

AGREEMENT

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Agreement between Sequim School District and the
Sequim Education Association
September 1, 2025 through August 31, 2028



Sequim
Education
Association



In witness whereof, the parties hereto have executed with Agreement
on this _____ day of _____, 2025.

Saralyn Pozernick, President
Sequim Education Association

Regan Nickels, Superintendent
Sequim School District

Rebecca Ritchie, Chief Negotiator
Sequim Education Association

Victoria Balint, Director of Human Resources
Sequim School District

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PREAMBLE

29 This Agreement made and entered into this 1st day of September 2023 by and between the Board of Directors
30 of the Sequim School District No. 323, County of Clallam, Washington, hereinafter referred to as the "District"
31 or "Board," and the Sequim Education Association, hereinafter referred to as the "Association," includes the
32 following articles and provisions:

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- 33 A. The Association recognizes the Board as the duly elected representative of the people and agrees to
34 negotiate with the Board only through the negotiation agent or agents officially designated by the
35 Board to act on its behalf.
- 36 B. The Board recognizes the Association as the exclusive bargaining agent for all regularly employed
37 certificated personnel who hold a valid contract with the District or who are on leave except for the
38 chief administrative officer, principals, assistant principals, all directors, executive directors and any
39 other certificated employees who may be excluded by state law. Substitute employees who have
40 served twenty (20) consecutive days in the same position shall be subject only to the following
41 provisions of this Agreement: Article 17 (B)(6). Substitute employees who have worked at least thirty
42 (30) days in the previous twelve (12) months and remain available for work are subject only to
43 compensation at the District's daily substitute rate.

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- 44 A. This Agreement shall be governed and construed according to the Constitution and laws of the State
45 of Washington, and the Constitution and laws of the United States of America. If any provision of this
46 Agreement is determined to be invalid by operation of law, such provision shall be inoperative, but
47 the remainder of the Agreement shall remain in full force and effect for the duration of this
48 Agreement. Without limitation of the foregoing, the parties expressly understand and agree that the
49 District has the responsibility to implement at least the minimum standards imposed upon it by
50 Chapter 28A.150 RCW (The Washington Basic Education Act) as it may from time to time be amended.
- 51 B. This Agreement will be posted on the District website. Paper copies will be available in all school
52 offices as well as the District office.
- 53 1. Labor Management Meetings. The District and Association both agree that regular, scheduled
54 labor management committee meetings are beneficial to the parties' labor relationship and that
55 such meetings provide a forum for ongoing communication, collaboration, and problem solving.
- 56 2. The District and Association agree that the Superintendent and the Director of Human Resources
57 will meet with the President of the Association and the Association officer of the President's
58 choosing, as well as a UniServ representative, if any, to discuss matters that are of concern to the
59 Association or District. The District may also use this time to share management or academic
60 innovations that are being contemplated, or to provide notice of intended changes so that the
61 Association may request bargaining over the impact of such changes.
- 62 3. The meetings will be scheduled at a mutually-convenient time outside of class hours at a minimum
63 of one time per month and at the request of either party during any period between regularly-
64 scheduled meetings.
- 65 4. Either party may bring items for discussion to the labor management meetings. A proposed
66 agenda will be shared at least two days prior to the meeting, but the meeting will not be limited
67 to the proposed agenda and either party may also bring other topics to the table for consideration.
- 68 C. Site-Based Innovation Process: If the Association and administrative leadership at a building or in a
69 program conclude that the building or program would like to experiment with changes to terms and
70 conditions of employment that are inconsistent with or outside the terms of this Agreement, they may
71 present their request for a waiver from this Agreement, including the explicit terms of the contract to
72 be waived and the term for which the waiver will last, to the President of the Association and
73 Superintendent. If neither the Association or Superintendent object, the employees in the school or
74 program may vote on the waiver. Sixty percent (60%) approval is required to affirm a waiver. In the
75 spring, prior to a waiver expiring, the Association and administrative leadership at the building or
76 program may vote to extend the waiver, with a simple majority approving.
- 77

- 78 A. It shall be the right of educators who are members of the Association to have membership dues to the
79 Association and to state and national organizations with which they are affiliated automatically
80 deducted from the payroll once each month and forwarded to the single recipient designated by the
81 Association for so long as the Association is the legally constituted bargaining agent for the certificated
82 employees.
- 83 B. Any certificated employee who is a member of the Association, or who has applied for membership,
84 shall sign and deliver a payroll deduction authorization form to the Association. Such membership
85 authorization shall continue in effect from year to year unless revoked in writing by the concerned
86 member and sent to the Association and the District office. Such revocation may occur at any time at
87 the concerned member's discretion. Such revocation shall become effective the following month.
- 88 C. The Association shall submit a copy of all signed authorization forms to the District office by the first
89 day of the month in which it is to be effective.
- 90 D. The Association shall provide the District office information as to the amount of annual dues and
91 assessments by September 1.
- 92 E. Dues deductions for certificated employees employed after the commencement of the school year
93 shall be appropriately prorated.
- 94 F. Upon appropriate written authorization from a certificated employee the Board shall deduct from the
95 salary of any certificated employee and make appropriate remittance for annuities, previously
96 approved charitable donations, insurance benefits, or other plans or programs jointly agreed to by the
97 Association and the District, in accordance with RCW 28A.405.400 and any other applicable State laws
98 and regulations.
- 99 G. The Association and its members will hold the District harmless against any claims made against and
100 any suit instituted against the District for errors not of its own making on account of payroll deductions.
101 The Association agrees to refund to the District any amount paid to it in error on account of the check-
102 off provision.

A. Management Rights

1. The rights, powers, authority and functions of management shall remain exclusively vested in the District and its Board of Directors except as specifically and expressly limited by the provisions of this Agreement.
2. All matters not in conflict with or not specifically and expressly covered or treated by the language of this Agreement will be administered by the District as it may from time to time deem appropriate.

B. Association Rights

1. The Association and its representatives shall have access to District buildings for meetings to transact Association business provided that it has been approved by and not unreasonably withheld by the building administrator.
2. The Association shall have access to District technology and office equipment at reasonable times when such equipment is not otherwise in use provided that it has been approved by the building administrator.
3. The Association shall have access to bulletin boards to post notices of activities and matters of Association concern, excluding materials prohibited by the state Public Disclosure Commission rules and guidance.
4. The Association shall have access to the District mail, mailboxes and email service provided that such use is consistent with District policies and procedures for communication purposes and such use excludes materials prohibited by the state Public Disclosure Commission rules and guidance.
5. The Association and its representatives shall have access to District certificated employees provided that it does not disrupt the educational program.
6. Representatives duly authorized by the Association who participate during working hours in negotiations, grievance proceedings, conferences, or meetings, provided such meetings and the number of participants are agreed to by the District, shall suffer no loss in pay.
7. Both the Board and the Association agree to furnish all information necessary for developing feasible, constructive proposals and counter proposals, and to which the other is lawfully entitled. This information shall include, but not be limited to, accurate District financial records, financial projections, preliminary budgets, and information pertinent to the experience and educational levels of all certificated staff. All information shall be delivered within a reasonable time after request.
8. The Association will hold its Representative Council meetings on the second Wednesday of each month. Building and district administrators will not schedule any conflicting meetings on that afternoon.
9. Negotiations for the school calendar will be conducted on an annual basis and will not be counted as one of the re-openers for either side for the life of this Agreement. A two-year calendar will be developed with the option for either party to recommend changes prior to January 15 of the school year preceding the second-year calendar. The Association agrees to participate in negotiations on calendar starting no later than November 1.

Using the following criteria, the school calendar will be implemented as follows:

The starting day for school shall be negotiated each year for the following two years with one representative appointed by SEA from each building.

The winter break will be two (2) consecutive weeks with the starting day scheduled in December.

The spring break will be one (1) week, scheduled within the first 15 days of April.

In accordance with the state's requirement for 180 instructional days, the school district shall aim to conclude the academic year on or as close as possible to Juneteenth, June 19, without reducing or altering the mandated 180 days of instructional contact time.

Excluding return from Summer Break, in the event of a break exceeding four (4) school days, the District will not assign duties for educators for the first hour of the day so that educators may prepare for the resumption of classes.

C. Employee Rights

1. Employees shall be entitled to full rights of citizenship. The District agrees there shall be no discrimination or discipline on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status (except no employee shall be placed in a position for which supervision is required, either directly or indirectly, by their spouse), sexual orientation, or military status, political activity or lack thereof. There shall be no discrimination as to assignment, promotion, position on salary scale, requests for volunteer duty, or conditions of work (e.g. distribution of facilities, equipment and supplies) against any certificated employee or applicant for certificated employment or as between employees with continuing or non-continuing contracts. There shall be no discrimination, based upon membership or non-membership in the Association or in an employee's exercise of other rights under Chapter 41.59 RCW.
2. Employees of the District who are represented by the Association shall have the right to or not to freely organize, join and support the Association for the purposes of engaging in collective bargaining and other lawful activities.
3. As a fully elected body exercising governmental power under the statutes of Washington, the Board shall not directly or indirectly discourage or deprive any employee of the enjoyment of any rights conferred by the statutes and constitutions of the State of Washington and the United States; or discriminate against any employee with respect to wages, hours or any terms and conditions of employment by reason of membership or non-membership in the Association, participation in any grievance, complaint or proceeding under the Agreement or otherwise with respect to terms and conditions of employment.
4. Employees shall not be disciplined without just cause. An employee shall have the right to representation by the Association when the employee is disciplined. All information used to support disciplinary action by the District against an employee shall be presented in writing to the employee and Association President. The District shall have the burden of proving that just cause existed and that the disciplinary action taken by the District is appropriate to the cause. The

187 imposition of any discipline by the District shall be subject to the Grievance Procedure only
188 through Step 3 (Board of Directors). The imposition of discharge or adverse effect of contract by
189 the District, the determination of probable cause for such action, notice to the employee and
190 rights to a hearing by the employee shall be as provided in Chapter 28A.405 RCW.

- 191 5. In the event that a charge, complaint, or request about a certificated employee, teaching
192 procedure, or instructional material is made and the District determines to investigate it, the
193 following shall apply:

194 a. The employee or employees involved shall be notified, within twenty (20) working days of the
195 nature of the charge, complaint, or request and the name of the filing person, if disclosable.
196 The District reserves the right to extend the twenty (20) day calendar, if the timeline could
197 jeopardize the completion of the investigation. Notice shall be written, and a copy shall be
198 provided to the employee(s) at the time of notification of any investigation. The nature of the
199 charge, complaint, or request shall include a specification of the time frame, location, and
200 description. The employee has the right to request Association representation during any
201 investigatory interview. The District will make every attempt to deliver such notice at a time
202 least disruptive to the educational program. Ideally, the employee should not have to
203 continue to work with students in any setting, on the day they receive such notice.

204 b. Unless other action is mandated by statute, no disciplinary action will be taken until the
205 employee or employees have had a reasonable time to research and respond. It will be the
206 employee's obligation to make an appropriate response to the charge, complaint, or request.

207 c. If an employee is using adopted texts, materials or procedures, Board Policy will be followed
208 to process any complaints.

209 d. If a written report was issued as a result of the investigation then the employee shall receive
210 a copy.

211 e. A charge, complaint, or request results in a high level of stress for the employee(s) and a
212 strong support system should be available to the employee(s). Any personal matter shall be
213 handled in a confidential manner.

214 f. Letters of direction issued to an employee shall be considered non-disciplinary in nature and
215 shall not contain any finding of fault or misconduct. Such letters are intended to provide
216 guidance, clarification, or expectations regarding workplace procedures and performance.
217 The issuance of a letter of direction shall not be used as a step in progressive discipline.

- 218 6. Students and others are subject to consequences if they record classroom activities or parent-
219 teacher conferences without prior permission of the employee and principal, unless required by
220 law. Video cameras and recording devices installed for security purposes shall not be utilized to
221 provide evaluation of teacher performance. With employee agreement, material recorded on or
222 transmitted through the District's online instructional platform may be used in the evaluation
223 process. In cases of alleged employee or student theft or misconduct, security video will be
224 reviewed by the administration to assist in determining if the act is substantiated.

- 225 7. Employees will be notified before any student is admitted into a class if it is known the student
226 has committed physical assault or if the student has a known, documented history of violent or
227 threatening behavior.

- A. The District shall establish and maintain a representative advisory committee, that shall include, at a minimum, one Association-appointed employee from each building, to review and provide input into the District's annual professional development program. The committee's work shall be during scheduled work time or the time shall be compensated as extra work.

B. New Teacher Mentor Program

The Teacher Mentor Program is designed to meet the needs of teachers through one-on-one mentoring to address the beginning educator's needs.

Participation in the Mentor Program is expected for educators new to the teaching profession. Differentiated support will be provided by the Mentor Program to meet the diverse needs of the educator. A new educator may request to exit the program by demonstrating proficiency in their professional and instructional practices to the satisfaction of the mentor and administrator.

Compensation of up to one (1) hour per month (ten (10) hours) will be provided for activities occurring outside the workday at the per diem rate.

Materials/records/documents expressly developed as a result of the new educator's participation in the Mentor Teacher Program shall be the property of the certificated mentee participating in the program and shall not be retained in the employee's personnel file or used by the District in its formal evaluation without mutual consent.

The Association will establish an advisory, eligibility list of mentor teachers and make the list available to building administrators. Mentor teachers will be selected by the building administrators and a list of mentors will be shared with the Association President.

Mentor Teacher positions will reflect the support needed by teachers in their first year of professional teaching.

Desirable qualifications for Mentor Teachers include: Five (5) or more years of successful classroom experience; Outstanding classroom teaching ability; or National Board Certification.

The mentor teachers will have the ability to reapply to continue service in a Mentor Teacher role. A term of service may be shortened by mutual agreement, or if warranted.

The District will provide a scope of support for the Mentor and Mentee by providing a Mentor Contact Log. Mentor Teachers will also be supported with training to prepare them for their roles and responsibilities. Mentor Training and support will be provided by the District (Which may include training by the District, ESD, or OSPI).

C. Professional Learning Communities

PLC Values

The Sequim School District ("District") and the Sequim Education Association ("Association") believe effective collaboration focused on improved learning for all students is a significant part of continuous improvement of professional practice. We believe this time should be meaningful and relevant to student outcomes and staff.

Further, the District and the Association believe collaboration allows staff to consistently work together, which decreases staff isolation, builds supportive learning environments, and leads to highly functional and effective learning teams.

PLC Purpose

The purpose of Collaborative PLC Time is to improve student learning and achievement through data-informed improved instructional practice developed through collaborative planning and reflection. This Collaborative PLC time also allows educators to apply previous learning. Certificated staff ("staff") will engage in team-driven collective inquiry and shared responsibility for the learning of all students through the DuFour Model using the four essential questions:

1. What is it we want our students to know?
2. How will we know if our students are learning?
3. How will we respond when students do not learn?
4. How will we enrich and extend the learning for students who are proficient?

PLC Implementation

A minimum of two (2) one-hour-long periods each month will be dedicated for collaboration by PLC teams. The structure of PLCs is intended to be flexible to allow teams to get the most value out of the time dedicated to PLCs. PLC teams, after collaboration, may use the remaining time during the hour-long-periods to carry out the PLC's work.

PLC Criteria and Guidelines

Based on the building and/or District initiatives and common agreements, staff may collaborate with their building administrators to create PLC teams which may include:

- grade level teams
- content teams (vertical or horizontal)
- singletons
- whole child teams, and
- specialist teams.

PLC work will be guided by the following:

- PLC work is guided by the team and must address one or more of the four essential questions with the intention that each question is addressed in the course of collaborative planning and reflection
- PLCs must meet at a District site as determined by the team; staff members should inform their principal if they are meeting away from their assigned building
- Are supported by Administrators and District Support Staff
- Staff members may collaborate with their building administrators to create PLC teams
- Staff members have the opportunity to participate in more than one PLC, recognizing that effective PLCs require continuity

Minutes will be taken at each PLC reflecting members present and topic discussed to help the member reflect on previous meetings. Staff will adhere to established PLC norms and protocols, including timely attendance active participation, and contribution to the team goals and outcomes.

Support for PLCs

As instructional leaders, administrators may attend PLC meetings. They will ensure that collaborative time is protected, provide timely access to relevant student data, and support teams in using evidence to drive instructional decisions. Principals will be available to guide PLC implementation and provide coaching and feedback to teams.

D. Professional Learning for Certification Renewal

Beginning in the 2025–2026 school year, during state funded PL days, the District will provide certificated staff with professional learning opportunities, over the course of a five-year cycle, in the areas of Equity: Cultural Competency, Diversity, Equity, and Inclusion (CCDEI) and Science, Technology, Engineering, and Mathematics (STEM). These offerings shall be aligned with the certification renewal requirements established by the Washington State Office of Superintendent of Public Instruction (OSPI).

The District shall organize and deliver this training on-site on the Sequim School District campus during designated Professional Learning Days or asynchronously through a learning management system. These sessions will be designed to provide eligible certificated teaching staff with access to the necessary clock hours to support the renewal of their Washington State teaching certificates. PL Days will also be used for Social Emotional Learning (SEL), which is required by the state but not a part of recertification.

It remains the responsibility of the staff member to track their own clock hours and apply, pay, etc. for their certificate renewal.

- 335 A. All certificated employees will have access to those school facilities necessary to pursue and
336 accomplish applicable educational objectives and such personal uses as are consistent with District
337 policy. Employees shall have the right and responsibility to report any conditions that they deem
338 unsafe or detrimental to a proper learning environment to the building principal and may expect a
339 timely and prudent response.
- 340 B. In order to permit freedom of access both during and after regular school hours, all certificated
341 employees will be given keys to their respective classrooms, lavatories, and outside door of their
342 assigned building. No keys shall be loaned to any other person or used by any other person except
343 under the immediate supervision of the employee nor duplicated by anyone other than the
344 appropriate administrative authority. Unless special arrangements are made, all keys will be returned
345 at the close of the school year to the appropriate building administrator as part of the checkout
346 procedure.
- 347 C. Outside of normal working hours, access to areas other than those accessible with the assigned key
348 can be obtained through arrangement with the school office.
- 349 D. Each building shall have available for each employee space to store instructional materials and
350 supplies; space and equipment to aid in the preparation of instructional materials; a desk, chair,
351 networked computer, phone, and a filing space for each employee.
- 352 E. The District will attempt to provide one classroom for each FTE teacher and specialist.
- 353 F. A faculty room, similarly equipped, will be provided in each school for use of employees. The room
354 shall be large enough to accommodate building staff and shall have adequate heat, lights, ventilation,
355 food preparation facilities, sink, furniture and telephone. Each building administrator shall establish
356 procedures sufficient to accommodate employees' reasonable requirements for typing and
357 duplicating, and access to faculty rooms.
- 358 G. The District will provide parking facilities for all employees.

- 359 A. Employees or former employees shall have access to personnel files as per the provision of RCW
360 42.17, that is; employees have the right to inspect all contents of their personnel files which shall be
361 maintained in the District Administrative Office and working files which may be maintained by the
362 building principal. The District will comply with RCW 49.12.250 regarding the right of employees to
363 access their personnel file(s).
- 364 B. Employees shall be notified within ten (10) school days and have the right to respond to all material
365 placed in their personnel file. The principal's working file shall not carry over from one principal to
366 another.
- 367 C. Employees shall have the right to petition the Superintendent or the Board for removal of derogatory
368 material.

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The parties recognize that an essential element in promoting student achievement is the existence of a safe, secure, and orderly learning environment in every school. The parties recognize that a classroom free of disruption is essential for learning.

The exercise of student discipline by staff, administration and the Board of Directors shall be in conformance with federal and state law, appropriate provisions of the Washington Administrative Code, and District Policy and Procedure 3241(P). The District will support employees in their lawful use of prudent and disciplinary measures to maintain order and protect the safety and well-being of students in their charge. In the exercise of authority by an employee to control and maintain order and discipline, the employee may use reasonable and professional judgment. Restraint of any student is permitted when reasonably necessary to control spontaneous behavior that poses an imminent likelihood of serious harm, in accordance with RCW 28A.600.485.

The building administrator shall support employees in their efforts to maintain discipline in the classroom. Any act of violence or force by a student toward a District employee shall be grounds for discipline in accordance with Board Policy and Procedure 3241(P), up to and including immediate suspension or expulsion. If the student is suspended, prior to their return to the classroom a conference with the student, parent (whenever possible), administrator, and teacher will be held.

Employees have authority to use prudent classroom management measures for the safety and well-being of students and employees.

The District will make available on the District website to each member of the bargaining unit a copy of the following: Student Rights and Responsibilities; District policy regarding student discipline; and District policy regarding Harassment, Intimidation, and Bullying of Students.

Each school principals will meet with staff before October 1 to review and/or make recommendations regarding building disciplinary standards and procedures to ensure uniform understanding and enforcement. The District shall give due consideration to faculty suggestions in developing or amending District policy and administrative guidelines on the matter of student discipline.

When an educator judges it necessary to protect the instructional process, they may remove a disruptive student from class. After a discipline referral is written, building administration will communicate in writing the outcome of the meeting with the student to the staff member who wrote the referral within a reasonable amount of time. This notification may occur through the student information system.

Employees shall have the authority to exclude from their classrooms or activity area any student who creates a disruption of the educational process in violation of the building disciplinary standards or Washington state code for all or any portion of the balance of the school day, and up to the following two (2) days, or until the principal or designee and teacher have conferred, whichever occurs first: provided that, except in emergency circumstances, the teacher shall have first attempted one (1) or more alternative forms of corrective action; provided further that, in no event, without the consent of the teacher, shall an excluded student be returned during the balance of that class or activity period.

Prior to readmission of a student, following suspension or discipline in excess of two (2) days the educator has the right to a reengagement meeting or written statement to all parties (teacher, principal, parents/guardians, and student) as to the future expected behavior of the student.

If students witness an assault or behavior so disruptive that a classroom must be cleared or otherwise presented an unsafe or potentially traumatic situation for students, the teacher will confer with the building administrator regarding communications with parents about the behavior.

Additionally, after destructive behavior by a student, the teacher may meet with their administrator to discuss if they need support for resetting the room back to an orderly condition. Should vandalism, damaging, destroying or defacing someone else's property occur, the educator will be reimbursed per Article 18.

For students with IEPs, behavior plans will follow the student from grade to grade, unless the IEP team determines the behavior plan is no longer necessary. Teachers will review student IEPs at a glance and behavior plans. Plan modifications will be made as needed following written notification of the changes to all parties involved.

Students who have exhibited, or have a history of violent or threatening behavior will be identified to the student's assigned staff, and to other staff, on a need-to-know basis as soon as the information is known. Student committing an offense listed in RCW 28A.600.460, when the activity is directed toward the teacher shall not be returned to a teacher's classroom, in accordance with WAC 392-400-810.

A continuous statistical record of student discipline cases will be maintained in the District's student information system.

The District shall, on an on-going basis, offer appropriate in-service or training on discipline topics, including legal issues surrounding student discipline and methods for intervening in crisis situations. The District will also offer training for case managers, and counselors, regarding behavior plans under IDEA-Section/504 and when information may be shared with staff.

- 429 A. Academic freedom includes the right of teachers to study, investigate, and interpret facts and ideas
430 concerning humans, society, the physical and biological world and other branches of knowledge. The
431 right to academic freedom herein established shall include the right to support or oppose political
432 causes and issues outside of contracted hours.
- 433 B. Academic freedom must be exercised consistent with the policies and curriculum of the District.
434 Academic freedom includes a responsibility to cultivate manners, honesty, honor, industry, economy,
435 and good health, and to teach the principles of patriotism, the democratic tradition, and the rights,
436 duties and dignity of American citizenship. Academic freedom also includes a commitment to the
437 welfare growth and development of children, and the insistence on objective scholarship. Teachers
438 shall take into account the relative immaturity of their students and the need for guidance and help in
439 studying controversial issues. Teachers shall use the utmost in professional judgment in planning the
440 inclusion of controversial issues or resources in classroom presentations. The teacher's answer(s) to
441 spontaneous classroom questions are subject to the same exercise of professional judgment. The
442 presentation and discussion of controversial issues in the classroom shall be on an informative basis
443 and shall be primarily motivated to develop in students a willingness to examine significant positions
444 on an issue in drawing inferences or conclusions.
- 445 C. The ability of pupils to progress and mature academically is the combined result of school, home, faith
446 community, economic and social environment, and that the teacher alone cannot be held solely
447 accountable for academic achievement of the pupil in the classroom.
- 448 D. Teachers shall be responsible for clearing outside speakers with the principal.
- 449 E. Instructional Materials Committee—In addition to the requirements for participants of the
450 Instructional Materials Committee pursuant to Board Procedure 2020P, building principals and
451 secondary department heads over the content area(s) that are subject of the curriculum adoptions
452 shall collaboratively appoint an Association member from each building who is currently teaching in
453 that subject. These appointed designees shall be full voting members in any decision made by the
454 Instructional Materials Committee—Secondary.

- A. All individual employee contracts shall be subject to and consistent with Washington state law and the terms and conditions of this Agreement. Any individual employee contract hereinafter executed shall expressly provide that it is subject to the terms of this Agreement. If any individual employee contract contains any language inconsistent with this Agreement, this Agreement during its duration shall be controlling.
1. The District shall provide each employee a contract with the basic teaching assignment indicated therein and in conformity with Washington state law and regulations and this Agreement. Each contract will be accompanied by a copy of the appropriate salary schedule.
 2. Regular contracts will be issued for duties requiring certification during the contract day and the normal contract year. There are two types of regular contracts - continuing and leave replacement.
 3. The base contract year shall include state funded student days, the last of which shall be a half day. The employee contract year shall be fulfilled when building check-out procedures have been completed.
 4. Employees who are new to the District shall be required to attend additional days for District and/or building orientation prior to the beginning of the school year. Compensation will be at the employee's per diem. The Association will be given one (1) hour to conduct Association business during the new teacher orientation.
- B. The assignment of supplemental contracts shall be at the discretion of the Board and acceptance of the assignment shall be at the discretion of the employee. Once accepted, payment shall be as set forth on Schedule B and in equal monthly installments beginning with the first month following issuance of the contract or in such other method as is mutually agreeable between the parties. Notice of an opening of a co-curricular assignment shall be given to certificated staff prior to notice to non-staff. Whenever possible, supplemental contracts for the next year will be offered at the same time as base contracts.
- C. Extended contracts are considered supplemental contracts and will be offered as other supplemental contracts depending on the needs and financial capability of the District. Extended contracts are normally of two types: (a) for additional days of work outside of the regular contracted day or (b) for additional workloads as extra classes, etc., falling within the regular contracted period.
- D. An offer of Continuing and Leave Replacement contracts must be returned by the employee within fourteen (14) calendar days of date of issuance. If not returned by that date, a contract will be presumed to be rejected unless other arrangements have been made with the Superintendent. Contracts must be issued either personally or by certified mail.
- E. An employee under contract shall be released from the obligation of the contract upon request under the following conditions after first submitting a letter of resignation to the Superintendent's office.
1. A release from contract, prior to July 1, may be granted provided a letter of resignation is submitted prior to that date.
 2. A release from contract shall be granted after July 1 provided a satisfactory replacement can be obtained.

- 495 3. A release from contract shall be granted without penalty in case of illness or other personal
496 matters, which make it impossible for the employee to continue in the District.
- 497 F. Staff selected and appointed by the District and who serve on the following District district-approved
498 committees shall be compensated at the flat rate of 0.108 of the base salary, BA 456 0; Professional
499 Growth Committee, Instructional Materials Committee, Safety Committee, Technology Committee.
- 500 G. In-service Instructor Pay. Employees who teach an in-service training lesson, with prior approval of
501 an administrator, will be paid at the flat rate. Paid time will be in 30 minute increments.
- 502

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- 503 A. Regular building hours for employees shall be seven and one-half (7 1/2) hours per day inclusive of
504 lunch. Reasonable starting and dismissal times, which may vary from school to school and program to
505 program, shall be determined by the Board.
- 506 1. When there is a delayed start of school the employees' work day will begin as soon as they are
507 safely able to get to school, but no less than thirty (30) minutes before the delayed start.
- 508 2. If school is dismissed early as a result of a safety related reason employees may leave as soon as
509 the students directly in their care have left the school campus.
- 510 3. If employees use sick or personal leave on any student half day, only 3.75 hours will be deducted
511 from the appropriate leave category.
- 512 B. In addition to regular building hours and consistent with the traditional expectations associated with
513 the performance of professional employees, the following shall apply:
- 514 1. Employees shall spend time outside of building hours to the extent necessary for adequate
515 preparation of instruction for teachers and professional duties for ESAs.
- 516 2. An employee's actual workweek exceeds the thirty-seven and one half (37 ½) hours per week
517 required by Section A above.
- 518 C. Teachers will be available to meet with students and parents thirty (30) minutes before and after the
519 student day. Teachers shall be released from building meetings at least fifteen (15) minutes before
520 the start of the student day.
- 521 D. Employees shall adhere to the daily schedule and shall make no commitments which will preclude
522 their being present to perform their contracted responsibilities. Requests for exceptions must be
523 submitted to the principal prior to the anticipated teacher absence and/or late arrival or early leaving.
- 524 E. Each employee shall have a thirty (30) minute duty free uninterrupted lunch period between 10:45
525 a.m. and 1:15 p.m. If an employee engages in work duties during their duty free lunch period with the
526 pre-approval of an administrator, they are eligible for per diem compensation for the worked time.
527 Employees who engage in work during their duty free lunch period on an emergency basis should
528 discuss this with their principal as soon as possible for approval. Claims for payment will be submitted
529 to the building principal within thirty (30) days of the time worked or the claim for payment is forfeited.
530 The payment will be added to the salary payment for the employee provided each month.
- 531 F. The District recognizes the importance of professional growth activities, individual building meeting
532 needs and the collaboration of employees, and therefore will make reasonable efforts to establish
533 ongoing professional development opportunities by seeking the advice of the administrative team, the
534 Association, and community members.
- 535 G. Educators in Sequim recognize that all schools must meet specific annual instructional hours to meet
536 Washington state accreditation and funding requirements. The District recognizes that planning
537 time provided within the work day is not adequate to accomplish all the tasks necessary to plan and
538 prepare for instruction, grade student work, communicate with parents, and fulfill many other
539 duties. Sequim educators also recognize that each grade level has differences in schedules, student
540 supervision expectations, and course credit requirements. In an effort to allow flexibility in building
541 scheduling, and yet recognize the need for daily planning time, preparation, and communication with
542 parents, the following conditions shall apply.

1. Planning time is not release time and teachers will not leave campus without notifying the building administrator or the building secretary, as to their whereabouts and estimated time of return.
2. It is recognized that planning time is teacher directed time, and as such administrators shall attempt to avoid scheduling meetings, other than parent meetings (including IEP meetings) and pre and post observation and evaluation conferences, during a teacher's planning time without the consent of the teacher.
3. Planning time will consist of five hundred twenty (520) minutes every two weeks. Planning time will occur every day. It shall remain exclusive of the duty-free lunch and the 30 minutes before and after school. It shall consist of blocks of time that are no less than 40 minutes.
4. Planning time for days shortened by alternative schedules for K-12 teachers shall be prorated. Daily planning time may not be lost more than three times per year due to training scheduled by the building administration or District.
- G. Any employee covered by this Agreement who covers a class for another employee must have administrative pre-approval, unless assigned by the building office. An employee who has a contract greater than or equal to 0.6 FTE shall be paid for time spent covering the absence at the employee's per diem rate. An employee with a contract for less than 0.6 FTE shall be paid at the substitute rate. Acceptance of this assignment shall be on a voluntary basis except when a paid substitute cannot be obtained.
- Claims for payment will be submitted to the building principal within thirty (30) days of the time worked. Failure to do this will result in the forfeiture of payment. The payment will be added to the regular salary payment for the employee provided each month.
- H. Secondary school teachers shall not be assigned more than two non-related subject fields except by mutual consent of the teacher and principal. Provisions of this policy will be in effect during normal working times. During unusual circumstances provisions of the reduction in force policy (included as part of this Agreement) will be in effect. Secondary school principals will make a definite attempt to limit the number of different subjects and/or preparations required of individual teachers in grades seven through twelve to no more than three (3).
- I. Periodic parent/teacher conferences shall be scheduled by the principal, counselor, and teacher during the workday unless the parent insists otherwise.
1. In the elementary school, students shall be dismissed for a minimum of 2 days, and kindergarten students shall be dismissed for a minimum of 3 days in order to provide for formal parent/teacher/student conferences provided compliance with the minimum contact requirements of the Basic Education Act is maintained.
2. The District will take steps to limit the number of instances in which educators are required to perform more than one-parent-teacher conference per student. In the event that a family requests separate conferences the form found in Appendix A will be filled out by the requesting parent no later than 14 days prior to conferences for review and approval/denial by the administrator with consultation of the impacted educator.
3. Parent teacher conference days will not go beyond the customary 7.5 hour school work day. The staff at each school will work with their principal to schedule conferences and no principal tri-time will be used for conferences. It is recognized the common work day on a parent teacher conference day may be adjusted to later in the day and into the evening, or the day may be broken into two work times with a non-work period separating the two work sessions.

- J. Part-time teachers will have pro-rata teaching, preparation time, and before and after duty time as a part of their part-time contract.
- K. Classroom teachers (e.g. librarians and science, art, music, and vocational teachers) shall not be required to perform inventory tasks which cannot reasonably be accomplished during the regular work day and contract year.
- L. The effect of class size on a classroom teacher is influenced proportionately by the material to be covered and difficulty in skill development, by the number of available work stations and physical size of the teacher/learning space, and by equitable class size throughout the day, and upon the District by fluctuating student enrollments, budget limitations, and curriculum requirements. Building administrators will consider these factors in the scheduling of classes and in the assignment of students.
1. Classes with split grade level or subject require more time and preparation. The building principal or designee will make every reasonable effort to consider this when determining class size.
 2. Classroom teachers may find IEP information about their students' IEP online. The IEP is a confidential document and must be kept secure. When the teacher is expected to provide specially designed instruction, they will have the opportunity to meet with the special education staff to discuss the contents of the IEP.
 3. Maximum class sizes. The intent of the District is to ensure reasonable class sizes. Individual classes will be reviewed and adjusted as necessary to provide an environment that assures success for students and staff.

The District will strive to keep class sizes in general education and special education classrooms below these maximums. When classes exceed the following maximum, they will be considered to be overloaded:

Program	Environment	Student Ratio
Kindergarten	Classroom	20
Grades 1-3	Classroom	22
Grades 4-5	Classroom	26
Grades K-5	Elementary Specialist	40
Grades 6-8	Classroom	29
Grades 9-12	Classroom	32
Grades 6-12	Music	60
Grades 6-12	Physical Education	40
Living Skills	Classroom	13
Resource	Classroom	18
Resource	Case Load	30
DVS Elementary (K-5)	Headcount	30
DVS Secondary	Headcount	43

Developmental Preschool Caseload: Teachers at the preschool level will have a caseload of no more than an average of twelve (12) students on IEP's per session per day, four days per week. These classrooms will be staffed with twelve (12) hours of paraeducator time per day. These hours will not be considered as an overload remedy. Additional staffing will be considered for extraordinary student needs.

4. In the event these established class size maximums are exceeded, the District will relieve an overload situation by:
- Student transfer
 - Addition of certificated staff (In the event there is no classroom space available, certificated instructional staff may be added to the existing overloaded classroom thereby reducing the student-teacher ratio. This classroom will no longer be considered overloaded.)
 - Forming new class sections
- If a special education employee believes they have an excessive caseload, the employee should bring it to the attention of the Director of Special Services for possible relief options.
5. In the event that attempts to relieve a class overload situation are unsuccessful, the classroom teacher whose class(es) is/are in overload status will receive one hundred twenty five dollars (\$125) per student per month for an elementary and/or DVS teacher and twenty five dollars (\$25) per student per month for a secondary teacher or other employees when they do not see the student for the whole day (elementary specialists, special education resource teachers, etc.) beginning on the State count day in October and for each monthly count day thereafter.
- In September, overload will be calculated based on rostered students on the tenth (10th) school day, with notice from the teacher (by submitting a completed form to their principal for confirmation and submission to payroll), but will be paid on the same monthly amount provided above.
6. Maximum caseloads: The intent of the District is to ensure reasonable caseloads. Individual caseloads will be reviewed and adjusted as necessary to provide an environment that assures success for students and staff.
7. The District will strive to keep ESA caseloads below these maximums. When caseloads exceed the following maximum, they will be considered to be overloaded:

Program	Environment	Case Load
Elementary Social-Emotional Certificated Staff (including counselors)	Building	700
Middle School Social Emotional Certificated Staff (including counselors)	Building	500
High School Social Emotional Certificated Staff (including counselors)	Building	350
Speech and Language Pathologist caseload	K-12	45
Certificated School Nurse	K-12	3,000
Certificated Physical Therapist	K-12	60
Psychologist	K-12	900

8. In September, overload will be calculated based on rostered students on the ESA's caseload the tenth (10th) school day, with notice from the ESA (by submitting a completed form to their principal for confirmation and submission to payroll), but will be paid on the same monthly amount provided above.
9. ESA caseloads shall be reasonable and equitable taking into consideration the number of students served, the degree of services required by the group of students assigned to any one ESA at any one time, number of programs and number of schools to which the ESA is assigned. A

- District designee shall meet with ESA groups as requested by either party to allow each ESA group to review current caseloads and consider any balancing adjustments.
10. In the event these established caseload maximums are exceeded, the District will relieve an overload situation by:
- Caseload balancing
 - Recruiting additional ESA staff
11. In the event that attempts to relieve a caseload overload situation are unsuccessful, the ESA whose caseload is in overload status will be compensated twenty-five dollars (\$25) per student per month. For psychologists, one-hundred-twenty-five dollars (\$125) per month for every twenty-five (25) students above the caseload. In order to reduce a psychologist's caseload, the District may assign grade levels or specified portions of grade levels from different schools to an individual psychologist's caseload.
12. When any general or special education teacher believes an assigned student with disabilities is not making sufficient progress, they have the right to request the IEP team consider changes in the IEP. Special education personnel shall have the right to make recommendations for program and placement they believe necessary in order to improve student learning.
- Both parties recognize that in order to offer the full spectrum of Special Services, and be in compliance with state and federal laws, many meetings must be held. The District and building principals will make every effort to ensure that these meetings are not scheduled, and do not extend, outside of regular building hours. While attendance at IEP meetings is part of an employee's professional responsibilities (Appendix A), employees may request approval for compensation for time outside the workday for unusually extensive IEP meetings (for instance, meetings starting later than 3:45 p.m., or participation extending past ninety (90) minutes).
13. Speech and Language Pathologists shall be reimbursed the full amount of the annual national certification fee. This shall be done upon submission of receipts indicating the fee has been paid and the individual has received certification for the current year.
14. Special education teachers and SLPs may be eligible for IEP or transfer documentation time within the school day or as extra days of work compensated at the substitute rate. Eligibility for this option will be reviewed and determined with administration as needed.
15. Special education resource teachers who provide instruction and maintain a caseload of twenty (20) or more students with Individualized Education Plans (IEPs) shall be eligible for up to six (6) substitute days per school year for the purpose of caseload management duties. Where special education resource teachers are provided scheduled planning time during their workday that is in addition to their 520 minutes per week, they will not be provided the aforementioned substitute days.
16. The District will provide to all certificated school counselors or TOSAs assigned as counselors ten (10) per diem days at high school, five (5) days at middle school, and three (3) at elementary, and school psychologists ten (10) per diem days.
17. When a special education paraeducator is absent, the District will attempt to provide a paraeducator substitute beginning the first day of the absence.

- 688 M. All employees shall have five (5) full school days after the end of each quarter to prepare student
689 report cards. The only exception shall be at the end of second semester for failing seniors, in which
690 case it shall be the last day seniors are in attendance.
- 691 N. The District can require employees to attend enrichment programs two weeks prior to the date
692 students start school. Notice shall be given to employees by June 1 and the compensation rate shall
693 be per diem.
- 694 1. Enrichment programs scheduled during the work day shall be accommodated by the early
695 dismissal of students or use of substitutes. Attendance at such programs shall be mandatory.
 - 696 2. Attendance at any enrichment programs or courses scheduled or recommended at times other
697 than during the workday shall be voluntary.
 - 698 3. At the end of the first semester a non-student, non-work day shall be scheduled. Employees are
699 responsible for first semester grading and second semester preparation as a matter of personal
700 professional responsibility
701

A. Purpose

1. Both the District and the Association share a core value: to promote a growth mindset for our youth and our employees.
2. Supervision for the improvement of instruction and professional practice is the function of the employee evaluation process. Employees are expected to execute the core values inherent in the vision, mission, and goals of the District's strategic plan.
3. The legislature finds that an evaluation system for teachers has the following elements, goals, and objectives: (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. (RCW 28A.405.110)

B. Definitions

1. Provisional employees are defined in RCW 28A.405.220 and shall be observed and evaluated using the District's evaluation form for their job classification, at least twice annually. The first evaluation shall be based on an observation of not less than thirty minutes and completed no less than ninety (90) calendar days of the commencement of contract year and the second not later than May 1. Provisional employees shall not be placed on probation.
2. Continuing employees are other than provisional employees and shall be evaluated at least once annually after no less than two observations. Total observation time for each employee for each school year shall be not less than sixty (60) minutes. All evaluations shall be completed not later than June 1.
3. TPEP Educators shall refer to those employees evaluated under the Washington State Teacher/Principal Evaluation Process (TPEP) which is for certificated classroom educators who provide direct instruction for students.
4. "Non-Classroom Educators" shall refer to those employees who do not provide direct instruction to students. This includes Educational Staff Associates (i.e. counselors, social workers, physical therapists, and other employees listed under Title 18 RCW) as well as Teachers on Special Assignment (TOSAS).

C. Evaluations/Observations

1. Evaluations shall be based on no less than two observations of the employee in the performance of their assigned duties. Observations may be either scheduled or unscheduled when the employee is engaged in contracted duties, and may be shorter than 30 minutes but must directly reference evaluation criteria. A minimum of one observation shall be thirty (30) minutes in length while the employee is engaged in instruction or the employee's professional duties if not a teacher.
2. If an employee is transferred to another position not under the supervisor's jurisdiction, an evaluation shall be made at the time of such transfer. An employee on probation shall not be transferred from the supervisor's jurisdiction until the probationary period is complete.

3. If an employee resigns during the school year, the final evaluation shall be based on observations up to the date of the resignation and may be mailed to the employee.
4. Unsatisfactory evaluations, as defined in Paragraph 15, below, must be supported by at least one observation report that has indicated unsatisfactory performance. If an employee's evaluation will indicate unsatisfactory performance in one or more of the criteria, such evaluation shall be completed by May 1. The employee may request one additional observation be made within thirty (30) additional calendar days of the request for the purpose of having the evaluator observe if the marked deficiencies have been corrected.
5. Principals and other supervisors may conduct such additional observations at any time during the school year for such additional periods of time, as they deem appropriate.
6. Following each observation, the principal or other evaluator shall provide the employee a copy of the observation report within five (5) working days after the observation. If unsatisfactory performance is observed and noted, the Association President will be provided a copy of the report form. A conference with the employee will occur within five (5) working days of the date the employee is provided a copy of the report form. The employee may request the meeting include representation by the Association.
7. All observation reports used in making the evaluation shall be attached to the evaluation.
8. The employee shall sign the District's copy of the evaluation report to indicate that they have received a copy of the report. The signature of the employee does not, however, imply that the employee agrees with the contents of the evaluation report. The employee may attach comments if desired.
9. Each evaluation report and supporting observations, along with any employee attachments, shall be filed at the end of the school year in the employee's personnel file.
10. TPEP Educators assigned to subject matters for which they are not endorsed by certificates or for which they have no major or minor, shall not be evaluated with respect to TPEP criteria #4 (professional preparation) and #7 (knowledge of subject matter) except for assistance.
11. After an evaluation the principal or the evaluator may require the employee to take professional development training provided by the District in the area of professional skills needing improvement and may require the employee to work with a mutually agreed upon mentor for purposes of achieving such improvement (RCW 28A 405.140).
12. Evaluation Rubrics: The rubric for TPEP Educators shall be the Danielson Framework. Non-classroom educators will be evaluated on the state evaluation criteria.
13. TPEP Educators shall receive a comprehensive evaluation at least once every six (6) years. A Comprehensive evaluation assesses all eight (8) evaluation criteria. All criteria contribute to the summative evaluation performance rating. TPEP Educators not receiving a comprehensive evaluation will be assessed with a "focused evaluation." Educators undergoing a focused evaluation shall have the right to select the criterion on which they will be assessed, in consultation with the evaluator, in accordance with the evaluation framework. The chosen criteria shall be mutually agreed upon with the evaluator, but the final decision shall rest with the teacher. If criteria 3 or 6 are not selected, the employee and evaluator shall use the student growth goal process of Criterion 3 or 6. TPEP educators will set student growth goals based on the needs of their students and consistent with the proficient rating of the OSPI Student Growth Goal Rubric for their selected criterion. The final determination of these goals rests solely at the educator's discretion. Evaluators will

provide guidance on aligning growth goals with the rubric. The employee's last comprehensive rating shall remain in effect while the employee is on the focused evaluation process.

14. Should a Principal or evaluator determine to move a TPEP Educator from a focused to comprehensive evaluation, they must meet with the employee and inform them in writing before December 15th. During the meeting, they must provide the employee with a reason based on observed evidence. Employees may request to be transitioned from focused to comprehensive evaluation by notifying their evaluator prior to December 15.

15. Unsatisfactory Performance on a Comprehensive Evaluation (both TPEP and Non-Instructional Educators):

a. TPEP Educators:

i. With five (5) years of experience or less unsatisfactory performance is receiving a comprehensive evaluation rating of 1, Unsatisfactory.

ii. With greater than five (5) years of experience unsatisfactory performance is receiving comprehensive evaluation rating of 1, Unsatisfactory or 2, Basic two (2) years in a row or in two (2) out of three (3) years.

b. Non-Classroom Educators: unsatisfactory performance is receiving an overall evaluation rating of unsatisfactory.

16. Probation: An educator with unsatisfactory performance as defined above may be placed on probation by the Superintendent for sixty (60) days after October 15th; probation must be completed by May 15th. If the educator is deemed proficient, then the educator is removed from probation.

17. If the supervisor contemplates recommending that a continuing contract employee be placed on probation, an evaluation shall be made no later than January 20.

18. If the evaluator has observed deficiencies in the employee's professional classroom performance and the evaluation is determined to be "unsatisfactory" the evaluator shall develop a probationary plan of improvement in accordance with RCW 28A.405.100. The purpose of the probationary period is to give the employee opportunity to demonstrate improvement in their areas of deficiency.

a. A probationary period of sixty (60) school days shall be established by the Superintendent.

b. During the probationary period the evaluator shall meet with the employee at least twice monthly to supervise and make a written evaluation of the progress, if any, made by the employee.

c. The evaluator may authorize one additional certificated mentor to observe and assist the probationer and aid the employee in their areas of deficiency.

d. The employee may be removed from probation at any time if they demonstrate sufficient improvement to the principal of the building.

e. Lack of necessary improvement may constitute grounds for a finding of probable cause for nonrenewal. The Superintendent will provide written notice thereof to the employee on or before May 15 (RCW 28A.405.210).

19. A TPEP educator subject to a comprehensive evaluation shall select either an additional day of compensation at the substitute rate or a professional release day. The professional release day may be taken as one whole day or in two half-day increments.

D. Use of eVal

1. Evaluators will utilize a common question bank for all TPEP Educators to be asked of each employee as part of the pre-and post-observational conferences.
2. The questions bargained for the 2025-26 school year will be added to the online eVal portal; no additional questions should be written, assigned, or uploaded by individual evaluators. Should the State of Washington or Danielson change the evaluation criteria, the Association and District will confer regarding the updating of questions.
3. Observational notes, pictures, or other media utilized as observational evidence, will be uploaded and shared with the employee in eVal within five (5) school days of a formal observation.
4. Any observational data acquired through informal observation should be uploaded to the eVal system and must be shared as part of the rating conference. Should an employee choose to provide evidence/artifacts for the TPEP process, they may upload directly into the eVal system.
5. Unconfirmed third-party reports may not be used in the evaluation process.
6. List of Bargained Questions: See Appendix D

ARTICLE 13: ASSIGNMENT, TRANSFER & VACANCIES

- 855 A. In the determination of voluntary assignments and transfers, the preference and qualifications of the
856 employee shall be considered to the extent that these considerations do not conflict with the
857 educational program. As to employees who desire transfer or reassignment, the following procedure
858 shall be used:
- 859 1. All vacancies and new positions will be posted on the District website. A vacancy occurs when a
860 position within the bargaining unit is open. If a new position or vacancy occurs during the school
861 year it shall be posted on the District website. Principals, working with their staffs, may make
862 internal staffing assignments among existing staff at a building for the upcoming school year prior
863 to determining which positions are vacant for purposes of posting.
 - 864 2. The employee must notify the Superintendent and/or his designee within five (5) days of their
865 desire to be considered for a position.
 - 866 3. All vacancies or new positions shall be filled on the basis of qualifications for the position.
867 Continuing, provisional, and leave replacement employees of the District who make application
868 for a vacancy or new position shall be assured an interview. This opportunity will be extended
869 through the summer months for those employees who worked the previous school year.
 - 870 4. The Superintendent or his designees shall inform the employee of the outcome of their request in
871 writing within a reasonable time in the event of a request for transfer and within fifteen (15) days
872 of the date the position is filled in the event of a request for consideration of appointment to a
873 vacancy.
 - 874 5. In the event a vacancy occurs within twenty (20) days of the start of school, the administration
875 will make a reasonable attempt to meet the intent of this notification and transfer process in the
876 time available.
- 877 B. All positions that may require a transfer shall be posted on the District website. In the instance of
878 involuntary transfer to a new assignment, employees shall be notified in writing within a reasonable
879 amount of time of any changes in their programs and schedules for the ensuing school year or
880 semester, including subjects taught and special assignments. The District will provide two (2) days per
881 diem to any individual involuntarily transferred to another classroom in the District.
- 882 1. When possible, employees shall be notified before summer break to allow summer school
883 preparation if necessary.
 - 884 2. These conditions apply except when the reduction in force contained herein is enforced.
- 885 C. The District will invite present certificated staff from the appropriate grade level, department or school
886 to assist in the development of criteria and interviewing of new classroom teachers, librarians,
887 counselors and principals. During vacation periods a reasonable attempt will be made to meet the
888 intent of this article.

A. Definitions:

1. Financial Emergency – a significant loss of funding resulting from double levy loss in the same school year, declining enrollment, or other loss of revenue (e.g. a substantial reduction in the state per-pupil allocation of funds, reduction in categorical funding, etc.) that requires the involuntary separation of employees.
2. Reduction in Force (RIF) – reduction of number of employees resulting from a financial emergency, not decisions to discharge or non-renew an employee for cause. Any employee placed on layoff status shall retain all accrued benefits as are regularly extended to any employee on leave.
3. Qualifications – the appropriate Washington State Certificate, including endorsement, for the subject and/or grade level to which the employee will be assigned.
4. Seniority – length of certificated service within the State of Washington. Seniority shall be prorated for less than full-time service. Employees shall receive additional proportional seniority credit for additional work such as summer school, but seniority credit shall not exceed 1.0 FTE for any given year.
5. Voluntary leave – leave requested and granted during a time of financial emergency for a period of up to one year.

B. Procedures for Staff Reduction

1. In the event the Board of Directors adopts a RIF, those teachers and other non-supervisory employees (collectively "employees" herein) who will be retained to implement the District's reduced or modified program and those who will be terminated from employment or adversely affected in contract status will be identified by using the following procedures:

a. Determination of Vacant Positions

The District will determine, as accurately as possible, the total number of employees known as of April 1 leaving the District for reasons of retirement, family transfer, normal resignations, leaves, discharge or non-renewal, etc., and these vacancies will be taken into consideration in determining the number of available certificated positions for the following school year.

b. Certification

Possession of any valid Washington State Certificate which may be required for the position(s) under consideration shall be a prerequisite for retention as well as appropriate endorsements, if applicable.

c. Employment Categories

- i. The following categories and specialties are established to ensure the qualifications of personnel assigned to retained positions.
- ii. Elementary teachers will be listed for retention in one category (K-5). Elementary teachers shall include all elementary staff with appropriate certification or endorsement.
- iii. Secondary teachers (6 -12) will be listed for retention in areas with appropriate certification or endorsement.
- iv. Career and Technical Education (CTE) teachers will be listed for retention based upon the teaching area authorized on the teaching certificate.

- v. Other employees will be listed for retention in areas with appropriate certification or endorsement.
- vi. All employees on leave will be listed for retention as if they remained in the classroom. All employees on leave are subject to all RIF procedures.

d. Retention by Employment Category

Each employee will be listed for retention in their current assignment. Employees shall also be listed for retention in additional areas with appropriate certification or endorsement, provided the employee shall inform Human Resources, in writing, of those certifications or endorsements.

e. Selection within Employment Categories

Employees shall be considered for retention in available positions within the employment categories or specialties for which they qualify. In the event that there are more qualified employees than available positions in a given category, the following criteria shall be used to determine which employees shall be recommended for retention:

- i. Total seniority as an employee shall be the basis for retention for those categories identified in Subsection A4 above. Within each such category the employee(s) having the greater seniority shall be recommended for retention. In the event of a tie, Sequim School District experience will be the first tiebreaker. In the event ties remain, the employee(s) having the highest number of credits as recorded in the Personnel Office on October 1 of the current school year shall have preference. If ties remain, the employee(s) to be retained shall be determined by drawing lots among the employees who tie.
- ii. When a program is eliminated, staff members will be reassigned based upon their seniority, certification and/or endorsement.

f. Action by Superintendent

A seniority list shall be established and published by the District by February 1st of each year. Certificated staff shall have thirty (30) calendar days to notify the District of any errors or discrepancies on the seniority list. The updated seniority list shall be distributed to staff and Association on or before April 1 of each school year. The list shall include the following:

- i. Certification/endorsement information
- ii. Certificated teaching experience within the State of Washington
- iii. Length of service within the District
- iv. Number of credits
- v. These provisions shall be implemented on or before the statutory notice date, generally May 15 of the school year prior to the school year in which any staff reductions may be necessary. The Superintendent shall take such action as may be required by statute to non-renew or adversely affect the employment contracts of affected employees.

C. Employment Pool

1. All employees who are not retained in accordance with these procedures shall be terminated from employment and placed in an employment pool for possible re employment for a period of up to twenty-four (24) months from the effective date of the RIF. Employment pool personnel will be

- 969 given the opportunity to fill open positions within the categories or specialties identified in
970 Subsection B(1)(c) for which they are qualified under Subsection A4. If more than one such
971 employee is qualified for an open position, the criteria set forth in Subsection B(1)(e) shall be
972 applied to determine who shall be offered such position.
- 973 2. When a vacancy occurs for which person(s) in the employment pool qualify, notification from the
974 District to such individual will be via email, text, and voice mail. Such individual will have two (2)
975 calendar days from the receipt of the offer to accept a position. If an individual fails to accept a
976 position of FTE equivalent to that from which they were laid off, such individual will be dropped
977 from the employment pool.
- 978 3. The District will utilize employment pool personnel as substitutes on a first priority basis.
- 979 D. Involuntary Transfer Following Lay-Off
- 980 1. In completing staff assignments for the school year in which a RIF occurred, the District will
981 attempt to maintain each employee who is retained in the employee's current school or field or
982 level or position; provided, however, that all employees retained are subject to involuntary
983 transfer within their certification and endorsements.
- 984 2. All authorized positions not held by an incumbent, after application of the criteria, shall be
985 deemed vacant and shall be posted for a period of five (5) days for filling from the retained
986 employees.
- 987 3. At the expiration of the posting period, all applicants among the retained employees shall be
988 considered for the positions for which they applied within the staffing category.
- 989 4. If no such applicants exist for vacant positions, staff will be subject to involuntary transfer within
990 their certification and endorsements, based on seniority.
- 991 E. Employee Benefits
- 992 1. All benefits to which an employee was entitled at the time of their RIF, including unused
993 accumulated sick leave, shall be restored to the employee upon their return to active
994 employment; and the employee shall be placed on the proper step of the salary schedule to the
995 employees's experience and education.
- 996 F. Any employee who is on layoff or unpaid status may continue health insurance coverage pursuant to
997 the federal COBRA program consistent with the requirements of the SEBB.

ARTICLE 15: STUDENT TEACHER

998 If the District should approve a Student Teacher/Internship program, the following shall apply:

- 999 A. Every continuing contract employee with a minimum of 5 years of full-time experience shall have the
1000 option to accept or reject a student teacher as recommended by the building principal.
- 1001 B. Every employee who accepts a student teacher shall be given at least twenty (20) days' notice. In
1002 emergency situations, the District will notify the employee as soon as possible.
- 1003 C. Every employee who accepts a student teacher shall receive the total compensation provided by the
1004 contracted university for the employee. The District shall notify employees of the amount of
1005 remuneration if any, before assigning student teachers.
- 1006 D. The supervising employee may recommend dismissal of a student teacher to the building principal
1007 and the college/university supervisor. Accompanying the recommendation for dismissal, the
1008 supervising employee shall provide a written explanation to the building principal, the college
1009 supervisor, and the student teacher involved.

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A. Illness, Injury and Emergency Leave

Each employee covered by this Agreement shall be entitled to accumulate twelve (12) days of compensated annual leave per year to a maximum of 180 days for purposes of illness, injury and emergency leave as follows:

1. Sick Leave

a. The District shall grant (12) twelve annual sick leave days to employees in the event of illness, pregnancy, childbirth, and physical disability within the immediate family of the employee. For purposes of this provision, immediate family shall mean the employee's spouse, mother, father, sibling, child, grandparent, grandchild, or those same relatives by marriage or a person living in the same household as the employee.

b. The District shall have the right to require from the employee a physician's certificate of illness or injury or of the need to care for a family member after five (5) consecutive days of absence.

c. Compensation for leave for illness or injury or need to care for a family member shall be the same as the compensation the employee would have received had such employee not taken the leave. Unused leave shall accumulate from year to year.

2. Employee On-Task Incentive Pool

Sick Leave Buyback: Each January, any eligible employee who, at the end of the immediately previous calendar year, shall have accumulated in excess of sixty (60) days of unused sick leave may elect to receive remuneration for unused sick leave earned the previous year at the rate of twenty-five percent (25%) of the employee's current full-time daily rate of compensation for each full day of eligible sick leave (up to a maximum of three days in any one calendar year). Any such election shall be made by written notice to the District office during the month of January on forms provided by the District. All sick leaves days converted pursuant to this section shall be deducted from the employee's accumulated sick leave balance. Any such annual conversion of accumulated sick leave shall be subject to the terms and limitations of Washington Administration Code.

Any employee who shall retire or who shall die while employed by the District may elect (personally or by their personal representative, as appropriate) to convert accumulated unused sick leave days to monetary compensation at the rate of twenty-five percent (25%) of the employee's full-time daily rate of compensation at the time of termination from employment for each full day of eligible sick leave, up to a maximum of one hundred eighty (180) days. An employee separating from the employment for purposes of retirement must be eligible to immediately commence receiving retirement benefits from a state retirement system to be eligible for conversion of sick leave for compensation. Any such conversion of sick leave upon retirement or death shall be subject to the terms and limitations of Washington Administrative Code.

For purposes of this section, "eligible employee" means

a. Employees who separate from employment due to retirement or death;

b. Employees who separate from employment and who are at least age fifty-five and have at least ten years of service under the teachers' retirement system plan 3 as defined in RCW 41.32.010, or

- 1050 c. Employees who separate from employment and who are at least age fifty-five and have at
1051 least fifteen years of service under the teachers' retirement system plan 2 as defined in RCW
1052 41.32.010.
- 1053 3. VEBA
- 1054 a. The District has adopted the VEBA III Sick Leave Conversion Medical Reimbursement Plan
1055 (Plan) pursuant to RCW 28A.400.210 and agrees to make contributions to the Plan on behalf
1056 of all employees in the collective bargaining unit who are eligible to participate in the Plan by
1057 reason of having excess sick leave conversion rights. Contributions on behalf of each
1058 employee eligible to participate shall be based on the conversion value of sick leave days
1059 accrued by such employee available for contribution on an annual basis and at retirement in
1060 accordance with the statute. It is understood that all employees eligible to participate will be
1061 required to sign and submit to the District a hold harmless agreement complying with the
1062 statute. If an employee eligible to participate fails to sign and submit such agreement to the
1063 District, they will not be permitted to participate in the Plan at any time during the term of
1064 this Agreement, and any and all excess sick leave which in the absence of this Agreement
1065 would accrue to such employee during the term thereof shall be forfeited together with all
1066 cash conversion rights that pertain to such excess sick leave.
- 1067 i. Annual Sick Leave Conversion: Eligibility for participating on an annual basis is limited to
1068 employees who have accumulated one hundred eighty 180 days (or more if eligible) of
1069 unused sick leave. To be eligible during the term of the Plan, an employee must have
1070 earned at least one hundred eighty 180 days of unused sick leave as of the effective date
1071 of this Agreement or decision adopting this Plan.
- 1072 ii. Retirement Sick Leave Conversion: For purposes of retirement contributions to the Plan,
1073 all employees covered by this Agreement who retire during the term hereof shall be
1074 eligible, and excess sick leave shall be defined as the sick leave days accruing to the credit
1075 of such employee during the term of this Agreement.
- 1076 4. Sick Leave Sharing shall be provided as per Chapter 392-136A WAC.
- 1077 B. Personal Leave
- 1078 1. Each employee shall have three (3) days of personal leave per year.
- 1079 a. No reason must be given to the employee's supervisor, but leave must be approved in
1080 advance by the employee's supervisor pursuant to subsection 2, below. Personal leave shall
1081 be taken at reasonable times.
- 1082 b. Personal leave may be accrued up to a maximum of five (5) days per year. Employees will
1083 have the option of taking personal leave during the year or of being compensated for up to
1084 three (3) days at the end of the year at the substitute pay rate. Such compensation will be
1085 paid in July of each year.
- 1086 c. The employee is responsible for requesting payment prior to July 10th for the unused days.
1087 In the event that a request is not received, the leave will automatically roll over until 5 days
1088 are accumulated. Employees who accrue over five (5) personal days will automatically be
1089 compensated at the end of the year at the substitute pay rate.
- 1090
- 1091 d. No more than 10% of building employees may use leave under this section on any one day
1092 unless approved by the Superintendent or designee.

- 1093 2. Employees shall whenever possible give written notice to the building principal of intention to
1094 exercise personal leave within seven (7) days of the anticipated leave. Personal Leave may be
1095 denied if a shortage of certified and qualified substitutes exists. Employees shall ensure that
1096 lesson plans are current and that the employee's classroom assignment can be discharged by a
1097 substitute employee without undue disruption.

1098 C. Temporary Disability, Maternity and Parent Leave

- 1099 1. Employees who are physically unable to perform the functions of their position for medical
1100 reasons may request a temporary disability or maternity leave. Temporary disability or maternity
1101 leave, without compensation, shall be granted for illness, injury, surgery, or because of pregnancy,
1102 childbirth or adoption of a child.
- 1103 2. Employees shall notify their immediate supervisor of their request for such leave. If possible, such
1104 notification shall be made sixty (60) calendar days prior to the proposed starting and ending date
1105 of the leave. The actual starting date of the leave will be determined as necessary to protect the
1106 quality of the instructional program, the desire of the employee and the employee's medical
1107 provider, by providing the District with a medical provider's certificate giving dates (or
1108 approximate dates) upon which the absence will begin and end. Changes in the requested ending
1109 date shall be submitted to the Superintendent for approval two weeks prior to reinstatement to
1110 full employment from a leave status. All employees returning to work from an extended leave
1111 shall include a current release to return to regular work duties from the employee's attending
1112 physician.
- 1113 3. While the employee is still working, the District may request the employee to provide a certificate
1114 from the medical provider indicating that the employee is physically capable of performing the
1115 normal tasks of the job, without jeopardizing the employee's health or the safety of others. The
1116 District reserves the right to require a medical provider's certificate as proof of disability for any
1117 absence.
- 1118 4. An employee must notify the District at the time of application of the beginning date of the leave
1119 and whether the leave shall extend for the duration of the semester or for the contract year.
1120 Alternative arrangements for return of the leave may be made at any time with the agreement of
1121 the Board.
- 1122 5. An employee who has been granted such leave shall be allowed to return to the same position or
1123 a similar position.
- 1124 6. An employee may apply for and be granted leave herein in case of pregnancy or childbirth, or
1125 adoption of a child, without first exhausting sick leave days. An employee may also apply accrued
1126 sick leave to leave for pregnancy, childbirth or adoption of a child.

1127 D. Military Leave

- 1128 1. Twenty-one (21) days per year, October 1 to September 30 for reservists ordered to active training
1129 duty, providing that any such reservists shall present evidence to the District that all reasonable
1130 efforts to arrange for such active training duty during the summer months or other school vacation
1131 periods have been made. Any pay accrued during this time shall be in addition to the regular
1132 teaching salary.

1133 E. Judicial Leave

- 1134 1. In the event an employee is summoned to serve as a juror or to appear as a witness in court
1135 (except as a witness adverse to the District) or on their own behalf, or is named as a co-defendant

- with the District, such employee shall receive a normal day's pay for each day of required presence in court.
2. An employee on Judicial Leave shall prepare and deliver to their immediate supervisor detailed lesson plans for the period of the leave.
- F. Bereavement/Critical Illness or Injury Leave
1. Maximum of five (5) days leave with pay per occurrence for absence caused by death of the employee's spouse, mother, father, sibling, child, grandparent, grandchild, or those same relatives by marriage or a person living in the same household as the employee, and five (5) days leave with pay per year for absence caused by critical illness or critical injury in the immediate family or involving individuals who are permanent members of the household. One of such days may be used for death of a friend. "Critical illness or injury" shall be defined as synonymous with the designation made by the hospital of residence. Not more than five (5) additional days leave per year may be granted with pay deduction corresponding to substitute's pay.
- G. Association Leave
1. The Association President and/or their designee(s) shall be granted up to thirty (30) days leave per year, which may be taken as whole or half days, in order to attend to Association business. If more than three consecutive days are used, it will be at the discretion of the Superintendent or School Board. The Association will reimburse the District in the amount of substitute salaries used by the District when Association Leave is used. The days used are at the discretion of the Association.
- H. Professional Leave
1. Faculty members who obtain permission from the building principal shall be granted up to two (2) days leave with pay to attend meetings, conferences, or workshops concerned with their assigned duties, including their subject matter areas; or extracurricular coaching; or for Professional Certification; or for National Board Certification.
- I. Leaves of Absence
1. Employees who have continuing contracts, who in the year of application, are employed full time (1.0 FTE) shall be entitled to a one (1) year leave of absence for purposes of child care, public service, recuperation from serious illness or injury. Leave to engage in professionally related work experience or in pursuit of an advanced education program shall be with the approval of the Board of Directors. All are subject to the following provisions:
- a. Leave shall be without pay except that the employee shall retain all seniority, salary placement and benefits earned at the time the leave is granted.
- b. No more than four percent (4%) percent of certificated employees of the District shall be on leave in any one school year to be computed according to the total number of employees working under this Agreement as of September 1 in any given year.
- c. Employees may not contract with another school district while on a District leave of absence.
- d. Written request for leave of absence must be submitted by April 1 of the year preceding the leave except in cases of illness or injury or in years in which RIF is anticipated, in which case the District shall notify the Association of such fact by May 1. When the number of applications does not total four percent (4%) of the total number of certificated staff, applications will be accepted until May 1 or until the maximum number of available leaves

pursuant to Section H(1)(b) is reached, whichever comes first. When the number of leave applications to include requests for extensions of leave exceeds four percent (4%) of the total number of certificated staff, leave shall be granted first to those employees who have received a commitment from the Board of Directors for an extension of leave at the time the first year of such leave was granted, and second on the basis of seniority as determined by an employee's vertical placement on the salary schedule; provided that a suitable replacement can be obtained for the employee requesting such leave.

e. Employees accepting such leave shall be expected to return to the District and shall give notice of their intent to do so by February 1 of the year in which the leave is taken and shall be entitled to the same or similar position as the employee occupied prior to taking leave. "Same or similar" is defined here and elsewhere in this Agreement as classroom teacher, special education teacher, vocational teacher, counselor or librarian.

f. An extension of the year may, at the Board's discretion, be granted provided all other guidelines have been followed.

2. The Board, at its discretion may grant leaves of absence in addition to and at terms differing from those set forth in Item 1, e.g. foreign teaching. Granting of such leave shall not be construed as establishing any precedent upon which an employee or the Association may rely in seeking additional leaves.

J. Sabbatical Leave

1. Employees who have served in the District for at least seven (7) continuous years shall be entitled to make application for a one (1) year Sabbatical leave for purposes of advanced professional study approved by the Board subject to the following provisions:

a. Application for leave must include as a minimum (a) a detailed statement of the intended course of study, (b) identification of the educational institution in which the study shall take place and confirmation of acceptance by the institution, (c) a statement of the benefit to incur to the District as a result of such study, and (d) such additional information as requested from the Sabbatical Review Committee. Application must be made to the Superintendent by February 1 of the calendar year in which the leave would begin.

b. Applications shall be reviewed by a Sabbatical Review Committee to be comprised of a Board member, a staff member named by the Association, the applicant(s) immediate supervisor(s) in ex officio capacity, and the Superintendent who shall serve as chair. The Superintendent, upon completion of a full review of the application(s) shall present the Committee's recommendations to the Board of Directors.

2. The Board of Directors shall review the recommendation of the Committee prior to March 1 and determine which one (1) if any, of the applications shall be approved. An approved Sabbatical leave shall be subject to the following conditions:

a. A supplementary salary stipend in an amount equal to one-half the average certificated salary (identified on Schedule A hereto as the same may hereafter be amended) shall be made available to the successful applicant.

b. Employees on leave shall accrue one (1) year of experience for purposes of placement on the District salary schedule and attendant rights of seniority. An employee shall further be entitled to continue insurance coverage as regulated by the SEBB

- 1220 c. Employees who accept the District stipend shall be obligated to return to the District in the
1221 same or similar position which they occupied prior to the leave as a condition of receipt of the
1222 stipend for not less than two (2) years following the Sabbatical. An employee who is unable
1223 to comply with this provision shall return the stipend to the District upon demand.
- 1224 K. Family and Medical Leave Act of 1993 (FMLA)
- 1225 1. The District shall post the Family Medical Leave Act at each employee work site. Caveat:
1226 Employees should be aware that certain use of family and medical leave could result in the
1227 employee exhausting all accrued sick leave.
- 1228 L. Washington State Paid Family and Medical Leave (PFML)
- 1229 1. Employees shall be eligible to receive Paid Family and Medical Leave (PFML) under the Washington
1230 State Family and Medical Leave and Insurance Act, as administered by the state department of
1231 Employment Security. To be eligible for this leave, employees must have worked a minimum
1232 number of hours determined by the State within the past calendar year. Employees may elect to
1233 use either accrued leave or PFML. Employees may choose to apply for PFML while the employee
1234 is on unpaid leave or following the exhaustion of unpaid leave.
- 1235 M. Assault Leave
- 1236 1. Any incident which could constitute assault upon an employee by another adult while acting
1237 within the scope of their employment shall be reported promptly to the employee's immediate
1238 supervisor. If, following that report and based on a complaint made by the employee to a law
1239 enforcement agency; a criminal conviction for assault or similar judgment by reason of acts against
1240 that employee result, then the District will support the employee as outlined in Item 3 below.
- 1241 2. Any incident which could constitute assault upon employee by a student will be investigated by
1242 school administrators. If determined that the student's behavior against the employee constitutes
1243 assault, the District will support the employee as outlined in Item 3. below as well (this does not
1244 prevent the employee from reporting the incident to a law enforcement agency).
- 1245 3. Whenever an employee is absent from employment and unable to perform their duties as a result
1246 of personal injuries sustained due to an assault and battery as defined in Subsection 1 above, the
1247 employee will be paid full salary for the period of absence, up to one year from date of injury, less
1248 the amount of any Worker's Compensation award or benefit. For any absence reasonably
1249 expected to last for longer than four (4) school days, the employee must timely apply for Worker's
1250 Compensation. No part of such absence will be charged to annual or accumulated sick leave.
- 1251 N. Leave Without Pay
1. Staff who take Leave Without Pay must have prior approval from the Superintendent or designee.

A. Method of Payment

1. Employees shall be paid in twelve (12) monthly installments. Each salary warrant shall contain one twelfth (1/12) of the contracted salary except as provided in Section B - Placement on Salary Schedule. Salary warrants shall be issued by direct deposit on the last business day of each month.
2. In the event of overpayment of salary, correction shall be pro-rated among the remaining payroll warrants of the year if such pro-ration is acceptable to the ESD fiscal office, the State Auditor, or any other governing body having authority to impose its ruling upon the District. The correction for underpayment shall be made as soon as possible following notification of the error to the District.

B. Placement on Salary Schedule

1. Employees covered by this Agreement will be provided salary increments consistent with the District salary schedule for earning approved professional credits beyond the B.A. or M.A. degree training as follows:
 - a. Credits which are earned from an accredited community college, college, or university and are transferable or applicable to a bachelor's or more advanced degree program.
 - b. Professional Educator Standards Board approved continuing education, enrichment, clock-hour credits, or Professional Growth Plan credits.
2. It shall be the responsibility of the employee to submit college or university transcripts documenting the accumulation of credits.
3. Salaries are determined by placing each employee on the salary schedule, attached hereto as Schedule A.
4. Any employee contracted for days or partial days in excess of the regularly contracted days shall receive additional compensation based on full per diem of the regular contract.
5. Part-time employees will be paid pro-rata according to the regular salary schedule.
6. Substitutes who have completed a long-term assignment of twenty-one (21) consecutive days shall be paid in accordance with the District salary schedule (Schedule A) retroactive to the first day of the assignment.
7. Payment for teachers who agree to teach additional classes beyond the normal class load will be made at the rate of an additional 20% of the employee's regular contracted salary. Payment for teachers who agree to teach fewer classes than the normal class load will be made at the rate of a decrease of 20% per class of the employee's regular contracted salary. Planning time will be similarly prorated.

C. Computation of Experience and Education Credits

1. Credits earned for professional preparation and advancement on Schedule A. hereto must be completed and official transcripts verifying credits earned must be registered with the Personnel Office by September 25 in order to be applicable for the current school year. Payment for credits earned but for which verification is received after September 25 will be made retroactive only if written notice of the pending arrival of such verification has been received by the Personnel Office by September 25.
2. Credits acceptable for advancement on Schedule A hereto will be as provided in Article 18 herein.

- 1292 3. Experience credit on the salary schedule shall be given for each full year of teaching experience in
1293 the public school system. Experience credit for part-time teaching experience shall be given in the
1294 same proportion as the part-time contract bears to a full-time contract.
- 1295 4. Teaching experience in accredited private schools that substantially parallels public school
1296 experience will be accepted for advancement on the salary schedule.
- 1297 5. All employees will provide current transcripts of credits earned for purposes of determining
1298 correct placement on the statewide funding formula.
- 1299 6. For the purpose of determining placement on the salary schedule, employees serving in the role
1300 of occupational therapists (OT), physical therapists (PT), speech-language pathologists (SLP),
1301 audiologists, nurses, social workers, counselors, and psychologists regulated under Title 18 RCW
1302 shall include experience both in schools and other non-school positions as OTs, PTs, SLPs,
1303 audiologists, nurses, social workers, counselors, or psychologists. The calculation shall be that one
1304 year of service in a non-school position shall count as one year of service for purposes of
1305 placement on the salary schedule. Non-school years of service included in calculations under the
1306 subsection shall not be applied to service credit totals for purposes of any retirement benefits.
1307 New salary schedule placement under this formula shall not apply retroactively to employment
1308 prior to the 2022-2023 school year.

1309 D. Additional Compensation

- 1310 1. There shall be one (1) enrichment day. The scheduling of this day shall be agreed upon by the
1311 Parties during annual school calendar negotiations and noted on the school calendar.
- 1312 2. Employees are responsible for being prepared for the start of school. The previously scheduled
1313 employee preparation day is no longer scheduled, but a matter of personal professional
1314 responsibility, and compensation for that previous enrichment day was added to the 2021-2022
1315 and subsequent salary schedules under base contract compensation at the rate of 0.56%. No
1316 Enrichment or Professional Learning days will be scheduled for the day before the first day of
1317 school.
- 1318 3. As noted in Article 11, Section P, employees are also responsible for first semester grading and
1319 second semester preparation as a matter of personal professional responsibility. The previously
1320 scheduled semester break day provided for the purpose of first semester grading and second
1321 semester preparation, is no longer scheduled and employees will complete those tasks on their
1322 own time. Compensation for that semester break day was added to the 2021-2022 and
1323 subsequent salary schedules under base contract compensation.
- 1324 4. Each building will schedule activities for parent engagement that are part of each employee's
1325 personal professional responsibility. Examples include open house, curriculum night, math night
1326 and other similar activities. Such activities will not be scheduled for more than three and one
1327 half (3.5) hours within the course of a school year. Educators shall be required to attend a two
1328 (2) hour Back-to-School Night/Open House event at the start of each school year. Educators will
1329 be required to fulfill the remaining one and one-half (1.5) hours of the designated family
1330 engagement obligation by attending an event selected from approved family engagement
1331 activities as outlined by the District or school administration. The expectation is 1.5 hours for
1332 attendance at the event. Event dates will be made available by November 15.
- 1333 5. In addition to the District enrichment days, all state funded PLD's will be added to the total work
1334 year calendar, and employee base contract. Employees may not use personal leave on PLD days.

1335 6. Compensation for these additional days is determined by the employee's placement on Additional
1336 Compensation salary schedule.
1337

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A. Employee Liability Insurance

1. Employees are protected against claims for bodily injury or property damage arising out of an employee's acts or omissions while performing or in good faith acting within the scope of their employment. Actions "within the scope of employment" include the operation of an employee's own vehicle when it is being operated with the consent of the District and while performing duties directed by the District.

2. Employees are entitled to recover damages which they incur to their person or property arising out of an unlawful act of another person when the damages occur while they are acting within the scope of their employment. The act of maintaining order or of imposing discipline is an act within the scope of employment when it is being done at the direction of the District and within limitations imposed by the District.

B. Employee Personal Property Insurance

1. Employees who have the consent of the District to make use of individual personal property as a direct part of the instructional program shall be protected against loss of such property on account of fire, theft or vandalism to a maximum amount of \$1000.00. Employees shall register such property with the building principal to include its fair market value and have the principal's initialed consent to use such property prior to its use. Personal property of a value of less than \$25.00, which is lost on account of fire, theft or vandalism, shall be at the risk of the employee.

C. Health Insurance

1. The District shall contribute to the state School Employees Benefits Board (SEBB) the state-required employer contribution per eligible employee per month.

2. Any employee who is on layoff or unpaid status may continue health insurance coverage pursuant to the federal COBRA program consistent with the requirements of the SEBB.

Annuities

3. The District will facilitate payment to any annuity program supervised and approved by the District and permitted by law in lieu of salary. This sentence shall not be construed to limit participation in any other annuity program.

D. Immunization

1. In order to safeguard the school community from certain vaccine-preventable diseases, the District may make arrangements for certificated employees to be immunized at no cost to employees at times and places convenient to employees. No additional immunization beyond that arranged by the District will be required of certificated employees by the District. In the event of an outbreak of a disease that could be transmitted in the school setting, and if the local health authority excludes some or all certificated staff from attendance, they shall be entitled to sick leave benefits herein.

A. Definitions

1. A grievance is an alleged misinterpretation of, misapplication of, or violation of, the terms and/or provisions of this Agreement.

2. A grievant shall mean an individual, a group of individuals and/or the Association.

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, including the Superintendent in situations where the employee is dissatisfied with the response of the building principal and does not wish to press the matter by resorting to a formal grievance.

B. Procedure for Processing Grievances:

1. Immediate Supervisor

a. The grievant and the Association representative, or the Association may orally present a grievance to the immediate supervisor. If the grievance is not settled orally, the grievance shall be presented in writing to the immediate supervisor within twenty (20) working days after the occurrence of the grievance or within twenty (20) working days from the time the grievances or the Association should have reasonably become aware of the occurrence of the events giving rise to the grievance, whichever is later.

b. The "Statement of Grievance" shall name the grievant(s) involved, the facts giving rise to the grievance, provision or provisions of the Agreement alleged to be violated and the remedy (specific relief) requested.

c. The immediate supervisor, upon receipt of the written grievance, shall sign and date the grievance form and shall give a copy of the grievance form to the grievant(s), Association representative and the Superintendent. The immediate supervisor shall answer the grievance in writing within five (5) working days of receiving the grievance and the answer shall include the reasons upon which the decision was based and all supportive evidence to the grievant(s) Association representative and the Superintendent.

2. Superintendent

a. If no satisfactory settlement is reached in Step 1, Immediate Supervisor, the grievance may be appealed to Step 2, Superintendent, or their designated representative within ten (10) working days of receipt of the decision rendered in Step 1.

b. The Superintendent or their designated representative shall arrange for a grievance meeting with the grievant(s) and/or Association representative and such meeting shall be scheduled within ten (10) working days of the receipt of the Step 2, Superintendent, appeal.

c. The Superintendent or their designated representative shall provide a written decision, incorporating the reasons upon which the decision was based to the grievant(s), and/or Association representative within five (5) working days from the conclusion of the meeting.

3. Board of Directors

a. If the grievance is not resolved at Step 2, Superintendent, the grievant(s) may, within ten (10) days of receipt of the Superintendent's or his designee's answer, appeal the decision to the Board of Directors. A copy of the appeal shall be sent to the Superintendent or his designee at the same time and shall be accompanied by a copy of the decision rendered at Step 2.

- 1413 b. The Board shall schedule a hearing on the grievance at the next regular meeting of the Board
1414 or at a special meeting convened within thirty (30) days for the purpose of holding a hearing
1415 on the grievance. Within ten (10) days after the hearing, the Board shall communicate its
1416 decision in writing to the grievant and shall state the reasons for its decision if requested by
1417 the grievant.

1418 4. Arbitration

- 1419 a. If no satisfactory settlement is reached at Step 3, Board of Directors, the Association, within
1420 fifteen (15) working days of the receipt of the Step 3 decision may appeal the final decision
1421 of the District. On receipt of the Association's decision to appeal to arbitration, the District
1422 and Association shall mutually agree on an arbitrator. If there is no agreement, the
1423 Association may file with the Federal Mediation and Conciliation Service (FMCS) or American
1424 Arbitration Association (AAA). It shall be the function of the arbitrator and they shall be
1425 empowered, except as their powers are limited herein to make decisions in cases of alleged
1426 misinterpretation of, misapplication of, or violation of the terms and/or provisions of this
1427 Agreement.

- 1428 b. The arbitrator's decision will be in writing and will set forth their findings of fact, reasoning
1429 and conclusions on the issues submitted to them. The decision of the arbitrator shall be final
1430 and binding upon the District, the Association and the grievant(s).

1431 c. Jurisdiction of Arbitrator

- 1432 i. The arbitrator shall have no power to add to, subtract from, disregard or modify the
1433 terms and provisions of this Agreement.
- 1434 ii. The arbitrator shall have no power or authority to make any decision, which requires the
1435 commission of an act prohibited by law.
- 1436 iii. The arbitrator shall have no power or authority to rule on any of the following:
- 1437 a) The termination of services or failure to reemploy any employee to a position on the
1438 supplemental salary schedule.
- 1439 b) The termination of services or failure to reemploy any provisional employee.
- 1440 c) Any matter involving employee evaluation provided the evaluation procedure may
1441 be reviewed for procedural error.
- 1442 d) Any matter involving employee probation, discharge or non- renewal.
- 1443 e) Any matter involving Reduction in Force provided that the procedural application of
1444 Reduction in Force (Article 15) shall be subject to this article.
- 1445

C. Time Limits

1. Time limits provided in this procedure may be extended by mutual agreement when signed by the parties.
2. Failure on the part of the District at any step of this procedure to communicate the decision on a grievance within a specific time limit shall permit the Association to lodge an appeal at the next step of this procedure.
3. Any grievance not advanced by the grievant from one step to the next within the time limits of that step shall be deemed resolved by the District's answer and the previous step.
4. In order to expedite grievance adjudication, any Association grievances, class action grievances, and grievances involving the evaluation procedures will be lodged at Step 2, Superintendent, of this procedure.

D. Reprisals

1. No reprisal of any kind will be taken by the District against any employee because of their participation in any grievance.

E. Costs

1. 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.

ARTICLE 20: TERM, DURATION AND SEPARABILITY

- 1463 A. The contract shall be effective as of September 1, 2025 and shall remain in full force and effect through
1464 August 31, 2028.
- 1465 B. All members of the Bargaining Unit will be paid according to the salary schedules provided in
1466 schedules A, B, and C, of this Agreement. The annual salary shall be increased by the state-
1467 determined annual inflation factor, currently the state denominated implicit price deflator (IPD) for
1468 each year of the contract. During the 2027-2028 school year, the annual salary will be increased by
1469 an additional one percent (1%).
- 1470 C. This Agreement constitutes the negotiated agreement between the parties and supersedes any
1471 previous agreements or understanding, whether oral or written, between them. This Agreement
1472 expressed herein in writing constitutes the full and complete Agreement between the District and the
1473 Association.
- 1474 D. The District agrees to notify the Association of any contemplated changes in policies and/or practices
1475 not covered by this Agreement that affect wages, hours, terms and conditions of employment. This
1476 Agreement shall be reopened to bargain the proposed changes as provided in this section at the
1477 request of either party in writing pursuant to Chapter 41.59 RCW.

SEA Salary Schedule :: 25-26 School Year :: 183 Days

Step	BA+0	BA+15	BA+30	BA+45	BA+90	MA+0	MA+45	MA+90
0	\$ 63,417	\$ 65,129	\$ 66,902	\$ 68,682	\$ 74,388	\$ 76,030	\$ 81,735	\$ 85,416
1	\$ 64,268	\$ 66,007	\$ 67,804	\$ 69,658	\$ 75,425	\$ 76,876	\$ 82,640	\$ 86,293
2	\$ 65,083	\$ 66,834	\$ 68,652	\$ 70,550	\$ 76,403	\$ 77,725	\$ 83,477	\$ 87,169
3	\$ 65,920	\$ 67,692	\$ 69,525	\$ 71,589	\$ 77,330	\$ 78,534	\$ 84,268	\$ 88,052
4	\$ 66,742	\$ 68,591	\$ 70,433	\$ 72,571	\$ 78,346	\$ 79,376	\$ 85,151	\$ 88,964
5	\$ 69,502	\$ 69,723	\$ 71,313	\$ 73,568	\$ 79,319	\$ 80,237	\$ 85,989	\$ 89,879
6	\$ 70,423	\$ 70,711	\$ 72,210	\$ 74,574	\$ 80,298	\$ 81,119	\$ 86,843	\$ 90,746
7	\$ 71,360	\$ 71,714	\$ 73,796	\$ 76,289	\$ 82,100	\$ 82,770	\$ 88,586	\$ 92,591
8	\$ 72,297	\$ 72,734	\$ 76,187	\$ 78,886	\$ 84,774	\$ 85,366	\$ 91,250	\$ 95,414
9	\$ 72,297	\$ 73,763	\$ 78,711	\$ 81,511	\$ 87,538	\$ 87,987	\$ 94,015	\$ 98,318
10	\$ 72,297	\$ 73,763	\$ 81,272	\$ 84,274	\$ 90,378	\$ 90,750	\$ 96,855	\$ 101,301
11	\$ 72,297	\$ 73,763	\$ 81,272	\$ 87,115	\$ 93,351	\$ 93,590	\$ 99,832	\$ 104,366
12	\$ 72,297	\$ 73,763	\$ 81,272	\$ 89,866	\$ 96,404	\$ 96,544	\$ 102,883	\$ 107,559
13	\$ 72,297	\$ 73,763	\$ 81,272	\$ 89,866	\$ 99,536	\$ 99,601	\$ 106,011	\$ 110,821
14	\$ 72,297	\$ 73,763	\$ 81,272	\$ 89,866	\$ 102,679	\$ 102,746	\$ 109,360	\$ 114,215
15	\$ 72,297	\$ 73,763	\$ 81,272	\$ 89,866	\$ 105,348	\$ 105,415	\$ 112,202	\$ 117,182
16	\$ 72,297	\$ 73,763	\$ 81,272	\$ 89,866	\$ 107,455	\$ 107,524	\$ 114,448	\$ 119,525
17	\$ 72,297	\$ 73,763	\$ 81,272	\$ 89,866	\$ 107,455	\$ 107,524	\$ 114,448	\$ 119,525
18	\$ 72,297	\$ 73,763	\$ 81,272	\$ 89,866	\$ 107,455	\$ 107,524	\$ 114,448	\$ 119,525
19	\$ 72,297	\$ 73,763	\$ 81,272	\$ 89,866	\$ 107,455	\$ 107,524	\$ 114,448	\$ 119,525
20	\$ 75,189	\$ 76,714	\$ 84,522	\$ 93,461	\$ 111,753	\$ 111,825	\$ 119,027	\$ 124,306

SEA Salary Schedule :: 25-26 School Year :: Daily Rate

Step	BA+0	BA+15	BA+30	BA+45	BA+90	MA+0	MA+45	MA+90
0	\$ 347	\$ 356	\$ 366	\$ 375	\$ 406	\$ 415	\$ 447	\$ 467
1	\$ 351	\$ 361	\$ 371	\$ 381	\$ 412	\$ 420	\$ 452	\$ 472
2	\$ 356	\$ 365	\$ 375	\$ 386	\$ 418	\$ 425	\$ 456	\$ 476
3	\$ 360	\$ 370	\$ 380	\$ 391	\$ 423	\$ 429	\$ 460	\$ 481
4	\$ 365	\$ 375	\$ 385	\$ 397	\$ 428	\$ 434	\$ 465	\$ 486
5	\$ 380	\$ 381	\$ 390	\$ 402	\$ 433	\$ 438	\$ 470	\$ 491
6	\$ 385	\$ 386	\$ 395	\$ 408	\$ 439	\$ 443	\$ 475	\$ 496
7	\$ 390	\$ 392	\$ 403	\$ 417	\$ 449	\$ 452	\$ 484	\$ 506
8	\$ 395	\$ 397	\$ 416	\$ 431	\$ 463	\$ 466	\$ 499	\$ 521
9	\$ 395	\$ 403	\$ 430	\$ 445	\$ 478	\$ 481	\$ 514	\$ 537
10	\$ 395	\$ 403	\$ 444	\$ 461	\$ 494	\$ 496	\$ 529	\$ 554
11	\$ 395	\$ 403	\$ 444	\$ 476	\$ 510	\$ 511	\$ 546	\$ 570
12	\$ 395	\$ 403	\$ 444	\$ 491	\$ 527	\$ 528	\$ 562	\$ 588
13	\$ 395	\$ 403	\$ 444	\$ 491	\$ 544	\$ 544	\$ 579	\$ 606
14	\$ 395	\$ 403	\$ 444	\$ 491	\$ 561	\$ 561	\$ 598	\$ 624
15	\$ 395	\$ 403	\$ 444	\$ 491	\$ 576	\$ 576	\$ 613	\$ 640
16	\$ 395	\$ 403	\$ 444	\$ 491	\$ 587	\$ 588	\$ 625	\$ 653
17	\$ 395	\$ 403	\$ 444	\$ 491	\$ 587	\$ 588	\$ 625	\$ 653
18	\$ 395	\$ 403	\$ 444	\$ 491	\$ 587	\$ 588	\$ 625	\$ 653
19	\$ 395	\$ 403	\$ 444	\$ 491	\$ 587	\$ 588	\$ 625	\$ 653
20	\$ 411	\$ 419	\$ 462	\$ 511	\$ 611	\$ 611	\$ 650	\$ 679

SEA Salary Schedule :: 25-26 School Year :: Total Base Pay (184 Days)

Step	BA+0	BA+15	BA+30	BA+45	BA+90	MA+0	MA+45	MA+90
0	\$ 63,764	\$ 65,485	\$ 67,268	\$ 69,057	\$ 74,794	\$ 76,445	\$ 82,182	\$ 85,883
1	\$ 64,619	\$ 66,368	\$ 68,175	\$ 70,039	\$ 75,837	\$ 77,296	\$ 83,092	\$ 86,765
2	\$ 65,439	\$ 67,199	\$ 69,027	\$ 71,036	\$ 76,821	\$ 78,150	\$ 83,933	\$ 87,645
3	\$ 66,280	\$ 68,062	\$ 69,905	\$ 71,980	\$ 77,753	\$ 78,963	\$ 84,728	\$ 88,533
4	\$ 67,107	\$ 68,966	\$ 70,818	\$ 72,968	\$ 78,774	\$ 79,810	\$ 85,616	\$ 89,450
5	\$ 69,882	\$ 70,104	\$ 71,703	\$ 73,970	\$ 79,752	\$ 80,675	\$ 86,459	\$ 90,370
6	\$ 70,808	\$ 71,097	\$ 72,605	\$ 74,982	\$ 80,737	\$ 81,562	\$ 87,318	\$ 91,242
7	\$ 71,750	\$ 72,106	\$ 74,199	\$ 76,706	\$ 82,549	\$ 83,222	\$ 89,070	\$ 93,097
8	\$ 72,692	\$ 73,131	\$ 76,603	\$ 79,317	\$ 85,237	\$ 85,832	\$ 91,749	\$ 95,935
9	\$ 72,692	\$ 74,166	\$ 79,141	\$ 81,956	\$ 88,016	\$ 88,468	\$ 94,529	\$ 98,855
10	\$ 72,692	\$ 74,166	\$ 81,716	\$ 84,735	\$ 90,872	\$ 91,246	\$ 97,384	\$ 101,855
11	\$ 72,692	\$ 74,166	\$ 81,716	\$ 87,591	\$ 93,861	\$ 94,101	\$ 100,378	\$ 104,936
12	\$ 72,692	\$ 74,166	\$ 81,716	\$ 90,357	\$ 96,931	\$ 97,072	\$ 103,445	\$ 108,147
13	\$ 72,692	\$ 74,166	\$ 81,716	\$ 90,357	\$ 100,080	\$ 100,145	\$ 106,590	\$ 111,427
14	\$ 72,692	\$ 74,166	\$ 81,716	\$ 90,357	\$ 103,240	\$ 103,307	\$ 109,958	\$ 114,839
15	\$ 72,692	\$ 74,166	\$ 81,716	\$ 90,357	\$ 105,924	\$ 105,991	\$ 112,815	\$ 117,822
16	\$ 72,692	\$ 74,166	\$ 81,716	\$ 90,357	\$ 108,042	\$ 108,112	\$ 115,073	\$ 120,178
17	\$ 72,692	\$ 74,166	\$ 81,716	\$ 90,357	\$ 108,042	\$ 108,112	\$ 115,073	\$ 120,178
18	\$ 72,692	\$ 74,166	\$ 81,716	\$ 90,357	\$ 108,042	\$ 108,112	\$ 115,073	\$ 120,178
19	\$ 72,692	\$ 74,166	\$ 81,716	\$ 90,357	\$ 108,042	\$ 108,112	\$ 115,073	\$ 120,178
20	\$ 75,600	\$ 77,133	\$ 84,984	\$ 93,972	\$ 112,364	\$ 112,436	\$ 119,677	\$ 124,985

SCHEDULE B: SUPPLEMENTAL CONTRACTS

2025-2026 School Year

Group	Extra Duty	Remuneration (% of Base)
1	Band Director	14.3%
2	FBLA	5.5%
3	Annual Advisor	4%
4	Chorus Director	5.5%
5	ASB Advisor (HS)	8.0%
6	ASB Advisor (MS)	5.0%
7	9 th and/or 10 th grade advisor	2.0%
8	11 th and/or 12 th grade advisor	3.0%
9	Outdoor school	.5%

2026-2027 School Year

Group	Extra Duty	Remuneration (% of Base)
1	Band Director	11.2%
2	FBLA	4.0%
3	Annual Advisor	2.75%
4	Chorus Director	6.0%
5	ASB Advisor (HS)	8.0%
6	ASB Advisor (MS)	5.0%
7	9 th and/or 10 th grade advisor	2.0%
8	11 th and/or 12 th grade advisor	3.0%
9	Outdoor school	.5%

2027-2028 School Year

Group	Extra Duty	Remuneration (% of Base)
1	Band Director	8%
4	Chorus Director	6.0%
5	ASB Advisor (HS)	8.0%
6	ASB Advisor (MS)	5.0%
7	9 th and/or 10 th grade advisor	2.0%
8	11 th and/or 12 th grade advisor	3.0%
9	Outdoor school	.5%

1478 If an employee currently occupying the Band Director, FBLA, Annual Advisor positions leaves the position
1479 prior to the phase down, the final phased down remuneration will be implemented immediately for that
1480 position.

EXHIBIT B

1481 Secondary Department Chairs and Elementary Grade Level Chairs

1482 Employees in the bargaining unit who function as head of a department or grade level in addition to their
1483 regular duties shall be compensated in addition to their regular salary. The amount paid shall be 2% of the
1484 salary schedule base plus 0.25% of the base for each FTE represented above 4 FTE.

1485 Grades K through 5 will have grade level chairs in each school, a Special Programs Teacher's Chairperson, and
1486 a chairperson for a group called "Other Teachers."

1487 Helen Haller & Greywolf elementary grouping of teachers:

1488 ELEMENTARY

Assignment	Remuneration
Kindergarten Chair	2% of base + .25% for each FTE above 4
First Grade Chair	2% of base + .25% for each FTE above 4
Second Grade Chair	2% of base + .25% for each FTE above 4
Third Grade Chair	2% of base + .25% for each FTE above 4
Fourth Grade Chair	2% of base + .25% for each FTE above 4
Fifth Grade Chair	2% of base + .25% for each FTE above 4
Kindergarten Chair	2% of base + .25% for each FTE above 4
Special Education Chair	2% of base + .25% for each FTE above 4
Other Teachers Chair	2% of base + .25% for each FTE above 4

1489 The following department chairs will be paid supplemental contracts in the middle school:

1490 MIDDLE SCHOOL

Assignment	Remuneration
Counselors/Special Services	2% of base + .25% for each FTE above 4
Language Arts/Librarian	2% of base + .25% for each FTE above 4
Math	2% of base + .25% for each FTE above 4
PE/Health	2% of base + .25% for each FTE above 4
Science	2% of base + .25% for each FTE above 4
Sixth Grade	2% of base + .25% for each FTE above 4
Social Studies	2% of base + .25% for each FTE above 4
Specialists	2% of base + .25% for each FTE above 4

1491

1492 The following department chairs will be paid supplemental contracts in the high school:

1493 HIGH SCHOOL

Assignment	Remuneration
CTE	2% of base + .25% for each FTE above 4
Counselor/Librarian	2% of base + .25% for each FTE above 4
English	2% of base + .25% for each FTE above 4
Fine Arts	2% of base + .25% for each FTE above 4
Languages	2% of base + .25% for each FTE above 4
Math	2% of base + .25% for each FTE above 4
Physical Education	2% of base + .25% for each FTE above 4
Science	2% of base + .25% for each FTE above 4

Grade level Chair responsibilities:

Coordinate the following:

1. Ordering of materials
2. Field Trips
3. Report card revisions
4. Grade level meetings
5. Cross grade level meetings
6. Allocation of grade level budgets
7. The chairperson would also be the liaison for all grade level complaints, problems, and questions.

Department Chair responsibilities:

Coordinate the following:

1. Regularly scheduled department meetings
2. Ordering of materials
3. Recommends teaching assignments to Principal
4. Curriculum continuity
5. Recommends student placement for class scheduling
6. In-Service training
7. Orientation of new teachers
8. Allocation of department budgets

These descriptions are not meant to be definitions; the details for each position will be determined by collaboration with the building principals.

The chair shall be selected by the department certificated employees or grade level teachers in each school subject to the approval of the building principal. The chair or their designee in each school, together with the building administrators, shall constitute the Building Council. The designee is subject to approval of the building principal.

Each Building Council will have the primary responsibility of seeking the professional recommendations and concerns of the building staff and representing those in building decision processes.

1. District or Building administrators may propose concerns for Council consideration
2. Building Council members and certificated members of the building may propose concerns for Council consideration
3. Concerns that might be appropriate for building Councils include but are not limited to:
4. Allocation of school budgets
5. Report Card policies
6. School discipline policy

1528 7. Enrichment training

1529 8. Long range curriculum planning and coordination

1530 9. Interviewing & recommending new school administration and support personnel

1531 Building Council will have the authority to communicate their concerns and recommendations to the building
1532 and District administrators, to the School Board, and to the faculty as appropriate. Recommendations to the
1533 Superintendent or the Board shall be made through the Principal. It is recognized that the final responsibility
1534 for the operation of the Sequim School District remains with the Board and the administration.

DRAFT

REQUEST FOR SEPARATE PARENT TEACHER CONFERENCE

At Sequim School District, we aim to schedule one conference per student to ensure we can meet with every family within the time available. However, we recognize that in limited cases, unique family circumstances may require separate parent-teacher conferences.

If you believe separate conferences are necessary, please complete the form below. A limited number of alternate time slots are available and may be granted for qualifying reasons.

We will do our best to accommodate requests when possible and appreciate your understanding as we work to support all families equitably.

Student Information

Student Name

Grade

Teacher

Room Number**Parent/Guardian Requesting Separate Conference**

Name

Phone Number

Relationship to student

Email**Reason for Request**

Please select the reason(s) that best apply:

☐ Legal parenting plan or court order requires separate communication

☐ Documented safety concerns

Additional Details (optional):

If your request meets the criteria for this accommodation, we endeavor to offer a meeting format that supports the needs of all parties. This may include a virtual conference, a meeting with an administrator present or scheduling separate conference on different days.

Please return this form to the school office or your child's teacher at least 14 days prior to scheduled conferences. If your situation changes, contact the school as soon as possible so we can best support your family's needs.

1574

Sequim School District #323
 Human Resources Department
 503 N. Sequim Avenue - Sequim - Washington
 360.582.3260 FAX: 360.683.6303



STATEMENT OF APPEAL

Staff Last Name	Staff First Name	Middle Initial	Date of Presentation
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School	School Phone
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Immediate Supervisor	Date Occurred
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STATEMENT OF FACTS

SPECIFIC CONCERNS TO BE REMEDIED

REMEDY (SPECIFIC RELIEF) REQUESTED

Signature of Appellant	Date
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Signature of Immediate Supervisor	Date
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Distribution

Immediate Supervisor
 Union Representative
 Superintendent
 Appellant(s)

What is the “Weingarten Right”?

The “Weingarten right” requires that an employee be given the opportunity to have union representation at an employer’s investigatory interview pertaining to the discipline, discharge or suspension of that employee. This rule recognizes that the presence of an able union representative at an investigatory interview may assist the employer in obtaining facts and may help both sides save valuable time in getting to the bottom of the issue. This opportunity includes the following principles:

1. The employee must request union representation.
2. Rescheduling a meeting to permit a union representative to be present may be appropriate, but the unavailability of a union representative may not unreasonably delay the investigation.
3. The right applies to situations where the employee reasonably believes the investigation will result in disciplinary action. This right does not pertain to “run-of-the-mill-shop-floor conversations” including but not limited to giving instructions, training, or evaluations.
4. The union representative’s role is to assist the employee, not to disrupt or obstruct the interview. The representative’s role may include clarifying facts or suggesting other employees with relevant knowledge.
5. If an employee requests union representation, the employer may decide to continue the investigation without interviewing the employee. The employer is not required to justify this decision.

These duties and responsibilities are printed here for the education of employees and supervisors, and not as a limitation on the rights of the parties in any particular case.

Domain 1: Planning and Preparation

1a. Knowledge of Content and Pedagogy:

- P- In what ways do you apply your knowledge of content and pedagogy to support student learning of the content, ensuring that your understanding effectively enhances student comprehension and mastery of the subject matter?
- D- What steps do you take to stay current with developments in your subject area and integrate new knowledge into your teaching, ensuring that your understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection?

1b. Knowing and Valuing Students:

- P- In what ways do you gather and use information about your students' backgrounds, interests, and learning needs to inform your instruction, ensuring that your knowledge of students supports student learning and development and enables you to build upon their assets?
- D- How do you gather and use information about your students' backgrounds, interests, and learning needs to inform your instruction, ensuring that your knowledge of students is extensive and fosters their learning and development to support academic and personal success?

1c. Setting Instructional Outcomes:

- P- How do you ensure your instructional outcomes are clear, measurable, and aligned with curriculum standards while representing high-level learning of important content and supporting student autonomy, curiosity, and intellectual risk-taking?
- D- In what ways do you align your instructional outcomes with grade-level standards while ensuring outcomes are meaningful, relevant, rigorous, and appropriate for your students?

1d. Using Resources Effectively:

- P- In what ways do you select and utilize resources, including technology, to enhance student learning, ensuring that your knowledge of instructional materials and other resources leads to discerning choices that support student learning and development?
- D- Explain how you evaluate and select resources that will best support your students' learning, ensuring you're making deliberate decisions using instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement.

1e. Planning Coherent Instruction:

- P- How do you design logically sequenced lessons and provide opportunities for student collaboration and engagement, ensuring that learning experiences are challenging and engaging, and are designed to meet the needs of students in the class?
- D- What steps do you take to design lessons that build upon prior knowledge, connect to future learning, and prioritize the needs of individual students while ensuring all students can meet the intended outcomes and take responsibility for their learning?

1f. Designing and Analyzing Assessments:

- P- How effectively are you planning assessments throughout the instructional process to provide timely and valuable information to me, your PLC, and your students? Explain.
- D- In what ways are you providing students with opportunities to demonstrate mastery of content and analyze their own progress through multiple, flexible assessments?

Domain 2: Learning Environments

2a. Cultivating Respectful and Affirming Environments:

- P- How effectively are you creating a developmentally appropriate classroom environment that fosters respect, inclusivity, and positive relationships that are intentionally nurtured and celebrated? Please explain.
- D- How might you approach modeling and promoting respect and inclusivity in your classroom, ensuring that students play an active role in creating a learning environment where each member feels safe, valued, and connected?

2b. Fostering a Culture for Learning:

- P- Assess and explain how well you adapt your instruction to respect and address the diverse backgrounds and needs of your students, ensuring that high expectations characterize the culture of the class and supports students' learning and development?
- D- How successfully do you gather and use information about your students' backgrounds, interests, and learning needs to inform your instruction, ensuring that students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success? Explain.

2c. Maintaining Purposeful Environments:

- P- In what ways are you ensuring that classroom activities are purposeful, with shared routines and efficient procedures that are largely student-directed, maximizing opportunities for student learning and development?
- D- Describe your success in ensuring that students have an active voice and role in designing and adjusting routines and procedures, creating a respectful learning environment that supports the growth of each community member, and maintaining a focused and productive learning environment?

2d. Supporting Positive Student Behavior:

- P- How effectively are you modeling and promoting positive behavior in your classroom, ensuring your students display behaviors modeled by you and reinforced to encourage reflection and recalibration rather than mere compliance?
- D- In what ways are you using proactive strategies to encourage students to display positive behaviors, ensuring they consistently and independently seek opportunities to build a better classroom community?

2e. Organizing Spaces for Learning:

- P- How effectively are you arranging the physical space of your classroom to support safety, accessibility, and effective learning, thoughtfully addressing the needs of individual learners within the context of shared experiences?

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- D- In what ways do you collaboratively arrange your classroom with students to maximize learning, ensuring that all students have access to resources and creating a joyful, collaborative space for everyone to learn and grow?

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1687 **Domain 3: Learning Experiences**

1688 3a. Communicating About Purpose and Content:

- 1689
- P- In what ways do you clearly communicate the purpose of lessons and the criteria for success to your students, ensuring that communication about purpose and content is accurate and clear, supports their active engagement in learning experiences, and models effective use of language?
- 1690
- D- In what ways do you clearly communicate learning objectives and expectations to your students, ensuring that communication about purpose and content is rich, nuanced, and relevant, inviting students to think critically and contribute intellectually while encouraging curiosity and supporting student autonomy?
- 1691
- 1692
- 1693
- 1694
- 1695

1696 3b. Using Questioning and Discussion Techniques:

- 1697
- P- Explain how you use questioning and discussion to promote critical thinking and deeper understanding, ensuring that questions and discussions are framed or led by both the teacher and students, and effectively support critical thinking, reasoning, and reflection.
- 1698
- D- Describe your use of questioning to promote critical thinking and student engagement, ensuring that students initiate higher-order questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection.
- 1699
- 1700
- 1701
- 1702

1703 3c. Engaging Students in Learning:

- 1704
- P- What steps do you take to actively engage students in meaningful learning experiences, ensuring that learning experiences support curiosity and exploration, encourage higher-order thinking, and allow students to engage in multiple ways and represent their ideas and responses through multiple means?
- 1705
- D- What strategies do you use to ensure all students are actively engaged in the learning process, encouraging them to take initiative to increase the challenge or complexity of learning experiences, think critically about a variety of issues and offer solutions, and make suggestions for modifications that increase meaning and relevance?
- 1706
- 1707
- 1708
- 1709
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- 1711

1712 3d. Using Assessment for Learning:

- 1713
- P- How effectively are you and your students using formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback? Explain.
- 1714
- D- What are the outcomes when you encourage students to take initiative in analyzing their progress against a clear standard? Can you assess how successful encouraging students to take the initiative to achieve the desired outcomes and identify new opportunities and challenges for themselves has been?
- 1715
- 1716
- 1717
- 1718
- 1719

1720 3e. Responding Flexibly to Student Needs:

- 1721
- P- How do you adapt your teaching strategies to meet the diverse needs of your students, ensuring that your adjustments and responsiveness lead to a deeper understanding of new learning experiences for students?
- 1722
- D- In what ways do you respond flexibly to student needs, ensuring that, based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities?
- 1723
- 1724
- 1725
- 1726

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1728 **Domain 4: Principled Teaching**

1729 4a. Engaging in Reflective Practice:

- 1730 • P- In what ways do you reflect on your teaching practices, based on consideration of evidence of
1731 student learning and development, to lead to an accurate assessment of the success of instruction
1732 and use this reflection to improve your instruction?
1733 • D- How do you systematically reflect on your teaching practices and student outcomes to identify
1734 areas for improvement, ensuring that you consistently engage in reflective practice based on
1735 multiple sources of evidence, and implement changes resulting in the exploration of new ideas and
1736 approaches focused on supporting students who need it most?

1737 4b. Documenting Student Progress:

- 1738 • P- How successfully are you tracking and documenting student progress towards mastery, focusing
1739 on the attainment of learning and developmental goals, while ensuring students engage in reflection
1740 on their progress? (Bring evidence to share)
1741 • D- In what ways are you supporting students in monitoring their progress towards mastery of
1742 learning and development goals, ensuring they regularly analyze and discuss their progress with you
1743 and their families, and are consistently aware of their strengths and needs? (Bring evidence to share)

1744 4c. Engaging Families and Communities:

- 1745 • P- What are some outcomes of your engagement of students' families and communities in a
1746 respectful and culturally responsive manner, making information readily available and inviting their
1747 participation in the intellectual life of the classroom?
1748 • D- In what ways are you frequently and consistently engage your students' families to show you
1749 value their role in their student's learning by building partnerships that further the academic and
1750 personal success of each student?

1751 4d. Contributing to School Community and Culture:

- 1752 • P- Please explain how you take initiative in contributing to and leading events, programs, or activities
1753 that further the culture of learning in the school, and bring the 'values of the school' to life through
1754 modeling and positive action?
1755 • D- In what ways are you taking a leadership role in defining, modeling, and holding yourself and your
1756 peers accountable to the values and intellectual life of the school, with an emphasis on meeting the
1757 needs of students and families?

1758 4e. Growing and Developing Professionally:

- 1759 • P- Describe how you are directing your professional inquiry and learning in collaboration with
1760 colleagues, demonstrating curiosity and energy for professional conversations and growth focused
1761 on developing knowledge, skills, and mindsets through the lens of success for all students?
1762 • D- In what ways are you exercising autonomy to direct professional learning for yourself and your
1763 peers, taking a leadership role in the school, setting direction, and supporting colleagues to engage
1764 in inquiry and innovation?

1765 4f. Acting in Service of Children:

- 1766 • P- In what ways are you modeling high standards of ethical practice and wise decision-making on
1767 behalf of students, families, and colleagues?

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- D- What are the outcomes of your leadership in the school by defining and upholding high standards of ethical practice, modeling wise decision-making that honors the inherent worth and dignity of each student, and prioritizing student needs?

DRAFT