



## Regular Meeting Agenda

**Pioneer Middle School, 1750 Bob's Hollow Lane, DuPont, WA**

STUDY SESSION: The School Board normally convenes at 6:30 pm just prior to the start of the formal Board meeting to discuss the Board agenda.

No decision making is undertaken. These study sessions are open to the public.

Wednesday, June 22, 2022 07:00 PM

### I. CALL TO ORDER

**(Action)**

- A. Pledge of Allegiance
- B. Roll Call
- C. Approval of Agenda

### II. COMMENTS FROM THE AUDIENCE

**(Information)**

Members of the audience wishing to comment on specific items on this agenda will be allowed to comment briefly during the Comments from the Audience portion of the agenda. Those wishing to speak will please sign the Speaker List in order to be recognized by the Board. **Please limit your comments to three (3) minutes.** The Board will not entertain comments during any other part of the meeting. Remarks of a negative nature singling out specific employees, other than the Board or Superintendent, will not be heard outside of Executive Session. The Board reserves the right to terminate presentations containing personal attacks on individuals.

### III. REPORTS

**(Information)**

#### A. Pioneer Middle School Athletics Recap

**(Information)**

**Presenter:** John Nystrom

[Pioneer Middle School Athletics Update.pdf \(p. 3\)](#)

#### B. Steilacoom High School Athletics Recap

**(Information)**

**Presenter:** Katie Redman/Blair Suek

[Steilacoom High School Athletics Spring Update.pdf \(p. 9\)](#)

## IV. CONSENT AGENDA

(Action)

The purpose of the consent agenda is to reduce time going through motion, second and voting on issues of common consent. Any Board member can ask for any item to be removed from the consent agenda. There is no discussion of items on the consent agenda. By motion of the Board, remaining items are approved without discussion as part of the consent agenda. Discussion of items removed from the consent agenda occurs immediately following action on the consent agenda.

[Approval of Financial Reports.PDF \(p. 22\)](#)

[Approval of May and June 2022 Accounts Payable and May 2022 Payroll.PDF \(p. 32\)](#)

[Approval of May 25 2022 Regular Meeting Minutes.pdf \(p. 33\)](#)

[Approval of June 8 2022 Special Meeting and Study Session Minutes.pdf \(p. 37\)](#)

[Approval of Admin Personnel Report.pdf \(p. 40\)](#)

[Approval of Certificated Personnel Report.pdf \(p. 41\)](#)

[Approval of Classified Personnel Report.pdf \(p. 42\)](#)

[Approval of Highly Capable Program and Multilingual Learner Program Annual Reports.pdf \(p. 43\)](#)

[Approval of Chloe Clark PTA Donation.PDF \(p. 54\)](#)

## V. NEW BUSINESS

### A. Approval of 2022-2024 Steilacoom Education Association Collective Bargaining Agreement

(Action)

Presenter: Susanne Beauchaine

[Steilacoom Education Association Collective Bargaining Agreement 2022-2024.pdf \(p. 55\)](#)

### B. First Reading of Policy 2021 Library Information and Technology Programs

(Action)

Presenter: Paul Harvey

[Policy 2021 Library Information and Technology Programs.pdf \(p. 113\)](#)

### C. First Reading of Policy 1400 Meeting Conduct, Order of Business and Quorum

(Action)

Presenter: Shawn Lewis

[Policy 1400 Meeting Conduct Order of Business and Quorum.pdf \(p. 116\)](#)

### D. Approval of 2022-23 School Board Meeting Schedule

(Action)

Presenter: Superintendent Weight

[Draft 2022-23 School Board Meeting Schedule.pdf \(p. 122\)](#)

## VI. BOARD COMMUNICATION

(Information)

## VII. ANNOUNCEMENTS

(Information)

## VIII. ADJOURNMENT

(Action)

# Pioneer Middle School

## Athletics 21-22

# Season 1 – Football & Fastpitch

- ▶ Football – Undefeated 3-0 (4 games canceled due to Covid outbreaks and transportation issues). Teams practiced in pods with daily attestations before practice.
- ▶ Fastpitch – Varsity 2-4 (3 games cancelled – same reasons as football).
  - ▶ Same Covid protocols except when on out in the field.



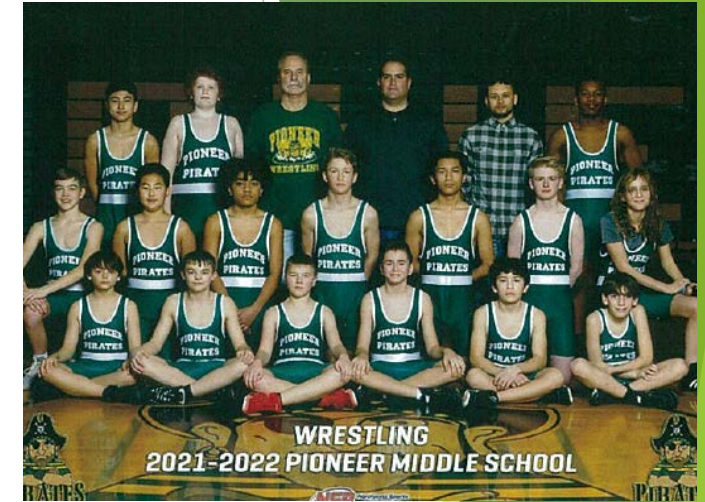


# Season 2 - November thru January

- Girls Basketball - Varsity 3- 0 undefeated
  - JV 0-3
  - C- team 4-0

Many games were canceled due to Covid protocols, transportation shortage and referee shortage. Team protocols included: daily attestation and bi-weekly testing at the end of the season.

- Wrestling - Team scores were not taken for overall wins and losses - 3 matches took place. 6 matches canceled due to Covid protocols and shortages. Bi-weekly testing started with 3 weeks left in the season.



# Season 3 – February thru April

- ▶ Girls Soccer – Varsity -Undefeated 8-0 – Covid restrictions lifted before first game.
  - JV – Undefeated 8-0
  - C Team – Undefeated 5-0
- ▶ Boys Basketball – Varsity -Undefeated\* 8-0 (one Jamboree loss and un-officiated practice game loss. 3 games rescheduled successfully).
  - JV – 7-1 – traveled with Varsity team
  - C team – undefeated 5-0



# Season 4 - April thru June

## Track & Field, Volleyball & Baseball

- ▶ Track & Field - Girls took the league championship by more than double the points of the next team- Boys finished 3<sup>rd</sup>. Pioneer's team combine score was enough to take the district meet championship.
- ▶ Volleyball - Varsity - 5-4 record - 4<sup>th</sup> in the league
  - JV - 5-3 record
  - C team 5-1
- ▶ Baseball - Tough season - Varsity and JV finished 3-1 - Registered volunteer umps (parents) stepped in for 2 games - Rainouts for 4 games.





- ▶ Student athletes nominated by head coaches for each sport and voted on by 8<sup>th</sup> grade staff members.
  - ▶ Coaches characteristics: “Athletic Ability” and “Sportsmanship” (MVP)
  - ▶ 8<sup>th</sup> grade teachers and support staff Characteristics: “Academics” and “Citizenship”.
- Winners for each year will receive a plaque for themselves and their names will be placed on a perennial plaque that will be housed in Pioneers trophy case. In Addition, nominees from each sport received a certificate.

Winners: Michael Hosey and Jolie Ferrer

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# STEILACOOM HIGH SCHOOL

— ATHLETICS UPDATE SPRING —  
2021-2022

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# Boys Soccer

Finished 5th in the SPSL

Competed at the district tournament

Vincent Parry finished first team all league

Christian Parry finished second team all league



# Girls Tennis

Had 8 girls compete in the league tournament (Erin and Jayden took second, Delaney Brinkhaus as a single took second)

Had 6 girls compete in the district tournament

Erin Riekema and Jayden Beverly competed at state





# Baseball

Finished tied for second in the SPSL

Finished third in the district  
tournament

Competed at the state tournament

First Team All League: Aidan Rady,  
Micah Bujacich x2, Caleb Bujacich and  
Reese Widman



# Fastpitch

Finished sixth in the SPSL

Reese Prater was first team all league catcher and is signed to play college fastpitch at Western Oregon University

Chloe Manley, Katie Reger and Cadence Gorman were second team all league



# Girls Track and Field

Finished 8th in the SPSL

Competed at the league tournament

Competed at the district tournament

Qualified athletes competed at the state tournament - the 4x1 relay finished 8th

The 4x100 relay (Alivia Kehn, Serenity Berry, Abi Montgomery and Kalea Ellison) and the 4x200 relay (Alivia Kehn, Bre Dobbs, Abi Montgomery and Kalea Ellison) were first team all league





# Boys Track and Field

Finished first in the SPSL

Won the league tournament by more than 100 points

Won the district championship

Jaydus Green took 3rd in high jump, the 4x1 relay took 3rd, Caleb Wilcox took 8th and Cody Goth took 10th in the 3200 at state

The team finished 10th in state

Coach Haller was named coach of the year

Sam Stowers was named field athlete of the year



# League Titles

- Boy Swim and Dive
- Girls Swim and Dive
- Boys Cross Country
- Football
- Bowling
- Boys Track and Field



# District Titles and Individual State Champions

District titles:

- Volleyball
- Boys Track and Field

Individual State titles:

- Wrestling Champion, Elliot Carlsson
- Swim and Dive, Alex Ruppe, two state titles





# Team State Placements

- Volleyball placed 3rd
- Cheer placed 3rd (Game Day Category)
- Boys Swim and Dive placed 5th
- Bowling placed 6th
- Girls Swim and Dive placed 7th
- Football placed 8th
- Boys Cross Country placed 14th
- Girls Cross Country placed 11th
- Boys Track and Field placed 10th





# Individual State Placements

- Kylynn Wright (Wrestling) placed 2nd
- Vincent Parry (Wrestling) placed 3rd
- Connor McPhail (Dive) placed 3rd
- Jaydus Green placed 3rd in high jump
- The boys 4x1 relay finished 3rd
- Aaron Burlingame (Dive) placed 5th
- Carlo Zavala (Dive) placed 6th
- Cody Goth (xc) placed 6th
- Lizzy Lingenfelter (Girls Swim) placed 5th and 6th
- Xzavier Jackson (Wrestling) placed 7th
- Girls swim relay placed 7th
- The girls 4x1 relay placed 8th
- Caleb Wilcox placed 8th in the 3200
- Nate Englund (Dive) placed 9th
- Jon Sanches placed 9th in the javelin throw
- Cody Goth placed 10th in the 3200



# All League Awards

## League MVPs:

- Dani Faamausili (Volleyball)
- Sam Stowers (Football and Track)
- Austin Kinney (Football)
- Cody Goth (Cross Country)

First team all league athletes: 65

Coach of the year awards: 5



# College bound athletes and WIAA academic awards

College bound student athletes: 10 student athletes have signed commitments to pursue college athletics

WIAA Team academic awards (Minimum 3.0 team GPA):

- Volleyball
- Boys Tennis
- Boys Swim and Dive
- Girls Golf
- Boys Golf
- Girls Cross Country
- Boys Cross Country
- Bowling
- Girls Basketball
- Boys Basketball

**Steilacoom Historical School District No. 1**  
**Financial Report - May 31, 2022**  
**Budget/Year-End Projection/YTD Actual**

The following information is a summary of the financial position as of May 31, 2022 for the district's five operating funds. It provides the School Board fiscal information to evaluate the fiscal stability and operations of the district. The information is unaudited but supported by the attached monthly budget status reports.

**General Fund Budget/YTD Actual:**

	Annual Budget	YTD Actual	
Revenues & Other Financing Sources	47,399,394	38,410,799	81.04%
Expenditures & Other Financing Uses	48,571,407	40,561,531	83.51%

Excess Revenues/Other Financing Sources		
Over (under) Expend & Other Financing Uses	(1,172,013)	(2,150,732)

Transfer to Capital Projects	(700,000)
Net Change in Unassigned Fund Balance	(2,850,732)

Fund Balances	9/1/2021	5/31/2022	Variance
Unassigned Fund Balance	1,137,865	920,642	-217,223
Unassigned Minimum Fund Balance	2,770,000	2,770,000	0
Fund Balance	3,907,865	3,690,642	-217,223

**Capital Projects Fund:**

Fund Balance - Impact Fees \$814,488 - Turf Field Replacement \$500,000

Beginning Fund Balance		5,452,744	
GF Transfer to Capital Projects	0		
Revenues	842,168		
Expenses	1,366,697		
		(524,529)	
Ending Fund Balance 5/31/2022			4,928,215

	9/1/2021 Beginning Balance	5/31/2022 Ending Fund Balance	Variance
Debt Service Fund*:	5,517,203	6,384,370	867,167
ASB Fund:	336,896	376,543	39,647
Transportation Fund:	128,506	128,697	191

\*12/1/2021 Principal and Interest - \$7,913,225; 6/1/2022 Interest payment - \$ 392,250

10--General Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of May, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 LOCAL TAXES	6,370,728	606,652.95	6,321,796.26		48,931.74	99.23
2000 LOCAL SUPPORT NONTAX	187,400	12,572.02	90,879.12		96,520.88	48.49
3000 STATE, GENERAL PURPOSE	27,213,528	1,400,410.33	20,145,622.48		7,067,905.52	74.03
4000 STATE, SPECIAL PURPOSE	6,800,004	368,750.61	4,940,712.87		1,859,291.13	72.66
5000 FEDERAL, GENERAL PURPOSE	282,000	.00	323,632.33		41,632.33-	114.76
6000 FEDERAL, SPECIAL PURPOSE	6,545,734	1,481,572.12	6,521,014.24		24,719.76	99.62
7000 REVENUES FR OTH SCH DIST	0	.00	.00		.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	0	.00	.00		.00	0.00
9000 OTHER FINANCING SOURCES	0	16,158.58	67,141.38		67,141.38-	0.00
<b>Total REVENUES/OTHER FIN. SOURCES</b>	<b>47,399,394</b>	<b>3,886,116.61</b>	<b>38,410,798.68</b>		<b>8,988,595.32</b>	<b>81.04</b>
<b>B. EXPENDITURES</b>						
00 Regular Instruction	26,797,965	2,527,869.15	20,647,926.67	6,638,266.58	488,228.25-	101.82
10 Federal Stimulus	1,610,754	260,217.33	1,914,511.33	538,714.59	842,471.92-	152.30
20 Special Ed Instruction	5,898,981	543,973.68	4,850,482.32	1,797,169.63	748,670.95-	112.69
30 Voc. Ed Instruction	2,258,408	167,348.42	1,596,553.46	484,626.75	177,227.79	92.15
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	962,500	146,918.74	1,284,515.70	365,830.94	687,846.64-	171.46
70 Other Instructional Pgms	502,101	9,757.58-	327,403.06	43,302.36	131,395.58	73.83
80 Community Services	0	.00	.00	0.00	.00	0.00
90 Support Services	10,540,698	1,065,356.68	9,940,138.24	2,529,112.91	1,928,553.15-	118.30
<b>Total EXPENDITURES</b>	<b>48,571,407</b>	<b>4,701,926.42</b>	<b>40,561,530.78</b>	<b>12,397,023.76</b>	<b>4,387,147.54-</b>	<b>109.03</b>
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	700,000	.00	700,000.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES</u> <u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	1,872,013-	815,809.81-	2,850,732.10-		978,719.10-	52.28
F. <u>TOTAL BEGINNING FUND BALANCE</u>	5,779,878		5,841,374.30			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE</u> <u>(E+F + OR - G)</u>	3,907,865		2,990,642.20			



I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restrictd for Carryover	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	700,000-	700,000.00-
G/L 872 Committd to Econmc Stabilizatr	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	0	.00
G/L 890 Unassigned Fund Balance	1,837,865	920,642.20
G/L 891 Unassigned Min Fnd Bal Policy	2,770,000	2,770,000.00
<u>TOTAL</u>	3,907,865	2,990,642.20



20--CAPITAL PROJECT FUND-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of May, 2022

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	170,000	2,217.63	142,168.14		27,831.86	83.63
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	350,000	.00	.00		350,000.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	8,700,000	.00	700,000.00		8,000,000.00	8.05
<b>Total REVENUES/OTHER FIN. SOURCES</b>	<b>9,220,000</b>	<b>2,217.63</b>	<b>842,168.14</b>		<b>8,377,831.86</b>	<b>9.13</b>
<b>B. EXPENDITURES</b>						
10 Sites	7,440,000	.00	1,748.90	80,221.59	7,358,029.51	1.10
20 Buildings	2,300,000	74,919.57	1,334,529.73	2,163,780.51	1,198,310.24-	152.10
30 Equipment	0	.00	.00	0.00	.00	0.00
40 Energy	300,000	.00	.00	0.00	300,000.00	0.00
50 Sales & Lease Expenditure	0	5,142.50	30,418.44	9,470.50	39,888.94-	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
<b>Total EXPENDITURES</b>	<b>10,040,000</b>	<b>80,062.07</b>	<b>1,366,697.07</b>	<b>2,253,472.60</b>	<b>6,419,830.33</b>	<b>36.06</b>
<b>C. OTHER FIN. USES TRANS. OUT (GL 536)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>D. OTHER FINANCING USES (GL 535)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</b>	<b>820,000-</b>	<b>77,844.44-</b>	<b>524,528.93-</b>		<b>295,471.07</b>	<b>36.03-</b>
<b>F. TOTAL BEGINNING FUND BALANCE</b>	<b>4,424,836</b>		<b>5,452,744.31</b>			
<b>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>	<b>XXXXXXXX</b>		<b>.00</b>			
<b>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</b>	<b>3,604,836</b>		<b>4,928,215.38</b>			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	40,000.00
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	0	.00
G/L 864 Restricted from Fed Proceeds	0	441,812.45-
G/L 865 Restricted from Other Proceeds	0	.00
G/L 866 Restrictd from Impact Proceeds	835,395	814,488.18
G/L 867 Restricted from Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	500,000	500,000.00
G/L 889 Assigned to Fund Purposes	2,269,441	4,015,539.65
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	3,604,836	4,928,215.38

30--DEBT SERVICE FUND-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of May, 2022

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	8,819,174	801,726.01	8,774,757.73		44,416.27	99.50
2000 Local Support Nontax	2,000	757.31	2,554.31		554.31-	127.72
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	17,223,730.50		17,223,730.50-	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	8,821,174	802,483.32	26,001,042.54		17,179,868.54-	294.76
<u>B. EXPENDITURES</u>						
Matured Bond Expenditures	7,385,000	.00	7,444,850.00	0.00	59,850.00-	100.81
Interest On Bonds	920,475	.00	528,225.00	0.00	392,250.00	57.39
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	2,500	.00	.00	0.00	2,500.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	83,350.00	0.00	83,350.00-	0.00
<u>Total EXPENDITURES</u>	8,307,975	.00	8,056,425.00	0.00	251,550.00	96.97
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	17,077,450.60			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	513,199	802,483.32	867,166.94		353,967.94	68.97
F. <u>TOTAL BEGINNING FUND BALANCE</u>	5,921,592		5,517,203.45			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE</u>	6,434,791		6,384,370.39			
<u>(E+F + OR - G)</u>						
I. <u>ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	6,434,791		6,384,370.39			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	6,434,791		6,384,370.39			

40--ASB FUND-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of May, 2022

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES</b>						
1000 General Student Body	203,800	2,745.09	91,941.50		111,858.50	45.11
2000 Athletics	150,709	2,397.72	17,878.28		132,830.72	11.86
3000 Classes	68,935	23,610.04	36,896.03		32,038.97	53.52
4000 Clubs	521,040	19,649.21	83,282.04		437,757.96	15.98
6000 Private Moneys	24,300	227.92	1,639.96		22,660.04	6.75
<b>Total REVENUES</b>	968,784	48,629.98	231,637.81		737,146.19	23.91
<b>B. EXPENDITURES</b>						
1000 General Student Body	230,800	801.83	22,490.44	18,700.62	189,608.94	17.85
2000 Athletics	222,270	15,887.92	69,156.20	12,066.45	141,047.35	36.54
3000 Classes	84,929	4,487.76	9,749.88	21,550.05	53,629.07	36.85
4000 Clubs	641,674	21,487.88	87,777.06	29,532.69	524,364.25	18.28
6000 Private Moneys	33,887	763.79	2,816.85	0.00	31,070.15	8.31
<b>Total EXPENDITURES</b>	1,213,560	43,429.18	191,990.43	81,849.81	939,719.76	22.57
<b>C. EXCESS OF REVENUES</b>						
<b>OVER (UNDER) EXPENDITURES (A-B)</b>	244,776-	5,200.80	39,647.38		284,423.38	116.20-
<b>D. TOTAL BEGINNING FUND BALANCE</b>	366,565		336,895.92			
<b>E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>	XXXXXXXXX		.00			
<b>F. TOTAL ENDING FUND BALANCE</b>	121,789		376,543.30			
<b>C+D + OR - E)</b>						
<b>G. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	121,789		376,543.30			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<b>TOTAL</b>	121,789		376,543.30			

90--TRANSPORTATION VEHICLE FUND-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of May, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	500	72.59	191.27		308.73	38.25
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	6,500	.00	.00		6,500.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
A. <u>TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	7,000	72.59	191.27		6,808.73	2.73
B. <u>9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
C. <u>Total REV./OTHER FIN. SOURCES</u>	7,000	72.59	191.27		6,808.73	2.73
<u>D. EXPENDITURES</u>						
Type 30 Equipment	10,000	.00	.00	0.00	10,000.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	10,000	.00	.00	0.00	10,000.00	0.00
E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
F. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES</u> <u>OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	3,000-	72.59	191.27		3,191.27	106.38-
H. <u>TOTAL BEGINNING FUND BALANCE</u>	128,506		128,506.03			
I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
J. <u>TOTAL ENDING FUND BALANCE</u> <u>(G+H + OR - I)</u>	125,506		128,697.30			
K. <u>ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	125,506		128,697.30			
G/L 830 Restricted for Debt Service	0		.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	125,506		128,697.30			



\*\*\*\*\* End of report \*\*\*\*\*

# Steilacoom Historical School District

Affidavit covering payment of payroll and invoices for General Fund, Capital Projects Fund, Associated Student Body Fund, Private Purpose Trust Fund and Transportation Vehicle Fund.

DATE: **June 22, 2022**

THIS IS TO CERTIFY, under penalty of perjury, that the undersigned has examined the attached vouchers and payroll, and that each of the invoices and vouchers were duly certified to have been received and checked as to price and quantity and have been duly certified by the claimant, as required by law; that the extensions and additions of said invoices and vouchers have been checked by Business Office staff and were found to be correct.

*Melissa Beard*  
**Dr. Melissa Beard, Chief of Finance and Operations**

THIS IS TO CERTIFY that the warrants and electronic transfers of the Steilacoom Historical School District No. 1, Pierce County, Washington, as listed below, have been allowed by the School Board of this district.

FUND NAME		WARRANTS (INCLUSIVE)			AMOUNT
<b><u>GENERAL FUND:</u></b>					
	Payroll		to		\$ -
	Payroll A/P	131656	to	131664	\$ 430,618.54
	Payrol ACH Payments				\$ 548,849.68
	Payroll Taxes				\$ 581,480.34
	Direct Deposit				\$ 1,659,347.89
May 24, 2022	Accounts Payable	131665	to	131703	\$ 61,104.95
May 26, 2022	Accounts Payable	131704	to	131704	\$ 81,266.42
May 31, 2022	Accounts Payable	131705	to	131705	\$ 3,918.87
June 1, 2022	Accounts Payable	131706	to	131729	\$ 69,783.36
June 7, 2022	Accounts Payable	131730	to	131754	\$ 207,128.15
June 8, 2022	Accounts Payable	131755	to	131767	\$ 136,094.27
June 14, 2022	Accounts Payable	131768	to	131768	\$ 46.80
June 15, 2022	Accounts Payable	131791	to	131831	\$ 356,736.27
TOTAL GENERAL FUND:					\$ 4,136,375.54
<b><u>CAPITAL PROJECTS FUND:</u></b>					
May 24, 2022	Accounts Payable	200474	to	200475	\$ 9,906.88
June 2, 2022	Accounts Payable	200476	to	200476	\$ 99,991.03
June 9, 2022	Accounts Payable	200477	to	200478	\$ 139,021.37
June 16, 2022	Accounts Payable	200479	to	200480	\$ 160,237.96
TOTAL CAPITAL PROJECTS FUND:					\$ 409,157.24
<b><u>ASSOCIATED STUDENT BODY FUND:</u></b>					
May 24, 2022	Accounts Payable	405003	to	405007	\$ 11,929.26
May 27, 2022	Accounts Payable	405008	to	405008	\$ 14,243.37
June 1, 2022	Accounts Payable	405009	to	405012	\$ 12,020.87
June 9, 2022	Accounts Payable	405013	to	405018	\$ 953.94
June 10, 2022	Accounts Payable	405019	to	405019	\$ 2,092.90
June 13, 2022	Accounts Payable	405020	to	405020	\$ 133.52
June 15, 2022	Accounts Payable	405021	to	405023	\$ 63.00
June 22, 2022	Accounts Payable	405024	to	405027	\$ 17,295.33
TOTAL ASSOCIATED STUDENT BODY FUND:					\$ 58,732.19
<b><u>TRANSPORTATION VEHICLE FUND:</u></b>					
			to		
			to		
TOTAL TRANSPORTATION VEHICLE FUND:					\$ -

Board of Directors of Steilacoom Historical School District No. 1

I, Kathi Weight, being duly sworn, depose and say: That I am the Secretary to the Board of Steilacoom Historical School District No. 1, Pierce County, Washington, and that the above signatories are personally known to me and have signed these statements in my presence.

*Kathi Weight, Secretary to the Board*



**Regular Meeting Minutes**  
**Steilacoom High School · 54 Sentinel Drive · Steilacoom, WA**  
**May 25, 2022**

**I. CALL TO ORDER**

Chair Rohrer called the meeting to order at 7:00 pm.

Executive Director Susanne Beauchaine led the Pledge of Allegiance.

Chair Rohrer instructed those in attendance to observe a moment of silence, remembering the lives lost in the school shooting at Robb Elementary School in Uvalde, Texas.

Chair Rohrer, Vice Chair McDonald, Director Hogan, Director Scott, and Director Tinsley all present.

Director Scott made a motion to approve the agenda, Director Tinsley seconded the motion, and the motion passed (5/0).

**II. PRESENTATION**

**A. Steilacoom High School Jazz Band**

Mr. Matthew Vegh, SHS band instructor, introduced the SHS Jazz Band, who performed a musical number. The SHS band and choir will perform their Farewell to Seniors concert next Thursday evening. Director Scott shared that after a season of remote board meetings, the band's performance was a highlight of the year for the board.

**B. Highly Capable Students**

Dr. Paul Harvey, Executive Director of Student Achievement, introduced Ms. Sylvia Yoho, the district's Highly Capable Program Coordinator. Ms. Yoho shared a presentation on the district's Highly Capable Program including referral and testing procedures, activities, the 2022 Fluor Engineering challenge Competition, and future plans for the 2022-23 school year.

**C. Student Services Successes at SHS**

Mr. Mike Miller, Steilacoom High School principal, introduced SHS Special Education Department Chair Dr. Trissa Carlton. Dr. Carlton shared a presentation regarding Student Services successes at SHS. She shared about inclusion, connectedness, opportunities, success stories, and continued commitments to inclusionary practices and universal design for learning, as well as professional development.

**III. COMMENTS FROM THE AUDIENCE**

- Mary Catherine Pilon, Pioneer Middle School teacher, shared about a Pioneer student's success story. She emphasized that ALL students come to school to learn. She shared her appreciation for the neural education programs our school district and board provide for our staff and students.

Regularly scheduled meetings of the Board of Directors of the Steilacoom Historical School District No. 1 are digitally recorded.

Page 1 of 4

- Charlie Hilton, a freshman at Steilacoom High School, shared his dislike of community members referring to children as "problem children." He shared about his struggles through earlier years of his schooling, and how he overcame and succeeded, and is now finishing his 9th grade year at SHS on the honor roll. Charlie shared that not one staff member over the years gave up on him. He challenged educators to not count out any student, because every student can succeed with consistent support.
- Lee Hilton, parent of Charlie Hilton, shared how he has been a part of our community his entire life. He shared his frustration that some community members are wanting to turn a blind eye to some students. He shared his own story of struggling through his school years, including dropping out of high school in another district, because of lack of neural education in schools at that time. He shared his current successes because of his ability to overcome his struggles. He shared one of the key things in his pathway to success started in school. His teachers always challenged him to keep going. He is proud of this town and our school district, because we pick up our neighbors when they fall, and build our families on that foundation. Mr. Hilton stated that quitting is not in our nature, and questioned why anyone would ever abandon any child.
- Danielle Ritter, Steilacoom resident, spoke on her desire for the board to create a stronger and more specific district cell phone/device policy. She shared that consistent policies across all classrooms are necessary for staff, parents, and students. She shared about the increase in bullying and pornography happening with students in our district, costing our children their privacy, safety, and innocence, and encouraged the board to modify the existing policy.

#### **IV. RECESS TO PUBLIC HEARING**

Chair Rohrer recessed to public hearing at 7:49 pm.

#### **V. PUBLIC HEARING**

##### **A. Potential Sale of Surplus Property**

Board Chair Loujanna Rohrer read the following statement: "In accordance with Washington state law, Steilacoom Historical School District No. 1 is holding this public hearing to discuss the potential sale of surplus property parcels located at XXX Chambers Street and 511 Chambers Street in the Town of Steilacoom, Pierce County, Washington. Resolution #895-05-25-22 is included in the Board packet."

Executive Director Shawn Lewis shared that this piece of land has previously been for sale. The board declared the property surplus in 2014. The bus barn property was recently also declared surplus, and last year the board gave staff permission to pursue a zoning change to facilitate a sale of the property. Shortly after the property was rezoned, the district received an offer on the property for \$1.6 million or the appraised value, whichever is higher. Due diligence period is the only contingency on the property, and it is a full cash sale.

**B. Comments from the Audience**

No comments.

**VI. RETURN TO REGULAR MEETING**

Chair Rohrer returned to the Regular Meeting at 7:54 pm.

**VII. CONSENT AGENDA**

Director Scott made a motion to approve the Consent Agenda, Director McDonald seconded the motion, and the motion passed (5/0). The Consent Agenda included Financial Reports, April and May 2022 Accounts Payable including April 2022 Payroll, April 27 2022 Regular Board Meeting Minutes, May 11 2022 Study Session Minutes, Personnel Reports, Resolution 892-05-25-22 Inter-district Agreements, and Resolution 893-05-25-22 Granting Authority to WIAA.

**VIII. OLD BUSINESS**

**A. Approval of 2022-23 School Year Fee Schedule**

Chief of Finance and Operations Melissa Beard shared there have been no changes to the 2022-23 School Year Fee Schedule since it was presented in the May 11 Board Study Session. Director McDonald made a motion to approve the 2022-23 School Year Fee Schedule, Director Hogan seconded the motion, and the motion passed (5/0).

**B. Approval of Policy 2140 Comprehensive School Counseling Program**

Paul Harvey, Executive Director of Student Achievement, shared that no changes have been made to Policy 2140 since its first reading. Director Scott made a motion to approve Policy 2140 Comprehensive School Counseling Program, Director Tinsley seconded the motion, and the motion passed (5/0).

**IX. NEW BUSINESS**

**A. Election of WIAA Representative**

Director McDonald nominated Director Tinsley to serve as the WIAA Representative for the next year, Director Hogan seconded the motion. No other nominations. Director Tinsley elected to the WIAA representative position for one year (5/0).

**B. First Reading of Policy 3211 Gender-Inclusive Schools**

Gudrun Sullivan, Executive Director of Student Services, shared WSSDA required revisions to Policy 3211. Director Scott made a motion to move Policy 3211 Gender-Inclusive Schools to a second reading, Director McDonald seconded the motion, and the motion passed (5/0).

**C. Approval of Resolution 894-05-25-22 Honoring the Parents and Families of Steilacoom Historical School District**

Chair Rohrer read a statement concerning this resolution, and Director Scott then read Resolution 894-05-25-22 Honoring the Parents and Families of Steilacoom Historical School District. Director Scott made a motion to approve Resolution 894-05-25-22, Director Hogan seconded the motion, and the motion passed (5/0).



**D. Approval of Resolution 895-05-25-22 Sale of Chambers Street Property**

Director McDonald made a motion to approve Resolution 895-05-25-22 Purchase and Sale Agreement, Director Tinsley seconded the motion, and the motion passed (5/0).

**X. BOARD COMMUNICATION**

- Director McDonald shared the board as a whole received communication regarding cell phones and cyberbullying.
- Director Scott shared the board as a whole received communication from WSSDA Executive Director Tim Garchow regarding the Texas school shooting.

**XI. ANNOUNCEMENTS**

- Director Tinsley shared there are three coffee chats scheduled, with the first happening on June 1 from 9:30 - 11:00 am at Coffee Cabin in Steilacoom and 4:00 - 6:00 pm at Mince Mercantile in DuPont. These chats will encourage informal conversation between community members and two board members regarding any issues community members would like to discuss. Subsequent meeting dates are set for July 6 and 7. Dates and details will be posted on social media, and community members can also reach out to board directors for more information.
- Chair Rohrer thanked the DuPont Planning Commission for approving the petition to vacate the street in DuPont to allow for the sale of district-owned property. The proposal will now go to the DuPont City Council. Chair Rohrer also shared that tomorrow is Day of Champions at Steilacoom High School, and she thanked the dedicated SHSD staff and administrators for their continued efforts.

**XII. ADJOURNMENT**

Director Scott made a motion to adjourn the meeting at 8:07 pm, Director Hogan seconded the motion, and the motion passed (5/0).

\_\_\_\_\_  
(Chair)

\_\_\_\_\_  
(Secretary/Superintendent)



**Steilacoom Historical School District Board of Directors Special Session and Study Session  
Meeting Minutes  
Pioneer Middle School · 1750 Bob's Hollow Lane · DuPont, WA  
Wednesday, June 8, 2022**

**I. SPECIAL MEETING CALL TO ORDER**

Chair Rohrer called the Special Meeting to order at 5:46 pm.

Executive Director Susanne Beauchaine led the Pledge of Allegiance.

Director Scott made a motion to excuse Vice Chair McDoanld, Director Tinsley seconded the motion, and the motion passed (4/0).

Chair Rohrer, Director Hogan, Director Scott, and Director Tinsley all present.

Director Tinsley made a motion to approve the Special Meeting agenda, Director Hogan seconded the motion, and the motion passed (4/0).

**II. PUBLIC HEARING ON AGENDA ITEM III**

No comments.

**III. APPROVAL OF RESOLUTION 896-06-08-22 FOR LIMITED GENERAL OBLIGATION BONDS**

Shawn Lewis, Executive Director of Community Relations and Planning, shared Resolution 896-06-08-22 for Limited General Obligation Bonds. Director Scott made a motion to approve the resolution, Director Hogan seconded the motion, and the motion passed (4/0).

**IV. ADJOURNMENT OF SPECIAL MEETING**

Director Scott made a motion to adjourn the Special Meeting at 5:54 pm, Director Tinsley seconded the motion, and the motion passed (4/0).

**V. STUDY SESSION CALL TO ORDER**

Chair Rohrer called the Study Session to order at 6:00 pm.

Executive Director Susanne Beauchaine led the Pledge of Allegiance.

Director Scott made a motion to excuse Vice Chair McDonald, Director Tinsley seconded the motion, and the motion passed (4/0.)

Chair Rohrer, Director Hogan, Director Scott, and Director Tinsley all present.

Director Hogan made a motion to approve the Study Session agenda, Director Tinsley seconded the motion, and the motion passed (4/0).

## **VI. STUDY SESSION TOPIC FOR BOARD DISCUSSION**

### **A. Instructional Materials Committee Review**

Paul Harvey, Executive Director of Student Achievement, shared a review from the Instructional Materials Committee. The presentation included sharing the current members of the IMC Committee, which includes SHSD staff and parents. Dr. Harvey also shared the IMC Cycle of Review. Dr. Harvey emphasized that the IMC recommends instructional materials, but the SHSD Board of Directors adopts the curriculum.

Director Hogan received feedback from a parent IMC member who shared praise of Dr. Harvey's work as chair of the committee. Director Scott complimented the SHSD staff for their continued work.

(Director McDonald arrived at 6:05 pm.)

### **B. DEI Committee Update**

Susanne Beauchaine, Executive Director of Human Resources, shared an update from the Diversity, Equity and Inclusion Committee. The DEI Committee works to increase opportunities to share and value each other's stories to create a connected and caring community. In the fall of 2021 two focus teams were created - Cultural Competency and Hiring and Retention. Draft goals for 2022-23 for the committee include increasing staff membership, creating partnerships with school-based committees, broadening membership to include students and families, participating in curriculum review and adoption, and participating in review of the district's employment affirmative action plan. Ms. Beauchaine introduced Barbie Anderson-Gonzalez, music teacher at Cherrydale Primary School and admin intern. Ms. Anderson-Gonzalez shared that she appreciates SHSD's focus on sharing and learning from each other's stories. She shared about her daughter's passion to become an activist for women's rights, and how that has influenced her to serve on the DEI Committee.

### **C. Board Schedule Discussion**

Superintendent Weight and Executive Director Lewis led a discussion with the SHSD Board of Directors regarding the board schedule for the 2022-23 school year. The board discussed changing the board meeting schedule to better allow for community input on all topics as well as allowing for time to meet regarding upcoming bond issues that will need to be addressed in the near future. Board members were in favor of moving to one regular board meeting per month on the 3rd Wednesday of the month with a starting time of 6:00 pm. Policy 1400 will need to be revised to reflect the new schedule.

### **D. Board Coffee Chat Update**

The board has held two "board coffee chats," with two directors at each meeting. Additional chats are scheduled in July. Director Scott shared that he and Director McDonald met on June 1 at Topside Coffee Cabin. Concerns addressed at this chat included discipline in schools. Clarification was given by board directors regarding what we have local control over, and what areas are subject to laws outside of our control. Attendees appreciated getting to know the directors personally.

Director Tinsley shared that she and Director Hogan met with three mothers from the district at Mince Mercantile in DuPont. Topics covered included DEI and SEL, and what budget amount was being allocated to each. Choir and other extracurricular funding was also discussed, along with discipline. Director Hogan shared that families just want to be heard, and they were happy to provide that. Director Tinsley shared resources for the families as well.

Chair Rohrer shared that these are not district-sponsored events, but are board outreach events.

**VII. ADJOURNMENT OF STUDY SESSION**

Director Hogan made a motion to adjourn the Study Session at 7:27 pm, Director Tinsley seconded the motion, and the motion passed (5/0).

\_\_\_\_\_  
(Chair)

\_\_\_\_\_  
(Secretary/Superintendent)

**STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1**  
**ADMIN PERSONNEL REPORT**

**6/22/2022**

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Effective Date</b>	<b>Comment</b>
WEIGHT KATHI	SUPERINTENDENT	DISTRICT OFFICE	7/1/2022	July 1, 2022 - June 30, 2025



**STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1**  
**CERTIFICATED PERSONNEL REPORT**

**06/22/22**

<b>Name</b>	<b>Position</b>	<b>FTE</b>	<b>Location</b>	<b>Effective Date</b>	<b>Action</b>	<b>Comment</b>
MILLS ANGELO	TEACHER	1.00	SALTAR'S POINT	8/29/2022	NEW HIRE	
JOHNSON KENT	TEACHER	1.00	HIGH SCHOOL	8/28/2022	RESIGNATION	
HOFBAUER EMILY	HEALTH SERVICES COORDINATOR	1.00	DISTRICT OFFICE	8/29/2022	NEW HIRE	
GARRIEPY JAMIE	TEACHER	1.00	SALTAR'S POINT	8/29/2022	NEW HIRE	Non-Continuing Leave Replacement

**STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1**  
**CLASSIFIED PERSONNEL REPORT**

**6/22/2022**

<b>Name</b>	<b>Position</b>	<b>Hours</b>	<b>Location</b>	<b>Effective Date</b>	<b>Action</b>	<b>Comment</b>
WATKINS SOPHIE	PARAPROFESSIONAL	6.50	CHLOE CLARK	8/28/2022	RESIGNATION	
MCGRAW MARCELLE	LPN	7.00	PIONEER	9/1/2022	NEW HIRE	
FROEHLE STEVEN	UTILITY CUSTODIAN	8.00	MAINTENANCE	6/27/2022	NEW HIRE	
HOOKE MARKI	PARAPROFESSIONAL	6.50	CHLOE CLARK	9/1/2022	NEW HIRE	Student Specific

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 6/22/22

## **Strategic Focus Area**

- ☒ Achieve
- ☒ Support
- ☐ Connect
- ☐ Plan

## **BACKGROUND INFORMATION**

Highly Capable Program (HCP) and Multilingual Learner Program (ELL/MLL) annual reports

- The annual program reports from HCP and ELL/MLL which include highlights, enrollment, and objectives for next year

## **RECOMMENDED ACTION:**

It is recommended that the board accept these annual reports submitted by Teaching and Learning.

**Report prepared by: Paul Harvey, Executive Director of Student Achievement**

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To: Board of Directors  
From: Paul Harvey, Executive Director of Student Achievement  
Sylvia Yoho, Teacher for the Highly Capable Program  
Re: Highly Capable Program Annual Report  
Date: June 22, 2022

The Highly Capable Program (HCP) served 216 students from kindergarten through 12th grade during the 2021-2022 school year.

#### HCP Program Goals:

- To expand academic and intellectual skills
- To stimulate intellectual curiosity, independence, and responsibility
- To develop a positive attitude toward self and others
- To develop originality and creativity
- To provide a coherent and rich program where students will complete independent and cooperative projects
- To gain enriched learning through STEM curricula
- To expand the program in scope and content
- To connect with parents and partner with them in the development and monitoring of the program

#### Description of the HCP instructional program:

Our school district identifies students through the universal screening of 2nd grade students and through a referral process. Parents or teachers can recommend any student for screening via the district's form within the annual spring referral window. The timeline for submitting referrals is March-April, with testing occurring in late April, May and early June. Parents are notified of results and eligibility via mail by the end of the school year. New to the district students can be tested upon request upon enrollment. There is also a kindergarten referral window in December.

Students who meet the initial screening criteria complete further testing which includes the CogAT test and the Torrance Test of Creative Thinking. In addition, the Smarter Balanced Assessment scores and/or i-Ready scores are considered as academic achievement indicators for placement determination.

The district's target is to qualify and enroll students in the Highly Capable Program (HCP) at a number equal to 5% of the district's total K-12 student enrollment. For the 2021-2022 school year, the actual percentage was 7.1% of total student enrollment (an increase of 0.3 % from last year's HCP numbers) which is related to the inclusion of the additional class of high school students rolled up and counted in the roster.

The instructional program for the HCP in our district is designed in blocks of time averaging 4 hours per week for elementary students. Instruction for grades K-5 includes a variety of enriched content, individual and group projects, direct instruction, small group instruction, and some classroom based activities. Focus for the K-5 students includes hands-on minds-on curricula, real-world problem solving, themed projects and presentations, and use of instructional technology. New resources such as Renzulli Learning, Generation Genius (science topics) and Math Antics (math topics) were utilized to provide engaging activities and learning opportunities over the past three years.

The elementary HCP students completed their Experts' Fair projects and posted their work online for the second year. This was one benefit from COVID, that students could work independently on their projects and all could participate, whereas the in-person one-evening event precluded some students and families from participating due to schedules and health precautions.

The middle school model includes a cohort class structure for the 6<sup>th</sup> graders in English and mathematics. There are now offerings in ELA and mathematics for each of the grade levels and electives are designed for STEM and are aimed at drawing in HCP students. HCP students are also selected for special events such as robotics demos and industry field trips. The district's STEM coordinator is housed at Pioneer, which makes access to the classes easier for support and promotion of STEM activities.

Students in grades 9-12 receive instruction in the Advanced Placement program and complete AP examinations in the spring quarter of the school year. Career and Technical Education program certification pathways are other enhanced programs that students can access. High School students in HCP also have access to the Pierce County Skill Center programs and Running Start, where they can spend half-days of instruction in areas of high-interest and vocational preparation.



## Program evaluation and fiscal report:

Of the \$160,000 allocated by the state for HCP, 89% is spent on the HCP teacher salary and benefits at 1.0 FTE. This was the third year we had a full time HCP teacher. Curriculum, materials and professional learning make up the balance of the expenditures including the universal screening of all 2nd grade students and follow up testing of all referred students.

Our HCP teacher participates in regular trainings provided by the ESD, OSPI, and WAETAG.

## Number of HCP students by grade level – four-year trend and projection

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
2122	7	9	9	15	12	16	22	17	28	12	22	22	25	<b>216</b>
2021	2	9	6	10	12	22	17	28	13	23	23	27	35	<b>227</b>
1920	4	5	3	16	18	17	28	13	23	23	27	35	19	<b>231</b>
1819	3	2	9	18	16	23	13	23	23	27	35	19	*	<b>211</b>
1718	2	3	12	8	17	16	24	21	33	36	26	*	*	<b>199</b>
1617	1	6	6	15	16	22	18	34	36	26	*	*	*	<b>180</b>
1516	2	1	4	13	15	15	37	40	28	*	*	*	*	<b>155</b>

## Number of HCP students enrolled by school

	AI	CC	CD	SP	PIO	SHS	TOTAL
2122	0	23	16	26	56	92	<b>216*</b>
2021	1	20	11	34	57	108	<b>231</b>
1920	1	17	10	35	64	104	<b>231</b>
1819	2	18	13	38	59	81	<b>211</b>
1718	2	13	11	33	78	62	<b>199</b>
1617	1	17	11	37	88	26	<b>180</b>
1516	2	12	6	30	105	*	<b>155</b>

*The district started tracking HCP identified students in high school in 2016-2017.*

*\*Three students in K-5 were in the Promise Program for 2021-2022.*

## Demographic Distribution and Comparison

	WHOLE DISTRICT 2021-2022	ALL HCP 2021-2022	Change in HCP % represented by group
White	47%	46%	-19%
2+ Races/NR	16%	14%	0%
Hispanic	20%	8%	0%
Black	7%	10%	+8%
Asian	7%	22%	+11%
Pacific Islander	1%	<1%	0%
American Indian	<1.0%	0%	0%

The data shows improvements from our efforts to expand our search for students via our screening process. Our over-represented and under-represented student groups are more reflective of the total student enrollment distribution for the entire district. Of particular note are the increases in representation of our black students and an alignment of total white students in HCP with the general enrollment representation.

The focus on diversifying the HCP population is a perennial priority for our program. Both our district and the State of Washington have named the representative gaps and access barriers that exist. We are consistently looking for ways to draw in students from all backgrounds, while maintaining the rigor and high-engagement in the program. The plan for moving to a more representative distribution of our student demographics in the HCP program include the following steps:

- Implementing the values and practices of Enriched Core Instruction, which seeks to provide a more inclusive learning environment for all students through access and support.
- Expanding the referral criteria and screening tools to include creativity (*successfully implemented in 2018-2019*)
- Screening all 2<sup>nd</sup> grade students using the CogAT screener and existing assessments in the district to identify potential HCP students

*(Successfully implemented in 2018-2019).*

- Providing annual training to district teaching staff regarding the HCP referral process
- Increase program opportunities and integration for HCP students to access challenging learning content and activities such as Lego Club and Robotics Club. For the second year in a row, our K-5 HCP students have competed in the international Flour Engineering Challenge.

#### Assurances that the district is legally compliant

The program staff communicates with parents through school open houses and parent advisory meetings. Frequent updates are distributed to parents through group emails and/or ParentSquare. The district also hosts a website for the HCP program including highlights and resources.

The district's plan to identify students is in compliance with School Board Policy 2190 and Procedure 2190P and iGrants form package 250. Evidence of the compliance with legal and policy requirements include: the selection process; notification processes; appeal process; and annual reporting.

To: Board of Directors  
From: Paul Harvey, Executive Director of Student Achievement  
Re: MLL/ELL Program Annual Report  
Date: June 22, 2022

Per School Board Policy 2104 and OSPI obligations via iGrant form packages 232, 687, and 716 assurances, the school district personnel are responsible for providing and documenting via board minutes a report with the following information. A note to directors and other stakeholders: The term used to refer to (English) language learners, formerly ELL, is now referred to be the state and our regional ESD as Multilingual Learners, or MLL

Our school district identifies students through enrollment using OSPI Home Language surveys filled out by parents and also testing students using the WIDA Screener for English Language Proficiency (state screening and achievement tool).

**Program Goals:**

- To provide a coherent program that supports students' English acquisition and success in school
- To offer individual support for each learner through case management
- To help students meet standard on required assessments
- To help students gain competencies; reduce the need for support, and successfully transition into the general education program

**Description of the Multilingual Learner (MLL) instructional program:**

Our model is one of several allowed by the state. It is an Alternative Instructional Program (AIP) which provides English as a second language toward competency in English via English-only support.

We currently have 14 languages represented in our MLL population.

Students and families are served by screening, assessment, and instruction. Supplemental instruction is provided to support students' mastery of English, which leads to success in other content areas.

For the 2021-2022 school year, the district had two full time teachers serving in the program, Jody McDonald who works with the schools in Steilacoom, and Patricia Kadel, who works with the schools in DuPont. Chloe Clark Elementary also provided a part-time paraprofessional, Neils Stout, trained in MLL development.

Their work involves close collaboration with teachers, counselors, and families, in addition to supporting MLL students.

All schools ensure that students who qualify for MLL services are assigned to teachers qualified and experienced in strategies to support our students. We continue to increase the capacity of our general education staff to meet the needs of MLL students through specific professional development. Building principals communicate needs regarding supplemental materials or professional development opportunities to the Teaching & Learning Department. As needed, the MLL teacher requests supplemental materials in alternate languages, as well as software that supports communication and language acquisition. Student interventions are scheduled around core academic instruction. Students who have exited the MLL program within the last 2 years are also monitored as they transition independently in their academic development.

## **High School**

During this past school year, our 24 MLL students were assigned to an advisory group with a teacher who is ELL endorsed (state certificate code) as the advisor. The advisory groups met weekly. Mr. McDonald met with the students during this weekly advisory group. Counselors also assign students to an ELL endorsed teacher in a core subject.

## **Middle School**

There were 25 students who qualified for MLL services in the last school year and 6 more in transition who recently exited. The MLL teacher works with the school counselors and teachers to identify times for students to receive support services. Some students are also enrolled in academic intervention (Reading/Math) courses and receive additional support during this time from the MLL teacher. The amount and frequency of support varies depending on student language proficiency level and need. The MLL teacher collaborates closely each week with the ELA general education teachers in determining needs for the student, and best time for pull-out, general education classroom or online support. Beginning MLL students at the middle school level received support in the general education classroom at a minimum of 30 minutes a day two times a week during their ELA class. MLL students at the intermediate level of proficiency who have strong oral language and foundational literacy skills meet individually with the ELL teacher twice a month during their ELA block, 10 minutes each session, to discuss learning strategies and monitor progress throughout the school year.



## **Elementary K-5**

The MLL teachers worked with the general education teachers to provide resources and instructional strategies to support our 69 MLL elementary students in their general education classrooms, in addition to monitoring the progress of 31 more MLL transitional students. The MLL teachers and a paraprofessional provided instruction in the general education classroom in small groups for qualified students. The small group sessions were coordinated to pre-teach or re-teach academic vocabulary and concepts to support the curricular and state standards. Students practiced reading, writing, listening, and speaking skills in small groups of 4 or less, made up of only MLL students.

All instruction varies depending on student need. All eligible students in the elementary schools participated in school-wide diagnostic academic assessments in reading at the start of the school year. Beginning proficiency level elementary MLL students with the most need were seen in the general educational classroom and/or pull-out model at a minimum of three times a week for 30 minutes. Intermediate proficiency level elementary MLL students received a minimum of 20-30 minutes of instruction in the general education classroom two days a week.

## **Professional Development and Program Development**

The district has a professional development plan for classroom teachers that includes instructional strategies, use of curricular materials, and program model of supportive mainstream. We will continue to put a greater emphasis on providing professional development support for our general education teachers, as they support our MLL students for the majority of the students' day. This is an intentional part of the move to Universal Design for Learning (UDL) and Enriched Core Instruction (ECI) implementation.

This past year, the district implemented the recommendations of Puget Sound ESD (PSESD) for MLL programs after their lead advisor had conducted a review of our program during the school year 2020-2021. Both MLL teachers attended monthly meetings this school year with PSESD to learn and apply the new WIDA standards while learning effective collaboration skills and resources to better support our classroom teachers.

## Program objectives and changes for 2022-2023

- We will increase support for transition status students by providing more frequent monitoring
- ECI emphasis as a part of the MLL program and integrated with other instructional support programs this includes increases role of general ed teachers
- Increased focus on student learning growth, specifically productive language skills: writing and speaking
- Utilizing school space efficiently for the work in buildings to provide service
- Providing professional learning to general education staff, sharing ‘what works’ with inclusionary practices.

## Program Enrollment

Year	Total	Change
21-22	127 + 37 Transition	+23% direct service, +131% transition, +34% overall
20-21	103 + 16 Transition	+3% direct service, +28% transition, +11% overall
19-20	100 + 7 Transition	-40% direct service, -63% transition, -18% overall
18-19	71 + 19 Transition	-30% direct service, +18% transition, -23% overall
17-18	102 + 16 Transition	+12% direct service, -50% transition, -5% overall
16-17	91 + 32 Transition	

## Enrollment by school

Year	AI	CC	CD	SP	PIO	SHS
21-22	0	41	10	24	23	25
20-21	0	49	11	9	14	20
19-20	0	43	12	11	12	22
18-19	0	24	9	15	16	7
17-18	0	39	17	15	17	14
16-17	0	37	16	11	16	11

\*For the 2021-2022 school year there were 3 students in Promise Program and 1 in the Pride Academy

## **Program evaluation and fiscal report**

The \$13,000 allocated by the state/federal programs for MLL is spent as listed: \$8,000 is reserved for professional development for the teacher; \$1,000 for benefits; \$3,000 for supplies; and \$1,000 for travel expenses.

## **Assurances that the district is legally compliant**

Evidence of the compliance with legal and policy requirements include: the selection process; notification processes; appeal process; and annual reporting.

The district will annually send out an OSPI developed parent survey via email. The data gathered from the survey will inform changes to the current program.

Each MLL family meets with their child's MLL teacher at least once a year at fall conference time to discuss current level of progress as well as strategies to help their child improve. Whenever possible, this is a joint meeting between the MLL teacher and the general education teacher so that the bridge between state learning standards and language acquisition goals can be established. The MLL teachers also communicate frequently about students' progress to the general education teacher and parents throughout the school year as needed so that areas of concern can be addressed quickly.

Throughout the school year the evaluator for the MLL teachers, their evaluator, and the Teaching & Learning Department meet to review student progress, instructional support strategies, and assessment plans.



## Donations

The Steilacoom Historical School District No. 1 (SHSD) is pleased to accept the following

donation from: Chloe Clark PTA

Donation of: \$9,000 for Chloe Clark Playground

Donation Date: 6/2/2022

Amount: 9,000

Deposit to Revenue Code (960): 1000 1620

Fund: (check one) ☐ GF ☒ ASB

Expend from Account Code (530): 1000 1620

Donation Approved By:

Chief of Finance and Operations

Date:

6/7/2022

Donations in the amount of \$5,000 or greater must be pre-approved by the Board of Directors prior to being used.

Board approval required? (check one) ☐ Yes ☐ No

Board Meeting date: \_\_\_\_\_

Routing:

- ☐ Accounting Clerk [accept funds / complete form / copy check & attach to form / deposit]
- ☐ Chief of Finance and Operations [review / approve / sign]
- ☐ Director of Finance to forward donation form & check copy (5,000 or greater) to Executive Assistant to the Superintendent for placement on next regularly-scheduled Board Meeting for review & approval

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: June 22, 2022

## **Strategic Focus Area**

- ☒ Achieve
- ☒ Support
- ☒ Connect
- ☒ Plan

## **BACKGROUND INFORMATION**

### **2022-2024 Steilacoom Education Association Collective Bargaining Agreement**

The Steilacoom Education Association (SEA) represents certificated employees in the school district. Association and district representatives have engaged in positive and collaborative bargaining and reached tentative agreement on the terms of the new two-year contract on June 15, 2022.

Highlights of the agreement include:

- Two-year contract (2022-2024)
- Salary (Year one) 1.5% and IPD, (Year two) 1% and IPD
- Lower class sizes for Kindergarten, 1<sup>st</sup> Grade, 2<sup>nd</sup> Grade
- Increase substitute daily rate - \$200 a day
- Additional Department Chair/Data Team lead at Pioneer and SHS
- Updated language to align with current law and practices

Conversations were collaborative and the district looks forward to our partnership with SEA to continuously improve processes and practices to support our students, families and staff.

## **RECOMMENDED ACTION:**

The Superintendent recommends the Board approve the 2022-2024 Agreement with Steilacoom Education Association.

**Report prepared by:**  
**Susanne Beauchaine, Executive Director of Human Resources**

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COLLECTIVE BARGAINING AGREEMENT  
between the  
STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1  
and the  
STEILACOOM EDUCATION ASSOCIATION

September 1, 2022 – August 31, 2024

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## **ARTICLE I - AGREEMENT CONDITIONS**

### **1.1 Preamble**

This agreement is by and between the Steilacoom Historical School District No. 1, hereinafter called the "District," and the Steilacoom Education Association, hereinafter called the "Association," pursuant to RCW 41.59.

### **1.2 Recognition**

The District recognizes the Association as the sole and exclusive bargaining representative for all professional certified personnel who hold a valid contract with the District or who are on leave by Board action, but not currently under contract. Such representation shall exclude the superintendent, administrative assistants to the superintendent, executive directors, assistant superintendents, business manager, principals, vice principals, assistant principals, supervisors including deans of students, aides, substitutes serving for less than twenty (20) consecutive days, or thirty (30) accumulative days in the previous school year, and consultants employed to assist with specific projects on a part-time basis. The term "teacher" when used hereinafter in this Agreement shall refer to all professional employees represented by the Association in the bargaining unit as defined above.

The following provisions of this Agreement shall apply to substitutes covered under this agreement:

Article I: Section 1.7, 1.8, 1.9, 1.10  
Article II: Section 2.3, 2.4, 2.5  
Article III: Section 3.1, 3.6.1, 3.6.2, 3.6.3, 3.6.4  
Article IV: Grievance (for long term substitutes only)  
Article VI: Section 6.4 and 6.8 (for long term substitutes only)  
Article VII: Section 7.5  
Article VIII: Section 8.1 (for long term substitutes only), 8.2

### **1.3 Compliance of Agreement**

All individual regular personal service contracts shall be consistent with the terms and conditions of this Agreement or are subject to amendment and adjustment to conform to the immediate successor Agreement.

### **1.4 Status of Agreement**

The language of this Agreement shall supersede language in any rules, regulations, policies, or resolutions of the District which is contrary to or inconsistent with its terms.

### **1.5 Conformity to Law**

This agreement shall be governed and construed according to the Constitution and Laws of the State of Washington. If any provision of this Agreement, or any application of this Agreement to any teacher or group of teachers covered hereby shall be found contrary to law by a tribunal of competent jurisdiction, such provision or application shall have effect only to the extent permitted by law, and all other applications of the agreement shall continue in full force and effect. If any provision of this Agreement is held to be contrary to the law, the Parties shall commence negotiations on said provision within thirty (30) days.

### **1.6 Agreement Administration**

An Association representative(s) shall meet with the Superintendent or his designee at a scheduled

monthly meeting to discuss matters covered by this Agreement. Such meetings may be postponed by either party. These meetings are not intended to bypass administrative channels, the negotiations or the grievance procedures. At the discretion of either party, additional meetings may be scheduled, at a mutually agreeable time, but not later than five (5) working days from the date the request is made. Such requests will be in writing and will contain the items of concern.

**1.7**      **Printing-Distribution of Agreement**

Within thirty (30) days following the ratification and signing of this Agreement by the Association and the District, the District shall print twenty five (25) copies of this Agreement. The Association will accept the Agreement on behalf of the employees and will be responsible for distribution. The cost of printing will be shared equally between the District and the Association. The Agreement shall be published on the District website within thirty (30) days of ratification. The District shall provide newly hired employees with instructions on how to access the Agreement.

**1.8**      **No Strike-No Lock-Out**

The Association agrees that during the terms of this Agreement, it will not cause or encourage its members to engage in any strike, slowdown or other work stoppage. The District agrees it will not lockout its employees. During the term of this agreement, employees, while acting in the course of their employment, shall not honor any picket line against the District when called upon to cross such picket line in the course of their employment.

**1.9**      **Complete Agreement**

This written Agreement is the entire agreement between the Parties and no oral or written statement may add to, subtract from, or modify it.

**1.10**      **Management Rights**

The Association recognizes that the Board and Superintendent reserve and retain full rights, authority and discretion for the proper discharge of their duties and responsibilities to direct, supervise and manage the District to the full extent authorized by law. The exercise of these legally authorized rights, authorities, duties and responsibilities by the Board and Superintendent and the adoption of policies under relevant or applicable statutes shall be limited only by specific and expressed terms of this Contract and any District policy.

**1.11**      **Labor Management Meetings**

The District and the Association shall meet on a regular basis for the purpose of discussing emerging issues for either party.

## **ARTICLE II - ASSOCIATION RIGHTS AND RESPONSIBILITIES**

**2.1**      **Access**

Duly authorized representatives of the Association shall be permitted to transact official Association business on school property at all reasonable times, provided that it does not interrupt normal school operations or assigned duties. It is the responsibility of the above mentioned Association representative to report to or contact the building principal's/program administrator's office prior to contacting members' individual buildings.

## **2.2 Equipment and Facilities Use**

- 2.2.1** The Association may use school district equipment, provided that such equipment shall not be removed from school property. The building/program administrator's office will be notified prior to use of school equipment. The use shall be for internal business. Materials produced on school equipment shall be limited to internal Association communications. Expendable supplies, in connection with such equipment use, will be furnished or paid for by the Association.
- 2.2.1** School facilities may be used for Association meetings at reasonable times during non-duty hours, provided that such meetings shall not interfere with normal school operations.
- 2.2.2** The Association will give prior notice for any such activity or property use. The District has the right to require a reasonable rental of the use of School District facilities and equipment. The Association shall be responsible for claims arising from accidents, theft, and loss or damage resulting from the use of facilities and equipment.

## **2.3 Member Communication**

- 2.3.1** Inter-school mail facilities may be used for distribution of Association communications so long as communications contain the name of the authorizing Association official, are not for political purposes, and are not defaming to any individual or group.
- 2.3.2** The Association may post notices of activities and matters of Association concern on designated teacher bulletin boards, one of which shall be provided in each faculty room; provided, that such notices are labeled as Association materials and contain the name of the authorizing Association official.

## **2.4 Availability of Information**

The District agrees to furnish to the Association, in response to reasonable requests, all information which is of public record within ten (10) working days. The Association agrees to pay for the materials.

## **2.5 Association Leave**

- 2.5.1** In order to provide proper representation of members of the bargaining unit and/or to confer with the District or its representative(s), leave shall be granted to the Association. Up to 75 days of absence each year will be allotted for professional meetings and business of the National, State, Regional and Local Education Association. The allotted days may be used by any officer, the bargaining committee, and other members designated by the Association president. Whenever possible, the Association will give three (3) days advance notice to the District.
- 2.5.2** In any bargaining year, the Association will be allowed a reasonable amount of absences for the purpose of preparing to bargain, attending bargaining training and participating in bargaining sessions with the District. Association leave not related directly to bargaining will be subject to the limits outlined above.
- 2.5.3** Upon written application, the District will grant a leave for length of term for any employee who can show evidence that he or she has been duly elected or appointed to any office in the Association or its affiliate organizations which requires release time, up to fulltime release.

While on leave, the employee will be entitled to the same wages and benefits as if he/she were working in the District. The Association will reimburse the dollar amount equal to the salary and benefits paid to the employee while on leave.

Upon return from Association leave, the employee will be returned to the same position he/she held prior to the leave, provided such position is still available and the leave did not exceed three (3) school years, subject to any applicable District policies or collective bargaining agreement provisions, including those pertaining to reductions in programs, services and personnel. If the position is no longer available or the leave exceeds three (3) school years, the employee will be placed in similar position. Leave under this provision may be extended upon official notification from the employee and the organization or association involved.

**2.5.4** The Association will reimburse the District at the substitute teacher pay rate if a substitute is required. Billing for the leave shall be made to the Association by the District in accordance with current practices, as well as the following:

**2.5.4.1** District scheduled meetings such as labor management and grievance processing shall not be billed.

**2.5.4.2** Political activities such as lobbying shall be billed to provide full reimbursement to the District for salaries and employer costs paid.

## **2.6 Payroll Reduction**

The District will make a payroll deduction for Association dues and assessments upon receipt of a written authorization executed by an individual employee. Any deductions for political contributions subject to RCW 42.17A.495 shall be separately authorized in writing by the employee on forms that comply with WAC 390-17-100, and be revocable by the employee at any time. The District shall provide all employees annual notice of their rights regarding payroll deductions for political contributions under WAC 390-17-110.

Prior to the beginning of each school year, the Association will give written notice to the District of the dollar amount of dues and assessments required of an Association member. The amount for deductions shall not be subject to change during the school year. The deductions authorized by the above provisions will be made in twelve (12) equal amounts from each paycheck beginning the pay period of September through the pay period in August of each year.

Employees who commence employment after September or terminate employment before June shall have their deductions prorated. Each month during the school year, the District will send the Association all money deducted for dues accompanied by a list of names of those employees for whom payroll deductions were made. The Association will refund any amounts paid to it in error.

The Association and its affiliates will defend, indemnify, and hold the District harmless against all liability, including allegations, claims, actions, suits, demands, damages, obligations, losses, settlements, judgments, costs and expenses (including attorneys' fees) that arise out of any action taken or not taken by the District in implementation of this section.

## **ARTICLE III – EMPLOYEE RIGHTS AND RESPONSIBILITIES**

### **3.1 Non-Discrimination**

The parties to this Agreement shall not discriminate against any employee with regard to domicile, race, creed, religion, color, age, sex, gender expression or identity, sexual orientation, national origin/language, or ancestry, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or service animal by a person with a disability, familial or marital status, honorably discharged veteran or military status, and HIV/Hepatitis C status, except in accordance with this Agreement, or as otherwise provided by law.

### **3.2 Individual Teacher Contract**

**3.2.1** The District shall provide each teacher a contract in conformity with Washington State Law, State Board of Education regulations, and this Agreement.

**3.2.2** Individual contracts for employees of the District, if issued prior to the completion of negotiations, shall contain a rider allowing adjustments as per the negotiated agreement.

### **3.3 Classroom Visitation**

**3.3.1** All visitors to a school and/or classroom shall obtain the approval of the principal, and if the visit is to a classroom, the time will be arranged after the principal has conferred with the teacher. The District will attempt to afford an opportunity for the teacher to confer with the classroom visitor before and/or after the visitation. All unannounced visitors shall be reported to the principal's office. The intent of this provision is to encourage rather than discourage parent participation.

**3.3.2** No electronic listening or electronic viewing of employees shall occur without prior notification.

### **3.4 Controversial Topics**

**3.4.1** The District and the Association believe that controversial issues are a part of the District's instructional program when related to subject matter in a given grade level or specific curricular field. Employees will use professional judgment in determining the appropriateness of the issue to the curriculum and the maturity of the students. All instructional activities shall comply with the District Instructional Materials Policy. Clearly questionable matters concerning the appropriateness of the issue to the curriculum and the maturity of the students shall be referred to the principal for consultation and action.

**2.6.1** In the presentation of all controversial issues, the employee shall make every effort to present a balance of biases, divergent points of view, and afford an opportunity for exploration by the student into all sides of the issue. The teacher's responsibility shall be to show objectivity in order that various sides of controversial issues are given. To carry out this responsibility, a teacher shall be well informed in the areas being studied. The teacher shall present the issues in a manner in which the objectives of the study are clear.

**3.4.2** In discussing controversial issues, the employee shall encourage students to express their own views,



assuring that it be done in a manner that gives due respect to one another's rights and opinions. When discussing controversial issues, the employee shall respect positions other than his/her own. Students shall be encouraged, after class discussions and independent inquiry, to reach their own conclusions regarding controversial issues.

### **3.5 Student Discipline**

- 3.5.1** In compliance with state law and regulations, The School Board will adopt a strong, simple, concise policies on the following:
- a. Guns, weapons, and drugs
  - b. Suspension and expulsion
  - c. Accepting out-of-district students
- 3.5.2** The District will provide training in each individual building for employees regarding the content and intent of policies, in addition to general violence, safety issues, and responsibility, consistent with RCW 28A.415.410, RCW 28A.600.200 and WAC 392-400-110. Consistent with the district initiatives, training will also include training on implicit bias and explicit equity practices, especially as it relates to student discipline.
- 3.5.3** In the maintenance of a sound learning environment, the District shall expect acceptable behavior on the part of all students who attend school in the District. Discipline shall be enforced fairly and consistently. The Board and the Superintendent shall support and uphold employees in their efforts to maintain discipline in the district and shall give expeditious responses to all employee requests regarding discipline problems, provided the employee has followed established District policy. Copies of District policies and procedures shall be available to employees through the District website. Copies of student handbooks shall be available on the District website.
- 3.5.4** In emergency situations regarding the exercise of authority by an employee to control and maintain order and discipline, the employee shall use reasonable and professional judgment concerning matters not provided for by specific policies adopted by the Board and not inconsistent with Federal and State laws and regulations. Copies of State and Federal rules and regulations can be accessed through the Superintendent's office.
- 3.5.5** Employees shall maintain good order and discipline in their classrooms and common areas of the building. Any neglect of this requirement shall constitute sufficient cause for disciplinary action. Each employee shall be entitled to appropriate assistance, support, and enforcement from building or program administrators in connection with discipline problems relating to students. The building or program administrator and staff will be responsible for the monitoring and follow-through of disciplinary actions.
- 3.5.5.1** The District will take reasonable efforts to ensure that there is appropriate flow of information regarding necessary information to support the social, emotional and learning needs of each student. Employees assigned to work directly with a student with a safety support plan will be provided appropriate information regarding such plan. Employees shall have access to students' disciplinary records when educationally appropriate
- 3.5.5.2** In accordance with WAC 392-400-330 and RCW 28A.600.020, a teacher may, in appropriate circumstances, exclude a student from the teacher's classroom for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision.

In no event without the consent of the teacher may an excluded student return to the class during the balance of that class or activity period or up to the following two days, or until the principal or his or her designee and the teacher have conferred. Such exclusion must be consistent with all legal requirements.

The “conferring” between the principal or designee and staff member should include an opportunity, if requested by the staff member, for a genuine dialogue at an educationally-appropriate time about the student’s unexpected behavior and the steps already taken, and those necessary to be taken, to successfully restore positive educational relationships within the classroom. Restoring relationships may, in appropriate circumstances, require the inclusion of the student and/or other facilitators in the dialogue. Restorative practices will also include, where appropriate, responsive measures aimed at reinforcing district and building expectations for student behavior consistent with the district continuum of discipline responses. In all cases, the parties have a joint goal to minimize the loss of instructional activity and content due to the classroom exclusion.

**3.5.5.3** The District shall ensure that appropriate behavioral supports and Social Emotional Learning (SEL) instruction are provided for students who exhibit behaviors that interfere with their learning or the learning of other students. Instructional support for SEL and restorative practices may be provided to the student in a supportive learning space that will not impact the classroom setting.

- 3.5.6** The principal shall be responsible for ensuring each school has documented plans for responding to unanticipated and reasonably-anticipated situations in which a student needs to be deescalated and other students are removed from the classroom or instructional area in order to protect them and facilitate de-escalation of the student. Such plans shall be responsive to the possibly evolving needs and patterns of particular students; accommodating to the physical and emotional needs of staff members involved in such incidents; and thoughtful about the potential need to communicate with staff and the families of students witnessing such incidents. All staff members shall respect the legal confidentiality of student records and information related to the behavior.
- 3.5.7** Each employee shall be promptly advised on any complaint made to the principal, program, or other School District administrators regarding the employee’s discipline of students. The employee shall be given the opportunity to present his or her version of the incident.
- 3.5.8** In the case of misconduct when the employee deems it necessary, he or she may recommend to the principal a student’s suspension or expulsion from school.
- 3.5.9** Possession or use of dangerous weapons or facsimile, explosives, firecrackers, or other items capable of inflicting bodily harm is prohibited. Students in possession of, or using, any weapons or dangerous devices specified as a deadly weapon RCW 9A.04.110 or local ordinances may be placed on emergency expulsion, according to State law and regulations. The parties recognize that schools are gun free zones and agree that firearm possession will result in emergency expulsion (RCW 9.41.280).
- 3.5.10** Employees may use reasonable physical force as necessary to maintain order or prevent a student from harming themselves, other students, school personnel or property (WAC 392-400- 825). A staff member may and should request available assistance if circumstances necessitate the bodily removal of a disruptive student in order to safeguard the health and safety of others.

**3.5.11** The District will promptly initiate an investigation of reports and rumors regarding weapons, explosives, and firecrackers and take prompt and reasonable action to protect all students and employees and their property.

**3.5.12** No student who has been suspended as a result of a physical or explicit threat to a staff person, and is found to have committed the offense shall be reinstated to the classroom of the threatened or attacked staff person.

### **3.6 Employee Responsibilities**

**3.6.1** The employee shall care for instructional materials and equipment and shall promptly report damage, loss, theft of equipment, furniture or fixtures to his/her supervisor.

**3.6.2** It shall be the responsibility of the teacher to follow the prescribed courses of study and to enforce the rules and regulations of the school district, the State Superintendent of Public Instruction, and the State Board of Education, maintaining and rendering the appropriate records and reports.

**3.6.3** Teachers shall have the right, and it shall be their duty, to direct and control within reasonable limits the studies of their students, taking into consideration individual differences among students, provided, that all students shall receive instruction in such prescribed courses of study as are required by law and regulations.

**3.6.4** Teachers shall be responsible for the evaluation of each student's educational growth and development and for making periodic reports to parents or guardians and to the designated school administrator.

### **3.7 Personnel Files**

**3.7.1** Employees shall have the right to review the contents of their personnel file and will be provided, upon request, copies of the material in their personnel file. Employees shall review the file during regular administration office hours in the presence of a District representative. Anyone, at the employee's request, may be present at the review of the personnel file. Such file shall be the only official file whose contents may be used as evidence in the grievance process or any formal written disciplinary action.

**3.7.2** An employee shall have the right to provide written comment on any material placed in the personnel file and then to have such written comments attached to the material in question.

**3.7.3** Derogatory information will be entered into an employee's file under the following conditions:

- a. The employee will be notified in writing, within ten (10) working days, after such information has been placed in the file.
- b. The employee will be provided a copy of the derogatory information.
- c. The employee will be given an opportunity to challenge the accuracy or appropriateness of such information.
- d. The employee will be provided an opportunity to enter a written statement of clarification or explanation of such information.

**3.7.4** Any derogatory material will be expunged after three (3) years, upon written request of the employee, except that evaluations shall not be removed from the file. In accordance with WAC 181-88 and RCW 28A.400.301, no information related to substantiated verbal or physical abuse or sexual misconduct shall be removed from any employee personnel file.

### **3.8 Instructional Materials**

The District shall determine the need and provide to each employee instructional materials including technology and consumables appropriate for the number of students for each course the employee teaches. No employee shall be charged with the duty of providing their own curriculum. Each employee shall be responsible for getting prior approval for such purchases from the building principal or program director and will follow District approved purchasing procedures.

### **3.9 Employee Protection**

**3.9.1** The District shall provide employees insurance protection while engaged in the maintenance of order and discipline and the protection of school personnel and students and the property thereof. Such insurance protection must include, as a minimum, liability insurance covering injury to person and property and insurance protecting employees from loss or damage of their personal property incurred while so engaged.

**3.9.2** Any case of assault upon an employee shall be promptly reported to his/her immediate supervisor.

**3.9.3** The District shall provide a safe and healthy work environment for all employees.

**3.9.4** The District and Association recognize that poor indoor environmental quality can be a hazard to the health and safety of students, teachers, and other school employees. All worksites shall be built and maintained in a way that meets environmental, health and safety standards as required by the Washington State Departments of Health, Labor and Industries, Pierce County Department of Health, and in accordance with applicable state and local building codes. The District will follow best practices recommended in The School Indoor Air Quality Best Management Practices K-12 Manual whenever feasible.

The District shall take appropriate steps to respond to environmental health and safety concerns. Association members who have concerns regarding indoor environmental conditions shall report their concerns to their building administrator. This section does not limit the employee's right to discuss a concern with the Association. The Association has the right to advocate for the employee and to collaborate with the District on resolutions to indoor environmental quality concerns.

### **3.10 Due Process**

**3.10.1** No employee shall be disciplined (including verbal and written reprimands, suspensions, reductions in rank or professional advantage, discharge, non-renewals, terminations or other actions that would adversely affect the teacher) without just cause.

**3.10.2** The specific grounds forming the basis for disciplinary action to be added to an employees' personnel file will be sent to the certificated employee in writing within ten (10) working days.

**3.10.3** An employee shall be entitled to have a representative of the Association present during any disciplinary action. The District will notify employees of their right to Association representation.

**3.10.4** When a request for such Association representation is made, no action shall be taken with respect to the employee until such representative of the Association is present or until two (2) working days have passed

after such a request. In cases where the health, safety, and well-being of students, other employees, or district patrons necessitate immediate disciplinary action, the District will notify the Association as soon as reasonably possible that action has been taken.

### **3.11 Assignments, Transfers, and Vacancies**

#### **3.11.1 Responsibility**

The assignment and transfer of teachers in accordance with adopted District policies and in accordance with the terms and conditions of this Agreement shall be the responsibility of the Superintendent's office.

#### **3.11.2 Intent**

The intent of this section is to facilitate requests for changes in teaching positions within the District.

#### **3.11.3 Definition of Terms**

- a. Assignment - An assignment shall mean the placement of an employee to a position within the bargaining unit. A position shall include the grade level and/or subject taught, or specialty (i.e., special education or librarian) and the building in which the employee is stationed.
- b. Vacant Position - A position requiring the addition of a staff member from outside that building.
- c. Transfer - A change from an employee's current building to a different building.
  - 1. Voluntary Transfer - initiated by the employee for a change between buildings.
  - 2. Involuntary Transfer - Administratively initiated change between buildings.
- d. Seniority - Years of completed service in the District.
- e. Qualifications - Valid Washington State Certification for the subjects/grade levels to be taught and the appropriateness of training and experience related to the assignment, except temporary assignments made for good cause, and in accordance with WAC 181-82-110.
- f. Interview Team - shall include, at a minimum: grade level/department member(s), and a building administrator/program director. An Association member of the Diversity Committee will be invited to participate on each interview team.
- g. Long Term Substitute – substitute teacher who holds a position longer than twenty (20) consecutive work days in the same assignment. After the 20th day, the Long Term Substitute shall be placed on the SEA salary schedule, retroactive to the first day of the position.
- h. Leave Replacement – a substitute for an employee who is on an approved, contractual leave of more than thirty (30) consecutive work days. A leave replacement employee shall receive full salary, retroactive to the first day of the position, and benefits beginning the thirtieth (30th) work day.
- i. Emergency Certification – a teacher/substitute with an emergency certificate who fills a position when no other qualified individual is available. The District will use the hiring process to find a qualified replacement. An emergency certificate is only good for one (1) year. Washington certified substitutes do not need an endorsement.

#### **3.11.4 Assignments**

- a. To assure that students are taught by employees working within their areas of competence, employees shall be assigned in accordance with the regulations of the Professional Educator Standards Board, to subjects, grades, and/or other classes under their teaching certificates and/or their major fields of study or qualification in special areas, except temporarily and for good cause, and in accordance with WAC 181-82-110.
- b. Any changes in assignment shall consider staff input, student enrollment, and program needs. Building administration shall meet with staff during the spring to receive input regarding the master schedule.
- c. After making assignments for the subsequent school year, the building administrator shall make staff

aware of any remaining building openings by sending an email to all certificated staff. If two or more employees from within a building request a reassignment to a remaining open position within that same building, the criteria listed in 3.11.5.b shall apply.

- d. Written notification of school assignment, grade level and /or subject, shall be submitted to all employees by June 15 of the current school year. In the event it becomes necessary to reassign employees following said notification, the District shall inform the affected employee.

### **3.11.5 Voluntary Transfer**

- a. After all changes in assignment have taken place, remaining vacancies are determined and posted by the District, with in-district employee applicants making up a pool to be considered first. In-district and out-of-district applications for a posted vacancy may be received by the district at the same time. Out-of-district applications will not be considered or reviewed until the in-district transfer process has been completed. If no in-district applicants for the open position have been selected, out-of-district applicants for that position can be considered.
- b. In-district voluntary transfers shall be determined by the building principal, in conjunction with the program manager, based on staff input, student enrollment, and program needs, and the criteria for transfer shall be as follows:
  - 1. Qualifications
  - 2. Seniority
  - 3. Successful completion of the interview process
  - 4. The program needs for the open position
- c. In-district employees who are not selected for their requested transfer shall receive, in writing, reasonable and demonstrable reasons for the denial within the five (5) days of the interview.
- d. The District and Association agree to promote the Affirmative Action Plan.

### **3.11.6 Vacant Positions**

- a. Vacant Positions, which exist after buildings have provided written notification of the school assignment year to all employees, will be filled by the voluntary transfer process first.
- b. Vacant Positions - Notice of vacancies and new positions within the bargaining unit shall be posted electronically for not less than five (5) working days during the school year, and 5 weekdays during summer break. The District shall email all Association members notice of the vacancy. Association members will be responsible for checking the district website for openings. Such postings must include the qualifications required for the position as determined by the District. In-district and out-of-district applications for a vacant position may be received by the district at the same time.
- c. Employees who wish to apply for a transfer to a posted vacancy shall respond to the district office prior to the posted deadline.
- d. Current employees who desire a transfer to a vacant position shall be eligible for selection on the basis of the District's job description.
- e. Any vacancy created by an employee on a Board approved leave shall be filled by an employee with a leave replacement contract. Other vacancies shall be filled by a substitute while the District undertakes the regular and normal hiring process to fill the vacancy.

### **3.11.7 Involuntary Transfer**

- a. The District shall seek a pool of volunteers for voluntary transfers and provide a list of vacant positions before making an involuntary transfer. If there are no volunteers, the process shall move to the involuntary transfer process.
- b. Notice of an involuntary transfer shall be given to the affected employee as soon as such decision to transfer is determined. The employee with the least seniority in the District will be selected, as long as

academic program requirements can be met.

- c. An involuntary transfer shall be made after the affected employee has been personally contacted by the building principal(s), or the superintendent, stating the specific reason(s) for the employee being selected for such a transfer. The transferred employee is entitled to discuss his/her professional interests at that time.
- d. When requested, an employee chosen to be transferred during the school year shall be released from teaching for three (3) days, at the employee's option, to prepare for the new assignment. The preparation time must be scheduled within one (1) week of the transfer date.
- e. The affected employee who is required to transfer during the school year may request the assistance of the maintenance department to help move the transferee's instructional materials.
- f. A notation of involuntary transfer shall be placed on the employee's evaluation form.

#### **3.11.8 Moving to another Building**

Employees who are involuntarily transferred to another building will be paid at their per diem rate, up to seven and one-half hours (7.5) hours, for moving their instructional materials, if done during non-instructional hours.

## **ARTICLE IV - GRIEVANCE PROCEDURE**

### **4.1 Definition**

- 4.1.1** A grievance is an alleged misinterpretation of, misapplication of, or violation of terms and/or provisions of this Agreement. A grievant shall mean an individual, a group of individuals, and/or the Association.
- 4.1.2** Nothing contained herein shall be construed as limiting the right of any employee having a complaint to discuss the matter informally with any appropriate member of the administration. Every effort must be made to resolve the grievance at the lowest level possible.

### **4.2 Procedure for Processing Grievances**

#### **4.2.1 Step One – Informal Process**

The employee may first discuss the grievance with his/her immediate supervisor. If the employee wishes, he/she may be accompanied by an Association representative at such discussion.

#### **4.2.2 Step Two – Immediate Supervisor**

If the grievance is not settled informally, a written statement of grievance shall be presented to the immediate supervisor within thirty (30) working days after the occurrence of the grievance.

- 4.2.2.1** The "Statement of Grievance" shall name the grievant(s) involved, the facts giving rise to the grievance, and provision(s) of the Agreement alleged to be violated, and the remedy (specific relief) requested.
- 4.2.2.2** The immediate supervisor, upon receipt of the written grievance, shall sign and date the grievance form (Attachment #2) and forward copies to the grievant(s), Association representative, and the Superintendent.
- 4.2.2.3** The immediate supervisor shall answer the grievance in writing within seven (7) working days of receiving the grievance and shall concurrently send a copy of the grievance, with his or her decision to the grievant(s), Association representative, and the Superintendent. The immediate supervisor's answer shall include the reasons upon which the decision was based.



#### **4.2.3 Step Three – Superintendent**

If no satisfactory settlement is reached at Step Two, the grievance may be appealed to Step Three, Superintendent, or designated representative, within seven (7) working days of the receipt of the decision rendered in Step Two.

**4.2.3.1** The Superintendent or designated representative shall arrange for a grievance meeting with the grievant(s) and/or Association representative, and such meeting shall be scheduled within seven (7) working days of the receipt of the Step Three appeal. The purpose of this meeting shall be to affect a resolution of the grievance.

**4.2.3.2** The Superintendent or designated representative shall provide a written decision, incorporating the reasons upon which the decision was based to the grievant(s), Association representative, and immediate supervisor within seven (7) working days from the conclusion of the meeting.

#### **4.2.4 Step Four – Grievance Mediation**

The District and the Association must mutually agree to submit a grievance to mediation. The Association must notify the District in writing within ten (10) working days of the conclusion of Step Three of the Association's interest to refer the grievance to mediation. The District shall respond to the Association no later than five (5) working days after receipt of the Association's written request.

**4.2.4.1** Within ten (10) working days following the agreement of the District and the Association to mediate the grievance, the Association shall so notify Mediation Research and Education Project, Inc. (MERP), the Dispute Resolution Center of Pierce County, The American Arbitration Association (AAA), or any other outside neutral agency. The selected agency shall schedule a mediation conference at the earliest possible date. Mediation conferences will take place at a mutually convenient location and time.

**4.2.4.2** There shall be one (1) person from each party designated as their spokesperson at the mediation conference.

**4.2.4.3** The mediator will have the authority to meet separately with either party, but will not have authority to compel the resolution of a grievance.

**4.2.4.4** The presentation of facts and considerations shall not be limited to those presented at Step Three of the grievance procedure. Proceedings before the mediator shall be informal. There shall be no formal rules of evidence. No transcript or recording of the mediation conference shall be made. The mediator shall attempt to assure that all necessary facts and considerations are revealed to him/her.

**4.2.4.5** Written material presented to the mediator shall be returned to the party presenting that material at the termination of the mediation conference, except that the mediator may retain one (1) copy of the written grievance solely for the purpose of statistical analysis.

**4.2.4.6** The fees and expenses of the mediator shall be shared equally by the parties.

#### **4.2.5 Step Five – Arbitration**

If no satisfactory settlement is reached at Step Three or Four, the Association, within fifteen (15) working days of the receipt of the Step Three or Four decision, may appeal the final decision of the District to the American Arbitration Association for arbitration under the voluntary rules, or to the Federal Mediation and Conciliation Service. The arbitrator shall be selected from a list provided by either of the agencies listed above. The parties shall separately rank and strike the names of arbitrators on the list, and return their list to the appropriate agency for final selection. Hearings shall be conducted in accordance with the rules of the agency that has been selected. Any grievance arising out of, or relating to the interpretation or application of the terms and/or provisions of this Agreement, may be submitted to arbitration unless

specifically and expressly excluded within this Article.

**4.2.5.1** The Arbitrator's decision will be in writing and will set forth his/her findings of fact, reasoning, and conclusions on the issue submitted to him/her. The decision of the Arbitrator shall be final and binding upon the District, the Association, and the grievant(s).

**4.2.5.2** Costs: The fees and expenses of the Arbitrator shall be shared equally by the parties. All other expenses shall be borne by the party incurring them.

**4.2.6 Jurisdiction of Arbitrator**

The Arbitrator shall be without power or authority to add to, subtract from, or alter any of the terms of this Agreement or award damages. (Make whole remedies, including interest, shall not be considered damages.) The Arbitrator shall be without power or authority to make any decision which requires the commission of an act prohibited by law. The Arbitrator shall have no power or authority to rule on any of the following:

- a. Failure to re-employ any provisional employee.
- b. The termination of services or failure to re-employ an employee to a position on a supplemental contract.
- c. Any matter involving employee evaluation, provided the re-evaluation procedure shall be subject to the Arbitrator's review.

**4.3 Time Limits**

Time limits provided in this procedure may be extended by mutual agreement when signed by the parties.

**4.3.1** Failure on the part of the District at any step of this procedure to communicate the decision on a grievance within the specific time limit shall permit the Association to lodge an appeal at the next step of this procedure.

**4.3.2** Any grievance not initiated and/or advanced by the grievant from one step to the next within the time limits of that step shall be deemed moot and/or resolved by the District answer at the previous step.

**4.4 Accelerated Grievance Filing**

In order to expedite grievance adjudication, the parties agree that any Association grievances or class action grievances may be lodged at Step Three of this procedure. In any case, the grievance must be filed within thirty (30) working days after the occurrence of the grievance. Any grievance that has been filed prior to the termination date of this contract will be processed to conclusion even if the contract has expired.

**4.5 Reprisals**

No reprisal of any kind will be taken by any party against any party because of participation in any grievance.

**ARTICLE V - EVALUATION AND PROBATION**

**5.1 General Provisions**

The purposes of evaluation are to promote professional growth and to promote effective teaching practices. Observations shall be conducted openly and with the knowledge of the employee. Consistent with the following evaluation procedures, employees shall be placed in one of five tracks: Summative, Formative, Comprehensive, Focused, or Probation.

- 5.1.1** Each employee shall be evaluated in accordance with the state designated criteria appropriate to the employee's position and track in the evaluation cycle. The criteria are set forth in this Agreement. Observations required or permitted hereunder shall be documented on the observation and evaluation report appropriate to the employee's position. Evaluation report forms are found in Attachments 3 and 4 of this Agreement.
- 5.1.2** Teachers and support personnel assigned to special education shall be evaluated cooperatively by the supervisor of special education or designee and the building principal or designated administrator.
- 5.1.3** An employee may request a different evaluator to be assigned. The request will be made to the site supervisor and to the Director of Human Resources. If denied, the employee may make the request to the superintendent. All requests shall be made and responded to prior to September 15th of each year. Teachers and support personnel assigned to more than one building shall be evaluated cooperatively by the principal or designated administrator of each building where they are assigned.
- 5.1.4** If, during the school year, an employee is transferred to another position not under the supervisors' jurisdiction, a summary evaluation, if observations are complete, shall be made at the time of such transfer.

## **5.2 Definitions**

- 5.2.1** Provisional Employee - An employee having no more than three years of experience in the education profession, or an experienced employee in his/her first year of employment in the District.
- 5.2.2** Evaluator - a principal or his/her designee. No employee within the bargaining unit shall evaluate any other employee.

## **5.3 Summative Evaluation**

Summative observations and documentation assure minimum criteria for effective teaching are met.

- 5.3.1** All continuing employees shall be evaluated annually. They shall be observed twice annually. Such observations are to be completed on or before January 15 and June 1 of the year in which the evaluation takes place.
- 5.3.2** Total observation time for each employee for each school year shall be not less than sixty (60) minutes, including a minimum of one observation of at least thirty (30) minutes.
- 5.3.3** Prior to the first observation in a given year, a pre-observation conference shall be held between the employee and the observing administrator in which the employee will be provided with a copy of the evaluation criteria to be used and a review of objectives, methods, and materials which relate directly to the evaluation criteria.
- 5.3.4** Following each observation, or series of observations, the employee shall be provided with a copy of the observation summary within three (3) working days.
- 5.3.5** Within ten (10) working days following the observation, or series of observations, the administrator shall hold a post observation conference with the employee. A copy of the completed draft post-observation

report shall be provided to the employee prior to the post- observation conference. A final copy of the post observation report shall be provided to employee three days after the post-observation conference.

- 5.3.6** If the administrator finds that the employee has not met the levels of expectation, he or she shall set forth the specific areas of performance deficiencies. An identification of the specific ways in which the employee is to improve and the types of assistance that may be given by the administrator and other staff members shall also be specified.
- 5.3.7** The employee found to have deficiencies shall have at least ninety (90) days to improve prior to a final decision regarding future employment.
- 5.3.8** The final evaluation will be completed and a copy made available to the employee on or before June 1.
- 5.3.9** Within fifteen (15) working days following the conference or receipt of the final evaluation, the employee may submit signed comments concerning his or her observation or evaluation report which shall be attached to the report in his or her personnel file.

#### **5.4 Formative Evaluation**

Employees selecting the formative track must have successfully completed the summative track for three years and have the approval of the building administrator. Employees may remain in the formative track for a maximum of two (2) years before returning to evaluation under the summative track.

##### **5.4.1 Fall Collaborative Meeting**

During September and October of any year, employees on the formative track will meet with the evaluator and develop annual goals. This collaboration in determining areas of investigation, resources needed, colleagues to be involved, methods for collecting data, and the methods for evaluating growth toward the goals will contribute to the professional growth of the individual(s) and improve instruction. The supervisor shall act as an advisor in developing data collection methods and ways to evaluate. He/she shall discuss resources needed and allocate such resources.

Depending on the complexity of the goal, employees will choose three to four goals from the following categories:

1. Employee goals: these are directly related to the teaching act and have the longest lasting effects.
2. Program goals: these relate to curriculum development and committee involvement to improve program.
3. Professional goals: these relate to growth in professional areas.

##### **5.4.2 Mid-year Collaborative Meeting**

During January or February, a second meeting will occur in order to discuss the progress on goal attainment and to refine and update any need for resources.

##### **5.4.3 Final Collaborative Meeting**

Prior to June 1, a final meeting will be held to analyze data and to evaluate the success of the goals. At this meeting, a report on early goal investigation shall be compiled collaboratively. At this meeting, the supervisor will confirm that the employee has met State statute requirements by completing the Short Form and forwarding it for placement in the personnel file.

#### **5.4.4 Outcomes**

Although some goal setting in the formative cycle may be based on information gathered in the summative cycle, information may not pass from the formative to the summative in order to ensure that employees take risks and try new things. It is conceivable that all stated goals may also be a learning experience. Some goal attainment may take more than one year.

#### **5.4.5 Itinerant Involvement**

Itinerant personnel may be involved in the formative cycle and set goals to encourage professional growth. During the formative cycle itinerant staff will consult with their primary supervisor. Itinerant personnel will informally make their goals known to any other supervisor with whom they have contact. The purpose of this contact will be to facilitate any resource or assistance a supervisor may wish to provide.

#### **5.4.6** An employee in the formative cycle who transfers shall take his/her goals to the new building if the goals are appropriate to the new position. New goals shall be written if, as a result of transfer, the goals are no longer appropriate.

### **5.5 TPEP Provisions**

#### **5.5.1** The evaluation procedures set forth herein shall be to improve the educational program by improving the quality of instruction. The evaluation process shall recognize strengths, identify areas needing improvement, and provide support for professional growth. The evaluation system will encourage respect in the evaluation process by the persons conducting the evaluations and the persons subject to the evaluation by recognizing the importance of objective standards and minimizing subjectivity. Within the selected instructional framework teachers will be allowed to exercise their professional judgment and will be evaluated on their own practice, skills, and knowledge.

The parties agree that the following evaluation system is to be implemented in a manner consistent with good faith and mutual respect, and as defined in RCW 28A.405.110 “(1) An evaluation system must be meaningful, helpful, and objective; (2) an evaluation system must encourage improvements in teaching skills, techniques, and abilities by identifying areas needing improvement; (3) an evaluation system must provide a mechanism to make meaningful distinctions among teachers and to acknowledge, recognize, and encourage superior teaching performance; and (4) an evaluation system must encourage respect in the evaluation process by the persons conducting the evaluations and the persons subject to the evaluations through recognizing the importance of objective standards and minimizing subjectivity.”

Additionally, the parties agree that the evaluation process is one which will be implemented with collaboration between the evaluator and the bargaining unit member, as described in WAC 392-191-025: “To identify in consultation with classroom teachers and certificated support personnel observed, particular areas in which their professional performance is satisfactory or outstanding, and particular areas in which the classroom teacher or support person needs to improve his or her performance.”

#### **5.5.2** The purposes of evaluation are: to promote professional growth; and to promote effective teaching practices. Observations shall be conducted openly and with the knowledge of the employee. Consistent with the following evaluation procedures, employees shall be placed in one of two tracks: Comprehensive or Focused.

#### **5.5.3** Each employee shall be evaluated in accordance with the state designated criteria appropriate to the

employee's position and track in the evaluation cycle. The criteria are set forth in this Agreement. Observations required or permitted hereunder shall be documented on the observation and evaluation report appropriate to the employee's position.

**5.5.4** Classroom teachers assigned to special education shall be evaluated cooperatively by the supervisor, the building principal or designated administrator.

**5.5.5** Classroom teachers assigned to more than one building shall be evaluated by the principal or designated administrator of the building where they are assigned for the majority of their position.

**5.5.6** If during the school year an employee is transferred to another position not under the evaluator's jurisdiction, a summative evaluation, if observations are complete, shall be made at the time of such transfer.

## **5.6 Definitions**

**5.6.1** Provisional Employee - An employee having no more than three years of experience in the education profession, or an experienced employee in his/her first year of employment in the District, or an employee who has been judged Level 1 (Unsatisfactory) in his/her third year will remain in provisional status.

**5.6.2** New employees must be observed at least once during their first 90 calendar days of employment for a total observation time of at least 30minutes.

**5.6.3** An employee in their third year of provisional status must be observed at least three times for a total of not less than 90minutes.

**5.6.4** Evaluator – An administrator. No employee within the bargaining unit shall evaluate any other employee.

**5.6.5** Comprehensive Evaluation – All Washington state eight (8) criteria must contribute to the overall summative evaluation and must be completed at least once every six (6) years. The evaluation must include an assessment of the criteria using the instructional framework rubrics and student growth.

**5.6.6** Focused Evaluation – One of the Washington state eight (8) criteria must be assessed in every year that a comprehensive evaluation is not required. The selected criteria must use the approved instructional framework. If criterion 3, 6 or 8 is selected, those student growth rubrics will be used. If criterion 1, 2, 4, 5 or 7 is selected, student growth rubrics from criteria 3 or 6 will be used.

**5.6.7** Student Growth Data – Shows change in student achievement over two points in time during the same school year, using multiple measures.

**5.6.8** Student Growth Goal: A description of 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 predominately 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.

**5.6.9** Gathering of Evidence: Evaluators and evaluatees should assume competence and positive intent. If both

the teacher and the evaluator agree on the score for a criterion, no evidence other than observation notes is required for that criterion. When there is a disagreement on a scoring criterion, it is the responsibility of the teacher and the evaluator to provide evidence.

- 5.6.10** Not Satisfactory - Level 1 (Unsatisfactory) for all teachers; or Level 2 (Basic) if the classroom teacher is on a continuing contract with more than five years of teaching experience and if the Level 2 has been received two years in a row or two years within a consecutive three year period.

## **5.7** **Evaluation**

- 5.7.1** Observations and documentation assure minimum criteria for effective teaching are met.
- 5.7.2** All employees shall be evaluated annually. They shall be observed at least twice annually. Such observations are to be completed on or before January 15 and May 15 of the year in which the evaluation takes place.
- 5.7.3** Total observation time for each employee for each school year shall be not less than sixty (60) minutes, including a minimum of one observation of at least thirty (30) minutes.
- 5.7.4** Prior to the first observation in a given year, a planning conference will be held between the employee and the evaluator. During this conference the employee and evaluator will discuss the employee's self-assessment. The employee and evaluator will review the Washington state 8 criteria for a comprehensive evaluation or discuss the selected criteria if the employee is on the focused evaluation.
- 5.7.5** Following each observation, or series of observations, the employee shall be provided with a copy of the component aligned observation notes within three (3) working days.
- 5.7.6** Within ten (10) working days following the observation, or series of observations, the evaluator shall hold a reflective conference with the employee. At the employee's request, this conference will be held in the classroom in order to facilitate accessibility to evidence and artifacts. A draft of the completed observation report shall be provided to the employee prior to the reflective conference. A final copy of the observation report shall be provided to employee three days after the reflective conference.
- 5.7.7** **Criterion Scoring Rubrics** - The Summative score, including the student growth impact rating, must be determined by an analysis of evidence and artifacts. This analysis will be based on a holistic assessment of the teacher's performance over the course of the year. A preponderance of the evidence will be used to develop the overall criterion scores. No scores will be given to individual components. Employees will be encouraged to use the Evidence Menu as a guide. Criterion scores will be added to reach a Summative score. The OSPI approved Summative scoring band is shown below.

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



- 5.7.8 Student Growth Impact Rating** - Embedded in the State Criteria are five (5) student growth requirements. These requirements are SG 3.1, SG 3.2, SG 6.1, SG 6.2, and SG 8.1. Employees will be placed into summative rating categories based on the OSPI approved student growth impact scoring bands shown below. An employee who receives a 4, Distinguished, preliminary summative score and a Low student growth impact rating score will receive an overall 3, Proficient rating.

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

- 5.7.9** If an employee receives a Low student growth score, the employee and evaluator will mutually select and engage in one of the student growth inquiries required by law.
- 5.7.10** The Summative evaluation will be completed and a copy made available to the employee on or before June 1.
- 5.7.11** Within fifteen (15) working days following the conference or receipt of the Summative evaluation, the employee may submit signed comments concerning his or her observation or evaluation report which shall be attached to the report in his or her personnel file. Employee comments become permanently attached to the Summative evaluation. Artifacts, evidence and observation reports are not placed in the employee's personnel file.
- 5.7.12** If the employee's overall Summative evaluation is not satisfactory, the evaluator shall set forth the specific areas of performance deficiencies. An identification of the specific ways in which the employee is to improve and the types of assistance that may be provided by the evaluator shall be specified.

## **5.8 Comprehensive Evaluation**

- 5.8.1** All provisional employees and any employee with a Summative evaluation of Level 1 (unsatisfactory) will be evaluated using the comprehensive evaluation. Any employee with more than five years of experience with a Summative score of Level 2 (basic) shall be evaluated the following year on the comprehensive evaluation. Other employees will be transitioned on and off the comprehensive system on a four (4) year rotation. All classroom teachers must be evaluated at least once every four (4) years using the comprehensive evaluation.
- 5.8.2** The Comprehensive evaluation will include all eight (8) state criteria, including student growth.
- 5.8.3** Comprehensive Process:
- Teacher Self-Assessment
  - First Observation Cycle
    - Planning conference
    - Formal Classroom observation
    - Reflective Conference
  - Formative Collaboration Conference

- Strengths of practices (proficient or distinguished components at this time)
- Areas for growth or evidence expansion (components that are below proficient at this time, or needed additional evidence with specific guidance for improvement)
- Student growth (data collected to date)
- d. Subsequent Observation Cycle
  - Collaboration conference (optional)
  - Formal Classroom observation(s)
  - Reflective Conference
- e. Summative Evaluation - On or before June 1
  - Teacher Self-Assessment and Reflection Preparation
  - Collaborative Assessment Conference(s), during which the employee and evaluator will review evidence and artifacts related to the evaluation
  - Final Summative Sign-Off

## **5.9 Focused Evaluation**

**5.9.1** The Focused evaluation will include student growth rubrics of the selected criterion. Selected criterion must be approved by the teacher's evaluator. If criterion 3, 6, or 8 is selected, evaluators will use those student growth rubrics. If criterion 1, 2, 4, 5 or 7 is selected, the evaluation will include student growth criterion 3 or 6. All classroom teachers must be evaluated at least once every ~~four (4)~~ six (6) years using the comprehensive evaluation.

### **5.9.2 Focused Process:**

- a. Teacher Self-Assessment
- b. Criterion selection meeting
  - Observation Cycles
  - Planning/Reflection Conferences (optional)
  - Classroom observations
- c. Formative Collaboration Conference
  - Strengths of practices (proficient or distinguished components at this time)
  - Areas for growth or evidence expansion (components that are below proficient at this time, or needed additional evidence with specific guidance for improvement)
  - Student growth (data collected to date)
- d. Summative Evaluation - On or before June 1
  - Teacher Self-Assessment and Reflection Preparation
  - Collaborative Assessment Conference(s), during which the employee and evaluator will review evidence and artifacts related to the evaluation
  - Final Summative Sign-Off

## **5.10 Probation**

**5.10.1** Employees who are evaluated "not satisfactory" shall be placed on probation. For teachers on the comprehensive evaluation track "not satisfactory" will mean Level 1 (Unsatisfactory) for all teachers or Level 2 (Basic) if the classroom teacher is on a continuing contract with more than five years of teaching experience and the Level 2 has been received two years in a row or two years within a consecutive three year period.

- 5.10.2** Probation is a program of remediation assistance, required by State law, for teachers who have not met minimum teaching criteria.
- 5.10.3 Evaluator's Report:** If at any time after October 15 an evaluator determines, on the basis of the evaluation criteria, that the performance of an employee is not judged satisfactory, the evaluator shall report the same in writing to the Superintendent. The report shall include the following:
- The evaluation report prepared pursuant to the provisions for evaluation provided elsewhere in this Agreement.
  - A recommended specific and reasonable program designed to assist the employee in improving his or her performance.
- 5.10.4 Probationary Period:** If the Superintendent concurs with the evaluator's judgment that the performance of the employee is not judged satisfactory, the Superintendent shall place the employee in a probationary status. The Superintendent shall notify the employee in writing of their probationary status. This notice shall contain:
- Specific areas of instructional deficiency
  - A statement of the minimum sixty (60) school day duration of the probationary period
  - A statement indicating that the purpose of the probationary period is to provide the employee with an opportunity to demonstrate improvement in his/her areas of deficiency and to offer the employee assistance and resources as may be utilized in the improvement of performance.
  - A set of expectations delineating specific criteria that would constitute acceptable performance in the areas defined.
- 5.10.5** Within five (5) school days from the receipt of the probationary letter, the employee may request, and will be given, a hearing with the Superintendent. The hearing will be held within five (5) school days of receipt of the request from the employee.
- 5.10.6 Evaluation during the Probationary Period:** During the probationary period, the evaluator shall meet with the probationary employee at least twice monthly to supervise and make a written evaluation of the progress made by the employee. The evaluation form (attached) shall be used for documentation of evaluation reports during the probationary period.
- 5.10.6.1** For the TPEP process, the employee will be removed from probation if they have demonstrated improvement that results in a new comprehensive summative evaluation performance rating of "satisfactory". "Satisfactory" will mean Level 2 (Basic), or higher, for employees with less than five years of experience or Level 3 (Proficient), or higher, if the classroom teacher is on a continuing contract with more than five years of teaching experience.
- 5.10.6.2** For the formative and summative track, the probationary employee may be removed from probation at any time if he/she has demonstrated improvement to the satisfaction of the evaluator in those areas specifically detailed in his/her initial notice of deficiency and subsequently detailed in the specific improvement program.
- 5.10.7 Evaluator's Post-Probation Report:** The evaluator shall submit a written report to the superintendent and the employee at the end of the probationary period. The report shall recommend one of the following to the superintendent:
- 5.10.7.1** That the employee has demonstrated necessary improvement in the stated areas of deficiency

to justify the removal of the probationary status.

**5.10.7.2** That the employee has not demonstrated necessary improvement in the stated areas of deficiency, and action should be taken to non-renew the employment contract of the employee.

**5.10.8 Action by the Superintendent:** Following a review of the Post-Probation Report, the Superintendent shall determine whether the employee is non-renewed.

## **ARTICLE VI - WORKING CONDITIONS**

### **6.1 Work Year**

The employee work year shall be one hundred eighty (180) days plus the number of professional learning days funded by the state. As a result, per Diem pay shall be computed by dividing the employee's base salary by the number of days in the employee work year.

An employee's base contract includes the instructional duties that occur within the student day as well as other duties that are part of the basic program of education which may include preparation for school opening, work connected with the conclusion of the school year, conferencing/communicating with students or parents, supporting school/student activities, providing individual help to students, self-directed professional development, improving and maintaining professional skills, preparation and revision of materials, planning with other employees in areas of instruction and curriculum, and educational use of technology.

### **6.2 Professional Learning Stipend**

The District will provide to employees a supplemental contract to be provided for the duties related to professional learning referred to as the "professional learning stipend (PLS)." For the 2022-2023 school year, the PLS shall equal 10.975% of the base salary on each cell of the salary schedule.

The PLS is provided as an incentive for the fulfillment of responsibilities related to the District's program of professional learning under RCW 28A.415.430. In consideration of this stipend, each employee shall commit to the full and meaningful participation in the District's comprehensive, sustained job-embedded and collaborative approach to improving employee's effectiveness in raising student achievement. This includes a commitment to work collaboratively with others as a member of one or more professional learning communities (PLCs) on an ongoing basis to accomplish this goal.

This is in addition to the two (2) district directed Professional Development days. Attendance is voluntary and employees in attendance will be paid in the following pay period. Leaves may not be used on these district directed Professional Development days not part of the employee's base contract.

**6.2.1** Special Education Teachers, OT/PTs, SLPs, Nurses, Developmental Preschool Teachers, and Inclusive Education Specialist shall receive the equivalent of four (4) additional paid days, pro rata to the identified assignment herein. School Psychologists shall receive the equivalent of five (5) additional paid days, pro rata to the identified assignment herein. Certificated Librarians shall receive the equivalent of three (3) additional paid days, pro rata to the identified assignment herein. These days shall be issued to employees on a supplemental contract.

**6.2.2** High School counselors shall receive the equivalent of ten (10) additional paid days, pro rata to the

identified assignment herein, and middle school counselors shall receive the equivalent of five (5) additional paid days, pro rata to the identified assignment herein. These days will be worked either before or after the student school year. Counselors will be issued a supplemental contract for these days and will coordinate with their building principal regarding the scheduling of these days.

- 6.2.3** All special education and ESA personnel who are asked to work over the summer for the purpose of conducting Birth to Three transition evaluations and IEPs including report writing and who are required members of a student's team should be paid at the per diem rate.

### **6.3 Work Day**

- 6.3.1** The normal workday shall not exceed seven (7) hours and thirty (30) minutes, including the thirty (30) minutes before and the thirty (30) minutes after the student day and to include a duty-free thirty (30) minute lunch period.
- 6.3.2** Employees working on Anderson Island, when required to attend an assigned activity beyond the normal work day, shall receive \$30 per activity as approved by the building principal.
- 6.3.3** The thirty (30) minutes before and after school shall be used for student and parent conferences.
- 6.3.4** Employees are not required to perform monitoring duties outside of his/her classroom except in the case of student disputes or other emergencies.

### **6.4 Class Coverage**

The District will make every effort to place substitutes at the elementary level first. If the District is unable to provide a substitute for any employee absence, the District may assign an employee to cover a class. Prior to assigning an employee to cover a class, the administrator will first seek to cover the class with an employee who requests to be assigned class coverage. If no employee volunteers, the administrator may direct an employee to cover, but will do so on a rotational basis within the building.

The employee directed by the building administrator to cover the class for the absent employee shall be paid for lost planning time at per diem. Coverage of less than ten (10) minutes in duration shall not be compensated; however, coverage beyond ten (10) minutes in duration shall be compensated retroactive to the start of the coverage, at a minimum of thirty (30) minutes, with additional time paid in increments of fifteen (15) minutes. Employees who cover for a class for more than 20 hours in a school year shall be paid at 1.5 times per diem beginning with the twenty-first hour.

Dividing classes shall be used as an emergency coverage model only when necessary and shall require pre-approval from the Executive Director of Human Resources. If classes are divided to provide coverage the impacted staff shall be paid a prorated portion of the class coverage cost required for such coverage period.

### **6.5 Staff Development**

#### **6.5.1 Purpose**

The purpose of the employee-centered district staff development program is to foster continued professional growth.

**6.5.2 Acceptance of University Credit**

The District agrees to accept all university credits that comply with O.S.P.I. rules and regulations toward advancement on the salary schedule.

**6.5.3 Acceptance of Clock Hours/In-service Credits**

The District shall accept all clock hours or in-service credits that meet State Board of Education approval standards for clock hour and in-service credit. The credits shall count toward advancement on the salary schedule. Ten (10) clock hours of in-service shall be equal to one quarter university credit and shall be recognized for salary schedule placement.

**6.5.4 Support for General Education/Special Education**

General education teachers providing specially designed instruction required by a student's IEP will receive opportunities for professional development. Similarly, all staff will be provided opportunities for professional development in inclusionary practices and de-escalation strategies to assist in the support of student needs.

**6.6 Class Size**

The District recognizes the value of low class size and will attempt to keep the class numbers as low as possible. Any employee who has class size concerns, but whose numbers are below the class size/load number listed below may meet with the principal at any time to seek resolution.

**6.6.1 Overload Levels**

	<b>Maximum</b>
Grade K	22 students per class
Grade 1	24 students per class
Grades 2	25 students per class
Grades 3	26 students per class
Grade 4-5	27 students per class
Grades 6-12	32 students in any single class, except as listed below.

Any split grade level classes will have two less students than the maximum listed above. A K-1 split will have a maximum of 21 students and a 1-2 split will have a maximum of 23 students.

Physical Education will have no more than one hundred seventy (170) students total for the day and no more than 35 students in a single class. Performing music classes will be exempt from these overload levels.

**6.6.2 Procedure for Filing an Overload Claim**

No overload claims shall be filed during the first two weeks of the semester in order to allow time for the review and balancing of class size(s). Any employee who has class size(s) that exceed the numbers listed shall initiate the following procedure:

**Step 1:** The teacher shall complete the class size form (Attachment 5) and give it to the building principal. The building principal and employee will meet within five (5) working days to discuss the class size issue.

**Step 2:** The building principal will initiate a mutually agreed to plan of action to resolve the overload within five (5) working days of the conference. This action may involve one or more of the following solutions and will be implemented in a timely manner as defined below.

### 6.6.3 Overload Options

- a. Hire additional certificated staff
- b. Create additional sections
- c. Provide para-professional time for the classes that are overloaded
- d. Provide a substitute to assist teacher or give release time as long as the need exists
- e. Any other creative solution agreeable to the affected teacher and principal
- f. Provide additional pay at one hour per diem per week per student, starting on the first day the overload began.

Should a-e not be implemented by the thirtieth work day after the form is submitted, option f will be implemented.

### 6.6.4 Special Ed Caseload:

The District will take into consideration state and national guidelines when assigning caseloads for Psychologists, Counselors, Social Workers, and Nurses.

The district will monitor the ratio of staff to students in special education programs, including those staff assigned students who may need additional support to meet education goals identified in the student's IEP or who may require physical assistance.

The District will set the following caseload goals:

1.	Occupational Therapists	35:1
2.	Physical Therapists	35:1
3.	Resource Room	30:1
4.	Developmental Pre-school Program	12:1 per session
5.	Self-contained Program	12:1
6.	Speech Language Pathologists	47:1
7.	Inclusive Education Specialist	15:1

If any of the above, or any other specialist, face challenges in meeting IEP or evaluation responsibilities because of workload, they shall first explore options for assistance from professional colleagues within the district, which may include building teams when appropriate. These challenges could include additional students on the teacher's caseload, unique needs of particular students, travel between multiple buildings, special assignments, or the due dates of IEP or evaluation documents.

If the caseload issue cannot be solved within the group of colleagues, a conference shall be held with building administrator/district administrator within five (5) working days to discuss the issue(s). The parties will initiate a mutually agreed to plan of action to resolve the overload within five (5) working days of the conference.

In cases of overload, this action may involve one or more of the following solutions and will be implemented in a timely manner as mutually agreed, after consideration of the nature of the student needs and overall employee assignment:

Options include, but are not limited to the following:

- a. Reallocation of responsibilities for particular students
- b. Hire additional certificated staff

- c. Additional para educator or COTA/SLPA time
- d. Additional release time for planning, IEPs, or evaluations
- e. Provide additional paid time at one hour per diem per week per student, starting on the first day the overload began.

Should a-d not be implemented by the thirtieth work day, option e will be implemented.

**6.6.4.1** WA-AIM, the Washington Access to Instruction and Measurement may be required by the IEP. Employees shall be provided two days of release for the purpose of development of the WA-AIM assessment. If the employee determines that additional days may be necessary to fulfill this work, the employee will consult with the Student Services Department to discuss available options.

**6.6.5** Should the District face a significant financial loss (such as double levy failure) or other catastrophe, this class size provision shall be renegotiated.

**6.6.6** The overload remedies in Section 6.6.3 shall be in place only so long as the teacher is in overload status.

## **6.7 After School Activities**

**6.7.1** Principals and staff of the building are to meet and determine the list of activities. Assignments are on a voluntary basis by seniority and/or assigned if sufficient numbers do not volunteer; provided, however, that such assignment shall not exceed one (1) activity in any school year. Any succeeding assignment shall be paid at per diem in half hour increments.

**6.7.2** The following voluntary, optional activities shall not be compensated:

- a. Elementary Carnivals
- b. Science Fairs

**6.7.3** Assignments as used above shall not include committee work, and therefore, committee work shall not be compensated.

## **6.8 Planning Time**

**6.8.1** Planning time shall be provided during the student day as follows:

**6.8.2** Secondary teachers shall have one (1) class period per day for planning and conferencing or a portion thereof if less than 1.0FTE.

**6.8.3** Elementary teachers, including special education teachers, shall be provided a minimum of two hundred (280) minutes per week within the student day for planning. Such time may include periods when a specialist has taken over the class, recess time, or any other release time within the student day. No planning time shall be less than fifteen (15) minutes in length. Transitional time to deliver/pick up students from specialists, lunch and recess will be part of the master schedule and will be separate from planning time minutes.

**6.8.4** Employees working at Anderson Island shall not count time on the ferry as planning time.



## **6.9 Calendar**

The following formula shall be used to determine the school calendar for each of the years of this agreement:

- 6.9.1** The Tuesday before Labor Day shall be a District directed Professional Development day. The Wednesday before Labor Day shall be a District directed morning and a teacher directed afternoon. The Monday before Labor Day, the second Friday in October, and the second Friday in March shall be District directed Professional Development days and will be part of the employee's base contract, if funded by the state. If the days are not funded by the state, the days will become District directed Professional Development days.
- 6.9.2** The first student day shall be the Thursday before Labor Day.
- 6.9.3** Labor Day, Veteran's Day, Martin Luther King Day, Presidents Day, and Memorial Day shall be non-student, non-contracted days. If Veteran's Day falls on a Saturday, it shall be observed the Friday before. If Veteran's Day falls on a Sunday, it shall be observed on the Monday after.
- 6.9.4** The Wednesday before Thanksgiving shall be a half day for students and staff. Thanksgiving Day and the Friday following shall be non-student, non-contracted days.
- 6.9.5** The last student day before Winter Break shall be the 3rd Friday in December, unless the 1st of December falls on a Friday, in which case the last student day shall be the 4th Friday of December. Winter break shall be three (3) weekends and two (2) full weeks.
- 6.9.6** Spring Break shall be the first full week of April.
- 6.9.7** The Friday occurring in the week containing the ninetieth (90th) student day shall be a teacher directed half day for the purpose of completing semester grades.
- 6.9.8** Monday of the third full week of October shall be a teacher half day. Tuesday through Thursday of that week shall be half days for conferences. The Friday of the conference week shall be a half day for students and staff in recognition of staff conducting evening conferences.
- 6.9.9** The Wednesday and Thursday before spring break shall be student half days for conferences. The Friday before spring break shall be a half day for students and staff in recognition of staff conducting evening conferences.
- 6.9.10** The fourth Friday in March shall be a scheduled snow day. The Friday before Memorial Day shall be a scheduled snow day. In the event that more than two (2) days are needed to make-up for inclement weather the District and Association shall meet to determine the placement of subsequent days.
- 6.9.11** The 180th student day shall be the last day of school and a half day for employees. Employees are responsible for complying with all grading deadlines and end of year checkout procedures.
- 6.9.12** The calendar for the next school year shall be added as Attachments #12a and 12b.

## **6.10 Academic Collaboration Enhancement (ACE) Days**

- 6.10.1** Every Wednesday students will be released one hour early, except for those Wednesdays that are already designated as half days. This time within the normal employee work day shall be known as ACE time.
- 6.10.2** The first ACE day of any month shall be teacher directed ACE time for classroom/curriculum planning.
- 6.10.3** The second ACE day in any given month shall be administratively directed and designed to meet building or program needs, including staff meetings.
- 6.10.4** Subsequent ACE days in any given month shall be building directed for the purpose of collaborative team planning and implementation. Teams may include grade level, department, vertical, special education (including paraeducators) or other student support team structures. The District may offer optional professional development opportunities during this time.

## **6.11 Parent Conferences**

- 6.11.1** Regularly scheduled building-wide or grade-wide parent conferences will be held on half day early student release days per the District calendar.
  - 6.11.1.1** Teachers shall be assured four (4) one-half days in the fall and two (2) one-half days in the spring for conferencing.
  - 6.11.1.2** Each one-half day shall be counted as one (1) full day.

## **6.12 WaKIDS**

The District will work together with staff assigned to implement the WaKIDS assessment. The District will pay for the employee to attend the training required for the assessment. Each building will work to redeploy paraeducator hours to provide additional support to the kindergarten classroom to assist with the collection of assessment data. Additionally, each kindergarten teacher will receive one (1) additional day of pay or for the input of the assessment data prior to October 31st. Additional paid day will be paid in the November pay warrant.

## **6.13 Grading**

The grading window at quarter and semester break shall be no less than (2) weeks, not inclusive of any break period, such as Spring Break.

# **ARTICLE VII - ECONOMIC PROVISIONS**

## **7.1 Salary**

- 7.1.1** The Salary Schedule for the 2022-2023 and the 2023-2024 school years are shown as Attachments #6 and 7. For the 2023-24 school year, the total salaries on Attachment 7 shall be increased by state funded inflationary adjustment plus 1%.
- 7.1.2 Salary Schedule Provisions**  
Employee Placement: An employee will move across the salary schedule as his/her education permits in accordance with the following:

- 7.1.2.1** Increments for experience, Master's and Doctorate degrees will be in accordance with the index shown on the salary schedule.  
Credit hours earned toward advanced degrees in education, standard certification, or area of specialization will be allowed and shall be in accordance with appropriate OSPI rules and regulations regarding approval and accumulation of credits (to include, but be not limited to, in-service clock hours) toward placement on the Salary Schedule.
- 7.1.2.2** Credit for education experience and verification of previous employment shall be given automatically when evidence of such credit is filed with the District Human Resources Department by October 31. Such evidence should be in the form of an official college or OSPI approved agency transcript, letter, or report for credit in-service or clock hours.
- 7.1.2.3** Credit for SLP, OT/PT, Nurses and School Psychologists placement on the salary schedule shall be based on WAC 392-121-264 and OSPI guidance with the exception that the employee may receive experience credit for up to 16 years on the salary schedule.
- 7.1.2.4** The District and Association recognize that the JROTC program requires special considerations and agree that the District shall establish salaries for this position pursuant to its normal regulation notwithstanding any other provisions of this Agreement.

## **7.2 Employee Benefits**

All of the provisions of this Section shall be interpreted consistent with the rules and regulations of SEBB and are intended to be a summary of the legal requirements and agreements of the parties

### **Employer Contribution:**

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 as defined by SEBB. For purposes of benefits provided under SEBB, school year shall mean September through August, and shall be referred to as the eligibility year. If the eligibility year is specifically redefined by the HCA, the parties agree to comply with that definition.

The District will provide benefits to employees through SEBB, to include but not be limited to:

- Basic Life and accidental death and dismemberment insurance (AD&D)
- Basic Long-Term Disability
- Vision
- Dental including orthodontia
- Medical Plan

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

### **Eligibility:**

All employees, including substitute employees, shall be eligible for full insurance coverage under the SEBB program if they work, or are anticipated to work 630 hours or more in an eligibility year, so long as they maintain an employee/employer relationship.

Should an employee who previously was not expected to be eligible for benefits under SEBB work 630 hours in one year, the employee will become eligible for benefits to begin the month after attaining 630 hours.

When an employee is hired into a position that would qualify for benefits if filled for the full eligibility year, there are not enough days remaining in the year to achieve 630 hours and the employee is anticipated to work at least six hundred thirty hours the next school year, that employee will be provided with benefits coverage.

All compensated hours in any position within the district shall count for purposes of establishing eligibility.

**Benefit Enrollment and Continuity of Coverage:**

In the month of September, benefit coverage for eligible employees begins their first day of work, so long as the employee works on or before the first day of school. For all other eligible employees, benefit coverage will begin the first day of the month which follows the employee's first day of work.

When a new employee was previously employed by a SEBB employer and was eligible for SEBB coverage, that employee will have uninterrupted benefit coverage if the employee is anticipated to work 630 hours in a school year.

**Leaves:**

Paid leave hours shall count toward eligibility for benefits under this section. Unpaid leave will be assessed on a case by case basis.

**Benefit Termination:**

Any employee eligible for benefits who terminates the employee/employer relationship shall continue to receive benefits through their final month of employment.

In cases where separation occurs after completion of the student year, benefit coverage will continue through August 31. Any exception shall be requested by the employee and confirmed by the District.

**7.3 Extracurricular Salary Schedule (Attachment #8)**

- 7.3.1** The purpose of extra-curricular stipends is to compensate certificated employees for work with students outside the regular work day. The District and Association agree to review, during Labor/Management meetings, the stipends provided at each building to ensure fairness and equity.
- 7.3.2** A complete list of all allocated stipends will be given to staff each year by September 1st. Staff will be notified of vacant club positions or stipend availability throughout the school year. Any certificated staff member who is interested in any position should notify the principal of said interest. The principal will make decisions surrounding the filling of stipend positions. Stipends, if allocated, and if offered, must be filled by certificated staff.
- 7.3.3** Department chair positions are subject to a yearly application and selection process. The principal will make the final decision based upon the specific job criteria, incorporating staff input.
- 7.3.4** The teaching contract status of a certificated employee shall not be affected by the performance of the extracurricular employment.

**7.3.5** Performance in extracurricular assignments will be evaluated at the end of the activity or the school year by the building principal.

**7.4 Travel and Reimbursement**

Reimbursement for approved use of a private vehicle is to be at the rate paid by the State of Washington to State employees. Reimbursement is restricted to employees who are required by their assignment to visit more than one school district facility.

**7.5 Substitute Pay**

Substitutes shall be paid at the rate of two hundred dollars (\$200) per day. Substitutes employed by the District for twenty (20) or more consecutive work days shall be placed on the teacher's salary schedule at the appropriate step as if they were a full time employee. The Superintendent or designee and the president(s) of the Association shall meet to agree on any increase in substitute pay that may be necessary for hiring and/or maintaining of a substitute for an unusual staffing situation.

Retired certificated teachers who worked for the District at the time of retirement shall be paid two hundred and ten dollars (\$210) per full day.

**7.6 Payroll Deductions**

**7.6.1** All salaries are subject to mandatory state and federal payroll deductions. Additionally, the following deductions shall be made if authorized by the individual:

- a. Additional withholding tax
- b. Approved medical plans
- c. Salary insurance
- d. Employee Initiated and Board approved tax-sheltered annuities

**7.7 Insurance Committee**

A joint committee consisting of representatives from each constituency group within the District shall be formed annually to investigate insurance and health coverage plans. This committee shall make recommendations to each constituency group before the open enrollment period each school year. Appropriate groups must ratify any changes in insurance and health coverage.

**7.8 National Teacher Certification**

The district shall reimburse the employees for required fees, tuition, and books, not to exceed three thousand dollars (\$3000) when s/he successfully completes the National Board Certification.

**7.8.1** The District will provide an additional stipend of \$1000 for school psychologists who receive national certification and \$1000 for those OT, PT, and SLP who earn and maintain state licensure. The district will continue the practice of reimbursing OT, PT, and SLP for fees associated with renewal of state licensure.

## **ARTICLE VIII – LEAVES**

**8.1 Sick Leave**

**8.1.1** The sick leave provision shall apply In the case of absences necessitated by personal illness, temporary disability or injury of the employee or immediate family member, which includes spouse or state

registered domestic partner, biological, adopted, or foster child, stepchild, or other dependent relatives, if living in the household or because of quarantine in the immediate family. Disabilities immediately related to childbearing shall be considered temporary disabilities.

**8.1.1.1** Each employee shall be furnished an accounting of their sick leave at the beginning of the year. The sick leave provisions are as follows:

- a. Every person under contract for a full school year one hundred eighty (180) days in a position requiring certification shall be entitled to twelve (12) days annual sick leave. Such sick leave not taken during the year shall be accumulated from year to year. A certificated employee under contract as a part-time employee for a period less than the full school year shall be entitled to that proportion of twelve (12) days leave as the total number of full days prorated to one hundred eighty (180) days.
- b. Pay for any period of absence shall be the same as the pay the employee would have received by contract for regular services.
- c. Employees claiming sick leave benefits for more than three (3) consecutive days may be required to submit a written statement from a regularly licensed physician in accordance with the FMLA.

**8.1.1.2** Whenever an employee is absent from employment or unable to perform currently contracted duties as a result of assault sustained in the course of employment, such absence will not be charged to accumulated sick leave.

**8.1.1.3** Whenever an employee is absent from employment and unable to perform duties as a result of personal injury sustained in the course of employment, the employee may choose between using sick leave benefits or Puget Sound Educational Service District Workers' Compensation Trust. In the event the employee chooses to use the benefits of the Trust, the time absent will not be charged against annual or accumulated sick leave. Employees may use accumulated sick leave to offset the difference between their regular compensation and the benefit provided by the Puget Sound Educational Service District Workers' Compensation Trust.

**8.1.2 Annual Sick Leave Cash-Out Program**

Employees are allowed to cash in unused sick leave days above an accumulation of sixty (60) days at a ratio of one (1) full day's monetary compensation for four (4) accumulated sick leave days. At the employees' option, they can cash-out their unused sick leave days in January of the school year following any year in which a minimum of sixty (60) days of sick leave is accrued and each January thereafter.

**8.1.3 Sick Leave Cash-Out at Retirement or Death**

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

**8.2 Personal Leave**

Employees shall be granted up to three (3) days personal leave annually, and may accumulate up to five (5) days. Employees are encouraged, when foreseeable, to schedule personal leave in a manner that avoids critical usage periods, including days immediately preceding or following school breaks.

### **8.3 Bereavement Leave**

Absence owing to death in the immediate family shall be granted with full pay for up to five (5) days to be used within 30 days. Requests to use one or more of the five days outside of the 30 day timeline may be submitted to HR for approval. Immediate family shall be defined as the following family relationships to either the employee or their spouse/domestic partner: father and mother, parent surrogate, spouse/domestic partner, children, siblings, grandparents, grandchildren, aunts and uncles, nephews and nieces, and any relative or significant other residing in the employee's household. One (1) day of bereavement leave will be allowed for a close friend. At the discretion of the superintendent, two (2) additional days of bereavement leave may be granted for close friends for the purposes of extended travel and/or extenuating circumstances.

### **8.4 Leave of Absence**

Discretionary leave of absence (for example: furthering educational objective, child care or child rearing, sabbatical, foreign teaching, exchange teacher, or other such leaves) will be evaluated on its own merit and not detrimental to the District's instructional program. Requests for leaves will be subject to the Superintendent's recommendation and Board approval. Upon completion of the leave, the returning employee shall return to the same position whenever possible or employment at nearly equal to their former position, as determined by the administration. Employees on leave of absence shall notify the District of their intent to return no later than March 1.

### **8.5 Parenting Leave (Attachment #9)**

**8.5.1** The request for Parenting Leave is to be made on Parenting Leave Form appended to this agreement and submitted to the Superintendent or designee. Such request, when possible, will be made at least thirty (30) calendar days in advance of the proposed starting date of the leave and will clearly state the intended purpose and duration of the leave.

**8.5.1.1** Maternity Leave: At the time the leave is requested, the duration of the leave shall be established, subject to mutually agreed upon modification for unforeseen circumstances and subject to the rules of law.

**8.5.1.2** Parenting Leave: The employee shall be allowed use of sick leave to attend to the birth of their child. The employee, if qualified, shall be allowed leave as regulated under the Family and Medical Leave Act. The leave may be extended by the superintendent or his/her designee.

**8.5.1.3** Any employee who used up accumulated sick leave under this subsection may apply for leave of absence without pay provided elsewhere in this Agreement.

### **8.5.2 Adoption Leave**

An employee shall be granted his or her request for leave of up to six (6) weeks for adoption for parent/child bonding. The leave may, at the employee's option, be taken from:

- a. Leave for illness or emergencies provided under RCW 28A.58.100, or
- b. Unpaid leave of absence provided in this Agreement, or
- c. Leave provided under the qualifications of the Family and Medical Leave Act, as well as all other rules of law.

## **8.6 Leave Sharing**

- 8.6.1** Employees are granted the right to donate sick leave to come to the aid of another employee who is suffering from an extraordinary or serious health condition, which has caused, or is likely to cause, the employee to take leave without pay or terminate his or her employment.
- 8.6.2** An employee who has an accrued sick leave balance or more than twenty two (22) days is allowed to transfer sick leave to another employee.
- 8.6.3** An employee cannot donate sick leave days that would result in his/her sick leave account going below twenty two (22) days.
- 8.6.4** While an employee is on leave, he/she shall be classified as an employee and receive the same treatment in respect to salary, wages, and employee benefits as the employee would normally receive if using accrued personal leave or sick leave.

## **8.7 Jury Duty Leave**

In the event an employee is summoned to serve as a juror, or is subpoenaed to appear as a witness in court, or is named as a co-defendant with the District, such employee shall receive a normal day's pay for each day or required presence in court. Upon receipt of a jury summons or subpoena, the employee shall immediately notify the immediate supervisor and the superintendent/designee. The employee shall be required to furnish a signed statement from a responsible office of the court as proof of jury service or as a witness. If an employee is a party to a case, the employee may use personal leave or request leave without pay.

## **8.8 Military Leave**

A member of the Washington National Guard, the Army, Navy, Air Force, Coast Guard, or Marine Reserve of the United States shall be granted military leave of absence from his/her teaching assignment for a period no less than the amount guaranteed by state or federal law. The employee shall receive his/her normal District pay, and there shall be no loss of efficiency rating, privileges, or illness, injury, and emergency leave to which s/he might otherwise be entitled (RCW 38.40. See also Uniformed Services Employment and Reemployment Rights Act).

## **8.9 Family and Medical Leave Act**

Employees may qualify for up to twelve (12) weeks of job-protected leave for certain family and medical reasons. Employees will be required to substitute accrued paid leave as part of family medical leave. To be eligible for consideration, an employee must have worked within the district for at least one (1) year and for 1,250 hours over the previous twelve (12) months. Leave, as called for by FMLA, may be taken for any of the following reasons:

- a. For a serious health condition that renders the employee unable to perform the essential function of their job.
- b. To care for a child after birth or placement for adoption or foster care.
- c. To care for a spouse, son, daughter, or parent who has a serious health condition.

FMLA will be governed in accordance with the Federal Family Medical Leave Act. For coverage, process, and procedures contact Human Resources. See Attachment #10, Family and Medical Leave Act.



**8.10 Family Care Leave**

The employee shall be allowed to use all available sick leave or other paid time off to care for the employee's spouse, parent, parent-in-law, or grandparent, in addition to a sick child.

**8.11 Domestic Violence Leave for Victims and Family Members**

Employees shall be allowed to use accrued sick leave or reasonable unpaid leave for legal or law enforcement needs, medical treatment, social services assistance, or mental-health counseling as provided by law in relation to cases of domestic violence.

**8.12 Washington State Paid Family and Medical Leave (PFML)**

Employees shall be eligible to receive Paid Family and Medical Leave (PFML) under the Washington State Family and Medical Leave and Insurance Act. To be eligible for this leave, employees must have worked a minimum of 820 hours in accordance with state law. Employees may initiate the use of this leave prior to exhausting all accumulated leave. Employees may elect to use other leaves consecutively or concurrently with PFML. If paid leave is used concurrently with PFML, it will be considered a supplemental benefit. The District shall maintain employee benefits while employees are on approved PFML leave subject to the rules of regulations of SEBB. The employer shall pay the employer portion of the premium and the employee shall pay the employee's portion.

## **ARTICLE IX – REDUCTION IN FORCE**

**9.1 Staff Reduction**

In the event the District adopts a reduced educational program by reason of financial necessity, including but not limited to, levy failure and/or decreased State or Federal support, certificated employees who will be retained to implement the District's reduced or modified program and those certificated employees who will be non-renewed from employment or adversely affected in contract status shall be identified by the provisions contained in this Article. If the District is only reducing provisional employees, the following procedures do not need to be implemented.

**9.2 Procedures**

**9.2.1 Determination of Vacant Positions**

The District will determine, as accurately as possible, the total number of certificated staff known as of May 1 to be leaving the District for reasons of retirement, family transfer, normal resignations, leaves, discharge, nonrenewal or other reasons. All reasonable efforts shall be made to fill the resulting vacancies with returning certificated employees.

**9.2.2 Certification**

Determination shall be made of an employee's possession of a valid Washington State certificate for the position(s) to be filled. This certificate shall be a prerequisite for employee retention.

**9.2.3 Employment Categories**

Employees shall be placed in all categories for which they qualify. The following categories and specialties are established to ensure the qualifications of personnel assigned to retain positions:

**9.2.3.1 Elementary teachers:**

- a. Grades K through five

- b. Elementary Music
- c. Elementary Physical Education
- d. Special Education

**9.2.3.2** Secondary teachers (6-12) will be considered for retention by teaching specialties such as:

- a. Science
- b. Mathematics
- c. Social studies
- d. English/Language Arts
- e. Visual Arts
- f. Physical Education and Health
- g. Specific Foreign Languages
- h. Career and Technical, by field of specialty
- i. Special Education
- j. Performing Arts

**9.2.3.3** Certificated employees who hold only special certificates which restrict them to placement in special assignments only.

### **9.3 Preparation and Experience**

**9.3.1** Length of Service: When more than one person qualifies for a particular position under the criteria listed above, the employee who has the greatest length of teaching service in the State of Washington shall be given the position. Length of teaching service is defined as years of teaching service and/or fractions of said years. If candidates for the position have equal experience in the State of Washington, total years of teaching service shall be the deciding factor.

**9.3.2** When more than one person still qualifies for a particular position under the foregoing criteria, the position shall be given to the person who has the greater number of college credits. Beyond that, the flip of a coin shall be used.

**9.3.3** Action by the District: The provisions of this Article shall be implemented on or before May 15 of the school year prior to the school year in which staff reductions may be necessary. The District shall take such action as may be required by statute to non-renew or adversely affect the employment contracts of affected employees.

### **9.4 Employment Pool**

**9.4.1** All certificated employees who are not recommended for retention in accordance with these procedures shall be terminated from employment and placed in an employment pool for a period of up to two (2) years. Employment pool personnel shall be given the opportunity to fill open positions for which they are qualified under Section 9.3.1. If more than one such employee is qualified for an open position, the criteria set forth in Section 9.3.1 shall be applied in inverse order to determine who shall be offered such position.

**9.4.2** A certificated employee placed in the employment pool shall notify the Superintendent or his/her designee in writing between March 1 and March 15 of each year if the employee wishes to remain in the pool and eligible for re-employment. If the Superintendent is not so notified, the person shall be dropped from the employment pool.

- 9.4.3** When a vacancy occurs for which an individual in the employment pool qualifies, the District shall so notify the person by certified mail at the employee's last known address or by personal delivery. The teacher shall have ten (10) working days from the receipt of notice of such vacancy to accept the position. If the individual fails to accept the position offered, he/she shall be dropped from the employment pool, except that an employee enrolled in graduate work at the time of notification may refuse one offer without being dropped from the employment pool.
- 9.4.4** While in the employment pool, a person may continue in the District fringe benefit programs for which legally qualified. Such continuance shall require reimbursement to the District of the District's cost of the program(s) in advance by the first day of each month.
- 9.4.5** During the period the employee is in the employment pool, any credits completed shall be used in determining the employee's position on the salary schedule.
- 9.4.6** Employees whose names are in the employment pool shall be given, upon request, preferred consideration in the District's day-to-day employment of substitutes.

## ARTICLE X- DURATION

- 10.1** This Agreement is effective September 1, 2022 through August 31, 2024.
- 10.2** The collective bargaining agreement may not be altered, added to, or deleted from, except through the voluntary, mutual consent of the employer and the Association.
- 10.3** The Association or District may reopen the salary schedules in Attachment 7a and 7b prior to any school year if (1) the legislature changes the District's qualification for regionalization funding below 2%; (2) the legislature revises the salary base for funded certificated instructional units and/or the inflationary factor applied to such base; (3) the legislature changes the District's levy authority, or changes how levy funds may be used; or (4) the District fails to pass an enrichment levy. Nothing bargained may violate compensation limitations imposed by state law or subject the District to a state funding penalty.

**ATTEST**

Bianca Kirby, SEA President

Date \_\_\_\_\_

Dr. Kathi Weight, Superintendent

Date \_\_\_\_\_

Loujanna Rohrer, School Board Chair

Date \_\_\_\_\_

Attachment #1 Preliminary Staffing

Preliminary Staffing Projections  
Form will be sent and submitted electronically

Full Name

Building

For the 20xx – 20xx School Year:

\_\_\_\_\_ I plan to return

\_\_\_\_\_ I will not be returning

\_\_\_\_\_ I am undecided at this time

Are you anticipating meeting the credit qualifications and moving on the salary schedule?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

\_\_\_\_\_ Maybe

Anticipated Salary Placement

*If you are planning on earning credit to move on the salary schedule, please indicate your anticipated placement below. Evidence should be filed with the District’s HR Department no later than October 31st. Evidence should be in the form of an official college or OSPI approved agency transcript, letter, or report for credit in-service or clock hours.*

Anticipated New Salary Placement:

\_\_\_\_\_ BA+0

\_\_\_\_\_ MA +0

\_\_\_\_\_ BA +15

\_\_\_\_\_ MA +45

\_\_\_\_\_ BA +30

\_\_\_\_\_ MA +90/PhD

\_\_\_\_\_ BA+90

**Attachment #2 – Grievance Form**

This form is to be used by a certificated employee when filing a grievance review according to ARTICLE IV of the current Collective Bargaining Agreement. This same form must be used at each step and submitted in duplicate.

TO \_\_\_\_\_  
Name Title

FROM \_\_\_\_\_  
Grievant Name Position

PLACE \_\_\_\_\_  
School Building Department

1. State the specific grievance. (Include Article and Section of the Collective Bargaining Agreement.)

2. State the grievance. (Include time, place, parties involved, and witnesses.)

3. The relief sought.

Grievant signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor signature \_\_\_\_\_ Date \_\_\_\_\_

Supportive documents may be attached.

## Attachment #3- Evaluation of Certificated Support Personnel

Name:

Assignment/Location:

Pre-Observation Conference Date:

Observation Dates:

Evaluator:

INSTRUCTIONS: Any rating other than satisfactory will require written justification. All criteria will be rated in any one school year.

Categories: O = Outstanding; S = Satisfactory; N = Needs Improvement; U = Unsatisfactory	O	S	N	U
<b>CRITERION I. <u>Knowledge and Scholarship in Special Field</u></b> Each certificated support person demonstrates a depth and breadth of knowledge theory and content in their special field. He/she demonstrates an understanding of and knowledge about common school education and the education milieu grades K-12 and demonstrates the ability to integrate their area of specialty into total school milieu. COMMENTS:				
<b>CRITERION II. <u>Specialized Skills</u></b> Each certificated support person demonstrates in his/her performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation and evaluation. COMMENTS:				
<b>CRITERION III. <u>Management of Special and Technical Environment</u></b> Each certificated support person demonstrates an acceptable level of performance in managing and organizing the special materials, equipment and environment essential to the specialized programs. COMMENTS:				
<b>CRITERION IV. <u>The Support Person as a Professional</u></b> Each certificated support person demonstrates awareness of his/her limitations and strengths and demonstrates continues professional growth. COMMENTS:				
<b>CRITERION V: <u>Involvement in Assisting Students, Parents and Educational Personnel.</u></b> Each certificated support person demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs. COMMENTS:				

**Evaluation of Support Personnel**

**EVALUATION:**

It is my judgment that this employee’s overall performance has been (Satisfactory/Unsatisfactory) during the evaluation period.

\_\_\_\_\_  
Evaluator’s Signature

\_\_\_\_\_  
Date

My signature below indicates my receipt of this evaluation report at my evaluation conference. My signature does not, however, imply that I agree with the contents of this evaluation report.

\_\_\_\_\_  
Employee’s Signature

\_\_\_\_\_  
Date

**Attachment #4 – Short Form Evaluation**

**SHORT FORM EVALUATION**  
**Certificated Support Personnel**  
**Steilacoom Historical School District No. 1**

**Name** \_\_\_\_\_ **School Year** \_\_\_\_\_

**Building/Location** \_\_\_\_\_

**Grade/Level** \_\_\_\_\_

**Supervisor** \_\_\_\_\_

Through routine observation \_\_\_\_\_ meets or exceeds minimum competency  
as defined by state statute.

\_\_\_\_\_  
Evaluator's Signature Date

\_\_\_\_\_  
Employee's Signature Date



Attachment #5 - Class/Caseload Size Form

Employee Name: \_\_\_\_\_ Grade Level/Position: \_\_\_\_\_

Building: \_\_\_\_\_

As of \_\_\_\_\_ I am \_\_\_\_\_ over my maximum class/caseload level of \_\_\_\_\_.

A meeting was held with the Principal on \_\_\_\_\_. We mutually agreed on the following overload option:

- ☐ Hire additional certificated staff
- ☐ Create additional sections
- ☐ Provide para-professional time for the classes that are overloaded
- ☐ Provide a substitute to assist teacher or give release time as long as the need exists
- ☐ Any other creative solution agreeable to the affected teacher and principal
- ☐ Provide additional pay at one hour per diem per week, per student, starting on the first day the overload began (complete section below)

CLAIM FOR EXTRA PAY

Claims for extra pay should be submitted to Payroll by the first Monday of a month for the preceding month

Week of:	Total # Of Students	# of Students over Max

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal/Supervisor Signature

\_\_\_\_\_  
Date

Copy to Payroll & HR  
Copy to SEA President

## Attachment #6 2022-2023 Salary Schedule

Step	BA	BA+15	BA+30	BA+45	BA+90	MA	MA+45	MA+90
0	\$ 55,886	\$ 57,395	\$ 58,958	\$ 60,527	\$ 65,556	\$ 67,002	\$ 72,032	\$ 75,274
1	\$ 56,638	\$ 58,169	\$ 59,753	\$ 61,389	\$ 66,470	\$ 67,747	\$ 72,828	\$ 76,048
2	\$ 57,354	\$ 58,900	\$ 60,501	\$ 62,263	\$ 67,331	\$ 68,496	\$ 73,563	\$ 76,819
3	\$ 58,093	\$ 59,653	\$ 61,271	\$ 63,090	\$ 68,147	\$ 69,208	\$ 74,261	\$ 77,597
4	\$ 58,818	\$ 60,446	\$ 62,074	\$ 63,955	\$ 69,043	\$ 69,953	\$ 75,040	\$ 78,400
5	\$ 59,566	\$ 61,202	\$ 62,846	\$ 64,831	\$ 69,899	\$ 70,711	\$ 75,780	\$ 79,205
6	\$ 60,334	\$ 61,934	\$ 63,635	\$ 65,721	\$ 70,764	\$ 71,487	\$ 76,532	\$ 79,973
7	\$ 61,687	\$ 63,310	\$ 65,031	\$ 67,231	\$ 72,349	\$ 72,940	\$ 78,057	\$ 81,598
8	\$ 63,664	\$ 65,378	\$ 67,141	\$ 69,520	\$ 74,710	\$ 75,228	\$ 80,417	\$ 84,085
9		\$ 67,517	\$ 69,369	\$ 71,833	\$ 77,144	\$ 77,540	\$ 82,851	\$ 86,647
10			\$ 71,623	\$ 74,267	\$ 79,647	\$ 79,975	\$ 85,357	\$ 89,274
11				\$ 76,770	\$ 82,267	\$ 82,478	\$ 87,976	\$ 91,973
12				\$ 79,195	\$ 84,958	\$ 85,081	\$ 90,666	\$ 94,786
13					\$ 87,716	\$ 87,775	\$ 93,424	\$ 97,664
14					\$ 90,486	\$ 90,547	\$ 96,375	\$ 100,653
15					\$ 92,841	\$ 92,901	\$ 98,881	\$ 103,269
16					\$ 94,697	\$ 94,758	\$ 100,857	\$ 105,335

### Professional Learning Stipend (PLS)

Step	BA	BA+15	BA+30	BA+45	BA+90	MA	MA+45	MA+90
0	\$ 6,133	\$ 6,299	\$ 6,471	\$ 6,643	\$ 7,195	\$ 7,353	\$ 7,906	\$ 8,261
1	\$ 6,216	\$ 6,384	\$ 6,558	\$ 6,737	\$ 7,295	\$ 7,435	\$ 7,993	\$ 8,346
2	\$ 6,295	\$ 6,464	\$ 6,640	\$ 6,833	\$ 7,390	\$ 7,517	\$ 8,074	\$ 8,431
3	\$ 6,376	\$ 6,547	\$ 6,724	\$ 6,924	\$ 7,479	\$ 7,596	\$ 8,150	\$ 8,516
4	\$ 6,455	\$ 6,634	\$ 6,813	\$ 7,019	\$ 7,577	\$ 7,677	\$ 8,236	\$ 8,604
5	\$ 6,537	\$ 6,717	\$ 6,897	\$ 7,115	\$ 7,671	\$ 7,761	\$ 8,317	\$ 8,693
6	\$ 6,622	\$ 6,797	\$ 6,984	\$ 7,213	\$ 7,766	\$ 7,846	\$ 8,399	\$ 8,777
7	\$ 6,770	\$ 6,948	\$ 7,137	\$ 7,379	\$ 7,940	\$ 8,005	\$ 8,567	\$ 8,955
8	\$ 6,987	\$ 7,175	\$ 7,369	\$ 7,630	\$ 8,199	\$ 8,256	\$ 8,826	\$ 9,228
9		\$ 7,410	\$ 7,613	\$ 7,884	\$ 8,467	\$ 8,510	\$ 9,093	\$ 9,510
10			\$ 7,861	\$ 8,151	\$ 8,741	\$ 8,777	\$ 9,368	\$ 9,798
11				\$ 8,426	\$ 9,029	\$ 9,052	\$ 9,655	\$ 10,094
12				\$ 8,692	\$ 9,324	\$ 9,338	\$ 9,951	\$ 10,403
13					\$ 9,627	\$ 9,633	\$ 10,253	\$ 10,719
14					\$ 9,931	\$ 9,938	\$ 10,577	\$ 11,047
15					\$ 10,189	\$ 10,196	\$ 10,852	\$ 11,334
16					\$ 10,393	\$ 10,400	\$ 11,069	\$ 11,561

**Attachment #7 2023-2024 Salary Schedule**  
(Published in spring 2023)

## Attachment #8 – Extra-Curricular Stipends

The purpose of extra-curricular stipends is to compensate certificated employees for work with students outside the regular work day. The District and Association agree to review, during Labor/Management meetings, the stipends provided at each building to ensure fairness and equity.

### High School

Band	\$6,000
Choir	\$5,000
ASB	\$4,500
Dept. Chair/Data Team Leader	\$2,500 (7 positions)
Class Advisor	\$2,400
Drama	\$2,400 per production
Year Book	\$2,400
S2S	\$2,400
Key Club	\$2,400
DECA	\$2,400
Club Stipend	\$600 per quarter
Chemical Hygiene Officer	\$400

### Middle School

Band	\$2,500
Choir	\$2,500
ASB	\$2,500
Dept. Chair/Data Team Leader	\$2,000 (6 positions)
6th Grade Camp	\$600 per session
6th Grade Camp Coordinator	\$600
JS2S	\$2,400
Builders Club	\$2,400
Club Stipend	\$600 per quarter
Chemical Hygiene Officer	\$400

### Elementary

Intermediate Music Director	\$2,500
Primary Music Director	\$2,500
Data Team Leader	\$2,000 (Up to 5 positions at each site)
Club Stipend	\$600 per quarter

It is the understanding of the parties that clubs shall meet one hour per week over the course of one quarter or the equivalent as determined by the advisor and administrator.

**Attachment #9 – Parenting Leave**

Parenting Leave

NAME: \_\_\_\_\_ BLDG: \_\_\_\_\_

ASSIGNMENT: \_\_\_\_\_ DATE: \_\_\_\_\_

**Leave Requested:**

Maternity Leave ☐  
Parenting Leave ☐  
Adoption Leave ☐

Estimated Date for Start \_\_\_\_\_

Estimated Return Date \_\_\_\_\_

Accumulated Sick Leave \_\_\_\_\_ Amount of Sick Leave Requested \_\_\_\_\_

Amount of Leave without Pay \_\_\_\_\_

Total Leave Days Requested \_\_\_\_\_

\_\_\_\_\_  
Employee’s Signature Date

\_\_\_\_\_  
Administrator’s Signature Date

\_\_\_\_\_  
Superintendent’s Signature Date

Comments:

## Attachment #10 – Family and Medical Leave

### Employee Eligibility

To be eligible for FMLA leave, an employee **must**:

1. Have worked for that employer for at least 12 months; and
2. Have worked at least 1,250 hours during the 12 months prior to the start of the FMLA leave

### Leave Entitlement

A covered employer must grant an eligible employee up to a total of **12 workweeks of unpaid leave** in a 12 month period for one or more of the following reasons:

- for the birth of a son or daughter, and to care for the newborn child;
- for the placement with the employee of a child for adoption or foster care, and to care for the newly placed child;
- to care for an immediate family member (spouse, child, or parent -- but not a parent "in-law") with a serious health condition; and
- when the employee is unable to work because of a serious health condition.

Leave to care for a newborn child or for a newly placed child must conclude within 12 months after the birth or placement. (See CFR Section 825.201)

Spouses employed by the same employer may be limited to a **combined** total of 12 workweeks of family leave for the following reasons:

- birth and care of a child;
- for the placement of a child for adoption or foster care, and to care for the newly placed child; and
- to care for an employee's parent who has a serious health condition.

**Intermittent/Reduced Schedule Leave** - The FMLA permits employees to take leave on an intermittent basis or to work a reduced schedule under certain circumstances. CFR Section 203)

- Intermittent/reduced schedule leave may be taken when medically necessary to care for a seriously ill family member, or because of the employee's serious health condition.
- Intermittent/reduced schedule leave may be taken to care for a newborn or newly placed adopted or foster care child only with the employer's approval.

Employees needing intermittent/reduced schedule leave for foreseeable medical treatment must work with their employers to schedule the leave so as not to unduly disrupt the employer's operations, subject to the approval of the employee's health care provider. In such cases, the employer may transfer the employee temporarily to an alternative job with equivalent pay and benefits that accommodate recurring periods of leave better than the employee's regular job.

**Substitution of Paid Leave** - Employees must use accrued **paid** leave to cover some or all of the FMLA leave taken.

**Serious Health Condition** - "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves either:

- any period of incapacity or treatment connected with inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, and any period of incapacity or subsequent treatment in connection with such inpatient care; or

- Continuing treatment by a health care provider with includes any period of incapacity (i.e., inability to work, attend school or perform other regular daily activities).

This could include, but is not limited to, pregnancy, prenatal care, chronic health conditions such as asthma or diabetes, and permanent or long-term conditions such as Alzheimer's, stroke, or cancer.

**Medical Certification** - An employer may require that the need for leave for a serious health condition of the employee or the employee's immediate family member be supported by a certification issued by a health care provider. The employer must allow the employee at least **15 calendar days** to obtain the medical certification.

An employer may, at its own expense, require the employee to obtain a second medical certification from a health care provider.

### **Maintenance of Health Benefits**

A covered employer is required to maintain group health insurance coverage, including family coverage, for an employee on FMLA leave on the same terms as if the employee continued to work.

### **Job Restoration**

Upon return from FMLA leave, an employee must be restored to his or her original job, or to an "equivalent" job, which means virtually identical to the original job in terms of pay, benefits, and other employment terms and conditions.

### **Notice**

**Employee Notice** - Eligible employees seeking to use FMLA leave should request leave as soon as possible.

### **Other Provisions**

Teachers may not be able to take intermittent or reduced-scheduled leave for planned medical treatment that may take them out of the classroom for more than 20 % of the time. In such cases, the employee may be required to take continuous leave for the entire treatment period depending on the nature of the medical condition and classroom needs.

Teachers and educational assistants also may not be able to return from leave near the end of the school term. Depending on the timing and the reason for the leave, the district can require the employee to extend their leave and return at the beginning of the next term, rather than in the closing days of the current term.

Nothing contained above shall be construed to deny or restrict to either party such rights as they may have under applicable laws and regulations. FMLA will be governed in accordance with the Federal Family Medical Leave Act. For coverage, process, and procedures contact human resources.

## Attachment #11 – Just Cause/Seven Key Tests

The basic elements of just cause, which different arbitrators have emphasized, have been reduced by Arbitrator Carrol R. Daugherty to seven tests. These tests, in the form of questions, represent the most specifically articulated analysis of the just cause standard as well as an extremely practical approach.

A “no” answer to one or more of the questions may mean that just cause either was not satisfied or at least was seriously weakened in that some arbitrary, capricious or discriminatory element was present.

**Notice:** “Did the employer give to the employee forewarning or foreknowledge of the possible or probable consequences of the employee’s disciplinary conduct?”

**Reasonable Rule or Order:** „Was the employer’s rules or managerial order reasonably related to a) the orderly, efficient, and safe operation of the employer’s business and b) the performance that the employer might properly expect of the employee?”

**Investigation:** “Did the employer before administering the discipline to an employee, make an effort to discover whether the employee did in fact violate or disobey a rule or order of management?”

**Fair Investigation:** “Was the employer’s investigation conducted fairly and objectively?”

**Proof:** “At the investigation, did the judge’ obtain substantial evidence or proof that the employee was guilty as charged?”

**Equal Treatment:** “Has the employer applied its rules, orders, and penalties even-handedly and without discrimination to all employees?”

**Penalty:** “Was the degree of discipline administered by the employer in a particular case reasonably related to the following?

- a) the seriousness of the employee’s proven offense, and
- b) the record of the employee in his service with the Employer?



# Attachment # 12a 2022-2023 Calendar

AUGUST 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2022						
S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2022	
First Day of School	1
Labor Day	5
ACE Day	7
ACE Day	14
ACE Day	21
ACE Day	28

October 2022	
ACE Day	5
ACE Day	12
No School	14
Conferences - Half-Day	17-21
ACE Day	26

November 2022	
ACE Day	2
ACE Day	9
Veterans Day	11
ACE Day	16
Half-Day	23
Thanksgiving Break	24-27
ACE Day	30

December 2022	
ACE Day	7
ACE Day	14
Winter Break	17-31

January 2023	
Winter Break	1-2
ACE Day	11
Martin Luther King Jr Day	16
ACE Day	18
ACE Day	25
Semester Prep - Half-Day	27

February 2023	
ACE Day	1
ACE Day	8
ACE Day	15
Presidents' Day	20
ACE Day	22

March 2023	
ACE Day	1
ACE Day	8
No School	10
ACE Day	15
ACE Day	22
Snow Makeup Day	24
Conferences - Half-Day	29-31

April 2023	
Spring Break	1-9
ACE Day	12
ACE Day	19
ACE Day	26

May 2023	
ACE Day	3
ACE Day	10
ACE Day	17
ACE Day	24
Snow Makeup Day	26
Memorial Day	29
ACE Day	31

June 2023	
ACE Day	7
ACE Day	14
Last Day of School - Half-Day	16

FEBRUARY 2023						
S	M	T	W	T	F	S
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12	13	14	15	16	17	18
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26	27	28				

MARCH 2023						
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APRIL 2023						
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23	24	25	26	27	28	29
30						

MAY 2023						
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21	22	23	24	25	26	27
28	29	30	31			

JUNE 2023						
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

KEY	
	No School (Prof. Development)
	Holidays
	ACE Days (1 Hour Early Release)
	Half Days
	Snow Makeup Days

# Attachment # 12a 2023-2024 Calendar

AUGUST 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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27	28	29	30	31		

SEPTEMBER 2023						
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24	25	26	27	28	29	30

OCTOBER 2023						
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22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2023						
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26	27	28	29	30		

DECEMBER 2023						
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24	25	26	27	28	29	30
31						

JANUARY 2024						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2023  
First Day of School .....31

September 2023  
Labor Day ..... 4  
ACE Day ..... 6  
ACE Day ..... 13  
ACE Day ..... 20  
ACE Day ..... 27

October 2023  
ACE Day ..... 4  
ACE Day ..... 11  
No School .....13  
Conferences - Half-Day .....16-20  
ACE Day ..... 25

November 2023  
ACE Day ..... 1  
ACE Day ..... 8  
Veterans Day .....10  
ACE Day .....15  
Half-Day .....22  
Thanksgiving Break .....23-26  
ACE Day ..... 29

December 2023  
ACE Day ..... 6  
ACE Day .....13  
ACE Day .....20  
Winter Break .....23-31

January 2024  
Winter Break .....1-7  
ACE Day .....10  
Martin Luther King Jr Day .....15  
ACE Day .....17  
ACE Day .....24  
Semester Prep - Half-Day .....26  
ACE Day .....31

February 2024  
ACE Day ..... 7  
ACE Day .....14  
Presidents' Day .....19  
ACE Day .....21  
ACE Day .....28

March 2024  
ACE Day ..... 6  
No School ..... 8  
ACE Day .....13  
ACE Day .....20  
Snow Makeup Day .....22  
Conferences - Half-Day .....27-29  
Spring Break .....30-31

April 2024  
Spring Break .....1-7  
ACE Day .....10  
ACE Day .....17  
ACE Day .....24

May 2024  
ACE Day ..... 1  
ACE Day ..... 8  
ACE Day .....15  
ACE Day .....22  
Snow Makeup Day .....24  
Memorial Day .....27  
ACE Day .....29

June 2024  
ACE Day ..... 5  
ACE Day .....12  
Last Day of School - Half-Day .....13

FEBRUARY 2024						
S	M	T	W	T	F	S
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25	26	27	28	29		

MARCH 2024						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL 2024						
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28	29	30				

MAY 2024						
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26	27	28	29	30	31	

JUNE 2024						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

KEY	
	No School (Prof. Development)
	Holidays
	ACE Days (1 Hour Early Release)
	Half Days
	Snow Makeup Days

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 6/22/22

## **Strategic Focus Area**

- ☒ Achieve
- ☒ Support
- ☐ Connect
- ☐ Plan

## **BACKGROUND INFORMATION**

### **POLICY 2021 Library Information and Technology Programs**

- Eliminates outdated language about equipment and staffing
- Simplifies purpose statement to supporting students to meet standards in all subject areas
- Use of term “librarian” is consistent with Policy 2020
- Names potential duties of librarian in support of student learning:
  - integrating information and technology into curriculum and instruction;
  - providing instruction to students and staff regarding use of emerging learning technology;
  - providing instruction to students as to appropriate use of computers and mobile devices at school;
  - helping teachers and staff access and use information ethically;
  - instructing students in digital citizenship;
  - promoting a culture of reading within the school community; and
  - providing individual support and guidance for students.

### **RECOMMENDED ACTION:**

It is recommended that the board move the policy revision to a second reading.

**Report prepared by: Paul Harvey, Executive Director of Student Achievement**

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## **LIBRARY MEDIA CENTERS**

### **Library Information and Technology Programs**

The ~~Steilacoom~~ purpose of the Steilacoom Historical School District library/media centers will be used information and technology programs is to support and extend the classroom program of instruction. Each center will provide a broad range of instructional equipment and learning resources to support the school curriculum and meet the unique needs of students.

Each district library/media center will be appropriately staffed to assist teachers and students in the use of the collection, as well as in the completion of teacher and/or student assignments. The Teacher Librarian and the library media staff will assist students and teachers in securing a variety of resources which support student mastery of the implementation state standards in all subject areas. The programs will provide a broad, flexible array of the district's school improvement plan. Additionally, the services, resources, and instruction.

- The ~~Teacher Librarian~~ librarian, through the ~~school library media program~~ information and technology programs, will collaborate as an instructional partner and information specialist to help all students meet the content goals in all subject areas, ~~provide information, technology literacy instruction~~ and to assist high school students in completing the their High School and beyond plans. Beyond Plans.

The ~~superintendent~~ will establish procedures for the selection of materials. Citizens. Additionally, the ~~Teacher Librarian's~~ librarian's duties may include, but are not limited to, integrating information and technology into curriculum and instruction; providing instruction to students and staff regarding use of emerging learning technology; providing instruction to students as to appropriate use of computers and mobile devices at school; helping teachers and staff access and use information ethically; instructing students in digital citizenship; promoting a culture of reading within the school community; and providing individual support and guidance for students.

- The superintendent will establish procedures for the selection of materials with the understanding that media literacy resources will consist of a balance of sources and perspectives. Residents or staff members of the district who wish to express a concern about specific material included in the collection may do so according to the procedures outlined in Procedure 2021P, with the understanding that the criteria and rationale for reconsideration of library resources differs from the criteria and rationale for reconsideration of classroom/curricular instructional materials.

Cross References:

[2020 - Curriculum Development and Adoption of Instructional Materials](#)

[2020P - Procedure Curriculum Development and Adoption of Instructional Materials](#)

Legal References:

[RCW 28A.320.230 - Instructional Materials — Instructional materials committee](#)

[RCW 28A.320.240 - School Library Media Programs — Stocking of libraries — Teacher - Librarians](#)

[WAC 392-204-005, 009, 020, 025, 055 Library Media Centers:](#)

[WAC 392-204-005 Purpose and authority](#)

[WAC 392-204-009 Definitions](#)

[WAC 392-204-020 School library media program](#)

[WAC 392-204-025 Services](#)

[WAC 392-204-055 Other sources](#)

**Adoption Date: 2.27.08**

**Revised Dates: 9.9.15**

**Steilacoom Historical School District No.1**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: June 22, 2022

## **Strategic Focus Area**

- ☐ Achieve
- ☒ Support
- ☐ Connect
- ☐ Plan

## **BACKGROUND INFORMATION**

Policy 1400 Revision

RCW 28A.343.380 requires school boards to meet at least once per month and allows for additional meetings as determined by the board of directors.

The attached policy changes to policy 1400 create a new school board regular meeting schedule intended to provide the public with greater access to hear and comment on board discussion and actions. It also provides greater flexibility for the board to address emergent needs of the district through the use of special meetings. Specifically the policy provides for:

- One regular meeting per month held at 6pm on the 3<sup>rd</sup> Wednesday of each month.
- Eliminates the use of study sessions, allowing the board to hear those discussion items as part of its regular meetings.
- Continues to provide for the use of special meetings for emergent needs of the district.
- Other minor changes consistent with state law and the WSSDA model policy as deemed appropriate.

Staff recommends this policy be adopted with an effective date of September 1, 2022 and the revised policy will be posted to our website on the effective date.

## **RECOMMENDED ACTION:**

Staff recommends this policy be adopted with an effective date of September 1, 2022 for implementation beginning in the 2022-23 school year.

**Report prepared by:**  
**Shawn Lewis, Director of Community Relations and Planning**

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## MEETING CONDUCT, ORDER OF BUSINESS AND QUORUM

The board will schedule its meetings in compliance with the law, and as deemed by the board to be in the best interests of the district and community. The board will function through (1) regular meetings, (2) special meetings, and (3) emergency meetings.

### Regular Meetings

~~The board will conduct a study session at~~ Regular meetings are held at 6:00 p.m. on the 2<sup>nd</sup>-3<sup>rd</sup> Wednesday of each month. ~~Regular meetings will be held at 7:00 p.m. on the 4<sup>th</sup> Wednesday of each month or at other~~ at times and places as determined by the presiding officer or by majority vote of the board. ~~Regular meetings are usually preceded by a short study session held at 6:00 p.m. See annual board meeting schedule on the Steilacoom Historical School District website.~~ An agenda of the business the board will transact must be posted on the district website not less than twenty-four hours in advance of the published start time of the meeting.

~~If regular meetings are adjourned~~ If the board adjourns to times other than a regular meeting time, the board will provide notice of the meeting ~~will be made~~ in the same manner as provided for special meetings. All regular meetings of the board will be held within the district boundaries.

### Special Meetings

Special meetings may be called by the chair or at the request of a majority of the board members. A written notice of a special meeting, stating the time and place of the special meeting and the business to be transacted will be delivered to each board member. Written notice will also be delivered to each newspaper and radio or television station that has filed a written request for such notices. Written notice may be delivered personally, by mail, facsimile, or electronic mail. The notice must be posted on the district's website.

The district must also prominently display the notice at the main entrance of the district's headquarters as well as at the location of the meeting if the meeting is held at a location other than the headquarters.

All required notices must be delivered or posted not less than twenty-four (24) hours prior to the meeting.

A board member waives the written notice requirement if he or she:

1. Submits a written waiver of notice to the board secretary at or prior to the time the meeting convenes. The waiver may be given by telegram, fax, or electronic mail; or
2. Is actually present at the time the meeting convenes.

The board will not take final disposition on any matter other than those items stated in the meeting notice.



### **Study Session**

~~A study session of the school board is for board members to collect and study information. No decisions are made and there is no community input. These sessions are reserved for the school board members to study issues. The public is invited to attend and listen to the proceedings.~~

### **Emergency Meetings**

In the event of an emergency involving fire, flood, earthquake, possible personal injury, or property damage, the board may meet immediately and take official action without prior notification.

### **Public Notice**

~~Public notice~~The board will ~~be properly given~~give proper public notice for any special meeting; whenever a regular meeting is adjourned to another time; or, when a regular meeting location is changed.

All meetings will be open to the public with the exception of executive or closed sessions authorized by law. ~~Final~~The board will take final action resulting from executive session discussions ~~will be taken~~ during a meeting open to the public as required by law.

Individuals with disabilities who may need a modification to participate in a meeting should contact the superintendent's office no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that special arrangements can be made.

During the interim between meetings, the office of the superintendent, as board secretary, will be the office of the board. The district's public records will be open for inspection in the manner provided by and subject to the limitation of the law.

### **Quorum and Voting**

A quorum consists of the majority of all board members. For school boards with five members, three board members constitute a quorum. A quorum is required for the transaction of business, including voting. Board members are not required to be physically present to attend a board meeting. Any or all board members may attend a board meeting and vote via any communication platform that provides simultaneous aural communication with those in attendance. Additionally, any meeting held via a communication platform must: 1) include proper notice with any required passwords or authorization codes; 2) be known and accessible to the public; and 3) accommodate any member of the public who wishes to participate.

The board will take no action by secret ballot at any meeting required to be open to the public. Generally, the board votes on motions and resolutions by "voice" vote, unless a board member requests to vote by oral roll call, in which case the board will do so. A motion passes when a majority of those board members present and voting vote in favor. However, a majority vote of *all* board members is required to elect or select a superintendent or board officer and the board must vote on these matters by an oral roll call. The board will vote by an oral roll call whenever required by law.



### **Meeting Conduct and Order of Business**

The board will conduct all board meetings in a civil, orderly, and business-like manner ~~using~~. The board uses *Roberts Rules of Order (Revised)* as a guide, except when board bylaws or policies supersede such rules. During board meetings, board members will refrain from communicating electronically (e.g., by e-mail, text, social media) with their fellow board members.

The board will use the agenda to establish its regular order of business. However, either the superintendent or a board member may request additions or changes to the prepared agenda, and the board may adopt a revised agenda or order of business by a majority vote of the board members present. At a special meeting, the board may take final action only on that business contained in the notice of the special meeting.

### **Public Attendance and Comment**

Any member of the public may attend board meetings, including individuals who do not live within district boundaries. The board will not require people to sign in, complete questionnaires, or establish other conditions for attendance.

The board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. In order to permit fair and orderly expression of public comment, the board will provide a period at the beginning of the meeting during which visitors may address the board on any topic within the scope of the board's responsibility. The board may structure the public comment period, including determining the total time allotted for public comment and equally apportioning the minutes for each speaker. The board is not obligated to provide additional public comment time to accommodate everyone in attendance who wishes to speak. Any structure the board imposes will be content neutral.

The board may require those who wish to speak (but not all attendees) to sign in so that the board has a tally of individuals who wish to speak and can call them forward. When called forward, individuals will identify ~~ing~~ themselves and proceed to make comments within the time limits established by the board. The board is not obligated to respond to questions or challenges made during the public comment period and the board's silence will not signal agreement or endorsement of the speaker's remarks. The board may control the time, place, and manner of public comment. The chair may terminate an individual's statement when the allotted time has passed and may interrupt a speaker to require the same standard of civility that the board imposes on itself. Examples of uncivil comments include comments that:

- Are libelous or slanderous;
- Are an unwarranted invasion of privacy;
- Are obscene or indecent pursuant to the Federal Communications Act or any rule or regulation of the Federal Communications Commission;
- Violate school district policy or procedure related to harassment, intimidation, bullying, or discrimination;
- Incite an unlawful act on school premises or violate a lawful school regulation; or
- Create a material and substantial disruption of the orderly operation of the board meeting

The board as a whole has the final decision in determining the appropriateness of all such rulings and can maintain order by removing those who are disruptive. However, the board recognizes the distinction between uncivil discourse, which it will not tolerate, and comments about the board, ~~and/or the district, and/or staff~~ that are negative yet still civil in nature, and will exercise its authority to maintain order in a content neutral manner.

In addition to the public comment period at the beginning of the meeting, the board will identify the agenda items that require ~~or would benefit from opportunity for a~~ public ~~comment~~hearing and provide those opportunities as part of the meeting agenda before taking final action. Individuals or groups who wish to present to the board ~~on an agenda item~~ are encouraged to request and schedule such presentations in advance. Opportunity for public comment—both oral and written—is required before the board adopts or amends a policy that is not expressly or by implication authorized under state or federal law, but which will promote the education of K-12 students, or will promote the effective, efficient, or safe management and operation of the district. Additionally, the board will provide an opportunity for a representative of a firm eligible to bid on materials or services solicited by the board to present about his or her firm.

Cross References:                [1220](#) - Board Officers and Duties of Board Members  
   [1410](#) - Executive or Closed Sessions  
   [1420](#) - Proposed Agenda and Consent Agenda

Legal References:                [RCW 28A.330.020](#) Certain board elections, manner and vote required - Selection of personnel, manner  
   [RCW 28A.320.040](#) Bylaws for board and school government  
   [RCW 28A.330.070](#) Office of board — Records available for public inspection  
   [RCW 28A.343.370](#) Vacancies  
   [RCW 28A.343.380](#) Meetings  
   [RCW 28A.343.390 Quorum](#) — Failure to attend meetings  
   [RCW 42.30.030](#) Meetings declared open and public  
   [RCW 42.30.050](#) Interruptions - Procedure  
   [RCW 42.30.060](#) Ordinances, rules, resolutions, regulations, etc., adopted at public meetings — Notice — Secret voting prohibited  
   [RCW 42.30.070](#) Times and places for meetings - Emergencies - Exception  
   [RCW 42.30.080](#) Special Meetings  
   [42 U.S.C. §§ 12101-12213](#) Americans with Disabilities Act

Management Resources:      2018 - August 2018 - August Policy Issue  
   2014 - June Issue  
   2013 - April Issue  
   2012 - June Issue  
   Policy News, June 2005 Special Meeting Notice Requirements

**Adoption Date: 2.27.08**

**Steilacoom Historical School District No. 1**

**Revised: 5.28.08, 5.25.11; 3.23.16; 9.26.18; 9.1.22**

**DRAFT**

## Steilacoom Historical School District Board Meeting Schedule 2022-23

Meeting Date	Meeting Type	Location	Time
Wednesday, 09/21/22	Regular Business Meeting	Anderson Island Elementary School	5:30 P.M.
Wednesday, 10/19/22	Regular Business Meeting	Pioneer Middle School Library	6:00 P.M.
Wednesday, 11/16/22	Regular Business Meeting	Steilacoom High School Library	6:00 P.M.
Wednesday, 12/14/22	Regular Business Meeting	Pioneer Middle School Multi-Purpose Room	6:00 P.M.
Wednesday, 01/18/23	Regular Business Meeting	Steilacoom High School Library	6:00 P.M.
Wednesday, 02/15/23	Regular Business Meeting	Pioneer Middle School Multi-Purpose Room	6:00 P.M.
Wednesday, 03/15/23	Regular Business Meeting	Steilacoom High School Library	6:00 P.M.
Wednesday, 04/19/23	Regular Business Meeting	Pioneer Middle School Library	6:00 P.M.
Wednesday, 05/17/23	Regular Business Meeting	Steilacoom High School Library	6:00 P.M.
Wednesday, 06/21/23	Regular Business Meeting	Pioneer Middle School Library	6:00 P.M.
Wednesday, 07/19/23	Regular Business Meeting	Steilacoom High School Library	6:00 P.M.
Wednesday, 08/16/23	Regular Business Meeting	Pioneer Middle School Library	6:00 P.M.

Approved XX/XX/2022