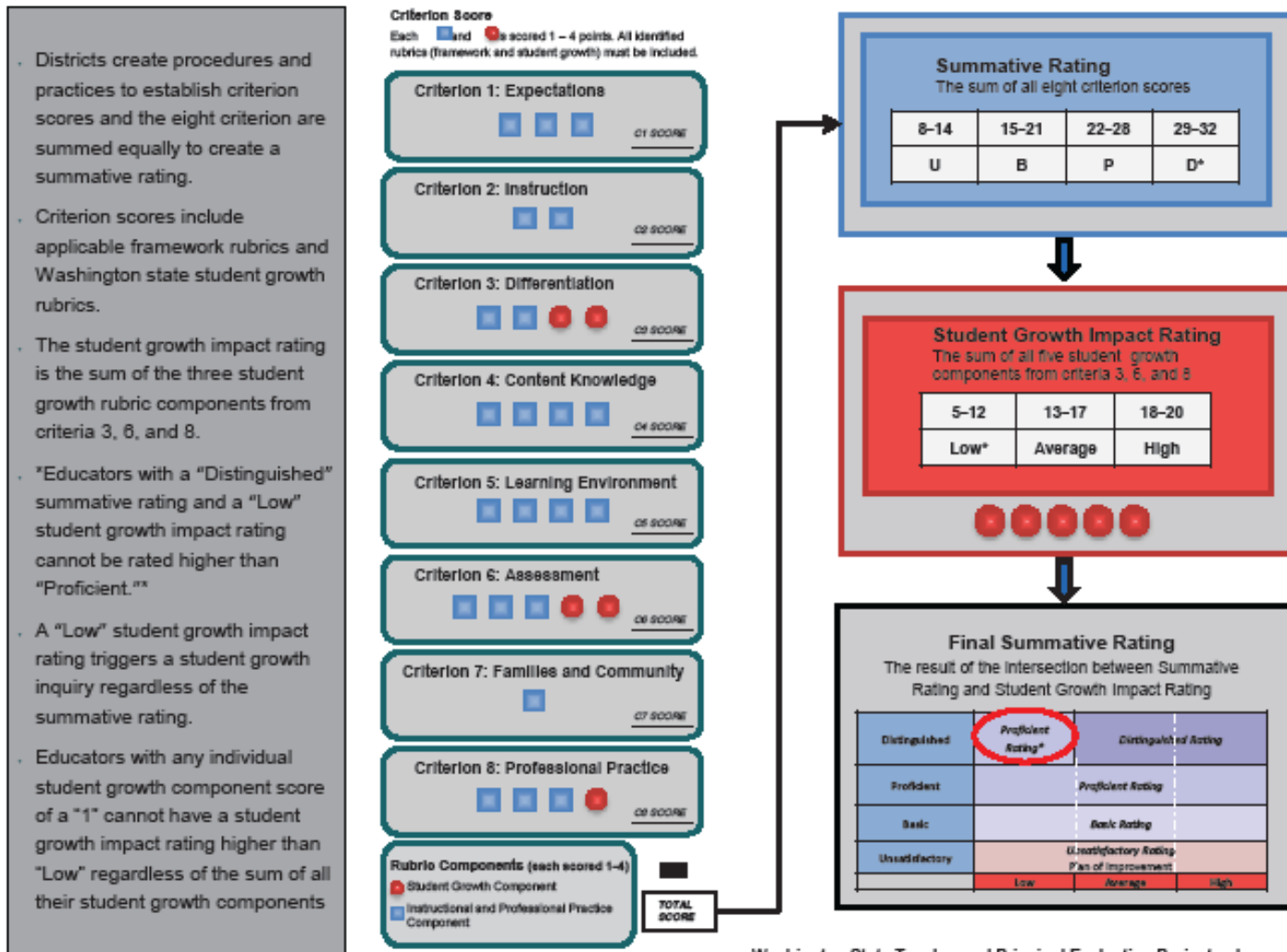
Evidence:

 3d: Using Assessment in Instruction 4b: Maintaining Accurate Records	
C6: Using multiple student data elements to modify instruction and improve student learning	Evidence: * Note: 1f: Designing Student Assessments is not collected during a classroom observation.
4c: Communicating with Families	
C7: Communicating and collaborating with parents and the school community	Evidence for C7 is not collected during classroom observations.
4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	
C8: Exhibiting collaborative and	

collegial practices focused on improving instructional practice and student learning	Evidence for C8 is not collected during classroom observations.
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Date of Pre-Conference		Date of Post-Conference	
Summary of Pre/Post Conference (If occurred)			
Strategies for Next Steps			
Employee Acknowledgement & Signatures (Employee Signature is Only an Indication of Receipt)			
Evaluator Signature		Date	
Employee Signature		Date	



Comprehensive Evaluation – Danielson – Certificated Classroom Teacher



Washington State Teacher and Principal Evaluation Project – January 2015

Focused Evaluation – Danielson – Certificated Classroom Teacher

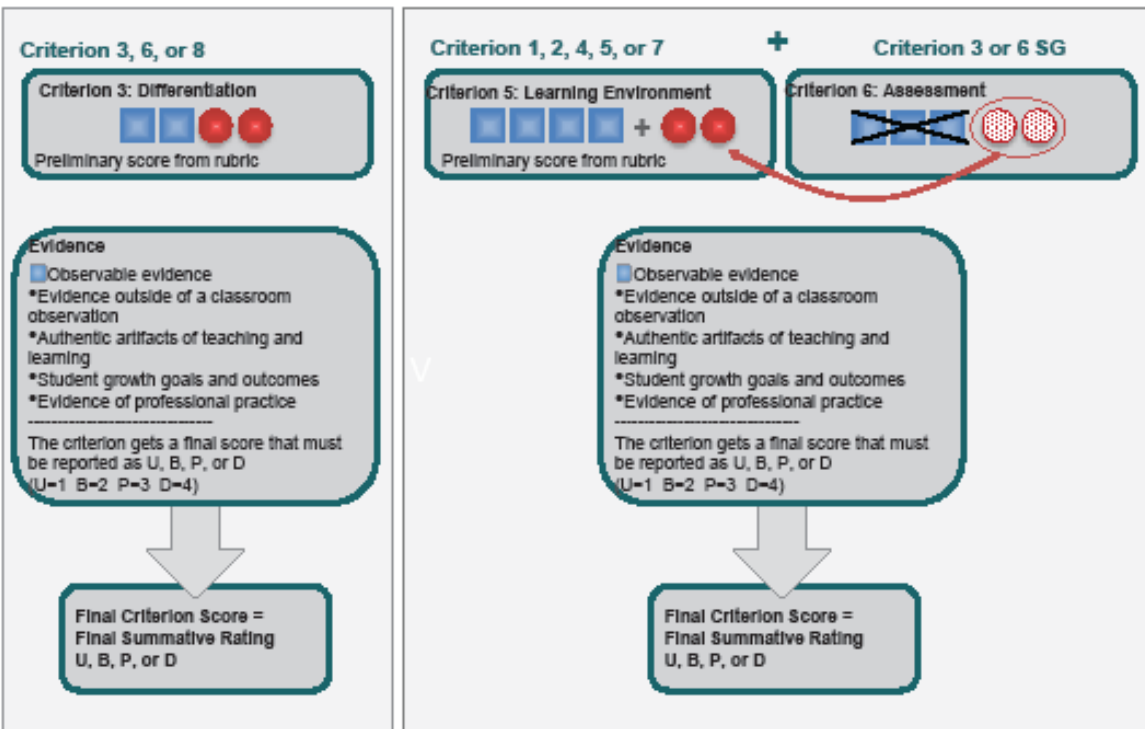
- The Focused Evaluation is meant for Proficient and Distinguished educators.
- One of the eight criteria must be assessed in every year that a comprehensive evaluation is not required.
- Districts create procedures and practices to establish criterion scores.
- Criterion scores include applicable framework rubrics and Washington state student growth rubrics.
- If criterion 3, 6, or 8 is selected, evaluators will use the accompanying student growth rubrics.
- If criterion 1, 2, 4, 5, or 7 is selected, the evaluator will use student growth rubrics from criterion 3 or 6.
- The Final Criterion Score is the Final Summative Score.

Criterion Score
Each  and  is scored 1 – 4 points. All identified rubrics (framework and student growth) must be included.

Rubric Components (each scored 1-4)
 Student Growth Component
 Instructional and Professional Practice Component

Choose...

Or...



Washington State Teacher and Principal Evaluation Project – January 2015

Professional Growth Support Document

Teacher

Evaluator

Section 1: Growth Goals

Criterion 1: Centering instruction on high expectations for student achievement

Areas for Growth	Evidence of Growth
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Criterion 2: Demonstrating effective teaching practices

Areas for Growth	Evidence of Growth
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

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

Areas for Growth	Evidence of Growth
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

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

Areas for Growth	Evidence of Growth
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

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

Areas for Growth	Evidence of Growth
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

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

Areas for Growth	Evidence of Growth

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

Areas for Growth	Evidence of Growth
• • •	• • •

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

Areas for Growth	Evidence of Growth
• • •	• • •

Section 2: Resources and Supports Available

Possible Examples:

- PD available
- Support teachers/CLT/ coaches
- Readings
- Templates

Section 3: Documented Growth*
(to be completed for each progress meeting)

Meeting Date:

- -
 -
-

Meeting Date:

- -
 -
-

Meeting Date:

-
-
-

*Additional sections and bullet points should be added as needed.

PERFORMANCE IMPROVEMENT PLAN

APPENDIX L-2



Name _____ Position/Title/Assignment _____

Evaluator _____ Date plan was initiated and Timeframe for Plan _____

Periodic Review of Progress

Resources and Supports Available:		

Evaluation Component for Improvement	Performance Measures of Focus	Artifacts & Evidence of Progress	Possible Strategies	Benchmark Dates
Criterion 1: Centering instruction on high expectations for student achievement				
Component 2b: Establishing a Culture for learning - NA	This component is not an area of concern.			
Component 3a: Communicating with Students	This component is not an area of concern.			
Component 3c: Engaging Students in Learning	This component is not an area of concern.			

Criterion 2: Demonstrating effective teaching practices				
Component 3b: Using Questioning and Discussion Techniques	This component is not an area of concern.			
Component 4a: Reflecting on Teaching	This component is not an area of concern.			
Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs				
Component 1b: Demonstrating Knowledge of Students	This component is not an area of concern.			
Component 3e: Demonstrating Flexibility and Responsiveness	This component is not an area of concern.			
Student Growth 3.1: Establish Student Growth Goal(s)	This component is not an area of concern.			
Student Growth 3.2: Achievement of Student Growth Goal(s)	This component is not an area of concern.			
Criterion 4: Providing clear and intentional focus on subject matter content and curriculum				

Component 1a: Demonstrating Knowledge of Content and Pedagogy	This component is not an area of concern.			
Component 1c: Setting Instructional Outcomes	This component is not an area of concern.			
Component 1d: Demonstrating Knowledge of Resources	This component is not an area of concern.			
Component 1e: Designing Coherent Instruction	This component is not an area of concern.			
Criterion 5: Fostering and managing a safe, positive learning environment				
Component 2a: Creating an Environment of Respect and Rapport	This component is not an area of concern.			
Component 2c: Managing Classroom Procedures	This component is not an area of concern.			
Component 2d: Managing Student Behavior	This component is not an area of concern.			
Component 2e: Organizing Physical Space	This component is not an area of concern.			
Criterion 6: Using multiple student data elements to modify instruction and improve student learning				

Component 1f: Designing Student Assessments	This component is not an area of concern.			
Component 3d: Using Assessment in Instruction	This component is not an area of concern.			
Component 4b: Maintaining Accurate Records	This component is not an area of concern.			
Student Growth 6.1: Establish Student Growth Goal(s)	This component is not an area of concern.			
Student Growth 6.2: Achievement of Student Growth Goal(s)	This component is not an area of concern.			
Criterion 7: Communicating and collaborating with parents and the school community				
Component 4c: Communicating with Families	This component is not an area of concern.			
Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning				
Student Growth 8.1: Establish Team Student Growth Goal(s)	This component is not an area of concern.			
Component 4d: Participating in a Professional Community	This component is not an area of concern.			

Component 4e: Growing and Developing Professionally	This component is not an area of concern.			
Component 4f: Showing Professionalism	This component is not an area of concern.			

Outcome of Plan / Next Steps

This Performance Improvement Plan Successfully Unsuccessfully Plan will continue and be extended until _____ has been completed (check one) :

Comments of Evaluator:	Comments of Employee:
------------------------	-----------------------

Signature of Employee

Date

Teacher

Evaluator

Section 1: Growth Goals

Domain 1: Planning and Preparation

Areas for Growth	Evidence of Growth
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Domain 2: The Environment

Areas for Growth	Evidence of Growth
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Domain 3: Delivery of Service

Areas for Growth	Evidence of Growth
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Domain 4: Professional Responsibilities

Areas for Growth	Evidence of Growth
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Section 2: Resources and Supports Available

<p>Possible Examples:</p> <ul style="list-style-type: none"> • PD available • Support teachers/CLT/ coaches • Readings • Templates
--

Section 3: Documented Growth*
(to be completed for each progress meeting)

Meeting Date:

- -
 -
-

Meeting Date:

- -
 -
-

Meeting Date:

-
-
-

*Additional sections and bullet points should be added as needed.

Name _____ Position/Title/Assignment _____

Evaluator _____ Date plan was initiated and Timeframe for Plan _____

Periodic Review of Progress

Resources and Supports Available:		

Evaluation Component for Improvement	Performance Measures of Focus	Artifacts & Evidence of Progress	Possible Strategies	Benchmark Dates
Domain 1: Planning and Preparation				
Component 1a	This component is not an area of concern.			
Component 1b	This component is not an area of concern.			

Component 1c	This component is not an area of concern.			
Component 1d	This component is not an area of concern.			
Component 1e	This component is not an area of concern.			
Component 1f	This component is not an area of concern.			
Domain 2: The Environment				
Component 2a	This component is not an area of concern.			
Component 2b	This component is not an area of concern.			
Component 2c	This component is not an area of concern.			
Component 2d	This component is not an area of concern.			
Component 2e	This component is not an area of concern.			
Domain 3: Delivery of Service				

Component 3a	This component is not an area of concern.			
Component 3b	This component is not an area of concern.			
Component 3c	This component is not an area of concern.			
Component 3d	This component is not an area of concern.			
Component 3e	This component is not an area of concern.			
Domain 4: Professional Responsibilities				
Component 4a	This component is not an area of concern.			
Component 4b	This component is not an area of concern.			
Component 4c	This component is not an area of concern.			
Component 4d	This component is not an area of concern.			

Component 4e	This component is not an area of concern.			
Component 4f	This component is not an area of concern.			

Outcome of Plan / Next Steps

This Performance Improvement Plan Successfully Unsuccessfully Plan will continue and be extended until _____ has been completed (check one) :

Comments of Evaluator:	Comments of Employee:
------------------------	-----------------------

Signature of Employee

Date

Signature of Administrator

Date

Seattle Public Schools Certificated Teacher Summative Evaluation Form - Comprehensive

Employee Name	Emp. ID	Evaluator Name		School/Program
EMPLOYEE NAME	EMPLOYEE ID	YOUR NAME		
Subject(s): <i>Type the name(s) of the subjects in the orange boxes below</i>			Evaluation Type	School Year
ENTER SUBJECT(S)			Annual/Midyear/Other	2015-2016 School Year

C1: Centering instruction on high expectations for student achievement (Components: 2b, 3a, 3c)	1-4 Rating
Summative Statement:	
C2: Demonstrating Effective Teaching Practice (Components: 3b, 4a)	1-4 Rating
Summative Statement:	
C3: Recognizing individual learning needs and developing strategies to address those needs (Components: 1b, 3e) (SG: 3.1, 3.2)	Overall Criterion Rating (1-4)

Summative Statement:

SG 3.1

Evidence: (may copy and paste teacher goal here)

1-4 Rating

SG 3.2

Evidence:

1-4 Rating

**C4: Providing clear and intentional focus on subject matter content and curriculum
(Components: 1a, 1c, 1d, 1e)**

1-4
Rating

Summative Statement:

**C5: Fostering and managing a safe, positive learning environment
(Components: 2a, 2c, 2d, 2e)**

1-4
Rating

Summative Statement:

C6: Using multiple student data elements to modify instruction and improve student learning (Components: 1f, 3d, 4b) (SG: 6.1, 6.2)	1-4 Overall Criterion Rating
Summative Statement:	
SG 6.1 <i>Evidence: (may copy and paste teacher goal here)</i>	1-4 Rating
SG 6.2 <i>Evidence:</i>	1-4 Rating
C7: Communicating and collaborating with parents and the school community (Component: 4c)	1-4 Rating
Summative Statement:	

C8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning (Components: 4d, 4e, 4f) (SG: 8.1)	1-4 Overall Criterion Rating
Summative Statement	
SG 8.1 <i>Evidence: (may copy and paste goal here)</i>	1-4 Rating

TOTALS

Directions: Please enter the criterion scores as determined above into the chart below. Then, add all scores together and write the summative criterion score. Then, use the “OSPI Approved Summative Scoring Band Chart” below to determine the Summative Rating

Criteria	C1	C2	C3	C4	C5	C6	C7	C8	Summative Criterion Score	Summative Criterion Rating
Evaluator Scores:									<i>(numeric value)</i>	<i>(unsatisfactory, basic, proficient or distinguished)</i>

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

Directions: Please enter the student growth scores as determined above into the chart below. Add all the scores together and write the total student growth score. Then, use the “OSPI Approved Student Growth Impact Rating Scoring Band” below to determine the Student Growth Impact Rating.

Student Growth Component	3.1	3.2	6.1	6.2	8.1	Total Student Growth Score	Student Growth Impact Rating
Evaluator Scores:						<i>(numeric value)</i>	<i>(Low, Average or High)</i>

OSPI Approved Student Growth Impact Rating Scoring Band		
5-12	13-17	18-20
Low	Average	High
<i>Any rating of "1" in a student growth component results in a "Low" rating.</i>		

NEXT STEPS

Goals for the Following Year

The evaluation of this employee for the following school year shall be:	Focused or Comprehensive
---	---------------------------------

Rationale for Placing on Comprehensive Evaluation (if Applicable)

--

Employee Comments (optional)

--

Note to Teacher: Signing this document acknowledges participation in but not necessarily agreement with the contents of this report. A signed original must be sent to your supervisor by June 10. They will then forward to Human Resources by June 30. One copy will be placed in the building file and one copy will be provided to the teacher.

Certificated staff with Provisional Contracts must complete and sign evaluation forms by April 15.
Certificated staff with Continuing Contracts must complete and sign evaluation forms by June 10.

We have participated in a conversation on the above items:

Employee Acknowledgement & Signatures			
Evaluator Signature		Date	
Employee Signature		Date	

Performance Schedule for Teachers on Provisional Contracts

State Scale		Total Years of Teaching Experience (within or outside SPS)			
		1 Year	2 Years	3 Years	4+ years
<i>Unsatisfactory</i>	Summative Score				
	8	8			
	9	9			
	10	10			
	11	11			
	12	12			
	13	13			
<i>Basic</i>	14	14			
	15	15			
	16	16			
	17	17			
	18	18	18		
	19	19			
<i>Proficient</i>	20	20		20	
	21	21			
	22	22			22
	23	23			
	24	24			
	25	25			
	26	26			
	27	27			
	28	28			
<i>Distinguished</i>	29	29			
	30	30			
	31	31			
	32	32			

Color Key

<i>Does Not Meet Minimum Expectations</i>
<i>Meets Minimum Expectations</i>

Seattle Public Schools - Goal Setting Form

Evaluation Cycle (check one)	Teacher:	School:	Date:
Comprehensive <input type="checkbox"/>	Evaluator:	Subject/Content Area:	Grade Level:
Focused <input type="checkbox"/>	Criterion evaluated* (for teachers on Focused Evaluation) <input type="checkbox"/>	Teacher Signature	Evaluator signature

Instructions

1. Based on current evaluation cycle, self-assessment on the Danielson Framework, administrator’s input, & school or district initiatives:
 - a. Teachers on Comprehensive Evaluation Cycle choose three student growth goals.
 - b. *Teachers on Focused Evaluation Cycle choose one student growth goal and identify the criterion to be evaluated. If criterion 1, 2, 4, 5 or 7 is chosen, he/she must also complete student growth components in criterion 3 or 6.
2. The teacher and the evaluator collaborate to develop mutually agreed upon goals.

Glossary of Terms

Student Growth Goals: describe what students will know/be able to do at the end of an instructional period based on course or grade level content standard and district curriculum. Per the CBA, student growth goals should be written using the SMART goal format.

Growth Target: identifies the expected outcomes by the end of the instructional period for the whole class (Criterion 6) or for subgroups (Criterion 3), as appropriate.

- Use performance data to describe specific starting points and specific expected outcomes for students.
- Provide data for each of the assessment measures

Subset Goals: based as 2 or more students with an achievement or opportunity gap (can include, but is not limited to – students with IEPs, receiving ELL supports or students qualified as high achieving, but not making adequate yearly progress)

Whole Class Goals: based on grade-level standards and aligned to school and district goals (can include but is not limited to one academic content area – e.g. Content specialist – one class period.)

PLC Goals: defined as Teacher as part of a grade-level, content area, or other school/district team actions commenced in order to support student achievement (can include, but is not limited to – designing interim assessments to measure student growth, assessing the efficacy of instruction based on the results of the assessments and designing instruction to meet the needs of students, then reassessing the efficacy of the instruction)

Instructional Period: most typically defined as one academic year, or semester based on appropriateness of grade level (Secondary 1 semester classes).

Baseline Data: starting point of students defined by assessment and date.

Baseline Data Describe the starting level of students' knowledge at the beginning of the instructional period. How does this inform the focus of your goal? <input type="checkbox"/> See attached data tables	SMART Goal What goal have you set for student learning? Define the instructional period of the goal. What is the expected growth target at the end of the instructional period?	Plan for Evidence Collection What specific tools and assessments will you use to measure the goal?	Action Steps What specific strategies and resources will you use to meet this goal?
3.1 Subset – see glossary for definition and student growth rubrics for more information			
	<i>Include explanation of why you are choosing this subset of students.</i>		
6.1 Whole Class – see glossary for definition and student growth rubrics for more information			
8.1 PLC – see glossary for definition and student growth rubrics for more information			

Request for support: What resources or supports would help you to achieve these goals?

Mid-Year Progress Monitoring

GUIDELINES FOR EVALUATION OF SUBSTITUTE TEACHERS

Substitutes may be evaluated by the building principal, program manager, or assigned administrator.

1. Upon completion of a substitute assignment of three (3) weeks or more and at the request of the employee, the building principal, program manager, or assigned administrator will complete an evaluation (see Appendix L for form) and provide a copy to the employee and send a copy to the employee's personnel file.
2. In the event that an evaluator believes there may be cause to submit an unsatisfactory performance evaluation, the following procedure shall be implemented:
 - a) The evaluator or designee shall make a reasonable effort to contact the substitute within ten (10) working days of the assignment and specify the concern(s) that led to the unsatisfactory rating. In the event the substitute is barred from the building, the principal/program manager or assigned administrator must notify the substitute within ten (10) working days of the assignment.
 - b) All comments and observations used in the evaluation will be documented and made available for review by the substitute upon request.
 - c) The employee may request a conference to review the concern(s), and the conference will be granted by the evaluator.
 - d) The employee may respond in writing to the concern(s), and that response shall be attached to the evaluation in the permanent file.
 - e) If, as a result of investigation and conference with the employee, the evaluator determines that an unsatisfactory evaluation is not appropriate, the unsatisfactory evaluation will be removed from the file.
 - f) If the unsatisfactory evaluation is accompanied by a request to bar the employee from a building, the employee shall have a right to appeal such action to the Executive Director of Human Resources, or his/her designee.
 - g) This procedure does not preclude the substitute's right to exercise the existing grievance procedure.
3. Employees will receive copies of all evaluations as they are completed.
4. Nothing in this Appendix shall add to or detract from other existing contractual and/or statutory rights.

APPENDIX R

SUBSTITUTE EVALUATION FORM

SUBSTITUTE _____ SCHOOL _____
 GRADE/SUBJECT _____ DATE(S) _____
 Evaluator (please print): _____

In each of the categories below, all questions shall be answered yes or no except in cases where substitutes are not in classroom situations, then check N/A for not applicable, such as:

	Yes	No	N/A
A. Building Support			
Was assigned in his/her endorsement and grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were lesson plans provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was substitute folder provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were materials, supplies, etc., provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were school policies regarding student behavior posted or otherwise provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was there direct classroom observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Instructional Skill			
Presented subject matter clearly and concisely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvise lessons in absence of formal lesson plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear instructions and checked for student understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to motivate students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Classroom Management			
Handled student discipline/attendance problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintained an environment of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Professional Responsibility			
Followed lesson plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Left written summary of lessons taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adhered to starting/departure schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercised discretion and appropriate use of language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Satisfactory Unsatisfactory

Evaluator Comments: _____

Substitute Teacher Comments (Optional): _____

(The substitute teacher's signature indicates only that he/she has received this performance evaluation in conference with the person who prepared the report.)

 Signature of Substitute Date Signature/Title of Evaluator Date

BEST PRACTICE FOR SUBSTITUTE TEACHERS

Schools and substitute teachers will work in concert to provide the highest level of educational services to students. A climate of respect, congeniality, safety, professionalism, and appreciation is expected in each school. It is the responsibility of the principal to promote and ensure that students, schools, and substitute teacher have a successful educational experience. The Seattle Public Schools is committed to providing substitute teachers with reasonable written instructions and a positive school climate in which to work. To this end, the principal will periodically check substitute teacher plans to assure they are current.

The school/principal will assign staff to officially greet and welcome substitute teachers and to ensure that the following needs are met:

- Assist during check in/check out
- Provide necessary keys
- Give directions to classroom assignment or provide escort
- Provide class list (s)
- Maintain a file of emergency lesson plans for each grade/class
- Give copies of any special schedules for the day
- Provide copies of all emergency drills, security and safety procedures, master schedules and supervisory duty rosters, maps of the building & the like
- Provide a staff identity badge
- Provide procedures for visitors in the building
- Give directions for picking up necessary materials such as attendance sheets, daily bulletins, etc.
- Give the location of the staff lounge/telephone
- Notify regular school staff of absences and names of substitute teachers through daily bulletins, postings in teachers' mailbox area, or announcements, etc.
- Complete and submit to the Coordinator of Substitutive Teaching an evaluation of substitute teachers when requested by the substitute teacher per the Guidelines for Evaluation of Substitute Teachers - see *Appendix Blank*.
- Establish systematic support for helping substitute teachers with lesson plans

Note: It is highly recommended that the principal/designee meet each substitute teacher during the school day and offer her/his help as needed.

APPENDIX S (continued)

The regularly assigned teachers will provide for substitute teachers:

- A welcoming note
- Copies of student rosters, seating charts, and attendance procedures
- Specific lesson plans for each day's absence and all necessary texts, supplies, materials and equipment for executing the plans – please make provisions for substitutes not certified in your area
- Daily schedule
- Procedures used in the classroom/school
- List of students with special needs and how those needs are met
- List of students in each class who may be helpful
- Discipline procedures used in the classroom and throughout the school
- Supervisory duties (when, where, how)
- Leave the name and location of the person(s) to contact if help is needed
- Leave the name and location of the grade level chairs, department chairs, and other key people in the school
- Ask a building colleague to check with the substitute teacher periodically throughout the day and provide assistance for students who have significant behavioral issues or special needs.

The substitute teacher will:

- Arrive on time and remain 30 minutes past student dismissal time
- Follow any special directions given by the principal
- Implement the specific lesson plan provided by the regularly assigned teacher
- Ask for help whenever needed
- Ensure a positive classroom climate and follow the classroom/school discipline procedures
- Leave note for the regularly assigned teacher as to the progress made on the lesson for each class, behavioral issues, and problems encountered
- Return Substitute Folder and classroom keys to the Main Office
- Inform the principal when inadequate plans are left, there are behavioral issues, or problems are encountered

Substitute teachers will fill the vacancy for which they are assigned. In those cases where enough substitute teachers are not provided to the school by the district, skills of the substitute teacher and circumstances of the classroom should be considered before changing the substitute teacher's assignment. The principal should talk with the substitute before changing the assignment. Whenever possible, the principal will assign substitute teachers to the vacancies of greatest need.

SEA/SSD CONTRACT WAIVER REQUEST FORM

Building/Program: _____

Date of Request: _____
(Deadline: Must be into SEA & SSD Labor Relations by the 1st of the month.)

Contract: ____ Certificated: ____ SAEOP: ____ Paraprofessional: _____

Renewal: Yes: _____ No: _____

We are requesting to waive the following Articles and/or sections of the Collective Bargaining Agreement between the Seattle School SPS and SEA:

VOTING: All Certificated, Parapros, and SAEOPs must be involved in this voting process. You will need 2/3 majority of the SEA represented staff (members and non-members) to approve the waiver.

Total SEA Represented Employees in Building/Program: _____
Certificated: _____
SAEOP: _____
Paraprofessional: _____

SEA Represented Employees Voting In Favor of Waiver: _____

SEA Represented Employees Voting Against Waiver: _____

Total number of SEA Represented Employees Voting: _____

Describe the intent of the proposed contract waiver:

What procedure did the staff use to vote on the waiver (secret ballot, show of hands, etc.?)

SEA/SSD CONTRACT WAIVER REQUEST FORM (continued)

What was the nature of the dissenting opinion(s), if any?

How many SEA Represented employees were directly involved in developing the contract waiver proposal? What was the nature of that involvement?

Waiver Contract Signature (Must be a SEA member)

School #: _____ Home# _____
E-mail: _____

SEA Building Representative:

Signature: _____ E-Mail: _____
School #: _____ Home # _____

Principal or Designee Signature: _____
Phone #: _____ E-Mail _____
Recommendation: Yes _____ No _____

ACTION TAKEN

SEA: Date of Action: _____ Approved: _____ Not Approved: _____
If not approved, the reason:

SPS: Date of Action: _____ Approved: _____ Not Approved: _____
If not approved, the reason:

SEA President

SSD Signature

**MEMORANDUM OF UNDERSTANDING
between
SEATTLE SCHOOL DISTRICT No. 1
and
THE SEATTLE EDUCATION ASSOCIATION
regarding
FOCUSED EVALUATION SCORING
for
NON-SUPERVISORY CERTIFICATED INSTRUCTIONAL STAFF**

This Memorandum of Understanding (“MOU”) is entered into between Seattle School District No. 1 (“District”), the employer of non-supervisory certificated instructional staff, and the Seattle Education Association (SEA), the exclusive representative of non-supervisory certificated instructional employees of the District. This MOU shall become effective when signed by both parties.

SEA and the District engage in collective bargaining on a variety of issues, including evaluation of non-supervisory certificated instructional employees (“teachers”). Certain elements of teacher evaluation are acceptable subjects of collective bargaining; other elements are determined by the Revised Code of Washington (“RCW”); others are determined by the Washington Administrative Code (“WAC”). The rules for determining the scoring criteria for Focused Evaluation of teachers in Washington state are set by the Office of Superintendent of Public Instruction (“OSPI”) and are part of the WAC.

The parties have consulted and are in agreement as to the following:

1. SEA and the District will petition OSPI to change the WAC on Focused Evaluation scoring.
2. SEA and the District will reach out to other Education Associations and to other school districts in Washington state to invite them to partner with us petitioning OSPI for a change in the WAC on Focused Evaluation scoring.
3. The basis for the outreach to other Education Associations and to other school districts and the basis for the petition to OSPI will be to change Focused Evaluation scoring to support a growth mindset rather than counting Focused Evaluation final criterion scores as Final Summative Scores that can lead to a teacher being considered “not judged satisfactory.”

SEATTLE EDUCATION ASSOCIATION

SEATTLE SCHOOL DISTRICT NO. 1

Jonathan P. Knapp **Date**
President, Seattle Education Association

Dr. Larry Nyland **Date**
Superintendent, Seattle Public Schools

APPENDIX V

Memorandum of Understanding
between
Seattle School District No. 1
and the
Seattle Education Association
regarding
Final summative evaluation performance ratings
For non-classroom certificated employees

This Memorandum of Understanding (“MOU”) is entered into between the Seattle School District No. 1 (“District”), is the employer of non-classroom certificated employees, and the Seattle Education Association (SEA), the exclusive representative of non-classroom certificated employees of the District. This MOU shall become effective when signed by both parties.

The parties discovered in bargaining the successor agreement to the 2013-2015 that certain discrepancies exist in the evaluation of non-classroom certificated employees, specifically that:

- Non-classroom certificated employees are rated in four domains but yet do not receive a final summative evaluation performance rating as do other certificated employees.
- There is no methodology for determining a final summative evaluation performance rating for non-classroom certificated employees.
- The performance expectations for non-classroom certificated employees are substantially different from those for classroom certificated employees.
- The parties discussed how to align the practice of giving final summative evaluation performance ratings to both classroom and non-classroom certificated employees.
- The parties were unable to agree on a solution and were unwilling to rush to a decision as to how to resolve this discrepancy.

The parties have therefore agreed that:

- The methodology of determining the final summative evaluation performance rating for non-classroom certificated employees shall be developed by the PG&E Workgroup in collaboration with non-classroom certificated employees.
- Upon development of this methodology, the PG&E Workgroup shall meet with the parties to present this methodology.
- The parties will reduce the methodology in writing to another MOU for consideration by the District and SEA.
- The goal is to complete this work and have a final summative evaluation performance rating methodology in place by the start of school in fall of 2016.

For the Association

Date

For the District

Date

APPENDIX W

Memorandum of Understanding
By and Between
Seattle School District No. 1
And
Seattle Education Association

AMNESTY AGREEMENT:

- A. All classified and certificated bargaining unit members (hereinafter "employees") who participated in the strike, or did not cross picket lines shall be returned to work in the position filled prior to the strike, without malice, intimidation, reprisal, or discrimination, or recrimination either now, or in the future from the Board, any of its administrators or any other of its authorized agents.
- B. No reference to any employee participating in the strike shall be made by any school district official in any regular or special evaluation of the employee. No evaluation of employees shall reflect the employee's participation in the strike.
- C. No reference to any employee's participation or non-participation in the strike shall be made by any individual in any personnel file of any employee.
- D. No employee shall be disciplined, subjected to malice, intimidation, or in any other way be penalized by any district official or agent by reason of his/her participation in or support of the strike or strike related activities. No employee who did not participate in the strike shall be subject to any adverse action by the Association.
- E. No student shall be disciplined, subjected to malice or intimidation, or in any other way penalized by any district official or agent by reason of his/her participation in or support of the strike or strike related activities. No student shall be disciplined, subjected to malice or intimidation or in any other way penalized by the Association or its members by his/her family participation in opposition to the strike.
- F. Any allegation or violation of this Agreement shall be set down in writing by the person or persons affected and be presented to an impartial arbitrator appointed by the American Arbitration Association. Said arbitrator shall be empowered to take any appropriate action to satisfy the complaint.
- G. Recognizing that students have lost valuable instruction time, Seattle Public Schools agrees to schedule like make-up days. The scheduling of such days shall be determined jointly by SPS and SEA.
- H. Year-round employees who lost work days due to the strike will be offered the opportunity to schedule make-up time so as to be made whole over the course of the year.
- I. Employee paychecks, health insurance and other benefits will be processed as normal and will not be affected by the work stoppage.

For the Association

Date

For the District

Date

APPENDIX X

Letter of Agreement
By and Between
Seattle School District No. 1
And
Seattle Education Association

Elementary Recess

- 1. All K-5 students will have at least 30 minutes of recess per day.
- 2. Recess time must occur within the student instructional day.
- 3. All building certificated non-supervisory employees will supervise recess as needed, excluding any duty-free lunch or planning time, on an equitable basis, consistent with Article IV, Section A, Number 3, Letter M.

For the Association

Date

For the District

Date

APPENDIX Y

Memorandum of Understanding
By and Between
Seattle School District No. 1
And
Seattle Education Association

Seattle Public Schools and the Seattle Education Association (“SEA”) agree, effective the 2017-18 school year, that 20 minutes of K-12 instructional time will be added to the student instructional day to support core content, e.g. science, social studies, English, language arts, mathematics, social emotional development, physical education, and the arts. No time will be added to the length of the certificated staff work day, which will remain at seven and one-half (7.5) hours.

In addition to the existing practice of PCP, “WAC time”, and a duty-free lunch being embedded into the work day, collaborative and/or common planning time will be incorporated into the teacher work day beginning in 2017-18.

SPS and SEA further agree that, no later than May 31, 2016, the parties will begin meeting no less than twice monthly, using an interest-based bargaining method, to bargain over remaining implementation matters related to the additional 20 minutes of K-12 instructional time. The subject of bargaining agreed herein, shall include but not be limited to how time will be apportioned at elementary, secondary, and K-8 schools in the 2017-18 school year, the impact of the change on certificated non-supervisory employees, SAEOPs, Paraprofessionals, and substitutes, and other matters as mutually identified by the parties in the interest-based bargaining process.

The parties further agree to schedule joint training on interest-based bargaining provided by the Washington State Public Employees Relations Commission within ninety (90) days of the demand to bargain being made by the District.

For the Association

Date

For the District

Date

Special Education Relief Fund Request Form

CBA article IX, Section F, 2, a

The Relief Fund is provided to address needs for resources due to student complexity; headcount; unsafe environment; significant mobility issues; significant classroom dynamic; significant medical concerns; and significant transition issues for new students and to insure safety and effective learning environments for special education students.

Teacher: _____ Date of request: _____

School: _____

Principal: _____

Program Specialist: _____

Check Level:

Preschool __ Primary __ Intermediate __ MS __ HS __ Transition __

What is your contracted Ratio (#of Students/#of Teachers/#of IAs): _____

What is your current Ratio? (#of Students/#of Teachers/#of IAs): _____

This is: _____ first request for support from relief fund

_____ Review for extension of support

I am requesting the following type of staffing:

___ 1/2 time IA ___ Full time IA

I am requesting support for: (Length of time) _____

Describe the concern or condition that has prompted this request (do not use students' names). Attach data and incident report forms (if applicable) to support this request.

Describe the strategies (including length of time) implemented addressing the concerns and/or conditions (i.e.: scheduling changes, modifications, behavior contracts). How have the strategies been successful or unsuccessful?

What administration and/or Special Education support (Program Specialist, Behavior Specialists, Supervisor) have you requested and/or received?

Signatures:

Teacher: _____ Principal: _____

Please send an attachment of the request to Special Education Relief Fund committee, at email taswanson@seattleschools.org. Make sure to cc your principal and program specialist.

Received____Request No._____

Reviewed____Status____Comment_____

Reconsidered_____Status_____Comment_____

Staffing Recommended:

SUBSTITUTE INCIDENT REPORT

Today's Date: _____

Substitute: _____

Certificated SAEOP Paraprofessional

School/Dept/Org: _____

Grade/Subject: _____

CONCERN / INCIDENT:

Date Incident Occurred: _____

Person(s) who reported the Incident: _____

Role of the person(s) who reported the incident:

Staff Student
 Parent Volunteer
 Other: _____

Describe the Incident below:

ACTION TAKEN:

- Resolved at building level.
- Conference/meeting held with Administrator and employee to discuss concern. Advance notice given to the substitute of optional union representation.
- Administrator or manager has conducted investigation, requests employee no longer substitute at the school or department.
- Referred to Human Resources for follow-up.

Signature and title of Administrator reporting concern
(Required)

Date

Employee Signature

Date

HR USE ONLY:

- Notify employee of complaint; provide copy of incident report; action being taken
- Referred to HR for investigation per Article III of the CBA
- Other: _____