

COLLECTIVE BARGAINING AGREEMENT

between

CAMAS SCHOOL DISTRICT NO. 117

and the

CAMAS EDUCATION ASSOCIATION

2020-2023



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1 **Article I. ADMINISTRATION OF THE CONTRACT**

2
3 **Section 1.01 Recognition**

- 4
- 5 (a) The Board recognizes the Camas Education Association, pursuant to Chapter 41.59 RCW, as the
6 exclusive negotiation representative for all certificated employees employed by the Camas School
7 District. When used hereinafter, the term "certificated employee" shall mean any employee
8 holding a regular teaching certificate and/or special certificate of the State, whether teaching or
9 on District-approved leave. Excluded from the Camas Education Association bargaining unit
10 shall be the Superintendent, Assistant Superintendent, the Director of Business Services, the
11 Board's designated negotiators, building principals, assistant building principals, any individual
12 who shall evaluate a certificated employee, and any full-time supervisor.
13
- 14 (b) The Camas Education Association shall represent long-term substitutes; those substitutes who fill
15 an assignment for the absence of a certificated employee for more than twenty (20) days in the
16 same assignment or thirty (30) days within the preceding school year and continue to be available
17 for employment as substitute teachers. Such employees shall be guaranteed the rights and
18 privileges set forth in this contract except for the following provisions: 2.06, 2.07, 3.01, 3.02,
19 3.03, 3.09, 3.10, 3.11, 3.12, 3.13, 3.14, 3.17, 3.18, 3.19, 4.07, ~~4.09, and 4.10,~~ **and 4.11.**
20
- 21 (c) The Camas Education Association will not represent short-term substitutes who fill an assignment
22 for a certificated employee for fewer than twenty (20) days.
23
- 24 (d) The term "Association" shall mean the Camas Education Association. The term "District" shall
25 mean the Camas School District No. 117. Unless the context in which they are used clearly
26 requires otherwise, words used in this Agreement denoting gender shall include both masculine
27 and feminine; and words denoting numbers shall include both singular and plural.
28
- 29 (e) The District will not negotiate with any "employee organization" other than the Association as
30 representing the certificated employees of the District. Any challenges to this recognition shall be
31 pursuant to the provisions set forth in applicable laws and Washington administrative regulations
32 of the P.E.R.C.
33

34 **Section 1.02 Management Rights**

35

36 The Association recognizes the Board as the elected representative of the constituents of the
37 District and recognizes its legal responsibilities, rights, powers, duties and authority in connection
38 with the operation of the District through its appointed Superintendent and ~~his or her~~ **their** staff.
39 Included in this recognition is the right of the Superintendent or designee to direct the workforce,
40 hire, promote, retain, transfer, evaluate, and assign employees subject to this agreement.
41

42 **Section 1.03 Status of Agreement**

43

44 The District agrees the rules and regulations, policies and practices of the District will be in
45 agreement with the terms and items specifically enumerated in this Agreement. This Agreement
46 shall supersede any rules and regulations, policies and practices which may be contrary or
47 inconsistent with its terms. The Agreement shall become effective when ratified by the
48 Association and the Board.
49
50

1 **Section 1.04 Individual Contract Compliance**

- 2
- 3 (a) All individual employee contracts shall be subject to and consistent with Washington State Law.
- 4 Terms and conditions negotiated as a part of this comprehensive Agreement shall accrue to the
- 5 individual certificated staff member.
- 6
- 7 (b) Individual employee contracts will be issued by June 30, but no later than September 1.
- 8
- 9 (c) Upon notification from hiring officials (principals), every effort shall be made to provide a
- 10 contract to those receiving supplemental contracts within one (1) week of the offer and
- 11 acceptance of the additional FTE.
- 12
- 13 (d) The Board or the Camas Education Association shall not engage in or assist in any unfair labor
- 14 practice.
- 15

16 **Section 1.05 Labor Management Relations**

17

18 Upon written request by either the Board or the employee organization, the Superintendent, the

19 Board's designated representatives, the Association President and the Association representatives

20 shall meet for the purpose of informal discussion.

21

22 **Section 1.06 Conformity to Law**

- 23
- 24 (a) This Agreement shall be governed and construed according to the Constitution and the Laws of
- 25 the State of Washington. If any provisions of this Agreement, or any application of this
- 26 Agreement to any employee or groups of employees covered hereby, shall be found contrary to
- 27 law, such provision or application shall have effect only to the extent permitted by law and all
- 28 other provisions or applications of the Agreement shall continue in full force and effect.
- 29
- 30 (b) Any provision of this Agreement which is found to be contrary to law shall automatically be
- 31 deleted. If, subsequently, the provision becomes lawful during the term of this Agreement, it shall
- 32 be mandatory for both the Board and the Association to re-negotiate the provision.
- 33

34 **Section 1.07 Distribution**

35

36 Within thirty (30) days following ratification and signing of a negotiated Agreement, the District

37 shall print and distribute copies of said negotiated Agreement to the Association President. The

38 finalized contract will also be posted on the District website. The Association will be responsible

39 for distribution of contracts to all certificated employees. Employees may request a hard copy of

40 the contract, or may access it via the District website. All certificated employees new to the

41 District shall be provided a copy of the Agreement by the Association President after notification

42 from the District upon issuance of the new certificated employee's individual contract. Upon

43 request, such Agreement shall also be made available for review by all applicants for certificated

44 employee positions during their interview for that position. The cost of printing and distribution

45 of the Agreement shall be borne equally by both the District and the employee organization.

46

47 **Section 1.08 Subcontracting**

- 48
- 49 (a) All work customarily performed by the District in its own facilities with its own employees shall
- 50 continue to be performed by the District and its employees subject to the following condition:

1 Nothing in this section shall prohibit the Board and the Administration from hiring consultants
2 who may or may not have the same qualifications as the certificated employees in the District.
3

- 4 (b) In addition, the Board reserves the prerogative of hiring qualified personnel for extra-curricular
5 responsibilities if the certificated staff has been surveyed and no qualified certificated staff
6 member is available to serve as a sponsor of the extracurricular activity.
7

8 **Section 1.09 Maintenance of Standards** 9

- 10 (a) Professional teaching and related duties, as determined by the School District, of any certificated
11 employee who has the responsibility of a position in the negotiation unit, as a member of the
12 executive board, representative council, or negotiating team, will not be altered or increased
13 beyond the level of any other certificated employee for the duration of the Agreement. The
14 personnel named above are to completely fulfill the responsibilities of the position for which they
15 were hired.
16
17 (b) Once this Agreement has been ratified by both parties, all hours, wages and conditions of
18 employment shall be maintained for the duration of the Agreement at not less than the standards
19 contained in the Agreement.
20
21 (c) In the event of a double levy loss, the provisions of this section will be subject to the conditions
22 of the layoff and recall provision.
23

24 **Section 1.10 Contract Waiver Procedure** 25

- 26 (a) In an effort to recognize the efforts of the school site "Learning Improvement Teams," the
27 District and the Association agree that there may be situations where a waiver of contract
28 language may be necessary to support the school improvement efforts.
29
30 (b) Contract language waiver requests must be submitted by the building "Learning Improvement
31 Team." At least 80% of the building staff members must signify their approval of the waiver
32 request. The waiver request will identify the contract language to be waived, the reasons for the
33 waiver request, and the time frame for which the waiver will be in effect.
34
35 (c) Waiver requests will be reviewed by the Camas Education Association (CEA) Executive Board
36 and the superintendent or designee. Waivers will only be granted if they are approved by both
37 CEA and the Camas School Board.
38

39 **Article II. BUSINESS** 40

41 **Section 2.01 List of Payroll Deductions** 42

- 43 (a) The District shall, upon receipt of an annual authorization form from the Association and signed
44 by the employee by October 15, deduct from the employee's salary and make appropriate
45 remittance to the Association for yearly professional organization dues and assessments
46 authorized by the Association and employee, direct deposit payment, CW Community Chest,
47 insurance plans, and tax-sheltered annuity plans. Each deduction shall be listed separately on the
48 employee's monthly warrant pay stub.
49

- (b) The Association agrees to indemnify and hold the District harmless from all claims against it or on account of any deduction made from the salary of any employee in the bargaining unit, provided it is clearly shown that any claim or action against the District is a result of incorrect information supplied to the District by the Association.

Section 2.02 Payment Procedure

Certificated employees shall be paid on the last contracted working day of each month, with the exception of December, when staff will be paid on the last business day of the month. Certificated employees' annual contracted salaries shall be prorated on the twelve (12) month basis and paid in twelve (12) monthly installments. Supplemental salaries will be paid in twelve (12) or fewer monthly installments or one lump sum upon the employee's written request.

Section 2.03 Salary Determination

- (a) All certificated employees shall be placed, make annual vertical (step) movement, and horizontal (lane) movement as stipulated, on the locally negotiated base salary schedule, consistent with S-275 reporting guidelines:

- Highest degree – WAC 392-121-250
- Total eligible credits defined – WAC 392-121-261
- Additional criteria for credits defined – WAC 392-121-262
- Academic credits defined – WAC 392-121-255
- Inservice credits defined – WAC 392-121-257
- Continuing education credits – WAC 181-85-030
- Continuing education credits ESA – WAC 181-85-077
- Nondegree eligible credits defined – WAC 392-121-259
- Certificated years of experience – WAC 392-121-264
- Documentation of above WAC 392-121-280

- (b) The substitute rate will be ~~\$130~~ **\$155** for a full day substitute, and ~~\$75~~ **\$85** for a half-day substitute.

- (c) Long-term substitute teachers working more than twenty (20) consecutive days in the same assignment will be placed on the salary schedule and paid according to the placement on the salary schedule. Substitute teachers who have worked thirty (30) days within the preceding school year and who continue to be available for employment as substitute teachers will be paid ~~\$150~~ **\$170** per day. **Retired Camas teachers, who have retired within the last two years, shall automatically start at the higher rate of pay when they substitute within the District.**

- (d) Official transcripts must be on file in the Superintendent's office (Human Resources) before the first working day in October to have the training increments counted and a salary change effected that school year. In extenuating circumstances, the District will accept grade reports by October 1 pending the receipt of an official transcript no later than October 15.

- (e) NOTE: Half-time individuals will receive half-time credit on the salary schedule.

- (f) **Educational Support Associates (ESA) Salary Placement - Employees with ESA**

certification with prior related non-school experience which qualified for salary schedule placement under Chapter 392-121 WAC, shall be credited for four (4) years of all such experience. Existing employees as of September 1, 2020 shall have until September 30, 2020 to provide documentation to Human Resources for purposes of this section. New hires shall provide documentation to their certificated specialist upon hire.

- (g) Placement of Non-Degreed Vocational Instructors: For Career and Technical Education (CTE) teachers moving from industry through the Plan II alternative route to certification, placement and movement on the salary schedule shall be as follows:
1. For initial lane placement, credits beyond a BA shall be determined by calculating the number of years of industry experience multiplied by 2000 hours per year, divided by 100.
 2. For initial lane placement, should industry experience result in calculation of credits beyond BA+135, the teacher shall be placed in the MA+0 lane, even if they do not hold a MA degree.
 3. For every 2000 hours of management experience in the field, initial step placement shall advance one experience step on the salary schedule, up to a maximum of six steps.
 4. Following initial placement, a teacher placed in BA lanes shall have the ability to move horizontally on the schedule as additional clock hours and credit hours are earned. Once a teacher has earned the equivalent of BA+135, they shall be placed at MA+0 even if they do not hold an MA. Subsequent clock hours and credit hours earned shall continue to be calculated for horizontal (lane) movement.
 5. Non-Degreed Plan II teachers from industry cannot use clock hours toward salary advancement until completion of a Plan II program.

Section 2.04 Dues Deductions

- (a) The Association and its affiliates (WEA and NEA) shall have exclusive right of automatic payroll deduction of membership dues, assessments and representation fees for employees in the bargaining unit. WEA and NEA are mentioned here only for the purpose of determining dues amounts.
- (b) On or before August 25 of each year, the Association shall give written notice to the District of:
- (a) the dollar amount of dues and assessments of the Association including the National Education Association and the Washington Education Association, which dues and assessments are to be deducted in the coming school year under all payroll deductions, (b) a prorated hourly dues schedule to be used for dues deductions for less than full time employees and (c) the name of the designated charitable organization. The total of these deductions shall not be subject to change during the school year.
- (c) The deductions authorized above shall be made in twelve (12) payments, one from each paycheck beginning with the pay period in September through the pay period in August of each year. Employees who commence employment after September or terminate employment before August shall have their deductions prorated at one-twelfth (1/12) of the total annual amount for each month the teacher is employed. Less than full time employees shall have deducted each month that amount based upon the number of hours worked and shown on the prorated hourly schedule. The Board agrees promptly to remit directly to the Washington Education Association all monies so deducted, accompanied by a list of employees from whom the deductions have been made.
- (d) In the event that an incorrect amount of funds is withheld by payroll deduction, the Association treasurer will work in concert with the District payroll department to correct any errors.

- 1
2 (e) Membership in the Association is not compulsory. Employees have the right to join, not to join,
3 maintain or drop their membership in the Association as they see fit. Neither party shall exert any
4 pressure on, or discriminate against any employee as regards such matters.
5

6 1. Membership Deductions:
7

- 8 i. Within ten (10) days of their commencement of employment, employees may
9 sign and deliver to Human Resources a Washington Education Association
10 membership enrollment form which shall authorize deduction of membership
11 dues and assessments of the Association (including the National Education
12 Association and the Washington Education Association). Such authorization
13 shall continue in effect from year to year unless request of revocation is
14 submitted to the Washington Education Association, signed by the employee.
15 Each month during the school year, the Association agrees to provide the Board
16 with the names of those teachers who have joined the Association and paid its
17 dues and assessments by cash.
18

19 **Section 2.05 Association Rights**
20

- 21 (a) The Association may use District buildings for meetings and to transact Association business.
22 The Association will have the right to utilize District facilities and equipment at reasonable times
23 after receiving prior approval from the principal. The Association shall continue to have the right
24 to post notices on bulletin boards in each staff room. Material presenting a different point of view
25 from that of the Administration or Board may be posted provided such material is not libelous or
26 does not promote an illegal activity. The Association may utilize the services of the District mail
27 and E-mail service and may distribute Association material in the teachers' mail boxes in each
28 building.
29
- 30 (b) The District shall furnish to the Association upon request one (1) copy of the Preliminary and
31 Final Budgets at the same time the Board receives them, annual and monthly financial reports,
32 annual audits, the annual Directory of Certificated Personnel, agendas and minutes of all Board
33 meetings, monthly student enrollment data reports. Also, any public documents covered by the
34 Public Disclosure Rules and Regulations will be furnished upon request. All material that is
35 necessary to the processing of any grievance and is covered by the Public Disclosure Rules and
36 Regulations will be furnished upon request.
37
- 38 (c) The Association, its officers and members of the representative council have the right to go to
39 other buildings at appropriate times for Association business. In no way should this interfere with
40 the teaching assignment.
41
- 42 (d) Representatives authorized by the Association during working hours in negotiations, grievance
43 proceedings, conferences or meetings with representatives of the District shall suffer no loss in
44 pay.
45
- 46 (e) Upon request, the Association will be provided with a list of certificated employees. This list
47 shall be provided electronically and shall include directory information including name,
48 assignment, building/location, and employee home phone and address contact information, for the
49 purposes of internal Association communication.
50

- 1 (f) **The District shall annually provide an electronic seniority list by April 15. Staff members**
2 **shall notify the District of any errors.**

3
4 **Section 2.06 Extended Work**

- 5
6 (a) In situations where teachers agree to serve as instructors for District-sponsored in-service and/or
7 workshop presentations, the following guidelines will be used for compensation purposes:

- 8
9 1. ~~Teachers~~ **Certificated Employees** teaching workshops outside of the school day will
10 receive the hourly “curriculum rate” for each hour of face to face instruction and pre-
11 arranged preparation **planning**. In addition, they will receive one hour planning time
12 compensation **paid** ~~(at the “curriculum rate” \$47.50 in 2018-19, increased by the state~~
13 ~~IPD in 2019-20)~~ for each hour of face to face instruction.
14
15 2. To accomplish intake of new primary students and related WA-KIDS assessment, the
16 District will calendar three (3) student non-attendance days in September, during which
17 primary teachers conduct parent conferences and/or compile WA-KIDS assessment data.
18 In addition, for each mandated assessment window (including the September intake
19 assessment window), each teacher required to administer the WA-KIDS assessment shall
20 be entitled to one release day for the purpose of compiling and submitting assessment
21 data. In lieu of a release day, the employee may submit a certificated time card for extra
22 duty pay not to exceed the cost of a full-day substitute. Should a teacher be required to
23 administer part of the WA-KIDS assessment after the intake assessment, the Association
24 and District shall meet to determine appropriate supports such as release time or
25 additional extra duty pay.
26

27 **Section 2.07 Personal Work, Voluntary Workshop Days, and TRI**

- 28
29 (a) The District shall offer three voluntary in-service days, **paid at per diem**, each school year.
30 Attendance shall be voluntary. ~~In the event that the State of Washington adds an additional~~
31 ~~funded day for professional learning in 2019-20, that added day shall be mandatory. Employees~~
32 ~~attending these in-service workshops shall be paid at their per diem rate.~~
33
34 (b) **The District shall offer two mandatory in-service days, paid at per diem, each year, as**
35 **funded by the State. One date shall be scheduled in August and one date shall be scheduled**
36 **in October on the state in-service day. The District shall allow employees to attend**
37 **specialized offerings with approval from their Administrator.**
38
39 (c) The primary concept of TRI (Time, Responsibility and Incentive) is to improve the quality of
40 educational services available for students through the performance of compensated additional
41 responsibilities provided by certificated staff. These TRI responsibilities will go beyond those
42 levels possible within the basic education programs as funded by the state legislature.
43
44 (d) The payment is not for responsibilities included in the mandatory daily average hours of
45 instruction offered students within the 180 day school year as is required and funded by basic
46 education dollars, or within any state funded in-service or learning improvement days.
47
48 (e) Compensation: ~~In 2018-19 and 2019-20, e~~**Each** full-time employee will be compensated at 3.30%
49 of the individual’s base salary for TRI responsibilities. An employee working less than full time

or less than a full school year will be provided pro-rated compensation based on the percentage of FTE and/or percentage of the school year worked.

(f) Location: TRI responsibilities may be carried out onsite or offsite as reasonably appropriate.

(g) Responsibilities at the discretion of the teacher can include:

1. Parent conferencing and communicating with parents
2. Collaborative planning meetings/activities
3. Curriculum development and classroom design
4. Preparation prior to the opening of the school year
5. Closeout at the end of the school year
6. End of term assessment/grading and preparation for the new term
7. Assisting/tutoring students
8. Work associated with year-end evaluations

(h) Payment: Compensation will be paid in 11 equal monthly installments beginning with October payroll. If the employee fails to perform the responsibilities required, any over payment of additional compensation may be withheld.

(i) Additional supplemental days shall be a subject of negotiations as part of the annual economic re-openers.

Section 2.08 Classroom Closeout Procedures

By the end of each school year, each building principal will establish a schedule with operations for any maintenance and repair activities that are to occur during the summer. The building principal will notify staff if the scheduled work limits access to the building during the summer months. During these times, staff may have limited access to the building. If unforeseen work is scheduled after school is out, access may be limited without prior notice.

Section 2.09 Calendar

(a) The District shall present a preliminary calendar to the Association no later than March 1st of each year.

(b) Elementary Early Release Wednesdays: The District shall schedule every Wednesday in the academic year as an Elementary Early Release Wednesday, excluding the 1st Wednesday of the year, if it happens to be the 1st day of school.

(c) K-5 Conferences: Because the District and Association agree that dedicated time for communication with parents and families is an important function for supporting student success, the District shall schedule a continuous week of five (5) days of student early release for K-5 conferences. The conference week will be the same for all elementary schools.

1. On Monday, Tuesday, Wednesday and Thursday of conference week, the contracted work day of elementary certificated staff shall remain the same as a typical contracted day; student early-releases shall provide time for teachers to conference with parents within the contract parameters.

2. Additionally, on Thursday of the conference week, certificated staff shall be present to conference with parents ~~from 5:00pm to 7:30pm~~ **for 2 ½ hours in the** evening in order

to accommodate families who are unable to attend conferences during student early-release times. This extended time is offset by a decreased workday on Friday of conference week (Item 3 below).

i. **The evening times will be mutually agreed upon between the Association and the District by Back to School events for each year's conference schedule.**

3. On Friday of the conference week, certificated staff shall begin their workday at the regular time and complete their workday at the end of the student day or upon completion of their last conference Friday afternoon, whichever is sooner.

4. PE teachers, Music teachers, Teacher-Librarians and Counselors shall be available for conferences. These should be scheduled at the building level through communication with the principal and/or classroom teacher.

5. After conference week and prior to the adoption of the following year's District calendar, the District shall engage certificated staff and Association leadership to solicit guidance and feedback about the timing and structure of elementary conference week.

(d) Secondary Grading: At the end of the first semester a student non-attendance day will be inserted into the calendar for the purpose of preparing grades.

Article III. PERSONNEL

Section 3.01 Individual Employee's Contract

The District shall provide each employee a contract with tentative assignment as a teacher indicated therein and in conformity with State Law, State Board of Education Regulations and this Agreement.

Section 3.02 Copies of Contract

Two (2) copies of a contract shall be given to the employee each year for signature. One (1) is retained by the employee at the time it is signed and the second copy is retained by the District.

Section 3.03 Length of Contract

The length of the regular employee contract shall be one-hundred-eighty-~~two~~ **two** (~~180~~ **182**) days. In the event that the Washington State Legislature provides additional funding attached to student attendance days and/or teacher professional learning days, the length of the regular employee contract shall be adjusted to reflect this. Any extension in contracted days by the District shall be computed on 1/~~180~~ **182** full per diem at the appropriate fractional full per diem rate of the employee's contracted rate of pay.

Section 3.04 Workday

(a) Certificated employees of the Camas School District shall be present in each of the buildings for seven and one-half (7 ½) hours each day, within which each employee shall have at least thirty

(30) continuous minutes for a duty-free lunch period each day. Arrival and departure times will be responsive to the beginning and ending times of the student days. A building principal can modify arrival and departure times to a slight degree in response to a specific building situation. For employees who are less than full time, the building administrator will make every attempt to create a contiguous and/or acceptable schedule for the employee.

- (b) Certificated staff members' primary responsibility is to help children learn, which involves planning, preparation, and working directly with children. The District and the certificated employee recognize the workday is intended for activity related to the instructional program. Non-instructional duties during the workday shall be performed primarily by aides, but certificated staff members may be required to perform non-instructional duties. The District will provide aides to assume such duties when it's within the budgetary limitations of the District.
- (c) All full-time certificated employees in the high school and middle school shall be entitled to at least one (1) employee directed ~~preparation~~ **planning** period per day equivalent in time to one (1) teaching period. This ~~preparation~~ **planning** period shall be included within the framework of the seven and one-half (7-1/2) hour workday. Part-time employees shall be compensated at no less than one-half (1/2) hour of ~~preparation~~ **planning** time for every three (3) hours of instruction.
- (d) All certificated employees in elementary schools shall be entitled to a weekly minimum of one hundred fifty (150) minutes of employee directed planning time, occurring during the student day, to be conducted on campus, and pro-rated by FTE. Calculation of these minutes shall not include Wednesday early releases, and shall be provided to classroom teachers through the scheduling of PE/Health, Music, and Library. Recess shall not be considered planning time, and shall be considered duty-free. Elementary buildings shall have flexibility to require classroom teacher support during library check-out or supervision in library sessions longer than 30 minutes. If the classroom teacher is expected to support library check-out or supervision, this time is not considered teacher planning time. If unique and otherwise unresolvable conditions result in lack of facilities or lack of adequate staffing, 150 minutes of weekly planning time cannot be accomplished through scheduling Music, PE, and Library, the building principal shall collaborate with the District and Association to decide among the following potential solutions:
1. ~~Preparation~~ **Planning** time may be calculated as an average of 300 minutes over two weeks, rather than 150 minutes in one week.
 2. Additional Music, PE, Library or other specialist FTE shall be hired.
 3. The building shall designate a "no-meeting day" (morning) to function as employee-directed ~~preparation~~ **planning** time.
 4. **General Education teachers who have their regularly scheduled planning time interrupted by assemblies/holidays/school activities will work with their building administrator to coordinate equitable planning time.**
- (e) ~~Preparation~~ **Planning** time for unique Special Services instructional staff is described in Section 3.06 of this agreement.
- (f) By the end of the second week of school, and as needed during the year, administration will review the student contact time of elementary specialists. Inequities and possible resolutions will be discussed with CEA leadership.

- 1 (g) All staff meetings shall occur within the regularly scheduled workday.
2
3 (h) Regular education employees who attend BIT meetings that go beyond the regular work day
4 and/or which supplants the employee's regularly scheduled ~~preparation~~ **planning** time will
5 receive .5 hours per diem pay. Regular education teachers will need to document and submit the
6 additional time as time worked beyond the contract day or in place of their regularly scheduled
7 ~~preparation~~ **planning** time.
8
9 (i) *"Normal circumstances" are deemed to be days when the regular daily schedule is not affected.
10 The District may deviate from the planning time schedules for such activities that are scheduled
11 within the normal work day (i.e. including, but not limited to, assemblies, field trips, inclement
12 weather, early release, etc.).
13
14 (j) **The District shall coordinate with the employee to provide a planned schedule and private**
15 **work station/location to fulfill lactation needs.**
16

17 **Section 3.05 Provisions for Job Sharing, Part Time Employees**
18

- 19 (a) Provisions for job sharing and other part-time situations that fractionalize certificated
20 instructional personnel FTE positions
21
22 (b) Position Determination
23
24 1. The District will arrange the sharing of one FTE position by two individuals or some
25 other fractionalization of a limited number of teacher FTE positions when:
26
27 i. The District can identify some clear advantages to the District for utilizing such
28 an arrangement, and/or
29
30 ii. The District does not identify any clear disadvantages from a proposed
31 fractionalization of an FTE unit.
32
33 2. Definitions:
34
35 i. "Job Share" is the situation where two employees share a position that is
36 otherwise a full 1.0 FTE.
37
38 ii. "Job Fractionalization" is the situation where an employee works a contract less
39 than 1.0 FTE.
40
41 iii. "Part-time" shall refer to both Job Share and Job Fractionalization.
42
43 3. The fractionalization of an FTE position must not result in substantially increasing the
44 costs to the District for salary and benefits in excess of its average cost of funding an
45 FTE. There must be some value being accrued by the District for the splitting of an FTE
46 and the expansion in administrative load inherent in the increase of the number of
47 employees to be supervised and accounting records to be maintained.
48
49 4. The District will review job share annually and may terminate the arrangements at any
50 time. It may be abolished without prior notice:

- i. At the end of each school year;
- ii. When a fraction of an FTE employee must be increased during a school year because a change in circumstances occurs. (Example: There is an increase in student enrollment and the District cannot find another adequately qualified employee willing to work part-time to handle the increased load, or space is not available);
- iii. If one-half of a job-sharing pair departs the scene and another suitable replacement cannot be immediately located;
- iv. If the job-sharing partners find they are incompatible and/or one leaves the District or takes unpaid leave and it is not convenient for the District to make other suitable arrangements;
- v. If the District has need to discipline or terminate the sharing arrangement because one or both persons are not complying with their prior written agreement as to how they will handle responsibilities, including but not limited to: attendance at staff meetings, equitable share of student control duties during the school day and evening, extra/curricular supervision of students, or to attend seminars or other special training as necessary at the established compensation rates.

(c) Employee Procedure

1. The District will provide to the employee a check list of potential adverse effects from job sharing or otherwise accepting a part-time position, and the employee will indicate acceptance of those limitations by initialing each area.
2. The District will provide the employees *A Beginning the Year Checklist* requiring each job share employee to reach consensus on the procedures and responsibilities for each item on the check list.
3. An individual's advancement on the salary schedule steps may be at least biannual and often more years apart depending on the proportion of teaching performed.
4. Eligibility for retirement credit may be limited or nonexistent during those years pursuant to state teachers' retirement system provisions.
5. An individual's "continuing contract rights" for the following year are in direct proportion to the days actually worked during that year. The District is not legally bound to reinstate the individual into a full-time position. Reinstatement to a full-time position will be at the District's convenience.
6. An individual may be required to return to full-time employment at any time for "urgent needs" of the District, i.e., student enrollment change, space situations, etc.
7. Individuals proposing to enter into a job sharing arrangement will prepare a signed written agreement. It will stipulate how each individual will handle each and all of the

1 duties and responsibilities of the position being divided. These will include, but not be
2 limited to, the following: attendance at building and District staff meetings, back to
3 school night for parents, student supervision duties, both during school hours and evening
4 student body activities, individual parent conferencing, equipment inventory and similar
5 kinds of activities normal to those of a full-time teacher as may be identified by the
6 building administrator. Each part-time employee will develop a schedule with ~~his/her~~
7 **their** administrator each quarter/ trimester/ semester which delineates meetings and
8 activities the employee is contracted to attend. Meetings and activity attendance shall
9 correspond proportionally to an employee's FTE. After reviewing the proposed plan, the
10 building administrator will sign and comment in writing ~~his/her~~ **their** approval or
11 disapproval. The plan will be presented to the superintendent for final
12 approval/disapproval.

- 13
- 14 8. Part-time employees are valued and are encouraged to participate and attend all school
15 related-activities otherwise required for all full-time employees. Part-time employees
16 who are invited, approved to attend and attend activities outside of their pre-approved
17 agreement (paragraph 7 above) shall be compensated at per diem. **Part-time employees**
18 **shall be expected to minimally participate in activities in pro-ratio to their**
19 **designated FTE. Every effort should be made to flex schedules to attend. In the**
20 **event it is not possible for the part-time employee to be included in a scheduled**
21 **meeting or school related activity outside of their contiguous schedule, they shall**
22 **coordinate with their respective administrator or designee to receive the missed**
23 **content.**
- 24
- 25 9. Whenever possible, job sharing employees will be given first opportunity to act as
26 substitute teachers for one another at the regular substitute rate. Principals will attempt to
27 make arrangements for this as soon as the absence of a job share teacher is known.
- 28
- 29 10. The District shall make every effort to minimize the number of buildings to which any
30 part-time employee is assigned.

31

32 (d) Compensation – Computations

- 33
- 34 1. A full time equivalent (FTE) CEA member works 7 hours per day, five days per week, 36
35 weeks per year. To calculate a part time employee's FTE, multiple the FTE by 35 for the
36 average hours contracted per week:
- 37
- 38 .1 FTE = 3.5 hours per week
39 .2 FTE = 7 hours per week
40 .3 FTE = 10.5 hours per week
41 .4 FTE = 14 hours per week
42 .5 FTE = 17.5 hours per week
43 .6 FTE = 21 hours per week
44 .7 FTE = 24.5 hours per week
45 .8 FTE = 28 hours per week
46 .9 FTE = 31.5 hours per week
47 1.0 FTE = 35 hours per week
48

2. For employees who are less than full time, the building administrator will make every attempt to create a contiguous and/or ~~acceptable~~ **mutually agreeable** work schedule for the employee. **No assignment shall include an unpaid gap of more than two periods. Part-time employees shall receive planning time in pro-ratio to their FTE. Any part-time employee with .5 FTE or more shall receive a 30-minute, duty-free lunch.**
3. Each individual on a part-time assignment, i.e., teaching less or more than the normal average FTE daily teacher assignment, will be compensated proportionately to their FTE. A teacher is paid an amount proportionate based on ~~his/her~~ **their** placement on the basic salary schedule.
4. Advancement of one step on the salary schedule will require a minimum of 80% an FTE year of service. Not more than one (1) year of service can be earned in one school year. Part-day and part-year (regular contracted and substitute) service may be accumulated over several school years to qualify for advancement on the schedule. Multiple years of part-time service should be computed each year to determine each individual's specific salary schedule placement.
5. Group insurance benefits will be offered in direct proportion to the time spent teaching, with a minimum 50 % FTE to participate in the program.
6. Emergency/sick leave, staff development funds, personal business leave and similar other economic benefits will be computed in proportion to an employee's respective FTE.

Section 3.06 Special Education

- (a) The District shall provide a special education handbook to employees for review annually at the fall inservice and no later than October 15th. The Association and the District shall meet annually to review the handbook. The handbook shall be available both electronically (District website) and as a hard copy. The handbook shall serve as a resource but shall not supplant necessary training. The handbook shall minimally contain:
 1. District procedures and guidelines for referring students for special education.
 2. District procedures and guidelines for preparation, formation, and implementation of Individualized Education Programs.
 3. District guidelines regarding the establishment, composition, and responsibilities of special education teams.
 4. Clear definitions of programs and teacher responsibilities.
 5. Eligibility areas.
 6. **Educational Support Associate Evaluations forms**
- (b) Special education teachers and services staff (SLP's, OT's, PT's, **PSYCHS**) will receive an additional annual contract equal to 3% of their annual base salary for IEP related activities (pro-rated for PT staff). Activities could include writing IEP's, conducting IEP meetings, consulting

with staff, and consulting with families. In order to qualify for the additional contract, the IEP process must be completed on time and be based upon state and federal guidelines.

- (c) Compensation will be paid in 11 equal monthly installments beginning with October payroll. If the employee fails to perform the responsibilities required, any over payment of additional compensation may be withheld.
- (d) General education teachers who are required to attend IEP meetings will receive .5 per diem hours for meetings that go beyond the regular work day and/or which supplants the employee's regularly scheduled ~~preparation~~ **planning** time. General education teachers will need to document the additional time as time worked beyond the contract day or in place of their regularly scheduled ~~preparation~~ **planning** time on a certificated time sheet, including student initials, the time in attendance, and submitted to the building secretary for approval of principal and Special Services Director. By law, the general education teacher must attend the entire meeting.
- (e) Exceptional circumstance IEP/ Professional Team preparation and meetings and/or service requirements for eligible special education students may result in additional per diem time as determined and authorized by the special education director.
- (f) Facilities and Work Space: Special education staff and itinerant personnel shall be provided an appropriate working space to meet the needs of their assigned program.
1. The working space shall be reserved for such personnel during the time they are regularly scheduled into the building.
 2. The needs for privacy and/or the protection of materials shall be met.
 3. Such employees shall be provided access to a telephone where private conversations are possible.
 4. The specifics for making these arrangements shall be made by the building principal/program manager after discussion with the employee and/or the appropriate supervisor.
- (g) Supplies, Materials and Equipment: Special Education Teachers will be provided access to same instructional materials as general education staff. Each program, in each building, will receive a \$100 budget per year to purchase curriculum and/or program materials. Purchases must have prior approval from special services and be requested by April 30th
- (h) Specific special education staff (SLP, OT, PT or teachers in an ~~SIS, Life Skills, BD, SCORE, IAP, ICP, SEL~~ or Transition) shall attempt to create a schedule that includes contracted planning time. When planning time cannot be scheduled, staff shall meet with building administration to create a schedule that includes the contracted planning time. For intermittent planning time loss, staff may claim missed planning time on a certificated time sheet. If contracted planning time cannot be arranged on an ongoing basis through discussion with building administration, contact special services to discuss options and/or arrange a supplemental contract.
- 1. Special education staff, upon request, may receive prearranged release time or the equivalent per diem rate supplemental pay for the purpose of consultation and collaboration with the general education teachers to whom their students are assigned.**

Agreement for release time or supplemental pay may result after problem-solving with the building administrator and the inability to meet during pre-established preparation or PLC time has been established.

(i) Class Size and paraprofessional support:

1. Staff allocation varies by program based upon student need (severity of disability), nature of program model, number of students in the program, other supports available in a given setting, task demands for a given job, available program revenue, and legal requirements.
2. The District will make every attempt to maintain reasonable caseloads for all special education employees. The District will staff to the following caseloads. If caseloads exceed the limit, staff members may complete the caseload relief form and review it with their principal and the Director of Special Services for a mutually agreed upon remedy to be initiated within five days of receipt of the caseload relief form. (Appendix H).

Table 3.06a

Position	Location	Students FTE or Case managed
Psychologist	<u>ELEMENTARY, SECONDARY, AND PRESCHOOL</u>	1:1100 1000 General Population
Psychologist	<u>SECONDARY</u>	1:1100 General Population
SLP	ALL	1:50*
OT	ALL	1:2750 General Population
PT	ALL	1:4750 General Population

SLP, OT/PT, Psychs will have input into assignment and distribution for the school year. Adjustments will be made throughout the year as needed.

*If an SLP carries an individual load above ~~55~~ **50**, the District and SLPs shall meet to balance caseloads, and if this cannot be accomplished, the SLP shall receive overload payment of \$300 per semester or ~~\$150~~ **\$200** per trimester. **In the event there is no SLP with fewer than 50 students on their caseload, the District shall hire additional FTE.**

3. Caseloads: Staffing is based on program model, student need, task demands, available program revenue, and legal requirements. The District will make every attempt to maintain reasonable caseloads for all Special Education employees. The District will staff to the following caseloads. If caseloads enter into relief level 1 or 2, an overload remedy shall be provided based on the overload level below.
4. **If a special education teacher is providing more than 50% of specially designed instructional minutes to a student not on their caseload, and that student is significantly increasing that Special Education teacher's workload the two teachers will meet with building and district special education administration to consider a change of caseload assignment.**
5. Programs named below are defined in the 2017-18 Special Services Handbook and are included in Appendix J of this Agreement.

1 Table 3.06b

Program Name	Individual Caseload	Relief Level	
		1	2
Special Education Pre-school <u>Students on IEP per session, based on teaching no more than nine (9) sessions per week or prorated by FTE.)</u>			
Early Childhood Education - <u>Papermaker</u> <u>(Students on IEP per session)</u>	20 <u>10</u>	22 <u>11</u>	24 <u>12</u>
<u>Early Childhood Education - Heights</u> <u>(Students on IEP per session)</u>	<u>10</u>	<u>11</u>	<u>12</u>
Elementary Self-Contained <u>District Programs</u>			
<u>Life Skills-Integrated Communication Program</u>	8	9	10
Structured Inclusion Setting <u>Integrated Academic Program</u>	12	14 <u>13</u>	16 <u>14</u>
Structured Learning Center <u>Integrated Social Emotional Program</u>	8	10	12
Middle School Self-Contained <u>District Programs</u>			
<u>Life Skills-Integrated Communication Program</u>	10	11	12
Structured Inclusion Setting <u>Integrated Academic Program</u>	14	16 <u>15</u>	18 <u>16</u>
Structured Learning Center <u>Integrated Social Emotional Program</u>	12	13	14
High School Self-Contained <u>District Programs</u>			
<u>Life Skills-Integrated Communication Program</u>	10	11	12
Structured Inclusion Setting <u>Integrated Academic Program</u> - Moderate	12	14	16
Structured Inclusion Setting <u>Integrated Academic Program</u> - Mild	14	16 <u>15</u>	18 <u>16</u>
Structured Learning Center <u>Integrated Social Emotional Program</u>	14	16	18
Transition House	14	16	18
Elementary Resource			
Resource Room	28	30 <u>29</u>	34 <u>32</u>
SCORE	20	21	22
Secondary Resource			
MS Resource	30	32 <u>31*</u>	34 <u>33*</u>
HS Resource	30	32 <u>31*</u>	34 <u>33*</u>

2 **For Resource Classrooms: If this caseload has been already staffed above initial allocated
3 paraprofessional FTE, and this relief level is triggered, the parties shall meet to assess existing
4 paraeducator staffing and determine best usage of current and/or possible additional paraprofessional
5 FTE.

- 6
- 7 6. In the rare event that the District creates a blended classroom where students from
8 varying developmental designations are assigned in the same classroom, the caseload
9 maximum shall reflect the caseload number that is lower, reflective of the higher need
10 student designation.
- 11
- 12 7. The official caseload count day shall occur on the 1st of each month. When the monthly
13 assigned caseload is reviewed by the staff member and submitted to special services, if

the employee is in overload ~~he/she~~ **they** shall designate an overload remedy preference using the overload relief form. If no preference is indicated, the remedy shall default to release time. The release time must be used by the end of the month following the caseload report. If paraprofessional support is selected, this relief shall be provided within five working days of the received request. When caseload numbers fall in Relief area 1 or 2, as stated above, the following overload relief options shall be provided:

Table 3.06c

	Release Time	Paraprofessional Support
Relief Level 1	1 Day/Month	3.0 Hours/Day*
Relief Level 2	2 Days/Month	6.0 Hours/Day

8. The District shall post additional Special Education Certificated FTE when a caseload number exceeds the number stipulated in the respective Relief Level 2. Upon hire of additional FTE individual caseload counts shall be balanced between the respective impacted special education certificated staff.
9. When any special education certificated employee is over the number stipulated in Relief Level 2 and the District is unable to hire additional FTE after twenty (20) school days of an unfilled open posted position, additional compensation will be offered to the employee at a % ratio of the workload multiplied by their per diem, up to .2 FTE additional caseload per person. No staff will be asked to work more than an additional .2 FTE contract. This additional FTE does not result in additional benefit allocation.

EXAMPLE: Middle School Integrated Communication Program (ICP)

Target Caseload: 10

If assigned 13 students, exceeds Relief Level 2 (Table 3.06b) by one student.

One student = 10% of Target Caseload.

Teacher is offered .1 FTE contract for the remaining time in overload.

EXAMPLE: Elementary School Integrated Academic Program (IAP)

Target Caseload: 12

If assigned 16 students, exceeds Relief Level 2 (Table 3.06b) by two students.

Two students = 16.7% of Target Caseload

Teacher is offered .167 FTE contract for remaining time in overload.

10. The District shall provide instructional paraprofessional time to assist each special education teacher during instructional time for which the teacher is responsible **consistent with the student's academic needs as defined by the IEP.**
11. Special education teachers will conference with the Special Services Director, Psychologist, Principal, and if requested, CEA representative, to determine if additional instructional paraprofessional time is needed in each classroom or program. Determining factors can include: age and number of students in classroom, specific special education needs of students, student health concerns, and other items as identified.
- (j) Assignment and Transfer: After two (2) years as a special education employee in the District, properly credentialed special education employees may choose to apply for regular education classroom positions through the process set forth in Section 3.18.

(k) Acronyms:

SLP = Speech Language Pathologist

OT = Occupational Therapist

PT = Physical Therapist

~~SCORE = Social Communication Occupation Resource Education~~

~~SIS = Structured Inclusion Services~~

~~SLC = Structured Learning Center~~

ISEL= Integrated Social Emotional Learning

ICP= Integrated Communications Program

IAP= Integrated Academic Program

- (l) Special education teachers shall be informed of their tentative program assignment no later than June 15th, based on spring forecasting, for the ensuing year.

- (m) The District shall schedule ~~one elementary early release and one secondary late start~~ **one half day, scheduled** for the purpose of ongoing training of special education staff. **Additional training may be requested through Special Services administration**

- (n) Special Education staff new to the District or when moving between programs, will be ~~trained in their professional service areas within the 1st month of employment. Training will be provided in one of the following ways:~~ **assigned a mentor according to the criteria set forth in Section 4.19. If additional training needs are required, requests may be made to the district special education administration.**

~~1. During paid inservice,~~

~~2. During early releases or late starts~~

~~3. During the workday by providing substitute coverage for necessary training.~~

~~4. Up to 7 hours of compensation for the teacher to meet with a job-alike peer for guidance and training. That peer shall also receive up to 7 hours of compensation.~~

Section 3.07 Inclusion and Co-Teaching

(a) Balance / Support in Classrooms

1. The District and Association agree that teaching students with diverse educational needs is the responsibility of every educational professional. Principals, counselors, and other staff members involved in student assignment will attempt to assign students in a balanced and equitable manner, considering class composition, and understanding that student assignment decisions are also subject to scheduling, class size, and student educational needs. Responsibility for the final student placement decision rests with the administrator (s). **Upon placement of a student in a classroom, the teacher shall receive a copy of any IEP, 504, behavior plan, and/or Washington English Language Proficiency Assessment for the respective student as permitted by law.**
2. Special education students shall be counted in the class load of the general education teacher, assuming any inclusion in the general education classroom.
3. The District shall make every effort to evenly distribute students with special needs equitably across grade level and class sections. **When it best meets the needs of students in Special Education district programs and clustering occurs, building**

administrators will work with Special Services and impacted classroom teachers to review appropriate supports for the impacted classrooms.

4. The District will consider the following factors when equitably scheduling students:
 - IEP goals
 - 504 plans
 - ELL needs
 - Behavior needs
 - Social/emotional behaviors
5. When the teaching workload is significantly impacted due to the scheduling of inclusion classes, the District will work with significantly impacted teachers to provide necessary supports and assistance.
6. If a concern is identified in a specialist (elementary) or elective (secondary) section regarding safety and/or class composition, this concern shall be immediately communicated to the building administrator to determine a mutually agreed upon remedy.
7. The District shall not unduly, routinely schedule cluster based classroom sections with select certificated employees. Every effort shall be made to rotate scheduling of cluster based classrooms throughout grade level teams, content areas and departments.

(b) Support for Students in General Education Classrooms

1. If at the completion of class scheduling, or thereafter, the number of students with IEPs assigned to a general education classroom is 1/5th or more of the “class size” column set forth in Section 4 of this Agreement, a review of the needs of the students in the classroom will be conducted, upon the impacted employee(s)’ request. Within five (5) contract days of such request made to the building administrator, the impacted employee(s) shall meet with the building administrator and/or Special Services to remedy the load. Such review will be based on the individual and classroom needs of students. Agreed upon additional support shall include timely implementation of one or more of the following remedies:
 - a. Identification of additional curricular resources and/or training to be provided to the employee
 - b. Differentiated materials and resources
 - c. Allocation of additional staff assistant time to the classroom
 - d. The establishment of a co-teaching arrangement with another certificated staff member.
 - e. Adjustment of class lists and/or schedules
 - f. Other remedies as may be mutually agreed between the employee and the building principal
2. In the event the impact to the classroom is not mutually remedied, the matter shall be promptly forwarded to the Special Services Director for a mutual Association and District remedy.

1 (c) Planning Time for Co-teaching (Special Education/General Education)

- 2
- 3 1. One half day (1/2) of paid release time shall be provided to each certificated teacher per
- 4 period of co-taught class to meet together to prepare for the co-taught class(es) each year.
- 5 A substitute shall be provided as one half day (1/2) increments scheduled at the discretion
- 6 of the employees.
- 7
- 8 2. Employees may opt to meet outside of the regular workday, in lieu of a substitute, and
- 9 submit a certificated time card for compensation for the requisite time. This time may be
- 10 reported in one hour increments, up to a maximum of four hours for each co-taught class.
- 11 Every effort shall be made to provide common planning periods to allow for
- 12 collaboration between the general education and special education teachers who co-teach.
- 13

- 14 (d) Training on ~~differentiation and modification of instruction~~ **how to teach students with learning**
- 15 **differences by differentiating teacher representation of content and student expression of**
- 16 **knowledge in order to facilitate student engagement and learning** shall be made available to
- 17 all general education teachers. Such training shall be offered during professional development
- 18 days or at other mutually agreed times.
- 19

20 **Section 3.08 Early Release for Elementary Students**

- 21
- 22 (a) The District will schedule an early release cycle for elementary teachers' grades K-5 provided
- 23 that the following criteria are met:
- 24
- 25 1. Up to three (3) District-coordinated early release days will be scheduled and
- 26 training/planning topics identified by a joint committee of teachers and administrators in
- 27 September of each year.
- 28
- 29 2. Three (3) additional building-wide early release days may be scheduled at a building site
- 30 on an "as needed" basis to be determined by the majority of the building staff.
- 31
- 32 3. There must be a minimum of three (3) straight weeks of uninterrupted Wednesday
- 33 preparation periods between District and/or building days.
- 34
- 35 4. All remaining undesignated early release Wednesdays shall be employee directed
- 36 preparation time.
- 37
- 38 (b) During each year of this agreement, each Wednesday will be an early release day. The exception
- 39 would be the first Wednesday of the school year if the first day of school falls on a Wednesday.
- 40

41 **Section 3.09 Evening Community/Parent Events**

- 42
- 43 (a) During the course of a school year, there will be no more than ~~two~~ **three (3)** evening community/
- 44 parent activities scheduled that require staff attendance **to not exceed six (6) hours total**. A staff
- 45 member who has a scheduled conflict with one of these evening activities will notify the
- 46 principal. In the event an individual is not able to participate in the scheduled event(s) the
- 47 administrator will coordinate with the individual to schedule a replacement event(s) that year or
- 48 the following year.
- 49
- 50 (b) Additional community/parent evening activities where attendance is requested will be voluntary
- 51 and will be compensated at the per diem rate of pay.

(c) The annual building schedule of all evening activities requiring staff attendance shall be developed and distributed by September 30 each year. The schedule will only be altered with the agreement of the majority of the teaching staff.

(d) Participation or non-participation in these activities shall not be a subject for evaluation. This clause will only apply to school-wide activities.

Section 3.10 Insurance SEBB and Fringe Benefits

~~The District shall provide full contribution for each eligible employee (employees who are contract at .5 FTE or higher) in the bargaining unit for all fringe benefit insurance programs pursuant to the following:~~

~~(a) All programs requiring one hundred percent (100%) participation shall be contributed to by all employees as a first priority.~~

~~(b) Each less than full time eligible employee shall receive a percent of premium contribution on all fringe benefit insurance programs equal to his or her contracted percentage worked to full time.~~

~~(c) For the duration of this contract, the District will contribute the maximum amount per month funded by the state per FTE to the benefit pool for certificated benefits for each full time employee or employee working .5FTE or more. The District shall pay the full amount of the retiree remittance for bargaining unit members as determined by the state for contribution to the Washington State Health Care Authority for the term of this agreement.~~

~~(d) The State support amount for the insurance pool shall be further increased by an additional \$20.00 per month per FTE in 2018-19. In 2019-20, this insurance pool contribution shall be eliminated.~~

~~(e) Employees will be asked to make their selections no later than September 15 of each year. After all employees have made their selections, the District shall calculate the insurance pool, annually, no later than the October payroll cutoff.~~

~~(f) Each employee shall pay a minimum monthly charge of 2% of the employee only coverage premium for the plan chosen by the employee. Such minimum monthly charge shall be paid regardless of the impact of pooling. The 2% shall be calculated based on the established monthly rates for the benefit year it applies to.~~

~~(g) The District shall provide notice to all employees of the respective rates of their selected plans after all contributions, calculations, and allocations in rounds of the pool have been completed.~~

~~(h) An employee whose spouse is also a District employee eligible for a District insurance contribution, and a member of the bargaining unit, may combine his or her insurance allocation with that of his or her spouse for the purchase of a single insurance plan to offset the employee's out of pocket costs for medical insurance premiums (e.g. the purchase of one employee plus spouse plan rather than two employee only plans.) The unused portion of the insurance allocation shall be returned to the insurance pool.~~

~~(i) The District shall make payment of all premiums for each employee to assure coverage for the full twelve month period commencing October 1 and ending September 30. If an employee~~

terminates his/her employment prior to June, coverage of insurance shall terminate at the end of the month in which termination occurred.

(j) After September 15th, eligible persons not enrolled when newly eligible will not be enrolled until the next open enrollment. Acceptable changes after the open enrollment period are:

1. Marriage or divorce
2. Birth or adoption of dependent children
3. Change in status of dependent or employee
4. Carrier or dependent becomes eligible for Medicare
5. Change of domestic partner status

(k) New employees to the District hired between the 1st and 15th of any month shall receive coverage on all fringe benefit plans on the first day of the next month. Employees hired between the 16th and 31st of any month shall receive coverage on all fringe benefit plans on the first day of the second month following hire.

(l) No later than March 31 of each year, the District shall convene an insurance committee of CEA selected members and Human Resources to review plans, secure bids as requested, and solicit quotes for the future school year. If there is no agreement to make changes, the current plans, listed below, will continue to be provided to an eligible employee, his/her family and or domestic partner as governed by state statute:

1. WEA Select health plan for employee/spouse/child(ren) OR, optional equivalent Kaiser plan.
2. Washington Dental Service Plan I (Composite) plus Orthodontia Plan II.
3. WEA/Blue Cross Vision Care Plan I.
4. The District will provide pooling as it equates to Washington State statute.
5. Standard Life Long Term Disability.

(m) The following option is available under payroll deduction at the employee's expense:
WEA/Washington National Salary Insurance

(a) **The District shall pay the full portion of the employer contribution as adopted in the School Employees Health Care Coalition agreement for all employees who meet the eligibility requirements outlined below.**

(b) **For purposes of benefits provided under the SEBB, school year shall mean September 1 through August 31, and shall also be referred to as the eligibility year.**

(c) **The District will implement the School Employees Health Care Coalition agreement when establishing the employee rates which will be paid to the Health Care Authority (HCA) through payroll deduction for the month in which the employee receives benefits. The District will provide benefits to employees through SEBB, to include but not be limited to:**

1. **Basic Life and accidental death and dismemberment insurance (AD&D)**
2. **Basic Long-term Disability**
3. **Vision**
4. **Dental including orthodontia**
5. **Medical Plan**
6. **Employees are eligible to participate in the Medical Flexible Spending Arrangement (FSA) and Dependent Care Assistance Program (DCAP) offered by the employer.**

1 Employees will also have the option of enrolling in a Health Savings Account (HSA)
2 when a qualifying High Deductible Health Plan (HDHP) is selected for their medical
3 insurance. In addition, employees will be able to utilize payroll deduction for any
4 supplemental insurance that they choose to enroll in through SEBB (e.g. increased
5 Life, AD&D, Long-term disability, etc.).

- 6 (d) Eligibility: Beginning January 1, 2020 eligible employees shall select from the approved
7 SEBB identified carriers and plans for themselves, their dependents, and/or domestic
8 partner, consistent with SEBB rules.
9
- 10 (e) All Employees, including substitute employees, shall be eligible for full insurance coverage
11 under the SEBB program once they work 630 hours, or the District anticipates they work
12 630 hours or more in an eligibility year.-
13
- 14 (f) Once eligibility is established, it shall be maintained for the remainder of the eligibility
15 school year, unless the employee's schedule or work pattern is revised such that they are no
16 longer anticipated to work 630 hours or separate from employment. In this case, eligibility
17 for benefits and eligibility for the employer contribution ends as of the last day of the month
18 in which the change is effective.
19
- 20 (g) All compensated hours in any position within the District shall count for purposes of
21 establishing eligibility. A school employee who is not anticipated to work 630 hours within
22 the school year because they are hired after the school year begins but they are anticipated
23 to work at least 630 hours the next school year, establishes benefits eligibility for the
24 employer contribution toward SEBB benefits as of their first working day if they are:
- 25 1. A 9-10 month employee anticipated to be compensated for at least 17.5 hours a week
26 in the last eight weeks counting backwards from the week that contains the last days
27 of school; or
28 2. A 12 month employee anticipated to be compensated for at least 17.5 hours a week
29 in 6 of the last 8 weeks counting backwards from the week that contains August 31,
30 the last days of the school year.
- 31 (h) Any employee who has worked 630 hours in the previous year and is returning to a similar
32 position(s) with anticipated work hours of 630 or more determined by the District, will be
33 eligible for benefits.
34
- 35 (i) If two individuals are job sharing one position and they are both anticipated to work more
36 than 630 hours, they will both be eligible for SEBB benefits. The district will be required to
37 pay the employer's share of the benefit costs for each eligible employee. The District may
38 terminate job sharing arrangements, which may result in a loss of benefits, at any time after
39 completion of each year.
40
- 41 (j) Benefit Enrollment and Continuity of Coverage: Employees shall select a carrier and
42 plan(s) provided in the county in which they live or as per SEBB rules. Electronic
43 enrollment processes shall be established consistent with SEBB rules.
44

- 1 (k) In the month of September (beginning 2020), benefit coverage for eligible employees begins
2 their first day of work, so long as the employee works on or before the first day of school.
3 For all other eligible employees, benefit coverage will begin the first of the month following
4 the employee's first day of work.
5
- 6 (l) Employees previously employed by a SEBB employer and eligible for SEBB coverage in the
7 month prior to their first day of work will have uninterrupted benefit coverage if they meet
8 the eligibility requirements above.
9
- 10 (m) Should an employee who previously was not anticipated to work 630 hours during the
11 school year, and is subsequently employed in a position in which the District anticipates
12 they will work 630 hours shall become eligible for benefits the first day of the month
13 following the known date of eligibility.
14
- 15 (n) Premiums: The District shall pay the full portion of the employer premium as established
16 by SEBB. Employees shall be responsible for their portion of the premium as established
17 by SEBB.
18
- 19 (o) Leaves: Paid leave hours shall count towards benefits eligibility under this section excluding
20 any holiday hours from eligibility determinations. Employees on an approved unpaid leave
21 will retain their employee/employer relationship.
22
- 23 (p) An employee on approved leave under the federal Family and Medical Leave Act (FMLA)
24 or the Washington State Paid Family Medical Leave (PFML) will continue to receive the
25 employer contribution for insurance coverage in accordance with the federal FMLA or
26 RCW 50A.04.245.
27
- 28 (q) For an employee on leave without pay and who is no longer anticipated to meet the
29 eligibility requirements for employer paid insurance, the employee will have the option of
30 self-paying the (COBRA) premium to HCA.
31
- 32 (r) Benefit Termination: Any employee receiving benefits who chooses to terminate the
33 employee/employer relationship shall continue to receive benefits through the end of their
34 final working month of employment.
35
- 36 (s) When employees are receiving benefits and separate from employment after completion of
37 the employee's full contract obligation, the separation will need to be submitted with an
38 effective date of August 31. The employer contribution toward SEBB benefits ends the last
39 day of the month in which the school year ends (August 31).-
40
- 41 (t) Substitutes:
42 1. The District and the Association agree that substitute employees who have worked
43 the previous two school years of 630 or more hours, and are anticipated to work 630
44 hours during the current school year will be determined by the District and will be
45 eligible for benefits through SEBB. (WAC 182-31-040 5a).
46 2. Substitute employees will be monitored and reviewed monthly by the District for
47 anticipated work hours. The substitutes deemed eligible based on their work history
48 and anticipated work hours for the current school year will be offered SEBB
49 Benefits.

- 1 (u) Legislative Changes and Reopeners: If the Washington State Legislature changes provisions
2 of SEBB to allow for changes in employer contributions towards elective benefits, or
3 substantially changes the medical coverage provisions, either party can reopen this
4 agreement for negotiation of the changes.
5
6 (v) Workers Compensation - All employees shall be covered by the provisions of the WA State
7 Workers Compensation program for injuries sustained during the course of their regular
8 employment.
9
10 (w) Whenever an employee is absent from employment as a result of personal injury sustained
11 in the normal course of employment and in the performance of their duties, the employee
12 will be paid the difference between the employee's total compensation and state industrial
13 compensation for a period of such absence up to twenty-four (24) months.
14
15 (x) An employee who is absent from employment as a result of a physical attack sustained in
16 the course of employment shall be paid full salary for the period of absence for thirty-six
17 (36) months if the injury is the result of a physical assault, from the date of the injury, less
18 the amount of an L & I compensation award. No part of such absence shall be charged to
19 any accumulated leave.
20

21 Section 3.11 Sick Leave

- 22
23 (a) Sick leave may be used for illness, injury, pregnancy disability, bonding, emergency and family
24 care or for any qualifying event covered by FMLA, WA-PFML, and the Washington Family
25 Medical Leave Act.
26
27 (b) Every person under a contract for a full school year (~~180~~ 182 days) shall receive twelve (12) days
28 of annual sick leave. Such sick leave not taken during the year shall be accumulated from year to
29 year up to a maximum of one hundred eighty (180) days. A person contracted for less than a year
30 shall be entitled to the proportion of twelve (12) days sick leave that the total number of full days
31 contracted bears to 180 days.
32
33 (c) Personnel claiming sick leave benefits for more than five (5) consecutive days must submit a
34 written statement from a physician which outlines the need for the continued absence. Employees
35 will be required to sign a statement verifying the day or days and the date or dates.
36
37 (d) Pursuant to current statute, employees may cash in unused sick leave days above an accumulation
38 of sixty (60) days at a ratio of one full day's monetary compensation for four (4) accumulated sick
39 leave days. At the employee's option, they can cash-out their unused sick leave days in January of
40 the school year following any year in which a minimum of sixty (60) days of sick leave is accrued
41 and each January thereafter, at a rate equal to one day's monetary compensation of the employee
42 for each four (4) full days of accrued sick leave. The employee's sick leave accumulation shall be
43 reduced four (4) days for each sick leave compensated. No employee may receive compensation
44 for sick leave accumulated in excess of one (1) day per month. This compensation will be paid on
45 the February regular pay date.
46
47 (e) At the time of separation from school District employment due to retirement* or death, an eligible
48 employee or the employee's estate shall receive remuneration at a rate equal to one (1) day's
49 current monetary compensation of the employee for each four (4) full days accrued sick leave for
50 illness, injury or emergency.
51

1 ~~(f) For this bargained period, employees who have accumulated in excess of 180 days may cash out~~
2 ~~up to twelve (12) excess days so as to come into compliance with Paragraph I, Section III, F, Sick~~
3 ~~Leave (maximum accumulation 180 days). If any excess days remain, those days may be used for~~
4 ~~sick leave for remainder of contract but not for cash out purposes.~~

5
6 ~~(g) Sick Leave Sharing: The District shall establish and administer a leave sharing plan in which~~
7 ~~eligible employees may donate excess leave for use by a staff member who is suffering from, or~~
8 ~~has a relative or household member suffering from, an extraordinary or severe illness, injury,~~
9 ~~impairment or physical or mental condition.~~

10
11 ~~(h) Such a program is intended to extend leave benefits to a staff member who otherwise would have~~
12 ~~to take leave without pay or terminate his or her employment with the District.~~

13
14 ~~(i) The procedures that govern this program are as outlined in Board Policy 5406 (Appendix B.)~~

15
16 ~~(j) *For the purposes of this provision, retirement shall be defined when an employee is eligible to~~
17 ~~receive benefits under Washington State Teachers' Retirement System (WSTRS).~~

18
19 **(k) Family Medical Leave Act (FMLA)**

20
21 **1. Employees are eligible for FMLA if they have worked 1,250 hours in the previous**
22 **twelve (12) month period. Each eligible employee is entitled to twelve (12) work weeks of**
23 **family and medical leave (FMLA) during any twelve (12) month period, or twenty-six**
24 **(26) work weeks to care for a covered service member. Weekends, holidays and school**
25 **breaks that fall within an employee's FMLA leave, do not count toward the employee's**
26 **FMLA entitlement.**

27
28 **2. If the employee qualifies for FMLA, they shall be allowed to utilize all accrued sick**
29 **leave and available leaves.**

30
31 **3. Employees may choose to use FMLA prior to exhausting other leave options and will**
32 **not be required to exhaust sick leave prior to accessing FMLA.**

33
34 **4. When an employee is utilizing FMLA, the District will continue to pay its share of the**
35 **SEBB premium contributions on behalf of the employee. FMLA shall run consecutively**
36 **with other leave benefits, unless the employee chooses otherwise. Absence covered by**
37 **sick leave will not be deducted from the twelve (12) week total allocation for FMLA.**

38
39 **5. If two employees who are spouses or domestic partners are both employed by the**
40 **District, they shall each individually receive twelve (12) weeks of FMLA for any**
41 **qualifying event, including care of a parent or parental bonding (24 weeks total), and**
42 **may utilize their FMLA entitlement separately or simultaneously.**

43
44 **6. Family leave may be taken to care for a child, grandchild, grandparent, parent, parent-**
45 **in-law, sibling, spouse, and state-registered domestic partner with a serious health**
46 **condition. Family leave may also be taken for the birth of a child and to care for a**
47 **newborn child or for the placement of a child with the employee for adoption or foster**
48 **care. Medical leave may be taken for the employee's own serious health condition.**

49 **7. A serious health condition shall be defined as a medical emergency, or any illness,**
50 **injury, impairment, or physical or mental condition that involves inpatient care or**
51 **continuing treatment by a health care provider.**

1
2 8. Upon returning from leave, the employee is entitled to return to the same position
3 previously held or when not possible, to an equivalent position with the same
4 employment benefits, pay, and other terms and conditions of employment as held prior
5 to the leave.
6

7 (1) Washington Paid Family and Medical Leave (WA-PFML):
8

9 1. Beginning January 1, 2020 employees will be provided Paid Family and Medical Leave
10 (WA-PFML) benefits as allowed by law.
11

12 2. The District will pay the full WA-PFML premium, including both the employer and
13 employee portion. The District will annually notify employees about the benefits
14 available under WA-PFML. The District shall provide eligible employees with a known
15 qualifying event a written statement of their rights, and upon request, facilitate their
16 claim to the Employment Security Division (ESD).
17

18 3. The District shall report to the Employment Security Division the individual employees
19 actual FTE for which they were hired.
20

21 4. To qualify for WA-PFML, employees must work 820 hours or more in the qualifying
22 period, which shall be defined as the first four of the last five completed calendar
23 quarters starting from when the employee makes their claim for benefits. WA-PFML
24 may not be taken without a qualifying event.
25

26 5. Employees may choose to use WA-PFML prior to exhausting other leave options and
27 will not be required to exhaust sick leave prior to accessing WA-PFML.
28

29 6. WA-PFML benefits shall include up to twelve (12) weeks of paid leave per year to care
30 for self or family and may be extended under certain circumstances defined below.
31 Weekends, holidays and school breaks that fall within an employee's WA-PFML leave
32 do not count toward the employee's WA-PFML entitlement.
33

34 7. WA-PFML may be used as follows:
35

36 i. To care and bond after a baby's birth or the adoption or foster placement of a child
37 younger than eighteen (18) years, to be used at any time within the twelve (12)
38 months following the birth or placement.
39

40 ii. To care for a family member (child, grandchild, grandparent, parent, parent-in-law,
41 sibling, spouse, and state-registered domestic partner) experiencing an illness or
42 medical event.
43

44 iii. Certain military-connected events
45

46 iv. Medical Leave to care for self in relation to an illness or medical event, including
47 pregnancy disability.
48
49
50
51

- 1 **8. Under the following circumstances, benefits may be extended as follows:**
- 2 i. **Total of up to 14 weeks for a medical leave involving a serious health condition**
- 3 **during pregnancy that results in incapacity.**
- 4 ii. **Total of up to 16 weeks for combined medical and family leave.**
- 5 iii. **Total of up to 18 weeks for combined medical and family leave involving a serious**
- 6 **health condition during pregnancy that results in incapacity.**
- 7
- 8 **9. The WA-PMFL family leave entitlement expires twelve (12) months following the birth**
- 9 **or placement of a child or the first application for WA-PFML benefits. The WA-PFML**
- 10 **medical leave entitlement expires twelve (12) months following the first application for**
- 11 **WA-PFML benefits.**
- 12 **10. Employees are responsible to file claims with the Employment Security Department**
- 13 **(ESD) and payments will come from ESD.**
- 14 **11. Employees may use accumulated sick leave to supplement WA-PFML benefits up to an**
- 15 **amount that results in no loss of compensation to the employee.**
- 16 **12. Employees may choose to use WA-PFML prior to exhausting other leave options and**
- 17 **will not be required to exhaust sick leave prior to accessing WA-PFML. WA-PFML**
- 18 **may be used consecutively with the employee's other paid leave entitlements, at the**
- 19 **employee's discretion.**
- 20 **13. When an employee is utilizing WA-PFML, the District will continue to pay its share of**
- 21 **the SEBB premium contributions on behalf of the employee, and the employee shall**
- 22 **maintain the employer/employee relationship.**
- 23 **14. Upon returning from leave, the employee is entitled to return to the same position**
- 24 **previously held or when not possible, to an equivalent position with the same**
- 25 **employment benefits, pay, and other terms and conditions of employment as held prior**
- 26 **to the leave.**
- 27 **(m) Shared Leave - Employees shall be eligible to receive shared leave if they meet the**
- 28 **qualification criteria outlined in RCW 41.04.665:**
- 29 **1. Employees shall be eligible to receive shared leave if they meet the qualification criteria**
- 30 **outlined in RCW 41.04.665:**
- 31 i. **They suffer from, or have a relative or household member suffering from,**
- 32 **an illness, injury, impairment, or physical or mental condition which is of an**
- 33 **extraordinary or severe nature;**
- 34 ii. **They have been called to service in the uniformed services;**
- 35 iii. **They are a current member of the uniformed services or is a veteran as**
- 36 **defined under RCW 41.04.005, and are attending medical appointments or**
- 37 **treatments for a service-connected injury or disability;**

- 1 iv. They are the spouse of a current member of the uniformed services or a
2 veteran as defined under RCW 4.04.005, who is attending medical
3 appointments or treatments for a service-connected injury or disability and
4 requires assistance while attending appointment or treatment;
- 5 v. A state of emergency has been declared anywhere within the United States
6 by the federal or any state government and the employee has needed skills to
7 assist in responding to the emergency or its aftermath and volunteers their
8 services to either a governmental agency or to a nonprofit organization
9 engaged in humanitarian relief in the devastated area, and the governmental
10 agency or nonprofit organization accepts the employee's offer of volunteer
11 services;
- 12 vi. They are a victim of domestic violence, sexual assault, or stalking;
- 13 vii. They need the time for parental leave; or
- 14 viii. They are sick or temporarily disabled because of pregnancy disability.
- 15 2. An employee is eligible for shared leave when the condition listed above has caused, or
16 is likely to cause, the employee to go on leave without pay or terminate district
17 employment.
- 18 3. If the employee qualifies for shared leave for the reasons in vii or viii above, they shall
19 not be required to deplete all of their sick leave and can maintain up to forty (40) hours
20 of sick leave in reserve, and shall have the right to access up to sixteen (16) weeks of
21 shared leave for bonding with a child at any time within the first twelve (12) months
22 after the birth of placement of a child. The sixteen-week period shall be exclusive of
23 holidays and school breaks.
- 24 4. An employee who has an accrued sick leave balance of more than twenty-two (22) days
25 may transfer sick leave to another employee as specified above. An employee may not
26 donate days that would result in their sick leave accounting going below twenty-two (22)
27 days. Sick leave means leave granted to an employee for the purpose of absence from
28 work with pay in the event of illness, injury, and emergencies as authorized by RCW
29 28A.400.300.
- 30 5. Upon returning from leave, the employee is entitled to return to the same position
31 previously held or when not possible, to an equivalent position with the same
32 employment benefits, pay, and other terms and conditions of employment as held prior
33 to the leave.
- 34 (n) In accordance with state and federal law, employees have the opportunity to participate in
35 VEBA based on the outcome of the employee group votes conducted by the
36 Association. VEBA funding options include: sick leave cash out at retirement, and annual
37 sick leave sell back. If one (1) or more options are adopted by the employee group votes, all
38 eligible employees in the group must participate. The Association will annually notify the
39 District by December 1 of participation in the VEBA plan and the approved employee
40 funding options. The Association's written notification to the District will constitute
41 agreement of the parties for implementation of VEBA contributions for the next calendar
42 year. The election results remain in place for the entire calendar year. Any employee who

1 has completed the VEBA membership enrollment process and is enrolled in VEBA, may
2 complete a hold harmless agreement authorizing annual rolling of unused sick leave days.

3 **Section 3.12 Leave of Absence**
4

- 5 (a) Upon the recommendation of the Superintendent, a leave of absence for one (1) full contract year,
6 without pay, may be granted to certificated staff members by the Board for the purpose of study,
7 travel, recuperation, childcare, working in a professionally related field, civic responsibility,
8 adoption, military leave, or any other acceptable purpose as determined by the Board. Such leaves
9 are automatically terminated and all rights to a position in the Camas School District are forfeited
10 if the person on leave signs a contract as a certificated staff member in another school District.
11
- 12 (b) Upon an employee's request, a leave of absence may be extended because of extenuating
13 circumstances for one additional year on the recommendation of the Superintendent when
14 approved by the School Board.
15
- 16 (c) Provided, the certificated employee taking the place of a person on leave shall receive a contract
17 limited to one year in accordance with RCW 28A.405.900.
18
- 19 (d) Leaves of absence shall be limited to a maximum of 5% of the certificated staff during any one
20 year.
21
- 22 (e) A request for a leave of absence may be denied if the impact on any one area of the instructional
23 program is too great.
24
- 25 (f) Certificated employees returning from leave are assured of a position with the Camas School
26 District. Every effort will be made to place the certificated employee in the same position or a
27 similar position upon returning to the District. Provided it is the certificated employee's
28 responsibility on leave to notify the District by April 1 of the year in which ~~he is~~ they are
29 returning whether or not ~~he~~ they intends to return. If there is no contact or notification prior to
30 April 1, the District's obligation to retain a position for the employee shall cease.
31
- 32 (g) Any employee returning from a one year full-year's leave of absence classified as sick leave, and
33 who indicates by April 1st ~~his/her~~ their intent to return from leave the following year, shall be
34 included in staffing at the position last vacated before staffing adjustments are made. In the event
35 that no position is available, reduction in force language shall apply.
36
- 37 (h) Refer to Appendix C of this Agreement regarding return from leave.
38
- 39 (i) Upon returning to the District, the certificated employee who has been granted a year's leave of
40 absence shall be placed on the appropriate step on the salary schedule but receive no credit for the
41 experience step on the salary schedule for the year of leave. The person returning retains the
42 accumulated years of experience and the accumulated days of sick leave as well as the continuing
43 contract status. The certificated employee shall retain the right to participate in group insurance
44 plans at his own expense while on leave with the approval of the insurance company.
45

46 **Section 3.13 Leave for Reasons Other than Illness**
47

- 48 (a) A certificated educational employee who anticipates the necessity for taking a leave (other than
49 sick leave) shall make proper application to ~~his/her~~ their building principal or supervisor.
50 Employees shall be granted the following kinds of leaves with full pay during the school year as

1 noted below and the employee shall pay for substitutes as noted below. All leaves granted under
2 these provisions will be in units of full or half days. Full pay is defined as "no loss of pay to the
3 certificated employee, and the District paying the substitute cost" unless otherwise noted.
4

- 5 (b) Bereavement Leave: Bereavement leave for each death in the family -- up to four (4) days
6 bereavement with full pay will be granted for each occurrence in the employee's family. In cases
7 where emergency factors or travel problems are involved, the employee may request to use any
8 unused emergency leave benefits. Family is defined to include mother, father, sister, brother,
9 husband, wife, son, daughter, son-in-law, daughter-in-law, mother-in-law, father-in-law, brother-
10 in-law, sister-in-law, grandchild, grandparents, grandparents-in-law, step-father, step-mother,
11 step-father-in-law, step-mother-in-law, aunt, uncle, niece, nephew and/or anyone who has lived in
12 the home.
13

14 (c) Emergency Leave
15

- 16 1. Up to three (3) days of emergency leave with full pay shall be available to certificated
17 employees. For purposes of this leave, an emergency is a situation or adversity of such a
18 nature that preplanning is not possible. Emergency leave could not be used where good
19 judgment would logically dictate that the matter could and should have been dealt with in
20 some other manner. Two (2) additional days of emergency leave may be granted at the
21 discretion of the superintendent or ~~his/her~~ **their** designee. One (1) day of emergency
22 leave may also be requested for the death of a close personal friend.
23
24 2. Emergency leave may not be used for vacation periods or extensions thereof, recreational
25 outings, or for business or social appointments, nor for matters of personal convenience.
26
27 3. An employee who finds it necessary to be absent from assigned duties by reason of an
28 emergency will notify the building principal at the earliest possible moment. Upon return
29 to duty, the employee will be required to complete a leave request form stating the reason
30 for the reported absence.
31

32 (d) Personal Leave
33

- 34 1. Each employee shall receive three (3) personal leave days annually. The first and second
35 days shall be at no loss of pay. For the third day, which is not accumulative, employees
36 will receive differential pay. Differential pay is defined as the difference between the
37 employee's daily pay and the District's regular substitute rate. Personal leave is
38 accumulative to a maximum of five (5) days. The employee shall not be asked to give a
39 reason for the use of this leave.
40
41 2. **In 2020-21 and 2021-22, an employee, beginning in his/her 17th their 16th** year of
42 teaching service, in/out of the District or State, and thereafter, shall receive ~~a~~ **the 3rd fully**
43 **paid day of leave fully paid** annually. **In 2022-23, an employee, beginning in their 15th**
44 **year of teaching service, in/out of the District or State, and thereafter, shall receive**
45 **the 3rd day of leave fully paid annually**. This fully paid day may not be accrued or
46 cashed out.
47
48 3. In an effort to ensure a smooth opening and closing of the school year, personal leave
49 would not normally be granted during the first five (5) days of a school year and the last
50 five (5) days of a school year. Exceptions will be allowed by the Superintendent/designee
51 only for significant family events or education reasons.

4. No more than twenty (20) employees District-wide will be granted personal leave on the workdays immediately prior to/or following Thanksgiving and winter break. Employees requesting a personal leave must submit a signed request to human resources. These days will be approved on a first-come first-served basis with the human resource department.
 5. Whenever possible, all personal leave requests will be made to the building principal at least five (5) working days in advance of the intended absence.
 6. To maintain the number of days of student-teacher contact and encourage attendance at work, a cash-out system for personal leave day(s) not used shall be established. Any personal leave day(s) not used may, at the employee's option, be cashed in at a rate of one substitute teacher per day rate of pay for each personal leave day not used. This cash-out will be paid in August. If the employee opts for personal leave cash-out, a request must be sent to payroll by the last day of June each year. Absent a notification for a cash out, unused leave will automatically roll over to the next year up to the maximum allowed.
- ~~(e) Family Leave: Each employee may request family leave as stipulated by District Policy 5323 and federal statute. (See Appendix C).~~
- (f) Parental Leave: Three (3) days of Parental Leave at full pay shall be allowed to be utilized for the birth of a child. Parental Leave may be used by either fathers or mothers.
- (g) Adoption Leave: Eight (8) non-accumulative days of leave with full pay shall be allowed either parent or both for the adoption of a child. Two (2) additional days may be allowed provided the employee pays for the substitute.
- (h) ~~Maternity Leave~~ **Pregnancy Disability Leave and Parental Bonding**

Definitions:

Pregnancy Disability - The period of a pregnancy related disability, the length of which is determined by a licensed healthcare provider.

Parental Bonding - The period of time taken to bond with a child within 12 months of the birth or placement of the child.

- ~~1. In accordance with WAC 162.30.020, a woman is entitled to take a Leave of Absence for childbirth for a reasonable length of time and thereafter return to the same or similar position consistent with the School District's policy on temporary disability.~~
2. Upon application, the District shall grant ~~maternity~~ **pregnancy disability** leave for the time an employee is disabled due to pregnancy. The following guidelines will apply:
- ~~3. The employee will be allowed to work as long as she is capable of performing her job and as long as her health care professional concurs.~~
- ~~4. Disabilities caused or contributed to by pregnancy, miscarriage, abortion, childbirth and recovery there from are, for all job related purposes, considered disabilities.~~

5. To be entitled to ~~maternity~~ **take pregnancy disability and/or parental bonding** leave, a ~~woman~~ **the** employee shall inform the administration at least thirty (30) days in advance of ~~her~~ **their** intention to take leave; the approximate time ~~she expects~~ **expected** to return to work; and, within thirty (30) days after childbirth, shall inform the administration of the specific day ~~when she will return to work~~ **to return to work**.
 6. The employee will be required to supply a health care professional release indicating the duration of the disabled period. The employee may use any accrued sick leave or unpaid leave during the period of **pregnancy disability or period of parental bonding**.
 7. Family leave, ~~or a~~ leave of absence, **WA-PFML, FMLA, or shared leave** can be requested in accordance with ~~board policy and~~ contract provisions.
- (i) Short-Term Unpaid Leave: Approval of requests for unpaid leave of up to three (3) days will be at the discretion of the superintendent or ~~his/her~~ **their** designee. Requests for more than three (3) days will be made to and approved at the discretion of the school board. Requests to the school board must be made in time for consideration at regularly scheduled board meetings.
 - (j) Military Leave: Employees shall be granted Military Leaves of Absence when required by law. The District agrees to follow the provisions of RCW 73.16.031, 73.16.033 and 73.16.025 governing the re-employment of returned veterans and others.
 - (k) Military Reserve/National Guard Active Training Duty
 1. Military Reserve or National Guard Active Training Duty whenever possible should be scheduled during authorized vacation periods to prevent conflict with the employee's contractual or work obligation to the District. When compulsory military educational or military circumstances do not allow training during authorized vacation periods, the following guidelines shall apply:
 2. The Employee shall provide a copy of orders and proof that such duty is mandatory.
 3. Absence for active training duty shall not exceed fifteen (15) days per year.
 4. The employee shall receive full pay for the authorized fifteen (15) days.
 - (l) Jury and Subpoena Leave
 1. Leave of absence with pay shall be granted for jury duty; however, the pay provided by the court for jury duty must be remitted to the District to help offset the loss of service. The employee may keep the expense money provided by the court.
 2. A certificated employee will be granted subpoena leave as may be required by the subpoena, and shall be paid ~~his/her~~ **their** regular salary, up to and including five (5) days, less any compensation received for ~~his/her~~ **their** services, excluding transportation, except when the employee is the plaintiff or defendant in such action.
 3. This exception shall not apply when the employee is named as plaintiff or defendant for events or actions arising out of the performance of ~~his/her~~ **their** duties in the District.

- 1 4. Where officially documented written statement(s) are acceptable as testimony by the
2 court, the employee should make such arrangements.
3
4 5. In serving as a witness, the employee will make a maximum effort to minimize the
5 amount of time spent away from ~~his/her~~ their employment. The office of the
6 superintendent may extend the definition and intent of the subpoena leave policy on an
7 individual basis.
8
9 (m) Elected Public Official Leave: Short-term elected public official leave will be granted without
10 loss of pay for the time required to be absent from duty. Application for this leave will be made to
11 the Superintendent/Designee. Such leave is restricted to leave on those days of required service as
12 a public official that are not discretionary for the individual educator to schedule after school
13 hours or on a non-school day and the request has been submitted in a timely manner. For this
14 leave the employee must pay substitute costs to the District.
15

16 **Section 3.14 Association Leave**

17

- 18 (a) The District shall provide forty (40) days of release time per year for officers and representatives
19 of the Association for Association related business. During bargaining years, additional days, as
20 needed, will be arranged and scheduled between the Superintendent and the Association
21 President. The request for leave must be made to the Superintendent a minimum of five (5) days
22 in advance unless there is an emergency. Release will be given unless it can be shown that such
23 leave would seriously affect the education process.
24
25 (b) In addition to the above, the Association President shall submit a quarterly plan for additional
26 Association leave days to the Superintendent, to be jointly approved.
27
28 (c) The Association agrees to pay the total cost of the substitute wages for these days. The
29 certificated employee taking this leave will not suffer any loss in pay or fringe benefits.
30
31 (d) The Association agrees to defend, indemnify and hold harmless the District (suits by the District
32 excepted) against any and all claims, pursuant to proper implementation of the Article, contingent
33 upon: (1) The District's agreement that the Camas Education Association shall be authorized to
34 defend such suit through an attorney of Camas Education Association's choosing and (2) the
35 District's agreement to provide full cooperation and information to the Camas Education
36 Association in defending any suit which may be brought against it as a result of this Agreement.
37
38 (e) If the Association and the District agree to conduct any joint training related to contract
39 bargaining, the Association President and Superintendent will meet to determine the number of
40 release days required, if any, to conduct the training. Substitute wages for Association members
41 involved in the training will be paid by the Association but the training days will not be deducted
42 from the forty (40) days of annual allocation.
43
44 (f) Presidential Leave
45
46 1. The District shall grant release time up to a maximum of half-time release for one school
47 year to the Association President.
48
49 2. If less than half-time, the Association President shall submit a quarterly plan for
50 Association leave days to the Superintendent, to be jointly approved. The Association

1 agrees to pay the total cost of the substitute wages for these days. The Association
2 President taking this leave will not suffer any loss of pay or fringe benefits.
3

4 **Section 3.15 Association Appointment Leave**

5
6 (a) Officer Leave: Leave without pay shall be granted, when required, to any Association member
7 who shall have been elected or appointed to a position in the National Education Association,
8 Washington Education Association, or the WEA-Riverside UniServ Council. The employee shall
9 notify the Superintendent of the need for leave upon verification of ~~his/her~~ **their** election or
10 appointment to that position. Leave shall be for the duration of time in that office, either
11 continuous or on a daily basis, depending on the nature of the position. Upon return, the
12 employee shall be returned to ~~his/her~~ **their** former position, if available, or if not available, to a
13 substantially equivalent position with at least equivalent compensation. ~~he/she~~ **They** shall retain
14 all seniority and tenure.
15

16 (b) Committee Leave: Association members may request leave to serve on Association committees
17 or task forces or to accept appointments as professional representatives to education committees
18 at the state or national level. Approval of such leave may be granted by the Superintendent based
19 upon the following criteria:
20

- 21 1. The benefit which would result to the affected employee's assignment and/or public
22 school education in general.
- 23 2. The amount of release time required and the procedure for replacement or assumption of
24 responsibility during the employee's absence.
- 25 3. Determination of who is paying any required substitute costs.
- 26 4. Financial compensation, if any, to be received by the employee.
- 27
- 28
- 29
- 30

31 **Section 3.16 Certificated Employee Rights**

32
33 (a) The District and the Association agree to adhere to the provisions of the Washington Educational
34 Employment Relations Act, Chapter 288, Laws of 1975, First Extraordinary Session subject to
35 determinations and rulings of the Public Employees Relation Commission. The District and the
36 Association agree to adhere to other applicable statutes relating to certificated employees in the
37 course of their work as promulgated by the State of Washington.
38

39 (b) Certificated employees shall be entitled to full rights of citizenship and no religious or political
40 activities of any certificated employee, or lack thereof, shall be grounds for any disciplinary
41 action unless it can be clearly shown to be adversely affecting the certificated employee's primary
42 job as teacher in the District. The private or personal life of any certificated employee is not
43 within the appropriate concern or attention of the District unless certain activities are clearly
44 shown to have a serious effect on the fulfillment of the certificated employee's job in the District.
45

46 (c) The Association and the District affirm their adherence to the principles of free choice and agree
47 that they shall not discriminate against any employee covered by this Agreement because of age,
48 sex, race, creed, religion, marital status, domicile, national origin or the presence of any sensory,
49 mental or physical handicap.

1
2 **Section 3.17 Just Cause**
3

- 4 (a) No employee shall be disciplined without just cause.
5
6 (b) The specific grounds forming the basis for disciplinary action will be made available to the
7 employee and the Association in writing.
8
9 (c) An employee shall be entitled to have present a representative of the Association during any
10 formal disciplinary action. (Formal discipline is any discipline that is provided the employee in
11 writing and placed in the individual's personnel file.) Further, in the event a disciplinary action is
12 to be taken, the employee shall be advised of the right to representation under this provision of
13 the Agreement prior to the action being taken.
14
15 (d) The employer agrees to follow a policy of progressive discipline which minimally includes verbal
16 warning, reprimand, and suspension with pay, with non-renewal or discharge as a final and last
17 resort. Any disciplinary action taken against an employee shall be appropriate to the behavior
18 which precipitates said action. Such discipline shall be in private. When the employer issues a
19 verbal warning, ~~he/she~~ **they** must state to the employee, this is a verbal warning and therefore the
20 first step in the disciplinary procedure.
21
22 (e) Any complaint made against an employee or person for whom the employee is administratively
23 responsible, by any parent, student, or other person will be promptly called to the attention of the
24 employee. Any complaint not called to the attention of the employee within ten (10) days of
25 knowledge of the alleged complaint may not be used as the basis for any disciplinary action
26 against the employee. At the employee's request, the employee shall be informed of the exact
27 position of complainant (student, parent/guardian, colleague, administrator or patron), the exact
28 frequency and number of complaints, and whether the complaints were communicated verbally or
29 in writing.
30
31 (f) These enumerated forms of discipline, failure to adhere to the evaluation criteria, as well as
32 procedural errors in evaluation of an employee's performance shall be subject to the grievance
33 procedure; provided, however, that any employee receiving a notice of probable cause for
34 discharge or adverse effect on ~~his/her~~ **their** contract pursuant to RCW 28A.405.300 or receiving a
35 notice of probable cause for non-renewal of contract pursuant to RCW 28A.405.210 or RCW
36 28A.405.220 shall have only the statutory rights set forth in RCW 28A.405.310 and RCW
37 28A.405.220.
38

39 **Section 3.18 Assignments, Transfers and Hiring Procedures**
40

- 41 (a) The assignment, reassignment, transfer and/or hiring of certificated employees is a responsibility
42 delegated to the administration by the Board. In carrying out the responsibilities, the
43 administration will follow these procedures for open positions:
44
45 (b) Definitions
46
47 1. Opening: A vacant or newly created position.
48
49 2. In-building movement: Prior to declaring an opening, in-building staff members shall
50 have an opportunity to request reassignment.
51

3. Transfer: The relocation of an employee from one building to another.
 4. Reassignment: The movement from one position to another within the same building.
 5. Voluntary Transfer: A request by a certificated employee to be assigned to an open position in another school.
 6. Involuntary Transfer: The assignment by the District of a certificated employee to another school that ~~he/she has~~ **they have** not requested.
 7. Administrative Transfer: The transfer, direct by the Superintendent, of a limited number of staff each year to serve the best interests of students or school staff.
- (c) The annual assignment of high school teachers within a building and of special services itinerant staff (**OT's, PT's, SLP's and PSYCHS**) is not considered a transfer or reassignment.
- (d) Prior to the end of the school year, employees who wish to be notified of any summer postings shall notify the District of their home email and phone number. Employees shall be given no less than five business days to apply for said openings.
- (e) The following procedure shall be followed in sequential order, as identified in the outlined sections below, when an opening exists:
1. In-building Movement Procedures
 2. Voluntary Transfer Procedures
 3. Involuntary Transfer Procedures.
- (f) Provided, that before using this procedure, the District will first place employees returning from approved leave in the position last held or a similar position, if such a position is available.
- (g) General Hiring Procedures
1. In Building Movement Procedures: When an opening exists in a building or program, the administrator will begin by first considering voluntary reassignment of existing personnel within the building or program. During the school year, notification of "in building" openings will be made to the affected building staff via the e-mail system. Interested staff will have three (3) working days to notify the administrator of their interest.
 2. Voluntary Transfer Procedures:
 - i. After reassignments are complete, an opening will be posted within the District and will remain open for a minimum of five (5) working days. Concurrent external postings may occur. Interested in-District personnel may apply for open positions.
 - ii. Qualifications and requirements for openings in the bargaining unit shall be clearly set forth in the job postings. In an effort to fill all positions with the best qualified applicants, the District agrees to fill all positions based on complete

consideration of objective factors including but not limited to: education, certification, evaluation results, and professional experience.

- iii. In-District personnel requesting a transfer to an open position will be interviewed for the opening provided ~~he/she~~ **they** meet the minimum qualifications of the job posting. Out-of-District candidates may be interviewed as well. For the purposes of this clause, teachers serving on one-year non-continuing contracts are not considered 'in-District personnel. In the event that a current employee and an outside applicant have substantially equal qualifications, the current employee shall be offered the position.
- iv. If an employee is not the selected candidate, upon the employee's request, the superintendent or ~~his/her~~ **their** designee shall notify the employee of the reason(s) for not granting the request.
- v. During the school year when openings occur in the District, notices will be posted on the CSD web-site and a District e-mail will be sent to notify all certified staff members of the opening at the time outside recruiting sources are notified. If a current employee is selected and transferred to an open position during the school year, the subsequent opening shall not be subject to the provisions of this section. The Superintendent, however, at ~~his/her~~ **their** discretion may grant exceptions for transferring employees to subsequent openings.

3. Involuntary Transfer Procedures:

- i. The District will first ask for volunteers to be transferred. Whether the employee self-selects (volunteers) to be transferred or the administration selects the employee to be transferred, that employee is eligible for all the involuntary transfer procedures and benefits.
- ii. No employees will be involuntarily transferred for disciplinary reasons.
- iii. As soon as possible after the need for an involuntary transfer is determined, Administration will meet with the affected employee, at which time ~~he/she~~ **they** will be notified of the reason for the transfer.
- iv. If there are assignment options available, the employee will be notified and will be asked to indicate ~~his/her~~ **their** preference of assignment.
- v. An employee shall not be involuntarily transferred more than once in three (3) years without first meeting with the employee and CEA representation, and it is determined that there are no other alternatives to the transfer.
- vi. At the elementary level, any employee involuntarily reassigned to a grade level two or more grade levels above or below the grade ~~he/she is~~ **they are** currently teaching shall be granted a one-time allotment of \$500 for the purchase of grade-level appropriate supplies and materials. All materials/supplies purchased become the property of the Camas School District.

- vii. **In the event an employee is involuntarily transferred from elementary to middle school or middle school to elementary they shall receive a one-time allotment of \$500 for the purchase of grade-level appropriate supplies and materials. All materials/supplies purchased become the property of the Camas School District.**
- viii. In the event that an employee was involuntarily transferred due to a required grade level staff reduction and the position subsequently reopens before August 15 or within the next school year, the involuntarily transferred employee shall have the first right of refusal to return to the previously held position **after they have finished the assigned year in the involuntarily transferred position.**
- ix. If an employee is involuntarily transferred out of ~~his/her~~ **their** major or minor area, the employee may discuss possible training opportunities with the principal, subject to budgetary considerations.
4. Conditions Applicable to ALL Transfers (**For all certificated, excluding OT's, PT's, SLP's, and PSYCHS**):
- i. Prior to any transfer, voluntary or involuntary, the Administration will meet with the certificated employee to discuss the transfer.
- ii. Transfers will be made prior to the end of the school year if possible. Those being transferred will be notified prior to the end of the school year.
- iii. In the event circumstances occur which make it necessary to effect a transfer after the end of the school year, the District will make every effort to discuss the transfer in person with the employee. If these efforts fail, the employee will be notified by certified mail.
- iv. Up to two (2) paid days (16 hours) at curriculum pay for a District directed in-building moves, voluntary or involuntary, and up to three (3) paid days (24 hours) for District directed out of building moves, voluntary or involuntary will be granted for moving to each affected employee. The actual time spent must be documented on a District time card. Employees who transfer to another position, or are granted a room change for educational purposes, will be eligible for relocation pay.
- v. This moving allocation will also be granted to employees for District-directed temporary moves of classrooms or buildings necessitated by remodeling, construction, severe damage or health and safety factors.
- vi. This moving allowance is not meant for secondary teachers who have to teach in different rooms.
- vii. Student test scores shall not be used to make decisions regarding involuntary transfers or assignments.

1 (h) Growth Positions
2

- 3 1. "Growth positions" are new openings created by increased enrollment. All other openings
4 created by transfer or attrition will be filled according to the Collective Bargaining
5 Agreement.
6
7 2. During the fifteen (15) days preceding the school year vacancies shall be posted for three
8 (3) days. During the first three (3) weeks of school, vacancies shall be posted within the
9 building via email, online in-District, as well as out of District for three (3) days.
10
11 3. If a contract is not offered within a five-day period (including the three days the opening
12 is posted) of notification from the principal to Human Resources that a growth position
13 has been identified, a substitute will be hired on the sixth (6th) day to provide relief until
14 the position can be filled.
15

16 (i) New Building Openings/Protocol: In the event the District intends to open a new building and/or
17 reconfigure an existing building(s), the District shall meet with the CEA President prior to the
18 opening of the building to discuss staffing and assignment and transfer provisions in advance of
19 implementation.
20

21 (j) Assignment of Itinerant Special Services (SLP, OT, PT, Psychologists) shall follow this
22 procedure:
23

- 24 1. By May 15th, based on current FTE (student and staff), job-alikes will propose
25 assignment composition and location preferences and submit to the director of special
26 services.
27
28 2. Special services leadership shall collaborate with the itinerant job-alike team to design
29 initial assignments. Assignments and locations (for the following school year) must be
30 communicated to itinerant staff by June 1st.
31
32 3. As student enrollment changes occur, assignments may be adjusted. These adjustments
33 are not considered transfers or reassignments.
34

35 (k) For elementary Intervention Specialist Roles, the buildings to be served and the programs (math,
36 literacy, etc.) shall be identified by June 1st, and specific Specialist assignments shall be
37 determined no later than Sept. 30th. As student enrollment changes occur, assignments may be
38 adjusted. These adjustments are not considered transfers or reassignments.
39

40 (l) **In the event of a school opening, closure, daily schedule or grade level reorganization the**
41 **most senior teacher with a proficient or distinguished evaluation shall be retained in a**
42 **grade level and/or a content area when there is any necessary reduction in FTE or**
43 **restructuring. The senior teacher would have the option of transferring.**
44

45 (m) Administrative Transfer: The Superintendent may administratively transfer an employee in order
46 to serve the best educational interests of students and/or the school staff.
47

- 48 1. Candidates for administrative transfer will be notified by their immediate supervisor no later
49 than March 15; The potential transferee may indicate grade level, subject area, and site
50 preference by March 31. Early engagement with the Association president or designee is

1 encouraged; minimally, the president or designee shall be informed of administrative transfer
2 decisions in conjunction with notification of the candidate.

- 3
- 4 2. Administrative transfers shall be into open positions. If no such position exists, the District
5 and Association shall work together to determine a mutually agreed upon solution.
6
- 7 3. Employees may not be administratively transferred again for three years except by mutual
8 agreement between the District and the affected employee.
9
- 10 4. No more than 1% of the certificated staff may be administratively transferred per year.
11
- 12 5. Administratively transferred employees will receive assistance in moving to the new location
13 consistent with conditions applicable to all transfers described in this section, but will not
14 have the right to return to the assignment and location from which they came, unless mutually
15 agreed upon by the District and Association.
16
- 17 6. Outside of notice to the Association, the District shall not disclose the names of employees
18 administratively transferred to any but the affected administrators, who shall also keep the
19 information confidential.
20
- 21 7. Following administrative transfer to a new building, the employee will meet with the new
22 principal to discuss opportunities and needs for professional training and growth in the new
23 position. If the principal lists as an option for the employee to take certain course work,
24 workshops, days for curricular work, etc., the District will pay for the costs of such options,
25 including additional time at per diem rates for non-contract time.
26
- 27 8. Administratively transferred employees will be provided the opportunity to purchase teaching
28 materials appropriate to a new grade level or subject matter assignment in an amount not to
29 exceed \$250.
30

31 **Section 3.19 Layoff and Recall**

- 32
- 33 (a) Procedures for Staff Reduction: In the event the Board of Directors adopts a reduced educational
34 program, those teachers and other certificated employees who will be retained to implement the
35 District's reduced or modified program will be identified by using the procedures outlined in this
36 article. Categorically funded programs will be continued if it is determined by the District to be to
37 the benefit of the educational program.
38

- 39 1. Determination of Vacant Positions: The District will determine, as accurately as possible,
40 the total number of certificated staff members known as of May 1 leaving the District for
41 reasons of retirement, family transfer, normal resignation, leaves, discharge or non-
42 renewal, etc., and these vacancies will be taken into consideration in determining the
43 number of available certificated positions for the following school year.
44

- 45 i. **If a staffing or program reduction is contemplated, provisional employees,**
46 **by statute, shall be nonrenewed by May 15, beginning with proposed**
47 **reductions first in the P1 employee list, second in the P2 employee list, and**
48 **third in the P3 employee list, dependent on the depth of the proposed**
49 **staffing and/or program reduction.**
50

- 1 ii. **In the event any P1, P2, or P3, without documented evaluation concerns, is**
2 **nonrenewed by May 15, the District agrees to reinstate the provisional**
3 **employees to any opening for which they are qualified for the upcoming**
4 **school year.**
5
6 2. Vacant positions will be filled by transferring currently employed staff members within
7 the District unless by reasons of certification, training and/or experience, no qualified
8 person is available.
9
10 3. Leave of Absence: Staff members with at least one (1) year of experience shall be invited
11 to apply for one (1) year leave of absence without pay prior to termination of any
12 certificated employee. Approved leaves of absence will be governed by the provisions of
13 the Leave of Absence provision.
14
15 4. **If a Layoff is to occur the District shall implement the following procedures:**
16 **Programs:** Retention of staff will occur within the following programs:
17
18 i. Elementary classroom teachers, K-5, who possess a Washington State Teaching
19 Certificate.
20
21 ii. **Middle school classroom teachers, K-8 or an elementary certification (K-8),**
22 **any state qualifying Middle School Certification, who possess a Washington**
23 **State Teaching Certificate.**
24
25 iii. Secondary classroom teachers, 6-12, who possess secondary endorsements in
26 accordance with WAC 180-79, and who possess a Washington State Teaching
27 Certificate.
28
29 iv. Other certified positions:
30
31 • Specialists by field of specialty (e.g. art, music, physical education,
32 reading, intervention etc.)
33 • Special education by field of specialty
34 • ~~Vocational teacher~~ **CTE**
35 • Psychologist
36 • Elementary counselor
37 • Secondary counselor
38 • Elementary library/media
39 • Secondary library/media
40 • Other ESA personnel (e.g. CDS, OT, PT etc.)
41
42 v. Certified employees holding positions within programs which are funded with
43 categorical moneys shall be retained according to federal and state requirement
44 for said position(s).
45
46 5. **Placement in Programs:**
47
48 i. To qualify for placement in any program, the certified employee must:
49
50 a. Have an applicable Washington State Teaching Certificate, and

- b. Possess the endorsement specified in WAC 180-79 required by the position, or
 - c. Have had a minimum of one (1) year of professional experience of at least two (2) periods in each additional category or specialty.
 - ii. Each certificated staff member will be considered first for retention in the program in which the position is held at the time of the implementation of these procedures.
 - iii. If not selected in a program in which ~~he/she is~~ **they are** currently teaching, staff members shall also be considered for retention in such additional programs for which the staff member is qualified according to Section 3.19(a)5.i above.
 - iv. The District will list, by seniority, those staff members qualified in each designated program. The staff members will have an opportunity to verify placement on each list prior to action by the District.
6. ~~Selection Within Programs:~~ Certificated staff members shall be considered for retention in available positions within the program for which they qualify under Section c. In the event that there are more qualified employees than available positions in a given program, the following criteria shall be used in sequential order to determine placement in the available position(s).
 - i. Teaching seniority in the state of Washington
 - ii. Teaching seniority in the Camas School District
 - iii. Seniority in the teaching profession
 - iv. Credits earned beyond the BA or MA as recognized for placement on the salary schedule
 - v. Flexibility in terms of certification
 - vi. Lottery
- (b) The actions required to meet District needs and State statute will be implemented on or before May 15 by the District. All certificated staff members who are not recommended for retention in accordance with these procedures shall be terminated from employment and placed in an employment pool for possible re-employment. Employment pool personnel will be given the opportunity to fill open positions within the programs for which they are qualified. If more than one such staff member is qualified for an open position, the criteria set forth in Section 3.19(a)6 shall be applied to determine who shall be offered such position.
 1. It shall be the responsibility of each staff member placed in the employment pool to notify the Superintendent or his designee in writing by February 1 of the succeeding year if such staff member wishes to remain in the employment pool.
 2. When a vacancy occurs for which person(s) in the employment pool qualify, notification from the School District to such individual will be by certified mail or by personal delivery. Such individual will have five (5) calendar days from the receipt of the letter to accept the position. If an individual in the employment pool fails to accept a position for which ~~he/she is~~ **they are** eligible, the District's obligation to the certificated employee ceases. If a certificated employee in the employment pool signs a contract in another school District, the District's obligation to the certificated employee ceases.

- 1 3. The District will utilize employment pool personnel as substitutes in positions for which
2 they are qualified on a first priority basis before hiring other substitutes.
3
4 (c) In no event will personnel outside the bargaining unit be included on the seniority list in the event
5 of layoff.
6

7 **Section 3.20 Certificated Employees' Evaluation Procedure**
8

- 9 (a) The purpose of this evaluation procedure shall be to recognize high levels of performance and
10 encourage improvement in specific identifiable areas through constructive and fair assessment of
11 certificated employee competency, strengths, and weaknesses as they relate to the effective
12 operation of the instructional program and provide support for professional growth. The
13 evaluation system will encourage respect in the evaluation process by the persons conducting the
14 evaluations and the persons subject to the evaluation by recognizing the importance of objective
15 standards and minimizing subjectivity.
16
17 (b) All certificated employees shall be evaluated each year strictly in accordance with the procedures
18 and criteria set forth in this section.
19
20 (c) Evaluations shall be conducted openly and within the full knowledge of the certificated
21 employee.
22
23 (d) Definitions: Refer to WAC 392-191A-030 for definitions of terminology not detailed below.
24
25 1. Evaluator: A certificated administrator who has been trained in observation, evaluation
26 and the use of the specific instructional framework and rubrics contained in this
27 agreement and any relevant state or federal requirements. All Evaluators shall
28 demonstrate competence in observing Teachers with inter-rater agreement. The Evaluator
29 shall assist the Teacher by providing support and resources.
30
31 2. Instructional Framework: The adopted evidence-based instructional framework
32 developed by Marzano and approved by OSPI.
33
34 3. Evaluation Criteria: One of the eight (8) state defined categories to be scored. The state
35 evaluation criteria are:
36 i. Centering instruction on high expectations for student achievement,
37 ii. Demonstrating effective teaching practices,
38 iii. Recognizing individual student learning needs and developing strategies to
39 address those needs,
40 iv. Providing clear and intentional focus on subject matter content and
41 curriculum,
42 v. Fostering and managing a safe, positive learning environment,
43 vi. Using multiple data elements to modify instruction and improve student
44 learning,
45 vii. Communicating and collaborating with parents and the school community,
46 and
47 viii. Exhibiting collaborative and collegial practices focused on improving
48 instructional practices and student learning.
49
50 4. Component: The sub-section of each criterion as defined by the state evaluation
51 framework.

5. Evaluation Process: The process which begins with the goal-setting meeting between Teacher and Evaluator each school year and ends with the placement of the evaluation report in the certified employee's personnel file.
6. Comprehensive Evaluation: As defined by law, a Teacher on comprehensive evaluation shall be evaluated using all eight state criteria as well as student growth. A comprehensive summative evaluation cycle shall begin with the first contract day and conclude no earlier than May 15th of the school year.
7. Focused Evaluation Option (FEO): As defined by law, a Teacher on focused evaluation shall be evaluated on one of the eight state criteria. 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.
8. Professional Growth Activity or Goals: As mentioned in RCW (28a.405.100 12c: D), "professional growth activity or goals" refers to the Teacher's intentional focus, during the Focused Evaluation Option, on a specific criterion within the evaluation framework.
9. Student Growth: The change in student achievement between two points in time within the current school year, as determined by the Teacher. Assessments used to demonstrate growth must predominantly originate at the classroom level and be initiated by the classroom Teacher. Assessments used to demonstrate growth must be appropriate, relevant, and may include both formative and summative measures. Student growth data that is relevant to the Teacher and subject matter must be a factor in the evaluation process and must be based on multiple measures that can include classroom-based, school-based, District-based, and state-based tools. Student growth data elements may include the Teacher's performance as a member of a grade-level, subject matter, or other instructional team within a school when the use of this data is relevant and appropriate. Student growth data elements may also include the Teacher's performance as a member of the overall instructional team of a school when use of this data is relevant and appropriate. As used in this subsection, "student growth" means the change in student achievement between two points in time. RCW 28a.405.100 (2f)
10. Evidence: In addition to the definitions established in WAC 392-191A-030, evidence should be gathered from the normal course of employment and directly related to the performance of teaching duties. Hearsay from parents or anonymous sources shall not be used as evidence used to draw evaluative conclusions about a Teacher's instruction.
11. Artifact: Any product generated, developed or used by a certificated Teacher. The certificated Teacher and ~~his/her~~ **their** Evaluator are mutually responsible for collection of artifacts. Artifacts should not be created specifically for the evaluation system. Additionally, tools or forms used in the evaluation process may be considered as artifacts.
12. Formal Observation: The pre-arranged actual viewing of the certified employee working in assigned areas during a specific period of time.
13. Observation Report: A written summary of the situation observed during a formal observation.

14. Determination from Casual Observation: For the purposes of evaluating, observations or determinations outside of the actual assigned instructional area may be made and included in the final evaluation report. These observations or determinations must be made directly by the Evaluator and the conclusions reached must be based upon factual evidence. Hearsay evidence shall never be included in written evaluations. Casual observation or determination must be directly related to the Teacher evaluation criteria. If casual observation raises concerns, an informal or formal documented observation must then be conducted to confirm casual observation.
15. Current Conditions: Current conditions are constraints or facilitating factors in that setting and shall be noted on the observation report at the discretion of the Evaluator or at the employee's request. Examples of current conditions include (but are not limited to) being a roving or itinerant Teacher, proportion of IEP or 504 students, or student transience or turnover.
16. Evaluation Report: The document which summarizes the observation reports and casual observations/ determinations and which becomes a part of the certified employee personnel file.
17. Not Satisfactory:
- i. Level 1: Unsatisfactory – Receiving a summative score of 1 is not considered satisfactory performance for all Teachers.
 - ii. Level 2: Basic – If the classroom Teacher is on a continuing contract with more than five years of teaching experience and if a summative score of 2 has been received two years in a row or two years within a consecutive three-year period, the Teacher is not considered performing at a satisfactory level. RCW 28a.405.100 (4a: i.-ii.)

(e) Applicability to Unique Assignments:

- 1. Teachers on Special Assignments (TOSAs) and Teacher Learning Leaders (TLLrs) do not contribute to the administrator's evaluation of the Teacher. They can provide support to Teachers related to the eight criteria, instructional framework, and student growth process.
- 2. TOSAs are evaluated using the State Teaching Criteria.
- 3. Teacher Librarians will be evaluated using the same procedures as Teachers, except for using the Teacher-Librarian Criteria piloted in 2015-16.
- 4. ~~Counselors shall use Appendix F of this Agreement for evaluations; Other Educational Staff Associates (ESAs) will utilize the Educational Staff Associate Evaluation (Appendix E) for general evaluation.~~ **Educational Staff Associates will be evaluated using the mutually agreed upon frameworks found in the Special Education Handbook. For the 2020-2021 school year, School Psychologists, Speech and Language Pathologists, and Occupational and Physical Therapists shall use the 2019-20 frameworks as agreed upon in a Memo of Understanding dated October 11th, 2019. For School Psychologists, Speech and Language Pathologists, and Occupational and Physical Therapists who participate in this evaluation pilot for**

the 2020/2021 school year, they shall receive no summative evaluation lower than basic/satisfactory. All other provisions and timelines of the evaluation section 3.20 are applicable to ALL bargaining members. In June 2021, the Association and District will negotiate these frameworks for the remainder of the CBA. Broad job descriptions for the ESAs are as follows:

- i. Counselor: In accordance with RCW 28A.410, 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. Elementary Counselor, Middle School Counselor, High School Counselor Job Descriptions.
- ii. School Psychologists: School psychologists are uniquely qualified members of school teams that support students' ability to learn and Teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, Teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community. School psychologists may provide direct support and interventions to students, consult with Teachers, families, and other school-employed mental health professionals (i.e., school counselors, school social workers) to improve support strategies, work with school administrators to improve school-wide practices and policies, and collaborate with community providers to coordinate needed services.
- iii. Physical Therapist: Staff providing support for students as outlined in RCW 18.74.010
- iv. Occupational Therapist: Staff providing support for students as outlined by RCW 18.59.020
- v. Speech Language Pathologist (SLP): SLPs provide appropriate speech-language services in Pre-K, elementary, middle, junior high, and high school. They work with students exhibiting the full range of communication disorders, including those involving language, articulation (speech sound disorders), fluency, voice/resonance, and swallowing. In addition, SLPs address personal, social/emotional, academic, and vocational needs that have an impact on attainment of educational goals, offer assistance in addressing the linguistic and metalinguistic foundations of curriculum learning for students with disabilities, as well as other learners who are at risk for school failure, or those who struggle in school settings. SLPs are integrally involved in the efforts of schools to prevent academic failure in whatever form those initiatives may take; for example, in Response to Intervention (RTI). SLPs use evidence-based practice (EBP) in prevention approaches. They conduct assessments in collaboration with others that help to identify students with communication disorders as well as to inform instruction and intervention, consistent with EBP. SLPs provide intervention that is appropriate to the age and learning needs of each individual student and is selected through an evidence-based decision-making process. They also configure school wide programs that employ a continuum of service delivery

models in the least restrictive environment for students with disabilities and are accountable for student outcomes including data-based decision making, including gathering and interpreting data with individual students. SLPs are responsible for meeting federal and state mandates as well as local policies in performance of their duties. Activities may include Individualized Education Program (IEP) development, Medicaid billing, report writing, and treatment plan/therapy log development.

(f) General

1. Within each school the Principal or his designee, hereinafter called "Evaluator(s)," shall be responsible for the evaluation of certificated employees assigned to that school. The administrative organizational plan of the District shall be used to determine lines of responsibility for evaluation of certificated employees assigned to more than one school or for certificated employees not regularly assigned to any school. Principals or other supervisors may designate other supervisory certificated staff to assist in the evaluation process. The Principal will serve as the primary Evaluator of the special education Teachers and the special education director will provide input to the Principal. Input shall include objective data including but not limited to case load and legal compliance. The special education director will serve as the primary Evaluator for the itinerant staff and the Principal will provide input for evaluation purposes.
2. Prior to the beginning of the evaluation process, each Evaluator shall meet with the certificated employees whom s/he shall evaluate to review and discuss the evaluation procedures and criteria.

(g) Assignment of Evaluators

1. The administrative organization plan of the District shall be used to determine lines of responsibility for evaluation for any employee who is not regularly assigned to any school. Any Principal or other Evaluator may designate other supervisory employees to assist in the observation and evaluation process.
2. All employees shall be notified of their designated Evaluator no later than September 15.
3. An employee assigned to more than one building shall be evaluated by an administrator appointed by the Superintendent or designee. The employee may request a different one of ~~his/her~~ **their** supervising administrator(s) as a second Evaluator, but must do so in writing with rationale to the director of personnel no later than October 15. If such a request is denied, a written denial and rationale shall be provided to the employee no later than October 31.
4. Any employee shall have the right to request through the building Principal or the Evaluator's Evaluator, a different Evaluator than the one that is initially assigned. This request must come prior to October 1 and prior to the initial goal setting meeting in order that the entire evaluation cycle may be completed. This request shall come in writing and must articulate the specific rationale for requesting a different Evaluator. The District must return in writing a decision on this request within ten working days of receipt of the request. Changes in Evaluator cannot conflict with RCW 28a.405.100 (4a,ii,b).

- 1 5. If the request is denied, the Evaluator's Evaluator or designee will be present at the mid-
2 year check and summative evaluation meetings upon Teacher request.
3
- 4 (h) A comprehensive evaluation must be completed at least once every ~~four~~ six years.
5
- 6 (i) A Teacher ~~or Principal~~ may be transferred from a focused evaluation to a comprehensive
7 summative evaluation at the request of the Teacher or Principal, or at the direction of the
8 Teacher's or Principal's Evaluator. The final decision to transfer a Teacher from focused to
9 comprehensive rests on the Evaluator or the Evaluator's Evaluator, and should be decided as
10 early in the school year as possible, and no later December 15th (WAC).
11
- 12 (j) The following categories of classroom Teachers shall receive an annual comprehensive
13 summative evaluation:
14
- 15 1. Classroom Teachers who are provisional employees under RCW 28A.405.220;
16
- 17 2. Any classroom Teacher who received a comprehensive summative evaluation
18 performance rating of level 1 or level 2 in the previous school year.
19
- 20 (k) In the years when a comprehensive summative evaluation is not required, classroom Teachers
21 who received a comprehensive summative evaluation performance rating of level 3 or above in
22 the previous school year are permitted to complete a focused evaluation. The standard procedure
23 shall be that classroom Teachers permitted to complete a focused evaluation shall be scheduled
24 for a focused evaluation unless a request is made as allowed above in this agreement.
25
- 26 (l) The Teacher and Evaluator shall agree upon a method of evidence collection that is sufficient and
27 appropriate. Teachers may choose to, but shall not be required to, use a specific platform (i.e.
28 'eVAL' or 'iObservation') or format (i.e. paper portfolio).
29
- 30 (m) If the District encourages use of a specific technological platform, appropriate training and
31 remote technological access shall be provided.
32
- 33 (n) Comprehensive Evaluation Process
34
- 35 1. During the evaluation process, there shall not be ratings of Unsatisfactory, Basic,
36 Proficient or Distinguished (or their corresponding numerical values) given to individual
37 artifacts or observations. Artifacts and observations serve as supporting evidence to
38 inform formative assessment (at the Mid-year Check) and summative rating at the end of
39 the evaluation cycle.
40
- 41 2. Teacher Self-Reflection and Goal Setting
42
- 43 i. Prior to the Pre-Observation Conference, the Teacher shall self-assess themselves
44 using an agreed-upon self-evaluation form, no later than six (6) weeks after the
45 first student attendance day.
46
- 47 ii. The Teacher shall determine a student growth goal for Components 3.1, 6.1 and
48 8.1. These goals may be related to one another.
49
- 50 iii. The Teacher and Principal shall meet to discuss and/or refine the goals for the
51 year no later than nine (9) weeks after the first attendance day.

1
2 3. 1st Pre-Observation Conference
3

- 4 i. The pre-observation conference shall be held prior to each formal observation.
5 The Teacher and Evaluator will mutually agree when to conference.
6
7 ii. The purpose of the pre-observation conference is to discuss the member's self-
8 evaluation, goals, purpose of the observation, establish a date for the formal
9 observation, and to discuss such matters as the professional activities to be
10 observed, their content, objectives, strategies, and possible observable evidence
11 to meet the scoring criteria.
12

13 4. Formal Observation
14

- 15 i. At least two (2) prearranged formal observations for each employee shall be
16 conducted, with the first formal observation occurring within the first ninety (90)
17 calendar days. The Teacher may request additional observations. The total
18 annual observation time cannot be less than sixty (60) minutes. Any formal
19 observation shall not be less than 30 minutes in length.
20
21 ii. Provisional employees must be observed at least thirty (30) minutes during the
22 first ninety (90) days. Provisional employees in the third year of provisional
23 status must be observed at least ninety (90) minutes of time and at least three (3)
24 times during the year.
25
26 iii. Observations do not have to be in the classroom. Department or collegial
27 meetings may be used for a Formal Observation.
28
29 iv. The observations will occur no later than ten (10) days after the pre-observation
30 meeting.
31
32 v. Observations will not take place on half, early release, or late start days, the day
33 before winter or spring break, and on days of an assembly unless otherwise
34 agreed to by the employee.
35
36 vi. The Evaluator will document all formal observations using agreed-upon forms
37 and provide copies to the employee within three (3) days.
38

39 5. Post-Observation Conference
40

- 41 i. The post-observation conference between the Evaluator and employee will be
42 held no later than five (5) days after the formal observation. The purpose of the
43 post-observation conference is to review the Evaluator's observable evidence
44 related to the scoring criteria during the observation and to discuss their initial
45 performance score.
46
47 ii. Teachers are encouraged to bring additional evidence to aid in the assessment of
48 the Teacher's professional performance against the instructional framework
49 rubric, especially for those criteria not observed in the classroom.
50

- 1 iii. The Teacher must be given the opportunity to attach written comments to
- 2 evaluation documentation.
- 3
- 4 iv. If there is an area of concern, the Evaluator, in writing, will identify specific
- 5 concerns for the applicable criteria and provide possible solutions to remedy the
- 6 concern and support professional growth.
- 7
- 8
- 9

10 6. Informal Observations

- 11 i. An informal observation is a documented observation that is not required to be
- 12 pre-scheduled. Additional informal observations may be necessary to determine
- 13 judgment.
- 14
- 15 ii. An Evaluator may conduct any number of informal observations.
- 16
- 17
- 18 iii. All informal observations shall be documented in writing on the agreed-upon
- 19 form and copy will be provided to the employee within five (5) days of the
- 20 informal observation. If there is an area of concern based upon any such
- 21 informal observation, the employee shall be notified in writing.
- 22
- 23 iv. Any time after an informal observation an employee may request a post-informal
- 24 observation conference to discuss the informal observation.
- 25

26 7. Mid-Year Check

- 27 i. The employee and the Evaluator shall hold a mid-year check to discuss the
- 28 following:
- 29 a. The Teacher's self-rating on all evaluated criteria and components;
- 30 b. The administrator's preliminary rating on all evaluated criteria and
- 31 components;
- 32 c. Submission of any additional evidence the Teacher would like the
- 33 Principal to consider;
- 34 d. Student growth goals, data, and progress towards meeting those goals.
- 35
- 36
- 37 ii. After the mid-year check rating conference, the Evaluator may request additional
- 38 observation or artifacts in order to obtain clear and convincing evidence in
- 39 support of an eventual summative evaluation.
- 40
- 41 iii. If an Evaluator's Mid-year rating for a Teacher is Proficient or Distinguished, the
- 42 eventual summative rating cannot be Basic or Unsatisfactory unless the
- 43 administrator provides multiple artifacts and evidence to indicate a deficiency in
- 44 practice occurring after the midyear formative assessment.
- 45
- 46 iv. If an Evaluator's Mid-year rating for a Teacher is Unsatisfactory or Basic, the
- 47 administrator and Teacher shall agree upon means for demonstrating
- 48 improvement through artifacts or observation.
- 49
- 50

- v. The Mid-year rating is a formative rating and shall not be used in any mathematical formula for the eventual calculation of a summative rating.

8. Final Summative Evaluation Conference

- i. If the employee will receive a rating of Unsatisfactory or Basic, the Evaluator and employee shall meet no later than May 15th to discuss the employee's final summative score. The final summative score, including the student growth score, must be determined by an analysis of evidence. This analysis will take a holistic assessment of the Teacher's performance over the course of the year.
- ii. The employee has the right to provide additional evidence for each criterion to be scored.
- iii. If the Evaluator judges the Teacher to be below Proficient, the Evaluator must provide and reference artifacts and evidence to support ~~his/her~~ **their** rating.
- iv. If the employee believes the criterion score or final summative score did not consider certain employee evidence, procedures outlined in this section were not followed, and/or the criteria were not objectively scored, they shall be granted any of the following:
- a. An additional formal observation by June 1st;
- b. An alternative Evaluator scoring of evidence;
- v. The employee will sign two (2) copies of the Final Summative Evaluation Report. The employee has the right to attach a rebuttal to their final Summative Evaluation Report.
- vi. Those employees who are on extended leave cannot receive a basic or unsatisfactory in a criterion if they were not present to complete the full evaluation cycle. The evaluation shall be rated as overall proficient or incomplete.

(o) Formal Evaluations

1. If a certificated employee is transferred to another position not under the Evaluator's jurisdiction, an evaluation of the certificated employee shall be completed prior to such transfer.
2. If a certificated employee resigns during the school year, an evaluation shall be completed prior to the resignation date.
3. If the Evaluator contemplates recommending that a certificated employee be placed on probation, the Teacher must be informed of this possibility on or before January 15.
4. Evaluation Reports shall note if there were any constraining or facilitating factors present in the observation setting that directly impact the instruction observed. Such factors may include, but are not limited to: class size, availability of supplies, course and curriculum guidelines, and an assignment outside of the employee's experience or certificated areas of competence.

- 1 5. Each Formal Evaluation shall specify the length of times and dates of the observations
2 upon which it is based.
- 3
- 4 6. A certificated employee who disagrees with the content of ~~his or her~~ **their** Evaluation
5 Report shall have the right to attach thereto ~~his or her~~ **their** own written explanation
6 concerning the area(s) of disagreement.
- 7
- 8 7. The final summative evaluation shall be promptly forwarded to the District Personnel
9 Office for filing in the certificated employee's personnel file. No document relating to the
10 evaluation process other than the Evaluation Report and the certificated employee's
11 attached statement of disagreement, if there is one, shall be placed in the certificated
12 employee personnel file.
- 13
- 14 8. The use of the formal probationary process will not be a requirement for Teachers during
15 their provisional contract years.
- 16

17 (p) Support for Unsatisfactory or Basic Rating

- 18
- 19 1. In order to provide an optimal opportunity for Teachers to improve their performance,
20 when a Teacher receives a summative rating below Proficient, the following conditions
21 and provisions shall be granted to the Teacher to support their professional development
22 during a period of probation:
23
- 24 i. For the duration of the probation, the Teacher's class size will not exceed the
25 limits established in this agreement.
- 26
- 27 ii. The Teacher shall be granted two (2) days of leave to observe colleagues'
28 instruction.
- 29
- 30 iii. The Teacher may be granted an additional certificated Evaluator if requested.
- 31
- 32 iv. The District shall prevent the Teacher from being assigned to multiple
33 classrooms/locations more frequently than others with similar teaching
34 responsibilities.
- 35

36 (q) Evaluation During the Probationary Period

- 37
- 38 1. RCW 28a.405.100 (4a) defines programs of improvement and probationary status.
- 39
- 40 2. Beginning after completion of the 5th year of experience, a Teacher shall be placed on
41 probation if:
42
- 43 i. The Teacher has received two consecutive summative comprehensive ratings of
44 Basic or two summative comprehensive ratings of Basic within three consecutive
45 years, OR
- 46
- 47 ii. The Teacher receives a summative comprehensive rating of Unsatisfactory.
- 48
- 49 3. An employee who is on a plan of improvement must be removed from probation if ~~he/she~~
50 **has they have** demonstrated improvement in the areas prescribed as deficient. The
51 employee must be removed if a Teacher with five (5) or fewer years of experience scores

1 at Basic or above and an employee of more than five (5) years scores at Proficient or
2 above RCW 28a.405.100 (4b).

- 3
4 4. Lack of necessary improvement during the established probationary period, as
5 specifically documented in writing with notification to the probationer constitutes
6 grounds for a finding of probable cause under RCW 28.A.405.300 or 28A.405.210.
7
8 5. In the event that an Evaluator determines that the performance of an employee under
9 ~~his/her~~ **their** supervision merits probation, the Evaluator shall report the same in writing
10 to the Superintendent on or before January 31. The report shall include the following:
11
12 i. The evaluation report prepared pursuant to the provisions of this agreement, and
13
14 ii. A recommended specific and reasonable program designed to assist the employee
15 in improving ~~his or her~~ **their** performance.
16
17 6. If the Superintendent concurs with the administrator's judgment that the performance of
18 the employee is Unsatisfactory, the Superintendent shall place the employee in a
19 probationary status for a period of not less than sixty (60) school days any time after
20 October 15 and ending May 15. The probationary period may be extended into the
21 following school year if the employee has five (5) or more years of teaching experience
22 and the final summative rating as of May 15th is less than Basic. Before being placed on
23 probation, the employee shall be given notice of action of the Superintendent which
24 notice shall contain the following information:
25
26 i. Specific areas of performance deficiencies;
27
28 ii. A suggested specific and reasonable program for improvement;
29
30 iii. A statement indicating the duration of the probationary period and that the
31 purpose of the probationary period is to give the employee the opportunity to
32 demonstrate improvement in ~~his/her~~ **their** area or areas of deficiency.
33
34 7. Evaluation During the Probationary Period
35
36 i. At or about the time of the delivery of a probationary letter, the Evaluator shall
37 hold a personal conference with the probationary employee to discuss
38 performance deficiencies and the remedial measures to be taken. The District,
39 the Association or the probationer may request an independent observer to assist
40 during the probationary period. If the District and the Association concur on the
41 use of an observer, the fees and expenses shall be jointly shared.
42
43 ii. During the probationary period the Evaluator shall meet with the probationary
44 employee at least twice a month to supervise and make a written evaluation of
45 the progress, if any, made by the employee. The provisions of Section 6 above
46 shall apply to the documentation of observation reports during the probationary
47 period.
48
49 iii. The probationary employee may be removed from probation at any time if ~~he/she~~
50 **has they have** demonstrated improvement to the satisfaction of the Evaluator in
51 those areas specifically detailed in ~~his/her~~ **their** notice of probation.

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8. Evaluator's Post-Probation Report: Unless the probationary employee has previously been removed from probation, the Evaluator shall submit a written report to the Superintendent at the end of the probationary period which report shall identify whether the performance of the probationary employee has improved and which shall set forth one (1) of the following recommendations for further action:
 - i. That the employee has demonstrated sufficient improvement in the stated areas of deficiency to justify the removal of the probationary status; or
 - ii. That the employee has demonstrated sufficient improvement in the stated areas of deficiency to justify the removal of the probationary status if accompanied by a letter identifying areas where further improvement is required; or
 - iii. That the employee has not demonstrated sufficient improvement in the stated areas of deficiency and action should be taken to non-renew the employment contract of the employee.
 9. Action by the Superintendent: Following a review of the any report submitted pursuant to paragraph (g) above, the Superintendent shall determine which of the alternative courses of action is proper and shall take appropriate action to implement such determination pursuant to law.
 10. Records of probation and supporting documentation for an Unsatisfactory evaluation will be maintained in the employee's file for three (3) years and upon request, if no further Unsatisfactory analysis is made in the interim, will be removed and destroyed.
- (r) Representation Rights: Each certificated employee shall have the right to request and the right to have present a representative of ~~his or her~~ their choice during all evaluation and probation conferences. The certificated employee shall inform the Evaluator in advance whenever such representative will be present.
- (s) Scoring Methodology
1. For a comprehensive evaluation, the Teacher shall receive a summative score of 1 (Unsatisfactory), 2 (Basic), 3 (Proficient), or 4 (Distinguished) for each of the eight state criteria.
 2. Within each criterion are components, whose purpose is to aid the Evaluator in determining the overall criterion score. In a given criterion, at least half of the components shall be scored in order to arrive upon the overall criterion score. The components to be used to determine the summative criterion score shall be collaboratively determined by the Teacher and Evaluator at or before the mid-year check, with final approval by the Evaluator. The component scores shall be used holistically by the Evaluator to determine the criterion score based upon a preponderance of evidence, limited only by provisions elsewhere in this section.
 3. For comprehensive evaluations, the sum of the eight criterion scores shall determine the Teacher's "preliminary" summative rating, following the scoring bands established by OPSI:

8-14—Unsatisfactory
15-21—Basic

22-28—Proficient
29-32—Distinguished

4. For comprehensive evaluations, student growth ratings shall be arrived upon by referring to the state student growth rubrics SG 3.1, SG 3.2, SG 6.1, SG 6.2, and SG 8.1. The sum of these five scoring rubrics shall be used to determine a Teacher’s summative student growth rating, as established by OSPI:
 - 5-12—Low
 - 13-17—Average
 - 18-20—High
5. For comprehensive evaluations, if an employee receives a Distinguished summative score and a Low student growth score, they must be automatically moved to the Proficient level for their summative score. If an employee receives a Low student growth score they must engage in at least one of the following:
 - i. Triangulate student growth measure with other evidence (including observation, artifacts and student evidence) and additional levels of student growth based on classroom, school, District and state-based tools;
 - ii. Examine extenuating circumstances possibly including: goal setting process/expectations, student attendance, and curriculum/assessment alignment;
 - iii. Conduct two (2) additional thirty-minute (30) observations;
 - iv. Schedule monthly conferences with Evaluator to discuss/revise goals, progress toward meeting goals, and best practices;
 - v. Create and implement a professional development plan to address student growth areas.
6. When determining a summative rating for Comprehensive evaluations:
 - i. When there is more than one (1) component, if a “Distinguished” is scored, the overall criterion score cannot be lower than “Basic.”
 - ii. When there is more than one (1) component, if an “Unsatisfactory” is scored, the overall criterion score cannot be higher than “Proficient.”
 - iii. When there is more than one (1) component, if a “Distinguished” is scored, the overall criterion score cannot be lower than “Basic.”
 - iv. When there is more than one (1) component, if an “Unsatisfactory” is scored, the overall criterion score cannot be higher than “Proficient.”
7. For a Focused Evaluation Option (FEO), the teacher shall receive a summative score equal to or higher than the teacher’s most recent summative comprehensive evaluation (WAC 392-191A). When evaluated on the focused evaluation option, the teacher will establish student growth goals. If criterion 3, 6 or 8 are selected for the focused option, Evaluators will use those selected student growth rubrics for offering feedback about

goals. If criterion 1, 2, 4, 5, or 7 is selected, Evaluators will use criterion 3 or 6 scoring rubrics for offering feedback about goals.

(t) Focused Evaluation Option

1. The Focused Evaluation Option (FEO) focuses on improvement of teaching skills, content knowledge, techniques, and abilities. If an employee has scored at Proficient or higher the previous year, ~~he or she~~ **they** may choose to be evaluated using the FEO. The employee can stay on the FEO for up to ~~three (3)~~ **five (5)** years before returning to the Comprehensive Evaluation.
2. Prior to the Pre-Observation Conference, the Teacher shall self-assess on all eight criteria using an agreed-upon self-evaluation form, no later than six (6) weeks after the first student attendance day.
3. The Teacher and the Evaluator shall meet to discuss and begin goals for the year no later than nine (9) weeks after the first student attendance day.
4. The state criterion for focused evaluation shall be proposed by the employee at or before the first pre-observation conference, and must be approved by the Evaluator.
5. The professional growth activity or goals must to be tied to at least one 1 of the eight 8 state evaluation criteria.
6. The role of the Evaluator is to assist the employee in developing the professional growth activity and then to assist in its implementation, particularly by making reasonable efforts to provide the resources to implement it.
7. The employee will receive a final summative score as defined in the section “Scoring Methodology.”
8. A group of Teachers may focus on the same evaluation criteria and share professional growth activities.
9. All observation requirements, excluding those related to provisional employees, set forth in this Article shall apply to the FEO, minimally involving one formal observation cycle.
10. Per WAC 392-191A, should an Evaluator have performance concerns about a Teacher on the focused option, the Evaluator may shift the Teacher to a comprehensive evaluation no later than December 15th.

(u) Evaluation Results

1. Evaluation results shall be used:
 - i. To acknowledge, recognize, and encourage excellence in professional performance.
 - ii. To document the level of performance by an employee of ~~his/her~~ **their** assigned duties.

- iii. To identify discrete areas according to the criteria included on the evaluation instrument in which the employee may need improvement.
 - iv. To document performance by an employee judged Unsatisfactory based on the evaluation criteria.
 2. Beyond reporting requirements mandated by the Office of Superintendent of Public Instruction, evaluation results shall not be:
 - i. Shared or published with any Teacher identifying information.
 - ii. Shared or published without notification to the individual and Association.
 - iii. Used to determine any type of base or additional compensation.
 - iv. Used solely to determine assignment or placement.
 3. Evaluators shall not consider school or District-wide scores when evaluating individual scores, i.e. nothing prohibits an Evaluator from evaluating all Teachers as Distinguished within a school.
- (v) Non-Renewal for Provisional Employees: Before non-renewing a first (or applicable second or third) year provisional employee, the Evaluator shall have made good faith efforts beyond the minimum requirements of the evaluation process to assist the employee in making satisfactory progress toward remediating deficiencies. Reference RCW 28a.405.220 for rights and limitations regarding provisional employees.
- (w) A teacher's evaluation may not be negatively impacted if a teacher chooses to use curriculum or instructional materials that address subject matter related to sexual orientation including gender expression or identity so long as the subject matter is age-appropriate and connected to the teacher's content area consistent with "District acceptable materials use".

Section 3.21 Personnel Files

- (a) The District will adhere to the provisions of the State Law regarding the certificated employee's right to inspect personnel files. (RCW 28A.405.250) Certificated employees will have the right to inspect their individual files with another certificated member of the Camas District or with their legal or professional counsel present. The District reserves the right to have an observer present when the file is inspected. Under no circumstances is the material to be taken from the file or modified without the express written approval of the Superintendent; provided, however, at the time of each inspection each employee shall have the right to initial and date the materials to verify the contents of the personnel file. Copies of any documents contained therein shall be afforded to the employee at District cost.
- (b) No other personnel file shall be kept anywhere in the District, provided that any file for student due process hearings and for the disposition of grievances shall be maintained separately from the employee's personnel file; provided, further, that administrators may keep individual working files as necessary for personnel, administration and evaluation. All dispositions of grievances shall be destroyed three (3) years after the date the decision was rendered.

- 1 (c) No material shall be kept in the employee's personnel file without first being shown to the
2 employee within ten (10) days of its receipt or creation by the District.
3
- 4 (d) Material from the personnel file reviewed by an employee and judged by the employee to be
5 derogatory to ~~his/her~~ **their** conduct, service, character, or personality may be answered and/or
6 refuted in writing. Such written response shall be attached to the aforementioned materials and
7 become part of the written personnel records and kept in the file; provided, however, that
8 responses to evaluations shall be made only at the time of evaluation and in accordance with the
9 Evaluation Procedure. Disagreement by an employee with the content of the employee's
10 personnel file may be a matter to be pursued through the negotiated grievance procedure.
11
- 12 (e) No materials deemed derogatory by the certificated employee shall remain in ~~his/her~~ **their** file for
13 longer than three (3) school years, except **upon the written request of an employee to the**
14 **Talent Development Director, any written discipline issued by the District will be removed**
15 **from an employee's personnel file when: i) the written discipline is dated more than three**
16 **(3) years prior to the employee's written request; and (ii) the employee has no other written**
17 **discipline during the three (3) year period.** The Superintendent may maintain the material in
18 the file beyond the three (3) years in special cases, and notice shall be given to the individual and
19 Association.
20

21 **Section 3.22 Certificated Employee Protection**

22

- 23 (a) The District will provide insurance protection for any certificated person covered by this
24 Agreement against financial loss and expense arising out of any claim, demand, suit or judgment
25 by reasons of alleged acts of omission or negligence causing bodily injury to person or persons,
26 or destruction of property of others, provided such member at the time of the alleged accident was
27 acting within the scope of ~~his/her~~ **their** duties. Liability insurance will protect against loss caused
28 by bodily injury, or caused by libel, slander, and invasion of privacy to the limit of \$500,000.00
29 each person so injured. Damage to property of others will be insured to a limit of \$100,000.00.
30
- 31 (b) **Personal Property:** Provided, the certificated employee exhausts ~~his or her~~ **their** liability
32 insurance whether it is provided through their membership in an organization or by the member
33 personally. The District or its insurer(s) will reimburse the employee, as obligated by statute, for
34 loss or damage of not less than \$10.00 or more than \$500.00 to personal property, including
35 vehicles, caused while the employee is engaged in (1) the maintenance of order and discipline, or
36 (2) the protection of school personnel, school property or students, or (3) the loss of personal
37 property used in the instructional process. In the event a loss for personal property used in the
38 instructional process is claimed, the loss must arise from fire, water, earthquake, malicious
39 damage by students, or theft from a secured area. Equipment must be registered and its use
40 authorized by the employee's immediate supervisor before its use in the instructional process. The
41 dollar value will be determined at the time the item is registered.
42
- 43 (c) This section is subject to immediate and mandatory negotiations in the event the insurance
44 program of the District is terminated by some action initiated by agencies outside the District.
45
- 46 (d) **Threats: Any employee who is threatened with physical harm by any person or group while**
47 **carrying out assigned duties shall immediately notify their principal, or in their absence or**
48 **inaccessibility any District administrator, and if necessary, the appropriate law enforcement**
49 **authority. Immediate steps shall be taken by the principal or other administrator in**
50 **cooperation with the employee to provide for the employee's safety and assist in contacting**
51 **law enforcement authorities, if appropriate. Steps may include notifying law enforcement**

and/or other earnest efforts. Precautionary measures for the employee's safety shall be reported to the employee by the administrator at the earliest possible time.

- (e) Assaults: Any employee who is physically assaulted by any person or group while carrying out assigned duties shall immediately notify their principal, or in their absence or inaccessibility any District administrator. The District will respond promptly and provide assistance in connection with the handling of the incident by law enforcement and judicial authorities if necessary.
- (f) Absence Due to Attack on the Job: Whenever an employee is absent from employment as a result of a physical attack sustained in the course of employment, the employee shall be paid full salary for the period of absence for up to twelve (12) months if the injury is the result of a physical assault, from the date of the injury, less the amount of an L & I compensation awarded. No part of such absence shall be charged to any accumulated leave.
- (g) Absence Due to Injury on the Job: Absence due to an injury incurred on or around the District premises in the course of the employee's employment or as a direct result of the employee's performing professional duty, except in cases of physical attack, shall be compensated as provided under the Workman's Compensation section.
- (h) Property Replacement: The District shall reimburse employees for replacement of clothing or other personal property damaged or destroyed during the course of an attack or assault on the employee while the employee is engaged in the duties of his/her their employment. Verification of replacement is required, and reimbursement of up to \$250 shall occur with submission of original receipts. Claims for loss must be filed within 5 days after the damage or loss.
- (i) Student Discipline/Behavior Reporting: All employees responsible for direct supervision of any students who evidences symptoms or behaviors that could present a health or safety problem to employees or other students shall be informed by the administrator within 3 days of occurrence. Information shall include reports of exceptional misconduct or identified behavior problems.
- (j) New Students: Employees will be notified one day in advance of placement of new students in their class when allowed by law. The one day advance notice is to provide the teacher time to become informed of the student's academic and behavior history, as well as any information regarding special education, 504's, or parent concerns.
- (k) Locked Storage: The District shall provide a locking storage facility in each school building in order that employees covered by this Agreement may secure District or Associated Student Body Funds.

Section 3.23 Children of Staff Attending Camas Schools

- (a) Pursuant to RCW 28A.225.225, the District shall allow the children of certificated employees who have been enrolled on boundary exceptions, to remain enrolled in their respective school until the student (s) has/have matriculated though all grade levels at the respective school.
- (b) In the event the certificated employee transfers to a different school in the District, ~~he/she~~ **they** shall have the option to enroll ~~his/her~~ **their** student(s) in their newly assigned school.

- (c) In the event a certificated employee has children who were enrolled on boundary exceptions, and have matriculated through the respective elementary school(s), ~~his/her~~ **their** children shall be allowed to remain enrolled through the District's identified feeder middle and/or high school.

Section 3.24 Roving Teachers

When a secondary teacher is assigned a schedule that requires moving between different classrooms over the course of the day, and such moves are not the result of unique facility needs (i.e. lab space, field space, or technical work areas), no teacher shall be assigned as a roving teacher for a second time until all members of their respective department (or those with similar teaching responsibilities) shall have served as a roving teacher a first time. Such an equitable rotation shall continue for subsequent years' assignments.

Section 3.25 Recording of Certificated Employees

- (a) No electronic device shall be used to listen to or view a certificated employee or group of certificated employees, by the evaluator, in their designated classroom or work area without their permission.
- (b) The provisions of the paragraph above are not intended to prevent the District from utilizing security cameras in common areas such as parking lots and school hallways.

Section 3.26 Counselors

- (a) **Each counselor shall annually receive the following supplemental days:**

<u>Elementary Counselors</u>	<u>8 days</u>
<u>Middle School Counselors</u>	<u>10 days</u>
<u>Hayes Freedom HS and</u>	
<u>Discovery HS Counselors</u>	<u>10 days</u>
<u>Camas HS Counselors</u>	<u>11 days</u>

Extended Days: By ~~Sept 15th~~, **June 1, prior to the upcoming school year**, the counselor shall confer with administration to develop a plan for how extended days will be used during the year. This includes designation of evening events to ensure appropriate counseling responsibilities (family/community events) are satisfied. Teams of counselors serving the same building shall coordinate extended days/evenings to meet building/student needs.

- (b) Appropriate Duties for School Counselors: The principal and counselor shall collaborate to ensure that the job description and responsibilities for the counselor meet the needs of the building and are aligned with guidelines of the American School Counselor Association "Appropriate Activities for School Counselors" as described in Appendix D.
- (c) **Counselors who serve as the manager for more than thirty (30) 504 plans shall receive 1 additional supplemental day of pay and for more than forty-five (45) plans will receive 2 additional days provided monitoring occurs at least twice annually.**
- (d) Evaluation of School Counselors: At minimum, the Counselor and ~~his/her~~ **their** supervisor shall:
1. Meet by November 1 to discuss professional goals for the year;

2. Arrange for at least one mutually agreed upon formal observation cycle consisting of a pre-observation meeting, an observation (at least 30 minutes) where the supervisor observes the counselor in the conduct of his/her duties, and a post-observation meeting for the counselor and supervisor to discuss what was observed, feedback for growth and improvement, and next steps;
3. Meet for a Mid-Year formative evaluation conversation between December 1 and April 1, to discuss progress toward professional goals and continued improvement of practice;
4. Meet by May 15th (if the counselor is in provisional status) or before the end of the school year for a summative evaluation conversation about the counselor's job performance.

Section 3.27 Teacher-Librarians

- (a) Staffing: Each elementary school shall be staffed at a minimum of .2 FTE for every 100 students enrolled in the building up to 1.0 FTE. If building enrollment exceeds 600, the ~~Teacher Librarian and building principal shall meet to develop a plan to maintain the effectiveness of the library, including but not limited to~~ **following shall occur:**
 1. Review current responsibilities within the building (i.e. committees)
 2. **Provide** additional daily hours of paraeducator support **(1 additional hour for above 601 students and 2 additional hours for above 650 students)**
 3. **Consider** supplemental contracts for the Teacher Librarian
- (b) Each secondary school serving a minimum of 750 students shall be staffed, minimally, by a full time (1.0 FTE) Teacher Librarian.
- (c) Library Administration: Administrative time is for the purpose of managing the physical facility, circulation, budget, inventory, library-specific technology, and organization of the library. Teacher Librarians shall be provided para-educator support for the administration of the library circulation, facilities, and technology.
- (d) ~~preparation~~ **Planning** time for Teacher Librarians: In each building, the Teacher Librarian shall create a schedule to define protected ~~preparation~~ **planning** time and library administration time. If scheduling challenges impact the ability to define the ~~preparation~~ **planning** time, the Teacher-Librarian shall meet with the building principal to create a schedule that identifies this time.
- (e) In elementary schools, ~~preparation~~ **planning** time is intended for developing materials and lessons for classes that come to the library for instruction led or co-led by the Teacher Librarian.
- (f) Secondary Teacher Librarians directed by administration to teach a recurring course for which they manage the planning, instruction and assessment shall be provided additional paraeducator time, arranged by the building administrator, to allow the library to remain open for student access.

Section 3.28 Portables

- (a) **Certificated assigned to a portable shall have the following minimum conditions:**

1. Climate to be consistent with interior classrooms (fans/heaters to be provided upon request).
2. Storage for students and teachers
3. Restroom and water access within proximity
4. Security features comparable to the main building
5. Crisis materials responsive to remote location and comparable to main building

(b) Administrators from each site shall work with staff to coordinate basic necessities.

(c) During extended breaks, temperature sensitive supplies can be moved to the main building. Large and or heavy objects, upon employee request, will be moved by maintenance/custodial staff into the building.

(d) Assignment to portables will follow an equitable rotation. Such moves shall be eligible for in-building movement pay pursuant to Article III. Section. 3.18, 4.

Article IV. INSTRUCTION

Section 4.01 Introduction

The District and CEA agree that the number and kinds of students in a class are major factors that have an impact on teacher work load and affect the instructional and learning process. Every reasonable effort will be made to equalize the work load among the teachers of a school as early in the year as possible and throughout the year as necessary. If elementary class sizes cannot be balanced across a grade level, any teacher with a class size greater than the maximum shall receive the overload remedy. In addition the District and CEA agree that individual needs and abilities of each student must be taken into consideration. To increase the teaching effectiveness and learning opportunities for all students, the following provisions of this section shall apply:

Table 4.01

Grade Level	Average Class Size Max
K-5	24* **Overload paid to impacted employee over grade band at max <u>*\$10 per student, per day, above the individual class size or 2 hours staff assistant per day at 25 and an additional .5 hour staff assistant for every student thereafter.</u>
6-8	30:1* *Average based on a 5 period day <u>* \$7 per student, per day, over the daily load of 155 students per day.</u>
9-12	31:1* *Average based on a 5 period day <u>*\$7 per student, per day, over the daily load of 160 students per day.</u>

Health & Fitness Class 6-12 6-8	Classes will not exceed 35 34 students *\$7 per student, per day, over the daily load of 204 students per day (excluding Fridays at Liberty based on their current health/fitness schedule).
<u>Health Class 9-12</u>	<u>No individual Health Class 9-12 can exceed 35 based on a 5 period day</u> <u>*\$7 per student, per day, over the daily load of 175 students per day</u>
Fitness Class 6-12 9-12	Classes will not exceed 40 students <u>based on a 5 period day</u> <u>*\$7 per student, per day, over the daily load of 200 students per day</u>
MS Music: Instrumental and Choral	45:1* Average based on a 5 period day
HS Music: Instrumental and Choral	65:1* Average based on a 5 period day

Section 4.02 Class Size

- (a) Combination classes composed of two (2) grade levels shall be two (2) students less than the above stated maximums. Only when no other option is available shall a combination class be assigned to an employee in their first or second year of professional teaching. Each circumstance where this action is considered to be the only option available to the District shall be subject to association review prior to implementation.
- (b) Elementary special needs students, regardless of the amount of time spent in the classroom shall be counted as a full-time student for the teacher to whom they are assigned for employee/student ratio purposes.
- (c) At an elementary site, within a grade level, when all classes have reached the maximum for five consecutive days in September and October, the District will create a new section provided space is available. If no space is available and/or from November on, how to best distribute the additionally required FTE shall be decided mutually between the teacher(s) and the administrator(s) and submitted to the District and association for review.
- (d) Elementary Music and PE.
 1. Assignment:
 - i. Elementary Music teachers will be assigned no more than ~~41~~ **40** thirty-minute sections, or 27 forty-five minute sections, or some appropriate combination of section number and duration to achieve equivalent student instructional contact time.
 - ii. PE teachers will be assigned no more than ~~41~~ **40** thirty-minute sections.
 - iii. Music and PE teachers are also to be have 150 minutes (weekly) of designated ~~preparation~~ **planning** time during the student day. Remaining unassigned time

shall be protected to facilitate management of materials and facilities in proration to individual's FTE and 40 section limit.

- iv. If a Music or PE specialist is assigned to multiple buildings in a given day, each instance of travel time between buildings shall supplant one section of instruction.
 - v. ~~In the event that~~ A Music or PE specialist, together with the Association, may agree to the following section overload remedies: ~~is assigned a number of sections greater than the parameters above, at the beginning of each grading period, the specialist may choose from among these remedies. If no preference is communicated, the default remedy shall be release time:~~
 - a. A stipend of \$400 per section, per grading period.
 - b. Up to two release days per section, per grading period.
 - c. \$400 toward the purchase of materials, per grading period.
 - vi. No more than nine (9) thirty-minute or six (6) forty-five minute sections shall be scheduled in a regular school day, and no more than six (6) thirty-minute and four (4) forty-five minute sections on early release Wednesdays.
 - vii. No more than four (4) thirty-minute or three (3) forty-five minute sections shall be scheduled contiguously without a break of at least 5 minutes for the employee. Passing time shall not constitute a break.
 - viii. In order to facilitate the feasibility of transitioning equipment and instructional space from one section to the next, every effort shall be made by the building to schedule adjacent sections of the same grade level or grade levels in close developmental proximity.
 - ix. The Music and PE specialist shall work with the principal to develop a schedule that ensures adequate passing and transition time, as well as designated ~~preparation~~ planning time.
 - x. Class Size: Music and PE teachers shall be subject to the same limits specified in Sections 4.01 and 4.02 of this agreement. In the event that a Music or PE teacher serves five or more sections per week which are in excess of the stated size limit, the Music or PE teacher shall receive a \$100 stipend per grading period.
2. Extra Duties - Music: In recognition that the role of Music specialist has traditionally involved performances that extend beyond classroom instruction and/or the regular school day, additional duties for the elementary Music specialist shall be compensated as provided in the co-curricular assignment section of this agreement [See Appendices].
 3. Use of PE Facilities by Outside Organizations: Instructional or gymnasium space used for Physical Education is utilized by outside organizations who schedule facility use through Camas Community Education. In the event that such use results in the disruption of the academic space to the extent that the Physical Education teacher must re-set, replace, fix, correct, or otherwise invest time to returning ~~his/her~~ their instructional space to its original state, the teacher shall immediately alert the building principal for a remedy or resolution. This remedy may include compensating the teacher on a certificated time card

for significant additional time invested to return the learning environment to its original state.

4. Collaboration: Principals and Music/PE specialists shall collaborate to ensure meaningful access to content-relevant PLC collaboration among the other specialists throughout the District. To achieve this, the principals and Music/PE specialists shall coordinate times that specialists may be released from building-level obligations, collaboration or meetings in order to accomplish collaboration with job-alike roles in other buildings. The PLC for an elementary specialist shall be ~~his/her~~ **their** job-alike, cross District PLC. Elementary Music/PE specialists shall not be required to serve on a greater number of PLCs than what is required of classroom teachers.
- (e) For those who travel in between buildings, which require the use of a car to travel the distance of one mile or more, one thirty (30) minute class will be scheduled to accommodate travel to each site and counts as a section. The District shall pay the IRS mileage rate between buildings. Aside from the mileage allowance, this paragraph shall not pertain to ESA's or TOSA's.

Section 4.03 Monthly Class Counts

- (a) Within the first fifteen (15) student days of each school term, class loads will be reviewed by the District. At this time, the District shall reassign students, create combination class, review overload options with the teacher, or create a new section and transfer and/or hire additional personnel.
- (b) After this date, the District shall run a monthly student count, October 1 through May 1, to assess the classroom overload. Overload pay is figured monthly on the first working day of the month, October through May, and is paid in the February and June checks. The District shall contact impacted employees within 3 days of the monthly count to select their preferred overload relief. In the event the notice and confirmation does not occur the remedy shall default to the paid option. ~~The exception to this is Middle School Health/Fitness, which is addressed in Section 4.04(d).~~

Section 4.04 Class Size Overload Options

- (a) Should overload result where children of District employees have been allowed into the classroom based on a boundary exception, in lieu of the remedies below, the teacher of that student shall be entitled to receive one release day per trimester (elementary and middle school), per semester (Camas HS/Discovery) and per quarter (Hayes Freedom HS).

- (b) ~~Elementary and Middle School~~ **Employees have the option of overload pay or paraprofessional support**

1. ~~Basic Options: The first option for overload will be stipend. The amount of the stipend will be determined by a combination of two factors:~~

- ~~• The amount of equivalent paraeducator time, and~~
- ~~• The base hourly rate of a paraeducator (\$15.97 per hour in 2017-18).~~

When the class size reduces to the base class size or lower during a given month, and the employee has option for pay, the pay will not be reduced until the beginning of the subsequent month, based on the new count.

2. An employee shall receive the daily remedy which is calculated by factoring the number of students over the max and then multiplying the number of para hours identified by the base para hourly rate. When the class size reduces to the base class size or lower during a given month, and the employee has opted for paraeducator support, the paraeducator time will not be reduced until the beginning of the subsequent monthly period
3. In lieu of receiving a stipend per the above, the employee may select one hour of paraeducator time per day. Paraeducator time or the stipend must be chosen for an entire month. Changes in paraeducator time or the stipend will not be permitted until the beginning of the next month.

Table 4.04(a): Elementary Overload

	Max Base Class Size	+1 student 1 hour	+2 students 1 hour	+3 students 1.5 hours	+4 students 2 hours	<Total Hours Para Time
K-5	24	25	26	27	28	

Elementary Example: _____ Employee over 2 students

_____ 1 hour x \$15.00 = \$15 (rate for example purposes only)

_____ \$15 x 20 working days in January = \$300 overload pay

(c) At the middle school level, overload for individual teachers shall be calculated as follows:

1. By taking the average across a five period day.
2. For 7th period, "class size" is calculated by taking the total number of students served by a team and dividing it by the number of team members, including STAR teachers.

Table 4.04(b): Middle School Overload

Max Base Class Size Based on a 5 Period Day	+1 student .25 hour	+2 students .50 hour	+3 students .75 hour	+4 students 1.00 hour	<Total Hours Para Time
30 per class	31 per class	32 per class	33 per class	34 per class	

- (a) Any "block" class at the middle school level shall count as two (2) separate periods for the purpose of calculating class size overload compensation.

Middle School Example: _____ Employee over 3 students in 2nd block

_____ .75 x \$15.00 = \$11.25 (rate for example purposes only)

_____ \$11.25 x 2 periods = \$22.50

_____ \$22.50 x 20 working days in January = \$450 overload pay

Table 4.04(c): Middle School Overload for Outliers*

Max Base Class Size Based on a 5 Period Day	.25 hour	.50 hour	.75 hour	1.00 hour	<Total Hours Para Time
30 per class	35 per class	36 per class	37 per class	38 per class	

*Health, Fitness, Band, and Choir are excluded from these provisions.

1 Middle School Example: ~~Employee over 5 students in 2nd block~~
2 ~~.25 x \$15.00 = \$3.75~~
3 ~~\$3.75 x 2 periods = \$7.50~~
4 ~~\$7.50 x 20 working days in January = \$150 overload pay~~

5
6 ~~(d) Middle School Health and Fitness teachers shall be compensated \$60 per class in overload, per~~
7 ~~trimester. Maximum class size for Health classes is 35 students per period; for Fitness classes is~~
8 ~~40 students per period. Principals will review and submit verification of overload status to HR at~~
9 ~~the end of each trimester. Overload will be paid three times per year (December, April and June)~~
10 ~~provided forms meet payroll deadlines.~~

11
12 ~~(e) High School Overload: Employees shall receive a \$100 stipend per grading period when in~~
13 ~~overload (six (6) grading periods per year). An employee may opt for one day of release per two~~
14 ~~grading periods, to purchase \$100 of classroom materials per each grading period, or receive a~~
15 ~~\$100 stipend each grading period.~~

16
17 (f) Music Specialist Overload:

- 18
19 1. MS Music: Instrumental and Choral: will have a per teacher average of 45 students per
20 period based on a five period day. If a class size exceeds 70, the teacher may request
21 paraprofessional support for that class.
22
23 2. HS Music: Instrumental and Choral: will have a per teacher average of 65 students per
24 period based on a five period day. If class size exceeds 80, the teacher may request
25 paraprofessional support for that class.
26

27 Section 4.05 Discipline Guarantee

28
29 (a) In the maintenance of a safe and sound learning environment, the District shall expect acceptable
30 behavior on the part of all students who attend schools in the District. Discipline shall be enforced
31 fairly and consistently regardless of race, creed, sex or status. Such discipline shall be consistent
32 with applicable federal and state laws. The Board, Superintendent and building principals shall
33 support and uphold certificated employees in their legitimate efforts to maintain discipline in the
34 District and shall give timely response to all employees' requests regarding discipline problems.
35 The authority of employees to use prudent disciplinary measures for the safety and well-being of
36 students and employees is supported by the Board. In the exercise of their responsibility and
37 authority to control and maintain order and discipline, employees must use reasonable and
38 professional judgment concerning matters not provided for by specific policies adopted by the
39 Board and not inconsistent with federal and state laws or regulations.
40

41 (b) An employee is allowed by laws to use such force as is necessary to protect him or herself, a
42 fellow employee or administrator, or a student from verbal or physical attack or injury. The
43 principals of each building shall, during the first faculty meeting each year, distribute and explain
44 the discipline procedures of their schools and the policy of the District relating to discipline. Such
45 explanation shall clearly state employee responsibilities including required documentation, chain
46 of command to be used, required time lines and a definition of each degree of discipline including
47 corporal punishment and the conditions and circumstances under which such punishment is to be
48 administered.
49

50 (c) One copy of the written discipline procedure will be provided for each teacher and two (2) will be
51 given to the Association yearly. The principal of each building shall arrange for a discussion of

1 students and teachers rights and responsibilities with all teachers in their building. It is also
2 agreed that, as the need arises within the District or school, discussions with the teachers be
3 arranged reviewing student/teacher rights and responsibilities and any recent changes in District
4 policy, state or federal law or court ruling relating to the above. In the event any employee has
5 any question or concern regarding this section, ~~he/she~~ they shall immediately contact ~~his/her~~
6 their supervisor.

- 7
8 (d) In the event a teacher has excluded a student and has notified the respective Administrator,
9 and prior to the student returning to class, the Administrator shall privately confer with the
10 classroom teacher and provide information to the teacher regarding corrective action and
11 expectations. The teacher will contact the student's parent/guardian to explain why the
12 student was excluded, including expectations for future behavior.

13 14 **Section 4.06 Classroom Interruptions**

15
16 The continuity of the teaching process is generally broken when the class session is interrupted by
17 visitors. Procedures for class visitations will be determined by the principal in consultation with
18 the building staff at the first regular teachers' meeting of the school year.

19 20 **Section 4.07 Academic Freedom**

21
22 The certificated employees will have the right to use the teaching methods best suited to their
23 classroom needs, subject to accepted standards of professional responsibilities and professional
24 training. Subject matter to be taught is determined by the District through the adopted goals and
25 curriculum guides as well as those areas prescribed by Washington State Law and the rules of the
26 State Board of Education.

27 28 **Section 4.08 Curriculum Adoption**

- 29
30 (a) When a grade level or content curriculum is being adopted across buildings or District-wide, the
31 District shall establish a curriculum review and adoption committee consisting minimally of
32 representatives from the grade levels and content areas to be impacted by the adoption. Teachers
33 whose assignments require them to implement the new curriculum shall be invited to participate
34 in the exploration, testing, and decision-making around curriculum purchase. During all phases of
35 the adoption, the District shall (minimally) provide quarterly updates about the adoption process
36 and progress as well as any decisions made.
- 37
38 (b) Upon the decision to purchase or adopt new curriculum materials for broad use, the District shall
39 further collaborate with teachers to design an implementation and professional learning plan.
40 Training shall be provided to all teachers who are expected to implement the new curriculum.
41 Teachers will be expected to use the adopted curriculum as determined by the joint
42 District/teacher adoption committee.

43 44 **Section 4.09 New Programs**

- 45 (a) When the District adopts new programs, it may provide training and collaboration time,
46 scheduled within the workday. When appropriate, the District may offer late afternoon or
47 evening opportunities, and individuals may opt to pay themselves utilizing their
48 professional fund hours for attendance. Evening attendance remains at the employee
49 discretion.

Section 4.10 Committee Assignments

- (a) District committees are those that are initiated by the District. Committee responsibilities shall be stated when making committee appointments.
- (b) Building committees are those that are initiated by the Building.
- (c) The District shall be responsible to assure that the workload is equally distributed.
- (d) Certificated employees, who work on District committees beyond the contracted workday or on non-contracted days, or in summer school, shall be paid at the Curriculum hourly rate. ~~of \$40.54 in 2017-18. The rate will be increased by the state approved COLA each year.~~
- (e) District-required attendance at meetings designed to improve the instructional program or other required activities within the District which extend beyond the 7-1/2 hour workday shall be governed by the following provisions:
 1. No certificated staff member will be required to serve on more than one District committee.
 2. No certificated staff member shall be required to be in attendance at a committee meeting for more than one hour after the start of the meeting.
 3. No certificated staff member will be asked to attend more than fifteen (15) committee meetings during any school year.\
 4. Staff shall not be required to attend committee meetings during designated preparation planning time without compensation.
- (f) To provide time for building and/or District-wide grade level and/or subject area meetings related to the instructional program, implementation and monitoring of the District's Essential Learning's and Exit Requirements Program, I.E.P.'s, etc., the District shall provide early dismissal as needed.
- (g) Application for participation in any of these areas outside the District is made on the regular District travel request form through the building principal. District criteria approving requests for attending such meetings will be developed and available to all employees.
- (h) Building committee assignments shall be established using this process:
 1. The building shall establish a matrix of known building and District committees, including duties, anticipated time commitments, and skill or expertise needs.
 2. Staff shall select and prioritize at least three choices.
 3. The Principal shall assign staff to committee assignments based on staff input from step 2 above, striving to maintain equity of staff workload and obligation (including District or CEA obligations) as well as rotating responsibilities over time when possible. Administrators shall make every effort to assign staff to at least one of the employee-identified top priority committee assignments.

4. Employees shall not be required to attend committee meetings outside of their workday.
5. In the event a committee mutually agrees to scheduled meetings outside of the workday, employees shall receive the curriculum rate of pay for all hours attended.

Section 4.11 Professional Development Allocation

- (a) Because the District believes that each employee's professional growth is important and that employees should have autonomy and control of how professional growth is pursued, all certificated full-time employees shall receive ~~an \$940 annual~~ Professional Fund Allocation ~~for each school year 2018-19. In 2019-20, the allocation shall be~~ of \$1209.50 (to be increased by CPI each year) per FTE. Part-time employees shall receive this allocation on a pro-rata basis.
- (b) Staff ~~may select to~~ **shall** receive their lump sum on ~~either the December or May~~ their March paycheck. ~~If no preference is communicated, the default payment shall occur in the May paycheck.~~
- (c) The compensation fund allows the certificated employee to be paid for non-contract time used individually or collaboratively for professional activities such as: (1) the District/site strategic and/or improvement plans; (2) the employee's evaluation; (3) curriculum frameworks; (4) student assessment; (5) National Board, PRO TEACH, or other professional certification activities; (6) student focused activities or (7) Professional Learning Collaboration focused work or other activities as mutually agreed to between the certificated employee and principal.
- (d) The employee must submit a Certificated Employee Professional Fund Agreement (PFA) [See Appendices] by the last work day in September in order to receive the allocation. The PFA must be tied to the teacher's evaluation and they must sign off on the end of year evaluation that the plan was completed. Compensation will be subject to applicable taxes through the payroll process. Compensation will be paid in one monthly installment, in the December payroll process. If a certificated staff member is hired after November 8th and submits a Certificated Employee Professional Fund Agreement, a pro-rated portion calculated from date of hire will be paid in June.
- (e) Each certificated staff member shall be entitled to one "Certificated Self Directed PD" absence for one full work day to facilitate access to employee selected professional learning and may include NBCT. This benefit shall accumulate from year to year for the duration of this contract.
- (f) In addition to the Professional Fund, the District will provide up to 14 hours per full-time FTE for attendance at voluntary professional development activities of the employee's choice. Attendance at activities will be paid at the curriculum rate. Professional development activities must occur outside of the contracted workday, and may include NBCT, to qualify for this compensation. These professional development experiences must be provided by either the Camas School District or a reputable professional organization (such as but not limited to OSPI, an ESD, WEA, CSTP, NBPTS, the College Board, a professional educator organization, etc.). Professional Learning must be clearly tied to one or more of the following:
 1. The District focus, which shall be clearly communicated by the District at the beginning of the school year,

2. The employee's ongoing certification or licensure requirements, including PGP requirements.

Verification of attendance at these professional learning experience may be validated by either:

- A sign-in sheet provided for District offerings.
- The District-developed approval form provided electronically on the District website.

Section 4.12 Special Supplemental Contract Days

- (a) A non-supervisory educator with twenty (20) years of teaching experience in the Camas School District may apply to the Superintendent for extra duties in the Camas School District. The District will provide Ten thousand (\$10,000) dollars each year of this agreement for this activity. Each individual who is qualified may submit application to the Superintendent for the activity. The decision of the Superintendent (or designee) regarding the funding of the activity is final. There will be a ceiling of One Thousand Five Hundred (\$1,500.00) dollars for each individual's activity. An educator will be eligible for an activity two times during ~~his/her~~ **their** tenure with the Camas School District.
- (b) The following are suggestions for activities, but any activity that benefits students will be considered. Activities will be funded at the regular curriculum hourly rate.
 1. Researching building concerns
 2. Used as a consultant
 3. Mentoring
 4. Curriculum development
 5. Interviewing/reviewing applications
 6. Develop and teach a class for Camas teachers
 7. Supervision duties (games, bus duty, etc.)
 8. Textbook adoption
 9. Other.

Section 4.13 Emergency School Closure and Delayed Opening

- (a) In the event that it becomes necessary to close the school(s) because of the inclement weather, or other acts of nature, the District administration shall notify specifically identified radio and television stations in the area. This provision does not preclude the District from closing the school(s) in the event an emergency develops if further evaluation of developing hazardous conditions warrants closure. No employee shall be required to remain after the District has given notification to close the employee's work site. Hazardous health and safety conditions which require the closing of the school(s) for students shall apply equally to all employees.
- (b) Delayed Opening:
 1. In the event that the District Administration decides to delay the opening of school(s), employees shall report thirty (30) minutes before the students arrive and may leave immediately after students are dismissed.
 2. In the event that a Wednesday is a late start day due to weather, there will be no early release on that Wednesday.

- 1 (c) Compensation and Benefits: On workdays when school is not in session because of conditions not
2 within the control of the District due to acts of nature, no employee shall suffer loss of pay nor
3 have such absence from work charged against any leave provision; but will make up the day if
4 required by law.
5
6 (d) Makeup School Days: When the District is required by law to make up school days missed in
7 order to receive its appropriation due to emergency school closure, such scheduling of makeup
8 days shall be accomplished through the mutual agreement of the District and Association.
9
10 1. **A built-in makeup day for emergency closure will not be utilized if the closure**
11 **occurs within two (2) calendar weeks prior to it. If there are extenuating**
12 **circumstances, CSD and CEA will meet to reach a mutually agreeable decision.**
13

14 **Section 4.14 Absorbing Other Employee Assignments**

15

- 16 (a) Every effort shall be made to limit administrators' requests of teachers to assume the
17 responsibilities of an absent employee. However, when no qualified substitutes are available, the
18 following procedures shall be followed. Employees who have a scheduled evaluation meeting,
19 parent meeting, observation or other legally required meeting in conflict with absorbing another
20 teacher's assignment shall not be considered in these procedures.
21
22 (b) Employees who provide any of the following substitute coverage will be paid the curriculum rate
23 of pay for each hour of coverage computed in ~~half-hour~~ **quarter-hour** increments. In the event
24 that a teacher provides coverage of a class period for more than one week, the teacher shall be
25 paid at their per-diem rate of pay. Teachers who provide this kind of coverage will be expected to
26 record the additional work (equivalent to the time compensated) on the ~~extra-work~~ **substitute**
27 time card.
28
29 1. Middle School and High School:
30
31 i. At the beginning of each school year, employees will be given the opportunity to
32 volunteer to cover other employee teaching assignments during their own
33 ~~preparation~~ **planning** periods. This volunteer list will be updated throughout the
34 year as schedule changes occur. Employees retain the option to add or delete
35 themselves from this list at any time. The administration will rotate requests in an
36 equitable manner by teaching period.
37
38 ii. The Athletic Director's office shall have the responsibility to select volunteers
39 from the above list to cover athletic vacancies or early releases.
40
41 iii. For all other vacancies, the Principal's office will follow these steps:
42
43 A. Check for availability of employees on the volunteer list.
44 B. Certificated employees not on the volunteer list will be requested to
45 substitute.
46 C. Certificated unassigned employees (i.e., counselors, media specialists)
47 will be requested to substitute.
48 D. Employees will be requested to provide double coverage for a class
49 period.
50 E. Administrators, if available, will be assigned to cover vacancies.

F. Employees will be called to return from local meetings/in-services. The District will cover lost staff development monies and/or personal expenses related to the in-service for the employee.

2. Elementary:

- i. Unassigned classroom certified employees (including administrators) will be requested to cover the absent employee(s) on their unassigned time.
- ii. Unassigned specialists (i.e., P.E. teachers, music specialists, librarian) will be asked to substitute.
- iii. In an elementary building that has three (3) or more certificated, staffed classrooms remaining in a grade level, the building shall request that the grade level divide students equally among these classrooms to assume teaching responsibilities for a classroom lacking a substitute. Impacted employees shall receive the substitute pay (divided in a pro rata share) in addition to their pay, to be submitted on a certificated timecard.
- iv. Employees will be called to return from local meetings/in-services. The District will cover lost staff development monies and/or personal expenses related to the in-service for the employee.
- v. **If an elementary classroom certified employee misses their specialist time the impacted teacher may submit a timecard for per diem pay for time missed.**

Section 4.15 Professional Learning Collaboration

(a) Certificated employees at each site shall participate in a Professional Learning Collaboration for no more than 50 (fifty) minutes per week.

~~1. Elementary: Each building leadership team and principal, shall decide, with staff members input, if the 50 minutes reserved for Professional Learning Collaboration will be held before school or after school on early release Wednesdays. The time agreed upon by each building will be the same for all staff in that building.~~

~~2. Middle School: Professional Learning Collaboration shall occur during weekly grade level subject area blocks.~~

~~3. Camas High School: Professional Learning Collaboration shall occur on Fridays from 7:25-8:15 AM.~~

(b) **Within the first 10 days of school, each building leadership team and principal shall decide, with staff members input, when the Professional Learning Collaboration shall occur.**

(c) Collaboration time is intended to be purposeful, clearly aligned, and focused on student learning supported by data.

1 (d) **Job-alikes shall have the opportunity to meet with their job-a-like colleagues in lieu of**
2 **participating in their school based Professional Learning Collaboration in consultation with**
3 **building principals.**
4

5 (e) Topics discussed shall be based on Professional Learning Collaboration team goals that are
6 aligned to school and District goals along with the state's evaluation criteria and supported and
7 approved by the building administrator(s) as necessary.
8

9 **Section 4.16 National Board Support**

10
11 (a) The District shall provide one (1) day release time **that may be taken in half-day increments** to
12 any certificated candidate pursuing ~~his/her~~ **their** National Board certification or recertification.
13

14 (b) Candidates shall have free photocopying access to print National Board related materials and
15 shall be allowed to access District technology and audio visual equipment and supports.
16

17 (c) The District shall reimburse each candidate \$150 upon candidate verification of submission of a
18 completed and passing portfolio component, up to four total components and \$600 in maximum
19 reimbursement.
20

21 (d) Candidates who are awaiting verification and who begin employment before such verification,
22 shall receive reimbursement from the District once notified.
23

24 (e) Candidates who accomplish renewal of their National Board for Professional Teaching Standards
25 (NBPTS) certificate shall be reimbursed \$600 upon verification of successful certificate renewal.
26

27
28 (f) Any employee holding a valid NBPTS certificate shall receive in full the amount equivalent to
29 the State-funded bonus associated with National Board Certification. Should the bonus be
30 prorated by the state, that full prorated amount shall be paid to the employee.
31

32 **Section 4.17 Teachers on Special Assignment**

33
34 (a) Definition: Teachers on Special Assignment are certificated staff who have been released from
35 typical assignments related to a certificated staff role. The primary role of a TOSA is to support
36 professional learning and policy development related to instruction, curriculum, assessment
37 and/or educational resources.
38

39 (b) Scope of the Work
40

41 1. Workday: A typical workday for a TOSA shall closely mirror the contract day start and end
42 times for either the elementary, middle school, or high school certificated staff. With
43 supervisor approval, the TOSA may flex work days/times in order to accomplish required
44 tasks.
45

46 2. Extended Contract: A TOSA may be offered an extended day supplemental contract
47 depending on the scope of the work assignment (see the Activity Assignment Salary
48 Schedule). Extra days may be accomplished by one of or a combination of the following:
49

50 i. Extended hours beyond the base teacher day in a given work week (i.e., working a
51 full day plus facilitating an evening professional learning event).

- ii. Additional days worked beyond the base teacher contract day (i.e., planning, collaboration, or delivery of professional learning during breaks from school or on weekends).
 3. Assignment: The exact scope of the TOSA's obligation shall be determined annually by the Teaching and Learning team at the District level.
 4. Other Duties as Assigned: As new needs or initiatives emerge, the TOSA and supervisor are encouraged to meet mutual agreement around revised work expectations.
- (c) Limitations - Confidentiality:
1. The TOSA shall not participate directly in the evaluation of any staff. Should a TOSA work closely with individual staff or teams of staff, the TOSA shall keep the details of this interaction confidential with the staff member(s) being supported.
 2. The TOSA shall not provide subjective or evaluative information or commentary to any staff member's supervisor, unless there are significant concerns about student or staff physical safety or a breach of the OSPI Code of Professional Conduct. A staff member receiving coaching or support from a TOSA may choose to share or include notes or artifacts from this interaction with ~~his/her~~ their supervisor, but cannot be compelled to do so.

Section 4.18 New Program or School Launch

- (a) For the purposes of this section, "new program" shall refer to any new District- or building-directed unique academic offering which by design supplants the typical instructional experience of a significant proportion of students within a cohort. "New school" shall refer to a school site added to the District but not fully replacing an existing school site.
- (b) When a new program or school is being established, the District shall establish a program/school design committee consisting of representatives from the grade levels and/or content areas to be impacted by the program or school. This committee shall address and propose support for additional District resources and/or additional teacher time necessary to fulfill planning and launch requirements. Agreed upon additional support shall include timely implementation of one or more of the following:
 1. Identification of additional curricular resources and/or training to be provided to the employee
 2. Additional materials and resources
 3. Allocation of additional staff assistant time to the classroom
 4. The establishment of a co-teaching arrangement with another certificated staff member.
 5. Adjustment of class lists and/or schedules
 6. Other remedies as may be mutually agreed between the employee and District personnel.

- 1 (c) Teachers whose assignments require them to implement the new program shall be invited to
2 participate in the exploration, testing, and decision-making around the program/school design.
3 During all phases of the design and launch, the District shall (minimally) provide quarterly
4 updates about the process and progress as well as any decisions made.
5
- 6 (d) Upon the decision to launch a new program or school, the District shall further collaborate with
7 teachers to design an implementation and professional learning plan. Training shall be provided
8 to all teachers who are expected to participate in the new program or school. The District may
9 require specific dates/times for training for the launch within the first three years.
10
- 11 (e) An employee who left a position within the District to assume a newly created assignment
12 placement related to a school or program new to the District, after three years and before the fifth
13 year of serving in this assignment, shall have first right of refusal for any new opening within the
14 District similar to the one the employee most recently vacated. In the event that two or more
15 employees seek to leave the program/school for a single new opening, the decision shall be made
16 based on the following, in sequential order:
17
- 18 1. Teaching seniority in the state of Washington
 - 19
 - 20 2. Teaching seniority in the Camas School District
 - 21
 - 22 3. Seniority in the teaching profession
 - 23
 - 24 4. Placement on the salary schedule
 - 25

26 **Section 4.19 Induction, Mentorship and Support for New Employees**

27
28 New Staff Induction: Because recruitment and retention of quality staff is important, all newly hired
29 certificated staff shall be provided supports as described below.
30

31 (a) Orientation

- 32
- 33 1. The District shall provide a minimum of two paid days of Orientation to all certificated staff
34 who do not have previous certificated employment with the District.
35
- 36 2. Newly-hired staff who attend ongoing Orientation offerings from the District throughout the
37 school year shall be compensated at the curriculum rate of pay for their attendance.
38

39 (b) Physical and Institutional Support

- 40
- 41 1. Upon being hired with the District, new certificated staff will be paired with a colleague to
42 serve in the role of "In-Building Partner." This individual will be selected by the building
43 Principal. For itinerant special services staff, District special services leadership may select
44 the In-Building Partner.
45
- 46 2. The In-Building Partner shall serve as a point person of support for the new hire, providing
47 guidance about building procedures, routines, and protocols. The In-Building Partner shall
48 not be responsible for instructional support or instructional coaching.
49
- 50 3. Compensation shall be provided to staff selected to serve as an In-Building Partner to a
51 newly-hired colleague. Each year, the District Teaching and Learning Team, in conjunction

1 with the Association, shall establish the compensation offered to the In-Building Partner. This
2 compensation shall be in the form of a stipend or an extra-work assignment for the In-
3 Building Partner, the extent of which shall be determined from year to year based on local,
4 state, federal and grant budget sources.

5
6 (c) Instructional Support for Novice Staff

- 7
- 8 1. Novice staff are those within the first three years of their certificated career.
 - 9
 - 10 2. Novice staff shall receive instructional mentorship during their first career-year and to the
11 greatest extent possible until the conclusion of provisional status.
 - 12
 - 13 3. Instructional Mentors for novice staff may be classroom teachers or TOSAs, and must have
14 completed OSPI's Mentor Academy and/or the District's Coaching Pathway professional
15 learning series. Instructional Mentors are identified and selected by the District Teaching and
16 Learning Team.
 - 17
 - 18 4. TOSAs serving as Instructional Mentors shall have this duty clearly delineated in the TOSA
19 job description.
 - 20
 - 21 5. Qualified Non-TOSA certificated staff who serve as Instructional Mentors shall be provided a
22 minimum of four release days for the purpose of conducting observation and coaching of
23 first-year-of-career certificated staff. If possible, Instructional Mentors should not be a
24 member of the new-hire's PLC or collaborative team.
 - 25
 - 26 6. Compensation shall be provided to staff selected to serve as a Non-TOSA Instructional
27 Mentor. The District Teaching and Learning Team, in conjunction with the Association, shall
28 establish each year the compensation offered to the Non-TOSA instructional Mentor. This
29 compensation shall be in the form of a stipend or an extra-work assignment, the extent of
30 which shall be determined from year to year based on local, state, federal and grant budget
31 sources.
 - 32

33 (d) Protections for Early-Career Teachers: In order to ensure recruitment and retention of high
34 quality early-career educators, and to maximize the educator's likelihood of success, the
35 following protections shall exist for teachers within the first year of their career:

- 36
- 37 1. Elementary Teachers: Elementary classroom teachers in the first year of their career shall not
38 be assigned blended-grade-level or "split" classes.
 - 39
 - 40 2. Secondary Teachers: Secondary classroom teachers in the first year of their career shall not
41 be assigned more than two teaching locations (classrooms) per day and not more than two
42 teaching preparations (classes) per day.
 - 43
 - 44 3. When such an assignment is not possible, the District and association shall collaborate to
45 devise supports for the employee.
 - 46
 - 47 4. In order to avoid the potential for overwork and burnout, early career teachers are encouraged
48 to consult with the Association or Instructional Mentor before accepting supplemental
49 contracts.
 - 50

Article V. GRIEVANCE PROCEDURE

Section 5.01 Purpose

The Grievance policy contained herein provides a procedure for resolving personnel problems at the administrative level nearest the grievant. The procedures are to be used by personnel covered by this Agreement when they feel they have been aggrieved.

Section 5.02 Definitions

- (a) Grievance means a specific complaint by a certificated employee or group of employees or the Camas Education Association when it is believed that there has been a violation, misinterpretation or misapplication of the District rules, regulations, administrative directives, policies concerning wages, hours, conditions of work, or the current negotiated contract.
- (b) Grievant refers to a certificated employee or group of employees or the Camas Education Association, exclusive of the Superintendent, the Board's designated negotiators, building principals and assistant principals.
- (c) Days shall mean Monday through Friday except for holidays when the school offices are closed.
- (d) Administrator refers to the Superintendent or any person who acts as a supervisor.

Section 5.03 Rights to Representation

- (a) The individual grievant has the right to be represented at any and all steps or stages of the grievance procedure. An aggrieved party may appear, at their option, without representation provided the adjustment of the grievance is not inconsistent with the terms of this Agreement.
- (b) A group of certificated employees with a grievance has the right to be represented at any and all steps or stages of the grievance procedure. A group may appear, at their option, without representation provided the adjustment of the grievance is not inconsistent with the terms of this Agreement.
- (c) The Association shall be given an opportunity to be present and make its views known whenever an adjustment is made.
- (d) The Association shall have the right to initiate a grievance filed and later desisted by an individual.

Section 5.04 Procedures

- (a) Grievances are to be processed as rapidly as possible. The number of days indicated at each step shall be considered maximum. Every effort shall be made to expedite the process. It is assumed that all parties have reviewed the possibility of instituting a grievance and are acting in a rational, logical manner. It is further assumed that every effort has been made to correct the problem prior to going into the formal grievance procedure.
- (b) A problem which may become a grievance shall first be discussed with the immediate supervisor, either individually or accompanied by an Association representative, with the objective of resolving the problem informally.

1
2 1. Step 1 - Initiating Formal Grievance
3

- 4 i. The grievant shall file a written grievance with his immediate supervisor within
5 ~~ten (10)~~ **twenty (20)** days following his awareness of the act or condition which
6 is the basis for his grievance; provided, such action or condition occurred within
7 the last twelve months.
8
9 ii. The immediate supervisor shall reply in writing within ten (10) days. If the
10 grievant has not had a response within the ten-day period, the grievant is then
11 granted the solution ~~he or she~~ **they** petitioned.
12

13 2. Step 2 - Appealing
14

- 15 i. Within the ten (10) days, if the grievant is not satisfied with the decision in Step
16 1, he may appeal in writing directly to the Superintendent (or designee) in one of
17 two methods:
18
19 ii. The grievant submits all background information to the Superintendent (or
20 designee) and then meets with the Superintendent (or designee).
21
22 iii. The grievant shall submit all background information to the Camas Education
23 Association President (CEA). The CEA shall present the grievance to the
24 Superintendent (or designee) on behalf of the grievant.
25
26 iv. Neither party shall be permitted to assert in future arbitration proceedings any
27 evidence which was not submitted to either party before the completion of Step
28 2.
29
30 v. The Superintendent (or designee) will render a decision in writing within ten (10)
31 days.
32

33 3. Step 3 - Appeal to the School Board of Directors
34

- 35 i. Within ten (10) days if the grievant is not satisfied with the decision at Step 2
36 concerning grievances involving a violation, misinterpretation, or misapplication
37 of the District rules, regulations, administrative directives, or policies concerning
38 wages, hours and conditions of work, he may appeal directly to the Board of
39 Directors.
40
41 ii. The grievant may appear on his own behalf or shall submit all background
42 information to the CEA President. In that event, the CEA shall present the
43 grievance to the Board of Directors on behalf of the grievant.
44
45 iii. The Board of Directors will render a decision binding on all parties in writing
46 within ten (10) days. If no decision is rendered within ten (10) days, the
47 grievant's petition is granted.
48
49
50
51

1 4. Step 4 – Mediation
2

- 3 i. If no settlement has been reached at Step 3, the Association and the Grievant,
4 within ten (10) days following the receipt of the Step 3 response, may submit a
5 written statement of the grievance to the Superintendent for mediation. The
6 District and the Association will utilize the services and procedures of the Public
7 Employment Relations Commission.
8
9 ii. If no settlement has been reached through mediation, and the Association
10 determines the grievance has merit, it may, within fifteen (15) school days after
11 the conclusion of the mediation, submit the grievance to binding arbitration,
12 following written notice to the Superintendent.
13

14 5. Step 5 - Binding Arbitration
15

- 16 i. If the grievant is not satisfied with the disposition of this grievance at Step 2
17 concerning the Collective Bargaining Agreement, or if no decision has been
18 rendered within ten (10) days after ~~he/she has~~ they have first met with the
19 Superintendent, ~~he/she~~ they may within five (5) days after a decision by the
20 Superintendent or fifteen (15) days after ~~he/she has~~ they have first met with the
21 Superintendent, whichever is sooner, request in writing that the Association
22 submit ~~his/her~~ their grievance to arbitration. If the Association determines that
23 the grievance has merit, it may, following written notice to the Superintendent
24 and within fifteen (15) school days after receipt of the request from the aggrieved
25 person, submit the grievance to binding arbitration.
26
27 ii. If any question arises as to arbitrability, such question will first be ruled upon by
28 the arbitrator selected to hear the dispute.
29
30 iii. Within ten (10) days after such written notice, the Association shall submit a
31 request for a list of arbitrators from the American Arbitration Association. The
32 parties will be bound by the rules and procedures of the American Arbitration
33 Association.
34
35 iv. Neither party shall be permitted to assert in the arbitration proceedings any
36 evidence which was not submitted to the other party before the completion of
37 Step 2 meetings.
38
39 v. The arbitrator selected will confer with the representatives of the Superintendent
40 and the Association and hold hearings promptly and will issue his decision not
41 later than twenty (20) days from the date of the close of the hearings or, if oral
42 hearings have been waived, then from the date the final statements and proof are
43 submitted to him. The arbitrator's decision will be in writing and will set forth his
44 findings of fact, reasoning and conclusions on the issues submitted. The
45 arbitrator will be without power or authority to make any decision which requires
46 the commission of an act prohibited by law or which is violative of the terms of
47 this contract. The decision of the arbitrator will be submitted to the Board and the
48 Association and will be final and binding upon the parties.
49
50 vi. The costs for the services of the arbitrator, including per diem expenses, if any,
51 and his travel and subsistence expenses and the cost of any hearing room, will be

1 borne equally by the Board and the Association. All other costs will be borne by
2 the party incurring them.
3

4 **Section 5.05 Miscellaneous**
5

6 (a) There shall be no reprisals of any kind by the District or an agent of the District against any
7 employee for reason of his participation in the grievance process.
8

9 (b) All documents, communication and records dealing with the processing of the grievance shall be
10 kept in a separate file and a notation shall become a part of each party's personnel file.
11

12 (c) Excluded from the grievance procedure shall be matters for which law mandates another method
13 of review.
14

15 1. Provided, if deviation(s) from the evaluation process procedure occurs, such deviation(s)
16 shall be grievable.
17

18 2. Provided, in the event of a situation which concerns the certificated employee in the staff
19 evaluation process, the certificated employee has the right to seek relief by meeting with
20 the Superintendent.
21

22 (d) State law also specifically gives a certificated employee the right to appear before the Board on
23 ~~his or her~~ **their** own behalf.
24

1 **Article VI. DURATION**
2

3 This Agreement represents the entire agreement between the Board and the Association and shall become
4 of full force and effect from September 1, 2020, and shall continue in full force and effect until midnight,
5 August 31, 2023. ~~The contract will be opened each year during the life of the agreement for negotiations,~~
6 ~~pertaining to certificated salaries and any increased legislative funding impacting personnel and/or the~~
7 ~~instructional program. Additionally, each party may identify up to two articles it intends to reopen during~~
8 ~~the scope of negotiations.~~
9

10 IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly
11 authorized representatives on this ____ day of ____, 2020.
12

13
14 EDUCATION ASSOCIATION

DISTRICT

15
16 By _____
17 President

By _____
Board President

18
19 By _____
20 Secretary

By _____
Secretary to the Board

Article VII. Appendices

Section 7.01 Appendix A: Appropriate Duties for Counselors

Appropriate Activities for School Counselors

- individual student academic program planning
- interpreting cognitive, aptitude and achievement tests
- providing counseling to students who are tardy or absent
- providing counseling to students who have disciplinary problems
- providing counseling to students as to appropriate school dress
- collaborating with teachers to present school counseling core curriculum lessons
- analyzing grade-point averages in relationship to achievement
- interpreting student records
- providing teachers with suggestions for effective classroom management
- ensuring student records are maintained as per state and federal regulations
- helping the school principal identify and resolve student issues, needs and problems
- providing individual and small-group counseling services to students
- advocating for students at individual education plan meetings, student study teams and school attendance review boards
- analyzing disaggregated data

Inappropriate Activities for School Counselors

- coordinating paperwork and data entry of all new students
- coordinating cognitive, aptitude and achievement testing programs
- signing excuses for students who are tardy or absent
- performing disciplinary actions or assigning discipline consequences
- sending students home who are not appropriately dressed
- teaching classes when teachers are absent
- computing grade-point averages
- maintaining student records
- supervising classrooms or common areas
- keeping clerical records
- assisting with duties in the principal's office
- providing therapy or long-term counseling in schools to address psychological disorders
- coordinating schoolwide individual education plans, student study teams and school attendance review boards
- serving as a data entry clerk



Section 7.02 Appendix B: Assignment Salary Schedule

Teaching Certificate Required.

HIGH SCHOOL

Director – Major Spectator Activities

Drama: (per season—2 seasons) Lane 17

Instrumental Music (per season--2 seasons) Lane 17

Three (3) evening concerts

4-5 parades

Assistance with CHS musical

Thirteen to fifteen (13-15) pep band (game) performances (Fall/Winter)

Husky Band Day

Ad hoc Jazz Performances

August Marching Band Camp

Music Contests

Graduation

*expectations on an annual basis may change slightly after consultation between the teacher and the principal or athletic director

Orchestra Lane 4

Three (3) evening events

Asst. Instrumental Music -- 2 seasons Lane 11

Assist with three evening concerts

Assist with 4-5 parades

Husky Band Day

Seven to eight (7-8) pep band (game) performances Music Contests

Vocal Music (school year) Lane 23

Three to four (3-4) All Vocal Group Concerts

One Musical with evening showings

Various festivals and contests

Graduation

Director – Other Activities

Knowledge Bowl Lane 15 ** **(up to two seasons)**

Knowledge Bowl Asst. @ 30 Lane 5 **(up to two seasons)**

Annual Lane 19

Newspaper Lane 11—Lane 5*

Speech & Debate Lane 11—Lane 5*

Natural Helpers Coordinator Lane 2

Senior Project Coordinator Lane 9

National Honor Society Lane 3

Key Club Lane 5

Student Store Lane 15

Mock Trial Lane 11*

Mock Trial Asst. @30 Lane 5

Science Olympiad Lane 15 per season (up to three seasons)

Science Olympiad Asst. @30 Lane 5 per season (up to three seasons)

Earth Club Lane 2

Model United Nations Lane 2

ASB Advisor Lane 17 (Lane 21 if no Leadership Class)

1	Robotics	Lane 15 per season (up to three seasons)
2	Robotics Assistant @30	Lane 2 per season (up to three seasons)
3		
4	*Lane 5 when coupled with a regular class; Lane 11 if there is not a regular class	
5	**Lane 5 when coupled with a regular class	
6		
7	Post season Activities: If qualified through in-season competition, advisor will receive an additional 10%	
8	of the activity stipend for each level of advanced post-season competition. Post-season participation that	
9	does not require competitive qualification is not included in this provision.	
10		
11	Department Chairs	
12	The following are to be paid annually at the curriculum rate:	
13	Social Studies	5 days
14	English	5 days
15	Mathematics	5 days
16	Science	5 days
17	Fine Arts	<u>5</u> days
18	World Languages	5 days
19	Health Fitness	5 days
20	Special Education	5 days
21	CTE	5 days
22	Counseling	5 days
23		
24	MIDDLE SCHOOL	
25		
26	Middle School – Miscellaneous	
27	News/Media Production	Lane 7 if monthly; Lane 15 if more frequent
28	Knowledge Bowl	Lane 11
29	Assistant @30	Lane 2
30	Science Olympiad	Lane 11
31	Assistant @30	Lane 2
32	Math Club	Lane 5
33	Vocal Music 6-8	Lane 9
34	Three (3) All Vocal Group Concerts	
35	One musical with evening showings	
36	Regional festival	
37	Drama (per season up to 3 seasons)	Lane 45 <u>17</u>
38	Career Coordinator	Lane 5
39	Year Book	Lane 11
40	National Jr. Honor Society	Lane 3
41	Instrumental Music 6-8	Lane 9 <u>11</u>
42	Three to four evening concerts	
43	<u>Regional Contest</u>	
44	<u>Assemblies</u>	
45	<u>Jazz Night at CHS</u>	
46	<u>Hometown Holidays</u>	
47	<u>Camtown Youth Festival</u>	
48	<u>Honor Groups</u>	
49	<u>Performance Support</u>	
50	ASB Advisor	Lane 11
51	Leadership	Lane 5

Builder's Club	Lane 5
Robotics	Lane 5
Assistant @30	Lane 2

Post season Activities: If qualified through in-season competition, advisor will receive an additional 10% of the activity stipend for each level of advanced post-season competition. Post-season participation that does not require competitive qualification is not included in this provision.

ELEMENTARY SCHOOL

Instrumental Music 5-6	Lane 5
Three (3) evening concerts	
Elementary Music	Lane 3
One extracurricular music experience (ex. choir, ensemble, etc. outside the regular day – once a week—30 minute minimum)	
Three concerts per year	
If employee works between two buildings, both expectations and stipend to be doubled unless both specialist and building principal decide to forgo program/stipend for a specific building	
News Program Advisor	Lane 2
Science Olympiad	Lane 2
Robotics	Lane 2

Each elementary building will be entitled to ~~provide a 1.5% stipend~~ **offer up to two additional offerings, each paid at Lane 2,** each year to use for activity advisor. A teacher can propose an activity, including scope of the club, activities, sustainability, and budget to the principal for approval.

DISTRICT

Science Kit Coordinator	Lane 21
-------------------------	---------

Extended Day Contracts

Psychologist	10 days
Elementary Counselors	8 days
Middle School Counselors	9 <u>10</u> days
Hayes Freedom HS and Discovery HS Counselors	9 <u>10</u> days
Camas HS Counselors	10 <u>11</u> days
Teacher Librarian	7 days
TOSA	10 days
Career and Technical Ed	Varies-dependent on activities and funding received

Process to add a club:

Clubs and activities are generally supported and in cooperation with ASB. Clubs and activities should be student driven at the secondary level.

High School and Middle School-Student driven process:

- a. Student driven-when students are interested in adding a club or activity the students need to present the idea to the ASB Director. This includes the scope, participants, activities, and fundraising that would occur. It needs to include a preliminary budget and needs to be sustainable and viable.

- b. With the director's approval, student information meetings are held. Students need to hold at least three meetings, and keep attendance records.
- c. If there is enough interest, then the proposal is presented to the student council for approval.
- d. With student council approval, the proposal goes to the school board.
- e. With board approval, CEA and Management will negotiate a stipend based on the scope of work and activities of the club.

Elementary School-Building driven:

Each elementary building will have access to a stipend of up to 1.5% each year to use to add activities. **two additional offerings, each paid at Lane 2, each year to use for activity advisor.**

A teacher can propose an activity, including scope of the club, activities, sustainability, and budget to the principal for approval. ~~If the stipend is not used, it will not continue into the next year.~~

Advisor Responsibilities:

Minimum responsibilities for club/activity advisor to be outlined annually to include number of meeting days, activities, etc. These responsibilities will be listed on the Annual Co-Curricular Planning and Accomplishment Form for each activity. This form will be shared with the ASB Advisor or Principal if related to a class, at the beginning of the year or activity.

Year-end program report

Each club/activity leader will do a year-end summary on attendance, achievements, participation, etc. and it will be submitted to ASB Director and the student council (at HS and MS), or the building principal if the stipend is part of a class. Elementary clubs will submit the report to the building principal. These accomplishments will be listed on the Annual Co-Curricular Planning and Accomplishment Form for each activity.

Extra Curricular Schedule

Lane	Year 1	Year 2	Year 3
1	\$502	\$555	\$601
2	\$753	\$833	\$901
3	\$1,003	\$1,110	\$1,202
4	\$1,254	\$1,388	\$1,502
5	\$1,505	\$1,666	\$1,803
6	\$1,756	\$1,943	\$2,103
7	\$207	\$2,221	\$2,404
8	\$2,258	\$2,498	\$2,704
9	\$2,508	\$2,776	\$3,005
10	\$2,759	\$3,054	\$3,305

11	\$3,010	\$3,331	\$3,606
12	\$3,261	\$3,609	\$3,906
13	\$3,512	\$3,886	\$4,207
14	\$3,763	\$4,164	\$4,507
15	\$4,014	\$4,442	\$4,807
16	\$4,264	\$4,719	\$5,108
17	\$4,515	\$4,997	\$5,408
18	\$4,766	\$5,274	\$5,709
19	\$5,017	\$5,552	\$6,009
20	\$5,268	\$5,830	\$6,310
21	\$5,519	\$6,107	\$6,610
22	\$5,769	\$6,385	\$6,911
23	\$6,020	\$6,662	\$7,211

Annual Co-curricular Planning and Accomplishments

Leader _____

Activity _____

School _____

Date _____

Pre-activity Meeting with Advisor:

Regular Season Dates/meeting
times/Place _____

Is this a new or existing activity?

New

Existing

Does this activity have a post season?

Yes*

No

** Leave and travel reimbursements requests must be submitted to and approved by the ASB*

Describe post season activities / summer obligations

Summary of Plans for Activity/Group

Year End Summary:

Participant attendance (attach attendance sheets)

Were attendance standards met?

Yes

No

Overall Summary of activity and accomplishments:

Did you complete all the requirements of the activity?

Yes

No

If not, please describe why:

Activity leader signature _____

Date _____

Advisor Signature _____

Date _____

Request for Elementary Club Funds

Leader _____

School _____

Club/Activity Proposal

Grade level of participants _____

When / How often / length of time activity will occur

Amount of money requested _____

How will funds be spent? (Compensation, materials, etc.)

Leader Signature _____ Date _____

Request Approved? Y N

Reasons _____

Principal Signature _____ Date _____

Section 7.03 Appendix C: Special Education Caseload Management Review Form

NAME_____

WORKSITE_____ASSIGNMENT_____

DATE SUBMITTED_____

****Submit electronically (as an attachment to an email) to special education director and building administrator****

STATEMENT OF NEED:

POTENTIAL REMEDY FOR CASELOAD RELIEF:

- a. Additional certificated staffing
- b. Additional paraprofessional staffing
- c. Balancing of class loads
- d. Reassignment of students
- e. Provide support for assessment
- f. Revising the daily/weekly staffing schedule
- g. Revising the daily/weekly building schedule
- h. Substitute release time or equivalent pay of substitute release time
- i. Flexibility in meeting/in-service attendance to allow for additional time
- j. Other*

***DESCRIBE:**

DATE OF MEETING WITH IMMEDIATE SUPERVISOR AND SPECIAL EDUCATION DIRECTOR:

MUTALLY AGREED UPON REMEDY:

Plan of action will be initiated within 5 school days

1 **Section 7.04 Appendix D: Professional Fund Allocation (2020-21)**

2
3 NAME _____ Date _____

4
5 Building/Site _____ Position _____

6
7
8 All certificated full-time employees shall receive a **\$1,209.50** Professional Fund Allocation (PFA) this
9 year. Part-time employees shall receive this allocation on a pro-rata basis.

10
11 The compensation fund allows the certificated employee to be paid for non-contract time used
12 individually or collaboratively for such professional activities as: (1) the District/site strategic and/or
13 improvement plans; (2) the employee's evaluation; (3) curriculum frameworks; (4) student assessment;
14 (5) National Board, PRO TEACH, or other professional certification activities; (6) student focused
15 activities or (7) Professional Learning Collaboration focused work or other activities as mutually agreed
16 to between the certificated employee and principal.

17
18
19 _____ I accept the PFA. I understand that this compensation is subject to applicable taxes through the
20 payroll process, and I will receive this compensation in March 2021.

21
22 _____ In accepting this PFA, I am agreeing to fulfill the expectations of non-contact time professional
23 activities such as those listed above.

24
25 _____ I affirm my professional activities will support my work and goals associated with the
26 evaluation process.

27
28
29 Acceptance of the PFA, completion of this form by the last working day in September, final signature on
30 my mid-year check and summative evaluation, and my signature below constitute all documentation
31 required for successful completion of payment.

32
33
34
35 Staff Signature _____ Date _____

36
37
38 Administrator Signature _____ Date _____

39
40
41
42
43
44 This form must be completed and submitted to your administrator no later than the last working day of
45 September.

Section 7.05 Appendix E: Special Services Program Definitions

Resource Room Program:

- This intervention and instruction program provides support for students experiencing difficulties in the general education curriculum, in one or more areas.
- Students may also receive services in social/**emotional/behavior** skills and/or organizational skills, in addition to academic support. Some, but not all, Resource Room student may have Related Services (motor therapy, speech therapy, social/emotional/**behavior**, instruction, etc.) in addition to the Specially Designed Instruction they require.
- Specially Designed Instruction (SDI) is delivered in a “pull-out” model, which provides services in small groups or on an individual basis within the Special Education Resource setting. The Resource Room is not identified (overtly/visually) as a special education setting in any school, but is indicated as a special education setting on the IEP.
- Students within the Resource Room Program will likely participate in all District and statewide assessments.

Structured Inclusion Setting (SIS):

- ~~Students that are appropriate for the SIS Program at the elementary school age level are those students with moderate to significant developmental concerns.~~
- ~~Students that are appropriate for the SIS program at the middle school and high school level are more often those students with moderate developmental concerns. Middle and High school aged students with significant developmental concerns more often transition to the Life Skills program setting. (See Life Skills section)~~
- ~~Students with SIS placement, at any grade level, typically include, at least moderate delays in:~~
 - ~~Expressive and Receptive Language~~
 - ~~Cognition~~
 - ~~Core Academics~~
 - ~~Social Skills~~
 - ~~Adaptive Skills~~
 - ~~Coping/ Behavioral Skills~~
 - ~~Independence~~
- ~~Elementary SIS student typically DO NOT have:~~
 - ~~Grade level skills in any academic area~~
 - ~~Average cognitive skills~~
 - ~~Typically developing communication, self help or social skills~~
- ~~Students in the SIS program typically take the WA AIM assessment for their statewide assessment requirements (high school aged students may take Off Grade Level SBAC state assessments). They typically do not participate in District wide benchmark assessments (AIMSweb) for academic skill assessment.~~

Integrated Academic Program (IAP):

- Students that are appropriate for the IAP are those students with more moderate developmental concerns.
- Students with IAP placement, at any grade level, typically include, at least moderate delays in:
 - Expressive and Receptive Language
 - Cognition
 - Core Academics
 - Social Skills
 - Adaptive Skills

- Coping/Behavioral Skills
- Independence

Life Skills (LS) Integrated Communication Program:

- The program is designed for students who have been identified with significant developmental delays; often in multiple areas such as academic, adaptive, communication and/or motor.
- This program is for students whose educational needs are best met using academic and behavioral approaches that cannot appropriately be provided in the general education, resource or **SIS IAP** setting.
- Academic instruction is typically provided in a small group settings using specialized modified curriculum that is adapted to individual levels and may replace all or part of the general education curriculum.
- The goal is to increase academic abilities, communication skills, motor skills, adaptive behaviors, personal independence, through intensive support.
- Students are provided appropriate adaptive and self-help activities across home, school, and community environments.
- At the high school level this includes transition goals to post high school education, work and life skills activities
- Students with in the ~~Life skills~~ **ICP** classroom will likely not participate in District and statewide assessments, either at a different grade level than which they are enrolled or utilizing an alternate format.
- ~~Life skills~~ **ICP** students typically participate in the WA-AIM state assessments.

Structured Learning Center (SLC):

- ~~This program is designed for school aged children, grades K-12, who have been identified with an emotional and/or behavioral disability; and who have not made marked growth within less restrictive settings despite Functional Behavioral Assessments and Behavioral Intervention plans.~~
- ~~Within this program, instruction is targeted to benefit each student at his or her individual ability level with an increased emphasis on developing pro-social, coping and academic learning behaviors.~~
- ~~The focus of the program is to facilitate the development of age appropriate skills required for success in the general education classroom (e.g. coping with frustration, self-management, interpersonal relatedness, effective communication and cooperativeness).~~
- ~~Positive interventions and strategies to address the behaviors of concern are developed through Behavior Intervention Plans including information from a Functional Behavioral Assessment.~~
- ~~Specially Designed Instruction is delivered in a “push-in” or “pull-out” model, which provides services in small groups or on an individual basis within the General Education setting or in the Structured Behavioral Support Setting.~~
- ~~Students within the SLC classroom will likely participate in all District and statewide assessments.~~
- ~~Students will participate in general education class activities with same age peers for a variety of activities.~~
- ~~The IEP teams will determine the extent of participation in both general education and special education settings, as well as the amount and type of adult support the student may require to benefit from their setting.~~
- ~~Students appropriate for SLC typically do not have:~~
 - ~~cognitive skills outside the typical range~~
 - ~~sensory deficits or pragmatic language delays as their primary disability~~
 - ~~developmental/adaptive behavior skills outside the typical range~~

1
2 **SCORE (Social-emotional, Communication, Occupational Therapy, Resource, Education):**

- 3 • The SCORE program provides support for elementary aged students experiencing difficulties in
4 social/pragmatic communication and social deficits as a function of maladaptive behavior related
5 to autism or pragmatic language disorder.
- 6 • Students may not require special education academic instruction services.
- 7 • For students who require academic services, the specialized instruction may occur in the general
8 education classroom or the resource room setting.
- 9 • Students appropriate for SCORE typically:
- 10 ○ Struggle maintaining attention to task
- 11 ○ Struggle with organization and Executive Functioning
- 12 ○ Have typical intellectual functioning
- 13 ○ Have typical expressive and receptive language
- 14 ○ Have sensory regulation difficulties
- 15 ○ Struggle with routines, transitions and social interactions.
- 16 ○ Spend more than half of their academic day in a general education setting
- 17 • Students appropriate for SCORE typically DO NOT:
- 18 ○ Have significant cognitive or academic delays
- 19 ○ Have significant expressive/receptive language delays
- 20 ○ Have significant life skill/ adaptive behavior delays
- 21 • Students within the SCORE will likely participate in all District and statewide assessments
- 22 • Students will participate in general education class activities with same age peers for a variety of
23 activities, with or without special education adult support.
- 24 • The IEP teams will determine the extent of participation in both general education and special
25 education settings; and for how much adult support they might require to access and benefit from
26 their placement.
- 27

28 **Integrated Social Emotional Learning (SEL) Program:**

- 29 • **This program is designed for school-aged children, grades K-12, who have been identified**
30 **with an emotional and/or behavioral disability; and who have not made marked growth**
31 **within less restrictive settings despite Functional Behavioral Assessments and Behavioral**
32 **Intervention Plans.**
- 33 • **Within this program, instruction is targeted to benefit each student at their individual**
34 **ability level with an increased emphasis on developing pro-social, coping, and academic**
35 **learning behaviors.**
- 36 • **The focus of the program is to facilitate the development of age appropriate Social**
37 **Emotional skills required for success in the general education classroom (e.g. self-**
38 **awareness, self-management, social awareness, relationships, and responsible decision**
39 **making.**
- 40 • **Specially Designed instruction is delivered in a “push-in” or “pull-out” model, which**
41 **provides services in small groups or on an individual basis within the General Education**
42 **setting or in the Integrated Social Emotional Learning setting.**
- 43 • **Students may not require special education academic instruction services.**
- 44 • **For students who require academic services, the specialized instruction may occur in the**
45 **general education classroom, the SEL classroom, or the resource room setting.**
- 46 • **Students within the SEL classroom will likely participate in all District and statewide**
47 **assessments.**
- 48 • **Students will participate in general education class activities with same age peers for a**
49 **variety of activities, with or without special education adult support per students’ IEP**
50 **specifications.**

- 1 • **The IEP teams will determine the extent of participation in both general education and**
- 2 **special education settings, as well as the amount and type of adult support the student may**
- 3 **require to benefit from their setting.**
- 4 • **Students appropriate for SEL typically do not have:**
 - 5 ○ **Significant cognitive or academic delays**
 - 6 ○ **Significant expressive/receptive language delays**
 - 7
 - 8

9 Transition House Program:

- 10 • This program is designed for adults ages 18-21 who have completed their coursework and state
- 11 testing requirements in high school, but require continued transition instruction in order to
- 12 become productive members of our global community.
- 13 • Instruction is provided in small group settings using specialized modified curriculum that is
- 14 adapted to individual levels and may replace all or part of the general education curriculum.
- 15 • The goal is to increase functional academic, social/emotional, independent living,
- 16 recreation/leisure, self-advocacy, and vocational abilities through intensive support and in the
- 17 most natural environment possible.
- 18 • Students are provided appropriate adaptive and self-help activities across home, school, and
- 19 community environments.
- 20

1 Section 7.06 Appendix F: Salary Schedule
2

- 3 • Beginning September 1, 2022, the District shall strike the zero step of the salary
4 schedule, for a total of 15 steps (0-14)
5
- 6 • During the life of the agreement, the District shall apply the Seattle Consumer Price
7 Inflationary (CPI) adjustment percentage to salaries and salary related
8 benefits. The District, annually shall apply the Seattle CPI as a percentage increase
9 to every cell on the salary schedule.
10
- 11 • Curriculum Rate will be \$50.00 for the term of the contract.
12
- 13 • SALARY:
14
- 15 ○ 2020-2021
16 ■ Each cell on the salary schedule shall be increased by Seattle CPI
17
- 18 • 2021-2022
19 ○ Each cell on the salary schedule shall be increased by Seattle CPI
20
- 21 • 2022-2023
22 ○ Each cell on the salary schedule shall be increased by Seattle CPI and an
23 additional 1%. The 1% additional increase is contingent on levy passage.
24

2020-21 CEA Total Compensation Salary Schedule

STEP	BA-0	BA-15	BA-30	BA-45	BA-90/MA-0	MA-45	MA-90
0	\$ 54,469.03	\$ 55,907.44	\$ 57,396.77	\$ 58,934.90	\$ 64,914.51	\$ 69,693.31	\$ 72,720.77
1	\$ 55,141.57	\$ 56,594.83	\$ 58,100.07	\$ 59,757.01	\$ 65,619.93	\$ 70,383.88	\$ 73,445.28
2	\$ 55,836.37	\$ 57,303.43	\$ 58,824.58	\$ 60,534.56	\$ 66,287.16	\$ 71,040.50	\$ 74,177.22
3	\$ 56,518.45	\$ 58,049.16	\$ 59,578.80	\$ 61,349.23	\$ 66,988.33	\$ 71,771.38	\$ 74,931.43
4	\$ 59,015.52	\$ 59,660.48	\$ 60,305.43	\$ 62,173.46	\$ 67,701.18	\$ 72,468.31	\$ 75,689.89
5	\$ 59,742.16	\$ 60,394.53	\$ 61,047.97	\$ 63,008.29	\$ 68,430.99	\$ 73,174.79	\$ 76,410.16
6	\$ 61,026.76	\$ 61,695.05	\$ 62,362.28	\$ 64,429.73	\$ 69,798.33	\$ 74,610.02	\$ 77,938.74
7	\$ 62,965.86	\$ 63,655.36	\$ 64,343.81	\$ 66,582.05	\$ 71,949.59	\$ 76,829.16	\$ 80,276.69
8	\$ 62,965.86	\$ 65,727.06	\$ 66,438.85	\$ 68,757.70	\$ 74,122.07	\$ 79,118.33	\$ 82,685.72
9	\$ 62,965.86	\$ 65,727.06	\$ 68,558.28	\$ 71,045.81	\$ 76,412.28	\$ 81,472.19	\$ 85,157.33
10	\$ 62,965.86	\$ 65,727.06	\$ 68,558.28	\$ 73,399.67	\$ 78,766.15	\$ 83,937.43	\$ 87,695.77
11	\$ 62,965.86	\$ 65,727.06	\$ 68,558.28	\$ 75,678.23	\$ 81,214.42	\$ 86,466.34	\$ 90,340.29
12	\$ 62,965.86	\$ 65,727.06	\$ 68,558.28	\$ 75,678.23	\$ 83,746.49	\$ 89,058.87	\$ 93,046.34
13	\$ 62,965.86	\$ 65,727.06	\$ 68,558.28	\$ 75,678.23	\$ 86,354.95	\$ 91,834.93	\$ 95,857.40
14	\$ 62,965.86	\$ 65,727.06	\$ 68,558.28	\$ 75,678.23	\$ 88,567.73	\$ 95,966.21	\$ 100,093.71
15	\$ 62,965.86	\$ 65,727.06	\$ 68,558.28	\$ 75,678.23	\$ 92,402.73	\$ 98,400.79	\$ 103,130.61

2020-21 CEA Base Salary Schedule

STEP	BA-0	BA-15	BA-30	BA-45	BA-90/MA-0	MA-45	MA-90
0	\$ 50,208	\$ 51,564	\$ 52,968	\$ 54,418	\$ 60,055	\$ 64,560	\$ 67,414
1	\$ 50,842	\$ 52,212	\$ 53,631	\$ 55,193	\$ 60,720	\$ 65,211	\$ 68,097
2	\$ 51,497	\$ 52,880	\$ 54,314	\$ 55,926	\$ 61,349	\$ 65,830	\$ 68,787
3	\$ 52,140	\$ 53,583	\$ 55,025	\$ 56,694	\$ 62,010	\$ 66,519	\$ 69,498
4	\$ 54,494	\$ 55,102	\$ 55,710	\$ 57,471	\$ 62,682	\$ 67,176	\$ 70,213
5	\$ 55,179	\$ 55,794	\$ 56,410	\$ 58,258	\$ 63,370	\$ 67,842	\$ 70,892
6	\$ 56,390	\$ 57,020	\$ 57,649	\$ 59,598	\$ 64,659	\$ 69,195	\$ 72,333
7	\$ 58,218	\$ 58,868	\$ 59,517	\$ 61,627	\$ 66,687	\$ 71,287	\$ 74,537
8	\$ 58,218	\$ 60,821	\$ 61,492	\$ 63,678	\$ 68,735	\$ 73,445	\$ 76,808
9	\$ 58,218	\$ 60,821	\$ 63,490	\$ 65,835	\$ 70,894	\$ 75,664	\$ 79,138
10	\$ 58,218	\$ 60,821	\$ 63,490	\$ 68,054	\$ 73,113	\$ 77,988	\$ 81,531
11	\$ 58,218	\$ 60,821	\$ 63,490	\$ 70,202	\$ 75,421	\$ 80,372	\$ 84,024
12	\$ 58,218	\$ 60,821	\$ 63,490	\$ 70,202	\$ 77,808	\$ 82,816	\$ 86,575
13	\$ 58,218	\$ 60,821	\$ 63,490	\$ 70,202	\$ 80,267	\$ 85,433	\$ 89,225
14	\$ 58,218	\$ 60,821	\$ 63,490	\$ 70,202	\$ 82,353	\$ 87,654	\$ 91,545
15	\$ 58,218	\$ 60,821	\$ 63,490	\$ 70,202	\$ 83,999	\$ 89,407	\$ 93,374

2020-2021 TRI Salary Schedule

STEP	BA-0	BA-15	BA-30	BA-45	BA-90/MA-0	MA-45	MA-90
	3.30%						
0	\$ 1,656.86	\$ 1,701.61	\$ 1,747.94	\$ 1,795.79	\$ 1,981.82	\$ 2,130.48	\$ 2,224.66
1	\$ 1,677.79	\$ 1,723.00	\$ 1,769.82	\$ 1,821.37	\$ 2,003.76	\$ 2,151.96	\$ 2,247.20
2	\$ 1,699.40	\$ 1,745.04	\$ 1,792.36	\$ 1,845.56	\$ 2,024.52	\$ 2,172.39	\$ 2,269.97
3	\$ 1,720.62	\$ 1,768.24	\$ 1,815.83	\$ 1,870.90	\$ 2,046.33	\$ 2,195.13	\$ 2,293.43
4	\$ 1,798.30	\$ 1,818.37	\$ 1,838.43	\$ 1,896.54	\$ 2,068.51	\$ 2,216.81	\$ 2,317.03
5	\$ 1,820.91	\$ 1,841.20	\$ 1,861.53	\$ 1,922.51	\$ 2,091.21	\$ 2,238.79	\$ 2,339.44
6	\$ 1,860.87	\$ 1,881.66	\$ 1,902.42	\$ 1,966.73	\$ 2,133.75	\$ 2,283.44	\$ 2,386.99
7	\$ 1,921.19	\$ 1,942.64	\$ 1,964.06	\$ 2,033.69	\$ 2,200.67	\$ 2,352.47	\$ 2,459.72
8	\$ 1,921.19	\$ 2,007.09	\$ 2,029.24	\$ 2,101.37	\$ 2,268.26	\$ 2,423.69	\$ 2,534.66
9	\$ 1,921.19	\$ 2,007.09	\$ 2,095.17	\$ 2,172.56	\$ 2,339.50	\$ 2,496.91	\$ 2,611.55
10	\$ 1,921.19	\$ 2,007.09	\$ 2,095.17	\$ 2,245.78	\$ 2,412.73	\$ 2,573.60	\$ 2,690.52
11	\$ 1,921.19	\$ 2,007.09	\$ 2,095.17	\$ 2,316.67	\$ 2,488.89	\$ 2,652.28	\$ 2,772.79
12	\$ 1,921.19	\$ 2,007.09	\$ 2,095.17	\$ 2,316.67	\$ 2,567.66	\$ 2,732.93	\$ 2,856.98
13	\$ 1,921.19	\$ 2,007.09	\$ 2,095.17	\$ 2,316.67	\$ 2,648.81	\$ 2,819.29	\$ 2,944.43
14	\$ 1,921.19	\$ 2,007.09	\$ 2,095.17	\$ 2,316.67	\$ 2,717.65	\$ 2,892.58	\$ 3,020.99
15	\$ 1,921.19	\$ 2,007.09	\$ 2,095.17	\$ 2,316.67	\$ 2,771.97	\$ 2,950.43	\$ 3,081.34

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2020-21 Longevity Schedule

2.5% Increase over 19-20

STEP	BA-0	BA-15	BA-30	BA-45	BA-90/MA-0	MA-45	MA-90
0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8	\$0	\$0	\$0	\$0	\$0	\$0	\$0
9	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10	\$0	\$0	\$0	\$0	\$0	\$0	\$0
11	\$0	\$0	\$0	\$0	\$0	\$0	\$0
12	\$0	\$0	\$0	\$0	\$0	\$0	\$0
13	\$0	\$0	\$0	\$0	\$0	\$0	\$0
14	\$0	\$0	\$0	\$0	\$0	\$1,775	\$1,775
15	\$0	\$0	\$0	\$0	\$2,089	\$2,350	\$2,872

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3

2020-2021 Inservice Salary Schedule

5 Days: 2 Mandatory and 3 Voluntary

STEP	BA-0	BA-15	BA-30	BA-45	BA-90/MA-0	MA-45	MA-90
0	\$ 1,394.67	\$ 1,432.33	\$ 1,471.33	\$ 1,511.61	\$ 1,668.19	\$ 1,793.33	\$ 1,872.61
1	\$ 1,412.28	\$ 1,450.33	\$ 1,489.75	\$ 1,533.14	\$ 1,686.67	\$ 1,811.42	\$ 1,891.58
2	\$ 1,430.47	\$ 1,468.89	\$ 1,508.72	\$ 1,553.50	\$ 1,704.14	\$ 1,828.61	\$ 1,910.75
3	\$ 1,448.33	\$ 1,488.42	\$ 1,528.47	\$ 1,574.83	\$ 1,722.50	\$ 1,847.75	\$ 1,930.50
4	\$ 1,513.72	\$ 1,530.61	\$ 1,547.50	\$ 1,596.42	\$ 1,741.17	\$ 1,866.00	\$ 1,950.36
5	\$ 1,532.75	\$ 1,549.83	\$ 1,566.94	\$ 1,618.28	\$ 1,760.28	\$ 1,884.50	\$ 1,969.22
6	\$ 1,566.39	\$ 1,583.89	\$ 1,601.36	\$ 1,655.50	\$ 1,796.08	\$ 1,922.08	\$ 2,009.25
7	\$ 1,617.17	\$ 1,635.22	\$ 1,653.25	\$ 1,711.86	\$ 1,852.42	\$ 1,980.19	\$ 2,070.47
8	\$ 1,617.17	\$ 1,689.47	\$ 1,708.11	\$ 1,768.83	\$ 1,909.31	\$ 2,040.14	\$ 2,133.56
9	\$ 1,617.17	\$ 1,689.47	\$ 1,763.61	\$ 1,828.75	\$ 1,969.28	\$ 2,101.78	\$ 2,198.28
10	\$ 1,617.17	\$ 1,689.47	\$ 1,763.61	\$ 1,890.39	\$ 2,030.92	\$ 2,166.33	\$ 2,264.75
11	\$ 1,617.17	\$ 1,689.47	\$ 1,763.61	\$ 1,950.06	\$ 2,095.03	\$ 2,232.56	\$ 2,334.00
12	\$ 1,617.17	\$ 1,689.47	\$ 1,763.61	\$ 1,950.06	\$ 2,161.33	\$ 2,300.44	\$ 2,404.86
13	\$ 1,617.17	\$ 1,689.47	\$ 1,763.61	\$ 1,950.06	\$ 2,229.64	\$ 2,373.14	\$ 2,478.47
14	\$ 1,617.17	\$ 1,689.47	\$ 1,763.61	\$ 1,950.06	\$ 2,287.58	\$ 2,434.83	\$ 2,542.92
15	\$ 1,617.17	\$ 1,689.47	\$ 1,763.61	\$ 1,950.06	\$ 2,333.31	\$ 2,483.53	\$ 2,593.72