

Chewelah School District #36
We teach to ready our younger generations
Board of Director's Regular Work Session Meeting
July 7, 2022 at 6:30 PM
District Office 210 N Park

REVISED

1. Call meeting to order
2. Flag salute
3. Modifications to the agenda
4. Approval of the agenda
5. Consent agenda
 - A. Personnel
 1. Approve resignation of Zachary Levchenko as director of technology
 2. Approval to post for director of technology
 3. Approve superintendent contract for 2022-23 through 2024-25
 4. Approval to post for an additional technology summer laborer
 5. **Approve resignation of Lindsay Harrow Lange as junior high/high school cross country head coach**
 6. **Approval to post for junior high/high school cross country head coach**
6. Approve Collective Bargaining Agreement by and between the Chewelah Education Association and the Chewelah School District #36, effective September 1, 2022 – August 31, 2025
7. Approve Resolution 2021/2022-06 Adoption of 2022-23 Budget (green)
8. First reading Policy 1310 Policy Adoption, Manuals and Administrative Procedures (yellow)
9. Discussion and development of superintendent 2022-23 goals
10. Discussion and development of board 2022-23 goals
11. Adjourn

Individuals with disabilities who may need a modification to participate in a meeting should contact the superintendent's office, at 509-685-6800, ext. 1002, no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that special arrangements can be made.

***COLLECTIVE BARGAINING
AGREEMENT***

by and between the

CHEWELAH EDUCATION ASSOCIATION

and the

CHEWELAH SCHOOL DISTRICT #36

September 1, ~~2021~~2022 – August 31, ~~2022~~2025

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2 **ARTICLE I - AUTHORITY**

3

4 **Section 1 - Preamble/Purpose**

5

- 6 A. **Preamble:** This Agreement is made and entered into between the Chewelah School District #36
7 acting by and through its Board of Directors and the Chewelah Education Association.
8
- 9 B. **Purpose:** The District and the Association agree that the purposes of this Agreement are: to
10 establish harmonious relations and uniform conditions of employment for represented District
11 employees; to set forth and establish wages, hours, terms and conditions of employment pursuant
12 to RCW 41.59; to promote efficiency and economy in the performance of work; and to generally
13 encourage the spirit of helpful cooperation between the District and the Association to their
14 mutual advantage and the protection of the investing public.
- 15

16 **Section 2 - Definitions**

17

- 18 A. The term "**District**" shall mean the Chewelah School District #36, Stevens County, Washington
19 State; or its agents.
20
- 21 B. The term "**Board**" shall mean the Board of Directors of the Chewelah District.
22
- 23 C. The term "**Association**" shall mean the Chewelah Education Association, which is affiliated with
24 the Washington Education Association (WEA) , the National Education Association (NEA) and
25 WEA Eastern Washington.
26
- 27 D. The term "**Parties**" shall mean the District and the Association.
28
- 29 E. The term "**Agreement**" shall mean this collective bargaining agreement, which shall be signed by
30 the Parties.
31
- 32 F. The term "**Employee**" shall mean any member of the bargaining unit as set out in this Agreement.
33 Those in the bargaining unit shall mean Board approved employees who hold a Washington State
34 Teaching Certificate and/or ESA Certificate. (2014)
35
- 36 G. The term "**day**" shall mean any day the district business office is open for business with the
37 public. The term "Superintendent" shall mean the chief administrative officer of the District or
38 his/her designee.
39
- 40 H. The term "**President**" shall mean the President of the Association or his/her designee.
41

- I. The term "**contract**" shall mean the individual personal services contract issued to and signed by each employee.
- J. The term "**supplemental contract**" shall mean that contract issued and signed for extracurricular, special and supplemental assignments and shall be in accordance with current statutory provisions.
- K. The term "**Seniority**" shall be defined as length of service within the State of Washington as of the employee's first working day. It is further defined as the employee's experience in the District. In determining further, it is defined as the employee's rank on the salary schedule.
- L. The term "**RCW**" shall mean the Revised Code of Washington.
- M. The term "**WAC**" shall mean the Washington Administrative Code.
- N. The term "**OSPI**" shall mean the Washington State Office of Superintendent of Public Instruction or his/her office.
- O. The term "**PERC**" shall mean the Washington State Public Employee Relations Commission.
- ~~P. The term "**combination class**" will mean: A combination class (grades 1-6) is a classroom that has blended two (2) or more grade levels and delivers separate grade level curricula and/or standards.~~
- ~~Q. The term "**high needs**" will mean: Students who require significant time and/or resources to address behavior supports; physical needs; community connections; or cognitive/academic modifications.~~

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Section 3 – Recognition

- A. **Bargaining Unit:** The District hereby recognizes the Association as the exclusive bargaining representative for all regular, full or part-time, certificated employees. Such representation shall exclude the Superintendent, principals, assistant principals, administrative assistants and substitute teachers.
- B. **Bargaining Unit Clarification:** Disagreements regarding representation of a certificated position shall first be attempted to be resolved through labor-management conference. If this fails, the representation issue will be determined by petition to PERC.
- C. **Substitute Employees:** The Board recognizes the Association as the representative of regular substitutes and long-term substitutes. 'Regular substitute' means an employee who temporarily assumes the duties of various absent employees and who has served more than thirty (30) days in the current or immediately preceding school year and who continues to be available for employment. Long-term substitute means an employee who temporarily assumes the duties of an absent employee for more than twenty (20) consecutive days in the current or immediately

87 preceding school year and who continues to be available for employment. Regular and long-term
88 substitutes shall not be covered by any terms or provisions of this agreement other than those
89 expressly stated in this agreement. Contract provisions apply only during the term of the
90 assignment. (2006)

91

92

93 **Section 4 - Distribution of the Agreement**
94

- 95 A. Within thirty (30) days following the ratification and signing of this Agreement by both parties,
96 the District will print enough copies for all employees. Five (5) additional copies will be supplied
97 to both the Association and the District for a total of ten (10) additional copies. Distribution of
98 the copies to employees shall be the responsibility of the Association. (2006)
99
- 100 B. The cost of printing the Agreement shall be borne equally by the District and the Association.
101 The District and the Association shall jointly agree to the format and shall proof the Agreement
102 prior to the printing.
103
- 104 C. The District shall provide a copy of the Agreement for examination by certificated individuals
105 making application to the District should the individual so request.
106

107 **Section 5 - Nondiscrimination**
108

- 109 A. The provisions of this Agreement shall be applied without regard to race, creed, religion, color,
110 national origin, age, sex, marital status, political affiliation, or the presence of any sensory, mental
111 or physical handicap.
112
- 113 B. The Association recognizes its responsibility as bargaining agent and agrees to represent equally
114 all employees in the bargaining unit without discrimination, interference, restraint or coercion.
115
116

117 **ARTICLE II - BUSINESS**
118

119 **Section 1 - Labor Management Meetings**
120

- 121 A. The District and the Association shall conduct labor/management meetings for the purpose of
122 resolving problems that may arise relative to the administration of this Agreement. The
123 Superintendent and the Association President shall be present at these meetings. Such meetings
124 shall not be grievance resolution conferences, nor shall they be collective bargaining sessions
125 regarding this or successor Agreements.
126
127 B. Special meetings may be scheduled at the request of either party.
128
129 C. Additional representatives of either party may be in attendance at either the regular or special
130 meetings if the other party is in agreement.
131

132 **Section 2 - Management Rights**
133

- 134 A. Exclusivity: The parties agree that the District retains all the customary, usual, and exclusive
135 rights, decision-making prerogatives, functions, and authority connected with, or in any way
136 incident to, its responsibility to manage the affairs of the district or any part of the district. These
137 rights, prerogatives, functions and authority shall remain with the district regardless of the
138 frequency or infrequency of their exercise by the District.
139
140 B. Limitations: The exercise of the forgoing rights, authority, duties, and responsibilities by the
141 District and/or Board shall be limited only by the specific and expressed terms of this Agreement
142 and applicable state and federal law.
143

144 **Section 3 - Association Rights**
145

- 146 A. Use of District Mail System: The District will provide the Association with the use of the District
147 interschool mail facilities - including building/teacher mailboxes and emails - for the distribution
148 of official Association communications so long as such communications are clearly labeled as
149 Association materials and provided further that such communications are not in violation of RCW
150 42.17.130. Courtesy copies will be made available to the building principal upon request.
151
152 B. Use of District Facilities and Association Business: The District will allow the Association the
153 use of District facilities for meetings providing that such meetings do not interfere with or
154 interrupt the normal school day. Such meetings will be held outside regular duty hours.
155 Exceptions may be granted by the building principal. Other than the meetings as provided above,
156 duly authorized representative of the Association and its respective affiliates shall be permitted to
157 transact Association business on school property, provided that this shall not interfere with or

158 interrupt normal school operations. Provided further, that said representative shall notify the
159 building administrator or designee of their presence immediately upon entering the building.

- 160
- 161 C. Use of School Equipment: The Association may be granted the use of the District's business
162 machines during reasonable times when the machines are not otherwise in use. When at all
163 possible this use should be after regular school hours. All costs related to the use of such
164 machines including paper and other supplies plus potential charges for maintenance or damage
165 shall be borne by the Association.
- 166
- 167 D. Use of District Bulletin Board: The Association shall be granted the use of the right-hand half of
168 the bulletin boards found in each building's faculty lounge as long as all material posted is clearly
169 labeled as official Association information and is limited to the following:
- 170
- 171 1. Association meetings and announcements
 - 172 2. Official policy statements of the Association
 - 173 3. Reports of Association Committees
 - 174 4. Association election notices; no electioneering of political offices outside of internal
175 Association positions.
 - 176 5. Recreational and social affairs of the Association
 - 177 6. Other official Association notices.
 - 178 7. Notices or announcements should not contain anything reflecting unfavorably upon the
179 District, its management, or any of its employees. The Association shall be responsible
180 for any material that is posted.
- 181
- 182 E. District Information: The District agrees to furnish the Association, upon written request and
183 within a reasonable length of time, any public document as per RCW 42.17.250 and RCW
184 42.17.260.

185

186 **Section 4 - Association Dues**

187

- 188 A. Association Dues: The Association shall have the right to have deducted from the salary of
189 members of the Association (upon receipt of a written authorization form) an amount equal to the
190 fees and dues required for membership in the Association.
- 191
- 192 B. Upon receipt of a written Dues Deduction Authorization and assignment from a bargaining unit
193 employee, the District shall make the appropriate payroll deduction as certified by the President
194 of the Association and shall transmit the monthly dues to the designated officer of the
195 Association. Any change in the rate of membership dues shall require at least thirty (30) days
196 written notice to the Superintendent's office.
- 197
- 198 C. It is understood and agreed that this dues deduction system is of the collection of dues only.
199 Employees who wish to revoke this Dues Deduction Authorization may do so only upon written
200 notice to the Washington Education Association.
- 201

The Association will indemnify, defend, and hold the District harmless against any claim made and any suit filed, or judgement rendered against the District resulting from or arising in any way out of the deduction of Association dues by the District in compliance with this section.

Section 5 - No Strike/No Lockout

- A. **No Strike:** The Association agrees that during the life of the Agreement it will not authorize, condone, sanction, or take part in any strike, walkout, or work stoppage of employees covered by this Agreement.
- B. **No Lockout:** The District agrees that during the life of this Agreement there shall be no lockout of employees covered by this Agreement. School closures caused by a strike of another employee group will not be considered a lockout if students make up the days at some other time.
- C. This section is inoperative during periods in which the Agreement is reopened.

Section 6 - Status of Agreement

- A. **Sole Agreement:** This Agreement expressed herein constitutes the entire Agreement between the parties, except as it may later be modified by mutual consent of both the District and the Association. This Agreement shall supersede any rules, regulations, policies, or practices of the District that may be contrary or inconsistent with its terms.
- B. **Severability:** If any provision of this Agreement or any application of this Agreement shall be found contrary to law by a tribunal of competent jurisdiction, the remaining parts or portions of this Agreement shall remain in full force and effect. The parties agree that the courts and PERC shall be considered tribunals of competent jurisdiction in such matters. Should the state auditor and/or attorney general issue an opinion that a contract provision or practice does not comply with law, the Parties agree that either side has the right to seek legal determination of such opinion and if declared invalid the invalid portion will be stricken from the Agreement upon receipt of such decision.

235 **ARTICLE III – EMPLOYEE RIGHTS**

237 **Section 1 - Domicile Policy**

239 The District and the Association recognize the importance of employees living in and being a part of the
240 local community. To that end, all employees are greatly encouraged to make their domicile within the
241 District.

243 **Section 2 - Due Process**

- 245 A. **Just Cause:** No employee shall be disciplined without just cause. The principles of progressive
246 discipline shall be applied. Progressive discipline may include, as appropriate, verbal warning,
247 written warning, written reprimand, suspension, and discharge. Any disciplinary action taken
248 against an employee shall be appropriate to the behavior, which precipitated the disciplinary
249 action; however both sides agree that if the severity of the offense warrants, the normal steps of
250 progressive discipline may be skipped. (2006)
- 252 B. **Notification:** After an administrator concludes that actions of an employee may be cause for
253 discipline, he/she shall notify the employee of the nature of the concern which has come to his/her
254 attention and allow the employee an opportunity to meet with the supervisor and respond thereto.
- 256 C. **Right to Representation:** When the employee is a party to disciplinary action and/or hearing, the
257 employee will have a representative of the Association present unless the employee waives his or
258 her right to representation by signing the District provided waiver form. A copy of such form will
259 be provided to the employee.
- 261 D. **Right to Rebuttal:** An employee shall have the right to attach a statement to any written record
262 placed in his/her file as a result of disciplinary action.

264 **Section 3 - Personnel Files**

- 266 A. **File and Location:** There shall be only one personnel file located within the District. The
267 personnel file of each employee is confidential and, as such, shall be available for inspection only
268 to the management of the District and the individual employee.
- 270 B. **Right to Review:** Upon request, and by prior appointment, an employee shall have the
271 opportunity to review the contents of his/her personnel file and copy materials within the file. The
272 employee shall be notified within five (5) days of documents added to their personnel file other
273 than those required by employment laws and regulations.

274
275 At the employee request, one (1) other individual of the employee's choosing may be present for
276 the review of the personnel file. Review of the file will be supervised by the Superintendent. Any

material may be added or removed from the file by mutual agreement of the employee and the Superintendent.

- C. **Right to Attach Comments:** The employee shall have the opportunity to attach written comments to anything in his/her file that he/she considers to be derogatory.
- D. **Derogatory Material:** Any derogatory document not provided to the employee within ten (10) days after receipt by the District shall not be allowed as evidence in any grievance or in any disciplinary action against such employee. No evaluation, correspondence or other material making derogatory reference to an employee's character or manner shall be kept or placed in their personnel file without the employee having been: (1) provided a copy first and (2) provided the opportunity to attach his/her comments. (2006)
- E. **Removal of Material:** Any material may be removed at any time from the personnel file upon mutual agreement of both the individual and the Superintendent. An employee may appeal an administrator's decision not to allow the removal of material from the personnel file to the Chewelah Board of Directors. The timeline for such appeal and the determination of action shall follow the same timeline found in Step Three of the enclosed grievance procedure.
- F. **Principals' Working Files:** Principals' working files will be available for review by the employee at the employee's request. Said files shall be purged at the end of each school year, except for the employee's previous year evaluation and goals.

Section 4 - Employee Protection

- A. **District Insurance:** Upon request, the District shall provide such insurance for the protection of employees as is required by RCW 28A.58.425 and upon annual renewal will provide employees with a written summary of the coverage they have under the provisions of District insurance policies. The District shall notify the President of any changes in insurance coverage.
- B. **Threats:** Any employee who is threatened with physical harm by any person or group while carrying out assigned duties shall notify his/her immediate supervisor, who in turn shall immediately notify the Superintendent and, if necessary, the appropriate law enforcement authority. Immediate steps shall be taken by the Superintendent in cooperation with the employee to provide for the employee's safety. Precautionary measures for the employee's safety shall be reported to the employee and the President by the Superintendent at the earliest possible time. (2014)
- C. **Professional Liability:** The District shall hold employees harmless and defend from any financial loss, including reasonable attorney fees for any actions arising out of any claim, demand, suit, criminal prosecution or judgment by reason of any act or failure to act by such employee within or without District buildings, provided employee, at the time of the act or omission complained of, was acting within the scope of his/her employment under the direction of the District.

- 321 D. **Self-Protection:** Employees may use reasonable measures with a student, patron or other person
322 as is necessary to protect him/herself from attack, physical or verbal abuse or injury, or to prevent
323 damage to District or personal property.
324
- 325 E. **Exclusion of Students by Teachers:** Employees shall have the right to exclude a disruptive or
326 violent student from their classroom in accordance with RCW 28A.600.020
327
- 328 F. **Training:** The District shall provide in-service training seminars for all employees concerning
329 applicable federal, state and local laws and district rules and regulations pertaining to student
330 rights, handling dangerous students, employee rights and the processing of student disciplinary
331 matters. Training shall occur by the end of September, or thirty (30) days after the employment of
332 new employees, and at no cost to employees.
333

334 **Section 5 - Assignment, Transfers, and Vacancies**

335

336 A. Definition of Terms:

337

- 338 1. **Opening:** An opening occurs when ~~the building supervisor is notified in writing the~~
339 ~~District is aware~~ that a present employee will not be returning for at least the next year
340 because of retirement, resignation, illness, extended leave, or other reason.
341
- 342 2. **Vacancy:** A vacancy exists when a person must be hired to fill a position. A vacancy
343 does not exist when the closure of buildings, offerings, or sections, district reorganization
344 or a reduction in force necessitates the partial or complete reassignment of an employee.
345
- 346 3. **In-building Transfer:** Occurs when a present employee of a building requests and
347 receives a change of assignment within the same building.
348
- 349 4. **Lateral Transfer:** Occurs when a present employee of a building requests and receives a
350 change of assignment in a different building.
351
- 352 5. **Involuntary/administrative transfer:** Occurs when a present employee of a building is
353 transferred involuntarily from their present position to another position by administrative
354 decree. This transfer may be within the same building or between buildings.
355
- 356 6. **Seniority:** Seniority is defined as length of service within the State of Washington as of
357 the employee's first working day. It is further defined as the employees' experience in
358 Chewelah School District. In determining further, it is defined as the employees rank on
359 the salary schedule.
360
- 361 7. **Assignment Qualifications:**
362
- 363 a. Certification required by OSPI, federal program requirements, or state
364 endorsement requirements. Major or minor college programs may be
365 considered in the reassignment of personnel with standard certificates.

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- b. Experience: At least .4 FTE successful experience in any one-year in the grade level or subject area.
 - c. Any certificated position that becomes a vacancy will continue to be hired as a certificated position. After going through the hiring process, if no certificated candidate is found, the District may fill the position with a qualified professional. (2014)

B. Assignments and Transfers:

- I. The District and the Association agree that present employees will be given first consideration in filling any certificated openings or vacancies that may occur in the District. They also agree that the District must maintain the final authority in the filling of openings or vacancies, however in doing so the District may not act in an arbitrary and capricious manner and must make every reasonable attempt to meet the wishes of the present represented employees. The following procedures shall be followed in the filling of openings or vacancies as they occur:

- a. The District will survey each certificated employee by March 1st of each year as to their intentions as to their desire to remain in the Chewelah School District the following year, or their desire to transfer to another assignment. The survey instrument must be returned to the superintendent by March 15th of that same year. The results of this survey will be shared with the Association upon request.

For the purpose of in-building transfers, the teachers from Quartzite Learning will be included with the staff at Gess Elementary and Jenkins Jr/Sr High School (whichever is appropriate for the individual certificate endorsements). They will have the option to participate in the professional learning communities and the staff meetings at those buildings. (2016)

- b. For in-building and lateral transfer requests, the employee shall submit a letter of interest and updated resume to the site administrator.
- c. **(Items b through d are in effect from January 1 through June 15)**
After January 1 annually, the District shall fill available openings using the following order of priorities: (2018)
 - 1. In-building transfer
 - 2. Lateral transfer
 - 3. Employees returning from leaves
 - 4. Involuntary/administrative transfer
- d. If an opening is not filled by the above process it shall be declared a vacancy. When that occurs, the District will post in-district for ten (10) days, allowing current qualified employees the opportunity to fill the vacancy. Any vacancy

413 resulting from voluntary transfers will be posted in district and out of district
414 simultaneously. (2014)

- 415
416 e. **(Item d is in effect from June 15 through the first day of school)** The above
417 process will be followed until June 15 of each year. After June 15, the District
418 will use its best judgment in filling any openings or vacancies that occur.
419

420 2. **Involuntary Transfer:** In meeting the requirements of 1.b. (2) of this section the
421 following criteria will be used:
422

- 423 a. All employees will be subject to involuntary transfer provided they are
424 qualified to fill the position.
425
426 b. Involuntary transfers of certificated staff will be done:
427
428 1. To meet state and federal requirements
429 2. In the financial interest of the district
430 3. To provide students with necessary courses
431 4. In efforts to improve employees' performances and relations.
432
433 c. The transfer of employees within a building will be the responsibility of the
434 building principal.
435
436 d. Transfers of employees from building to building will be the responsibility of
437 an administrative team comprised of the Superintendent and other district
438 administrators.
439
440 e. Employees to be transferred shall be notified in writing as far in advance as
441 possible. The employees being transferred involuntarily will be given reasons
442 for their transfer. (2006)
443
444 f. Any employee transferred to a different building or grade level shall be given
445 two (2) days for the move free of all assigned teaching duties if the transfer
446 occurs during a school year. (2006)
447
448 g. If the performance or staff relations of an employee is the cause of transfer
449 from one building to another building, the employee shall be notified of those
450 concerns by his/her immediate supervisor as a regular part of the annual
451 evaluation cycle. The employee shall have been provided a reasonable
452 opportunity to remediate the problem, unless the concerns arose at such time
453 and/or were of such magnitude as to make remediation impractical.
454
455 h. Grievance pertaining to involuntary transfer procedures from building to
456 building will recognize the administrative team as the first level of appeal and
457 the Board as the second level of appeal.
458

459 **Section 6 - Keys to District Facilities**

460

461 A. **Classroom Keys:** All employees will be given keys to their building and classrooms prior to the
462 start of the school year. These keys will be returned at the end of the school year if requested by
463 the building principal or Superintendent.

464
465 B. **Responsibility:** All employees are personally responsible for the keys assigned or loaned to them.

466

467

468 **ARTICLE IV - LAYOFF AND RECALL**

469

470 **Section 1 - Layoff and Recall**

471

- 472 A. **Purpose:** The District and the Association recognize the value and necessity of maintaining
- 473 continuity in its educational program and staff. They further recognize that if the educational
- 474 program or services of the District must be reduced that the impact on students in the classroom is
- 475 of the highest priority; therefore, the programs to be retained shall attempt to minimize the
- 476 consequences of reduction on those same students. This will be done in accordance with the Class
- 477 Size provision contained herein, to the extent possible.
- 478
- 479 B. **Definition:** The term "layoff" as used herein refers to the action by the board reducing the
- 480 number of employees in the District due to economic reasons only; it does not refer to decisions
- 481 to discharge or non-renew an individual employee for cause.
- 482

483 **Section 2 - Retention of Employees**

484

- 485 A. **Determination of Retained Employees:** After the Board's decision has been made, the
- 486 administration shall determine the number of employees required for retention. The
- 487 administration shall refer to a seniority listing of all employees, listing each employee's years of
- 488 qualified certificated experience within the State of Washington. This list will be updated by
- 489 November 1 of each year.
- 490
- 491 B. **Notice:** Employees with valid certificated contracts shall not be laid off during the terms of the
- 492 contract. All layoffs shall become effective at the start of the following year. In the event of
- 493 layoff, the board shall provide written notice to all affected employees on or before May 15 of the
- 494 school year preceding the year in which the layoff would occur.
- 495
- 496 C. **Retention by Seniority:** Layoff shall be by seniority. Seniority is defined as length of service
- 497 within the State of Washington as of the employee's first working day. Any employee employed
- 498 by the Board shall be granted full seniority credit for each year of certificated experience within
- 499 the State of Washington. Full seniority credit shall also be granted for any portion of a year of
- 500 certificated experience that is greater than 135 contract days.
- 501

502 In the event of more than one individual employee having the same seniority ranking, all

503 employees so affected shall be placed on the ranking list in accordance with the number of years'

504 experience in the District. Should a tie remain, ranking by experience as allowed on the salary

505 schedule will be the determining factor. The last determining factor would be the date and time

506 stamped when the employee accepted the position. (2014)

507

508

Section 3 - Layoff

A. Layoff Procedure: In the event it becomes necessary to lay off employees, the following procedure shall be implemented:

1. "Indeterminate leave" means leave because of economic reasons resulting in a reduction of employees. An employee placed on indeterminate leave shall retain all accrued benefits, and such other benefits as are regularly extended to any employee on a leave of absence.
2. "Qualifications" means state requirements for the subject area and/or grade level to which he/she shall be assigned, academic preparations in subject area and/or grade level assigned, teaching experience in subject area and /or grade level assigned.
3. Each employee will be considered for retention on the basis of the category or specialty appropriate to the position held at the time of the implementation of these procedures, or in any other category or specialty within the district, provided that he/she holds state certification in that additional category.
4. Qualification in K-6 and 7-12 shall be as follows:
 - a. Employees teaching at the elementary level shall automatically qualify to teach any grade level within K-6, as long as they hold valid certification from the State of Washington.
 - b. In order for an employee to be qualified for a 7-12 position, the certificated employee must:
 1. Be endorsed in the area of the position and
 2. Have a major or minor in the area of the position, or
5. Employees that are to be laid off shall be placed on indeterminate leave. Employees to be placed on indeterminate leave shall be those with the least service time in the district, which has been determined by the final seniority list ranking and according to the date and time the employee accepted the position. The board shall begin layoff with those employees, who have one year of service or less, then two years, etc., until the necessary quota has been met. (2014)

550 **ARTICLE V - EVALUATION**

551

552 **Section 1 - TPEP**

553

- 554 A. **Purpose:** The evaluation procedure set forth herein provides for a positive attitude to be
- 555 maintained by all parties toward the development and improvement of the instructional program
- 556 of the District. The evaluation procedure recognizes high levels of performance and encourages
- 557 improvement in specific identifiable areas and provides support for professional growth through
- 558 the systematic assessment of employee performance.
- 559

560 The parties agree that the following evaluation system for all employees in the bargaining unit is

561 to be implemented in a manner consistent with good faith and mutual respect, and, as defined in

562 RCW 28A.405.110:

563

- 564 1. an evaluation system must be meaningful, helpful, and objective;
- 565 2. an evaluation system must encourage improvements in teaching skill, techniques, and
- 566 abilities by identifying areas needing improvement;
- 567 3. an evaluation system must provide a mechanism to make meaningful distinctions among
- 568 teachers and to acknowledge, recognize, and encourage superior teaching performance;
- 569 and
- 570 4. an evaluation system must encourage respect in the evaluation process by the persons
- 571 conducting the evaluations and the persons subject to the evaluations through recognizing
- 572 the importance of objective standards and minimizing subjectivity."
- 573

574 Additionally, the parties agree that the evaluation process is one which will be implemented with

575 collaboration between the evaluator and the bargaining unit member, as described in WAC

576 392191A-050:

577

- 578 1. "To acknowledge the critical importance of teacher quality in impacting student growth
- 579 and support professional learning as the underpinning of the new evaluation system.
- 580 2. To identify, in consultation with classroom teachers, principals, and assistant principals,
- 581 particular areas in which the professional performance is distinguished, proficient, basic
- 582 or unsatisfactory, and particular areas in which the classroom teacher, principal, or
- 583 assistant principal needs to improve his/her performance.
- 584 3. To assist classroom teachers who have identified areas needing improvement, in making
- 585 those improvements."
- 586

- 587 B. **Evaluator Qualifications:** All assigned evaluators shall receive initial training in the evaluation
- 588 processes they will be assigned to conduct that are contained in Article V of the Agreement and
- 589 related appendices. RCW 28A.405.120 No teacher shall be evaluated by an administrator who has
- 590 not been trained in observation, evaluation, and the use of the specific instructional framework
- 591 and rubrics contained in this agreement and any relevant state or federal requirements.
- 592

Section 2 – Applicability for Evaluation Processes

The evaluation processes to be utilized for employees shall be as follows:

Classroom Teacher Evaluation Process - (Article V. Section 3)

This employee group includes specifically those certificated staff with an assigned group of students for whom they provide academically focused instruction and grades. The term "classroom teachers" does not include Educational Staff Associates (e.g. Speech Language Pathologists, Psychologists), Counselors, librarians, media specialists, teachers on special assignment, instructional coaches, curriculum specialists, and other bargaining unit members who do not meet this definition. Those bargaining unit members who do not meet this definition will remain under the previous evaluation system, as defined in this Agreement.

Section 3 – Classroom Teacher Evaluation Process

This process applies to certificated staff with an assigned group of students for whom they provide academically focused instruction and grades. The term "classroom teachers" does not include Educational Staff Associates (e.g. Speech Language Pathologists, Psychologists), Counselors, librarians, media specialists, teachers on special assignment, instructional coaches, curriculum specialists, and other bargaining unit members who do not meet this definition.

Professional Development

Prior to being evaluated under Article V, each teacher shall be offered adequate professional development to comprehend the framework and understand the evaluation process. A minimum of six (6) hours of professional development shall be made available to each classroom teacher employee annually for this purpose. All funding provided by the state specific to the purpose of professional development for evaluation shall be used for that purpose. Provided that this money shall not supplant any other district/state/federal funds designed for other professional development purposes or are otherwise negotiated in other provisions of this Agreement.

New Teachers: Six (6) or more hours of professional development relating to the evaluation system and/or the Marzano Framework for Teaching will be required and made available to teachers who are new to the district and evaluation system. These hours may take place during the teacher contracted workday. If new teachers are required to attend TPEP training outside the contracted workday, they will be paid at per diem. Additional professional development opportunities may be offered outside the contracted workday if he/she chooses to participate.

632 **Section 4 – Definitions, State Criteria, Framework, and Scoring**
633

634 **A. Definitions**
635

- 636 1. **Criteria** shall mean one of the eight (8) state defined categories to be scored.
637
- 638 2. **Component** shall mean the sub-section of each criterion.
639
- 640 3. **Evaluator** shall mean a certificated administrator who has been trained in observation,
641 evaluation and the use of the specific instructional framework and rubrics contained in
642 this agreement and any relevant state or federal requirements. The evaluator shall assist
643 the teacher by providing support and resources.
644
- 645 4. **Evidence** shall mean evaluator observation data and notes of evaluative conversations
646 with the teacher, negotiated forms contained in this Agreement, observed practices,
647 products, or results of a certificated classroom teacher's work that document the teacher's
648 knowledge and skills in relation to the instructional framework rubric. Evidence
649 collection is not intended to mirror a Pro-Teach or National Boards portfolio but rather is
650 a sampling of data to inform the decision about level of performance. It should be
651 gathered from the normal course of employment. Input from students, parents or any
652 other source shall not be used as evidence. Observation activities that may take place
653 outside the classroom or school day could include drama performances, band
654 performances, etc.
655
- 656 5. **Artifacts** shall mean a type of evidence in the form of any products generated, developed
657 or used by a certificated teacher. Artifacts should not be created specifically for the
658 evaluation system. Additionally, tools or forms used in the evaluation process may be
659 considered as artifacts.
660
- 661 6. **Not Satisfactory** shall mean:
662 Level 1: Unsatisfactory — Receiving a summative score of 1 is not considered
663 satisfactory performance for a teacher
664
665 Level 2: Basic — If the classroom teacher is on a continuing contract with more than five
666 years of teaching experience and if a summative score of 2 has been received two years in
667 a row or two years within a consecutive three-year period, the teacher is not considered
668 performing at a satisfactory level.
669
- 670 7. **Student Growth Data** shall mean the change in student achievement between two points
671 in time within the current school year, as determined by the teacher. Assessments used to
672 demonstrate growth must originate at the classroom level and be initiated by the
673 classroom teacher. Assessments used to demonstrate growth must be appropriate,
674 relevant, and may include both formative and summative measures.
675
676

677 **B. State Evaluation Criteria**

- 678
- 679 1. Centering instruction on high expectations for student achievement,
- 680 2. Demonstrating effective teaching practices,
- 681 3. Recognizing individual student learning needs and developing strategies to address those
- 682 needs,
- 683 4. Providing clear and intentional focus on subject matter content and curriculum,
- 684 5. Fostering and managing a safe, positive learning environment,
- 685 6. Using multiple data elements to modify instruction and improve student learning,
- 686 7. Communicating and collaborating with parents and the school community, and
- 687 8. Exhibiting collaborative and collegial practices focused on improving instructional
- 688 practices and student learning.

689 **C. Instructional Framework**

690 The parties have agreed to the adopted evidence-based instructional framework developed by the

691 Marzano Framework for Teaching. The instructional framework is included in Appendix C.

692

693 Upon mutual agreement the parties may negotiate a different OSPI approved instructional

694 framework.

695 **D. Criterion Performance Scoring**

- 696
- 697 1. Each rating will be assigned the following numeric values:
- 698 a. Unsatisfactory — 1
- 699 b. Basic — 2
- 700 c. Proficient — 3
- 701 d. Distinguished — 4
- 702
- 703 2. The final criterion score shall be determined by the Overall Rating Range as set forth in
- 704 the Final Summative Evaluation Form (Appendix L) Scoring Ranges for the 8 criteria
- 705 should round-up: anything above a 1 is a 2, anything above a 2 is a 3, etc.
- 706
- 707
- 708

709 **E. Summative Performance Rating**

710 A classroom teacher shall receive a summative performance rating for each of the eight (8) state

711 evaluation criteria. The overall summative score is determined by totaling the eight (8) criterion-

712 level scores as follows:

- 713 1. 8-14 — Unsatisfactory
- 714 2. 15-21 — Basic
- 715 3. 22-28 — Proficient
- 716 4. 29-32 — Distinguished
- 717

718 **F. Student Growth Criterion Score**

- 719 1. Embedded in the instructional framework are five (5) components designated as student
- 720 growth components. These components are embedded in criteria as SG 3.1, SG 3.2, SG
- 721
- 722

6.1, SG 6.2, and SG 8.1. Evaluators add up the raw score on these components and the employee is given a score of low, average or high based on the scores below:

- a. 5-12 —Low
- b. 13-17—Average
- c. 18-20—High

2. Student growth data will be taken from multiple sources during the school year in which the evaluation is being conducted and must be appropriate and relevant to the teacher's assignment. It will include teacher initiated formal and/or informal assessments of student progress. Student achievement that is not calibrated to show growth between two points in time in the same school year shall not be used to calculate a teacher's student growth criterion score.
3. If a teacher receives a 4 — Distinguished summative score and a Low student growth score, they must be automatically moved to the 3 — Proficient level for their summative score. If a teacher receives a 1 - Unsatisfactory on any of the five student growth components, it will trigger a student growth inquiry. The teacher and evaluator will mutually agree to engage in one of the following: (Or: At the teacher's discretion, the teacher will agree to engage in one of the following:)
 - a. Examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher evidence and additional levels of student growth based on classroom, school, District and state-based tools or;
 - b. Examine extenuating circumstances possibly including: goal setting process; content and expectations, student attendance, and the extent to which curriculum, standards and assessment are aligned or;
 - c. Schedule monthly conferences with evaluator to discuss/revise goals, progress toward meeting goals, and best practices or;
 - d. Create and implement a professional development plan to address student growth areas.

Section 5 – Procedural Components of Evaluation

A. Notification

The teacher will be notified by September 15 each year, or within fifteen (15) days of the beginning of the school year, whichever is later, of their evaluator and whether the teacher will be evaluated using a comprehensive or focused evaluation.

767 **B. Student Growth Goal Setting**

768
769 By October 15 of the school year, the teacher shall determine a student growth goal for
770 Components SG-3.1, SG-6.1 and SG-8.1 on a Goal Setting form. The goal for SG-6.1 and SG-8.1
771 may be the same goal (Appendix F, G).
772

773 **C. Artifacts and Evidence**

- 774
775 1. The evaluator will collect and share artifacts and evidence necessary to complete the
776 evaluation. Evaluator observation data and notes of evaluative conversations with the
777 teacher and the completed negotiated forms contained in this Agreement shall serve as
778 the primary evidence and artifacts for the evaluation process. Additional artifacts and
779 evidence shall be utilized as needed to complete the record of the evaluation.
780
781 2. The teacher may provide additional artifacts and evidence to aid in the assessment of the
782 teacher's professional performance against the instructional framework rubric, especially
783 for those criteria not observed in the classroom. The evidence provided by the teacher
784 shall be used to determine the final evaluation score.
785
786 3. A teacher may but shall not be required to submit artifacts and evidence for completion of
787 the evaluation.
788
789 4. Input from students, parents or any other source shall not be used as evidence against
790 proficiency.
791

792 **D. Record-Keeping**

793 The District shall adhere to the following:
794

- 795
796 1. A copy of the final framework rubric and teacher's written comments, if applicable, shall
797 be included in the teacher's personnel file.
798
799 2. Teachers may, at their discretion, use the eVAL tool or another electronic data collections
800 system. If a teacher elects not to use the eVAL tool or an electronic data collection
801 system, an acceptable alternative will be made available.
802
803 3. Teachers shall have access to their eVAL account, or other electronic data collection
804 system, in subsequent years.
805
806 4. Evaluators shall notify the teacher of any additional evidence submitted to eVAL, or
807 other electronic data collection system, within forty-eight (48) hours.
808
809 5. Teachers shall not be required to share personal assessment information utilized within
810 the eVAL system, or other electronic data collection system.
811

- 812 6. Any and all data entered into eVAL, other electronic data collection system. Or
813 acceptable alternative data collection system (binder) shall be considered confidential,
814 and not be subject to public disclosure.
815

816 **E. Electronic Monitoring**

817 All observations shall be conducted openly. Mechanical or electronic devices shall not be used to
818 listen to or record the procedures of any class, without the prior knowledge and consent of the
819 teacher.
820

821 **F. Alternative Evaluator**

822 With an appeal to the Superintendent, teachers may be assigned an alternative evaluator. Requests
823 must be submitted to the Superintendent in writing by October 1
824
825
826

827 **Section 6 – Comprehensive Evaluation Process**
828

829 Each employee, by September 15th, or within fifteen (15) days of employment, whichever is later, shall
830 be given a copy of the evaluation criteria, procedures, and any relevant fondness and information
831 appropriate to the teacher's position and track in the evaluation cycle.
832

833 A Comprehensive Evaluation will include evaluation of all eight state criteria. A teacher eligible for
834 focused evaluations must complete a comprehensive evaluation once every six (6) years.
835

836 Provisional teachers shall be evaluated using the comprehensive process during each year of their
837 provisional status.
838

839 **A. Pre-Observation Conference**

840 A pre-observation conference shall be held prior to the formal observations. The teacher and
841 evaluator will mutually agree when to conference. The Student Growth Goal Form (Appendix F),
842 shall be submitted to the evaluator by October 15, or three (3) days prior to the pre-observation
843 conference, whichever comes first. The teacher will be prepared to discuss the Pre-Observation
844 Conference Sample Questions (Appendix H) prior to the conference. The purpose of the pre-
845 observation conference is to discuss the employee's student growth goals, establish a date for the
846 formal observation, and to discuss such matters as the professional activities to be observed, their
847 content, objectives, strategies, and possible observable evidence to meet the scoring criteria.
848
849

850 **B. Formal Observation:**

- 851 1. The first prearranged formal observation for each employee shall be conducted within the
852 first ninety (90) days of the school year. The total annual observation time cannot be less
853

than sixty (60) minutes. An employee in the third year of provisional status as defined in RCW 28A.405.220 shall be observed at least three (3) times in the performance of his or her duties and the total observation time for the school year shall not be less than ninety minutes. Any formal observation shall not be less than thirty (30) minutes in length.

2. The observations will occur no later than five (5) working days after the pre-observation meeting.
3. Observations will not take place on half days, the day before winter or spring break, and on days of an assembly or when a teacher is affected by a modified schedule, unless otherwise agreed to by the employee.
4. The evaluator will document all formal observations using the Observation Report Form (Appendix K and J) and provide a draft copy to the employee and at least one (1) day prior to the post observation conference.
5. The teacher shall be provided the opportunity to submit additional evidence to aid in the assessment of the teacher's professional performance against the instructional framework rubric, especially for those criteria not observed in the classroom. The evidence provided by the teacher shall be incorporated on the Observable and Non-observable Tracking Sheet to be used to determine the final summative evaluation score.

C. Post-Observation Conference

1. The post-observation conference between the evaluator and teacher will be held no later than five (5) days after the formal observation date unless otherwise mutually agreed to by the evaluator and the teacher, or unless delayed by the absence of either. The teacher and evaluator may use the Observation Report Form (Appendix K and L) and the Post-Observation Conference Sample Questions (Appendix I) as the basis for discussion at the conference.
2. The purpose of the post-observation conference is to review the evaluator's and teacher's evidence related to the scoring criteria during the observation, and to discuss the teacher's performance. The teacher shall be provided an additional opportunity to submit evidence of the teacher's professional performance that the teacher or evaluator deemed was not observed in the classroom. The evidence provided by the teacher shall be incorporated on the Observable and Non-Observable Tracking Sheet and shall be used to determine the final summative evaluation score on the Evaluation Report Form (Appendix M).
3. If there is an area of concern, the evaluator will identify, in writing, specific concerns for the applicable criteria and provide specific recommendations for improvement with specific district support and resources to remedy the concern.
4. Within a maximum of three (3) days of the conclusion of the post-observation conference, the evaluator will complete the final Observation Report Form and anecdotal notes (Appendix K and L) which both the teacher and evaluator will sign. The teacher's signature does not signify agreement with the observation report. The evaluator may or

may not assign numerical ratings to individual components or criteria from the lesson, based on the evidence collected by the time the report is prepared. The teacher will receive a copy of the completed, signed Observation Report Form. The teacher may attach written comments to the observation report.

D. Informal Observations/ Coaching and Support of Professional Growth

1. Informal observations may be used for the purpose of gathering artifacts and evidence for the evaluation process. The evaluator shall document artifacts/evidence on the Observation Report Form (Appendix K and L) and provide a copy to the employee within five (5) days of the informal observation. Such documentation shall be used to support and complete information gathered during the formal observations, but it shall not be used to negatively impact a teacher's summative evaluation score.
2. In addition to (1) above, the evaluator is encouraged to regularly engage in coaching cycles, walkthroughs, and support of professional growth of teachers, which shall not be used as the basis for employee evaluations.

E. Summative Evaluation Conference/Evaluation Report

With the mutual agreement of the teacher and evaluator, this summative rating conference may be consolidated with a post-observation conference following the final required observation. All evidence, measures and observations used in developing the final summative evaluation score must be a product of the school year in which the evaluation is conducted. In the event that the evaluation is not completed during the pre-summative evaluation conference, the evaluator shall complete the Evaluation Report Form (Appendix M) and provide a copy to the employee within five (5) days. The final evaluation report and conference shall be completed by the last day of school. The evaluator and the employee shall both sign the final evaluation report. The employee's signature on the Evaluation Report Form shall not necessarily indicate concurrence with the evaluation. The employee has the right to attach an addendum statement no later than five (5) weekdays following the receipt of the final evaluation report.

Section 7 - Focused Evaluation Process

Each employee, by September 15th, or within fifteen (15) days of employment, whichever is later, shall be given a copy of the evaluation criteria, procedures, and any relevant forms and information appropriate to the teacher's position and track in the evaluation cycle.

The Focused Evaluation is used when a teacher is not evaluated using the Comprehensive Evaluation process and will include evaluation of one of the eight state criteria. If a nonprovisional teacher has scored at Proficient or higher the previous year, they shall be evaluated using the Focused Evaluation, provided that the teacher may only remain on the Focused Evaluation for three (3) years before returning to the Comprehensive Evaluation.

944

945 The teacher or the evaluator can initiate a move from the focused to the comprehensive evaluation. A
946 teacher may be transferred from a focused evaluation to a comprehensive summative evaluation at the
947 request of the teacher or at the direction of the teacher's evaluator. The request of the teacher must be
948 received in writing prior to September 15 or within the first fifteen (15) days of the school year,
949 whichever is later. The direction of the evaluator must be communicated by December 15 for moving a
950 teacher from the focus evaluation to comprehensive within the current school year. Based on documented
951 concerns during the classroom observations.

- 952 A. One of the eight (8) evaluation criteria must be assessed in a focused evaluation. The criterion
953 area to be evaluated shall be proposed by the teacher on the Focused Evaluation Request form
954 (Appendix E) prior to, or at the first pre-observation conference, and must be approved by the
955 evaluator.
- 956
- 957 B. If the employee chooses criterion 1, 2, 4, 5, or 7, they must also complete the student growth
958 components in criterion 3, 6 or 8.
- 959
- 960 C. If the criterion selected for a focused evaluation has been determined to be non-observable, a
961 classroom-based observation will not be required.
- 962
- 963 D. Observations and conferences for the focused evaluation shall follow the process set forth in sub-
964 section 4.
- 965
- 966 E. The summative score is determined through the scoring of the components, including the student
967 growth components, for the criterion selected. The score received on the selected criterion is the
968 score assigned as the final summative score.
- 969
- 970 F. A group of teachers may focus on the same evaluation criterion and share professional growth
971 activities. This collaboration should be initiated by the teacher(s) and no individual shall be
972 required to work on a shared goal.
- 973
- 974 G. A teacher may apply the focused evaluation professional growth activities toward the professional
975 growth plan for professional certificate renewal (ex. Pro-Teach) as required by the Professional
976 Educators Standards Board.
- 977
- 978 H. To encourage a teacher to try new strategies or innovating ideas, carrying the score from the
979 comprehensive evaluation through the focus evaluation period for teachers who have completed
980 the comprehensive evaluation and have received a level 3 (Proficient) or level 4 (Distinguished),
981 is allowed without risk.

982

983 **Section 8 - Support for Basic and Unsatisfactory Performance**

984

985 The Association will be notified when any teacher is judged below Proficient-3, within five (5) weekdays
986 following completion of the teacher's final evaluation.

987

988 A. When a teacher is judged below Proficient, the following conditions and provisions shall be
989 granted, at the employee's discretion, to the employee to support their professional development:

- 990
- 991 1. The teacher's class size will not exceed the limits established in this Agreement;
 - 992
 - 993 2. The teacher may be granted up to four (4) days of district funded release time to observe
994 colleagues' instruction;
 - 995
 - 996 3. If appropriate, the teacher shall be granted an additional/different certificated employee
997 evaluator;
 - 998
 - 999 4. If appropriate, the teacher will be assigned only one (1) work location, i.e., one classroom;
 - 1000
 - 1001 5. A mentor will be assigned;
 - 1002
 - 1003 6. The teacher may choose to transfer to another school;
 - 1004
 - 1005 7. The teacher may choose to participate in a voluntary structured support plan;
 - 1006
 - 1007 8. Additional supports may include, but are not limited to: university course work, peer
1008 coaching, reading material, and district or ESD staff development courses. The District
1009 will provide and pay for any required in-service training and any required mentor (RCW
1010 28A.405.140).
 - 1011
 - 1012 9. Any of these support activities shall be compensated at the employee's per diem rate of
1013 pay for any time that occurs outside the normal work day (year, when directed by the
1014 District).
 - 1015

1016 B. In such cases that a teacher with more than five (5) years of experience receives a summative
1017 evaluation score below Proficient, the teacher must be formally observed before October 15th the
1018 following year. If the 1st Formal Observation in that following school year results in ongoing and
1019 specific performance concerns, a structured support plan will be mutually developed by the
1020 evaluator and teacher within ten (10) days following the First Post-Observation Conference and
1021 will be completed prior to completion of the final summative evaluation.

1022

1023 **Section 9 - Provisional Employees**

1024

- 1025 A. A second-year Provisional teacher who receives a summative rating of 3- Proficient or 4-
1026 Distinguished will be granted continuing contract status for the subsequent school year and will
1027 follow the layoff/recall process in this agreement.
- 1028
- 1029 B. Before non-renewing a first (or applicable second or third) year provisional teacher, the evaluator
1030 shall have made good faith efforts meeting the requirements of the evaluation process to assist the

teacher in making satisfactory progress toward remediating deficiencies. The efforts shall include:
see Section 6A

- C. When there is concern about progress of a provisional employee as documented on an observation report form, the provisional employee and the evaluator shall schedule a meeting with an Association representative to occur within ten (10) days after the post-observation conference, unless a longer time frame is mutually agreed to, to review the expectations for the employee's current position. At that time, there will be developed a plan whereby the employee will be assisted in improving his/her performance to an acceptable level. The course of action for provisional employees will follow the guidelines stated in RCW 28A.405.220.

Section 10 - Probation

At any time after October 15, a classroom teacher whose work is judged not satisfactory based on the scoring criteria shall be placed on probation and notified in writing of the specific areas of deficiencies and provided a written mutually agreed upon reasonable plan of improvement.

- A. The following comprehensive summative evaluation performance ratings mean a classroom teacher's performance is judged not satisfactory:
1. Level 1 — Unsatisfactory or
 2. Level 2 — Basic — if the teacher is a continuing contract employee under RCW 28A.405.210 with more than five (5) years of teaching experience and if the Level 2 comprehensive summative evaluation performance rating has been received for two (2) consecutive years or for two (2) years within a consecutive three (3) year time period.
- B. Teachers may only be placed on probation from the Comprehensive Evaluation Process described above.
- C. Teachers on continuing contracts who have been assigned to teach outside of their endorsements shall not be subject to nonrenewal or probation based on evaluations of their teaching effectiveness in the out-of-endorsement assignments in accordance with WAC 18182-110.
- D. In the event that an evaluator determines that the performance of a teacher under his/her supervision merits probation, the evaluator shall report the same in writing to the Superintendent. The report shall include the following:
1. The evaluation report prepared pursuant to the provisions of Article V Section C3, and,
 2. A recommended specific and reasonable program designed to assist the teacher in improving his or her performance.
 3. Teachers on probation will have the opportunity to review this recommended plan and propose alterations in writing within ten (10) days.

- 1075
- 1076 E. If the Superintendent concurs with the administrator's judgment that the performance of the
- 1077 employee is unsatisfactory, the Superintendent shall place the teacher in a probationary status for
- 1078 a period of not less than sixty (60) school days, any time after October 15. The probationary
- 1079 period may be extended into the following school year if the teacher has more than five (5) years
- 1080 of teaching experience and the final summative rating as of May 15 th is Unsatisfactory-1. Before
- 1081 being placed on probation, the Association and the teacher shall be given notice of action of the
- 1082 Superintendent; the notice shall contain the following information:
- 1083
- 1084 1. Specific areas of performance deficiencies identified from the Marzano frameworks for
 - 1085 Teaching;
 - 1086
 - 1087 2. A suggested specific and reasonable plan for improvement;
 - 1088
 - 1089 3. A statement indicating the duration of the probationary period and that the purpose of the
 - 1090 probationary period is to give the teacher the opportunity to demonstrate improvement in
 - 1091 his/her area or areas of deficiency.
 - 1092
- 1093 F. A reasonable plan of improvement will be developed and will include the specific evaluative
- 1094 criteria which must be met and the measures and benchmarks which will be used to determine the
- 1095 teacher's success or failure. The plan will include a system for periodic feedback during the term
- 1096 of probation and will include supports provided and funded by the district, and the dates those
- 1097 supports will be put in place. Any of these support activities that have been directed by the
- 1098 District, shall be compensated at the employee's per diem rate of pay for any time that occurs
- 1099 outside the normal work day/year.

1100

1101 **Section 11 - Evaluation During the Probationary Period**

1102

- 1103 A. Prior to the delivery of a probationary letter, the evaluator shall hold a personal conference with
- 1104 the probationary teacher to discuss performance deficiencies and the remedial measures to be
- 1105 taken.
- 1106
- 1107 B. Once the areas of deficiency and criteria for improvement have been determined, they may not be
- 1108 changed.
- 1109
- 1110 C. During the probationary period the evaluator shall meet with the probationary teacher at least
- 1111 twice a month to supervise and make a written evaluation of the progress, made by the teacher.
- 1112 The provisions of Section 3 above shall apply to the documentation of observation reports and
- 1113 evaluation reports during the probationary period.
- 1114
- 1115 D. The probationary teacher may be removed from probation at any time, after sixty (60) days, if
- 1116 he/she has demonstrated improvement to the satisfaction of the evaluator in those areas
- 1117 specifically detailed in his/her notice of probation.
- 1118

- 1119 E. The probationary teacher may request that an additional certificated evaluator become part of the
1120 probationary process and the request must be granted. This evaluator will be assigned by the ESD
1121 and will be jointly selected by the district and the Association from a list of evaluation specialists
1122 compiled by the ESD.
1123
- 1124 F. A teacher who is on a plan of improvement must be removed from probation if he/she has
1125 demonstrated improvement in the areas prescribed as deficient. A teacher must be removed from
1126 probation if a teacher with five (5) or fewer years of experience scores at Basic (2) or above or a
1127 teacher of more than five (5) years of experience scores at Proficient (3) or above. A written
1128 notice will be provided to the teacher at the time this decision is made.
1129
- 1130 G. Lack of necessary improvement during the established probationary period, as specifically
1131 documented in writing with notification to the probationer constitutes grounds for a finding of
1132 probable cause under RCW 28A.405.300 or 28A.405.210.
1133
1134

1135 **Section 12 - Evaluator's Post-Probation Report**
1136

- 1137 A. Unless the probationary teacher has previously been removed from probation, the evaluator shall
1138 submit a written report to the Superintendent at the end of the probationary period. This report
1139 shall identify whether the performance of the probationary teacher has improved, and which shall
1140 set forth one of the following recommendations for further action:
1141
- 1142 1. That the teacher has demonstrated sufficient improvement in the stated areas of
1143 deficiency to justify the removal of the probationary status; or
1144
 - 1145 2. That the teacher has demonstrated sufficient improvement in the stated areas of
1146 deficiency to justify the removal of the probationary status if accompanied by a letter
1147 identifying areas where further improvement is required; or
1148
 - 1149 3. That the teacher has not demonstrated sufficient improvement in the stated areas
1150 of deficiency and action should be taken to non-renew the employment contract of the
1151 teacher.
1152
- 1153 B. Action by the Superintendent:
1154
- 1155 Following a review of the report submitted pursuant to paragraph A, above, the Superintendent
1156 shall determine which of the alternative courses of action is proper and shall take appropriate
1157 action to implement such determination.
1158
- 1159 1. A teacher who fails to successfully complete the probation process, as outlined above,
1160 may have their probationary period extended or may be recommended for non-renewal.
1161
- 1162 C. The following records of probation for an unsatisfactory evaluation will be maintained in the
1163 teacher's file for two (2) years and will, if no further unsatisfactory evaluation is made in the
1164 interim, the employee may request to have the following removed and destroyed:

- 1165
- 1166
- 1167
- 1168
- 1169
1. Final Evaluation
 2. Notice of Probation
 3. Notice of Removal from Probation and/or Notice of Superintendent Action

1170 **Section 13 - Non-Renewal (Discharge)**

1171

1172 When a continuing contract teacher with five (5) or more years of experience receives a comprehensive
1173 summative evaluation rating of I—Unsatisfactory for two (2) consecutive years, after completing
1174 probation, the District shall, within ten (10) days of the completion of the Final Evaluation Conference or
1175 May 15th, whichever occurs first, implement the teacher notification of non-renewal (discharge) as
1176 provided in RCW.28A.405.300.

1177

1178 **Section 14 - Probable Cause**

1179

1180 The teacher who is, at any time, issued a written notice of probable cause for non-renewal or discharge by
1181 the Superintendent pursuant to this Article shall have ten (10) calendar days following receipt of said
1182 notice to file any notice of appeal as provided by statute.

1183

1184 **Section 15 – Evaluation Results**

1185

1186 Evaluation results shall be used:

1187

- 1188
- 1189
- 1190
- 1191
- 1192
- 1193
- 1194
1. To acknowledge, recognize, and encourage excellence in professional performance.
 2. To document the level of performance by a teacher of his/her assigned duties.
 3. To identify specific areas in which the teacher may need improvement according to the criteria included on the evaluation instrument.
 4. To document performance by a teacher judged unsatisfactory based on the District evaluation criteria.

1195 Evaluation results shall not be:

1196

- 1197
- 1198
- 1199
1. Shared or published with any teacher identifying information.
 2. Shared or published without notification to the individual and Association.
 3. Used to determine any type of base or additional compensation.
 4. Used as a form of progressive discipline

1202 **Section 16 - Certificated Staff - Support Staff**

1203
1204 All certificated staff, where TPEP does not apply employee's evaluation shall be conducted in accordance
1205 with RCW 28A.405.100, et seq., WAC 392-191 and this Agreement.

1206
1207 **Definitions**

- 1208
1209 A. The term "**Observation**" shall mean the actual viewing by the evaluator of the employee working
1210 in assigned areas during scheduled observations or unscheduled observations as a part of the
1211 evaluation process. All scheduled and unscheduled observations shall be a minimum of thirty (30)
1212 minutes.
- 1213
1214 B. The term "**Observation Report**" shall mean a written summary of the observation that shall be
1215 attached to the evaluation report. Such observation report(s) shall be the primary basis for the
1216 "Evaluation Report."
- 1217
1218 C. The term "**Evaluation**" shall mean a summary of the results of observations of the employee
1219 during the evaluation process, as well as performance of other professional duties in the school
1220 setting.
- 1221
1222 D. The term "**Evaluation Report**" shall mean that document which becomes a part of the
1223 employee's personnel file. The Educational Support Staff Final Evaluation Report is attached to
1224 and made a part of this Agreement as N1-N4.
- 1225
1226 E. The term "**Evaluation Process**" shall mean that process which begins with the distribution of
1227 evaluation criteria by evaluators to each employee at the beginning of each school year. The
1228 process ends with the placement of the Evaluation Report into the employee's personnel file.
- 1229
1230 F. The term "**Evaluation Criteria**" shall mean that list of criteria set forth and made a part of this
1231 Agreement for Employees as included in Appendix N1-N4
- 1232
1233 G. The term "**Evaluator**" shall mean the building principal of the employee being evaluated,
1234 provided that assistant principals may serve under the direction of the building principal as
1235 evaluator, and further provided that in the event the employee being evaluated does not work
1236 under the direct supervision of a building principal such certificated administrator employee of
1237 the District as the Superintendent shall designate may serve as an evaluator, so long as such
1238 administrator is made known to the employee and so long as such administrator otherwise meets
1239 the requirements for evaluators set out in law and this Agreement.
- 1240
1241 H. The term "**Observer**" shall mean that administrative employee of the District charged with the
1242 responsibility to evaluate employees during that portion of the evaluation process that he/she is
1243 performing the observation function.
- 1244

- I. The term "**Educational Support Staff**" shall mean that sub-group of employees who are not classroom teachers including but not necessarily limited to Librarians, Counselors, Psychologists, Nurses, Speech Therapists, Occupational Therapists and Physical Therapists.
- J. The term "**Provisional Employee**" shall mean a beginning employee who is in his/her first two (2) years of employment with the District; or, one (1) year of employment with the District for any experienced, new employee to the District, or an employee who returns to employment with the District after an absence, or who returns to employment with the District within the bargaining unit.
- K. The term "**short form employee**" is any employee who has been employed by the District for four (4) years with satisfactory evaluations, provided that any such employee may opt out of short form status for any full year. Once on the short form such employee shall remain on the short form throughout his/her career, provided that he/she or the District does not place him/her on the long form.
- L. The term "**long form employees**" shall be those employees who are not provisional employees with the District, who are not on probation, and who do not qualify for short form evaluation.

Section 17 - Purpose

The purposes of evaluation shall be:

- A. Identify Satisfactory Performance: To identify, in consultation with employees, specific areas in which the professional performance of each employee is satisfactory.
- B. To Assist: To assist employees who have identified areas needing improvement, in making those improvements.
- C. Remediation: To identify employees whose professional performance is unsatisfactory and for whom remediation is needed.

Section 18 - Qualifications of Evaluators

All evaluators must have been trained in this evaluation system and process.

Section 19 - Initiating the Evaluation Process

By September 20 of each school year, or, in the case of new employees hired after the beginning of the school year, within twenty (20) days of hire, evaluators shall meet with employees to review and discuss the evaluation process, options, criteria and forms. Where appropriate, evaluators may use group meetings

for this purpose. At this meeting each employee shall be informed of his/her observer, evaluator, evaluation options and probable schedule of observations and evaluations, and given a copy of the Evaluation Option Form, a copy of which is attached to and made a part of this Agreement as Appendix I. By October 1 each employee shall complete the Evaluation Option Form and return it to his/her evaluator. In addition the evaluator and employee shall mutually agree on the employee's personal and professional goals for the year. This goal setting meeting shall be completed no later than November 1. (2006)

Section 20 - Provisional Employees

- A. **Frequency of Evaluation:** Provisional employees shall be evaluated by long form no less often than two (2) times during their first (1st) year of employment. The first such evaluation must be completed within the first ninety (90) calendar days of employment. The final evaluation shall be completed no later than June 1.
- B. **Observations:** Provisional employees shall be observed for the purpose of evaluation no less than two (2) times for each evaluation. Each observation shall be no less than thirty (30) minutes in length.
- C. **Subject to Law:** Provisional employees shall be subject to the provisions of RCW 28A.405.220 and shall not have access to the probation provisions contained herein.

Section 21 - Short Form Employees

- A. **Frequency of Evaluation:** Short form employees shall be evaluated one (1) time per year, which evaluation shall be completed no later than June 1.
- B. **Observations:** Short form employees shall be observed for the purpose of evaluation at least one (1) time for a period of no less than thirty (30) minutes.
- C. **Negative Evaluation Bar:** The short form evaluation may not be used as a basis for determining that an employee's work is unsatisfactory, nor as probable cause for the non-renewal of an employee's contract under RCW 28A.405.210 or RCW 28A.405.220. The short form evaluation may be used only in those cases where the evaluator reports "satisfactory".
- D. **Removal from Short Form:** If the evaluator or employee has reason to believe the short form option should be dropped during the year, written notification must be given of the reasons for the decision by February 1. An employee removed from short form must be placed on long form for at least one (1) year.

1326 **Section 22 - Long Form Employees**

1327

1328 A. **Frequency of Evaluation:** Long form employees shall be evaluated at least one (1) time each
1329 year, which evaluation shall be completed no later than June 1.

1330
1331 B. **Observations:** Long form employees shall be observed for the purpose of evaluation no less than
1332 one (1) scheduled and one (1) unscheduled observation for the evaluation. The scheduled
1333 observation shall be no less than thirty (30) minutes in length.

1334

1335 **Section 23 - Review**

1336

1337 In the event a long form, provisional or probationary employee receives an evaluation that he/she
1338 considers to be negative, that employee may request and shall be granted a meeting with the evaluator's
1339 central office supervisor. At the meeting, the central office administrator shall determine if there is
1340 reasonable basis for the employee to be granted a new evaluation. Acceptable grounds for such a finding
1341 are possible bias, incomplete or inaccurate observations, professional or personal conflict between the
1342 evaluator and the employee, inconsistency between the observation reports and the evaluation
1343 conclusions, or other such causes as the administrator may conclude. In the event the central office
1344 administrator makes such a finding, the employee shall be granted a new evaluation to be conducted by an
1345 administrator other than the employee's original evaluator.

1346

1347 **Section 24 - General Requirements**

1348

1349 A. **Work Site Limit:** All scheduled observations for the purpose of evaluation must be conducted
1350 with the knowledge of the employee at the employee's assigned work site. It is not required that
1351 the evaluator inform the employee prior to conducting an unscheduled observation.

1352
1353 B. **Signatures:** The written observation report(s) and the written evaluation report(s) must be signed
1354 and dated by the observer and the evaluator respectively. Such reports are also to be signed and
1355 dated by the employee, provided that the employee's signature shall indicate only that he/she has
1356 received a copy of the observation and/or evaluation, not that he/she necessarily agrees with its
1357 content.

1358
1359 C. **Copy and Response:** A copy of each observation shall be given to the observed employee within
1360 five (5) days of the observation. A copy of the evaluation shall be given to the employee by June
1361 1. Within ten (10) working days, the employee may submit written comments concerning the
1362 report, which shall be attached to the report in the employee's file. (2006)

1363
1364 D. **Observations:** Evaluators shall have personally conducted at least one (1) of the observations
1365 upon which each evaluation is based. Observations shall be of no less than thirty (30) consecutive
1366 minutes. Short-form employees will have one scheduled or unscheduled observation. Long-form
1367 employees shall have a minimum of one (1) scheduled and one (1) unscheduled observation.

1368

- E. **Working Files:** Principal's working files shall be purged at the end of each school year or no later than June 30.
- F. **No Surprises:** The parties agree to adopt the general philosophy that there will be no surprises on the performance evaluation report. Evaluators will make every reasonable attempt to accurately inform employees of their progress during the observation/evaluation process.

Section 25 - Pre and Post Conference

- A. **Required Observation Conference:** The evaluator and employee shall meet for a pre and post conference for any of the scheduled observations under the short and long form option, and a post conference for all unscheduled observations. During the pre-conference the evaluator shall share with the employee the observation tool to be used during the observation.

Employees shall have the opportunity to provide additional information to aid the observer/evaluator in completing the report and make suggestions for the next observation.

- B. **Time and Place:** Conferences shall be held within the time lines set out in this Agreement.

Section 26 - Use of Evaluation Results

Evaluation results shall be private and confidential and shall be used:

- A. **To Document Satisfactory Performance:** To document the satisfactory performance by an employee of his/her assigned duties;
- B. **To Identify Needed Improvement:** To identify discrete area(s), according to the criteria included on the evaluation instrument, in which the employee may need improvement;
- C. **To Document Unsatisfactory Performance:** To document performance by an employee judged unsatisfactory, based on the adopted evaluation criteria.

Section 27 - Counselor Evaluation

~~Counselors will follow the evaluation process found in Appendix N1, Counselor evaluation process: MOU 2021-2022~~

ARTICLE VI - INSTRUCTION

Section 1 - Class Size

- A. The District recognizes the need for maintaining the lowest student/teacher ratio possible, taking into consideration the availability of facilities and funding. Sensible class loads shall be a District and building objective and every reasonable effort will be made to accomplish acceptable loads within the resources available.
- B. Principals will consider students who have identifiable handicapping conditions as 1.5 FTE students when evaluating class loads for potential overload conditions. LD, CDS, OT & PT only will be excluded from the identifiable handicapping conditions mentioned in the sentence above.
- C. Teachers or the Association representing affected teachers shall have the right to meet with the Principal, Superintendent, or Board, in that order, to consider resolving class size imbalances or class sizes that exceed maximums for more than ten instructional days. The District shall have discretion to address the overload, such as by transferring students, hiring additional certificated staff or rearranging schedules. Overload compensation of \$85.00 per student, prorated per month, beginning after the tenth day of overload, will be provided to the teacher. (2018)

Class Size Maximums:

- TK: 16
- K: 20
- 1-3: 22
- 4-6: 27
- 7-8: 30
- 9-12: 32, not to exceed maximum per day of 160

It is understood that special subject teachers (examples include CTE, music, and PE) will not have maximum class sizes and may have more or less student contact per day depending on the nature of their assignment and/or safety considerations.

- D. ALE Caseload: maximum 35 headcount not to exceed 32 FTE

Overload compensation of \$85 per student over maximum headcount or maximum FTE, prorated per month, beginning after the tenth day of overload, will be provided to the teacher.

E. Combination Classroom (grades 1-6):

- Kindergarten must not be a combination class
- Teachers will be paid a stipend of \$3000 per year

F. Special Education Caseload:

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1451 • Full-time SPED teachers shall not exceed 34 IEPs. Less than full-time caseload will be
1452 pro-rated based on their teaching FTE.

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1454 • SLP caseload shall not exceed 46 IEPs. Less than full-time caseload will be pro-rated
1455 based on their teaching FTE.

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1457 • If the teacher has up to 15 high needs IEPs on their caseload, the maximum caseload will
1458 be 20 IEPs; 15 high needs IEPs will be the maximum allowed for any one teacher.

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1460 • The District will evaluate acceptance of choice IEP in consultation with SPED Director.

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1462 The District shall have discretion to address an overload by providing additional paraprofessional
1463 time, additional prep, additional teacher, or per diem pay for each hour required to provide
1464 services. Overload compensation of \$85 per student, prorated per month, beginning after the tenth
1465 day of overload, will be provided to the teacher.

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1466 E. Special Education Caseload: MOU 2021-2022

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1468 Section 2 - Academic Freedom

- 1470 A. Rights and Final Authority: The parties agree that the Board under Washington State law has the
1471 final authority and responsibility in connection with the development and adoption of courses of
1472 study and lists of instructional materials. Employees shall be entitled to think and express ideas
1473 and concepts on issues, including controversial issues, when such are within the prescribed
1474 curriculum, relevant to the subject matter under study and within their area of professional
1475 competence. Employees must use professional judgment in determining the appropriateness of
1476 the issues presented taking into full consideration the maturity level of their students and with full
1477 recognition that the District schools are not the appropriate forum for personal causes or points of
1478 view held by the employee.
- 1480 B. Teachers assigned to teach electives will be given district supported materials and resources.
1481 (2014)
- 1483 C. A preliminary schedule for the upcoming school year will be shared with staff at teacher check
1484 out. (2014)
- 1486 D. Questionable matters: Questionable matters shall be referred to the building administrator in
1487 advance of any presentation for a final decision by that administrator on their use.
- 1489 E. Complaint Procedure: If an administrator receives complaints regarding the use of any
1490 instructional material in the schools, the appropriate employee will be notified as soon as
1491 reasonably possible. Resolution of the complaint will follow appropriate school board policy that
1492 will include an opportunity for the employee to meet with the complainant.

1494 **Section 3 - Student Discipline**
1495

- 1496 A. **District Support:** The District administration shall, within the provisions of Washington State
1497 Law, support employees in their efforts to maintain discipline within the District. Furthermore,
1498 District administrators shall be responsive to employee's requests regarding disciplinary
1499 problems.
1500
- 1501 B. **Board Policy:** Employees will follow both Chewelah Board policy and appropriate Washington
1502 State law regarding students' rights when disciplining students.
1503
- 1504 C. **Definition:** Discipline is defined as all forms of corrective action or punishment other than
1505 suspension or expulsion and includes the exclusion of a student by a teacher or administrator from
1506 the student's individual classroom and instructional or activity area.
1507
- 1508 D. **Classroom Exclusions:**
1509
- 1510 1. **Authority:** District teachers, in accordance with Chapter 392-400 WAC, including WAC
1511 392-400- 330 & 335 and RCW 28A.600.010 & 020, may exclude a student from the
1512 teacher's classroom or activity area for behavioral violations that disrupt the educational
1513 process while the student is under the teacher's immediate supervision. The teacher must
1514 first attempt one or more other forms of discipline to support the student in meeting
1515 behavioral expectations, unless the student's presence poses an immediate and continuing
1516 danger to other students or school personnel, or an immediate and continuing threat of
1517 material and substantial disruption of the educational process.
1518
- 1519 2. **Duration:** A teacher may exclude a student for all or any portion of the balance of the
1520 school day, or up to the following two (2) days or until the principal or designee and
1521 employee have met and discussed the behavioral violation and the anticipated discipline
1522 before the student is returned. When a student is excluded from the student's classroom or
1523 instructional or activity area for longer than the balance of the school day, a school
1524 administrator, or designee, must provide notice and due process for a suspension,
1525 expulsion, or emergency expulsion under state law.
1526
- 1527 3. **Notice:**
1528
- 1529 a. Notice to principal. The teacher must report the classroom exclusion, including
1530 the behavioral violation that led to the classroom exclusion, to the principal or
1531 other designated administrator as soon as reasonably possible
1532
- 1533 b. Notice to parents. The teacher and principal, or designee, will confer to
1534 determine who will contact the excluded student's parent or guardian. The
1535 teacher may decline to contact the excluded student's parent or guardian, in
1536 which case, it shall be the responsibility of the principal or designee to contact
1537 the excluded student's parent or guardian.
1538

- 1539 c. Designee Available: Building administrators will be accessible when working
1540 in the district. When building administrators are out of the district, they will
1541 assign a designee to fulfill administrative duties that require immediate
1542 attention. An employee agreeing to act as designee may request a substitute for
1543 their teaching responsibilities if the administrator will be gone for at least half
1544 of the school day. The designee will be informed, at least two (2) days in
1545 advance, of pre-planned administrative absences.
1546
- 1547 d. Emergency circumstances. When a teacher administers a classroom exclusion
1548 on the grounds that the student's presence poses an immediate and continuing
1549 danger to other students or school personnel, or an immediate and continuing
1550 threat of material and substantial disruption of the educational process:
1551
- 1552 i. The teacher must immediately notify the principal or other designated
1553 administrator; and
1554
- 1555 ii. The principal or other designated administrator must meet with the
1556 student as soon as reasonably possible and administer appropriate
1557 discipline.
1558
- 1559 iii. The principal or designee will be responsible for notifying the parent
1560 under these circumstances.
1561
- 1562 ~~iii-iv. If an emergency circumstance has occurred, an in-person building staff~~
1563 ~~meeting will be held by the administration before the student is allowed~~
1564 ~~re-entry into the classroom. If a meeting cannot occur, then an email~~
1565 ~~notification will be sent before re-entry.~~
1566

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1567 Consistent with RCW 28A.600.020, each building site will develop a student discipline policy. The
1568 building principal shall take the leadership on the discipline and through annual beginning of the year
1569 training include an overview of current disciplinary policies. The parents shall be encouraged to be
1570 involved early in the process prior to final disciplinary determinations. The District will make copies of
1571 the discipline policy available for all professional staff.
1572

1573 **Section 4 - Classroom Visitations**

1574

- 1575 A. **Purpose:** It is recognized by both the District and the Association that classroom visitations by
1576 district patrons are to be encouraged as long as these visits do not interrupt the teaching process or
1577 the educational atmosphere of the classroom or school.
1578
- 1579 B. **Employee Notification:** All visitors to a school must check with the principal or designee
1580 immediately upon entering the building. If the visitor wishes to visit a classroom a mutually
1581 acceptable time will be arranged with the involved employee. Patrons should be encouraged to
1582 call before attempting to visit the class or building so that an appointment time can be scheduled
1583 that causes the least disruption to the class or building.

- C. **Opportunity to Meet:** The employee will be provided the opportunity to talk with the visitor before and after the visitation if he/she wishes.

Section 5 - Student Teachers

- A. The District and the Association recognize that the acceptance of student teachers in the classroom is a necessary part of the total educational picture. However, they also recognize that their first responsibility is to the students and patrons of the District and any such student teacher assignment must not detract from that responsibility.
- B. The District and the Association may request communication sessions with any college or university that sends student teachers to the District. The Association will share any concerns arising out of a student teaching experience with the Superintendent prior to requesting any such meeting.
- C. The following regulations apply to any such student-teacher assignment:
1. An employee must have at least two (2) years of satisfactory teaching, one of which must be in the District, prior to being assigned a student teacher.
 2. The responsibility for the assignment and coordination of the student-teacher program shall be that of the Superintendent. Assignments of student teachers must be consistent with the ability of the building to handle such additional staff.
 3. Any request by staff for a student teacher must come through the building principal.
 4. No employee will be assigned a student teacher without his/her consent. The District will give the supervising employee as much notice as possible.
 5. Any honorarium provided by the college or university for the supervision of the student teacher will go to the supervising employee. If there are "in-kind" dollars available for District administration of the student teacher those dollars will flow directly to the District.

Section 6 - Preparation Time

- A. TK-6: Classroom teachers shall utilize the time their students are with specialists and/or aides for preparation time. Each employee will be given a minimum ~~one-half (1/2) hour~~ forty minutes daily for the purpose of preparation.
- B. 7-12: Employees shall have one (1) regular classroom period during each regular student day for preparation time.

- 1627
- 1628 C. Availability: During this time, employees will be available in their buildings unless given
- 1629 permission to leave campus by their District administrator.
- 1630
- 1631 D. Covering: Whenever possible the District shall provide substitute teachers to cover for absent
- 1632 employees. If substitutes are not available, other employees may be asked to cover during their
- 1633 prep time on an hour-for-hour time compensation schedule or on an individual basis for ESA or
- 1634 certificated support staff. Coverage provided by ESA or certificated support staff may occur
- 1635 outside of a scheduled prep time. Coverage may be for a certificated or classified staff member.
- 1636 Documentation of the time spent covering must be submitted in a timely manner. Time spent
- 1637 covering will be at the per diem rate of pay. (2018)
- 1638
- 1639 E. Grading Days: The first Friday after each grading period ends, not including mid-term and grade
- 1640 checks, will be designated an early release day in order to allow the teachers to complete their
- 1641 grades. (2014)
- 1642
- 1643 F. Variance: The Association will accept a request for a variance from this preparation time
- 1644 provision. A request will be referred to the Association for action. It shall be clearly understood
- 1645 that any variance from this provision shall meet the following criteria:
- 1646
- 1647 1. That the variance is not precedent setting and not system-wide.
- 1648
- 1649 2. Any variance shall be submitted to the Association and shall be at minimum:
- 1650
- 1651 a. decided by the building employees,
- 1652
- 1653 b. shall be simple majority vote, and
- 1654
- 1655 c. shall be signed by the Association building representative Association
- 1656 President, and the building principal. (2014)
- 1657
- 1658 3. That the variance is temporary and is automatically rescinded at the conclusion of the
- 1659 school year unless specifically extended by the Association.
- 1660
- 1661 4. That prior to the conclusion of the school year, the effected building will study, report,
- 1662 and make recommendations to the District and the Association about the implications,
- 1663 successes, and failures based on the variance.
- 1664
- 1665 5. Any variance must be requested by an administrator no later than the last working day
- 1666 before the new semester begins. (2014)
- 1667

1668 5.G. Stipend compensation of \$3000 will be provided to secondary teachers who teach five (5)

1669 different subjects in a six-period day or six (6) different subjects in a 7-period day. This does not

1670 include same subjects of different levels of difficulty except AP and College in the classroom.

1671

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1672 **ARTICLE VII - LEAVES**

1673

1674 **Section 1 - Leaves General**

1675

- 1676 A. **Notification:** Except in the case of an emergency, an employee finding it necessary to be absent
1677 from work under any of the following provisions shall access the district absences notification
1678 system to schedule leave. If it is the morning of the absence, the employee shall give notice to
1679 his/her principal or designee. (2014)
- 1680
- 1681 B. **Superintendent Approval of Additional Leave:** If the absence is not provided for under one of
1682 these provisions it may be granted by the Superintendent and appropriate deduction, if warranted,
1683 is made for the absence.
- 1684

1685 **Section 2 - Illness, Injury and Disability (Sick) Leave**

1686

- 1687 A. **Sick Leave:** Sick leave will be granted under the following provisions and is defined as days of
1688 absence from duty because of personal sickness, injury, or disability and for which no deduction
1689 is made in compensation of the employee, provided the employee has compensated leave balance.
- 1690
- 1691 1. Such leave will be cumulative from year to year to a maximum of 180 days.
 - 1692
 - 1693 2. Sick Leave shall be administered as per RCW 28A.400.210.
 - 1694
 - 1695 3. An employee will be entitled to the yearly allowable number of such leave days on the
1696 day he/she is scheduled to report to work in the new school year, however such yearly
1697 allowable leave days will be prorated for any absence in excess of twenty-one (21) days
1698 or more due to public service, miscellaneous leaves outside of illness, and sabbatical
1699 absence. Employees who use, and are paid for, the yearly allowable sick leave days, but
1700 who do not report to work during the school year, will reimburse the District for any sick
1701 leave pay given.
 - 1702
- 1703 B. **Use:**
- 1704
 - 1705 1. **Personal Illness, Injury or Disability:** The District shall grant sick leave to an employee
1706 when the employee is unable to perform duties because of personal illness, injury or
1707 disability.
 - 1708
 - 1709 2. **Maternity:** The District shall grant sick leave for pregnancy, child birth and related
1710 temporary disability to employees, to the extent the employee's physician certifies the
1711 employee's temporary disability.
 - 1712

1713 Employees requesting maternity leave shall notify the District as early as possible prior to
1714 the beginning of the leave and shall indicate the expected date of return at the time the

leave is requested. Employees shall advise the District of the exact date of return as soon as that date is known to the employee.

An employee is eligible for a leave of absence for the period of time she is sick or temporarily disabled because of pregnancy or childbirth. The District will require a physician's statement regarding the actual time that the employee is actually sick or disabled and the employee shall receive accumulated sick leave for this period of time. Sick Leave will terminate on the date that her physician indicates she can perform her primary responsibilities.

The employee may request from the superintendent unlimited additional unpaid days of leave either prior to or after the period of temporary disability.

3. **Family Illness:** The District shall grant sick leave to employees in the event of illness within the immediate family of the employee. For purposes of this provision, immediate family shall mean spouse, parent, child, grandchild, grandparent, sibling, or a person living in the same household as the employee.

4. **Emergency:** Emergency leave is intended for problems for which preplanning is either not possible or could not relieve the necessity for the employee's absence. Such emergency leave may be up to and including five (5) days per year, without deduction in salary, as long as the appropriate deduction from the employee's sick leave bank is made.

The employee shall provide the District with an explanation of the purpose of the leave. Examples of the types of emergencies that fall under this section would be: family, natural disasters, or non-injury auto accident.

If an emergency leave request is based on a need for a court appearance, a copy of the summons or subpoena must accompany the request. Emergency leave will not be granted if such leave is to take part in any legal action against the District.

C. **Termination of Employment:** If the employee's contract is terminated during the year for other than health reasons, the days allowed for the current year will be adjusted pro rata. Any person commencing employment during the school year will be granted leave days on a pro rata basis.

D. **Doctor's Statement:** At any time, a doctor's written statement attesting to the illness or injury necessitating the employee's absence may be required by the Superintendent. A release from the physician must be on file prior to the employee returning to work. (2016)

E. **Sick Leave Exhaustion:** When the employee qualifies for sick and injury leave but has exhausted his/her accumulated leave bank, the employee may be absent on an unpaid sick/injury leave. A contract will not be issued for the ensuing year unless the employee has provided the District with a physician's statement that provides the District with reasonable assurance the employee's physical/mental status is such that the employee will be able to fulfill his/her contractual obligation. The District has the right to deny continued absence on unpaid sick leave.

1761 F. **Breach of Contract:** Employees absent because of sick or injury leave may not serve in other
1762 forms of gainful employment beyond the gainful employment that had been a regular part of the
1763 employee's work week prior to the absence. To do so may constitute a breach of contract.
1764

1765 G. **Employee Attendance Incentive Program:**
1766

- 1767 1. This provision shall be consistent with RCW 28A.400.210 and shall be administered
1768 according to state statute.
- 1769 2. Twelve (12) ~~plus three (3) extra days beyond 12 for positive COVID related illness for~~
1770 ~~self or immediate family members;~~ days may be accumulated per year to a maximum
1771 allowable under the current Salary Schedule.
- 1772 3. After sixty (60) days have been accrued, an employee may exercise the option to receive
1773 remuneration for unused sick leave, accumulated in the previous year, at the rate equal to
1774 one (1) day for each four (4) full days accrued in excess of sixty (60) days.
- 1775 4. Days for which remuneration has been received shall be deducted from the accrued leave
1776 at the rate of four (4) days for every one (1) day's monetary compensation.
- 1777 5. At the time of separation from the District employment due to death or retirement,
1778 remuneration shall be granted at a rate equal to one (1) day's current compensation for
1779 each four (4) days of accrued illness and injury leave or pursuant to current law.
- 1780 6. The provisions above will remain in effect during the life of this Agreement unless the
1781 provisions of RCW 28A.400.210 are changed.
- 1782 7. The Parties agree to allow employees to place any accumulated funds for which they
1783 were eligible under "attendance incentive" legislation into a VEBA fund that has been
1784 found appropriate under present law.

1791
1792 **Section 3 - Bereavement Leave**
1793

1794 A. **Bereavement Leave:** The District shall provide bereavement leave in the following manner:
1795

- 1796 1. Up to five (5) days per occurrence with pay may be taken upon the death of an
1797 employee's spouse, mother, father, sibling, child, grandparent, grandchild, or those same
1798 relatives by marriage or a person living in the same household as the employee. In the
1799 case of a memorial service, that does not fall within thirty (30) days of the death of a
1800 qualified relative as defined in Section 1, additional time up to three (3) days may be
1801 granted by the Superintendent or building administrator. This additional bereavement
1802 leave will only be granted if the employee has exhausted personal leave and any leave
1803 granted will be deducted from employee's sick leave balance. (2018)
1804

1805 2. Up to two (2) days per year from sick leave may be used upon the death of an employee's
1806 other relative(s) or friend.

1807
1808 B. **Additional Leave:** Any other or additional bereavement leave may be granted on a case by case
1809 basis by the Superintendent. Any other or additional bereavement leave shall be deducted from
1810 the employee's sick leave balance. A principal may take such a request to the Superintendent on
1811 behalf of an employee. However, permission may only be granted by the Superintendent.

1812
1813 C. **Non-Accumulation:** Bereavement leave is non-accumulative. As much notice as possible shall
1814 be given by the employee prior to the effective date of the leave.

1815
1816 **Section 4 - Paternity Leave**
1817

1818 Paternity leave will be granted up to five (5) days in direct connection with the birth of a child. These
1819 days must be consecutive and will be deducted from the employee's sick leave bank.

1820
1821 **Section 5 - Adoption Leave**
1822

1823 Adoption leave, up to fifteen (15) days, will be granted for one or both employees (parents) upon the
1824 actual adoption of a child. These days must be taken consecutively and will be deducted from the
1825 employee's sick leave bank. Verification of actual adoption may be required by the District. (2014)

1826
1827 **Section 6 - Family Leave**
1828

1829 The District shall post the Family Medical Leave Act at each employee work site.

1830
1831 **Caveat:** Employees should be aware that certain use of family and medical leave could result in the
1832 employee exhausting all accrued sick leave.

1833
1834 **Washington State Paid Family and Medical Leave (PFML)**
1835

1836 Commencing January 1, 2020, employees shall be eligible to receive Paid Family and Medical Leave
1837 (PFML) under the Washington State Family and Medical Leave and Insurance Act. To be eligible for this
1838 leave, employees must have worked a minimum of 820 hours within the past calendar year. Such leave
1839 shall be used consecutively with the employee's other leave entitlements unless the employee elects
1840 otherwise. Commencing January 1, 2019, the District shall pay the full amount of the payroll premium to
1841 fund this leave. The District shall use the state insurance as the carrier for PFML to ensure ongoing

1842 compliance with the law. When such leave is used for pregnancy/maternity disability, the District shall
1843 maintain health insurance benefits during periods of approved PFML leave. (2018)

1844

1845 **Section 7 - Military Leave**

1846

1847 Military leave will be granted to any employee when called to active duty, extended or temporary, as
1848 required by law.

1849

1850 **Section 8 - Court Appearance Leave**

1851

1852 The District shall grant Court Appearance Leave as follows:

1853

1854 A. **Jury Duty:** Employees who are called to serve on a jury.

1855

1856 B. **Subpoenas:** Employees who are subpoenaed to testify in court.

1857

1858 **Section 9 - Association Leave**

1859

1860 Association leave will be granted in the amount of twenty (20) days annually. This leave is paid and is to
1861 be used only for Association business. The Association is required to notify the Superintendent at least
1862 two (2) days prior to the use of such leave and is also required to pay any substitute costs involved.
1863 (2018)

1864

1865 **Section 10 - Personal Leave**

1866

1867 Each employee shall have three (3) days of personal leave per year. No reason must be given to the
1868 employee's supervisor, however at least one (1) workday's written notice or email must be given/sent the
1869 employee's supervisor prior to the effective day of the leave. The three (3) personal days shall be paid for
1870 by the District. If the employee chooses not to use the personal leave day(s); he/she will be reimbursed for
1871 up to (2) two days at their per diem rate and at the substitute rate of pay (salary only) for any other unused
1872 day(s) or the employee may bank up to a maximum of five (5) days. In the event that more requests are
1873 received than substitutes are available, personal leave shall be granted on a first requested first received
1874 basis until the available substitute supply is exhausted. Employees desiring to bank personal leave days
1875 must notify the District Office annually by June 15. (2010)(2019)

1876

1877 **Section 11 - Additional Leave**

1878

1879 If an employee wishes extra leave beyond that which is allowed, the employee may be granted leave
1880 without loss of pay, but is responsible for the cost of the substitute (including both salary and benefit); this
1881 cost to come out of the employee's monthly check. A maximum of five (5) days may be allowed.
1882 Employees may use two (2) days at their own discretion. The remaining three (3) days must be linked
1883 with other leaves, yet not connected with personal leave or calendar holidays and must have prior
1884 approval of the Superintendent. However, use of the two discretionary "employee pay substitute" days for
1885 attendance at major school related activity/athletic events are subject to restrictions as established in
1886 district policy.

1887

1888 **Section 12 - Leave of Absence**

1889

- 1890 A. **Purpose:** Any employee who has been an employee of the District for at least five (5)
1891 consecutive years may apply to the Board for a year's unpaid leave of absence. Such leave may
1892 only be used for the following purposes: to further the employee's professional skills, child
1893 rearing, medical, travel, or other mutually agreed to reason(s).
1894
- 1895 B. **Application Deadline:** An employee must apply for a leave of absence no later than April 15th
1896 prior to the year that the leave is to be taken.
1897
- 1898 C. **Notification of Return:** The employee will notify the District of his/her intent to return to the
1899 District, terminate his/her employment, or request an extension no later than April 15th of the
1900 year in which the leave was taken.
1901
- 1902 D. **Return from Leave:** If granted, the employee will return to the District in a position, determined
1903 by the District, for which he/she is qualified.
1904
- 1905 E. **Extension of Leave:** The Board may grant an additional one (1) year extension of the leave if it
1906 does not cause a hardship to the District.
1907
- 1908 F. **Additional Leave:** An employee must work an additional five (5) years before they will again be
1909 eligible for a subsequent leave of absence.

1910

1911 **Section 13 - Sick Leave Sharing**

1912

- 1913 A. Employees are granted the right to donate sick leave to come to the aid of another employee who
1914 is suffering from an extraordinary or severe illness, injury, impairment or physical or mental
1915 condition which causes or is likely to cause the employee to take leave without pay or terminate
1916 his or her employment.
1917
- 1918 B. Employees cannot donate sick leave days that would result in his or her sick leave account going
1919 below twenty-two (22) days. (2006)
1920

- 1921 C. While an employee is on leave transferred under this section, he or she shall be classified as an
1922 employee and shall receive the same treatment in respect to salary, wages, and employee benefits
1923 as the employee would normally receive if using accrued sick leave.
1924
- 1925 D. Sick leave sharing shall be donated on an hour for hour basis. (2014)
1926
- 1927 E. Sick leave sharing will be administered in accordance with current RCW and WAC. (2006)
1928
- 1929 F. The parties agree to be bound by the definitions contained in RCW 41.04.655 which currently
1930 authorizes the use of sick leave sharing when an employee suffers from a serious health
1931 condition, disability, including pregnancy disability, and/or parental leave.
1932
- 1933 1. "Parental leave" means leave to bond and care for a newborn child after birth or to bond
1934 and care for a child after placement for adoption or foster care, for a period of up to
1935 sixteen (16) weeks after the birth or placement, and within the first 12-months after birth
1936 or placement.
1937
- 1938 2. "Pregnancy disability" means a pregnancy-related medical condition or miscarriage.
1939

1941 **ARTICLE VIII - FISCAL**

1942

1943 **Section 1 - Salary and Salary Schedule Provisions (Appendix A)**

1944

1945 **A. Initial Placement:**

1946

- 1947 1. **Certificate:** All employees must possess a valid Washington State teaching certificate
- 1948 and endorsement(s).
- 1949
- 1950 2. **Experience Credits:** Full credit shall be granted pursuant to WAC 392-121 and the
- 1951 salary schedule.
- 1952

1953 **B. In-service Credits:** If the state allows in-service credits, and the employee meets statutory

1954 criteria the District will also allow such credits to be used for salary schedule movement based

1955 upon the following criteria:

1956

- 1957 1. The District will accept clock hours and in-service credits that meet the State Board of
- 1958 Education approval standards.
- 1959
- 1960 2. These credits will count for salary schedule advancement at the rate of one (1) quarter
- 1961 university credit for each ten (10) clock hours of in-service.
- 1962

1963 **C. Salary Schedule:** The salary schedule will be listed as Appendix A. All represented employee

1964 salaries will be based on this schedule.

1965

1966 **D. Daily Per Diem:** The daily per-diem rate used by the District will be based on seven (7) hours per

1967 day.

1968

1969 **E.** ESA employees shall receive credit for all school and non-school experience for the purpose of

1970 salary schedule placement. (2018)

1971

1972 **F. Salary Inflationary Increase:** All cells on the salary schedule (Appendix A) will be increased

1973 annually by the percent the State increases the allocation (IPD) to the District for Certificated

1974 ~~Instructional~~ Employee salaries. (Beginning with 2% for 2019-2020.)

1975

1976 **Section 2 - Transportation Reimbursement**

1977

1978 **A. General Travel Guidelines:** The District will pay according to the current state travel expense

1979 schedule for supervisor approved travel while attending out-of-district meetings, training, or when

1980 responsible for athletic/scholastic events requiring overnight travel.

1981

1982 Exceptions to the state expenditure schedule will require Superintendent approval. Travel will be

1983 paid for with a District purchase order approved by the employee's supervisor.

1984

- B. **Receipts:** Original receipts are required for reimbursements of all travel expenses pending the District making changes to meal expenses for overnight stays beginning January 1, 2019. All receipts shall be submitted to the District Office within thirty (30) days of the expenditure to be eligible for reimbursement otherwise the employee will bear the cost.
- C. **Housing:** Necessary housing will be provided to employees with the understanding that employees of the same gender will share rooms. If an employee chooses to have their own room, or bring a spouse or child, they will pay the extra expenses related to that choice. Costs will be paid with a district purchase order or by the employee at the time of departure and then submitted for reimbursement.
- D. **Travel Meals:** The amounts per meal, (per Washington State travel guidelines) can vary as long as the daily meal costs do not exceed the per day maximum amount. The District requires employees to purchase meals and submit for reimbursement via reimbursement claim forms. Itemized meal receipts are required for all meal purchases. Reimbursement will follow Washington State travel guidelines and district policy. (2006)
- Meal expenses for overnight out-of-district meetings, trainings, or other approved school functions will be paid in advance beginning January 1, 2019. (2018)
- E. **Ground Transportation:** School vehicles are generally available for all authorized district travel. A school vehicle must have all seat belts occupied before a second school vehicle will be used. A school district credit card for fuel is available for use with school vehicles only and must be checked out at the District Office.
- Employees have the opportunity to choose to use their own vehicle for approved school district travel. Employees who choose this option will be reimbursed per district policy. (2006) Only in the event those school vehicles are not available or approved by the Superintendent will the District reimburse the employee for mileage at the state rate. Upon return to the District, a reimbursement claim form will be submitted to the District Office stating the beginning/ending odometer readings of the personal vehicle.
- F. **Air Travel:** Air travel is only to be used when approved by the Superintendent. The District Office or designee will make all air travel arrangements.

Section 3 - Individual Employment Contracts

- A. **Individual Contracts:** Each employee shall be issued an individual employment contract, which will be renewed or non-renewed by the District each year pursuant to the continuing contract laws of the State of Washington. All individual employment contracts shall be subject to and consistent with Washington State statutes and this Agreement.
- B. **Retroactivity:** Should the District issue contracts prior to the completion of good-faith negotiations, such contracts shall be based upon the salary schedules currently in effect, together with the inclusion of a rider specifying the District will enter or is in the process of good faith

negotiations with the Association. Said rider will specify that salaries will be adjusted in conformity with the agreements reached between the District and the Association; or, in the event agreement is not reached, upon final board action. Upon the completion of negotiations or final board action an appropriate amendment to the individual contract incorporating approved changes will be forwarded to the employee.

- C. Supplemental Contracts: Supplemental contracts when issued are pursuant to RCW 28A.405.240 and are not continuing contracts within the scope of RCW 28A.405.210. The supplemental contracts for summer school teaching assignments will be at per diem rate of pay. (2018)

Section 4 - Insurance

SEBB: School Employee Insurance Benefits

Beginning January 1, 2020, the District shall provide qualified employees with insurance benefits that align with the rules and regulations set by the School Employee Benefits Board (SEBB.)

A. Availability:

1. Qualified employees who work or who are anticipated to work a minimum of 630 hours during the year.
2. Open enrollment begins on October 1 and through November 15 per SEBB
3. Employees are responsible for enrolling online or with forms provided by SEBB. The District agrees to provide timely information about SEBB insurance plans to eligible employees during the school year (as required or recommended by SEBB) and at each open enrollment period.
4. Paid leave hours shall count towards the 630 hours used to determine eligibility for benefits. For purposes of benefits provided under SEBB, a school year shall mean September through August. The effective date of coverage is the first day of the month following the day they begin work, unless other circumstances apply per SEBB rules.

B. Benefits

1. Qualified Employees will be provided SEBB benefits that include medical, dental, vision, basic life/accidental insurance and long-term disability insurance. Employees shall be able to participate in the SEBB offered Medical Flexible Spending Arrangement (FSA) and the Dependent Care Assistance Program (DCAP). The Health Care Authority carve-out is absorbed into these benefits.
2. Employees may select a carrier and plan approved by SEBB.

C. Premiums

1. The district shall pay their portion of the employee premium as established by SEBB.
2. Employees will be responsible for their portion of the premium.
3. Any additional premium surcharges will be paid by the employee.

2073
2074 D. Benefit Termination

- 2075 1. Employee terminating employment shall be entitled to receive the District insurance
2076 contribution for the remainder of the calendar month in which the contribution is
2077 effective, unless other circumstances apply per SEBB rules.
2078 2. Where separation occurs after completion of the employee's full contract obligation (i.e.
2079 the end of the school/work year), benefit coverage will continue through August 31 of
2080 that year, unless other circumstances apply per SEBB rules.

2081
2082 **Section 5 - Other Compensation**
2083

2084 Employees may attend local athletic events at no admission charge in exchange for providing school
2085 district service at that event in the role of student supervision, ticket taking, cleanup, or other duties as
2086 assigned by the staff person responsible for the event.

2087
2088 **Section 6 - Annual Calendar**
2089

- 2090 A. **Calendar Negotiations**: The District and the Association recognize that negotiations for the
2091 school calendar will be conducted on an annual basis. The first day may be no earlier than the
2092 fourth Monday in August and the last day of the school year may be no later than the second
2093 Friday in June. The Board will select the calendar offered for implementation as the official
2094 school calendar for the following school year or may return the calendar, requesting consideration
2095 of different starting and ending school dates.

2096
2097 B. **Annual calendars** shall be developed as follows:

- 2098
2099 1. ~~A seven-person committee (three CEA members, two classified (CPEA) members, one~~
2100 ~~board member, and one administrator up to three (3) per bargaining unit, one (1)~~
2101 ~~administrator, (1) board member~~) will develop four potential calendars annually. Two (2)
2102 calendars will follow the CEA contract (see 6A). One (1) calendar may have no
2103 restrictions on starting or ending days. The administration may also enter one (1)
2104 calendar with no restrictions on starting or ending days. These four (4) calendars will be
2105 voted on ~~by the entire CEA and CPEA memberships bargaining units and district~~
2106 ~~leadership.~~ (2016) All developed calendars will include district days (conferences, ½
2107 days, etc.) and holidays in finished form before released for voting. (2018)
2108
2109 2. The Calendar committee will develop the school calendar one (1) year in advance.
2110 (2014)

2111
2112 The voting of the calendars will consist of a primary vote that includes all calendars. A
2113 final vote will take place between the two (2) calendars with the most votes. The one
2114 receiving the most votes will be presented to the Board for adoption. (2014)
2115

C. **Professional Compensation:** The District recognizes that teachers are the professionals that provide the foundation for the education of the students in the Chewelah School District. The District also recognizes that employees already complete work above and beyond their regular contracted day. Employees are compensated for four (4) District Directed days which may be scheduled for hours above and beyond the regular work day.

Attract and Retain Stipend: An Attract and Retain Stipend in the amount of 2.78% of each employee's base salary rate will be paid to each employee above the basic salary rate. This amount is not included in any inflationary factors or per diem calculations and will be paid in (12) twelve equal installments throughout the year. (2019)

7 (49 hours) District Directed days:

- 7 hours: before school – District required meetings, trainings, Open House
- 7 hours: before school – District/Building required meetings and PLC work
- 7 hours: State mandated training
- 7 hours: State mandated training (Safe Schools) and classroom preparation time
- 14 hours: Committee work, district activities, and/or professional development opportunities shall be provided to all employees throughout the year.
- 7 hours: Beginning in 2020/2021, the District shall provide all employees with an additional day of employee directed time at their per diem rate. These (7) Seven hours shall be used for preparing for the opening of school.

Employees will receive a \$325 Classroom Enrichment Stipend annually. The Classroom Enrichment stipend will be paid in September of each year. (2018)

14 Hours Learning Enhancement Activities:

- 7 hours will be made available, to be used at the discretion of the employee, for learning enhancement activities, district activities, and/or professional development before, during, and/or after the calendar year. Activities may include, but are not limited to, IEP meetings, 504 meetings, consultation time, etc. that occur outside of contract time.
- 7 hours: District directed activities and/or Professional Development- before, during or after school calendar year

14 Hours Special Education and ESAs:

- Fourteen (14) hours will be available, with notification to the building principal, before the start of each school year for the Special Education certificated staff and ESAs to prepare for the upcoming year.
- In addition, the Special Education Teachers and ESAs will be given days, during the school year, to perform specified caseload management tasks as needed to maintain timeline

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compliance. These days will be allowed with the approval of the building principal and the availability of substitutes for the classroom. (2018)

Section 7 - Teacher Work Day

- A. All employees will be assigned appropriate starting and dismissal times by building.
- B. In regard to delayed opening ~~and/or early dismissal there is an expectation that employees complete a full workday unless those times are altered by the Superintendent called by the superintendent due to inclement weather, teachers will be expected to follow board policy and arrive 30 minutes before school begins.~~
- C. Employees are expected to complete a full workday on all contract days unless otherwise authorized by the Administration.
- D. ~~Professional learning communities (PLCs) are collaborative and collegial teams of educators that work together in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.~~
- E. ~~The Chewelah School District will provide unencumbered PLCs to meet once a week for 60 minutes during the school year, unless altered on the calendar. PLC members will be grouped according to academic learning needs with administrative approval and in alignment with goals in the building School Improvement Plans. PLC members and building administrators will work together to establish goals/objectives to monitor weekly progress/effectiveness of meetings.~~

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Section 8 – Tuition Reimbursement

Each employee may receive up to \$350 annually (FTE prorated) for reimbursement of clock hour registration fees, registration payment of a workshop, conference, summit/symposium or graduate course work (or like opportunities). (2018)

- Relevant/related to current or future position
- Holds a current Washington State Teaching Certificate.
- After successful completion of the course, employees must submit:
 - 1. Receipt or proof of payment, identifying employee and course
 - 2. And one of the following:
 - Transcript
 - grade report
 - signed clock hour form
 - certificate of completion

2196 Payment will be on a reimbursement basis. Completed reimbursement paperwork submitted by the last
2197 day of the month, will be paid the following month.

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2199 **Section 9 – Masters Degree Stipend**

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2201 Employees with sixteen or above (16+) years of Washington State experience and a masters degree plus
2202 90, will receive six hundred dollars (\$600) annually. Experience will be counted as of September 1 of
2203 each year. The Masters Stipend will be paid in June of each year. (2018)

2204

2205 **Section 10 – Retirement Bonus**

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2207 Starting with the 2016-2017 school year, employees who are eligible to retire and give notice prior to
2208 December 31, to retire at the end of the school year, will be paid a two thousand-dollar (\$2,000) bonus.
2209 The bonus will be paid the month following School Board approval of the retirement. (2016)

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ARTICLE IX - GRIEVANCE PROCEDURE

Section 1 - Definitions

- A. A “**grievance**” is defined as an alleged violation of a specific term of this Agreement or a dispute regarding an interpretation of the Agreement.
- B. A “**grievant**” shall mean an individual employee, a group of employees, the Association, or the District.
- C. A “**day**” or “**days**” shall consist of school days except that after the end of the regular school year they shall consist of all business days so that the grievance may be adjusted as soon as possible.

Section 2 - Time Limits

- A. **Time Limit:** Grievances shall be processed as rapidly as possible; the number of days indicated at each step shall be considered as maximum, and every effort shall be made to expedite the process. A grievant must file a grievance within ten (10) days of the alleged act or ten (10) days of the date of knowledge of the act, whichever is later.
- B. **Failure to Comply:** Failure of either party to comply with the time limits set forth herein will serve to declare the grievance settled based upon the last request made or the last answer provided, and no further actions shall be taken.
- C. **Mutual Extension:** The time limits specified herein may be extended by the mutual concurrence of the parties.

Section 3 - No Reprisals

There shall be no reprisals of any kind against any party for reasons of participation in the grievance procedure.

Section 4 - Submission of Grievances

- A. **Submission:** Each grievance shall be submitted separately except in cases where-in both the District and the Association mutually agree to have more than one (1) grievance handled in a hearing.
- B. **Group/Association Grievances:** If the grievance impacts a group of employees or the Association, the Association may submit an Association grievance to the Superintendent directly,

signed by the President of the Association, and the processing of the grievance shall start at step two.

Section 5 - Election of Remedies

In the event that a grievant elects to pursue a statutory remedy instead of utilizing this grievance procedure to resolve a dispute, such election shall bar utilization of the grievance procedure as a remedy for that specific dispute. In the event that an employee elects to pursue this grievance procedure to resolve a dispute and such employee subsequently elects to pursue a statutory remedy, such subsequent election shall void any decision reached under the grievance procedure.

Section 6 - Grievance Processing Steps

A. Step One - Principal:

1. **Informal discussion:** An employee(s) with an individual or group grievance shall discuss it first with his/her principal. This informal discussion will not be bypassed unless the grievance is an Association grievance. Every effort shall be made to resolve the grievance at this level in an informal manner. The employee requesting such a meeting shall identify the subject as a grievance matter and the time limits hereinafter provided shall officially began immediately after the termination of the informal meeting.
2. **Formal submission:** In the event that the grievant is not satisfied with the disposition of the grievance through informal discussion, he/she shall reduce the grievance to writing indicating the Article, Section and the specific term(s) violated or misinterpreted, the relief sought, and within five (5) days from the date of the informal discussion with the principal, present the signed grievance to the principal, who in turn shall have five (5) days to provide the grievant with a written disposition of the grievance.

B. Step Two - Superintendent: In the event that the grievant is not satisfied with the disposition of the grievance at Step One, he/she shall within five (5) days refer the grievance to the Superintendent or his/her designee. The Superintendent or designee shall meet with the grievant and shall provide the grievant with a written disposition of the grievance within five (5) days of the meeting.

C. Step Three - Board: In the event that the grievant is not satisfied with the disposition of the grievance at Step Two, he/she shall within five (5) days refer the grievance to the chair of the Chewelah School Board of Directors or designee. The board shall set a date for a hearing of the grievance within five (5) days of receiving the complaint. Said hearing must be held within fifteen (15) days of the receipt of the complaint at Step Three.

D. Step Four – Binding Arbitration: The parties to this Agreement agree to submit to arbitration any grievance that has not been resolved through the use of the above steps.

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1. **Arbitrator Selection Process:** If the grievant is not satisfied with the disposition of his/her grievance at Step Three and he/she and the Association make the determination to proceed to arbitration, the Association shall give written notice to the Superintendent of their intent within five (5) days of the publication of the finding in Step Three.

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Within five (5) days of the receipt of the notice of intent the Superintendent and the President shall attempt to agree on a mutually acceptable arbitrator and obtain a commitment from such arbitrator to serve. If the parties are unable to agree on an arbitrator within five (5) days, a request for a list of five (5) arbitrators will be made to the American Arbitration Association by either party. After a list is received, the parties, through their designated representatives, shall determine by lot the order of striking names and shall, in that order, alternately strike a name from the list. The last name remaining on the list shall act as the arbitrator.

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The parties agree to use the voluntary labor arbitration rules of the American Arbitration Association as modified by this procedure.

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2. **Limits on the Arbitrator:** The arbitrator shall have no authority to extend, alter, or modify this Agreement or its terms. The arbitrator shall limit his/her findings and decision solely to the specific terms of this Agreement and the applications of such terms. The arbitrator shall have no power to extend the Agreement in the areas of wages, fringe benefits, or other terms of cost. The arbitrator shall be without power to award punitive damages. The arbitrator shall make a written report of his/her findings of fact and decision including the basis in law, if any, for such decision to the District, the Association, and the grievant within ten (10) days after the final hearing is concluded. The arbitrator's decision shall bind both parties.

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3. **Costs:** The District and the Association shall bear their own expenses involved with the processing of a grievance. The cost of the arbitrator and associated expenses shall be shared equally by the District and the Association.

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4. **Limitations:** An evaluator's analysis and conclusions as expressed in evaluation reports shall not be subject to the binding arbitration provisions.

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- a. The non-renewal of provisional employees, matters relating to evaluation, placement of provisional employees on probation, and non-renewal or discharge matter of provisional shall be governed and controlled by the rights, procedures and remedies contained in RCW 28A.405.300 to RCW 28A.405.380 and shall not be grievable beyond Step Two of the grievance procedure.

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- b. The parties agree not to use the concept of a continuing grievance.

2338 **ARTICLE X – DURATION OF THE AGREEMENT**

2340 **Section 1 - Effective Dates**

2341 This agreement shall constitute a ~~one~~^{three}-year agreement and shall continue in effect from the first work
2342 day of the ~~2021-2022-2022-2023~~ school year until the 31st day of August ~~2022~~2025. ~~The contract shall be~~
2343 ~~retroactive to the first working day of the 2021-2022 school year, including August 24th and 25th and any~~
2344 ~~professional compensation hours claimed in August for the 21-22 school year~~

2347 **Section 2 - Complete Agreement**

2348 The parties acknowledge that during the negotiations of this Agreement, each has had the unlimited right
2349 and opportunity to make demands and proposals with respect to any and all subjects or matters not
2350 removed by law from the area of collective bargaining and that all understandings and agreements are set
2351 forth in the Agreement.

2353 **Section 3 - Mutual Reopener**

2354 This Agreement may be opened for amendment(s) only by the mutual consent of both parties and the
2355 Board shall not adopt policy affecting the wages, hours, terms and conditions of employment without
2356 negotiating with the Association.

2358 In the event the State Legislature passes laws that impact this Agreement and if such laws are also subject
2359 to local bargaining, negotiations shall be opened on such matters.

2361 **Section 4 – Notification**

2362 Upon written notice given by the Association to the District not later than May 1, the Parties agree to
2363 meet and commence negotiations on a successor Agreement no later than June 1 or the conclusion of the
2364 legislative session; or whichever is later.

2366 _____
2367 President, CEA

Superintendent

Chairman, Board of Directors

2373 Date

Date

2374 **APPENDIX A - Table of Total Base Salaries for Certificated Instructional**
 2375 **Staff**

Chewelah School District CEA Certificated Instructional Staff Salary Schedule 180 day contract For School Year 2021-22								
Years of Service	BA	BA+15	BA+30	BA+45	BA+60	BA+135 MA	MA+45	MA+90 OR Ph.D.
0	43,339	44,596	45,889	47,220	48,589	50,775	52,248	53,763
Attract & Retain Stepend 2.78%	1,205	1,240	1,276	1,313	1,351	1,412	1,453	1,495
7 District Directed Days	1,685	1,734	1,785	1,836	1,890	1,975	2,032	2,091
stepend	325	325	325	325	325	325	325	325
Total	46,554	47,895	49,274	50,694	52,154	54,486	56,058	57,673
1	44,596	45,889	47,220	48,589	49,998	52,225	53,740	55,298
Attract & Retain Stepend 2.78%	1,240	1,276	1,313	1,351	1,390	1,452	1,494	1,537
7 District Directed Days	1,734	1,785	1,836	1,890	1,944	2,031	2,090	2,150
stepend	325	325	325	325	325	325	325	325
Total	47,895	49,274	50,694	52,154	53,657	56,033	57,648	59,311
2	45,889	47,220	48,589	49,998	51,448	53,717	55,275	56,878
Attract & Retain Stepend 2.78%	1,276	1,313	1,351	1,390	1,430	1,493	1,537	1,581
7 District Directed Days	1,785	1,836	1,890	1,944	2,001	2,089	2,150	2,212
stepend	325	325	325	325	325	325	325	325
Total	49,274	50,694	52,154	53,657	55,204	57,624	59,286	60,996
3	47,220	48,589	49,998	51,448	52,940	55,252	56,854	58,503
Attract & Retain Stepend 2.78%	1,313	1,351	1,390	1,430	1,472	1,536	1,581	1,626
7 District Directed Days	1,836	1,890	1,944	2,001	2,059	2,149	2,211	2,275
stepend	325	325	325	325	325	325	325	325
Total	50,694	52,154	53,657	55,204	56,796	59,262	60,971	62,730
4	48,589	49,998	51,448	52,940	54,475	56,832	58,480	60,177
Attract & Retain Stepend 2.78%	1,351	1,390	1,430	1,472	1,514	1,580	1,626	1,673
7 District Directed Days	1,890	1,944	2,001	2,059	2,118	2,210	2,274	2,340
stepend	325	325	325	325	325	325	325	325
Total	52,154	53,657	55,204	56,796	58,433	60,947	62,705	64,515
5	49,998	51,448	52,940	54,475	56,055	58,458	60,153	61,897
Attract & Retain Stepend 2.78%	1,390	1,430	1,472	1,514	1,558	1,625	1,672	1,721
7 District Directed Days	1,944	2,001	2,059	2,118	2,180	2,273	2,339	2,407
stepend	325	325	325	325	325	325	325	325
Total	53,657	55,204	56,796	58,433	60,118	62,681	64,490	66,350
6	51,448	52,940	54,475	56,055	57,681	60,130	61,874	63,669
Attract & Retain Stepend 2.78%	1,430	1,472	1,514	1,558	1,604	1,672	1,720	1,770
7 District Directed Days	2,001	2,059	2,118	2,180	2,243	2,338	2,406	2,476
stepend	325	325	325	325	325	325	325	325
Total	55,204	56,796	58,433	60,118	61,852	64,465	66,325	68,240
7	52,940	54,475	56,055	57,681	59,353	61,851	63,646	65,491
Attract & Retain Stepend 2.78%	1,472	1,514	1,558	1,604	1,650	1,719	1,769	1,821
7 District Directed Days	2,059	2,118	2,180	2,243	2,308	2,405	2,475	2,547
stepend	325	325	325	325	325	325	325	325
Total	56,796	58,433	60,118	61,852	63,637	66,301	68,215	70,183
8	54,475	56,055	57,681	59,353	61,075	63,622	65,468	67,367
Attract & Retain Stepend 2.78%	1,514	1,558	1,604	1,650	1,698	1,769	1,820	1,873
7 District Directed Days	2,118	2,180	2,243	2,308	2,375	2,474	2,546	2,620
stepend	325	325	325	325	325	325	325	325

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Appendix A

CEA Certificated Instructional Staff Salary Schedule

180 day contract For School Year 2022-23 WITH 5.5% IPD INCREASE - PENDING RATIFICATION AND BOARD APPROVAL

<u>Years of Service</u>	<u>BA</u>	<u>BA+15</u>	<u>BA+30</u>	<u>BA+45</u>	<u>BA+90</u>	<u>BA+135 MA</u>	<u>MA+45</u>	<u>MA+90 OR Ph.D.</u>
0	45,723	47,049	48,413	49,817	51,262	53,568	55,122	56,720
Attract & Retain Stipend 2.78%	1,271	1,308	1,346	1,385	1,425	1,489	1,532	1,577
9 District Directed Days	2,286	2,352	2,421	2,491	2,563	2,678	2,756	2,836
stipend	325	325	325	325	325	325	325	325
Total	49,605	51,034	52,505	54,018	55,575	58,061	59,736	61,458
1	47,049	48,413	49,817	51,262	52,748	55,098	56,696	58,340
Attract & Retain Stipend 2.78%	1,308	1,346	1,385	1,425	1,466	1,532	1,576	1,622
9 District Directed Days	2,352	2,421	2,491	2,563	2,637	2,755	2,835	2,917
stipend	325	325	325	325	325	325	325	325
Total	51,034	52,505	54,018	55,575	57,177	59,709	61,432	63,204
2	48,413	49,817	51,262	52,748	54,278	56,672	58,315	60,007
Attract & Retain Stipend 2.78%	1,346	1,385	1,425	1,466	1,509	1,575	1,621	1,668
9 District Directed Days	2,421	2,491	2,563	2,637	2,714	2,834	2,916	3,000
stipend	325	325	325	325	325	325	325	325
Total	52,505	54,018	55,575	57,177	58,826	61,406	63,177	65,000
3	49,817	51,262	52,748	54,278	55,852	58,291	59,982	61,721
Attract & Retain Stipend 2.78%	1,385	1,425	1,466	1,509	1,553	1,620	1,667	1,716
9 District Directed Days	2,491	2,563	2,637	2,714	2,793	2,915	2,999	3,086
stipend	325	325	325	325	325	325	325	325
Total	54,018	55,575	57,177	58,826	60,522	63,151	64,973	66,848
4	51,262	52,748	54,278	55,852	57,472	59,958	61,697	63,487
Attract & Retain Stipend 2.78%	1,425	1,466	1,509	1,553	1,598	1,667	1,715	1,765
9 District Directed Days	2,563	2,637	2,714	2,793	2,874	2,998	3,085	3,174
stipend	325	325	325	325	325	325	325	325
Total	55,575	57,177	58,826	60,522	62,268	64,948	66,822	68,751
5	52,748	54,278	55,852	57,472	59,138	61,673	63,462	65,302
Attract & Retain Stipend 2.78%	1,466	1,509	1,553	1,598	1,644	1,715	1,764	1,815
9 District Directed Days	2,637	2,714	2,793	2,874	2,957	3,084	3,173	3,265
stipend	325	325	325	325	325	325	325	325
Total	57,177	58,826	60,522	62,268	64,064	66,797	68,724	70,707
6	54,278	55,852	57,472	59,138	60,853	63,437	65,277	67,171
Attract & Retain Stipend 2.78%	1,509	1,553	1,598	1,644	1,692	1,764	1,815	1,867
9 District Directed Days	2,714	2,793	2,874	2,957	3,043	3,172	3,264	3,359
stipend	325	325	325	325	325	325	325	325
Total	58,826	60,522	62,268	64,064	65,913	68,698	70,681	72,722
7	55,852	57,472	59,138	60,853	62,618	65,254	67,146	69,093
Attract & Retain Stipend 2.78%	1,553	1,598	1,644	1,692	1,741	1,814	1,867	1,921
9 District Directed Days	2,793	2,874	2,957	3,043	3,131	3,263	3,357	3,455
stipend	325	325	325	325	325	325	325	325
Total	60,522	62,268	64,064	65,913	67,815	70,655	72,695	74,794
8	57,472	59,138	60,853	62,618	64,434	67,122	69,070	71,072
Attract & Retain Stipend 2.78%	1,598	1,644	1,692	1,741	1,791	1,866	1,920	1,976
9 District Directed Days	2,874	2,957	3,043	3,131	3,222	3,356	3,453	3,554
stipend	325	325	325	325	325	325	325	325
Total	62,268	64,064	65,913	67,815	69,772	72,669	74,768	76,927

180 day contract For School Year 2022-23 WITH 5.5% IPD INCREASE - PENDING RATIFICATION AND BOARD APPROVAL

<u>Years of Service</u>	<u>BA</u>	<u>BA+15</u>	<u>BA+30</u>	<u>BA+45</u>	<u>BA+90</u>	<u>BA+135 MA</u>	<u>MA+45</u>	<u>MA+90 OR Ph.D.</u>
9			62,618	64,434	66,303	69,045	71,048	73,108
Attract & Retain Stipend 2.78%			1,741	1,791	1,843	1,919	1,975	2,032
9 District Directed Days			3,131	3,222	3,315	3,452	3,552	3,655
stipend			325	325	325	325	325	325
Total			67,815	69,772	71,786	74,742	76,901	79,121
10			64,434	66,303	68,225	71,024	73,084	75,203
Attract & Retain Stipend 2.78%			1,791	1,843	1,897	1,974	2,032	2,091
9 District Directed Days			3,222	3,315	3,411	3,551	3,654	3,760
stipend			325	325	325	325	325	325
Total			69,772	71,786	73,858	76,874	79,095	81,379
11				68,225	70,204	73,060	75,179	77,359
Attract & Retain Stipend 2.78%				1,897	1,952	2,031	2,090	2,151
9 District Directed Days				3,411	3,510	3,653	3,759	3,868
stipend				325	325	325	325	325
Total				73,858	75,991	79,069	81,352	83,703
12				70,204	72,240	75,155	77,335	79,578
Attract & Retain Stipend 2.78%				1,952	2,008	2,089	2,150	2,212
9 District Directed Days				3,510	3,612	3,758	3,867	3,979
stipend				325	325	325	325	325
Total				75,991	78,185	81,327	83,677	86,094
13					74,335	77,311	79,552	81,860
Attract & Retain Stipend 2.78%					2,067	2,149	2,212	2,276
9 District Directed Days					3,717	3,866	3,978	4,093
stipend					325	325	325	325
Total					80,443	83,650	86,066	88,554
14					76,491	79,530	81,835	84,208
Attract & Retain Stipend 2.78%					2,126	2,211	2,275	2,341
9 District Directed Days					3,825	3,976	4,092	4,210
stipend					325	325	325	325
Total					82,767	86,042	88,527	91,085
15					78,709	81,811	84,184	86,625
Attract & Retain Stipend 2.78%					2,188	2,274	2,340	2,408
9 District Directed Days					3,935	4,091	4,209	4,331
stipend					325	325	325	325
Total					85,157	88,500	91,058	93,690
16					80,991	84,161	86,601	89,112
Attract & Retain Stipend 2.78%					2,252	2,340	2,407	2,477
9 District Directed Days					4,050	4,208	4,330	4,456
stipend					325	325	325	325
Total					87,618	91,033	93,663	96,370
Stipend = \$325 classroom enrichment stipend								
Approved by Board: _____								

180 day contract For School Year 2021-22								
Years of Service	BA	BA+15	BA+30	BA+45	BA+60	BA+135 MA	MA+45	MA+90 OR Ph.D.
Total	58,433	60,118	61,852	63,637	65,473	68,190	70,159	72,184
9			59,353	61,075	62,846	65,445	67,344	69,297
Attract & Retain Stipend 2.78%			1,650	1,698	1,747	1,819	1,872	1,926
7 District Directed Days			2,308	2,375	2,444	2,545	2,619	2,694
stipend			325	325	325	325	325	325
Total			63,637	65,473	67,362	70,134	72,160	74,243
10			61,075	62,846	64,668	67,321	69,274	71,282
Attract & Retain Stipend 2.78%			1,698	1,747	1,798	1,872	1,926	1,982
7 District Directed Days			2,375	2,444	2,515	2,618	2,694	2,772
stipend			325	325	325	325	325	325
Total			65,473	67,362	69,306	72,135	74,219	76,361
11				64,668	66,544	69,251	71,259	73,326
Attract & Retain Stipend 2.78%				1,798	1,850	1,925	1,981	2,038
7 District Directed Days				2,515	2,588	2,693	2,771	2,852
stipend				325	325	325	325	325
Total				69,306	71,306	74,194	76,336	78,541
12				66,544	68,474	71,236	73,303	75,429
Attract & Retain Stipend 2.78%				1,850	1,904	1,980	2,038	2,097
7 District Directed Days				2,588	2,663	2,770	2,851	2,933
stipend				325	325	325	325	325
Total				71,306	73,365	76,312	78,517	80,784
13					70,459	73,280	75,404	77,592
Attract & Retain Stipend 2.78%					1,959	2,037	2,096	2,157
7 District Directed Days					2,740	2,850	2,932	3,017
stipend					325	325	325	325
Total					75,483	78,492	80,758	83,092
14					72,303	75,383	77,569	79,818
Attract & Retain Stipend 2.78%					2,016	2,096	2,156	2,219
7 District Directed Days					2,820	2,932	3,017	3,104
stipend					325	325	325	325
Total					77,663	80,735	83,067	85,466
15					74,605	77,545	79,794	82,109
Attract & Retain Stipend 2.78%					2,074	2,156	2,218	2,283
7 District Directed Days					2,901	3,016	3,103	3,193
stipend					325	325	325	325
Total					79,905	83,042	85,441	87,910
16					76,769	79,773	82,085	84,466
Attract & Retain Stipend 2.78%					2,134	2,218	2,282	2,348
7 District Directed Days					2,985	3,102	3,192	3,285
stipend					325	325	325	325
Total					82,213	85,418	87,885	90,424
Stipend = \$327 classroom enrichment stipend								
Approved by Board: _____								

APPENDIX B - FORMAL GRIEVANCE FORM

NAME OF GRIEVANT _____

ASSIGNMENT _____ BUILDING _____

DATE _____

PERSON TO WHOM GRIEVANCE IS SUBMITTED

SPECIFIC CONTRACT ARTICLE, BOARD POLICY, CODE, RULE, REGULATION,
PRACTICE, OR HEALTH OR SAFETY CONDITION VIOLATED

BRIEF DESCRIPTION OF GRIEVANCE

DATE VIOLATION OCCURRED

DATE GRIEVANT BECAME AWARE OF VIOLATION

REMEDY SOUGHT

SIGNATURE OF GRIEVANT

DATE

Send the original signed grievance to the person with whom the grievance is filed. Send one copy each to the Superintendent and the Association President. Keep one copy.

APPENDIX C - CLASSROOM TEACHER FINAL EVALUATION REPORT

(SHORT FORM)

The Marzano Teacher Evaluation Model At A Glance [2020]

Criterion 1	Criterion 2		Criterion 3
Centering instruction on high expectations for student achievement	Demonstrating effective teaching practices		Recognizing individual student learning needs and developing strategies to address those needs
1.1 Providing clear learning goals and scales (rubrics) 1.2 Celebrating success 1.3 Understanding students' interests and backgrounds 1.4 Demonstrating value and respect for reluctant learners and students regularly marginalized or underserved by school systems	2.1 Conducting direct instruction lessons 2.2 Conducting practicing and deepening lessons 2.3 Conducting knowledge application lessons 2.4 Asking in-depth questions of reluctant learners and students regularly marginalized or underserved by school systems	2.5 Appropriately probing incorrect answers given by reluctant learners and students regularly marginalized or underserved by school systems 2.6 Noticing when students are not engaged 2.7 Using and applying academic vocabulary 2.8 Evaluating effectiveness of individual lessons and units	3.1 Effective scaffolding of information within a lesson 3.2 Planning and preparing for the needs of all students <i>Student Growth:</i> <i>SG3.1 Establishing subgroup learning goal(s)</i> <i>SG3.2 Demonstrating growth over time toward subgroup goal(s)</i>
Criterion 4	Criterion 5		Criterion 6
Providing clear and intentional focus on subject matter content and curriculum	Fostering and managing a safe, positive learning environment		Using multiple data elements to modify instruction and improve student learning
4.1 Attention to established content standards 4.2 Use of available resources and technology	5.1 Organizing the physical layout of the classroom 5.2 Reviewing expectations for rules and procedures 5.3 Demonstrating withitness 5.4 Applying consequences for lack of adherence to rules and procedures	5.5 Acknowledging adherence to rules and procedures 5.6 Displaying objectivity and control	6.1 Designing instruction aligned to assessment 6.2 Using multiple data elements 6.3 Tracking student progress <i>Student Growth:</i> <i>SG3.1 Establishing whole class learning goal(s)</i> <i>SG3.2 Demonstrating growth over time toward whole class goal(s)</i>
Criterion 7		Criterion 8	
Communicating and collaborating with parents and the school community		Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning	
7.1 Engaging in positive interactions with parents and the school community about courses, programs, and school events 7.2 Engaging in timely and professional interactions with parents and the school community		8.1 Seeking mentorship for areas of need or interest 8.2 Promoting positive interactions with colleagues 8.3 Participating in school or district initiatives 8.4 Monitoring progress relative to the professional growth and development plan <i>Student Growth:</i> <i>SG8.1 Collaborating to develop and monitor student growth goals.</i>	

APPENDIX D - TEACHER SELF-REFLECTION

Criteria 1: Centering Instruction on High Expectations for Student Achievement	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
Component 1.1: Providing Clear Learning Goals and scales (Rubrics.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 1.2: Celebrating Success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 1.2: Celebrating Success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 1.4: Demonstrating Value and Respect for Typically Underserved Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Criteria 2: Demonstrating Effective Teaching Practices	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
Component 2.1: Interacting with new knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 2.2: Organizing students to practice and deepen knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 2.3 Organizing students for cognitively complex tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 2.4: Asking questions of typically underserved students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 2.5: Probing incorrect answers with typically underserved students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 2.6: Noticing when students are not engaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 2.7: Using and applying academic vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 2.8:Evaluating effectiveness of individual lessons and units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Criteria 3: Recognizing Individual Student Learning Needs and Developing Strategies to Address Those Needs.	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
Component 3.1: Effective Scaffolding of information within a lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SG 3.2 Achievement of Student Growth Goal(s) Subgroup
Component 3.2: Planning and preparing for the needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SG 3.1 Establish Student Growth Goal(s) Subgroups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Criteria 4: Providing Clear and Intentional Focus on Subject Matter Content and Curriculum	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
Component 4.1: Attention to established content standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 4.2: Use of available resources and technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Criteria 5: Fostering and Managing a Safe, Positive Learning Environment	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
Component 5.1: Organizing the physical layout of the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Component 5.2: Reviewing expectations to rules and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Component 5.3: Demonstrating "withiness"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Component 5.4: Applying consequences for lack of adherence to rules and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Component 5.5: Acknowledging adherence to rules and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Component 5.6: Displaying objectivity and control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Criteria 6: Using Multiple Student Data Elements to Modify Instruction and Improve Student Learning	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
Component 6.1: Designing instruction aligned to assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 6.2: Using multiple data elements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 6.3: Tracking student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SG 6.1 Establish Student Growth Goal(s) Whole Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SG 6.2 Achievement of Student Growth Goal(s) Whole Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Criteria 7: Communicating and Collaborating With Parents and School Community	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
Component 7.1: Promoting positive interactions About students and parents – courses, programs, and school events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 7.2: Promoting positive interactions about students and parents – timeliness and professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Criteria 8: Exhibiting Collaborative and Collegial Practices Focused On Improving Instructional Practice and Student Learning	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
Component 8.1: Seeking mentorship for areas of need or interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 8.2: Promoting positive interactions with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 8.3 Participating in district and school initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 8.4 Monitoring progress relative to the professional growth and development plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SG 8.1 Establish Team Student Growth Goal(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

APPENDIX E - FOCUSED EVALUATION REQUEST FORM

Evaluation criteria:

At least one (1) comprehensive evaluation every four (4) years

Having met the evaluation criteria and having reviewed the Focused evaluation process,

I, _____, request to participate in a Focused evaluation

(Print name)

option for the ___ school year.

The criterion that I would request for this evaluation is: *(check one)*

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

If criteria 1,2,4,5 or 7 are chosen, please also choose a student growth criteria below:

_____ Criterion 3

_____ Criterion 6

_____ Criterion 8

Employee Signature: ___ Date: ___

Approved: _____ Denied: _____

Explanation of denial:

Principal's signature: _____ Date: _____

Employee Signature: _____ Date: _____

APPENDIX F - STUDENT GROWTH GOAL WORKSHEET:
COMPREHENSIVE

Name:		Date:
Evaluator:		Comprehensive requires the measurement of a student growth goal for Criteria 3, 6, and 8. This does not mean that the skill must be different for each. Essentially this can be one skill with three goals.
Support Team/Mentor:		
Skill, standard or framework element I would like to measure:		
Why have I chosen this? What classroom evidence led me to choose this skill/standard?		
Keeping the identified skill in mind, answer the following questions and construct the final growth goal prior to the meeting with your assigned administrator.		
S	Specific: What specifically do you want your students to be able to do?	
M	Measurable: How much progress should they make over a designated amount of time? What are some potential means of measurement? How might this change for the three different criteria?	
A	Appropriate: How is this related to your content scope and sequence? Is it an important part of the curriculum? Student achievement? How is it different for the subsets of students?	

R	<p>Realistic:</p> <p>Within the time frame, can a student or students realistically reach the goal? Is the goal obtainable while still challenging students? How does it change for the department?</p>		
T	<p>Time:</p> <p>How much time is needed to achieve this? Where does it fit in the scope of the course? Does it match that of the collaboration team?</p>		
<p>Criteria 3 Student Growth Goal (Individuals or subsets of students):</p> 			
<p>Define high, medium and low growth for the goal:</p>			
High		Medium	Low
<p>Criteria 6 Student Growth Goal (Whole class instruction):</p> 			
<p>Define high, medium and low growth for the goal:</p>			
High		Medium	Low

Criteria 8 Student Growth Goal (Collaboration across grade level):

APPENDIX G - STUDENT GROWTH GOAL WORKSHEET: FOCUS

Name:		Date:	
Evaluator:		Circle one or two (making sure you include one with a student growth goal: 3, 6, or 8) Focus Criteria: 1 2 3 4 5 6 7 8	
Support Team/Mentor:			
Skill, standard or framework element I would like to measure:			
Why have I chosen this? What classroom evidence led me to choose this skill/standard?			
Keeping the identified skill in mind, answer the following questions and construct the final growth goal prior to the meeting with your assigned administrator.			
S	Specific: What specifically do you want your students to be able to do?		
M	Measurable: How much progress should they make over a designated amount of time? What are some potential means of measurement?		
A	Appropriate: How is this related to your content scope and sequence? Is it an important part of the curriculum? Is it important for student achievement?		
R	Realistic: Within the time frame, can a student or students realistically reach the goal? Is the goal obtainable while still challenging students?		
T	Time: How much time is needed to achieve this? Where does it fit in the scope of the course?		
Write the goal to match criteria 3 (individual), 6 (whole class), or 8 (grade level):			
Define what high, medium and low growth would look like for this goal:			
High Growth	Medium Growth	Low Growth	

**APPENDIX H - MARZANO FRAMEWORK PRE- OBSERVATION
CONFERENCE**

SAMPLE QUESTIONS

Teacher's Name _____ Date _____

Subject/Grade _____

1. What important skills/concepts will students be able to demonstrate from this lesson as it relates to the curriculum and/or standards?
2. How does this learning "fit" in the sequence of learning for this class?
3. Briefly describe the students in this class, including those with special needs. How will you differentiate instruction for individuals or groups of students in the class?
4. What are your learning outcomes for this lesson? What do you want the students to understand?
5. How will you engage the students in the learning? What will you do? What will the students do?
6. Will the students work individually or as a large group? Provide any worksheets or other materials the students will be using. How do you plan for the use of instructional materials or other resources?
7. Is there anything that you would like me to specifically observe during the lesson?
8. How and when will you know what the students have learned what you intended?

APPENDIX I - MARZANO FRAMEWORK POST-OBSERVATION CONFERENCE

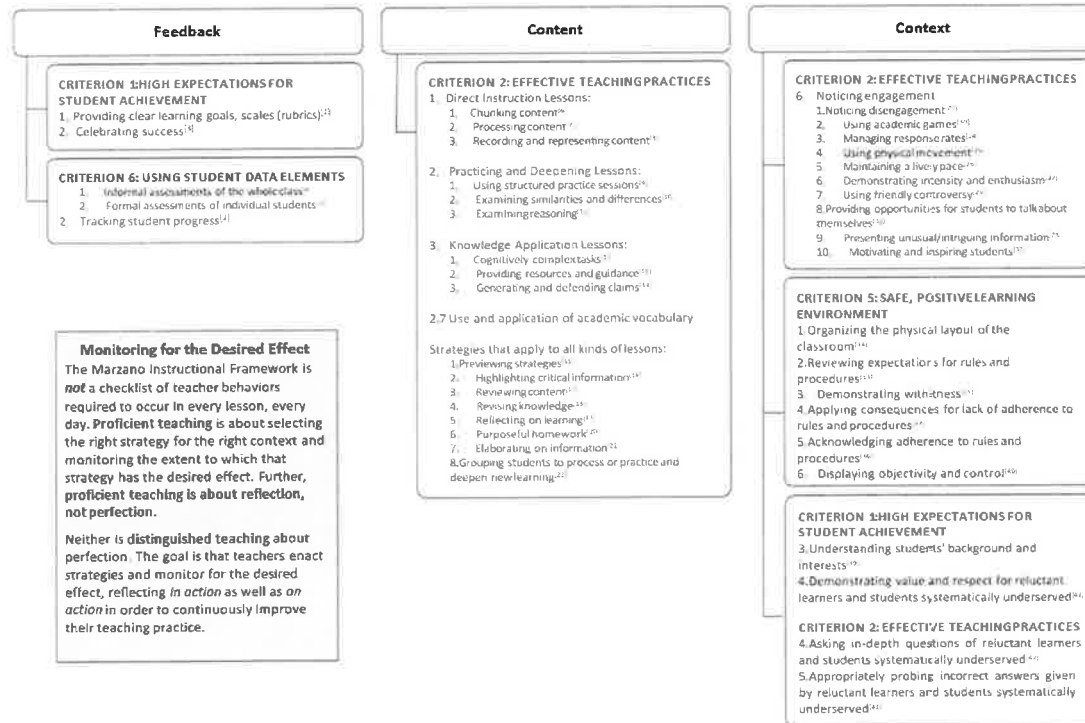
Teacher _____ School _____ Date _____

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? What evidence would support this?
2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding? What evidence would support this?
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning? What evidence would support this?
4. Did you depart from your plan? If so, how and why? What evidence would support this?
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective? What evidence would support this?
6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently? What evidence would support this?
7. What is your system for maintaining records? What evidence would support this?
8. What methods do you use to communicate with families? What evidence would support this?
9. What are some examples of your participation in a professional community, growing and developing professionally, and showing professionalism? What evidence would support this?

APPENDIX J – MARZANO INSTRUCTIONAL FRAMEWORK EVALUATION CRITERIA

Marzano Instructional Framework Aligned to Washington State Teacher Evaluation Criteria

Domain 1: Observable Classroom Strategies and Behaviors



Updated 8/1/2020

Marzano Instructional Framework Aligned to Washington State Teacher Evaluation Criteria

Domain 2: Planning and Preparing

CRITERION 3: DIFFERENTIATION

1. Effective scaffolding within lessons
2. Planning and preparing for the needs of all students

STUDENT GROWTH CRITERION

- SG3.1 Establishes growth goal(s) for a subgroup of students
SG3.2 Gathers growth data which demonstrates learning progress toward subgroup growth goal(s) over time

CRITERION 4: CONTENT KNOWLEDGE

1. Attention to established content standards
2. Use of available resources and technology

CRITERION 6: STUDENT DATA

1. Designs instruction aligned to assessment
2. Uses multiple data elements to inform design of instruction and assessment

STUDENT GROWTH CRITERION

- SG6.1 Establishes whole-class growth goals
SG6.2 Gathers growth data which demonstrates learning progress over time

Domain 3: Reflecting on Teaching

CRITERION 2: EFFECTIVE TEACHING PRACTICES

- 2.8 Evaluating effectiveness of individual lessons and units

CRITERION 8: PROFESSIONAL PRACTICE

- 8.4 Monitoring progress relative to the professional growth and development plan

Domain 4: Collegiality and Professionalism

CRITERION 7: FAMILIES AND COMMUNITY

1. Engaging in positive interactions with parents and the school community about courses, programs, and school events
2. Engaging in timely and professional interactions with parents and the school community

CRITERION 8: PROFESSIONAL PRACTICES

1. Seeking mentorship for areas of need or interest
2. Promoting positive interactions with colleagues
3. Participating in school or district initiatives

STUDENT GROWTH CRITERION

- SG8.1 Collaborates to design and monitor student growth goals

Patterns in the State Rubrics for Observable Classroom Strategies and Behaviors:

Unsatisfactory	Basic	Proficient	Distinguished
The strategy is called for but no strategy is attempted by the teacher; or the strategy is used incorrectly or with parts missing. Note that "Unsatisfactory" is not the result of the teacher choosing a strategy different from what the observer might have chosen.	The strategy is used, but the teacher does not monitor the extent to which the strategy produces the desired effect. Note that "Basic" is not based on whether a chosen strategy achieves the desired effect.	The strategy is used, and the teacher monitors the extent to which the strategy produces the desired effect. Note that "Proficient" is based on the teacher monitoring for the desired effect, not whether the selected strategy achieves the desired effect.	The teacher adapts or creates strategies to meet the specific needs of students for whom the typical strategies do not produce the desired effect. Note that "Distinguished" is centered on the teacher differentiating for the needs of all learners.

APPENDIX K – JENKINS JR./SR. HIGH OBSERVATION FORM
Chewelah School District – Observation Summary

Domain 1- Classroom Strategies and Behaviors		1. Lesson Segments Involving Routines	
	Components/Elements	Teacher/Student Evidence	Observation Notes
High Expectations for Student Achievement	1.1 Providing Clear Learning Goals and Scales The teacher communicates high expectations for learning by developing, aligning, and communicating clear daily learning targets and/or longer-term learning goals (grade level standards) with rubrics for the goals.	T: Has a learning target/goal posted so that all students can see it. Ensures that the learning target goal is a clear statement of knowledge or skill as opposed to an activity or assignment. S: Can explain the learning target for that days lesson. Can explain the relationship of the daily target to the long-term learning goal (grade level standard).	Click or tap here to enter text.
	1.2 Celebrates Student Success The teacher celebrates student success relative to the learning targets and/or the learning goals.	T: Acknowledges students who have achieved a certain score on the scale or rubric. Acknowledges students who have made gains in their knowledge and skill relative to the learning goal. S: Show signs of pride regarding their accomplishments in the class. Say they want to continue to make progress.	Click or tap here to enter text.
Safe, Positive Learning Environment	5.1 Organizes a safe physical layout of the classroom to facilitate movement and focus on learning The teacher organizes a safe physical layout of the classroom to facilitate movement and focus on learning.	T: Organizes the physical layout of the classroom to have clear traffic patterns. Arranges the physical layout to provide easy access to the materials and centers. S: Move easily about the classroom. Use materials and learning centers.	Click or tap here to enter text.
	5.2 Reviewing expectations to rules and procedures The teacher reviews expectations regarding rules and procedures to ensure their effective execution.	T: Involves students in designing classroom routines. Uses classroom meetings to review and process rules and procedures. S: Follow clear routines during class. Can describe established rules and procedures.	Click or tap here to enter text.
Student Data	6.3 Tracking student progress The teacher provides opportunities for students to self-reflect and track progress toward learning goals.	T: Helps students track their individual progress on the learning goal. Uses formal and informal means to assign scores to students on the rubric depicting student status on the learning goal. S: Can describe their status relative to the learning goal using the rubric. Systematically update their status on the learning goal.	Click or tap here to enter text.

Domain 1- Classroom Strategies and Behaviors		2. Lesson Segments Addressing Content	
	Components/Elements	Teacher/Student Evidence	Observation Notes
Effective Teaching Practices	2.1 Interacting with new knowledge The teacher helps students effectively interact with new knowledge.	T: Prepares new content by activating students' prior knowledge. Organizes content into small chunks appropriate for students. S: Can describe what they already know about the new topic. Can describe which information is the most important.	Click or tap here to enter text.
	2.1.1 Identifies critical information The teacher identifies a lesson or part of a lesson as involving important information.	T: Begins the lesson by explaining why upcoming content is important. Tells students to get ready for some important information. S: Can describe the level of importance of the information addressed in class.	Click or tap here to enter text.
	2.1.2 Organizes students in small groups to facilitate the processing of new knowledge	T: Has established routines for student grouping and student interaction in groups. Organizes students into ad hoc groups for the lesson. S: Move to groups in an orderly fashion. Appear to understand expectations about appropriate behavior in groups.	Click or tap here to enter text.
	2.1.3 Helps students to link prior knowledge to new content The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.	T: Previews reading selections or chapters. Uses K-W-L Strategy or variation of it. S: Can explain linkages with prior knowledge. Make predictions about upcoming content.	Click or tap here to enter text.
	2.1.4 Chunks content into "digestible bites" Based on student needs, the teacher breaks content into small chunks of information that can be easily processed by students.	T: Stops at strategic points in a verbal presentation. Pauses at key junctures while showing a video. S: Can explain why the teacher is stopping at various points during demonstrations or during presentations. Appear to know what is expected of them when the teacher stops at strategic points.	Click or tap here to enter text.
	2.1.5 Breaks presentation of content and engages students in processing new information	T: Has group members summarize new information. Employs formal group processing strategies. S: Can explain what they have just learned. Volunteer predictions.	Click or tap here to enter text.
	2.1.6 Through questions or activities, students elaborate on new information	T: Asks explicit questions that require students to make elaborative inferences about the content. Asks students to explain and defend their inferences. S: Volunteer answers to inferential questions. Provide explanations and "proofs" for inferences.	Click or tap here to enter text.
	2.1.7 Students record and represent knowledge in linguistic and/or non-linguistic ways	T: Asks students to summarize the information they have learned. Asks students to generate notes that identify critical information in the content. S: Include critical content in their summaries and notes. Include critical content or demonstrate understanding in their nonlinguistic representations.	Click or tap here to enter text.
	2.1.8 Students reflect on their learning and the learning process	T: Asks students to state or record what they are clear about and what they are confused about. Asks students to state or record how hard they tried. S: Can explain what they are clear about and what they are confused about.	Click or tap here to enter text.

Effective Teaching Practices - Continued	<p>2.2 Helps students to practice and deepen knowledge The teacher helps students to practice and deepen their understanding of new knowledge.</p>	<p>T: Reviews content before engaging in practicing or deepening activities. Provides practice activities that are at the appropriate level for guided practice or independent practice.</p> <p>S: Increase the accuracy and fluency with which they perform skills and processes. Can describe what they now see differently about content previously addressed.</p>	Click or tap here to enter text.
	<p>2.2.1 Reviews content, highlights critical information The teacher engages students in a brief review of content that highlights critical information.</p>	<p>T: Begins the lesson with a brief review of content. Uses specific strategies to review information.</p> <p>S: Can describe the previous content on which a new lesson is based. Responses to class activities indicate that they recall previous content.</p>	Click or tap here to enter text.
	<p>2.2.2 Organizes students in groups to practice and deepen knowledge</p>	<p>T: Organizes students into groups with the expressed idea of deepening their knowledge of informational content. Organizes students into groups with the expressed idea of practicing a skill, strategy or process.</p> <p>S: Explain how the group work supports their learning.</p>	Click or tap here to enter text.
	<p>2.2.3 Uses homework when appropriate (not routinely) When appropriate, the teacher designs homework to deepen students' knowledge of informational content or practice a skill, strategy or process.</p>	<p>T: Communicates a clear purpose for homework. Extends an activity that was begun in class to provide students with more time.</p> <p>S: Ask clarifying questions of the homework that help them understand its purpose.</p>	Click or tap here to enter text.
	<p>2.2.4 Students examine similarities and differences When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.</p>	<p>T: Engages students in activities that require students to examine similarities and differences between content.</p> <p>S: Artifacts indicate that their knowledge has been extended as a result of the activity. Can explain similarities and differences.</p>	Click or tap here to enter text.
	<p>2.2.5 Students examine errors in their own reasoning or the logic of information presented When the content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.</p>	<p>T: Asks students to examine information for errors or informal fallacies.</p> <p>S: Can describe errors or informal fallacies in information. When asked, can explain the overall structure of an argument presented to support a claim.</p>	Click or tap here to enter text.
	<p>2.2.6 Students practice skills, strategies, and or processes When the content involves a skill, strategy, or process the teacher engages students in practice activities that help them develop fluency.</p>	<p>T: Engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy or process.</p> <p>S: Perform the skill, strategy, or process with increased confidence and competence.</p>	Click or tap here to enter text.
	<p>2.2.7 Students revise previous knowledge The teacher engages students in revision of previous knowledge about content addressed in previous lessons.</p>	<p>T: Asks students to examine previous entries in their academic notebooks or notes.</p> <p>S: Make corrections to information previously recorded. Can explain previous errors or misconceptions they had about content.</p>	Click or tap here to enter text.
	<p>2.3 Organize students for cognitively complex tasks (transfer and application) The teacher provides resources and guidance and organizes students to engage in cognitively complex tasks involving application and transfer of new knowledge.</p>	<p>T: Establishes the need to transfer and apply new knowledge. Designs and engages students in cognitively complex tasks.</p> <p>S: Engage in decision making and problem solving tasks.</p>	Click or tap here to enter text.
	<p>2.7 Uses and applies Academic Vocabulary The teacher identifies appropriate academic vocabulary aligned to the learning targets and uses various strategies for student acquisition.</p>	<p>T: Intentionally selects limited strategic academic vocabulary and includes it in instructional lessons.</p> <p>S: Maintains a vocabulary notebook. Uses academic vocabulary correctly in the current setting across disciplines.</p>	Click or tap here to enter text.

Domain 1- Classroom Strategies and Behaviors		3. Lesson Segments Enacted on the Spot	
	Components/Elements	Teacher/Student Evidence	Observation Notes
High Expectations for Student Achievement	1.3 Understanding students' interest and backgrounds (positive relationships) The teacher builds positive relationships with students by understanding students' interests and background.	T: Has side discussions with students about events in their lives. Has discussions with students about topics in which they are interested. S: Describe the teacher as someone who knows them and/or is interested in them.	Click or tap here to enter text.
	1.4 Demonstrates value and respect for all, including typically underserved students	T: Compliments students regarding academic and personal accomplishments. Engages in informal conversations with students that are not related to academics. S: Describe teacher as someone who values and respects them. Respond to teachers' verbal interactions.	Click or tap here to enter text.
Questioning Research Based Instructional Practice	2.4 Asking questions of typically underserved students Asks questions of typically underserved students with the same frequency and depth as other students.	T: Asks typically underserved students complex questions at the same rate as other students. Rephrase questions. S: Say that the teacher expects everyone to participate. Say that the teacher asks difficult questions of every student.	Click or tap here to enter text.
	2.5 Probes typically underserved students' incorrect answers	T: Rephrases questions in response to incorrect answers. Asks additional questions to further explain answers. S: Say that the teacher does not "let you off the hook". Say that the teacher "won't give up on you."	Click or tap here to enter text.
Effective Teaching Practices	2.6 Engages Students	T: Scans room to determine the level of student engagement. If students are not engaged, employs one or more strategies to re-engage students. S: Students visibly adjust their level of engagement based on teacher actions. Students describe the class as interesting.	Click or tap here to enter text.
	2.6.1 Notices when students are not engaged	T: Notices when specific students or groups of students are not engaged. Notices when the energy level in the room is low. S: Appear aware of the fact that the teacher is taking note of their level of engagement.	Click or tap here to enter text.
	2.6.2 Uses academic games to engage students	T: Uses structured games such as Jeopardy and the like. Uses friendly competition along with classroom games. S: Engage in the games with some enthusiasm. Can explain how the games keep their interest and help them learn or remember content.	Click or tap here to enter text.
	2.6.3 Manages response rates	T: Uses wait time Has students use hand signals to respond to questions. S: Multiple students or the entire class respond to questions posed by the teacher. Can describe their thinking about specific questions posed by the teacher.	Click or tap here to enter text.
	2.6.4 Uses physical movement	T: Has students stand up and stretch or use related activities when their energy is low. Use give one get one activities that require students to move about the room. S: Engage in the physical activities designed by the teacher.	Click or tap here to enter text.

Effective Teaching Practices - Continued	2.6.5 Maintains a lively pace	T: Employs crisp transitions from one activity to another. Alters pace appropriately. S: Describe the pace of the class as neither too fast nor too slow.	Click or tap here to enter text.
	2.6.6 Demonstrates intensity and enthusiasm	T: Describes personal experiences that relate to the content. S: Say that the teacher "like the content" and "likes teaching".	Click or tap here to enter text.
	2.6.7 Uses friendly controversy	T: Structures mini debates about the content. Elicits different opinions on content from members of the class. S: Engage in friendly controversy activities with enhanced engagement.	Click or tap here to enter text.
	2.6.8 Provides opportunities for students to talk about themselves	T: Is aware of student interests and makes connections between these interests and class content. S: Engage in activities that require them to make connections between their personal interests and the content.	Click or tap here to enter text.
	2.6.9 Presents unusual or intriguing information	T: Systematically provides interesting facts and details about the content using activities such as guest speakers and stories. S: Attention increases when unusual information is presented about the content.	Click or tap here to enter text.
Safe, Positive Learning Environment	5.3 Demonstrates awareness of classroom environment at all times (with-it-ness)	T: Physically occupies all quadrants of the room. Proactively addresses inflammatory situations. S: Recognizes that the teacher is aware of their behavior. Describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head".	Click or tap here to enter text.
	5.4 Applies consequences for lack of adherence to rules and procedures	T: Uses group contingency consequences when appropriate. Uses direct cost consequences when appropriate. S: Cease inappropriate behavior when signaled by the teacher. Describe the teacher as fair in application of rules.	Click or tap here to enter text.
	5.5 Acknowledges adherence to rules and procedures	T: Notifies the home when a rule or procedure has been followed. S: The number of students adhering to rules and procedures increases.	Click or tap here to enter text.
	5.6 Builds positive relationships with students by displaying objectivity and control	T: Does not exhibit extremes in positive or negative emotions. Interacts with all students in the same calm and controlled fashion. S: Are settled by the teacher's calm demeanor. Say that the teacher does not hold grudges or take things personally.	Click or tap here to enter text.

Domain 2- Preparing and Planning			
	Components/Elements	Teacher/Student Evidence	Observation Notes
Recognizing individual student needs and addressing those needs	3.1 Effective scaffolding of information within lessons The teacher plans and prepares for effective scaffolding of information within lessons and units that progress toward a deep understanding and transfer of content.	-Content is organized to build upon previous information -Presentation of content is logical and progresses from simple to complex -Where appropriate, presentation of content is integrated with other content areas, other lessons,	Click or tap here to enter text.
	3.2 Planning and preparing for the needs of all students The teacher uses data to plan and provide interventions that meet individual student learning needs, including special education, LAP/Title and students who come from home environments that offer little support for schooling.	-Uses differentiation -Uses data for flexible grouping -Implements a variety of classroom interventions -Knows when to move students to the next level of intervention	Click or tap here to enter text.
Recognizing individual student needs and addressing those needs	3.1 Student Growth Establish student growth goals		Click or tap here to enter text.
	3.2 Student growth Achievement of student growth goals.		Click or tap here to enter text.
	Components/Elements	Teacher/Student Evidence	Observation Notes
	4.1 Attention to established content standards The teacher demonstrates a comprehensive understanding of the subject taught and the standards for that subject.	-Appropriately uses content language -Adjusts lesson based on content knowledge -Connects content to the standards -Develops appropriate formative/summative assessments/rubrics -Engages in content discussions with colleagues	Click or tap here to enter text.

Provide clear and intentional focus to subject matter.	<p>4.2 Use of available resources and technology The teacher plans and prepares for the use of available materials, including technology.</p>	<p>-Has plan <u>that outlines</u> and/or can describe resources within the classroom that will be used to enhance students' understanding of the content</p> <p>-Has plan <u>that outlines</u> and/or can describe resources within the school that will be used enhance students' understanding of the content</p> <p>-Has plan <u>that outlines</u> and/or can describe resources within the community that will be used to enhance students' understanding of the content</p>	Click or tap here to enter text.
Using multiple student data elements to modify and improve learning	<p>6.1 Designing instruction aligned to assessment The teacher designs instruction aligned to assessments that impact student learning.</p>	<p>-Uses common assessments designed by his or her collaborative team to assess student learning</p> <p>-Designs instructional activities and assignments that are designed to help students learn the content that will be assessed</p> <p>-Explains the structure of assessments to students</p>	Click or tap here to enter text.
	<p>6.2 Using multiple data elements The teacher uses multiple data elements to modify instruction and assessments.</p>	<p>-Differentiates instruction practices according to student needs</p> <p>-Differentiates assessment practices according to student needs</p> <p>-Analyzes data from formal and informal assessments</p>	Click or tap here to enter text.
Using multiple student data elements to modify and improve learning	<p>Student Growth 6.1 Establish student growth goals</p>		Click or tap here to enter text.
	<p>Student growth 6.2 Achievement of student growth goals</p>		Click or tap here to enter text.

Domain 3- Reflecting and Teaching			
	Components/Elements	Teacher/Student Evidence	Observation Notes
Demonstrating Effective Teaching Practices	<p>2.3 Evaluating Effectiveness of individual lessons and units. The teacher reflects on and evaluates the effectiveness of instructional performance to identify areas of pedagogical strength and weakness</p>	<ul style="list-style-type: none"> -Identifies specific areas of strength and weakness -Keeps track of specifically identified focus areas for improvement -Identifies and keeps track of specific areas identified based on teacher interest -Can describe how specific areas for improvement are identified 	Click or tap here to enter text.
Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning	<p>3.4 Monitoring progress relative to the professional growth and development plan. The teacher pursues professional development based on his/her written growth and development plan and monitors progress relative to that plan.</p>	<ul style="list-style-type: none"> -Constructs a growth plan that outlines measurable goals, action steps, manageable <u>timelines</u> and appropriate resources -Can describe the professional growth plan using specific and measurable goals, action steps, manageable <u>timelines</u> and appropriate resources -Constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback) 	Click or tap here to enter text.

Domain 4- Collegiality and Professionalism			
	Components/Elements	Teacher/Student Evidence	Observation Notes
Communicating and collaborating with parents and the school community.	<p>7.1 Promoting positive interactions about students and parents- courses, programs and school</p> <p>The teacher actively communicates and collaborates with parents/guardians and school/community regarding courses, programs and school events.</p>	<p>-Utilizes the appropriate means of communication</p> <p>-Presents to, works with, or speaks to the school board, ad hoc committees, PTO, media, advisory groups, etc.</p> <p>-Fosters partnerships with families/school/community</p> <p>-Encourages parent and community involvement in classroom and school activities</p>	Click or tap here to enter text.
	<p>7.2 Promoting positive interactions about students and parents- Timelines and professionalism.</p> <p>The teacher communicates individual student progress to parents/guardians in a timely and professional manner.</p>	<p>-Ensures consistent and timely communication with parents regarding student expectations, progress, and/or concerns</p> <p>-Uses multiple means and modalities to communicate with families</p> <p>-Respects and maintains confidentiality of student/family information</p>	Click or tap here to enter text.
Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	<p>8.1 Seeking mentorship for areas of need or interest.</p> <p>The teacher collaborates with colleagues about student learning and instructional practices by seeking mentorship for areas of need or interest, and/or by mentoring other teachers through the sharing of ideas and strategies.</p>	<p>-Seeking mentorship</p> <p>-Keeps track of specific situations during which he or she has sought mentorship from others</p> <p>-Providing mentorship</p> <p>-Keeps tracks of specific situations during which he or she mentored other teachers</p>	Click or tap here to enter text.
	<p>8.2 Promoting positive interactions with colleagues</p> <p>The teacher displays dependability through active participation.</p>	<p>-Is punctual</p> <p>-Is prepared for meetings</p> <p>-Works to resolve conflicts</p> <p>-Respectfully addresses others</p> <p>-Assists in the effective functioning of a team/group</p>	Click or tap here to enter text.
	<p>8.3 Participating in district and school initiatives.</p> <p>The teacher participates in district and school initiatives.</p>	<p>-Participates in school activities and events as appropriate to support students and families</p> <p>-Serves on school and district committees</p> <p>-Participates in staff development opportunities</p> <p>-Works to achieve school and district improvement goals</p>	Click or tap here to enter text.
Teamwork focused on improving instruction and learning.	<p>Student Growth 8.1</p> <p>Establish team student growth goals.</p>		Click or tap here to enter text.

Administrator Signature _____ (Signing this observation simply means that you received

APPENDIX L - GESS ELEMENTARY OBSERVATION SUMMARY
Chewelah School District: observable and non-observable

Marzano Element	Staff Name:				Date:		Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Final Score
	Domain 1	Domain 2	Domain 3	Domain 4	Student Goal	PQBP											
Criterion 1: Expectations																	
1	Component 1.1- Providing Clear Learning Goals and Scales (Rubrics)																
3	Component 1.2- Celebrating Success																
36	Component 1.3- Understanding Students' Interests and Backgrounds																
37, 39	Component 1.4- Demonstrating Value/Respect for Typically Underserved Students																
Criterion 2: Instruction																	
6-13	Component 2.1- Interacting with new knowledge																
14-20	Component 2.2- Organizing Students to Practice and Deepen Knowledge																
21-23	Component 2.3- Organizing Students for Cognitively Complex Tasks																
40	Component 2.4- Asking Questions of Typically Underserved Students																
41	Component 2.5- Probing Incorrect Answers with Typically Underserved Students																
24-32	Component 2.6- Noticing When Students are not Engaged																
WA only	Component 2.7- Using and Applying Academic Vocabulary																
50-52	Component 2.8- Evaluating Effectiveness of Individual Lessons and Units																
Criterion 3: Differentiation																	
42, 43	Component 3.1- Effective scaffolding of Information Within Lessons																
47-49	Component 3.2- Planning and Preparing for the Needs of All Students																
<u>Sub Group</u>	Student Growth 3.1- Establish Student Growth Goal(s)																
	Student Growth 3.2- Achievement of Student Growth Goal(s)																
Criterion 4: Content Knowledge																	
44	Component 4.1- Attention to Established Content Standards																
45, 46	Component 4.2- Use of Available Resources and Technology																
Criterion 5: Learning Environment																	
5	Component 5.1- Organizing the Physical Layout of the Classroom																
4	Component 5.2- Reviewing Expectations to Rules and Procedures																
33	Component 5.3- Demonstrating "Withitness"																
34	Component 5.4- Applying Consequences- Lack of Adherence to Rules/Procedures																
35	Component 5.5- Acknowledging Adherence to Rules and Procedures																
38	Component 5.6- Displaying Objectivity and Control																
Criterion 6: Assessment																	
WA only	Component 6.1- Designing Instruction Aligned to Assessment																
WA only	Component 6.2- Using Multiple Data Elements																
2	Component 6.3- Tracking Student Progress																
<u>Whole Class</u>	Student Growth 6.1- Establish Student Growth Goal(s)																
	Student Growth 6.2- Achievement of Student Growth Goal(s)																
Criterion 7: Families and Community																	
56	Component 7.1- Promoting Positive Interactions about Students and Parents- Courses, Programs and School Events																
56	Component 7.2- Promoting Positive Interactions about Students and Parents- Timeliness and Professionalism																
Criterion 8: Professional Practice																	
57, 58	Component 8.1- Seeking Mentorship for Areas of Need or Interest																
55	Component 8.2- Promoting Positive Interactions with Colleagues																
60	Component 8.3- Participating in District and School Initiatives																
53, 54	Component 8.4- Monitoring Progress Relative to the Professional Growth and Development Plan																
<u>Grade-level</u>	Student Growth 8- Establish Team Student Growth Goal(s)																

APPENDIX M - CLASSROOM TEACHER EVALUATION

Final Comprehensive Evaluation ☐

Final Focused Evaluation ☐

MARZANO FRAMEWORK EVALUATION REPORT FORM SUMMATIVE SCORING LEVELS OF PERFORMANCE

Teacher _____ School _____ Grade Level(s) _____

Evaluator _____ Date _____

This evaluation is based in whole or in part upon observations for the purpose of evaluation, which occurred on the following dates and times. Staff is not to be evaluated in areas for which they are not endorsed.

1. The number of marks in each level of performance column is added up, with points assigned based on the number value of each level.
2. All four scores are added together.
3. The evaluator uses the Criterion Overall Rating Range to assign a final Criteria Score for each of the 8 State Criteria. Scoring Ranges for the 8 criteria should round – up: anything above a 1 is a 2, anything above a 2 is a 3, etc.
4. Each of the criteria score is entered into the Summary of Overall Ratings to get a “Preliminary Score”.
5. The process is repeated for the Student Growth Rubrics using the State developed criteria for this scoring methodology.

Criteria 1: Centering Instruction on High Expectations for Student Achievement	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
Component 1.1: Providing Clear Learning Goals <small>and scales (Rubrics)</small>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add Scores from all columns to get a “Total Score”
Component 1.2: Celebrating Success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 1.3: Understanding Students’ Interests and Backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 1.4: Demonstrating Value and Respect for Typically Underserved Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enter “total score” under each column					
Overall “Rating Range”	4	5-8	9-12	13-16	Criteria Score ↓
Using the Range, indicate the Level of Performance for this Criterion. Copy to the Summary Page 5.					

Comments: _____

Criteria 2: Demonstrating Effective Teaching Practices	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
Component 2.1: Interacting with new knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add Scores from all columns to get a "Total Score"
Component 2.2: Organizing students to practice and deepen knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 2.3 Organizing students for cognitively complex tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 2.4: Asking questions of typically underserved students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 2.5: Probing incorrect answers with typically underserved students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 2.6: Noticing when students are not engaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 2.7: Using and applying academic vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 2.8-Evaluating effectiveness of individual lessons and units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enter "total score" under each column					
Overall "Rating Range"	8	9-16	17-24	25-32	Criteria Score 1
Using the Range, indicate the Level of Performance for this Criterion. Copy to the Summary Page 5.					

Comments:

Criteria 3: Recognizing Individual Student Learning Needs and Developing Strategies to Address Those Needs.	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
Component 3.1: Effective Scaffolding of information within a lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add Scores from all columns to get a "Total Score"
Component 3.2: Planning and preparing for the needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SG 3.1 Establish Student Growth Goal(s) Subgroups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SG 3.2 Achievement of Student Growth Goal(s) Subgroup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enter "total score" under each column					
Overall "Rating Range"	4	5-8	9-12	13-16	Criteria Score 1
Using the Range, indicate the Level of Performance for this Criterion. Copy to the Summary Page 5.					

Comments:

Criteria 4: Providing Clear and Intentional Focus on Subject Matter Content and Curriculum	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
Component 4.1: Attention to established content standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add Scores from all columns to get a "Total Score"
Component 4.2: Use of available resources and technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enter "total score" under each column					
Overall "Rating Range"	2	3-4	5-6	7-8	Criteria Score ↓
Using the Range, indicate the Level of Performance for this Criterion. Copy to the Summary Page 5.					

Comments:

Criteria 5: Fostering and Managing a Safe, Positive Learning Environment	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
Component 5.1: Organizing the physical layout of the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add Scores from all columns to get a "Total Score"
Component 5.2: Reviewing expectations to rules and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 5.3: Demonstrating "with-it-ness"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 5.4: Applying consequences for lack of adherence to rules and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 5.5: Acknowledging adherence to rules and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 5.6: Displaying objectivity and control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enter "total score" under each column					
Overall "Rating Range"	6	7-12	13-18	19-24	Criteria Score ↓
Using the Range, indicate the Level of Performance for this Criterion. Copy to the Summary Page 5.					

Comments:

Criteria 6: Using Multiple Student Data Elements to Modify Instruction and Improve Student Learning	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
Component 6.1: Designing instruction aligned to assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add Scores from all columns to get a "Total Score"
Component 6.2: Using multiple data elements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 6.3: Tracking student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SG 6.1 Establish Student Growth Goal(s) Whole Classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SG 6.2 Achievement of Student Growth Goal(s) Whole Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enter "total score" under each column					
Overall "Rating Range"	5	6-10	11-15	16-20	Criteria Score ↓
Using the Range, indicate the Level of Performance for this Criterion. Copy to the Summary Page 5.					

Comments:

Criteria 7: Communicating and Collaborating With Parents and School Community	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
Component 7.1: Promoting positive interaction About students and parents – courses, programs, and school events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add Scores from all columns to get a "Total Score"
Component 7.2: Promoting positive interactions about students and parents – <u>timeliness</u> and professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enter "total score" under each column					
Overall "Rating Range"	2	3-4	5-6	7-8	Criteria Score ↓
Using the Range, indicate the Level of Performance for this Criterion. Copy to the Summary Page 5.					

Comments:

Criteria 8: Exhibiting Collaborative and Collegial Practices Focused On Improving Instructional Practice and Student Learning	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
Component 8.1: Seeking mentorship for areas of need or interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add Scores from all columns to get a "Total Score"
Component 8.2: Promoting positive interactions with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 8.3 Participating in district and school initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 8.4 Monitoring progress relative to the professional growth and development plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SG 8.1 Establish Team Student Growth Goal(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enter "total score" under each column					
Overall "Rating Range"	5	6-10	11-15	16-20	Criteria Score
Using the Range, indicate the Level of Performance for this Criterion. Copy to the Summary Page 5.					

Comments:

PRELIMINARY SUMMARY RATING

Criteria	1	2	3	4	5	6	7	8	Total
Score									
OSPI Approved Summative Scoring Band:									
5-14	15-21		22-28		29-32		Overall Preliminary Rating*		
1 Unsatisfactory	2 Basic		3 Proficient		4 Distinguished				

STUDENT GROWTH RATING

Student Growth Rubric and Rating	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
3.1 Establish Student Growth Goal(s) Subgroups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add Scores from all columns to get a "Total Score"
3.2 Achievement of Student Growth Goal(s) Subgroup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.1 Establish Student Growth Goal(s) Whole Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2 Achievement of Student Growth Goal(s) Whole Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.1 Establish Team Student Growth Goal(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enter "total score" under each column					
OSPI Approved Student Growth Impact Rating Scoring Band	5-12 Low	13-17 Average	18-20 High	Student Growth Score →	
<ul style="list-style-type: none"> For 3.2 and 6.2 there must be a minimum of two student growth measures used. A student growth score of "1" in any of the student growth rubric will result in a "Low" growth rating. A "Low" growth rating will require a Student Growth Inquiry to be completed. 					

FINAL SUMMATIVE RATING

Preliminary Summary Rating			
Student Growth Rating		Student Growth Inquiry Is Required	<input type="checkbox"/>
Unsat/Low* = Unsat Unsat/Avg = Unsat Unsat/High = Unsat	Basic/Low* = Basic Basic/Avg = Basic Basic/High = Basic	Prof/Low* = Prof Prof/Avg = Prof Prof/High = Prof	Dist/Low = Prof Dist/Avg = Dist Dist/High = Dist
* A "Low" Student Growth Rating will require a Student Growth Inquiry to be completed			
OVERALL SUMMATIVE RATING			

Note on "Focused" Evaluation Final Summative Scoring

The final criterion score will be considered the final summative score.

- The Focused evaluation will include the student growth rubric of the selected criterion. If criterion 3, 6, or 8 is selected, the evaluator will use the accompanying student growth rubrics.
- If criterion 1, 2, 4, 5, or 7 is selected, criterion 3 or 6 student growth rubrics will be used. The summative score will then be determined using the criterion scoring ranges indicated in this document. Scoring Ranges for the 8 criteria should round – up: anything above a 1 is a 2, anything above a 2 is a 3, etc. For example, if there are 6 components required for a summative score (i.e. four Marzano and two Student Growth), the scoring band will be as follows:
 Level 1: Unsatisfactory 6
 Level 2: Basic 7-12
 Level 3: Proficient 13-18
 Level 4: Distinguished 19-24
- While there is no student growth impact rating, a rating of "1" on any student growth rubric row triggers a student growth inquiry.

Strengths:

Areas for Growth:

Overall Comments:

Evaluator _____

Date _____

Teacher _____

Date _____

My signature indicates that I have seen this evaluation report form. It does not necessarily indicate agreement.

The teacher may add written comments in response to the information on this form.

Appendix N1 – ~~Counselor Evaluation~~ COUNSELOR EVALUATION



School Counselor Performance Appraisal

School Counselor _____
 Evaluator _____
 Position _____
 Date _____

0=Unsatisfactory, 1=Developing, 2=Proficient, 3=Distinguished

PROFESSIONAL MINDSETS	
Description	Rating 0-3
Mindsets	
Demonstrates belief that each student can succeed and should graduate prepared for postsecondary opportunities	
Demonstrates belief all students should have access and opportunity to a high-quality education	
Demonstrates belief all students should have access to the school counseling program	
Demonstrates belief that effective school counseling programs are a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders	
Demonstrates belief that school counselors are leaders in the school, district, state and nation	
Demonstrates belief that school counseling programs promote and enhance student academic, career and social/emotional outcomes	
Observations and comments:	
PROFESSIONAL BEHAVIORS AND CIRCUMSTANCES	
Description	Rating 0-3
Behaviors: Professional Foundation	
1. Demonstrates a working knowledge of developmental, learning, counseling and education theories	

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<p><u>Demonstration includes:</u></p> <ul style="list-style-type: none"> a. <u>Articulates knowledge of human development and learning theories that affect student success</u> b. <u>Articulates knowledge of established and emerging counseling theories and techniques that are effective in school settings</u> c. <u>Articulates knowledge of career development theories for postsecondary planning</u> d. <u>Uses principles of multitiered systems of support within a school counseling program</u> <p><u>Artifacts may include:</u></p> <ul style="list-style-type: none"> a. <u>Programs, brochures or agendas for professional development sessions in which school counselor provided training related to theories</u> b. <u>School counselor-prepared information sheets or infographics developed for dissemination among stakeholders (e.g., developmental milestones for kindergarteners, tips for students to be successful in school, how to choose a career path, age-specific information on how children/adolescents process grief)</u> c. <u>Classroom and group Mindsets & Behaviors action plans</u> d. <u>Closing-the-gap action plan/results report</u> 	
<p><u>2. Demonstrates understanding of educational systems, legal issues, policies, research and educational trends</u></p>	
<p><u>Demonstration includes:</u></p> <ul style="list-style-type: none"> a. <u>Explains organizational structure/governance of the American educational system and cultural, political and social influences on current educational practices</u> b. <u>Explains educational systems, philosophies and theories and current trends in education, including federal and state legislation</u> c. <u>Explains process for development of policy and procedures at the building, district, state and national levels</u> d. <u>Explains the nature of academic, career and social/emotional counseling in schools and differences from other fields of counseling</u> e. <u>Defines the roles of student service providers, such as school social worker, school psychologist or school nurse, and ways to collaborate</u> f. <u>Articulates a rationale for a school counseling program</u> g. <u>Uses education research to inform decisions and programming</u> h. <u>Uses current trends in technology to promote student success</u> <p><u>Artifacts may include:</u></p> <ul style="list-style-type: none"> a. <u>Evidence of professional advocacy activities at district, state or national level (photographs or recordings of interactions with legislators, minutes from meetings, etc.)</u> b. <u>Presentation slides, handouts or other documents from parent and/or teacher workshops regarding the school counselor's role</u> c. <u>Minutes from school counseling advisory committee meetings</u> d. <u>Completed ASCA National Model templates/worksheets for planning student outcome goals and interventions</u> 	
<p><u>3. Applies legal and ethical principles of the school counseling profession</u></p>	
<p><u>Demonstration includes:</u></p>	

<p>a. Practices in accordance with the ASCA Ethical Standards for School Counselors</p> <p>b. Adheres to school counselor legal responsibilities including the unique legal and ethical principles of working with minor students in a school setting</p> <p>c. Adheres to the ethical and statutory limits of confidentiality</p> <p>d. Fulfills legal and ethical obligations to families, teachers, administrators and other school staff</p> <p>e. Consults with school counselors and other education, counseling and legal professionals when ethical and legal questions arise</p> <p>f. Resolves ethical dilemmas by employing an ethical decision-making model in accordance with the ASCA Ethical Standards for School Counselors</p> <p>g. Models ethical behavior</p> <p>h. Engages in continual professional development to inform and guide ethical and legal work</p> <p><i>Artifacts may include:</i></p> <p>a. Posting of specific ethical standards in school counseling office (e.g., limits of confidentiality statement or ethical decision-making process)</p> <p>b. Weekly calendars, regarding documentation of critical interactions with students</p> <p>c. Completion certificates of professional development experiences</p>	
<p>4. Applies school counseling professional standards and competencies</p> <p><i>Demonstration includes:</i></p> <p>a. Stays current with school counseling research and best practices</p> <p>b. Conducts self-appraisal and assessment related to school counseling professional standards and competencies</p> <p>c. Uses personal reflection, consultation and supervision to promote professional growth and development</p> <p>d. Develops a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations</p> <p><i>Artifacts may include:</i></p> <p>a. Membership documentation in state and national school counselor organizations</p> <p>b. Completed ASCA Professional Standards & Competencies self-assessment with written plans for own professional growth</p> <p>c. Identification of specific individuals and their contact information from whom professional consultation and supervision may be sought</p>	
<p>5. Uses ASCA Mindsets & Behaviors for Student Success to inform the implementation of the school counseling program</p> <p><i>Demonstration includes:</i></p> <p>a. Selects ASCA Mindsets & Behaviors for Student Success standards to address student needs demonstrated in data</p> <p>b. Prioritizes ASCA Mindsets & Behaviors for Student Success standards aligned with school improvement goals</p> <p>c. Selects or creates competencies aligned with the ASCA Mindsets & Behaviors for Student Success and state-specific standards</p>	

<p><u>Artifacts may include:</u></p> <ul style="list-style-type: none"> a. <u>Classroom and group Mindsets & Behaviors action plan</u> b. <u>Closing-the-gap action plan/results report</u> c. <u>Lesson plans</u> 	
<p><u>6. Demonstrates understanding of the impact of cultural, social and environmental influences on student success and opportunities</u></p>	
<p><u>Demonstration includes:</u></p> <ul style="list-style-type: none"> a. <u>Demonstrates basic knowledge and respect of differences in customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability and other factors</u> b. <u>Explains how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school</u> c. <u>Maintains and communicates high expectations for every student, regardless of cultural, social or economic background</u> d. <u>Explains the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively</u> e. <u>Collaborates with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction</u> f. <u>Understands personal limitations and biases, and articulates how they may affect the school counselor's work</u> <p><u>Artifacts may include:</u></p> <ul style="list-style-type: none"> a. <u>Completion certificates from professional development sessions on cultural, social or environmental influences</u> b. <u>Lesson plans, presentations, handouts from school-counselor-led sessions designed to build cultural competence of others</u> c. <u>Annual professional growth plan</u> 	
<p><u>7. Demonstrates leadership through the development and implementation of the school counseling program</u></p>	
<p><u>Demonstration includes:</u></p> <ul style="list-style-type: none"> a. <u>Identifies sources of power and authority and formal and informal leadership</u> b. <u>Demonstrates professional and personal qualities and skills of effective leaders</u> c. <u>Applies a model of leadership to the school counseling program</u> d. <u>Creates the organizational structure and components of an effective school counseling program aligned with the ASCA National Model</u> e. <u>Applies the results of a school counseling program assessment to inform the design and implementation of the school counseling program</u> f. <u>Uses leadership skills to facilitate positive change for the school counseling program</u> g. <u>Defines the role of the school counselor and the school counseling program in the school crisis plan</u> h. <u>Serves as a leader in the school and community to promote and support student success</u> i. <u>Participates in the school improvement process to bring the school counseling perspective to the development of school goals</u> 	

<p><u>Artifacts may include:</u></p> <ul style="list-style-type: none"> a. <u>Leadership roles in school, district or community committees focused on student success</u> b. <u>Participation in school counseling professional associations</u> c. <u>Annual student outcome goals</u> d. <u>Annual calendar</u> e. <u>Results reports</u> f. <u>Advisory council agendas and minutes</u> g. <u>Recognized ASCA Model Program (RAMP) certification</u> 	
<p><u>8. Demonstrates advocacy in the school counseling program</u></p>	
<p><u>Demonstration includes:</u></p> <ul style="list-style-type: none"> a. <u>Models school counselor advocacy competencies to promote school counseling program development and student success</u> b. <u>Advocates responsibly for school board policy and local, state and federal statutory requirements in students' best interests</u> c. <u>Explains the benefits of the school counseling program for students and all stakeholders</u> d. <u>Provides rationale for appropriate activities for school counselors</u> e. <u>Provides rationale for discontinuation of inappropriate activities for school counselors</u> f. <u>Uses data (e.g., closing-the-gap reports) to promote reduction in student-to-school-counselor ratios and reduction of inappropriate non-school-counseling-related tasks</u> g. <u>Participates in school counseling and education-related professional organizations</u> <p><u>Artifacts may include:</u></p> <ul style="list-style-type: none"> a. <u>Presentations or information shared with school board and local, state or federal oversight organizations</u> b. <u>Presentations or information shared with faculty and staff, parents and other school stakeholders</u> c. <u>Reports showing how school counselor's time could be spent more effectively for student success (complete use-of-time calculator)</u> d. <u>Participation in school counseling professional association advocacy events</u> e. <u>School-counselor-developed infographics based on results reports and disseminated to school stakeholders</u> 	
<p><u>9. Creates systemic change through the implementation of the school counseling program</u></p>	
<p><u>Demonstration includes:</u></p> <ul style="list-style-type: none"> a. <u>Acts as a systems change agent to create an environment promoting and supporting student success</u> b. <u>Uses data to identify how school, district and state educational policies, procedures and practices support and/or impede student success</u> c. <u>Uses data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps</u> d. <u>Develops and implements a plan to address personal and/or institutional resistance to change that better supports student success</u> <p><u>Artifacts may include:</u></p>	

<p>a. Reports showing change in student achievement, attendance or discipline data</p> <p>b. Reports showing change in course enrollment or increased access to opportunities</p> <p>c. Reports showing change in postsecondary success linked to National Student Clearinghouse data</p>	
Observations and comments:	
Description	Rating
	0-3
Behaviors: Direct and Indirect Student Services	
1. Designs and implements instruction aligned to ASCA Mindsets & Behaviors for Student Success in classroom/large-group, small-group and individual settings	
<p><u>Demonstration includes:</u></p> <p>a. Uses student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction</p> <p>b. Assesses cultural and social trends when developing and choosing curricula</p> <p>c. Identifies appropriate evidence-based curricula aligned to the ASCA Mindsets & Behaviors for Student Success or selects/develops other materials informed by research and best practice if evidence-based materials do not exist</p> <p>d. Demonstrates pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction</p> <p>e. Creates lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes</p> <p>f. Uses a variety of technologies in the delivery of lessons and activities</p> <p>g. Engages with school administrators, teachers and other staff to ensure the effective implementation of instruction</p> <p>h. Analyzes data from lessons and activities to determine impact on student outcomes</p> <p><u>Artifacts may include:</u></p> <p>a. Classroom and group Mindsets & Behaviors action plan</p> <p>b. Closing the gap action plan/results report</p> <p>c. Lesson plans</p> <p>d. Annual calendar (details of specific school counseling events for the year)</p>	
2. Provides appraisal and advisement in classroom/large-group, small-group and individual settings	
<p><u>Demonstration includes:</u></p> <p>a. Develops strategies to provide appraisal and advisement to students and families about attaining the ASCA Mindsets & Behaviors for Student Success</p> <p>b. Uses assessments to help students understand their abilities, values and career interests</p> <p>c. Includes career opportunities, labor market trends and global economics to help students develop immediate and long-range plans</p> <p>d. Helps students cross reference individual assessment results (e.g., MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals</p> <p>e. Helps students understand how academic performance relates to the world of work, family life and community service</p> <p>f. Helps students understand the importance of postsecondary education and/or training as a pathway to a career</p> <p>g. Helps students and families navigate postsecondary awareness, exploration, admissions and financial aid processes</p> <p>h. Connects students to workplace experiences to deepen understandings and explore career interests</p>	

<p><u>Artifacts may include:</u></p> <ul style="list-style-type: none"> a. Completed graduation plans b. Completed postsecondary plans c. Completed career interest inventories with lesson plans showing appraisal and advisement activities d. Completed strengths inventories with lesson plans showing appraisal and advisement activities e. Completed field trips to communication organizations, businesses and postsecondary institutions 	
<p>3. Provides short-term counseling in small-group and individual settings</p>	
<p><u>Demonstration includes:</u></p> <ul style="list-style-type: none"> a. Uses data to identify students in need of counseling intervention b. Provides support for students, including individual and small group counseling, during times of transition, heightened stress, critical change or other situations impeding student success c. Explains the difference between appropriate short-term counseling and inappropriate long-term therapy d. Explains the impact of adverse childhood experiences and trauma, and demonstrates techniques to support students who have experienced trauma e. Responds with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response <p><u>Artifacts may include:</u></p> <ul style="list-style-type: none"> a. Classroom and group Mindsets & Behaviors action plan b. Group lesson/session plans c. Presentations to faculty/staff, parents, students, other school stakeholders on trauma-informed practices d. Crisis response "pack" or bag/box e. Participation/membership on district crisis response teams 	
<p>4. Makes referrals to appropriate school and community resources</p>	
<p><u>Demonstration includes:</u></p> <ul style="list-style-type: none"> a. Maintains a list of current referral resources, consistent with school and district policies, for students, staff and families to effectively address academic, career and social/emotional issues b. Communicates the limits of school counseling and the continuum of mental health services c. Articulates why diagnoses and long-term therapy are outside the scope of school counseling <p><u>Artifacts may include:</u></p> <ul style="list-style-type: none"> a. List of school and community referral sources b. School counselor-developed school counseling brochure 	
<p>5. Consults to support student achievement and success</p>	
<p><u>Demonstration includes:</u></p> <ul style="list-style-type: none"> a. Gathers information on student needs from families, teachers, administrators, other school staff and community organizations to inform the selection of strategies for student success b. Shares strategies supporting student achievement with families, teachers, administrators, teachers, school staff and community organizations c. Consults with school counselors and other education and counseling professionals when questions of school counseling practice arise d. Facilitates in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise <p><u>Artifacts may include:</u></p> <ul style="list-style-type: none"> a. Presentation materials from school-counselor-led trainings or workshops 	

<p>b. <u>Materials developed for dissemination to stakeholders (e.g., why school attendance matters, how to help with homework, why mentoring works, etc.)</u></p> <p>c. <u>Schedule of parent programs</u></p> <p>d. <u>Member of school leadership team, data team, etc.</u></p>	
<p><u>6. Collaborates with families, teachers, administrators, other school staff and education stakeholders for student achievement and success</u></p>	
<p><u>Demonstration includes:</u></p> <p>a. <u>Partners with others to advocate for student achievement and educational equity and opportunities</u></p> <p>b. <u>Explains the potential for dual roles with families and other caretakers</u></p> <p>c. <u>Identifies and involves appropriate school and community professionals as well as the family in a crisis situation</u></p> <p>d. <u>Supervises school counseling interns consistent with the principles of the ASCA School Counseling Professional Standards & Competencies</u></p> <p><u>Artifacts may include:</u></p> <p>a. <u>List of groups that partner with the school counseling program</u></p> <p>b. <u>List of committee involvement in school, district or community focused on student success</u></p>	
<p><u>Observations and comments:</u></p>	
<p><u>Description</u></p>	<p><u>Rating</u></p> <p><u>0-3</u></p>
<p><u>Behavior: Planning and Assessment</u></p>	
<p><u>1. Creates school counseling program beliefs, vision and mission statements aligned with the school and district</u></p>	
<p><u>Demonstration includes:</u></p> <p>a. <u>Analyzes personal, school, district and state beliefs, assumptions and philosophies about student success</u></p> <p>b. <u>Composes a personal beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission</u></p> <p>c. <u>Analyzes the school's vision and mission statements</u></p> <p>d. <u>Creates a school counseling vision statement describing a future world where student outcomes are successfully achieved</u></p> <p>e. <u>Creates a school counseling mission statement aligned with school, district and state missions</u></p> <p>f. <u>Communicates the school counseling program's vision and mission to administrators, teachers, other school staff and stakeholders</u></p> <p><u>Artifacts may include:</u></p> <p>a. <u>Belief statements aligned with mindsets from ASCA Professional Standards & Competencies</u></p> <p>b. <u>Vision statement describing what the school counselor hopes to see in students five-15 years in the future</u></p> <p>c. <u>Mission statement aligned with school and district mission statement</u></p> <p>d. <u>Posting of vision/mission statements in school counseling office, on school counseling website and in school counseling brochures</u></p>	
<p><u>2. Identifies gaps in achievement, attendance, discipline, opportunity and resources</u></p>	
<p><u>Demonstration includes:</u></p>	

<ul style="list-style-type: none"> a. Collects and analyzes data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities b. Reviews, disaggregates and interprets student achievement, attendance and discipline data to identify and implement interventions as needed c. Creates goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> a. Disaggregated data reports highlighting gaps between and among different groups of students in achievement, attendance, discipline and opportunities b. Goals addressing achievement, opportunity and/or information gaps c. School data summary worksheet d. Annual student outcome goal plan worksheet e. Closing the gap action plan/results report 	
3. Develops annual student outcome goals based on student data	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> a. Uses achievement, attendance and/or discipline data to create annual student outcome goals aligned with school improvement plans b. Writes goals in a measurable format, such as the SMART goal format, and includes baseline and target data within the goal statement c. Uses student data and results from survey tools to monitor and refine annual student outcome goals d. Communicates annual student outcome goals to administrators, teachers, other school staff and stakeholders <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> a. Annual student outcome goals written in a SMART goal format including baseline and target data b. Annual student outcome goal plan worksheet c. Annual results reports 	
4. Develops and implements action plans aligned with annual student outcome goals and student data	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> a. Designs and implements school counseling action plans aligned with school and annual student outcome goals and student data b. Determines appropriate students for the target group of action plans based on student, school and district data c. Identifies appropriate ASCA Mindsets & Behaviors for Student Success addressing needs identified in action plans d. Selects evidence-based curricula and activities to accomplish objectives, or selects/develops other materials informed by research and best practice if evidence-based materials do not exist e. Identifies appropriate resources needed to implement action plans f. Identifies intended impact on academics, attendance and discipline as result of action plan implementation g. Explains basic research sampling, methodology and analysis concepts as they relate to research outcomes and action research <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> a. Classroom and group Mindsets & Behaviors action plan and results reports b. Closing the gap action plan/results reports c. Annual and weekly calendars d. Annual student outcome goal plan worksheet e. Annual administrative conference template 	
5. Assesses and reports program results to the school community	

<p><u>Demonstration includes:</u></p> <ul style="list-style-type: none"> a. Explains concepts related to program results and accountability within the school counseling program b. Reviews progress toward annual student outcome goals c. Analyzes data to assess school counseling program effectiveness and to inform program development d. Collaborates with members of the school counseling team and with administration to decide how school counseling programs are assessed and how results are shared e. Uses data to demonstrate the value the school counseling program adds to student achievement f. Uses presentation skills to share effectiveness data and results of action plans and activities with administrators, advisory councils, teachers, faculty and staff, families, school boards and stakeholders <p><u>Artifacts may include:</u></p> <ul style="list-style-type: none"> a. Presentation materials with data from school counseling activities b. School data summary worksheet 	
<p>6. Uses time appropriately according to national recommendations and student/school data</p>	
<p><u>Demonstration includes:</u></p> <ul style="list-style-type: none"> a. Articulates the distinction between direct and indirect student services b. Assesses use of time in direct and indirect student services and program management and school support to determine how much time is spent in each school counseling program component c. Articulates the best use of a school counselor's time to meet student needs as identified through student data and annual student outcome goals d. Organizes and manages time to effectively implement the school counseling program using skills including scheduling, publicizing and prioritizing time e. Creates annual and weekly calendars to plan activities reflecting annual student outcome goals f. Identifies, evaluates and participates in fair-share responsibilities <p><u>Artifacts may include:</u></p> <ul style="list-style-type: none"> a. Use of time calculator assessment completed with time percentages in direct and indirect student services (80% or more) and program planning and school support (20% or less) b. Annual administrative conference template and meeting notes c. Annual and weekly calendars 	
<p>7. Establishes agreement with the principal and other administrators about the school counseling program</p>	
<p><u>Demonstration includes:</u></p> <ul style="list-style-type: none"> a. Completes annual administrative conference templates for the school counseling program with other members of the school counseling staff b. Discusses school counseling annual administrative conference template with the principal and/or supervising administrator to formalize the delivery, management and assessment of the school counseling program c. Explains and models the appropriate role of the school counselor and the organization of the school counseling program d. Explains annual student outcome goals, their basis in student data and their alignment with the school improvement plan e. Advocates for the appropriate use of school counselor time based on national recommendations and student needs f. Finalizes the annual administrative conference template after presentation to and discussion with the principal and/or supervising administrator <p><u>Artifacts may include:</u></p> <ul style="list-style-type: none"> a. Completed annual administrative conference template signed by the administrator in charge of the school counseling program and the school counselor 	
<p>8. Establishes and convenes an advisory council for the school counseling program</p>	
<p><u>Demonstration includes:</u></p>	

<p>a. <u>Determines appropriate education stakeholders for representation on the advisory council</u></p> <p>b. <u>Develops effective and efficient advisory council meeting agendas to inform stakeholders about the school counseling program</u></p> <p>c. <u>Explains and discusses school data, school counseling program assessment and annual student outcome goals with the advisory council</u></p> <p>d. <u>Records advisory council meeting notes, and distributes as appropriate</u></p> <p>e. <u>Analyzes and incorporates feedback from the advisory council related to annual student outcome goals as appropriate</u></p> <p><u>Artifacts may include:</u></p> <p>a. <u>List of representatives on the advisory council with their positions</u></p> <p>b. <u>Agenda from advisory council meetings</u></p> <p>c. <u>Minutes from advisory council meetings</u></p> <p>d. <u>Presentation materials from advisory council meetings (e.g., handouts, infographics, slides, etc.)</u></p>	
<p>9. <u>Uses appropriate school counselor performance appraisal process</u></p>	
<p><u>Demonstration includes:</u></p> <p>a. <u>Explains and advocates for appropriate school counselor performance appraisal process based on school counselor standards and implementation of the school counseling program</u></p> <p>b. <u>Explains how school counseling activities fit within categories of a performance appraisal instrument</u></p> <p>c. <u>Utilizes components of the ASCA National Model to document data-informed, student-focused activities that demonstrate evidence of meeting standards of performance appraisal instruments</u></p> <p><u>Artifacts may include:</u></p> <p>a. <u>Completed performance appraisal aligned with the ASCA Professional Standards & Competencies</u></p> <p>b. <u>Artifacts demonstrated completion or progress toward completion of components of the ASCA National Model</u></p> <p>c. <u>Recognized ASCA Model Program (RAMP) application</u></p>	
<p>Observations and comments:</p>	

Criterion 1: Instructional Skill: (indicators)

- 1.1 Establishes and organizes lesson plans which include learning objectives consistent with individual student needs;
- 1.2 Plans and effectively manages a variety of instructional activities appropriate to specific learning objectives;
- 1.3 Assesses student learning and makes appropriate use of the data;
- 1.4 Establishes immediate and long-range instructional objectives; Involves all learners in the learning process.

Criterion 2: Professional Preparation/Knowledge of Subject Matter: (indicators)

- 2.1 Possesses and maintains competence and working knowledge of subject matter;
- 2.2 Pursues continued professional development;
- 2.3 Understands and articulates the relationship between subject matter field and related disciplines;
- 2.4 Uses in-service opportunities and input from colleagues.

Criterion 3: Interest in Teaching/Students/Student Discipline and Attendant Problems:

- 3.1 Establishes clear expectations for student conduct;
- 3.2 Is consistent and fair in dealing with student discipline; Provides a positive classroom climate conducive to student learning;
- 3.3 Demonstrates skill in human relations with students

Criterion 4: Professional Leadership/Effort toward Improvement:

- 4.1 Has made sufficient progress to complete professional goals;
- 4.2 Accepts constructive criticism and implements suggestions for improvement; Yes, and her observations are appreciated;
- 4.3 Shares school responsibilities;
- 4.4 Participates in professional organizations;

Criterion 5: Parent — Community Involvement:

- 5.1 Keeps parents informed of student progress;
- 5.2 Plans and conducts an effective parent-teacher conference;
- 5.3 Promotes positive school-community relationships;

Conclusion/School Support:

Signed: _____

Date: _____

Signed: _____

Date: _____

Signature does not imply agreement, only that the observation was presented and discussed. A copy of this observation will be placed in the employee's personnel file. Employees have a right to attach comments relating to this observation.

APPENDIX N2 – NURSE EVALUATION

QUALIFICATIONS:

1. Valid Washington State RN License
2. Bachelor of Science in Nursing. Masters preferred
3. Washington State Educational Staff Associate (ESA) Certification for school nurse, or ability to obtain such certification.
4. Demonstrated successful interpersonal and written communication skills, including word processing skills.
5. Ability to travel between buildings and provide own transportation.
6. Excellent organizational skills and ability to work independently.
7. Willingness to continue training and education, to learn the most current innovations and applications for nursing services.
8. Be well versed on current emergency procedures.

REPORTS TO: Special Services Director

JOB GOAL: To provide a full range of school nurse services to children ages 0-21.

PERFORMANCE RESPONSIBILITIES:

1. Evaluate and provide for the health needs of all students enrolled in the school district. Assist district to provide a safe and healthy environment for students and staff.
2. Conduct the following health care screenings: immunization status, vision, hearing with necessary referral/follow up.
3. Provide direct nursing services to students as needed. This includes supervision and/or administration of medications and specialized medical treatment; provide in-service and monitoring of such programs as needed; provide first aid in both routine and emergency situations.
4. Maintain individual health records of students. Complete county/state health reports as required.
5. Provide classroom instruction and counseling to students on health-related topics (i.e. growth & development, AIDS, hygiene, CPR, first aid, etc.).
6. Organize and manage caseload of students with special health needs. Maintain liaison with families, physicians, mental health professionals and other agencies. Refer families for additional services as needed.
7. Serve on the Multidisciplinary Team (MDT) in developing and implementing the health section of the Individual Education Program (IEP) for special services students. Explain assessment results and provide recommendations in an understandable manner to staff and parents. Attend parent conferences, staff meetings, and MDT and IEP meetings as needed.
8. Maintain and monitor Washington Administrative Codes (WAC) regarding current immunization standards and other health care issues.
9. Adhere to professional practice per Washington State Standards of School Nursing Practice, Educator's Code of Conduct, and school board policy.
10. Complete other duties as assigned.

TERMS OF EMPLOYMENT: 180 seven (7) hour days. Paid according to the state salary schedule.
Renewed annually by the School Board in accordance with district policy.

EVALUATION: Annually by Gess Elementary Principal

NARRATIVE: Approved: _____ Date: _____
(Supervisor)

Reviewed and received by: _____ Date: _____
(Employee)

SCHOOL NURSE Adopted: March 17, 1999

APPENDIX N3 – SCHOOL PSYCHOLOGIST EVALUATION

QUALIFICATIONS: 1. Washington State Educational Staff Associate Certificate

2. Endorsement: Psychologist

3. Prefer 3 years public school experience; children 3-21 years of age.

REPORTS TO: SPECIAL SERVICES DIRECTOR

JOB GOAL: To enable students to derive the fullest possible educational experience from school by promoting their sense of self and by treating any psychological or mental health problems.

PERFORMANCE RESPONSIBILITIES:

1. Is actively involved in promoting growth by providing a caring, nurturing environment for individual students in pursuit of social, emotional and academic success.
2. Assesses difficulties of referred students through appropriate testing and diagnostic practices.
3. Administers tests and recommends placement for exceptional and new students, as appropriate.
4. Helps identify within the school all types of referred students (pre-school screening, kindergarten screening, gifted program).
5. Maintains case records on all referred students.
6. Recommends corrective procedures.
7. Conducts individual, group, or facilitative therapy for children whose diagnoses problems would benefit from behavior modification.
8. Confers with teachers and parents whenever necessary.
9. Consults on special educational needs of intellectually disabled, emotionally disturbed, and learning-disabled children.
10. Attends case conferences on placement of individual students.
11. Serves as a consultant on mental health topics for instructors in the school health program.
12. Interprets the school psychological services to teachers and parents.
13. Prepares and submits required reports on students that have been assessed for special education programs.
14. Cooperates with personnel of community health and social welfare agencies.
15. Acts as liaison between the school and juvenile court.
16. Attends staff, professional, and interagency meetings.
17. Assists with in-service training of school personnel.
18. Adheres to mandated timelines to ensure due process to special education students and families.
19. Keeps abreast of new developments in the field.
20. Performs other duties as assigned by the Special Services Director.

Summary:

Principal: _____

Date: _____

Psychologist: _____

Date: _____

APPENDIX N4 – SPEECH LANGUAGE PATHOLOGIST (SLP)

QUALIFICATIONS: Valid Washington State ESA credential with appropriate endorsement(s).

REPORTS TO: Building Principal/Special Services Director

JOB GOAL: The job of Speech/Language Pathologist is done for the purpose of identifying students with communication disabilities; assessing and diagnosing communication disorders; planning and implementing appropriate treatment to minimize adverse impact on student success; recommending treatment plans; and providing guidance and oversight to communication assistants.

PERFORMANCE RESPONSIBILITIES:

1. Administers standardized and/or supplemental assessments for the purpose of identifying students with communication disorders.
2. Analyzes assessment data for the purpose of determining eligibility and designing intervention strategies to minimize adverse impact on student success.
3. Assesses students' communication skills (e.g. articulation, fluency, voice, expressive and receptive language, etc.) for the purpose of identifying communication disorders, determining program eligibility and developing recommendations for treatment.
4. Assists other personnel as may be required for the purpose of ensuring an efficient and effective work environment.
5. Collaborates with a variety of groups and/or individuals (e.g. parents, teachers, administration, team members, other professionals, etc.) for the purpose of communicating information, resolving issues and providing services in conformance with established guidelines.
6. Consults with teachers, parents, other personnel and/or outside professionals for the purpose of providing requested information, developing plans for services, making recommendations and/or facilitating improved performance in the classroom or at home.
7. Maintains manual and electronic files and/or records (e.g. progress reports, activity logs, billing information, treatment plans, required documentation, quarterly reports, screening results, etc.) for the purpose of ensuring the availability of information as required for reference and/or compliance.
8. Participates as a member of the multi-disciplinary team and individualized education program committee for the purpose of presenting evaluation results, developing treatment plans, and/or providing training to parents/students/staff.
9. Participates in meetings, workshops, and seminars (e.g. training, IEP's, team meetings, etc.) for the purposes of conveying and/or receiving information.
10. Prepares a wide variety of written materials (e.g. assessment data, correspondence, memos, treatment plans, Medicaid billings, reports, required documentation, etc.) for the purpose of documenting activities, providing written reference and/or conveying information.
11. Presents at in-service and workshops for the purpose of providing information and/or training to staff, parents, and other professionals.
12. Provides direct and consultative therapy services to eligible children (e.g. treatment plans, interventions, educational materials, etc.) for the purpose of minimizing the adverse impact of communication disorders in compliance with established guidelines.

13. Researches resources and methods (e.g. intervention and treatment techniques, assessment tools and methods, community resources, communication disorders, etc.) for the purpose of determining the appropriate approach for addressing student's needs.
14. Responds to inquiries (e.g. parents, teachers, staff, students, etc.) for the purpose of providing information, recommendations and/or referrals as appropriate.
15. Screens and evaluates referred children (e.g. administering tests, observations, reports, etc.) for the purpose of providing for educational program recommendations.
16. Transport supplies and equipment to a variety of sites for the purpose of ensuring the availability of items as needed.

Strengths:

Areas of growth:

Principal: _____

Date: _____

Speech Pathologist: _____

Date: _____

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CHEWELAH SCHOOL DISTRICT NO. 36

RESOLUTION NO. 2021/2022-06

ADOPTION OF 2022-23 BUDGET

A RESOLUTION of the Board of Directors of Chewelah School District No. 36, Stevens County, Washington, fixing and determining fund appropriations; adopting the 2022-23 budget, the four year budget plan summary and the four-year enrollment projection; approving certain fund transfers and providing for other related matters.

BE IT RESOLVED BY THE BOARD OF DIRECTORS OF CHEWELAH SCHOOL DISTRICT NO. 36, STEVENS COUNTY, WASHINGTON, AS FOLLOWS:

Section 1. Findings and Determinations. The Board of Directors (the "Board") of Chewelah School District No. 36, Stevens County, Washington (the "District"), takes note of the following facts and hereby makes the following findings and determinations:

(a) Pursuant to RCW 28A.505.040, the District has completed the budget for the 2022-23 fiscal year and published electronic notice of the same on its website. The 2022-23 budget includes, among other things, certain fund transfers, a complete financial plan of the District for the ensuing 2022-23 fiscal year and a summary of the four-year budget plan that includes a four-year enrollment projection.

(b) Pursuant to RCW 28A.505.060, the Board shall adopt the 2022-23 budget on or before August 1, 2022. Prior to adoption of the 2022-23 budget, the Board shall meet and conduct a public hearing to allow any person to be heard for or against any part of the 2022-23 budget, the four year budget plan, or any proposed changes to uses of enrichment funding under RCW 28A.505.240 (a/k/a educational programs and operation levy).

(c) The Board, following notice thereof being published in a newspaper of general circulation within the District, conducted a public hearing on July 7, 2022, in accordance with the requirements of RCW 28A.505.060 for the purpose of adopting the 2022-23 budget.

Section 2. Fixing and Determining Fund Appropriations; Adoption of 2022-23 Budget, Four-Year Budget Summary and Four-Year Enrollment Projection.

(a) The Board hereby fixes and determines the appropriation from each fund contained in the 2022-23 budget, as follows:

General Fund	\$ 14,486,599
Capital Projects Fund	\$ 5,066,511
Transportation Vehicle Fund	\$ 366,500
Debt Service Fund	\$ 0
Associated Student Body Fund	\$ 242,250

(b) The Board hereby adopts the 2022-23 budget, the four-year budget plan summary, and the four-year enrollment projection and the appropriations as fixed and determined above, all of which are on file with the District and incorporated herein by this reference.

Section 3. Fund Transfers.

The Board hereby approves and adopts all fund transfers as described in the 2022-23 budget.

Section 4. General Authorization and Ratification.

The Secretary to the Board, the Chair of the Board, and other appropriate officers of the District are hereby further authorized to take all other action, to do all other things consistent with this resolution, and to execute all other documents necessary to effectuate the provisions of this resolution, and all actions heretofore taken in furtherance thereof and not inconsistent with the provisions of this resolution are hereby ratified and confirmed in all respects.

ADOPTED by the Board of Directors of Chewelah School District No. 36, Stevens County, Washington, at a special open public meeting thereof, of which due notice was given as required by law, held this 7th day of July, 2022, the following Directors being present and voting in favor of the resolution.

CHEWELAH SCHOOL DISTRICT NO. 36
STEVENS COUNTY, WASHINGTON

Chair and Director

Director

Director

Director

Director

Secretary to the Board of Directors

POLICY ADOPTION, MANUALS AND ADMINISTRATIVE PROCEDURES

Policy Adoption

Proposed new policies and proposed changes in existing policies willshall be presented in writing for reading and discussion. Unless it is deemed by the board that immediate action would be in the best interests of the district, the final vote for adoption willshall take place not earlier than the next succeeding regular or special board meeting. Any written statement by any person relative to a proposed policy or amendment should be directed to the board secretary prior to the second reading. The board may invite oral statements from staff members or community memberspatrons as an order of business.

When the board of directors is considering a district policy or amendment to policy that is not expressly or by implication authorized by state or federal law, but which will promote the education of kindergarten through twelfth grade students in public schools or will promote the effective, efficient or safe management and operation of the district, the proposed policy willshall be described in any notice of the meetings at which the policy will be considered, if the notice is issued pursuant to the Open Public Meetings Act, Ch. 42.30 RCW. The board of directors will provide an opportunity for public written and oral comment on such policies before adoption or amendment.

In the event that immediate action on a proposed policy is necessary, the motion for its adoption willshall provide that immediate adoption is in the best interest of the district. No further action is required. All new or amended policies willshall become effective upon adoption, unless a specific effective date is provided in the motion for adoption.

Policies as adopted or amended willshall be made a part of the minutes of the meeting at which action was taken and willshall also be included in the district's policy manual.

Non-substantive editorial revisions and changes in administrative, legal and/or cross references need not be approved by the board.

Policy Manuals

The superintendent willshall develop and maintain a current policy manual which contains the policies of the district.

The manual is intended as both ~~as~~ a tool for district management as well as a source of information to community memberspatrons, staff and others about how the district operates. To that end, each administrator willshall have ready access to the manual. In addition, a manual willshall be available ~~in each school library and such other places as~~ the superintendent may determine for the use of staff, students and community memberspatrons.

All policy manuals distributed to anyone willshall remain the property of the district. They willshall be subject to recall at any time.

Administrative Procedures

The superintendent ~~will~~shall develop such administrative procedures as are necessary to ensure consistent implementation of policies adopted by the board.

When a written procedure is developed, the superintendent ~~will~~shall submit it to the board as an information item. Such procedures need not be approved by the board, though ~~the board~~it may ~~request a revision~~revise them when it appears that they are not consistent with the board's intentions as expressed in its policies. Procedures need not be reviewed by the board prior to their issuance; ~~however, though~~ on controversial topics, the superintendent may request prior board consultation.

Legal References:	RCW 28A.320.010,	Corporate powers
	RCW 28A.320.040,	Directors—Bylaws <u>for board and</u>
	<u>RCW 42.30.060</u>	<u>school government</u>
		<u>Ordinances, rules, resolutions,</u>
		<u>Regulations, etc., adopted at public</u>
		<u>Meetings – Notice – Secret voting</u>
		<u>prohibited</u>

Management Resources: 2011 – December Issue

Adoption Date: 02.19.97

Chewelah School District #36

Revised: 02.04.00, 01.21.09

Classification: ~~Priority~~ Encouraged